



NATALIA
KUDRIAVTSEVA

ENGLISH SENTENCE

STRUCTURE & TRANSLATION



KRYVYI RIH 2022

УДК 811.111'367.2:811.111'255(=161.2)(075.8)

К 88

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*Рекомендовано до друку Вченою радою
Криворізького державного педагогічного університету
(протокол № 11 від 12 травня 2022 р.)*

Кудрявцева Н.С.

К 88 Англійське речення: структура і переклад : навчальний посібник. Кривий Ріг: Видавничий центр КДПУ, 2022. 135 с.

Навчальний посібник присвячено синтаксису англійської мови. Структурні особливості простого речення, функціонування його складових елементів, а також структура складносурядних і складнопідрядних речень в англійській мові розглядаються з урахуванням специфіки їх перекладу українською мовою. Окремий розділ містить відомості про пунктуацію в англійських простих і складних реченнях. Усі розділи посібника доповнено тренувальними вправами та вправами з перекладу.

Для студентів філологічних спеціальностей закладів вищої освіти, філологів-фахівців із германського мовознавства, перекладознавства, порівняльних досліджень англійської та української мов.

Acknowledgements

Early versions of this textbook were tried out with students of Kherson National Technical University in 2010–2018. In its present form, the textbook is partly a result of the insights from its eight-year-long approbation in teaching, and partly a product of the useful comments received while it was being finished at Kryvyi Rih State Pedagogical University in 2022. Particularly, I would like to thank Kateryna Hostra and Yuliia Shcherbak of the Department of Translation and Slavic Studies at Kryvyi Rih State Pedagogical University for their help with completing the final chapter of the book.

I would also like to thank Maryna Vardanian, the dean of the School of Foreign Languages at Kryvyi Rih State Pedagogical University, for inspiring and supporting the completion of the manuscript, reviewing it thoroughly and administering its development into a book. My thanks also go to Taras Shmiher of Ivan Franko National University in Lviv, who kindly provided a second review for this textbook.

I should also mention with gratitude Nina Andriivna Ihnatiuk who used to be my university professor of English and whose highest professional standards I have been trying to follow in my own teaching and work.

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Introduction

This textbook combines traditional and innovative approaches to teaching English syntax. It integrates the classic “first-rule-then-exercise” method with the latest advances in teaching grammar that aim at presenting grammatical phenomena in context. The principle of language teaching whereby students are introduced to a grammatical topic by encountering respective phenomena in original texts is now considered to be the most effective way of teaching English grammar, and is systematically followed in the majority of modern grammar books.

This book comprises twelve units covering structural classification and communicative types of English sentences, the subject and the predicate, and all the secondary parts of the sentence, such as the object, the attribute and the adverbial modifier. A separate unit deals with the word order of the English sentence. Composite sentences are discussed in their two varieties: the compound sentence and the complex sentence. The final chapter covers basic issues in English punctuation.

All the units start with authentic texts drawn from a wide range of British and American sources. The texts are excerpts from works of fiction, newspaper articles, popular science magazines and, by reflecting a great deal of stylistic variety, together they constitute a representative sample of the current English language. The texts are followed by exercises which scrutinize the structure of sentences used in the texts and illustrate the grammatical features in question. In the Grammar part of the unit, the grammatical features are classified and explained, as well as accompanied by examples, some of them referring back to the text. A separate Translation part in each unit covers the points relevant for rendering English syntactic structures in the Ukrainian language. Here all the examples of English sentences are provided with translations into Ukrainian. This part is supplemented with exercises and practical tasks arranged in the traditional method with receptive exercises suggested first and followed by reproductive and productive exercises respectively.

The structure of this textbook thus allows it to perform the functions of a reader, a practice book and a reference handbook. All of these functions work to cultivate the skills of English-Ukrainian and Ukrainian-English translation.

1 *Structural Classification of Sentences*

Read and translate the following text extract.

Watching children



WATCHING children, particularly when they don't know you are doing so, is a particular pleasure. Those quick changes of mood, for instance. Small boys who dribble an imaginary football down the street and then get more interested in trying to balance on the edge of the kerb. And then stand quite still to think for a few seconds before jumping up and down with their feet together for no special reason, except that they feel like jumping up and down. Maybe the fact that I no longer feel in the least like jumping up and down adds to the interest.

I once watched a child of about two-and-a-half trying to stamp on little waves breaking across a wide Cornish beach. She stretched her hands out in pleasure with every little stamp and her bathing pants fell lower and lower, till she jumped them off altogether but didn't notice it, so intent was she on the important job of stamping on those waves. She sang to herself a sort of monotone running commentary on what she was doing and the sound of it, mingled with soft sea noises, made a most pleasing music.

Some time ago my housekeeper had to go away for a while, and her place was taken by an Austrian friend with a five-year-old daughter. Liesl couldn't be left at home, so she came to work too. She was very fair, nicely rounded, with fierce blue eyes and more curiosity than any human being I have ever met. In her it was an energy that if harnessed could have run an entire electrical plant. There was nothing idle about it, she wanted to know, and nothing short of picking her up bodily and removing her from the room could stop her knowing.

Small Fry by Joyce Grenfell (*BrE*)

Sentence Structure

1 Find the difference between the following sentences. What is their structure?

- 1) I once watched a child of about two-and-a-half trying to stamp on little waves breaking across a wide Cornish beach.
- 2) Maybe the fact that I no longer feel in the least like jumping up and down adds to the interest.

