

Е. А. Бурмакова

СИНТАКСИС АНГЛИЙСКОГО ЯЗЫКА

Учебно-методическое пособие

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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«Томский государственный педагогический университет»
(ТГПУ)

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В учебно-методическом пособии изложены теоретические основы синтаксиса английского языка. Теоретические материалы сопровождаются практическими заданиями, направленными на формирование и развитие навыков синтаксического анализа английского предложения.

Предназначено для студентов высших учебных заведений направлений подготовки 45.03.02 Лингвистика, 45.05.01 Перевод и переводоведение.

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Предисловие

Учебно-методическое пособие «Синтаксис английского языка» (далее – пособие) предназначено для студентов высших учебных заведений направлений подготовки 45.03.02 Лингвистика, 45.05.01 Перевод и переводоведение и соответствует рабочей программе учебной дисциплины Б1.О.23 Практическая грамматика.

Цель пособия – систематизировать и углубить знания студентов о синтаксической структуре современного английского языка, а также развить практические навыки синтаксического анализа предложений различного уровня сложности.

Пособие состоит из трех глав, комплекта заданий для практического закрепления изученного материала (Revision section), списка литературы и семи приложений.

Первая глава «Simple sentence» посвящена изучению структуры простого предложения, классификации его главных и второстепенных членов (подлежащего, сказуемого, дополнения, определения и обстоятельства) и способов их выражения, а также анализу независимых элементов и однородных членов простого предложения.

Во второй главе «Compound and complex sentence» подробно рассматриваются типы придаточных предложений и особенности пунктуации в сложносочиненных и сложноподчиненных предложениях.

В третьей главе «Word order» описываются базовые правила порядка слов в английском языке, включая случаи инверсии и употребления эмфатических конструкций.

Каждая глава включает теоретическую секцию, которая сопровождается примерами из современных медиаресурсов, академических, публицистических и художественных текстов, а также живой разговорной речи, и дополнена обширным комплексом разнообразных упражнений, ориентированных на практическое применение полученных знаний.

В пособие включены вопросы для самопроверки (Questions for self-assessment), справочные таблицы (Appendices 1–3), глоссарий терминов (Appendix 4), а также контрольно-измерительные материалы (Appendices 5–7), что позволяет использовать данное издание для аудиторной и самостоятельной работы студентов всех форм обучения.

Теоретическую базу пособия составляют классические труды по синтаксису английского языка (в частности, «A Grammar of the English Language» В. Л. Каушанской и соавторов) и современные грамматические справочники.

Chapter 1. SIMPLE SENTENCE

1.1. The sentence and its types

A sentence is a unit of speech whose grammatical structure conforms to the laws of the language and which serves as the chief means of conveying a thought. A sentence is not only a means of communicating something about reality but also a means of showing the speaker's attitude to it.

In a sentence we distinguish the principal parts, secondary parts and independent elements. The principal parts of a sentence are the **subject** and the **predicate**. The secondary parts are the **attribute**, the **object** and the **adverbial modifier**.

Simple (one-clause) sentences come in **four main types** from the point of view of structure and purpose of utterance:

a) declarative clauses used for making statements (positive or negative);

I love this new song.

The coffee is hot.

They are going to the beach tomorrow.

They did not finish the project on time.

b) interrogative clauses typically used for asking questions;

Did you finish your homework?

Have you seen my keys?

What time is it?

Where did they go?

c) imperative clauses used for giving instructions, making suggestions, etc.;

Don't forget to call your mother.

Follow the instructions carefully.

Please pass the salt.

Stop the car immediately!

d) exclamatory clauses typically used for exclaiming (i. e. expressing surprise, emotion, or pain by means of an exclamation or exclamations).

How wonderful that news is!

I can't believe we won!

What a fantastic goal!

What a stunning performance!

Task 1. Define the kinds of sentences according to the purpose of the utterance.

1. Cover your face during a Zoom call!

2. How significant is this?

3. Well, if it happened to you or someone you loved, it would be highly significant.

4. Are you ruling out the possibility that the vaccine could be removed from the market?
Are you expecting it to be re-allowed?
5. Look at every different factor.
6. Notice the caginess there.
7. "I wouldn't want to speculate," says the man who speculates for a living.
8. For months, he and the rest of the public health establishment have been badgering Americans to take a vaccine they claim is absolutely, perfectly safe.
9. That's what they said through Monday!
10. "Where are your vaccine selfies?" he asks.
11. Show did it!
12. Why aren't you doing it?
13. I wouldn't want to speculate as to what would happen.
14. About medicine people are asking you to take?
15. If you've got questions, you're a right-wing QAnon bigot.

1.2. Principal parts of the sentence

1.2.1. Subject

The subject is the principal part of a two-member sentence which is grammatically independent of the other parts of the sentence and on which the second principal part (the predicate) is grammatically dependent, i. e. in most cases it agrees with the subject in number and person. The subject can denote a living being, a lifeless thing or an idea.

Ways of expressing the subject

The subject can be expressed in the following ways:

1) a noun in the common case;

The teacher explained the lesson clearly.

The rain drummed rhythmically against the windowpane.

Innovation drives the modern economy forward.

2) a pronoun – personal, demonstrative, restrictive, indefinite, negative, possessive, interrogative (see **Appendix 1**);

One wants to live forever.

All were of the same opinion.

Everything happens for a reason.

Nothing could change his mind once it was set.

Mine is the blue car parked at the corner.

3) a substantivized adjective or Participle;

The unemployed were taken good care of.

The brave often face their fears head-on.

The injured were rushed to the nearest hospital immediately.

4) a numeral (cardinal or ordinal);

The first to arrive to the party was her husband.

Seven is considered a lucky number in many cultures.

The third in line was finally called to the desk.

5) an infinitive, an infinitive phrase or construction;

To know her is to love her.

To succeed requires both talent and hard work.

To build a sustainable future is the greatest challenge of our time.

6) a gerund, a gerundial phrase or construction;

Reading books by the fireplace is relaxing on a cold evening.

Laughing is often called the best medicine.

Solving complex puzzles keeps the mind sharp and active.

7) any part of speech used as a quotation;

“Had” is the past tense of the verb to “have”.

“Beautiful” was the only word she could use to describe the view.

8) a syntactically indivisible group (a group of words);

The telegram and the letter have been sent off.

The King and Queen greeted the cheering crowd from the balcony.

Three of the students were selected for the national competition.

Task 2. Point out the subject and say by what it is expressed.

1. A famous architect planned this house.
2. All the guests have arrived on time.
3. Only a few of the applications were accepted.
4. Reading books can expand your horizons.
5. Skiing is extremely popular in Russia.
6. Swimming in the ocean is exhilarating.
7. The committee has made its final decision.
8. The decision to move was not easy.
9. The development of new technologies is vital for progress.
10. The children laughed happily at the clown.
11. The unloading of the vessel was completed yesterday.
12. To skate is very pleasant.
13. Visiting museums is one of my favorite activities.
14. Who has signed the letter?
15. We have declined their offer.
16. “Well” is an adverb.
17. One can see a great number of beautiful new houses in Moscow.
18. The sick were sent home.
19. The report needs to be approved by the manager.
20. The teacher explained the lesson clearly.
21. They realized that time was running out.

22. To travel is to explore new horizons.
23. Fast is an adverb.
24. You're not supposed to ask questions about why children are being forced to wear masks while exercising outside.
25. That doesn't make sense.
26. Kids aren't at great risk from COVID.
27. To learn new skills can be challenging.
28. Running in the morning has been my hobby since the childhood.
29. The coronavirus generally doesn't spread outdoors.
30. And wearing a mask when you're breathing heavily clearly isn't good for you, to say nothing of the psychological effects of it.

It as the subject of the sentence

When the *pronoun it* is used as the subject of a sentence it may represent a living being or a thing: then it is a notional subject. Sometimes, however, it does not represent any living being or thing and performs a purely grammatical function: then it is a formal subject.

1. It is a notional subject:

1.1. It stands for a definite thing or some abstract idea – the personal *it*.

I bought a new camera yesterday. It takes incredibly sharp photos.

He offered me advice, but it was largely ignored.

1.2. It points out some person or thing expressed by a predicative noun, or it refers to the thought contained in a preceding statement, thus having a demonstrative meaning – the demonstrative *it*.

It is John.

It was a large room with a great window.

2. It is a formal subject, i. e. it does not represent any person or thing.

We distinguish: 1) **the impersonal *it***; 2) **the introductory or anticipatory *it***; 3) **the emphatic *it***.

2.1. The impersonal *it* is used to denote:

a) natural phenomena (such as the state of the weather, etc.) or that which characterizes the environment:

It was thunderous and bright with lightning.

It has been drizzling since early morning.

b) time and distance:

It has been three years since we last met.

It is a long way to the top of the mountain.

2.2. The introductory or anticipatory *it* introduces the real subject.

It is unlikely that the flight will arrive on time.

It was a pleasure to meet your family.

2.3. The emphatic *it* is used for emphasis (see 3.2.1. Cleft sentences).

It was the heavy rain that caused the flood.

It is in the small moments that we find the most joy.

Task 3. State the nature of the pronoun *it*. Translate into Russian.

1. It is almost midnight, yet it is hard to believe his story because it was Mark who broke the vase while it was snowing heavily today.
2. It is today that we have the meeting because it was clear that they were lying, even though it is nearly five o'clock and it is often windy in March.
3. It was out of fear that he ran away when he realized it is necessary to check the results, as it is a long way to the station and it feels humid in this room.
4. It is because of you that we succeeded in finding the package that was left on the porch, and it is this book that I highly recommend even if it is a mystery novel.
5. It was a beautiful cottage by the lake where it surprised us that he resigned, yet it is only yesterday that I saw him and he said it is half past noon.
6. It was just the wind rattling the window that is now broken, and it is a pity to waste this food when it seems unlikely that the rain will stop.
7. It was by accident that I found the map, and it is for your sake that I am here because it occurred to me that I forgot my keys.
8. It is cold in this room.
9. It is difficult to speak a foreign language without making mistakes.
10. It is half past five now.
11. It is snowing heavily outside.
12. It is still quite light.
13. It is heartbreaking for me, Sir, to have to tell you this.
14. It is very pleasant to swim in the sea.
15. It was the diligent way she worked that impressed us all.
16. It was the various shades of blue in the painting that captivated everyone.
17. It was a small box wrapped in red paper, and it is our new neighbor who noticed that it was foggy during the drive.
18. It was quite chilly last night, yet it is about fifty miles to the coast where the ring sparkled in the light and it changed their lives.
19. It is the mailman at the door, and it looks peaceful while the cat is sleeping.
20. There was a knock at the door. "It is probably the mailman," she whispered.
21. It is essential to finalize our budget before the end of the quarter.
22. It was only after the market crashed that they realized the risk.
23. It is about three hundred miles to the new research facility.
24. It was a sleek, silver drone that landed in the yard.
25. It is getting extremely humid as the storm approaches.
26. It was the sound of the ocean that helped her fall asleep every night.
27. It is a long way to the next charging station for our electric car.
28. It was clear to everyone present that the negotiations had failed.
29. Someone left a laptop in the conference room; it is a brand new model.
30. It is getting darker earlier now.
31. Where is the book? It is on the table.
32. It is raining.

Complex subject

Non-finite form	Example
Participle I	<i>He was seen turning round the corner.</i> <i>She was heard singing.</i> <i>They were kept waiting.</i> <i>The dog was seen chasing a squirrel.</i> <i>They were heard laughing in the garden.</i>
Participle II	<i>Her name was heard mentioned.</i> <i>Her proposal was heard discussed at the meeting.</i> <i>She is considered cured.</i> <i>The boat was considered lost.</i> <i>The dress was found torn.</i>
Infinitive	<i>This book seems to be very popular with children.</i> <i>She seems to know French well.</i> <i>The house appears to have been built in the eighteenth century.</i> <i>She is unlikely to know Jake.</i> <i>The experiment turned out to be successful.</i> <i>The movie is believed to be a blockbuster success.</i> <i>The package is expected to be delivered by noon.</i> <i><u>It</u> is difficult for him to do it today.</i> <i><u>It</u> is nice of you to join us today.</i>
Gerund	<i>Helen's coming so early surprised me very much.</i> <i>Her finishing the project ahead of schedule impressed the entire team.</i> <i>His staying up late worried his parents.</i> <i>Their playing music together brought joy to the neighborhood.</i>

Task 4. Identify the Complex Subject and its elements in each sentence.

1. The children were seen reading the books in the sitting room.
2. The artist was found painting.
3. The neighbor was noticed walking her dog early in the morning.
4. The colleagues were caught practicing for the forthcoming performance.
5. The car was seen speeding down the alley.
6. Jim was caught studying late at night.
7. Cooking delicious meals brings her joy.
8. I was heard speaking about the project.
9. It's no use telling him about it.
10. Our walking to the office saved time.
11. His winning the game earned him respect.
12. The workers were seen repairing the roof.
13. She was seen dancing at the Party.
14. The problem was considered solved by the experts.
15. The results were found disappointing.

16. It was easy for him to solve the puzzle.
17. The parents are expected to arrive by 8 o'clock.
18. She doesn't seem to enjoy her new job.
19. It is crucial for all the members of the club to attend the meeting.
20. The project is sure to be successful.
21. The husband was happy to help with dinner.
22. The kids appeared to be excited about the trip.
23. It is essential for her to practice English daily.
24. The results are likely to be announced soon.
25. His learning new skills impressed the team.
26. Jane's going on vacation surprised everyone.
27. Jane and Jim working together increased productivity.
28. My staying at home was great.
29. His talking during the class annoyed the teacher.
30. Their coming late was a surprise.

1.2.2. Predicate

The predicate is the second principal part of the sentence which expresses an action, state, or quality of the person or thing denoted by the subject. It is grammatically dependent upon the subject.

As a rule the predicate contains a finite verb which may express tense, mood, voice, aspect, and sometimes person and number. According to the structure and the meaning of the predicate we distinguish two main types: **the simple predicate** and **the compound predicate**.

Simple predicate

The simple predicate is expressed by a **finite verb**, which can appear in either a simple tense form (such as the Present Simple or Past Simple) or a compound tense form (the Continuous, Perfect, or Passive forms).

*Julia **enjoys** painting in her free time.*

*The dog **barked** loudly at the stranger.*

*They **have completed** the project ahead of schedule.*

*She **will be attending** the conference next week.*

There is also a special type of predicate made of **phraseological units**. These are groups of words that express one single idea. They are:

– Common expressions: *to take care, to pay attention, to lose sight.*

– Action phrases: *to have a wash, to give a push, to take a look.*

– Idioms: *to break the ice, to hit the road, to cost an arm and a leg.*

Even though these phrases have several words, they count as one simple predicate because.

*He **took care** of the problem before it escalated.*

***Pay attention to** the details during the presentation.*

*After a long day, she **had a wash** to feel refreshed.
They both **made an effort** not to lose sight of their goals.
He **gave** the door a gentle **push** to make it swing open.
She **caught sight** of a car in the distance.
Don't pay any attention to what they say.*

Predicate expressed by the construction there is/are

To express the existence or presence of a person, object, fact, or phenomenon in a specific place or time segment, a special type of **simple predicate** is used, expressed by the construction ***there is/are***.

*There is a solution to every problem.
There are several errors in this document.
There was a strange silence in the hall.
There were hundreds of people at the concert last night.
There is a lot of traffic on the motorway this morning.
There has been a significant change in the weather.
There will be an opportunity to ask questions later.
There were no seats left on the train.
There is a light at the end of the tunnel.
There was an exhibition of modern art at the gallery last week.*

Compound nominal predicate

The compound nominal predicate consists of a link verb and a predicative (the latter is also called the nominal part of the predicate).

I am a student. (am (to be) – a link verb, a student – a predicative)

The link verb expresses the verbal categories of person, number, tense, aspect, mood, sometimes voice. All link verbs, as the result of a long development, have partly lost their original concrete meaning.

There are two large groups:

a) link verbs of being and remaining – to be, to remain, to keep, to look, to smell, taste, feel, to stand, to stay, to sit, to lie, seem, to appear, etc.

*Jane **has been** a friend of mine for 15 years.*

*She **remained** calm despite the chaos outside.*

*He **looked** tired after the long journey.*

*The flowers **smelled** delightful.*

*She **seems** upset.*

*The soup **tastes** delicious.*

b) link verbs of becoming – to become, to get, to grow, to go, to turn, etc.

*He **turned** pale.*

*The milk **went** sour.*

*I first **became** interested in yoga in 2015.*

It's getting colder and colder.
The child grew more independent.
He became more confident.

Ways of expressing the predicative

1) a noun in the common case, by a noun in the possessive case;

She is a talented **artist**.
Mr. Henderson is **the principal of the school**.
This vintage camera is my **grandfather's**.

2) an adjective;

The movie was **thrilling**.
The skyline looks **spectacular** at night.
The milk has gone **sour**.

3) a pronoun – personal, possessive, negative, interrogative, reflexive, indefinite, restrictive (see Appendix 1);

Who is **that**?
For a moment, he wasn't **himself**.
You are **nobody**.

5) a numeral, cardinal or ordinal;

She is **the first** to arrive.
He turned **30** last week.
This chapter is the **fifth** in the series.

6) a prepositional phrase;

The cat is **under the bed**.
She remained **in charge of the project**.
His answer is **beyond comprehension**.
His behavior was **out of character**.

7) an infinitive, infinitive phrase, or an infinitive construction;

The aim is **to finish** the project by Friday.
His decision is **to resign** from his position.
Our main challenge is **to reduce** production costs.
The best way to learn is **to practice** every day.

8) a gerund, gerundial phrase, or gerundial construction;

My job is **teaching**.
His passion is **hiking** in the mountains.
His favorite weekend activity is **sailing** on the lake.
The most difficult part was **convincing** the committee.

9) Participle II or Participle I;

The door remained **closed**.
He was **exhausted** after the marathon.
The museum was **deserted** on Monday morning.
The news was shocking to everyone involved.

10) an adverb.

The meeting was finally over.

It was enough.

The winter is nearly over.

The lights are off.

The complex predicative

The challenge lies in his understanding the new system.

The inconvenience was my not knowing the language.

The only way out of the difficulty is for you to go there immediately.

The reason for his absence was his feeling unwell.

Compound verbal predicate

There are two types of the compound verbal predicate:

1) the compound **verbal modal** predicate (*must study, ought to go, need to ask*);

Can you have disliked the film?

2) the compound **verbal aspect** predicate (*start working, keep dreaming, cease to exist*).

She stopped to buy some water since she was thirsty after having run the marathon.

The compound verbal modal predicate

1) a modal verb + Infinitive (*can, may, must, should, etc.*);

*You **should have seen** a doctor if you were feeling unwell.*

*They **might join** us for dinner.*

*He **must finish** his homework before playing video games.*

2) modal expressions: **to be to + Infinitive, to have to + Infinitive**;

*She **has to attend** the meeting tomorrow.*

*They **are to submit** their project by Friday.*

3) a verb with a modal meaning + Infinitive/Gerund (*to hope, to expect, to intend, to attempt, to try, to endeavour, to long, to wish, to want, would like, to aim, to intend, to desire*);

*I **hope to travel** to Japan next year.*

*She **wants to learn** how to play the piano.*

*They **attempted to solve** the puzzle but gave up.*

*He **longed to return** to his hometown.*

4) modal expressions + infinitive (*to be able, to be supposed, to be obliged, to be bound, to be reluctant, to be willing, to be anxious, to be likely, to be capable, to be going*).

*Many investors **are reluctant to risk** their capital in such a volatile market.*

*She **is able to finish** the project ahead of schedule.*

*The team **is likely to win** the championship this year.*

*We **are willing to help** you with your problems.*

*You **are supposed to submit** your assignment by Friday.*

Compound verbal aspect predicate

A compound verbal aspect predicate highlights a specific stage of an activity by combining an aspect verb with an infinitive or gerund to show whether an action is starting, continuing, repeating, or coming to an end.

An aspect verb + infinitive/gerund

- **to begin:** *She **began to learn** Spanish last year.*
- **to cease:** *The rain **ceased to fall** after several hours.*
- **to come to:** *He **came to realize** the importance of teamwork.*
- **to continue:** *They **continued to practice** daily for the competition.*
- **to fall:** *She **fell to crying** when she heard the news.*
- **to finish:** *He **finished reading** the book in one sitting.*
- **to give up:** *She **gave up thinking how to convince** Jorge to help her move.*
- **to go on:** *He **went on talking** despite the interruptions.*
- **to keep on:** *They **kept on working** through the night.*
- **to proceed:** *She **proceeded to explain** her point of view.*
- **to set about:** *He **set about cleaning** the house after the Party.*
- **to start:** *She **started to forget** his presentation speech.*
- **to stop:** *He **stopped smoking** for the sake of his health.*

Mixed types of predicate

1. Compound modal nominal predicate (составное именное модальное сказуемое) – is a nominal predicate that includes a modal verb.

*You **could be** more **careful** with your words.*

*He **might be** the best **candidate** for the job.*

*They **should be** more **considerate** of others' feelings.*

2. Compound modal aspect predicate (составное aspectное модальное сказуемое) – is a modal predicate that includes an aspect verb.

*You **must start working** on your assignment soon.*

*She **has to begin exercising** if she wants to improve her health.*

*They **should continue practicing** to enhance their skills.*

3. Compound aspect nominal predicate (составное именное aspectное сказуемое) – is a nominal predicate that includes an aspect verb.

*She **continued to be** an active **Participant** in the discussions.*

*I **started to feel** more **confident** about my abilities.*

*I **began to feel** rather **annoyed**.*

*I **continued to be glad** for having passing my Exams.*

Task 5. Identify the predicate in each sentence and determine its type.

1. You must read the script.
2. That's the message anything what you wanted in a free country.
4. My brother tries to learn a new language every year.
5. They became hostile, in some cases, hysterical.
6. In the years since Harris has continued to ascend.
7. This brisk little affair was all settled before breakfast.
8. He was like a man who had been separated from one he loved for many years.
9. But they shouldn't have been shocked by it.
10. Guatemalans know very well what political corruption looks like.
11. They live in a corrupt system.
12. My brother's greatest achievement is getting the scholarship.
13. I am anxious to get to know the results of the test.
14. I am capable of completing the Task if given enough time.
15. I began to feel more optimistic about the future.
16. I couldn't find my keys.
17. I intend to start a new workout routine this month.
18. You could be more attentive during the lessons.
19. I started to feel a sense of accomplishment after completing the Task.
20. I tried to do it.
21. I wish to pursue a career in environmental science.
22. My favorite hobby is painting.
23. She can swim across the lake.
24. She continued to be an inspiration for her colleagues.
25. She desires to improve her public speaking skills.
26. She endeavors to write a novel in her spare time.
27. She has received a letter from her father.
28. She has to continue studying.
29. She is anxious to start her new job next week.
30. She is obliged to follow the company's policies.
31. She longs to make a difference in her community.
32. She might be the right person for the job.
33. She seemed tired after the long meeting.
34. She sings beautifully and plays the piano excellently.
35. She tried to hit the road early.
36. She will read the book tomorrow.
37. She writes stories for children.
38. The book seems interesting.
39. Despite his handicap he is able to drive a car.
40. The cake is delicious and satisfying.
41. The challenge remains in managing the project effectively.
42. The equipment can be delivered within two months.

43. The flowers are beautiful, and they bloom in spring.
44. The main issue is his not completing the assignment on time.
45. The maths exam was not too difficult.
46. The meeting was postponed until next week.
47. The only option left is for us to wait for the results.
48. The presentation became a major success.
49. The reason for the delay was her feeling unwell.
50. The relief came from finally being able to relax.

