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**ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО
ИНОСТРАННОГО ЯЗЫКА**

**ПРАКТИЧЕСКАЯ ГРАММАТИКА
АНГЛИЙСКОГО ЯЗЫКА**

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ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА

ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

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ЮНИТА 11

Рассматриваются типы предложений в английском языке, их
структуры и методы построения.

Для студентов факультета лингвистики СГУ

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ГЛОССАРИЙ *

* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

ТЕМАТИЧЕСКИЙ ПЛАН

Lesson 1. Sentence. Sentence Word Order. The Forms of a Sentence. Sentences with Linking Words Like «Be» and «Seem». Inversion. Independent and Dependent Clauses. Simple Sentences. Compound Sentences. Complex Sentences.

Lesson 2. Coordinating Conjunctions. Connecting Complete Sentences. Connecting More Than Two Sentences. Correlative Conjunctions.

Lesson 3. Noun Clauses. Relative Clauses. Defining and Non-defining Clauses. Adverbial Clauses of Manner, Time and Place.

Lesson 4. Purpose and Reason Clauses. Result Clauses. Contrast Clauses. Comparison Clauses. Present Participle Constructions. Perfect / Past Participle Constructions.

Lesson 5. Revision.

ЛИТЕРАТУРА

Базовый учебник

1. Alexander L. Longman English Grammar. Lnd, 1997.

Дополнительная литература:

2. Alexander L. Longman English Grammar Practice. Lnd, 1997.
3. Swan M. Practical English Usage. Any edition.
4. Качалова Н. А., Израилевич Е. Е., Практическая грамматика английского языка. Любое издание.
5. Крылова И. Е., Грамматика английского языка. М., 1993.

1. SENTENCE WORD ORDER

1.1. The Basic Word Order of an English Sentence

The meaning of an English sentence depends on the word order.

1. We put the subject before the verb and the object after the verb:

The cook | burnt | the dinner.

2. Adverbials (*How?*, *Where?*, *When?*) usually come after the verb or after the object:

He read the note quickly. (How?) I waited at the corner (Where?) till 11.30 (When?)

3. The basic word order of a sentence that is not a question or a command is usually:

subject	verb	object	adverbs		
			How?	Where?	When?
<i>I</i>	<i>bought</i>	<i>a hat</i>			<i>yesterday.</i>
<i>The children</i>	<i>have gone</i>			<i>home.</i>	
<i>We</i>	<i>ate</i>	<i>our meal</i>	<i>in silence.</i>		

4. We also put the time reference at the beginning:

Yesterday I bought a hat.

1.2. The Forms of a Sentence

1. A sentence can take any one of four forms:

- **a statement:** *The shops close/don't close at 7 tonight.*

- **a question:** *Do the shops close at 7 tonight?*

- **a command:** *Shut the door./Don't shut the door.*

- **an exclamation:** *What a slow train this is!*

2. When we write a sentence, we must begin with a capital letter and end with a full stop (.), a question mark (?), or an exclamation mark (!).

If there are quotation marks ("...") or («...») around spoken words in a sentence, we put other punctuation marks "inside" them:

"I'm tired," she said. (Not "I'm tired", she said.)

2. SIMPLE SENTENCES

2.1. What is a Complete Sentence?

1. When we speak, we often say things like *All right! Good! Want any help?*

These are "complete units of meaning," but they are not real

sentences.

2. **A simple sentence** is a complete unit of meaning which contains a subject and a verb, followed, if necessary, by other words which make up the meaning. So:

Made in Germany is correct English but is not a sentence because it doesn't have a subject.

My car was made in Germany is a complete sentence with a subject and verb.

We can't say "**Is fired**" because we need a subject. **He is fired.**

3. The subject may be "hidden".

Open the door really means: You open the door.

2.2. Verbs with and without Objects

Many verbs can be followed by **a direct object** and **an indirect object**. Usually the indirect object refers to a person, and comes first.

*He **owes** my sister £ 20.*

*I **bought** her a car.*

Other verbs like this are:

bring	take	offer	read
show	lend	write	refuse
give	tell	pass	send

The indirect object can come after the direct object (with a preposition, usually **to** or **for**) when the direct object is much shorter than the indirect object.

I owe £ 20 to sister of a friend of mine.

When **both** objects are pronouns, the direct object comes first.

Live it to me. Show it to her.

With some verbs there's no choice of order. The indirect object always comes **after** the direct object.

*He said "Hello" to me | **Not** He said me "Hello."*

We always have to use an object after some verbs: e.g., **beat, contain, enjoy, hit, need.**

We call these **transitive verbs**. We have to say:

Arsenal beat Liverpool. But we can't say **Arsenal beat.**

Some verbs never take an object: e.g., **ache, arrive, come, faint, go, sit down, sleep, snow.**

We call these **intransitive verbs**. We have to say:

We arrived at 11. But we can't say **We arrived the station at 11.**

Some verbs can be used **transitively** or **intransitively**: e.g., *begin,*

drop, hurt, open, ring, win.

We can say: *Arsenal won the match.* (**transitive**) or *Arsenal won.* (**intransitive**)

2.3. Sentences with Linking Verbs Like “Be” and “Seem”

1. Verbs like **be** and **seem** are “**linking verbs**.” They cannot have an object. The word we use after **be**, etc., tells us something about the subject. In grammar, we call this a **complement** because it “completes” the sentence by telling us about the subject. In *He is ill. She seems tired*, etc. the words *ill* and *tired* tell us about *he* and *she*.

2. A complement may be:

- **an adjective:** *Frank is **clever**.*
- **a noun:** *Frank is **an architect**.*
- **an adjective + noun** *Frank is **a clever architect**.*
- **a pronoun:** *This book is **mine**.*
- **an adverb of place or time:** *The meeting is **here**. The meeting **is** **at 2.30**.*
- **a prepositional phrase:** *Alice is **like her father**.*

2.4. Inversion to Express Emphasis

1. Inversion can take place after negative adverbials such as **never**, **nowhere**, **not for one minute**, **not since**, **not until**, **never again**, **rarely**.

***Never had he eaten** such a huge meal.*

***Nowhere will you come across** a more hospitable nation.*

***Not until I reached home did I allow myself** to consider the result of my actions.*

***Rarely do you meet** a man of such integrity.*

2. Inversion can take place in certain established sentence patterns.

***Hardly had the two strangers arrived when** the majority of the guests departed.*

***No sooner had we sat down to dinner than** there came an explosion from the kitchen.*

***Little did anyone realise** the seriousness of the situation.*

3. Inversion takes place after expressions with **only** and **no**.

***Only when I myself became a parent did I realise** the value of my parents' advice.*

***Not only did she write** short stories, but she was also a painter of talent.*

Only after years of practice **could I perform** the delicate manoeuvre.
At no time was I ever informed.
In no way can this government deny its guilt.
On no account will I compromise my ideals.

4. Inversion can be used instead of **if** in conditional sentences.

Should you ever come to London, I'll show you around.

(Type 1 - *If you should ever come...*)

Were he to realise the danger he was in, he would not proceed with this plan.

(Type 2 – *If he realised*)

Had you arrived earlier, you would have seen the most remarkable sight.

(Type 3 – *If you had arrived...*)

3. TYPES OF SENTENCES CLASSIFIED BY CLAUSE STRUCTURE

3.1. Independent and Dependent Clauses

In English several methods are used to express two or more ideas in the same sentence.

Co-ordination is one of the methods for combining two or more complete sentences but it also shows the proper relationship between similar or related ideas.

The word «clause» refers to a group of words that has a subject and a verb. There are two kinds of clauses in English: **independent** and **dependent**.

An independent or main clause has a subject and a verb and gives meaning by itself. All complete sentences are independent clauses. A dependent or subordinate clause also has a subject and a verb, but is incomplete because it does not make sense by itself.

Independent Clauses

I saw Mike yesterday.

She seemed very depressed.

She was going home.

Dependent Clauses

when I saw Mike yesterday

why she seemed very depressed

because she was going home

Both the independent and dependent clauses have a subject and a verb, but only the independent clause makes sense by itself.

3.2. Compound Sentences

1. When we join two or more simple sentences, we make a compound sentence:

Tom phoned. He left a message. ® *Tom phoned and left a message.*

2. The name we give to “joining words” is **conjunctions**.

These are the conjunctions we use to make compound sentences:

and, and then, but, for, nor, or, so, yet;

either ... or; neither ... nor ...; not only ... but ... (also/as well/too).

3. We do not usually put a comma in front of **and**, but we often use one in front of other conjunctions:

He washed the car and polished it. (no comma before **and**)

Compare: *He washed the car, but didn't polish it.* (comma before **but**)

4. We keep to the basic word order in a compound sentence;

subject verb object conjunction subject verb

complement

Jimmy fell off his bike but (he) was unhurt.

5. When the subject is the same in all parts of the sentence, we do not usually repeat it:

same subject: *Tom phoned. He left a message.* ® *Tom phoned and (he) left a message.*

different subject: *Tom phoned. Frank answered.* ® *Tom phoned and Frank answered.*

6. We usually repeat the subject after **so**:

He couldn't find his pen, so he wrote in pencil.

7. We always have to repeat the subject after **for**. **For** is more usual in the written language and we cannot use it to begin a sentence:

We rarely stay at hotels, for we can't afford it.

3.3. Complex Sentences

1. We can join two or more simple sentences to make **complex sentences**:

The alarm was raised. The fire was discovered.

The alarm was raised as soon as the fire was discovered.

The alarm was raised when the fire was discovered.

The alarm was raised after the fire was discovered.

2. We can use many different kinds of “joining words” (or **conjunctions**) to make complex sentences: **after, as soon as, when, since, that, if, so that, whether**, etc.

3. In a complex sentence there is one “main” idea and one or more

“subordinate” ideas.

We can take the main idea (or **clause**) out of the sentence so that it stands on its own:

The alarm was raised is a **main clause**: it can stand on its own. ... *as soon as the fire was discovered* cannot stand on its own. It is **subordinate** to the main clause.

4. A **compound-complex sentence** consists of two or more independent clauses and one or more dependent clauses:

Changes in climate could explain the phenomenon; (independent clause) *although scientists cannot be certain*, (dependent clause) *they think global warming may be part of the cause*. (independent clause)

Exercises

Exercise 1.

a) Rewrite the sentences that don't make sense.

b) Mark all the sentences in the exercise S V O to show Subject, Verb, Object.

Model

Has set Jon Balley a new high-jump record. (S) *John Balley* (V) *has set* (O) *a new high-jump record*.

1. The passport examined the passport officer. _____

2. These biscuits don't like the dogs. _____

3. The shop assistant is wrapping the parcel. _____

4. Have seen the visitors the new buildings. _____

5. My father didn't wash the dishes. _____

6. The pipe is going to fix the plumber. _____

7. Will the goalkeeper catch the ball? _____

8. Has the meal enjoyed the guest? _____

9. Can't play John the game. _____

Exercise 2.

a) Arrange these words in the right order. Use a capital letter

to begin each sentence.

b) Mark each rewritten sentence S V O M P T to show:

Subject, Verb, Object, Manner (How?), Place (Where?), Time (When?).

Model

till 11 o'clock this morning | slept | the children (S) *The children* (V) *slept* (T) *till 11 o'clock this morning.*

1. the papers | into the bin | he threw _____
2. I don't speak | well | English _____
3. hides | Mrs. Jones | her money | under the bed _____
4. carefully | this suitcase | you didn't pack _____
5. on this shelf | I left | this morning | some money _____
6. from the bank | a loan | you'll have to get _____
7. the phone | in the middle of the night | woke me up _____
8. in the park | you shouldn't walk | at night _____
9. your food | you should eat | slowly _____
10. my term | begins | in October _____
11. your article | quickly | last night | in bed | read _____

Exercise 3.

a) Arrange these groups of words in the right order. Add: (.), (?) or (!).

b) Describe each sentence as a statement, question, command or exclamation: S, Q, C or E.

Model

the coffee | don't spill – *Don't spill the coffee.* (C)

1. today's papers | have you seen _____
2. to meet you | how nice _____
3. my umbrella | where did you put _____

4. _____
arrived | the train | fifteen minutes late _____
5. _____
on time | the plane | won't arrive _____
6. _____
this electricity bill | I can't pay _____
7. _____
for me | please | open the door _____
8. _____
the nearest hotel | where's | he asked _____
9. _____
the bill | can't pay | I | he cried _____

Exercise 4. Read this story and arrange the words in each sentence in the right order.

Add capital letters and (,), (.), (!) or (?) in the right places.

A Quiet Sort of Place!

1. my car | I parked | in the centre of the village – *I parked my car in the centre of the village.*
2. near a bus stop | an old man | I saw _____
3. “beautiful village | what a” | I exclaimed _____
4. “live here | how many people” _____
5. “seventeen people | there are” | the old man said _____
6. “here | have you lived | how long” _____
7. “all my life | I have lived here” _____
8. “isn't it | it's a quiet sort of place” _____
9. “here | a quiet life | we live _____
10. a cinema | we don't have | or a theatre _____
11. our school | five years ago | was closed _____
12. only one shop | we have _____

13. calls | a bus | once a day _____

14. here | in 55 B.C. | came | the Romans _____

15. since then | has happened | nothing" _____

Exercise 5. Put the following words into the correct order.

Model

him | they | job | the | offered. *They offered him the job.*

1. sent | movie | to | the | he | ten well-known publishers.

2. teaches | English | Mrs. Brown | us | 3 times a week.

3. Her grandfather | £ 10.000 | her | left | in his will.

4. the baby | the doctor | an injection | is going to give.

5. a letter of complaint | I | to write | decided | the editor of the Times | to.

6. a pen | me | lent | she.

7. took | to | it | he | her.

8. the letter | showed | anyone that was interested | she | to.

Exercise 6. Complete the following sentences.

Model

explain | problem | my husband.

I explained the problem to my husband.

1. introduce | new teacher | students _____

2. describe | criminal | police _____

3. explain | situation | manager _____

4. report | theft | police _____

5. suggest | an idea | friends. _____

Exercise 7. Put a tick (✓) beside real sentences.

1. Made in Germany. _
2. This car was made in Germany. it
3. To write a letter. _
4. Standing in the rain. _
5. I want to write a letter. _
6. Is tall. _
7. Do you like? _
8. The train has arrived. _
9. Have finished my work. _
10. You should listen. _
11. Sit down, please. _
12. You can't park here. _
13. Don't interrupt. _
14. I understand. _
15. She doesn't like me. _
16. Under the water. _
17. Ate. _
18. A bottle of ink. _
19. He's a doctor. _
20. What happened. _

Exercise 8. Put an object (a pronoun or a noun) after these verbs only where possible.

Model

The box contains *pencils*.

1. The train has arrived _____
2. The phone rang _____
3. Someone is ringing _____
4. You need _____
5. We sat down _____
6. Don't hit _____
7. Did you beat _____?
8. Who opened _____?
9. The door opened _____
10. This is a game no one can win _____
11. The concert began _____ at 7.30.
12. I began _____
13. It's snowing _____
14. Quick! She's fainted _____
15. Did you enjoy _____?
16. My head aches _____

17. My foot hurts _____

Exercise 9.

a) Complete these sentences using a different complement for each sentence.

b) Say whether you have used a noun, an adjective, an adjective + noun, etc.

Model

My neighbour is very *tall*. (*adjective*)

1. My neighbour is _____
2. This apple tastes _____
3. The children are _____
4. The meeting is _____
5. Whose is this? It's _____
6. John looks _____
7. That music sounds _____
8. Your mother seems _____
9. I want to be _____ when I leave school.

Exercise 10. Read this story and arrange the words in each sentence in the order.

Add capital letters and (,), (.), (!) or (?) in the right places.

So Please Don't Complain!

