

МІНІСТЕРСТВО ОСВІТИ І НАУКИ МОЛОДІ ТА СПОРТУ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В. Н. КАРАЗІНА

**Складне речення.
Практична граматики англійської мови**

*Навчальний посібник з граматики
для студентів 4 курсу
факультету іноземних мов*

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Даний посібник рекомендується як основний курс практичної граматики 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 C1 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.

У посібнику представлені теми: "Складне речення", "Складносурядне речення", "Складнопідрядне речення", типи складнопідрядних речень, пунктуація. Для полегшення розуміння студентами метамови граматики додається глосарій основних граматичних термінів з перекладом на російську та українську мови.

Основна увага приділяється граматичним вправам, в яких весь матеріал, що вивчається, відпрацьовується у контексті. Усі граматичні вправи, за винятком перекладних, базуються на автентичних текстах. Достатня кількість вправ дозволяє довести граматичні навички до автоматизму. Усі вправи розташовані за принципом наростання складності та мають градацію, яка дає можливість викладачам ефективно керувати роботою студентів та вибирати вправи згідно з рівнем володіння мовою групи. Різноманітність типів вправ допомагає зацікавити студентів, заохотити їх до вивчення граматики та зробити роботу на заняттях більш інтенсивною та плідною.

Однією з основних переваг посібника є те, що у 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.

Composite sentences

Compound Sentence	Complex Sentence
<ul style="list-style-type: none"> • <u>Jason offered</u> the girl his handkerchief (<i>first coordinate clause</i>) and she took it without a moment's hesitation. (<i>second coordinate clause</i>). • <u>Children have never been very good</u> at listening to their elders (<i>first coordinate clause</i>) but <u>they have never failed</u> to imitate them. (<i>second coordinate clause</i>) 	<ul style="list-style-type: none"> • The <u>mother often tells</u> her kids (<i>principal clause</i>) <u>how terrific they are</u>. (<i>subordinate clause</i>). • <u>He was so pale</u> (<i>principal clause</i>) that <u>he seemed</u> to emit a pearly glow. (<i>subordinate clause</i>).

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.

Compound Sentences

Compound Sentences (Proper)	Compound-Complex Sentences
contain only coordinate clauses	contain both coordinate clauses and subordinate
The front <u>door</u> of the little wooden hut <u>opened</u> (<i>first coordinate clause</i>) and a little old <u>woman</u> in a brown worn-out dress <u>came out</u> of it. (<i>second coordinate clause</i>)	<u>Mr. Bloomberg</u> was very <u>proud</u> (<i>principal clause</i>) when <u>he heard</u> about his son's success (<i>subordinate clause</i>), but at the same time <u>he knew</u> (<i>principal clause</i>) that <u>it was just luck</u> . (<i>subordinate clause</i>). = 2 principal clauses + 2 subordinate clauses

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	Complex Sentences with Parallel Subordination (Co-subordination)
<p>The teacher realized (<i>principal clause</i>) that the class did not understand the rule (<i>1st subordinate clause</i>) that had just been explained to them (<i>2nd subordinate clause that is subordinated to the 1st one</i>). = 1 principal clause + 2 subordinate clauses one of which is subordinate to the other</p> <pre> graph TD A[principal clause] --> B[1st subordinate clause] B --> C[2nd subordinate clause] </pre>	<p>The headmaster told the teachers (<i>principal clause</i>) <u>that</u> Weekly Reviews were to be written on Fridays (<i>1st subordinate clause</i>) and <u>that</u> they should be marked by Mondays. (<i>2nd subordinate clause</i>) = 1 principal clause + 2 homogeneous/parallel subordinate clauses</p> <pre> graph TD A[principal clause] --> B[1st subordinate clause] A --> C[2nd subordinate clause] </pre>

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.

- 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.

- Complex sentences with one subordinate clause
- Compound-complex sentences
- Complex sentences with consecutive/successive subordination
- 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)	1,
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	

- Philip was coming to see me and he was bringing a letter from Synthia.
- When someone is relating an important event that's happened to them, don't try to stop them with a story of your own.
- Our talk was short, but it was very useful for me.
- Nobody knew what kind of man the new headmaster was.
- Don't ask me what has happened to your papers and where your socks are.
- 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.
- Don't tell me that you have failed to read the book I had given to you three weeks ago.
- Will you show me the new book you have bought?
- Two new people came in and I was introduced to Mr. Wren whom I found clever and pleasant.
- Give yourself an hour to cool off before responding to someone who had provoked you. If it involves something really important, give yourself overnight.
- 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.
- 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) **asyndetically**, 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 asyndetically, 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. – asyndetical 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 **syndetical** or **asyndetical**.
 - a) **Copulative syndetical connection** employs the following connectors:

conjunctions	and; neither; neither... nor, either ... or; but also; not only ...but also
conjunctive adverbs	(and) then; moreover (formal)

- 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:

conjunctions	but; while; whereas
conjunctive adverbs	yet; still; nevertheless; nonetheless; however
particle	only

- 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:

conjunctions	or; either ... or;
conjunctive adverbs	else; or else; otherwise

- 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:

conjunctions	for (rather old-fashioned)
conjunctive adverbs	so; so that; therefore; hence; then; accordingly; consequently

- 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:

fanboys = for + and + nor + but + or + yet + 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:

accordingly	consequently	instead	meanwhile	nonetheless	then
also	furthermore	finally	moreover	now	thereafter
anyway	hence	further	namely	otherwise	therefore
besides	however	indeed	nevertheless	similarly	thus
certainly	incidentally	likewise	next	still	undoubtedly

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.

Copulative connection	
Adversative connection	1,
Disjunctive connection	
Causative-consecutive connection	

1. Some of the students show positive results, whereas others do not.
2. It was a nice little house, and the owners were proud of it.
3. Debora knew it was not true; otherwise, it would have frightened her.
4. The little girl was not unhappy or afraid, yet she wept.
5. We thought she was arrogant, whereas in fact she was just very shy.
6. The darkness was thinning, but the streets were still dimly lighted.
7. The rain fell softly; the house was quiet.
8. The room was dark, but the street was lighter because of its lamps.
9. Something must have happened to her, for she was strangely silent and looked ill.
10. The front door of the house opened, and a man and a woman stepped out on the wooden porch.
11. I wanted to call you, but my telephone was out of order.
12. We were talking about a lot of things, or rather he was talking and I was listening.

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.

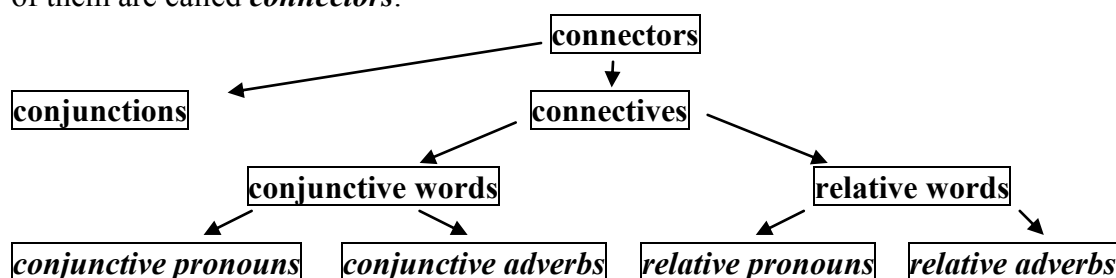
TASK 4. Fill in conjunctions and conjunctive adverbs into the sentences below. There may be more than one variant. Pay special attention to the punctuation marks.

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**.