1.3. Secondary parts of the sentence

1.3.1. Object

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

*She enjoyed the **concert** immensely.*

*They gave **her** a beautiful **gift** for her birthday.*

*The teacher explained **the lesson to the students**.*

*He is interested **in learning** new **languages**.*

*Maria was excited **about** the upcoming **trip**.*

*The chef prepared a delicious **meal for the guests**.*

*She wrote **a letter to her grandmother**.*

*The toddler painted the wall **with bright colors**.*

These examples highlight different types of objects (**direct**, **indirect**, and **prepositional**) that complement the verbs used in the sentences.

1. The direct object receives the action of the transitive verbs¹ with which it is closely connected as it denotes a person or thing (answers the questions **what? or whom?**) directly affected by the action of the verb. It is used **without any preposition**.

In the sentence *Take **the dog** for a walk*, *the dog* is the direct object.

*She read **the book**.* (What did she read? The book.)

*The teacher corrected **the test**.*

*Marcus opened **the door** quietly.*

*They baked **a cake** for the party.*

!If a transitive verb takes only one object expressed by a noun or pronoun *without a preposition*, it is always **a direct object**!

*I help my **brother** in his work.*

*I envied **him**.*

*He mounted the **horse**.*

*He plays **chess**.*

¹ A transitive verb needs a direct object to complete its meaning, and common examples include *accept, bring, buy, call, catch, create, eat, give, help, know, make, send, tell, think, and want* etc.

2. The indirect object denotes a living being and indicates *to whom* or *for whom* the action of the verb is performed. There are also cases when *it denotes a thing*. It typically comes before the direct object.

In the sentence *Anna gave **me** a watch*, the indirect object is me, and the direct object is a watch.

*She gave her **sister** a gift. (To whom did she give a gift? Her sister.)*

The following common verbs can take both direct and indirect objects: **bet, get, offer, post, send, tell, bring, give, owe, promise, show, throw, build, leave, pass, read, sing, wish, buy, lend, pay, refuse, take, write, cost, make, play, sell, teach**.

There are a number of verbs after which the indirect object is used with the preposition **to** even when it comes before the direct object. These are **to explain, to dictate, to suggest, to relate, to announce, to ascribe, to attribute, to communicate, to introduce, to submit, to repeat, to dedicate, to disclose, to interpret, to point out**.

She tried to explain to the manager the reasons for her being late.

The teacher had to repeat to the class how to do the task.

He began to describe to his friends the rules of the game.

There are three verbs which may take an indirect object without any direct object. In this case the indirect object is used with the preposition **to**. These verbs are: **to read, to write, to sing**.

*When I was ill she often read **to me**.*

*Won't you sing **to me**?*

*Write **to me** as often as you can.*

3. Most often, the indirect object comes before direct objects (without a preposition) or after direct objects (with a preposition – **prepositional indirect object**).

*She bet her **friend fifty dollars** he would lose the game.*

*She bet **fifty dollars on her friend** to win the game.*

I got him a new phone for his birthday.

*I got a new phone **for him**.*

They offered me a job at their company.

*They offered a job **to me** at their company.*

He posted his sister a letter from abroad.

*He posted a letter **to his sister** from abroad.*

She sent her mother a message.

*She sent a message **to her mother**.*

Ways of expressing the object

The object is expressed by the following parts of speech:

1) a noun in the common case;

*We need to buy a new **car** next week.*

*She brought an **umbrella** to the picnic.*

*They painted the **fence** last Saturday.*

2) a pronoun;

*This gift is **for me**.*

*Can you help **him** with his homework?*

*I saw **her** at the coffee shop yesterday.*

*He told **me** that he would come.*

*What did you do with **it**?*

3) a substantivized adjective or Participle;

*He gave money to **the unemployed/the poor**.*

4) an infinitive, an infinitive phrase, or an infinitive construction;

*They expect **to finish** the project by Friday.*

*He managed **to win the competition** despite the odds.*

*The team decided **to implement** the new protocols immediately.*

*She refused **to comment** on the political situation during the interview.*

5) a gerund, a gerundial phrase, or a gerundial construction;

*I remember **reading** about it before.*

*I enjoyed **swimming** in the ocean this summer.*

*He denied **Jane's taking part** in the robbery.*

*They talked about **moving to a bigger city**.*

6) any part of speech used as a quotation;

*She shouted **"Stop!"** as he ran past her.*

*He replied **"Yes,"** without hesitation.*

*They whispered **"Let's go"** to each other in excitement.*

7) a prepositional phrase with a noun or a gerund;

*We are counting **on your support** for the upcoming election.*

*He is fond **of playing the guitar** in his free time.*

*They are interested **in traveling abroad** next year.*

*The team succeeded **in meeting the deadline** despite the challenges.*

*He is thinking **of moving to a different city** next year.*

*The children are looking forward **to visiting the zoo**.*

8) a group of words which is one part of the sentence;

*He found **a number of persons** waiting for her in the living room.*

*She has finished **plenty of books** this month.*

*They bought **two bottles of wine** for the dinner party.*

*The teacher praised **each of the students** who participated.*

*He invited **three of his colleagues** to the seminar.*

IT as the formal object

After a number verbs such as **to find, to consider, to think, to feel**, etc. the pronoun **it** is often used as a formal object, preceding an object expressed by an infinitive phrase or a subordinate clause.

*He found **it** frustrating to wait in long lines.*
*I consider **it** important to begin the negotiations at once.*
*I find **it** strange that he did not come.*
*I think **it** necessary to wait a few days.*
*She considers **it** a mistake to rush decisions.*
*They made **it** evident that the meeting was important.*

Task 6. Point out the object and say by what it is expressed.

1. What have you got there?
2. She pretended not to hear her husband.
3. I know all about English grammar.
4. I have never heard your opinion before.
5. My friend is excited about the opportunity to work abroad for a year.
6. Our manager wrote his colleagues a report.
7. I enjoy spending time with my family during the Christmas holidays.
8. I have received a letter from my brother, who is currently living in Australia.
9. I wish my cousin Emily success in her new business.
10. My sister hopes to travel to Italy.
11. Ben noticed several people waiting for the bus in the rain.
12. My aunt replied, "I'll see you tomorrow at the office," as she hurried out the door.
13. She hated the city and felt bad because she liked him.
14. He finds it hard to listen to criticism.
15. The artist could not remember seeing any art in his family home.
16. Tell me where to put the trunk.
17. The committee found a number of policies that should be revised for clarity.
18. The manager discussed the budget, with the finance team.
19. The manager asked his workers to give their opinions on the new system.
20. The photographer took the picture at the perfect moment.
21. The scientist showed his new research at the meeting.
22. The teacher gave her students helpful advice on their essays.
23. Rich people often have better schools and resources.
24. The whole country helped to fix the big city.
25. They are excited to visit Japan next year for the cherry blossoms.
26. They bought a beautiful house in the country for their parents.
27. They talked about moving the meeting to a later date so more people could come.
28. She needs this document to understand what the project requires.
29. We need more help to finish the project on time.
30. We put modern American machines in the factory.
31. Do you know anything else about this difficult problem?
32. He could not say the next word.
33. He gave the group a friendly and professional smile.
34. He ate the meal with you.

Complex Object

Complex (direct) object	Participle I	<i>I noticed him reading a book in the park.</i> <i>She saw the children playing on the playground.</i> <i>We heard the train passing by the station.</i> <i>He caught himself thinking about Jane.</i> <i>She felt the wind tousling her hair.</i>
	Participle II	<i>They found the door locked.</i> <i>We believed him gone before lunchtime.</i> <i>She left the project unfinished due to time constraints.</i> <i>I regarded the Task completed after the final review.</i> <i>He reported the issue fixed after the technician's visit.</i> <i>The teacher kept the students engaged during the lesson.</i>
	Infinitive	<i>I want him to complete the project by Friday.</i> <i>She needs her team to submit the report on time.</i> <i>The teacher expects the homework to be submitted by tomorrow.</i> <i>We want our suggestions to be considered seriously.</i> <i>I believe him to have finished his assignment early.</i> <i>She claimed the meeting to have been successful.</i> <i>I believe her to be capable of great things.</i>
	Gerund	<i>Do you mind my opening the window?</i> <i>We appreciate your helping us with the project.</i> <i>She insists on her practicing every day to improve her reading skills.</i>
	Other parts	<i>She thinks herself very beautiful.</i> <i>The kids kept her busy.</i> <i>They considered the project a huge success.</i> <i>He painted the fence blue.</i> <i>The coach expected the players ready for the game.</i> <i>I considered her an expert in the field.</i> <i>I consider him a close friend.</i> <i>They named the puppy Max after their favorite character.</i> <i>She regarded herself an artist despite the challenges.</i>
Complex preposi- tional ob- ject	Infinitive	<i>I count upon him to help me.</i> <i>They count on us to deliver the presentation smoothly.</i>
	Gerund	<i>She was not aware of his being there.</i> <i>I was surprised at my brother's coming so early.</i> <i>We object to her choosing to leave early.</i> <i>They all approved of his not being beaten by that cousin of his.</i> <i>Do you object to my leaving earlier today?</i>

Task 7. Translate the following sentences into English using a Complex Object. Identify and describe the grammatical components used to express it.

1. Вы не против, если я сяду здесь?
2. Их портреты были написаны известным художником (Они заказали написание портретов).
3. Мне нужно отремонтировать (починить) мою машину.
4. Мне нужно, чтобы этот пакет был доставлен завтра.
5. Мы наблюдали, как садилось солнце за горизонтом.
6. Мы одобряем их переезд в новый город.
7. Мы слышали, как песню играли по радио.
8. Мы считаем его экспертом в этой области.
9. Мы хотели бы, чтобы вы присоединились к нашей команде.
10. Он обнаружил, что его кошелек украден.
11. Он покрасил стену в белый цвет.
12. Он слышал, как птицы пели (пение) за его окном.
13. Она настояла на том, чтобы он извинился.
14. Она оставила окно открытым на всю ночь.
15. Она почувствовала, как ее сердце быстро бьется.
16. Она считает себя очень удачливой.
17. Они возражают против строительства нового торгового центра здесь.
18. Они избрали его президентом клуба.
19. Учитель посоветовал ученикам учиться усерднее.
20. Шум разбудил меня.
21. Я был удивлен, что она знала ответ.
22. Я видел, как она переходила улицу.
23. Я заметил, как дым поднимался из трубы.
24. Я считаю, что он очень честный человек.
25. Джим почувствовал, как его ноги подгибаются.
26. Каждая женщина считала себя победительницей, а другую – полностью побежденной.
27. Мой начальник заставил меня переписать отчет.
28. Мы ожидаем, что ситуация скоро улучшится.
29. Он ненавидел, когда она работает в гостинице.
30. Они позволяют своим детям ложиться спать поздно.
31. Сэмми наблюдал, как мистер Смит медленно снимает пиджак.
32. Я хочу, чтобы мой брат стал врачом.
33. Лучший способ выучить новый язык – это полностью в него погрузиться.
34. Мой кузен Том отрицал, что списывал на тесте.
35. Моя сестра начала бояться выходить на улицу одна по ночам.

Task 8. Point out the subject, predicate and object and their types in each simple sentence.

1. They saw him walking through Red Square.
2. They heard Jane opening the door.
3. They heard her singing in the adjacent room.
4. I was kept waiting.
5. They were left talking in the living room.
6. Fox was found waiting for us on the terrace.
7. They saw people rushing to the trains.
8. You could hear the water running.
9. They saw John pouring himself a cup of coffee.
10. The music sounded wonderful.
11. This flower smells good.
12. Your words sound strange.
13. This cucumber is bitter to the taste.
14. The door was found locked.
15. He enjoys playing the guitar in his spare time.
16. She is interested in pursuing a degree in environmental science.
17. We are considering hiring a consultant to streamline the process.
18. The tea was left untouched.
19. This fabric is rough to the touch.
20. The water in this area tastes bad.
21. Now our research can be considered complete.
22. He had never been seen so excited before.
23. We look forward to their arriving at your wedding anniversary.
24. She is capable of handling difficult situations with grace.
25. They are committed to improving their skills through various workshops.
26. I am tired of waiting for the response to my application.
26. All the documents were found torn to scraps.
28. The suitcase was considered stolen.
29. The dog was found tied to a tree.
30. The longer this situation obtains, the more extensive the problems become.
31. She pretended to enjoy the party, but deep down.
32. I heard him play the piano beautifully.
33. She saw them leave the party early.
34. They considered him to be the best candidate for the job.
35. We expected them to arrive by noon.
36. It was an unpopular decision to postpone building a new hospital.
37. He has to apply for a permit and we have to find him a job.
38. My colleague Ben found his luggage packed.
39. They all denied ever having seen her.
40. That would be a disaster.

1.3.2. Attribute

The attribute is a secondary part of the sentence which qualifies a noun, a pronoun, or any other part of speech that has a nominal character.

An attribute can be either in **pre-position** or in **post-position** to the word it modifies.

Ways of expressing the attribute

1) an adjective (the most common way of expressing an attribute);

*That **tall** man is a great basketball player.*

*She wore a **beautiful** dress to the party.*

*He enjoys **classical** music in his free time.*

*I am going to tell you something **interesting**.*

2) a pronoun (possessive, restrictive, demonstrative, interrogative, relative);

***His** favorite book was on the shelf.*

***This** pencil is mine.*

***He** extended his hand to me.*

3) a numeral (cardinal or ordinal);

*He scored **three** goals in the match.*

*She finished in **first** place in the race.*

*They bought **twelve dozen** eggs for the bakery.*

4) a noun:

a) in the common case;

*She is the **team** captain for the soccer club.*

*The **town** library is closed on Sundays.*

b) in the genitive case (mainly in pre-position);

*The **teacher's** explanation helped me understand the topic better.*

*The **cat's** collar was blue and shiny.*

*The teacher corrected the **student's** mistakes.*

*The **expert's** conclusion was enclosed in the letter.*

5) an adverb;

*A voice **inside** said "Come in."*

*The man **there** is my brother.*

6) Participles I and II or a Participial phrase;

*The **running** water in the stream was clear and refreshing.*

*The **broken** vase lay shattered on the floor.*

*The man **sitting** by the window is my uncle.*

*The student **speaking** to the teacher is my brother.*

*They sent us a list of goods **sold** at the auction.*

7) an infinitive, an infinitive phrase, or an infinitive construction (post-position);

*He had a great desire **to travel**.*

*He has a decision **to make** regarding his career.*

*This is the best place **to relax and unwind**.*

8) a prepositional phrase or a prepositional construction with a gerund;

*They discussed the possibility **of moving to another city for work**.*

*The leg **of the table** is broken.*

*I have lost the key **to the entrance door**.*

*I have received a letter **of great importance**.*

*I invited him to the school leave party **with free food and drinks**.*

*The picture **in the frame** is very old.*

*I can't come up with several ways **of solving the problem straightaway**.*

9) quotation groups;

*She rolled her eyes at his **"I know everything"** attitude.*

The detached attribute

A detached attribute is only loosely connected with its headword and is often optional from the point of view of structure, although very important semantically. It forms a separate sense group in speech and is accordingly separated by commas in writing. A detached attribute may be placed in preposition, post-position, or often at some distance from the headword.

*The cake, **covered in chocolate**, smelled delicious.*

*The dog, **full of energy**, bounded across the park.*

*The man, **tired from work**, fell asleep on the bus.*

Apposition

Apposition is a grammatical construction in which a word or phrase that renames or clarifies another noun follows it. It provides additional information or specifies the meaning of the noun it modifies.

Close apposition is closely connected to the noun it modifies and is not separated by commas. It usually consists of titles, ranks, professions, or familial relationships.

*My **friend** Lisa is an excellent pianist.*

*The **author** Tolkien created a captivating world in his books.*

*The **teacher** Ms. Reynolds gave us an inspiring lecture.*

***Captain** Harris was honored for his bravery.*

*The **city** London is known for its historical landmarks.*

*Even **Aunt** Ann was there.*

*That **girl** Emily has a wonderful sense of humor.*

*Our **neighbor** Mrs. Winslow is an avid gardener.*

*These **students** John and Mary have put in a lot of effort this semester.*

*Their **dog** Max loves to play fetch in the park.*

Loose/detached apposition is not as closely connected to the noun it modifies and is always set off by commas to indicate a pause. It carries a distinct stress.

*The city of Paris, **the capital of France**, is known for its culture.*

*My father, **a retired engineer**, loves to travel.*

*The movie "Inception", **a mind-bending thriller**, won several awards.*

*Sarah, **a talented musician**, played beautifully at the concert.*

Task 9. Examine the following sentences to identify the appositions, and specify in each case whether they are close or loose.

1. John, the brilliant scientist, had just published his latest research.
2. They invited Sarah, my cousin, to the party.
3. The cake, a chocolate masterpiece, was delicious.
4. The novel "Pride and Prejudice", a classic, is widely read.
5. My brother, a talented artist, showcased his paintings at the gallery.
6. I met Dr. Johnson, a leading expert in his field, at the conference.
7. The music festival Glastonbury takes place every June.
8. The principal Petrov addressed the students on the 1st of September.
9. The movie, a romantic comedy, made us laugh.
10. The scientist Einstein developed the theory of relativity.
11. Mount Everest, the highest peak in the world, is a challenging climb.
12. The author J.K. Rowling wrote the Harry Potter series.
13. The musician Taylor Swift released a new album this year.
14. The book, a thrilling mystery novel, kept me awake all night long.
15. The conference, our annual event, attracts professionals from various universities.

1.3.3. Adverbial modifier

The adverbial modifier is a secondary part of the sentence which modifies a verb, an adjective or an adverb. There are the following kinds of adverbial modifiers: **time, place and direction, degree and measure, comparison, condition, purpose, cause, result, manner, attendant circumstances, concession, frequency.**

The adverbial modifier of time

The adverbial modifier of time provides the temporal context for an action. It specifies **When?** an event occurs or **How long?** it lasts.

***Entering the room,** she noticed a strange smell.*

*Go away! I shudder **to see you here?***

***Having finished the report,** he turned off his computer.*

*Her father lived **to be ninety.***

***Late that evening,** a mysterious visitor knocked on the door.*

*She finished her assignment **last night.***

*She has lived here her **entire life.***

*We are meeting **tomorrow at noon.***

The adverbial modifier of frequency

An adverbial modifier of frequency describes how often an action happens, using words like *always*, *usually*, *often*, *sometimes*, *rarely*, and *never*, indicating a percentage from 100% to 0%; these adverbs typically go before the main verb (after *to be* or a modal verb), but can sometimes start a sentence for emphasis. They answer the question ***how often?***

*She goes to the gym **three times a week**.*

*They **often** travel to Europe in the summer.*

*We exercise **daily** to stay in shape.*

Never, rarely, seldom, hardly ever are negative; they shouldn't be used with other negatives.

*There are **rarely** ducks in this pond.*

*We **seldom** hear any noise at night.*

*She **scarcely** saw her grandchildren.*

The adverbial modifier of place and direction

The adverbial modifier of place and direction specifies the location of an action or the path along which it occurs. It typically answers the questions ***Where?***, ***Where to?***, or ***Where from?***

*We found the keys **under the couch**.*

*He walked **toward the park**.*

*He went **there**.*

*She looked **in the box**.*

*My friend decided to live and work **abroad**.*

*They looked **everywhere** for the missing keys.*

*The new bookstore is located **miles away from the city center**.*

*The parade moved slowly **down the street**.*

The adverbial modifier of degree and measure

An adverbial modifier of degree and measure answers ***how much?*** or ***to what extent?*** It modifies verbs, adjectives, or other adverbs with words such as *very*, *extremely*, *quite*, *almost*, *enough*, *too*, *rather*, and *nearly*, indicating intensity or quantity

*She is **extremely** talented.*

*The water was **extremely** cold (modifies adjective cold).*

*He was **just** leaving (modifies verb leaving).*

*She is running **very** fast (modifies adverb fast).*

*You are running fast **enough** (modifies adverb fast).*

The adverbial modifier of comparison

An adverbial modifier of comparison is a phrase that compares an action or quality to another, often using words like **as**, **like**, **than**, **as if/though** or structures with comparatives (e.g., **more**, **less**). It establishes degrees of similarity or difference.

*She answered sharply **as if to challenge him**.*

*She sings **like an angel**.*

*This Task is easier **than the last one**.*

*He runs faster **than anyone else on the team**.*

*The team worked **as efficiently as possible**.*

*This winter is not nearly **as harsh as the previous one**.*

*The results are slightly **better than expected**.*

The adverbial modifier of condition

An adverbial modifier of condition is a part of a sentence that expresses the circumstances or requirements under which an action happens, answering questions like **under what condition?** and typically introduced by **if**, **unless**, **whether**, **in case of**, **in the event of**, or by prepositions like **without**, explaining the **what if** scenario for the main verb.

***But for the heavy traffic**, we would have reached the airport twenty minutes ago.*

*I shan't be long **in case of going there myself**.*

*I will not be able to do it **without being helped**.*

***In case of emergency**, press the red button to alert the authorities immediately.*

***In the event of a fire**, please use the stairs instead of the elevator.*

*The thing is very fragile. **If dropped**, it can break into very small pieces.*

*You can't start the engine **without turning the key**.*

The adverbial modifier of purpose

An adverbial modifier of purpose explains why an action happens, answering **for what purpose?**

a) in order to/so as to/to + Infinitive

*She studies hard **so as to improve her grades**.*

*He went to the store **to buy some groceries**.*

*He wrote the number down in order **not to/so as not to forget it**.*

b) for + noun (when we want to express the purpose of an action)

*He went to the doctor's **for a check-up**.*

*We stopped at a gas station **for fuel**.*

*She went to the bank **for a loan**.*

c) for + -ing form (when we want to express the purpose or function of something).

*We use this tool **for digging holes**.*

*We use this specific software **for managing all our client contacts**.*

*She bought a special container **for storing dry goods like pasta and rice**.*

The adverbial modifier of cause (reason)

Because of, on account of, due to are used to introduce an adverbial modifier of cause (reason), answering **why?**, and they are followed by a noun or noun phrase.

*I came back **because of the rain**.*

*The steamer could not leave the port **owing to a severe storm**.*

*All flights were cancelled **on account of the thick fog**.*

*She succeeded **due to her hard work**.*

*I don't like that group **because of their skin color**.*

The adverbial modifier of result (consequence)

The adverbial modifier of result explains the outcome of an action, often using constructions with **too... to, or enough... to + Infinitive** to show what becomes possible or impossible.

*It was too hot **to go out**.*

*He is tall enough **to reach the shelf**.*

*I am not so stupid as **to believe that**.*

*Mary was too busy **to see anyone**.*

*My new boss was so kind as **to help me**.*

*She is too fond of the child **to leave him**.*

*The apples are not ripe enough **to eat**.*

*The proposal was too expensive **to be approved by the board**.*

The adverbial modifier of manner

The adverbial modifier of manner describes how an action is performed, answering the question **how? in what way? by what means?** Most are formed by adding **-ly** to adjectives (e. g., quick → quickly, careful → carefully) but some have irregular forms (good → well) or same-form adjectives (fast, hard), and they typically follow the verb or object in a sentence, adding detail to the action.

*She danced **gracefully** across the stage.*

*She spoke **softly**.*

*The town grew **quickly**.*

She smiled kindly.

Adverbials of manner are also introduced by the prepositions **with, without, by, by means of, or with the help of**.

*She greeted me **with icy formality**.*

*She answered **without hesitation**.*

*The artist painted **by hand**.*

*He fixed the radio **by means of a soldering iron**.*

*They negotiated the deal **with skillful diplomacy**.*

*She completed the assignment **by writing late into the night**.*

The adverbial modifier of attendant circumstances

The adverbial modifier of attendant circumstances describes the accompanying situation, condition alongside the main action, often showing a secondary activity happening simultaneously, expressed by Participial phrases often with prepositions such as **by, with, without, besides**.