2 Say why these three statements are not true sentences in the traditional sense. What's missing?

- 1) Those quick changes of mood, for instance.
- 2) Small boys who dribble an imaginary football down the street and then get more interested in trying to balance on the edge of the kerb.
- 3) And then stand quite still to think for a few seconds before jumping up and down with their feet together for no special reason, except that they feel like jumping up and down.

3 Is there any structural difference between the following sentences? If yes, what is it?

- 1) Some time ago my housekeeper had to go away for a while, and her place was taken by an Austrian friend with a five-year-old daughter.
- 2) Liesl couldn't be left at home, so she came to work too.

4 Join these sentences using the suggestions in brackets and making any necessary changes. Then check against the text.

- 1) I once watched a child of about two-and-a-half. She was trying to stamp on little waves. The waves were breaking across a wide Cornish beach. [*-ing* form]
- 2) She stretched her hands out in pleasure with every little stamp. Her bathing pants fell lower and lower. She jumped them off altogether. She didn't notice it. She was so intent on the important job of stamping on those waves. [*and, till, but, so intent*]
- 3) She sang to herself. It was a sort of monotone running commentary on what she was doing. The sound of it was mingled with soft sea noises. It made a most pleasing music. [*and, commas*]

Grammar

A **sentence** is a unit of speech organized according to the laws of the language and serving as a means of conveying a thought. A sentence is used to communicate something about reality as well as to show the speaker's attitude to it. However, not everything that is said in the act of communication is called a sentence. Most utterances are sentences, although there are some which are not sentences and are called non-sentence utterances.

From the point of view of their structure, sentences can be:

1. Simple or composite (compound and complex).
2. Complete or incomplete (elliptical).
3. Two-member or one-member.

Simple sentences are formed with a subject and a predicate in a single clause (*Jenny laughed.*). Auxiliary verbs (*be, do, have* and modals) as part of the predicate as well as adverbial after the predicate can be included in a simple sentence (*She was sitting at the table.*). Predicates can be used with or without an object (*She was drawing a picture. She giggled.*) or with two objects (*She showed me the picture.*). Link-verbs followed by predicatives can also be used (*It looked very silly.*).

Composite sentences are made of several clauses each containing the subject and/or the predicate of its own. **Compound sentences** are formed of clauses joined by the coordinating conjunctions *and, but* and *or* (*I made some coffee, but Jenny wanted orange juice.*). We form complex sentences with clauses joined by subordinating conjunctions such as *after, because, if, while, that, etc.* (*We chatted in the kitchen while I cooked breakfast.*).

Complete and **incomplete** (or elliptical) **sentences** are distinguished by the presence or absence of the subject and/or the predicate (*I came straight here. Wrong again.*) Although the missing parts of the sentence can be easily filled in (***You are** wrong again.*)

Two-member sentences have the subject and the predicate (*We are going to my house now.*) while **one-member sentences** have only one principal part which is neither the subject nor the predicate (*Mid-summer.*). One-member sentences can be nominal if the principal part is expressed by a noun (*English spring flowers!*) and verbal if the principal part is expressed by a non-finite form of the verb (*To think of that!*).

Translation

Although all of the abovementioned structural classes of sentences are present in Ukrainian as well as in English, they do not necessarily coincide in translation. While it is more common for English composite sentences to retain their form in Ukrainian translation, English simple sentences, when rendered in Ukrainian, can sometimes convert into complex ones.

This is generally the case with the **Subjective Participial Construction** or the **Subjective Infinitive Construction** (after passive verbs) when a simple sentence in English transforms to a complex sentence in Ukrainian with the principal clause of the ‘indefinite personal type’ (неозначено-особове):

*They were heard **whispering** in the dark.* – Було чути, як вони шепочуть у темряві.

*He was said **to be a man of character**.* – Говорили, що він був людиною з сильним характером.

As for the rest of the participial constructions, a compound or complex sentence is often used when rendering sentences containing them in Ukrainian:

*His work **completed**, he got a three-weeks' leave.* – Коли його роботу було закінчено, він отримав тритижневу відпустку.

*There he stood waiting for me, **his hat in his hand**.* – Він стояв і чекав на мене; в руці у нього була шляпа (зі шляпою в руці / тримаючи шляпу в руці).

*Brent strolled out, **all the dogs following him**.* – Брент вийшов на прогулянку, і всі собаки пішли слідом за ним.

A gerundial construction is nearly always rendered in Ukrainian by a subordinate clause, generally introduced by such conjunctions as *те, що; тим, що; що; як*:

*Her thoughts were interrupted finally, **by the door shutting with a bang**.* – Її думки, нарешті, були перервані тим, що двері з гуркотом зачинилися.

In translating the **Objective-with-the-Infinitive** and the **For-to-Infinitive Constructions** into Ukrainian a subordinate clause or an infinitive is used:

I felt my cheeks blush. – Я відчув, як почервоніли мої щоки.

He waited for her to start her speech. – Він чекав, поки вона розпочне промову.

However, sometimes a sentence containing the Objective-with-the-Infinitive Construction is rendered by a simple sentence:

The wind made the windows shatter. – Від вітру повилітали шибки.

Exercises

1 Read and translate this newspaper report. Classify the sentences in it according to their structure.

A YOUNG ENGLISH TEACHER saved the lives of 30 students when he took control of a bus after its driver suffered a fatal heart attack. Guy Harvold, 24, had collected the students and three course leaders from Gatwick airport and they were travelling to Bournemouth to meet their host families. They were going to start a course at the International Language Academy in Bournemouth where Harvold works as a teacher.

Harvold, who has not passed his driving test, said, 'I realized the bus was out of control when I was speaking to the students on the microphone.' The bus collided with trees at the side of the road and he noticed the driver was slumped over the wheel. The driver didn't move. He was unconscious.

