

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
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**Практична граматики англійської мови для студентів 4 курсу  
«Вищий пілотаж у граматиці»**

*Навчально-методичний посібник з граматики  
для студентів 4 курсу  
факультету іноземних мов*

*Харків - 2008*

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**(2008-2009 - 2 Year Piloting)**

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## REVISION

### Parts of Speech

All parts of speech in English are grouped in different types of classes. This classification is based on three main principles:

- their grammatical meaning
- their form
- their syntactical characteristics

Grammarians distinguish between **notional** and **functional** (structural) parts of speech. Notional parts of speech denote extralinguistic phenomena such as *things, actions, qualities, emotions* etc, while functional denote linguistic phenomena either expressing relations between words or sentences or emphasizing their meaning.

The **notional** parts of speech include:

- |                  |                         |                     |
|------------------|-------------------------|---------------------|
| 1. the noun      | 4. the adverb           | 7. the numeral      |
| 2. the verb      | 5. the adlink (stative) | 8. the modal words  |
| 3. the adjective | 6. the pronoun          | 9. the interjection |

The **functional** (structural) parts of speech include:

- |                    |                 |
|--------------------|-----------------|
| 1. the preposition | 3. the article  |
| 2. the conjunction | 4. the particle |

#### Note:

1. The **particle** is a part of speech, which can emphasise, limit or intensify the meaning of the word, e.g.  
She is a student too. He is only a schoolboy. He is just the person I need.
2. The **adlink** denotes a temporary state of a person or thing, e.g.  
When I looked into the room, the child was still awake.  
I am afraid to stay at home alone.  
**Note** that some grammarians claim that adlinks start only with the prefix 'a', e.g. *ablaze, afloat* etc.
3. **Modal words** express the speaker's evaluation of the relation between the statement made in the sentence and reality, e.g. *certainly, of course, perhaps, unfortunately*, etc, e.g.  
I will certainly come tomorrow. Perhaps, she is ill.
4. **The numeral** denotes an abstract number or the order of things in succession, e.g.  
There were twenty students in her group. I was the third to answer at the exam.

**TASK 1.** *Sort out the words given below according to the parts of speech they can belong to. Define what parts of speech they are.*

Notional		Structural	
1. crawl	6. who	11. round	16. billion
2. apparently	7. without	12. might	17. whenever
3. conscious	8. further	13. both	18. not
4. ongoing	9. ouch!	14. too	19. reach
5. rather	10. afterwards	15. lovely	20. flourish

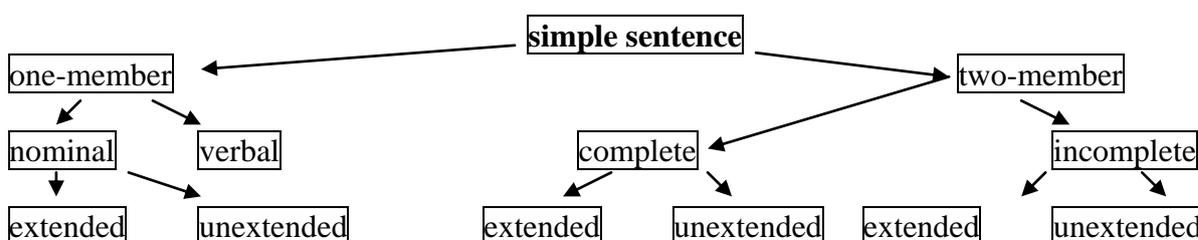
### STRUCTURAL CLASSIFICATION OF THE SIMPLE SENTENCE

The sentence is a minimal unit of communication. The simple sentence consists only of one **subject-predicate unit** while the composite sentence can have more than one, compare:

- Fortune favours the brave. (one subject-predicate unit)
- As Philip was drinking his coffee, he opened his morning newspaper. (two subject-predicate units)

2. **Simple sentences** can be
- unextended** with only one subject and one predicate, e.g.  
Larry frowned. He was hungry.
  - extended** with secondary members of the sentence, e.g.  
Larry frowned angrily. He was very hungry.
3. **One-member sentences** can be
- nominal**, e.g.
    - The stars. (unextended)
    - The mystic shadow water. The wonder and glory of all this. (extended)
  - verbal**, (beginning either with an infinitive or with a gerund), e.g.
    - To behave like this at his age!
    - Speaking to me in this tone!
4. **Two-member sentences** can be
- complete**, with both principal members of the sentence being present, e.g.  
It looks like rain. It is nice to see you.
  - incomplete**, when one or more words in the principal positions are omitted, e.g.
    - Looks like rain. (= It looks like rain.)
    - Nice to see you. (= It's nice to see you.)

Schematically all this information can be presented like this:



**TASK 2. Decide what is wrong with the statements below.**

- The sentence is a minimal unit of communication which consists of several subject-predicate units.
- Extended simple sentences have only one subject and one predicate without secondary members of the sentence.
- One-member sentences are divided into nominal sentences like ‘Smirking at me like that!’ and verbal sentences like ‘Wilderness. Silence. Stars.’
- One-member sentences can be complete and incomplete.
- Two-member complete sentences have one or more words in the principal positions omitted.