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

Conjunctions	Connectives
are <u>formal (structural) elements</u> that connect separate clauses and are NOT a member of either a principal or a subordinate clause	are <u>notional elements</u> that combine two functions: a) they link clauses and at the same time b) are <u>part of a subordinate clause</u> as they are a missing member of this clause
<ul style="list-style-type: none"> I didn't know <u>that</u> we had to write an essay for Monday. Unfortunately, <u>when</u> the load was delivered last week, it was all stored incorrectly. 	<ul style="list-style-type: none"> She is really indifferent and she doesn't care <u>what (subject)</u> happens to her own children. Peter wondered <u>why (adverbial modifier of reason)</u> he should do that work.

The most typical conjunctions

that	if	till	when	as if	whether	after	though
before	since	until	while	as long as	as soon as	because	although

The most typical connectives

who	whoever	what	whatever	which	whichever	how	however
when	whenever	where	wherever	why			

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 used to join **nominal clauses**, e.g.

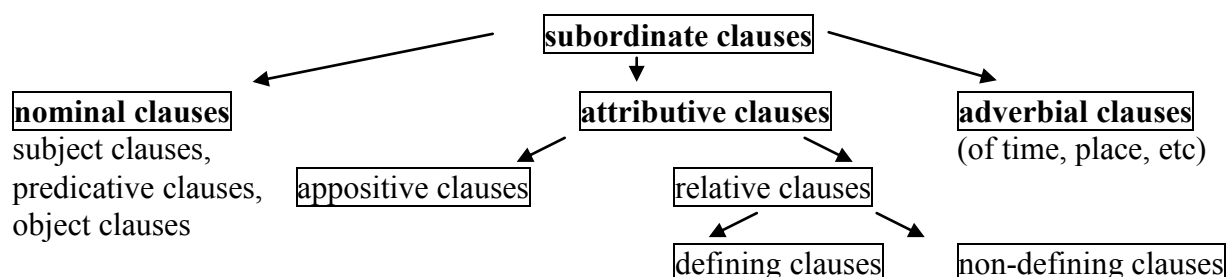
- Frank didn't know what was happening to him.
 - That was where Sherlock Holmes lived all that time.
- b) **relative words**, that is, pronouns and adverbs that are used to join **attributive clauses**, e.g.
- Frank didn't have the slightest idea what was happening to him.
 - That was the cave where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



COMPLEX SENTENCES WITH SUBJECT CLAUSES

- 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 (*predicate*) downright inspiring.
- Subject clauses may occupy the following positions in the sentence:
 - 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.
 - 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.

 - 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!)
- Subject clauses are connected with the principal clauses in four ways:
 - 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.
 - with the help of **connectives**

who	which	when	where	how	why	what	whoever	whatever	wherever	whenever
-----	-------	------	-------	-----	-----	------	---------	----------	----------	----------

 - 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.
 - 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) *asyndetically*, e.g.

- It was obvious something terrible had happened.

4. **Punctuation.** Subject clauses are **not** separated from principal clauses by commas unless there are 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.

	Ukrainian	Russian
1	Що Ізабелла бажала – так це дізнатися правди, хоч якою б гіркою вона не була. Чого вона більше не бажала – так це залишатися в невіданні щодо своєї подальшої долі.	Что Изабелла хотела – это узнать правду, какой бы горькой она ни была. Чего она больше не хотела – это оставаться в неведении относительно своей дальнейшей судьбы.
2	Чому мене навчив мій досвід дільничного лікаря – так це відразу ж розуміти, коли люди мені брешуть, а коли кажуть правду.	Чему меня научил мой опыт участкового врача – это сразу же понимать, когда люди мне лгут, а когда говорят правду.
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.	Было обидно, что пострадавшего доставили в больницу слишком поздно. Если бы его привезли, как только произошла авария, врачи смогли бы ему еще помочь.
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.	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.

5	Що йому дійсно потрібно – це відмовитися від марних сподівань та зайнятися справжньою роботою. Безглуздо постійно згадувати про минуле на шкоду 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.
6	Хто прийде на зміну нашому старому директору школи – це питання цікавило й учителів, і учнів. Чи зможе він керувати школою так само мудро, як його попередник?	Кто придет на смену нашему старому директору школы – этот вопрос интересовал и учителей, и учеников. Сможет ли он руководить школой так же мудро, как его предшественник?
7	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.
8	Де він був і як він сюди потрапив – ця думка не давала йому спокою увесь час. Він явно був на острові, і острів був незаселеним, але він зовсім 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.
9	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 бабусі відновити в пам'яті минуле.	То, что старушка не узнала Эмили, было очевидно. Это усложняло задачу Эмили, но не делало ее невыполнимой. Она была уверена, что старые фотографии ее мамы, на которых она была как две капли воды похожа на Эмили, помогут старушке восстановить в памяти прошлое.
	Що б не говорили про професора Колінза - ніколи не змінить мого відношення до нього як до особистості і як до професіонала. Для мене він завжди буде прикладом справжнього ученого, прекрасного вчителя й щедрої людини.	Что бы не говорили про профессора Коллинза – это никогда не изменит моего отношения к нему как к личности и как к профессионалу. Для меня он всегда будет примером настоящего ученого, прекрасного учителя и щедрого человека.

COMPLEX SENTENCES WITH PREDICATIVE CLAUSES

- 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)
- 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:

conjunctions	that, whether, as, as if, as though, lest, the way; either ...or; whether ... or
connectives	who, whoever, what, whatever, which, where, wherever, when, whenever, how, why, before

- 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.

thing	question	problem	idea	fact	news	evil	rule	trouble
news	suggestion	sensation	result	attitude				

- 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:

Subject Clause	Predicative Clause
It + link verb + adjective + clause	It + link verb + clause
It seems clear <u>that we will be late for the meeting.</u> ('it' – formal subject; 'seems' – link verb; clear – predicative expressed by an adjective = main clause + that we will be late for the meeting – subject clause)	It seems (that) <u>we will be late for the meeting.</u> ('it' – formal subject; 'seems' – link verb; (that) we will be late for the meeting' - predicative clause)

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:

Predicative clauses	Adverbial clauses of comparison
After the exam Ben <u>felt</u> (link verb) as if he had been beaten with stones.	Sally is 13 and she <u>hates</u> (notional verb) to be talked to as if she were a child. (no link verb)

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 asyndetical, 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.

Subject clauses	
Predicative clauses	
Both	
Simple sentence	

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

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; | |

10. to sound; good advice
11. to look; to recover from a loss;

12. to seem; the best way out;
13. the impression; dislike; at first sight

TASK 10. Translate into English using subject and predicative clauses wherever possible.