'We hit a barrier and swerved to the other side of the road and I grabbed the wheel,' Harvold explained. 'The driver's legs were over the

pedals and I had difficulty reaching the brake. We hit a lamp post and it shattered the glass on the front door before I managed to bring the bus to a halt.' Police praised the young teacher's quick thinking. If he hadn't reacted quickly, there could have been a terrible accident.

The bus driver never regained so consciousness. He was later pronounced dead at East Surrey hospital. He had worked regularly with the school and was very well regarded by staff. Harvold said, 'I was so relieved that no one else was hurt, but I hoped the driver would survive. It was only later I heard he had died. That's a terrible tragedy.'

The Language Academy's principal told the Gazette that the school is going to send Harvold on a weekend trip to Dublin with a friend, as a gesture of thanks for his bravery. A local driving school has also offered him six free driving lessons.

EL Gazette (BrE)

2 Using verbs and conjunctions from the newspaper report above, complete this summary.

English teacher Guy Harvold, 24, *saved* the lives of 30 students on a bus from Gatwick to Bournemouth (1) _____ the driver (2) _____ a heart attack. The bus went out of control. It (3) _____ trees, a barrier and a lamp post (4) _____ Harvold could stop it. The driver (5) _____, (6) _____ no-one else (7) _____ hurt. Harvold, who hasn't passed his driving test, was (8) _____ by police (9) _____ was (10) _____ free driving lessons by a local driving school.

3 Point out two-member sentences (say whether they are complete or elliptical) and one-member sentences.

1) He stared amazed at the calmness of her answer. 2) We must go to meet the bus. Wouldn't do to miss it. 3) Obedient little trees, fulfilling their duty. 4) Lucretius knew very little about what was going on in the world. Lived like a mole in a burrow. Lived on his own fat like a bear in winter. 5) He wants to write a play for me. One act. One man. Decides to commit suicide. 6) A beautiful day, quite warm. 7) "What do you want?" "Bandages, stuff for wounded." 8) "How did he look?" "Grey but otherwise much the same." "And the daughter?" "Pretty." 9) And then the silence and the beauty of this camp at night. The stars. The mystic shadow water. The wonder and glory of all this. 10) "I'll see nobody for half an hour, Macey," said the boss. "Understand? Nobody at all."

4 Translate the following sentences using predicative constructions of Standard English.

1. Листя облетіло, і гілля дерев було чітко видно на тлі неба. 2. Із настанням льодовикового періоду мамонти вимерли. 3. Дитяче ліжечко було дуже старе, і ми його викинули. 4. Усі книги були прочитані, і Шейла пішла до театру. 5. Діти з'їли морозиво, і няньці знову потрібно було щось вигадувати. 6. Після того, як фільм одержав Оскара, режисера завалили вигідними пропозиціями. 7. Ріки міліють, а пустеля розширює свої межі. 8. Зима була холодною, і діти рідко ходили гуляти. 9. Чоловік був у відрядженні, і дружина вирішила відвезти дітей до села. 10. Матч закінчився, і вболівальники стали розходитися. 11. Замовлення було зроблено, і вся родина чекала офіціанта. 12. Касета закінчилася, і Стів

піднявся, аби виключити магнітофон. 13. Усі домашні фільми було переглянуто, і Джек вирішив узяти диски напрокат. 14. Продукти закінчилися, і куховарка пішла на базар. 15. Фільм був дуже зворушливий, і глядачі плакали. 16. Стан дитини був тяжкий, і лікар залишився на ніч у Смітів. 17. Наш комп'ютер застарів, і ми вирішили придбати новий. 18. День сьогодні сонячний, і нам краще закрити штори. 19. Годинник зламався, і Брайан був змушений запитувати час у перехожих. 20. Канікули були доволі короткими, і діти намагалися побачити якнайбільше цікавого.

5 Read the following newspaper report and translate it into English.

КОЛЮЧІ ТА НОРОВЛИВІ
Дикобразів від утечі оберігає
електричний струм

У Київському зоопарку щодня випасають дикобразів. Пастух цих тваринок і за сумісництвом працівник зоопарку Ігор Довгий уже не перший рік доглядає їх. За його словами, дикобразів нелегко приручити, і вони можуть дуже боляче вколоти.

Якби не довгі голки, дикобрази зовні, та й за звичками схожі на пацюків, тільки більші за розміром. Вони гризуть усе, що потрапить їм на очі. Доглядальники зоопарку навіть змушені були огородити стінки вольєру електричним дротом з невисокою напругою, щоб тваринки не втекли із зоопарку. Перед тим, як вдатися до такого вимушеного заходу, годувальники випробували напругу на собі.

“Насправді, це не боляче, скоріше, неприємно, і вже вдруге не хочеться торкатися до дроту. Дорослі дикобрази це вже зрозуміли й не підходять, а для малят ми встановили обмежувачі, тож вони не дістають до огорожі,— розповів співробітник Київського зоопарку Костянтин Орлов.

Наразі у столичному звіринці живе ціле стадо дикобразів. Пара дорослих — Діка та Дар, двоє малят, а також молода парочка. Попри те, що всі вони мешкають на одній невеликій території, стосунки у них по-справжньому сімейні. Заправляє усім тут самиця Діка. Вона стежить за порядком, піклується та оберігає малят. А батько дикобразенят, Дар, зазвичай спокійний, але в разі потреби доводить, що він досі глава сім'ї. Дикобрази полюбляють гарбузи, моркву, горох та горіхи. На десерт їм приносять сухарики з родзинками. А взимку вони залюбки гризуть гілки та кору.