*Mr. Brown went out **without saying a word**.*

*He left **without paying**.*

*He's good at math, **besides being a great athlete**.*

*I was cooking dinner, **waiting for my kids to come**.*

*I can go to bed **without thinking about tomorrow's meeting**.*

*The Biden administration just did it, unilaterally, **without asking Americans what they thought of it**.*

The adverbial modifier of concession

The adverbial modifier of concession shows contrast: something happens despite an expected obstacle, using structures like **in spite of/despite + noun/-ing** and **although/though + Participle II**.

***Although tired**, she finished the race.*

***Despite being ill** he didn't want to stay in bed.*

*He couldn't get a job **despite (his) being qualified**.*

***In spite of being helped** she didn't cope with the Task.*

***In spite of discussing the problem for several hours** they didn't arrive at any decision.*

Ways of expressing the adverbial modifier

1) an adverb;

She whispered softly to avoid waking the baby.

He completed the Task quickly.

2) a noun with or without accompanying words;

Next day the hours seemed to pass very slowly.

He spent the afternoon reading on the couch.

3) a prepositional phrase;

She looked around the corner cautiously.

They waited at the bus stop for over an hour.

4) a Participle or a Participial phrase;

Feeling exhausted, she decided to take a nap.

Having finished her work, she took a break.

5) a construction with Participles;

His heart pounding, he walked into the room.

Having arrived on time, we managed to greet all the guests.

6) a gerundial phrase/construction;

He locked the door before leaving the office.

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

7) an infinitive, an infinitive phrase/construction.

He decided to leave early to avoid traffic.

They arranged to meet at the café at noon.

The order of adverbial modifiers

Adverbial modifiers usually come after the objects in a sentence. When there are two or more adverbial modifiers, they are typically arranged in the following order: **1) manner, 2) place, 3) time.**

I met him by chance (manner) at the theatre (place) a few days ago (time).

She completed the Task with great care (manner) in the office (place) yesterday (time).

They played the game enthusiastically (manner) in the park (place) last Saturday (time).

He answered the questions thoughtfully (manner) during the meeting (place) this morning (time).

The team worked efficiently (manner) at the headquarters (place) for several months (time).

She spoke softly (manner) in the library (place) a week ago (time).

Complex adverbial modifiers

Complex adverbial modifiers involve the structures such as the Absolute Participial construction, Infinitive construction, and Gerundial constructions.

Complex adverbial modifier of cause:

Exhausted from the long journey, he fell asleep the moment his head hit the pillow.

My brother having taken the key, I could not enter the house.

Complex adverbial modifier of attendant circumstances:

He sat there with his hands trembling slightly as he spoke.

Complex adverbial modifier of time:

His work finished, he sat down to read the newspaper.

Complex adverbial modifier of time:

On the lecturer's entering the hall there was loud applause.

Complex adverbial modifier of result:

The box was too heavy for the boy to lift without help.

The water was too cold for the children to bathe.

Complex adverbial modifier of condition:

The weather permitting, we will have a barbecue in the garden tomorrow.

Task 10. Conduct a grammatical analysis of the following sentences. Identify each adverbial modifier, classify it by its type, and specify by what it is expressed.

1. The conference begins tomorrow morning at nine o'clock.
2. We must complete the agreement before the deadline.
3. He is an exceptionally fast runner, often winning local competitions.
4. The antique vase broke due to a sudden earthquake.
5. I am fully aware of the consequences of my decision.
6. The audit was conducted to ensure regulatory compliance.
7. I approached the topic delicately, considering her feelings.
8. I always take long walks to clear my mind.
9. The committee meets quarterly to discuss progress.
10. I will finish my report by the end of the week.
11. The conference was postponed due to unforeseen logistical problems.
12. Due to unforeseen circumstances, the event was postponed.
13. The data was collected thoroughly enough to withstand external scrutiny.
14. She found her keys hidden under the sofa.
15. The delicate negotiations were conducted with the utmost care.
16. She is incredibly talented and has an exquisite sense of rhythm.
17. The documentary was exceptionally well-produced.
18. She left early due to a family emergency.
19. The evidence was presented too late to influence the jury's decision.
20. She took a course in digital marketing.
21. He brought his guitar to entertain the guests at the party.
22. They installed new light fixtures to illuminate their kitchen.
23. Mary is a better swimmer than her sister.
24. He left the party without saying goodbye.
25. The children happily played in the park.
26. We drove two hundred miles before stopping for lunch.
27. He climbed a hill to admire the view.
28. He will call you after the meeting.
29. She explained all the questions in great detail.
30. He decided to leave early to avoid traffic.
31. He spoke calmly during the meeting.
32. They organized a fundraiser to help a local shelter.
32. They worked diligently on their project.
33. The event was postponed due to rain.
34. The men were exhausted from working on the car all day.
35. Feeling overwhelmed by work, she decided to take a short break.

1.4. Independent elements of the sentence

Independent elements of the sentence are not grammatically dependent on any particular part of the sentence, they refer to the sentence as a whole. Only occasionally they may refer to a separate part of the sentence. The independent element may consist of a word or a phrase.

The independent elements of the sentence are the following:

1) interjections;

***Wow!** That was an amazing film.*

***Alas!** We have missed the bus.*

***Hooray!** We won the lottery!*

***Oh dear!** I forgot my keys again.*

***Goodness!** Look at the size of that pie!*

2) direct address;

*Hello, **my friend!** How have you been?*

*Please, **Sarah,** don't forget your bag again!*

*Thank you, **doctor,** for helping me.*

*Listen, **everyone,** we need to gather to discuss NY party.*

*Well done, **team!** You all did fantastic work.*

3) parenthesis;

*It was, **as you might imagine,** the most difficult decision.*

*He will, **no doubt,** be late again.*

***To be sure,** Jake has treated his wife badly.*

*She arrived late, **probably due to traffic,** but still managed to enjoy the performance.*

Ways of expressing the parenthesis

1) words with the modal meaning (actually, certainly, evidently, maybe, obviously, perhaps, possibly, surely, truly, etc.);

***Indeed,** her story was quite compelling.*

***Naturally,** he was upset after the news.*

*The strategy is, **certainly,** the most ambitious one we've seen this decade.*

*They didn't receive the notification in time, **evidently.***

2) conjunctive adverbs (anyway, besides, consequently, finally, firstly, moreover, nevertheless, notwithstanding, otherwise, secondly, still, then, therefore, thus, yet, etc.);

***Consequently,** the project was delayed further.*

***Firstly,** we need to set a budget.*

***Moreover,** the new AI regulations ensure better data privacy.*

*The budget, **nevertheless,** remains a significant concern for the board.*

*We decided to postpone the launch until the market stabilizes, **therefore.***

3) prepositional phrases (as a result, at least, by the way, for example, for instance, in a nutshell, in conclusion, in general, in my opinion, in reality, in short, in the end, on the contrary, on the one hand, on the other hand, without a doubt);

***In my opinion**, he should apply for the job.*

***In short**, we need more time to complete the project.*

***On the contrary**, I believe that this plan can succeed.*

***At least**, we know what direction to take.*

***By the way**, have you heard about the upcoming event?*

4) infinitive/participial phrases (*frankly speaking, generally speaking, putting it mildly, strictly speaking, to be honest, to begin with, to tell the truth etc.*);

***Generally speaking**, the new regulations in 2026 aim to improve digital security across the industry.*

***Putting it mildly**, the service at the restaurant was a bit disappointing.*

***To begin with**, we must analyze the initial data before drawing any conclusions.*

***To tell the truth**, I wasn't expecting such a positive outcome from the meeting.*

Task 11. Identify the independent elements and say by what they are expressed.

1. Alas, it's not that simple.
2. By the way, how did your seminar go?
3. Grandfather had sustained a broken back while working in the mines. Consequently, he spent the rest of his life in a wheelchair.
4. The two Russians evidently knew each other.
5. The word was finally given for us to get on board.
6. Vitamin C has many roles to play in weight control. Firstly, it is needed for hormone production.
7. There are a number of improvements; for instance, both mouse buttons can now be used.
8. Generally speaking, his judgment is sound.
9. My goodness, he's earned millions in his career.
10. Hello, Lisa! How have you been doing lately?
11. Hooray for summer! I'm ready for beach days and sunshine.
12. In my opinion, this book is worth reading.
13. Try tennis, badminton or windsurfing. In short, anything challenging.
14. I'm lucky that I'm interested in school work, otherwise I'd go mad.
15. Oh, wow, that sounds like good news.
16. Nevertheless, we must remember about the deadline.
17. Take as long as you like, dear boy.
18. Please, Ivan, remember to buy some milk.
19. The proposal, strictly speaking, falls outside our current budget.
20. Oh thank you so much! They're so pretty!

1.5. Homogeneous parts

Homogeneous parts of a sentence are groups of words that perform the same function and belong to the same part of speech. They can be nouns, verbs, adjectives, adverbs, or phrases, and they are typically joined by coordinating conjunctions such as **and**, **or**, or **but**.

1) two or more homogeneous subjects to one predicate;

Ann and Jim are coming to the party tonight.

The cat, the dog, and the rabbit all played in the garden.

My parents and my sister enjoy hiking together.

2) two or more homogeneous predicates to one subject;

a) simple predicates;

The children laughed, played, and ran around the yard.

The car stopped, started, and then stalled again.

b) a compound verbal modal predicate with homogeneous parts;

We ought to study, to prepare, and to practice for the exam.

She must clean, organize, and decorate her room.

c) a compound verbal aspect predicate with homogeneous parts;

He started to write and edit his novel.

d) a compound nominal predicate with several predicatives;

The room was dark, cold, and silent.

3) two or more attributes, objects, or adverbial modifiers to one part of the sentence;

Attribute: *The tall, dark, and handsome stranger walked into the room.*

Direct Object: *He bought a book, a pen, and a notebook for school.*

Prepositional Indirect Object: *I wrote a letter to my friend, to my sister, and to my teacher.*

Task 12. Identify homogeneous parts and state by what they are expressed.

1. They walked side by side, arm in arm, silently toward the hedge.
2. A red bicycle, an old skateboard, and a new electric scooter were left in the park.
3. He had lived with this block for months now, studying it in every light, from every angle, at every temperature.
4. Opening the drawer, he took out a handkerchief and a photograph of his wife.
5. Our children, Leo and Sophie, laughed and played happily all day.
6. Her mother spoke in her low, pleasant, slightly metallic voice. (Galsworthy)
7. The movie was thrilling, absolutely captivating, and unforgettable for all the viewers.
8. And suddenly she burst into tears from disappointment, shame and exhaustion.
9. She held out a slender hand and smiled pleasantly and naturally.
10. We could travel the world, stay in the suburbs, or experience an exciting adventure together.
11. It could be broken by force, but never could be forced.
12. Mother cooked dinner, set the table, and thoroughly cleaned the kitchen.
13. He felt depressed, strangely empty.

14. There were apples and tangerines, stained strawberry pink.
15. From the edge of the sea came ripples and whispers.
16. I began to study and understand English grammar.
17. She should call her parents or write them a letter.
18. Diligent students study for hours and take notes during lectures.
19. Thousands of sheets had to be printed, dried, cut.
20. The captain was most concerned about himself, his comfort, his safety.

1.6. Elliptical Sentences

Elliptical sentences are sentences with some omitted words, but the meaning is still clear from the context.

Elliptical sentences can be changed into complete sentences:

“Nobody in the room, nobody in the corridor” becomes “There was nobody in the room, there was nobody in the corridor.”

Types of omitted parts of a sentence:

Subject: *See you tomorrow (= I will see you tomorrow).*

Predicate: *Nobody under the table, nobody under the sofa. (= There is nobody under the table, there is nobody under the sofa).*

Link Verb: *It was a lovely afternoon, warm; the sea calm and blue. (= It was a lovely afternoon, and it was warm; the sea was calm and blue).*

Predicative: *Are you well? – I believe I am. (= I believe I am well).*

Object: *Don’t you know her address? – No, I forgot. (it).*

Usage:

Elliptical Inscriptions: *English spoken here. (= English is spoken here.); No Parking. (= Parking is not allowed here.).*

Conversational Speech: *Where is he? – In the library. (= He is in the library.); Do you want the book? – I do. (= Yes, I do want the book.).*

Response with Ellipsis: *Will you join us? – I will. (= Yes, I will join you.).*

Task 13. Analyse the following elliptical sentences.

1. Are you alright? – I believe so.
2. Can you help me? – Sorry, can’t.
3. Can’t wait for the weekend.
4. Did you finish it? – No, I forgot.
5. Enjoying a movie tonight.
6. Entry prohibited.
7. Excited for the game, nervous about the outcome.
8. Feeling great today! – Much better than yesterday.
9. Free Wi-Fi available.
10. Have you seen her? – No, not today.

11. How was your day? – Long and tiring.
12. How's the project? – Going well, I think.
13. If needed, let me know.
14. Loved the dinner, found dessert amazing.
15. No smoking.
16. Out for a run this morning.
17. Ready for a challenge!
18. Restrooms upstairs.
19. Sounds good!
20. Stuck in traffic, late for the meeting.
21. The cake delicious, the icing too sweet.
22. The concert a blast; the crowd energizing.
23. The kids restless, the dog barking.
24. Thinking about it.
25. Thought it would rain, hoped it wouldn't.
26. Want to join us? – I'd love to.
27. Was the event successful? – It seems so.
28. Looks like rain.
29. Seems interesting.
30. Don't know anything about it.

1.7. Punctuation in a simple sentence

A punctuation mark is a symbol used in writing to structure sentences, clarify meaning, and guide the reader on pauses, tone, and emphasis.

Common punctuation marks

Full stop (.): Ends a statement or declarative sentence, mild command, or indirect question and after most abbreviations.

He arrived on time.

Sit up straight.

Students sometimes wonder whether their teachers read the papers they write.

Mr. Mrs. a.m. p.m. etc.

Comma (,): Separates items in a list, clauses, or extra information, often indicating a short pause.

For camp the children needed sturdy shoes, which were expensive.

Question Mark (?): Shows a question.

Who is going on the trip?

Exclamation Mark (!): Expresses strong emotion or emphasis.

We must not lose this election!

Stop that right now!

Hey! Ouch!

Apostrophe (’): Shows possession (*John’s book; boy’s hat; ladies’ hats; men’s coats*) or forms contractions (*don’t, aren’t, won’t, can’t, didn’t*).

Quotation Marks (“ ”): Enclose direct speech or quotes.

The poem “Mother to Son” is by Langston Hughes.

Colon (:): Introduces a list, an explanation, or a quotation.

The morning routine includes the following: ten push-ups, thirty jumping jacks, and a two-minute plank.

My colleague is guilty of one of the cardinal faults: procrastination.

Consider the words of Maya Angelou: “We may encounter many defeats but we must not be defeated.”

Semicolon (;): Connects two closely related independent clauses.

Injustice is relatively easy to bear; what stings is justice (Mencken).

Hyphen (-) & Dash (–): Hyphens join words (*well-being*); dashes set off phrases or show breaks (*My mum – who loves cats – arrived*).

Parentheses () & Brackets []: Enclose additional information, explanations, or clarifications.

Ellipsis (...): Shows omitted words or a pause in thought.

Homogeneous members

- A comma separates homogeneous members joined asyndetically (no conjunction).

The garden was overgrown, neglected, wild.

His voice was low, rough, tired.

- A comma is used after each of several homogeneous members if the last is joined by the conjunction **and**.

*She bought apples, oranges, bananas, **and** grapes.*

*We visited Rome, Florence, Venice, **and** Milan.*

- No comma is used when two homogeneous members are joined by the conjunction **and**.

He laughed and clapped.

The dog barked and ran.

- When several homogeneous members are each joined to the preceding one by **and** or **nor**, commas are optional (author’s choice).

She sang and danced and laughed and cried.

He neither smiled, nor spoke, nor looked up.

- A comma separates homogeneous members joined by **but** and **not only... but also**.

He is kind, but not very patient.

She is not only intelligent, but also remarkably creative.

He not only finished early, but also helped the others.

- Comma separates homogeneous members going in pairs.

In knocks and thuds, bumps and bangs, the night was full of noise.

With twists and turns, stops and starts, the journey wore them out.

Detached members

- A comma or a dash is used to separate a **loose apposition**.

Maria, the company lawyer, reviewed the contract.

The author – an obscure poet from Maine – finally gained recognition.

- A comma is used to separate all types of **detached adverbial modifiers**.

Suddenly, the lights went out.

In the morning, we walked along the shore.

Exhausted from the journey, she fell asleep immediately.

- A comma is used to separate **detached attributes**.

He spoke, calm and measured, about the plan.

The painting, flawed but beautiful, fetched a high price.

- A comma is used to separate **detached objects**.

Paul, his hands trembling, opened the box.

Jane, with a large cat on her lap, shook her curly hair.

Independent elements

- A comma is used to separate **parenthetical words**.

To distract herself, she began to learn French.

Strictly speaking, nevertheless, the rules must be applied to everyone regardless of the situation.

To save time, meanwhile, she decided to order the groceries online instead of visiting the store.

Fortunately, he said he would go.

- A comma or an exclamation mark is used to separate **interjections**.

Well, I suppose we could try again.

Oh! I forgot to bring the keys.

Hm, that's curious.

- A comma is used to separate **direct address**.

Vera, could you pass the salt?

Mum, are you going shopping?

Come along, children, it's time for bed.

- A comma (not an exclamation mark!) is used in **salutations** in letters.

My dear John, we have been in Italy for 2 months.

Dear Mom, I hope this finds you well; the weather here has been pleasant, and we've settled in comfortably though I miss your cooking terribly.

Task 14. Perform a full syntactic analysis of the following sentences and comment on the usage of the punctuation marks.

1. And this is what the CDC said: “Thank you for your request. The first publication of this data from CDC is coming tomorrow.”

2. According to Wolensky, we need vaccine passports to make sure that people who aren’t vaccinated can’t go outside or make a living.

3. But it also has exposed ordinary people to tens of thousands of chemicals that slip out of those items into household dust, food, water – and from there, into bodies.

4. Couch cushions, rugs and carpets are made of polyester fibers; furniture and flooring is coated in plastic laminates.

5. If you need perspective those are extremely low numbers – much lower than the CDC director just proclaimed.

6. Instead, the burger – or its packaging, or the utensil used to cook it – also probably contains a blend of chemicals scientists believe harm human health.

7. Instead, the floor is left to Rochelle Walensky and people like her: manipulators of data and liars.

8. Is that something that the CDC would ever lean into?

9. So, you’re not supposed to question that.

10. These chemicals act on the body in multiple ways – confusing hormones, disrupting immune systems and boosting cancer cells.

11. But they all have one thing in common: they are intimately linked to plastic.

12. What’s the effect on a child of doing that, of sitting in a classroom, of breathing cotton fiber for 10 hours a day, every day.

13. They aren’t just biting through bun, lettuce, tomato and cheese.

14. Who is going to get up and say so?

15. Tomorrow morning the ‘Right to Life’ campaign supported by nine religious peace organizations will hold a silent procession.

Questions for self-assessment

1. Can you give an example of each type of sentence: declarative, interrogative, imperative, and exclamatory?
2. What is the usual word order in English sentences?
3. What are the principal parts of a sentence?
4. How can the subject be expressed in a sentence?
5. What are the types of the compound predicate?
6. What is a compound nominal predicate? How does it differ from a simple predicate, and can you provide an example sentence illustrating this?
7. What is a predicative?
8. What are some ways of expressing the predicative?
9. What is a compound verbal aspect predicate?
10. Can you provide an example of a compound verbal modal predicate?
11. What are the secondary parts of a sentence? Can you give examples of each type?
12. Define the object in a sentence and explain the different kinds of objects (direct, indirect, etc.). Provide examples for each type.
13. What is a complex object?
14. Can you provide an example sentence that includes a complex object?
15. Explain the function of an attribute in a sentence.
16. What are some ways to express attributes?
17. Can you define apposition and name its types with examples?
18. Which parts of a sentence can be homogeneous?
19. Define adverbial modifiers and discuss their different types. Can you provide examples of sentences with various adverbial modifiers?
20. What are the independent elements of a sentence, and how are they expressed?

Chapter 2. COMPOUND AND COMPLEX SENTENCE

2.1. Compound sentence

A compound sentence consists of two or more independent clauses coordinated with each other. Each clause contains its own subject and predicate. These clauses are linked in two ways:

a) syndetically, using coordinating conjunctions (**and, or, else, but**, etc.) or conjunctive adverbs (**however, nevertheless, otherwise, still, therefore, yet**, etc.).

She was poor but she was happy.

Take this, please, or I shall give it to somebody else.

The darkness was thinning, yet the street remained dimly lit.

We can go for a swim, or we could simply stay here.

We provided the food, and they supplied the drinks.

You can have a pie, but you can't have an orange too.

Correlative conjunctions (**both... and, either... or, neither... nor, and not only... but also**) are used to create a strong logical link between two independent clauses within a compound sentence.

Either you must finish this report by midnight, or the project will be delayed indefinitely.

Neither did they go to New York, nor did she come to them.

I can't sing, and nor can any of my family.

Not only did she win the marathon, but she also broke the world record.

b) asyndetically, i. e. without a conjunction or conjunctive adverb.

He was very tired; his face was pale.

The wind was fresh and strong; clouds were dark.

It was raining; we went for a walk anyway.

Task 1. Perform a full syntactical analysis of the following compound sentences and comment on the way they are joined.

1. My aunt loves to cook Italian dishes, but her husband prefers Thai cuisine.
2. The children played in the park, and their laughter could be heard from a distance.
3. I looked for my phone everywhere, and I finally managed to find it under the sofa.
4. A painter must appear authoritative, otherwise people might think he's being insincere.
5. They finished their project early, so they decided to take a break.
6. They ran to catch the bus, it left just as they arrived.
7. We can go to the beach, or we can stay home and watch movies.
8. We could either go to the beach this weekend, or we could visit the mountains.
9. The company launched a new marketing campaign, they were desperate to increase their market share.

10. Technology is constantly evolving; therefore, we must commit ourselves to lifelong learning.
11. I wanted to go for a walk, but it started to rain heavily.
12. I have lived in this city for a decade, yet I still find myself getting lost in its narrow streets.
13. Not only did the storm damage the roof, but it also flooded the entire basement.
14. You must submit the application by Friday, or it will not be considered.
15. Jane wanted to read a book, but she suddenly fell asleep.
16. I would love to join you for dinner, or we can meet for lunch instead.
17. She enjoys reading historical novels, and her brother prefers science fiction.
18. The young Alice is a talented musician, her significant other is a skilled artist.
19. All the rooms were brightly lighted, but there seemed to be complete silence in the house.
20. We had nothing to say to one another; at worst, there were all manner of disagreements to enter into, and so we did.
21. I could go to the party tonight, or I might stay home and watch a movie.
22. She didn't speak to anyone and nobody spoke to her.
23. The last time we saw one another, it almost came to physical blows.
24. This breathing space from one another brought the pair of us an overwhelming sense of relief.
25. You'll either sail this boat correctly or you'll never go out with me again.

2.1.1. Punctuation in a compound sentence

1. Coordinate clauses joined asyndetically are always separated by a punctuation mark.

a) separated by **a semicolon** (general coordination):

The wind began to howl; the trees swayed violently in the darkness.

She finished the report at midnight; her deadline was the following morning.

b) separated by **a colon** (second clause explains the first):

The team faced a major setback: their primary server had crashed during the update.

The reason for his success was simple: he worked harder than anyone else in the room.

c) separated by **a dash** (second clause explains or provides an abrupt summary):

The antique vase was irreparable – it had shattered into a thousand tiny fragments.

She looked out over the cliff edge – the drop was much steeper than she had imagined.

d) separated by **a comma** (close connection):

The sun dipped, the shadows lengthened, the birds fell silent.

He opened the door, he stepped inside, he turned on the light.

2. Coordinate clauses joined by copulative conjunctions.

2.1. Joined by the conjunction *and*:

a) with **a comma** (close connection):

The food arrived, and everyone started eating immediately.

