

**Univerzita Mateja Bela v Banskej Bystrici
Filozofická fakulta**

**Selected Chapters
from Practical
English Syntax**

Student's Practice Book

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**Selected Chapters from Practical English
Syntax
Student's Practice Book**

(Skriptá – druhé rozšířené vydanie)

2021

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Preface

Selected Chapters from Practical English Syntax – Student's Practice Book is primarily intended for full-time students (teacher-trainees, future translators and interpreters) of English language and literature/culture who are pursuing a bachelor's degree. Secondly, it is also aimed at those who wish to extend their qualifications through part-time study of the English language and culture. The publication supports the statement that innovation is a must in the context of 21st century foreign language teaching. It is based on the fact that students need to improve their reading skills alongside critical thinking (Javorčíková, Badinská, 2021). This also means that they should be able to interconnect their knowledge with practice (e.g. by the end of the course they should be able to apply a number of syntactical rules to different types of discourse).

The structure of *Student's Practice Book* corresponds to the structure of lectures on English Syntax, from phrases (*noun phrase, adjective phrase, adverb phrase, prepositional phrase* and *verb phrase*) through the simple sentence, sentence (clause) elements, and clause patterns to the compound sentence, complex sentence and particular types of subordinate clauses (nominal, relative and adverbial). *The Student's Practice Book* contains various types of exercises, e. g. *multiple choice, gap-filling, sentence transformation*, etc., which can be performed at grammar seminars or assigned as homework. Besides this type of practical exercises, there are also theoretical questions to answer located at the end of each chapter with the list of other recommended sources to study. The complete list of all bibliographic sources can be found in the final part of the *Student's Practice Book*.

In spite of the fact that there is already a great number of original (English) grammar practice books on the Slovak book market, these cannot take into account the specificities of the Slovak language. The proposed practice book was not written to replace the existing English grammar practice books, but rather is intended to complement them with grammar areas which are not treated in those books in detail, and with the areas of English syntax which cause problems for Slovak learners (e. g. subject – verb concord and other types of concord, inversion, cleft sentences, the passive voice, indirect speech, relative clauses, conditional sentences, etc.). The practice book can also serve as a bank of exercises for those teachers who teach more advanced students at secondary schools and future translators/interpreters who wish to foster their linguistic competence necessary for their future profession.

To conclude, this new updated edition of *Selected Chapters from Practical English Syntax – Student's Practice Book* has been designed in such a way as to correspond with the newly arisen needs of university students – future teachers of English as well as future translators and interpreters. Each chapter begins with a short theoretical introduction, continues with exercises and consequently moves to questions to answer and recommended literature which can be studied after lectures and seminars on student's own pace. The publication creates place for practising studied language phenomena concerning English syntax and foster professional academic and linguistic skills of future graduates. It is an additional recommended material alongside the list of compulsory sources needed for English syntax course completion.

How to use *Selected Chapters from Practical English Syntax – Student's Practice Book*

- *First read and study theoretical introduction which can be found at the beginning of each chapter.*
- *Once you understand the terms and concepts, do the exercises either in a class (seminar) or as part of your homework.*
- *Consult particular exercises with your classmates if needed.*
- *If you don't understand why an answer is incorrect (correct), you can consult this with your teacher (or classmates) and receive their feedback. You can also go back to the*

theory at the beginning of each chapter and study the text again as part of your intensive reading activity.

- *Before taking an exam in English Syntax, you are recommended to go through all exercises and theoretical background again.*

1 Phrases

“Sentences may consist of one or more clauses and each clause may consist of one or more words. To be more precise, clauses consist of phrases, which are either single words or grammatically ordered groups of related words that together function as a unit” (Verspoor, Sauter, 2000, p. 44). Based on the citation, it is clear that a phrase is defined as a group of related words with no subject or verb present. **A phrase** is a part of a sentence or a clause contributing to the overall meaning of the sentence or clause. Phrases may be made up of a single word (e.g. *a rock*), or they can contain more than one word (e.g. *a nice garden in front of the house*). The central element in the noun phrase is called **a head word** and as the title indicates, it represents the cardinal idea in terms of the meaning of the whole phrase. The head word is commonly **pre-modified** (preceded) or **post-modified** (followed) by particular modifiers such as the adjectives (*a nice garden*), prepositional phrases (*a nice garden in front of the house*), or other word classes or clauses (nouns, participles, non-finite clauses, adjective clauses, adverbs, etc.).

Phrases can be divided into different kinds depending on the word category of the “head” element. We can distinguish these phrases:

Noun Phrase (NP) – *people, Tom, a journey, a boy, an Irish singer.*

Verb Phrase (VP) – *reads, has been doing, must go, is finished.*

Prepositional Phrase (PP) – *in the cinema, by foot, in 2020, through the forest.*

Adjective Phrase (AdjP) – *very difficult, boring, interesting.*

Adverb Phrase (AdvP) – *happily, sadly, possibly, home.*

Phrases are part of clauses. Therefore, it is essential to identify and analyze them as part of the clause. See the example below:

Cara (NP) is meeting (VP) Julie (NP) today (AdvP) and Clara (NP) tomorrow (AdvP).

His behaviour (NP) annoys (VP) me (NP).

There (AdvP) are (VP) some potatoes (NP) in the cellar (PP).

To sum this up, the possible constituents of noun phrases are **determiner** (*a, an, the, these, those, my, your, etc.*), **premodifier** (e.g. *an adjective*), **head** (*a noun*), and **post-modifier** (*prepositional phrase, finite clause, non-finite clause*) (Verspoor, Sauter, 2000) such as in: *...a 3 bedroom apartment in Galway... (two determiners, an adjective phrase, a head word, and a prepositional phrase).*

Post-modifiers can be further divided into **restrictive** and **non-restrictive**, depending on the type of information they provide, whether they specify or restrict the reference of the NP or not (they add extra information which is non-essential). You can follow the two examples provided below:

Jane, who has recently graduated from the university, found a job as an IT consultant. (non-restrictive post-modifier)

My cousin who has recently returned from Canada visited us last Sunday. (restrictive post-modifier)

1 Identify the underlined phrases in the following sentences.

1 Phrases

1. The dog that is barking outside belongs to Bill.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
2. After you have finished this chapter, you will have completed a basic introduction to the theory of intercultural communication.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
3. If the child (a baby-boy) is asleep, don't wake him.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
4. If the child (a baby-boy) is asleep; don't wake him.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
5. Don't wake the child that is asleep.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
6. Behave yourself, please.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
7. The students are talking in the classroom about their exam's results.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
8. The weather has been very cold just recently.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
9. The weather has been very cold and miserable just recently.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
10. The weather has been very cold and miserable just recently.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
11. Nothing could change their decision.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
12. This month has been very hot for this time of year.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
13. This month has been very unpredictable in terms of the weather.

- A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
14. The school closes earlier so that the children can get home before dark.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
15. Since he left for Greece, she has acted as if she has lost her best friend.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
16. This is the first step on your way to success.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
17. This is the first step on your way to mastering the Chinese language.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
18. I don't really know who lives on the other side of the street.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
19. Good doctors communicate well with their patients and care for them.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
20. Joshua has been working really diligently for the last three months and deserves to be praised.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
21. Although the evidence is scarce, we have taken your accusations very seriously.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
22. That beautiful garden in front of their house is his wife's pride.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
23. She sings very well.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
24. Mary dreams of becoming a doctor.
A noun phrase B verb phrase C adjective phrase
D adverb phrase E prepositional phrase
25. The incredibly young teenager has just solved the problem.

1 Phrases

- A** noun phrase **B** verb phrase **C** adjective phrase
D adverb phrase **E** prepositional phrase

26. The incredibly young teenager has just solved the problem.

- A** noun phrase **B** verb phrase **C** adjective phrase
D adverb phrase **E** prepositional phrase

27. The boy on the bicycle rode through our garden.

- A** noun phrase **B** verb phrase **C** adjective phrase
D adverb phrase **E** prepositional phrase

28. The boy on the bicycle rode through our garden.

- A** noun phrase **B** verb phrase **C** adjective phrase
D adverb phrase **E** prepositional phrase

29. The police questioned every local citizen.

- A** noun phrase **B** verb phrase **C** adjective phrase
D adverb phrase **E** prepositional phrase

30. I spoke to him very seriously indeed.

- A** noun phrase **B** verb phrase **C** adjective phrase
D adverb phrase **E** prepositional phrase

Questions to answer:

1. What would be your definition of *a phrase*?
2. What kinds of phrases are you familiar with?
3. Could you give some examples for a noun phrase and an adverb phrase?

Recommended Sources

RAFAJLOVIČOVÁ, Rita. 2015. *The Structure of the English Sentence*. Prešov: Prešovská tlačiareň s.r.o, 292 s. ISBN 978-80-970862-3-7.

RAFAJLOVIČOVÁ, Rita. 2012. *The English Sentence*. Prešov: Filozofická fakulta Prešovskej university v Prešove, 157 s. ISBN 978-80-555-0577-0.

SWAN, Michael - WALTER, Catherine. 2016. *Oxford English Grammar Course. Advanced*. OUP, 348 s. ISBN 978-0-19-431251-9.

2 The simple sentence – sentence elements

A **simple sentence** contains one clause only. Sentences can be analysed in terms of sentence or syntactic elements which contribute to its overall meaning. Two cardinal constituents of the simple sentence are: **subject** and **predicate**. In the sentence: *The wind is blowing*.

the wind is the subject, and *is blowing* represents a predication. **The predicate** can be divided into a **verb phrase** and followed by a number of **complements** (objects, adverbials), such as here: *Fiona met her future husband in Cork* (a predicate consists of the following items: *a verb phrase (met) + object (her future husband) + adverbial (in Cork)*).

The principal sentence elements are thus **subject** and **predicate**. **The predicate** contains a **verb phrase** and other optional elements such as **the object** (direct, indirect), **complement** (subject complement, object complement), and **adverbial**.

Examples of particular syntactic elements:

Subject: *Simon* was really glad to take part in the competition.

Predicate: The preschoolers *were singing* nursery rhymes.

Direct Object: I read *a very interesting book* during my holiday.

Indirect Object: Could you send this letter *for me*, please?

Subject Complement: Mandy is *a very influential blogger*.

Object Complement: The headmaster declared the meeting *open*.

Adverbial: Seán and Majella married *in 2001*.

2 Identify the underlined sentence elements in the following sentences.

1. My friend Michael runs a very successful international company.

A subject B predicate C direct object D indirect object E verb

2. Implementation of cultural heritage into school curricula is very important nowadays.

A subject B predicate C direct object D indirect object E verb

3. The girls in the garden are my sister's daughters.

A subject B predicate C direct object D indirect object E verb

4. The patient on the fifth floor is fatally ill.

A subject B predicate C direct object D indirect object E verb

2 The simple sentence – sentence elements

5. No one believes your farfetched story.
A subject B predicate C direct object D indirect object E verb
6. National politics has become the embarrassment of the United States of America.
A subject B predicate C direct object D indirect object E verb
7. They have not passed the exam yet.
A subject B predicate C direct object D indirect object E verb
8. The author of this book will be speaking at our meeting next week.
A subject B predicate C direct object D indirect object E verb
9. The man standing next to the red Porsche is my father.
A subject B predicate C direct object D indirect object E verb
10. The effectiveness of the treatment has not been evaluated.
A subject B predicate C direct object D indirect object E verb
11. The effectiveness of the treatment has not been evaluated.
A subject B predicate C direct object D indirect object E verb
12. You should give your car a wash.
A subject B predicate C direct object D indirect object E verb
13. He refuted each of your arguments.
A subject B predicate C direct object D indirect object E verb
14. The cats are on the table again.
A subject B predicate C direct object D indirect object E verb
15. Bill became the CEO of the company.
A indirect object B direct object C subject complement
D object complement E adverbial
16. Mary baked me a pie.
A indirect object B direct object C subject complement
D object complement E adverbial
17. I sold my motorcycle.
A indirect object B direct object C subject complement
D object complement E adverbial
18. The man in charge will be Mr. Eagleton.
A indirect object B direct object C subject complement
D object complement E adverbial
19. I read him the charges that were filed against him.
A indirect object B direct object C subject complement
D object complement E adverbial
20. Send me the report by Friday.

- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
21. We considered him unbeatable.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
22. He is our new dean.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
23. Mary is our new systems analyst.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
24. He kicked the ball with such a force that the fans could hardly breathe.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
25. Place the mats on the table.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
26. We thought her barely acceptable.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
27. This is our third cat.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
28. We found his diploma work unacceptable.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
29. I received an award for that work.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
30. He remained chair of the department for ten years.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
31. The last thing I want to see is another exercise.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |
32. I thought it excellent.
- | | | |
|----------------------------|------------------------|-----------------------------|
| A indirect object | B direct object | C subject complement |
| D object complement | E adverbial | |

2 The simple sentence – sentence elements

33. This is the most expensive computer in the office.
A indirect object B direct object C subject complement
D object complement E adverbial
34. The case is not hopeless.
A indirect object B direct object C subject complement
D object complement E adverbial
35. I believed him innocent.
A indirect object B direct object C subject complement
D object complement E adverbial
36. I sent the new director a list of proposed projects for improvement.
A indirect object B direct object C subject complement
D object complement E adverbial
37. I sent the new director a list of proposed projects for improvement.
A indirect object B direct object C subject complement
D object complement E adverbial
38. He did nothing for ten years.
A indirect object B direct object C subject complement
D object complement E adverbial
39. He seemed perfectly fit before his heart attack.
A indirect object B direct object C subject complement
D object complement E adverbial
40. Grammar gives me headaches.
A indirect object B direct object C subject complement
D object complement E adverbial
41. They thought us just plain silly.
A indirect object B direct object C subject complement
D object complement E adverbial
42. He was a wonderful father.
A indirect object B direct object C subject complement
D object complement E adverbial
43. Give me all your money, or I will hit you in the face.
A indirect object B direct object C subject complement
D object complement E adverbial
44. I raised this dog from a small puppy.
A indirect object B direct object C subject complement
D object complement E adverbial
45. I ranked him inappropriate.
A indirect object B direct object C subject complement

D object complement

E adverbial

Questions to answer:

1. Could you define the principal sentence elements?
2. Give explanation of *a predicate*? How many elements can it be broken into?
3. Create two sentences using direct and indirect object.
4. Create two sentences using subject complement and object complement.

Recommended sources:

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3 The simple sentence – clause patterns

An independent clause consists of a number of elements which help us identify the clause pattern. There are seven cardinal types (clause patterns/structures), namely **SV, SVA, SVC, SVO, SVOO, SVOC, SVOA**. In all of the patterns stated, a subject and a verb phrase are always present, although there are a few exceptions to the rule (the imperative and some subordinate (dependent) clauses where subject is implicit).

When exploring the clause patterns, we must also take into consideration the type of verb (transitive, intransitive, ditransitive, copular) being used in the sentence.

Intransitive verbs are defined as the ones which are not followed by an object or subject complement as it can be exemplified in these simple sentences:

Seamus is running.

Nuala is singing.

But, note that some verbs can belong to more than one category (e.g. the verb run can be intransitive as well as transitive). Compare the following:

Séan is running versus *Séan is running a mile*.

Transitive verbs are verbs which are followed by a **direct object**. Note that all passive sentences include verbs which are transitive. Examples of transitive verbs used in a sentence:

She is preparing dinner for the whole family.

I am tasting a new vegan recipe, it's amazing.

I have been reading this book since last month and I haven't finished yet.

Transitive verbs can be further subdivided into **monotransitive, ditransitive and complex-transitive verbs** (Verspoor, Sauter, 2000). Study the following sentence patterns and try to think of the sub-types of transitive verbs which are present in the predicate and try to find out for yourself which pattern the sentence follows taking into consideration the main clause elements which are located after the given verb (consider the presence of a direct object, a direct object and an indirect object, a direct object and an object complement):

She is running a race.

Helen baked me an amazing carrot cake full of walnuts.

They considered his behaviour rude.

Copular verbs are verbs which take a **subject complement**. Subject complement (or subject attribute) tells us some information about the subject in the sentence as it is exemplified here:

Patrick is an excellent fiddle player.

She is so friendly.

This flower smells nice.

He turned into a liar.

3 Identify the clause patterns to which the following sentences belong (SV, SVO_d, SVO_iO_d, SVC_s, SVO_dC_o, SVA, or SVO_dA).

1. Did you enjoy the party?

2. Do you call yourself a doctor?
3. Do you want the milk cold?
4. He found his bicycle stolen.
5. He found his stolen bicycle.
6. He grew his hair long.
7. He keeps the garden beautiful.
8. He set the tray on the table.
9. He seems an honest man.
10. He stood my argument on its head.
11. His latest novel has become a best-seller.
12. I can't get my hands warm.
13. I cut myself.
14. I declare the meeting open.
15. I didn't tell anybody anything.
16. I felt very tired.
17. I found the bed very hard.
18. I must consider this an insult.
19. I ordered myself something to eat.
20. I placed my coat over a chair.
21. I prefer my steak well-done.
22. I've made the sauce too thin.
23. John washed himself.
24. May I call you Jane?
25. My feet hurt.
26. She made her husband very happy.
27. She put the book on the table.
28. She showed me a photo.
29. That loud music is driving me mad.
30. That salad smells bad.
31. That sounds good.
32. The hot weather turned all the milk sour.
33. The kitchen is upstairs.
34. The meeting will be at six.
35. The news left me speechless.
36. The receptionist handed me my key.
37. The thick curtains extended to the floor.
38. The traffic noise kept me awake.
39. The train has arrived.
40. The weather is turning warmer.
41. The young man grew very depressed.
42. Get me out of here.
43. They blamed each other.
44. They elected him chairman.
45. They serve the coffee strong.
46. They treated her badly.
47. We found the hotel very comfortable.

3 The simple sentence – clause patterns

48. We keep our car in the garage.
49. We saw the house burning.
50. You are not yourself today.
51. All roads lead to Rome.
52. Seán is in Dublin.
53. Daniel is becoming quite mature.
54. Doris considers Daniel quite mature.
55. Mr Troy is the president of the company.
56. He appears to have stolen my bicycle.
57. He got himself into trouble.
58. He got his shoes and socks wet.
59. He is always sending people begging letters.
60. He is cooking his family dinner. (two meanings)

61. His mother-in-law was driving him mad.
62. I can't make out what he means.
63. I have often wished myself a millionaire.
64. I put the kettle on the stove.
65. I should give the car a wash.
66. I've handed in my registration.
67. It seems silly not to tell them.
68. John looks an intelligent boy.
69. Meeting her again has left me very happy.
70. She called him a waiter. (two meanings)

71. She seemed an ideal person to look after them.
72. She seemed to like me.
73. She's bringing up two children.
74. Someone turned on the light.
75. Take your hands out of your pockets.
76. That music drives me mad.
77. The hills extend from here into the next country.
78. The long walk made us all hungry.
79. The plane has just touched down.
80. The prisoner finally broke down.
81. The secretary left all the letters unopened.
82. The tank blew up.
83. They have called off the strike.
84. They may have blown up the bridge.
85. They supposed the children guilty.
86. We have proved him wrong.
87. You left the glasses in my office.
88. You should have your hands on the wheel.
89. Your book is lying on the floor.
90. Your dinner seems ready.

4 Rewrite the following SVO_iO_d sentences, putting the indirect object after the direct object and using a correct preposition (SVO_dO_{prep} pattern).

Example: Will you sell me your camera?
Will you sell your camera to me?

1. Would you mind bringing me a chair?

2. I have left you some books on the desk.

3. Listen! I'm going to play you a new record.

4. Give me the money.

5. May I ask you a great favour?

6. I can change you a check if you like.

7. Will you choose me a good book?

8. He's always sending people begging letters.

9. Can you find me a hotel?

10. Let me buy you a drink.

11. Don't drink all that wine; save me some!

12. Could you prepare us a special meal?

13. He has never repaid Tom that loan.

14. Can you pass me the salt?

15. If you get there early, reserve me a seat.

16. An uncle of mine left me a thousand pounds.

17. Would you throw me that ball, please?

18. I will make everyone some fresh coffee.

19. You should have written him a long letter.

20. Henry taught the children French.

21. The university has awarded Peter a \$500 travel grant.

3 The simple sentence – clause patterns

.....
22. The waiter poured Sarah a glass of water.
.....

23. The Browns will lend us their flat.
.....

24. The department has offered Mary a job.
.....

25. Mother bought Daniel a new bicycle.
.....

26. Why did you lend that dreadful man money?
.....

27. Please order me a meal.
.....

28. Will you sing us a song?
.....

29. Play us a song then!
.....

30. She made her daughter a dress.
.....

5 Complete these sentences giving the right order of the words in brackets. Give alternatives where possible.

Examples: Who suggested (you/this idea)?