Хрещатик, 17 липня 2009 року, п'ятниця
№95 (3541)

Read and translate the following text extract.

Marvellous Mister Mars



The roof of the cage, which like its floor was made of solid aluminium, was pitched high enough to let the beast, stand upright, but not high enough for it to prick its ears when standing up.

'Poor boy!' I said. 'You know,' I said to Finn, 'it's very odd this dog being here. I've never seen anyone put a dog in a cage like that, have you?'

'I suppose it's some sort of special dog,' said Finn. Then I whistled. There suddenly came back to my mind what Sammy had said about a new star; and in that moment I recognized the animal.

'Did you ever see *Red Godfrey's Revenge*?' I asked Finn, 'or *Five in a Flood*?'

'Is it cracked you are?' said Finn.

'Or *Stargazers' Farm* or *Dabbling in the Dew*?'

'What are you at at all?' he said.

'It's Mister Mars!' I cried, pointing at the beast. 'It's Marvellous Mister Mars, the dog star. Don't you recognize him? Sammy must have bought him for the new film.' I was so fascinated by this discovery that I forgot all about the typescript. Nothing thrills me so much as meeting a film star in real life, and I had been a fan of Mars for years.

'Och, you're potty,' said Finn, 'all Alsatians look alike. Come away now before himself arrives back on us.'

'But it *is* Mars!' I cried. 'Aren't you Mister Mars?' I said to the dog. It pranced and wagged its tail faster than before. 'There you are!' I said to Finn.

'A fat lot that tells you!' said Finn. 'Aren't you Rin Tin Tin?' he said to the dog, who wagged its tail faster still.

'Well, what about this?' I said.

Inscribed unobtrusively along the top of the cage were the words: *Marvellous Mister Mars* — and on the other side *The property of Phantasifilms Ltd.*

'That bit's out of date,' I said.

Sentence Structure

1 What is the difference between the following sentences?

- 1) I suppose it's some sort of special dog.
- 2) Did you ever see *Red Godfrey's Revenge*?
- 3) It's Mister Mars!
- 4) Come away now before himself arrives back on us.

2 What types of questions do the following interrogative sentences represent?

- 1) I've never seen anyone put a dog in a cage like that, have you?
- 2) Is it cracked you are?
- 3) What are you at at all?
- 4) Did you ever see *Red Godfrey's Revenge* or *Five in a Flood*?

3 What is peculiar about the following questions?

- 1) Or *Stargazers' Farm* or *Dabbling in the Dew*?
- 2) Don't you recognize him?
- 3) Well, what about this?

4 Analyze all the remaining sentences in the text given above and say to what communicative types they belong.

5 Put the words in the right order in the following sentences (provide commas if necessary), then check against the text.

- 1) the fascinated that forgot this by all was discovery I about typescript so I.
- 2) cage anyone seen a never put a I've that have in dog like you?
- 3) lot you that fat tells a!
- 4) Mars you aren't Mister?
- 5) dispute it I'll then not.

Grammar

A sentence is an utterance produced with a certain communicative purpose. According to this purpose sentences are divided into four types which express **statements** (*You are late today.*), **questions** (*Do you know Italian?*) **commands** (*Wait till the light turns to green.*) and **exclamations** (*What a quiet evening!*).

Statements are expressed by **declarative sentences** with the direct order of words and can be positive and negative (*I have just come back from a business trip. I haven't seen my sister yet.*). They give the reader or the listener some information about various events, activities, attitudes, thoughts and feelings. English and Ukrainian negative statements are quite different. While an English statement generally allows one negation only (*He never goes anywhere.*), a Ukrainian statement can have more than one (*Він нікуди не ходить.*).

Questions are expressed by **interrogative sentences**. They ask for information and can be positive or negative as well as statements. Most questions have inverted word order, i.e. the predicate or part of it is placed before the subject. There are six types of questions in English: general, special, disjunctive, alternative, suggestive and rhetorical.

General or Yes/No questions ask either to confirm or deny the information they contain. That is why they imply only “yes” or “no” as their answers. A general question opens with an auxiliary, modal or link verb followed by the subject (*Do you speak English? May I come in?*).

Special or “Wh-” questions ask for more detailed and exact information than general questions. They open with a question word – an interrogative pronoun or an adverb/adverbial phrase (*what, which, who, whom, whose, where, when, why, how, whence, whither, wherefore, how long, how often*) followed by an auxiliary, modal or link verb and then the subject (*Where do you live? How often do you see him at university?*). Sometimes the question word can itself be the subject. In this case the word order is direct (*Who asked you about it?*).

Disjunctive or tag questions ask for confirmation and represent short “yes-no” questions added to statements. The question itself is expressed by the tag where inversion takes place. The tag begins with an auxiliary, modal or link verb prompted by the predicate of the statement and ends with a pronoun prompted by the subject (*Your brother is an accountant, isn't he?*).

Alternative questions imply a choice between two or more answers. The word order is inverted like in general and special questions only the suggestion of choice expressed by the conjunction *or* is added (*Do you prefer tea or coffee? Which do you prefer, tea or coffee? Will you have coffee or not?*).

Suggestive questions suggest the answer by themselves. The speaker is all but sure what the answer will be, that is why the word

order in suggestive questions is direct although the tone is rising and there is a question mark in writing (*So you knew about it before?*).

Rhetorical questions don't ask for any new information; instead, they contain statements disguised as questions. Usually those are positive general and special questions hiding negative statements. No answer is expected (*Can anyone say what truth is? Who would have thought you were there?*).