1. the local school | attends | my son Tim. *My son Tim attends the local school.*
2. to his school | my wife and I | went | yesterday _____
3. we | to his teachers | spoke _____
4. Tim's school report | we collected _____
5. very good | wasn't | Tim's report _____
6. in every subject | were | his marks | low _____
7. anxiously | for us | outside | Tom | was waiting | _____
8. "my report | how was" | eagerly | he asked _____
9. "very good | it wasn't" | I said _____

10. "you | harder | must try _____
 _____"
11. seems | that boy Ogilvy | very clever | is | _____
 _____"
12. good marks | he got | in all subjects" _____
 _____"
13. "clever parents | Ogilvy | has" | Tim said _____
 _____"

Exercise 11. Expand the "What about...?" phrases to make "yes/no" questions.

Model

John can swim. What about Henry? / *Can Henry swim?*

1. I've read the newspaper. What about you? / _____
2. I often go for a walk in the park. What about you? / _____
3. _____
Helen lives near here. What about Becky? / _____
4. _____
My kids have gone back to school. What about your children?
5. _____
I'll be home for lunch. What about Sally and Peter? / _____
6. _____
I could have eaten a bit more. What about you? / _____
7. _____
John will have arrived by noon. What about Sandra? / _____
8. _____
I never learned German at school. What about you? / _____
9. _____
I do most of the cooking at home. What about you? / _____
10. _____
Peter's here. What about Joe? / _____
11. John and Jean ate here. What about Alan and Tina? / _____

Exercise 12. Rearrange the parts of the sentences to make questions.

Model

How many people / to the party / next week / will be coming? /
How many people will be coming to the party next week?

1. Which team / first prize / won / at the weekend? / _____

2. _____
What / when you were late / happened / this morning / for work? / _____
3. Who / the answer / told you / to the exam question? / _____
4. _____
Who / next door / lives/ to you? / _____
5. What / to this question / the right answer / is? / _____
6. _____
Whose car / that red one / over there / is? / _____
7. _____
How many students / to you English class / come? / _____

Exercise 13. Do these questions starting and finishing with the words given.

Model

My wife works in the maths department. What about you? / Which *department do you work in?*

1. I'm going to the dance with Sandy. What about you? / Who _____ with?
2. My letter is from Fred. What about yours? / Who _____ from?
3. My sister goes to Birmingham University. What about your brother? / Which university _____ to?
4. This morning's lecture is about Shakespeare. What about the afternoon lecture? / What _____ about?

Exercise 14. Use these forms of the auxiliary *do* to complete the sentences below.

do don't does doesn't did didn't

1. I *didn't* enjoy the film very much. It was far too long.
2. Where _____ you want to go for dinner this evening?
3. _____ be silly!
4. How long _____ it take you to drive to London last night?
5. How long _____ it usually take?
6. _____ anyone know the answer?

Exercise 15. Use these auxiliaries to complete the sentences that follow.

do don't had has hasn't have have been is will would
have

1. John *has* left home. He *is* living in Italy now.
2. _____ you still work in the shop, or _____ you got another job now?
3. I _____ want to be late, so I _____ have to take a taxi.
4. ~~We _____ waiting for hours, but he still _____ phoned.~~
5. You _____ met her, if you _____ come earlier.

And now do the same with these.

are didn't does don't had have haven't is was were will

6. I _____ going to write to you, but I _____ have time.
7. I wish I _____ seen John and Mary while they _____ staying here.
8. _____ shout! You _____ wake the baby.
9. We _____ still working. We _____ finished yet.
10. _____ anyone know what time the meeting _____ going to start?

Exercise 16. Here are some very common question forms in English. First complete the questions by adding *do*, *does*, *has*, or *have*, then match the questions and answers.

Model

Do you know what time it is?

1. _____ you finished yet?
2. _____ anyone know where Angelo is?
3. _____ anybody seen Maria?
4. _____ you think we'll be late?
5. _____ you ever been abroad?
6. _____ anybody know the date?
7. _____ you like living in England?
8. _____ you ever read any Shakespeare?
9. _____ anyone here got change for a pound?
10. _____ you know what time the next train leaves?
11. _____ anybody know where the key to this cupboard is?

- a. No. I'll be another ten minutes. _
- b. No, I'm afraid my English isn't good enough. _
- c. Sorry, I haven't got a watch. 1
- d. The seventeenth, isn't it? _

- e. Not me. I haven't seen it for ages. _
- f. In about ten minutes, I think. _
- g. Yes, I've got two fifty-pence pieces. _
- h. No. I don't think she's here this morning. _
- i. Not yet. But I'm going to America next year. _
- j. Yes, but I don't like the weather much. _
- k. He was in the library a minute ago. _
- l. Not if we hurry. _

SUMMARY

1. The meaning of an English sentence depends on the word order.
2. The basic word order of a sentence if it is not a question or a command is: **subject - verb - object - adverbials**.
3. A sentence can take any one of four forms:
 - a **statement**
 - a **question**
 - a **command**
 - an **exclamation**.
4. A **simple sentence** is a complete unit of meaning which contains a subject and a verb. A simple sentence consists of one independent clause.
5. **Inversion** can be used with certain expressions with a negative or restrictive meaning which are met at the beginning of a sentence for emphasis.
6. There are two kinds of clauses in English: **dependent** and **independent**.
The **method of co-ordination** connects two or more independent clauses.
7. A **compound sentence** consists of two or more independent clauses.
8. A **complex sentence** consists of one independent clause and one or more dependent clauses.

Exercise 17. Translate the sentences.

1. Я уехал из Йорка днем и отправился в Рэмсгейт (Ramsgate) на автобусе, а потом на поезде.
2. Мы выпрыгнули из автобуса и забежали в ближайший магазин.

3. Единственное, что хотел Джек, провести 10 дней на корабле с Энн.
4. Эти машины сделаны в Японии.
5. Стены в ее комнате были увешаны плакатами известных рок-групп.
6. У него нет денег.
7. Хелен не знала, сколько она там пролежала.
8. Вам нравится ее новая прическа?
9. Есть ли у кого-нибудь вопросы?
10. Не будь дураком.
11. Ну будь хорошим мальчиком и сиди тихо! (Do...)
12. Разве он не устроился на работу?
13. Этот текст был написан по-английски?
14. Разве она еще не видела этот фильм?
15. Они нечасто звонят на неделе.
16. Вы сможете уйти в 4 часа.
17. Вы видели этот фильм в кинотеатре «Одеон» (the “Odeon”).
18. Давайте выпьем кофе перед тем, как начнем.
19. Джек приехал, когда дети купались.
20. Я думаю, что пойдет дождь.
21. О чем он думает?

22. Не делайте этого!
-
23. К 1999 году он уже будет работать 15 лет.
-
24. Вы уверены в том, что вы правы?
-
25. Много веков назад люди привыкли думать, что земля была плоской.
-
26. Её дочь собиралась приготовить (еду).
-
27. Вы что-нибудь слышали о Джилл в последнее время? Как у нее дела?
-
28. Вы сказали им, что эта молодая женщина работает здесь?
-
29. Генри сказал, что он хотел уйти домой.
-
30. Я буду ждать тебя снаружи.
-

LESSON 2

УРОК 2

1. CO-ORDINATING CONJUNCTIONS

1.1. And, Or, Nor, But, Yet, For, So

These conjunctions have the same co-ordination, which means that they connect structures that are **the same**.

1) **AND** shows addition.

*The phone rang, **and** someone knocked on the door.*

And sometimes shows a *cause and result*.

*The phone rang, **and** the baby woke up.*

2) **OR / NOR** express an *alternative or choice*.

*You can stay home and study for the exam, **or** you can go out and enjoy yourself.*

*You don't have to stay home, **nor** do you have to study.*

Sometimes **or** expresses a *condition*.

*I have to study for the exam, **or** I will fail the course. (If I don't study for the exam, I will fail the course.)*

Often the word **else** is used with **or** to express a *condition*.

*I have to study for the exam, **or else** I will fail it.*

Note: Nor usually connects only independent clauses.

After **nor** the question word order is used.

*I don't speak French, **nor do I write it.***

*I haven't done my writing assignment, **nor have I done** the reading one.*

*Mrs. Peerson is not here today, **nor is Mr. Ray.***

3) **BUT / YET** show contrast.

*Dr. Jones was very sick, **but** he taught his class.*

*His voice was very weak, **yet** the students understood him.*

The words **but** and **yet** are often used with **not**.

*His voice was very weak **but not** inaudible.*

*He spoke slowly **yet not** very clearly.*

4) **FOR** introduces a cause or reason.

*Dr. Jones couldn't lecture for the entire hour, **for** he had a sore throat.*

In informal speech **because** is more common than **for**.

*Dr. Jones couldn't lecture for the entire hour **because** he had a sore throat.*

Note: For only connects independent clauses (complete sentences).

5) **SO** introduces a result.

*I've been studying diligently all year, **so** I'm going to take a vacation during the summer quarter.*

Note: So usually connects only independent clauses.

1.2. Single Words

Nouns *Men **and** women are in that class.*

Adjectives *My parents were *poor* **but** *happy*.*

Verbs *Last night I was *sitting* **and** *thinking* about you.*

Objects *This typewriter is for *the secretary* **but not** (for) *the students*.*

Infinitives *I have *to write* **and** (to) *type* this paper tonight.*

Prepositional phrases:

*There is still plenty of food *in the living room* **and** *in the kitchen*.*

*You can lie down *on the bed* **or** *on the sofa*.*

*This was *in the book* **yet not** *on the exam*.*

Verb Phrases:

*I am sitting *here* **and** *writing* a letter.*

*Nobody wants to do *homework* **or** (to) *listen* to records.*

*We were *listening to the teacher* **but** *not understanding the lesson*.*

1.3. Dependent Clauses (Incomplete Sentences)

*Where you go **and** what you do is none of my concern.*

*We can talk while you are here **or** when you return home.*

*He is a person whom I respect **and** whom I will always admire.*

Notice that in the sentences given no punctuation is necessary. In the following sentences, however, a comma is placed before each conjunction because it connects two independent clauses (complete sentences).

1.4. Independent Clauses (Complete Sentences)

*Jim loves Sue, **and** she loves him.*

*He proposed, **so** they got married.*

*They lived in her hometown, **yet** they were not happy.*

*They stayed there, **for** they didn't have enough money to move.*

*Sue didn't have a good job, **nor** did Jim.*

1.5. Connecting Complete Sentences

When the co-ordinating conjunctions are used to connect two or more sentences, the statements on both sides of the conjunction must have a subject and a verb.

a. ***I was going to call** you last night, but my **roommate was** on the phone for three hours.*

b. ***I was too tired** to wait, so **I went** to bed.*

When writing, put a comma in front of the co-ordinating conjunction when it connects two complete sentences. If it connects single words, phrases, or dependent clauses, no comma is necessary.

I love you, but I can't marry you. I love you but can't marry you.

1.6. Connecting More Than Two Sentences

When you combine more than two sentences, it is sometimes necessary to make certain changes in the sentences, so that they will sound smoother.

My parents wanted me to have the experience of studying in a foreign country.

My parents wanted me to have the experience of learning another language.

My parents do not want me to remain in a foreign country too long.

My parents do not want me to change my cultural beliefs.

Connected: *My parents wanted me to have the experience of studying in a foreign country **and** learning another language, **but** they do not*

want me to remain here too long, **nor** do they want me to change my cultural beliefs.

The connected sentence (1) combines similar structures, (2) connects complete sentences, and (3) uses pronouns to avoid repeating the same nouns.

2. CORRELATIVE CONJUNCTIONS

2.1. Either ...Or

Either ... or means «one or the other». It indicates a choice or alternative.

2.2. Connecting Two Complete Sentences

1. You must tell the truth. You must go to jail.
Either you must tell truth, **or** you must go to jail.
2. A person is honest. A person is dishonest.
Either one is honest, **or** one is dishonest.
3. I will see you at home. I will see you in jail.
Either I will see you at home, **or** I will see you in jail.
4. I can call your father. I can call your mother.
Either I can call your father, **or** I can call your mother.
5. You tell the truth. I will report you to the police.
Either you tell the truth, **or** I will report you to the police.

2.3. Connecting Similar Structures

1. You must tell the truth. You must go to jail.
You must **either** tell the truth **or** go to jail. (two verb phrases)
2. A person is honest. A person is dishonest.
A person is **either** honest **or** dishonest. (two adjectives)
3. I will see you at home. I will see you in jail.
I will see you **either** at home **or** in jail. (two prepositional phrases)
4. I can call your father. I can call your mother.
I can call **either** your father **or** your mother. (two noun objects)
5. You tell the truth. I will report you to the police.

Note: The subjects of the two sentences are different in sentence 5, so the two verb phrases cannot be connected.

Incorrect: You either tell the truth or report you to the police.

2.4. Punctuation

When connecting two complete sentences, use a comma after the first sentence.

Either the baby is sick, **or** he is tired.

Do not use a comma when connecting similar structures.

The baby is **either** sick **or** tired.

2.5. Word Order

When connecting two complete sentences, the auxiliary + verb combination is in its usual order for statements: **Either** you must tell the truth ...

When connecting two verbs or verb phrases with auxiliaries, **either** is after the auxiliary verb. Do not repeat the auxiliary after **or**.

You **must** either **tell** the truth **or** **go** to jail.

He **has** either **lost** his watch **or** **misplaced** it.

She **is** either **crying** **or** **laughing** very hard.

When there are two auxiliary verbs, **either** is after the first one.

You **have** **either** **been sleeping** **or** **watching** television.

(1) (2)

When using **either ... or** to connect similar structures, remember to place **either** as close as possible to the structure it is identifying.

correct: I can call either **your father** **or** **your mother**.

incorrect: I can either call your father or your mother.

2.6. Subject - Verb Agreement

Singular subjects joined by **either ... or** take a singular verb after **or**.

Either my roommate **or** I **am going** to go the party.

If both subjects are plural, the verb is plural after «**or**».

Either my parents **or** my sisters **are going** to visit me this summer.

If *one* subject is singular and the other subject is plural, the verb agrees with the subject after **or**. (the subject closest to the verb).

Either my parents **or** my sister **is going** to visit me.

Either my sister **or** my parents **are going** to visit me.

2.7. Neither ... Nor

Neither ... nor means «*not one or the other.*»

2.8. Connecting Two Complete Sentences

1. Money is not important to me. Success is not important to me.
Neither is money important to me, **nor** is success important to me.
2. I don't want fortune. I don't want fame.
Neither do I want fortune, **nor** do I want fame.
3. The director is not here. His secretary is not here.
Neither is the director here, **nor** is his secretary.
4. Your son isn't outside. He isn't inside.
Neither is your son outside, **nor** is he inside.
5. This coffee is not good. It isn't hot.
Neither is this coffee good, **nor** is it hot.
6. Sue has not arrived. She has not called.
Neither has Sue arrived, **nor** has she called.

Note: When connecting two complete sentences (independent clauses), after the words **neither** and **nor** the sentence is in the form of a question. But do not use a question mark.

2.9. Connecting Similar Structures

1. Money is not important to me. Success is not important to me.
Neither money **nor** success is important to me. (two noun subjects)
2. I don't want fortune. I don't want fame.
I want **neither** fortune **nor** fame. (two noun objects)
3. This coffee is not good. It isn't hot.
This coffee is **neither** good **nor** hot. (two adjectives)
4. Your son isn't outside. He isn't inside.
Your son is **neither** outside **nor** inside. (two adverbs)
5. Sue has not arrived. She has not called.
Sue has **neither** arrived **nor** called. (two verbs)

2.10. Punctuation

When connecting two complete sentences, use a comma after the first sentence.

Neither has Sue arrived, **nor** has she called.

Do not use a comma when connecting similar structures.

Sue has **neither** arrived **nor** called.