Who suggested this idea to you?

Would you throw (that ball/me), please?

Would you throw me that ball, please?

Would you throw that ball to me, please?

1. They announced (the family/their engagement).
.....

2. She announced (an excited audience/the winner of the competition).
.....

3. Then they declared (us all/what had been decided).
.....

4. Henry passed (the note/me).
.....

5. She taught (English/the children).
.....

6. An assistant demonstrated (customers/the washing machine).
.....

7. Describe (me/how you were received).
.....

8. Let me describe (you/how it happened).
.....

9. The waiter poured (a glass of whisky/her).
.....

-
10. He confessed (his wife/that he had sold his wedding ring).
.....
11. He confessed (the priest/that he had sinned).
.....
12. Will you sell (your camera/me)?
.....
13. I sold (my car/him) for £500.
.....
14. Did she mention (the police/it)?
.....
15. Do you think that they will lend (their flat/us)?
.....
16. He mentioned (John/that he had seen you).
.....
17. Can you prove (me/it)?
.....
18. I shall prove (you/that the witness is not speaking the truth).
.....
19. The firm has offered (the job/me).
.....
20. Don't repeat (anyone/what I told you) – it's confidential.
.....
21. This is a secret, and if you repeat (anyone/it), I'll kill you.
.....
22. Tom reported (the professor/his discoveries).
.....
23. Please order (a glass of beer/me).
.....
24. She said nothing (me/about it).
.....
25. You can say (me/what you like).
.....
26. I said (myself/"That can't be right!").
.....
27. Her presence has brought (so much happiness/us).
.....
28. Bring (a glass of water/me).
.....
29. I suggested (the manager/that we should tackle the problem another way).
.....
30. I will suggest (him/some good books).
.....
31. I will suggest (him/some books which I am sure he will like).
.....
32. Father bought (a new computer/Helen).

3 The simple sentence – clause patterns

.....
33. Please explain (me/this problem).
.....

34. She explained (the children/that the school had been closed).
.....

35. The auto mechanics explained (customers/that the spare parts had not been delivered).
.....

36. Catherine explained (me/what the situation was).
.....

37. Why did you lend (money/that dreadful man)?
.....

38. I have never admitted (anyone/this).
.....

39. The police revealed (the newspapers/why they had arrested that man).
.....

40. He has entrusted (me/his children) for the day.
.....

Questions to answer:

1. What clause patterns do we distinguish in English?
2. What kinds of verbs are you familiar with concerning different sentence patterns they can be located in?
3. Create a sentence for the following sentence patterns: SVA, SVOO, SVC.

Recommended sources:

RAFAJLOVIČOVÁ, Rita. 2015. *The Structure of the English Sentence*. Prešo: Prešovská tlačiaren s.r.o., 292 s. ISBN 978-80-970862-3-7

SWAN, Michael – WALTER, Catherine. 2019. *Oxford English Grammar Course. Advanced*. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9

VINCE, Michael. 2003. *Language Practice with key*. Turin: Macmillan, 326 s. ISBN 1-405-00762-1

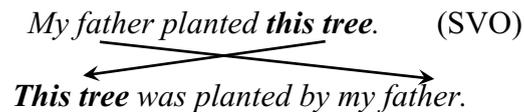
VERSPoor, Marjolijn – SAUTER, Kim. 2000. *English Sentence Analysis*. Amsterdam: John Benjamins Publishing co., 245 s. ISBN 9781556196614

4 The passive

In the active voice the subject is the 'doer' of an action. In the passive voice the subject is the 'sufferer' of the action.

Only transitive verbs, which are used in the sentence patterns **SVO**, **SVOO**, **SVOC** and **SVOA**, can be put into the passive. Then the object of the active voice (*the sufferer/the patient*) becomes the subject of the passive verb, and the subject of the active verb (*the doer*) becomes 'the agent' of the passive verb.

The agent is often omitted but when it is mentioned, it is usually introduced by the preposition by:

*My father planted **this tree**.* (SVO)

***This tree** was planted by my father.*

We often create passives with **get** instead of be. This is especially common in spoken English. The get-passive is used in such cases when something happens by accident (out of our control), or when referring to something negative, or not desired. e.g.:

*My daughter **got bitten** by a wasp.*

*I **got hit** by the ball on my way home. (unexpectedly)*

*My car keys **got stolen** from my handbag while I was doing the shopping.*

*Mary **got sacked** after 20 years of devoted and diligent work.*

There are certain expressions when get-passives are used e.g.: **get married/divorced/engaged, get dressed, get started, etc.**

The passive voice is used to change the focus of the sentence as can be seen in the following examples:

***My car** was stolen. (passive voice – focus on my car)*

***Someone** stole my car. (active voice – focus on someone)*

More Passive and Active Voice Sentence Examples:

***My daughter** was taught by Mrs. O'Shea in her first grade. (Focus is on my daughter.)*

Mrs. O'Shea taught my daughter in her first grade. (Focus is on Mrs. O'Shea.)

***Fiona** invited all her friends and family relatives. (Here we focus on the agent, the agent is the subject now, we use active verbs in this case.)*

All her friends and family relatives were invited (by Fiona). (The focus is on the patient that is the subject now, there is a passive verb and the agent is not mentioned, it is backgrounded.)

When is the passive used?

- when we prefer not to mention who or what does the action (for example, it's not known, it's obvious or we don't want to say),

4 The passive

- when we want to start a sentence with the most important or most logical information,
- in more formal or scientific writing (British Council, Passives, 2021),
- when we want to avoid beginning a sentence with a long and heavy subject. You can do this by using the passive structure such as in: *I was annoyed by **her never-ending talking about her rich neighbours and their possessions.***

It is important to note down that passive verbs have the same tenses as active verbs. This can be demonstrated by the following examples of passive verbs used in different tenses:

*I **have not been told** about what happened to Henry.*

*The agreement **will be signed** next Tuesday.*

*These bicycles **are made** in Slovakia.*

*I expect **to be informed** soon.*

*The kids don't like **being shouted at.** (verb + preposition)*

*A giant pink cake **was given** to Mary at her birthday party.*

*It **is expected that** the temperatures will rise more and more in the future.*

Note: You might have noticed that sentences with transitive (monotransitive, ditransitive and complex-transitive) verbs which take an object all have the ability to passivize. There are two passive constructions possible with ditransitive verbs which take two objects (direct and indirect/benefactive one) as it can be seen in the following example:

Patrick gave Angela a bouquet of flowers. (SVOiOd)

Angela was given a bouquet of flowers. (SVOd)

A bouquet of flowers was given to Angela (by Patrick). (SVOi)

He was considered a genius. (SVCs)

The lecture on the history of Ireland in the first half of the 20th century was given by an experienced professional in Irish studies. (SVA)

The passive – general

6 Put the following sentences into the passive. Do not mention the agent unless it seems necessary. In some cases the first words are given.

1. We can't diagnose your illness.

.....

2. Someone has robbed me!

.....

3. You must clean this room.

.....

4. We can do nothing.

.....

5. Nobody has answered my question properly.

.....

6. Scientists have still not found a cure for cancer.

.....

7. Her attitude shocked me.

-
8. The doctor advised my father to give up smoking immediately.
.....
9. We need to exercise all our muscles regularly if we want to stay fit.
.....
10. They had to demolish the building.
.....
11. The stone struck him in the right shoulder.
.....
12. Lions attacked the travellers.
.....
13. The fire destroyed many valuable paintings.
.....
14. The police arrested the escaped convict two days later.
.....
15. Smoke filled the room.
.....
16. Paint covered the lock.
.....
17. We shall have to tow the car to the garage.
.....
18. You are to leave this here.
This
19. When he looked at the stamps, he found they had sold him forgeries.
.....
20. What did they pay you for doing the job?
.....
21. He likes people to call him 'professor'.
.....
22. Don't touch this wire.
.....
23. Someone should tell him never to do that again.
.....
24. I remember somebody giving me the book on my tenth birthday.
.....
25. Has anybody told you what to do?
.....
26. She won't go out alone after dark. She is afraid that someone will attack her.
She won't go out alone after dark. She is afraid of
27. Someone was following us when we were doing the shopping.
.....
28. Are they meeting him at the station?
.....
29. They had to cut down that tree.
.....
30. They are repairing my car at the moment.

4 The passive

.....
31. You needn't have done this.
.....

32. They shouldn't have told him.
.....

33. Someone is following us.
.....

34. They are watching my house.
.....

35. Nobody has used this room for ages.
.....

36. A computer could do this much more easily.
.....

37. Visitors must leave coats and bags in the cloakroom.
.....

38. They searched his house and found a number of stolen articles.
.....

39. Someone has already told him to come at ten.
.....

40. I don't like people interrupting me.
.....

41. People were using the tennis court, so we couldn't play.
.....

42. I don't like people telling me what to do.
.....

43. I dislike people making jokes about me.
.....

44. She can't stand people telling her what to do.
.....

45. We've found that the heater was unsafe.
.....

46. They saw him climbing over the fence.
.....

47. I saw him come out of the house.
.....

48. She made me tell her everything.
.....

49. We saw them go out.
.....

50. They let us go.
.....

51. Somebody was cleaning the room when I arrived.
.....

52. Has a dog ever bitten you?
.....

53. The police stopped us.
.....

.....
 54. Somebody might have stolen your car if you had left the keys in it.

.....
 55. An electrical fault could have caused the fire.

.....
 56. They are going to paint this classroom next month.

.....
 57. Her beauty struck me deeply.

.....
 58. Everybody likes her.

.....
 59. I hate people keeping me waiting.

.....
 60. They will open the new theatre in June.

Sentences with two objects

7 Make two passive sentences if possible.

Examples: *Someone gave me the money.*

I was given the money.

The money was given to me.

He explained the situation to me.

The situation was explained to me.

1. We shall offer a high salary to a really suitable applicant.

.....
 2. We shall send you the goods as soon as they are available.

.....
 3. The Queen gave the pilot a medal.

.....
 4. Why didn't they offer him the job?

.....
 5. Didn't they promise you a rise in salary at the beginning of the year?

.....
 6. Someone mentioned the problem to me.

.....
 7. Someone was offering drinks to the guests.

.....
 8. He described the situation to me.

4 The passive

.....
9. Will you send me the details?
.....

.....
10. Someone had reported the theft to the police.
.....

.....
11. A teaching assistant gave a lecture to his students about cultural diplomacy.
.....

.....
12. The instructor will demonstrate the game to the children.
.....

.....
13. Someone threw a life belt to me.
.....

.....
14. We gave the police the information.
.....

.....
15. They have offered me a new job.
.....
.....

The passive with the verbs *say, believe, report, expect, think, know, allege, consider, understand and suppose*

8 Make two passive sentences if possible.

1. They say that he knows some very influential people.

.....
.....

2. It was said that he knew some very influential people.

.....
.....

3. People say that he is an honest, hardworking man.

.....
.....

4. People say that he is over 100 years old.

.....
.....

5. They say he is a spy.

.....
.....

6. They say that he was a spy.

.....
.....

7. It is believed that the wanted man is living in Britain.

.....
.....

8. People expect that the strike will begin tomorrow.

.....
.....

9. It is alleged that he stole two cars.

.....
.....

10. It was alleged that he stole two cars.

.....
.....

11. It is reported that two people were killed in the explosion.

.....
.....

12. People say that he won a lot of money gambling.

.....
.....

13. People believe that the thieves got in through the kitchen window.

.....
.....

14. People think that the prisoner escaped by climbing over a wall.

.....
.....

4 The passive

15. People say that Bill Gates is very rich.

.....
.....

16. He should be washing the car. (use *suppose*)

.....
.....

17. It is your duty to know the laws of your own country. (use *suppose*)

.....
.....

18. People suppose that he escaped disguised as a woman.

.....
.....

19. People suppose that he is living abroad.

.....
.....

20. Should I clean all the rooms or just this one? (use *suppose*)

.....
.....

21. He ought to be in Paris. (use *suppose*)

.....
.....

22. It was proved that the statements he had made were false.

.....
.....

23. People think that she died in a plane crash.

.....
.....

24. It is thought that he acted very foolishly.

.....
.....

25. It was thought that he had acted very foolishly.

.....
.....

The passive with prepositional and phrasal verbs

9 Put the following sentences into the passive. Do not mention the agent if it is not necessary.

1. They gave up the search after three hours.

.....

2. I don't like people staring at me.

.....

3. The surgeons operated on him for nearly 12 hours.

.....

4. The doctor had to operate on him to find out what was wrong.

-
5. They didn't look after the children properly.
.....
6. A lorry knocked him down.
.....
7. You needn't think your joke took me in.
.....
8. They ought to have pointed that out to me at the very beginning.
That
9. All the ministers will see him off at the airport.
.....
10. No one brought up that question at the meeting.
.....
11. Someone should look into the matter.
.....
12. Somebody has brought this child up very badly.
.....
13. We had to put off our visit until later.
.....
14. People will simply laugh at you for your trouble.
.....
15. It was clear that the parents had brought the child up well.
.....
16. Someone broke into his house and stole a lot of his things.
.....
17. They took him for a Frenchman, his French was so good.
.....
18. Don't speak until someone speaks to you.
.....
19. Someone hasn't stuck this stamp on very firmly.
.....
20. An official held us up at the Customs for half an hour.
.....
21. How can we bring about the desired result?
.....
22. He hates people making fun of him.
.....
23. They handed round coffee and biscuits.
.....
24. When I was young, my aunt and uncle looked after me.
.....
25. They are pulling down the old department store.
.....
26. He hasn't slept in his bed.
His bed
27. People will laugh at you if you wear that silly hat.

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.....
28. He doesn't like people laughing at him.
.....

29. They gave over the whole programme to a report from Bosnia.
.....

30. A car ran over our cat.
.....

10 Put a suitable preposition in each space (*in, with or by*).

1. The restaurant was crammed people.
2. When the accident happened, she was struck flying glass.
3. The room was crammed old furniture.
4. The climber was injured falling rocks.
5. The busy shopping street was thronged people.
6. The window had been smashed a hammer.
7. The turkey was stuffed parsley, thyme and chestnuts.
8. I was covered mud by a passing car.
9. The train was packed football fans.
10. He was hit a stone. (a person hit him with one)
He was hit a stone. (an accident)
11. After the rugby match, Jim's shorts were covered mud.
12. The buildings were decorated flags.
13. Is that word covered the dictionary?
14. The victim was struck from behind a heavy object.
15. The house was surrounded high walls.
16. The stadium was packed local fans.
17. The hole was covered over canvas.
18. The trees were covered blossom.
19. No one knew that Peter had been involved the investigation.
20. The Christmas tree was decorated coloured lights.
21. When I left the casino, my pockets were crammed money.
22. The house is surrounded a large garden.
23. The glass was packed straw.
24. The answers have been included the book.
25. The stadium was packed chanting fans.
26. Under her bed they found a bag stuffed money.
27. This book is packed useful information.
28. The price of excursions is included the cost of the holiday.
29. The restaurant was crowded people.
30. The bandages were covered blood.
31. How much of the Earth's surface is covered water?
32. These cakes are filled cream.
33. I am filled admiration for your bravery.
34. During the World Cup our streets were filled football fans.

35. The airport was thronged holiday-makers.
36. The room was fitted a new carpet.
37. The soldiers were well equipped weapons and ammunition.
38. The tree had been decorated coloured balls.
39. Our dog narrowly escaped being run over a car.
40. The car is fitted electric windows.

The passive – various tenses

11 Put each verb in brackets into the passive in an appropriate tense.

1. The boxes (**not pack**) yet.
2. Your food (**still prepare**).
3. The new ship (**launch**) next week.
4. Luckily by the time we got there the painting (**not sell**).
5. We had to go on holiday because our house (**decorate**).
6. I'm afraid that next week's meeting (**cancel**).
7. If we don't hurry, all the tickets (**sell**) by the time we get there.
8. All main courses (**serve**) with vegetables or salad.
9. The second goal (**score**) by Hughes in the 41st minute.
10. The cathedral (**build**) in the fourteenth century.
11. Nothing (**see**) of Pauline since her car
(**find**) abandoned near Newbury last week.
12. As our new furniture (**deliver**) on Monday morning I'll have
to stay home to check that it(**not damage**) during transit.
13. The new Alhambra hatchback, which in this country
(**sell**) under the name 'Challenger', (**fit**) with electric
windows as standard.
14. For the past few days I (**work**) in Jack's office, as my own
office (**redecorate**).
15. The last time I went sailing with friends the boat (**sink**) in a gale.
Luckily I(**not invite**) again since then!
16. It (**announce**) that the proposed new office block
..... (**now not build**) because of the current economic situation.
17. A major new deposit of oil (**discover**) in the North Sea.
It (**think**) to be nearly twice the size of the larger existing
field.
18. Pictures of the surface of the planet Venus (**receive**)
yesterday from the space probe 'Explorer' which (**launch**)
last year.
19. A large sum (**raise**) for the Fund by a recent charity
concert but the target of £250 000 (**still not reach**).
20. No decision (**make**) about any future appointment until
all suitable candidates (**interview**).

4 The passive

Questions to answer:

1. What is the difference between active and passive voice?
2. Describe the formation of the passive?
3. What are the main reasons for using the passive?
4. Create passive sentences in various tenses (simple present, present progressive, present perfect, past simple, past progressive, etc.).
5. In what cases do we use get + past participle instead of be + past participle?
6. Give a few sentence using get + past participle.
7. Create a short paragraph written in a scientific style using passive voice

Recommended literature:

SWAN, Michael – WALTER, Catherine. 2019. *Oxford English Grammar Course. Advanced*. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9

VINCE, Michael. 2003. *Language Practice with key*. Turin: Macmillan, 326 s. ISBN 1-405-00762-1

VERSPOOR, Marjolijn – SAUTER, Kim. 2000. *English Sentence Analysis*. Amsterdam: John Benjamins Publishing co., 245 s. ISBN 9781556196614

5 The causative (have something done)

The causative is similar to the passive because we are interested in what is done to someone or something and not in who does it. Compare the following sentences:

Active voice: *I cleaned the carpet yesterday.*

Passive voice: *The carpet was cleaned yesterday.*

Causative: *I had the carpet cleaned yesterday.*

Form of the causative

The causative is formed with the different tenses of have + object + past participle (SVOC):

Present tenses: *I have my hair cut every month. I am just having my hair cut.*

Past tenses: *I had my hair cut yesterday. While I was having my hair cut someone stole my car.*

Perfect tenses: *I have just had my hair cut. He said that he had had his hair cut.*

Future tenses: *I'll have my hair cut next week. When are you going to have your hair cut?*

Modal verbs: *I may have my hair cut next week. You should have had your hair cut last week.*

Questions and negatives are formed with do/does/did:

Do you have your hair cut every month? Why didn't you have your hair cut last week?

12 Rewrite the following sentences using a form of *have* or *get*. Omit the agent where possible.

Example: Have you ever had someone record your own voice?

Have you ever had your own voice recorded?

1. We were thinking of getting the gardener to cut the grass.
.....
2. Can't we get someone to do the translation?
.....
3. The car hasn't been serviced for a long time.
We
4. We arranged for somebody to repair the roof.
.....
5. Just a minute. I'll ask someone to wrap this for you.
.....
6. Before we leave, we must get the Foreign Office to renew our passports.
.....
7. They are employing builders to build a garage.
.....
8. I'm going to employ builders to build a garage.
.....
9. The tap kept dripping so I had to send for a plumber to see to it.
.....

5 The causative (have something done)

10. I would like to have someone repaint my car, but I can't afford it.
.....
11. You should arrange to install central heating before winter comes.
.....
12. The authorities are encouraging mothers to arrange for the vaccination of their children.
.....
13. Someone will have to see to it for you.
.....
14. The scissors need sharpening.
We must
15. Someone must chop this wood for us.
.....
16. Why don't you arrange for your newspapers to be delivered regularly?
.....
17. His tonsils were removed when he was twenty-one.
.....
18. They're coming to put in a new water-heater next week.
We
19. The dentist is going to take out two of my teeth tomorrow.
.....
20. Someone is painting our house at the moment.
.....

13 Complete these sentences by inserting the correct forms of *have* and the past participle of the verbs in brackets. In some cases you will have to insert a pronoun.

Example: The piano is all right now. I (just tune)
The piano is all right now. I have just had it tuned.