I plan to stay home, and I will complete an essay for class.

b) with a semicolon (independent or containing internal commas):

If Alice had known then what she knew now, she never would have gone to the store; and John might still be alive.

When I finish here, I will be glad to help you; and that is a promise I will keep.

c) with a dash (abrupt addition or emphasis):

He had everything he ever wanted – and then he lost it all in a single afternoon.

2.2. Joined by *neither* or *nor*. Coordinate clauses joined by these conjunctions often use a semicolon, and the second clause typically uses inverted word order (question order).

Jane was not a fool; neither was she prepared to be blamed for the error.

There was barely enough meat for the children; neither did they have any bread.

He didn't return my calls; nor did he respond to any of my texts.

3. Coordinate clauses joined by disjunctive conjunctions (*or*, *otherwise*).

a) with a comma:

I might go to the next fundraising event, or I might donate some money to the cause.

We will go on vacation this spring, or we will wait until the summer.

b) with a dash:

You must submit the report by Friday – or you will face a penalty for late submission.

4. Coordinate clauses joined by adversative conjunctions.

4.1. Joined by *but* and *while*

a) with a comma: *I love vanilla ice cream, but my brother prefers chocolate.*

One brother became a doctor, while the other chose to pursue a career in music.

b) with a semicolon: *The figures at elite universities are enough to cause sticker shock; but the current increases at many schools are the lowest in a decade.*

c) with a dash: *The decision was final – but he still hoped for a change of heart.*

4.2. Joined by *yet*, *whereas*, *still* are typically separated by a semicolon.

He suffered from heartburn; yet he hardly drank water after his meals.

There is a problem everywhere; yet nobody can admit it.

The first candidate was highly experienced; whereas the second showed more potential for growth.

The team lost their star player; still, they managed to win the championship.

5. Punctuation in direct speech.

5.1. Separated by a comma. This is the standard punctuation when the reporting clause (he said/she said) precedes or follows a statement.

The instructor turned to the class, "Please ensure your monitors are off before leaving."

"The results of the experiment were inconclusive," the scientist noted.

5.2. Separated by a colon. A colon is typically used when the introductory clause is a complete formal statement or when the direct speech that follows is long or significant.

The CEO issued a brief statement: "Innovation is no longer a choice; it is a necessity for our survival."

He whispered the password into the receiver: "The eagle has landed at midnight."

5.3. Interrogative or exclamatory speech. When the direct speech is a question or an exclamation, the terminal punctuation of that speech replaces the comma if the speech comes first.

“Where did you leave the keys?” she asked with growing frustration. (No comma is used after the question mark).

He leaned over and whispered, “Are you sure we are being followed?”

“Watch out for the falling glass!” the construction worker shouted. (No comma is used after the exclamation point).

5.4. Interrupted direct speech. If the reporting clause breaks a single sentence of direct speech, it is set off by commas.

“If it rains tomorrow,” the coach announced, “the practice will be moved to the indoor gym.”

“The new policy,” the manager explained, “will be effective starting next Monday.”

Task 2. Give a full syntactical analysis of the following compound sentences and comment on the usage of the punctuation marks.

Building a strong family requires constant effort; however, the rewards of a deep emotional connection are worth the sacrifice. Parents must provide consistent guidance, and children need to feel heard within the domestic sphere. Communication is often the primary foundation for harmony: it allows every member to express their needs without fear of judgment.

“We must spend more time together,” my father suggested during dinner, and everyone at the table nodded in quiet agreement. Some families prefer to travel during the holidays, while others choose to host large gatherings at home. If everyone contributes to the household chores, the atmosphere remains peaceful; and that is a principle we try to uphold daily. We could address our disagreements through calm discussion, or we could let resentment build up over minor inconveniences.

The eldest siblings often act as role models – but they still require support from their parents to navigate their own challenges. “Do you think we can resolve this conflict?” my sister asked, yet she already knew the answer would require compromise. There was no simple solution to our recent misunderstanding; neither was there any desire to remain angry at one another. The resolution was clear: we had to prioritize our bond over our personal pride.

“In this house,” my mother often reminds us, “honesty is the most important rule.” We listened to her advice, we reflected on our actions, we promised to be more transparent. A family is not merely a group of people living together – it is a sanctuary where every individual should feel safe and loved.

2.2. Complex sentence

A complex sentence consists of a principal clause and one or more subordinate clauses.

Subordinate clause – a clause that cannot form a separate sentence but adds information to the principal clause.

Clauses in a complex sentence may be linked in two ways:

a) syndetically, using subordinating conjunctions or connectives.

Because he was late, he missed the beginning of the meeting.

Even though they were tired, they continued working on the presentation.

He decided to go for a walk, although it was raining heavily.
Since the project needed more time, they postponed the deadline.
While she was reading, she lost track of time.

b) asyndetically, without a conjunction or connective.

He believed he could finish on time.

I noticed everyone was excited.

I wish you would stop grumbling.

Subordinate clauses are categorized by their grammatical function into the following types: **subject, predicative, attributive, object, and adverbial clauses.**

2.2.1. Subject clauses

A subject clause performs the function of the subject to the predicate of the principal clause. Usually, subject clauses are not separated from the main clause by a comma.

Subject clauses are introduced by:

a) conjunctions: *that, if, whether* (note: *that* cannot be omitted when the clause starts the sentence):

It is a pity (that) you couldn't come.²

It is strange that he has made a mistake.

That he will never agree to this plan is absolutely clear.

That she passed the exam with flying colors surprised no one.

That the climate is changing rapidly is a scientific fact.

Whether he will agree to join us is not quite clear.

Whether he'll agree is another question.

Whether we should invest in the new project is still being debated.

b) pronouns: *who, which, what, whoever, whatever*:

What was done could not be undone.

What he said during the meeting was completely unexpected.

Who will be elected as the next chairperson remains a mystery.

Whatever you decide will be supported by the entire team.

Which of the two paths leads to the village is unknown.

c) conjunctive adverbs: *where, when, how, why*:

How important it is to start the work right away is clear to everybody.

How the magician pulled off the trick baffled the audience.

How this happened is not clear to any one.

When the results will be published hasn't been announced yet.

When we shall start is uncertain.

Where the buried treasure is located is a secret.

Why she left the party so early was never explained.

² When a subject clause is placed at the end of a sentence, it is introduced by the introductory *it*. In these cases, subordinate subject clauses can be introduced without any connectives.

Task 3. Perform a syntactic analysis of the following complex sentences and point out subject clauses.

1. Why your boyfriend doesn't call is not clear.
2. How she managed to solve the problem amazed everyone.
3. How to approach the situation remains a mystery.
4. How you perceive this situation, I do not understand.
5. I hope you will respond to this matter because it is crucial for me.
6. I thought that she would understand what was meant by this particular statement.
7. I want to know how I can achieve that.
8. That he didn't show up for the meeting is concerning.
9. That they won the championship is a significant achievement.
10. That you care about this issue means a lot to me.
11. The question is how I can address that without being rude.
12. Those who don't know that, don't know anything at all.
13. What I should have said when he asked me is what I believe.
14. What is important is that you are aware.
15. What she decides to do next will impact her future.
16. What she wants to mean is that I should be more assertive.
17. What was troubling me was that I couldn't understand the complete story.
18. What you said yesterday surprised me.
19. Where he goes next is anyone's guess.
20. Whether she will accept the job offer depends on the salary.

2.2.2. Predicative clauses

A predicative clause functions as the nominal part of a compound predicate. It follows a link verb (most commonly *to be*, but also *seem*, *look*, *appear*, or *feel*) in the principal clause and describes or identifies the subject.

These clauses are linked by:

a) conjunctions: *that*, *whether*, *if*, *as if*, *as though*.

The fact is that we are late for the 2026 launch.

The only concern is whether the software will be compatible with the new update.

It looks as if it might rain during the ceremony.

The problem is if we can find a replacement in time.

The trouble is that I have lost his address.

The question is whether they will be able to help us.

b) the connectives *who*, *which*, *what* (conjunctive pronouns), *where*, *when*, *how*, *why* (conjunctive adverbs).

The weather is not what it was yesterday.

This is what he intended to say from the beginning.

The winner will be whoever crosses the finish line first.

The question is who is responsible for the final decision.

The mystery is how the data was leaked from the secure server.
That is where the original laboratory used to be located.
The real issue is why the results differ so much from the projections.
The best time for the meeting is when everyone has returned from the holiday.

Task 4. Perform a complete syntactic analysis of the following complex sentences and point out predicative clauses.

1. His main obstacle is that he lacks connections within the professional publishing industry.
2. The fatal error was that he had never experienced the reality of financial independence.
3. The priority for this morning is whether the team can finish the task by noon.
4. Students' greatest fear is that they will fail the exam.
5. The young waitress's suspicion is that they are planning to leave without paying the bill.
6. The challenge is whether we can adapt to the new circumstances.
7. The important thing is that you remain calm during stressful situations.
8. The overriding factor is that the arrival of a younger sibling often brings with it a brand new sensation for the elder: hatred.
9. The problem is whether my colleagues can complete the project on time.
10. The trouble is that I have lost his address.
11. The truth is that he has never actually finished his PhD degree.
12. This was what I am longing for.
13. What I believe is that anyone can succeed if they work hard enough.
14. A major disadvantage of going to lectures is that one has to get up early in the morning.
15. A positive aspect of using the internet for research is that one doesn't need to go the library.

2.2.3. Object clauses

An object clause is a dependent clause that functions as the direct or indirect object to the predicate of the principal clause. An object clause may also refer to a non-finite form of the verb, to an adjective, or to a word belonging to the part of speech expressing state.

Object clauses are connected with the principal clause by means of:

a) the conjunctions *that, if, whether*:

The scientists confirmed that the 2026 mission will proceed as planned.

We need to determine whether the software update has been installed.

Ask the manager if the team meeting is still at 10:00 AM.

I am confident that we can resolve this issue by Friday.

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

Please tell me what you discovered during the research phase.

The system will automatically record whoever logs into the server.

You may choose whichever option fits your budget best.

They couldn't decide which of the candidates was most qualified.
No one knows why the application crashed during the demo.
I can't remember where I saved the final version of the report.
Explain to the group how the new 2026 regulations will affect our work.
The calendar shows when the project is due for completion.

c) asyndetically:

I think the weather will stay clear for the outdoor event.
She said she would be here by noon.
He hopes the 2026 economy remains stable.

d) prepositions; these clauses are named **prepositional object clauses**.

I am very interested in what you have to say about the proposal.
Success depends on whether you are willing to adapt to new technology.
We are paying close attention to how the market reacts to the news.

As a rule object clauses are not separated by a comma from the principal clause.

A comma may or may not be used if the object clause precedes the principal clause.

What I used not to like, I long for now.
What he intends to do next, I simply cannot say.
Whatever you decide, please let me know by tonight.

When the predicate in the main clause is expressed by the verbs **to advise, to agree, to arrange, to command, to demand, to insist, to order, to propose, to recommend, to require, to suggest, (should) + Infinitive** is used in the object clause:

The consultant advised that the company (should) update its security protocols immediately.

We finally agreed that the meeting (should) be postponed until next Monday.

They arranged that a shuttle (should) pick up the guests at the airport.

The general commanded that the troops (should) remain at the border.

The protesters demanded that the new law (should) be repealed.

I insist that she (should) be told the truth about the situation.

The judge ordered that the defendant (should) pay the full fine.

The doctor recommended that he (should) take a week off from work.

The regulations require that every employee (should) wear protective gear.

I suggest that you (should) check the flight status before leaving for the airport.

The modal **should** is often used in a subordinate clause following certain adjectives **important, strange, funny, natural, essential, unbelievable, odd, typical, interesting, surprising, desirable**, etc.

It is essential that the data should be verified before the system goes live.

It is highly desirable that every team member should contribute to the 2026 sustainability report.

It is important that you should keep your login credentials confidential at all times.

It is interesting that the results should vary so much between the two test groups.

It is only natural that employees should feel anxious about the upcoming corporate restructuring.

It is surprising that she should resign right after being promoted to director.
It is strange that he should forget her birthday; he always remembers it.
It is funny that he should mention that book; I was just reading it this morning.
It is important that we should finish the report by Friday.
It is odd that the lights should be on at this hour when the office is supposed to be closed.
It is strange that they should decide to cancel the project after so much progress.

Task 5. Perform a full syntactic analysis of the following complex sentences, paying thorough attention to the object clauses.

1. Digital analysts often claim that the era of traditional television has finally come to an end.
2. Many viewers wonder whether social media algorithms are truly serving their best interests.
3. Journalists must decide which stories deserve the most coverage in a fast-paced news cycle.
4. I don't know how the public will react to the latest data privacy scandal.
5. It is essential that every reporter should verify their sources before publishing a breaking story.
6. Most editors suggest we should adapt our content for mobile-first audiences.
7. Tech companies have not yet disclosed what they plan to do with the new AI-generated metadata.
8. Many citizens believe the news they consume is heavily biased toward corporate interests.
9. The government insisted that the media should be more transparent about its funding.
10. I am always ready to listen to whatever the critics have to say about modern journalism.
11. It is strange that people should trust anonymous blogs more than established news outlets.
12. Future generations will likely ask why we allowed misinformation to spread so rapidly.
13. The documentary showed how virtual reality is changing the way we experience live events.
14. It's important that a journalist should remain objective regardless of the political climate.
15. Advertisers are carefully studying where the younger demographic spends most of its screen time.
16. I am afraid that deepfake technology will soon make it impossible to distinguish truth from fiction.
17. The producer recommended we should shorten the segment to keep the audience's attention.
18. Experience teaches that sensationalism often outweighs substance in clickbait headlines.
19. It's typical that big tech companies should prioritize engagement over psychological well-being.
20. The public demands that the truth should be told without any hidden agendas.

21. I cannot understand why some influencers refuse to label their sponsored content.
22. Media consultants advise that companies should invest more in interactive storytelling.
23. What I used to think about the neutrality of the press, I no longer believe today.
24. It is unbelievable that so many users should fall for obvious phishing scams on social platforms.
25. The board proposed that we should launch a new subscription model for premium subscribers.
26. Analysts are curious if the current trend of “digital detoxing” will affect advertising revenue.
27. The editor-in-chief arranged that the team should meet daily to discuss ethical dilemmas.
28. He left the press conference saying that he would never answer such personal questions again.
29. We must understand who is responsible for the moderation of online forums.
30. It’s natural that the older generation should feel overwhelmed by the speed of the digital revolution.

Task 6. Analyse the following complex sentences, pointing out subject, object and predicative clauses.

1. The doctor’s recommendation was that my brother should relocate to a warmer climate immediately.
2. That the matter should have taken such a turn is not surprising.
3. We have never discovered who did it.
4. What he decided surprised everyone.
5. The teacher asked whether the students understood the assignment.
6. It is essential that you finish your homework by tomorrow.
7. I wonder who wrote the letter.
8. She didn’t believe that they would come to the party.
9. The truth is that we need more time to complete the project.
10. I don’t know where she put her keys.
11. I am not satisfied with what I have written.
12. The question is whether they will arrive in time to take part in this work.
13. It seems that they have already left for vacation.
14. His excuse for being late was that he missed the bus.
15. The problem is whether we can afford the new equipment.
16. I would like to know why they canceled the meeting.
17. Her view is that hard work leads to success.
18. That he is capable of solving the issue is obvious.
19. The rumor is that a new restaurant is opening soon.
20. I can’t remember where I put my book.
21. The suggestion is that we should take a break.
22. What they found was a surprise to all of us.
23. The challenge is whether we can complete this on time.

24. You may rely upon what he says.
25. I think he is in the library.
26. I shall ask him whether he will arrange it for me.
27. He isn't what he pretends to be.
28. I cannot understand why he did it.
29. It's typical that the bus should be late on the one day I have an early interview.
30. It's unbelievable that we should encounter the same technical glitch three times in one week.

Task 7. Analyse the following complex sentences, pointing out subject, object and predicative clauses.

1. Whether a friendly settlement of the dispute between the sellers and the buyers can be arrived at is doubtful.
2. It is desirable that you participate in this competition.
3. It is very essential that all the papers should be ready by Monday.
4. It is unbelievable that he doesn't know about this.
5. It is necessary for the doctor to examine him immediately.
6. It is preferable that this issue is discussed this week.
7. It's better that you go there yourself.
8. It is necessary for the goods to be sent by plane.
9. It is a pity that he is ill.
10. It is strange that you don't know this.
11. It is surprising that he refused to help her.
12. It is odd that he didn't call me yesterday.
13. It is astonishing that he didn't say anything to you about it.
14. It is frustrating that you lost their address.
15. I know that he has already arrived in Moscow.
16. I do not know what he told you.
17. Show me what you brought.
18. He told me that he received a letter from his brother.
19. I told him what I saw in Paris.
20. I am sure that they will return very soon.
21. I do not know what his brother wrote to him.
22. I would like to know what you replied to him.
23. I think that tomorrow will be good weather.
24. What will he tell us?
25. I do not know what he will tell us.
26. The question is what he will tell us.
27. I am not interested in what he will tell us at all.
28. Where are those books?
29. Tell me where those books are.
30. It is unknown where those books are.

Task 8. Render the following sentences into English and identify the type of each subordinate clause (subject, object, or predicative).

1. Важно, чтобы мы завершили этот отчет к пятнице.
2. Где найти нужную информацию, было для нас загадкой.
3. Он настаивал, чтобы встреча прошла завтра утром.
4. Это было именно то, что я искал последние два года.
5. Вдруг поняв, что произошло, она вскочила на ноги.
6. Ее страх заключался в том, что они останутся на чай.
7. Как странно, что в такие моменты не быть частью своей настоящей семьи.
8. Кем и чем он был, Мартин никогда не узнал.
9. Не могу не думать, что с этим шкафом что-то не так.
10. О том, что должно было случиться, она не размышляла вовсе.
11. Проблема с тобой, Мартин, в том, что ты всегда ищешь хозяина.
12. «Кажется, весна никогда не наступит», – заметила она.
13. То, что ты видел сегодня вечером, – это конец.
14. То, что я голоден, и вы это знаете – обычные явления, и в этом нет ничего постыдного.
15. То, что я хочу узнать, – это когда ты собираешься жениться.
16. То, что я хочу, – это получить оплату за то, что я делаю.
17. Только тогда я осознал, что она тоже путешествует.
18. Что было точно, так это то, что я теперь не мог снова заснуть.
19. Что он будет делать дальше, он не знал.
20. Что они были правы в этом, она могла лишь признать.

2.2.4. Attributive clauses

Attributive clauses function as an attribute to a noun or a pronoun in the principal clause (it is called the antecedent of the clause).

Attributive relative clauses can be restrictive and non-restrictive.

An attributive relative restrictive clause (ограничительные) restricts the meaning of the antecedent. It cannot be removed without destroying the meaning of the sentence. It is not separated by a comma, from the principal clause because of its close connection with it. Attributive relative restrictive clauses are introduced by:

a) relative pronouns *who, whose, which, that*:

A letter which is written in pencil is difficult to read.

Children who live by the sea usually begin to swim at an early age.

The scientist who developed the new vaccine was awarded a prestigious prize.

I need a smartphone that has a very long battery life for my travels.

People whose homes were damaged by the storm are receiving government aid.

b) relative adverbs *where, when*:

The house where I was born is being demolished.

I have seen the house where Tolstoi died.

*This is the laboratory where the most advanced AI experiments take place.
I will never forget the day when I first visited London.
The city where we are planning to host the conference is famous for its history.*

c) asyndetically:

*The book I gave you is a present from my cousin.
The report you submitted yesterday is currently under review by the board.
The movie we watched last night was much better than I expected.
Is this the person you were talking about during lunch?*

An attributive relative non-restrictive clause (распространительные) provides supplementary information about a noun (the antecedent) that has already been clearly identified. As this information is extra rather than essential, the clause can be removed without changing the core meaning or the identity of the subject in the principal clause. The relative pronoun **that** is hardly ever used to introduce an attributive relative non-restrictive clause.

Non-restrictive clauses are introduced by means of:

a) relative pronouns *who, which, whose*:

Dr. Aris, who joined our research team in 2026, has published a groundbreaking study on renewable energy.

Our CEO, whose vision has guided the company for a decade, is retiring at the end of the year.

The new headquarters, which cost millions to renovate, will open its doors next month.

The system crashed during the live demo, which was incredibly embarrassing for the developers.

We have received a letter, which contains interesting information on the state of the market of wheat.

b) relative adverbs *where, when*:

We visited the Silicon Valley Innovation Hub, where many tech trends were born. I'll never forget that rainy Monday, when the office was flooded and we all had to work from home.

*We eventually reached the summit of the mountain, where the air was incredibly thin and cold.
I clearly remember the winter, when I met my wife.*

Attributive appositive clauses serve to define the specific content of an abstract noun (*fact, idea, hope, rumor, suggestion, news, belief, evidence, reason, possibility*). Unlike a relative clause, an appositive clause explains exactly what the noun is. An attributive appositive clause is NOT separated from the principal clause by a comma. These clauses are mainly introduced by the conjunction **that**, the conjunction **whether** or by the adverbs **how** and **why**.

*The **fact** that the software is now open-source has encouraged many new developers to join the project.*

*The **mystery** how the hacker bypassed the multi-layer encryption remains unsolved.*

*The **uncertainty** if the team can meet the deadline is causing a lot of stress.*

*There is no **reason** why you shouldn't apply for the promotion.*

*There is some **doubt** whether the 2026 budget will cover all the planned infrastructure projects.*

*We were motivated by the **hope** that our research would eventually lead to a cure.*

Summary

Restrictive relative clauses

RULE № 1 restrictive relative clauses give us essential information to identify or define the thing or person we are talking about.

RULE № 2 *who* = *that*, *which* = *that*, *whose* or *whom* can often be omitted.

RULE № 3 We do not use commas with restrictive relative clauses!

*She's wearing the dress **which/that she bought** in Cork.*

Non-restrictive relative clauses

RULE № 1 Non-restrictive relative clauses give us extra information about the thing or person. It is not necessary information.

RULE № 2 Relative pronouns (*who*, *which*, *whose* or *whom*) cannot be omitted.

RULE № 3 We don't use **that** to introduce a non-restrictive relative clause.

RULE № 4 We always use commas in these clauses!

*My dentist, **who is very tall**, lives in Oslo.* EXTRA INFORMATION

*~~My dentist, **that is very tall**, lives in Oslo.~~* THAT cannot be used in this sentence!

The relative pronoun CAN BE omitted:

RULE № 1 only in restrictive relative clauses (without commas).

RULE № 2 If the relative pronoun is followed by a noun or pronoun!

*The book (**which**) I read last week was fantastic.*

*The woman (**who**) **the police** arrested was found guilty of first-degree murder.*

The relative pronoun CANNOT BE omitted:

RULE № 1 in non-restrictive relative clauses (with commas).

*Gina, **whom** I met in the shop, invited me for a cup of tea.* CORRECT

~~Gina, I met in the shop, invited me for a cup of tea.~~ INCORRECT

RULE № 2 in restrictive relative clauses if the relative pronoun is followed by a verb!

*I'm reading the Hunger Games **which was written** by Suzanne Collins.*

RULE № 3 after preposition + *whom/which* (*at which*, *with whom*, *among whom* etc.)

*This is the house **in which** she was murdered.* (FORMAL) IN WHICH cannot be omitted!

Task 9. Analyse the following complex sentences, paying particular attention to different kinds of attributive relative clauses.

Example: *He went to the school that my father went to.*

1. Type of a sentence: complex sentence.
2. Subject: *he* (personal pronoun).
3. Predicate: *went* (simple predicate).
4. Adverbial modifier of place: *to the school* (prepositional phrase).
5. Restrictive relative clause: *that my father went to*.
6. Punctuation marks: no comma is used because the relative clause is restrictive.