2.11. Word Order

Remember the question word order after **neither** and **nor** when connecting complete sentences.

*Neither do I love you, nor **do I want** to marry you.*

When connecting two verbs or verb phrases with auxiliaries, **neither** is after the auxiliary verb.

*I **have neither finished** my composition nor **completed** the reading assignment.*

*Sue **is neither coming** nor **planning** to call.*

When there are two auxiliary verbs, **neither** is after the first one.

I have neither been watching television nor sleeping.

(1) (2)

When using **neither ... nor** to connect similar structures, remember to place **neither** as close as possible to the structure it is identifying.

correct: *I am neither happy nor sad today.*

incorrect: *I neither am happy nor sad today.*

2.12. Subject - Verb Agreement

The rules are the same as for **either ... or**.

***Neither** Maria **nor** Jabria **is coming** to the party.*

***Neither** the teachers **nor** the students **want** an extra week of classes.*

***Neither** the director **nor** the teachers **want** an extra week of classes.*

***Neither** the teachers **nor** the director **wants** an extra week of classes.*

2.13. Only ... But Also

There are several ways to use this correlative. We will study the two most commonly used patterns.

Pattern 1: In the first pattern, **but also** is kept together.

We need a new stove. We need a new refrigerator.

***Not only** do we need a new stove, **but also** we need a new refrigerator.*

Pattern 2: In the second pattern, the subject or the subject + verb separates **but also**.

***Not only** do we need a new stove, **but** we **also** need a new refrigerator.*

***Not only** is our stove old, **but** it is **also** ugly.*

Note: The word order after **not only** is in the form of a question.

2.14. Connecting Complete Sentences

1. Bob has a car. He has a motorcycle.
Not only does Bob have a car, **but also** he has a motorcycle.
Not only does Bob have a car, **but** he **also** has a motorcycle.
2. He is a fast driver. He is a good driver.
Not only is he a fast driver, **but also** he is a good one.
Not only is he a fast driver, **but** he is **also** a good one.
3. He knows how to ride a motorcycle. He knows how to repair a motorcycle.
Not only does he know how to ride a motorcycle, **but also** he knows how to repair one.
Not only does he know how to ride a motorcycle, **but** he **also** knows how to repair one.

2.15. Connecting Similar Structures

1. Bob has a car. He has a motorcycle.
Bob has **not only** a car **but also** a motorcycle. (two noun objects)
2. He is a fast driver. He is a good driver.
He is **not only** a fast driver **but also** a good one. (two adjectives + nouns)
3. He repairs motorcycles. He teaches motorcycle repair.
He **not only** repairs motorcycles **but also** teaches motorcycle repair. (two verbs).

Note: **Not only** and **but ... also** must be as close as possible to the structures they identify.

2.16. Both ... And

This correlative is usually used to connect only words and phrases that are similar in structure. It is rarely used to connect complete sentences.

2.17. Connecting Similar Structures

1. Our grammar teacher is sick today. Our reading teacher is sick today.
Both our grammar teacher **and** our reading teacher are sick today. (two noun subjects)
2. I have been having trouble with grammar. I have been having trouble with reading.

I have been having trouble with **both** grammar **and** reading.
(two noun objects)

3. Bob jogs every morning. He does push-ups every morning.
Bob **both** jogs **and** does push-ups every morning. (two verbs)
4. There is more food on the table. There is more food in the refrigerator.
There is more food **both** on the table **and** in the refrigerator.
(two prepositional phrases)

2.18. Subject - Verb Agreement

Subjects joined by **both ... and** always take a plural verb.

My mother is coming. My father is coming.

Both my mother **and** my father **are coming**.

My sister is coming. My brothers are coming.

Both my sister **and** my brothers **are coming**.

My brothers are arriving tonight. My sister is arriving tonight.

Both my brothers **and** my sister **are arriving** tonight.

Exercises

Exercise 1. Write a sentence that will complete the following statements. Be careful of the meaning indicated by each conjunction.

Model

The life of a foreign student is sometimes difficult.

yet *You may get good results, yet the life of a foreign student is sometimes difficult.*

for _____

The students in this English Centre must pass three out of five courses.

and _____

or _____

I have always enjoyed studying languages,

so _____

but _____

Exercise 2. Complete the following sentences. There is more than one way to complete each sentence, but remember to express the correct relationship indicated by the conjunction.

Group 1

Model: This quarter began approximately three weeks ago, and *now we work very hard*.

1. The students in section two are all men, but _____
2. I didn't attend class yesterday, for _____
3. Some students have been complaining about the amount of homework, yet _____

Group 2

1. In 1978, Sadat, Begin, and Carter met at Camp David, for _____
2. During their initial meetings, they spent many days together, yet _____
3. During the first few meetings, they reached only a few minor agreements, so _____
4. These three men worked diligently to solve many of their differences, and ... _____

Group 3

1. Money cannot buy love, nor _____
2. Some people love money more than anything else, so _____
3. I've been working hard all my life, yet _____
4. I've never had much money, and _____

Group 4

1. I don't have a government scholarship for studying, and _____
2. I was a terrible student in my country, so _____

3. My friend's embassy pays for his tuition, books, and food, but ____

4. After I finish my studies, I will get a job, or _____

Exercise 3. Combine the following groups of sentences into one sentence. Make changes when necessary. Be careful of punctuation.

Model

I haven't had an opportunity to see much of this city.
I haven't had an opportunity to spend much time with my friends.
The teachers have been giving us a lot of homework.
The teachers have been giving us a lot of tests.

I haven't had an opportunity to see much of this city and to spend much time with my friends, for the teachers have been giving us a lot of tests.

1. This quarter, I really like my classmates.
This quarter, I really like the teachers.
The teachers are very strict.
The teachers expect us to study hard.

2. My reading instructor is very good.
My reading instructor is extremely patient.
Learning new vocabulary words is very difficult for me.
I spend more time studying for my reading class than for any other.

3. We have just finished a review of the tenses.
I'm still having a little trouble with the tenses.
I will continue to study the tenses on my own.

4. We're going to have a test on the conjunctions next week.
I won't be able to go anywhere this weekend.
I want to do well on the test.
I want to make sure that my final grammar grade is high.

5. Juan, my roommate, is very fortunate.
 Juan doesn't have to worry about tuition.
 Juan doesn't have to worry about clothes.
 I don't have a scholarship.
-
-
6. One of my classmates was very upset last week.
 His embassy told him it would not continue to pay for his wife's studies.
 This classmate will try to convince the embassy to change its mind.
 His wife is intelligent.
 His wife is interested in learning.
-
-
7. Ali will complete his English studies this quarter.
 Ali is not going to begin university work immediately.
 Ali is not planning to visit his country.
 Ali wants to travel around for a while.
-
-

Exercise 4. Connect the following sentences.

Model

I will study during the summer quarter. I will take a vacation.

- a. **Either** I will study during the summer quarter, **or** I will take a vacation.
 b. I will **either** study **or** take a vacation during the summer quarter.

1. Jim and Bob jog every morning. They do push-ups.
 a. _____
 b. _____
2. Jim runs around the park. He runs around the block.
 a. _____
 b. _____
3. They will make the U.S. Olympic team. They will be very disappointed.
 a. _____
 b. _____
4. Bob won a gold medal. He won a silver medal four years ago.
 I'm not sure.
 a. _____

- b. _____
5. Jim is running. He is doing push-ups at the moment.
a. _____
b. _____
6. He will represent the United States this year. He will have to wait four more years.
a. _____
b. _____
7. Peggy Fleming was an Olympic ice skater. She was an Olympic skier.
a. _____
b. _____
8. My brother is going to the next Olympic games. My sisters are going.
a. _____
b. _____

Exercise 5. Connect the following sentences.

Model

Bob isn't studying this quarter. He isn't working this quarter.

- a. **Neither** is Bob studying this quarter, **nor** is he working.
b. Bob is **neither** studying (this quarter) **nor** working.
Bob is **neither** studying **nor** working (this quarter).

a)

1. Our test wasn't long. It wasn't difficult.
a. _____
b. _____
2. I haven't been getting very high grades. I haven't been getting very low grades.
a. _____
b. _____
3. I didn't review very much. I didn't study very hard.
a. _____
b. _____
4. Ali has not passed a test yet. Jose hasn't passed a test yet.
a. _____
b. _____
5. The next test will not cover Chapter 1. It will not cover Chapter 2.
a. _____
b. _____

b)

1. The bank would not cash my check. The supermarket would not cash it.

2. I haven't got a student I.D. yet. I don't have a U.S. driver's license.
3. I don't have any food to eat. I don't have any money to buy food.
4. Nevertheless, I'm not sad about this. I'm not worried about it.
5. I will not ask my parents for money. I will not borrow any money from my friends.

Exercise 6. Connect the following sentences in the three ways given in the model.

Model

That book is boring. It is difficult.

1. *Not only is that book boring, but also it is difficult.*
2. *Not only is that book boring, but it is also difficult.*
3. *That book is not only boring but also difficult.*

1. I enjoy living in another country. I enjoy learning a second language.
2. The French language is beautiful to me. It is easy for me to learn.
3. The customs are different. They are interesting.
4. The French people are friendly. They are hospital.
5. I love French music. I love French art.
6. I have travelled all over France. I have been in other parts of

Europe.

7. I have met many French people. I have met many Italians.

8. I like French food. I like Italian food.

9. My parents are coming to Paris next month. They are bringing my younger sister.

10. My sister wants to see me. She wants to stay with me.

Exercise 7. Use «both ... and» to connect the following sentences. Connect only similar structures.

Model

Most students enjoy living in another country.

Most students enjoy studying in another country.

Most students enjoy both living and studying in another country.

1. My best friend is an excellent student.

His wife is an excellent student.

2. They study at home.

They study in the library.

3. They encourage each other.

They criticise each other.

4. His parents are coming to visit them.

His grandfather is coming to visit them.

5. They have always wanted to see California.

They have always wanted to see Nevada.

6. California has Hollywood.

California has Disneyland.

7. My friend's father has made a lot of money in the restaurant

business.

His father has made a fortune in the import-export business.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Exercise 8. Connecting similar structures (no punctuation). First read each sentence and underline the structures you will connect. Then, rewrite each sentence with the correlative in parentheses.

Model

My husband's family doesn't live near us. My family doesn't live near us. (neither ... nor)

Neither my husband's family nor my family lives near us.

1. (either ... or) Bob and Nancy will have their wedding in June. They will have it in July.

2. (neither ... nor) Bob's brother can't come. His sisters can't come.

3. (both ... and) His brother is living in another country this year. His sisters are living in another country this year.

4. (not only ... but also) They have invited the members of their family. They have invited their friends.

5. (either ... or) After the ceremony, the guests can dance. They can walk round the garden.

6. (neither ... nor) They do not plan to serve beer. They do not plan to serve whisky.

7. (both ... and) Bob's parents are against having liquor at the wedding. Nancy's parents are against having liquor at the wedding.

8. (not only ... but also) For their honeymoon, they're planning to visit Spain. They're planning to visit Italy.

9. (either .. or) In Italy, they will drive around the country. They will tour it on bicycles.

10. (both ... and) Bob says that Nancy is beautiful. He says she is intelligent.

Exercise 9. Connecting similar structures. Use the appropriate correlative to connect the following sentences so that similar structures are connected. Remember to place the correlatives as close as possible to the words they identify. For some sentences, more than one correlative may be appropriate.

Model

I will have coffee. I will have tea.

I will have either coffee or tea.

1. Coffee is not good for some people. Tea is not good for some people.

2. Coffee contains caffeine. Tea contains caffeine.

3. Coffee keeps some people awake. It makes them nervous.

4. My father doesn't drink coffee. My mother doesn't drink it.

5. For some people, coffee keeps them awake. For these people it helps them relax.

6. I have always preferred hot chocolate. I have always preferred cold milk.

7. When I was at home. I never drank coffee. I never drank tea.

8. My friend must have several cups of coffee in the morning. His wife must have several cups of coffee in the morning.

-
9. They prefer black coffee, so they don't take cream. They never have sugar.

 10. They drink coffee in the morning. They drink coffee throughout the day.

 11. They are nervous. They are irritable.

 12. Coffee has been a popular beverage for thousands of years. Tea has been a popular beverage for thousands of years.

 13. Most restaurants offer coffee. Most restaurants offer Sanka for people who can't have any caffeine.

 14. Coffee has risen in cost over the past few years. Tea has risen in cost over the past few years.

Exercise 10. Join these simple sentences to make compound sentences. Use the words in brackets.

Model

I took the shoes back to the shop. I complained about them. (and)
I took the shoes back to the shop and complained about them.

1. Your mother phoned this morning. She didn't leave a message. (but)
2. I can leave now. I can stay for another hour. (I can either ... or)
3. Jim built his own house. He designed it himself. (Jim not only ... but ... as well)
4. I don't know what happened to him. I don't care. (I neither ... nor)
5. My new assistant can type very well. He hasn't much experience with computers. (but)

Exercise 11. Join these simple sentences to make compound sentences. Use the words in brackets.

Model

The taxi stopped at the station. Two men got out of it. (and)
The taxi stopped at the station and two men got out of it.

1. You can give me some advice. Your colleague can. (Either you ... or)
.....
2. We got ready to get the train. It didn't stop. (but)
.....
3. No one was in when we called. We left a message. (so)
.....
4. We didn't want to get home late after the film. We went straight back. (so)
.....
5. The old lady was nervous. She wasn't used to strangers calling late at night. (for)
.....
6. I've always wanted to live in the country. My parents prefer to live in town. (but)
.....
7. The letter has been lost. The postman has delivered it to the wrong address. (or)
.....
8. For a moment the top of the mountain was visible. A cloud covered it. (and then)
.....
9. Jane was a successful career woman. Her mother wanted her to be a housewife. (yet)
.....

SUMMARY

1. We can use **co-ordinating** conjunctions to show, for example:
 - **addition** (*and*): *He washed the car **and** polished it.*
 - **continuation** (*and then*): *He washed the car **and then** polished it.*
 - **contrast** (*but, yet*): *She sold her house, **but/yet** (she) can't help regretting it.*
 - **choice** (*or*): *You can park your car on the drive **or** on the road.*
 - **result** (*so*): *He couldn't find his pen, **so** he wrote in pencil.*
 - **reason** (*for*): *We rarely stay in hotels, **for** we can't*

2. Correlatives are conjunctions with two parts. The most common correlatives are the following.

either ... or neither ... nor not only ... but also both ... and

Correlatives may connect:

a) Complete sentences (independent clauses)

a. **Either** *I will come*, **or** *I will call you*.

b. **Neither** *am I rich*, **nor** *am I poor*.

c. **Not only** *is Bob here*, **but** *his roommates are also here*.

b) Similar structures: words and phrases of the same kind

a. *I will* **either** *come* **or** *call you*. (two verbs)

b. *I am* **neither** *rich* **nor** *poor*. (two adjectives)

c. **Not only** *Bob* **but also** *his roommates are here*. (two nouns)

Exercise 12. Translate the sentences into English.

1. Этот компьютер предназначен для менеджера, а не секретарши.

2. Алекс сделал предложение, поэтому они поженились.

3. Вы можете сесть на софу или в кресло.

4. Брауны жили в очень хорошем доме, имели хорошо оплачиваемую работу, хотя (но) они не были счастливы.

5. Мне не понравилось путешествие также, как и моей семье.
(neither nor)

6. Ему пришлось уехать из дома, иначе его жизнь стала бы настоящей пыткой.

7. Она очень много работала в течение года, поэтому собиралась взять отпуск летом.

8. Мистер Кларк говорил по-русски чисто, хотя и не быстро.

9. К сожалению, я не говорю и не пишу по-арабски.

10. Дэвид не сдал экзамен, потому что не готовился к нему.