1. How often ? (test your brakes)
2. I never find time to clean the car myself, so I (clean)
3. We The house is warm! (just install central heating)
4. Did you repair the car yourself? ~ No, I (repair)
5. My hair looks awful; I think I tomorrow. (cut)
6. If you hate cleaning fish, why don't you at the fishmonger's? (clean)
7. We That's why there is all this mess. (decorate our house)
8. Did he develop the film himself or ? (develop)
9. The trousers are too long. I must (shorten)
10. The roof was damaged in a storm, so we yesterday. (repair)
11. That's a good piano but you should (tune)
12. How often ? (service your car)
13. I must go to the garage to (mend the puncture)
14. We at the moment. (paint the house)
15. Why don't you ? (photocopy the document)
16. He didn't make the furniture himself. He (make)

17. Your hair looks nice. Have? (**cut**)
18. The battery is all right now. I (**just recharge**)
19. Can I see the photographs you took when you were on holiday? ~ I'm afraid I yet. (**not develop the film**)
20. I bought a new TV set, but I couldn't fit it in my car, so I (**deliver**)
21. I when I was twenty. (**remove my appendix**)
22. I lost my key. I'll (**have to make another key**)
23. Does your wife clean the windows every month? ~ No, she doesn't clean them herself, she (**clean**)
24. While I the police towed away my car. (**do my hair**)
25. You must They look awful. (**repair your shoes**)

Questions to answer:

1. Could you explain why the causative is similar to the passive?
2. Could you give a few examples of the causative in a sentence?
3. Could you comment on the structure of the causative?

Recommended literature:

RAFAJLOVIČOVÁ, Rita. 2015. The Structure of the English Sentence. Prešov: Prešovská tlačiareň s.r.o, 292 s. ISBN 978-80-970862-3-7

SWAN, Michael – WALTER, Catherine. 2019. Oxford English Grammar Course. Advanced. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9

VINCE, Michael. 2003. Language Practice with key. Turin: Macmillan, 326 s. ISBN 1-405-00762-1

British Council. *Passives*. 2021. Available at:
<https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/passives>

6 Concord

The subject-verb concord (or agreement) tells us that the subject and the verb phrase have to be consistent in number and person. In the following sentence: Fiona goes jogging every three times a week, the subject (Fiona) and the verb phrase (goes jogging) agree in number and person (in third person singular the inflectional morpheme “s” is added to the base of the verb in the present simple tense).

Particular examples with concord patterns:

The sheep is grazing in the field./The sheep are grazing in the field.

Mathematics and Physics were not my favourite subjects at school./Mathematics is the subject I love.

Angela and Patrick are my best friends.

Creativity, flexibility, and good communication skills are welcomed/desired nowadays when applying for a job.

Almost everybody in the company has called in sick on Monday, which was quite unexpected.

All of the money was spent on food.

A number of people have gathered in front of the building to demonstrate.

The number of students attending this course is 15.

Mike, there's apples and bananas on the table. Please, help yourself.

There is not enough time to make an excuse. We must act!

Notional concord is agreement between the subject and verb phrase based on the idea of number. It is also connected with the meaning of the subject, not its form, which determines the choice of verb, for example:

*His family **has moved** to Dublin in 2000.*

*His family **are coming** next July to spend a week with them.*

*Ireland **is** a country worth visiting.*

*We have not seen each other for ages. 25 years **is** a long time indeed.*

Subject – verb concord

14 Choose the right verb. In some cases two answers are possible.

1. There *is/are* some people waiting for you.
2. The people wholeheartedly *support/supports* you.
3. The Spartans *was/were* a warlike people.
4. The Japanese *is/are* an industrial people.
5. Many cattle *is/are* suffering from a disease called BSE. (BSE = bovine spongiform encephalitis = mad cow disease)
6. All our cattle *is/are* grazing in the field.
7. The youth of today *has/have* greater opportunities than ever before.
8. The youth of today *is/are* better off than we used to be.
9. The youth *was/were* more serious than his uncle.
10. The crowd *was/were* in a cheerful mood.
11. The news *isn't/aren't* very good, I'm afraid.
12. Unfortunately, the news *was/were* worse than I had expected.

13. Your trousers *is/are* too loose.
14. Measles *is/are* much less common in our country now than it used to be.
15. Mumps *is/are* an unpleasant ailment.
16. The odds on our team winning *is/are* ten to one.
17. The police *has/have* arrested our neighbour's son.
18. The military *has/have* surrounded the building.
19. At the bottom of the hill there *is/are* a dangerous crossroads.
20. There *is/are* three crossroads before you turn right.
21. Linguistics *has/have* developed rapidly in modern times.
22. The acoustics of this hall *is/are* excellent.
23. I pray that God *help/helps* me solve this situation in such a way that both parties are satisfied. (mandative subjunctive concord)
24. Politics *is/are* said to be the art of the impossible.
25. His politics *is/are* very left-wing.
26. Mathematics *was/were* my best subject at school.
27. Mathematics *is/are* an exact science.
28. Your mathematics *is/are* very weak.
29. The damages *has/have* not yet been paid, *has it/have they?*
30. Darts *is/are* becoming very popular in our country.
31. My earnings *is/are* lower this year.
32. Bacteria of the harmful kind *causes/cause* disease.
33. Where *do/does* your family live?
34. My family *has/have* decided to move to Canada. They think it's a better place to live.
35. The public *is/are* demanding an official enquiry.
36. England *has/have* lost all their football matches this season.
37. His belongings *has/have* been destroyed in a fire.
38. Chemical works *causes/cause* a lot of pollution.
39. An enormous steelworks *was/were* built here in the thirties.
40. Your hair *is/are* very pretty.
41. My baggage *has/have* been sent to London by mistake.
42. Draughts *is/are* an easier game than chess.
43. All possible means *has/have* been used to solve this problem.
44. A dirty pair of trousers *lie/lies* on the floor. ("a pair of" concord)
45. The outskirts of the town *is/are* very dull.
46. These surroundings *is not/are not* good for a child.
47. There *is/are* remains of food on the kitchen table.
48. This species of butterfly *is/are* very rare.
49. *Is/are* this your offspring?
50. *Is/are* these your offspring?
51. A lot of trouble *is/are* caused by racism.
52. A lot of problems *is/are* caused by unemployment.
53. There *has/have* been a lot of gossip about her.
54. There *has/have* been a lot of inquiries.
55. The majority of the damage *is/are* easy to repair.
56. The majority of people *has/have* complained.
57. The number of books stolen from the library *is/are* large.

58. A number of my friends *thinks/think* that I should take the job.
59. A large number of books *was/were* stolen from the library.
60. A large number of our students *is/are* American.
61. A large amount of money *was/were* collected.
62. Large amounts of money *was/were* collected.
63. Most of my friends *lives/live* in Warsaw.
64. More than one person *is/are* going to lose his job.
65. More than a thousand inhabitants *has/have* signed the petition.
66. More than one member *has/have* protested against the proposal.
67. Many a member *has/have* protested against the proposal.
68. One of these letters *is/are* for you.
69. Either day *is/are* OK.
70. Either Tuesday or Friday *is/are* OK.
71. The room's too crowded – either two chairs or a table *has/have* got to be moved out.
72. The room's too crowded – either a table or two chairs *has/have* got to be moved out.
73. Either the Mayor or her deputy *is/are* bound to come.
74. Either the strikers or the bosses *has/have* misunderstood the claim.
75. Either of the houses *is/are* big enough.
76. Either of the children *is/are* quite capable of looking after the baby.
77. I don't think either of them *is/are* at home.
78. Either my wife or I *am/is/are* going.
79. Neither answer *is/are* correct.
80. Neither day really *suits/suit* me.
81. Neither James nor Virginia *was/were* at home.
82. Neither my brother nor my sister *is/are* red-haired.
83. Neither my brother nor my sisters *is/are* red-haired.
84. Neither my brothers nor my sister *is/are* red-haired.
85. Neither of my parents *has/have* been abroad.
86. Neither of the children *wants/want* to come.
87. Neither of these cars *is/are* exactly what I want.
88. Neither she nor her husband *has/have* arrived.
89. I wrote both to John and Mary. Neither *has/have* replied.
90. Neither you, nor I, nor anyone else *knows/know* the answer.
91. None of my friends *has/have* seen the film.
92. None of my children *has/have* black hair.
93. None of the guests *wants/want* to stay.
94. None of them *has/have* come back yet.
95. None of this money *is/are* mine.
96. We had three cats once – none of them *is/are* alive now.
97. Half of my friends *is/are* on holiday at the moment.
98. Half of the plums *is/are* rotten.
99. Half of the money *is/are* mine.
100. Half of my friends *lives/live* abroad.
101. We can take the bus. Five kilometres *is/are* too far to walk.
102. Three weeks *is/are* a long time to wait.
103. Three million crowns *was/were* stolen in the robbery.

104. 3.6 kilometres *is/are* about 2 miles.
105. Where *is/are* that five pounds I lent you?
106. Thirty pounds *seems/seem* a reasonable price.
107. Two fifths of the forest *was/were* removed.
108. Two fifths of the dwellings *has/have* more than six people per room.
109. Three glasses *isn't/aren't* enough to get me drunk.
110. Three and five *is/are* eight.
111. Ten times six *is/are* sixty.
112. Two thirds of the area *is/are* under water.
113. Bread and butter *was/were* all we had.
114. The Philippines *is/are* a large group of islands.
115. The hammer and sickle *was/were* flying from a tall flagpole.
116. Fish and chips *is/are* getting very expensive.
117. War and peace *is/are* a constant theme in history.
118. War and peace *is/are* alternatives between which man must constantly choose.
119. 'War and Peace' *is/are* a fascinating novel.
120. The Seven Sisters *is/are* a line of chalk cliffs on the coast of Sussex.
121. The seven wonders of the world *was/were* well-known in ancient times.
122. 'The Three Bears' *is/are* a well-known nursery story.
123. 'The Canterbury Tales' *exists/exist* in many languages. (a collection of stories)
124. 'Romeo and Juliet' *is/are* one of Shakespeare's most popular plays.
125. What are these things doing here *is/are* what I'd like to know.
126. What I am most interested in *is/are* your immediate personal reactions.
127. What we need *is/are* a few bright young engineers.
128. What we need most *is/are* books.
129. Physics, as well as chemistry, *is/are* taught at this school.
130. The Prime Minister, as well as several Cabinet Ministers, *believes/believe* in a tough financial policy.
131. George, together with some of his friends, *is/are* buying a race-horse.
132. Not only George but also his friends *is/are* buying the horse.
133. How is it that your answer and your neighbour's *is/are* identical?
134. It is I who *am/is* to blame.
135. It's me who *am/'s* to blame. (informal)
136. A good knowledge of three languages *is/are* necessary for this job.
137. A serious problem in our garden *is/are* wasps.
138. The biggest time-waster *is/are* meetings.
139. Smoking cigarettes *is/are* dangerous to your health.
140. To treat them as hostages *is/are* criminal.
141. A great attraction *is/are* the antique shops in the old part of the town.
142. Nobody's disagreed with the latest proposals, *has he/have they?*
143. Whoever *comes/come*, tell them to go away.
144. Everyone is ready to leave now, *isn't he/aren't they?*
145. Nobody except his best friends *likes/like* him.
146. Everyone of us *has/have* his own burden to shoulder.
147. Everybody *knows/know* what they have to do.
148. Every one of the children *was/were* crying.

149. Every adult and every child *was/were* holding a flag.

150. If any of the children *gets/get* hungry, they can have an orange.

Other types of concord

15 Select an appropriate alternative. In some cases, both alternatives are possible.

1. The Committee will insist on *its/their* rights.
2. The Committee wishes to reconsider *its/their* decision.
3. Every passenger *has/have* to carry *his/their* own luggage.
4. Wait till everyone has finished before you start taking away *his/their* plates.
5. You have always been such *a good friend/good friends*.
6. Tell the children to blow their *nose/noses*.
7. Six people lost their *life/lives* in the accident.
8. It weighs one and a half *kilo/kilos*.
9. The house has about 1.75 *hectare/hectares* of land.
10. The government wants to improve *its/their* image.
11. The government want to improve *its/their* image.
12. The crowd *which/who* has gathered here is in a cheerful mood.
13. The crowd *which/who* have gathered here are in a cheerful mood.
14. We must use *all/every* means at our disposal.
15. *This/These* vermin cause disease.
16. *This/These* belongings of John's *was/were* found in the cupboard.
17. I paid £100 for *this/these* binoculars, but *it isn't/they aren't* very good.
18. It weighs one and a half *ton/tons*.
19. One student after another *was/were* complaining about the lack of adequate accommodation.
20. The United States is anxious to improve *its/their* image in Latin America.
21. The younger children are *a problem/problems*.
22. Has anybody brought *its/their* camera?
23. No one could have blamed *himself/themselves* for that.
24. One should choose *one's/his* friends carefully.
25. The government are cutting *its/their* losses.
26. The government is cutting *its/their* losses.
27. Somebody has made a mistake, *hasn't he/haven't they*?
28. Somebody borrowed my bicycle yesterday, didn't *he/they*?
29. There *is/are* a couple of people outside *which/who* *wants/want* to talk to you.
30. The public has a right to know what money is being spent in *its/their* name.
31. The public have a right to know what money is spent in *its/their* name.
32. That's a lovely ship. What is *she/it* called?
33. If anyone calls, ask for *his/their* number so that I can ring *him/them* back.
34. She is the cow *who/which* has just had a calf.
35. She spent *happy/a happy* ten minutes looking through the photos.
36. The audience *was/were* clapping *its/their* arms in excitement.
37. Either he or she is going to change *his/her/their* opinion.
38. They all nodded their *head/heads* in agreement.

39. We put on our *coat/coats*.

40. Japan, *who/which* was isolated from the rest of the world for nearly three hundred years, has now taken *its/her* place as a member of a world community.

Questions to answer:

1. What does it mean that subject and verb are in concord?
2. Could you give a particular examples of concord violation?

Recommended literature:

CARTER, Ronald – McCARTHY, Michael. 2006. Cambridge Grammar of English. Cambridge: CUP, 973 s. ISBN 0521674395

RAFAJLOVIČOVÁ, Rita. 2015. The Structure of the English Sentence. Prešov: Prešovská tlačiareň s.r.o, 292 s. ISBN 978-80-970862-3-7

VINCE, Michael. 2003. *Language Practice with key*. Turin: Macmillan, 326 s. ISBN 1-405-00762-1

7 Inversion

Inversion is a typical linguistic phenomenon in the English language. There are many natural cases when inversion applies as part of the grammar structure e.g. when creating questions (interrogative statements). In the mentioned case, auxiliary verbs are always placed at the very beginning, i.e. before the subject (*Do you like Maths?*), so as it can be deduced, the normal word order has been inverted (changed, reversed). There are also certain expressions, namely adverbs with a negative meaning such as *hardly, never, rarely, seldom, scarcely, etc.* which anticipate subject-verb inversion when being fronted (Never in my life have I eaten such a delicious strawberry cake.). As we could see, the auxiliary verb “have” has been placed before the subject “I” following the adverbial with negative meaning as if to create a question. Inversion can also happen in other cases when creating exclamations (exclamatory sentences) when the object is placed before the subject and verb, preceded by a **wh-word** (What a nice dress you are wearing today!, What a nice story it is!).

Inversion can also happen in conditional clauses (in conditional clauses of condition). In these particular cases the subordinating conjunction “If” is omitted such as in the following sentence: “*Had I known the truth before, I would not have let you leave.*”

Put the underlined expressions in the following exercises at the beginning of the sentence and make all the necessary changes. In some cases the first words are given.

Examples: He had hardly finished his dinner when the police arrested him.
Hardly had he finished his dinner when the police arrested him.

He only thought about having a holiday abroad after he retired.
Not until he retired did he think about having a holiday abroad.

16 Inversion after *never, rarely, seldom*

1. I have never in my life seen such a beautiful girl.

.....

2. I have never enjoyed myself more!

.....

3. I had never played squash before.

.....

4. I have never heard a weaker excuse.

.....

5. We have seldom been treated in such a rude way.

.....

6. There have rarely been so many spectators in this stadium.

.....

7. A minister can rarely have been faced with such a problem.

.....

8. They have seldom given a worse performance.

.....

9. I had rarely had so much money.

.....

10. The country has seldom faced a greater disaster.

.....

17 Inversion after *hardly, barely, scarcely, no sooner*

1. I had scarcely opened the door when the phone rang.
.....
2. We had hardly settled down in our seats when the lights went out.
.....
3. The plane had scarcely taken off when the pilot had to make an emergency landing.
.....
4. As soon as I got into the bath, someone rang the doorbell.
No sooner.....
5. Just after the play started there was a power failure.
Hardly
6. He had no sooner finished one meal than he started eating another.
.....
7. Almost as soon as I got home, the telephone rang.
No sooner
8. He had hardly fallen asleep when somebody knocked at the door.
.....
9. He had barely begun his speech when he was interrupted.
.....
10. She had no sooner left the room than they called her back.
.....

18 Inversion after expression beginning with *no* and *not*

1. He not only showed her how to do it but offered to help her as well.
.....
2. It has at no time been easier to enter a University than nowadays.
.....
3. He received a letter a few days ago and did not learn till then that he won a lottery.
He received a letter a few days ago and not till then
4. It was only when Paul phoned me that I found out about the party.
Not until
5. You could nowhere find a better English teacher.
.....
6. They didn't say a word.
Not a word
7. This switch must not be touched on any account.
On no account
8. Peter broke his arm, and he also hurt his head.
Not only

7 Inversion

- 9. The man was at no time aware of what was happening.
.....
- 10. It wasn't until the plane had landed that I realised how lucky we had been.
.....
- 11. You can't see these animals anywhere else.
Nowhere else
- 12. I was not only tired, I was also hungry.
.....
- 13. He must not leave the house on any account.
.....
- 14. I wouldn't go back to that country under any circumstances.
.....
- 15. He didn't realise the extent of the damage until he saw it in daylight.
.....

19 Inversion after expressions beginning with *only*

- 1. I heard only by chance that you had been in hospital.
.....
- 2. I only learnt the bad news today.
.....
- 3. I only began to see the results of my work after a year.
.....
- 4. It was only when Paul phoned me that I found out about the party.
Only when / Not until
- 5. I won't be able to relax until I know the results.
Only when
- 6. People only appreciated how good she was at her job after she had left.
.....
- 7. The club will only admit men under exceptional circumstances.
.....
- 8. It was only after three weeks in London that I began to feel at home.
.....
- 9. I can only fall asleep after I have had a drink.
.....
- 10. I only then realized what she meant.
.....

20 Inversion with *so ... that, such ... that, little*

- 1. You know little what trouble you're in.
.....
- 2. He became confused to such a degree that he didn't know where he was.
.....
- 3. The situation has deteriorated to such an extent that something must be done.
.....

4. The response to our appeal was so great that we had to take on more staff.

Such

5. The demand for tickets was so great that people queued day and night.

Such

6. I little realised that she had heard every word.

.....

7. It was such a heavy suit-case that he couldn't lift it.

.....

8. He spoke so quickly that nobody could understand.

.....

9. The storm was so terrible that many trees were uprooted.

.....

10. The fog was so thick that we decided not to go for a walk.

.....

21 Inversion after *nor*, *neither*, *so*, *as*, *than*

1. You know even less about it than I do.

.....

2. And I could not make him see the importance of it.

Nor

3. And she would not do as I asked her.

Nor.....

4. He had no money and didn't know anyone he could borrow from.

He had no money, nor

5. Compared to France, Germany has more company-cars on its roads. (use *than*)

Germany

6. I like swimming and my wife does, too. (use *so*)

.....

7. I don't like swimming and my wife doesn't, either. (use *neither*)

.....

8. She was a teacher. Her parents were teachers, too. (use *as*)

.....

9. The cake was excellent and the coffee was excellent, too. (use *as*)

.....

10. She loved staying in the cottage. Her friends who visited her there loved it, too. (use *as*)

.....

22 Inversion in conditional sentences

1. If you should leave early, could you give me a lift?

.....

2. If I had realised what would happen, I wouldn't have accepted their offer.

.....

3. If my boss were to resign, I might have a chance of getting the job.

.....

4. If I had known what was going to happen, I would never have left so early.

7 Inversion

.....
5. If you should change your mind, let me know.
.....

6. If we had known about global warming then, we might have done something.
.....

7. If I had time, I would start again.
.....

8. If she had listened to my advice, she would have passed the exam.
.....

9. If the government were to cut Value Added Tax, prices would fall.
.....

10. If it hadn't been for you, I wouldn't have finished it in time.
.....

Questions to answer:

1. What is inversion from the syntactical point of view ?
2. Could you give a few examples of inversion in a sentence?
3. Name a few typical adverbs with negative meaning after which inversion occurs.
4. Can inversion occur in conditional clauses? If yes, give a few examples.