1	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.	Один из героев романа «Английский пациент» считал, что самая большая проблема нашей жизни состоит в том, что мы всегда находимся не там, где мы должны быть в данный момент.
2	Виявилося, що рішення вже прийняте Радою Директорів. От чому Алісі було так важко довести, що це рішення помилкове.	Оказалось, что решение уже принято Советом Директоров. Вот почему Алисе было так трудно доказать, что это решение ошибочно.
3	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 виправити її.	Беда в том, что ваш начальник думает, что он всегда прав. Но человек не может быть всегда прав. Древние римляне говорили: «Человеку свойственно ошибаться». Поэтому самое главное суметь вовремя понять свою ошибку и исправить ее.
4	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 зважиться бігти.	Все, что Элиза хотела знать, это куда отправят ее и ее маленького сына. Было похоже, что их продали разным хозяевам. Она чувствовала, что ее сердце разрывается при мысли, что она никогда не увидит своего мальчика, если не решится бежать.
5	Твоя проблема, Мартін, у тім, що ти увесь час шукаєш лідера. Що тобі потрібно зробити, так це перестати постійно чекати чийогось схвалення й почати приймати власні рішення.	Твоя проблема, Мартин, в том, что ты все время ищешь лидера. Что тебе нужно сделать, так это перестать постоянно ждать чьего-либо одобрения и начать принимать собственные решения.
6	Здається, весна ніколи не прийде. Увесь час іде дощ, на вулиці сиро й холодно. Дерев, схоже, забули, що вони повинні випускати зелені бруньки. Птахи, здається, заблукали і не можуть знайти дорогу в наші краї. Я відчуваюсь так, начебто сиджу в замкненій задурливій кімнаті без вікон і не можу знайти двері, щоб вийти на вулицю.	Кажется, весна никогда не придет. Все время идет дождь, на улице сыро и холодно. Деревья, похоже, забыли, что они должны выпускать зеленые почки. Птицы, кажется, заблудились и не могут найти дорогу в наши края. Я чувствую себя так, как будто сижу в запертой душной комнате без окон и не могу найти дверь, чтобы выйти наружу.
7	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.	Это то, что вы должны повторить перед вашим экзаменом по английскому языку. Похоже, вы никогда не думали, что на нашем факультете вам придется много работать. Проблема в том, что многие абитуриенты даже не подозревают, что изучение иностранных языков требует каждодневной работы и хорошей памяти.
8	У мене було враження, що пропозицію містера Даутсона було прийнято досить неохоче. Але все-таки її було схвалено, і	У меня было впечатление, что предложение мистера Даутсона было принято довольно неохотно. Но все-таки

	зараз все питання полягало в тому, як її реалізувати на практиці.	оно было одобрено, и сейчас весь вопрос состоял в том, как его реализовать на практике.
9	Що я дійсно хочу зараз – це опинитися де-небудь у селі, де вранці мукають корови, пахне парним молоком і навозом, тільки-но скошеною травою й свіжоспеченим хлібом. Єдина проблема – хто буде боротися з усіма труднощами, що стоять перед нами, замість мене?	Что я действительно хочу сейчас – это оказаться где-нибудь в деревне, где по утрам мычат коровы, пахнет парным молоком и навозом, только что скошенной травой и свежеспеченным хлебом. Единственная проблема – кто будет бороться со всеми стоящими перед нами трудностями вместо меня?
10	Справа в тому, що Джона піймали на гарячому, коли він копіював надсекретні матеріали. Що не ясно, так це що змусило його зрадити інтереси компанії, у якій він проробив 25 років?	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?

COMPLEX SENTENCES WITH OBJECT CLAUSES

- 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.
- 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.
- 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

- An object clause may refer to:
 - 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.
 - 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.
 - 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.
 - 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.
- Object clause may occupy different positions in the sentence. They may:
 - 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:
- | | | | | | |
|--------------|--------------|---------------|---------------|------------|-------------|
| after | about | before | beyond | for | near |
| of | as to | except | to | on | upon |
- 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.'

1	Subject clauses	
2	Predicative clauses	
3	Both subject and predicative clauses	
4	Object clauses	
5	Both subject and object clauses	

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. The problem is not who will go but who will stay.
17. What Janet said was extremely rude.
18. What knowledge I have of computers could be written on a postage stamp.
19. The first point I can make is that such projects take time.

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

1	Цікаво, чому Синтія вимовила цю фразу так багатозначно.	Интересно, почему Синтия произнесла эту фразу так многозначительно.
2	Інструкція ніяк не узгоджується з тим, що нам казали про цей прилад.	Инструкция никак не согласуется с тем, что нам говорили об этом приборе.
3	Я не зовсім упевнений, чи захочуть вони до нас приєднатися.	Я не совсем уверен, захотят ли они к нам присоединиться.
4	Едгар відчував, що Хелен ще не була готова простити його.	Эдгар чувствовал, что Хелен еще не была готова простить его.
5	Мюріель запитала, чи можна буде відновити цей старий манускрипт.	Мюриель спросила, можно ли будет восстановить этот старый манускрипт.
6	Невже ви дійсно боїтеся, що вам поставлять ще декілька питань?	Неужели вы действительно боитесь, что вам зададут еще несколько вопросов?
7	Студенти були здивовані, що професор був абсолютно переконаний, що позаземні цивілізації відвідували в минулому нашу планету.	Студенты были удивлены, что профессор был абсолютно убежден, что внеземные цивилизации посещали в прошлом нашу планету.
8	Я не розумію, чому моє просте питання викликало у вас таку розгубленість.	Я не понимаю, почему мой простой вопрос вызвал у вас такое замешательство.
9	Вибачте, я повинен піти. Я знаю, коли я просто витрачаю час, а коли я роблю щось корисне.	Простите, я должен уйти. Я знаю, когда я просто трачу время, а когда я делаю что-то полезное.
10	Я не розумію, як те, що ви кажете, стосується мене.	Я не понимаю, как то, что вы говорите, относится ко мне.
11	Полковник дав нам зрозуміти, що його наміри були абсолютно чесними й безкорисливими.	Полковник дал нам понять, что его намерения были абсолютно честными и бескорыстными.
12	Містер Грант наполягав, щоб ми провели ніч у його великому будинку, але ми чемно відмовилися, пославшись на попередню домовленість.	Мистер Грант настаивал, чтобы мы провели ночь в его большом доме, но мы вежливо отказались, сославшись на предварительную договоренность.
13	Мене запитали, чи буде мені зручно прийти на співбесіду в середу вранці.	Меня спросили, будет ли мне удобно прийти на собеседование в среду утром.
14	Я не впевнений, що розумію, чому Брюс зробив те, що не мав жодного права робити.	Я не уверен, что понимаю, почему Брюс сделал то, что не имел никакого права делать.
15	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.	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.

16	Тесса ясно розуміла, що їй не слід було вірити жодному слову цього серцеїда, але її серденько тануло при одному лише звуці його голосу.	Тесса ясно понимала, что ей не следовало верить ни единому слову этого сердцееда, но ее сердечко таяло при одном лишь звуке его голоса.
17	Зовсім неможливо зрозуміти, про що він думає. Його обличчя ніколи не міняє свого похмурого виразу, і його очі ніколи не посміхаються.	Совершенно невозможно понять, о чем он думает. Его лицо никогда не меняет своего угрюмого выражения, и его глаза никогда не улыбаются.

COMPLEX SENTENCES WITH ATTRIBUTIVE CLAUSES

- 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)
- 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.
- 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.
- Attributive clauses may be of two kinds:

Attributive Clauses

Appositive Clauses	Relative Clauses
<i>disclose (раскрывают) the antecedent with a very general meaning</i>	<i>qualify (уточняют) the meaning of the antecedent with a rather concrete meaning</i>
The question <u>whether to give the money to the kidnappers or not</u> was hotly discussed.	Darrel called back his dog , <u>which returned obediently to his master</u> .

ATTRIBUTIVE APPOSITIVE CLAUSES

- Attributive appositive clauses may be introduced by the following conjunctions:

that	if	whether	as if	as though	what	how
<ul style="list-style-type: none"> Gina had a strange feeling (<i>what kind of feeling?</i>) as if <u>somebody was following her all the time</u>. There is no question if <u>the project could be postponed</u>. 						
thing	comment	remark	point	moral	probability	fact
feature	question	desire	feeling	look	consequence	reason

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:

relative pronouns	who, whose, whom, what, which, that, as
relative adverbs	when, where, whence, wherein, why

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**.

all of whom	most of whom	some of whom	a few of whom	half of whom
all of which	most of which	some of which	a few of which	half of which
none of whom	none of which	two of whom	two of which	

- 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**.

according to which	instead of which	in spite of which	on which
to whom	since when	which fact	each of which
during which time	many examples of which	the largest part of which	by which time

- 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.

