Складне речення.
Практична граматика англійської мови

Навчальний посібник з граматики
для студентів 4 курсу
факультету іноземних мов

Харків – 2011
Даний посібник рекомендується як основний курс практичної граматики для студентів 4 курсу англійської мови для студентів 4 курсу англійського відділення факультету іноземних мов. Посібник призначений для розвитку вмінь та удосконалення навичок застосування граматичних явищ і структур, якими повинні володіти користувачі мови на рівні С1 за стандартами „Загальноєвропейських рекомендацій з мовної освіти, вивчення, викладання, оцінювання”. У вправах посібника застосовується сучасна розмовна англійська мова, яка віддзеркалює побутові, навчальні та ділові ситуації. Посібник вміщує також глосарій основних граматичних термінів.
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ВСТУП

Одним з найважливіших питань викладання іноземної мови на сучасному етапі є забезпечення процесу навчання студентів за допомогою посібників, зміст, структура та система вправ яких відповідали б сучасним вимогам.

Даний посібник рекомендується як основний курс практичної граматики для студентів четвертого курсу англійського відділення факультету іноземних мов. Посібник призначений для розвитку та удосконалення навичок розуміння граматичних явищ та структур, якими повинні володіти користувачі мови на рівні С1 за стандартами „Загальноєвропейських рекомендацій з мовної освіти, вивчення, викладання, оцінювання”.

Зміст та послідовність викладання та опрацювання граматичного матеріалу повністю відповідає вимогам навчальної програми для студентів 4 курсу мовних вищих навчальних закладів.


Основна увага приділяється граматичним вправам, в яких весь матеріал, що вивчається, відповідає навчальні програми для студентів 4 курсу мовних вищих навчальних закладів.

У вправах використовується сучасна розмовна англійська мова, яка віддзеркалює побутові, навчальні та ділові ситуації, з якими студенти зустрінуться у реальному житті.

Однією з основних переваг посібника є те, що в вправах використовується сучасна розмовна англійська мова, яка віддзеркалює побутові, навчальні та ділові ситуації, з якими студенти зустрінуться у реальному житті.

Посібник призначений як для роботи в аудиторії під керівництвом викладача, так і для самостійної роботи вдома.
COMPOSITE SENTENCES

1. A *composite sentence* is a sentence consisting of more than one clause, whether compound or complex.

2. *Compound sentences* are joined by *coordination* which is a way of linking grammatical elements to make them *equal in rank*. Each clause in compound sentences is called a *coordinate clause* and has its subject-predicate unit, e.g.
   - The leaves are turning to gold, squirrels are fattening, hunting time is near. (3 subject-predicate units)
   - They have their meals at the same table, they play bridge together; and not a day passes without a row. (3 subject-predicate units)

3. *Complex sentences* are joined by *subordination* which is a way of linking grammatical elements that makes one of them depend upon the other. The basic element is called the *main* or the *principal clause*, the dependent clause is called the *subordinate clause*. All clauses no matter principal or subordinate have a subject-predicate unit. In the sentences below all subject-predicate units are underlined.

<table>
<thead>
<tr>
<th>Composite sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compound Sentence</strong></td>
</tr>
<tr>
<td>• Jason offered the girl his handkerchief (<em>first coordinate clause</em>) and she took it without a moment’s hesitation. (<em>second coordinate clause</em>)</td>
</tr>
<tr>
<td>• Children have never been very good at listening to their elders (<em>first coordinate clause</em>) but they have never failed to imitate them. (<em>second coordinate clause</em>)</td>
</tr>
</tbody>
</table>

4. *Compound sentences* may be subdivided into *compound sentences (proper)* that consist either of two or more clauses of *equal rank* and *compound-complex sentences* where coordinate clauses are extended by subordinate clauses. In the sentences below all subject-predicate units are underlined.

<table>
<thead>
<tr>
<th>Compound Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compound Sentences (Proper)</strong></td>
</tr>
<tr>
<td>contain only coordinate clauses</td>
</tr>
<tr>
<td>The front door of the little wooden hut opened (<em>first coordinate clause</em>) and a little old woman in a brown worn-out dress came out of it. (<em>second coordinate clause</em>)</td>
</tr>
</tbody>
</table>

5. *Complex sentences* may have a hierarchy of clauses, that is, they may have *consecutive or successive subordination*.

6. *Complex sentences* may have several *homogeneous subordinate clauses of equal rank* joined by means of coordination. They contain a principal clause and one or more subordinate clauses coordinated with each other. This kind of relationship is called *parallel subordination or co-subordination*.

7. The information about complex sentences is summed up in the table below:
Complex Sentences

Complex Sentences with Successive (Consecutive) Subordination

The teacher realized (principal clause) that the class did not understand the rule (1st subordinate clause) that had just been explained to them (2nd subordinate clause that is subordinated to the 1st one) = 1 principal clause + 2 subordinate clauses one of which is subordinate to the other

```
principal clause
↓
1st subordinate clause
↓
2nd subordinate clause
```

Complex Sentences with Parallel Subordination (Co-subordination)

The headmaster told the teachers (principal clause) that Weekly Reviews were to be written on Fridays (1st subordinate clause) and that they should be marked by Mondays. (2nd subordinate clause) = 1 principal clause + 2 homogeneous/parallel subordinate clauses

```
principal clause
```

1st subordinate clause + 2nd subordinate clause

TASK 1. Draw the model of each type of composite sentences. Give your own examples for each type. The first one is done for you.

1. Compound sentences with two coordinate clauses
   Model: coordinate clause + coordinate clause
   Example: Simon didn’t know the whole truth and Bella didn’t know it either.

2. Complex sentences with one subordinate clause

3. Compound-complex sentences

4. Complex sentences with consecutive/successive subordination

5. Complex sentences with parallel/co-subordination

TASK 2. Sort out the sentences given below into the corresponding row of the table. Underline subordinate clauses. The first sentence is done for you.

| 1 | Compound sentences (proper) |
| 2 | Complex sentences with one subordinate clause |
| 3 | Compound-complex sentences |
| 4 | Complex sentences with consecutive/successive subordination |
| 5 | Complex sentences with parallel/co-subordination |

1. Philip was coming to see me and he was bringing a letter from Synthia.
2. When someone is relating an important event that’s happened to them, don’t try to stop them with a story of your own.
3. Our talk was short, but it was very useful for me.
4. Nobody knew what kind of man the new headmaster was.
5. Don’t ask me what has happened to your papers and where your socks are.
6. Before Raoul bought his new car, he remembered that his grandmother might give him her old sedan and if she really did this, he would be able to save some money that year.
7. Don’t tell me that you have failed to read the book I had given you three weeks ago.
8. Will you show me the new book you have bought?
9. Two new people came in and I was introduced to Mr. Wren whom I found clever and pleasant.
10. Give yourself an hour to cool off before responding to someone who had provoked you. If it involves something really important, give yourself overnight.
11. The doctor was worried that Charlie was putting on too much weight and that he would not be able to take part in the coming competition.
12. Every person that you meet knows something you don’t; learn from them.
13. You cannot teach a man anything, you can only help him find it within himself. (Galileo)
14. Experience is that marvellous thing that enables you to recognize a mistake when you make it again.
15. Nearly ten years had passed since the Dursleys had woken up to find their nephew on the front step, but Privet Drive had hardly changed at all.
16. Charlie didn't get the job in administration, and he didn't even apply for the Dean's position, which really surprised his friends.
17. The old lady suspected that the nurse knew something and that information was dangerous knowledge.

**COMPOUND SENTENCES**

1. Compound sentences consist of two or more clauses of equal rank which form one syntactical unit in meaning and intonation.
2. Clauses that are parts of compound sentences are called coordinates as they are joined by coordination.
3. Coordinate clauses may be joined:
   a) **syndetically**, that is by means of conjunctions (e.g. and, but, or, nor, for, etc.) or conjunctive adverbs (e.g. so, yet, still, otherwise, therefore, etc.)
   b) **asynthetically**, that is without connectors.
4. Coordinate clauses may be punctuated by commas, semicolons, colons and very seldom, dashes.
5. The main characteristic feature of compound sentences are:
   a) in compound sentences the opening clause plays the leading role and each successive clause is joined to the previous one either syndetically or asynthetically, e.g.
      - Old Raffles may or may not have been an exceptional criminal (opening = leading clause), but as a cricketer, I dare swear, he was unique (successive clause). – syndetical connection
      - For Gregory to study maths was a treat; to study English grammar was a thrill. – asynthetical connection
   b) in compound sentences the clauses are usually sequentially fixed, that is the previous coordinate clause cannot change place with the following one without changing the meaning of the whole sentence, e.g.
      - Mother looked at us significantly, so we changed the topic at once. # We changed the topic at once, so Mother looked at us significantly.
   c) though sometimes coordinate clauses can change places without changing the meaning of the whole sentence, e.g.
      - I like to read; my wife likes to talk. = My wife likes to talk; I like to read.

**Coordinate Connection**

Relationship between coordinate clauses may be of 4 types:

1. **Copulative connection** is used when two ideas expressed in coordinate clauses are joined in time and place. The statement expressed in one clause is simply added to the one expressed in another clause. Copulative connection can be either syntetical or asyntetical.
   a) **Copulative syntetical connection** is employs the following connectors:

<table>
<thead>
<tr>
<th>Conjunctions</th>
<th>and; neither; neither… nor, either … or; but also; not only …but also</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunctive adverbs</td>
<td>(and) then; moreover (formal)</td>
</tr>
</tbody>
</table>

- I didn’t want to go into the details of the matter, and they didn’t want me to do it either.
- I didn’t want to go into the details of the matter; neither did they want me to. (can be replaced by the conjunction ‘and’)
- I didn’t want to go into the details of the matter; moreover, they didn’t want me to do it either.
- We have to invite your parents and my parents, and then there's your brother.
- She could neither read, nor could she write properly.
- I can either clean the windows or I can cook dinner, but I can’t do both.
- Shakespeare was not only a writer but he also acted in some of his own plays.
b) **Copulative asyndetical connection** is generally punctuated with a **semicolon**, e.g.
- The old man was looking through the window; he was deep in thought.
- October days are often beautiful; November days often aren’t.

2. **Adversative connection** joins clauses containing **opposition, contradiction or contrast**.
   Adversative connectors are:

<table>
<thead>
<tr>
<th>conjunctions</th>
<th>but; while; whereas</th>
</tr>
</thead>
<tbody>
<tr>
<td>conjunctive adverbs</td>
<td>yet; still; nevertheless; nonetheless; however</td>
</tr>
<tr>
<td>particle</td>
<td>only</td>
</tr>
</tbody>
</table>
- The story was funny, but nobody laughed.
- Jillian read detective stories, whereas her husband preferred war memoirs.
- Our defeat was expected, nevertheless it is disappointing.
- It’s a small car, yet it’s surprisingly spacious.
- I’d love to come; only I have to work.
- We had hoped to be home before dark; however, the plane was late.

3. **Disjunctive connection** expresses choice usually between **mutually exclusive alternatives**.
   Disjunctive connectors are:

<table>
<thead>
<tr>
<th>conjunctions</th>
<th>or; either … or;</th>
</tr>
</thead>
<tbody>
<tr>
<td>conjunctive adverbs</td>
<td>else; or else; otherwise</td>
</tr>
</tbody>
</table>
- He must like her, or he wouldn’t keep calling her.
- Hurry up, or else you’ll be late.
- They can’t be coming, or else they’d have called.
- Either listen to me or I’ll stop reading to you.
- Shut the window, otherwise it’ll get too cold in here.

4. **Causative-consecutive connection** joins two clauses when one of them contains a **reason** and the other a **consequence or a result** of the previous clause. Causative-consecutive connectors are:

<table>
<thead>
<tr>
<th>conjunctions</th>
<th>for (rather old-fashioned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>conjunctive adverbs</td>
<td>so; so that; therefore; hence; then; accordingly; consequently</td>
</tr>
</tbody>
</table>
- John must have gone, for nobody answered the call.
- The weather was windy, so there were no people on the beach.
- She worked hard so that everything would be ready in time.
- There is much to discuss, therefore we’ll return to this item at our next meeting.
- We suspect they are trying to hide something; hence we need an independent inquiry.
- Start off early, then you won't have to rush.
- Some of the laws were contradictory; accordingly, measures were taken to clarify them.
- The molecules are absorbed into the bloodstream, and consequently, they affect the organs.

**Punctuation in Compound Sentences**

Depending on the circumstances, one of two different punctuation marks can be used between the independent clauses in a compound sentence: a **comma** or a **semicolon**. The choice is yours.

**Recommendations:**

1. **Comma (,)**
   Use a **comma** after the first independent clause when you link two independent clauses with one of the following coordinating conjunctions: **and, but, for, or, nor, so, yet, while, whereas**, e.g.
   - Schools in the north tend to be better equipped, while those in the south are relatively poor.
   - The old system was fairly complicated, whereas the new system is really very simple.
   - I am going home, and I intend to stay there.
   - It rained heavily during the afternoon, but we managed to have our picnic anyway.
   - They couldn't make it to the summit and back before dark, so they decided to camp for the night.
   - There is a mnemonic device to remember some of these conjunctions:
     \[ \text{fanboys} = \text{for} + \text{and} + \text{nor} + \text{but} + \text{or} + \text{yet} + \text{so} \]
2. Semicolon (;)
Use a **semicolon** when you link two independent clauses with **NO connecting words**, e.g.
I am going home; I intend to stay there.
It rained heavily during the afternoon; we managed to have our picnic anyway.
They couldn't make it to the summit and back before dark; they decided to camp for the night.

3. Semicolon (;) + Comma (,)
Use a **semicolon** when you join two independent clauses together with one of the following conjunctive adverbs (adverbs that join independent clauses): *however, moreover, therefore, consequently, otherwise, nevertheless, thus*, etc, and put a **comma** behind it, e.g.
I am going home; moreover, I intend to stay there.
It rained heavily during the afternoon; however, we managed to have our picnic anyway.
They couldn't make it to the summit and back before dark; therefore, they decided to camp for the night.

The most common of these conjunctive adverbs are as follows:

<table>
<thead>
<tr>
<th>accordingly</th>
<th>consequently</th>
<th>instead</th>
<th>meanwhile</th>
<th>nonetheless</th>
<th>then</th>
</tr>
</thead>
<tbody>
<tr>
<td>also</td>
<td>furthermore</td>
<td>finally</td>
<td>moreover</td>
<td>now</td>
<td>thereafter</td>
</tr>
<tr>
<td>anyway</td>
<td>hence</td>
<td>further</td>
<td>namely</td>
<td>otherwise</td>
<td>therefore</td>
</tr>
<tr>
<td>besides</td>
<td>however</td>
<td>indeed</td>
<td>nevertheless</td>
<td>similarly</td>
<td>thus</td>
</tr>
<tr>
<td>certainly</td>
<td>incidentally</td>
<td>likewise</td>
<td>next</td>
<td>still</td>
<td>undoubtedly</td>
</tr>
</tbody>
</table>

**Most common mistakes in punctuating compound sentences**

1. A **fused sentence** occurs when two independent clauses are joined together with no punctuation and no linking word, e.g.
   • For Josh English grammar was difficult English spelling was even worse. – **WRONG!**
   • For Josh English grammar was difficult; English spelling was even worse. – **RIGHT!**

2. A **comma splice** occurs when two independent clauses are joined together with a comma but no linking word, e.g.
   • For Josh English grammar was difficult, English spelling was even worse. – **WRONG!**
   • For Josh English grammar was difficult, though English spelling was even worse. – **RIGHT!**

3. A **run-on** occurs when two independent clauses are joined together with a linking word but no punctuation, e.g.
   • For Josh English grammar was difficult and English spelling was even worse. – **WRONG!**
   • For Josh English grammar was difficult, *but* and English spelling was even worse. – **RIGHT!**

**TASK 3. Define the type of coordinate connection in the sentences given below. The first one is done for you.**

<table>
<thead>
<tr>
<th>Copulative connection</th>
<th>Adversative connection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disjunctive connection</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Causative-consecutive connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Some of the students show positive results, whereas others do not.</td>
</tr>
<tr>
<td>2. It was a nice little house, and the owners were proud of it.</td>
</tr>
<tr>
<td>3. Debora knew it was not true; otherwise, it would have frightened her.</td>
</tr>
<tr>
<td>4. The little girl was not unhappy or afraid, yet she wept.</td>
</tr>
<tr>
<td>5. We thought she was arrogant, whereas in fact she was just very shy.</td>
</tr>
<tr>
<td>6. The darkness was thinning, but the streets were still dimly lighted.</td>
</tr>
<tr>
<td>7. The rain fell softly; the house was quiet.</td>
</tr>
<tr>
<td>8. The room was dark, but the street was lighter because of its lamps.</td>
</tr>
<tr>
<td>9. Something must have happened to her, for she was strangely silent and looked ill.</td>
</tr>
<tr>
<td>10. The front door of the house opened, and a man and a woman stepped out on the wooden porch.</td>
</tr>
<tr>
<td>11. I wanted to call you, but my telephone was out of order.</td>
</tr>
<tr>
<td>12. We were talking about a lot of things, or rather he was talking and I was listening.</td>
</tr>
</tbody>
</table>
13. The land seemed as dark as the water, for there was no moon.
14. You can join us in Paris, or we can wait for you in London.
15. Maria failed to get a scholarship; consequently, her parents had to pay for her education.
16. It's your choice! Either she leaves, or I will!
17. The authorities were not sympathetic to the students' demands; neither would they tolerate any disruption.
18. The rent is reasonable and, moreover, the location is perfect.
19. The cost of transport is a major expense for an industry; hence, factory location is an important consideration.
20. This must be distinctly understood, or nothing wonderful can come of the story.
21. Whereas the city spent over $1 billion on its museums and stadium, it failed to look after its schools.

TASK 4. Fill in conjunctions and conjunctive adverbs into the sentences below. There may be more than one variant. Pay special attention to the punctuation marks.
1. Your car is new and fast, _______ my car is old and slow.
2. Todd went to bed early, _______ he was tired the next day.
3. The Simons usually go on holiday to Spain, _______ the Millers go to Switzerland.
4. Derek passed all his exams well, _______ he couldn’t find a good job.
5. The cake was very tasty, _______ Sue ate all of it.
6. Tom ran well, _______ he lost.
7. Barbara had a cold; _______ she went to work.
8. My granddad fell off the ladder yesterday; _______ he wasn’t hurt.
9. The film was good _______ it was very frightening.
10. The alarm went off, _______ Steve didn’t wake up.
11. Pat is very tall, _______ her twin brother is rather short.
12. The teacher explained the question in detail; _______ I didn’t understand it.
13. I will answer the door, _______ you can put some water on for tea.
14. The cake should be delicious; _______ you’d better try a slice first.
15. Bilinguals _______ can understand other cultures _______ can communicate with a wider range of people.
16. The November morning had just begun, _______ it looked like dusk.
17. Everyone had the same crib, _______ most of us ended up failing the exam.
18. Computers came into common use in the 1970s, _______ they are now indispensable for conducting business.
19. My parents lent me some money; _______ I couldn’t have afforded the trip.
20. Leo was a talented painter; _______ he wrote some good poetry.

COMPLEX SENTENCES
1. Complex sentences are joined by subordination which is a non-symmetrical relation where the main or principal clause is the basic element whereas the subordinate clause (clauses) is (are) its part.
2. Principal and subordinate clauses may be joined both syndetically (i.e. with conjunctions and connectives) and asyndetically (i.e. without conjunctions and connectives) e.g.
   • This is the place where our old house used to stand. (syndetical connection)
   • And this is the place I live now. (asyndetical connection)
3. Subordinate clauses can precede, follow or interrupt the principal clause, e.g.
   • There was a glimpse in his eyes that I knew very well. (follows)
   • When we came to the court, there were several players there. (precedes)
   • Lord Amersteth, who was a fine looking man with a short moustache and a double chin, received me with much dry courtesy. (interrupts)
4. A complex sentence may contain two or more *homogeneous* subordinate clauses coordinated with each other, e.g.
   - Patrick often asked himself why he had fallen in love with this empty-headed girl (*1st clause*) and how long this madness was going to last (*2nd clause*).

5. A subordinate clause may be *subordinated* to the principal clause or another subordinate clause, e.g.
   - As he drove towards town (*subordinates to the principal clause*), he thought of nothing except a large order of drills he was hoping to get that day (*subordinates to the principal clause*).
   - This must be distinctly understood, or nothing wonderful can come of the story I am going to relate (*subordinates to the second principal clause*).
   - The place was so delightful that we stayed there all summer (*subordinates to the principal clause*) so that we could enjoy it to our heart’s content (*subordinates to the first subordinate clause*).

6. *Syndetical connection* is performed by *conjunctions* and *connectives* (connective adverbs). Both of them are called *connectors*.