Commands are expressed by **imperative sentences** which can also contain prohibitions, requests, invitations, warnings, persuasions, etc. (*Stand up! Don't do it! Will you lend me your car? Come and have a cup of tea with us.*) In most cases commands open with the predicate in the imperative mood (positive or negative), have reference to the second person and no subject. Sometimes the subject in a command is expressed by a pronoun *you* and is heavily stressed (*You say it again, and I'll turn you out of here! Don't you interrupt me.*).

In the case of first person plural and third person singular and plural subjects, the imperative *let* is followed by a personal pronoun in the objective case (*Let him try again. Let's do it together, shall we?*). There are two negative constructions with *let* for the first person (*Don't let's quarrel about trifles. Let's not quarrel about trifles.*) while a third-person command admits of only one negative (*Don't let him interfere in our affairs.*).

Sometimes commands can be verbless (*No smoking! Water, please.*).

Exclamations can be represented by any of the abovementioned communicative types of sentences (declarative, interrogative, imperative). Written with a question mark at the end those become **exclamatory sentences** (*You do look a picture of health! Why on earth have you done it this way?! Hurry up!*). Very often exclamations open with either *what* or *how* and they always have the direct order of words (*What a situation!*). *What* refers to a noun, *how* to an adjective or an adverb (*What a beautiful dress! How nice she sings!*).

Exclamations can also be expressed in the form of questions (*Isn't it funny!*) or as one-member sentences conveying signals of alarm (*Fire!*) and highly emotional infinitive or nominal one-member sentences followed by a clause (*To think that she should have said so! The idea that they should have behaved like this!*).

There are also utterances which do not constitute sentences (non-sentence utterances). They are vocatives (*Billy!*), "yes-no" utterances as

replies to general questions, interjections (*Oh my God!*) and different conversational formulas (*Thank you.*).

Translation

English tag questions correspond to Ukrainian *Чи не так? Правда? Адже так?*

You've met him before, haven't you? – *Ти ж зустрічав його раніше, чи не так?*

Pay attention to the translation of the following tag questions:

You knew that before, didn't you? – *Yes, I did.*

Ти ж знав це раніше, чи не так? – *Так, знав.*

You didn't know that before, did you? – *No, I didn't.*

Ти ж не знав цього раніше, адже так? – *Ні, не знав.*

You knew that before, didn't you? – *No, I didn't.*

Ти ж знав це раніше, чи не так? – *Ні, не знав.*

You didn't know that before, did you? – *Yes, I did. (But I did.)*

Ти ж не знав цього раніше, правда? – *Ні, знав.*

You knew about it before, did you?

Ти ж знав це раніше, чи не так?

The last pattern with a tag question is used less frequently.

Sentences containing double negation also require positive tags, as they are syntactically negative, for example:

Not all the students have no desire to study, do they? – *Не всі студенти не мають бажання навчатися, правда?*

Such sentences are somewhat similar to the double negative of logic: each negative has its separate value, and it is possible to find paraphrases, which cancel out each negative, leaving an entirely positive sentence in meaning (the tag made negative in this case):

Some students have a desire to study, don't they? – *Деякі студенти мають бажання навчатися, чи не так?*

When translating sentences with double negation from Ukrainian into English, it is necessary to identify whether one of the negations can be omitted in English without distorting the meaning of the whole sentence:

*Вони не зробили нічого поганого. – They did **nothing** wrong.*

If a distortion occurs, both of the Ukrainian negations should be rendered in translation:

*Не багатьом людям **ніде** жити. – **Not** many people have **nowhere** to live.*

Exercises

1 Define the communicative types of the sentences in the following text extract.

Laura was terribly nervous. Tossing the velvet ribbon over her shoulder, she said to a woman standing by, "Is this Mrs. Scott's house?" and the woman, smiling queerly, said, "It is, my lass." Oh, to be away from this! She actually said, "Help me God!" as she walked up the tiny path and knocked. To be away from these staring eyes, or to be covered up in anything, one of those women's shawls even! I'll just leave the basket and go, she decided. I shan't even wait for it to be emptied.

Then the door opened. A little woman in black showed in the gloom.

Laura said, "Are you Mrs. Scott?" But to her horror the woman answered, "Walk in, please, miss," and she was shut in the passage. "No," said Laura, "I don't want to come in. I only want to leave this basket."

The little woman in the gloomy passage seemed not to hear her. "Step this way, please, miss," she said in an oily voice, and Laura followed her. (*Mansfield*)

2 Read through this interview and define what types of questions it contains. Translate the interview into Ukrainian.

Why did you start the 'Protect Yourself' programme? A good friend of mine was attacked and robbed last year on her way home from work. She wasn't seriously injured, but it really frightened her and she wouldn't go out alone. I started talking to her about protecting herself and she thought it would be a good idea to form a group. Eventually we had so many people that it turned into a regular kind of night class.

Who can take part? Anyone who wants to, but mostly it's young women. We meet in an old building that's next to the big church on Wilder Avenue, from 6 to 7 on Mondays.

Do you teach karate and stuff like that? Not really. We tried some of that at first, but it wasn't very successful. There is a real karate class in the same building on Thursdays for people who want that. We still use some of the movements from karate when we talk about ways to escape, but we focus more on not getting into that kind of situation.

What do you mean? How don't you get into 'that kind of situation'? We talk a lot about not becoming a victim and thinking of ways to avoid being attacked. It's really more about awareness and how not to be an easy target. There are some statistics about assault victims that we talk about. For example, women with longer hair are more likely to be attacked than women whose hair is shorter or in a style that can't be grabbed.