**TASK 3. Match the given sentences with their descriptions.**

	Sentence		Description
1	Ninety days.	a	simple two-member incomplete extended
2	You are making a fool of yourself.	b	simple two-member incomplete unextended
3	It's getting dark.	c	simple two-member complete extended
4	Gets kind of scary writing mysteries all alone at night.	d	simple two-member complete unextended
5	Everybody agreed with this statement.	e	simple one-member nominal unextended
6	It was snowing.	f	simple one-member nominal extended
7	A humdrum, everyday life.	g	simple one-member verbal extended
8	Quite sure of it.		

9	Coming to university in such an outfit!		
10	Not the least idea.		
11	Sultry summer night.		
12	This happened morning after morning.		
13	Such nice boys!		
14	To believe in ghosts nowadays!		
15	Morning. Sunshine. Happiness.		

**TASK 4. Make up your own sentences which would answer the following definitions:**

1. simple one-member nominal unextended.
2. simple one-member nominal extended
3. simple one-member verbal extended
4. simple two-member complete unextended
5. simple two-member complete extended
6. simple two-member incomplete unextended
7. simple two-member incomplete extended

### COMMUNICATIVE TYPES OF SENTENCES

From the point of view of their role in the process of communication all sentences can be divided into 4 communicative types:

#### Declarative

1	<b>affirmative</b>	Jane enjoys swimming.
2	<b>negative</b>	Ted isn't interested in computers.

#### Interrogative

1	<b>general</b>	Has he really done this job?
2	<b>special</b>	When did he finish doing this job?
3	<b>disjunctive</b>	He has finished this job, hasn't he?
4	<b>alternative</b>	Shall we meet on Thursday or on Friday?
5	<b>negative-interrogative</b>	Haven't you heard about her success?

#### Imperative (requests and commands)

1	<b>affirmative</b>	Do it now. Let her do this work tomorrow.
2	<b>negative</b>	Don't put off till tomorrow what you can do today. Don't let him cheat in the exams.

#### Exclamatory/ exclamations

What a surprise! How nice to see you again! How wonderful you look!
---

#### Notes:

1. **General questions** opening with "Will you ...?/Would....?" may be considered as commands or requests according to their communicative role, e.g.
  - Will you help me?
  - Would you do it for me?
2. **Negative-interrogative sentences** can sometimes be regarded as exclamations, e.g.
  - Isn't he clever!
  - Don't you know it!
3. **Disjunctive questions** may have different patterns:
  - a) **positive statement + negative tag + positive answer**
    - You knew that before, didn't you? - Yes, I did.

- b) **negative statement + positive tag + negative answer**
- You didn't know that before, did you? - No, I didn't.
- c) if the person who asks the question, does not expect any answer, the tag agrees with the statement, e.g.
- You knew it before, did you?
  - You didn't know it before, didn't you?
4. Note the difference in **Russian/Ukrainian translations** of replies to disjunctive questions:
- a) Питер **любит** читать, не так ли? – **Да, любит.** (Пітер любить читати, чи не так? – Так, любить.) = Peter likes reading, doesn't he? – Yes, he does.
- b) Питер **любит** читать, не так ли? – **Нет, не любит.** (Пітер любить читати, чи не так? – Ні, не любить.) = Peter likes reading, doesn't he? – No, he doesn't.
- c) Питер **не любит** читать, не так ли? – **Да, не любит.** (Пітер не любить читати, чи не так? – Так, не любить.) = Peter doesn't like reading, does he? – **No, he doesn't.**
- d) Питер **не любит** читать, не так ли? – **Нет, любит.** (Пітер не любить читати, чи не так? – Ні, любить.) = Peter doesn't like reading, does he? – But he does./ Yes, he does.
5. Disjunctive questions with the modal verb '**to have to**' and with set expressions with the verb 'to have' are formed with auxiliary verbs 'do, does, did', e.g.
- You **have to** get up very early, **don't you?** (modal verb)
  - She **has to** cook for the family, **doesn't she?** (modal verb)
  - He usually **has a shower** in the evening, **doesn't he?** (set expression with the verb 'to have')

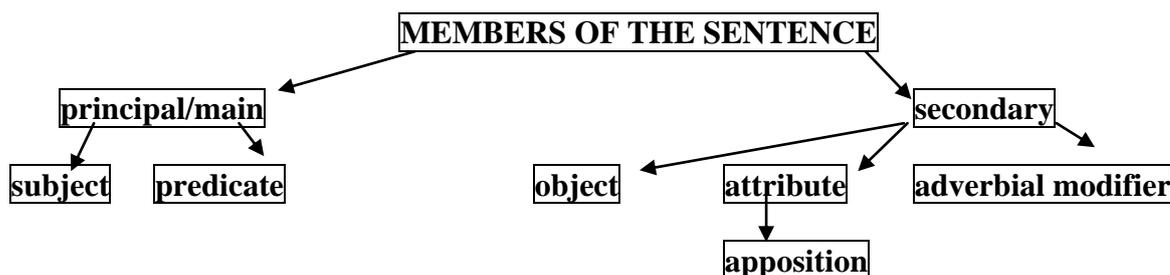
**TASK 5. Match the sentences below with their communicative types.**