   ![Connectors Diagram]

   - **Conjunctions**
     - **Conjunctive words**
       - **Conjunctive pronouns**
     - **Conjunctive adverbs**
   - **Connectives**
     - **Relative words**
       - **Relative pronouns**
     - **Relative adverbs**

7. There is a great difference between *conjunctions* and *connective*. Compare:

<table>
<thead>
<tr>
<th>Conjunctions</th>
<th>Connectives</th>
</tr>
</thead>
</table>
   | are formal (structural) elements that connect separate clauses and are **NOT** a member of either a principal or a subordinate clause | are notional elements that combine two functions:  
   - a) they link clauses and at the same time  
   - b) are part of a subordinate clause as they are a missing member of this clause |
   | I didn’t know that we had to write an essay for Monday.  
   Unfortunately, when the load was delivered last week, it was all stored incorrectly. | She is really indifferent and she doesn’t care what (*subject*) happens to her own children.  
   - Peter wondered why (*adverbial modifier of reason*) he should do that work. |

<table>
<thead>
<tr>
<th>The most typical conjunctions</th>
<th>The most typical connectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>that if till when as if whether after</td>
<td>who whoever what whatever which</td>
</tr>
<tr>
<td>before since until while as long as</td>
<td>whichever how however</td>
</tr>
<tr>
<td>as soon as because although</td>
<td>when whenever where wherever why</td>
</tr>
</tbody>
</table>

8. From the point of view of their morphological structure *conjunctions* may be:
   - one word-form: *that, because, though* etc
   - phrasal expressions: *in order that, providing that, for all that, so far as* etc
   - paired correlatives (correlated with some elements in the principal clause): *as ... as, such ... as, not so ... as,* etc
   - used in combination with particles: *even if, even though, even when, just as, if only,* etc

9. *Connectives* are subdivided into:
   - a) *conjunctive words*, that is, conjunctive subordinate pronouns and adverbs which are use to join *nominal clauses*, e.g.
• Frank didn’t know what was happening to him.
• That was where Sherlock Holmes lived all that time.

b) relative words, that is, pronouns and adverbs that are used to join attributive clauses, e.g.
• Frank didn’t have the slightest idea what was happening to him.
• That was the cave where Sherlock Holmes lived all that time.

10. Sometimes it is difficult to distinguish conjunctive and relative words. The difference is in their role in the sentence. Relative words always have an antecedent, that is, the words they relate to, e.g.

We understand the reason (antecedent) why (relative word) you did not want to come.
I will always remember the day (antecedent) when (relative word) we met.

11. Some subordinate connectors are homonymous with other parts of speech, e.g.
• with prepositions, e.g. like, till, etc;
• with adverbs, e.g. after, since, before, immediately, directly, etc;
• with participles, supposing, provided, etc;
• with nouns and nominal phrases denoting time, e.g. the very moment, the instant, the next time, the second, etc.

12. Punctuation in complex sentences:
   a) there is no comma if the main and subordinate clause are closely connected, e.g.
      • I know he is here.
      • Miranda saw Steve was right.
   b) there is a comma if the connection is loose, e.g.
      If you don’t know him well, don’t discuss serious matters with him.
   c) occasionally a dash may be used to mark the borderline between the clauses, e.g.
      • The evil simply was – he had missed his vocation: he should have been a soldier, and circumstance had made him a priest.
      • Most people would agree that — if one disregards the typhoons, earthquakes, gangsters and reckless drivers — Japan is still a relatively safe country to live in.

13. Generally the main clause dominates the subordinate clause, but sometimes it happens that the subordinate clause is more important as it contains the main information of the utterance, e.g.
• John asked me what I knew about the details of the operation.

14. The classification of subordinate clauses offers special difficulties and remains the area of syntax where there are many different linguistic approaches with some important disputable points open to thought and discussion. This is one of many ranges of linguistic structure in which there are borderline cases where the lexico-grammatical organization of complex syntactic units presents special difficulties.

TASK 5. Decide if the connectors in the sentences below are conjunctions or connectives.

1. Here is what is going to happen.
2. Her father didn’t like it when she interfered with his work.
3. This is how you should have done it.
4. The rescue team didn’t know whether anything could be done to save the man.
5. As soon as I saw Ellen I understood everything.
6. I can’t tell you which way is the shortest.
7. The librarian insisted that the missing books should be found and returned.
8. The joke which made everybody laugh was told by Mr. Bloomfield.
9. Shirley hadn’t seen her sister since she married Mr. Stonebridge.
10. You can stay here as long as you want.
11. Mr. Priestley, who had no servants, opened the door himself.
12. Irene felt as if everyone were accusing her of some crime.
13. The culprit, whoever he is, will be punished very seriously.
14. Many students opt for practical subjects at university because they believe that these courses offer better career prospects.
15. The robbers used a stolen Mercedes, whose owner has not yet been found.

**FUNCTIONAL CLASSIFICATION OF SUBORDINATE CLAUSES**

- **subordinate clauses**
  - nominal clauses: subject clauses, predicative clauses, object clauses
  - attributive clauses: appositive clauses, relative clauses
  - adverbial clauses: (of time, place, etc)
  - defining clauses: non-defining clauses

**COMPLEX SENTENCES WITH SUBJECT CLAUSES**

1. Subject clauses perform the function of **subject** to the **predicate** of the principal clause, e.g.
   - What I really want to do now (subject clause) is to have (predicate) a hot bath and a cup of strong tea.
   - What our English teacher said (subject clause) was downright inspiring (predicate).

2. Subject clauses may occupy the following positions in the sentence:
   a) **the initial position** when they precede the predicate, e.g.
      - That he will help us leaves no doubt.
      - Whether he will stay here is another question.
   b) **after the main clause with the formal/dummy subject ‘it + adjective’**, in this position it is usually preceded by an adjective, e.g.
      - It was true that he had assisted Dr. Munro at the operation.
      - It is most improbable that we should meet them in London, the city is huge.
      **Note:** The second case is also regarded by some grammarians as an example of a **predicative clause**, where ‘it’ is the formal subject and ‘is’ acts as a link verb.
   c) **after exclamatory sentences with adjectives**, that normally begin with the formal/dummy subject ‘it’ and are usually connected to the subordinate clause with the conjunction **‘that’**, e.g.
      - How wonderful that they should meet at last! (= How wonderful it is that they should meet at last!)

3. Subject clauses are connected with the principal clauses in four ways:
   a) with the help of **conjunctions** **that, if, whether, because, the way**, e.g.
      - Whether she is a saint or a devil is what I really don’t know.
      - It is desirable that all the papers should be signed by Friday.
      - If the wife was happy or not was not much concern of her husband.
      - Because I ask too many questions doesn’t mean that I am absolutely ignorant.
      - The way the girls roam around the world now is something terrible.
   b) with the help of **connectives** who which when where how why what whoever whatever wherever whenever, e.g.
      - What is done cannot be undone.
      - Whoever has done it must pay for it.
      - Where he has gone is nobody’s business.
      - How popular the singer will become depends on his image-makers.
      - Why is it that we can't get together?
      - Whenever they come makes no difference.
   c) with the help of **correlatives** (that is, conjunctions correlated with some elements in the principle clause) **either … or; whether … or**, e.g.
      - Look, Kate, I'm calling the doctor. **Whether you like it or not** doesn’t bother me at the moment.
• Either keep quiet or leave was John’s usual answer when his wife pestered him with her nagging curiosity while he was working.

d) *asynodetically*, e.g.

• It was obvious something terrible had happened.

4. **Punctuation.** Subject clauses are **not** separated from principal clauses by commas unless there two or more homogeneous subject clauses in one sentence coordinated with each other, e.g.

• That he did not come to speak with you was *what* surprised me most.

• Who her mother was, and where she was now was the question that tormented Diana day and night.

**TASK 6.** *Underline the subject clauses in the sentences below. Translate them into your mother tongue. There are some sentences in this task that do not have a subject clause.*

1. What Trent wanted was love - tender, unconditional, eternal.
2. How my father manages to be so punctual has always been a secret for me.
3. That there were other problems in that family besides a mere generation gap was obvious.
4. Whether to complete that work or not was not the question. The question was how to do it.
5. What our boss suggests is always taken into account.
6. What really worries me is why my parents quarrelled yesterday.
7. What he learnt was that they had never arrived.
8. Can it be true that the expedition has safely returned to their base?
9. What they are arguing about doesn’t only concern them. It concerns all of us.
10. My mother’s constant fear was that I would catch a bad cold which will turn into pneumonia and inevitable death.

11. What Uncle Paul made clear was that he didn’t want to see me again.
12. What surprised everybody was that Pat refused to take her trophy.
13. Where the pirates hid their treasure will always remain a secret.
14. That he did not come to speak with you was what surprised me most.
15. What you say may be true, but I greatly doubt it.
16. What counts is not necessarily the size of the dog in the fight - it's the size of the fight in the dog. *(Dwight Eisenhower)*
17. That he was the most inspiring and the best loved of all Hogwarts headmasters cannot be in question.
18. Whatever she does, she does well.

**TASK 7.** *Translate into English using subject clauses.*

<table>
<thead>
<tr>
<th>Ukranian</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Що Ізабелла бажала – так це дізнатися правди, хоч якою б гіркою вона не була.</td>
<td>Что Изабелла хотела – это узнать правду, какой бы горькой она ни была.</td>
</tr>
<tr>
<td>Чого вона більше не бажала – так це залишатися в невіданні щодо своєї подальшої долі.</td>
<td>Что она больше не хотела – это оставаться в неведении относительно своей дальнейшей судьбы.</td>
</tr>
<tr>
<td>2 Чому мене навчив мій досвід дільничного лікаря – так це відразу ж розуміти, коли люди мені брешуть, а коли кажуть правду.</td>
<td>Чему меня научил мой опыт участкового врача – это сразу же понимать, когда люди мне лгут, а когда говорят правду.</td>
</tr>
<tr>
<td>3 Було прикро, що потерпілого доставили в лікарню занадто пізно. Якби його привезли, як тільки відбулася аварія, лікарі були б ще у змозі йому допомогти.</td>
<td>Было обидно, что пострадавшего доставили в больницу слишком поздно. Если бы его привезли, как только произошла авария, врачи смогли бы ему еще помочь.</td>
</tr>
<tr>
<td>4 Що б я для вас не зробив – це лише мала крапля в порівнянні з тією допомогою, що ви мені надали, коли я був у біді. Я буду вам вдячний все моє життя.</td>
<td>Что бы я для вас не сделал – это лишь малая капля по сравнению с той помощью, которую вы мне оказали, когда я был в беде. Я буду вам благодарен всю мою жизнь.</td>
</tr>
</tbody>
</table>
Що йому дійсно потрібно – це відмовитися від марних сподівань та зайнятися справжньою роботою. Безглуздо постійно згадувати про минуле на школу сьогоденню й майбутньому. Что ему действительно нужно – это отказаться от бесплодных мечтаний и заняться настоящей работой. Бессмысленно постоянно вспоминать о прошлом в ущерб настоящему и будущему.

Хто прийде на зміну нашему старому директору школи – це питання цікавило й учителів, і учнів. Чи зможе він керувати школою так же мудро, як його попередник? Кто придет на смену нашему старому директору школы – этот вопрос интересовал и учителей, и учащихся. Сможет ли он руководить школой так же мудро, как его предшественник?

Як нам роздобути ці документи – от про що ми думали останнім часом. Усе, що нам було потрібно, – це схема розміщення охорони в будинку. В усьому іншому треба було покластися на удачу. Как нам заполучить эти документы – вот о чем мы думали все последнее время. Все, что нам было нужно – это схема расположения охраны в здании. В остальном надо было положиться на удачу.

Де він був і як він сюди потрапив – ця думка не давала йому спокою у весь час. Він явно був на острові, і остров був незаселеним, але він совсем не пам’ятав, щоб він плив на кораблі або човні. У всьому цьому була якась таємниця, і він повинен був її розгадати. Где он был и как он сюда попал – эта мысль не давала ему покоя все время. Он явно был на острове, и остров был необитаемым, но он совершенно не помнил, чтобы он плыл на корабле или лодке. Во всем этом была какая-то тайна, и он должен был ее разгадать.

Те, що старенька не впізнала Емілі, було очевидно. Це ускладнювало завдання Емілі, але не робило його нездійсненним. Вона була впевнена, що старі фотографії її мами, на яких вона була як дві краплі води схожа на Емілі, допоможуть старушці відновити в пам'яті минуле. Что бы не говорили про профессора Коллинза - николи не змінить моє воно місця до нього як до особистості і як до профессионала. Для мене він завжди буде прикладом справжнього ученого, прекрасного вчителя й щедрого людини.

COMPLEX SENTENCES WITH PREDICATIVE CLAUSES
1. Predicative clauses perform the function of the predicative. Below is the model of the complex sentences with a predicative clause
   principal clause + link verb + predicative clause
   • Eliot felt as if he had no care in the world. (felt – link verb; as if – conjunction connecting the main and the predicative clause; he had no care in the world - predicative clause)

2. Predicative clauses have a fixed position in the sentence, they always follow a link verb, with which they form a compound nominal predicate. There is a limited number of link verbs that are used with predicative clauses:
   most common link verbs to be, to look (like), to feel (like), to seem (as if);
   less frequent link verbs to appear, to remain, to sound (as if)
   • He looked as if he hadn't washed for a week.
   • It seemed as if he wanted us to leave.
   • The fact remains that racism is still a considerable problem.
   • To me it sounds as if he needs professional help.
I felt like I really achieved something.

3. A predicative clause may be introduced by the following connectors:

<table>
<thead>
<tr>
<th>conjunctions</th>
<th>that, whether, as, as if, as though, lest, the way; either ...or; whether ... or</th>
</tr>
</thead>
<tbody>
<tr>
<td>connectives</td>
<td>who, whoever, what, whatever, which, where, wherever, when, whenever, how, why, before</td>
</tr>
</tbody>
</table>

- The fact was that Gordon had completely forgotten about the meeting.
- That is what your husband wants you to think about all this matter.
- It was as though their last meeting was forgotten and they were strangers.
- Betty looks as if she were ill.
- Everything in his room remains as it used to be before his death.
- Marion’s attitude to this matter is that facts are facts.
- The time just about sunset was what Julian loved best.
- The question was how was the matter to be kept quiet.
- That was why the boy was not scared to death.
- The manager’s suggestion was that the workers should work longer hours.
- Fiona’s fear was lest her father would find her guilty.
- That was the way Mr. Dolby dealt with all his students.
- That was before we decided to go hiking in Italy.

4. Predicative clauses may also be joined asyndetically, e.g.

- Another thing was they couldn’t find a baby-sitter for their baby.
- The result was they had to take the test again.
- It appeared Ferdinand hadn’t been fired after all.

5. Predicative clauses are found in two different structures:
   a) they may follow the main clause in which the subject is a notional word with a very general meaning, e.g.

<table>
<thead>
<tr>
<th>thing</th>
<th>question</th>
<th>problem</th>
<th>idea</th>
<th>fact</th>
<th>news</th>
<th>evil</th>
<th>rule</th>
<th>trouble</th>
</tr>
</thead>
<tbody>
<tr>
<td>news</td>
<td>suggestion</td>
<td>problem</td>
<td>idea</td>
<td>fact</td>
<td>news</td>
<td>evil</td>
<td>rule</td>
<td>trouble</td>
</tr>
</tbody>
</table>

- The good news is that tomorrow will be fine and sunny.
- The fact is that this is a business deal.

   b) they may follow the main clause with the formal/dummy subject ‘it’+ link verb, e.g.

- It seems he knows everyone here. (‘it’ – formal subject; ‘seems’ – link verb; ‘he knows everyone here’ – predicative clause)
- It appears that all the files have been deleted.

6. Do not confuse subject and predicative clauses with formal/dummy subject ‘it’. Compare:

<table>
<thead>
<tr>
<th>Subject Clause</th>
<th>Predicative Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It + link verb + adjective + clause</td>
<td>It + link verb+ clause</td>
</tr>
<tr>
<td>It seems clear that we will be late for the meeting. (‘it’ – formal subject; ‘seems’ – link verb; clear – predicative expressed by an adjective = main clause + that we will be late for the meeting – subject clause)</td>
<td>It seems (that) we will be late for the meeting. (‘it’ – formal subject; ‘seems’ – link verb; (that) we will be late for the meeting’ - predicative clause)</td>
</tr>
</tbody>
</table>

7. Predicative clauses introduced by the conjunctions as if, as though should not be confused with adverbial clauses of comparison introduced by the same conjunctions. Compare:

<table>
<thead>
<tr>
<th>Predicative clauses</th>
<th>Adverbial clauses of comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the exam Ben felt (link verb) as if he had been beaten with stones.</td>
<td>Sally is 13 and she hates (notional verb) to be talked to as if she were a child. (no link verb)</td>
</tr>
</tbody>
</table>
8. **Past tenses** are used both in predicative clauses and adverbial clauses of comparison and manner introduced by the conjunctions *as if* and *as though* to speak about **unreal present situations**, e.g.
- It looks as if we **are going** to need more help. (predicative clause - a real situation)
- He looks as if he **hadn't washed** for a century. (predicative clause - an unreal situation)
- It seems like **you're catching** a cold, Taylor. (predicative clause - a real situation)
- It seems as if the end of the world **had come**. (predicative clause - an unreal situation)
- He behaves as if he **owned** the place. (clause of comparison/manner – an unreal situation)
- He talks as though he **knew** all the mysteries of the world. (clause of comparison/manner – an unreal situation)

9. If both the subject and the predicative are expressed by clauses, the principal clause consists only of a link verb, e.g.
- What we wanted to know **was** what our competitors would do in response.
- What he usually says **is** that children are always ungrateful.

10. **Punctuation.** Predicative clauses are **NOT** separated from principal clauses by a comma unless the connection is **asynctedical**, e.g.
- That was exactly what the president wanted all people to believe.
- The truth was, he had never loved anyone but himself.

**TASK 8. Distinguish between subject and predicative clauses. Sort out the numbers of the sentences into the corresponding column of the table.**

<table>
<thead>
<tr>
<th>Subject clauses</th>
<th>Predicative clauses</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple sentence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. What the old professor said was beyond my comprehension.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My brilliant idea was that they should be responsible for most part of the work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. But whether to do it or not is just the question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What Boris means is his own business.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The fact is there is a growing suspicion of a foul play on our competiotor’s part.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What I prefer now is that you should not leave at all.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How we can get the document was the thing we had to think over first.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What I want just now is to forget about everything and everyone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. That Steve will hand in his History term paper on Monday is out of the question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Paul looks as if he has quarrelled with Rosa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. What troubles everyone is whether the story is true or not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Whether Mr. Bond will stay at this hotel is another question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The problem was that Helen’s mother never liked her daughter’s boy-friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. What surprised me most was that he did not come to speak with you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. That Mod was very tired was without any doubt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. What remains of his original art collection is now in the city museum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Black coffee with a lot of sugar is what I like best of all early in the morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. That he had not received your letter was a great surprise to me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. What makes him unhappy is when people think he's unfriendly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. What Mrs. Pawkins felt each day at dinner-time is hidden from all human knowledge.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TASK 9. Use the words below to write sentences with predicative clauses. Follow the example.**

**Example.** fact; to forget — The most unpleasant fact is that I have completely forgotten that event.

1. problem; to go on holiday; 6. impression; to be pleased;
2. puzzle; to find a man; 7. problem; to accept the terms of the contract
3. to look; to be offended; 8. to feel; to be in love
4. point; how long; to finish work; 9. to look; to be guilty;
5. question; to make smb study better;
<table>
<thead>
<tr>
<th></th>
<th>TASK 10. Translate into English using subject and predicative clauses wherever possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Один з героїв роману «Англійський пацієнт» вважав, що найбільша проблема нашого життя полягає в тому, що ми завжди перебуваємо не там, де ми повинні бути в цей момент.</td>
</tr>
<tr>
<td>2</td>
<td>Виявилося, що рішення вже прийнято Радою Директорів. От чому Алісі було так важко довести, що це рішення помилкове.</td>
</tr>
<tr>
<td>3</td>
<td>Погано те, що ваш начальник думає, що він завжди правий. Але людина не може бути завжди правою. Древні римляни говорили: «Людині властиво помилятися». Тому головнішим є зуміти вчасно зрозуміти свою помилку й вправити її.</td>
</tr>
<tr>
<td>4</td>
<td>Усе, що Еліза бажала знати, - це куди відправлять її і її маленького сина. Було схоже, що їх продали різним хазяям. Вона відчувала, що її серце розривається при думці, що вона ніколи не побачить свого хлопчика, якщо не зжавиться бігти.</td>
</tr>
<tr>
<td>5</td>
<td>Твоя проблема, Мартін, у тім, що ти увесь час шукаеш лідера. Що тобі потрібно зробити, так це перестати постійно чекати чьогось схвалення й почати приймати власні рішення.</td>
</tr>
<tr>
<td>6</td>
<td>Кажется, весна ніколи не прийде. Увесь час іде дощ, на вулиці сиро й холодно. Дерева, схоже, забули, що вони повинні випускати зелені бруньки. Птахи, здається, заблукали і не можуть знайти дорогу в наші краї. Я почуюся, так ненагаєть сидити в замкніні задушливій кімнаті без вікон і не можу знайти двері, щоб вийти на вулицю.</td>
</tr>
<tr>
<td>7</td>
<td>Це те, що ви повинні повторити перед вашим екзаменом з англійської мови. Схоже, ви ніколи не думали, що на нашому факультеті вам доведеться багато працювати. Проблема в тому, що багато абітурієнтів навіть не підозрюють, що вивчення іноземних мов вимагає щоденної роботи й гарної пам'яті.</td>
</tr>
<tr>
<td>8</td>
<td>У мене було враження, що пропозицію містера Даутсона було прийнято досить неохотно. Але все-таки її було схвалено, і я думаю, що це є заслугою містера Даутсона.</td>
</tr>
<tr>
<td>зараз все питання полягало в тому, як її реалізувати на практиці.</td>
<td>оно было одобрено, и сейчас весь вопрос состоял в том, как его реализовать на практике.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Що я дійсно хочу зараз — це опинитися де-небудь у селі, де вранці мучають корови, пахне парним молоком і навозом, тільки-но скоченою травою й свіжоспеченим хлібом. Єдина проблема — хто буде боротися з усіма труднощами, що стоять перед нами, замість мене?</td>
<td>Что я действительно хочу сейчас — это оказаться где-нибудь в деревне, где по утрам мычат коровы, пахнет парным молоком и навозом, только что скоченной травой и свежеспеченым хлебом. Единственная проблема — кто будет бороться со всеми стоящими перед нами трудностями вместо меня?</td>
</tr>
<tr>
<td>Справа в тому, що Джона піймали на гарячо му, коли він копіював надсекретні матеріали. Що не ясно, так це що змусило його зрадити інтереси компанії, у якій він проробив 25 років?</td>
<td>Дело в том, что Джона поймали на горячем, когда он копировал сверхсекретные материалы. Что не ясно, так это что заставило его предать интересы компании, в которой он проработал 25 лет?</td>
</tr>
</tbody>
</table>

**COMPLEX SENTENCES WITH OBJECT CLAUSES**

1. Object clauses perform the function of an *object* to the *predicate* of the principal clause, e.g.
   - We were very happy (about what?) that we were able to buy not only (what?) what we needed but also (what?) what we wanted.