Recommended sources:

JACOBS, A. Roderick. 1995. English Syntax. A Grammar for English Language Professionals. Oxford: OUP, 392 s, ISBN-13: 978-0194342773

RAFAJLOVIČOVÁ, Rita. 2015. The Structure of the English Sentence. Prešov: Prešovská tlačiareň s.r.o, 292 s. ISBN 978-80-970862-3-7

SWAN, Michael – WALTER, Catherine. 2019. Oxford English Grammar Course. Advanced. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9

8 Cleft sentences

Cleft sentence is a special type of sentence which consists of (or is divided into) two parts. The first part is made up of the pronoun “it” + the verb “to be” and is followed by a *wh*-element and the remaining clause (a kind of relative clause). Thanks to the structure of cleft sentence it is possible to give emphasis to the initial information which follows after “it + to be” such as in “*It was Mr. Edwards who won the competition.*” It is evident that the sentence consists of two clauses, the first one emphasizes the person (or object) leading us closer to another piece of information contained in the second clause which is known (old piece of information). The most common type are *it*-cleft sentences, but other variants might occur as well such as *wh*-cleft sentences (What I really need today is a nice cup of green tea and relax.).

23 Give special emphasis to the underlined parts of the sentences.

Examples: Peter met our new colleague yesterday.

It was Peter who met our new colleague yesterday.

It was our new colleague (that) Peter met yesterday.

It was yesterday that Peter met our new colleague.

1. I learnt about it only a year later.

.....

2. I want to talk to your sister.

.....

3. We decided to leave earlier because she felt sick.

.....

4. We need doctors, not nurses.

.....

5. I enjoy reading detective stories.

.....

6. I met him in Hungary.

.....

7. I was looking for my keys.

.....

8. She is angry because you have broken her vase.

.....

9. We need quality, not quantity.

.....

10. She bought a new dress to go to the party.

.....

11. You learn a foreign language only by constant practice.

.....

12. I am directly responsible for the efficient running of the office. (two ways)

.....

13. We punished him in order to teach him a lesson.

.....

14. My wife didn't send the letter.

.....

15. She gave him the wrong telephone number by mistake.

.....

8 Cleft sentences

16. They want results, not excuses.

17. You should try harder for your own good.

18. He takes after his mother rather than his father.

19. He complains about the teacher, not the headmaster.

20. They have had all the trouble since they came back, not before.

21. I need your help, not your sympathy. (three ways)

22. Professor Atkinson solved the problem.

23. John wore a white suit at the dance last night.

24. John wore a white suit at the dance last night.

25. John wore a white suit at the dance last night.

26. John wore a white suit at the dance last night.

27. John wore a white suit at the dance last night.

28. He gave the book to me.

29. We've painted the garage dark blue.

30. I lost Peter's telephone number.

31. I lost Peter's telephone number.

32. I first noticed it in September.

33. I told the police. (three ways)

34. He passed his final examinations three years ago.

35. I am waiting for your answer.

36. The trouble started when the police arrived.

37. He cannot understand because he is a foreigner.

38. We decided to return because he was ill.

.....
39. I telephoned you in order to tell you about our meeting.

.....
40. We are talking about our final exams.

Questions to answer:

1. Give a definition of a cleft sentence (structure, use, types).
2. Make a few specific examples using different types of cleft sentences.

Recommended sources:

CARTER, Ronald – McCARTHY, Michael. 2006. *Cambridge Grammar of English*. Cambridge: CUP, 973 s. ISBN 0521674395

Dictionary of Contemporary English. New Edition. 2009. Longman: Pearson Education Limited, 2081 s. ISBN 978-1-4082-1533-3

Macmillan English Dictionary. For Advanced Learners. 2002. Oxford: Macmillan Education, 1692 s. ISBN 0-333-96667-8

9 Additions and responses

Additions and responses can be described as short phrases which follow an uttered statement. They have the ability to express similarity or contrast to the previous information which was uttered. It is very efficient and recommended to use these short phrases in order to avoid repetition of previously mentioned information, i.e. to avoid redundancy.

24 Make short responses to the following sentences. Use the suggestions in brackets.

Neither can be replaced by *nor*.

Examples: Susan can speak Spanish. (David) ~ *So can David.*

Susan can't speak Spanish. (David) ~ *Neither/Nor can David.*

1. I'm feeling tired. (I) ~
2. I feel really tired. (I) ~
3. I won't be at work next week. (our secretary) ~
4. I never read newspapers. (my wife) ~
5. I'd like to go to the cinema. (I) ~
6. I didn't enjoy the film. (I) ~
7. I can't remember his name. (I) ~
8. I haven't got any money. (I) ~
9. I never go to concerts. (my husband) ~
10. I didn't get much sleep last night. (I) ~
11. I was hoping to get home early. (I) ~
12. I once had a holiday in Greece. (I) ~
13. He ought to listen more carefully. (you) ~
14. This chair needs repairing. (the one I'm sitting on) ~
15. He couldn't answer a simple question. (his brother) ~
16. I don't normally drink at lunch. (I) ~
17. Sheila will be at University next year. (Susan) ~
18. He used to work in a restaurant. (I) ~
19. I haven't been very well. (I) ~
20. The boys cheated! (the girls) ~

25 Make additions to the following sentences. Use the suggestions in brackets. *Neither* can be replaced by *nor*.

Examples: Susan can speak Spanish. (David)

Susan can speak Spanish and so can David.

Susan can't speak Spanish. (David)

Susan can't speak Spanish and neither/nor can David.

1. The bride didn't turn up at the wedding. (the bridegroom)

.....

2. I haven't seen the new film last night. (any of my friends)

.....

- 3. I get up late on holidays. (my wife)
.....
- 4. I have never been to York. (my sister)
.....
- 5. Peter didn't turn up. (Susan)
.....
- 6. I haven't got a car. (my parents)
.....
- 7. You shouldn't be watching TV. (James)
.....
- 8. She had to wait. (I)
.....
- 9. The first bus was full. (the second)
.....
- 10. I couldn't understand. (my friend)
.....
- 11. I wouldn't mind. (my wife)
.....
- 12. She doesn't eat mushrooms. (her husband)
.....
- 13. My car won't start. (my father's)
.....
- 14. We didn't know the way. (anyone else)
.....
- 15. I'm getting off at the next stop. (my sister.)
.....
- 16. You must come. (your wife)
.....
- 17. You ought to do your homework now. (Charles)
.....
- 18. I passed the exam. (Martin)
.....
- 19. The buses were full. (trams)
.....
- 20. You must go. (the others)
.....

26 Make responses to the following sentences using the suggestions in brackets.

Examples: The weather is going to improve. (believe) ~ *I believe so.*
 Have the letters arrived yet? (not think) ~ *I don't think so/I think not.*

- 1. I suppose you wouldn't like to look after the baby for an hour, would you? (not think)
~
- 2. Were you very late? (afraid) ~
- 3. Are the shops open on Sundays? (not think) ~
- 4. Is it raining? (afraid) ~

5. Grammatical exercises are very dull, aren't they? (think)
~
6. So it was worth doing. (suppose) ~
7. Will you be at the meeting this afternoon? (hope) ~
8. Will I see you again? (not suppose) ~
9. Do you think Manchester will win on Saturday? (afraid) ~
10. The bottle isn't empty, is it? (hope) ~
11. It's time to go, isn't it? (believe) ~
12. Will there be any tickets left? (expect) ~
13. I'm sure she'll soon get better. (hope) ~
14. Will she do as she's told? (not suppose) ~
15. Is there time for another cup of tea? (think) ~
16. Will the bus be on time? (not expect) ~
17. Do you think we will have to pay a fine? (hope) ~
18. Are they making good progress? (not seem) ~
19. I suppose we won't get home till after dark. (afraid) ~
20. The plane didn't land in Warsaw, did it? (not believe) ~

Questions to answer:

1. What is the key reason for using additions and responses? Why do we use them?
2. Create a dialogue using several examples of additions and responses.

Recommended literature:

SWAN, Michael – WALTER, Catherine. 2019. *Oxford English Grammar Course. Advanced*. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9

VINCE, Michael. 2003. *Language Practice with key*. Turin: Macmillan, 326 s. ISBN 1-405-00762-1

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10 Question tags

Question tags or tag questions can be described as specific constructions that we add to statements in order to have them confirmed by the other party to the communication. Usually, if a statement is positive, then the question tag is negative and vice versa. Question tags are used more frequently in speech than in a written discourse). They are used when we expect that the listener agrees with what we said. The Intonation plays a great role too and should be taken into account.

27 Add question tags to the following sentences.

1. There's something wrong with the cassette-recorder,
2. Nearly everyone is asleep at the moment,
3. That must be your father and mother,
4. I think we've met before,
5. Don't tell anyone,
6. Let's forget it,
7. I'll tell you,
8. Everyone will be leaving tomorrow,
9. Something should be done,
10. Nobody saw what happened,
11. Somebody has made a mistake,
12. I'll see you tomorrow,
13. Don't do it again,
14. Everybody is in agreement,
15. There isn't time for another drink,
16. It'll be a year before we see him again,
17. I am next on the list,
18. No doubt you'd rather he didn't stay abroad too long,
19. He's rarely been away for this long before,
20. So you think he'll be back tomorrow,
21. They have a walk in the park every afternoon,
22. Nobody's disagreed with the latest proposals,
23. We'd better not tell him about it,
24. Give me a hand,
25. Let's have a game of tennis,
26. You never say what you're thinking,
27. Somebody borrowed my bicycle yesterday,
28. You'd rather I didn't say anything,
29. I don't suppose he is serious,
30. There will be many people here,
31. Everyone is ready to leave now,
32. These are your shoes,
33. You have lunch at one,
34. You don't have lunch at one,
35. Open the door,

36. Don't make a noise,
37. He ought to be here soon,
38. He used to smoke,
39. You never work on Saturdays,
40. He can hardly pass the exam,
41. He denied stealing the money,
42. You need to come earlier,
43. I suppose they ought to have finished that,
44. Let me tell you all about it,
45. Come and see us tomorrow,
46. You never used to work so late,
47. Let's not discuss it now,
48. He must study harder if he wants to pass his exams,
49. I mustn't be late,
50. I may speak to him,
51. You've got two brothers,
52. He must be in bed by ten o'clock,
53. He's never ready,
54. He's hardly ready,
55. He's seldom ready,
56. It's my son's wedding next week and I have to look my best for that,
57. I had ten shirts made last year,
58. They have to work four hours on Saturdays,
59. He didn't have the TV repaired,
60. He never comes on Tuesday,
61. She has nowhere to go at Christmas,
62. There's no help for it,
63. There's nowhere to eat in this village,
64. She seldom goes to the theatre,
65. She has to work ten hours every day,
66. Let's go now,
67. Come here,
68. Sweep the kitchen floor,
69. Beat all the carpets today,
70. Give me a piece of paper,
71. Lend me your bicycle,
72. Let's go for a picnic,
73. Don't go alone after dark,
74. Don't spend too much money,
75. Don't forget,
76. Your brother has a bad back,
77. Someone had recognized him,
78. He has a cup of coffee at 10 o'clock,
79. We have to get up early tomorrow,
80. You need to come earlier,
81. He needn't do that,

82. You needn't stay long,?
83. We must answer the letter,?
84. I have to buy some matches,?
85. Nobody has been told,?
86. Everyone knows what they have to do,?
87. You have your hair cut every month,?
88. Don't be long,?
89. There's nothing wrong,?
90. They have a large family,?
91. There were lots of people at the carnival,?
92. That was lucky,?
93. Those are nice,?
94. Somebody open this door,?
95. I suppose (that) you are not serious,?
96. I don't suppose (that) he's serious,?
97. They used to write to you,?
98. You had your hair cut yesterday,?
99. What a beautiful painting it is,?
100. We ought to go now,?

Questions to answer:

1. What is a question tag? Could you give a short definition using various internet sources?
2. Could you give any particular examples of question tags?
3. What is specific about intonation of questions tags?

Recommended literature:

JACOBS. A. Roderick. 1995. *English Syntax. A Grammar for English Language Professionals*. Oxford: OUP, 392 s, ISBN-13: 978-0194342773

RAFAJLOVIČOVÁ, Rita. 2015. *The Structure of the English Sentence*. Prešov: Prešovská tlačiareň s.r.o, 292 s. ISBN 978-80-970862-3-7

SWAN, Michael – WALTER, Catherine. 2019. *Oxford English Grammar Course. Advanced*. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9

11 Wh-questions

Wh-questions start with **interrogative adverbs** (*when, where, why, how*) or **interrogative pronouns/determiners** (*who, whom, what, which, whose*). If asked, they require more than just a simple answer using yes or no. They are often used to elicit a more elaborate answer and falling intonation should be recognised when using them.

Examples using different **wh-words**.

Why is Emma crying?

What happened to your Henry? He looks so miserable.

Whose jacket is it?

How do you feel about this new job offer?

28 Form questions asking about the underlined words.

Example: I am waiting for Peter.

Who are you waiting for?

1. My father is a teacher.

.....

2. You left your keys in my office.

.....

3. She has given your books to me.

.....

4. The English for 'zmrzlina' is ice-cream.

.....

5. Lake Windermere is 10 miles long.

.....

6. It took them five years to build this house.

.....

7. She wants to speak to you.

.....

8. That present is for my mother.

.....

9. I am meeting a friend at 10.

.....

10. The visitors are arriving this evening.

.....

11. I intend to remain here for a month.

.....

12. We go out about once a week.

.....

13. The meeting will last about an hour or so.

.....

14. We have three bicycles at home.

.....

15. I spent over fifty dollars for that radio.

.....
16. I spent over fifty dollars for that radio.
.....

17. Those students come from Italy.
.....

18. She left school three years ago.
.....

19. She left school three years ago.
.....

20. I started swimming when I was ten.
.....

21. The Second World War ended in 1945.
.....

22. 10 Downing Street is the Prime Minister's home.
.....

23. A foal is a young horse.
.....

24. Kate is looking for my dog.
.....

25. I walked out because I felt ill.
.....

26. Our flat is on the second floor.
.....

27. I would like the picture on your right.
.....

28. He said that he didn't know the man.
.....

29. The pupils can use this computer.
.....

30. He opened the door with a key.
.....

31. He opened the door with a key.
.....

32. This hat suits you best.
.....

33. Susan's telephone rang.
.....

34. About forty people came to the party.
.....

35. Mr. Brown wants to have a day off.
.....

36. They are waiting for me.
.....

37. Fred broke the big glass vase.
.....

38. Fred broke the big glass vase.
.....

11 Wh-questions

.....
39. That red car is my father's.
.....

40. I will leave the money to my sister.
.....

Questions to answer:

1. What is the structure of wh-questions? Could you explain the way they are formed?
2. Give a few examples of interrogative pronouns and adverbs and use them in sentences.

Recommended literature:

CARTER, Ronald – McCARTHY, Michael. 2006. *Cambridge Grammar of English*. Cambridge: CUP, 973 s. ISBN 0521674395

Dictionary of Contemporary English. New Edition. 2009. Longman: Pearson Education Limited, 2081 s. ISBN 978-1-4082-1533-3

Macmillan English Dictionary. For Advanced Learners. 2002. Oxford: Macmillan Education, 1692 s. ISBN 0-333-96667-8

12 The Compound sentence

The compound sentence consists of two or more main clauses **which are equal** (both may stand on their own). Therefore, they have an equal relationship. This fact takes us to the conclusion that clauses centered in a compound sentence are independent and the information in one clause is not superior (or inferior) to the information contained in another clause. They are not dependent upon each other, but this does not mean that their reversibility is always possible. The clauses (located in a compound sentence) are linked together by particular type of clause links called coordinators (coordinating conjunctions). Coordination in general means combining of two or more independent clause together (Verspoor, Sauter, 2000).

The list of coordinators:

Coordinating (coordinate) conjunctions (and, or, but, yet, for, nor, so)

Correlative conjunctions (either...or, both...and, not only...but also, neither...nor)

Linking adverbials or so called conjunctive adverbs (however, moreover, as a result, furthermore, consequently, therefore, etc.)

Joining the clauses by means of punctuation is also possible. In this case, no specific coordinator (coordinating conjunctions) is used, except for punctuation marks, which may, however be followed by a conjunctive adverb such as: therefore, besides, however, moreover, etc., (comma+conjunction, semicolon, etc.).

Particular examples of clauses joined together in this way:

I have done the cooking; I still need to do the washing. (semicolon used to join two independent clauses).

Mary doesn't want to go by bus, so she will go by train. (comma+conjunction)

John prefers drinking tea; therefore, he will be delighted upon being invited to the tearoom. (semicolon+conjunctive adverb+comma).

29 Change the following complex sentences into compound sentences using the conjunctions in brackets. The first words are given.

Examples: If you don't stop making that noise, you'll wake the baby. (or)

Stop making that noise, or you'll wake the baby.

If he worked overtime, he would earn as much as I do. (so)

He doesn't work overtime, so he doesn't earn as much as I do.

1. I would go to Ireland if I could afford it. (but)

I'd like

2. If the TV set was working, we could watch the game. (so)

The TV set

3. If you give me the money, I will tell you. (and)

Give

4. If you don't tell me the truth at once, I'll never trust you again. (or)

Tell

5. If you send her some roses, she'll forgive you. (and)

12 The compound sentence

- Send*
6. If you don't drop that gun, I'll shoot you. (or)
Drop
7. If you give him a little encouragement, he'll work hard. (and)
Give
8. If you take a pill, you won't be seasick. (and)
Take
9. If he had realized what was happening, he would have run away. (or)
He
10. We rarely stay in hotels because we can't afford it. (for)
We
11. Although he tried hard, he failed. (but)
He
12. Although he tried hard, he failed. (and yet)
He
13. If you are too long, you'll miss the bus. (or)
Don't
14. She wrote in pencil, because she couldn't find her pen. (so)
She
15. We all went home, because the rain fell. (so)
The rain
16. Much as I enjoyed the holiday, I was glad to be home. (but)
I
17. You won't learn anything unless you do your homework. (or)
Do
18. **She** left him, even though he had done his best for her. (and)
He
19. He put the lights on so that we could see much better. (and)
He
20. If they cleaned the windows, the rooms would look brighter. (so)
They
21. If we had central heating, the house would be warmer. (so)
We
22. If I had known you were in hospital, I would have visited you. (so)
I
23. I like him very much although I don't know him very well. (but)
I
24. Once you've taken this pill, you'll feel better. (and)
Take
25. We listened eagerly because he brought news of our families. (for)
We

30 Join or rephrase the following sentences using these correlative pairs of conjunctions: either ... or, neither ... nor, both ... and.

Example: She plays the violin. And she sings.
She both plays the violin and sings.

1. You can have tea. You can have coffee.

2. I don't know what happened to him. I don't care.

3. I don't speak English. I don't speak French, either.

4. David didn't come to the party. Sheila didn't come to the party, either.

5. She didn't write and she didn't phone.

6. The Browns are on holiday and so are the Collinses.

7. We can leave on Tuesday or we can leave on Wednesday.

8. It was a very boring film. It was very long, too.

9. The Browns haven't got a car. The Collinses haven't got a car, either.

10. The President is not to attend the conference. His representatives are not to attend the conference, either.

11. I met Peter. I met his girl friend, too.

12. I didn't meet Mr Peters. I didn't meet his wife, either.

13. We could eat now. Or we could wait until later.

14. The journey wasn't very comfortable. And it wasn't very interesting.

15. I didn't see him. And I didn't see his brother.

Questions to answer:

1. Could you define a compound sentence? What elements does it contain?
2. Give examples of coordinating conjunctions used to create a compound sentence.
3. Explain the ways how clauses can be joined together and give specific examples for each case.
4. Could you explain the difference between the two following sentences?
The children are playing hide and seek.
I stayed at home today, for I had a terrible migraine in the morning.

Recommended literature:

JACOBS, A. Roderick. 1995. *English Syntax. A Grammar for English Language Professionals*. Oxford: OUP, 392 s, ISBN-13: 978-0194342773

RAFAJLOVIČOVÁ, Rita. 2015. *The Structure of the English Sentence*. Prešov: Prešovská tlačiareň s.r.o, 292 s. ISBN 978-80-970862-3-7

SWAN, Michael – WALTER, Catherine. 2019. *Oxford English Grammar Course. Advanced*. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9

13 The complex sentence – introduction

A **complex sentence** contains one independent clause and at least one dependent clause as it is exemplified here: *I think that it is really worth visiting cultural heritage sights in our region.* *I think* will be defined as a main clause, while the second part of the sentences starting with *that* (as a link) will be called a dependent clause. “*In a complex sentence, the dependent clause cannot stand on its own and functions as a constituent (subject, object, adverbial, or attribute) of the main clause*” (Verspoor, Sauter, 2000, pp. 37-38). There are many ways of how subordination is realized, e.g. through the medium of subordinating conjunctions, wh-element, that, subject-operator inversion, etc. The most common is the use of subordination conjunctions such as: because, while, when, if, after, etc., which introduce the dependent clause. According to their semantic function, dependent clauses can be divided into three types: *adverbial, relative (adjective) and nominal (noun) clauses.*

Particular Examples:

I cannot go with you **because** *I have some other business planned for today.* (adverbial cl.)