-
11. И Ким, и Джейн опоздали на вечеринку.
-
12. Ни Лиз, ни мои друзья не могли объяснить это сложное грамматическое правило.
-
13. Мэри сказала Нику, что она будет поддерживать с ним отношения, но она не позвонила и не написала ему.
-
14. Я не могу точно сказать откуда мистер Дэвис. Он или шотландец, или ирландец.
-
15. Или вы извинитесь, или я никогда не буду с вами разговаривать.
-
16. У Клэр нет ни времени, ни денег, чтобы поехать отдохнуть.
-
17. Фильм был и длинным, и скучным. Мы думаем, что зря потратили время.
-
18. Ни Кэрол, ни Сьюзен не опубликовали научно-фантастический роман. (Si-Fi book)
-
19. Мой муж не курит и не пьет.
-
20. Имя этого мужчины или Пол, или Ричард.
-
21. Мы можем начать работу или сегодня, или завтра.
-
22. Вы или работали в саду, или читали газету во внутреннем дворике (patio), поэтому я не увидел вас.
-
23. Или мои друзья, или моя двоюродная сестра поедут со мной в круиз.
-
24. Или моя двоюродная сестра, или мои друзья поедут со мной в круиз.
-
25. Я могу позвонить или твоей тете, или бабушке в воскресенье.
-
26. Или мой одноклассник, или я сам будем принимать участие в конкурсе.
-
27. Ни тот, ни другой сок не является хорошим.
-

28. Джек не приехал в 10 часов утра и не позвонил.

29. Ни Питер, ни Эндрю не придут сегодня.

30. Боб не только знает, как водить машину, но и как ремонтировать ее.

LESSON 3

УРОК 3

1. NOUN CLAUSES

1.1. Noun Clauses Derived from Statements

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

*He told me about **his success**.* (*told me about what?*): ‘his success’ is a “*noun phrase*.”

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

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

- some adjectives: (*glad, pleased, sorry, afraid, anxious, aware, certain*)

*It's obvious **that he's going to be late**.*

- some nouns: (*shame, a good thing*)

*It's a pity **that he's going to be late**.*

- some verbs: (*advise, appear, discover, ask, decide, learn, see, tell, think*)

*I know **that he's going to be late**.*

3. We often use noun clauses after “reporting verbs” like *say, tell (me), think, know*. We can often omit **that**.

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

1.2. Noun Clauses Derived from Questions

Yes / No Questions

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

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

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

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

Wh- Questions

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

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

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

2. RELATIVE CLAUSES

2.1. Defining Relative Clauses

- You use defining relative clauses to say exactly which person or thing you are talking about.

- Defining relative clauses are usually introduced by a relative pronoun such as “**that**,” “**which**,” “**who**,” “**whom**,” or “**whose**.”

- A defining relative clause comes immediately after a noun, and needs a main clause to make a complete sentence.

1. You use defining relative clauses to give information that helps to identify the person or thing you are talking about.

*The man **who** you met yesterday was my brother.*

*The car **which** crashed into me belonged to Paul.*

When you are talking about people, you use “**that**” or “**who**” in the relative clause.

*He was the **man that** bought my house.*

*You are the only **person here who** knows me.*

When you are talking about things, you use “**that**” or “**which**” in the relative clause.

*There was **ice cream that** Mum had made herself.*

*I will tell you the first **thing which** I can remember.*

2. “**That**,” “**who**,” or “**which**” can be:

a) the subject of the verb in the relative clause

The thing that really surprised me was his attitude.

The woman who lives next door is very friendly.

The car which caused the accident drove off.

b) the object of the verb in the relative clause

The thing that I really liked about it was its size.

The woman who you met yesterday lives next door.

The car which I wanted to buy was not for sale.

c) In formal English, “**whom**” is used instead of “**who**” as the object of the verb in the relative clause.

She was a woman whom I greatly respected.

3. You can leave out “**that**,” “**who**,” or “**which**” when they are the object of the verb in the relative clause.

The woman you met yesterday lives next door.

The car I wanted to buy was not for sale.

The thing I really liked about it was its size.

Note: You cannot leave out “**that**,” “**who**” or “**which**” when they are the subject of the verb in the relative clause. For example, you say “*The woman who lives next door is very friendly.*” You do not say “*The woman lives next door is very friendly.*”

4. A relative pronoun in a relative clause can be the object of a preposition. Usually the preposition goes at the end of the clause.

I wanted to do the job which I'd been training for.

The house that we lived in was huge.

You can often omit a relative pronoun that is the object of a preposition.

Angela was the only person I could talk to.

She's the girl I sang the song for.

The preposition always goes in front of “**whom**” and in front of “**which**” in formal English.

*These are the people **to whom** Catherine was referring.*

*He was asking questions **to which** there were no answers.*

5. You use “**whose**” in relative clauses to indicate who something belongs to or relates to. You normally use “**whose**” for people, not for things.

*A **child whose** mother had left him was crying loudly.*

*We have only told the **people whose** work is relevant to this project.*

6. You can use “**when**,” “**where**,” and “**why**” in defining relative clauses after certain nouns. You use “**when**” after “**time**” or time words

such as “**day**” or “**year**.” You use “**where**” after “**place**” or place words such as “**room**” or “**street**.” You use “**why**” after “**reason**.”

*There had been a **time when** she hated all men.*

*This is the **year when** profits should increase.*

*He showed me the **place where** they work.*

*That was the **room where** I did my homework.*

*There are **reasons why** we can't do that.*

2.2. Non - Defining Relative Clauses

- You use non-defining relative clauses to give extra information about the person or thing you are talking about.

- Non-defining relative clauses must be introduced by a relative pronoun such as “**which**,” “**who**,” “**whom**,” or “**whose**.”

- A non-defining relative clause comes immediately after a noun and needs a main clause to make a complete sentence.

1. You use non-defining relative clauses to give extra information about the person or thing you are talking about. The information is not needed to identify that person or thing.

*Professor Marvin, **who was always early**, was there already.*

“*Who was always early*” gives extra information about Professor Marvin. This is a non-defining relative clause, because it is not needed to identify the person you are talking about. We already know that you are talking about Professor Marvin.

Note that in written English, a non-defining relative clause is usually separated from the main clause by a comma, or by two commas.

*I went to the cinema with Mary, **who I think you met**. **British Rail, which has launched an enquiry**, said one coach was badly damaged.*

2. You always start a non-defining relative clause with a relative pronoun. When you are talking about people, you use “**who**.” “**Who**” can be the subject or object of a non-defining relative clause.

***Heatch Robinson, who died in 1944**, was a graphic artist and cartoonist.*

*I was in the same group as **Janice, who I like a lot**.*

In formal English, “**whom**” is sometimes used instead of “**who**” as the object of a non-defining relative clause.

*She was engaged to a **sailor, whom she had met at Dartmouth**.*

3. When you are talking about things, you use “**which**” as the subject or object of a non-defining relative clause.

*I am teaching at the **Selly Oak centre, which** is just over the road.
He was a man of considerable inherited **wealth, which** he ultimately spent on his experiments.*

Note: You do not normally use “**that**” in non-defining relative clauses.

4. You can also use a non-defining relative clause beginning with “**which**” to say something about the whole situation described in a main clause.

*I never met Brando again, **which** was a pity.*

*She was a little tense, **which** was understandable.*

*Small computers need only small amounts of power, **which** means that they will run on small batteries.*

5. When you are talking about a group of people or things and then want to say something about only some of them, you can use one of the following expressions:

many of which	none of which	one of which	some of which
many of whom	none of whom	one of whom	some of whom

*They were all friends, **many of whom** had known each other for years.*

*He talked about several very interesting people, **some of whom** he was still in contact with.*

6. You can use “**when**” and “**where**” in non-defining relative clauses after expressions of time or place.

*This happened in 1957, **when** I was still a baby.*

*She has just come back from a holiday in Crete, **where** Alex and I went last year.*

2.3. Sentences with Two Meanings

The use of omission of commas round relative clauses can sometimes affect the meaning: *My wife, who is in Paris, will be returning tomorrow.* Without commas, this could suggest that I have another wife who is (or other wives who are) somewhere else!

3. ADVERBIAL CLAUSES OF MANNER, TIME AND PLACE

3.1. Manner Clauses

- You use **manner clauses** to talk about **how** something is done.
- Manner clauses are introduced by conjunctions such as “**as**,” “**as if**,”

“**as though**,” or “**like**.”

- A manner clause needs a main clause to make a complete sentence. The manner clause always comes after the main clause.

1. When you want to say how someone does something, or how something is done, you use “**as**.”

*He behaves **as** he does, because his father was really cruel to him.*

*The bricks are still made **as** they were in Roman times.*

You often use “**just**,” “**exactly**,” or “**precisely**” in front of “**as**” for emphasis.

*It swims on the sea floor **just as** its ancestors did.*

*I like the freedom to plan my day **exactly as** I want.*

2. When you want to indicate that the information in the manner clause might not be true, or is definitely not true, you use “**as if**” or “**as though**.”

*She reacted **as if she** didn’t know about the race.*

*She acts **as though** she owns the place.*

After “**as if**” or “**as though**,” you often use a past tense even when you are talking about the present, to emphasise that the information in the manner clause is not true. In formal English, you use “**were**” instead of “**was**.”

*Presidents can’t dispose of companies **as if people** didn’t exist.*

*She treats him **as though he was** her own son.*

*He looked at me **as though I were** mad.*

3. You can also use “**as if**” or “**as though**” to say how someone or something feels, looks, or sounds.

*She felt **as if** she had a fever.*

*He looked **as if** he hadn’t slept very much.*

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

You can also use “**it looks**” and “**it sounds**” with “**as if**” and “**as though**.”

*It looks to me **as if** he wrote down some notes.*

*It sounds to me **as though** he’s just being awkward.*

4. When the subjects of the manner clause and the main clause are the same, you can often use a participle in the manner clause and omit the subject and the verb “**be**.”

*He ran off to the house **as if** escaping.
He shook his head **as though dazzled** by his own vision.*

You can also use “**as if**” or “**as though**” with a “**to**”-infinitive clause.
As if to remind him, the church clock struck eleven.

5. In informal speech, people often use “**like**” instead of “**as if**” or “**as**” to say how a person feels, looks, or sounds. Some speakers of English think that this use of “**like**” is incorrect.

*He felt **like** he’d won the pools.
You look **like** you’ve seen a ghost.
You talk just **like** my father does.*

You can also use “**like**” in prepositional phrases to say how someone does something.

*He was **sleeping like a baby**.
I behaved **like an idiot**, and I’m sorry.*

6. You also use “**the way (that)**,” “**in a way (that)**,” or “**in the way (that)**” to talk about how someone does something, or how something is done.

*I was never allowed to sing **the way** I wanted to.
They did it **in a way that** I had never seen before.
We make it move **in the way that** we want it to.*

7. You can use “**how**” in questions and reported questions to talk about the method used to do something, and sometimes to indicate your surprise that it was possible to do it.

*“**How** did he get in?” - “He broke a window.”
I wondered **how** he could afford a new car.*

Sometimes, you can use “**how**” to talk about the manner in which someone does something.

*I watched **how** he did it, then tried to copy him.
Tell me **how**he reacted when he saw you.*

3.2. Time Clauses

- You use **time clauses** to say **when** something happens.
- Time clauses can refer to the past, present, or future.
- Time clauses are introduced by words such as “**after**,” “**when**,” or “**while**.”

- A time clause needs a main clause to make a complete sentence. The time clause can come before or after the main clause.

1. You use time clauses to say when something happens. The verb in the time clause can be in a present or a past tense.

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

*I haven't given him a thing to eat **since** he arrived.*

Notice: You never use a future tense in a time clause. You use one of the present tenses instead.

*Let me stay here **till** Jeannie **comes** to bed.*

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

2. When you want to say that two events happen at the same time, you use a time clause with "**as**," "**when**," or "**while**".

*We arrived **as they were leaving**.*

Sometimes the two events happen together for a period of time.

*She wept **bitterly as she told her story**.*

Sometimes one event interrupts another event.

*He was having his dinner **when** the telephone rang.*

*John will arrive **while** we are watching the film.*

Note that you often use a continuous tense for the interrupted action.

3. When you want to say that one event happens before or after another event, you use a time clause with "**after**," "**as soon as**," "**before**" or "**when**."

***As soon as** we get tickets, we'll send them to you.*

*Can I see you **before** you go, Helen?*

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

Note that you use the past perfect to indicate an event that happened before another event in the past.

4. When you want to mention a situation which started in the past and continued until a later time you use a time clause with "**since**" or "**ever since**."

You use a past simple or a past perfect in the time clause, and a past perfect in the main clause.

*He hadn't cried **since** he was a boy of ten.*

*Janine had been busy **ever since** she had heard the news.*

*I'd wanted to come **ever since** I was a child.*

If the situation started in the past and still continues now, you use a past simple in the time clause, and a present perfect in the main clause.

*I've been in politics **since I was** at university.*

***Ever since** you arrived **you've been causing** trouble.*

Note that after impersonal “**it**” and a time expression, if the main clause is in the present tense, you use “**since**” with a past simple.

*It **is** two weeks now **since I wrote** to you.*

If the main clause is in the past tense, you use “**since**” with a past perfect.

*If **was** nearly seven years **since I'd seen** Toby.*

5. When you want to talk about when a situation ends, you use a time clause with “**till**” or “**until**” and a present or past tense.

*We'll support them **till they find** work.*

*I stayed there talking to them **until I saw** Sam.*

*She waited **until he had gone**.*

6. When you want to say that something happens before or at a particular time, you use a time clause with “**by the time**” or “**by which time**.”

***By the time** I went to bed, I was exhausted.*

*He came back later, **by which time** they had gone.*

7. In written or formal English, if the subjects of the main clause and the time clause are the same, you sometimes omit the subject in the time clause and use a participle as the verb.

*I read the book **before going** to see the film.*

*The car was stolen **while parked** in a London street.*

3.3. Clauses with «After»

After is often followed by perfect tenses.

***After/when** he had rung off I remembered that*

***After/when** you've finished with the towel, hang it up.*

3.4. Hardly/Scarcely ... When

*The performance had **hardly** begun **when** the lights went out **or** **Hardly** had the performance begun **when** the lights went out.*

Scarcely could replace **hardly**, but it is less usual.

3.5. Place Clauses

When we talk about the location or position of something, we need to use a clause. The kind of clause we use is called a place clause, which usually begins with “**where**.”

*He said he was happy **where** he was.*

*He left it **where** it lay.*

In formal or literary English “**where**”-clauses are sometimes put in front of a main clause.

***Where** Kate had stood last night, Nick now stood.*

***Where** the pick cliffs rose out of the ground there were often narrow tracks winding upwards.*

When we want to say that something happens or will happen in every place where something else happens, we use “**wherever**.”

*In Bali, **wherever** you go, you come across ceremonies.*

***Wherever** I looked, I found patterns.*

“**Everywhere**” can be used instead of “**wherever**”.

***Everywhere** I went, people were angry or suspicious.*

“**Where**” and “**wherever**” are sometimes used in front of adjectives such as “**possible**” and “**necessary**.” When they are used like this, they mean “**when**” or “**whenever**,” rather than “**where**.”

*It paid to speak the truth **wherever** possible.*

*Help must be given **where** necessary.*

Exercises

Exercise 1. Complete these sentences with noun clauses.

Model

He feels angry. It's not surprising (*that*) *he feels angry.*

1. She has resigned from her job. It's a shame _____
2. You don't trust me. It's annoying _____
3. You are feeling better. I'm glad _____
4. She's upset. I'm sorry _____
5. He didn't get the contract. He told me _____
6. It's a fair price. He believes _____

7. She's been a fool. She agrees _____

Exercise 2. Complete these sentences with noun clauses.

Model

Has he passed his exam? I want to know *if / whether he has passed his exam.*

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

Exercise 3. Underline nine noun clauses in this text.