Is there anything else? Clothing is another thing. Women in skirts and dresses are attacked more than those wearing jeans or trousers.

When and where do most attacks occur? At night, of course. But surprisingly, a large number of assaults occur in the early morning, before 8.30. They happen in isolated areas, parks, outside schools and office buildings before and after regular working hours. We advise women not to go alone to parking areas and garages in the morning or in the evening. But, if you must, you should carry an umbrella or something like that and, if you're going to your car, have your keys ready.

What's the umbrella for? Is it a weapon? Well, it isn't much of a weapon, is it? But we think it helps you feel more confident. We actually practise using the umbrella to keep someone at a distance while you shout and scream as loud as you can to discourage any attacker who wants you to be so an easy victim.

What should you do if you're actually attacked? Be a problem. Grab fingers and bend them backwards. Bite hands. Stomp your foot down hard on the attacker's toes. Grab the skin under the arm above the attacker's elbow and squeeze as hard as you can. Move, twist, kick, scratch, fall down, scream and yell. Be hard to hold and make a lot of noise.

3 Read and translate the following extract from *Under the Net* by Iris Murdoch. Point out questions and define their types.

He [Hugo] was interested in everything, and interested in the theory of everything, but in a peculiar way. Everything had a theory, and yet there was no master theory. I have never met a man more destitute than Hugo of anything which could be called a metaphysic or general *Weltanschauung*. It was rather perhaps that of each thing he met he wanted to know the *nature* – and he seemed to approach this question in each instance with an absolute freshness of mind. The results were often astonishing. I remember a conversation which we had once about translating. Hugo knew nothing about translating, but when he learnt that I was a translator he wanted to know what it was like. I remember him going on and on, asking questions such as: What do you mean when you say that you think the meaning in French? How do you know you're thinking it in French? If you see a picture in your mind, how do you know it's a French picture? Or is it that you say – the French word to yourself? What do you see when you see that the translation is exactly right? Are you imagining what someone else would think seeing it for the first time? Or is it a kind of feeling? What kind of feeling? Can't you describe it more closely? And so on and so on, with a fantastic patience. During these conversations I began to see the whole world anew.

4 Complete the questions with these words.

What Where Whose are do isn't

When Who Why did don't were

1 I have twenty names and only nineteen students.
here today?

2 We have an extra room in our place. you stay
with us?

3 Everyone was looking for Mr Kidd. you tell them
he was?

4 There must be hundreds of people working there.
they all do?

5 My parents worked in Saudi Arabia too.
they there?

6 Some things were left in class yesterday.
books these?

5 Editing. Correct the mistakes in the use of negatives and questions in this text.

In our group, we had to write down questions before a discussion of the topic: "What kind of pet is best?" That was difficult because some of us didn't ever had a pet, so we didn't really could say much about this topic. I asked Michael, 'What you think is the best pet?' He answered, 'I not care about pets.' Then he said, 'Why we have pets? We not need them for anything, don't we? And some people think dogs not clean, so they not good pets.' I asked him, 'Aren't some pets cleaner than dogs? For example, no one thinks a cat makes more mess than a dog, does he?' He didn't answered. Then Paola explained that she could have not a cat in her house because cats made her mother sneeze a lot. So she suggested that an important question was: 'Why do some people can't have pets?' I wrote down three other questions from our group: 'Do some pets more expensive to keep than others?' 'How will be trained the pet?' 'Who is take care of the pet?'

6 Complete the quiz questions with these words and try to choose correct answers.

by with during for from (x2) how of often what (x2) where which (x2) whom who

- 1)..... century did the French Revolution begin? (. . .)
(A) 17th (B) 18th (C) 19th
- 2)..... does an annual meeting take place? (. . .)
(A) every week (B) every month (C) every year
- 3) Cider is a type of drink.is it made.....? (. . .)
(A) apples (B) grapes (C) oranges
- 4)..... did Paul McCartney write many of the Beatles' hit songs? (. . .)
(A) Mick Jagger (B) Elton John (C) John Lennon
- 5)..... these countries is not in South America? (. . .)
(A) Bolivia (B) Nicaragua (C) Paraguay
- 6) Mel Gibson is a well-known actor. is he.....? (. . .)
(A) Australia (B) Canada (C) Scotland

7) "War and Peace" is the title of a famous book. was it written.....? (. . .)

(A) Charles Dickens (B) William Shakespeare (C) Leo Tolstoy

8)..... is a whisk used.....? (. . .)

(A) beating cattle, horses, etc. (B) playing cellos, violins, etc. (C) stirring eggs, cream, etc.

7 Compose your own dialogues containing English tag questions. Record the dialogues. Translate them into Ukrainian. Then perform a back translation of your dialogues from Ukrainian into English.

8 Translate into English.

1) Кажуть, що вона не збирається виходити заміж. – Ні, збирається.
2) Як гарно він виконав цю пісню! 3) Не давай йому байдикувати, добре?
4) Так буде ліпше для всіх. 5) Яка в тебе оригінальна зачіска!
6) Ніхто зі свідків не бачив, звідки він з'явився. 7) Сьогодні так холодно!
Давай розпалимо камін. 8) Ти знаєш, що це за квітка?
9) Я знову не маю радії, так? – Так, не маєш. 10) Припини на мене кричати.
Не можна так розмовляти з друзями. 11) Ані ти, ані я не бажаємо неприємностей,
чи не так? 12) Я не зрозуміла ваш натяк. – І я теж. 13) Ніколи не забувай,
хто тобі допоміг. 14) Як тобі вдалося придбати такий великий будинок?
15) Дуже мило з вашого боку прийти провідати мене. 16) Ваш брат працює
фінансистом, так? 17) Не всі люди не мають, де жити. 18) Чи хіба може хто сказати,
що чекає на нас? 19) Як саме ви збираєтеся дістатися туди? 20) Не багатьом з нас
це не важливо, правда?