Louis Smith, **who** *is director of the Centre for Intercultural Communication,* graduated from the University College Cork in Ireland. (relative/adjective cl.)

What *you said about your grandparents,* makes me think about my deceased grandad. (nominal/noun cl.)

I believe **that** *we will start cooperation with the museum in Idaho soon.* (nominal/noun cl.)

Note: It might also happen that you will encounter a compound sentence with complex parts, or a complex sentence with compound parts. Their existence gave rise to the so called compound-complex sentence, e.g.: I usually walk to school, **but** I could not go today **because** *it was raining heavily in the morning.*

From the syntactic point of view, dependent clauses can represent a number of sentence (clause) elements. They can act as:

Subject: That he lied to us is more than sure.

Direct Object: I believe that she is the most wonderful granny in the whole world.

Subject Complement: The fact is that I am not in mood of quarrelling with you anymore.

Object Complement: Sue couldn't imagine Peter to be hitch-hiking.

Adverbial: I will call you as soon as I come home from work.

Prepositional Complement: My future career depends on how effective I can be in terms of writing scientific articles and active participation in international projects and conferences.

Adjective Complement: I am not ready to apply for the Erasmus exchange program yet.

Postmodifier in a noun phrase (NP): This is my best friend Mike who helped me a lot during my thesis defence preparation.

Dependent clauses can be further divided into **finite** and **non-finite**. With *finite dependent clauses*, there is a regular link present that is called a **subordinator** (when, if, because, although, that, wh-element, etc.) which is followed by **the subject and predicate**. However, with *non-finite dependent clauses* there is no overt reference made about the tense, person and number (it does not have a finite verb), although the conjunction may be present.

Both finite and non-finite dependent clauses act as clause constituents (they cannot stand on its own).

Finite dependent clauses - examples:

When I was 10 years old, I was enthusiastic about universe and life on other planets.

If it stops raining, we will go for a walk.

I know very well that she tried her best to answer my detailed questions.

Non-finite dependent clauses - examples:

After having spent 3 hours in the shopping centre, searching unsuccessfully for the perfect shoes to match my dress, I decided to leave.

Helped by my family and friends, I luckily managed to overcome the most difficult period in my life.

Students should take all their things and possessions *before leaving the classroom* when the lessons are over.

If accepted by the Fulbright Commission, Fíona will be awarded with the grant to carry out her doctoral research in the USA.

It is not my cup of tea *to start day without breakfast.*

I suggest *having a day off today.* We all deserve it.

To sum up, **non-finite dependent clauses** can be characterised as:

- *infinitive clauses (to infinitive and plain/bare infinitive)*
- *ing-clauses*
- *ed-clauses*

31 How many clauses do the following sentences contain (1, 2, 3 or 4)?

1. She said that Peter would take them by car when he comes back from work.
2. I didn't know that you were a graduate of Oxford University, but I did know that you lived in York for a while.
3. I wrote the letter, and my secretary addressed it and mailed it for me.
4. The man who was punching tickets at the window told us that the show would be late because the band was backstage drunk.
5. The letter which you wrote is inappropriate because it is rude.
6. I cannot work in my office without listening to the radio because there is too much ambient noise in the building.
7. I think about how I have some of the same problems as the patients that I treat.
8. We were the ones who took the risk, so we felt that we should have been the ones to be rewarded.
9. I felt that my presence there was a burden to them.
10. I was hoping that my mother would say that she would come for Christmas.

32 Which of the following sentences contain a subordinate clause?

1. Because the space station has been damaged, we must abandon it.
2. The space station has been damaged, so we must abandon it.
3. The space station has been damaged, and we must abandon it.
4. I will leave before noon.

5. I will leave before you leave.
6. I will paint the garage door and repair the tractor.
7. Anyone who will leave earlier will be punished.
8. The fact that he is late is not surprising.
9. His credentials are suspect although he seems to know what he is doing.
10. Most people do not believe that they are immortal.
11. Give me the money and I will tell you.
12. If you give me the money, I will tell you.
13. He didn't work hard, so he had to find another job.
14. If you don't hurry up, we'll miss the bus.
15. Hurry up or we'll miss the bus.

33 Identify the underlined parts in the following sentences.

1. He tried to finish the paper too quickly.
 A adverbial clause B relative clause C noun clause D phrase
2. I plan to go fishing once I finish this chapter.
 A adverbial clause B relative clause C noun clause D phrase
3. No one would question your motivation for taking another job.
 A adverbial clause B relative clause C noun clause D phrase
4. None of the radio stations that I listen to reported the assassination.
 A adverbial clause B relative clause C noun clause D phrase
5. After this book is finished, I never want to write another grammar question for the rest of my life.
 A adverbial clause B relative clause C noun clause D phrase
6. The fact that he is late argues against electing him chairman.
 A adverbial clause B relative clause C noun clause D phrase
7. The dog that bit you did the right thing.
 A adverbial clause B relative clause C noun clause D phrase
8. Before I go fishing, I have to finish this chapter.
 A adverbial clause B relative clause C noun clause D phrase
9. Before I go fishing, I have to finish this chapter.
 A adverbial clause B relative clause C noun clause D phrase
10. After this chapter is finished, I will go fishing.
 A adverbial clause B relative clause C noun clause D phrase
11. Some people honestly believe that it is the hardest course they have ever taken.

VERSPOOR, Marjolijn – SAUTER, Kim. 2000. *English Sentence Analysis*. Amsterdam: John Benjamins Publishing co., 245 s. ISBN 9781556196614

RAFAJLOVIČOVÁ, Rita. 2015. *The Structure of the English Sentence*. Prešov: Prešovská tlačiareň s.r.o, 292 s. ISBN 978-80-970862-3-7

14 Noun clauses

Nominal or noun clauses act as noun phrases in the sentence. They are called nominal or noun clauses because they can replace noun phrases in their typical positions. Because they act as if they were noun phrases, noun clauses can function as e.g. subject, object or complement in the main clause.

To put it in other words, **noun clauses** do the same work as noun phrases. They can function as subject, object, subject complement, prepositional object or they can be in apposition to a noun. Unlike nouns, however, they may also function as adjective complementation without a preposition. (i.e. they may be used with a number of predicative adjectives):

I am not sure that I can remember the exact details.

Noun clauses may be classified into the following major classes:

1. *That-clauses*
2. *Whether-/If-clauses*
3. *Wh-clauses*
4. *Non-finite clauses (infinitive clauses and ing-clauses)*

Particular examples of noun clauses:

He said that it was the worst thing that ever happened to him.

I think this project will surely be a success.

That he lied was quite surprising for all of us.

The fact that we are continually destroying our environment makes me very angry and frustrated.

My general practitioner recommended that I should consult my state of health with another specialist.

My childhood dream is to become an actress one day.

I don't really remember whether I sent that postcard or not.

My little daughter asked me why she had to go to the kindergarten every day.

It is horrible how the prices of houses rocketed during the Corona virus pandemic.

I wonder where Mike and Fiona live now.

He asked his sister if she could give him a hand with homework.

They told me to calm down and sit straight.

It began raining at 5 o'clock in the morning.

I wanted to know where my belongings were.

34 Which of the following sentences contain a noun clause?

1. He really doesn't care about your excuses.
2. The excuse that you were ill is a little hard to believe.
3. If you had a valid excuse, he might listen to you.
4. He had said that he didn't suspect us.
5. Neither of us said anything when he accused us.
6. After he left, we were speechless.
7. He believed that he could do well.
8. He didn't know how he could do well.

9. She warned him that he might not do well.
10. We might decide that it doesn't feel right.
11. Will things feel the same once we are married?
12. This timetable seems to be out-of-date.
13. The fact that the university will not support this position is not surprising, when you think about the political positions that they normally support.
14. I don't know who lives on the other side of the fence.
15. The woman who is standing to the left is Bill's mother.

35 State the function of the underlined noun clauses in the following sentences (e.g. subject, object, complement, etc.).

1. He said that he was leaving on Friday.
2. The announcement that a new airport was to be built nearby aroused immediate opposition.
3. The proposal that shops should open on Sundays led to a heated discussion.
4. What is being discussed at the conference is of direct concern of the country.
5. That they will start next week is very improbable.
6. What you say is less important than what you do.
7. If that is what you want to know, why don't you ask him?
8. That the invading troops have been withdrawn has not affected our government's trade sanctions.
9. My assumption is that interest rates will soon fall.
10. We are glad that you are able to join us on our wedding anniversary.
11. How the book will sell depends on the reviewers.
12. I can't imagine what they want with your address.
13. The problem is who will water your plants when I am away.
14. Your original question, why he did not report it to the police earlier, has not yet been answered.
15. Whether he did it intentionally is a little difficult to say.
16. My main problem right now is whether I should ask for another loan.
17. It all depends on whether they will support us.
18. Where the pilot finally managed to land is not yet known.
19. You have yet to answer my question, whether I can count on your vote.
20. No one seemed to know when the train was due to arrive.
21. It seems that we're going to be late again.
22. I admire your belief that you are always right.
23. The main reason why I don't believe her is this.
24. I am glad that you were able to come.
25. It's important that everybody should feel comfortable.
26. I asked the waiter if there was any fish on the menu.
27. The writer deplored the fact that moral standards were declining.
28. We were all shocked by what had happened to him.
29. It seems unlikely that he would do such a thing.
30. The news was that the police had arrested a suspect.

36 Change the following sentences using 'preparatory it'.

Example: That he didn't leave a message is strange.
It is strange that he didn't leave a message.

1. Watching you working so hard makes me feel guilty.
.....
2. What you meant is not clear.
.....
3. Whether we should accept the money or not is a serious question.
.....
4. That he has been most unwise is clear.
.....
5. Why he did it still remains a mystery.
.....
6. To reach the top of that mountain has been found impossible.
.....
7. That he should say such things is incredible.
.....
8. That they will play tomorrow is very improbable.
.....
9. What they did with all the money is not known.
.....
10. To meet your husband has been a great pleasure.
.....

37 Rewrite the following sentences so that the finite or non-finite noun clauses come at the beginning.

Example: It is strange that he didn't leave a message.
That he didn't leave a message is strange.

1. It was a great experience to have a ride on the Big One.
.....
2. It soon became obvious that he had spent all the money on drugs.
.....
3. It wasn't at all easy for us to follow what the foreigner said. (three ways)
.....
.....
4. It is quite clear that it was done deliberately.
.....
5. It's very difficult to speak English well.
.....
6. It's a little difficult to judge whether he really meant what he said. (two ways)
.....
.....
7. It isn't yet known how the prisoners escaped.

-
-
8. It is very improbable that they will start next week.
.....
9. It is not known what he did with all the money.
.....
10. It makes me feel guilty, watching you working so hard.
.....
11. It seems quite useless to try and help them.
.....
12. It was due to luck rather than judgement that the driver succeeded in avoiding
an accident.
.....
13. It's obvious that you already know my secret.
.....
14. It's very inconsiderate of them to have asked you to give up your one free evenings.
.....
15. It's a little difficult to say whether he did it intentionally.
.....
16. It wasn't made clear at the time why we were to meet again so soon.
.....
17. It appears very likely that they will arrive.
.....
18. It isn't yet known where the pilot finally managed to land.
.....
19. It hasn't yet been discovered precisely who originated the plan.
.....
20. It is difficult to estimate at this stage how much the scheme would cost.
.....

38 Change the following sentences, substituting a finite noun clause for the underlined non-finite clauses.

Example: His now knowing the secret creates a rather difficult situation.
The fact that he now knows the secret creates a rather difficult situation.

1. The teacher insisted on the students' arriving punctually for their lessons.
.....
2. Being ignorant of the law is not accepted as an excuse for breaking the law.
.....
3. I am surprised at your thinking London a dull place to live in.
.....
4. A conceited man often cannot understand the reasons for people disliking him.
.....
5. Your having accepted this job means your having to travel much further to work.
.....
6. I refused to believe his having told me the truth.
.....
7. The child's criminal tendencies were put down to the fact of his coming from a broken home.
.....
8. He insisted on my checking again to see that the train left at 5.30, despite my having already assured him that it did.
.....
9. Before buying this painting, you should make sure of its being genuine.
.....
10. On entering the hotel, we immediately realized the reason for its being so popular with tourists.
.....

(Source: Graver, B. D. *Advanced English Practice*. Oxford : Oxford University Press, 1990. p. 194. ISBN 0 19 432181 9)

Questions to answer:

1. Could you define a dependent clause and explain where the difference lies between a main clause and a dependent one?
2. What types of dependent clauses are you familiar with from the different points of view (semantic, structural)?
3. Which sentence elements can dependent clauses represent?
4. Could you explain the difference between noun clauses, relative clauses and adverbial clause and could you give specific examples for each type?

Recommended literature:

RAFAJLOVIČOVÁ, Rita. 2015. *The Structure of the English Sentence*. Prešov: Prešovská tlačiareň s.r.o, 292 s. ISBN 978-80-970862-3-7

SWAN, Michael – WALTER, Catherine. 2019. *Oxford English Grammar Course. Advanced*. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9

VINCE, Michael. 2003. *Language Practice with key*. Turin: Macmillan, 326 s. ISBN 1-405-00762-1

15 Indirect speech

Indirect Speech (Reported speech, Quoted Speech)

In indirect speech we report what someone has said but we use our own words. Indirect speech is introduced by **subject + reporting verb**. The clause which follows the reporting verb is a noun clause functioning as object. The most common reporting verbs are say, tell and ask. They can be used in both direct and indirect speech.

Many reporting verbs do not report speech but thoughts, feelings, etc. (e.g. believe, guess, know, think, suppose, wonder):

I thought / knew / believed that he would come.

I wondered whether he had finished the work.

We can report statements, questions, commands, and exclamations.

1) Indirect statements

The commonest reporting verbs which introduce indirect statements are say and tell, but many other reporting verbs can be used to introduce indirect statements (e.g. add, admit, answer, assure, believe, claim, complain, decide, declare, deny, explain, hear, know, learn, object, point out, predict, promise, protest, read, reply, think, threaten, write, etc.).

Indirect statements are usually noun that-clauses which function as direct objects. That is optional after the commonest reporting verbs such as say, tell, think, but it is kept after other verbs (e.g. complain, explain, object, point out, protest, reply, shout, telegraph) and after nouns:

He said (that) his life was in danger. He told me (that) his life was in danger.

She shouted that she was busy. He explained that he never ate meat.

He disagreed with Copernicus's view that the earth went round the sun.

If the reporting verb is in the present, present perfect or future tense, the tenses in that-clause are usually the same as the tenses used in the original spoken statement. There is no tense change (backshift):

'I'm enjoying the party.' → He says (that) he is enjoying the party.

'I don't want to go.' → I've already told you that I don't want to go.

However, when the reporting verb is in the past, the tenses in that-clause often move one tense back. This is called **backshift**. The tenses in that-clause change in the following way:

present tenses → past tenses
 past tenses → past perfect tenses (mostly optional)
 present perfect tenses → past perfect tenses (obligatory)
 past perfect tenses → no change
 future tenses (shall, will) → would (should)
 conditionals → no change

Present tenses → past tenses

The simple present tense changes into the simple past tense, and the present progressive tense changes into the past progressive tense:

'My father is in hospital.' → She said (that) her father was in hospital.

'I am waiting for my sister.' → John said (that) he was waiting for his sister.

Present tenses can remain unchanged when an original statement is/was still valid at the time of reporting (the situation still has not changed), e.g. permanent states, habits, facts, truths.

She didn't know that the earth goes / went around the sun.

He said that he is / was an American citizen.

Past tenses → past / past perfect tenses

Past tenses can remain unchanged if this does not cause confusion:

'I arrived on Monday.' → He said that he (had) arrived on Monday.

'I left secondary school in 1965.' → He said that she (had) left secondary school in 1965.

Present perfect tenses → past perfect tenses

Present perfect tenses have to be changed to past perfect tenses:

'I've moved to a new flat.' → She said (that) she had moved to a new flat.

'He said, 'I've been waiting for ages.' → He said he had been waiting for ages.

Past perfect tenses → no change

'I had been waiting for hours before you arrived.' → He said (that) he had been waiting for hours.

Future (shall, will) → conditional (would, should)

He said, 'I will be/shall be in York on Friday.' → He said he would be in York on Friday.

Conditionals (should, would) → no change

I said, 'I would like to see it.' → I said I would like to see it.

'I would like to come tomorrow,' I said. → I said that I would like to come the next day.

2) Indirect questions

Indirect questions are subordinate noun clauses and are parts of complex sentences in which they function as objects. They are preceded by a main clause consisting of a subject and a reporting verb.

'Where are you going?' she asked him. → She asked him where he was going.

The word order in indirect questions is the same as the word order in statements (there is no inversion or do, does, did). If the reporting verb which introduces an indirect question is in the past, the tenses in the indirect question often move one tense back (backshift). The rules for backshift and other changes are the same as those for indirect statements.

'Did you see the accident?' the policeman asked. → The policeman asked if/whether I had seen the accident.

The most common reporting verb introducing indirect questions is ask, but many other reporting verbs can be used, e. g. (not) care, check, choose, confess, confirm, decide, depend on, discuss, doubt, explain, find out, forget, guess, inquire/enquire, know, learn, notice, mind, matter, understand, want to know, wonder, etc.

There are two kinds of indirect questions:

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– **indirect yes/no questions**, introduced by whether/if (whether/if-clauses, or yes/no interrogative clauses).

'Did he see you?' → I don't know if/whether he saw me.

'Do you know this boy?' → He wanted to know if/whether I knew the boy.

'Have you spent all your money?' → He wondered if/whether I had spent all my money.

– **indirect wh-questions**, introduced by wh-words (wh-clauses, or wh-interrogative clauses)

'When will Ann arrive?' → He wanted to know when Ann would arrive.

'What time is it?' → He asked me what time it was.

3) Indirect commands (requests, orders)

Indirect commands are usually expressed by non-finite infinitive clauses (see 3.4). There is no backshift of tenses. Some of the reporting verbs used to introduce indirect commands are: advise, ask, beg, command, encourage, entreat, forbid, implore, invite, order, recommend, remind, request, tell, urge, warn, etc.

'Show me your book.' → He told me/asked me to show him my book.

'Fire!' → The officer commanded the soldiers to fire.

'Run quickly!' → He told/ordered/asked/requested me to run quickly.

'Do sit down,' said my hostess. → My hostess invited me to sit down.

4) Indirect exclamations

Indirect exclamations can be expressed by dependent (subordinate) wh-clauses.

'How well she looks!' → Everybody was saying how well she looked.

'What a brave boy you are!' → Jane told me what a brave boy I was.

Indirect exclamations can also be reported by exclaim that or say that.

He said, 'What a nice girl she is!' → He exclaimed/ said that she was a nice girl.

Indirect speech – statements

39 Put the following statements into indirect speech.

1. 'I'm going out now, but I'll be back by noon,' he said.

2. 'I'm waiting for the train,' said Peter. 'It's late again.'

3. 'I never get up before seven,' he explained.

4. 'She has never driven a car before,' I said.

5. 'I've been waiting here for two hours,' he complained.

6. He said, 'I will be in Prague on Sunday.'

7. 'I won't be using my car tomorrow,' he said.