	Sentence		Communicative types
1	How beautifully he is singing!	a	declarative affirmative
2	What have you been doing with yourself?	b	declarative negative
3	Stop fooling around!	c	interrogative general
4	She nodded approvingly.	d	interrogative special
5	Isn't he a genius?	e	interrogative alternative
6	None of them agreed.	f	interrogative disjunctive
7	Is it going to rain?	g	negative-interrogative
8	Will you pay the bills or shall I do it on my way home?	h	imperative affirmative
9	Let Jim collect the kids from school.	i	imperative negative
10	Don't behave as an enemy.	j	exclamatory
11	Sam didn't agree with us, did he?		
12	Can you do me a favour?		
13	Has he bought the book yet?		
14	Let's wash up together, shall we?		
15	Didn't they finish the project before the deadline?		

**TASK 6. Translate into English.**

- Ты же не будешь держать меня в неведении, да? – Да, не буду. Как только тетюшка даст мне знать о своем решении, я тебе сообщу.
- Какой Том несносный мальчишка! Он снова залез на самое высокое дерево в саду и не хочет слезать! – Вам снова придется вызывать пожарную бригаду, чтобы его сняли с дерева, не так ли? – Боюсь, что да.
- Его ошибка осталась незамеченной, да? – Нет, умные люди ее все-таки заметили.
- Полиция обнаружила несколько килограммов наркотиков, спрятанных в подвале, не так ли? – Нет. Наркотики лежали так, как будто кто-то хотел, чтобы их нашли.

5. Вы не ожидали, что мы придем во время, не так ли? – Да, не ожидала. Я привыкла, что вы всегда опаздываете.
6. Как приятно окунуться в прохладную воду в такой жаркий день! – Особенно когда вся работа, которая была запланирована на неделю, закончена и впереди беззаботные выходные.
7. Им бы лучше выехать более ранним поездом, да? – Оставь их в покое. Пусть принимают собственные решения, хорошо?
8. Разве исключения не подтверждают правила? – Я никогда не понимал этой поговорки. К тому же, в данной ситуации она мне кажется не совсем уместной.
9. Закон всегда прав, не так ли? – Не всегда. Это зависит от тех, кто пишет законы и вершит правосудие.
10. Здесь должно быть более легкое объяснение, не так ли? – Возможно. Но мы вряд ли найдем его, когда у нас так мало времени.
11. Как профессионально она танцует! Если бы я не знала, что она никогда не училась хореографии, я бы подумала, что она занималась у лучших мастеров балета.
12. Сколько гостей будет у Кейт на дне рождения? – Около 50. – Она всегда приглашает так много людей? – Да, она любит большие компании.
13. Моя мама не любит, когда я поздно прихожу домой. – Моя тоже. Она никогда не ложится спать, пока я не приду.
14. Какая замечательная погода была во время нашего отпуска! – Все время светило солнце, да? – Да, нет. Было пасмурно и иногда шел дождь. – Что же в этом хорошего? – Мы с мужем – грибники, и для нас это самая хорошая погода.



## PRINCIPAL MEMBERS OF THE SENTENCE

### THE SUBJECT

The **subject** is the principal part of a two-member sentence which is grammatically independent of the other parts of the sentence and of 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 be expressed by:

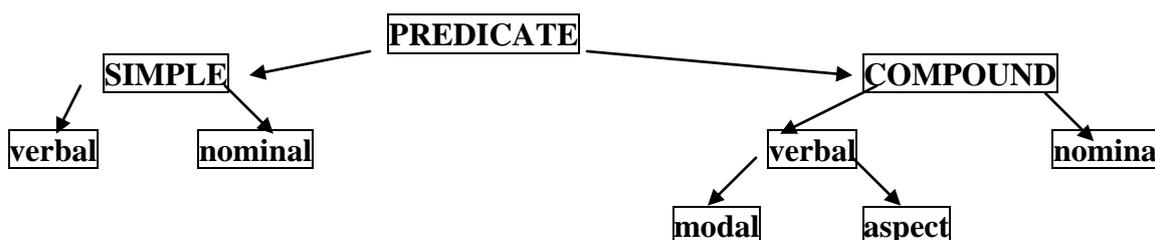
1. **a noun**
  - a noun in the common case, e.g. The sea is calm tonight. Anna sings beautifully.
  - a noun in the possessive case, e.g. Anna's was the best voice of all.
  - a noun group, Paul and Vera are my best friends. The blue of the sky showed that it was morning already.
2. **a substantivized adjective**, e.g. The old and the young must be helped by the society.
3. **a numeral**, e.g.
  - Thirteen is my favourite number. (cardinal numeral)
  - The third was our bus. (ordinal numeral)
4. **a pronoun**
  - a personal pronoun, e.g. She is my sister. We were really happy.
  - a possessive pronoun in its absolute form, e.g. Theirs was a happy marriage.
  - an indefinite pronoun, e.g. Anyone can do it, it's easy. One can't be always in a good mood.