1. Animals that lose their natural habitats often struggle to survive in the wild.
2. People who dismiss conceptual art usually do so because they perceive no craftsmanship and assume the artist is conveying something commonplace.
3. Remember that this is the man whose staff referred to him as “Black Jesus,” totally without sarcasm.
4. Our authorities have no problem finding a middle-aged woman who committed the crime of waving a flag at the Capitol building in January, but not the president of Afghanistan.
5. That disaster is the result of a series of bad decisions made by people whose names we know.
6. This rare species of bird, which was thought to be extinct, was rediscovered in the Amazon.
7. Meg who used to babysit for us has just got married.
8. It’s not the kind of novel which appeals to me.
9. I know a boy whose father is a professional diver.
10. I remember the time when the air in our city was much cleaner.
11. Our prime minister, who recently attended the climate summit, promised to protect our national forests.
12. People who live in coastal areas are increasingly worried about rising sea levels.
13. The city where I live has introduced a strict recycling program for all residents.
14. The forest I visited last summer was sadly destroyed by a wildfire.
15. Our former babysitter, who got married last year, has just had her first child.
16. His first novel, which was largely autobiographical, became an overnight success.
17. Alan Smith, whose father is a professional diver, is the only boy in our class who can't swim.
18. Unlike the smallpox vaccine, which prevents you from getting smallpox, the COVID vaccines do not necessarily prevent you from getting COVID.
19. But rather than fix it or care about it, which is the first step toward fixing it, they increase the degradation.
20. If there are any statements you have not matched, scan the texts again looking for the information you need.
21. Georgie, who is now twenty-six, had been an undergraduate at Cambridge, where she had taken a degree in economics.
22. He walked to the window and stood there looking at the winter night that had finally come upon them.
23. He spent half the week in Cambridge, where he lodged with his sister and lent his ear to neurotic undergraduates, and the other half in London, where he seemed to have a formidable number of well-known patients.
24. Thomas finally became the kind of writer he was meant to be, producing poetry that would change the music of the English language forever.
25. This is, after all, the point at which we, the senior, our power over our parents suddenly stolen, learn that life isn’t fair after all.

Task 10. Decide if the following sentences need commas. Choose restrictive relative clause if you think it doesn't need commas and non-restrictive relative clause if you think it needs commas.

1. A) London, which has a population of eight million, is a wonderful city.
B) London which has a population of eight million is a wonderful city.
2. A) My only sister who has beautiful eyes prepared the meal.
B) My only sister, who has beautiful eyes, prepared the meal.
3. A) The package, which Jim posted a few days ago, only arrived today.
B) The package which Jim posted a few days ago only arrived today.
4. A) My grandfather who is dead now came from South of Scotland.
B) My grandfather, who is dead now, came from South of Scotland.
5. A) The film which I am watching at the moment is boring.
B) The film, which I am watching at the moment, is boring.
6. A) This is the car, which we spoke about, the day before yesterday.
B) This is the car which we spoke about the day before yesterday.
7. A) The building which is next to the swimming pool has been demolished.
B) The building, which is next to the swimming pool, has been demolished.
8. A) Joanna, whose father is a doctor, is coming to the wedding reception.
B) Joanna whose father is a doctor is coming to the wedding reception.
9. A) Do you know the girl, who is talking to Mary?
B) Do you know the girl who is talking to Mary?

Task 11. Analyse the sentences. Identify the type of relative clauses, put commas where necessary.

1. He went to the school that/which my father went to.
2. I spoke with the paramedic who helped during the emergency.
3. She met the artist that/who painted the mural in our school.
4. Superdrug which last week announced that it is buying Medicare is also part of the group.
5. The book which I borrowed from the library is quite interesting.
6. The company which launched a new product last month has seen increased sales.
7. The dog whose owner was on vacation stayed with us for a few days.
8. The Kingfisher group whose name was changed from Woolworths earlier this year includes about 720 high street shops.
9. The movie which was directed by a famous filmmaker won several awards.
10. The parents whom/who/that we interviewed were all involved in education in some way.
11. The teacher who inspires me the most is retiring this year.
12. The students whom/who/that participated in the competition were very talented.
13. The woman whose car was stolen reported it to the police immediately.
14. We don't know the person who donated this money.
15. We drove past my old school which is celebrating its 100th anniversary this year.
16. My grandmother who is 85 years old still drives her car every day.

Task 12. Decide whether or not the relative pronoun can be omitted in the following sentences.

1. A doctor is a person who looks after people's health.
2. Mrs. Smith, who is very smart, lives on the fourth floor.
3. My colleague with whom I'm doing the project should be here as soon as possible.
4. My new motorbike, which I paid a few thousand euros for, is not running well.
5. She showed me the emeralds which she had brought back from South Africa.
6. That's the woman whose house has been broken into.
7. The smartphone that costs £200 is very good.
8. This is the car that John bought at an auction.
9. This was the hotel that we stayed in for two weeks.
10. Where is the letter that arrived this morning?
11. The report that I submitted yesterday is already being reviewed.
12. The expert who designed the AI system is giving a lecture tonight.
13. Is this the documentary which you were talking about?
14. The trees that were planted last spring are finally blooming.
15. The neighbors whom we met at the park are very friendly.
16. My sister, who works as a journalist, is traveling to Tokyo.
17. The restaurant that we chose for the party was fully booked.
18. The student whose essay won the competition received a scholarship.
19. The email that contained the password was accidentally deleted.
20. The person who I wanted to see was out of the office.

2.2.5. Adverbial clauses

An adverbial clause functions as an adverbial modifier, providing context (such as time, reason, or condition) for a verb, adjective, or adverb in the principal clause. They are categorized by meaning: **adverbial clauses of time, place, cause (reason), purpose, condition, concession (contrast), result, manner, and comparison.**

Adverbial clauses of time

An adverbial clause of time establishes the temporal relationship between the dependent clause and the main action. It answers the questions **When?**, **How long?**, or **How often?** regarding the principal clause.

Adverbial clauses of time are introduced by the conjunctions: **when, while, whenever, as, till, until, as soon as, since, after, before.**

Before you submit the report, make sure to double-check it.

I feel motivated every time I listen to that playlist.

I used to visit my grandparents before they moved to Moscow.

I will start cooking dinner after I finish my work.

Now when the weather is nice, we can go for a picnic.

*Please wait in the lobby **until the receptionist calls your name.***
*She has been happier **since she moved to the city.***
*She studied hard **while her friends were watching TV.***
*We can start the meeting **once everyone has finished their lunch.***
***Whenever the sun sets,** the sky is painted with beautiful colors.*
***Whenever there is a solar eclipse,** the local observatory hosts a public viewing.*

Adverbial clauses of place

An adverbial clause of place specifies the location or direction of the action expressed in the principal clause. It answers the questions **Where?, To where?, or From where?**

Adverbial clauses of place are introduced by the conjunctions **where** and **wherever**.

*He makes friends **wherever he goes.***
*He will follow you **wherever you lead him.***
*I will meet you **wherever you want.***
*She sat down **where she felt most comfortable.***
*The kids played **where the grass was the greenest.***
*The signal remains strong **anywhere you go in this building.***
*We can have lunch **wherever you choose.***
*You should go where **the music is playing.***

Adverbial clauses of cause

An adverbial clause of cause (reason) specifies why the action in the principal clause is occurring, establishing a logical cause-and-effect relationship.

Adverbial clauses of cause are introduced by the conjunctions **as, because, since, for fear (that);** in official style they may also be introduced by the conjunctions **on the ground that, for the reason that** and some others.

***As it was getting late,** we decided to head home.*
***Because it was raining,** we stayed indoors.*
*He decided to leave early **as he had another commitment.***
*He was upset **because he lost his favorite book.***
*I didn't go swimming **since the water was too cold.***
*She didn't attend the meeting **since she was feeling unwell.***
*She left the party early **for fear that it would end too late.***
*She was smiling **as she had just won the lottery.***
*They were granted an extension **on the grounds that the recent citywide power outages delayed their research.***

Adverbial clauses of purpose

An adverbial clause of purpose describes the intent or goal of the action in the principal clause. It answers the questions: **For what purpose?** or **With what intention?** They are introduced by the conjunctions **that, in order that, so that** (formal/literary), **lest, for fear (that)** (to prevent something). Modal verbs are mainly used in adverbial clauses of purpose.

*Wounds must sometimes be opened **in order that they may be healed**.*

*Please leave your contact details **so that we can reach you**.*

*The pilot checked the instruments twice **lest any technical error should occur during takeoff**.*

*He stayed away from the window **that he might not be seen by the guards**.*

The city installed smart sensors in order that traffic flow might be managed more efficiently.

Governments are passing new laws so that the environment will be better protected for future generations.

He moved to the front row so that he could hear the speaker more clearly.

I'll leave the light on so that you won't trip over the stairs.

Keep the plants in the shade lest the midday sun should burn their leaves.

She kept her back to the window that he might not see her rising colour.

Wounds sometimes must be opened in order that they may be healed.

I study hard so that I can pass the exams.

He saved money in order that he could buy a new car.

Adverbial clauses of condition

Adverbial clauses of condition state the condition which is necessary for the realization of the action expressed in the principal clause. They answer the question: **Under what condition?**

Adverbial clauses are introduced by the conjunctions **if, unless** (*если не*), **suppose, in case, on condition that, provided** (*при условии что*), etc.

Had the researchers checked the data more thoroughly, they would have noticed the error earlier.

*I will bring a portable charger **in case my phone battery dies during the trip**.*

*I will join the team **if they welcome me**.*

***If he finishes early**, we can go to dinner.*

***If it rains tomorrow**, we will stay indoors.*

***In case you forget**, I'll remind you about the meeting.*

***Providing that the weather holds**, the outdoor ceremony will begin at noon.*

***Should you need help**, feel free to call me.*

***Suppose it snows this weekend**, how will we travel?*

*The project will succeed **as long as the team remains focused on the core objectives**.*

***Unless she apologizes**, I won't speak to her again.*

***Unless we reduce carbon emissions immediately**, the environmental damage will be irreversible.*

Adverbial clauses of concession

An adverbial clause of concession denotes the presence of some obstacle which nevertheless does not hinder the action expressed in the principal clause. Adverbial clauses of concession are introduced by the following conjunctions and connectives: **though, although, as, no matter how, however, whoever, whatever, whichever**. In official style they may also be introduced by the conjunctions **notwithstanding that, in spite of the fact that**.

Although it was raining, we decided to go for a walk.

He continued to work, however tired he was.

No matter how hard he tried, he couldn't solve the problem.

She loves him, though he treats her poorly.

Although they are siblings, they are very different from each other.

However much he denies it, he knows he was wrong.

Even though the sun was shining, the wind was chilly.

Whatever happens, I will support you.

Though the Task was difficult, she completed it on time.

Notwithstanding that he was late, we started the meeting.

Adverbial clauses of result

An adverbial clause of result (or consequence) describes the outcome of the action or situation mentioned in the principal clause. Adverbial clauses of result are introduced by the conjunction **so that**; they are usually separated from the principal clause by a comma.

He is such a skilled pilot that he was chosen for the first commercial lunar flight.

He missed the final train, so that he had to stay in the city overnight.

He ran fast, so that he could catch the bus.

He spoke loudly, so that everyone could hear him.

He was so tired that he fell asleep immediately.

He worked late every night so that he could finish the project early.

It was raining heavily, so that the roads were flooded.

It was such a complex problem that even the AI could not find a solution.

She spoke so quietly that the microphone couldn't pick up her voice.

She studied hard, so that she passed the exam with flying colors.

She was so excited that she could hardly sit still.

The book was so interesting that I read it in one sitting

The movie was so boring that half the audience left.

The smart city sensors failed simultaneously, so that traffic flow became completely unmanaged.

The soup was too hot that I couldn't eat it right away.

The team played exceptionally well, so that they won the championship.

The wind turbines were spinning so fast that they had to be manually slowed down for safety.

Adverbial clauses of manner

An adverbial clause of manner describes how an action in the principal clause is performed. These clauses characterize the method, style, or specific way something happens. Adverbial clauses of manner are introduced by **as, just as, in the way (that), the way (that)**.

She danced gracefully as her mother had taught her.

He completed the project exactly as his supervisor requested.

They sang together as they always do at family gatherings.

She approached the Task carefully, just as she had been instructed.

He talks about the 1920s as if he had lived through them himself.

I remember the story as if/as though I had just read it.

Perception: That new vegan burger tastes as if it were real beef.

She talks as if/as though she knows everything.

The automated drone landed exactly as it had been programmed to do.

The child smiled as if he had just received the best gift ever.

The engine is making a strange noise as if something were loose inside.

They walked slowly up the stairs as if/as though they were carrying something heavy.

You should present the data just as the director requested during the briefing.

We also use **as if/as though** after verbs such as **act, appear, be, behave, feel, look, seem, smell, sound, taste** to say how somebody or something looks, behaves. etc.

He is acting as though he has had bad news.

He spends his money as though he were a millionaire.

She looks as if she is going to burst into tears.

Adverbial clauses of manner also include comparative subordinate clauses (adverbial clauses of comparison).

Adverbial clauses of comparison

An adverbial clause of comparison expresses an action with which the action of the principal clause is compared. These clauses allow us to measure degrees of equality, inequality, or proportion. They are introduced by **than, as, as... as, (not) so... as, the... the**.

He is older than he looks.

He works as quickly as I do.

He ran as fast as he could to catch the bus.

Public interest in space tourism is greater than it has ever been before.

She handles the pressure better than most people would in her position.

The book is not so interesting as you think.

The colors on the screen appear exactly as they do in real life.

The higher the altitude, the thinner the air becomes.

The more time you spend in the Crimea, the sooner you will recover.

The more you practice with the new software, the easier it is to navigate.

The project progressed just as we had anticipated.

The sooner we finalize the contract, the better it will be for the whole team.

Task 13. Analyse the following complex sentences, pointing out subject, object, predicative and adverbial clauses.

1. Despite the fact that I like to read, this is not my hobby.
2. That the matter should have taken such a turn is not surprising.
3. We have never discovered who did it.
4. You may rely upon what he says.
5. I think he is in the library.
6. I shall ask him whether he will arrange it for me.
7. He isn't what he pretends to be.
8. I cannot understand why he did it.
9. I am not satisfied with what I have written.
10. The question is whether they will arrive in time to take part in this work.
11. Whether a friendly settlement of the dispute between the sellers and the buyers can be arrived at is doubtful.
12. Who this woman was is still not known.
13. His main problem is that he got involved with a bad company.
14. The man who was standing at the door is my brother.
15. I don't understand what's happening in my life.
16. I'll call you as soon as I finish doing my homework.
17. She acted as if she hadn't seen me.
18. Wherever he went, she followed him everywhere.
19. Although I studied hard, I still failed my test.
20. You are smarter than you think.
21. If you keep on saving money, you will be able to pay for your university education.
22. I improved my skills so that I could become more competitive.
23. What really surprised us was their behavior at the festival.
24. He did it in a way that I had never seen before.
25. It is not known whether she is in Tomsk.
26. I don't know what they are talking about.
27. I met a woman who want to become my boss.
28. The young lady, who looked like a mother, came to our department store for kids.
29. She came back when I was leaving.
30. What I liked in the situation is my mother's kindness.
31. The problem was we didn't know the news.
32. You can watch students whenever you go.
33. Though we have been friends, we have never supported each other.
34. I analyzed the text so that the translations would be more precise.
35. I didn't work as I was just 15.
36. I don't remember what you told me yesterday.
37. It is the part of your story that I would like to tell my brother.
38. A guy who is living in London doesn't know Russian language.
39. When these bird are back is unknown.

40. The cat which I saw yesterday was exhausted.
41. I will be working while you are spending my money.
42. I was looking for that case wherever I could.
43. I would eat broccoli if I were a vegetarian.
44. I would never dance as I have problems.
45. Despite the fact that he helped I failed.
46. I cook meal that everybody was satisfied.
47. He wants to be Santa so as he could give presents to kids.
48. I always do it in a way I was instructed.
49. He said that he was not interested.
50. What I'm going to do doesn't concern you.
51. My only wish is that you return safe and sound.
52. The guy you met yesterday is my brother.
53. She walked along the street filled with people.
54. The reason Jay quit was because his salary was too low.
55. I started dancing when I was only 5 years old.
56. I signed the document where they showed it to me.
57. Mike won't be able to join us tomorrow because will work all day.
58. He spoke so confidently as if he knew everything in this world.
59. Unless you study hard, you won't pass the exam.
60. Were it not for the generous donation, the museum would have closed years ago.

Task 14. Perform a complete syntactic analysis of the text below.

British etiquette places importance on politeness in speech, timeliness, and body language. Courteousness is vital; this involves saying please and thank you, forming orderly queues, and saying excuse me when in the way.

The British are generally reserved, and excessive familiarity is discouraged. When you meet someone new, a handshake is standard practice; hugs and kisses are reserved for close friends. Asking personal questions about topics such as salary or age is frowned upon.

Punctuality is a sign of respect. Arriving five to ten minutes early for a business meeting is professional; however, arriving too early for a dinner party can be rude, as the host may still be preparing.

Good table manners are essential when you attend a dinner party. It is customary to bring the host a small gift, such as flowers, wine, or chocolates. You should not use your fingers unless it is a barbeque or buffet. The knife is held in the right hand, and the fork is in the left, with prongs pointed down.

It is polite to wait until everyone is served and the host begins eating. Reaching over someone else's plate is impolite; you should ask for the item to be passed to you. Leaning your elbows on the table is also considered rude.

Slurping, chewing open-mouthed, or talking with food in your mouth is completely unacceptable. Such actions imply that a person was not brought up with good manners.

Task 15. Translate the following sentences, using adverbial clauses.

1. Артем любит похвалиться. Он всегда больше говорит, чем делает Виктор.
2. Борис сказал нам сесть на заднее сиденье машины, чтобы Петр и Геннадий могли поговорить.
3. В связи с тем, что дорога была скользкой и видимость была ужасной из-за сильного тумана, машина Ивана и Елены двигалась со скоростью 20 миль в час.
4. В связи с тем, что он чувствовал себя плохо из-за перемены климата и не мог выступить, концерт Алексея был перенесен на несколько дней позже.
5. Виктор был такой сильной личностью и был так строг по отношению к себе и другим, что многие из нас его боялись.
6. Денис выглядел бодрым, несмотря на то, что он провёл бессонную ночь.
7. Джейсон не знает, чего он может достичь, пока Кевин не попытается сделать это.
8. Доктор уговаривал больного не вставать с постели до тех пор, пока он не почувствует себя совершенно здоровым.
9. Елена продолжала читать так, как будто в комнате больше никого не было.
10. Если бы Наталья не была так занята, ей было бы легче освободиться в любой удобный для тебя момент.
11. Если бы не она, он не покинул бы это место так скоро.
12. Если случится худшее, Михаил и Софья должны быть готовы.
13. Если ты не сообщишь мне, когда Александр прилетает, я не смогу встретить его в аэропорту.
14. Ирина была в шубе, хотя день был очень тёплый.
15. Как бы высоко вы его ни ценили, Дмитрий не должен прощать Павлу его ошибки.
16. Как бы ни сложны были операции, он справлялся с ними успешно.
17. Как сильно Максим и Олег ни старались, им не удалось закончить проект до назначенного срока.
18. Как только кальций вступает в контакт с водой, он сразу образует гидроокись.
19. Каковы бы ни были его другие недостатки, никак нельзя сказать, что Игорь трус.
20. Когда туристам сказали, сколько будет стоить поездка, они решили остаться дома.
21. Константин обязательно придет, если только не случится что-нибудь непредвиденное.
22. Люди на вечеринке беспокоились о ней, потому что никто не знал, куда Джанет ушла.
23. Максим расчистил кружочек на замерзшем стекле, чтобы последний раз посмотреть на Красноярск.
24. Мальчик побежал туда, куда незадолго до этого пошли его друзья.
25. Мария решила покинуть дом своих родственников, чтобы не зависеть от них.
26. Мистер Грей дал Анне глоток вина, чтобы она почувствовала себя бодрее.
27. Мы не переедем в новый дом, пока дети не окончат школу.

28. На пляже было так многолюдно, что, казалось, будто люди переселились на берег реки.
29. Неважно, как это случилось; ясно одно, что Сергей и Анна во всем виноваты.
30. Несмотря на тот факт, что он имеет очень хорошие рекомендации, директор не может доверить Андрею такую ответственную работу.
31. Николай молчал так долго, что Артем подумал, что тот уснул.
32. Ничто не могло стереть из памяти людей жестокость него, несмотря на то, что уже прошло много лет.
33. Он был так поглощён своим романом, что Ларри забыл про обед, который готовился на плите.
34. Он заметил с удивлением, как тяжело дышала она, будто Марина долго бежала.
35. Он сейчас в отпуске в этом месте, Джону бы хотелось, чтобы брат был здесь и помог ему отремонтировать машину.
36. Он такой приятный человек, что вы легко с ним поладите.
37. Оскар не может получить эту работу, пока у него нет пятилетнего стажа вождения автомобиля.
38. Открой окно, чтобы легче дышалось.
39. По мере того как мы приближались к порту, нам попадалось все больше судов.
40. Пока он говорил, я все больше убеждался, что где-то раньше видел этого человека.
41. После долгих лет разлуки мы решили встретиться там, где играли в детстве.
42. После того как они выслушали свидетельские показания, судьи вынесли приговор.
43. Преимущества знания иностранных языков настолько очевидны, что мы даже не будем их обсуждать.
44. Раз вы так настаиваете на этом, мне придется согласиться пойти с вами.
45. Рассказ был такой смешной, что в зале непрерывно раздавались взрывы смеха.
46. Светлана говорит о нем так, как будто была там лично.
47. Стоило ему прочесть инструкцию, как он уже знал, как работать с машиной.
48. Студентам нравился курс его, потому что профессор Смит практически не задавал домашнее задание.
49. Так как уже стемнело, вам лучше остаться у нас.
50. У него такой голос, как будто у Брайана ангины.
51. У них была такая свирепая собака, что никто не осмеливался пройти мимо дома Смирновых.
52. Учитель так объяснил эксперимент, что Роберту сразу стало понятно.
53. Хотя авиакомпания увеличила стоимость билетов, Томас и Мэри всё же предпочитают летать на самолётах.
54. Хотя вопрос застал Ольгу врасплох, она не растерялась.
55. Чем ближе Никита подходит к морю, тем свежей становится воздух.

2.2.6. Punctuation in a complex sentence

1. Subject clauses are typically not separated from the principal clause by a comma because you do not normally place a comma between a subject and its verb.

How the magician performed the trick remains a complete mystery.

BUT: A comma is used if the clause is lengthy or contains its own internal subordinate clause, to help the reader identify where the predicate begins.

What the explorer told the journalists about the ancient ruins he discovered in the jungle, was enough to spark a worldwide sensation.

2. Predicative clauses as a rule are not separated from the principal clause by any comma. A comma is often used when they are joined asyndetically.

The fact is that she forgot to lock the door.

BUT: A comma is often used when the conjunction (like **that**) is omitted.

My suggestion is, you should start the project tonight.

3. Object clauses are not separated from the principal clause by a comma. If the object clause precedes the principal clause, a comma may or may not be used.

I wonder if it will snow tomorrow.

Whatever he says, I simply do not believe him.

4. Attributive clauses

4.1. Restrictive relative attributive clauses are not separated from the principal clause by commas.

The students who studied hard passed the exam easily. (Only those who studied passed).

4.2. Restrictive relative attributive clauses are always set off by commas.

My sister, who lives in Madrid, is coming to visit. (I only have one sister; the location is just extra info).

He failed to answer the letter, which made her very angry.

5. Adverbial clauses

When an adverbial clause follows the principal clause, no comma is generally used. When it precedes the principal clause, it is separated from it by a comma.