↙ **Who/Which/That** ↘

can be omitted	cannot be omitted
when it is the <u>object of the relative clause</u>	when it is the <u>subject of the relative clause</u>
I spoke to a man (who) <u>I had met before</u> . (‘I’ is the subject) <u>Compare:</u> I spoke to a man. I met him before. (‘him’ is an object)	I met a woman <u>who was from Japan</u> . (‘who’ is the subject) <u>Compare:</u> I met a woman. She was from Japan. (‘she’ is the subject)

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.
- c) only **that NOT which** is used after the following words:

<i>all</i>	<i>none</i>	<i>few</i>	<i>little</i>	<i>much</i>	<i>the only</i>	<i>no</i>
<i>some</i>	<i>something</i>	<i>everything</i>	<i>any</i>	<i>anything</i>	<i>nothing</i>	

- 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:

Attributive relative clauses	Adverbial clauses of result
<ul style="list-style-type: none"> • Such food (<i>what kind of food?</i>) <u>as they gave us</u> was scarcely fit to eat. • Such individuals (<i>what kind of individuals?</i>) <u>who take up this role often find life frustrating</u>. 	<ul style="list-style-type: none"> • Her condition deteriorated to such an extent <u>that (what happened as a result?) a blood transfusion was considered necessary</u>. • It's such a tiny kitchen <u>that (as a result) I don't have to do much to keep it clean</u>.

- f) if the antecedent is modified by the pronoun **the same**, the following relative expressions can be used:

the same + as	the same + who	the same + that
the same + when	the same + where	

- This is the same waiter who served us three days ago.
- We found the same place where we had a picnic last summer.

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:

who	WHICH	THAT	whose	where	when	why	the same as
-----	-------	------	-------	-------	------	-----	-------------

- 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/that/these/those’. Compare:

Defining Clauses	Non-Defining Clauses
<ul style="list-style-type: none"> • <u>The</u> river which flows through Hereford is the Wye. • <u>The</u> picture which was damaged is worth thousands of pounds. • <u>The</u> man who lives next door to Melanie is rather strange. 	<ul style="list-style-type: none"> • <u>This</u> river, which flows all through Hereford, is very beautiful. • <u>That</u> famous picture, which was damaged during the war, is worth thousands of pounds. • <u>This</u> man, who lives next door to Melanie, is rather strange.

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

since when	instead of which	in spite of which	to whom
according to which	which fact	the largest part of which	each of which
many examples of which	during which time	of which	

- 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

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

 - Все игроки, принимавшие участие в драке, были удалены с поля.
 - С поля были удалены игроки, принимавшие участие в драке.
- The table below sums up all the information about relative clauses.

Relative Clauses

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

<i>Examples</i>	<i>Examples</i>
<ul style="list-style-type: none"> • People <u>who talk too much</u> annoy me immensely. • The doctor (whom/who/that) <u>I was hoping to see</u> wasn't on duty. • A friend of mine <u>who is a solicitor</u> helped me. 	<ul style="list-style-type: none"> • Karen's mother, <u>who is the kindest person I know</u>, brought in a tray with tea and biscuits. • Professor Johnson, <u>who I have long admired</u>, is to visit the university next week. • The next Olympics are in three years, <u>by which time Stevens will be 34</u>.

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.

Types of Relative Clauses	Number of the sentence
Defining Clauses (DC)	
Non- Defining Clauses (NDC)	1,

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 am 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 happy, 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?	Значит, мы договорились устроить вечеринку в субботу, да? Кого мы пригласим на нее?
Пэт	Не дуже багато людей. Тільки тих, з ким приємно повеселитися й можна добре провести час.	Не очень много людей. Только тех, с кем приятно повеселиться и можно хорошо провести время.
Лиз	Я згодна, що не варто запрошувати багато людей. Кого б ти запросила?	Я согласна, что не стоит приглашать много людей. Кого бы ты пригласила?
Пэт	Мого двоюрідного брата Джона й, звичайно, Карло.	Моего двоюродного брата Джона и, конечно, Карло.
Лиз	Хто такий Карло? Я ніколи не чула, щоб ти згадувала його ім'я.	Кто такой Карло? Я никогда не слышала, чтобы ты упоминала его имя.
Пэт	Це італійський студент, що живе зараз у родині Джона.	Это итальянский студент, который живет сейчас в семье Джона.
Лиз	Чи не той це студент, чий гаманець украли, коли він намагався щось купити на Кемденському ринку?	Не тот ли этот студент, чей кошелек украли, когда он пытался что-то купить на Кэмденском рынке?
Пэт	Саме він. Добре, що він запам'ятав злодія. Той кишеньковий злодій, хто украв у нього гаманець, дві години ходив за ним слідом і увесь час заглядав йому через плече, що дуже дратувало Карло.	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	Невже поліція піймала злодія за описом Карло?	Неужели полиция поймала вора по описанию Карло?
Пэт	Так, але злодій вже встиг розтратити всі гроші, які були в гаманці, і викинув всі кредитні картки, тому що розсердився, коли не зміг ними скористатися.	Да, но воришка уже успел растратить все деньги, которые были в кошельке, и выбросил все кредитные карточки, потому что рассердился, когда не смог ими воспользоваться.
Лиз	Звичайно, давай запросимо Карло, може, наша вечірка підніме йому настрій.	Конечно, давай пригласим Карло, может, наша вечеринка поднимет ему настроение.
Пэт	Безумовно, особливо якщо ми також запросимо Соню, дівчину, з якою він зараз зустрічається.	Несомненно, особенно если мы также пригласим Соню, девушку, с которой он сейчас встречается.
Лиз	Не заперечую. Кого ще ти думаєш запросити?	Не возражаю. Кого еще ты думаешь пригласить?
Пэт	Як щодо Нікі й Черрі?	Как насчет Ники и Черри?
Лиз	Це ті дівчата, з якими ти їздила взимку у Францію?	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 Делі.	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 заперече, якщо ми зберемося в мене й використаємо велику кімнату в підвалі. Там зараз небагато старих меблів, що давно настав час викинути. Давай попросимо Джона й Карло допомогти нам.	А 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 подзвонимо їм прямо зараз!	Отличная идея! Давай позвоним им прямо сейчас!

COMPLEX SENTENCES WITH ADVERBIAL CLAUSES

- 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)
- 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
- 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.
- 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.
- 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:

where	wherever	everywhere	whence (old fashioned)
--------------	-----------------	-------------------	-------------------------------

- The dog was lying (where?) where she had always had lain, on the rug before the fire.
 - Wherever he went, village people smiled at him in a friendly way.
 - Everywhere I go, I hear people worrying about the future.
 - He took a chair (from where?) whence he could see the street. (old fashioned)
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:

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

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:

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

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.
- g) **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:

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

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.

hardly... when	when	as soon as	before / after	as/so long as	the moment
scarcely ...when	while	till/ until	no sooner ...than	by the time	once

- You can keep those CDs for _____ you like.
- I can't do any washing _____ the washing machine is repaired.
- We saw the smoke _____ we turned into our street.
- We had _____ gone to bed _____ there was a knock at the door.
- Sarah parked the car _____ Paul dashed into the bank.
- I have to finish these letters _____ I can leave the office.
- I wonder if you could wait here _____ I get back.
- I was washing my hair _____ the phone rang.
- _____ Sue reached the bank, it had closed.
- They will be at their summer house _____ they get a letter from their son.
- I will set the table _____ you come home.
- There is only one week _____ my summer holidays begin.
- We learnt several interesting facts _____ we were listening to the lecturer.
- 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.
- He had _____ sat down at his desk _____ there was a knock at the door and his secretary came in with a lot of papers in her hands.
- Will you have done all the chores around the house _____ your landlady returns home?
- I'm not surprised he left her, _____ the way she treated him.
- You can't go out and play _____ you have done your homework.
- _____ had the old man sat down into his favourite armchair _____ the phone rang.
- Would you look after the children _____ I do the shopping?
- Jilly, I promise to call you _____ I get home from the airport.
- _____ 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 you 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.