You Don't Know Your Own Strength!

I suppose **you know** you can turn into superwoman or superman in an emergency. Mrs Pam Weldon reported that her baby nearly slipped under the wheels of a car. Mrs Weldon weighs only 50 kilos, but she said she lifted the car to save her baby. Dr Murray Watson, a zoologist, wrote that he jumped nearly three metres into the air to grab the lowest branch of a tree when hyenas chased him in Kenya. Perhaps you wonder if you can perform such feats. The chances are that you can. Doctors say that we can find great reserves of strength when we are afraid. It's well-known that adrenalin can turn us into superwomen or supermen!

Exercise 4. Join these sentences using *who* or *which*. (All of them will also join with *that*.)

Model

He's the accountant. He does my accounts.
He's the accountant who does my accounts.

1. She's the nurse. She looked after me. _____

2. They're the postcards. They arrived yesterday. _____

3. They're the secretaries. They work in our office. _____

4. That's the magazine. It arrived this morning. _____

5. They're the workmen. They repaired our roof. _____

Exercise 5. Join these sentences with *who(m)*, *which* or *nothing*. (All of them will join with *that*.)

Model

He's the accountant. You recommended him to me.
He's the accountant (whom) you recommended ...

1. She's the nurse. I saw her at the hospital. _____

2. They're the postcards. I sent them from Spain. _____

3. They're the secretaries. Mr Pym employed them. _____

4. That's the magazine. I got it for you yesterday. _____

5. They're the workmen. I paid them for the job. _____

6. That's the dog! I saw it at the dog show last week. _____

7. They're the birds. I fed them this morning. _____

Exercise 6. Join each pair of sentences in three different ways.

Model

He's the man. I sent the money to him.
 a. *He's the man to whom I sent the money.*
 b. *He's the man who(m) I sent the money to.*
 c. *He's the man I sent the money to.*

1. She's the nurse. I gave the flowers to her.
 a.
 b.

- c.
2. That's the chair. I sat on it.
- a.
- b.
- c.
3. He's the boy. I bought this toy for him.
- a.
- b.
- c.
4. That's the building. I passed by it.
- a.
- b.
- c.
5. They're the shops. I got these from them.
- a.
- b.
- c.

Exercise 7. Put in the right relative pronouns only where necessary.

A Chance in a Million

Cissie, the woman *who* works in our office, wanted to phone Mr Robinson, but she dialled the wrong number. The number she dialled turned out to be the number of a public call box in the street. A man, was passing at the time, heard the phone ringing and answered it. "Is that Mr Robinson?" Cissie asked. "Speaking," the man answered. It turned out that the man she was speaking to was actually called Robinson and had just happened to be passing the call box when she rang!

Exercise 8. Complete the following sentences using a relative clause with *that* as the subject.

Model

The train leaves at 2.15. / You're too late to catch the train *that leaves at 2.15.*

1. Mary has two brothers. One lives in America. / Do you know the one
2. Some things were stolen. / Have you got back the things
-?
3. A man plays James Bond. / What's the name of the man
-?
4. A woman answered the phone. / The woman
- asked me to call back later.

5. A book was left behind on the desk. / The book
..... belongs to John.
6. Some people live in glass houses. / People
..... shouldn't throw stones.

Exercise 9. Now do the same with these using *that* as the object of the relative clause.

Model

I read a book last week. / I really enjoyed the book *that I read last week*.

1. I met someone on the train. / Someone
..... gave me some good advice.
2. We took some photographs on holiday. / Have you seen the
photographs
3. You read things in the newspaper. / You shouldn't believe all the
things
4. I left some money on the table. / The money
..... seems to have disappeared.
5. The Beatles recorded this song in 1966. / This is one of the songs
.....
6. You asked for some information. / We cannot provide the
information

Exercise 10. Complete these sentences by adding *when*, *where*, *whose*, or *why*.

Model

This is definitely the place *where* I left it.

1. Do you remember the time we got lost?
2. There must be a good reason he's late.
3. They are building a hospital on the street we live.
4. Peter? Is he the one car you borrowed?
5. Can you give me any reason I should help you?
6. Cal is the one desk is next to mine.

Exercise 11. Join the sentences below using *who*, *whose*, or *which*. Make sure that the relative clause goes next to the word it gives extra information about.

Model

I met Jane's father. He works at the university.
I met Jane's father, who works at the university.

Peter is studying French and German. He has never been abroad.

Peter, who is studying French and German, has never been abroad.

1. You've all met Michael Wood. He is visiting us for a couple of days.
.....
2. Michael Wood is one of my oldest friends. He has just gone to live in Canada.
.....
3. We are moving to Manchester. Manchester is in the north-west.
.....
4. Manchester is in the north-west. It is one of England's fastest growing towns.
.....
5. I'll be staying with Adrian. His brother is one of my closest friends.
.....
6. This is Adrian. We stayed in Adrian's house for our holidays.
.....

Exercise 12. Match the first clauses with the non-defining relative clauses.

1. I had to travel first class, **h**
 2. It snowed heavily all night, ...
 3. The car uses very little petrol, ...
 4. He didn't get up until after eight o'clock, ...
 5. The food in the hotel was not very good, ...
 6. He kept complaining about everything, ...
 7. Both the girls were late, ...
 8. Michelle always did very well at school, ...
-
- a. ... which meant we had to cancel the match next day.
 - b. ... which meant we had to eat out in the evenings.
 - c. ... which really annoyed everyone.
 - d. ... which certainly pleased her mother.
 - e. ... which means it is quite cheap to run.
 - f. ... which meant he was almost late for work.
 - g. ... which meant we had to leave without them.
 - h. **1** which was very expensive.

Exercise 13. Rewrite these sentences using phrases with "of which" or "of whom."

Model

I got four books for my birthday. I had read three of them before.
I got four books for my birthday, three of which I had read before.

1. Only two people came to look at the house, and neither of them wanted to buy it.
.....
2. He had a lot to say about his new computer. None of it interested me very much.
.....
3. There were some noisy people in the audience. One of them kept interrupting the speaker.
.....
4. She made all kinds of suggestions. I couldn't understand most of them.
.....

Exercise 14. Add commas to the following sentences where necessary.

Model

My husband, who is on a business trip to Rome all this week, sent me this postcard.

1. The person who told you that story didn't know what he was talking about.
2. Will the driver whose vehicle has the registration number PXB2140 please move it?
3. The author Barbara Branwell whose latest novel has already sold over a million copies will be giving a lecture at the public library tomorrow.
4. The person you got that information from is my cousin.
5. The play *Cowards* which opens at the Globe soon had a successful season on Broadway.
6. *Cowards* is the name of the play which ran for over two years.
7. The thing that pleases me most is that I'll never have to ask for your help again.
8. The manager whom I complained to about the service has refunded part of our bill.
9. Sally West whose work for the deaf made her famous has been killed in a car accident.
10. We found it impossible to cross the river that had flooded after the storm.
11. I have just learned that the engine part which I need is no longer

made.

Exercise 15. Put in relative pronouns where necessary and commas where necessary.

This Charming Property ...

People*who*..... tell the truth about the properties they are selling should be given prizes for honesty. A house is described as “spacious” will be found to be too large. Words like “enchanted,” “delightful,” “convenient,” “attractive” are commonly used all mean “small.” The words “small” and “picturesque” are not so frequently used both mean “too small.” A “picturesque house” is one with a bedroom is too small to put a bed in and a kitchen is too small to boil an egg in. My prize for honesty goes to someone recently described a house he was selling in the following way: This house is situated in a very rough area of London is really in need of repair. The house has a terrible lounge and a tiny dining room also has three miserable bedrooms and a bathroom is fitted with a leaky shower. The central heating is expensive to run is unreliable. There is a handkerchief-sized garden is overgrown with weeds. The neighbours are generally unfriendly are not likely to welcome you. This property..... is definitely not recommended is ridiculously overpriced at £85,000.’

Exercise 16. Rewrite these sentences with ‘the way.’

Model

I don’t like people who behave as he does.

/ I don’t like people who behave the way he does.

1. They still farm as their grandfathers did.

/

2. He accepted his punishment as everyone else did.

/

3. She refused to dress as her colleagues did.

/

4. He said he would work as the others did if he was paid as they were.

/

5. They work a five day week as we do.

/

Now rewrite the first four sentences using like.

Model

I don't like people who behave like he does.

1.
2.
3.
4.
5.

Exercise 17. Rewrite these sentences with 'as if' or 'as though.'

Model

The place sounds very quiet. I think it's deserted.

/The place sounds as though it's deserted.

1. They look very happy. I think they've got some good news.
/
2. This milk smells awful. I think it's gone sour.
/
3. Your engine sounds very bad. I think it's out.
/
4. He looks very angry. I think he's going to make trouble.
/
5. I feel awful. I think I'm going to be sick.
/

Exercise 18. Complete the sentences using the 'since' clauses given below.

1. George and I have been close friends **d**
 2. We haven't been to the cinema _
 3. He hasn't been able to play the piano _
 4. They have lived next door to us _
 5. Fred has been working at home _
 6. Mary has been looking after the children _
-
- a. _ since they moved here in 1987.
 - b. _ ever since he left his job at the factory.
 - c. _ since we saw Dracula at the Odeon last year.
 - d. **1** since we were at school together.
 - e. _ since he had his accident a month ago.
 - f. _ ever since their mother went into hospital.

Exercise 19. Join these sentences with the conjunctions in brackets.

Model

I lost a lot of weight. I was ill. (when)
I lost a lot of weight when I was ill.

1. I phoned home. I arrived in the airport building. (immediately after)
.....
2. She had already opened the letter. She realised it wasn't addressed to her. (before)
.....
3. The building had almost burnt down. The fire brigade arrived. (by the time)
.....
4. We realised that something had gone wrong. We saw him run towards us. (as soon as)
.....

Exercise 20. Join these pairs of sentences with the conjunctions in brackets, making necessary changes.

Model

I won't know if I have got into university. I will get my exam results. (until).

I won't know if I have got into university until I get my exam results.

1. I'll give him your message. He will phone, (as soon as)
.....
2. We should visit the Duty Free Shop. Our flight will be called, (before)
.....
3. I'll be dead. They will find a cure for the common cold. (by the time)
.....
4. You'll get a surprise. You will open the door. (the moment)
.....

Exercise 21. Complete the following sentences to say 'where.'

Model

This is the exact spot *where the accident happened.*

1. You're not allowed to park anywhere.....
2. Some television programmes are familiar everywhere

3. Please sit wherever
- 4 Let's put the television set in a place where

Exercise 22. Complete the following sentences to say 'how.'

Model

It sounds as if *it's raining*.

1. I think this omelette is exactly as
2. When I told her the news she acted as though
3. I think you should write the report in the way
- 4 You never do anything the way

Exercise 23. Put in the conjunctions *as, as soon as, as if, before, that, the way (that), when, which*.

Caught by the Heel!

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

SUMMARY

1. We use **who** or **that** to refer to people. We use them in place of noun subjects or pronoun subjects (*I, you, he, etc.*) and we cannot omit them.

2. We use **which** or **that** (in place of noun subjects and it) to refer to animals and things.

3. We use **who(m)** or **that** to refer to people. We use them in place of noun objects or object pronouns (*me, you, him, etc.*). We often say **who**

instead of **whom** when we speak.

Here we can omit **who(m)** and **that**.

4. We use **which** or **that** in place of noun objects or to refer to animals and things.

We can also omit **which** and **that**.

5. To say **how** something happens or happened, we use these conjunctions:

as: *Type this again **as** I showed you a moment ago.*

(in) the way (that), (in) the same way:

*Type this again **in the way** I showed you.*

as if/as though (especially after **be, seem**, etc.):

*I feel **as if/as though** I'm floating on air.*

6. To say **when** something happened in the past, we use joining words (or **conjunctions**) like **when, after, as, as soon as, before, by the time (that), once, since, until/till, while:**

***When** we visited London, we went to the Tower.*

When the time clause refers to the future, we normally use the simple present after: **after, as soon as, before, by the time, directly, immediately, the moment, till, until and when:**

*The Owens **will move** to a new flat **when** their baby is born. (Not *will be born*)*

7. To say **where** something happens or happened, we use conjunctions like **where, wherever, anywhere** and **everywhere:**

*That dog follows me **wherever** I go.*

Exercise 24. Translate the following sentences:

1. Как странно, что в доме не горит свет.

2. Просто чудо, что мистер Дэвидсон не пострадал в аварии.

3. Вы уверены, что именно этот поезд идет до Брайтона?

4. Правительственный доклад о том, что территория была опасна, был проигнорирован жителями.

5. Объявление о том, что новое шоссе должно было быть построено неподалеку, вызвало немедленные протесты.

6. Оказалось, что мы пропустили первую лекцию в университете.
7. Судья предложил, чтобы была назначена награда.
8. Вы слышали, как дела у Эндрю?
9. Они новые студенты, многие из которых имеют хорошие успехи в изучении французского языка.
10. Я верю, что самолет приземлится в Калькутте (Calcutta).
11. Спроси Марка, подвезет ли он меня на машине.
12. Я хочу знать, все ли со мной согласны.
13. Интересно, прав он или нет.
14. Мистер Рид – единственный человек, который знает все об этом событии.
15. Это то письмо, которое пришло сегодня утром.
16. Она тот репортер, с которым я разговаривал.
17. Лидз (Leeds) – это город, в котором я прожил 5 лет.
18. Он человек, которому я обязан.
19. Это студенты, чьи экзаменационные результаты отличные.
20. Когда вы посещаете Лондон, вам необходимо проехать по Темзе на катере.
21. Джексоны поселятся в Ремсгейте (Ramsgate), когда вернутся.
22. Как только он сдаст свой последний экзамен, он полетит в Ирландию навестить родственников.

23. Как только вы закончите завтракать, будьте готовы к выходу.
-
24. Я знал, что до тех пор, пока он не вернется домой, ничего нельзя будет сделать, чтобы улучшить ситуацию.
-
25. Едва фильм начался, как сразу же зазвонил телефон.
-
26. Политик видел одобрение своих избирателей везде, где разговаривал с людьми.
-
27. Я себя чувствую так, как будто бы не спал неделю.
-
28. Не могли бы вы перевести эту фразу так, как я показал вам?
-
29. Мне нравится этот маленький уютный домик, где я провел детство.
-
30. Вы сделаете так, как я сказал вам?
-

LESSON 4

УРОК 4

1. ADVERBIAL CLAUSES OF PURPOSE, REASON, RESULT, CONTRAST, AND COMPARISON

1.1. Purpose and Reason Clauses

Purpose clauses are introduced by conjunctions such as “so,” “so as to,” “so that,” “in order to” or “in order that.”

Reason clauses are introduced by conjunctions such as “as,” “because” or “in case.”

A purpose or reason clause needs a main clause to make a complete sentence.

A purpose clause usually comes after a main clause. A reason clause can come before or after a main clause.

1. You use a purpose clause when you are saying what someone’s intention is when they do something. The most common type of purpose clause is a “to”-**infinitive** clause.

*The children sleep **together to keep** warm.*

*They locked the **door to stop** us from getting in.*

Instead of using an ordinary “**to**”-**infinitive**, you often use “**in order to**” or “**so as to**” with an infinitive.

*He was giving up his job **in order to stay** at home.
I keep the window open, **so as to let** fresh air in.*

To make a purpose clause negative, you have to use “**in order not to**” or “**so as not to**” with an infinitive.

*I would have to give myself something to do **in order not to** be bored.
They went on foot, **so as not to** be heard.*

Another way of making purpose clauses negative is by using “**to avoid**” with an “**-ing**” form or a noun group.