- a demonstrative pronoun, e.g. That was not true.
  - a negative pronoun, e.g. No one knew the truth.
  - an interrogative pronoun, e.g. Who has been sitting on my chair and has broken it?
  - a detaching pronoun, e.g. The other is better.
  - a universal pronoun, e.g. All is well that ends well.
5. **an infinitive or an infinitive phrase**, e.g. To live is to love. To forgive that was impossible.
  6. **a gerund or a gerundial phrase**, e.g. Seeing is believing. Sleeping all the time is wasting your life.
  7. **dummy subjects 'it' and 'there'**, e.g. It is never late to learn. There is many a slip between the cup and the lip.
  8. **a quotation**, e.g. 'Daddy' is one of Danielle Steel's romantic novels.
  9. **a subject clause**, e.g. What is done cannot be undone.

### TASK 7. Define the subject in the sentences below.

1. What is the meaning of all this?
2. Dark blue is not your colour, don't buy this dress.
3. There was only one quality in a woman that appealed to him — charm; and the quieter it was, the more he liked it.
4. It was broad daylight when we started.
5. Who can tell the number of scintillating stars above our heads?
6. Could one do anything for them at all?
7. The third may be not taken into account.
8. To look for the keys or not in the dark was the question.
9. Will half of the sum be enough?
10. The brave won't lay down their arms.
11. Never is a long time.
12. Being an optimist after you've got everything you want doesn't count. (Kin Hubbard)
13. A few more of these is all that is needed.

### THE PREDICATE



### SIMPLE VERBAL PREDICATES

Predicates of this kind denote one action and may be expressed by:

1. **synthetical forms of the verb** (notional verbs with or without endings), e.g.
  - Mary cooks dinner every evening.
  - Mary cooked dinner yesterday.
2. **analytical form of the verb** (an auxiliary verb + a notional verb), e.g.
  - Mary is cooking dinner tonight. (*is* – an auxiliary verb; *cooking* is a notional verb)
  - Mary has been going out with Jake since April. (*has been* – auxiliary verbs; *going out* is a notional verb)
  - Yesterday she was invited to go out by Nick. (*was* – an auxiliary verb; *invited* – a notional verb)
3. **phrasal verbs** (e.g. to get up; to cut off; put on; to take off, etc.= a verb + post position), e.g.

- She is going out tonight.
  - Jim never takes off his shoes when he comes home.
4. **set expressions denoting short actions** (e.g. to have a swim; to give a laugh, to make a move, etc.), e.g.
- At the sight of the dog Sofia got frightened and gave a cry.
  - The expert took a look at the picture and said that it was a fake.
5. **phraseological set expressions** (to lose sight of, to take care of, to make fun of, to take part in, etc), e.g.
- Bertha changed her mind about the trip to Liverpool.
  - Look through your papers and get rid of all you don't need.

### SIMPLE NOMINAL PREDICATES

Predicates of this kind are expressed by *a noun, an adjective, an infinitive, a gerund or a participle*, e.g.

- I, a liar!
- She, jealous!
- They, trying to help?
- Such an old man, to walk so much?

### COMPOUND VERBAL MODAL PREDICATES

Predicates of this kind consist of a modal verb and an infinitive (with or without the particle "to"),

**modal verb + infinitive**

- Dave couldn't look into his mother's eyes.
- They are to come at noon.

### COMPOUND VERBAL ASPECT PREDICATES

Predicates of this kind consist of a verb denoting the *beginning, duration, repetition or the end* of the action plus an infinitive or a gerund,

**aspect verb + gerund/infinitive**

- a) **beginning**: to begin; to start; to take off, to commence, etc, e.g.
- They started to talk again.
- b) **duration**: to go on; to keep; to continue; to proceed, etc., e.g.
- Len went on reading.
- c) **repetition**: used to, would to - with the past reference, e.g.
- My dad used to take me fishing
- d) **end**: to stop; to end; to give up; to finish, etc., e.g.
- The students stopped talking.
  - Try to make your boyfriend give up smoking.

### COMPOUND NOMINAL PREDICATES

Predicates of this kind consist of a link verb and a predicative (nominal part)

**link verb + predicative**

e.g. Pat is 25. She is single. She is a student. She looks very smart.

**Do not confuse! predicate # predicative**

### PREDICATIVES

Predicatives can be expressed by different parts of speech:

1. **nouns**
  - in the common case, e.g. Barbara is a pilot. Steve and Lily are orphans.
  - in the possessive case, e.g. This book is Helen's.

2. *different kinds of pronouns*, e.g.
  - That was she. (personal pronoun)
  - This book is hers. (possessive pronoun)
  - That was nothing. (negative pronoun)
  - That was all. (universal pronoun) , etc.
3. *non-finite forms of verbs*,
  - Boris's aim was to study in Oxford. (an infinitive)
  - His hobby is painting. (a gerund)
  - The day got more and more fascinating. (participle I)
  - Bella sounded amused. (participle II)
4. *adjectives*, e.g. The roses in Helen's garden were always beautiful. This kitten looks cute.
5. *adlinks*, e.g. At midnight the boat was still afloat.
6. *numerals*, e.g. Derek's number was 37.
7. *predicative clauses*, e.g. That was what Dad wanted me to do.
8. *quotations*, e.g. The pirate's answer was 'No!'