8. John said, 'When I was staying in York, I often went to that restaurant.'

9. She said, 'I decided not to buy the house because it was on a main road.' (it is still there)

10. 'I've missed my bus,' said Henry. 'Now I'll be late for school and my teacher will be angry.'
11. 'I moved to another flat,' said Alice.
12. 'I was waiting for you,' said Peter.
13. He said, 'My mother arrived on Tuesday.'
14. He said, 'I love her.'
15. He said, 'I loved her.'
16. Charles said, 'When I saw them, they were working in the garden.'
17. 'It's time we began training for our next match,' the coach said to the players.
18. 'I wish my children would eat vegetables,' she said.
19. 'I couldn't get into the house because I had lost my key, so I had to break a window,' he said.
20. 'They should put traffic lights here, otherwise there'll be more accidents,' she said.
21. 'I was intending to do it tomorrow,' he said, 'but now I don't think I'll be able to.'
22. He said, 'My wife wants to take a job but I'd rather she concentrated on our home.'
23. 'I wish you'd seen it,' I said to her.
24. 'The sun is 92 million miles away,' said our teacher.
25. 'I get up at five o'clock every morning,' she complained.
26. 'My wife always drinks coffee for breakfast,' said Mr Brown.
27. 'I saw the boy here in this room today,' he confirmed.
28. I said, 'I spoke to them yesterday.'
29. 'I will teach the same lesson tomorrow that I taught two days ago,' said our teacher.
30. Peter said, 'I will do it here and now.'
31. He said, 'I'd better go home.'
32. He said, 'You'd better tell Tom.' (two ways)

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- He said*
He advised
33. 'You mustn't tell anyone,' he said to her. (two ways)
He said that
He told her
34. 'I have just received a letter,' he said. 'I must go home.' (he went at once)
.....
35. Tom said, 'I must be there by nine tomorrow.'
.....
36. He said, 'You must start at once.'
.....
37. 'I didn't take the watch,' he said. (two ways)
He denied
He denied
38. 'I saw Joan in town,' he said. (two ways)
He mentioned
He mentioned
39. 'Yes, I lied to the police,' he admitted. (two ways)
He admitted
He admitted
40. 'I saw bright flashing lights in the sky,' he said. (two ways)
He reported
He reported

Indirect speech – questions**40 Put the following questions into indirect speech.**

1. Is Charles your brother?
She wanted to know
2. Has John many friends?
I'd like to know
3. Can Harry speak English?
Do you know
4. Will you help me?
My father asked me
5. Has Mary spent all the money?
Do you know
6. Do you know Mr Brown?
The manager asked me
7. Did you see George at the football match?
Peter wanted to know
8. What is her name?
Do you know
9. Where are you going?
Can you tell me
10. How will she get there?
I wanted to know
11. Where does she live?
I don't know
12. Why do they go to Paris so often?
I wondered
13. What did she say?
I didn't understand
14. 'Why did you come here?' he asked me.
.....
15. He said, 'I have left my watch at home. Can you tell me the time?'
.....
16. 'Who do you want to speak to?' said the secretary.
.....
17. 'How did you get into the house?' they asked him.
.....
18. 'What did you miss most when you were in prison?' Mary asked the ex-convict.
.....
19. 'Do you mind working on the night shifts?' he asked.
.....
20. 'Who did you give the money to?' asked my mother.
.....
21. 'Who has been using my bicycle?' said my father.
.....

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22. 'Would you like to come with us?' they said.
.....
23. 'How much do you think it will cost?' he said.
.....
24. 'Did you sleep well?' asked the receptionist.
.....
25. 'Are there any letters for me?' said Susan.
.....
26. 'How long have you been learning Spanish?' my teacher said.
.....
27. 'Where are you going for your summer holidays?' I asked them.
.....
28. 'Will it be all right if I come in a little later tonight?' asked the au-pair.
.....
29. 'Would you like a lift?' said Ann.
.....
30. 'Have you ever played squash?' said the man.
.....
31. 'What are you going to do with your old computer?' I asked my friend.
.....
32. 'What train are you going to get?' my friend inquired.
.....
33. 'Could you change a five-pound note? I'm afraid I haven't got anything smaller,' said the passenger to the conductor.
.....
34. 'Need I finish my pudding?' asked the small boy.
.....
35. 'Where shall I put this box?' he asked.
.....

Indirect speech – commands

- 41 Put the following commands into indirect speech. Use the simple past tense of the verbs in brackets in any suitable person.

1. Go away! (order)
.....
2. Officer (to soldiers): Fire! (command)
.....
3. Run quickly! (tell/order/ask/request/command)
.....
4. Play the piano, please. (ask)
.....
5. Do write to me as soon as you arrive. (ask/beg)
.....
6. Don't shut the door. (ask)
.....

7. Don't all answer at once. (tell/order)
.....
8. Don't be late tomorrow. (tell)
.....
9. 'Remember to book a table,' said Ann. (remind)
.....
10. 'Don't lend Harry any money,' I said to Ann. 'He never pays his debts.' (advise)
.....
11. 'Please don't drink any more,' said his wife. 'Don't forget that we have to drive home.'
(beg)
.....
12. 'Do go to a dentist, Tom, before your toothache gets any worse,' I said. (urge)
.....
13. 'Do not ever enter my study,' she said to them. (warn)
.....
14. 'Never do that again,' said the teacher. (tell)
.....
15. 'Keep out of this area at all times,' he said to us. (warn)
.....

Indirect speech – questions, advice, requests, invitations, suggestions

- 42 **Put the following sentences into indirect speech. Use the simple past tense of the verbs in brackets.**

1. What about going to the cinema?' he said. (suggest)
.....
2. 'I wonder if they are coming,' said Susan. (wonder)
.....
3. 'Could I have a glass of beer?' he said. (ask for)
.....
4. 'Could you sign the form, please?' the receptionist said. (ask)
.....
5. 'Could you live in the country?' he said. (ask)
.....
6. 'Shall we go to the cinema?' said Peter. (suggest)
.....
7. 'What shall I do with all this foreign money?' said Peter. (ask)
.....
8. 'Would you like a cup of coffee?' said the secretary. (offer/ask if)
.....
9. 'Would you like to come with us?' they said. (ask if/invite)
.....
.....

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10. 'Would you mind taking off your hat?' I said to the woman in front of me. (ask/ask if)
.....
.....
11. 'Could you help me with my luggage, please?' she said. (ask/ask if)
.....
.....
12. 'Why don't you ask for a loan?' Peter said. (advise)
.....
13. 'Could I see your driving licence?' said the policeman. (ask)
.....
14. 'You should take the job, Peter,' she said. (encourage)
.....
15. 'The money must be available to all students in financial difficulties,' the Dean said.
(insist)
.....
16. 'Don't forget to put your name at the top of the page,' the examiner said. (remind)
.....
17. 'Let's not tell anyone,' said Lucy. (suggest)
.....
18. He said, 'Let them go.' (suggest)
.....
19. 'Shall I invite the Watsons to dinner?' asked my wife. (want to know)
.....
20. 'Why don't you take a day off?' said my colleague. (advise)
.....
21. 'Why don't you study English at evening classes?' she said to him. (suggest)
.....
22. 'Let's finish the meeting on time,' he said to them. (propose)
.....
23. 'If I were you I'd go with them,' said David. (recommend)
.....
24. 'The contract must be signed by all parties,' said the chairperson. (insist)
.....
25. 'The meeting must be held as soon as possible,' said the director. (insist)
.....
26. 'I think it would be a good idea to see a specialist,' the doctor said to me. (recommend)
.....
27. 'You really must stay a little longer,' she said to me. (insist)
.....
28. 'Why don't you visit the museum after lunch?' I said to them. (suggest)
.....
29. 'You must pay the rent by Friday,' the landlord said to us. (demand)
.....
30. 'Why don't you go away for a few days?' Jack said to me. (suggest)
.....

Modal verbs in indirect speech**43 Put the following sentences into indirect speech.**

1. 'Careful! You'll fall through the ice,' I said.

I warned him

2. 'The problem can be solved,' they said.

.....

3. 'I shall call you on Monday,' she said to me.

.....

4. 'Could you translate this article for me, please?' I asked my friend. (two ways)

.....

.....

5. 'Will you have a drink?' asked my host. (two ways)

.....

.....

6. 'Shall I tell you what happened?' I asked her.

.....

7. 'What shall I do if she won't come?' I asked.

.....

8. 'Could I have a day off?' I asked my boss. (two ways)

.....

.....

9. 'She must have missed the bus,' I said.

.....

10. 'You needn't decide now; you can let me know later,' she said.

.....

11. 'I could meet you at the station,' she said.

.....

12. 'We might drop in if we have time,' they said.

.....

13. 'You must be home by 11 o'clock,' said my mother.

.....

14. 'I keep forgetting things. I must be getting old,' said Mrs Robinson.

.....

15. 'You mustn't tell anybody,' she said. (use *warn*)

.....

16. 'Who shall I give the letter to?' asked the postman.

.....

17. 'I can't remember where I've left the car,' he said.

.....

18. 'I'm going away for a few days. I'll phone you when I get back,' she said.

.....

19. He said, 'I have to go. I've got an appointment in half an hour.'

.....

20. 'Brian must be a fool,' she said.

.....

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21. 'I must leave tomorrow,' said David.
.....
22. 'I mustn't eat sweets,' she said.
.....
23. 'I needn't have done that,' he said.
.....
24. 'You ought to have helped me,' she said.
.....
25. He said, 'If what you say is true, I must go to the police.'
.....
26. He said, 'I must be at the station at five a.m. tomorrow.'
.....
27. 'You mustn't play with matches, children,' said their mother.
.....
28. 'I needn't tell you how grateful I am,' he said.
.....
29. 'Must you do it all tonight? Couldn't you leave some for tomorrow?' I asked her.
.....
30. He said, 'After the lecture I had to rush home.'
.....

Indirect speech – conditional sentences

44 Put the following sentences into indirect speech.

1. He said, 'If I pass my exam, I'll go to Paris for the weekend.'
.....
2. 'If you're short of money, I can lend you some,' said my sister, 'and you can buy the bicycle.'
.....
.....
3. 'You can leave your luggage in my car if you like,' she said. 'I'll stay here while you are away.'
.....
.....
4. 'If it snows this afternoon, it will be too dangerous to go to the mountains,' said my father.
.....
.....
5. 'It would be very nice if I could come again,' she said.
.....
6. 'If I had enough money, I would travel to London,' he said.
.....
7. 'If you had studied harder, you wouldn't have failed the exam,' said my teacher.
.....

8. 'If I were you, I shouldn't go there,' she said.
.....
9. 'If you take the bus at six, you should be there by eleven,' the receptionist said to me.
.....
10. 'If you had worked harder at school, you would have got a better job,' said my mother.
.....
11. 'If you want to smoke, you'll have to go upstairs,' said the receptionist.
.....
12. 'If you leave home at six, you should catch the train,' he said to me.
.....
13. 'If you see John, ask him to ring me,' she said.
.....
14. 'If I had a permit, I could get a job,' he said.
.....
15. 'If she had loved you,' he said, 'she wouldn't have left you.'
.....
16. 'If I were you, I wouldn't take the job,' she said.
.....
17. 'It would be nice if I could see you again,' he said.
.....
18. 'What shall I do if the train is late?' she asked.
.....
19. 'If I catch the train at six, I'll be home at seven,' he said.
.....
20. 'If I don't find him at home, what shall I do?' she asked.
.....

Questions to answer:

1. How would you characterise indirect (or reported) speech? What specifics does it have?
2. Are there any differences between direct and indirect speech? Give examples.
3. What does backshift mean? When does it occur? Give particular examples.

Recommended literature:

SWAN, Michael – WALTER, Catherine. 2019. *Oxford English Grammar Course. Advanced*. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9

VINCE, Michael. 2003. *Language Practice with key*. Turin: Macmillan, 326 s. ISBN 1-405-00762-1

VERSPoor, Marjolijn – SAUTER, Kim. 2000. *English Sentence Analysis*. Amsterdam: John Benjamins Publishing co., 245 s. ISBN 9781556196614

16 Relative clauses

Relative clauses are also called adjective clauses based on the fact that they are similar to adjectives in terms of their function. A relative clause is introduced by a *wh-word* or *that* element which tell us more about the previous noun phrase (the antecedent) located in the main clause, e.g. I don't like *people who are too intrusive about my privacy*.

The dog **who is running around our garden** is our neighbour's Rocky.

As can be seen from the context and structure of the sentence, the elements which follow a noun phrase can be either **relative pronouns** (which, who, whom, whose, that) or **relative adverbs** (where, when, and why).

There are two types of relative clauses: restrictive and non-restrictive.

Restrictive relative clauses: they are also called defining or identifying because they provide essential information about the antecedent (the noun phrase) needed for the overall integrity and meaning of the whole sentence. There is no comma before the relativizer in this type of relative clause. If we omitted the relative clause, the sentence would lose its meaning as can be seen in the following example:

*These pills mustn't be taken by those **who suffer from high blood pressure**.*

Non-restrictive relative clauses: they are also called non-defining or non-identifying because they provide us with non-essential (or additional) information about the antecedent (the head of the noun phrase) and are detached by comma(s) from the other part of the sentence as it is exemplified here: *Catherine Sweeney, **whom I met during my research stay in Ireland**, works as an administrator at the university.*

The previous relative clauses were finite because of obvious reasons (tense and modality were indicated), but there is also a group of **non-finite relative clauses** (*-ing* participle clauses, *-ed* clauses, and *to*-infinitive clauses). They are also called **reduced relative clauses**. Study the following examples:

*The dog **barking outside** is my Labrador Rocky.*

*If you want to know more details, please, consult the lady **sitting in the office no. 45**.*

*The latest vegan recipes **presented in the new series of Foodie show** are simply amazing, easily affordable and time-saving.*

*Palina is the right person **to ask in this very moment**.*

There are also **relative clauses of time, place and reason, sentential relative clauses and nominal relative clauses**

Relative clauses of time, place and reason

These can be both defining and non-defining and are introduced by relative adverbs *when*, *where* and *why*. These adverbs replace phrases such as *the time at which*, *the day on which*, *the year in which*, *the place in which*, *the place at which*, *the reason for which*.

*This is **the time at which** she normally arrives.*

*This is **the time (that)** she normally arrives (at).*

*This is the time **when** she normally arrives.*

*This is the place **in which** I grew up.*

*This is the place **which** I grew up **in**.*

*This is the place I grew up **in**.*
*This is the place **where** I grew up.*
*This is **where** I grew up.*

*You haven't given me one reason **for which** / **why** I should agree with you.*
*That was the period **during which** / **when** she lived here.*

Sentential relative clauses

These clauses postmodify whole clauses or sentence and are introduced by **which** (= and this, and that). There is a comma before **which**.

*They are fond of lizards and snakes, **which** surprises me. (...and that surprises me.)*
*Jim passed his driving test, **which** surprised everybody.*
*She couldn't come to the party, **which** was a pity.*
*I haven't got a passport, **which** means that I can't leave the country.*

Nominal relative clauses

Nominal relative clauses are introduced by **what** (= the thing that, the things that).

*I took **what** they offered me. (...the thing(s) that they offered me.)*
***What** I want is a cup of coffee.*
*I can't believe **what** you told me yesterday.*

45 Which of the following sentences contain a relative clause?

1. Flannery O'Connor, who is my favourite author, was very ill for most of her adult life.
2. Flannery O'Connor, my favourite author, was very ill for most of her adult life.
3. The woman whose computer you are now working on is at the front desk.
4. Flannery O'Connor, whose fiction is full of freaks and misfits, felt a bit like a misfit herself.
5. Proof-read your papers before you turn them in.
6. The men that attacked him ran away when the police drove up.
7. I invited Cathy, whose father has recently died.
8. I invited them to consider the consequences of their actions.
9. The rumour that he is going to be fired is just a rumour.
10. The rumour that you are spreading is false.
11. The interview on tape B is shocking.
12. The interview which is on tape B is shocking.
13. The fear that he will fail the exam is driving him to study too hard.
14. The shed that he built last summer has just burned down.
15. The lesson we will review today is on dependent clauses.
16. The lesson that we will review today is on dependent clauses.
17. If you finish your spinach, you can have some ice cream.
18. We felt that the story was endearing.
19. The students enrolled in this program are gifted.
20. The students who are enrolled in this program are gifted.

46 Insert correct relative pronouns (*who, whom, which, that, whose, of which, what, where, why, or when*) where they are necessary.

1. He wants to play cards, is most unusual for him.
2. This is Mr. Green, about I spoke to you.
3. The man wife you met last night is Mr. Green.
4. Peter, arrived yesterday, is coming to see us.
5. Lake Windermere, is 10 miles long, is the longest lake in England.
6. That's the cottage in we stayed last winter.
7. My father, is over 70, still likes working in the garden.
8. The Thames, flows through London, is a beautiful river.
9. Our teacher was late yesterday, was unusual for him.
10. I can't believe she has just told me.
11. you should do is phone your parents.
12. Mr. Carter, is sitting in that corner, is our headmaster.
13. The man is wearing the blue jacket is our president.
14. Where is the boy stole the money?
15. Much has been said is pure nonsense.
16. I gave him just he wanted.
17. Do you want to hear they said?
18. All you say is certainly true.
19. This is the hall in we had our wedding.
20. This is the hall we had our wedding in.
21. This is the hall we had our wedding.
22. I hope you're going to tell me I want.
23. your sister said made me very angry.
24. The only thing I need is some sleep.
25. The only thing keeps me awake is coffee.
26. They didn't have everything I wanted.
27. Take anything you want.
28. This is the worst film I have ever seen.
29. Why do you blame me for everything goes wrong?
30. I can't lend you any money. All I've got is a pound.
31. Charles is the only person understands me.
32. The hotel we stayed was very expensive.
33. Do you know the man my wife is talking to?
34. Is there anything I can do for you ?
35. Is that the boy to you lent your bicycle?
36. Everything he said was true.
37. I don't agree with you've just said.
38. That was a crime the author was never caught.
39. Mr Brown is the person from I received the letter.
40. This is Mr Collins, younger son is a pilot.
41. The reason I didn't write to you was that I didn't know your address.
42. Next week I'm going to Bratislava, my parents live.
43. The last time I saw her, she looked very well.
44. Peter has three sisters, all of are married.
45. I recently went to the town I was born.

46. I have a lot of magazines, most I haven't read.
 47. Do you still remember the day we first met?
 48. The reason I'm phoning you is to invite you to our party.
 49. I'll never forget the day I first met you.
 50. I haven't seen you since the year you finished school.

47 Insert relative pronouns if they are necessary.

The mystery of the Bermuda Triangle is intact. American deep sea divers (1) claimed last month to have found the wrecks of five US Navy planes (2) disappeared near Bermuda have announced that they are not the famous Lost Squadron.

The wrecks (3) the divers found last month in 750 feet of water 10 miles off the coast of Florida were of an earlier model of TMB Avenger than the five (4) vanished on training flight 19 on a hazy afternoon in 1945.

The squadron's disappearance helped build the reputation of the Bermuda Triangle, in (5) people, planes and boats are said to vanish without trace.

When the wrecks were found it seemed as if the myth had been shattered. But Mr Graham Hawke, (6) led the search, and to (7) fell the unenviable task of admitting a mistake, said yesterday: We are now quite certain that the five aircraft (8) we found are not those of flight 19.

His evident disappointment, (9) perhaps reflected the lost fortune (10) his company had stood to make from salvaging the discovery, will be matched by the pleasure of others (11) enjoy the mysterious power of the Triangle, the three points of (12) are formed by Bermuda, Puerto Rico and Miami.

Mr Ted Darcy, an archaeological adviser to The Scientific Search Project, said that the area in (13) the five wrecks were found was used by the US Navy as a practice range for low-level torpedo runs, and that the five planes (14) were found were probably lost in separate accidents over several years.

Susan Powers-Spangler, (15) father disappeared with the famous Lost Squadron in 1945, said: I'm sad that they weren't found, but kind of glad in a way that it wasn't them.

So the wrecks (16) discovery aroused such interest last month are not quite what they seemed. Incidentally, the place (17) the wrecks were found has also claimed many ships, and it was the hope of finding Spanish galleons that originally drew the divers to the spot.

(Source: CHALKER, Sylvia. *A Student's English Grammar Workbook*. Harlow : Longman, 1996. pp. 133 – 134. ISBN 0 582 08819 4)

48 Join the following sentences using relative pronouns and commas if they are necessary.

1. Her husband is a bank manager. He is younger than she is.

2. That's the man. I play tennis with him.

3. Mr Carter is our headmaster. He is sitting in that corner.

16 Relative clauses

4. The man is our president. He is wearing the blue jacket.
.....
5. I'll give you the address. You should write to it.
.....
6. The eldest son is twenty-four. He is in the army.
.....
7. This is the hall. We had our wedding in it.
.....
8. This is the hall. We had our wedding here.
.....
9. This is Mr Collins. His younger son is a pilot.
.....
10. Next week I'm going to Bratislava. My parents live there.
.....
11. Peter has three sisters. All of them are married.
.....
12. I have a lot of magazines. I haven't read most of them.
.....
13. He wants to go to the theatre. This is most unusual for him.
.....
14. This is Mrs Robinson. I spoke to you about her.
.....
15. This is Mrs Robinson. You met her husband last Sunday.
.....
16. Mrs Robinson arrived yesterday. She is coming to see us.
.....
17. That's the hotel. We stayed in it last summer.
.....
18. My husband sent me this postcard. He is on a business trip to Vienna.
.....
19. The 10.45 train was late yesterday. It is usually punctual.
.....
20. It might snow this Sunday. In this case, we won't go to Paris.
.....
21. I have to go to London on Saturday. This means that I won't be able to see you.
.....
22. The bank was held up by a group of men. Three of them were said to be armed.
.....
23. The drug Cholstat has been withdrawn from sale. It is used to treat hypercholesterolemia.
.....
24. He passed all his examinations. This made his parents very proud of him.
.....
25. I got three books for Christmas. I had read two of them before.
.....