9 Translate into English.

1) Щиро дякую за допомогу! – Прошу. 2) Дякую, що позичили мені цю книгу.
– Жодних проблем! 3) Скину це тобі на пошту. – Дякс. 4) Хочемо подякувати
Вам за Вашу згоду виступити у нас. – Не варто. 5) Дайте мені, будь ласка,
олівець. 6) Можна мені ще чаю? – Так, прошу. 7) Передайте, будь ласка,
попільничку. – Ось, будь ласка. 8) Напишіть мені свої координати. – Ось!
9) Хотите піти з нами до театру? 10) Ви б не хотіли долучитися до нашого проекту?
– Дякую, із задоволенням. 11) Дякую за розмову! – Нема за що. 12) Принести
Вам ще кави? – Так, будь ласка. 13) Хотите почитати поки що свіжі газети?
– Ні. 14) Будь ласка, прийміть мої співчуття з

приводу цієї трагедії. – Дякую. 15) Я не склав той іспит. – Співчуваю. 16) Перекажіть від мене вітання професору Н. – Так, звичайно! 17) Вітаннячко йому від мене! 18) Гарної подорожі! 19) Будьмо! 20) Смачного! 21) За Ваше здоров'я! 22) Як відпочили? Сподіваюся, усе було добре. 23) За здоров'я Івана Петровича! 24) Щастя! 25) Успіхів! 26) Ласкаво просимо! 27) Перепрошую, можна пройти? 28) Вибачте, я Вас потурбувала? 29) Просимо вибачення за незручності. 30) Пробачте мою неухважність. 31) Прошу вибачення за свою нетактовну поведінку! 32) Перепрошую, можете повторити це ще раз? 33) Добрий день. Приємно познайомитися. Гарна погода сьогодні... 34) Добрий день. Як Ваші справи? – Добре, дякую. 35) Добридень. Як ся маєте? – Потроху. А Ви? 36) Привіт! Як тобі ведеться в Києві? – Привіт, та ніби нормально. 37) Щасливого Різдва! 38) З Днем народження! 39) З роси й води! 40) Многая літа! 41) Вітаю з обранням на пост губернатора! 42) Добрий день, рада познайомитися! – Навзаєм! 43) Ви знайомі з Анею? – Добрий день, дуже приємно! – Навзаєм! 44) Дозвольте представити Вам доктора Андерсена. – Добрий день, дуже приємно. – Дуже приємно. 45) До побачення. 46) Па-па! 47) Побачимося за тиждень. 48) Бувай! 49) Було приємно познайомитися. 50) Добраніч.

10 Translate into English.

Серед молоді поширені однослівні формули вітання-прощання, серед них і запозичення: «Привіт!», «Салют!», «Бувай!», «Будь!», «Чао!», «Гуд бай!». Формули вітання часто супроводжують типовими зворотами оцінного характеру: «Радий Вас (тебе) бачити!», «Скільки літ, скільки зим!», «Як поживаєте?», «Як ся маєте?». Синонімічний ряд формул прощання об'єднує нейтральні звороти – «До побачення!», «На все добре!», «До зустрічі!», «На добраніч!», а також більш офіційний вислів «Дозвольте з Вами попрощатися!». У кожного з них є варіанти: «До скорого побачення!», «До скорої зустрічі!», «Добраніч!». Формулою прощання є зворот «Хай щастить!», виконує також роль прямої номінації «побажання щастя»: «Хай щастить Вам!», «На щастя, на здоров'я, на Новий рік!», «Бажаю щастя й добра Вам!», «З води й роси!», «Зичу радості, успіхів!».

Read and translate the following text extract.

You're Marlowe?



It was a cozy sort of office, not too large. There was a built-in upholstered corner seat by the trench windows and a man in a white dinner-jacket was standing with his back to the room, looking out. He had grey hair. There was a large black and chromium safe, some filing-cases, a large globe in a stand, a small built-in bar, and the usual broad heavy executive desk with the usual high-backed padded leather chair behind it.

I looked at the ornaments on the desk. Everything standard and all copper. A copper lamp, a pen set and a pencil tray, a glass and copper ashtray with a copper elephant on the rim, a copper letter opener, a copper thermos bottle on a copper tray, copper corners on the blotter holder. There was a spray of almost copper colored sweet peas in a copper vase.

It seemed like a lot of copper.

The man at the window turned around and showed me that he was going on fifty and had soft ash-grey hair and plenty of it, and a heavy handsome face with nothing unusual about it except a short puckered scar in his left cheek that had almost the effect of a deep dimple. I remembered the dimple. I would have forgotten the man. I remembered that I had seen him in pictures a long time ago, at least ten years ago. I didn't remember the pictures or what they were about or what he did in them, but I remembered the dark heavy handsome face and the puckered scar. His hair had been dark then.

He walked over to his desk and sat down and picked up his letter opener and poked at the ball of his thumb with the point. He looked at me with no expression and said: 'You're Marlowe?'

I nodded.

Sentence Structure

1 Say why these statements are not true sentences in the traditional sense. What is missing from them?

- 1) Everything standard and all copper.
- 2) A copper lamp, a pen set and a pencil tray, a glass and copper ashtray with a copper elephant on the rim, a copper letter opener, a copper thermos bottle on a copper tray, copper corners on the blotter holder.