### LINK VERBS

One and the same verb can be *both a link verb* and *a notional verb* according to its function in the sentence. While serving as link verbs, notional verbs lose or change their lexical meaning. Compare:

No	Infinitive	Link Verb	Notional Verb
1	<b>to be</b>	Mary <u>is</u> a student.	She <u>is</u> in London now.
2	<b>to look</b>	She <u>looked</u> happy.	She <u>looked</u> at her friend.
3	<b>to feel</b>	Mary <u>felt</u> well.	He <u>felt</u> her hand on his shoulder.
4	<b>to get</b>	He <u>got</u> tired of sitting.	He <u>got</u> a letter from home.
5	<b>to grow</b>	He is <u>growing</u> old.	She is <u>growing</u> vegetables.
6	<b>to turn</b>	She <u>turned</u> pale.	He <u>turned</u> round the corner.
7	<b>to come</b>	His dream has <u>come</u> true.	We <u>come</u> home late.
8	<b>to become</b>	She <u>became</u> nervous.	He <u>became</u> a doctor.
9	<b>to keep</b>	She <u>kept</u> silent.	She <u>kept</u> her letters in a drawer.
10	<b>to make</b>	She will <u>make</u> a good teacher.	She will <u>make</u> a tasty cake.
11	<b>to appear</b>	She <u>appeared</u> excited.	She <u>appeared</u> in the room.
12	<b>to remain</b>	He <u>remained</u> silent.	She <u>remained</u> at home.
13	<b>to smell</b>	The cake <u>smelled</u> nice.	She <u>smelled</u> the rose.
14	<b>to taste</b>	The cake <u>tasted</u> delicious.	He <u>tasted</u> the cake.
15	<b>to sound</b>	(giving impression) Her voice on the phone <u>sounded</u> strange.	(producing a sound) The fireman <u>sounded</u> the alarm loudly.
16	<b>to seem</b>	She <u>seems</u> happy.	It <u>seems</u> to me that it's true.

### LINK VERBS + ADJECTIVES

*Link verbs are never followed by adverbs, only by adjectives.* Russian and Ukrainian learners often make mistakes in the following:

- Мне холодно. (adverb) - I am cold. (adjective)
- Она посмотрела на него холодно. (adverb) - She looked at him coldly. (adverb)
- Суп пахнет хорошо. (adverb) - The soup smells nice. (adjective)
- Ребенок вел себя хорошо. (adverb) - The child behaved nicely. (adverb)

**BUT:** *to feel well* (physical state) ≠ *to feel good* (feeling happy or confident about smth)  
*to feel bad* (physical state) ≠ *to feel badly* (not to feel smth with your fingers when you touch it)

- How is your granny? - She feels well. / She feels bad.
- How's your granny's hand after the operation? - She feels badly; her finger are still stiff.
- I feel good about our visit to granny on Saturday.

**MIXED KINDS OF PREDICATES**

There exist some *mixed kinds of predicates* whose types are determined by the first type of predicate, e.g.

- You really ought to stop smoking. = *compound modal aspect predicate*
- The boy continued to be happy the whole week. = *compound aspect nominal predicate*
- John just had to be the first in that competition. = *compound modal nominal predicate*

**TASK 8. Find predicatives in the sentence given below and match them with the parts of speech in the right-hand column.**

1	She became bitter and unapproachable.	a	a participle I
2	The name of the book she read was 'Chocolate'.	b	a participle II
3	What counts is that she really loves him.	c	a noun in the possessive case
4	When they approached, the boat was still afloat.	d	a gerundial phrase
5	He didn't feel like talking to anyone right now.	e	an infinitive phrase
6	What is it?	f	a numeral
7	The aim was to find the house as soon as possible.	g	a noun
8	Their street was the fourth on the right.	h	a personal pronoun
9	The fault is definitely not mine.	i	an adlink
10	The mood of the mob was frightening.	j	a quotation
11	Giovanni looked crest-fallen.	k	an adjective
12	It was clear that the papers were Dr. Philip's.	l	a possessive pronoun
13	It was a dark November night.	m	a predicative clause

**TASK 9. Define the predicates in the quotations below.**

1. Attitude is a little thing that makes a big difference. (Winston Churchill)
2. I have to exercise in the morning before my brain figures out what I'm doing.
3. A person will sometimes devote all his life to the development of one part of his body - the wishbone. (Robert Frost)
4. When you feel dog tired at night, it may be because you've growled all day long.
5. We cannot direct the wind but we can adjust the sails.
6. The world is full of cactus, but we don't have to sit on it.
7. The impossible can always be broken down into possibilities.
8. Too many of today's children have straight teeth and crooked morals. (Unknown high school principal)
9. It should be taught from the cradle that youth is a temporary condition from which one recovers. (Synthia Freema)
10. Before you put on a frown, make absolutely sure there are no smiles available. (Jim Beggs)
11. It is the mark of an educated mind to be able to entertain a thought without accepting it. (Aristotle)
12. I am not young enough to know everything. (Oscar Wilde)