*I had to turn away **to avoid letting him** see my smile.
They drove through town **to avoid the motorway**.*

2. Another type of purpose clause begins with “**in order that**,” “**so**” or “**so that**.” These clauses usually contain a modal.

When the main clause refers to the present, you usually use “**can**,” “**may**,” “**will**” or “**shall**” in the purpose clause.

*Any holes should be fenced **so that** people **can't** fall down them.
I have drawn a diagram **so that** my explanation **will** be clearer.*

When the main clause refers to the past you usually use “**could**,” “**might**,” “**should**” or “**would**” in the purpose clause.

*She said she wanted tea ready at six so she **could** be out by eight.
Someone lifted Philip onto his shoulder **so that he might** see the procession.*

You use “**in order that**,” “**so**” and “**so that**,” when the subject of the purpose clause is different from the subject of the main clause. For example, you say “*I've underlined it so that it will be easier.*” You do not say “*I've underlined it to be easier.*”

3. You can also talk about the purpose of an action by using a prepositional phrase introduced by “**for**.”

*She went out **for a run**.
They said they did it **for fun**.
I usually check, just **for safety's sake**.*

4. You use a reason clause when you want to explain why someone does something or why it happens. When you are simply giving the reason for something, you use “**because**,” “**since**” or “**as**.”

*I couldn't see Helen's expression, **because** her head was turned.*

***Since** it was Saturday, he stayed in bed.*

***As** he had been up since 4 am, he was very tired.*

You can also use “**why**” and a reported question to talk about the reason for an action.

*I asked him **why** he had come.*

5. When you are talking about a possible situation which explains the reason why someone does something, you use “**in case**” or “**just in case**.”

*I've got the key **in case** we want to go inside.*

*I am **here just in case** anything unusual happens.*

Notice: do not use a future tense after “**in case**.” You do not say “*I'll stay behind in case she'll arrive later.*”

1.2. Result Clauses

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

Result clauses are introduced by conjunctions such as “**so**,” “**so... (that)**” or “**such...(that)**.”

A result clause needs a main clause to make a complete sentence. The result clause always comes after the main clause.

1. You use “**so**” and “**so that**” to say what the result of an action or situation is.

*He speaks very little English, **so** I talked to him through an interpreter.*

*My suitcase had become damaged on the journey home, **so that** the lid would not stay closed.*

2. You also use “**so...that**” or “**such...that**” to talk about the result of an action or situation.

*He dressed **so** quickly **that** he put his boots on the wrong feet.*

*She got **such** a shock **that** she dropped the bag.*

“**That**” is often omitted.

*They were **so** surprised they didn't try to stop him.*

*They got **such** a fright they ran away again.*

3. You only use “**such**” before a noun, with or without an adjective.
*They obeyed him with **such willingness** that the strike went on for over a year.*

*Sometimes they say **such stupid things** that I don't even bother to*

listen.

If the noun is a singular count noun, you put “**a**” or “**an**” in front of it.
*I was in **such a panic** that I didn't know it was him.*

Note that you only use “**so**” before an adjective or an adverb.
*It all sounded **so crazy** that I laughed out loud.*
*They worked **so quickly** that there was no time for talking.*

4. When you want to say that a situation does not happen because someone or something has an excessive amount of a quality, you use “**too**” with an adjective and a “**to**”-**infinitive**. For example, if you say “*They were too tired to walk,*” you mean that they did not walk because they were too tired.

*He was **too proud to apologise**.*
*She was **too weak to lift** me.*

You also use “**too**” with an adverb and a “**to**”-**infinitive**.
*They had been walking **too silently to be heard**.*
*She spoke **too quickly** for me **to understand**.*

5. When you want to say that a situation happens or is possible because someone or something has a sufficient amount of a quality, you use “**enough**” after adjectives and adverbs, followed by a “**to**”-**infinitive**.

*He was **old enough to understand**.*
*I could see **well enough to know** we were losing.*

You normally put “**enough**” in front of a noun, not after it.
*I don't think I've got **enough information to speak** confidently.*

6. You also use “**and as a result,**” “**and so**” or “**and therefore**” to talk about the result of an action or situation.

*He had been ill for six months, **and as a result** had lost his job.*
*She was having great difficulty getting her car out, **and so** I had to move my car to let her out.*
*We have a growing population **and therefore** we need more and more food.*

You can also put “**therefore**” after the subject of the clause. For example, you can say “***We have a growing population and we therefore need more food.***”

“**As a result**” and “**therefore**” can also be used at the beginning of a separate sentence.

*In a group, they are not so frightened. **As a result**, patients reveal their problems more easily.*

*He lacks money to invest in improving his tools. **Therefore** he is poor.*

You can also put “**therefore**” after the subject of the separate sentence. For example, you can say “*He left us. He therefore loses his share.*”

1.3. Contrast Clauses

You use **contrast clauses** when you want to make two statements, and one statement makes the other seem surprising.

Contrast clauses are introduced by conjunctions such as “**although**,” “**in spite of**” or “**though**.”

A contrast clause needs a main clause to make a complete sentence. The contrast clause can come before or after the main clause.

1. When you simply want to contrast two statements, you use “**although**,” “**though**” or “**even though**.”

***Although** he was late, he stopped to buy a sandwich.*

***Though** he has lived for years in London, he writes in German.*

*I used to love listening to her, **even though** I could only understand about half of what she said.*

Sometimes you use words like “**still**,” “**nevertheless**,” or “**just the same**” in the main clause to add emphasis to the contrast.

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

***Although** his company is profitable, it **nevertheless** needs to face up to some serious problems.*

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

When the subjects of the contrast clause and the main clause are the same, you can often omit the subject and the verb “**be**” in the contrast clause.

***Although poor**, we still have our pride. (Although we are poor...)*

***Though dying of cancer**, he painted every day. (Though he was dying of cancer...)*



2. Another way of making a contrast is to use “**despite**” or “**in spite of**,” followed by a noun group.

***Despite the difference** in their ages, they were close friends.*

***In spite of poor health**, my father was always cheerful.*

Notice: You say “**in spite of**” but “**despite**” without “**of**.”

3. You can also use an “**-ing**” form after “**despite**” or “**in spite of**.”

***Despite working hard**, I failed my exams.*

*Conservative MPs are against tax rises, **in spite of wanting** lower inflation.*

4. You can also use “**despite the fact that**” or “**in spite of the fact that**,” followed by a clause.

***Despite the fact that** it sounds like science fiction, most of it is technically possible at this moment.*

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

It is possible to omit “**that**,” especially in spoken English.

*He insisted on playing, **in spite of the fact he had** a bad cold.*

1.4. Comparison Clauses

We can make comparisons with **as ... as**, **not so** (or **as**) ... **as** and **than**.

We use object pronouns after **as** and **than**:

*He’s as tall as **me**. He’s taller than **me**.*

Or we use **subject + verb**:

*He is as tall as **I (am)**. He’s taller than **I (am)**.*

We may use **do**, **does** or **did** to replace a verb in the simple present or simple past:

*He **plays** the piano as well as **I (do)**. He **plays** the piano as well as **his sister (does)**.*

*You **didn’t finish** the crossword puzzle as quickly as **I (did)**.*

2. PRESENT PARTICIPLE CONSTRUCTIONS

2.1. Joining Sentences with Present Participles (“-ing”)

The **present participle** is the “**-ing**” form of a verb: **find - finding**

1. We can use the present participle in place of **and**, **so**, etc. to join two simple sentences:

I found the front door locked. I went round the back. (two simple sentences)

*I **found** the front door locked and went round the back.*

***Finding** the front door locked, I went round the back.*

2. To make a negative, we put **not** in front of the **-ing** form:

***Not knowing** his phone number, I wasn't able to ring him.*

(= I didn't know ...)

3. Note how we can use **being** in place of **is** or **was**:

***I was** short of money. I couldn't afford to buy it.*

***Being** short of money, I couldn't afford to buy it.*

2.2. The Present Participle in Place of Adverbial Clauses

We often use the **present participle** after a "joining word" (or **conjunction**).

Instead of: *Since **we arrived** here, we have made many new friends.*

We can say: *Since **arriving** here, we have made many new friends.*

2.3. The Present Participle in Place of Relative Clauses

1. We can sometimes omit **who** or **which** + **is/are** when we use the present progressive.

Instead of: ***The man who is serving** at the counter is very helpful.*

We can say: ***The man serving** at the counter is very helpful.*

Instead of: *The new law applies to **vehicles which are carrying** heavy loads.*

We can say: *The new law applies to **vehicles carrying** heavy loads.*

2. We can sometimes use **-ing** in place of **who** or **which** + **simple present**:

Instead of: *This job will suit **students who want** to work during the holidays.*

We can say: *This job will suit **students wanting** to work during the holidays.*

3. PERFECT/PAST PARTICIPLE CONSTRUCTIONS

3.1. “Being” and “Having Been”

1. We sometimes use **being** in place of **is, are, was** or **were**, though this is often formal:

Instead of: **I was lost**, so I had to ask someone the way.

We can say: **Being lost**, I had to ask someone the way.

2. We sometimes use **having been** in place of **have been** or **had been** (also formal):

Instead of: **I've been abroad**, so I missed the elections.

We can say: **Having been abroad**, I missed the elections.

3.2. “It Being” and “There Being”

1. We sometimes use **it being** in place of **it is** or **it was** (formal):

Instead of: **It was Sunday**, so it was hard to find a garage open.

We can say: **It being Sunday**, it was hard to find a garage open.

2. We sometimes use **there being** in place of **there is** or **there was** (formal):

Instead of: **There was** so much noise, I couldn't hear what was going on.

We can say: **There being** so much noise, I couldn't hear what was going on.

3. We can use **it being** and **there being** after **without** (formal):

*They often dig up the roads **without it being** necessary.* (= it isn't necessary)

*She suddenly began shouting **without there being** any reason.* (= there was no reason)

3.3. Agreement Between Present Participle and Subject

We have to be very careful to make the participle agree with the subject of both verbs:

Turning the corner, I saw a tile fall off the roof. (= I turned ... and I saw ...)

If we say or write **Turning the corner, the tile fell off the roof**, this means “the tile was turning the corner and then fell off the roof.” The sentence is nonsense!

3.4. Past Participle Constructions

1. The **past participle** is the third part of a verb
*play - played - **played*** (regular verbs); *build - built - **built*** (irregular verbs)

2. We sometimes use the past participle instead of the passive:
Viewed *from a distance, it resembled a cloud. (When it was viewed...)*
Although built *years ago, it was in good order. (Although it was built...)*

If accepted *for the job, you will be informed soon. (If you are accepted...)*

3. We can omit **who** and **which**:

*The **system used** here is very successful. (which is used..)*

Exercises

Exercise 1. Rewrite these sentences to include a “to”-infinitive purpose clause introduced by the words given in brackets. Model

Everyone was pushing because they wanted to get to the front of the queue. (in order to)

Everyone was pushing in order to get to the front of the queue.

1. Try to write clearly. That way you will avoid being misunderstood. (so as to)
.....
2. A lot of people learn English because they want to study in English. (in order to)
.....
3. What do I need to know, if I want to be a good doctor? (in order to)
.....
4. She turned up early because she wanted to get the room ready. (in order to)
.....
5. If you want to have a hundred students, you will need at least three teachers. (in order to)
.....
6. I came to live in the country because I wanted to have trees around me instead of buildings. (so as to)

-
7. They had to eat grass and drink melted snow if they wanted to stay alive. (in order to)
 -
 8. He wanted to keep his car out of sight so he left it in the road. (in order to)
 -
 9. I wanted to get to Madrid so I had to travel overnight from Barcelona. (to)
 -

Exercise 2. Rewrite these sentences to include a negative purpose clause using 'to avoid'.

Model

We spoke quietly because we didn't want to disturb anyone.

We spoke quietly to avoid disturbing anyone.

1. She moved carefully because she didn't want to wake the children.
-
2. He sat in the furthest corner because he didn't want to be seen.
-
3. I gave up sugar and butter because I didn't want to put on weight.
-
4. He used both hands because he didn't want to drop anything.
-
5. We went over everything carefully because we didn't want to make any mistakes.
-
6. She left quietly because she didn't want to make any trouble.
-
7. We covered the furniture because we didn't want to get paint all over it.
-

Exercise 3. Look at these pairs of sentences. Complete one sentence with 'so' and the other with 'such a.'

Model

He was ... *such a*... fool that no one took any notice of him.

He was ...*so*..... silly that no one took any notice of him.

1. The room was in mess that it took two hours to tidy.
The room was untidy that it took three hours to sort out.
2. We were tired that we went straight to bed when we got home.
We had had tiring day that we went straight to bed.
3. It took us long to get home that we missed our supper.
It took us long time to get home that we missed our supper.
4. Her throat was sore that she could hardly speak.
She had sore throat she could hardly speak.
5. He spoke in soft voice we could hardly hear him.
His voice was soft we could hardly hear him.
6. I got..... shock when I heard the news I didn't know what to say.
I was shocked when I got the news I didn't know what to say.
7. He lived long way off that we hardly ever saw him.
He lived far away that we hardly ever saw him.
8. He was badly injured that they took him straight to the hospital.
He had suffered serious injury that they took him straight to hospital.
9. The children made noise we could hardly hear ourselves speak.
The kids were noisy we could hardly hear ourselves speak.

Exercise 4. Rewrite these sentences with 'so—that.'

Model

The hill was very steep. I had to get off my bike and walk.
The hill was so steep that I had to get off my bike and walk.

1. Her writing was very small. I could hardly read it.
.....
2. The winter was bitterly cold. All the streams were frozen.
.....
3. His favourite shoes were very badly worn. He had to throw them away.
.....
4. He looked very young. Everyone took him for a student.
.....
5. Ken got very excited. He kept jumping up and down.
.....

.....

Exercise 5. Now rewrite these sentences with ‘such...that.’

Model

The hill was very steep. I had to get off my bike and walk.
It was such a steep hill that I had to get off my bike and walk.

1. He was a dreadful liar. Nobody believed anything he said.

2. It proved to be a very difficult problem. Nobody could solve it.

3. We had a very good time. We didn't want to go home.

4. His clothes were very old. They were falling apart.

5. The food was very good. We all ate far too much.

Exercise 6. The sentences below have ‘though,’ ‘although,’ or ‘even though.’ Use one of these phrases to complete them.

we only arrived just in time
we had no time for lunch
she kept her coat on
he was difficult to understand
you're not as tall as he was
he still wasn't tired
I used to when I was younger
the weather was awful
I really like John

1. Although we were desperately hungry, *we had no time for lunch.*
2. We enjoyed our holiday, even though
3. even though it was very warm.
4. I don't play the piano now, although
5. You look very like your grandfather, although
6. Though he hadn't stopped working all day,
7. even though his English was very good.
8. although he can be very

annoying at times.

9. Although we set off early,

Exercise 7. The sentences below all have 'in spite of' or 'despite.' Use one of the noun groups given to complete them.

- | | | |
|----------------------------------|---------------------|------------|
| the unpopularity of his decision | his recent illness | her fear |
| the difference in their ages | all his precautions | his injury |
| the high cost of living | the heavy traffic | the rain |

- The air was fresh and clean in spite of *the heavy traffic*.
- He looked very well in spite of.....
- Despite she did her best to smile bravely.
- He refused to change his mind despite
- Despite they were very close friends.
- I didn't earn much in Japan in spite of.....
- In spite of..... his money was still stolen.
- He continued the race despite
- We still had our picnic in spite of.....

Exercise 8. Join these sentences with the conjunctions to say why. More than one order is possible.

Model

Service in this hotel ought to improve. There's been a change of management. (because)

Service in this hotel ought to improve because there's been a change of management.

- The Air Traffic Controllers are on strike. We have cancelled our holiday. (as)
- Could you sell your old computer to me? You have no further use for it. (seeing (that))
- She's never in when I phone. I'll have to write to her. (since)

-
- 4 I've had to have the document translated. I can't read Russian.
(since)
-

Exercise 9. Join these sentences using the conjunctions in brackets. Make any necessary changes.