2. Object clauses usually answer the question ‘*what?*, ‘*about/of what?*’, ‘*what for?’ e.g.
   - At last you may do (what?) whatever you choose.
   - Did the boy mention (what?) who this girl friend of his was?
   - The old man wondered (about what?) whether they would ever meet again.
   - We could buy (what?) what she liked.
   - I often reproached myself (what for?) for what I hadn’t done in that situation.

3. Object clauses may be introduced by the following conjunctions and connectives:

| conjunctions | that, if, whether, lest, either … or; whether … or; |
| connectives  | who, whoever, what, whatever, which, where, wherever, when, whenever, why, how |

4. An object clause may refer to:
   a) *any verbal form*, either finite or infinite, e.g.
      - Jon followed Mary, wondering (about what?) if he had offended her.
      - I don’t know (what?) why I like you so much.
      - I left her to do (what?) whatever she thought fit.
      - Puzzled (about what?) as to how I became known to all of them, Andrew kept silent.
   b) *an adjective in the function of the predicative*, e.g.
      - Paul was not sure (of what?) what he would do the next day.
      - Teresa was aware (of what?) that someone else was there.
      - Certain (about what?) that the child would follow him, the father did not look back even once.
   c) *formal it as part of Complex Object*, e.g.
      - I found (what?) it strange that she could speak so calmly.
      - I think (what?) it necessary that you should do it immediately.
   d) *verbs introducing indirect speech*, e.g.
      - Patrick said (what?) he had never heard of the poet Byron.
      - Lisa asked me (what?) if I wanted to stay with them for dinner.

5. Object clause may occupy different positions in the sentence. They may:
   a) *follow the main clause*, e.g.
• I don’t know what you are talking about.
  b) precede the main clause (rare cases), e.g.
• What she thinks, it would be impossible to say. = It would be impossible to say (what?) what she thinks.

6. Object clause may be joined
   a) asyndetically, e.g.
   • Moira said she would have lunch in town.
   b) syndetically, that is introduced by the following prepositions:

<table>
<thead>
<tr>
<th>after</th>
<th>about</th>
<th>before</th>
<th>beyond</th>
<th>for</th>
<th>near</th>
</tr>
</thead>
<tbody>
<tr>
<td>of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Philip was not certain of what he did.
• My granny was always ready to listen to whatever I told her about my school, my friends and my games.
• Gerald found it hard to keep his mind on what he was being told.
• Martin wanted to be paid well for what he had written.
• Lily will look after whatever pet she will be given as a present.

7. Object clause may be preceded by the introductory subject it, e.g.
I insist upon it that you tell me all the truth.
I like it when people are nice to me.

8. Punctuation.
   a) As a rule object clauses are NOT separated by a comma from the principal clause, but a comma is possible if an object clause precedes the principal clause, e.g.
   • Derek was glad that no one was at home.
   • What I used not to like, I long for now.
   • What happened then, I don’t know.
   b) If there are two or more homogeneous object clauses, they are separated by commas, e.g.
   I can’t tell you what tricks they performed, or how they did it.

9. A sentence containing direct speech consists of two independent clauses with coordinate connection, e.g.
   ‘I don’t deserve to be laughed at,’ Linda said in a low voice.
   (simple sentence) (simple sentence)

10. Mind the punctuation of the direct speech, e.g.
    With strange men, she has a golden rule which says, ‘The nicer the man seems to be, the more suspicious you must become.’

**TASK 11. Sort out the sentences below into the corresponding column of the table according to their clauses. Mind that one sentence may have clauses of different types.**

<table>
<thead>
<tr>
<th></th>
<th>Subject clauses</th>
<th>Predicative clauses</th>
<th>Both subject and predicative clauses</th>
<th>Object clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Frank was terrified that she would forget about him soon.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>He felt as if the ocean separated him from his miserable past.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I only write down what seems to me to be the truth.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Who and what he was, Martin never learnt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>That Stewart was in love and Selena was aware of that was not a secret.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>What he would do next, he did not know.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>What I want is to be paid for what I do.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>What is puzzling me is why they need me now.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>What I want to know is when you are going to come back.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Margery’s fear was lest the Dobsons should stay for tea.
11. What I want to know is whether or not you have lost faith in me.
12. Petra felt that her boss could speak against her proposal.
13. The point is that Mr. Hallow should not be above suspicion either.
14. What Simon means is his own business.
15. I insist upon it that you should tell me all the details.
16. What knowledge I have of computers could be written on a postage stamp.
17. The first point I can make is that such projects take time.

**TASK 12. Translate into English using predicative and object clauses wherever possible.**

<table>
<thead>
<tr>
<th>1</th>
<th>Цікаво, чому Синтия вимовила цю фразу так багатозначно.</th>
<th>Интересно, почему Синтия произнесла эту фразу так многозначительно.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Інструкція ніяк не узгоджується з тим, що нам казали про цей пристрій.</td>
<td>Инструкция никак не согласуется с тем, что нам говорили об этом приборе.</td>
</tr>
<tr>
<td>3</td>
<td>Я не зовсім упевнений, чи захочуть вони до нас приєднатися.</td>
<td>Я не совсем уверен, захотят ли они к нам присоединиться.</td>
</tr>
<tr>
<td>4</td>
<td>Едгар відчував, що Хелен ще не була готова простити його.</td>
<td>Эдгар чувствовал, что Хелен еще не была готова простить его.</td>
</tr>
<tr>
<td>5</td>
<td>Мюріель запитала, чи можна буде відновити цей старий манускрипт.</td>
<td>Мюриель спросила, можно ли будет восстановить этот старый манускрипт.</td>
</tr>
<tr>
<td>6</td>
<td>Невже ви дійсно боїтеся, що вам поставлять ще декілька питань?</td>
<td>Неужели вы действительно боитесь, что вам зададут еще несколько вопросов?</td>
</tr>
<tr>
<td>7</td>
<td>Студенти були здивовані, що професор був абсолютно переконаний, що позаземні цивілізації відвідували в минулому нашу планету.</td>
<td>Студенты были удивлены, что профессор был абсолютно убежден, что внеземные цивилизации посещали в прошлом нашу планету.</td>
</tr>
<tr>
<td>8</td>
<td>Я не розумію, чому моє просте питання викликало у вас таку розгубленість.</td>
<td>Я не понимаю, почему мой простой вопрос вызвал у вас такое замешательство.</td>
</tr>
<tr>
<td>9</td>
<td>Вибачте, я повинен піти. Я знаю, коли я просто витрачаю час, а коли я роблю щось корисне.</td>
<td>Простите, я должен уйти. Я знаю, когда я просто трачу время, а когда я делаю что-то полезное.</td>
</tr>
<tr>
<td>10</td>
<td>Я не розумію, як те, що ви кажете, стосується мене.</td>
<td>Я не понимаю, как то, что вы говорите, относится ко мне.</td>
</tr>
<tr>
<td>11</td>
<td>Полковник дав нам зрозуміти, що його наміри були абсолютно чесними й безкорисливими.</td>
<td>Полковник дал нам понять, что его намерения были абсолютно честными и бескорыстными.</td>
</tr>
<tr>
<td>12</td>
<td>Містер Грант наполягав, щоб ми провели ніч у його великому будинку, але ми чимало відмовилися, пославши на попередню домовленість.</td>
<td>Мистер Грант настаивал, чтобы мы провели ночь в его большом доме, но мы вежливо отказались, сославшись на предварительную договоренность.</td>
</tr>
<tr>
<td>13</td>
<td>Мене запитали, чи буде мені зручно прийти на співбесіду в середу вранці.</td>
<td>Меня спросили, будет ли мне удобно прийти на собеседование в среду утром.</td>
</tr>
<tr>
<td>14</td>
<td>Я не впевнений, що розумію, чому Брюс зробив те, що не мав жодного права робити.</td>
<td>Я не уверен, что понимаю, почему Брюс сделал то, что не имел никакого права делать.</td>
</tr>
<tr>
<td>15</td>
<td>З одного боку, Кен був радий, що вдома нікого не було і ніхто йому не докучав питаннями, але з іншого боку, він ніколи ще не почував себе таким старим і самотнім.</td>
<td>С одной стороны, Кен был рад, что дома никого не было и никто ему не докучал вопросами, но с другой стороны, он никогда еще не чувствовал себя таким старым и одиноким.</td>
</tr>
</tbody>
</table>
16. Тесса ясно розуміла, що їй не слід було вірити жодному слову цього серцеїда, але її сердечно тануло при одномі низькому звуку його голосу.

17. Совєршєнно невъзможно понять, о чём он думает. Его лицо никогда не меняє своего угроюмого выразу, и его глаза никогда не улыбаются.

COMPLEX SENTENCES WITH ATTRIBUTIVE CLAUSES

1. Like attributes in a simple sentence, attributive clauses qualify the thing denoted by its head word through some actions, state or situation in which the thing is involved, e.g.
   - Her wedding day was sunny and happy. (what kind of day? - attribute)
   - The day she chose for her wedding was sunny and happy. (what kind of day? - attributive clause)

2. A subordinate clause is said to be attributive if its function in the complex sentence is analogous to that of an attribute in a simple sentence, e.g.
   - By October Isabelle was settled in the house (what kind of house?) where she would live until she died.
   - In the morning Lesley went to see his friend (what kind of friend?), whose enthusiasm on hearing the news was very comforting.

3. Attributive clauses serve as an attribute to a noun or a pronoun in the principal clause. This noun or pronoun is called an antecedent. Attributive clauses usually immediately follow the antecedent, that is, the word or phrase they modify, though they may occasionally be distant, e.g.
   - All (antecedent) that remained to her (attributive clause) was to look at the fading roses in the garden and think.
   - The book (antecedent) that I am reading now (attributive clause) is really unputdownable.

4. Attributive clauses may be of two kinds:

<table>
<thead>
<tr>
<th>Appositive Clauses</th>
<th>Relative Clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>disclose</em> (раскрываю́м) the antecedent with a very general meaning</td>
<td>qualify (уточни́юм) the meaning of the antecedent with a rather concrete meaning</td>
</tr>
<tr>
<td>The question whether to give the money to the kidnappers or not was hotly discussed.</td>
<td>Darrel called back his dog, which returned obediently to his master.</td>
</tr>
</tbody>
</table>

ATTRIBUTIVE APPOSITIVE CLAUSES

1. Attributive appositive clauses may be introduced by the following conjunctions:
   - that
   - if
   - whether
   - as if
   - as though
   - what
   - how

   - Gina had a strange feeling (what kind of feeling?) as if somebody was following her all the time.
   - There is no question if the project could be postponed.

2. Antecedents are usually expressed by nouns with a very general meaning like the ones given in the box:

<table>
<thead>
<tr>
<th>thing</th>
<th>comment</th>
<th>remark</th>
<th>question</th>
<th>desire</th>
<th>feeling</th>
<th>moral</th>
<th>probability</th>
<th>fact</th>
<th>idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>feature</td>
<td>question</td>
<td>desire</td>
<td>feeling</td>
<td>look</td>
<td>consequence</td>
<td>reason</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Andrew had a warm desire (what kind of desire?) that the conversation might continue. The question (what kind of question?) how and why those people got the information still worried us.
3. Attributive appositive clauses may refer to the whole clause, which in this case serves as an antecedent, e.g.
   - The inspector said *(what did he say? – object clause)* that the results from the forensic laboratory only supported *(what did they support? – object clause)* that the victim had been poisoned *(antecedent)*, which he suspected from the very beginning. *(what idea did he suspect?)*

4. **Punctuation.** Attributive appositive clauses are **NOT** separated by commas and **CANNOT** be joined asyndetically, unless they refer to the whole clause they precede. See the example above.

### ATTRIBUTIVE RELATIVE CLAUSES

1. Attributive relative clauses usually refer to **concrete** nouns and may be introduced by the following connectives:

<table>
<thead>
<tr>
<th>relative pronouns</th>
<th>who, whose, whom, what, which, that, as</th>
</tr>
</thead>
<tbody>
<tr>
<td>relative adverbs</td>
<td>when, where, whence, wherein, why</td>
</tr>
</tbody>
</table>

2. Relative connectives are used in the following way:
   a) **who, whom, whose and that** refer to people, e.g.
      - A man whose voice seemed familiar to me gave commands.
      - I saw a friend who/whom/that I hadn’t seen for years.
   b) **whom** instead of **who** may be used when it is the object of the relative clause, though **whom** is **not** often used in everyday English.
      - Desperate for money, she called her sister, whom (who) she hadn't spoken to in 20 years.
   c) It is advisable **NOT** to use prepositions before relative pronouns in informal language, e.g.
      - The person to whom the money will be entrusted must be reliable. *(formal English — unusual structure) = The person who the money will be entrusted to must be reliable. *(informal English - usual structure)*
      - The chair that you are sitting on is an antique. *(informal English - usual structure)*
   d) **whose** may be used with people, objects and animals, e.g.
      - That's the building whose windows were smashed.
      - Solar energy is an idea whose time has come.
      - The dogs whose owners will not be identified will be kept in the animals’ shelter.
   e) **which** can refer back to a whole clause (occasionally **that** can be used, but it is rare), e.g.
      - He helped me do the washing-up, which was kind of him.
      - Selina lived over a teashop, which was convenient as she could send for cakes if she had visitors.
   f) **which** and **that** refer to objects or animals, e.g.
      - A computer is an electronic machine that/which stores information and uses programs to help you find, organize, or change the information.
      - A camel is an animal which/that lives in hot countries.

3. The **prepositional structures** given in the box are often used to introduce relative clauses. They are always separated from the principal clause by **a comma.**

<table>
<thead>
<tr>
<th>all of whom</th>
<th>most of whom</th>
<th>some of whom</th>
<th>a few of whom</th>
<th>half of whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>all of which</td>
<td>most of which</td>
<td>some of which</td>
<td>a few of which</td>
<td>half of which</td>
</tr>
<tr>
<td>none of whom</td>
<td>none of whom</td>
<td>two of whom</td>
<td>two of which</td>
<td></td>
</tr>
</tbody>
</table>

- He invited a lot of people, all of whom were his friends.
- He has a number of watches, three of which are solid gold.
- She brought with her three friends, none of whom I had ever met before.
4. The following prepositional phrases are used in formal English to introduce a subordinate relative clause. They are always separated from the principal clause by a comma.

<table>
<thead>
<tr>
<th>according to which</th>
<th>instead of which</th>
<th>in spite of which</th>
<th>on which</th>
</tr>
</thead>
<tbody>
<tr>
<td>to whom</td>
<td>since when</td>
<td>which fact</td>
<td>each of which</td>
</tr>
<tr>
<td>during which time</td>
<td>many examples of which</td>
<td>the largest part of which</td>
<td>by which time</td>
</tr>
</tbody>
</table>

- Then a breakfast was given in his honour, on which many speeches were pronounced.
- The medicine was overdosed, which fact caused the immediate death of the patient.
- For the party Selia made a delicious chocolate cheese case, the largest part of which was devoured by her husband.

5. Relative connectives can sometimes be omitted. Study the table below to see when it can happen.

<table>
<thead>
<tr>
<th>can be omitted</th>
<th>cannot be omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>when it is the object of the relative clause</td>
<td>when it is the subject of the relative clause</td>
</tr>
<tr>
<td>I spoke to a man (who) I had met before. ('I' is the subject)</td>
<td>I met a woman who was from Japan. ('who' is the subject)</td>
</tr>
<tr>
<td>Compare: I spoke to a man. I met him before. ('him' is an object)</td>
<td>Compare: I met a woman. She was from Japan. ('she' is the subject)</td>
</tr>
</tbody>
</table>

6. There are certain rules that must be observed while using relative connectives. Some of the most important of them are:

a) that is never used after a comma or a preposition, e.g.
   - This Chinese vase, which is on the coffee table, is very expensive. (that is impossible!)
   - The house, which was completed in 1856, was famous for its huge marble staircase.

b) only that NOT which is used after the following words:

<table>
<thead>
<tr>
<th>all</th>
<th>none</th>
<th>few</th>
<th>little</th>
<th>much</th>
<th>the only</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>something</td>
<td>everything</td>
<td>any</td>
<td>anything</td>
<td>nothing</td>
<td></td>
</tr>
</tbody>
</table>

- Is this all that you can do for me?
- The only thing that is important to me is my family.
- You can't believe anything that Kathy says.

c) only that is used with adjectives in the superlative form, e.g.
   - It's the best song that I've ever heard.
   - Jake was the smartest guy that I had ever had to work with.

Note: In spoken English the relative connective ‘that’ after adjectives in the superlative form is omitted, e.g.
- It's the best song I've ever heard.
- Jake was the smartest guy I had ever had to work with.

d) if the antecedent is modified by the pronoun such, the relative pronouns as, who or that are used to introduce a relative clause, e.g.
   - The girl was playing the piano with such feeling as/that couldn’t be expected from a child of her age.

e) Don’t confuse attributive relative clauses used after the pronoun ‘such’ and adverbial clauses of result. Compare:

<table>
<thead>
<tr>
<th>Attributive relative clauses</th>
<th>Adverbial clauses of result</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Such food (what kind of food?) as they gave us was scarcely fit to eat.</td>
<td>• Her condition deteriorated to such an extent that (what happened as a result?) a blood transfusion was considered necessary.</td>
</tr>
<tr>
<td>• Such individuals (what kind of individuals?) who take up this role often find life frustrating.</td>
<td>• It's such a tiny kitchen that (as a result) I don't have to do much to keep it clean.</td>
</tr>
</tbody>
</table>
f) if the antecedent is modified by the pronoun the same, the following relative expressions can be used:

<table>
<thead>
<tr>
<th>the same + as</th>
<th>the same + who</th>
<th>the same + that</th>
<th>the same + where</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the same waiter who served us three days ago.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We found the same place where we had a picnic last summer.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TASK 13. Complete the sentences with the best suitable connective.

1. The Coca-Cola Company, ________, was founded in 1892, is famous all over the world.
2. The company, ________, produces many soft drinks, is based in Atlanta.
3. John S. Pemberton, ________, invented Coca-Cola, intended the drink to be used as a cure for common illnesses.
4. Frank Robinson, ________, worked for John Pemberton, chose the name Coca-Cola.
5. Fanta, ________, was originally produced in Germany, was bought by the Coca-Cola Company.
6. Sprite, ________, was introduced in 1961, is also made by the Coca-Cola Company.
7. The US Patent Office, ________, the trademark 'Coca-Cola' was registered, has also registered the trademark 'Coke' and the glass Coca-Cola bottle.
8. In America, ________, Coca-Cola was first produced, there is a large soft drink industry, but the Coca-Cola Company is the most successful.

TASK 14. Fill in the correct relative pronoun/adverb. If it can be omitted, put it in brackets.

1. When did you buy the jacket ________ you are wearing?
2. Is that the girl ________ sent you a Valentine's card?
3. The reason ________ John is successful is that he works very hard.
4. What did you do with the money ________ I gave you?
5. Sam is mending the chair ________ he broke yesterday.
6. Is this the place ________ you lost your jacket?
7. Have you met the people ________ live next door to you?
8. I'll never forget the day ________ my brother was born.
9. Claire is reading the book ________ she bought yesterday.
10. I've been running. That's ________ I'm out of breath.
11. This is the town ________ my favourite singer lives.
12. What is the name of the woman ________ works in the chemist's?
13. Is this the boy ________ parents own the factory?
14. I'll never forget the time ________ she fell into the swimming pool.
15. Where are the children ________ ball broke our window?
16. To be or not to be is the question ________ almost every intelligent man asks himself.

TASK 15. Fill in the best suitable relative connective.

One of the most famous buildings in the world is the White House, ________, (1) is the official home of the US president. The White House is in Washington DC, ________, (2) there are many other important buildings and monuments. The city, ________, (3) was founded in 1790, was deliberately planned as a national capital. George Washington, ________, (4) was the first US president and ________, (5) name was given to the city, wanted it to be the place ________, (6) the nation's government would permanently reside.

The White House, ________, (7) was originally named Executive Mansion, was built in pale grey sandstone. The colour of the stone, ________, (8) was so different from the surrounding red brick buildings, was the reason ________, (9) the mansion became known as the White House. The main building, ________, (10) many presidents have lived, is part of a large complex ________, (11) consists of over 130 rooms.

People find the White House fascinating and that is the reason ________, (12) the parts of the complex ________, (13) are open to the public are toured every year by one and a half million
people _______ (14) want to see the place _______ (15) the current president of the USA lives and works.

TASK 16. Join the sentences below to make up complex sentences with relative clauses. Follow the example. Different variants are possible.

Examples. Tom is playing football with a boy. The boy is his cousin. = The boy Tom is playing football with is his cousin. / The boy with whom Tom is playing football is his cousin.

My brother has lots of friends. Many of them are in his class. = My brother has lots of friends, many of whom are in his class.