1	Я подзвоню тобі, як тільки прилечу до Нью-Йорка.	Я позвоню тебе, как только прилечу в Нью-Йорк.
2	Ви можете відвідувати мене, коли б вам цього не схотілося.	Вы можете навещать меня, когда бы вам этого не захотелось.
3	Ми пішли на прогулянку після того, як ми поснідали.	Мы пошли на прогулку после того, как мы позавтракали.
4	Як тільки він прочитав інструкцію, він уже знав, як працювати з машиною.	Стоило ему прочесть инструкцию, как он уже знал, как работать с машиной.
5	Мам, якщо ти не заперечуєш, я буду прасувати, поки Джим буде мити машину.	Мам, если ты не возражаешь, я буду гладить, пока Джим будет мыть машину.
6	Вони не одружаться до того часу, поки не зберуть досить грошей на медовий місяць на Гаваях.	Они не поженятся до того времени, пока не соберут достаточно денег на медовый месяц на Гаваях.
7	Я тобі напишу, як тільки одержу результати своїх аналізів.	Я тебе напишу, как только получу результаты своих анализов.
8	Не встиг я приїхати на вокзал, як поїзд прибув на платформу.	Не успел я приехать на вокзал, как поезд прибыл на платформу.
9	Ми не переїдемо в новий будинок, поки діти не закінчать школу.	Мы не переедем в новый дом, пока дети не закончат школу.
10	Робітники відремонтували дах на той час, як Джон приїхав додому.	Рабочие отремонтировали крышу к тому времени, как Джон приехал домой.
11	Студенти не знають, коли будуть оголошені результати іспитів.	Студенты не знают, когда будут объявлены результаты экзаменов.

12	З Пітером, мабуть, щось трапилося. Сьогодні зранку він підхопився з ліжка у ту ж мить як прокинувся й кудись утік як тільки поснідав.	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 злым видом бросилась собака.
18	Ми гарантуємо, що товари будуть вам доставлені на той час, як магазин відкриється.	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.

- Please, don't say a single word now. I promise we _____ (to talk) when we _____ (to get) to the place.
- 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.
- We _____ (to wait) here till it _____ (to get dark). After everyone _____ (to get together), we _____ surprise them.
- 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.
- 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.
- 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.
- You know quite well that we _____ (to have) no peace together until he _____ (to be) gone. We _____ (to be) happy only after he _____ (to leave) the city.
- When you happily _____ (to be married) to Martin, things _____ (to change) and we often _____ (to meet).
- Wait here in case I _____ (to want) you. After I _____ (to finish) this work, I _____ (to tell) you what your responsibilities _____ (to be).
- 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).
- 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.
- 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.
- 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?
- 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.

1	Не турбуйтеся, я не піду, поки ви не повернетесь. Дитина в жодному разі не залишиться одна. Можете бути впевнені, що коли ви прийдете, усе буде в порядку.	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.
2	Мені хотілося б дізнатися, коли ваша сестра повернеться в Лондон. Ви можете попросити її подзвонити мені, як тільки вона повернеться?	Мне хотелось бы узнать, когда ваша сестра вернется в Лондон. Вы можете попросить ее позвонить мне, как только она вернется?
3	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.	Я не могу с уверенностью сказать, когда наш директор придет на собрание, но когда он придет, мы сможем выяснить все интересующие нас вопросы.
4	Цікаво, коли ви закінчите ремонт свого нового будинку. – Я думаю, все буде закінчено до кінця місяця. Як тільки всі роботи будуть завершені, ми влаштуємо новосілля й запросимо всіх своїх друзів і нових сусідів.	Интересно, 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.
5	Я не зможу вам дати певної відповіді, поки не поговорю з моїм безпосереднім начальником. Тільки після того, як він схвалить ці додаткові витрати, ми зможемо почати робити необхідні розрахунки.	Я не смогу вам дать определенного ответа, пока не поговорю с моим непосредственным начальником. Только после того, как он одобрит эти дополнительные расходы, мы сможем начать делать необходимые расчеты.
6	Ти можеш сказати мені точно, коли ви відправитесь? – Ми виїдемо о п'ятій годині, якщо дощ до цього часу перестане. – А якщо він не припиниться до завтрашнього дня? – Давайте вирішувати проблеми в міру їхнього надходження.	Ты можешь сказать мне точно, когда вы отправитесь? – Мы выедем в пять часов, если дождь к этому времени перестанет. – А если он не прекратится до завтрашнего дня? – Давайте решать проблемы по мере их поступления.
7	Чому ти так довго не починаєш переклад	Почему ты так долго не начинаешь

	цього найцікавішого роману? – Я ще прочитав не всі книги, які я зміг знайти про цей історичний період. Я почну переклад тільки після того, як проаналізую всю доступну мені літературу по цій епосі. – Але інші перекладачі цього не роблять, вони справляються з роботою набагато швидше й, відповідно, одержують більше грошей. – Нехай їхня халтура залишається на їхній совісті. Поки я вільний художник (який працює без контракту), ніхто не змусить мене робити мою роботу гірше, ніж я можу.	перевод этого интереснейшего романа? – Я еще прочел не все книги, которые я смог найти об этом историческом периоде. Я начну перевод только после того, как проанализирую всю доступную мне литературу по этой эпохе. – Но другие переводчики этого не делают, они справляются с работой намного быстрее и, соответственно, получают больше денег. – Пусть их халтура остается на их совести. Пока я свободный художник (работающий без контракта), никто не заставит меня делать мою работу хуже, чем я могу.
8	Ти можеш подзвонити татові й запитати, коли він прийде додому. – Я тільки що йому дзвонив. Він прийде після того, як закінчиться нарада з підрядниками. – Цікаво, коли вона закінчиться. – Цього не знає ніхто, ані тато, ані підрядники.	Ты можешь позвонить папе и спросить, когда он придет домой. – Я только что ему звонил. Он придет после того, как закончится совещание с подрядчиками. – Интересно, когда оно закончится. – Этого не знает никто, ни папа, ни подрядчики.
9	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. – Сподіваюся, я доживу до цього дня.	Ты можешь сказать мне, наконец, когда ты отдохнеш? Ты работаешь почти круглые сутки без отпуска уже 5 лет. – Разве ты не понимаешь, насколько мне важно закончить это исследование. В то же миг, как я пойму, что большего, чем я сделал, сделать нельзя, мы поедем с тобой в кругосветное путешествие. – Надеюсь, я доживу до этого дня.
10	Мені зовсім нема чого читати. Якщо мені ніхто не дасть нічого гарного почитати, я просто вмиру від туги. – 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.	Мне совершенно нечего читать. Если мне никто не даст ничего хорошего почитать, я просто умру от тоски. – Не умирай, пока я не закончу читать рукопись романа, которую мне дали на днях. Его действительно стоит прочесть; это не однодневка, как многие современные бестселлеры. Я дам его тебе, как только прочту. Но ты должен обещать, что никому о нем не расскажешь, пока он не будет напечатан.
11	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 ви не одержите наш офіційний висновок.	Вы не могли бы сказать мне, когда я получу ответ на мой вопрос? – Как только мы решим, что делать с вашим предложением, я вам позвоню. Я бы не советовал вам ничего предпринимать, пока вы не получите наше официальное заключение.