.....
26. She made all kinds of suggestions. I couldn't understand most of them.
.....

27. This is Peter. We stayed in his house for two weeks.
.....

28. The examiner asked me a lot of questions. I couldn't answer most of them.
.....

29. She told me her address. I wrote it down on a piece of paper.
.....

30. My brother David is a lawyer. He lives in Blackpool.
.....

Questions to answer:

1. What is specific about relative clause? Why is it called a relative clause?
2. Could you give any examples for a relative clause?
3. How many categories of relative clauses are there in English?

Recommended literature:

CARTER, Ronald – McCARTHY, Michael. 2006. *Cambridge Grammar of English*. Cambridge: CUP, 973 s. ISBN 0521674395

Dictionary of Contemporary English. New Edition. 2009. Longman: Pearson Education Limited, 2081 s. ISBN 978-1-4082-1533-3

Macmillan English Dictionary. For Advanced Learners. 2002. Oxford: Macmillan Education, 1692 s. ISBN 0-333-96667-8

17 Adverbial clauses – introduction

Adverbial clauses function as adverbials. They can be located in the initial or final position within a sentence. If they are finite, they regularly start with a **subordinator** (subordinating conjunction), which signals relationship to the main clause.

Adverbial clauses can be used in order to indicate: **time, place, manner, reason/cause, result, purpose, condition, concession, contrast, comparison, preference.**

Here are a few examples of subordinators used to express the meanings outlined: **before, until, when, as soon as, where, wherever, since, because, so that, so (that), if, only if, on condition that, as long as, although, while, whereas, as if, as though, rather than, etc.**

Follow the use of some chosen subordinators in the sentences below:

When I finish my final exams, I will travel to Ireland to visit my friends.

Although the weather has been awful for the last few days, I was not frustrated or low in spirits.

She looked at me as if she had seen a ghost.

Put it where I can see it.

Kristina stayed at home on Monday since she had not felt well for the past few days.

I switched off the computer so that my little baby could fall asleep.

If you had not talked to me that day, I don't really know what would have happened.

If I won in the vaccination lottery, I would immediately buy a new house and move.

49 Which of the following sentences contain a finite adverbial clause?

1. The dog that is standing to the left is Bill's.
2. I was not told that the review would be today.
3. After you have finished this chapter, you will have completed a basic introduction to the structure of modern English.
4. If John is asleep, don't wake him.
5. John is asleep; don't wake him.
6. Don't wake the dog that is asleep.
7. When you take these tests, grade yourself honestly.
8. The students are talking in the hall about the exam.
9. The computer line is down, so we cannot use the online book today.
10. They act as if they have committed a sin.
11. Nothing could match their cruelty.
12. I wasn't aware of his taking a degree.
13. The school closes earlier so that the children can get home before dark.
14. Since he left for Greece, she has acted as if she has lost her best friend.
15. Waiting for her to arrive, he smoked another cigarette.
16. This is the first step in the right direction.
17. These questions might show up in a different context.
18. It was the fly rod that he sold when he gave up fishing.
19. I heard that opinion expressed several times during the interview.
20. All people who work in this office can speak English very well.
21. He is a part of this department just as you are.
22. I took a nap while the dog went for a walk.

23. I don't know who lives on the other side of the street.
24. To speed up the delivery of letters, the Post Office introduced automatic sorting.
25. They decided to climb the mountain as soon as the weather improved.
26. All being well, we should arrive after lunch.
27. Are you suggesting that I am acting differently?
28. He treated her cruelly.
29. She gave up work in order to have more time with children.
30. Although the evidence is scarce, we have taken your accusations seriously.

50 Which of the following sentences contain a non-finite adverbial clause?

1. I was not told that the review would be today.
2. After you have finished this chapter, you will have completed a basic introduction to the structure of modern English.
3. Being a confirmed optimist, I thought I could go to work by bus.
4. I left earlier to catch the bus.
5. Don't wake the dog that is asleep.
6. When taking these tests, grade yourself honestly.
7. Having discovered the advantages of the bicycle as a means of urban transport, many commuters now leave their cars at home and cycle to work.
8. Knowing how I felt, she soon put me at my ease.
9. They act as if they have committed a sin.
10. Having heard nothing from my parents for over four days, I was getting rather worried.
11. The school closes earlier so that the children can get home before dark.
12. Finding himself short of money, he gave up smoking.
13. Waiting for her to arrive, he smoked another cigarette.
14. It was the fly rod that he sold when he gave up fishing.
15. He was old enough to have been her father.
16. We'll have to climb the hill in order to get a good view.
17. I took a nap while the dog went for a walk.
18. I don't know who lives on the other side of the street.
19. Having failed twice, he didn't want to try again.
20. Are you suggesting that I am acting differently?
21. You will have to bulldoze him to get him to move.
22. He put on his dressing gown and went downstairs.
23. Putting on his dressing gown, he went downstairs.
24. On putting the key in the lock, she found it did not fit very well.
25. When she put the key in the lock, she found it did not fit very well.
26. Once he had made sure all the current was switched off, he carefully checked the wiring.
27. Having made sure all the current was switched off, he carefully checked the wiring.
28. We're leaving early because we don't want to be late for work.
29. We're leaving early to catch the seven o'clock bus.
30. We're leaving early so as not to be late for work.

51 Identify adverbial clauses in the following sentences.

1. I will tell him as soon as he arrives.
2. You can sit where you like.
3. After you have finished this chapter, you will have completed a basic introduction to the structure of modern English.
4. If John is asleep, don't wake him.
5. I'll go to bed because I feel ill.
6. Once we have decorated the house, we can move in.
7. When you take these tests, grade yourself honestly.
8. He is studying English in order to get a better job.
9. However rich people are, they always seem anxious to make more money.
10. They act as if they have committed a sin.
11. Although he had just joined the company, he was treated exactly like all the other employees.
12. He used my bicycle even though I told him not to.
13. The school closes earlier so that the children can get home before dark.
14. Since he left for Greece, she has acted as if she has lost her best friend. (two clauses)
15. We camped there as it was too dark to go on.
16. Since the weather has improved, the game will be held as planned.
17. We paid him immediately, so that he left contented.
18. We paid him immediately so that he would leave contented.
19. It was the fly rod that he sold when he gave up fishing.
20. Since they got married, they've moved house twice.
21. He is a part of this department just as you are.
22. I took a nap while my wife went for a walk.
23. You can camp here provided you leave no mess.
24. Supposing we miss the train, what shall we do?
25. They decided to climb the mountain as soon as the weather improved.
26. They'll lend us their flat on the condition that we look after it.
27. Where the fire had been, we saw nothing but blackened ruins.
28. It sounds as if it's raining.
29. She gave up work in order to have more time with children.
30. Although the evidence is scarce, we have taken your accusations seriously.
31. He speaks English better than he writes it.
32. We left the car where we usually leave it.
33. The United Nations Organization was formed so that countries could discuss world problems together.
34. The film was so boring that I left before the end.
35. We went swimming although the water was still rather cold.
36. Since I had so much work to do at my office, I didn't have time to come.
37. As you weren't at home, I left a message.
38. I watched her as she combed her hair.
39. He did the job as quickly as he could.
40. Much as I like you, I couldn't live with you.
41. Talented as he is, he is not yet ready to turn professional.
42. Why didn't you catch the last bus as I told you?
43. Leave the table as it is.
44. Although they are very well off, they live very simply.
45. Such was his anxiety that he couldn't stop trembling.

46. Provided that you agree to abide by the rules, you will be allowed to join the Society.
47. No matter how much I argued with him, I couldn't persuade him to change his mind.
48. The English have to pay taxes to the Government, whether they like it or not.
49. Much as I would have liked to, I couldn't lend him the money because I simply didn't have that much spare cash. (two clauses)
50. We lit a fire before we left so that the house should be warm when we returned. (three clauses)

Questions to answer:

1. Give a definition of an adverbial clause. Why is it called an adverbial clause?
2. What links are used to introduce an adverbial clause?
3. Use 5 selected subordinators in one meaningful paragraph.

Recommended literature:

RAFAJLOVIČOVÁ, Rita. 2015. *The Structure of the English Sentence*. Prešov: Prešovská tlačiareň s.r.o, 292 s. ISBN 978-80-970862-3-7

SWAN, Michael – WALTER, Catherine. 2019. *Oxford English Grammar Course. Advanced*. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9

VINCE, Michael. 2003. *Language Practice with key*. Turin: Macmillan, 326 s. ISBN 1-405-00762-1

18 Adverbial clauses – condition

A conditional sentence has two parts: an **adverbial clause of condition (conditional clause or an *if*-clause)** and a **main clause**.

The **adverbial clause of condition or conditional clause** contains a direct condition having an influence on the main clause, which represents the result of this condition as it is exemplified here: *If I won a substantial amount of money in the lottery, I would immediately buy a new house and move straight away.* As it can be deduced from the conditional sentence above, it is clear that the condition must be fulfilled if I want to buy a new house and move, so whether I will buy a new house or not depends on the condition expressed in the conditional clause which starts with the subordinator *if*.

Conditional clauses are introduced by the following conjunctions/subordinators: ***if, as long as, assuming (that), even if, given (that), if only, in case, on (the) condition (that), provided (that), providing (that), so long as, suppose/supposing (that)*** and ***unless***.

There are four types of conditional sentences. Each type contains a different pair of tenses:

Type zero (generally true):

If you cry, your eyes are red.

If the temperature rises extremely in summer, people tend to hide from sun and stay in shadow.

Type 1 (likely to happen):

If the weather improves, we will go out for a nice Sunday walk.

If I see Harry today, I will definitely congratulate him on his promotion.

Type 2 (hypothetical, unlikely to happen):

If I inherited a huge amount of money, I would invest it in education, travelling, charity and family.

If the weather came to normal again, we could go out and play hide and seek.

Type 3 (unfulfilled condition in the past):

If I had not forgotten my cell phone, I could have called the ambulance more quickly.

I really don't know what I would have done if you had not helped me on that terrible day of my life.

With each type, certain variations are possible. The two parts of each sentence may be written in reverse order. There is usually no comma after the main clause.

If the weather is nice, many people will go to the sea.

Many people will go to the sea if the weather is nice.

52 Rewrite these sentences as conditionals. The first words are given.

Example: I don't know enough about the machine, so I can't mend it myself.

If I knew enough about the machine, I would mend it myself.

1. I can't write to him because I don't know his address.

I

2. I'd like to go to Ireland but I can't afford it.
I
3. I'm not going to buy that flat because it's so expensive.
I
4. We can't go swimming because it's raining.
We
5. He won't come to your party because he is very busy.
He
6. The TV set isn't working so we can't watch the game.
If
7. Give me the money and I will tell you.
If
8. I rarely stay in hotels. I can't afford it.
I
9. Tell me the truth at once, or I'll never trust you again.
If
10. Send her some roses, and she'll forgive you.
If
11. Give him a little encouragement, and he'll work really hard.
If
12. Take a pill, and you won't be seasick.
If
13. Drop that gun, or I'll shoot you.
If
14. Stop making that noise, or you'll wake the baby.
If
15. I couldn't give him your message because I didn't see him.
I
16. Fortunately you didn't hear what she said or you would have been very angry.
If
17. He didn't realize what was happening or he would have run away.
If
18. The thieves got in because you didn't lock the front door.
The thieves
19. It only happened because you didn't listen to my advice.
It
20. Luckily she didn't find out or she would have been furious.
If
21. It's lucky we booked a room or we would have had nowhere to stay.
If
22. He was so tired that he went home immediately after the race.
If
23. We never played basketball at school because there wasn't a gym.
If
24. He didn't take his exams because he was ill.
If

25. His chemistry marks were so bad that they wouldn't let him study medicine.
If
26. We can't get jobs because we haven't got the right qualifications.
If
27. We didn't study English because there wasn't an English teacher.
If
28. He doesn't take any exercise; that's why he is so unhealthy.
If
29. He doesn't work overtime, so he doesn't earn as much as I do.
If
30. They don't clean the windows so the rooms look rather dark.
If
31. He got wet because he didn't have an umbrella.
If
32. Bill didn't go to work because there was a transport strike.
If there
33. We haven't got central heating, so the house is rather cold.
If
34. I live a long way from the centre; that's why I am always late for work.
If
35. He was driving very fast because he didn't know the road was icy.
If
36. They arrived very late because they had a flat tyre.
If
37. People drive very fast. That's why there are so many accidents.
If
38. A French lecturer would help us to speak French much better.
We
39. Working so much will make you tired.
If
40. You didn't listen carefully; perhaps that's why you made this mistake.
If
41. We missed the train because we were using an out-of-date timetable.
If
42. I didn't work hard so I didn't get a good job when I left.
If
43. I regret drinking so much last night!
If only
44. I regret not studying hard last term.
If only
45. What would you do if you found some buried treasure?
If you were
46. The fire was brought under control thanks to the night watchman.
If it
47. It took us a long time to find his house because the streets were not clearly marked.
If

48. The examiner read the passage very quickly, so the candidates didn't understand it.

If

49. I didn't know you were in hospital, so I didn't visit you.

If

50. Without you, I would have given up years ago.

If it

53 Write new sentences with similar meanings. In some cases the first words are given.

Example: **John is giving me a lift. Otherwise, I wouldn't be able to visit you.**

But for John giving me a lift, I wouldn't be able to visit you.

1. Don't take this job if you don't really want it. (use *unless*)

.....

2. I can't improve my English accent without spending some time in England.

Unless

3. If a new bridge is not built, the traffic problems will get worse.

Unless

4. If by any chance I am a little late coming home, don't wait up for me. (use *should*)

.....

5. If by any chance you find my wallet, could you let me know? (use *happen*)

If

6. If he doesn't apologize, I will never invite him here again.

Unless

7. If he is willing to accept the nomination, a lot of electors will vote for him. (use *will*)

If

8. If it were not for Helen, the play would be a flop.

But for

9. If the exam hadn't been essential, he wouldn't have taken it.

Unless

10. If they offered you the job, would you accept?

Were

11. If she doesn't study hard, she won't pass her entrance exams.

Unless

12. If you hadn't helped us, we would have been in trouble.

But for

13. If you refuse to stop eating sweets, you can't expect to lose weight easily. (use *won't*)

If

14. If you should notice what's on at the cinema, let me know. (use *happen*)

.....

15. It's a pity my friend can't be here too.

If only

16. Unless David comes soon he will miss the beginning of the game.

If

17. What will you do if he refuses to give you permission? (use *won't*)

.....

18. What would you do if there was an earthquake?
Supposing
19. What would you do if you won a lot of money?
Supposing
20. Without your help, I wouldn't have finished the work.
If you

54 Put the verbs in brackets into the correct tense.

1. I'm sorry I can't lend you any money. You know that if I (**have**) it, I (**lend**) it to you.
.....
2. What a terrible thing to happen! Just think, if we (**not miss**) the plane, we (**kill**) in the crash.
.....
3. Now we're lost! If you (**take**) a map, this (**not happen**).
.....
4. David must have missed the train. If he (**not miss**) it, he (**be**) here now.
.....
5. Did you enjoy the meal? If you (**finish**), I (**clear**) away the plates.
.....
6. Thanks to Dr Jones, I'm still alive! If it (**not be**) for her, I (**be**) dead for certain!
.....
7. If it (**not be**) for you, I (**still be**) in prison today!
.....
8. If I (**be**) ready when he called he would have taken me with him.
.....
9. If you (**look**) at the engine for a moment, you would have seen what was missing.
.....
10. She had a headache; otherwise she (**come**) with us.
.....
11. I was wearing a seat belt. If I (**not wear**) one, I'd have been seriously injured.
.....
12. If I (**know**) that you were coming, I (**bake**) a cake.
.....
13. If you (**see**) someone drowning, what would you do?
.....
14. If I (**know**) his telephone number, I would give it to you.
.....
15. I might get fat if I (**stop**) smoking.
.....
16. What would you do if you (**have**) a car accident?
.....
17. If it (**not be**) for the rain, we would have had a good harvest.
.....
18. Supposing that we (**miss**) the train, what shall we do?
.....

-
19. If the doctor (**be**) called earlier, she (**still be**) alive today.
.....
20. Don't be afraid. If you (**touch**) the dog, it (**not bite**).
.....
21. It's always the same! If I (**decide**) to leave the office early, my boss (**call**) me after I've left!
.....
22. Unless you (**work**) much harder, you won't pass the exam.
.....
23. If it (**not be**) for my father, I would never have gone to university.
.....
24. If I had worked harder at school, I (**be**) a teacher now.
.....
25. If more money were/was spent on cancer research, a prevention (**be**) found.
.....

55 Correct the errors in these sentences – some sentences contain no errors.

1. If you would have bought the car last week, you would pay less.
.....
2. If you should have any difficulty in getting spare parts, ring this number.
.....
3. She says that if it weren't for the tax system she'll be much better off.
.....
4. There wouldn't be so much poverty when less money is spent on arms.
.....
5. If you won't arrive in time, they won't let you into the theatre.
.....
6. If I were born rich, I hadn't needed to work.
.....
7. If it will make you happy, we'll buy a garden.
.....
8. I'll be surprised unless prices go up next year.
.....
9. If Jack had been honest, he would return the money.
.....
10. If you will wait here, I'll see if the manager is free.
.....
11. If you would have really wanted to see me, you would have come earlier.
.....
12. You'd be surprised if I told you how much this cost.
.....
13. We might soon be making a profit if all will go according to plan.

18 Adverbial clauses – condition

-
14. If he had taken my advice, he would have been a rich man now.
.....
15. If you will send me a copy of your previous letter, I will reply immediately.
.....
16. If you will stay out late, no wonder you are tired!
.....
17. Open a window if it will help you to sleep.
.....
18. If anyone will ask for me, I'll be in my office.
.....
19. If businessmen want to borrow money, they go to see their bank manager.
.....
20. If I knew you were coming, I would have prepared some sandwiches.
.....
21. If you didn't lend me the money, I would have asked my sister.
.....
22. If you will drive so fast, no wonder the police keep stopping you.
.....
23. If it wasn't for the rain, we would have been home by now.
.....
24. If you do not break the vase then who is responsible?
.....
25. She'd be furious if she finds out that you have broken the vase.
.....

Questions to answer:

1. Give a definition to an adverbial clause.
2. What subordinating conjunctions are used regularly to introduce it?
3. What types of adverbial clauses are you familiar with?
4. Create an easy exercise for pupils practising the second conditional (type 2).

Recommended literature:

- RAFAJLOVIČOVÁ, Rita. 2015. *The Structure of the English Sentence*. Prešov: Prešovská tlačiareň s.r.o, 292 s. ISBN 978-80-970862-3-7
- SWAN, Michael – WALTER, Catherine. 2019. *Oxford English Grammar Course. Advanced*. Oxford: OUP, 360 s. ISBN 978-0-19-431250-9
- VINCE, Michael. 2003. *Language Practice with key*. Turin: Macmillan, 326 s. ISBN 1-405-00762-1

19 Adverbial clauses – time

Adverbial clauses of time mostly answer the question 'When?'. They can be introduced by the following **conjunctions/subordinators**: *as, as/so long as, as soon as, before, by the time (that), directly (that), during the time (that), immediately (that), the moment (that), now (that), once, since, till/until, when, whenever, while, whilst*.

The main clause and the adverbial clause of time may be written in reverse order. There is usually no comma after the main clause, however, a comma is used when a clause of time comes first.

The crowd rushed in **as soon as** *the gates were open*.

As soon as *the gates were open*, the crowd rushed in.

When the time clause refers to the future, the present tense is used in place of the future and the present perfect in place of the future perfect:

By the time you **get** back, dinner *will be ready*.

I'll come and see you as soon as I've **finished** work.

Adverbial clauses of time can be divided into finite (**After I finish here**, I will go straight home) and non-finite (**While going home from work**, I decided to pop in the jewellery's).

More examples of adverbial clauses of time (both finite and non-finite):

Whenever you are around my house, please pop in for just a coffee.

While I am at work, my daughter spends her time in a kindergarten.

By the time I came home, my husband had prepared dinner and helped the kids with their homework

Since changing my mindset, my life has acquired a different dimension.

I went straight to bed after finishing the last chapter of my thesis.

56 Choose the correct conjunction – A, B or C. In some cases more than one answer is possible.

1. I'm not going to stop work now. I'll keep going I finish.

A when B until C while

2. we've finished lunch, we'll do the washing up.