1. Sam has gone to a party. The party is at his friend's house.
2. I was talking to a woman. The woman is my boss.
3. Sheila works for a writer. The writer is very famous.
4. I lent my jacket to Pam. The jacket is made of leather.
5. My father has a large collection of coins. Many of them are foreign.
6. I baked lots of biscuits yesterday. Very few of them are left now.
7. She knows lots of people at work. A few of them are from New Zealand.
8. I have four aunts. None of them are married.
9. There are thousands of trees in the forest. Some of them are very old.
10. The coach was packed with tourists. The coach was driving around London. The tourists had gone there to see the sights.
11. I went to the dentist's. He is a friend of mine. I met him at university.
12. A song won the competition. It was written by a schoolboy. He was thirteen years old.
13. I helped someone with his homework. His name is Alee and he's a classmate of mine.
14. Elaine's house is going to be pulled down. She is looking for a new flat.
15. The book is a bestseller. It's written by Nathan Davis. He has written ten novels.
16. We're going to buy a house. It's got three bedrooms. There's a garden at the back. The garage can hold two cars.
17. We're going on a course. It will last for two weeks. We will learn French. The course will be at a school north of Paris.
18. I'm looking for a shirt. The shirt I want has to be white. It has to be made of cotton. It also has to have short sleeves.
19. I’ve bought a painting. The painting is of an old woman. She has grey hair. She's wearing a long, dark green dress.
20. They've adopted a boy. He's seven years old. He was born in Africa. He's lived for three years in England.
21. He took a brilliant photograph. It was black and white. It showed the children. The children were playing in the garden.

TYPES OF RELATIVE CLAUSES

Grammarians use many terms to refer to these types of clauses: restrictive/non-restrictive; identifying/non-identifying; limiting and descriptive etc.

In this course we will be using the terms defining clauses, which stands for restrictive/identifying/limiting clauses and non-defining clauses which stands for non-restrictive/non-identifying/descriptive clauses.

Defining Clauses (DC) (restrictive/identifying/limiting)

1. Defining clauses are introduced with the following connectives:

<table>
<thead>
<tr>
<th>who</th>
<th>WHICH</th>
<th>THAT</th>
<th>whose</th>
<th>where</th>
<th>when</th>
<th>why</th>
<th>the same as</th>
</tr>
</thead>
</table>

- People (what kind of people?) who lie in the court are prosecuted.
- I’d like to marry someone (what kind of someone?) whose star sign is Libra.
- It is the dark-blue top (what kind of top?) that really appeals to me.
- She's an actress (what kind of actress?) whom most people think is at the peak of her career.
His answer to Mr. Bold was exactly the same (what kind of the same?) as he gave to all the other colleagues.

2. Some connectives can be omitted. It happens in the following cases:
   a) the connectives ‘who, which and that’ can be omitted if they are the object and not the subject of the relative clause, e.g.
      - The papers (which/that) you gave me to check are missing. (‘you’ – the subject; ‘gave’ – the predicate; ‘which/that = papers’ – a direct object)
      - That's the man (who/that) I met at Allison's party. (‘I’ – the subject; ‘met’ – the predicate; ‘who/that = man’ – a direct object)
   b) the connective ‘where’ can be omitted if there is a preposition, e.g.
      - The shop where I bought this shirt is near my house. = The shop I bought this shirt from is near my house.
   c) the connectives ‘when, where and why’ can either be replaced by ‘that’ or omitted, e.g.
      - The day (when/that) I got married was the happiest day of my life.
      - I was upset; this is the reason (why/that) I didn’t call you.

7. Defining clauses can be joined to the main clause asyndetically, e.g.
   - Henry Gordon was a colourless man people forgot the minute they said goodbye to him.
   - That was the kind of job all boys would willingly do.

Non-Defining Clauses (NDC) (non-restrictive/ non-identifying/ descriptive)

1. Non-Defining clauses are introduced with the following connectives:
   - who
   - whom
   - WHICH
   - whose
   - where
   - when

2. The connectives CANNOT be omitted or replaced by THAT.

3. Non-Defining relative clauses give extra information, e.g.
   - Jenny Ladd, who has written a lot of successful books, is my favourite author.
   - My cousin Peter, who(= whom) you have just met, is a doctor.
   - His flat, which he bought two years ago, is modern and spacious.
   - The bride, whose wedding dress was designed by Valentine, looked stunning.
   - Stratford-upon-Avon, where Shakespeare was born, is visited by thousands of tourists every year.
   - The best time to visit the island is in May, when it isn't too crowded.
   - That Masters course, which I took in 1990, is no longer taught at the college.

Note: Don’t confuse DC clauses when the main clause begins with the definite article ‘the’ and NDC clauses when the main clause begins with the demonstrative pronouns ‘this/these/those’. Compare:

<table>
<thead>
<tr>
<th>Defining Clauses</th>
<th>Non-Defining Clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The river which flows through Hereford is the Wye.</td>
<td>This river, which flows all through Hereford, is very beautiful.</td>
</tr>
<tr>
<td>The picture which was damaged is worth thousands of pounds.</td>
<td>That famous picture, which was damaged during the war, is worth thousands of pounds.</td>
</tr>
<tr>
<td>The man who lives next door to Melanie is rather strange.</td>
<td>This man, who lives next door to Melanie, is rather strange.</td>
</tr>
</tbody>
</table>

4. In formal English non-defining clauses may also be introduced by the following prepositional phrases:

<table>
<thead>
<tr>
<th>since when</th>
<th>instead of which</th>
<th>in spite of which</th>
<th>to whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>according to which</td>
<td>which fact</td>
<td>the largest part of which</td>
<td>each of which</td>
</tr>
<tr>
<td>many examples of which</td>
<td>during which time</td>
<td>of which</td>
<td></td>
</tr>
</tbody>
</table>
The investigation proved that the medicine was overdosed, which fact caused the immediate death of the patient.

The Board of Directors approved the budget, the largest part of which will be spent on advertising.

Telephone charges vary according to which time of day you use your phone.

5. Non-Defining relative clauses can refer to the whole sentence, showing that the whole idea expressed in the main clause is described or evaluated in the subordinate clause e.g.

- For twenty minutes the child sat quietly watching the bobber on the fishing rod, which was very unusual for his energetic nature.
- Roger came for the weekend wearing only some shorts and a t-shirt, which was a stupid thing to do.
- The book won't be published until next year, which is disappointing.
- I have to go to hospital on Monday, which means I won't be able to see you.

**Punctuation in Relative Clauses**

1. Correct punctuation is essential in non-defining relative clauses. If a non-defining relative clause occurs in the middle of a sentence, a comma is put before the relative pronoun and at the end of the clause, e.g.

- Mrs. Jackson, who is the most intelligent of all my neighbours, lives on the corner of our street.
- Frank Zappa, who was one of the most creative artists in rock 'n roll, came from California.
- Olympia, whose name is taken from the Greek, is the capitol of Washington State.

2. If the non-defining relative clause occurs at the end of a sentence, a comma is put before the relative pronoun, e.g.

- He came for the weekend wearing only some shorts and a t-shirt, which was a stupid thing to do.
- Peter brought his favorite antique book, which he had found at a flea market.

3. The use of commas change the meaning of the sentence, compare:

   a) The players, who were involved in the fight, were sent off the pitch. – the presence of commas show that it is a non-defining clause and all the players were sent off.
   b) The players who were involved in the fight were sent off the pitch. – the absence of commas show that it is a defining clause and only the players who were involved in the fight were sent off.

   It is really difficult to show the difference between sentences of this kind. It is necessary to add some information to make the punctuation clear, e.g.

   a) Все игроки, принимавшие участие в драке, были удалены с поля.
   b) С поля были удалены игроки, принимавшие участие в драке.

4. The table below sums up all the information about relative clauses.

<table>
<thead>
<tr>
<th>Defining Clauses (DC)</th>
<th>Non-defining Clauses (NDC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(restrictive/ identifying/ limiting)</td>
<td>(non-restrictive/ non-identifying/ descriptive)</td>
</tr>
<tr>
<td>Give <strong>necessary</strong> information and are <strong>essential</strong> to the meaning of the main clause.</td>
<td>Give <strong>extra</strong> information and are <strong>not essential</strong> to the meaning of the main clause.</td>
</tr>
<tr>
<td><strong>CANNOT</strong> be removed from the sentence without changing their meaning.</td>
<td><strong>CAN</strong> be removed from the sentence without any <strong>serious</strong> change in the meaning of the main clause.</td>
</tr>
<tr>
<td>NEVER PUT IN COMMAS!</td>
<td>ALWAYS PUT IN COMMAS!</td>
</tr>
<tr>
<td>Both <strong>WHICH</strong> and <strong>THAT</strong> can be used.</td>
<td>Only <strong>WHICH</strong> can be used.</td>
</tr>
<tr>
<td>Connectives <strong>CAN</strong> sometimes be omitted.</td>
<td>Connectives <strong>CANNOT</strong> be omitted.</td>
</tr>
</tbody>
</table>
Examples

- People who talk too much annoy me immensely.
- The doctor (whom/who/that) I was hoping to see wasn’t on duty.
- A friend of mine who is a solicitor helped me.
- Karen’s mother, who is the kindest person I know, brought in a tray with tea and biscuits.
- Professor Johnson, who I have long admired, is to visit the university next week.
- The next Olympics are in three years, by which time Stevens will be 34.

Examples

- The doctor (whom/who/that) I was hoping to see wasn’t on duty.
- A friend of mine who is a solicitor helped me.
- Karen’s mother, who is the kindest person I know, brought in a tray with tea and biscuits.
- Professor Johnson, who I have long admired, is to visit the university next week.
- The next Olympics are in three years, by which time Stevens will be 34.

TASK 17. Fill in relative pronoun in the sentences below. Sort out the sentences into the corresponding column of the table. Put commas where necessary. The first sentence is done for you.

<table>
<thead>
<tr>
<th>Types of Relative Clauses</th>
<th>Number of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining Clauses (DC)</td>
<td>1</td>
</tr>
<tr>
<td>Non-Defining Clauses (NDC)</td>
<td></td>
</tr>
</tbody>
</table>

1. Paul, whose birthday is on Friday, is having a party tonight. *(NDC, can be omitted)*
2. My office ________ is very big is on the first floor.
3. Martin ________ works in the library writes poetry in his spare time.
4. That's the woman ________ house was burgled last week.
5. The day ________ I left school was hot and sunny.
6. Sarah Jones ________ I knew at university is a doctor now.
7. This is the girl ________ letter was printed in the newspaper.
8. This CD ________ I bought yesterday is awful.
9. Tina ________ lives next door is a wonderful cook.
10. People ________ play musical instruments are called musicians.
11. The cafe ________ we had lunch yesterday served delicious food.
12. This is the reason ________ I haven't finished my work.
13. My friend Peter ________ has just moved to Wales sent me a long letter.
14. My boss ________ office is next to mine is on holiday at the moment.
15. London ________ the Houses of Parliament are is the capital of England.
16. The woman ________ won the lottery gave an interview to the newspaper.
17. The newspaper is owned by the Mearson Group ________ chairman is Sir James Bex.
18. A small amount of money was all ________ was taken in the robbery.
19. The bank was held up by a group of men three of ________ were said to be armed.
20. I received a letter ________ poor spelling made me think it was written by a child.

TASK 18. Complete each sentence with the most suitable relative pronoun or preposition. Explain where they can be omitted. Use commas, where necessary. Mark the sentences DC or NDC. Follow the example.

Example. Nearly all the proposals (which/that) the committee put forward have been accepted. – DC, connectors can be omitted

1. This is Mark ________ sister is a famous author ________ has written more that 20 bestsellers.
2. Mark ________ sister is a famous author is my next door neighbour.
3. This is the motorbike ________ I repaired myself after the mechanic gave up on it.
4. Mr Smith ________ owns the company is a wealthy businessman who knows how to invest his money at a healthy profit.
5. The girl you were talking ________ is my niece ________ lives in Bristol.
6. The boy ________ broke the window in the headmaster’s office said he was sorry.
7. Bath is the city he lived ________ when he was young.
8. I strongly believe that people ________ commit serious crimes should be punished.
9. Michael ________ lives next door to me is an architect ________ took part in designing the project of new suspended bridge.
10. I don't know what to do. I'm gaining weight and the suit ________ I bought last week doesn't fit me.
11. Didn't you know that the man ________ she interviewed yesterday is my father?
12. Chemistry is the subject which I always had problems ________ at school.
13. My sister who I always compared ________ is actually two years older than me.
14. His second symphony ________ I heard last night is nearly not as good as his first.
15. I'm afraid that under the circumstance there is little ________ we can do for this poor man.
16. Many people were hurt in the explosion, several ________ were standing a hundred metres away.
17. Travis wasn't looking forward to the time ________ he would have to give evidence to the court.
18. The government is to end the system ________ farmers make more money from leaving land unplanted than from growing wheat.
19. Well, Mr. Gordon, I really didn't get the pay rise ________ I looked forward to, but this wasn't the reason ________ I left.
20. An actor ________ Gelson had previously worked contacted him about a role ________ could be offered to him in a new film.

TASK 19. Fill in the blanks in the text below with relative pronouns or prepositions.

The first few days were some of the worst ________ (1) I have ever experienced. I had known homesickness before but nothing ________ (2) was remotely like this. The prospect ________ (3) spending three months there, those I loved - family and friends - nearly a thousand miles away, filled me ________ (4) absolute terror. I spent hours staring at notices in the corridors, hoping desperately ________ (5) no one would ask me ________ (6) I was doing. Unable to bring myself to talk to anyone, I lived completely cut off from the rest of the trainees, wandering around like little-boy lost, an outsider ________ (7) must have been a source of great concern to the staff. In my new 'family' I could only grin, feeling extremely embarrassed at my inability to communicate. I left the house early each morning, eager to get away from a situation in ________ (8) I could not express anything ________ (9) I might want to. I was always the first ________ (10) arrived at college and always the last ________ (11) left in the afternoon, making my way 'home' slowly, dreading the moment of arrival. At my desk, I just didn't know ________ (12) to do with myself; I just sat there, hoping not to be the one ________ (13) would be asked the next question, not knowing ________ (14) to put myself. As time wore on, it did get slightly better.

TASK 20. There are 12 extra words in this request for students' feedback that are mistakes Find them and cross them out.

We like to think this is a good school, which offering a lot to many people. However, no school is perfect, so we are asking you to fill in this questionnaire that about your time here. We will be happy if you have been happ____, but we will also be interested in that what has not pleased you.

Looking back, do you think the homework was given gave you sufficient practice in the English what you needed? Did the students were studying in your class have a level of English similar abilities to what you had? Did you have sufficient guidance from staff as to what the best ways of developing your linguistic skills? Were the materials that presented to you of interest and of benefit, and bearing in mind you were on a short course? Did the lessons you had that really teach you how to speak English and help you how to understand English better?

TASK 21. Fill in the gaps with relative pronouns.

Can you see the man ________ (1) is sitting at the table in the corner? He is a very strange person. I don't know ________ (2) he comes from and I can't understand ________ (3) he is here. He
suddenly arrived on a day ______ (4) I was away on business and my boss gave him a temporary job. When I got to work next day I could not understand ______ (5) coat it was hanging on the peg ______ (6) my coat usually hangs. Later my secretary said to me, "I can't understand ______ (7) the boss gave him work. He is one of the rudest and most unpleasant men ______ (8) I have ever met. He was offered a job at a meeting with the boss ______ (9) I was at lunch, after ______ (10) the boss seemed very depressed." He comes to work in a car ______ (11) metalwork is the rustiest ______ (12) I have ever seen. He never seems to do any work at times ______ (13) I am in the office. It all seems very strange, ______ (14) makes me wonder whether we shouldn't go to the police.

**TASK 22. Translate into English using relative clauses wherever possible. Mind the punctuation and the informal style of the conversation.**

| Лиз | Отже, ми домовилися влаштувати вечірку в суботу, так? Кого ми запросимо на неї? |
| Пэт | Не дуже багато людей. Тільки тих, з ким приємно повеселюватися й можна добро провести час. |
| Лиз | Я згодна, що не варто запрошувати багато людей. Кого б ти запросила? |
| Пэт | Моего двоюрідного брата Джона й, звичайно, Карло. |
| Лиз | Я згодна, що не варто запрошувати багато людей. Кого б ти запросила? |
| Пэт | Моего двоюрідного брата Джона й, звичайно, Карло. |
| Лиз | Я згодна, що не варто запрошувати багато людей. Кого б ти запросила? |
| Пэт | Моего двоюрідного брата Джона й, звичайно, Карло. |
| Лиз | Не той це студент, чий гаманець украли, коли він намагався щось купити на Кемденському ринку? |
| Пэт | Именно он. Хорошо, что он запомнил вора. Тот карманник, кто украл у него кошелек, два часа ходил за ним следом и все время заглядывал ему через плечо, что очень раздражало Карло. |
| Лиз | Не той ли этот студент, чей кошелек украли, когда он пытался что-то купить на Кэмденском рынке? |
| Пэт | Да, но воришка уже успел растратить все деньги, которые были в кошельке, и выбросил все кредитные картки, потому что рассердился, когда не смог ими воспользоваться. |
| Лиз | Неужели полиция поймала вора по описанию Карло? |
| Пэт | Несомненно, особенно если мы также пригласим Соню, девушку, с которой он сейчас встречается. |
| Лиз | Как насчет Ники и Черри? |
| Пэт | Это те девушки, с которыми ты ездила зимой во Францию? |
| Пэт | Так. З ними дуже весело й цікаво. Якщо вони приведуть своїх хлопців, нас буде 9. Нам потрібний ще один хлопець. Є ідеї? | Да. С ними очень весело и интересно. Если они приведут своих парней, нас будет 9. Нам нужен еще один парень. Есть идеи? |
| Лиз | Чому б нам не запросити Девіда? Хлопця, який тобі сподобався, коли ми були на вечірці у Дели. | Почему бы нам не пригласить Дэвида? Парня, который тебе понравился, когда мы были на вечеринке у Деллы. |
| Пэт | Здорово! Я чекала, коли ти це запропонуєш! Тепер треба вирішити, де ми зберемося. Моя мама не дозволяє більше використовувати нашу вітальню, тому що після минулої вечірки ми її погано прибрали. | Здорово! Я ждала, когда ты это предложишь! Теперь надо решить, где мы соберемся. Моя мама не разрешает больше использовать нашу гостиную, потому что после прошлой вечеринки мы ее плохо убрали. |
| Лиз | А моя мама не заперечує, якщо ми зберемося в мене й використаємо великій кімнату в підвалі. Там зараз небагато старих меблів, що давно настав час викинути. Давай попросимо Джона й Карло допомогти нам. | A моя мама не возражает, если мы соберемся у меня и используем большую комнату в подвале. Там сейчас немного старой мебели, которую давно пора выбросить. Давай попросим Джона и Карло помочь нам. |
| Пэт | Відмінна ідея! Давай подзвоним їм прямо зараз! | Отличная идея! Давай позвоним им прямо сейчас! |

### COMPLEX SENTENCES WITH ADVERBIAL CLAUSES

1. Adverbial clauses perform the function of an adverbial modifier. It can modify a verb, an adjective, or an adverb in the principal clause, e.g.
   - The man stopped (why?) as he saw the dog running towards him. (the modified word is a verb ‘stopped’ – adverbial clause of reason)
   - Frank was getting on better than he had expected. (the modified word is an adjective ‘better’ - adverbial clause of comparison)

2. According to their semantic distinctions there are 9 adverbial clauses
   - of place
   - of time
   - of manner
   - of comparison
   - of condition
   - of concession
   - of purpose
   - of cause /reason
   - of result /consequence

3. The position of adverbial clauses may vary. The position may be different
   - initial, e.g. When you come home, don’t forget to call me.
   - medial, e.g. One day, because the days were so short, Robert decided to give up algebra and geometry.
   - final, e.g. Moira got very shy when she had to express her emotions.

4. Punctuation. If adverbial clauses stand in the initial or medial position, they are separated by commas, e.g.
   - Whenever I meet Jane, she talks about the new house she is having built.
   - Teresa, though, always shy, was the first to volunteer for the job.
   - I can’t take a holiday until I have finished my thesis.

5. Most adverbial clauses are joined to the principal clause syndetically by means of conjunctions. Only clauses of condition and result may be joined asyndetically, e.g.
   - Had he known the truth, he would have acted differently. (condition)
   - If he had known the truth, he would have acted differently. (condition)
   - It was so hot outside, he went to the lake without a shirt and got burnt. (result)
ADVERBIAL CLAUSES OF PLACE

1. Adverbial clauses of place are introduced by the following conjunctions:

<table>
<thead>
<tr>
<th>where</th>
<th>wherever</th>
<th>everywhere</th>
<th>whence (old fashioned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The dog was lying (where?) where she had always lain, on the rug before the fire.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wherever he went, village people smiled at him in a friendly way.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Everywhere I go, I hear people worrying about the future.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• He took a chair (from where?) whence he could see the street. (old fashioned)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Care should be taken not to confuse adverbial clauses of place introduced by the conjunction where and other clauses introduced by conjunctive adverbs and relative pronouns where.

Compare:

<table>
<thead>
<tr>
<th>Clauses of place</th>
<th>Why can’t we go (where?) where it is warm? (the clause modifies the verb ‘go’)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object clauses</td>
<td>I wonder (what?) where you are hurrying.</td>
</tr>
<tr>
<td>Predicative clauses</td>
<td>This is where my sister lives. (is – a link verb)</td>
</tr>
<tr>
<td>Attributive</td>
<td>This is the house (what kind of house?) where my sister lives. (the clause modifies the noun ‘house’)</td>
</tr>
<tr>
<td>(relative) clauses</td>
<td></td>
</tr>
</tbody>
</table>

3. **Punctuation.** There is a coma if adverbial clauses of place stand in the initial position but there is NO comma if these subordinate clauses follow the main clause and before the conjunctions introducing adverbial clauses of place, e.g.