ADVERBIAL CLAUSES OF MANNER

- 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.
- 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:

than	as	as...as	so...as	as if	as though	like
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- 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:

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

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 (was) 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:

if	on condition that	in case	presuming (that)	assuming (that)
provided (that)	suppose (that)	unless	admitting that	seeing that
providing (that)	supposing that	given that	considering (that)	

- 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:

Clauses of condition	<u>In case</u> 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.
Clauses of purpose	Write it down <u>in case</u> you forget. = Запиши это, чтобы ты не забыл. / Запиши це, щоб ти не забув.
Clauses of reason	Don't leave the child alone <u>in case</u> something happens. = Не оставляйте ребенка одного, чтобы ничего не случилось. / Не залишайте дитину одну, щоб нічого не трапилось.

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.

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

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.

TASK 31. Fill in the gaps with one word to get sentences with adverbial clauses of time and condition.

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 know 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 Baiocchi _____ (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 _____ (3) to 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.

	Question		Response
1	Would it be all right if we sat here?	a	Thank you.
2	Should you need me, I'll be next door.	b	Yes, please do.
3	Why didn't you tell me?	c	Well, actually, I'd rather we didn't.
4	Do you think it might be best if I said yes?	d	If only I had!
5	I'm sorry I couldn't make it.	e	I wish you had.
6	Could you let me know if you change your mind?	f	I'm sure you would.
7	I would if I could, you know.	g	I suppose it is.
8	You'd feel better if you got some fresh air.	h	Of course I will.
9	Would you mind if I asked them along?	i	Perhaps I would.
10	Don't you think it's time we were leaving?	j	Far be it from me to discourage you.

TASK 33. In the sentences with adverbial clauses of condition, fill in the gaps with the correct form of the verb in brackets.

- If this scheme is to get off the ground, everyone _____ (to have) to pull their weight.
- Your brakes _____ (to make) an odd noise; I _____ (to see) to if I were you.
- 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 meet) Friday deadline, some overtime may be necessary.
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. Had we not been misinformed about the bus times, we _____ (to be) late.
13. In retrospect you might _____ (to be) better advised to get a lawyer.
14. If Jeremy stayed that long at the party, he must _____ (to have) a good time.
15. But for the fire alarm alerting us, the building _____ (to go) up in flames.

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.

1	Якби я не списав у свого друга на вступному іспиті й не одержав би гарну оцінку, я б не був зараз у найсильнішій групі на курсі і не мучився б із кожним домашнім завданням з англійської мови.	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.
2	Якби Тіна не допомагала Кену робити домашні завдання, вони не знайшли б багато спільних інтересів і не закохалися б одне в одного. Більш того, вони не готувалися б зараз до свого весілля.	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.

3	Якби не його запрошення в Національну Галерею, я б ніколи не побачила шедеври світового живопису і не була б зараз аматором мистецтва.	Если бы не его приглашение в Национальную Галерею, я бы никогда не увидела шедевры мировой живописи и не была бы сейчас любителем искусства.
4	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.	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.
5	Якщо трапиться найгірше, ми повинні бути готові. Було б набагато краще, якби кожен знав, що він буде робити і де він повинен бути у випадку гострої потреби. Якщо не буде суворої дисципліни, вся наша операція провалиться.	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.
6	За умови, що професор почне оперувати цього хворого о дев'ятій годині ранку і операція буде проходити без ускладнень, вона закінчиться не раніше п'ятої години. Якщо ви хочете бути присутнім на операції, вам доведеться просити головного лікаря дати вам спеціальний дозвіл.	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.
7	Маріон – єдина людина, що завжди вірить усьому, що я говорю. Що б я їй не сказав, вона широко відкриває очі й викликає: «От це здорово!» Якби не вона, я б давно зневірився в собі.	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.
8	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 на шляху до роботи й 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.	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 не такой трудной недели в офисе.
9	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 приходить додому після 7 години вечора. По-друге, вона перестала їсти солодке, включаючи шоколад. По-третє, вона перестала перекушувати на ходу, між прийомами їжі. Якщо вона буде так продовжувати, вона незабаром стане найстрункішою дівчиною нашої групи.	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.

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:

Conjunctions	Connectives	Conjunctive phrases
<ul style="list-style-type: none"> though, although if while/whilst whether ... or even if even though even when though ... yet 	<ul style="list-style-type: none"> whoever whatever whenever wherever whichever much as 	<ul style="list-style-type: none"> no matter how no matter what for all that despite that in spite of (the fact that) despite (the fact that) notwithstanding that

- 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:

- even though* is more emphatic than *although*
- although* is more formal than *though*
- 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.
- though* = *even though* = *although*, e.g.
 - Though (even though, although) Diana didn't like her job, she did it efficiently
- despite* = *in spite of* in meaning and combinability, e.g.
 - despite = in spite of + the fact that + 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. _____ that fact (2), 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. _____ of that (7), 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) as 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.

1	Незважаючи на те, що на уроці вчитель пояснив важке правило двічі, декілька учнів його не зрозуміли і не змогли впоратися з домашнім завданням.	Несмотря на то, что на уроке учитель объяснил трудное правило дважды, несколько учеников его не поняли и не смогли справиться с домашним заданием.
2	П'ятниця видалася такою важкою, що, незважаючи на те, що вона жажливо утомилася, Лінда не могла заснути всю ніч і всю суботу почувала себе, неначе її побили.	Пятница выдалась такой тяжелой, что, несмотря на то, что она ужасно устала, Линда не могла заснуть всю ночь и всю субботу чувствовала себя, как будто ее побили.

3	Хоча холодильник порадував нас тільки банкою консервованої риби, двома яйцями й шматком черствого хліба із зацвілим сиром, Марта виявилася такою вмілою кулінаркою, що їй вдалося приготувати з цього вбогого набору продуктів розкішну вечерю на двох.	Хотя холодильник порадовал нас только банкой консервированной рыбы, двумя яйцами и куском черствого хлеба с заплесневевшим сыром, Марта оказалась такой искусной кулинаркой, что ей удалось приготовить из этого скудного набора продуктов роскошный ужин на двоих.
4	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 екзаменаційні результати.	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.
5	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.	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.
6	Незважаючи на те, що фільм був жахливо нудним і гра акторів залишала бажати кращого, ми вирішили додивитись його до кінця, тому що на вулиці йшов сильний дощ і не можна було грати в теніс і робити те, що ми запланували на вихідні.	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.
7	Мені подобаються слова цієї пісні, незважаючи на той факт, що музика жахлива. Хоча часто трапляється, що музика пісні приємна й мелодійна, але слова, які вимовляє співак, такі дурні й примітивні, що слухачі вимикають радіо, як тільки чують перші ноти цієї пісні.	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.
8	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 додому. Дружина Мартіна готує набагато гірше, ніж він, але Мартін не заперечує проти її готування, навіть хвалить її, тільки щоб самому не готувати.	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.