**SECONDARY MEMBERS OF THE SENTENCE**

**THE OBJECT**



direct object	indirect object / prepositional object	complex object
I read many <u>books</u> .	<ul style="list-style-type: none"> <li>• I gave <u>him</u> a book.</li> <li>• We spoke <u>about the book</u>.</li> </ul>	I saw <u>him</u> read this book

### WAYS OF EXPRESSING THE OBJECT

The object can be expressed by:

1. *a noun* in the common case, e.g. Peter wrote three letters yesterday.
2. *a substantivized adjective*, e.g. It is difficult to believe in the supernatural.
3. *a pronoun*, e.g.
  - Sarah gave him a book. (personal pronoun in the objective case)
  - Ask somebody about the way to the station. (indefinite pronoun)
  - I can see my bag, but I don't see yours. (absolute form of the possessive pronoun)
  - I didn't know that. (demonstrative pronoun)
  - David told nothing. (negative pronoun)
4. *a numeral*, e.g.
  - Where are my textbooks? - I saw two of them in the wardrobe. (cardinal numeral)
  - And I found the third under the bed. (ordinal numeral) Who could have put them there?
5. *a gerund or a gerundial phrase*, e.g. I love laughing. But I hate being laughed at.
6. *an infinitive or infinitive phrase*, e.g. What would you like to do in the evening? - I prefer to go to the theatre. Len refused to go with us.
7. *an object clause*, e.g. I don't know when she will come from Spain.

**TASK 10.** *In the sentences given below find the objects and define their types.*

1. She pretended not to hear me.
2. What have you got there?
3. I've never heard you express that opinion before.
4. He waited for the Roman to speak first.
5. He smiled upon the young men a smile at once personal and presidential.
6. He's going to live his own life and stop letting his mother boss him around like a baby.
7. Do you know anything more about this dreadful place?
8. His part in the conversation consisted chiefly of yesses and noes.
9. The old man felt his legs give way.
10. Mother objected to Aimee being taken away from her game with the boys.
11. You can smile away till you split your cheek, but you still got to do a day's work to earn a day's wages.
12. It is the moon that makes you talk to yourself in that silly way.
13. He stared amazed at the calmness of her answer.

### THE ATTRIBUTE

The attribute can be expressed by different parts of speech,

1. *adjectives*, e.g. Sandra was a beautiful girl.
2. *pronouns*, e.g.
  - Dan showed me his photos. (possessive pronoun)
  - Give me some apples, please. (indefinite pronoun)
  - There was another piece of cake on her plate. (detaching pronoun)
3. *numerals*, e.g.
  - I'll come back in three weeks. (cardinal)
  - Wednesday is the third day of the week. (ordinal)
4. *nouns*,
  - in common case, e.g. It was a nice spring day.
  - in possessive case, e.g. Ann's new flat is great!
  - prepositional nominal phrase, e.g. It's only part of the book. She was the angel of a girl. He lived in the city of Bristol.
5. *participles*,

- Do you happen to know that laughing girl? (participle I)
  - Can you see those lighted windows on the third floor? (participle II)
6. **gerunds and gerundial phrases**, e.g. Is there any chance of seeing you again?
  7. **infinitives or infinitive phrases**, e.g. Jack was the first to come. I have no time to waste.
  8. **adverbs**, e.g. The voice was heard from the room upstairs.
  9. **quotations**, e.g. Tina had a good-for-nothing cousin.
  10. **attributive clauses**, e.g. That was the man I had never seen before.

### THE APPPOSITION

The apposition is a kind of an attribute that explains or gives another name or definition to the noun or pronoun it modifies. It can be of two kinds:

Close apposition (non-detached)	Loose (detached) apposition
titles, military ranks, professions, geographical names, relations, etc – form one whole with the head word = an indivisible word-group	forms a separate sense group and gives identification or explanation
<ul style="list-style-type: none"> <li>• Uncle Tom</li> <li>• the River Thames</li> <li>• Professor Foster</li> <li>• Sir Percival etc</li> </ul>	<ul style="list-style-type: none"> <li>• Her father, <u>the local doctor</u>, knows everybody around.</li> <li>• Mr. Trollope, <u>a strong and muscular young man</u>, was taller than the host.</li> </ul>

#### **TASK 11. Find attributes and appositions in the given sentences and comment on them.**

1. The first day's journey from was intolerably tedious.
2. He was always the first to enter the dining-room and the last to leave.
3. The two men faced each other silently.
4. Ethel, the youngest, married a good-for-nothing little waiter.
5. To think that a man of his abilities would stoop to such a horrible trick as that.
6. Daniel Quilp began to comprehend the possibility of there being somebody at the door.
7. Oh, that never-to-be-forgotten summer in the Golden Valley!
8. Still, Pett's happiness or unhappiness is quite a life and death question with us.
9. He was one of these very, very tall, round-shouldered guys - he was about six four - with lousy teeth.
10. He had remembered her at once, for he always admired her, a very pretty creature.
11. I could never stand John's you-take-me-as-you-find-me attitude.
12. She had lied about the scullery door being open on the night of the disappearance of the bank-notes.
13. I doubt whether Major Bell will approve of their plan, so casually outlined.
14. Thus these two waited with impatience for the three years to be over.
15. The first thing Martin did next morning was to call the insurance office.
16. All the people present were deeply shocked by the nature of the crime the defendant was charged with.
17. The second plane, a huge Boeing, was about to touch the concrete runway brightly lit by spotlights.
18. I'm afraid there is nothing to safely rely on in his account of the case.
19. His button of a nose was plastered to the shop window.
20. Samuel Chealy, the then President of the firm, was definitely against the dubious deal.