- No matter where I go, I always bump into someone I know.
- My dog will follow me wherever I go.

ADVERBIAL CLAUSES OF TIME

1. Adverbial clauses of time show the time of the action expressed in the principal clause. They are introduced by the following conjunctions:

<table>
<thead>
<tr>
<th>when</th>
<th>while</th>
<th>whenever</th>
<th>now that</th>
<th>till / until</th>
<th>as</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>after</td>
<td>immediately</td>
<td>since</td>
<td>once</td>
<td>directly</td>
</tr>
<tr>
<td>hardly... when</td>
<td>as long as</td>
<td>scarcely... when</td>
<td>no sooner... than</td>
<td>just as</td>
<td>soon after</td>
</tr>
<tr>
<td>the moment / instant (that)</td>
<td>whenever</td>
<td>as soon as</td>
<td>by the time</td>
<td>the first /last/next time</td>
<td>until the time</td>
</tr>
</tbody>
</table>

2. Each conjunction has a particular shade of meaning expressing the following time relations:

a) **priority**, e.g.
   - Debora flattened her hair before she entered the dining room.
   - They started to work again soon after it was light.

b) **contemporaneity**, e.g.
   - Since we have been friends, we have never quarrelled.

c) **succession of actions**, e.g.
   - They got married the very moment Steve found a suitable house.

d) **the beginning of an action**, e.g.
   - I have only seen him once since I left school.

e) **the end of an action**, e.g.
   - Drew didn’t say a word till he was asked.
   - Felicity decided not to marry until she was thirty.

f) **repetition**, e.g.
   - Whenever there was a pause, Philip asked a polite question.

F) **gradual development of the process**, e.g.
   - As the night drew on, the sea roughened.
   - Hardly had we come into the house when a violent thunderstorm broke out.
3. Care should be taken not to confuse adverbial clauses of time introduced by the conjunctions *when, while, as, since*, etc. and other clauses introduced by conjunctive adverbs and relative pronouns. Compare:

<table>
<thead>
<tr>
<th>Adverbial clauses of time</th>
<th>Most people love their homes, (when?) even when things are tough.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object clauses</td>
<td>Can you tell me when you will come back? (tell me <em>what?</em>)</td>
</tr>
<tr>
<td>Predicative clauses</td>
<td>The next thing to discover is <em>when</em> the murderer was seen in town last. (<em>is</em> – a link verb)</td>
</tr>
<tr>
<td>Attributive (relative) clauses</td>
<td>There were moments (what kind of moments?) when I felt my loneliness. (the clause modifies the noun ‘<em>moments</em>’)</td>
</tr>
<tr>
<td>Adverbial clauses of manner</td>
<td>Dai could do it (how?) as no one else could have done.</td>
</tr>
<tr>
<td>Adverbial clauses of comparison</td>
<td>He was as obstinate as most of his relatives remembered him to be.</td>
</tr>
<tr>
<td>Adverbial clauses of cause/reason</td>
<td><em>Since</em> there is no help, let us try and do it ourselves. (why?)</td>
</tr>
</tbody>
</table>

4. Also care should be taken not to confuse the use of tense-forms in the *clauses of time* and *object clauses* with the reference to the future. Compare,

- I wonder (about what?) when the conference will finish.
- *When* the conference finishes, there will be a reception in the hall. (*When* will there be a reception?)

5. **Punctuation.** When the time clause precedes the main clause, a *comma* is used, e.g.

Whenever George is in town, he visits us. George visits us whenever he is in town.

**TASK 23. Fill in the gaps with the conjunction given in the box. Options are possible.**

<table>
<thead>
<tr>
<th>hardly... when</th>
<th>when</th>
<th>as soon as</th>
<th>before / after</th>
<th>as/so long as</th>
<th>the moment</th>
</tr>
</thead>
<tbody>
<tr>
<td>scarcely …when</td>
<td>while</td>
<td>till/ until</td>
<td>no sooner …than</td>
<td>by the time</td>
<td>once</td>
</tr>
</tbody>
</table>

1. You can keep those CDs for __________ you like.
2. I can't do any washing __________ the washing machine is repaired.
3. We saw the smoke __________ we turned into our street.
4. We had __________ gone to bed __________ there was a knock at the door.
5. Sarah parked the car __________ Paul dashed into the bank.
6. I have to finish these letters __________ I can leave the office.
7. I wonder if you could wait here __________ I get back.
8. I was washing my hair __________ the phone rang.
9. __________ Sue reached the bank, it had closed.
10. They will be at their summer house __________ they get a letter from their son.
11. I will set the table __________ you come home.
12. There is only one week __________ my summer holidays begin.
13. We learnt several interesting facts __________ we were listening to the lecturer.
14. According to the magazine, the German plans stem from a French proposal for like-minded countries to discourage business investment in Iran __________ neither the United Nations nor the European Union has a co-ordinated plan for increased sanctions on Iran.
15. He had __________ sat down at his desk __________ the was a knock at the door and his secretary came in with a lot of papers in her hands.
16. Will you have done all the chores around the house __________ your landlady returns home?
17. I'm not surprised he left her, __________ the way she treated him.
18. You can’t go out and play __________ you have done your homework.
19. __________ had the old man sat down into his favourite armchair __________ the phone rang.
20. Would you look after the children __________ I do the shopping?
21. Jilly, I promise to call you __________ I get home from the airport.
22. __________ he gets a secure job, he’ll be able to support his family.
TASK 24. Put the verbs in brackets into the correct tense according to the type of the subordinate clause.
1. I must tell Simon the good news. - Don't worry. I _________ (to tell) him when I _________ (to see) him.
2. How did your tear your dress? - I _________ (to step) on it as I _________ (to get) out of the car.
3. Have you finished with the newspaper? - Almost. You can have it after I _________ (to read) the sports section.
4. When will they announce the results? - They _________ (not to announce) them until they _________ (to mark) all the papers.
5. When did you realise you had been burgled? - I knew it the moment I _________ (to arrive) home.
6. You should be in bed by now. - I _________ (to go) to bed as soon as I _________ (to finish) this chapter.
7. Has your boss signed the contract yet? - No. I'm not sure when he _________ (to sign) it.
8. Have you spoken to Uncle John? - Yes. I _________ (to phone) him before I _________ (to leave) the house.
9. Did your friends organise a surprise party for your birthday? - Yes! No sooner _________ (I/ to open) the door than all my friends _________ (to jump) out to surprise me!
10. Do you see Catherine very often? - We meet whenever she _________ (to have) the time.
11. Can I borrow your dictionary, please? - You can have it once I _________ (to finish) with it.
12. Has Lee cleaned his room yet? - No, but he _________ (to do) it by the time Mum _________ (to get) home.

TASK 25. Fill in the gaps with an appropriate conjunction and put the verbs in brackets in the correct tense. Options are possible.

<table>
<thead>
<tr>
<th></th>
<th>Russian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Я подзвоню тобі, як тільки прилечу до Нью-Йорка.</td>
<td>I'll call you as soon as I arrive in New York.</td>
</tr>
<tr>
<td>2</td>
<td>Ви можете відвідувати мене, коли б вам цього не схотілося.</td>
<td>You can visit me whenever you want.</td>
</tr>
<tr>
<td>3</td>
<td>Ми пішли на прогулянку після того, як ми позавтракали.</td>
<td>We went for a walk after we had breakfast.</td>
</tr>
<tr>
<td>4</td>
<td>Як тільки він прочитав інструкцію, він уже знат, як працювати з машиною.</td>
<td>As soon as he read the instructions, he knew how to work with the machine.</td>
</tr>
<tr>
<td>5</td>
<td>Мам, якщо ти не заперечуєш, я буду прасувати, поки Джим буде мити машину.</td>
<td>Mum, if you don't object, I'll iron while Jim washes the machine.</td>
</tr>
<tr>
<td>6</td>
<td>Вони не одружаться до того часу, поки не зберуть достатньо грошей на медовий місяць на Гаваях.</td>
<td>They won't get married until they have enough money for a wedding on the Hawaiian Islands.</td>
</tr>
<tr>
<td>7</td>
<td>Я тобі напишу, як тільки одержу результати своїх аналізів.</td>
<td>I'll write to you as soon as I get the results of my analyses.</td>
</tr>
<tr>
<td>8</td>
<td>Не успів я приїхати на вокзал, як поїзд прибуде на платформу.</td>
<td>I didn't get to the station until the train arrived on the platform.</td>
</tr>
<tr>
<td>9</td>
<td>Ми не переїдемо в новий будинок, поки діти не закінчають школу.</td>
<td>We won't move to a new house until the children finish school.</td>
</tr>
<tr>
<td>10</td>
<td>Робітники відремонтували дах на той час, як Джон приїхав домой.</td>
<td>Workers repaired the roof just as John arrived home.</td>
</tr>
<tr>
<td>11</td>
<td>Студенти не знають, коли будуть оголошені результати іспитів.</td>
<td>Students don't know when their exam results will be announced.</td>
</tr>
</tbody>
</table>
12. З Пітером, мабуть, щось трапилося. Сьогодні зранку він підхопився з ліжка у ту ж мить як прокинувся й кудись уітк як тільки посмідав. С Питером, должно быть, что-то случилось. Сегодня утром он вскочил с постели в ту же минуту как проснулся и куда-то убежал как только позавтракал.

13. Він написав звіт після того, як зробив дослідження. Он написал отчет после того, как сделал исследование.

14. Не встиг я увійти в будинок, як задзвонив телефон. Не успел я войти в дом, как зазвонил телефон.

15. Саймон ушкодив ногу, коли ліз на дерево. Саймон повредил ногу, когда лез на дерево.

16. Ми не можемо чекати, поки Джері приїде, тому давайте викличемо таксі. Мы не можем ждать, пока Джери приедет, поэтому давайте вызовем такси.

17. Не встигли ми відкрити ворота, як на нас зі злобним виглядом кинувся собака. Не успели мы открыть ворота, как на нас со злобным видом бросилась собака.

18. Ми гарантуємо, що товари будуть вам доставлені на той час, як магазин відкривається. Мы гарантируем, что товары будут вам доставлены к тому времени, как магазин откроется.

19. Мойра купила обручку тільки після того, як переконалася, що вона із чистого золота. Мойра купила кольцо только после того, как убедилась, что оно из чистого золота.

20. Поки Тіна розмовляла зі своєю матір'ю, у неї закінчилися гроші на телефонній картці. Пока Тина разговаривала со своей матерью, у нее закончились деньги на телефонной карточке.

**TASK 26. Open the brackets and use the right tense form to express a future action.**

1. Please, don’t say a single word now. I promise we ________ (to talk) when we ________ (to get) to the place.

2. I don't know when she ________ (to be) home. But when she ________ (to come), I will make her tell me why she set me up like this.

3. We ________ (to wait) here till it ________ (to get dark). After everyone ________ (to get together), we ________ surprise them.

4. You ________ (to stay here) and make sure no one ________ (to approach) the camp. When the clock on the tower ________ (to strike) midnight, I ________ (to send) someone to relieve you.

5. He asks if you ________ (to meet) him in the park at five o'clock. He says he ________ (not to leave) until he ________ (to get) a positive answer.

6. Stay by the door and wait to make sure that he ________ (to switch) off the light on the gates. We ________ (to start) to act as soon as he ________ (to lock) the door of his room.

7. You know quite well that we ________ (to have) no peace together until he ________ (to be) gone. We ________ (be) happy only after he ________ (to leave) the city.

8. When you happily ________ (to be married) to Martin, things ________ (to change) and we often ________ (to meet).

9. Wait here in case I ________ (to want) you. After I ________ (to finish) this work, I ________ (to tell) you what your responsibilities ________ (to be).

10. Where you ________ (to go) when the school ________ (to close)? – I am too busy to think about it now. I ________ (to decide) after it ________ (to close).

11. Give me a railway timetable, and I ________ (to tell) you when he ________ (to arrive) here tomorrow. Don’t do anything before he ________ (to inform) you what his plans are.

12. I'm going abroad next week. I don't know when I ________ (to be) back. But when I ________ (to return), I want you to give me your answer to my question.

13. My father-in-law is asleep. I know that as soon as he ________ (to wake), he ________ (to want) to see you. Could you wait here till he ________ (to call) you?

14. She says she ________ (not to leave) Blackstable till she ________ (to be) your wife. I wonder when the divorce proceedings ________ (to finish).
15. Can you tell me what you _______ (to do) in the afternoon? - As soon as Harry ________
(to finish) his letters, we're going for a walk,
16. You must wait, my friend, before you _______ (to get) an answer to that question. After you
_______ (to learn) the truth, you ________ (to act) as you think fit.
17. Will you wait a minute while I _______ (to look through) the manuscript? – How long do you
think it ________ (to take) you? - – I’m sure it ________ (not to take) more than a quarter
of an hour.
18. I am sure Sam _______ (to like) him when she _______ (to meet) him. I even suspect that
she ________ (to fall) in love with him the moment she _______ (to see) him.
19. Heaven knows when this poor child ________ (to see) England again. After he ________ (to
spend) several years in America, he may forget his homeland.
20. Do you know when he ________ (to be) in? – No, but as soon as he ________ (to arrive), I
________ (to call) you.
21. The day _______ (to come) when you ________ (to understand) why I can’t tell all the truth
now even to you.
22. I wonder when Simon ________ (to tell) the Greenfields the happy news? – He
________ (to go) there directly as soon as he ________ (to finish) his breakfast.
23. You must have something to eat before you ________ (to leave).
– I’m not hungry now.
Don’t worry, I ________ (to have) a bite after I ________ (to get) to the place.

**TASK 27. Translate into English, using tense forms to express the future.**

<table>
<thead>
<tr>
<th>Номер</th>
<th>Переклад</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Не турбуйтесь, я не піду, поки ви не повернетесь. Дитина в жодному разі не залишиться одна. Можете бути впевнені, що коли ви прийдете, все буде в порядку.</td>
</tr>
<tr>
<td>2</td>
<td>Не беспокойтесь, я не уйду, пока вы не вернетесь. Ребенок ни в коем случае не останется один. Можете быть уверены, что когда вы придете, все будет в порядке.</td>
</tr>
<tr>
<td>3</td>
<td>Я не можу із упевненістю сказати, коли наш директор прийде на збори, але коли він прийде, ми зможемо з'ясувати всі питання, що нас цікавлять.</td>
</tr>
<tr>
<td>4</td>
<td>Я не могу с уверенностью сказать, когда наш директор придет на собрание, но когда он придет, мы сможем выяснить все интересующие нас вопросы.</td>
</tr>
<tr>
<td>5</td>
<td>Я не зможу вам дати певної відповіді, поки ви не поговоримо з моїм непосереднім начальником. Тільки після того, як він схвалить ці додаткові витрати, ми зможемо почати робити необхідні розрахунки.</td>
</tr>
<tr>
<td>6</td>
<td>Інтересно, когда вы закончите ремонт своего нового дома. – Я думаю, все будет закончено к концу месяца. Как только все работы будут завершены, мы устроим новоселье и пригласим всех своих друзей и новых соседей.</td>
</tr>
<tr>
<td>7</td>
<td>Я не могу с уверенностью сказать, когда вы закончите ремонт своего нового дома. – Я думаю, все будет закончено к концу месяца. Как только все работы будут завершены, мы устроим новоселье и пригласим всех своих друзей и новых соседей.</td>
</tr>
<tr>
<td>8</td>
<td>Ти можеш сказати мені точно, коли ви відправитесь? – Ми відправимося пізньо, якщо діти не зможуть вийти з дому до цього часу. – Я не знаю, якщо він не припиниться до завтрашнього дня? – Давайте вирішувати проблеми в міру їхнього надходження.</td>
</tr>
<tr>
<td>10</td>
<td>Чому ти так довго не починаєш переклад ( \text{Почему ты так долго не начинаешь} )</td>
</tr>
<tr>
<td>Урок</td>
<td>Цитата</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>8</td>
<td>Ти можеш подзвонити татові й запитати, коли він прийде додому. – Я тільки що йому дзвонив. Він прийде після того, як закінчитись нарада з підрядниками. – Цікаво, коли вона закінчиться. – Цього не знає ніхто, ані тато, ані підрядники.</td>
</tr>
<tr>
<td>9</td>
<td>Ти можеш сказати мені, нарешті, коли ти відпочинеш? Ти працюєш майже цілодобово без відпустки вже 5 років. – Хіба ти не розумієш, наскільки мені важливо закінчити це дослідження. У ту ж мить, як я зрозумію, що більше, ніж я зробив, зробити не можна, ми поїдемо з тобою в кругосвітню подорож. – Сподіваюсь, я доживу до цього дня.</td>
</tr>
<tr>
<td>10</td>
<td>Мені зовсім нема чого читати. Якщо мені ніхто не даст нічого гарного почитати, я просто умру від тоски. – Не вмирай, поки я не закінчу читати рукопис роману, що мені дали днями. Його дійсно варто прочитати; це не одноденка, як багато сучасних бестселерів. Я дам його тобі, як тільки прочитаю. Але ти повинен обіцяти, що нікому про нього не розкажеш, поки він не буде надрукований.</td>
</tr>
<tr>
<td>11</td>
<td>Ви не могли б сказати мені, коли я одержу відповідь на моє питання? – Як тільки ми вирішимо, що робити з вашою пропозицією, я вам подзвоню. Я б не радив вам нічого вживати, поки він не одержите наш офіційний висновок.</td>
</tr>
</tbody>
</table>

**ADVERBIAL CLAUSES OF MANNER**

1. Adverbial clauses of manner usually characterize in a general way the action expressed in the main clause. Additional idea of comparison may also be implied.

2. Adverbial clauses of manner are introduced by the conjunctions **AS** and **THE WAY**, e.g.

- George was sorry he talked (how?) **the way** he did at lunch.
• My mother-in-law cooks turkey exactly (how?) as my mother did. = exactly the way my mother did.

3. Adverbial clauses of manner may have different antecedents in the principal clause:
   a) they can modify predicates of the main clause, e.g.
      • Dr. Stone could do it (how?) as no one else could have done it. (could do – predicate)
      • Della was sorry she behaved (how?) the way she did during the meeting. (behaved – predicate)
   b) they can modify detached attributes, e.g.
      • Astonished, (in what way?) as one could be in such circumstances, he however did not give a sigh of it. (astonished – detached attribute)
   c) they can modify predicatives characterizing a state or a quality of a person or a thing, e.g.
      • He was puzzled by a situation, (how? in what way?) as one could easily be in his place. (puzzled – predicative)
   d) they can modify an adverbial modifier of manner, giving additional information or explaining it, e.g.
      • He said it (how?) with contempt, (how?) as a grown up serious man should treat such a view.

4. Punctuation. A comma is usually used if the connection between the main clause and adverbial clauses of manner is loose, e.g.
   • He could do it as no one else could have done. (close connection – no comma)
   • It followed inevitably upon the work, as the night follows upon the day. (loose connection – comma)
   • You can lead men, I am sure, and there is no reason why you should not succeed at anything you set your hand to, just as you have succeeded in grammar. (loose connection – comma)

   **ADVERBIAL CLAUSES OF COMPARISON**

1. Adverbial clauses of comparison denote an action with which the action of the principal clause is compared. Additional idea of manner may also be implied.

2. Adverbial clauses of comparison are introduced by the following conjunctions:

<table>
<thead>
<tr>
<th>than</th>
<th>as</th>
<th>as…as</th>
<th>so…as</th>
<th>as if</th>
<th>as though</th>
<th>like</th>
</tr>
</thead>
</table>

• Derek’s broken wrist healed sooner than he had expected.
• They don’t have long intervals like they do at other theatres.
• Peter was as obstinate as were most of his relatives.
• Ted is acting as if he has had some bad news.

3. Adverbial clauses of comparison can be joined asyndetically if they have comparison of parallel increase and decrease, e.g.
• The more he reflected on the idea, the more he liked it.

**Note:** Not all grammarians regard these sentences as adverbial clauses of comparison; some consider them to be mutually subordinated.

4. Care should be taken not to confuse adverbial clauses of comparison introduced by the conjunctions *as if* and *as though* and attributive and predicative clauses introduced by the same conjunctions. Compare:

<table>
<thead>
<tr>
<th>Clauses of comparison (+ additional shade of manner)</th>
<th>Teresa looked at me (how?) as if nothing was wrong.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attributive clauses</td>
<td>Teresa had a look (what kind of look?) as if she had something on her mind.</td>
</tr>
<tr>
<td>Predicative clauses</td>
<td>Teresa looked <em>as if</em> she had something on her mind. (looked – a link verb + predicative clause)</td>
</tr>
</tbody>
</table>

5. *Past tenses* are used in adverbial clauses of comparison introduced by the conjunctions *as if* and *as though* to speak about *unreal present situations*, e.g.
• Margaret behaves as if she were (was) a boss though she is just the boss’s personal assistant.
• Henry spends money as if he were a millionaire. (but he isn’t)

6. **Punctuation.** Adverbial clauses of comparison are usually NOT marked by commas, e.g.
• Mr. Browning was as experienced as were most of his colleagues.