I will go for a walk if the rain stops.

If the rain stops, I will go for a walk.

Adverbial clauses often take a comma because they represent an afterthought or a distinct logical result.

The waves were very high, so that the small boat almost capsized.

Task 15. Perform a complete syntactic analysis of the sentences below. Comment the usage of the punctuation marks.

1. Mark Miller shares his personal story of learning how to deal with shyness.

2. The day he got into his favorite college, he thought he would be happy.

3. He had worked hard for years, but instead of joy, he felt scared about meeting new people and making friends.

4. Today they enjoy a mostly harmonious relationship, specifically Jonathan suggests, because of their children.
5. We know that it really upsets them if he and I fight, and so we don't, mostly.
6. If they see us not getting on, it is effectively like saying it's OK to give up on your brother.
7. "And neither of us wants that," says Jonathan.
8. My own experiences differ from the Selfs' not only because there were, sadly, no such flashes of brilliance within my family, but also because my brother and I were poles apart, so comprehensively different in character and temperament that we rarely found common ground.
9. We both hoped that things would improve as we got older, but they didn't.
10. I know now that all he really wanted from me was friendship, but as the older sibling, friendship was then the last thing I needed from him.
11. Because my working mother had to leave us children home alone – as did all the parents of all my friends – the days dragged on forever.
12. She pleaded with me to keep an eye on him, and begged me to keep him out of mischief.
13. Below those huge waves is the Kaikoura trench – a Grand Canyon of the ocean, 60 kilometres long and 1,200 metres deep, whose rich food chain attracts 14 species of dolphin and whale.
14. Next morning, I'm ready for the sea.
15. Following instructions, I search the breakfast room for that weather forecast.
16. It's a handwritten note that says: "Rough seas warning."
17. Should I be worried by this, and go easy on the early-morning eating?
18. But I don't need much persuading by Stefan, the smartly-dressed waiter, to try the Lodge's full breakfast dish of the day: fried duck and potatoes with egg.
19. On the third, a single dolphin of my own length appears beside me.
20. I see its head turning towards me, looking into my face, and then I hear its voice.
21. This annual two-day festival of all things potato-related in Barnesville, Minnesota dates back to the 1930s.
22. Anything you can possibly do to a potato happens over the two days: you can fry it, throw it, race it, roast it, eat it, decorate it or sing about it – and lots more.
23. Each contestant has three minutes to peel as many as possible, with the winner determined by the weight of the peeled potatoes.

2.3. Compound-complex sentence

A compound-complex sentence combines elements of both compound and complex sentences. It contains at least **two independent clauses** and at least **one subordinate clause**.

Though Mitchell prefers watching romantic films, he rented the latest spy thriller, and he enjoyed it very much.

Although Samantha enjoys hiking in the mountains, she decided to stay home, and she read her favorite novel instead.

When the sun set behind the hills, the sky turned a brilliant red, and we knew it would be a beautiful evening.

As soon as Emily finished her project, she celebrated with her friends, but she also remembered to submit it on time.

Although the weather forecast predicted rain, we decided to go on a picnic, and we enjoyed ourselves despite the gray clouds.

While Jack was cooking dinner, the phone rang, and he had to run to answer it, leaving the pasta boiling over.

Because the meeting was rescheduled, we had more time to prepare; everyone felt better about their presentations.

When the movie started, the audience fell silent, and everyone focused on the screen, eager to see the story unfold.

Even though Barry was in love with her, he was unable to express himself; it was no surprise she left him.

I was shocked to hear the cactus yelling expletives at me, since it was an inanimate object, but I found myself yelling back at it, engaged in a lively debate.

Task 16.

A) Identify the type of a sentence (simple, compound, complex, compound-complex sentences).

B) Identify the type of a subordinate clause (subject, object, predicative, adverbial) in complex and compound-complex sentences.

1. He thought that the train arrived at 6.15.
2. He told us that he was feeling sick.
3. Wherever we went, we seemed to see very interesting things.
4. After all this time, I still can't fathom why he had to make such a big deal of it, but I guess he had his reasons.
5. After I finish my work, I will be meeting my friend.
6. After the agreement had been signed, the delegation left Moscow.
7. After we finish school, let us go to play in the park.
8. Although he organized his sources by theme, he decided to arrange them chronologically, and he carefully followed the meal plan for organization.
9. Although he's 65 years old, Mr. Cole is still an active man.
10. Although it hurt when she bent her wrist, she could still move her fingers.
11. Although she completed her literature review, she still needed to work on her methods section.
12. While Jessica likes rom-coms, Sarah likes thrillers, but Ellie only watches documentaries.
13. Although the war ended, and as people tend to have short memories, the city's people were still divided over its impact.

14. Annie was still crying, although she had been happy about the news.
15. Are you coming or are you staying at home or will you go and see Mum?
16. As I put the kettle on, I looked in the jar for biscuits, but I couldn't see any in there.
17. As it was raining, we could not show our friends from Leningrad our new fruit trees.
18. As it was raining, we could not show our friends, who had come from Leningrad, our new fruit trees.
19. As it was raining, we could not show our friends, who had come from Leningrad, what we had planted in our garden.
20. As soon as the initial introduction is over, we will have the prayer song.
21. Because he organized his sources by theme, it was easier for his readers to follow.
22. Because I was often late, and since I was always forgetting things, I was regarded to be a scatterbrain by my friends.
23. Because she was scoring many baskets, Elena was considered to be the best player on the team.
24. Before the secretary leaves, she will put the letters on your desk.
25. Cameron and Jennifer had only known each other for 3 weeks, but they decided to travel the world together before starting work, and they never regretted the decision.
26. Carl left for home early because he had to study.
27. David drives carefully to work in the morning.
28. While waiting for the bus, Angela played games on her phone, and Lizzy read a book.
29. George and I will wait right here until you get back.
30. Had I been there, I should have helped him.
31. Hannah has been nothing but trouble since she got here.
32. He asked us what we thought of it.
33. He finished his report for work, but he still needs to fill out the accompanying presentation even though he should have had it done last quarter.
34. He has just gone away saying that he will return in an hour.
35. He has told me when he will arrive.
36. He organized his sources by theme; then, he updated his reference list.
37. How this happened is not clear to any one.
38. I am extremely happy since I retired.
39. I couldn't hear the speaker, so I moved to the first row.
40. I got up earlier than usual because I had to get the 6.30 train.
41. I had such a wonderful time (that) I didn't want to go home.
42. I phoned her but she wasn't there.
43. I sent the letter airmail so (that) he would get it right away.
44. I was born in the United States, yet I consider myself Canadian.
45. I will be on my way as soon as my brother picks me up.
46. I will give Mr. Anderson your message if I see him tomorrow.
47. I'll ask him to find out where they live.
48. If I had had enough time, I would have gone to the meeting with you.

49. If you want to reach on time, you better start immediately.
50. They studied APA rules for many hours as they were so interesting.
51. Unless you make up your mind, nothing can be done.
52. It is desirable that the agreement should be signed before May.
53. It is necessary that the letter should be sent off to-day.
54. If you're staying for the whole festival, which usually takes place in the second half of August, the Barnesville Inn has 13 comfortable rooms at reasonable prices, while nearby Wagner Park has space for up to 78 trailers or tents.
55. There are some ruins near my house, which my cousins and I used to play in when we were younger, and I go there sometimes when I need to think.
56. Say why it is so important to the plot, then tell your readers how it changes the lives of the characters, and why
57. It was necessary that the question should be settled without delay.
58. Jim doesn't drink beer because he has a gluten allergy, so he tends to drink wine most weekends.
59. Laura forgot her friend's birthday, so she sent her a card when she finally remembered.
60. My brother, who completed his mechanical engineering degree, is now working at BOSCH.
61. Our dog Jack usually goes wherever he wishes to go.
62. It is important that he should return tomorrow.
63. Ralph bought that used car although we advised him against it.
64. She completed her literature review, and she created her reference list.
65. She completed her literature review, but she still needs to work on her methods section even though she finished her methods course last semester.
66. With pizza and soda at hand, they studied APA rules for many hours, and they decided that writing in APA made sense because it was clear, concise, and objective.
67. Since Mr. Fox was sick, he had to cancel the appointment.
68. Since you helped out, we completed everything in time.
69. That he has made a mistake is strange.
70. The book you gave me is very interesting.
71. The Browns saw the Eiffel Tower when they were in Paris.
72. The children were asked to go home because it was too late.
73. The dog jumped on his lap while he was eating.
74. The man spoke so rapidly (that) I couldn't understand him.
75. The place, where we first met, will always be my favourite spot.
76. The professor, whom I met yesterday, highly appreciated my ideas for the project.
77. The question is when he will arrive.
78. The question is whether they will be able to help us.
79. The teacher, who taught us French, was the reason we decided to take French in college as well.
80. The trouble is that I have lost his address.

Task 17. Perform a complete syntactic analysis of the sentences below.

1. I'd bought my ticket from downtown Mexico City to Oaxaca several days in advance, selecting a window seat from the online plan of the vehicle, with my return scheduled 48 hours later on a domestic flight as I only had a few days of my holidays left.

2. As I boarded the bus they gave me a complimentary sandwich, which I thought was a nice touch, and we set off right on time.

3. And although it seemed to take ages to get through the rush-hour traffic, once we were clear of the city we really got moving.

4. It was quite a luxurious vehicle though the air-conditioning was, if anything, a little too efficient, and I had to put a cardigan on.

5. But I enjoyed the fast, smooth ride along the highways that took us through some unexpectedly fascinating countryside in the scorching summer heat, and I was able to practise my Spanish with some friendly fellow passengers, who turned out not to be Mexican but from Burgos in Spain.

6. All employees must comply with the company's strict dress code policy.

7. Can you acquaint me with the new procedures for submitting expense reports?

8. Don't confuse his twin brother with him; they look similar but have different personalities.

9. Give examples of something that is "undeniably" true.

10. Let me apologize for Jack; he didn't mean to be rude to you.

11. She blamed her brother for breaking her favorite vase.

12. The head of our department discussed the project timeline with her team to ensure everyone was on the same page.

13. Susan involved her best friend in planning the surprise party for her sister.

14. Our mother reminded us of the grandparents' upcoming anniversary to avoid forgetting it.

15. I caught the bus to Istanbul from the outskirts of one of Turkey's larger provincial cities, as inter-city services are not allowed downtown for environmental reasons.

16. Once I had shown my ticket, my backpack was scanned airport-style and then stowed away to be collected at my destination.

17. My seat was comfortable, and although I had booked too late to get a cheap student fare, I had a woman's ticket, which meant the seat alongside mine would either have to be taken by another woman or left unoccupied. In the event, it remained empty.

18. During the journey, the attendant served everyone a delicious Turkish tea, and there was no charge for that.

19. It was pleasantly warm on board, but whenever I stepped off for one of the four-hourly breaks I was reminded just how freezing cold it can get in Anatolia in winter.

20. Thank Mark for his letter and comment on it, for example by congratulating him on his decision to start learning your language.

21. Think about the difficulties that English speakers tend to have with your language and mention these.

22. They might include, for instance, problems with grammar, pronunciation or spelling.

23. Her important position within the union has opened doors and given her the confidence to speak to senior managers and address public meetings.

24. “But for the help from Unison,” she says, “I would never have stood up in front of the company’s chief executive and done a presentation, or spoken in front of 3,000 people at my union conference.”

25. In the full decade since I last saw my brother, he has had children, changed jobs and grown a sizeable beard – according to my grandmother.

26. In the meantime, I have progressed throughout the course of my own adult life, though he, like me, wouldn’t know this directly but rather second-hand, our respective lives separated by the Atlantic Ocean and the resentment that has built up between us.

27. I think I can now confidently predict that there is zero chance of us ever resolving our differences.

28. If a loved one corresponded with you via a poem or a song, even before the message was apparent, you had a reason to assume something about the nature of the content and its emotional value.

29. If that same loved one corresponded instead via a court document, you would have expected a different message before even reading it.

30. Although people think they are expert jugglers, they’re actually just switching from one task to another very rapidly.

Task 18. Translate and analyze the following proverbs:

1. A man shows his character by what he laughs at (German proverb).
2. All are brave when the enemy flies (Italian proverb).
3. All I desire for my own burial is not to be buried alive (Lord Chesterfield).
4. All that glitters is not gold (Miguel de Cervantes).
5. Books are ships which pass through the vast seas of time (Francis Bacon).
6. Character is what God and the angels know of us; reputation is what men and women think of us (Horace Mann).
7. Character is what you are in the dark (Dwight L. Moody).
8. Don’t brood on what’s past, but never forget it either (Thomas H. Raddall).
9. Everyone is a moon and has a dark side which he never shows to anybody (Mark Twain).
10. Everyone thinks his own cross is heaviest (Italian proverb).
11. Friends, books, a cheerful heart, and conscience clear are the most choice companions we have here (William Mather).
12. The future belongs to those who believe in the beauty of their dreams (Eleanor Roosevelt).
13. Success is not final, failure is not fatal: it is the courage to continue that counts (Winston Churchill).
14. Strike while the iron is hot – once it cools, the opportunity is lost.
15. He who moves a mountain begins by carrying away small stones (Confucius).

16. If you want something done right, you have to do it yourself (Charles-Guillaume Étienne).

17. If my husband would ever meet a woman on the street who looked like the women in his paintings, he would fall over in a dead faint (Mrs. Pablo Picasso).

18. If we were all given by magic the power to read each other's thoughts, I suppose the first effect would be to dissolve all friendships (Bertrand Russell).

19. If you always live with those who are lame, you will yourself learn to limp (Latin proverb).

20. If you think about what you ought to do for other people, your character will take care of itself (Woodrow Wilson).

21. Luck is what happens when preparation meets opportunity (Elmer).

22. My mother loved children – she would have given anything if I had been one (Groucho Marx).

23. No one knows what he can do till he tries (Publilius Syrus).

24. One of the advantages of being disorderly is that one is constantly making exciting discoveries. If you are going through hell, keep going (Winston Churchill).

25. You do not need anybody's permission to live a creative life; you just need to begin (Elizabeth Gilbert).

Questions for self-assessment

1. What is a compound sentence?
 - A) A sentence with only one clause.
 - B) A sentence that consists of two or more clauses coordinated with each other.
2. How can clauses in a compound sentence be connected syndetically? Name two methods.
 - A) By using commas and semicolons.
 - B) By means of coordinating conjunctions or conjunctive adverbs.
 - C) By omitting all conjunctions.
3. Which of the following is an example of a coordinated compound sentence using a conjunction?
 - A) The rain fell softly; the house was quiet.
 - B) He turned, and Lena thought he was really going.
 - C) We left early; we wanted to avoid traffic.
4. Create your own compound sentence using at least one coordinating conjunction.
5. What is a complex sentence? Can you provide an example?
6. What are the main components of a complex sentence?
7. Identify the dependent clause in the following complex sentence: *Although it was raining, we decided to go for a walk.*
8. What is the function of a subject clause in a complex sentence?
9. Which conjunctions typically introduce subject clauses?
10. How is a predicative clause connected to the principal clause? Can you give an example of a predicative clause?
11. How can object clauses be introduced (list the methods)?
12. What is the difference between a restrictive and a non-restrictive attributive clause?
13. What are relative pronouns, and how do they relate to relative clauses?
14. Can *whose* be used to refer to both people and things? Provide an example.
15. Create a complex sentence using a subject clause and underline it.
16. Write a complex sentence that includes a predicative clause and highlight it.
17. Craft a complex sentence containing an object clause and label its components.

Chapter 3. WORD ORDER

3.1. Basic word order

English has fairly fixed word order, especially in formal writing and speech. The basic word order of English clauses in ***affirmative structures*** is

Subject – Predicate – Object – Adverbial modifier

1. *The contemporary geopolitical landscape (S) necessitates (P) a paradigm shift in diplomatic strategies (O) to ensure global stability (A).*
2. *Technological advancements (S) have facilitated (P) unprecedented connectivity (O) throughout the modern era (A).*
3. *The presiding judge (S) scrutinized (P) the provided evidence (O) with meticulous attention to detail (A).*
4. *Renowned environmentalists (S) are advocating (P) sustainable infrastructure development (O) at the international summit (A).*
5. *This innovative research paper (S) challenges (P) the prevailing assumptions regarding cognitive development (O) in early childhood (A).*
6. *The corporate board (S) unanimously approved (P) the ambitious merger proposal (O) despite initial fiscal concerns (A).*
7. *Economic historians (S) frequently analyze (P) the socio-economic impacts of the Industrial Revolution (O) through a multi-faceted lens (A).*
8. *Artificial intelligence (S) is revolutionizing (P) the diagnostic processes in healthcare (O) at an exponential rate a).*
9. *The philanthropic organization (S) distributed (P) humanitarian aid (O) systematically across the affected regions (A).*
10. *Scholarly articles (S) often demonstrate (P) the correlation between literacy rates and economic prosperity (O) in developing nations (A).*

3.2. Inverted word order

3.2.1. Cleft sentences

A cleft sentence is a structure used to highlight a specific piece of information by “dividing” a single thought into two separate parts. In a cleft sentence, you break the sentence into two clauses, each with its own verb.

Normal: *John stole the cookies.*

Cleft: *It was John who stole the cookies.* (emphasizes who did it).

Normal: *We need more time.*

Cleft: *It is more time that we need.* (emphasizes what is needed).

Normal: *The meeting is on Tuesday.*

Cleft: *It is on Tuesday that the meeting will take place.* (emphasizes when).

Pattern 1

IT + be + emphasised word/phrase + that/which/who clause

We can use this pattern to emphasise the subject or the object of a simple sentence, or an adverbial phrase, or a prepositional phrase:

Normal sentence	<i>Leo sent a bouquet to Maya at her office yesterday.</i>
Emphasising the subject	<i>It was Leo who sent a bouquet to Maya at her office yesterday.</i>
Emphasising the direct object	<i>It was a bouquet (that) Leo sent to Maya at her office yesterday.</i>
Emphasising the indirect object	<i>It was Maya (that) Leo sent a bouquet to at her office yesterday.</i>
Emphasizing the adverbial modifier of place	<i>It was at her office (that) Leo sent Maya a bouquet yesterday.</i>
Emphasizing the adverbial modifier of time	<i>It was yesterday (that) Leo sent a bouquet to Maya at her office.</i>

a) In informal speech, we often use **when** and **where** to focus on time and place.

It was late at night when the package finally arrived.

It was in that tiny cafe where I first had a real croissant.

However, **how** or **why** are not used in this pattern; instead, phrases like **It was because of...** or **It was the way..., etc.** are used.

Incorrect: *It was jealousy why she left.*

Correct: *It was because of jealousy that she left.*

Incorrect: *It was very fast how he ran.*

Correct: *It was the speed at which he ran that was amazing.*

b) We cannot use *It is...* to emphasize the action (the main verb) of a sentence (see **Pattern 2**).

Incorrect: *It was selling his car that he did.*

Correct: *What he did was sell his car.*

Correct: *What Maria does is practice piano every day.*

Correct: *What we need to do is find a solution immediately.*

c) When the subject being emphasized is plural, the verb within the second part of the cleft sentence must also be plural. However, the introductory phrase **It is/was** always remains singular.

It is the new computers that are needed for the lab.

It was those witnesses who saw the whole event.

d) When the emphasized subject is a pronoun (*I, you, he, she, we, they*), formal English follows strict grammar rules, while informal English is more relaxed:

Formal Usage	Informal Usage
<i>It is we who are making the decision.</i>	<i>It's us that's making the decision.</i>
<i>It was he who called the police.</i>	<i>It's him that called the police.</i>
<i>It is they who are next in line.</i>	<i>It's them who's next in line.</i>
<i>It is I who am responsible.</i>	<i>It's me that's/who's responsible.</i>
<i>It is you who are in the wrong.</i>	<i>It's you that's in the wrong.</i>

Pattern 2

WH-clause + be + emphasised word/phrase (INFINITIVE)

a) This pattern is used to highlight the action or the entire object of a sentence. When emphasizing an action, you use a form of the verb *do* in the first half and an infinitive (with or without *to*) in the second half.

Original: *They are renovating the entire kitchen.*

Cleft: *What they are doing is (to) renovate the entire kitchen.*

Original: *I just want to sleep for ten hours.*

Cleft: *What I want to do is (to) sleep for ten hours.*

Original: *I need a strong cup of coffee.*

Cleft: *What I need is a strong cup of coffee.*

Original: *She values honesty above everything else.*

Cleft: *What she values is honesty above everything else.*

b) Typically, a *wh*-clause takes a singular verb (*is/was*), even if the words following it are plural. However, a plural verb is sometimes possible in an informal style.

*What I bought at the market **was** three crates of apples.*

*What makes the house special **is** the large windows.*

*What we really need for the party **are** more chairs.*

*What I enjoy most about the holidays **are** the long winter nights.*

*What the team requires **is/are** better training facilities.*

*What they found in the ruins **was/were** ancient gold coins.*

c) We can use *wh*-clauses with **when, where, why** and **who** to highlight a person, a place, a time or reason.

Person	<i>The person who organized the event was Clara.</i> Informal: <i>Who organized the event was Clara.</i>
Place	<i>The place where we first met is now a coffee shop.</i> Informal: <i>Where we first met is now a coffee shop.</i>
Time	<i>The moment when the results were announced was terrifying.</i> Informal: <i>When we finally arrived was past midnight.</i>
Reason	<i>The reason why I called you is to apologize.</i> Informal: <i>Why they left so early is a mystery.</i>

Pattern 3

(only/last) thing or all (that) + be + emphasised word/phrase (INFINITIVE)

The thing I love most about winter is the crisp morning air.

The only thing standing between us and success is a bit of hard work.

The first thing you should do when you arrive is check in at the front desk.

The last thing we need right now is another technical problem.

The last thing I want to do is cause you any extra trouble.

All I need to finish this project is another thirty minutes.

All they want for their anniversary is a quiet dinner at home.

All (that) he did was press one button, and the whole system restarted.

All we are trying to do is find a fair solution for everyone.

All I did was mention the idea, and he got really excited.

All she does is sit by the window and watch the birds.

Pattern 4

It was not until/It was only when + phrase/clause + that clause

It was not until the final whistle blew that the fans started celebrating.

It was not until he saw the photographs that he believed the story.

It was only when she reached the airport that she realized she had forgotten her passport.

It was only when we started working together that we realized how much we had in common.

Pattern 5

This/That + be + where/when/why/how + clause

Normal: *You should sign the document here.*

Cleft: *This is where you should sign the document.*

Normal: *I used to go to school there.*

Cleft: *That's where I used to go to school.*

Normal: *The hidden treasure is kept here.*

Cleft: *This is where the hidden treasure is kept.*

Normal: *The show starts now.*

Cleft: *This is when the show starts.*

Normal: *We reached the summit at noon.*

Cleft: *That was when we reached the summit.*

Normal: *You open the box like this.*

Cleft: *This is how you open the box.*

3.2.2. Fronting

Fronting involves moving a word or phrase that usually comes after the verb to the very beginning of the sentence. This creates a strong contrast and adds dramatic emphasis.

Talented he may be, but hardworking he is not!

a) demonstrative pronouns for emphasis:

That I can never forgive.

That I cannot accept.

That, under no circumstances, should you agree to.

This they were unwilling to admit.

b) comparatives and superlatives:

Far more convincing was the second argument presented by the defense team.

Less common was the ancient dialect they spoke in the remote village.

Most delicious of all was the chocolate cake.

Most impressive of all was the final gymnastics routine.

Much more intense were the final ten minutes.

c) attributes or objects:

Brave as he was, he felt a shiver of fear.

Brilliant news we received today!

Cold as it was, the children still wanted to play outside.

Hard though she tried, she failed the test.

Skilled though he is, he still needs more experience.

Strange methods they use, but they seem to work.