Model

It's expensive. He's determined to buy it. (however expensive)
However expensive it is, he's determined to buy it.

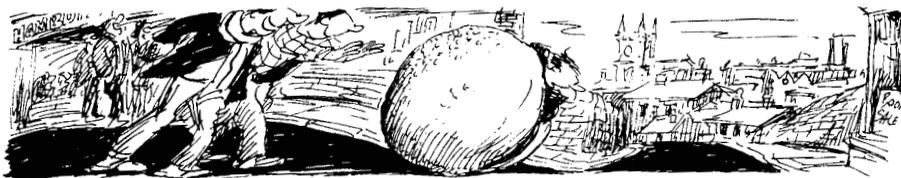
1. I work hard. I still have to take work home with me. (however hard)
2. _____
You write well. It doesn't mean you will be published. (however well)
3. _____
She feels sorry. The damage has been done. (no matter how sorry)
4. _____
How much will they pay us? It will never compensate us. (no matter how much)
5. _____
It doesn't matter how many cards I send. I always receive more. (no matter how many)
6. _____
It doesn't matter what he tells you. Don't believe a word he says. (whatever)
- _____

Exercise 10. Put in the conjunctions *as, because, even though, since, though, while.*

A Sort of Humanburger

...*Even though*... it's difficult to find work these days, Joe Dobson has just given up his job. They were surprised when he announced this at the Job Centre after a lot of effort, they had found Joe a job at a Hamburger Bar. Joe wasn't highly-qualified, this hadn't been easy. Yet Joe resigned, the job was easy and quite well-paid. "What did you have to do for your money?" the young woman at the Job Centre asked. "Strange it sounds," Joe said, "I had to dress up as a hamburger and stand outside the restaurant." "A sort of

humanburger?" she suggested. "That's right," Joe said. "I had to stand between the two round halves of a bun, I was «disguised» as the hamburger filling, covered in tomato sauce. The uniform was wonderful, I looked good enough to eat. The manager was pleased with me, I attracted a lot of customers." "So why did you give up, Joe?" the young woman asked kindly. ".....," Joe said, his voice breaking slightly, "students kept turning me on my side and rolling me down hill!"



A sort of humanburger

Exercise 11. Rewrite these sentences using *in order that* or *so that* making any necessary changes.

Model

I took twenty driving lessons to pass my driving test first time.

I took twenty driving lessons in order that I might pass my driving test first time.

1. I arrived at the cinema early so as not to miss the beginning of the film.
.....
2. We stood up in order to get a better view of what was happening.
.....
3. Mr Jones bought a second car for his wife to learn to drive.
.....
4. I spoke slowly and clearly because I wanted the audience to understand me.
.....

Exercise 12. Join these sentences with *in case*, making any necessary changes.

Model

I'm going to sign the agreement immediately. You might change your mind.

I'm going to sign the agreement immediately in case you change your mind.

1. Take this key with you. You might not be able to get into the house.

.....

2. We keep a fire extinguisher in the kitchen. There might be a fire.

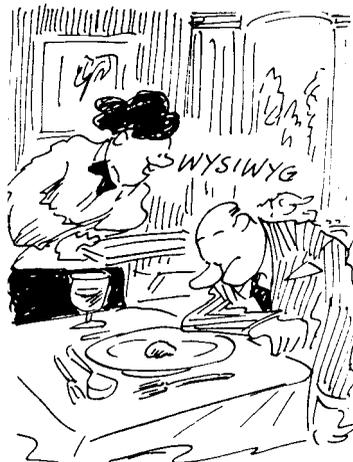
.....

3. Go by train. There might be a lot of traffic on the roads.

.....

4. I'm going to take my passport with me. I might need it.

.....



Exercise 13. Put in *as... as, but, in case, in order that, so ... that, such ... that, when, which*.

WYSIWYG /wiziwig/

We create new words all the time. We have to do this *..in order that..* we may express new ideas. Perhaps the strangest word has come into the English language recently is "Wysiwyg." I was puzzled by this word I kept asking people what it meant, no one knew. Last week I found it in a dictionary. It is not peculiar..... I had thought. It comes from computers. This is what it means, you want to know: "What You See Is What You Get." This means that what you see on your screen is what you get you print. Now I discover that everyone knows this word. The other day I was in my favourite restaurant and ordered sausages. They were small sausages I complained to the waitress. She just smiled at me and whispered, "Wysiwyg!"

Exercise 14. Rewrite these sentences using *-ing*, making any necessary changes.

Model

She got very worried and thought we had had an accident.

She got very worried, thinking we had had an accident.

1. He went to his room and closed the door behind him.

.....

2. I didn't hear what he said and asked him to repeat it.
.....
3. You didn't ask me for permission because you knew I would refuse.
.....
4. I'm not a lawyer, so I can't give you the advice you are looking for.
.....

Exercise 15. Rewrite these sentences using a joining word + -ing.

Model

They broke this window when they tried to get into the house.
They broke this window when trying to get into the house.

1. Though he refused to eat, he admitted he was very hungry.
.....



a s ,

2. I damaged the car while I was trying to park it.
.....

3. While I agree you may be right, I still object to your argument.
.....

4. After we looked at the map, we tried to find the right street.
.....

5. Don't get into any arguments before you check your facts.
.....

Exercise 16. Use the -ing form of the verbs in brackets and put in after, when and who.

The Case of the Poisoned Mushrooms

While (*prepare*) ..*preparing*.. a meal for her guests, Mrs Grant got rather worried about some unusual mushrooms which a kind friend had sent her from the country. (*Feel*) suspicious, she gave a

mushroom to her dog. the dog ate it with no ill effects, Mrs. Grant decided to cook the mushrooms for her guests. That evening the guests greatly enjoyed the mushrooms, (*comment*) on their unusual flavour. They quickly changed their minds Mrs. Grant's daughter, Jill, burst into the dining-room and announced that the dog was dead. On (*hear*) the news, Mrs. Grant, now in a state of shock, phoned Dr. Craig, came round immediately and pumped out the stomachs of all those who had eaten the mushrooms - a very unpleasant experience for them. Dr Craig asked if he could see the dog, he was led out of the house. He soon discovered that the dog had been killed by a passing car. Not (*know*) anything of her mother's suspicions about the mushrooms, Jill hadn't mentioned this important fact when (*announce*) the death of the dog.

Exercise 17. Rewrite these sentences using *being* or *having been*.

Model

I am out of work, so I spend a lot of my time at home.

Being out of work I spend a lot of my time at home.

1. John is a scientist, so he hasn't read a lot of novels.
2. _____
He has been promised a reward, so he hopes he'll get one.
3. _____
I was near a newsagent's, so I went in and got a paper.
4. _____
They had been up all night, so they were in no mood for jokes.

Exercise 18. Rewrite these sentences using *it being* or *there being*, making any necessary changes.

Model

There were no questions so the meeting ended quickly.

There being no questions, the meeting ended quickly

1. He kept helping himself to money and it wasn't noticed. (without it...)
.....
2. He kept asking awkward questions and there was no reason for it. (without there ...)
.....
3. It was a holiday, so there were thousands of cars on the roads.
.....
4. There was no one in, so I left a message.
.....

Exercise 19. What's wrong with these sentences?

1. Opening the door of the refrigerator, the smell was bad. *It wasn't the smell that was opening the door.*
.....
2. Changing gear, the bus had difficulty getting up the hill.
.....
3. Burning the rubbish, all my important papers were destroyed.
.....

Exercise 20. Rewrite these sentences using past participles.

Model

The painting was lost for many years. It turned up at an auction.

Lost for many years, the painting turned up at an auction.

1. Although the meat was cooked for several hours, it was still tough.
.....
2. If the picture is seen from this angle, it looks rather good.
.....
3. The vegetables which are sold in this shop are grown without chemicals.
.....
4. When the poem is read aloud it is very effective.
.....

SUMMARY

1. Adverbial clauses of reason answer the question **Why?** We often give reasons by using "joining words" (or **conjunctions**) like **because, as, seeing (that), and since.**

2. We can describe **results** with:

a. so + adjective (that) (= "as a result");

b. such + noun (that) (= "as a result");

3. We can introduce **contrast** with conjunctions like **although, considering (that), though, even though, even if, much as,** etc.

4. The present participle is used in place of **and, so,** etc. to join two simple sentences.

We can use the present participle in place of adverbial clauses (after conjunctions).

5. We can use “**being**” or “**having been**” in place of **is, are, was, or were**.

Being out of work I spend a lot of time watching TV.

6. We can use “**it being**” instead of “**it is (was)**” and “**there being**” instead of “**there is (was)**”.

There being nobody in the room, I left a message.

7. We can use the past participle instead of the passive to join two sentences.

Exercise 21. Translate the following sentences:

1. Поскольку сейчас Рождество, все магазины закрыты.

2. Он очень усердно учился для того, чтобы получить хорошо оплачиваемую работу.

3. Я записал все мои замечания так, чтобы вы смогли прочитать их сами.

4. Кейт спросила Марка, почему он не пришел.

5. Я остался вчера дома, чтобы не простудиться. (to avoid)

6. Поскольку был понедельник, мне пришлось идти в университет.

7. Очень часто Макс говорит такие странные вещи, что я не знаю, как себя вести.

8. Она была в Шотландии этим летом, поэтому рассказывала нам о своих впечатлениях.

9. Это был такой сюрприз, что мы не могли поверить этому.

10. Алекс был слишком эгоистичен, чтобы помочь нам.

11. Они говорили слишком тихо, чтобы их услышали.

12. Даже будучи очень занятым, мистер Джексон очень нам

ПОМОГ.

-
13. Хотя мы опоздали на поезд, мы поехали на такси.
-
14. Несмотря на факт, что мистер Грин не был так популярен среди людей, он был избран председателем на заседании.
-
15. Кей настояла на поездке к своей тете, несмотря на то, что была больна.
-
16. Хотя он говорил по-английски бегло, он не занял первого места.
-
17. Он играет на скрипке так же хорошо, как и его отец.
-
18. Вы не написали ей так быстро, как я.
-
19. Будучи очень больным, он не сдавался.
-
20. Найдя книгу закрытой, я поняла, что ребенок доделал свою домашнюю работу.
-
21. Элис не ложилась спать, дожидаясь нас.
-
22. Мужчина, стоящий в центре группы людей – это директор школы. (headmaster)
-
23. Этот журнал понравится (to suit) подросткам, которые хотят хорошо одеваться.
-
24. Разговаривая по телефону, Ким сделал несколько пометок в блокноте.
-
25. Будучи в отпуске, я не слышал этих новостей.
-
26. Поскольку было так холодно, не было необходимости выходить на улицу. (There ...)
-
27. Зажигая свет, я увидел кого-то в комнате.
-
28. Входя в комнату, мальчик очень стеснялся.
-
29. Если согласны с этими условиями, вы приглашены в нашу

компанию. (If agreed ...)

-
30. При взгляде с высоты остров напоминал маленькую точку.
(Viewed ...)
-

LESSON 5

УРОК 5

REVISION

Exercise 1. Say if each of the following is Simple, Compound, Complex or Compound-Complex.

Model

In 1992, Hurricane Andrew devastated southern Florida. (Simple)

1. The Northridge earthquake, which struck Southern California on January 17, 1994, caused freeways to buckle.
2. Tornadoes are common in the Midwest and Southwest of America, and hurricanes often occur along the East Coast.
3. When tornado warnings sound, people seek shelter, yet they fear for their lives and property.
4. Natural disasters cannot be avoided, but being prepared can help one survive them.
5. Many Californian residents keep an earthquake kit.
6. The kits provide survival materials for use when an earthquake strikes.
7. They contain first-aid supplies, food, water and tools.
8. The kits are meant to make a family self-sufficient for a few days, but in the event of a great quake, the supplies might be inadequate.
9. Whatever disasters occur, the Red Cross tries to help by setting up shelters for victims.
10. Kate Chopin's novel "The Awakening" and her short story "The Storm" are set in Louisiana; while both describe regional culture, their characters belong to different social classes.
11. It may seem odd to think of "The Wizard of Oz" as a disaster film, but the story is precipitated by a tornado.
12. When Hollywood makes disaster movies, the films often deal with problems caused by flawed technology.
13. "The Poseidon Adventure" and "The Towering Inferno" are two

examples of this genre.

14. "The Andromeda Strain" could be called a disaster film; it is also a science-fiction film.
15. Because the Ebola virus has no cure, an outbreak of the disease in Africa in 1995 frightened many people.
16. In 1665, an epidemic of bubonic plague in England killed many people.
17. When a great fire destroyed much of London in 1666, it killed many rats and fleas that were carriers of the plague.
18. In the fourteenth century in Europe, bubonic plague was widespread, and it was called the Black Death.
19. In the Old Testament, ten plagues were sent against Egypt to force the pharaoh to permit the Israelites to leave the country.

Exercise 2. Rewrite the following sentences, inverting the subject and the verb.

Model

I never allow myself to be deceived in such a manner again.

Never again will I allow myself to be deceived in such a manner.

1. She didn't think for one minute that she would win the competition.

2. One rarely finds a person of such integrity as Henry.

3. World peace will not be secure until all nuclear weapons are eliminated.

4. Sentries aren't allowed to leave their posts at any time.

5. Policemen are allowed to use guns only after several years' training.

6. I couldn't persuade her in any way to see the foolishness of her plan.

7. His drug problem was his down fall. He lost his job, and his wife left him, too.

8. As soon as I settled down to read the paper, the doorbell rang.

9. She little realised how the evening was to end.

10. If you ever need any help just give me a ring.
-
11. If she had found out that he had been married before, she would never have married him. (2 variants)
-
12. If life on other planets were ever found, there would probably be no means of communication.
-

Exercise 3. Define which sentence is correct.

Model

Peter made some sandwiches. They have all been eaten. You made some too. Your sandwiches have not been eaten. a.

- a *The sandwiches which Peter made have all been eaten.*
b *The sandwiches, which Peter made, have all been eaten.*

1. There was only one park in this town. Someone has built over it. We used to play in the park when we were children.
- a The local park where we played as children has been built over.
b The local park, where we played as children, has been built over.
2. One of my French teachers helps me with my homework. The other one lives too far away.
- a The French teacher whose house is near mine helps me with my homework.
b The French teacher, whose house is near mine, helps me with my homework.
3. You met one of my cousins last summer, the one from America. He's coming to stay again.
- a My American cousin who you met last summer is coming to stay again.
b My American cousin, who you met last summer, is coming to stay again.
4. There were a lot of candidates in the presidential election. Three of them were women. The winner was one of them. She had campaigned for better housing conditions.
- a The woman who led the campaign for better housing conditions has been elected President.
b The woman, who led the campaign for better housing conditions, has been elected President.
5. Only my boyfriend sent me flowers, but I had some other presents, including a vase. I put the flowers in the vase.

- a The flowers which my boyfriend sent look beautiful in my new vase.
- b The flowers, which my boyfriend sent, look beautiful in my new vase.
- 6. I took two cameras away with me. You lent me one of them.
That's the one that got broken.
- a The camera which you lent me has been broken.
- b The camera, which you lent me, has been broken.

Exercise 4. Underline the main clauses in these sentences.

Model

You can tell me all about the film after I've seen it myself.

- 1. When you've finished clearing the car, you can help me with the dishes.
- 2. You didn't tell me that you were going to invite so many guests.
- 3. I walk to work every morning so that I can get some exercise.
- 4. Since no one answered my call, I left a message on the answer-phone.

Exercise 5. Combine each of the following series of short sentences into a single sentence, keeping all the facts mentioned, but making any necessary additions and alterations.