A When B Until C While

3. I was walking around the supermarket, I saw a friend.

A As soon as B As C Until

4. I put my hat on, it blew off.

A As soon as B While C Until

5. I was thirteen, we moved to Edinburgh.

A As B When C While

6. Leave the keys at the front desk you leave.

A as B when C while

19 Adverbial clauses – time

7. I cut myself I was shaving.
A as B when C while
8. I tried to wake him, it became obvious that he was seriously ill.
A As B When C While
9. Peter hurt his leg he was running for a bus.
A as B when C while
10. The train had left they arrived at the station.
A when B while C before
11. he left school, he started working in a bank.
A When B After C While
12. I fell off the ladder I was changing the light bulb.
A when B after C while
13. It started to rain we got to the park.
A until B just as C while
14. I'm not going out now. I'll wait it stops raining.
A until B when C as
15. I usually get up I wake up.
A before B as soon as C while

57 Put each verb in brackets into a suitable tense. All sentences refer to present or future time.

1. While the children (**play**), we'll have a cup of coffee.
2. The sooner we (**start**), the sooner we'll be there.
3. Now that we (**sell**) our car, we will buy a new one.
4. He will come as soon as he (**finish**) his homework.
5. Come and see me when you (**have**) your dinner.
6. You will get a higher salary when you (**work**) for three months.
7. You will never forget it once you (**learn**) it properly.
8. Once you (**drink**) that beer, you will never want to drink any other.
9. Once you (**pass**) your test, I'll let you drive my car.
10. Now that you (**win**) the lottery, what are you going to do?
11. While I (**be**) away, the neighbours will look after the house.
12. Now that they (**move**), we won't see them very often.
13. She (**own**) the house since her parents died.
14. The match (**finish**) by the time we get there.
15. Sit down, and when you (**rest**) I'll show you the garden.
16. As soon as I (**save**) enough money, I will buy a mountain bike.
17. When it (**rain**), I usually go to the office by bus.
18. Don't forget to switch off the television before you (**go**) to bed.
19. As soon as you (**see**) her, come and tell me.
20. You can go when you (**type**) these letters.
21. After I (**paint**) the outside of the house I'm going to decorate the kitchen.
22. He will be released from prison after he (**serve**) 4 years.
23. I'll look after the children while you (**make**) dinner.
24. Turn the lights out as you (**leave**).
25. We're late. The film (**already/start**) by the time we get to the cinema.
26. When their first child is born, they (**be married**) for three years.
27. By the time you get back they (**leave**).
28. By the time you get back, it (**be**) too late.
29. I hope they (**repair**) this cottage by the time we come back next summer.
30. When we (**see**) the museum, we'll go to the castle.
31. They (**move**) house twice since they got married.
32. I'll help you with your work as soon as I (**do**) my own.
33. I'll take the magazine with me. I'll read it while I (**wait**) for the train.
34. When you (**do**) the living room, remember to dust the furniture.
35. When you (**do**) the living room, you can go out.

58 Put each verb in brackets into a suitable tense. All sentences refer to past time.

1. They (move) into the house before the baby was born.
2. After they had gone, I (sit) down and (rest).
3. After you (go), I went to bed.
4. Susan (not see) me for many years when I met her last week.
5. When we (go) to see them last night, they
..... (play) cards. They (say) they
..... (play) since six o'clock.
6. The concert..... (hardly/begin) when all the lights went out.
7. When we arrived at the wedding, most of the guests.....
(already/go) home.
8. When I arrived at work in the morning, I found that somebody
(break) into the office.
9. We were driving along the road when we (see) a car which
..... (break) down, so we (stop) to see if
we could help.
10. She wrote to me after she (speak) to Jim.
11. I didn't want to phone her while she (have) dinner.
12. When they (hear) the song, everyone started singing. (two
meanings)
13. He started to cough while he (drink) and nearly
..... (choke).
14. While the restaurant (be redecorated), it was closed to the
public.
15. While I (drive) along I suddenly remembered that I
..... (not lock) the front door.
16. I realized that someone (steal) my wallet when I felt their hand
in my pocket.
17. When I (phone) Helen last night she
(wash) her hair and she (not finish) when I finally
..... (get) to her house.
18. I (not realize) that I (leave) my
umbrella on the bus until it (start) to rain.
19. It was only much later I (find out) that during all the time I
..... (write) to my pen-friend, my mother
(open) and reading the replies!
20. I knew I (do) well in my exams even before I
..... (receive) the official results.
21. When I (finish) breakfast, I went out.
22. When their first child was born, they (be married) for three
years.
23. By the time I got to the station, the bus (leave).
24. He said that he would lend me his camera whenever I..... (need) it.
25. He said that he..... (live) in a tent since his house burnt down.

Questions to answer:

1. What would be your characteristics of adverbial clauses of time?
2. Could you give 5 examples of adverbial clauses of time?
3. What are the most common subordinators used to introduce them?

Recommended literature:

CARTER, Ronald – McCARTHY, Michael. 2006. *Cambridge Grammar of English*. Cambridge: CUP, 973 s. ISBN 0521674395

Dictionary of Contemporary English. New Edition. 2009. Longman: Pearson Education Limited, 2081 s. ISBN 978-1-4082-1533-3

Macmillan English Dictionary. For Advanced Learners. 2002. Oxford: Macmillan Education, 1692 s. ISBN 0-333-96667-8

20 Adverbial clauses – purpose

Adverbial clauses of purpose or **purpose clauses** explain the purpose of the action or event stated in the main clause. They answer the questions 'What for?' or 'For what purpose?'

I turned down the volume **so as not to wake up a sleeping baby**.

I rather speeded up **in order to catch the last train to Dublin**.

I am taking my jacket **so that I won't be cold**.

A clause of purpose can have the same subject as the main clause, or the subject of a clause of purpose can be different from the subject of the main clause.

The same subject in both clauses (non-finite infinitive clauses)

When the subject of the subordinate clause is the same as the subject of the main clause, purpose can be expressed by a non-finite infinitive clause, which may be introduced by the conjunctions **in order** or **so as**. *In order* is formal.

We went to France (so as/in order) to learn French.

Students should take notes (so as/in order) to make revision easier.

They are climbing higher (so as/in order) to get a better view.

The conjunctions *so as/in order* must be used before the negative infinitive.

I wrote it in my diary so as not to forget.

We got up early in order not to be late.

Two different subjects

When the subject of the subordinate clause of purpose is different from the subject in the main clause, purpose is expressed by a finite clause, which is introduced by the conjunctions **so that** or **in order that**. *In order that* is less common than *so that*. This construction can also be used when the subjects in both clauses are the same.

Ships carry lifeboats so that the crew can escape.

When the verb in the main clause is in the present, present perfect or future tense, *so that/in order that* is normally followed by modal verbs such as *will, shall, can* or *may*.

I have given/I will give him the key so that he will/can/may get into the house.

Ships carry lifeboats so that the crew can escape.

When the verb in the main clause is in the past or past perfect tense, *so that/in order that* is followed by *should/would/might/could*.

I gave him the key so that he would/could/might get into the house.

Clauses of purpose with *in case*.

Clauses of purpose can also be introduced by the conjunction **in case**. When the verb in the main clause is in the future, present or present perfect tense, *in case* is followed by a present tense or by *should*. *Should* is formal.

I'll make a cake in case someone drops/should drop in at the weekend.

I always keep candles in the house in case there is / should be a power cut.

When the verb in the main clause is in the conditional, in the past tense or in the past perfect tense, *in case* is followed by a past tense or by *should*.

I always kept candles in the house in case there was/should be a power cut.

He left early in case he missed/should miss the last train.

59 Combine each of the following pairs of sentences into one sentence using *so as, in order, so that* or *in case* where necessary.

Examples: He rushed into the burning house. He wanted to save his wife.

He rushed into the burning house (so as/in order) to save his wife.

I won't shut the front door as the cat may want to come in.

I won't shut the front door in case the cat wants to come in.

1. Aeroplanes carry parachutes. The crew can escape in case of fire.
.....
2. He had a telephone installed in his car. He wanted his wife to be able to contact him whenever necessary.
.....
3. He left his rifle outside. He didn't want to frighten his wife.
.....
4. He wore a false beard. He didn't want anyone to recognize him.
.....
5. I am buying paint. I want to paint my garage.
.....
6. I hurried because I didn't want to be late.
.....
7. I slowed down. I wanted the car behind to be able to overtake.
.....
8. I thought it might freeze tonight, so I've drained the water out of my car.
.....
9. I took off my shoes. I didn't want to make any noise.
.....
10. I whispered. I didn't want anybody else to hear our conversation.
.....
11. I'd better come into the office on Sunday, as I'll need to prepare my lectures.
.....
12. I'll lend you my alarm clock. Then you can be sure of waking up in time.
.....
13. I'm not taking my holiday next week after all, as I may have to fly to Milan on business.
.....
14. It may rain and so we'd better take our waterproofs with us.
.....
15. Never let children play with matches. They may set the house on fire.
.....
16. Please arrive early. We want to be able to start the meeting on time.
.....
17. Please shut the gate. I don't want the cows to get out of the field.
.....
18. She locked the door. She didn't want to be disturbed.
.....

20 Adverbial clauses – purpose

19. Some people make themselves run because they want to live to a ripe old age.
.....

20. Take a torch with you. It may be dark before you get back.
.....

21. The man spoke very slowly. He wanted me to understand what he said.
.....

22. The notices are written in several languages. The police want everyone to understand them.
.....

23. They talked in whispers. They didn't want me to overhear them.
.....

24. He wants to catch the six o'clock train, and so he's getting up early tomorrow.
.....

25. We wore warm clothes. We didn't want to get cold.
.....

26. They are leaving early because they don't want to be late for work.
.....

27. We're leaving early. Then we won't have to hurry.
.....

28. We're taking food with us, because we may be home late.
.....

29. Where can I find Mr Collins? I must give him an important message.
.....

30. Write your name in the book. He may forget who lent it to him.
.....

31. Write your name in the book. He might forget who lent it to him.
.....

32. You don't have to run if you want to keep fit – cycling or swimming will do.
.....

33. They are planting trees by the roadside. They want to reduce traffic noise.
.....

34. I carried the knife carefully. I didn't want to cut myself.
.....

35. He took a course. He wanted to get a better job.
.....

36. I wrote down his telephone number. I didn't want to forget it.
.....

37. I've bought some meat. Your brother may stay to lunch.
.....

38. I've bought some meat. Your brother might stay to lunch.
.....

39. You should insure your belongings. They may get stolen.
.....

40. You should insure your belongings. They might get stolen.
.....

Questions to answer:

1. Create an adverbial clause of purpose using the following words: turn off, radio, John, to study.
2. How would you explain the main idea behind adverbial clauses of purpose to your future pupils?
3. What specific subordinators are used to introduce them?

Recommended literature:

CARTER, Ronald – McCARTHY, Michael. 2006. *Cambridge Grammar of English*. Cambridge: CUP, 973 s. ISBN 0521674395

Dictionary of Contemporary English. New Edition. 2009. Longman: Pearson Education Limited, 2081 s. ISBN 978-1-4082-1533-3

Macmillan English Dictionary. For Advanced Learners. 2002. Oxford: Macmillan Education, 1692 s. ISBN 0-333-96667-8

21 Adverbial clauses – various types

Except for the above mentioned adverbial-clauses of condition, time and purpose, there are also **adverbial clauses of place, reason or cause, result, manner and concession**. You can trace them in the following examples:

*Could you please recommend me a really good place **where I could get a nice vegan meal?***
(place)

*Catherine passed her exams very well **because she studied a lot and prepared for it a long time before.*** (reason/cause)

***Since you are a beginner in a vegan diet,** I will help you to choose the right meals during the first two weeks.* (reason/cause)

*We paid him immediately, **so (that)** he left contented.* (result)

*The place looked **such a mess (that)** I couldn't invite anyone in.* (result)

*She behaves **as if she owned this house.*** (manner)

*My colleague whom I met yesterday in a shop acted **as if** he had not known me at all. (manner)*

*No goals were scored, **although** it was an exciting game.* (concession)

***Wherever** we go on holiday, you never like it. (=No matter where we go...) (concession)*

60 Choose the correct conjunction – A, B or C. In some cases more than one answer is possible.

1. he tells you, don't believe a word he says.
what
A Whatever B No matter how C No matter
2. he's never in when I phone him, I'll have to write to him.
A In order that B Since C So that
3. I can see, he has no intention of paying the bill.
A As far as B So that C Once
4. I enjoyed the holiday, I was glad to be home.
A Because B Much as C Although
5. it is getting late, I suggest we break off now.
A As though B As C As soon as
6. it was getting late, I decided I should go home.
A After B So that C As
7. nobody else seems to want these sandwiches, I'll eat them.
A Since B Seeing that C in case
8. you have driven a Porche, you will never want to drive any other car.
A Once B Whenever C After
9. you leave school, you'll be able to get a good job.
A As soon as B Since C Now that
10. you think it is necessary, send him some more money.
A As B When C If
11. Call in and say hello you are in town.

12. He arrived we were leaving.
A whenever B however C wherever
13. He took the course get a better job.
A just as B as long as C as far as
14. I do not trust him he is a friend of my sister's.
A in order to B so as to C so that
15. I do not trust him he is a friend of my sister's.
A as though B even though C although
16. I stayed at work longer I could complete the report.
A in order that B so as to C so that
17. Nobody is to leave I say so.
A until B unless C since
18. Please don't talk the concert has begun.
A while B now that C whenever
19. She cried out she had been stung by a wasp.
A although B as though C as if
20. She wears a swimming cap she goes swimming.
A after B whenever C now that
21. Stay here somebody sends for you.
A as far as B until C since
22. We'll invite Paul and Christine, that they are interested.
A considering B supposing C assuming
23. What did you do you met me?
A while B before C since
24. What were you doing I was travelling around Europe?
A while B as C after
25. What will you do the course is nearly over?
A after B once C now that
26. You will never make friends you go out and meet people.
A if B when C unless
- 61 Use the following conjunctions in the sentences: *as far as, as if, as long as, because, considering, even though, in case, providing/provided (that), seeing (that), so that, supposing (that), unless, wherever.*
- how much he earns, I'm surprised that he dresses so badly.
 - Please sit you can find a chair.
 - that Chinese is so difficult, it's surprising how many people learn it.
 - you don't use your computer any more, do you think I could have it?
 - you lost your job, what would you do then?
 - Book well in advance they sell out.
 - Book well in advance you are sure of getting a seat.

21 Adverbial clauses – various types

8. Don't use the pills it is absolutely necessary.
9. Have something to eat you can't get anything to eat later.
10. Have something to eat you won't feel hungry later.
11. He failed his grammar test he didn't study enough.
12. He failed his grammar test he studied a lot.
13. He looked he had seen a ghost.
14. He speaks English fluently he has lived in Great Britain.
15. He speaks English fluently he has never lived in Great Britain.
16. He's brought an umbrella it rains later.
17. I didn't go to bed I had an awful cold.
18. I have to wear glasses I can see to read.
19. I run an expensive car I can afford it.
20. I run an expensive car I can't afford it.
21. I won't speak to her again she apologizes.
22. I'm going dancing tonight my ankle is swollen.
23. I'm hungry I had a large breakfast.
24. I'm hungry I didn't have much for breakfast.
25. I've brought some sandwiches I feel hungry.
26. I've got an umbrella I won't get wet.
27. I've got an umbrella it rains.
28. I've got my umbrella it's raining.
29. You don't need an umbrella it's raining.
30. Let's have an early night we have to get up early tomorrow.
31. Let's have an early night we'll be fresh in the morning.
32. Our team seldom wins they don't have any very good players.
33. Our team seldom wins they have some very good players.
34. She is fit and healthy she doesn't get much exercise.
35. She is fit and healthy she gets a lot of exercise.
36. The town was flooded it had rained heavily.
37. 'Where's Peter working these days?' ~ 'He's still at Leoni's I know.'
38. You can keep the book you like; I don't need it any more.
39. You can take books out of the library you bring them back.
40. You can teach me to drive you promise not to lose your temper.
41. she goes, there are crowds of people waiting to see her.
42. He looked he hadn't slept very much.
43. You can camp here you leave no mess.
44. that we miss the plane, what shall we do?
45. He treats us we were all idiots.

62 Change the following compound sentences into complex sentences beginning with the words given and using the conjunction in brackets where one is given.

1. Ask me nicely and I'll mend it for you.
If
2. Crash my car and I'll never forgive you.

- If*
3. Do your homework or you won't learn anything. (**unless**)
You
4. Eat that and you'll be ill!
If
5. Everyone else had gone, so they put out the lights and went to bed. (**until**)
It was not
6. He did his best for her, and she left him! (**even though**)
She
7. He put the lights on and we could see much better. (**so that**)
He
8. He speaks Japanese and he can read it as well! (**but**)
Not only
9. Hurry, or you'll be late.
If
10. I don't know him very well, but I like him very much. (**although**)
I
11. Put it away or I'll take it off you.
If
12. She has gone back to Sicily and I am feeling sad. (**because**)
I
13. Stop borrowing money, or you'll be in trouble.
If
14. Stop shouting, or I'll slap you.
If
15. Take a taxi, or you'll miss the train.
If
16. Take this pill and you'll feel better.
Once
17. The disco was crowded so we didn't go in.
Seeing that
18. We are old but we enjoy life. (**even if**)
We
19. We rarely stay in hotels for we can't afford it. (**because**)
We
20. Work late tonight and I'll pay you well.
If

63 Complete the sentences with adverbial clauses using the conjunctions given.

1. We intended to visit the High Tatras **while**
2. **even if**
3. **before**
4. **after**
5. **unless**

- 6. We decided to take a taxi **so that**
- 7. **because**
- 8. **in case**
- 9. **although**
- 10. **after**

64 Rearrange the events in the stories into chronological order, add any information necessary, and join the sentences using some of the following conjunctions: *after, although, and then, as, as soon as, because, before, but, by the time, eventually, finally, however, in the end, once, since, so, so that, subsequently, until, when, which, while*
You will have to change some of the verb forms.

Example:

They managed to get to a nearby island. Their ship went down in a typhoon. They wanted to attract the attention of passing ships. They lit a fire on the highest point of the island. They were rescued. Fortunately, a passing fishing boat spotted their signal.

Their ship went down in a typhoon, but they managed to get to a nearby island. As they wanted to attract the attention of passing ships, they lit a fire on the highest point of the island. Fortunately, a passing fishing boat spotted their signal and they were rescued.

1. I arrived late for work. I couldn't get the car to start. It was a cold, damp morning. I had to push the car down the hill. I managed to start the engine. I jumped into the car. The car gathered speed.

.....
.....
.....

2. Her interest in politics made her decide to stand for parliament. She won the by-election with a large majority. She gave up politics for good. She lost at the next general election.

.....
.....
.....

3. They got home very late. They spent a long time drinking coffee and talking. They went dancing together. They went to a café together.

.....
.....
.....

4. Our plane didn't take off. The airport was closed because of fog. Many flights were delayed. Inconvenience was caused to hundreds of passengers. We had to spend the night in the departure lounge.

.....
.....
.....
.....

5. The kidnappers were caught by the police. All ports and airports were being watched. The kidnappers were trying to get out of the country. The hostages were released. The ransom money was paid.

.....
.....
.....
.....

(Source: Jones, Leo. *Cambridge Advanced English. Student's Book*. Cambridge : Cambridge University Press, 1993. pp. 6 – 7. ISBN 0 521 33697 X)

65 Now compose one or two long sentences out of each group of short sentences, but this time without rearranging them. You will have to change some of the verb forms.

Example:

They managed to get to a nearby island after their ship had gone down in a typhoon. As they wanted to attract the attention of passing ships, they lit a fire on the highest point of the island, and fortunately, they were rescued after a passing fishing boat had spotted their signal.

1.
.....
.....

2.
.....
.....

3.
.....
.....

4.
.....
.....

5.
.....
.....

21 Adverbial clauses – various types

.....
.....
.....

(Source: Jones, Leo. *Cambridge Advanced English. Student's Book*. Cambridge : Cambridge University Press, 1993. pp. 6 – 7. ISBN 0 521 33697 X)

Questions to answer:

1. Could you give a definition to an adverbial clause and name types of adverbial clauses you are familiar with?
2. Could you make a list of 5 subordinating conjunctions which are used to introduce adverbial clause of time?
3. Create your own adverbial clauses of condition taking into consideration all 4 types (type zero, type 1, type 2, type 3). What is specific for each type?
4. Make a short paragraph (approx. 150 words) using different types of adverbial clauses.

Recommended literature:

CARTER, Ronald – McCARTHY, Michael. 2006. *Cambridge Grammar of English*. Cambridge: CUP, 973 s. ISBN 0521674395

Dictionary of Contemporary English. New Edition. 2009. Longman: Pearson Education Limited, 2081 s. ISBN 978-1-4082-1533-3

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