A good lesson we had yesterday.

d) predicatives:

Attached to the base was a golden trophy.

Gone forever was their chance of winning the championship.

Lying on the table was the evidence they needed.

Empty and silent was the old theater building.

e) so, such, also:

Also at the gala were many famous actors.

Also present at the meeting were representatives from three other organizations.

So intense was the competition that three teams tied for first place.

Such is the tragedy of war.

Such were the complexities of the new law that few understood it.

f) particles:

Away they fly!

In you go!

Out you go!

Over you come!

Up the stairs they ran!

Up you get!

3.2.3. Subject-verb inversion

When an adverbial modifier of time or place is placed at the beginning of a sentence to create a transition, it often triggers subject-verb inversion.

place adverbs + be/verbs of place/movement	<i>Beside the lake stood a row of ancient willow trees.</i> <i>Outside the main entrance was a large crowd of reporters waiting for 2026's first major announcement.</i> <i>Deep in the forest lies a hidden temple that few have ever seen.</i> <i>Behind the house ran a small, sparkling stream.</i> <i>adverbial modifiers:</i> <i>Around the corner you will find the best bakery in the city.</i> <i>Below the main deck were the crew's quarters.</i> <i>High above the mountains flew a single, solitary eagle.</i> <i>In the center of the town square stood an impressive new statue.</i> <i>On the mantelpiece stood a small, ancient statue.</i>
time adverbs + be/verbs of place/movement	<i>First comes the ceremony, and then the celebration begins.</i> <i>Then followed a long period of silence as everyone waited for the results.</i> <i>Now is the time to make a decision.</i> <i>Finally came the spring, bringing with it much-needed rain.</i> <i>Next are the highlights from today's sporting events.</i>

3.2.4. Subject-auxiliary inversion

We sometimes put an auxiliary (*do, have, should, can, etc.*) before the subject in statements; the rest of the verb phrase follows the subject. We use this pattern of inversion for emphasis in the following cases:

Hardly, scarcely, rarely, little, never (adverbs with restrictive negative meaning)	<i>Little did we realise the true extent of his involvement.</i> <i>Never have I seen such a disturbing sight.</i> <i>Hardly had I arrived when Suzy collared me.</i>
Only + time expression/prepositional phrase	<i>Only later did he manage to get permission.</i> <i>Only with a great deal of effort was he able to escape.</i>
(In) no way, at no time, under no circumstances, on no account	<i>No way am I going to wear that! (informal)</i> <i>Under no circumstances can refunds be given.</i>
Not + time expression/person/thing	<i>Not only is he late, he hasn't even brought a present.</i> <i>Not since the sixties has a pop group won such acclaim.</i> <i>Not a single stone was left unturned in the search.</i>
No sooner ... than	<i>No sooner had we set out than the skies opened.</i>
Neither or nor clauses	<i>They have no intention of paying and neither have we.</i> <i>We couldn't face the customers and nor could the boss.</i>

May clauses (describing a strong wish)	<i>May he live to regret this decision!</i>
Also, such and so (fronted comparisons)	<i>The captain is refusing to plug under these conditions and so is the rest of the team.</i>

NOTES:

- Expressions with **no, not** not listed above (e. g. **no doubt**) cannot be inverted:

No doubt he will give us a key.

- We do not invert the subject and auxiliary after **only** if there is no time expression or prepositional phrase immediately after it:

Pattern A: no inversion

Only students are allowed to access this lab.

Only the manager has the code to the safe.

Pattern B: inversion required (*only* modifies a time/condition)

Only on Sundays can members park here.

Only after the 2012 update will the app work correctly.

Only by working together did they manage to solve the problem.

Task 1. Analyse the following sentences and translate them into Russian.

1. What isn't enough is your drive to succeed.
2. The only thing you are valued for is boundless enthusiasm.
3. What I can't stand is that she is absent-minded and always forgets appointments and birthdays.
4. What I easily cope with is to communicate ideas effectively.
5. The thing you are expected most is to pursue opportunities.
6. A thing you are expected as a boss is to delegate.
7. What she coped to do was to steer clear of controversial issues.
8. What some mothers find challenging is to cope with young children and a job.
9. It is momentum that our team has lost in recent weeks.
10. The only thing they are organizing a campaign is to draw people's painstaking attention to the environmentally harmful effects of using their cars.
11. What you are supposed to do as a natural chairperson is to schedule meetings with staff to delegate work and discuss issues.
12. It is 21 February that is a deadline we have to meet.
13. The thing that a mother shouldn't do is to take children's sides.
14. What is valued in our relationships is that we talk things through, so we don't have many arguments.
15. What was fired is his poor job performance.
16. The only thing we need now is to deviate from his strict vegetarian diet.
17. It is his ability not to deviate from a set path that makes him a reliable employee.
18. The last thing I can try to do is to judge a situation.
19. What you shouldn't do is to make any decisions before considering the situation.

20. It is quality that we have to maintain.
21. That I simply cannot believe, despite your evidence.
22. Even more impressive was the solar-powered stadium.
23. Worst of all was the sudden loss of electricity during the storm.
24. Exhausted as they were, the hikers reached the summit before dawn.
25. Slowly though he walked, he eventually finished the marathon.
26. Inscribed on the ring was a message in an ancient language.
27. Scattered across the floor were hundreds of old photographs.
28. Also attending the summit were leaders from twenty different nations.
29. Such was his anger that he slammed the door and walked out.
30. Down the hill they tumbled!
31. At the top of the hill sits a small wooden chapel.
32. In the middle of the table was a massive bowl of tropical fruit.
33. Along the riverbank ran a narrow path made of cobblestones.
34. First came the announcement, and then the crowd erupted in cheers.
35. Then followed a series of questions from the curious audience.
36. Seldom have I witnessed such a display of courage.
37. Only after hours of negotiation did they finally sign the contract.
38. On no account should you leave the building without your ID.
39. Not until the winter season will the new ski resort open.
40. No sooner had he sat down than the phone started ringing.
41. What the government must address immediately is the growing economic volatility affecting small businesses.
42. It was the election results that finally pushed the party toward radical internal reform.
43. The reason why policy shifts are essential is that psychologists now face mounting challenges to clinical integrity.
44. A total change of government policy is what is needed to ensure long-term global stability.
45. It was not until the international summit that leaders reached a consensus on sustainable infrastructure.
46. What modern parents are doing is setting boundaries while staying deeply connected to their children.
47. The thing I value most about my family is the unwavering support they provide during difficult times.
48. All most children need is to feel heard and seen by their caregivers in their everyday lives.
49. It was only when we started being intentional with technology that our family dinners became meaningful again.
50. The person who first modeled healthy boundaries for me was my grandmother.
51. It's gentle parenting, not permissiveness, that strikes the balance between high warmth and high boundaries.
52. It is the psychological barriers we create that often prevent us from building better relationships.

Task 2. Underline the elements you think have been fronted, by clicking on them. Then decide how many involve subject-verb inversion. Point out the principal and secondary parts in each sentence.

Slowly, he walked into the room. Occupying almost the whole of one wall was an enormous fireplace and in front of the fire lay an equally enormous dog. A cat was sleeping peacefully next to the dog. In the middle of the room was a table, and lying on the table were two letters, clearly addressed to him. He opened one of them, glanced at it quickly and threw it on the fire. The second he read more carefully before putting it into his pocket.

At that moment the door opened and there stood Fiona, his ex-wife, which was something of a surprise, to put it mildly. How she had got into the house, he had no idea. That she was even in Britain came as a bit of a shock; he had thought her to be in Paris. She was a clothes designer, and to further her career in the fashion world, she had moved there some time before. And further her career she had certainly done; these days he could hardly open a paper without seeing her name.

But to see her acting as if she owned the place didn't really surprise him. For her, it was typical. Much more surprising was the way she was dressed – in a smart business two-piece suit. He couldn't remember ever having seen her in a suit before. Particularly impressive was the slim leather briefcase she held in her gloved hand. Not quite so reassuring, however, was the gigantic suitcase she was towing behind her; a flying visit this was obviously not. But, strange though it sounds, he was really rather pleased to see her.

Task 3. Use your intuition to complete the sentences, using the words given below each sentence. Start with an adverb and invert where possible.

1. Look! Here she comes, . *now comes here she*
2. Up went his hand, "Miss! Miss! I know the answer".
hand up went his
3. Hurry up! Here comes our bus. . *comes here bus our*
4. Off you go, children, it's time for school. *go off you*
5. There you go, try this. *go you there*
6. You let go of the balloon, and away it goes. *goes it away*
7. Here you are, one white coffee. *you are here*
8. Right children, off you go to bed. *off go you*
9. Look! There are my friends, over there. *friends are there my*
10. Bad sales results again, so there goes our bonus, I'm afraid. *our there bonus goes*
11. Down came the rain and up went the umbrellas. *the up umbrellas went*
12. So, there we were, lost in the middle of the forest. *were there we*
13. Along came a spider, who sat down beside her. *came spider along a*
14. In another moment down went Alice after it (the White Rabbit). *Alice went down*
15. When up comes this girl from France, who invited me to her house. *this girl comes up*

Task 4. Rearrange the words in italics to make or complete the sentences, starting with a prepositional phrase. Invert where possible.

1. a small the among cottage was trees
2. a child on small the lay bed
3. some gate wandered cows the through
4. was across road a man grass mowing the the
5. ran the he stairs up
6. into room men burst the three
7. portrait of fireplace a man the hung a above
8. the fierce at young sat woman desk looking a
9. the had some placed someone flowers on table
10. seen a in could group of the distance riders be
11. of the car a man large out rather stepped
12. out car side a street of shot a dangerously
13. sky in the kite high flew red a large
14. ran river floor valley along the a small
15. round soldiers a marched the of corner group

Questions for self-assessment

1. Describe the basic word order of positive statements in English. What are the three primary components that make up this structure?
2. What are cleft sentences, and how do they function to emphasize certain parts of a statement? Provide an example of a normal sentence and how it can be converted into a cleft sentence.
3. Explain the concept of fronting in English and provide an example of a sentence where an object or complement has been fronted for emphasis.

REVISION SECTION

Task 1. Analyse the following simple sentences.

1. The dictionary is mine.
2. He became a pilot.
3. She has received a letter from her father.
4. I tried to do it.
5. The calculation is correct.
6. The book seems interesting.
7. He is reading a book in the library.
8. He continued reading the newspaper.
9. His brother is chief engineer at our factory.
10. Vast cultural treasures are concentrated in Leningrad.
11. A new section of Moscow's underground is now under construction.
12. The equipment can be delivered within two months.
13. The French dockers refused to discharge war materials brought from America.
14. Moscow University was founded in 1755 by Lomonosov, the great Russian scientist.
15. We listened to the chairman's speech with great attention.
16. They are at the office.
17. The vessel will arrive at the port of loading on the 15th September.
18. Leningrad's gas supply has been greatly increased.
19. The manager carefully checked the contract before signing it.
20. Owing to the collision, the vessel will not be able to arrive at the port of loading on the 15th of September.
21. Upon calculating the value of the damaged goods, we find that the loss amounts to 150 pounds.
22. He speaks Chinese very well.
23. His father was a doctor.
24. These books were published in Moscow by a famous publishing house.
25. He wrote them a letter from Sochi, describing his vacation.
26. The weather will be fine to-morrow.
27. Having considered the documents submitted to them by both parties, the arbitrators announced their decision.
28. All books must be returned to the library before the 1st of July.
29. He has been working hard for the last two months.
30. I ought to have done it.
31. He has a motor car.
32. This box weighs more than that one.
33. He can swim well.
34. He is working in the library.

35. They were glad to see him.
36. These boys like reading travel stories.
37. We shall be able to spend a month there.
38. To begin with, let's identify the main issues at hand.
39. To summarize, our findings have significant implications.
40. I have no desire to listen your agreement again.

Task 2.

A. Identify the type of a subordinate clause (subject, object, predicative, adverbial) in complex and compound-complex sentences.

B. Comment the usage of punctuation marks.

Tom woke Harry the next morning with his usual toothless grin and a cup of tea. Harry got dressed and was just persuading a disgruntled Hedwig to get back into her cage when Ron banged his way into the room, pulling a sweatshirt over his head and looking irritable.

"The sooner we get on the train, the better," he said. "At least I can get away from Percy at Hogwarts. Now he's accusing me of dripping tea on his photo of Penelope Clearwater. You know," Ron grimaced, his girlfriend. She's hidden her face under the frame because her nose has gone all blotchy..."

"I've got something to tell you," Harry began, but they were interrupted by Fred and George, who had looked in to congratulate Ron on infuriating Percy again.

They headed down to breakfast, where Mr. Weasley was reading the front page of the Daily Prophet with a furrowed brow and Mrs. Weasley was telling Hermione and Ginny about a love potion she'd made as a young girl. All three of them were rather giggly.

"What were you saying?" Ron asked Harry as they sat down.

"Later," Harry muttered as Percy stormed in.

Harry had no chance to speak to Ron or Hermione in the chaos of leaving; they were too busy heaving all their trunks down the Leaky Cauldron's narrow staircase and piling them up near the door, with Hedwig and Hermes, Percy's screech owl, perched on top in their cages. A small wickerwork basket stood beside the heap of trunks, spitting loudly.

"It's all right, Crookshanks," Hermione cooed through the wickerwork.

"I'll let you out on the train."

"You won't," snapped Ron. "What about poor Scabbers, eh?"

He pointed at his chest, where a large lump indicated that Scabbers was curled up in his pocket.

Mr. Weasley, who had been outside waiting for the Ministry cars, stuck his head inside.

"They're here," he said. "Harry, come on."

Mr. Weasley marched Harry across the short stretch of pavement toward the first of two old-fashioned dark green cars, each of which was driven by a furtive-looking wizard wearing a suit of emerald velvet. (the passage is taken from *Harry Potter and the Prisoner of Azkaban* by J. K. Rowling).

Task 3. Analyse the following sentences, pointing out subject, object, predicative and adverbial clauses.

Mrs Ferrars died on the night of the 16th–17th September – a Thursday. I was sent for at eight o'clock on the morning of Friday the 17th. There was nothing to be done. She had been dead some hours. It was just a few minutes after nine when I reached home once more. I opened the front door with my latchkey, and purposely delayed a few moments in the hall, hanging up my hat and the light overcoat that I had deemed a wise precaution against the chill of an early autumn morning.

To tell the truth, I was considerably upset and worried. I am not going to pretend that at that moment I foresaw the events of the next few weeks. I emphatically did not do so.

But my instinct told me that there were stirring times ahead. From the dining-room on my left there came the rattle of tea-cups and the short, dry cough of my sister Caroline.

"Is that you, James?" she called.

An unnecessary question, since who else could it be?

To tell the truth, it was precisely my sister Caroline who was the cause of my few minutes' delay. The motto of the mongoose family, so Mr Kipling tells us, is: "Go and find out." If Caroline ever adopts a crest, I should certainly suggest a mongoose rampant. One might omit the first part of the motto. Caroline can do any amount of finding out by sitting placidly at home. I don't know how she manages it, but there it is. I suspect that the servants and the tradesmen constitute her Intelligence Corps. When she goes out, it is not to gather in information, but to spread it. At that, too, she is amazingly expert.

It was really this last named trait of hers which was causing me these pangs of indecision. Whatever I told Caroline now concerning the demise of Mrs Ferrars would be common knowledge all over the village within the space of an hour and a half. As a professional man, I naturally aim at discretion. Therefore I have got into the habit of continually withholding all information possible from my sister. She usually finds out just the same, but I have the moral satisfaction of knowing that I am in no way to blame.

Mrs Ferrars' husband died just over a year ago, and Caroline has constantly asserted, without the least foundation for the assertion, that his wife poisoned him.

She scorns my invariable rejoinder that Mr Ferrars died of acute gastritis, helped on by habitual overindulgence in alcoholic beverages.

The symptoms of gastritis and arsenical poisoning are not, I agree, unlike, but Caroline bases her accusation on quite different lines.

"You've only got to look at her," I have heard her say.

Mrs Ferrars, though not in her first youth, was a very attractive woman, and her clothes, though simple, always seemed to fit her very well, but all the same, lots of women buy their clothes in Paris, and have not, on that account, necessarily poisoned their husbands.

As I stood hesitating in the hall, with all this passing through my mind, Caroline's voice came again, with a sharper note in it.

"What on earth are you doing out there, James? Why don't you come and get your breakfast?"

"Just coming, my dear," I said hastily. "I've been hanging up my overcoat."

“You could have hung up half a dozen overcoats in this time.”

She was quite right. I could have.

I walked into the dining-room, gave Caroline the accustomed peck on the cheek, and sat down to eggs and bacon.

The bacon was rather cold.

“You’ve had an early call,” remarked Caroline.

“Yes,” I said. “King’s Paddock. Mrs Ferrars.” (an extract from *The murder of Roger Ackroyd* by Agatha Christie).

Task 4. Perform a complete syntactic analysis of the sentences. Comment the usage of punctuation marks.

For Nora Langdon, the moment of truth came on the stairs. She was 64 years old. Up to that point, Langdon had lived a largely satisfying life. She’d raised two kids, had good friends, and was in her third decade as a real estate agent in the Detroit area.

But as time went by, she’d gained weight, slowly at first, until suddenly she hit 220 pounds. She’d never been an athlete – never played sports, hit the gym, or Taskd consistently – but she wasn’t a couch potato either. Her dad had worked in a steel factory, waking the kids at 5 a.m. for prayer and breakfast, and at night they all helped with the family’s soul food catering business. In her world, effort had always mattered. And yet here she was, struggling to make it to the second floor while showing houses to potential buyers.

She began to worry. She’d seen retirees fall prey to a sedentary lifestyle. “Ten years later, they’re gone because they don’t do anything but go home and eat, eat, sit down, and look at the TV,” she says. “I saw a lot of my friends pass away because they weren’t strong enough.” She wanted no part of it. “I said, No, I’m not going out like that.”

At her birthday party, she got to talking with a friend’s husband by the name of Art Little. Wiry, enthusiastic, and no-nonsense, he worked as a trainer at a gym for powerlifters north of Detroit. He invited her to come in for a workout. Langdon wasn’t sure; she’d never done any weight lifting and had always considered herself “a weakling.” When Langdon showed up, Little led her to a bench. Around them, thick-necked men grunted. Weights clattered. Little instructed Langdon to lie down, then lowered a broomstick into her hands. It weighed less than three pounds. Up and down she went with it, fighting gravity the whole way.

Langdon says she can feel the longevity benefits of strength training, including increased mobility, which lowers her risk of falling.

That night, she returned home exhausted. Her body ached everywhere, years of disuse coming to bear. She was reluctant to return, but a little voice in her head told her she couldn’t quit – not after one session. So she went back to Little’s gym later that week and then the week after. Little pushed her to add weight—from broomstick to empty barbell, then to the bar with plates. Each time, she told him she couldn’t do it. “Just try it,” Little responded. She did, finding she loved the feeling of getting stronger. Soon enough, with Little’s encouragement, she entered powerlifting competitions and began collecting gold medals in her age-

group, even some for bench press—a long way from her first session. Now in her ninth decade, she is stronger than most women in their 20s and 30s.

Langdon is not alone. More people are not only exercising longer and later in life – they’re also competing and breaking records in a range of sports. In Pennsylvania, a computer programmer took up running again in his 50s and now holds the fastest marathon time for a 70-plus runner. In Idaho, a mountain biker racked up world championships while discovering that prioritizing mental health rekindled her love for the sport – and helped her stay sharp. And in Ireland, after a string of injuries, a former rugby player learned that finding the right sport for a changing body sometimes takes persistence. Today he’s the Guinness World Record holder for being the first man to swim a mile in ice-cold water on all seven continents.

These athletes are remarkable examples of a broad but quiet revolution in how we understand human potential across a person’s lifetime. Hirofumi Tanaka, a leading researcher on Task and longevity, views “masters” athletes – typically those hardy souls who keep competing beyond the age of 35 – as a compelling model of what he calls “exceptionally successful aging,” thanks to their ability to preserve strength, endurance, and cardiovascular health well into later life.

“It’s really staggering,” says Tanaka, director of the Cardiovascular Aging Research Laboratory at the University of Texas at Austin. “If you look at the world record [for any given sport], that’s basically stagnated. They haven’t changed that much over the last 10 or 20 years.” But age-group records, he says, are a different story. “They are improving rapidly.”

These athletes aren’t just aging well; they’re redefining what aging can look like. Longevity is one thing, quality of life is another. In recent decades, scientists have turned their attention to lengthening the stretch of life spent active, healthy, and engaged, called health span. The goal is no longer just to extend life but to expand the years you can truly live well.

While diet matters, of course, and medicine and genetics play a role, Task is the linchpin when it comes to health span. It improves heart health, lowers the risk of cancer, increases bone density, aids in cognition, reduces the prevalence and impact of Alzheimer’s, and decreases symptoms of depression. A 2024 longitudinal study in *Circulation* found that logging 300 minutes of moderate weekly Task, or 150 minutes of intense activity, can lower mortality risk by roughly 30 percent. By another measure, every minute you Task adds five minutes to your life.

Here, we highlight a handful of record-setting athletes from their 50s to their 80s. Each extraordinary competitor provides insight into the lessons and emerging science of aging athletes – and gives us all something to strive for.

Only a few months into her new life at the gym, back in 2006, Nora Langdon was already feeling the benefits. She was becoming steadier on her feet, stronger through the core, and more confident under the bar.

Like many older adults, Langdon likely experienced sarcopenia – the age-related loss of muscle mass that accelerates with inactivity. Sarcopenia can lead to a host of negative outcomes: reduced mobility, increased danger of falls, a lack of independence. The good news: Lifting helps counteract those effects. A 2024 study published in the *Journal of the American College of Cardiology* found women who do strength training are more likely to live longer

and have a lower risk of death from heart disease compared with women who don't. Those who participate in strength-based Tasks had a 19 percent reduction in mortality risk from any cause and a 30 percent reduction in mortality risk from heart-related conditions – and the benefits for women are even more pronounced than for men.

In Langdon's case, she steadily lost body weight, dropping almost 20 pounds, but also gained muscle. Within months, she was pushing around enough weight that Little suggested she enter her first state powerlifting tournament. When Langdon arrived, she was in awe of all the strong women—most of them much younger than she was. Then she got under the bar. To her shock, she took home the women's 60-69 age-group gold in all three events she entered, squatting 190 pounds, bench-pressing 95, and deadlifting 250.

<https://www.nationalgeographic.com/health/article/aging-longevity-athletes->

Task 5. Perform a complete syntactic analysis of the sentences. Comment the usage of punctuation marks.

Craig Ashton has been living in St. Petersburg for more than 15 years. He fell in love with Russia and the city on the Neva, learned to speak the language fluently, worked as an English teacher in a school, translated computer games, runs a popular blog about his life in Russia, and even wrote a book in Russian.

Onion-domed cathedrals, tanks on Red Square, cabbage and potato soup, and a smile only on (very) special occasions – this is pretty much all this guy from Manchester, England, knew about Russia before 1999. Later, Craig decided to study Russian at the University of Exeter, which is when he realized just how “beautiful and incredibly difficult” the language is. He came to Russia for the first time in 2002 with a group of fellow students on their year abroad. He fondly recalls his first impression, when a woman called Lyubov Serdechnaya met them at St. Petersburg airport. He was amazed that in English her name literally translates as 'Love Heartly'. True to her name, she cared for them like a mother. Back then it was difficult for him to communicate with Russians; his vocabulary was too small. He also knew nothing about himself: “I didn't know who I was or what I wanted. But after my first year in Russia, I knew I had to live there. All my Russian friends have asked me why I love Russian. Sometimes with an ‘Are you mad?’ tone of voice, which saddens me. As if the Russian language isn't wonderful or important. As if it's not spoken by hundreds of millions of people. Incidentally, Craig says that on his blog, which boasts more than 30,000 followers, the most popular posts are the ones about his various trials and tribulations with the Russian language.