### THE ADVERBIAL MODIFIER

No	Type of Adverbial Modifier	Questions/ Prompts	Examples
1	<b>Place</b> <ul style="list-style-type: none"> <li>• direction</li> </ul>	<i>Where?</i> <i>Where to?</i>	<ul style="list-style-type: none"> <li>• <u>In London</u> they stayed <u>at their friends'</u>.</li> </ul>

	<ul style="list-style-type: none"> <li>• destination</li> <li>• distance</li> </ul>	<p><i>How far?</i> <i>Where from?</i></p>	<ul style="list-style-type: none"> <li>• He moved <u>from Glasgow to London</u> in search of a job.</li> <li>• Their search took them <u>far inland</u>.</li> </ul>
2	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• time</li> <li>• frequency</li> <li>• duration</li> <li>• time relationship</li> </ul>	<p><i>When?</i> <i>How often?</i> <i>How long?</i></p>	<ul style="list-style-type: none"> <li>• <u>In the evening</u> it still rained.</li> <li>• We met only <u>from time to time</u>.</li> <li>• They've been friends <u>for years</u>.</li> <li>• Have you done it <u>yet</u>?</li> </ul>
3	<p><b>Manner</b></p>	<p><i>How? In what way?</i> <i>By what means?</i> <u>prepositions and conjunctions:</u> <i>with; without; by; by means of; with the help of; so; like this/that; thus</i></p>	<ul style="list-style-type: none"> <li>• Tessa walked <u>with quick short steps</u>.</li> <li>• Debby looks very much <u>like her mother</u>.</li> <li>• Jessica sang <u>badly</u> at the concert yesterday.</li> <li>• The blocks are raised <u>by means of pulleys</u>.</li> </ul>
4	<p><b>Cause / reason</b></p>	<p><i>Why? For what reason?</i> <u>prepositions:</u> <i>because of; thanks to; due to; owing to; on account of; for the reason of</i></p>	<ul style="list-style-type: none"> <li>• He had to retire <u>because of ill health</u>.</li> <li>• Some ski resorts opened early, <u>thanks to a late-October snowstorm</u>.</li> <li>• The tower is closed <u>for reasons of safety</u>.</li> </ul>
5	<p><b>Purpose</b></p>	<p><i>What for? For what purpose?</i> <u>prepositions:</u> <i>in order to; so as; for</i></p>	<ul style="list-style-type: none"> <li>• Samuel trained every day <u>in order to improve his performance</u>.</li> <li>• I drove at a steady 50 mph <u>so as to save fuel</u>.</li> <li>• I reserved this place <u>for you to sit closer to me</u>.</li> </ul>
6	<p><b>Result / consequence</b></p>	<p>No identifying questions. It is usually expressed by the infinitive or an infinitive phrase. Very often used with <u>adverbs of degree</u> such as "<i>too; enough; so... as</i>"</p>	<ul style="list-style-type: none"> <li>• The apples are not ripe enough <u>to eat</u>.</li> <li>• We are too clever <u>to believe him</u>.</li> <li>• He was <u>so</u> fortunate <u>as to get the first prize</u>.</li> </ul>
7	<p><b>Condition</b></p>	<p><i>In what case? On what condition?</i> <u>prepositions and conjunctions:</u> <i>but for; except for; without; 'if; unless</i></p>	<ul style="list-style-type: none"> <li>• <u>Unless some extra money is found</u>, the theatre will close.</li> <li>• I might never have got to university <u>but for you</u>.</li> <li>• She felt fine <u>except for being a little tired</u>.</li> <li>• <u>Without faith</u> there can be no cure.</li> </ul>
8	<p><b>Concession</b></p>	<p><i>In spite of what?</i> <u>prepositions and conjunctions:</u> <i>in spite of; despite; for all; with all; 'thought'</i></p>	<ul style="list-style-type: none"> <li>• <u>Despite all our efforts to save the school</u>, the authorities decided to close it.</li> <li>• <u>Though she's almost 40</u>, she still plans to compete.</li> <li>• Clearly, <u>for all his reputation</u>, he was out of date.</li> </ul>