**TASK 28. Use the verbs given in brackets in the right tense form in predicative clauses and adverbial clauses of manner and comparison.**

1. He feels as if he _________ (not to sleep) properly for weeks, which isn’t true.
2. Claire is out of breath. She sounds as though she _________ (to run) a marathon.
3. Jim is very angry. He feels as if he _________ (to explode).
4. Sarah spoke very quickly. She sounded as if she _________ (to be) in a hurry.
5. Martin looked very happy. He was smiling as though he _________ (to win) the National lottery.
6. Tom sneezed. He sounded as if he _________ (to have) a cold.
7. Mary was sniffing when I spoke to her on the phone. She sounded as though she _________ (to cry) at the time.
8. You seem very happy today. You seem as though you _________ (just/to hear) some good news.
9. Sarah looked very frightened last night. She looked as if she _________ (to see) a ghost.
10. She didn't know him, but she acted as if she _________ (to know) him.
11. What a delicious smell! It smells as if mother _________ (to bake) at the moment.
12. My boss tells the same jokes all the time and we always laugh as if we _________ (never/to hear) them before.
13. Emma was wearing a beautiful dress last night. She looked as if she _________ (to go) to a party.
14. Jack is only twenty-two years old, but sometimes he behaves as though he _________ (to be) much older.
15. There was a lot of noise last night. It sounded as if the people next door _________ (to have) a party.
16. They must have had an argument because they acted as if they _________ (not/to like) each other, though I know there are best friends.
17. It's very cold outside today. In fact, it feels as if it _________ (to snow).
18. James has been very selfish recently. He has been behaving as though he _________ (not/to want) to help anyone out.
19. Helen didn't study science at university, but sometimes she talks about it as if she _________ (to be) an expert on the subject.
20. She was wandering up and down the street. She looked as though she _________ (to be) lost.
21. Although he had a degree in French, it sounded as though he _________ (not/to speak) it well.
22. The sky is dark. It looks as if it _________ (to rain).
23. There is a strange smell in the kitchen. It smells as though something _________ (to burn).
24. Tom is twenty-five years old, but he sometimes acts as though he _________ (to be) a child.
25. Jim has only just learned this game, but he plays it as if he _________ (to play) it for years.
26. We had never met before, but she greeted me as if we _________ (to know) each other all our lives.

**ADVERBIAL CLAUSES OF CONDITION**

1. Adverbial clauses of condition state the condition which is necessary for the realization of the action expressed in the principal clause.
2. They are introduced by the following conjunctions:

<table>
<thead>
<tr>
<th>if</th>
<th>on condition that</th>
<th>in case</th>
<th>presuming (that)</th>
<th>assuming (that)</th>
</tr>
</thead>
<tbody>
<tr>
<td>provided (that)</td>
<td>suppose (that)</td>
<td>unless</td>
<td>admitting (that)</td>
<td>seeing that</td>
</tr>
<tr>
<td>providing (that)</td>
<td>supposing that</td>
<td>given that</td>
<td>considering (that)</td>
<td></td>
</tr>
</tbody>
</table>

40
• If I have offended you, I am sorry.
• In case she comes, ask her to wait for me.
• If I were you, I would take along this sweater in case it gets colder in the evening.
• You can do what you please provided you do it neatly and don’t make a mess.
• There’s no annual fee provided that you use the credit card at least six times a year.
• You can borrow the car providing I can have it back by six o’clock.
• I won’t phone you unless something unforeseen happens.
• In case the state of the patient becomes worse, he will be taken to hospital.
• I think we paid too much for the house considering that we needed to get the roof repaired.
• Given that the patients have some disabilities, we still try to enable them to be as independent as possible.
• Assuming that you get a place at university, how are you going to finance your studies?

Note:
1) The conjunction unless is usually used with the indefinite pronouns someone, somebody, something, while all the other conjunctions with the indefinite pronouns anyone, anybody, anything, e.g.
- Unless somebody interferes, there may be a disaster.
- If anything troubles you, you’d better tell me.
2) The conjunction in case can also be used in the adverbial clauses of purpose and reason.
   Sometimes it is really difficult to differentiate these clauses, compare:

<table>
<thead>
<tr>
<th>Clauses of condition</th>
<th>Clauses of purpose</th>
<th>Clauses of reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>In case you forget about this, I’m sure to remind you of it. = В случае, если ты забудешь об этом, я обязательно тебе напомню. / У випадку, якщо ти забудеш про це, я обов'язково тобі нагадаю.</td>
<td>Write it down in case you forget. = Запиши это, чтобы ты не забыл. / Запиши це, щоб ти не забув.</td>
<td>Don’t leave the child alone in case something happens. = Не оставляйте ребенка одного, чтобы ничего не случилось. / Не залишайте дитину одну, щоб нічого не трапилося.</td>
</tr>
</tbody>
</table>

3. Adverbial clauses of condition can be joined asyndetically, e.g.

   • Should Georgina leave tomorrow, I will have no ground to blame her.
   • Hadn’t it been for your help, we wouldn’t have survived.
   • Had he agreed, he’d have become the team captain.
   • Were he to agree, he’d probably become the next coach.

4. Punctuation. When an adverbial clause of condition precedes a main clause, it is always separated with a comma, e.g.
- If Simon comes into the room, don’t mention the party we are going to tonight.
- Assuming you can leave work early, we’ll be able to make the 6.30 performance.
- I wouldn’t argue with the boss if I were you.

5. Conditional clauses can be used with will or won’t / would or wouldn’t to express:

   • polite request, e.g. If you will put the kettle on, I’ll make some tea.
   • refusal, e.g. If he won’t go, there is nothing you can do about it.
   • strong disapproval of smb’s insistence on doing smth, e.g. If you will drive so fast, you must expect to have accidents.

**TASK 29. Choose the right form of the verb in the conditional sentences given below.**

1. Even if we will not/ are not going to go swimming, we had/would still better take a towel.
2. If you leave / will leave your things lying around, you shouldn't be surprised if you lose / will lose them.
3. If he has/ had read this report, he’ll know/ knows what all this fuss is about.
4. If you have / had been telling the truth, we need to act quickly.
5. If you wait / will wait here a moment, I'll tell Mr Brown you're here assuming he's / will be in.
6. If you trust / will trust me, I take / will take the money to him, providing you have / will have it with you now.
7. If the unit fits / will fit in the corner there, I think it is / will be the best place, unless you can / will think of anywhere else.
8. If you help / will help me work out whether we need to make another order at the moment, I spend / will spend some time tomorrow helping you with your statistics, if you like / will like.
9. Provided that she caught / had caught her flight, she’ll be landing any minute now.
10. The train will leave / will have left if we don’t / won’t get there soon.
11. If he is here already, he must set off / have set off very early.
12. If you were / had been to London, you should be able / have been able to tell us what it’s like.
13. Assuming everything goes / will go according to plan, we’ll be / we’ll have been with you by six o’clock.
14. The Finn is almost certain to win, unless his engine will blow / blows out during the race.
15. I will / would lend you my car for your holiday on condition you get / will get it serviced afterwards.
16. If you are / will be determined to go there, there is / will be clearly nothing I can do to stop you.
17. Even if it rains / will rain, I think I’ll go / I’m going swimming after school.

**TASK 30. Choose the main clauses that can NOT complete the sentences below. More than one option is possible.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do that again and</td>
<td>I'm leaving.</td>
<td>I can't help you.</td>
<td>you would be sorry.</td>
</tr>
<tr>
<td>2</td>
<td>Assuming you're going to see him,</td>
<td>tell him about the meeting.</td>
<td>will you give him a message from me?</td>
<td>he can't be a complete recluse.</td>
</tr>
<tr>
<td>3</td>
<td>If the boss is feeling relaxed,</td>
<td>we all feel the same way.</td>
<td>the inspection will go all right.</td>
<td>it would be a bad sign.</td>
</tr>
<tr>
<td>4</td>
<td>If Paul's been to Australia,</td>
<td>he'll probably have acquired an accent.</td>
<td>I think you should go there.</td>
<td>he would certainly go to New Zealand.</td>
</tr>
<tr>
<td>5</td>
<td>If you're still not sure,</td>
<td>you hadn't been following.</td>
<td>you can't have been concentrating.</td>
<td>it's clear you weren't listening.</td>
</tr>
<tr>
<td>6</td>
<td>If you will gossip about other people,</td>
<td>you've got to expect people to gossip about you.</td>
<td>people are gossiping about you.</td>
<td>you can't expect others not to gossip about you.</td>
</tr>
<tr>
<td>7</td>
<td>If President Kennedy hadn't been assassinated in 1963,</td>
<td>the Cold War might have ended sooner.</td>
<td>America will be very different.</td>
<td>he had been alive now.</td>
</tr>
<tr>
<td>8</td>
<td>If it hadn't been for the awful weather,</td>
<td>we'd have spent more time sailing.</td>
<td>we’d still be sailing.</td>
<td>we would go there again.</td>
</tr>
<tr>
<td>9</td>
<td>If I'd realised you weren't coming,</td>
<td>I wouldn't be so angry.</td>
<td>I can do something.</td>
<td>I could have done something.</td>
</tr>
</tbody>
</table>
10 If he had told you the truth,  
a you shouldn't have got angry with him.  

b you wouldn't be in this predicament.  

c you were not angry with him.  

11 If you liked Greece,  
a you should have come with us to Naxos.  

b why didn't you come with us to Naxos?  

c why don't you settle there?  

12 Had they explained their reasons,  
a they're stupid.  

b you'd understand.  

c we might have behaved differently.  

<table>
<thead>
<tr>
<th>TASK 31. Fill in the gaps with one word to get sentences with adverbial clauses of time and condition.</th>
</tr>
</thead>
</table>
| **Part 1. (CAE level)**  
'A cat? ... All right,' I said, 'on ___________ (1) that you look after it,  
__________ (2) that you feed it and as ___________ (3) as you don't expect me to clear up after  
it.' If ___________ (4) I had been more firm! The animal is never fed ___________ (5) I do it;  
__________ (6) for me, it would have starved to death months ago. ___________ (7) I known that  
the children's interest in the beast would wane as ___________ (8) as it arrived, I would have  
answered differently. The poor thing is ignored by them ___________ (9) if it springs into their  
laps. ___________ (10) I to kidnap the thing, I don't think they would notice. ___________ (11)  
they ever ask for a dog, I think I've got my answer ready.  

**Part 2. (CPE level)** In accordance with your recent request, we are pleased to supply the following  
reference. Miss Baiocci ___________ (1), I am sure, be a real asset to your organisation, knowing  
as she does a great deal about the way a company such as yours operates. There are very few duties  
here that I ___________ (2) not confidently entrust her with, and if she ___________ to (3) join  
you, you ___________ (4) soon come to appreciate her organisational and interpersonal skills. If it  
__________ (5) not clear that she is determined to move away from this area, we ___________ (6)  
do everything we ___________ (7) to keep her here. Assuming we ___________ (8) to lose her, I  
__________ (9) be happy to know that she ___________ (10) being taken on by a company with a  
reputation such as you enjoy. ___________ (11) any further information be required, please  
__________ (5) not hesitate to contact me.  

| TASK 32. Match a question with a response. Add context to these interchanges by writing short  
dialogues. |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
</tr>
<tr>
<td>1 Would it be all right if we sat here?</td>
</tr>
<tr>
<td>2 Should you need me, I'll be next door.</td>
</tr>
<tr>
<td>3 Why didn't you tell me?</td>
</tr>
<tr>
<td>4 Do you think it might be best if I said yes?</td>
</tr>
<tr>
<td>5 I'm sorry I couldn't make it.</td>
</tr>
<tr>
<td>6 Could you let me know if you change your mind?</td>
</tr>
<tr>
<td>7 I would if I could, you know.</td>
</tr>
<tr>
<td>8 You'd feel better if you got some fresh air.</td>
</tr>
<tr>
<td>9 Would you mind if I asked them along?</td>
</tr>
<tr>
<td>10 Don't you think it's time we were leaving?</td>
</tr>
</tbody>
</table>

**TASK 33. In the sentences with adverbial clauses of condition, fill in the gaps with the correct  
form of the verb in brackets.**  
1. If this scheme is to get off the ground, everyone _______ (to have) to pull their weight.  
2. Your brakes _______ (to make) an odd noise; I _______ (to see) to it if I were you.  
3. Supposing someone _______ (to tell) you that you weren't fit to do your job, how would you  
react?
4. Considering his age and the seriousness of the operation, it would be a miracle if he ________ (to survive) it.
5. Should you ever ________ (to feel) in need of a helping hand, remember where I am.
6. If that wisdom tooth is giving you trouble, I ________ (to take) it out.
7. If by any chance you ________ (to bump) into Mrs. Hebden while you're out, could you give her this note?
8. If we ________ (to survive) it.
9. If it hadn’t been for the postal strike, the cheque ________ (to arrive) today.
10. In those days you would have been breaking the law if you ________ (to carry) ID card on you at all times.
11. If you ________ (to be) in my shoes, what would you have done?
12. If Jeremy stayed that long at the party, he must ________ (to have) a good time.
13. If by any chance you ________ (to bump) into Mrs. Hebden while you're out, could you give her this note?
14. If it hadn't been for the postal strike, the cheque ________ (to arrive) today.
15. In those days you would have been breaking the law if you ________ (to carry) ID card on you at all times.

**TASK 34. Finish each of the following conditional sentences in such a way that it is as similar as possible in meaning to the sentence printed before it. Follow the example.**

**Example.** I don't know if we're late because I don't have a watch. If … = If I had a watch, I'd know whether/if we are late.

1. Nick's not very good at maths so he can't become an accountant. Were…
2. Should anything happen to make you change your mind, let me know. If by …
3. Supposing the world was going to end tomorrow, what would you do tonight? Were …
4. Kindly calm down so I can explain what I mean. If you would …
5. I can't go and work in France because I can't speak French very well. If …
6. I think you should complain to the manager. If …
7. Supposing we do go ahead with the building, it can't be before June. If we are …
8. I think not having school on Mondays and having shorter holidays sounds quite a good idea. I think it might be quite nice if …
9. The young lad wasn't looking where he was going and tripped over that wire. If …
10. The only thing that made the show worth watching was the visual effects. If it …
11. I would never have got so far if my parents hadn't encouraged me. Had it …
12. You're lying in this hospital bed because you forgot the most basic rule of Safety First. If you …
13. Taking that job would have meant her working from eight till eight every day. If she …
14. But for the goalkeeper's brilliance, we could have lost by many more. If the …
15. Turning left at the lights would have got you here ten minutes earlier. Were you …
16. The only reason the child hasn't been prosecuted is the fact that he's only twelve. Were it …
17. The police showed great restraint and avoided a potentially very ugly incident. There could …

**+** **TASK 35. Translate into English using conditional clauses.**

<table>
<thead>
<tr>
<th>№</th>
<th>Ukrainian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Якби я не списав у свого друга на вступному іспиті й не одержав би гарну оцінку, я б не був зарахований до найсильнішої групи на курсі і не мучився б із кожним домашнім завданням з англійської мови.</td>
<td>Если бы я не списал у своего друга на вступительном экзамене и не получил бы хорошую оценку, я бы не был сейчас в самой сильной группе на курсе и не мучился бы с каждым домашним заданием по английскому языку.</td>
</tr>
<tr>
<td>2</td>
<td>Якби Тина не допомагала Кену робити домашні завдання, вони не знайшли багато спільних інтересів і не закохалися б одне в одного. Більш того, вони не готувалися б зарах до свого весілля.</td>
<td>Если бы Тина не помогала Кену делать домашние задания, они не нашли бы много общих интересов и не влюбились бы друг в друга. Более того, они не готовились бы сейчас к своей свадьбе.</td>
</tr>
<tr>
<td>№</td>
<td>Немецкий текст</td>
<td>Украинский перевод</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>3</td>
<td>Якби не його запрошення в Національну Галерею, я б ніколи не побачила шедеври світового живопису і не була б зараз аматором мистецтва.</td>
<td>Если бы не его приглашение в Національну Галерею, я бы никогда не увидела шедевры мировой живописи и не была бы сейчас любителем искусства.</td>
</tr>
<tr>
<td>4</td>
<td>Якщо ти не повідомиш мене, коли ти прилітаєш, я не зможу зустріти тебе в аеропорту. Якби я не була так зайнята, мені було б легше звільнитися в будь-який зручний для тебе час.</td>
<td>Если ты не сообщишь мне, когда ты прилетаешь, я не смогу встретить тебя в аэропорту. Если бы я не была так занята, мне было бы легче освободиться в любой удобный для тебя момент.</td>
</tr>
<tr>
<td>5</td>
<td>Якщо трапиться найгірше, ми повинні бути готові. Було б набагато краще, якби кожен звідомо знає, що він буде робити і де він повинен бути у випадку гострої потреби. Якщо не буде строгої дисципліни, вся наша операція провалиться.</td>
<td>Если случится худшее, мы должны быть готовы. Было бы гораздо лучше, если бы каждый знал, что он будет делать и где он должен находиться в случае крайней необходимости. Если не будет строгой дисциплины, вся наша операция провалится.</td>
</tr>
<tr>
<td>6</td>
<td>За умови, що професор почне оперувати цього хворого о дев'яті годині ранку і операція буде проходити без ускладнень, вона закінчится не раніше п'ятої години. Якщо ви хочете бути присутнім на операції, вам доведеться просити головного лікаря дати вам спеціальний дозвіл.</td>
<td>При условии, что профессор начнет оперировать этого больного в девять часов утра и операция будет проходить без осложнений, она закончится не раньше пяти часов. Если вы хотите присутствовать на операции, вам придется просить главного врача дать вам специальное разрешение.</td>
</tr>
<tr>
<td>7</td>
<td>Маріон – єдина людина, що завжди вірить усьому, що я говорю. Що б я їй не сказав, вона широко відкриває очі й викликує: «От це здорово!» Якби не вона, я б давно зневірився в собі.</td>
<td>Марион – единственный человек, который всегда верит всему, что я говорю. Что бы я ей не сказал, она широко открывает глаза и восклицает: «Вот это здорово!» Если бы ни она, я бы давно потерял веру в себя.</td>
</tr>
<tr>
<td>8</td>
<td>Одна із трьох парасольок, які я купила у Лондоні торік, потребує ремонту. Це моя улюблена парасолька, і якби ти погодився занести її в ремонтну майстерню по шляху до роботи і забрати її після роботи, я б була тобі дуже вдячна. Я б зробила це сама, якби в мене не було такого важкого тижня в офісі.</td>
<td>Один из трех зонтиков, которые я купила в Лондоне в прошлом году, нуждается в ремонте. Это мой любимый зонтик, и если бы ты согласился занести его в ремонтную мастерскую по пути на работу и забрать его после работы, я бы была тебе очень благодарна. Я бы сделала это сама, если бы у меня не было такой трудной недели в офисе.</td>
</tr>
<tr>
<td>9</td>
<td>Якби не її сувора дієта, вона б не втратила стільки ваги. Хоча їй досить важко дотримуватися цієї дієти, вона досить тверда у своєму рішенні стати стрункою. Насамперед, вона ніколи не обідає, якщо від інших, якщо приходить до дому після 7 годин вечером. По-друге, вона перестала їсти солодкі, включаючи шоколад. По-третє, вона перестала перекушувати на ходу між прийомами їжі. Якщо вона буде так продовжувати, вона незабаром стане найстрункішою дівчиною нашої групи.</td>
<td>Если бы не ее строгая диета, она бы не потеряла столько веса. Хотя ей довольно трудно соблюдать эту диету, она весьма тверда в своем решении стать стройной. Прежде всего, она никогда не обедает, если приходит домой после 7 часов вечера. Во-вторых, она перестала есть сладкое, включая шоколад. В-третьих, она перестала перекусывать на ходу, между приемами пищи. Если она будет так продолжать, она скоро станет самой стройной девушкой нашей группы.</td>
</tr>
</tbody>
</table>
ADVERBIAL CLAUSES OF CONCESSION

An adverbial clause of concession denotes the presence of some obstacle which nevertheless does not hinder the action expressed in the principal clause. These clauses are introduced by the following conjunctions, conjunctive phrases and connectives:

<table>
<thead>
<tr>
<th>Conjunctions</th>
<th>Connectives</th>
<th>Conjunctive phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>• though,</td>
<td>• whoever</td>
<td>• no matter how</td>
</tr>
<tr>
<td>• although</td>
<td>• whatever</td>
<td>• no matter what</td>
</tr>
<tr>
<td>• if</td>
<td>• whenever</td>
<td>• for all that</td>
</tr>
<tr>
<td>• while/whilst</td>
<td>• wherever</td>
<td>• despite that</td>
</tr>
<tr>
<td>• whether … or</td>
<td>• whichever</td>
<td>• in spite of (the fact that)</td>
</tr>
<tr>
<td>• even if</td>
<td>• much as</td>
<td>• despite (the fact that)</td>
</tr>
<tr>
<td>• even though</td>
<td></td>
<td>• notwithstanding that</td>
</tr>
<tr>
<td>• even when</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• though … yet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The young girl enjoyed the journey, though they travelled slowly, though it was cold and it rained.
- The old man enjoys working in the garden, even though it is very hard work.
- Despite the bad weather they had, they sat in the garden and talked.
- In spite of the price the sales assistant quoted, I decided to buy the car.
- While I see your point, I still think you are wrong.
- Whichever day you visit, I won’t be at home for you.
- Whoever he may be, he seems to be an honest man at least.
- Dark as it was getting, I could still see the path on the forest floor.
- Much as I detest the idea of punishing children, I can see it has its uses.
- However many times you ask me, I’m not moving house.
- Notwithstanding differences, there are clear similarities in all of the world's religions.

Notes:

a) even though is more emphatic than although
b) although is more formal than though
c) though is informal and is often used in everyday speech. It is usually used at the beginning of the clause but it can also be used at the end of a simple sentence, e.g.
   • It was chilly, though it was summer. = It was summer. It was chilly, though.

c) though = even though = although, e.g.
   • Though (even though, although) Diana didn’t like her job, she did it efficiently
d) despite = in spite of in meaning and combinability, e.g.
   \[ \text{despite} = \text{in spite of} + \text{the fact that} + \text{clause} \]
   • In spite of the fact that Patrick had good qualifications, he couldn’t get a decent job. =
   • Despite the fact that Patrick had good qualifications, he couldn’t get a decent job.