First, Russians struck Craig as rude, but then he realized that this is not the case. “Russians tend to be more direct and frank about subjects the English would prefer to ignore. An elephant in the room is less likely to be ignored and spades are often just called spades.” Craig told us.

Craig also liked the way the Russians do business. For example, when working as a school teacher, through acquaintances he found a job as a translator of computer games. Back in England, this would have been impossible, he says. He would have had to submit a resume and attend an interview, but here he was hired immediately. In general, Craig says that Russians are strong people who live by the principle of “do what you must and come what may.”

Task 6. Perform a complete syntactic analysis of the sentences.

Inauguration Day is always a big moment for this country, and so it was Wednesday. There were solemn speeches, sworn oaths, belted anthems, all echoing against the backdrop of 26,000 smartly attired federal troops guarding our capital city from unseen threats. It was quite a display (a performance that is intended to entertain people), a lot to take in, really.

If you watched and listened to most of the media coverage, you got the impression that Joe Biden will bring hope and decency (behavior that is good, moral, and acceptable in society) back to America and fill the yawning void where empathy should be.

His arms, lean and hard from decades of empathetic labor on our behalf, will encircle us like lights from the Lincoln Memorial. Joe Biden and his wife Jill are the father and mother of this nation, may their names emerge from our lips in praise forever. And so on.

The funny thing is, every person with a microphone in every TV studio in America knew the fuller truth. They knew, for example, that Joe Biden isn't well. Everyone in Washington knows that, but no one said it out loud. They withheld that news from you, as they have for months. So much for speaking truth to power.

Eventually, we flipped off CNN and decided to check out Joe Biden's speech for ourselves, and we found it interesting both for what it said and for what it didn't say.

One particular passage of the speech stuck out, one we found very hard to disagree with:

BIDEN: On this January day, my whole soul is in this: Bringing America together, uniting our people, uniting our nation, and I ask every American to join me in this cause ... With unity, we can do great things, important things.

To which we say, "Amen." Unity is precisely what this country needs more than anything. We are all in this together, and we have no choice but to hang together. Let's finally accept that we are one country, act like we are and make this a better place for everyone. If Joe Biden can bring unity to this country, he will be a legitimately great president.

But there's a catch. There always is a catch. Unity doesn't mean every single American because not everyone who was born within our borders really is an American. Some of us are beyond the pale of citizenship. These unfortunates may have American passports and birth certificates, but effectively are hostile foreigners. Here's who Joe Biden says those people are.

BIDEN: A rise of political extremism, White supremacy, domestic terrorism that we must confront and we will defeat.

On one level, this is not very remarkable. Not many Americans support White supremacy. Most people in this country find it disgusting, and they should. But the question is, what does it mean to wage war on White supremacists? Can somebody tell us in very clear language what a White supremacist is?

This is not a question of semantics. Joe Biden is the president of the United States, not a high school debate coach. He controls the largest military and law enforcement agencies in the world. He has now declared war, and we have a right to know, specifically and precisely, who exactly he has declared war on. Innocent people could be hurt in this war. They usually are. There could be collateral damage in this war, and the casualties will be Americans.

So, again, what is a White supremacist? You might be surprised to learn just how broad the definition has become. Bloomberg News has described a wall along our southern border

as “a Monument to White Supremacy,” so be certain not to support that. Colin Kaepernick, who seems to have the unequivocal support of corporate America, calls the Fourth of July an example of White supremacy. Better put away the fireworks and the hot dogs.

The United States Army, a trusted institution if there ever was one, has an entire manual on what is and what is not White supremacy. Apparently, among the tell-tale signs of a committed White supremacist are these: Celebrating Columbus Day, using the term “American exceptionalism”, any support for federal border security or English-only measures or “education funding from property taxes”. Using the phrase “there’s only one human race” is White supremacy, too, according to the Army.

Here’s the problem: Let’s say you don’t buy those definitions. Let’s say you’re, for example, White but poor and you have trouble accepting the idea that you’re benefiting from some kind of structural advantage. Well, you’d better shut up about it if you know what’s good for you, because according to the United States Army, the “denial of White privilege” is a classic sign of, yes, White supremacy. So no complaining.

You can see the problem with this. We certainly can. “Tucker Carlson Tonight” was not on the air six months before there was an organized and highly aggressive campaign by prominent Democrats to denounce us as White supremacists. The first time it happened, the people who work on this show, many of them kids, were shocked and horrified. The very phrase “White supremacist” evokes images of burning crosses and lynchings. It’s awful, and in our case, it was totally undeserved.

“Tucker Carlson Tonight” is completely opposed to the practice of judging people on the basis of their skin color. We have said that repeatedly every week for four years. No show in all media has said it more or meant it more sincerely.

Why have we said that? Why are we opposed to judging people on the basis of their race? Not simply because we were taught to oppose doing that (though we were), but because it’s immoral and it’s immoral because we believe in God. That’s the real answer.

Believing in God doesn’t make you a good person, unfortunately, but believing in God does answer the question of where we came from. God made us. That’s what believers believe. Once you understand that, it is impossible to think that any one race is inherently better or worse than any other race. God made every person, God assigns identical moral value to every individual, God cares about all of us equally. So we are judged by what we do, not by how we were born.

It’s not an accident that Martin Luther King was a Christian minister and Joseph Stalin and Mao Zedong were not. Secular leaders are the ones most likely to count their populations by race and then embrace collective punishment.

So the question is, why have they kept denouncing us as White supremacists, of all things? We’ve thought a lot about that. You should think a lot about it, too, now that the Biden administration has declared war on people they claim have White supremacist ideas. In our case, it started when we began criticizing the people in charge. Other channels fill their air with attacks on the Proud Boys, whoever they are, or QAnon enthusiasts or gun owners in central Pennsylvania who fix air conditioning for a living and tend to vote the wrong way. They go after those people, and you can see why.

Attacking those people isn't hard. None of them have real power. You know who does have power?

Private equity has power, a lot of it. So does Google, Citibank, the government of China, even silly Alexandria Ocasio-Cortez with her massive social media accounts. Those are the people who run our country and they don't like to be criticized. On the other hand, they don't care to defend themselves directly with reason and fact, often because they can't. So instead, they denounce you and their critics as White supremacists, and then they just ignore what you say.

We've dealt with this for years and it no longer hurts our feelings, but there's a new regime in power and they seem to be planning to accelerate things dramatically. They're getting the FBI and the Pentagon involved in this hunt for people who may criticize them. That's a very big change, and you should understand what it's really about.

This article is adapted from Tucker Carlson' opening commentary on the Jan. 20, 2021 edition of "Tucker Carlson Tonight" <https://www.foxnews.com/opinion/tucker-carlson-joe-biden-inauguration-war-on-white-supremacy>

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Types of pronouns

Personal pronouns (личные местоимения)	<i>I, you, he, she, it, we, they, me, you, him, her, it, us, them</i>	<i>They decided to visit us after finishing their work yesterday. She told him the truth about the missing documents during lunch.</i>
Possessive pronouns (притяжательные местоимения)	<i>my, your, his, her, its, our, their, mine, yours, his, hers, its, ours, theirs</i>	<i>The red bicycle is mine, but the blue one is yours. Their house is much larger than ours, even though they have a smaller garden.</i>
Negative pronouns (отрицательные местоимения)	<i>nobody, nothing, neither, none, nowhere</i>	<i>Nobody answered the phone when I called the office this morning. Neither of the two candidates was suitable for the senior position.</i>
Interrogative pronouns (вопросительные местоимения)	<i>who, whom, whose, what, which</i>	<i>Which of these three options do you think is the most effective? Whose bag is this lying on the floor in the hallway?</i>
Reflexive pronouns (возвратные местоимения)	<i>myself, yourself, himself, herself, itself, ourselves, yourselves, themselves</i>	<i>He taught himself how to play the guitar by watching online videos. We should believe in ourselves if we want to succeed in this project.</i>
Indefinite pronouns (неопределенные местоимения)	<i>someone, anyone, everyone, something, anything, everything, no one, nothing.</i>	<i>Someone left a mysterious package on the doorstep late last night. Everything is ready for the upcoming conference scheduled for next week.</i>
Restrictive pronouns (определятельные местоимения)	<i>that, this, these, those</i>	<i>Those are the books I was telling you about yesterday. This is the most interesting movie I have seen in a long time.</i>

Relative pronouns

WHO	people and sometimes pet animals	Restrictive Non-restrictive
WHICH	animals and things	Restrictive Non-restrictive Clause referring to a whole sentence
THAT	people, animals and things; informal	Restrictive
WHOSE	possessive meaning; for people and animals usually; sometimes for things in formal situations	Restrictive Non-restrictive
WHOM	people in formal styles or in writing; often with a preposition; rarely in conversation; used instead of <i>who</i> if <i>who</i> is the object	Restrictive Non-restrictive
no relative pronoun	when the relative pronoun defines the object of the clause	Restrictive

• **That** is used after a noun as a relative pronoun like *who*, *whom*, or *which* to introduce a clause. In non-restrictive relative clauses, *who/which* may not be replaced with *that*.

• **That** is used as subject after *something*, *anything*, *all*, *little*, *much*, *none*.

• A quantity phrase with **whom** is placed at the front of the modifying clause and then the clause is placed directly after the noun it modifies: **none of whom**, **all of whom**, **neither of whom** etc.

• **Which** is often used, after a comma in writing, to refer to the whole situation talked about in the sentence outside the relative clause. We cannot use *what* or *that* in this way.

• **What** is a pronoun used to introduce a clause about something that is or was not known or not certain. In this case, *what means something like the thing(s)that*. **What** cannot be used after quantifiers, nouns or pronouns.

Principal and secondary parts of a sentence

Term	Explanation
Subject	The subject is one of the two main parts of a sentence which determines the verbal part of the predicate regarding its number and person.
Predicate	The predicate is the second main part of the sentence. It is the organising centre of the sentence as the object and practically all adverbial modifiers are connected with the predicate and dependent on it. The predicate may denote an action, a state, a quality, or an attitude to an action or state ascribed to the subject.
Object	The object is a secondary part of the sentence which refers to some other part of the sentence.
Direct object	The direct object is the non-prepositional object which follows transitive verbs, adjectives or statives and completes their meaning.
Indirect object	The indirect object is the object that follows verbs, adjectives and statives and can be attached to both transitive and intransitive verbs.
Attribute	The attribute is a secondary member of the sentence. It characterises person or non-person expressed by the headword either from the point of view of quality, quantity or from the point of view of the situation.
Apposition	The apposition is a part of the sentence which is expressed by a noun or nominal phrase and refers to another noun or nominal phrase as well as sometimes to a clause. The apposition is connected to its headword by means of coordination, i.e. they are constituents of the same level in the sentence.
Adverbial modifier	The adverbial modifier (adverbial) is a secondary part of the sentence which modifies another part of the sentence expressed by a verb, an adjective, a stative or an adverb. Semantically adverbs can denote place, time, manner, cause, result, purpose, condition, concession, comparison, degree, measure, exception, attendant circumstances, thus forming corresponding semantic classes, such as adverbial of time, place, manner, etc.

Terms

1. Adverbial modifier of attendant circumstances
2. Adverbial modifier of cause
3. Adverbial modifier of comparison
4. Adverbial modifier of concession
5. Adverbial modifier of condition
6. Adverbial modifier of degree and measure
7. Adverbial modifier of frequency
8. Adverbial modifier of manner
9. Adverbial modifier of place and direction
10. Adverbial modifier of purpose
11. Adverbial modifier of result
12. Adverbial clauses
13. Adverbial modifier
14. Adverbial modifier of time
15. Apposition
16. Attribute
17. Attributive clause
18. Complex sentence
19. Compound modal aspect predicate
20. Compound modal nominal predicate
21. Compound nominal aspect predicate
22. Compound nominal predicate
23. Compound sentence
24. Compound verbal aspect predicate
25. Compound verbal modal predicate
26. Direct object
27. Indirect object
28. Non-restrictive clause
29. Object clauses
30. Predicate
31. Predicative
32. Predicative clause
33. Principal parts
34. Restrictive clause
35. Secondary parts
36. Sentence
37. Simple predicate
38. Subject
39. Subject clause
40. Subordinate clause

Mid-term test

Task. Define the kinds of the following simple sentences according to the purpose of the utterance. Point out the principal, secondary parts of the sentences, say by what they are expressed. Name the independent elements.

1. To be frank, I do not agree with you.
2. All the documents were discovered torn to shreds.
3. Fox was discovered awaiting us on the terrace.
4. He had never been seen in such an excited state before.
5. His brother, I forgot to mention, was a doctor.
6. His father, alas, is no better.
7. I was kept in suspense.
8. In my opinion, he is wrong.
9. It was believed the issue had been resolved.
10. It was presumed that the book was out of stock.
11. Now our research can be regarded as complete.
12. Perhaps we shall go to the seaside next summer.
13. Porter, please take this trunk.
14. Scientifically, this question is of great importance.
15. She visits her grandparents every Sunday without fail.
16. Shivering from the cold, they huddled together for warmth.
17. The dog ran across the yard, chasing after a squirrel.
18. The dog was discovered tethered to a tree.
19. The door was found to be locked.
20. The house was found to be abandoned.
21. The last sighting of him was while he was engrossed in a book in the reading room.
22. The room was cluttered with boxes, making it difficult to move around.
23. The safe was found securely locked.
24. The skilled woodcarver used a sharp chisel to carve intricate designs into the wooden sculpture.
25. The sound of running water was audible.
26. The suitcase was deemed stolen.
27. The tea was left entirely untouched.
28. The teacher, the principal, and the parents attended the meeting to discuss school improvements.
29. The temperature was uncomfortably high during the heatwave.
30. The vase was discovered shattered.
31. These elderly individuals reside downstairs, and at times, one can overhear them engaged in conversation.
32. They caught the sound of her singing in the neighboring room.
33. They heard Jane unlocking the door.

34. They noticed John pouring himself a cup of coffee.
35. They observed people bustling towards the trains.
36. They observed that a car was waiting for someone at the entrance.
37. They performed beautifully at the concert last night.
38. They realized that he had undergone significant changes.
39. They remained in the living room, deep in conversation.
40. They saw her ascending the staircase.
41. They were late for the meeting because of heavy traffic.
42. They witnessed him strolling through Red Square.
43. Through the window, it was evident that the driver was awaiting at the vehicle.
44. To pave the way for others means to prepare or create favorable conditions for someone else to follow, succeed, or achieve their goals.
45. Tom, Sarah, and John are planning a trip to Europe next summer.
46. Use the phrase “in basically every way imaginable” in a sentence.
47. We ascended the mountain, eager to reach the summit.
48. We often gather for family dinners during holidays.
49. We should learn, practice, and master the new techniques for the project.
50. Well! What do you think of it?
51. What do you usually buy at the butcher’s?
52. What do you usually do during a stroll?
53. What does it mean to “pave the way” for others?
54. What is the matter with you, Peter?
55. What qualities should a good craftsman possess?
56. When designing the new building, the architect had to allow for potential earthquakes in the region.
57. When, by the way, do you intend to return?
58. Who is referred to as a “bookworm” and why?
59. Why do people take a red-eye flight?
60. You might want to go shopping, visit the museum, and have dinner afterward.

Final assessment test

Part I. What is the sentence type in each example: A. Simple B. Compound C. Complex D. Compound-complex?

1. Her name is Sachiko and she comes from Japan.
2. She runs every day, so she is very fit.
3. She failed her driving test because she didn't look in her mirror often enough.
4. My family came to Germany when I was in grade 5, but I never learned to speak German very well.
5. I'll help you if you help me.
6. He told me that he is returning to London next summer.
7. Although it was cold and the rain was getting heavier, we decided to go fishing as planned.
8. To build a doll's house you need wood, a hammer, a saw, and lots of nails.
9. I didn't know what time it was so I was very late to class.
10. This is a simple sentence.
11. The new girl in our class has a brother in grade 7 and a sister in grade 9.
12. While I was doing my homework, my father cooked the dinner and my mother was asleep in front of the television.
13. I have not seen my grandmother since I came to Germany.
14. Because she runs every day, she is very fit.
15. You should start working a little harder or you are going to fail your test.
16. I like playing basketball, and my brother likes playing tennis.
17. Do you want to go swimming tomorrow, or would you prefer to play tennis?
18. I don't know why he did that.
19. I'm so pleased that you can come to my party.
20. Most European countries now use the Euro, but the United Kingdom still uses the pound (£).
21. He got up, walked over to the window, and jumped out.
22. My mother cooked dinner while I was doing my homework.
23. We were doing a mathematics test when the fire alarm rang yesterday.
24. You should read every day if you want to improve your English more quickly.
25. I've brought my umbrella with me in case it rains.

Part II. Underline the correct word or phrase in each sentence.

1. Jim promised that he **would never** \ **never would he** tell anyone else.
2. Not until it was too late I **remembered** \ **did I remember** to call Susan.
3. Hardly had we settled down in our seats **than** \ **when** the lights went out.
4. Only after checking three times **I was** \ **was I** certain of the answer.
5. At no time **I was aware** \ **was I aware** of anything out of the ordinary.
6. Only Catherine and Sally **passed** \ **did they pass** the final examination.
7. Only when **Pete has arrived** \ **has Pete arrived** can we begin the programme.
8. No sooner had it stopped raining **than** \ **when** the sun came out.

Part III. Perform a complete syntactic analysis of the following sentences.

1. All the documents were found torn to scraps, and it raised concerns about the security of sensitive information.
2. Although they heard her singing in the adjacent room, they didn't want to interrupt her performance.
3. As they heard her climbing the stairs, they quickly prepared a surprise for her arrival.
4. Fox was found waiting for us on the terrace, enjoying the warm sunlight while reading his favorite novel.
5. I was kept waiting for more than an hour, which made me question whether I had misunderstood the meeting time.
6. It was believed that the book had sold out, prompting the store to order more copies for eager readers.
7. The biggest disease today is not tuberculosis, but rather the feeling of being unwanted.
8. The darkest hour of any man's life is when he sits down to plan how to get money without earning it.
9. The dog was found tied to a tree, clearly frightened and in need of comfort after being lost for hours.
10. The last time he was seen was when he was reading a book in the reading room, completely absorbed in the story.
11. The safe was found locked, prompting the security team to investigate further into the matter.
12. The suitcase was considered stolen, especially after it was discovered missing from the airport luggage area.
13. The vase was found broken on the floor, which led to a discussion about who had been responsible for the accident.
14. These elderly people live downstairs, and sometimes you can hear them talking about their younger days while reminiscing.
15. They heard Jane quietly opening the door, hoping not to disturb anyone in the house.
16. They saw him walking through Red Square while his friends were taking pictures of the beautiful architecture.
17. They saw John pouring himself a cup of coffee as he prepared for the long day ahead filled with meetings.
18. They saw people rushing to the trains, trying to catch their connections despite the crowded platform.
19. They were left talking in the living room, completely immersed in their discussion about the recent movie they had seen.
20. Through the window, you could see that the driver was waiting by the car, glancing at his watch every few minutes.

Answer keys

Part I. 1B, 2C, 3C, 4D, 5C, 6C, 7C, 8A, 9C, 10A, 11A, 12D, 13C, 14C, 15B, 16B, 17B, 18C, 19C, 20B, 21B, 22C, 23C, 24C, 25C

Examination questions

1. The simple sentence and its types.
2. Sentence structure: basic word order.
3. The principal parts of the sentence.
4. The subject. Ways of expressing the subject.
5. It as the subject of the sentence.
6. The predicate.
7. Simple predicate.
8. Compound nominal predicate.
9. Compound verbal aspect predicate.
10. Object. Ways of expressing the object.
11. Attribute. Ways of expressing the attribute.
12. The adverbial modifier and its types.
13. The compound sentence.
14. The complex sentence.
15. Subject clauses.
16. Predicative clauses.
17. Object clauses.
18. Attributive clauses. Restricted and non-restricted relative clauses.
19. Adverbial clauses.
20. The compound-complex sentence.

Be ready to give examples!

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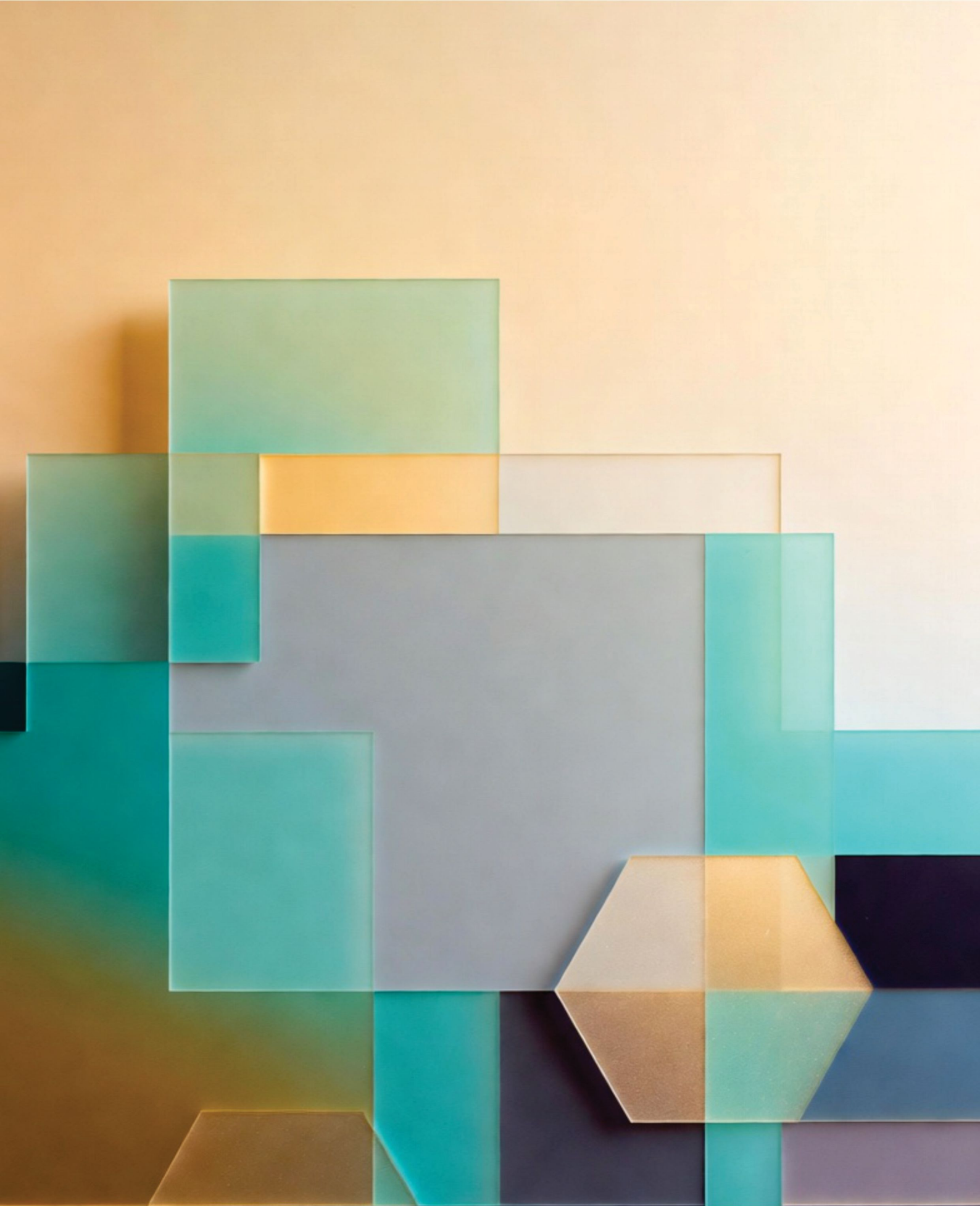
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