Model

Mr. Reid is secretary of Aberdeen Rugby Club. He has held this post for 12 years. He is going to Canada. He has been appointed head of a school there.

Mr. Reid, secretary of Aberdeen Rugby Club for the past 12 years, has been appointed head of a school in Canada.

- 1. A mother was pushing her baby in a pram. She was knocked down by a motor van. The motor van failed to stop. It happened in Aberdeen last night.

- 2. Her dog went trotting ahead. She had a pair of gardening gloves on her hands. She walked briskly down the path. She reached the low stone wall. The wall separated the garden from the road.

Exercise 6. Sentences may be combined by the use of co-ordinate conjunctions: - and, but, or, both...and, neither... nor, not only ... but also and as well as.

(Note: either... or, neither...nor, not only...but also, are conjunctions used in pairs. Take care to use them immediately before the words or phrases connected.)

Join the following sentences by the use of co-ordinate conjunctions:

Model

The house was untidy. The house was dirty.

The house was both untidy and dirty.

1. Many are called. Few are chosen.

2. The witness may be afraid. He may be unwilling to tell what he saw.

3. You may have the money. You may have a watch. You may not have both.

4. I admire him as a leader. I admire him as a man.

5. He was not afraid of death. He was not afraid of ridicule.

6. He was not afraid of death. He was afraid of ridicule.

7. We will conquer. We will die.

8. It was a fine, dry night. It was most uncommonly dark.

9. The house was not tidy. The house was not clean.

Exercise 7. Rewrite the following short sentences in the form of one longer sentence. Remember to include all the information.

Model

Ford has produced a new car. It's a saloon car. It has four doors. Its top speed is over 120 mph.

Ford has produced a new saloon car which has four doors and which top speed is over 120 mph.

a. I'm going on a holiday. It will last for three weeks. It'll be quite an adventure. We're going to drive through the Sahara Desert.

b. Aitken's biography of Churchill has met with great critical acclaim. It's in three volumes. It was written in the last years of the statesman's life.

c. Richard Stallman has signed a contract. The contract will last for two years. Richard Stallman makes records. The contract is with EMI. He's going to produce two albums a year.

d. He wrote his employer a letter. It was fifteen pages long. In it, he explained why he had resigned.

e. She's going to do a course. It will take three years. At the end she will get a degree. It's at Sussex University.

f. The first prize in the competition is a cruise. The cruise will take forty-eight days. It will go round the world. The winner will stay in a first class cabin. The liner is the Queen Elizabeth II.

g. We have just bought a table. It's six feet long. It's made of pine. It's for having picnics on.

h. The judge gave her a sentence. He sent her to prison for three years. She had kidnapped a millionaire's son.

i. The Midland Trading Company have made a bid. They want to take over the textile manufacturer, AMA. They have offered £48 million. They made the offer at the last minute.

Exercise 8. Expand the "What about...?" phrases to make questions with "wh" - words as object.

Model

I've written twenty letters. What about you? / *How many letters have*

you written?

1. I like soft chocolates best. What about you? / Which _____
2. Jack came on his bike. What about you? / How _____
3. Karen can swim over ten kilometres. What about Jim? / How far _____
4. We got hundreds of cards. What about you? / How many _____
5. We'll be there at about six o'clock. What about Mary and Bill? / What time _____
6. John arrived at about eight. What about Kathy? / When _____
7. I will have finished work by five. What about you? / _____

Exercise 9. Put a circle round the correct words in brackets.

(Not So) Merry-Go-Round!

The customers at the funfair were leaving (and /but) the lights were going out. The last two people on dodgem cars paid (and/so) left. The big wheel stopped (for/and) the merry-go-round stopped (as well/not only). The stalls closed down (so/and) the stall-owners went home. At 2 a.m. four nightwatchmen walked round the funfair, (but/so) there was no one to be seen. "I'm fed up walking round," one of them said, ("yet/and) what can we do?" "We can (or/either) play cards (either/or) sit and talk." They were bored, (so/for) there was nothing to do on this quiet warm night. "We can have a ride on the merry-go-round!" one of them cried. "That'll be fun!" Three of them jumped on merry-go-round horses (yet/and) the fourth started the motor. Then he jumped on too (and/but) round they went. They were having the time of their lives, (but/so) suddenly realised there was no one stop the machine. They weren't rescued till morning (and/but) by then they felt very sick indeed!

Exercise 10. Join these sentences using the conjunctions in brackets to introduce contrast. More than one order is possible.

Model

I'm going to buy a computer. I haven't got much money. (even though)

I'm going to buy a computer even though I haven't got much money.

1. I intend to go for a walk this morning. It's raining. (even if)

-
2. I'd like to help you. I'm afraid I won't be able to. (much as)
.....
 3. Your design is excellent. It isn't suitable for our purposes. (while)
.....
 4. I try hard to play the piano. I don't seem to improve. (although)
.....
 5. Chinese is so difficult. It's surprising how many people learn it.
(considering that)
.....
 6. The play was wonderful. The film was a commercial failure.
(whereas)
.....

Exercise 11. Complete the sentences with a word or phrase from the box and your own ideas.

which	which	which	who
who	to whom	whose	where

1. I like meeting people *who have travelled widely*.
2. I enjoy parties *which go on till dawn*
3. I avoid going to restaurants
4. Most of my friends are people
5. I never wear clothes.....
6. My favourite films are those
7. I feel sorry for children
8. My best friend is someone.....

Exercise 12. When the relative pronouns *that, who* or *which* are the object of the relative clause, you can leave them out if you want to. Make these sentences into relative clauses with the relative pronoun left out.

Model

I bought a car. *I ...the car I bought.*

1. You met a friend. /
2. He sent a message home./.....

3. Jack is going to give a lecture. /
4. Bill had hoped to meet some friends. /
5. We decided to offer a prize. /.....

Now do these, in which the relative pronoun is the object of a preposition.

Model

We lived in an old house. / *the old house we lived in*

1. You asked for some money /.....
2. He was looking at the picture. /.....
3. They had waited for a bus. /
4. She is looking after some children. /.....
5. I picked up a coin./

Exercise 13. Answer these questions using the name in brackets and ‘the one who’.

Model

Does Sue keep the list of books? (Liz) No, ..*this is Liz who keeps the list of books.*

1. Did Mike take the dictionary? (Jack) No,
2. Was Peter waiting to borrow it? (Bill) No,
3. Did Jane promise to bring it back? (Helen) No,
4. Is Helen going to look after it for me? (Diana) No,

Exercise 14. Sentences may be combined using relative pronouns to form complex sentences with adjective clauses: *who, whom, whose, that, which, where.*

Model

A new paper appeared last week. It should attract those interested in boats.

A new paper which should attract those interested in boats appeared last week.

1. Some people leave litter in beauty spots. These people have no sense of duty.

2. The batsman scored fifty. Harrison missed him.

3. We visited the village. I was born there.

4. Do you know the man? This is his picture.

5. He was a most ingenious architect. He had contrived a new method for building houses.

6. John Smith died yesterday. He began life as a miner in Lankarshire.

7. The steel strike has been called off. It threatened to close down several furnaces.

8. Wordsworth lived close to nature all his life. He was a great poet.

9. I bought the watch. I had been thinking of it for a long time.

Exercise 15. Join these sentences with 'so ... (that)' and 'such ... (that).'

Model

We were late. We missed the first act of the play.

We were so late (that) we missed the first act of the play.

1. I was working hard. I forgot what the time was.
.....
2. There was a delay. We missed our connecting flight.
.....
3. We've had difficulties. We don't think we can stay in business.
.....

Exercise 16. Join or rewrite these sentences using the

conjunctions in brackets.

Model

John works hard. Susan works hard. (as ... as)

John works as hard as Susan (does).

- 1. John is less intelligent than Susan. (not so ... as)
.....
- 2. This computer holds less information than that one. (not... as much ... as)
.....
- 3. The film "Superman 1" is enjoyable. "Superman 2" is enjoyable, too. (as ... as)
.....

Exercise 17. Rewrite these sentences using 'in order not to.'

Model

We spoke quietly, because we didn't want to disturb anyone.

We spoke quietly in order not to disturb anyone.

- 1. She moved carefully, because she didn't want to wake the children.
.....
- 2. He sat in the furthest corner, because he didn't want to be seen.
.....
- 3. I gave up sugar and butter, because I didn't want to put on weight.
.....

Exercise 18. These sentences have 'in spite of the fact that' or 'despite the fact that.' Use one of the following phrases to complete them.

- | | |
|--------------------------------|--|
| we warned them not to | I've known him for years |
| I've done nothing all day | we lived next door to a police station |
| most employees were working | they tend to live longer |
| mothers | |
| they live in the same house | it wasn't very well written |
| we didn't have very good seats | everyone else disagreed with him |

- 1. The company refused to provide nursery facilities in spite of the fact that *most of the employees were working mothers.*
- 2. I quite enjoyed his last book in spite of the fact that

3. Despite, or perhaps because of the fact that
..... , we were burgled three times.
4. I really enjoyed the play despite the fact that
.....
5. Women retire earlier than men in spite of the fact that
.....
6. Despite the fact that they hardly ever
speak to each other.
7. I'm exhausted in spite of the fact that
.....
8. He insisted that he was right despite the fact that
.....
9. They went ahead and swam in the bay despite the fact that
.....
10. I can never remember his face in spite of the fact that
.....

Exercise 19. Rewrite these sentences with a purpose clause containing a modal.

Model

I couldn't see what was happening, until he lifted me up.

He lifted me up, so that I could see what was happening.

1. The houses were knocked down and replaced by car parks and office blocks
2. I sat next to the window, because I wanted to see out
3. He tied a knot in his handkerchief, because he didn't want to forget
4. I waved my arms, because I wanted them to see me
5. He wanted the report early, because he wanted to discuss it with colleagues
6. We will take a telescope, because we want to see the birds
without getting too close
.....
7. I'll fasten the donkey, because I don't want it to escape
.....
8. She left her address, because she wanted us to forward her letters

9. He wore a disguise, because he didn't want even his friends to recognise him

Exercise 20. The sentences below all have 'enough' and a "to"-infinitive. Use these nouns and adjectives to complete them.

Chinese clean food lucky money noisy old room well work

1. Most students have hardly enough ...*money*... to live on.
2. I couldn't speak Japanese enough to make myself understood.
3. I hope I'll be enough to get a place at University when I finish school.
4. You'll soon be able to speak enough to get around on your own.
5. The disco is close by, and it's enough to be a nuisance at night.
6. There would be enough to feed the whole world if we ate less meat and more of other things.
7. It's a tiny place. There's hardly enough to swing a cat.
8. I'll be glad when the kids are enough to go to school.
9. I'm not sure if that water's enough to drink.
10. Have you got enough to keep you busy?

Exercise 21. Complete the rewritten sentences below using in spite of or despite and an "-ing" form.

Model

He arrived in time, even though he stopped for lunch on the way. / He arrived in time ...*in spite of stopping for lunch*... on the way.

1. He died poor, although he had worked hard all his life. / He died poor all his life.
2. She finished the race, even though she had a bad fall. / She finished the race
3. Even though I have studied French for three years, I still find it difficult to speak. / for three years, I still find it difficult to speak.
4. Even though she's over sixty, she's still very fit / she's still very fit.

5. John is still very cheerful, even though he has lost his job. /John is still very cheerful

Exercise 22. Sentences may be combined by turning one of them into a phrase containing an infinitive.

Model

The men came this morning. They installed the new gas cooker.
The men came this morning to install the new gas cooker.

1. He sells evening papers. He thus earns a living.

2. The farmer has some new calves. He must feed them.

3. You must wear a uniform. It is the custom in this school.

4. I cannot read any more. I am too tired.

5. I have built a strong fence. It will keep out the cattle.

6. He won a prize. He was very lucky.

7. The police formed a cordon. They prevented the escape of the thief.

8. The girl went to the shop. She fetched a loaf for tea.

9. The football players made a decision. They would attack in the second half.

10. The strikers met this morning. They voted for a resumption of work.

Exercise 23. Sentences may be combined by the use of subordinate conjunctions to form complex sentences with noun or adverb clauses: *when, after, before, as, because, although, until, while, if, that, whether.*

Combine the following to form complex sentences. Reword as necessary.

Model

Is he going? I do not know.

I do not know whether he is going or not.

1. The weather improves. We shall go for a walk.

2. You leave for India next week. Come to see me.

3. He could not have shot himself. There was no gun.

4. I could swim with ease. I had no desire to dive into those waters.

5. I cannot pay you. I have only two pounds.

6. Scott reached the South Pole. Scott found that Amundsen had been there before him.

7. Abraham Lincoln was born in a log cabin. Abraham Lincoln became President of the United States.

8. Is he able to accept? I have not asked him.

9. I was very surprised. He refused to go.

Exercise 24. Sentences may be combined by turning one into a participial phrase.

Model

He took his fishing rod. He went out for the day.

Taking his fishing rod, he went out for the day.

The wind rose. The corn was soon dry.

The wind having risen, the corn was soon dry.

(Note: you must avoid the fault of the unrelated participial phrase.)

Coming up the hill, the sun was on our left. THIS IS INCORRECT

Coming up the hill, we had the sun on our left. THIS IS **CORRECT**

1. We turned out the light. We settled down to sleep.

2. He ate all the apples. He began to eat the pears.

3. He refused to buy the house. He hoped the owner would reduce the price.

4. Summer has come. We shall play cricket again.

5. _____
We heard the teacher. He was coming up the corridor.
6. _____
I had no money. I walked home.
7. _____
The man refused to go away. The police were called.

Exercise 25. The following paragraph is made up of a number of short sentences. Re-write it in an easy flowing style by using only 2 sentences. Do not use *and, so, but or then.*

It was a very hot day. We walked for a long time along the dusty road. We left the road. We went along a little path. The path ran alongside a brook. The brook was shaded by trees. Soon we reached a gate. The gate opened into a wood. It was cool in the wood.

Exercise 26. Circle the words you can delete and/or change to use *-ing*.

1. The plane which is flying overhead is travelling north.
2. The candidates who are sitting for this examination are all graduates.
3. The woman who is waiting to see you has applied for a job here.
4. What can you do about a dog which is barking all night?
5. Trains which leave from this station take an hour to get to London.
6. Customers who complain about the service should see the manager.
7. Passengers who travel on planes shouldn't smoke.
8. There's a pension scheme for people who work for this company.
9. There's a crime prevention scheme for people who are living in this neighbourhood.
10. There's someone who is knocking at the door.

Exercise 27. Put in suitable words (and forms where necessary) in the spaces below.

Yah Booh!

My cat Blossom is always getting into fights with Ginger, the tomcat next door. ..*When....* I see Ginger through my window, I shout and wave my arms to frighten him away. out of the window yesterday, I saw Ginger near my front door. There no one around, I pulled a hideous face, stuck out my tongue, waved my arms over my head and started screaming, "Yah booh! Yah booh!" the front door, I was determined to chase Ginger away. I succeeded admirably, I terrified the postman as well!



Exercise 28. Rewrite these sentences, replacing the underlined verb group with an “-ing” form on its own.

Model

I **was getting** ready for bed, when I heard someone downstairs.
While ...getting ready for bed, I heard someone downstairs.

1. When I **heard** the noise, I immediately telephoned the police.
 On
2. As soon as they **heard** my report, they promised to send two policemen round.
 On
3. When they **arrived** at my house, one policeman found that a window had been broken.

4. When he **saw** this, he rang the doorbell.

5. When he **heard** the bell, a burglar ran out through the back door.
 On
6. When he **saw** the burglar escaping, the second policeman chased after him.

7. The unlucky burglar was hit by a car as he **ran** across the road.

8. After they **had arrested** the man, the police called for an ambulance.
 After

9. When they **arrived** at the hospital, they found the man had made his escape.

On

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