Like in the adverbial clauses of time and condition, in clauses of concession present tense forms are used to express future actions, e.g.

- It will be a difficult operation, whichever method you choose.
- Whichever player scores the highest number of points, will be the winner.
- Children will play, wherever they happen to be.

Punctuation. An adverbial clause of concession can either precede or follow the main clause. It is always marked with commas in either position, e.g.

- Even though there were minutes left to the deadline, we refused to panic.
- We refused to panic, even though there were minutes left to the deadline.
- Fame and fortune notwithstanding, Donna never forgot her hometown.
TASK 36. Join the sentences to get a clause of concession. Follow the example.
Example. Tom is clever. He doesn't work hard at school. - Although / Even though Tom is clever, he doesn't work hard at school. = In spite of / Despite the fact that Tom is clever, he doesn't work hard at school.
1. The dress is very beautiful. It is very expensive.
2. There weren't many people at the party. We had a lovely time.
3. Sue is a good friend. I don't tell her all my secrets.
4. She had many friends. She felt lonely.
5. He studied French at school. He doesn't remember any.
6. The meeting lasted three hours. No one was bored.
7. It was cold outside. The sun was shining.
8. I live in London. Sarah lives in Manchester. We often see each other.
9. We went to the party. We were very tired.
10. She doesn't earn much money. She works very hard.

TASK 37. Choose the correct connector to join clauses of concession. Add the necessary elements if necessary. Options are possible.
1. _______ the fact that he was shy, Jim gave an excellent presentation at the conference.
   a) However b) Though c) Despite
2. _______ he hated shopping, he went to the supermarket.
   a) However b) Even though c) While
3. _______ of the fact that she was very tired, Jeff went to the party.
   a) In spite b) Despite c) Although
4. She likes Peter. She doesn't like his brother, _______
   a) whereas b) but c) though
5. _______ of the fact that the rain was heavy, the football match went ahead.
   a) In spite of b) However c) Though
6. _______ the team needed a rest, they continued to work.
   a) In spite b) Despite c) Although
7. I like peaches. I don't like bananas, _______
   a) whereas b) though c) although
8. _______ she isn't fond of classical music, she went to the concert.
   a) However b) Even though c) While
9. _______ the fact that she was starving, Sally didn't eat anything.
   a) Despite b) No matter how c) In spite of
10. _______ we left the house early, we still missed the bus.
    a) Although b) Despite c) For all that
11. _______ the heavy snow made the roads practically impassable, we managed to get to the office.
    a) In spite of b) Though c) Even though
12. _______ the alarm went off, he didn't wake up.
    a) As much b) Despite c) Even though
13. He wouldn't wear a coat, _______ cold it was.
    a) no matter how b) even though c) despite

TASK 38. Paraphrase the sentences using the given connectors so that you can get adverbial clauses of concession. Follow the example.
Example. In spite of the rain, the football match took place. = Although it was raining, the football match took place.
1. Even though we were late, we stopped to have something to eat. = Despite…
2. Even though they are good friends, they argue a lot. = In spite …
3. In spite of having a lot of money, they are very mean. = Although …
4. In spite of winning the competition, he wasn't satisfied. = Even though…
5. Even though he woke up early, he was late for his appointment. = Despite…
6. In spite of the heavy traffic, I got to work on time. = Although…
7. Despite winning the race, Sam still wasn't happy. Even though…
8. Although it rains a lot in England, I love living there. = Despite…
9. Even though Tom is a qualified doctor, he doesn't have a job. = In spite…
10. Despite the fact that I was hungry, I didn't eat anything. = Even though…
11. Even though he was ill, Jim went to work. = Despite…
12. In spite of losing her job, she didn't get depressed. Although…
13. Although he doesn't like his boss, he works very hard. = In spite…
14. Even though it is very cold, she is only wearing a T-shirt. = Despite…
15. In spite of her busy schedule, she makes time for her children. = Even though…

TASK 39. Finish each of the following sentences so that it is as similar as possible in meaning to the sentence printed before it. Follow the example.

Example. I don't care what you say, she's a wonderful actress. = Whatever you (may) say, she's a wonderful actress.
1. Whatever it may cost, I'm determined to complete the project. = However…
2. It may make him unpopular, but John always sticks to his principles. = However…
3. If you do nothing else while you're in London, go to the National Gallery. = Whatever…
4. She has appeared in many films, but always seems to play the same character. Whatever…
5. It doesn't matter which road you take, they all end up at the same place. = Whichever…
6. It doesn't matter where you go in the city, you see wonderful examples of modern architecture. = Wherever…
7. I'm reminded of Marilyn Monroe every time I see Sally in that dress. = Whenever…
8. Ask as many people as you like, I'm sure you'll get the same answer. = However…

TASK 40. Fill the gaps in the passage with the appropriate connectors to join adverbial clauses.

Human nature is a strange thing. This summer I worked for a man my family know to be pleasant, the type who'd agree to have coffee with you ______(1) he was terribly busy. ______(2) that fact (3), he turned out to be the most impossible person to work for. ______(3) you do is always unsatisfactory, ______(4) hard you work and no ______(5) many hours of overtime you do, it's never enough for him. ______(6) being a quiet man, he manages to project a really aggressive image in his cafe. His employees try to do their best, out of fear or a genuine desire to do a good job. ______(7) of that (8), he tears them off a strip every hour of the day. You may think I'm exaggerating ______(8) I'm not. During the height of the season he forced five waitresses to hand in their notice ______(9) they were perfectly competent. ______(10), I carried on working there every evening. ______(11) he really missed the staff who left, he'd never admit it. I didn't know what to do. ______(12) I'd have liked to, I didn't think confronting him about his temper would work, ______(13) you might put that down to cowardice. Incredible as (14) it may seem, ______(15) of him, the cafe has a reputation for being a very friendly place. Strange, isn't it?

TASK 41. Translate into English using adverbial clauses of concession wherever possible.

<table>
<thead>
<tr>
<th>1</th>
<th>Незважаючи на те, що на уроці вчитель пояснив важке правило двічі, декілька учнів його не зрозуміли і не змогли впоратися з домашнім завданням.</th>
<th>Несмотря на то, что на уроке учитель объяснил трудное правило дважды, несколько учеников его не поняли и не смогли справиться с домашним заданием.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>П'ятниця видалась такою важкою, що, незважаючи на те, що вона жахливо утомилася, Лінда не могла заснути всю ніч і всю суботу почувала себе, неначе її побили.</td>
<td>Пятница выдалась такой тяжёлой, что, несмотря на то, что она ужасно устала, Линда не могла заснуть всю ночь и всю субботу чувствовала себя, как будто ее побили.</td>
</tr>
<tr>
<td>№</td>
<td>Текст</td>
<td>Текст</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Хоча холодильник порадував нас тільки банкою консервованої риби, двома яйцями й шматком червтого хліба із зацвілим сиром, Марта виявилася такою вмілою кулинаркою, що її вдалося приготувати з цього вбогого набору продуктів розкішну вечерю на двох.</td>
<td>Хотя холодильник порадовал нас только банкой консервированной рыбы, двумя яйцами и куском черствого хлеба с запленевевшим сыром, Марта оказалась такой искусной кулинаркой, что ей удалось приготовить из этого скудного набора продуктов роскошный ужин на двоих.</td>
</tr>
<tr>
<td>4</td>
<td>Незважаючи на те, що вчорашня лекція була надзвичайно важливою, дуже мало студентів знайшли час відвідати її. Цікаво, де ті студенти, які не прийшли на неї, знайдуть матеріали, що були дані викладачем, і якими будуть їхні екзаменуційні результати.</td>
<td>Несмотря на то, что вчерашняя лекция была чрезвычайно важной, очень мало студентов нашли время посетить ее. Интересно, где те студенты, которые не пришли на нее, найдут материалы, данные преподавателем, и каковы будут их экзаменационные результаты.</td>
</tr>
<tr>
<td>5</td>
<td>Хоча Джон Ф. Кеннеді був наймолодшою людиною й першим римським католиком, якого було обрано президентом Сполучених Штатів, і його правління тривало всього 1,037 день до його вбивства в 1963 році, його вважають найпопулярнішим американським лідером після Джорджа Вашингтона й Авраама Лінкольна.</td>
<td>Хотя Джон Ф. Кеннеди был самым молодым человеком и первым римским католиком, избранным президентом Соединенных Штатов, и его правление длилось всего 1,037 день до его убийства в 1963 году, его считают самым популярным американским лидером после Джорджа Вашингтона и Авраама Линкольна.</td>
</tr>
<tr>
<td>6</td>
<td>Незважаючи на те, що фільм був жахливо нудним і гра акторів залишала бажати кращого, ми вирішили додивитись його до кінця, тому що вони йшов сильний дощ і не можна було грати в теніс і робити те, що ми запланували на вихідні.</td>
<td>Несмотря на то, что фильм был ужасно скучным и игра актеров оставляла желать лучшего, мы решили досмотреть его до конца, потому что на улице шел сильный дождь и нельзя было играть в теннис и делать то, что мы запланировали на выходные.</td>
</tr>
<tr>
<td>7</td>
<td>Мені подобаються слова цієї пісні, незважаючи на той факт, що музика жахлива. Хоча часто трапляється, що музика пісні приємна й мелодична, але слова, які вимовляє співак, такі дурні й примітивні, що слухачі вимикають радіо, як тільки чуєть перші ноти цієї пісні.</td>
<td>Мне нравятся слова этой песни, несмотря на тот факт, что музыка ужасна. Хотя часто случается, что музыка песни приятна и мелодична, но слова, которые произносит певец, так глупы и примитивны, что слушатели выключают радио, как только слышат первые ноты этой песни.</td>
</tr>
<tr>
<td>8</td>
<td>Незважаючи на те, що Мартін гарний кухар, він ніколи не готує вдома. Він працює в найбільшому ресторані міста і так утомлюється від приготування їжі на роботі, що навіть не заходить на кухню, коли приходить домо. Дружина Мартіна готовить набагато гірше, ніж він, але Мартін не заперечує проти її готування, навіть хвалить її, тільки щоб самому не готувати.</td>
<td>Несмотря на то, что Мартин хороший повар, он никогда не готовит дома. Он работает в самом большом ресторане города и так устает от приготовления пищи на работе, что даже не заходит на кухню, когда приходит домой. Жена Мартина готовит гораздо хуже, чем он, но Мартин не возражает против ее стряпни, даже хвалит ее, только чтобы самому не готовить.</td>
</tr>
</tbody>
</table>
Як сильно ми не намагалися, нам не вдалося закінчити проект до призначеного строку. І хоча ми впевнені, що він заслуговує найвищої оцінки, ми знаємо, що одержимо тільки «добре» за те, що не змогли правильно розподілити час.

Не зважаючи на той факт, що наш новий співробітник має дуже гарні рекомендації, ми не можемо довірити йому таку відповідальну роботу, попередньо не перевіривши його. Хоча він здається непоганим малым, я завжди керуюся принципом: «Довіряй, але перевіряй».

**ADVERBIAL CLAUSES OF PURPOSE**

Adverbial clauses of purpose state the purpose of the action expressed in the principal clause.

They are introduced by the following conjunctions:

<table>
<thead>
<tr>
<th>most common conjunctions</th>
<th>so as; in case</th>
</tr>
</thead>
<tbody>
<tr>
<td>formal conjunctions</td>
<td>so that (less formal); in order that (more formal)</td>
</tr>
<tr>
<td>old-fashioned conjunctions</td>
<td>lest; that</td>
</tr>
</tbody>
</table>

- I am explaining all this to you so that you may understand my actions.
- Maggie turned her face from Paul so that he might not see her rising colour.
- Wounds sometimes must be opened in order that they may be healed.
- Take a map in case you get lost.
- Howard locked the draw of the table lest somebody should look in it overnight.
- She kept her back to the window that he might not see her rising colour.

**Notes:**

a) In Modern English the conjunctions in order not to and so as not to are used in negative sentences. You can’t say: Fred took a taxi not to be late. *(Wrong!)*

You have to say: Fred took a taxi in order not to be late. = Fred took a taxi so as not to be late.

b) The conjunction so that is followed by can/may/will to express present or future reference and by could/might/would to express past reference, e.g.

- Philip works hard so that he can make a lot of money.
- Tessa reserved a table so that she wouldn’t have to wait in a queue.

c) **Don’t confuse:**

<table>
<thead>
<tr>
<th>so that + can / will /could /would (not) + infinitive</th>
<th># so as not + to infinitive</th>
</tr>
</thead>
</table>
- Jake made a note in his pad so that he would remember to call Lucy about the trade fair. = Jake made a note in his pad so that he would not forget to call Lucy about the trade fair.
- Jake wrote down Lucy’s telephone number so as not to forget it.

d) The conjunction in order that is more formal than so that and used less often, e.g.

- We will inform you of the final dates today in order that you can make travel arrangements.

e) The conjunction in case is followed by present tenses to express present and future reference, e.g.

- Take a sandwich in case you get hungry.

f) To express future reference the conjunction in case is followed by present tense forms and to express past reference it is followed by past tenses, e.g.
• Maria will call her parents in case they are worried about her.
• Maria called her parents in case they were worried about her.

**Punctuation.** Adverbial clauses of purpose are **NOT** marked by commas, e.g.
• Why don't you start out early **so that** you don't have to hurry?
• She turned away from the window **lest** anyone see them.

**TASK 42. Fill in the gaps in the adverbial clauses of purpose with conjunctions and prepositions.**

It was three o'clock on Saturday afternoon and Ben was in the park. He had taken his sister, Katy, with him ________ (1) she could play on the swings. While they were playing, Ben noticed that a small bird was sitting near a tree. He walked towards it ________ (2) have a closer look. He walked slowly and quietly ________ (3) frighten it. The bird had a broken wing, so Ben and Katy went home and got a box ________ (4) they could carry it in. When they had put it in the box, they took it to the vet ________ (5) he could see what he could do to treat the bird. The vet was very gentle ________ (6) he wouldn't hurt it. The bird recovered a few weeks later and the vet released it in the park again.

**TASK 43. Complete the sentences with adverbial clauses of purpose and condition. Use the prompts. Follow the example.**

**Example.** Philip got the car out of the garage. (to wash it) = Philip got the car out of the garage **so that** he could wash it.

1. Bertha always locks the doors and the windows of her summer cottage for winter. (to burgle)
2. Doctor Williams examined the patient. (to find out / wrong)
3. Simon decided to take a loan from the bank. (to buy a new car)
4. Before going to the forest the children took some sandwiches with them. (to get hungry)
5. Diana studies medicine very hard. (to take a position / a prestigious hospital)
6. My granny always ties her key to her wrist. (to lose)
7. I really advise you to take some book with you. (to get bored)
8. My sister always sets up her alarm clock. (to oversleep)
9. The old man put the letters on the table in the entrance hall. (to forget / to post)
10. I suggest taking a taxi. (to be late)
11. This company takes on new staff. (to expand / business)
12. Gina always carries her mobile phone. (her sick mother / call)
13. Trevor was very short of time so he used a microwave. (to cook his dinner / quickly)
14. I advise you to take a camera. (to take pictures / mountains)
15. Before going to the beach Beth applied sunscreen. (to get sunburnt)
16. Bobby did his homework. (teacher / to get angry)
17. Mark checked his answering machine. (in case / message for him)
18. Lady Gladstone put her valuable jewellery in the hotel safe. (to steal)

**TASK 44. Translate into English using adverbial clauses of purpose wherever possible.**

<table>
<thead>
<tr>
<th>Russian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Тед закінчив аспірантуру для того, щоб розширити свої знання по міжнародній політиці, одержати ступінь і мати можливість викладати в коледжі.</td>
<td>Тед закончил аспирантуру для того, чтобы расширить свои знания по международной политике, получить степень и иметь возможность преподавать в колледже.</td>
</tr>
<tr>
<td>2 Коли Синтия назвала свій номер телефону, Дерек записав його на серветці, щоб не забути.</td>
<td>Когда Синтия назвала свой номер телефона, Дерек записал его на салфетке, чтобы не забыть.</td>
</tr>
</tbody>
</table>
3 Уперше в житті, маючи багато грошей, які можна було витратити без докорів сумління, Емма замовила квиток першого класу, щоб подорожувати з комфортом і добре відпочинти перед важливою зустріччю із клієнтом.

Вперше в жизни, имея много денег, которые можно было потратить без угрызений совести, Эмма заказала билет первого класса, чтобы путешествовать с комфортом и хорошо отдохнуть перед важной встречей с клиентом.

4 Мама наполягла на тому, щоб ми взяли теплі светри на той випадок, якщо стане холодно, і по парі бутербродів для кожного на випадок, якщо свіже повітря збудить наш апетит.

Мама настояла на том, чтобы мы взяли теплые свитера на тот случай, если станет холодно, и по паре бутербродов на каждого на случай, если свежий воздух возбудит наш аппетит.

5 Збори повинні були тривати, принаймні, до четвертої години, і оскільки в Стіва була важлива зустріч, призначена на третю годину, він сів близько від дверей, щоб піти раніше.

Собрание должно было продолжаться, по крайней мере, до 4 часов, и поскольку у Стива была важная встреча, назначенная на три часа, он сел близко от двери, чтобы уйти раньше.

6 Ніхто не повинен був підозрювати, що вона виходила з дому вночі, тому Ліза вдень змазала всі петлі на дверях, щоб її батьки не почули і не прокинулися від скрипу дверей.

Никто не должен был подозревать, что она уходила из дому ночью, поэтому Лиза днем смазала все петли на дверях, чтобы ее родители не услышали и не проснулись от скрипа дверей.

7 Чому твій брат так інтенсивно вивчає англійську? – Він це робить, щоб одержати підвищення по службі. Його не підвищать, якщо він не одержить міжнародний сертифікат з ділової англійської мови.

Почему твой брат так интенсивно изучает английский? – Он это делает, чтобы получить повышение по службе. Его не повысят, если он не получит международный сертификат по деловому английскому языку.

8 Наш діловий партнер розмірковує над тим, щоб взяти позику в банку, щоб він міг розширити свій бізнес. Він просить нашу фірму дати йому рекомендацію для того, щоб він міг представити її в банк і одержати гроші під гарантії. Ви думаєте, нам варто давати йому рекомендацію?

Наш деловой партнер подумывает о том, чтобы взять заем в банке, чтобы он мог расширить свой бизнес. Он просит нашу фирму дать ему рекомендацию для того, чтобы он мог представить ее в банк и получить деньги под гарантии. Вы думаете, нам стоит давать ему рекомендацию?

9 Давай складемо список, щоб не забути все, що нам потрібно купити. І візьми кредитну картку на випадок, якщо ми не купимо все на ринку і нам доведеться йти в супермаркет.

Давай составим список, чтобы не забыть все, что нам надо купить. И возьми кредитную карту на случай, если мы не купим все на рынке и нам придется идти в супермаркет.

10 Коли ви пишете вашу автобіографію й заяву про прийом на роботу, перевірте в словнику всі слова, у яких ви не впевнені, щоб не написати їх неправильно. Погана орфографія може зробити вам погану послугу.

Когда вы пишете вашу автобиографию и заявление о приеме на работу, проверьте в словаре все слова, в которых вы не уверены, чтобы не написать их неправильно. Плохая орфография может оказать вам плохую услугу.

11 Перш ніж лягти спати, Беріл завела будильник, щоб не проспати наступного дня. Але виявилося, що термін дії батарейок минув, і вона прокинулася на годину пізніше, ніж повинна була.

Прежде чем лечь спать, Берил завела будильник, чтобы не проспать на следующий день. Но оказалось, что срок действия батареек истек, и она проснулась на час позже, чем должна была.
Подивись на небо. Здається, буде дощ.
Звичайно, я можу помилитися, але на твоєму місці я б взяв парасольку на той випадок, якщо дощ все-таки піде.

Дядюшка Тревор приїхав на вокзал на 40 хвилин раніше, щоб не спізнитися на поїзд. Він взяв із собою захоплюючий детектив, щоб йому було не нудно чекати прибуття поїзду. Але трапилося так, що він так зачитався своєю книгою, що не почув, як повідомляли посадку на його поїзд, і так і не поїхав у цей день до свого старого друга в Оксфорд.

Дядюшка Тревор приехал на вокзал на 40 минут раньше, чтобы не опоздать на поезд. Он взял с собой захватывающий детектив, чтобы ему было не скучно ждать прибытия поезда. Но случилось, что он так зачитался своей книгой, что не услышал, как объявляли посадку на его поезд, и так и не поехал в этот день к своему старому другу в Оксфорд.