9	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.	Как сильно мы не старались, нам не удалось закончить проект до назначенного срока. И хотя мы уверены, что он заслуживает самой высокой оценки, мы знаем, что получим только «хорошо» за то, что не смогли правильно распределить время.
10	Незважаючи 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 малим, я завжди керуюся принципом: «Довіряй, але перевіряй».	Несмотря на тот факт, что наш новый сотрудник имеет очень хорошие рекомендации, мы не можем доверить ему такую ответственную работу, предварительно не проверив его. Хотя он кажется неплохим малым, я всегда руководствуюсь принципом: «Доверяй, но проверяй».

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:

most common conjunctions	so as; in case
formal conjunctions	so that (less formal); in order that (more formal)
old-fashioned conjunctions	lest; that

- 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:

- 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.
- 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.
- Don't confuse:**

so that + can / will / could / would (not) + infinitive

 #

so as not + to infinitive

 - 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.
- 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.
- 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.
- 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.*

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

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

1	Тед закінчив аспірантуру для того, щоб розширити свої знання по міжнародній політиці, одержати ступінь і мати можливість викладати в коледжі.	Тед закончил аспирантуру для того, чтобы расширить свои знания по международной политике, получить степень и иметь возможность преподавать в колледже.
2	Коли Синтія назвала свій номер телефону, Дерек записав його на серветці, щоб не забути.	Когда Синтия назвала свой номер телефона, Дерек записал его на салфетке, чтобы не забыть.

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 відпочити перед важливою зустріччю із клієнтом.	Впервые 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 карточку 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.

12	Подивись на небо. Здається, буде дощ. Звичайно, я можу помилятися, але на твоєму місці я б взяв парасольку на той випадок, якщо дощ все-таки піде.	Посмотри на небо. Кажется, будет дождь. Конечно, я могу ошибаться, но на твоём месте я бы взял зонт на случай, если дождь все-таки пойдёт.
13	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:

Conjunctions	Conjunctive phrases
<ul style="list-style-type: none"> • because • as • since • so • that • lest • for fear that • seeing that • considering that • (just) in case • for (very formal) 	<ul style="list-style-type: none"> • due to the fact that • on the ground that • for the (simple) reason that • for reasons best known to ... • the reason why • because of the fact that • in view of the fact that • by reason of • on account of • now that • in so far as = insofar as (very formal) • inasmuch as (very formal)

- 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.
- 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.
 - Register.** The most informal are the conjunctions **because**, **as**, **since**. All the rest are rather formal. '**For**' is most formal and bookish.
 - Punctuation.**
 - 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.
 - 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.

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

1	Оскільки день був дуже насиченим і вона до смерті втомилася, намагаючись примирити дві ворогуючі сторони, Бесс пішла спати рано, не чекаючи, коли закінчатся вечірні новини по телевізору.	Поскольку день был очень насыщенным и она до смерти устала, пытаюсь примирить две враждующие стороны, Бесс пошла спать рано, не дожидаясь, когда закончатся вечерние новости по телевизору.
2	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.	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.

3	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.	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.
4	Ви були покарані не тільки через те, що нагрубмили вчителів, але ще через те, що постраждали всі інші учні вашого класу, оскільки урок був зірваний і не був пояснений матеріал, що підлягає поясненню.	Вы были наказаны не только из-за того, что нагрубмили учителю, но еще из-за того, что пострадали все остальные ученики вашего класса, поскольку урок был сорван и не был объяснен материал, подлежащий объяснению.
5	У зв'язку з тим, що прем'єр міністр у той день відвідував із дружнім візитом Іспанію, він не зміг бути присутнім на цій важливій прес-конференції.	В связи с тем, что премьер министр в тот день посещал с дружеским визитом Испанию, он не смог присутствовать на этой важной пресс-конференции.
6	Через те, що метеорологи пророчили несприятливий прогноз погоди, виліт нашого літака затримувався, і ми повинні були провести в аеропорті ще 12 годин до того, як туман розсіявся і оголосили наш рейс.	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.
7	Причиною того, чому Маргарет відмовилася від роботи в офісі, було те, що вона була занадто нудною й нетворчою для того досвіду й кваліфікації, що Маргарет мала.	Причиной 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.
8	Незважаючи на те, що він дуже утомився, Вільям не міг заснути через те, що в сусідньому будинку святкували день народження господарки, і було багато гостей, і всі кричали й сміялися, і на довершення всього, опівночі влаштували грандіозний феєрверк, і на вулиці стало світло, як удень.	Несмотря на то, что он очень устал, Вильям не мог заснуть из-за того, что в соседнем доме праздновали день рождения хозяйки, и было много гостей, и все кричали и смеялись, и в довершение всего, в полночь устроили грандиозный фейерверк, и на улице стало светло, как днем.
9	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.	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.
10	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.	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.
11	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.	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.

12	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 підходило моєму шлунку з тих пір, як я була дитиною.	Поскольку ты не любишь пиццу, давай закажем салат и бифштексы. – Извини, Джим, я вегетарианка и никогда не ем мяса. – Ты отказываешься от мяса потому, что ты против убийства животных? – Не только. Мясо не подходило моему желудку с тех пор, как я была ребенком.
13	Давай не поїдемо по швидкісній трасі на той випадок, якщо вона буде занадто перевантажена транспортом. Іноді легше вести машину по бічних дорогах, ніж по шосе.	Давай не поедем по скоростной трассе на тот случай, если она будет слишком перегружена транспортом. Иногда легче вести машину по боковым дорогам, чем по шоссе.

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

<i>so ... that</i>	<i>such ...that</i>	<i>in such a way that</i>	<i>in such a way as to</i>
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- 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:

<i>Compound sentences with causative-consecutive coordination</i>	<i>Adverbial clauses of result/ consequence</i>
It was very cold, <u>so</u> I turned on the heater.	It was <u>so</u> cold <u>that</u> I turned on the heater.

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.

Adverbial Clause of	Number of the sentence
Time	
Place	
Manner	
Condition	
Concession	
Purpose	
Comparison	
Reason/Cause	
Result/ Consequence	

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.

1	З початку цього року продажі в нашій компанії впали так низько, що ніхто з нас не може очікувати підвищення зарплати в найближчому майбутньому.	С начала этого года продажи в нашей компании упали так низко, что никто из нас не может ожидать повышения зарплаты в ближайшем будущем.
2	Джуліан дуже добре пам'ятав, що він не відкривав першу шухляду свого письмового столу, отже, це був хтось інший, хто сильно цікавився змістом замкненого секретного місця.	Джулиан очень хорошо помнил, что он не открывал первый ящик своего письменного стола, следовательно, это был кто-то другой, кто сильно интересовался содержимым закрытого секретного места.
3	Білл був такою сильною особистістю й був таким строгим стосовно себе й інших, що багато хто з нас його боялися.	Билл был такой сильной личностью и был так строг по отношению к себе и другим, что многие из нас его боялись.
4	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.	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.
5	Дієго Марадонна був таким блискучим футболістом, що почав грати за Аргентину у віці 18 років. Завдяки його таланту, Аргентина двічі виграла Кубок світу з футболу.	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.
6	Після злої перепалки з роздратованим клієнтом, 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.	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.
7	Цей пестицид являє загрозу для	Этот пестицид представляет угрозу для