			<ul style="list-style-type: none"> <li>• <u>With all his faults</u>, I love him.</li> </ul>
9	<b>Attendant circumstances and subsequent events</b>	No identifying questions. It expresses some fact that accompanies the event presented by the modified part of the sentence.	<ul style="list-style-type: none"> <li>• He sat quietly in his armchair <u>smoking his pipe</u>. (attendant circumstances - He sat and smoke)</li> <li>• Fred said something to her, <u>receiving no answer</u>. (subsequent events – He said something to her but only after that did not receive any answer.)</li> </ul>
10	<b>Comparison</b> (may overlap with other adverbials like <i>manner</i> or <i>purpose</i> )	No identifying questions. <u>conjunctions:</u> <i>than; as ... as; as if; as though; like</i>	<ul style="list-style-type: none"> <li>• Jason is much taller <u>than his father</u>.</li> <li>• His hands were <u>as black as soot</u>.</li> <li>• She behaves <u>as if she were a child</u>.</li> <li>• He speaks German <u>like a native speaker</u>.</li> </ul>
11	<b>Degree and measure</b>	<i>How much?</i> <i>How long?</i> <i>To what extent?</i> <i>To what degree?</i>	<ul style="list-style-type: none"> <li>• The girl was <u>very</u> excited.</li> <li>• It is <u>pretty much</u> the same story I've heard.</li> <li>• It is <u>rather</u> problematic.</li> <li>• Now you may laugh <u>to your heart's content</u>.</li> </ul>
12	<b>Exception</b>	<i>Except what?</i> <u>prepositions:</u> <i>but, but for, save for; except for, apart from</i>	<ul style="list-style-type: none"> <li>• We had nothing <u>but hope</u>.</li> <li>• They bought everything except cheese.</li> <li>• <u>Apart from the ending</u>, it's a really good film.</li> <li>• Everyone went out <u>except for Scott and Dan</u>.</li> <li>• She answered all the questions <u>save one</u>. (formal)</li> </ul>

**TASK 12. Find adverbial modifiers in the given sentences and comment on them.**

1. The people in the bus remained silent till the end of the ride.
2. In spite of their lively talk, each of them had something in reserve.
3. The lady lived in a large gloomy house in one of London's higher class squares.
4. The fire that was merrily burning in the grate attracted the newcomers like a magnet.
5. Bill was much too exhausted from his night vigil to be of any further help.
6. I paused while she took off her coat
7. The room was empty save for a small boy playing with his toys in a corner.
8. But for sheer coincidence, you would hardly be likely to run across him in this busy place.
9. The motorcycle rushed past like a lightning leaving a cloud of smoke and a few stunned passers-by behind.
10. In case of any emergency, press the red button on your right.
11. Poetry lifts the veil from the hidden beauty of the world, and makes familiar objects be as if they were not familiar. (Percy Bysshe Shelley)
12. The wisest mind has something yet to learn. (George Santayana)
13. Learning without thought is labor lost; thought without learning is perilous. (Confucius)
14. Harry had been looking forward to learning to fly more than anything else.
15. She came out into the garden only to find that it was as hot there as inside.

**INDEPENDENT ELEMENTS OF THE SENTENCE**

<i>Interjection</i>	<i>Direct Address</i>	<i>Parenthesis</i>
<i>practically always marked either with commas or an exclamation mark</i>	<i>always marked with commas</i>	<i>expresses the speaker's attitude or connects clauses and is practically always marked with commas</i>
<ul style="list-style-type: none"> <li>• <u>Oh! Dear!</u> We are late!</li> <li>• <u>Gosh,</u> it's cold.</li> <li>• <u>By George!</u> He is right!</li> <li>• <u>Blimey,</u> look at that!</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Mary,</u> are you there?</li> <li>• I don't know, <u>mum,</u> if I can go there alone.</li> <li>• You do agree with me, <u>Mr. Blum,</u> don't you?</li> </ul>	<ul style="list-style-type: none"> <li>• <u>You see,</u> I've lost my key.</li> <li>• <u>On the other hand,</u> we are ready to open the shop on Monday.</li> <li>• <u>Frankly speaking,</u> it's not what I want.</li> </ul>

**TASK 13. Find and comment on independent element of the sentence.**

1. Anyway, I know Malfoy's always going on about how good he is at Quidditch.
2. Malfoy certainly did talk about flying a lot.
3. 'Come back, boy!' she shouted, but Neville was rising straight up like a cork shot out of a bottle...
4. Harry knew, somehow, what to do.
5. 'Follow me, you two,' said Professor McGonagall, and they marched on up the corridor.
6. 'Well done,' said George in a low voice...
7. 'The Order's got one thing right, then, eh?' said a squat man sitting a short distance from Yaxley;...'
8. As I was saying," continued Voldemort, looking again at the tense faces of his followers, "I understand better now.
9. "Well, of course, Dumbledore is a biographer's dream," says Skeeter.
10. "Oh, my dear," beams Skeeter, rapping me affectionately across the knuckles, "you know as well as I do how much information can be generated by a fat bag of Galleons..."
11. "Oi, You!" Sixteen years of being addressed thus left Harry in no doubt whom his uncle was calling; nevertheless, he did not immediately respond.
12. "All right, let's say, for the sake of argument, we accept this protection."
13. "Harry. Nasty, common name, if you ask me."