ADVERBIAL CLAUSES OF REASON/ CAUSE
1. Adverbial clauses of reason/cause show the reason/cause or motivation of the action expressed in the principal clause. They answer the question ‘why?’
2. These adverbial clauses are introduced by the following connectors:

<table>
<thead>
<tr>
<th>Conjunctions</th>
<th>Conjunctive phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>due to the fact that</td>
</tr>
<tr>
<td>as</td>
<td>on the ground that</td>
</tr>
<tr>
<td>since</td>
<td>for the (simple) reason that</td>
</tr>
<tr>
<td>so</td>
<td>for reasons best known to …</td>
</tr>
<tr>
<td>that</td>
<td>the reason why</td>
</tr>
<tr>
<td>lest</td>
<td>because of the fact that</td>
</tr>
<tr>
<td>for fear that</td>
<td>in view of the fact that</td>
</tr>
<tr>
<td>seeing that</td>
<td>by reason of</td>
</tr>
<tr>
<td>considering that</td>
<td>on account of</td>
</tr>
<tr>
<td>(just) in case</td>
<td>now that</td>
</tr>
<tr>
<td>for (very formal)</td>
<td>in so far as = insofar as (very formal)</td>
</tr>
<tr>
<td></td>
<td>inasmuch as (very formal)</td>
</tr>
</tbody>
</table>

* We stayed at the first hotel we could find for we were tired out.
* After an hour’s wait I went to the station alone, as Lora had not come.
* Since we were late for the theatre, we took a taxi.
* David came home early because he was feeling bad.
* Martha was soon promoted because of the fact that she worked very hard.
* Todd’s father was made redundant due to the fact that the company was having financial problems.
* Traffic is getting worse on account of the fact that more people are buying cars.
* Now that they have 4 children, they have less free time.
* Don’t leave the child alone, in case something happens.
* Our travel agency is expecting a busy summer insofar as (поскольку) bookings are already up for August.
* All presently understood hazards to life and property, insofar as (до такой степени, в такой мере) we have discovered them, are also included.
* The product is guaranteed inasmuch as (поскольку) we’ll replace it if you return it within 30 days.
* Seeing that (поскольку) we are agreed on this question, we might as well go ahead.
* She finally ran away for fear that he would kill her.
• We oppose the bill, on the grounds that it discriminates against women.

3. An adverbial clause of reason/cause may precede, follow or interrupt the main clause, e.g.
   • Pauline loved to give away her old clothes since she had heaps of them in her wardrobes.
   • Pauline loved to give away her old clothes and, since she had heaps of them in her wardrobes, she did it all the time.
   • Since Pauline had heaps of old clothes in her wardrobes, she loved to give them away.
   • Because I had some letters to post, I went to the post office before going to work.

4. Register. The most informal are the conjunctions because, as, since. All the rest are rather formal. ‘For’ is most formal and bookish.

5. Punctuation.
   a) Usually (but not always) adverbial clauses of reason/cause are separated by commas, especially if they precede the main clause, e.g.
      • For reasons best known to herself, she's sold the house and left the country.
      • Ann is guilty, inasmuch as she knew what the others were planning.
      • Take an umbrella, in case it rains.
   b) There is no comma BEFORE the following conjunctions:
      • because, e.g. I took a taxi because it was raining.
      • since, e.g. We decided to buy John a gift since it was his birthday.
      • on account of the fact, due to the fact that, e.g. Jack asked his boss for a few days off due to the fact that (on account of the fact) he was exhausted.

TASK 45. Paraphrase the sentences with adverbial clauses of reason/cause using the given connectors.

1. There was a lot of noise, so Jaimy couldn't concentrate. (because)
2. Sarah wore a jacket because it was cold. (since)
3. Henry was new to the area, and therefore he didn't know anyone. (as)
4. Tracy won the competition, so she was happy. (due to)
5. Dana missed the bus, so she was late for the meeting. (the reason why)
6. Hugh worked hard, and as a result he passed exams with excellent grades, (because of)
7. Peter’s best shirt was dirty; therefore he couldn't wear it to the party. (the reason why)
8. Tim turned on the lights because it was dark. (since)
9. Gregory didn't have any qualifications. As a result, he didn't get the job. (because)
10. The job was poorly paid and Laura turned it down. (the reason why)
11. They didn't go fishing because it was foggy. (the reason why)
12. Chris didn't have enough cash with her, so she paid by credit card. (as)
13. She didn't hear her alarm clock. As a result, she was late for work. (due to)
14. The reason why Maggie wanted to be alone was the fact that she was upset. (as)
15. They didn't know the area well, so they asked for directions. (the reason why)
16. David put more wood on the fire because it was cold. (since)
17. Some trees fell down last night because it was windy. (due to)

TASK 46. Translate into English paying special attention to adverbial clauses of reason/cause.

<table>
<thead>
<tr>
<th>№</th>
<th>Ukrainian</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Оскільки день був дуже насиченим і вона до смерті втомилася, намагаючись примирити дві ворогуючі сторони, Бесс пішла спати рано, не чекаючи, коли закінчаться вечірні новини по телевізору.</td>
<td>Поскольку день был очень насыщенным и она до смерти устала, пытаясь примирить две враждающие стороны, Бесс пошла спать рано, не дожидаясь, когда закончатся вечерние новости по телевизору.</td>
</tr>
<tr>
<td>2</td>
<td>У зв'язку з тим, що знаменитий співак почував себе погано через зміну клімату і не міг виступати, його концерт був перенесений на кілька днів пізніше.</td>
<td>В связи с тем, что знаменитый певец чувствовал себя плохо из-за перемены климата и не мог выступать, его концерт был перенесен на несколько дней позже.</td>
</tr>
<tr>
<td>№</td>
<td>Текст</td>
<td>Переклад</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Через те, що Діана не їла весь день і дуже перенервувала, у неї паморочилася голова, її нудило, і їй найбільше хотілося, щоб її залишили в спокої й не ставили ніяких питань.</td>
<td>Из-за того, что Диана не ела весь день и очень перенервничала, у нее кружилась голова, ее тошнило, и ей больше всего хотелось, чтобы ее оставили в покое и не задавали никаких вопросов.</td>
</tr>
<tr>
<td>4</td>
<td>Ви були покарані не тільки через те, що нагрубили вчителев і, але ще через те, що постраждали всі інші учні вашого класу, оскільки урок був зірваний і не був пояснений матеріал, що підлягає поясненню.</td>
<td>Вы были наказаны не только из-за того, что нагрубили учителю, но еще из-за того, что пострадали все остальные ученики вашего класса, поскольку урок был сорван и не был объяснен материал, подлежащий объяснению.</td>
</tr>
<tr>
<td>5</td>
<td>У зв'язку з тим, що перем'єр міністр у той день відвідував із дружнім візитом Іспанію, він не зміг бути присутнім на цій важливій прес-конференції.</td>
<td>В связи с тем, что премьер министр в тот день посещал с дружеским визитом Испанию, он не смог присутствовать на этой важной пресс-конференции.</td>
</tr>
<tr>
<td>6</td>
<td>Через те, що метеорологи пророчили несприятливий прогноз погоди, виліт нашого літака затримувався, і ми повинні були вести в аеропорті ще 12 го дин до того, як туман розсіявся і оголосили наш рейс.</td>
<td>Из-за того, что метеорологи предсказали неблагоприятный прогноз погоды, вылет нашего самолета задерживался, и мы должны были провести в аэропорту еще 12 часов до того, как туман рассеялся и объявили наш рейс.</td>
</tr>
<tr>
<td>7</td>
<td>Під час прогулянки через те, що йшов сильний дощ, на вулиці була настільки нудно й нетворчою для того досвіду й кваліфікації, що Маргарет мала.</td>
<td>Причиною того, почему Маргарет отказалась от работы в офисе, было то, что она была слишком скучной и нетворческой для того опыта и квалификации, что Маргарет имела.</td>
</tr>
<tr>
<td>8</td>
<td>Дітей не повели сьогодні на прогулянку через те, що йшов сильний дощ, на вулиці було мокро й вітряно, і ми не хотіли, щоб вони застудилися, хоча наша шотландська нянька наполягала, що діти повинні гуляти в будь-яку погоду.</td>
<td>Детей не повели сегодня на прогулку из-за того, что шел сильный дождь, на улице было мокро и ветрено, и мы не хотели, чтобы они простудились, хотя наша шотландская няня настаивала, что дети должны гулять в любую погоду.</td>
</tr>
<tr>
<td>9</td>
<td>Дітей не повели сьогодні на прогулянку через те, що йшов сильний дощ, на вулиці було мокро й вітряно, і ми не хотіли, щоб вони застудилися, хоча наша шотландська нянька наполягала, що діти повинні гуляти в будь-яку погоду.</td>
<td>Детей не повели сегодня на прогулку из-за того, что шел сильный дождь, на улице было мокро и ветрено, и мы не хотели, чтобы они простудились, хотя наша шотландская няня настаивала, что дети должны гулять в любую погоду.</td>
</tr>
<tr>
<td>10</td>
<td>У зв'язку з тим, що дорога була слизькою і видимість була жахливою через сильний туман, наша машина рухалася зі швидкістю 20 миль на годину, і ми витратили на дорогу в Ньюкасл удвічі більше часу, ніж звичайно.</td>
<td>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, и мы потратили на дорогу в Ньюкасл в два раза больше времени, чем обычно.</td>
</tr>
<tr>
<td>11</td>
<td>Мама накричала на Аліка, тому що він не прибрав у себе в кімнаті до того, як вона прийшла? – Не тільки. Через те, що він не закрив хвіртку, коли йшов у школу, наш собака втік, і тепер ми не знаємо, де його шукати.</td>
<td>Мама накричала на Алика, потому что он не убрал у себя в комнате до того, как она пришла? – Не только. Из-за того, что он не закрыл калитку, когда уходил в школу, наша собака убежала, и теперь мы не знаем, где ее искать.</td>
</tr>
</tbody>
</table>
Оскільки ти не любиш піцу, давай замовимо салат і біфштекси. – Вибач, Джим, я вегетаріанка й ніколи не їм м'яса. – Ти відмовляєшся від м'яса тому, що ти проти вбивства тварин? – Не тільки. М'ясо не входило до мене шлунку з тих пір, як я була дитиною.

Давай поїдемо по швидкісній трасі на той випадок, якщо вона буде занадто перегружена транспортом. Іноді легше вести машину по бічних дорогах, ніж по шосе.

**ADVERBIAL CLAUSES OF RESULT/ CONSEQUENCE**

1. An adverbial clause of result/ consequence shows the *result of the action expressed in the principal clause.*

2. Pure adverbial clauses of result are seldom used and are usually introduced by the conjunction *so that* and are separated from the main clause by a comma, e.g.
   - Darkness had fallen and a strong wind was blowing, *so that* the town was almost empty.
   - Why don't you start out early *so that* you don't have to hurry?

3. Very often adverbial clauses of result/ consequence have an additional meaning of *degree.* In this case they are introduced by the conjunctions *so … that, such …that, in such a way that, in such a way as to*.
   - The boys are *such* good friends that they had never had a serious argument.
   - There is *so much traffic on the roads that* I’m afraid we won’t be on time.
   - Della invited *such a lot of guests to her party that* there wasn’t enough room for all of them.
   - Stan designed his room *in such a way that* it looked bigger than it actually was.
   - The city centre is signposted *in such a way as to* completely confuse most tourists.

4. **Do not confuse** adverbial clauses of result/ consequence and compound sentences with causative-consecutive coordination introduced by the conjunctions *so, therefore, consequently,* as a result, as a consequence. Compare:

<table>
<thead>
<tr>
<th>Compound sentences with causative-consecutive coordination</th>
<th>Adverbial clauses of result/ consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was very cold, <em>so I turned on the heater.</em></td>
<td>It was <em>so cold that</em> I turned on the heater.</td>
</tr>
</tbody>
</table>

5. **Punctuation.** *NO COMMA IS USED* before *that* in the conjunctions *so … that, such …that, in such a way that, in such a way as to,* e.g.
   - Bella invited *such a lot of guests to her party that* there wasn’t enough room for all of them.
   - Mike is *so devoted to his mother that* he deserves much praise.

**TASK 47.** *Fill in the gaps with the conjunctions so, such or such a/an to make clauses of result/consequence.*

1. The party next door last night was ______ loud that I couldn't sleep.
2. They sell ______lovely things in that shop that I can’t help buying something even if I don’t need it.
3. I bought ______lot of shopping that I couldn't carry all the bags.
4. It was ______late when I got home that I didn't have dinner and went directly to bed.
5. She dresses ______elegantly that everyone admires her.
6. I had ______bad headache yesterday that I had to leave work and go home.
7. I'm ______hungry that I could eat anything for lunch.
8. He had put ______little salt in the soup that it was tasteless.
9. It was ______amusing film that I laughed all the way through.
10. They have got _____ fashionable furniture in their house that it is often photographed for magazines.

11. She is _____ interesting person that I could spend hours talking to her.

12. I had _____ much homework to do that I couldn't go out.

13. The bus was _____ late that we decided to take a taxi.

14. He was sleeping _____ soundly that we couldn't wake him.

15. It was _____ exciting news that I couldn't wait to tell everyone.

16. She is _____ clever girl that her parents are very proud of her.

17. Jane spends _____ little time studying that she may fail her exams.

18. Peter did _____ a lot of work yesterday that he has nothing to do today.

19. He had _____ heavy luggage that he decided to call a porter.

**TASK 48. Sort out the sentences into the right slot of the table according to the type of their adverbial clause.**

<table>
<thead>
<tr>
<th>Adverbial Clause of</th>
<th>Number of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td></td>
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<tr>
<td>Place</td>
<td></td>
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<tr>
<td>Manner</td>
<td></td>
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<tr>
<td>Condition</td>
<td></td>
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<tr>
<td>Concession</td>
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<tr>
<td>Purpose</td>
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<tr>
<td>Comparison</td>
<td></td>
</tr>
<tr>
<td>Reason/Cause</td>
<td></td>
</tr>
<tr>
<td>Result/Consequence</td>
<td></td>
</tr>
</tbody>
</table>

1. The citizens of Hardbridge were upset, for a new factory was to be built near their town.
2. Lisa takes off her shoes the moment she gets home.
3. Trevor made so many mistakes in his exam paper that he failed and had to repeat the year.
4. Din recorded the match so that he could watch it later.
5. In spite of the fact that she was really hungry, Sally couldn't make herself eat anything in that dirty house.
6. Gosh! You look as if you are going to faint!
7. Take a warm sweater in case it is cold in the evening.
8. Wherever I looked, I couldn’t find the keys.
9. The night was so dark that we couldn’t see the path in the garden.
10. Since I feel your utter dislike for me, I will not bother you any longer.
11. Whenever he comes, we are not home for him.
12. All the boxes were wrapped in oil-paper so that they couldn’t get wet.
13. Philippa was happy she acted the way she had been taught at her finishing school in Switzerland.
14. Simple as it may seem, you will have to work at this little sum for a long time.
15. Unless you do it instead of him, he will have to finish it.
16. Charlotte Bronte was as talented as were her other sisters and a brother.
17. That day we met where we had been meeting for the last six months.
18. Magda did exactly as she was told.

**TASK 49. Spot and correct mistakes in the use of subordinate clauses.**

1. My car, that cost me a fortune, was badly damaged in the accident.
2. Carol found a job last week. She had started looking for one a month ago.
3. When he'll call, I'll give him the message.
4. He gave me so helpful advice that I was able to solve the problem.
5. He took a taxi not to be late.
6. You'd better book a table in case the restaurant will be busy.
7. Despite of her wealth, she is still unhappy.
8. He often speaks as if he is an expert on every subject.
9. This is the man who's dog attacked me.
10. The hotel where we stayed at was very luxurious.
11. He ran down the road not to miss the bus.
12. Despite of his talents, he is very shy.
13. This is the girl who's parents own the hotel.
14. She often acts as if she is better than everyone else.
15. She makes so delicious food, she ought to be a chef.
16. When I'll see her, I'll invite her to the party.
17. His house, that is very old, is opposite the post office.
18. Jane finished writing the letter at 8 o'clock. She had started writing it an hour ago.
19. You'd better take a jumper in case it will be cold.
20. Despite of the traffic, I got to the station on time.
21. Take your credit card with you in case you will want to do some shopping.
22. They held a sponsored parachute jump in order that to raise money for the disabled people.
23. It was such an awful weather that it ruined our holiday.
24. When you will finish your work, we can go out.
25. What an expensive furniture you've got here!
26. You can go out after you will have finished cleaning your room.

**TASK 50. Translate into English paying special attention to adverbial clauses of result/consequence and compound sentences with causative-consecutive coordination.**

<table>
<thead>
<tr>
<th>№</th>
<th>Original Text</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>З початку цього року продажі в нашій компанії впали так низько, що ніхто з нас не може очікувати підвищення зарплати в найближчому майбутньому.</td>
<td>С начала этого года продажи в нашей компании упали так низко, что никто из нас не может ожидать повышения зарплаты в ближайшем будущем.</td>
</tr>
<tr>
<td>2</td>
<td>Джуліан дуже добре пам'ятав, що він не відкривав перший ящик свого письмового столу, отже, це був хтось інший, хто сильно цікавився змістом замкненого секретного місця.</td>
<td>Джулиан очень хорошо помнил, что он не открывал первый ящик своего письменного стола, следовательно, это был кто-то другой, кто сильно интересовался содержимым запертого секретного места.</td>
</tr>
<tr>
<td>3</td>
<td>Білл був такою сильною особистістю й був таким строгим стосовно себе й інших, що багато хто з нас його боялися.</td>
<td>Билл был такой сильной личностью и был так строг по отношению к себе и другим, что многие из нас его боились.</td>
</tr>
<tr>
<td>4</td>
<td>Щовечора в їхньому домі була така гучна музика, що сусіди почали скаржитися. Одного разу вони навіть викликали поліцію, тому що діти в сусідніх домах не могли заснути всю ніч.</td>
<td>Каждый вечер в их доме была такая громкая музыка, что соседи стали жаловаться. Однажды они даже вызвали полицию, потому что дети в соседних домах не могли заснуть всю ночь.</td>
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<tr>
<td>5</td>
<td>Дієго Марадонна був таким бліскучим футболістом, що почав грати за Аргентину у віці 18 років. Завдяки його таланту, Аргентина двічі вигравала Кубок світу з футболу.</td>
<td>Диего Марадонна был таким блестящим футболистом, что начал играть за Аргентину в возрасте 18 лет. Благодаря его таланту, Аргентина дважды выигрывала Кубок мира по футболу.</td>
</tr>
<tr>
<td>6</td>
<td>Після злої перепалки з роздратованим klientом, Борис вийшов зі свого офісу й відчув, що він настільки голодний, що купив хотдог у вуличного торговця, хоча це було проти його принципів їсти таку гидоту, особливо в середині дня.</td>
<td>После злой перепалки с раздраженным клиентом, Борис вышел из своего офиса и почувствовал, что он настолько голоден, что купил хотдог у уличного торговца, хотя это было против его принципов есть такую гадость, особенно в середине дня.</td>
</tr>
<tr>
<td>7</td>
<td>Цей пестицид являє загрозу для</td>
<td>Этот пестицид представляет угрозу для</td>
</tr>
<tr>
<td>Номер</td>
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<tr>
<td>12</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Номер</th>
<th>Назва</th>
<th>Варіант</th>
<th>Назва</th>
<th>Варіант</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>сільського господарства й харчової промисловості, отже, він надзвичайно небезпечний для людського здоров'я. Чим скоріше ви припините випускати й використовувати його, тим краще це буде для людей.</td>
<td>сельского хозяйства и пищевой промышленности, следовательно, он чрезвычайно опасен для человеческого здоровья. Чем скорее вы прекратите выпускать и использовать его, тем лучше это будет для людей.</td>
<td></td>
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</tr>
<tr>
<td>Term</td>
<td>Translation/Explanation</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>adversative coordination</td>
<td>противительная связь /</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>antecedent</td>
<td>определяемое слово; антецедент /</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>adverbial clause</td>
<td>адвербальная клауза; обстоятельственное придаточное предложение; / адвербіальна клауза /</td>
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<td></td>
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<tr>
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<td>бессоюзная связь / безсполучниковий зв'язок</td>
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<tr>
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<td>атрибутивная клауза; определительное придаточное предложение; / атрибутивна клауза;</td>
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<tr>
<td>attributive appositive clause</td>
<td>атрибутивно-апозитивная клауза; придаточное предложение; / атрибутивно-апозитивна клауза</td>
<td></td>
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<tr>
<td>attributive relative clause</td>
<td>атрибутивно-относительное придаточное предложение; клауза/атрибутивно-відносне підрядне</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adverbial clause of place</td>
<td>адвербальная клауза места; придаточное места / адвербіальна клауза місця</td>
<td></td>
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<tr>
<td>adverbial clause of time</td>
<td>адвербальная клауза времени; придаточное времени / адвербіальна клауза часу</td>
<td></td>
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<tr>
<td>adverbial clauses of manner</td>
<td>адвербальная клауза образа действия; придаточное образа действия / адвербіальна клауза спобу дії</td>
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<td>adverbial clauses of comparison</td>
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<td>adverbial clauses of condition</td>
<td>адвербальная клауза условия; придаточное условия / умовна адвербіальна клауза</td>
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<tr>
<td>adverbial clauses of concession</td>
<td>адвербальная клауза уступки; придаточное уступительное / адвербіальна клауза поступки</td>
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<tr>
<td>adverbial clauses of purpose</td>
<td>адвербальная клауза цели; придаточное цели / адвербіальна клауза мети</td>
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<tr>
<td>adverbial clauses of reason / cause</td>
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<td>adverbial clauses of result / consequences</td>
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<td>conjunctive adverbs = connective adverbs</td>
<td>союзное наречие /</td>
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<td>союзное слово / конектор</td>
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<tr>
<td>connective = connective adverbs</td>
<td>союзное наречие; союзное слово /</td>
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<td>correlation</td>
<td>корреляция / кореляція</td>
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<td>зависимое придаточное предложение / залежна клауза</td>
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<td>разделительная связь / роз'єднальний зв'язок</td>
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<td>распространенное предложение / поширене; розповсюджувальне речення</td>
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<td>сказуемое / присудок</td>
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<td>простое глагольное сказуемое / простий дієслівний присудок</td>
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<td>согласование подлежащего и сказуемого / узгодження підмета i присудка  (граматичної основи)</td>
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Для нотаток
Складне речення.
Практична граматика англійської мови
dля студентів 4 курсу

Відповідальний за випуск І. В.Тепляков
Коректор О. В. Гавриленко

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