	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.	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.
8	Таксист привіз нас до дуже гарного готелю в самому центрі міста. Але ціни там виявилися такими високими, що ми вирішили пошукати номери в якому-небудь менш фешенебельному готелі.	Таксист привез нас к очень красивой гостинице в самом центре города. Но цены там оказались такими высокими, что мы решили поискать номера в каком-нибудь менее фешенебельном отеле.
9	Я дуже вдячний вам за те, що ви дали мені таку корисну пораду, що я зміг вирішити проблему, що здавалася нерозв'язною. Якби не ваша допомога, я б ніколи не впорався з тими труднощами, які стояли переді мною увесь цей час.	Я очень благодарен вам за то, что вы дали мне такой полезный совет, что я смог решить проблему, которая казалась неразрешимой. Если бы не ваша помощь, я бы никогда не справился с теми трудностями, которые стояли передо мной все это время.
10	Тут є багато чого обговорити, і отже, ми повернемося до цього питання на наступних зборах. Якщо у вас немає ніяких інших ідей, я пропоную зустрітися в понеділок.	Здесь есть много чего обсудить, и следовательно, мы вернемся к этому вопросу на следующем собрании. Если у вас нет никаких других идей, я предлагаю встретиться в понедельник.
11	Марія провалилася на іспитах, у результаті чого вона не змогла почати заняття в коледжі. Їй нічого не залишалося робити, як шукати низькооплачувану роботу де-небудь у магазині або ресторані.	Мария провалилась на экзаменах, в результате чего она не смогла начать занятия в колледже. Ей ничего не оставалось делать, как искать низкооплачиваемую работу где-нибудь в магазине или ресторане.
12	Переваги знання іноземних мов настільки очевидні, що ми навіть не будемо їх обговорювати.	Преимущества знания иностранных языков настолько очевидны, что мы даже не будем их обсуждать.

GLOSSARY OF TERMS

Term	Translation/Explanation
A	
adversative coordination	противительная связь /
antecedent	определяемое слово; антецедент /
adverbial clause	адverbальная клауза; обстоятельственное придаточное предложение; / адverbіальна клауза; підрядне речення обставини
asyndetical connection	бессоюзная связь / безсполучниковий зв'язок
attributive clause	атрибутивная клауза; определительное придаточное предложение; / атрибутивна клауза; означальне підрядне речення
attributive appositive clause	атрибутивно-апозитивная клауза; придаточное предложение; / атрибутивно-апозитивна клауза
attributive relative clause	атрибутивно-относительное придаточное предложение; клауза/ атрибутивно-відносне підрядне речення
adverbial clause of place	адverbальная клауза места; придаточное места / адverbіальна клауза місця
adverbial clause of time	адverbальная клауза времени; придаточное времени / адverbіальна клауза часу
adverbial clauses of manner	адverbальная клауза образа действия; придаточное образа действия / адverbіальна клауза способу дії
adverbial clauses of comparison	сравнительная адverbальная клауза придаточное сравнительное / адverbіальна клауза порівняння
adverbial clauses of condition	адverbальная клауза условия; придаточное условия / умовна адverbіальна клауза
adverbial clauses of concession	адverbальная клауза уступки; придаточное уступительное / адverbіальна клауза поступки
adverbial clauses of purpose	адverbальная клауза цели; придаточное цели / адverbіальна клауза мети
adverbial clauses of reason / cause	адverbальная клауза причины; придаточное причины / адverbіальна клауза причини
adverbial clauses of result / consequences	адverbальная клауза результата; придаточное следствия / адverbіальна клауза результату
B	
C	
causative-consecutive coordination	причинно-следственная связь / причинно-наслідковий зв'язок
clause	придаточное предложение; клауза / підрядне речення; клауза
complete sentence	полносоставное предложение / повноскладне речення
complex sentence	сложноподчиненное предложение / складнопідрядне речення
composite sentence	сложное предложение / складне речення
compound sentence	сложносочиненное предложение / складносурядне речення
compound subjects	подлежащее, выраженное синтаксически цельным словосочетанием / складний підмет; підмет, выраженный синтаксично цільним словосполученням
conjunctive word	союзное слово / сполучник

conjunctive adverbs = connective adverbs	союзное наречие /
connector	союзное слово / конектор
connective = connective adverbs	союзное наречие; союзное слово /
coordinate clause	простое предложение в составе сложносочиненного предложения / клауза складносурядного речення
coordination	сочинительная связь / сурядний зв'язок
copulative connection	соединительная связь / поєднальний зв'язок
correlation	корреляция / кореляція
D	
defining clauses	атрибутивная клауза; определительное придаточное предложение / атрибутивна клауза
dependent clause	зависимое придаточное предложение / залежна клауза
disjunctive connection	разделительная связь / роз'єднальний зв'язок
E	
equal in rank	равноправные по смыслу / однорівневі
extended sentence	распространенное предложение / поширене; розповсюджене речення
H	
homogeneous subordinate clauses	однородные придаточные предложения / однорідні підрядні клаузи
I	
impersonal sentence	безличное предложение / безособове речення
incomplete sentence	неполное предложение / неповне речення
independent clause	независимое придаточное предложение / незалежна клауза
L	
link verb	глагол-связка / дієслово-зв'язка
M	
main clause = principal clause	главное предложение / головне речення
N	
nominal sentences	назывное предложение/ називне речення
O	
object clause	придаточные изъяснительные (дополнительные) / додаткова клауза
one-member sentence	односоставное предложение / односкладне речення
opening clause = leading clause	инициальное предложение; клауза / ініціальна клауза
P	
postposition	послелог (в составе фразового глагола) / післялог (у складі фразового дієслова)
predicate <ul style="list-style-type: none"> • simple verbal • simple nominal • compound verbal aspect • compound verbal modal • compound nominal 	сказуемое / присудок <ul style="list-style-type: none"> • простое глагольное сказуемое / простий дієслівний присудок • простое именное сказуемое / простий іменний присудок • составное глагольное aspectное сказуемое/ складений дієслівний аспектний присудок • составное глагольное модальное сказуемое/ складений дієслівний модальний присудок

	<ul style="list-style-type: none"> составное именное сказуемое / складений іменний присудок
predicative	предикатив; именная часть составного именного сказуемого / предикатив; іменна частина складеного іменного присудка
principal clause	главное предложение / головне речення
principal member of the sentence	главный член предложения / головний член речення
predicative clause	предикативное придаточное предложение / предикативна клауза
R	
relative pronoun	относительное местоимение / відносний займенник
relative adverb	относительное наречие / відносний прислівник
Q	
quantifier	квантификатор / квантифікатор
S	
secondary members of the sentence	второстепенные члены предложения / другорядні члени речення
semantic	семантический, смысловой / семантичний, означальний
semicolon	точка с запятой / крапка з комою
simple nominal predicate	простое именное сказуемое / простий іменний присудок
simple sentence	простое предложение / просте речення
simple verbal predicate	простое глагольное сказуемое / простий дієслівний присудок
subject group	группа подлежащего / група підмета
subject-predicate agreement	согласование подлежащего и сказуемого / узгодження підмета і присудка (граматичної основи)
subject-predicate unit	субъектно-предикатная структура; грамматическая основа / суб'єктно-предикатна єдність; граматична основа
subordinate clause	придаточное предложение / підрядне речення
subordination	подчинительная связь / підрядний зв'язок
subject clause	придаточное предложение «подлежащее»/ підметова клауза
successive clause	последующее придаточное предложение / ...
syndetical connection	союзная связь / сполучниковий зв'язок
syntactical unit	синтаксическая единица / синтаксична одиниця
T	
terminative verb	предельный глагол /
transitive verbs	переходный глагол/ перехідне дієслово
two-member sentence	двусоставное предложение / двоскладне речення
U	
unextended sentence	нераспространенное предложение / непоширине; нерозповсюджене речення
V	
verbal sentence	глагольное предложение / дієслівне речення
compound complex sentence	сложноподчиненное предложение с подчинением / сурядно-підрядне речення

Для нотаток

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