2 Point out the subjects in the following sentences.

- 1) He had grey hair.
- 2) I looked at the ornaments on the desk.
- 3) The man at the window turned around and showed me that he was going on fifty and had soft ash-grey hair and plenty of it, and a heavy handsome face with nothing unusual about it except a short puckered scar in his left cheek that had almost the effect of a deep dimple.
- 4) He walked over to his desk and sat down and picked up his letter opener and poked at the ball of his thumb with the point.

3 Try to figure out the function of *it* in the following sentences. Translate the sentences into Ukrainian.

- 1) It was a cozy sort of office, not too large.
- 2) It seemed like a lot of copper.

4 Try to point out the subjects in the following sentences. Translate the sentences into Ukrainian.

- 1) There was a built-in upholstered corner seat by the trench windows and a man in a white dinner-jacket was standing with his back to the room, looking out.
- 2) There was a large black and chromium safe, some filing-cases, a large globe in a stand, a small built-in bar, and the usual broad heavy executive desk with the usual high-backed padded leather chair behind it.
- 3) There was a spray of almost copper colored sweet peas in a copper vase.

Grammar

The subject is the central part of the sentence on which the predicate is dependent. It can denote a living being, a lifeless thing or an idea. Semantically the subject may be identified as the agent of the action of the predicate (*She passed him the letter silently.*), the experiencer of the action of the predicate (*He was surprised at seeing her there.*), the instrument (*The storm threw the boat onto the shore.*), the patient (*The cups were brought.*), the recipient (*Each was given his share.*), the locative (*The house had four bedrooms and a loft.*) and the eventive (*Crying won't help.*).

However, sentences without the subject are also possible. The subject is usually absent in imperative sentences (*Come and sit down!*), one-member sentences (*Everything standard and all copper.*) and in informal speech (*Saw him yesterday? – Бачув його вчора?*).

The subject can be expressed in different ways. Very often it is expressed by **a noun/noun phrase** (*The man stood still. A number of people went in.*); or by **a pronoun** (*I opened the door. Everything looked as before.*). **A noun in the genitive case** is also possible (*The florist's was at the corner.*)

Then the subject can be expressed by **a substantivized adjective or participle** (*The wounded were taken good care of.*), **a numeral or a phrase with a numeral** (*Five is a prime number. The second was his best friend. Three of them agreed at once.*); by **an infinitive or an infinitive phrase/construction** (*To love means to forgive. To deny the past is to deny the future. For her to lie was quite natural.*); by **a gerund or a gerundial phrase/construction** (*Seeing is believing. Working hard is rewarding. His being so close made her nervous.*).

The subject can also be expressed by any word or words used as a **quotation** (*"Harry Potter" by Joan Rolling became popular all over the world. His "Hello there!" makes me mad.*) or by **an indivisible group of words** (*The needle and thread is lost.*)

Occasionally the subject can be expressed by **a clause**, which makes the sentence a complex one (*What you deserve is a wedding ring.*).

In most statements the subject comes first. It means that in English sentences any word or words which occur in this position are to be treated as the subject of the sentence. It is due to the fixed order of

words that the position before the predicate is always to be occupied by the subject. Yet, not any idea can fit the frame. Sometimes the subject of the sentence turns up after the predicate and in such a case the linear position of the subject is filled with a special structural element which is **the formal subject**.

The formal subject neither denotes nor points out any person or thing. It functions only as a position-filler and is not translated into Ukrainian. In English there are two formal subjects: *it* and *there*.

The formal subject *it* can be **impersonal** and **introductory (preparatory)**. *It* is impersonal when it is used in sentences describing various states of nature, or things in general, or characteristics of the environment, or denoting time, distance, or other measurements (*It's spring*. – *Весна*. *It's cold today*. – *Сьогодні холодно*.).

It is introductory (preparatory) if it introduces the notional subject expressed by an infinitive, a gerund, an infinitive/gerundial phrase or construction, or a clause. The sentence thus contains two subjects: the formal (introductory) subject *it* and the notional subject expressed as stated above (*It was no use asking him again*. – *Просити його ще раз було марно*. *It will be difficult for you to understand*. – *Тобі буде важко зрозуміти*. *It was unexpected that she agreed to help*. – *Те, що вона погодилася допомогти, було несподівано*.).

The formal subject *there* introduces sentences which express the existence or coming into existence of a person or thing denoted by the notional subject (*There are some roses in blossom in my flower-bed*. – *У мене на клумбі квітнуть декілька роз*).

Translation

If the subject of the English sentence is expressed by the indefinite pronoun *one*, the whole sentence is rendered in Ukrainian by an impersonal (subjectless) or indefinite-personal sentence:

One must get a visa before travelling to the U.S. – **Слід отримати візу перед тим, як подорожувати до Сполучених Штатів**.

When one sees this picture, one cannot but remember the view. – **Коли бачиш цю картину, неможливо не запам'ятати цей краєвид**.

The same thing occurs when the subject is expressed by personal pronouns *we*, *you* or *they* which have indefinite reference:

We must make a choice. – **Потрібно зробити вибір.**
As you may have already noticed, we are inclined to compromise.
– **Як вже можна було помітити, ми схилиємося до компромісу.**
They say it's not so easy. – **Кажуть, це не так уже і легко.**

Sentences with impersonal *it* are usually rendered in Ukrainian by means of impersonal (subjectless) sentences:

It looks like we all are going to have a sleepless night. – **Здається, що в усіх нас буде безсонна ніч.**
It's winter and it's snowing hard. – **(Зараз) зима, і йде рясний сніг.**
It seems that he was frank. – **Здається, він був щирий.**

Sentences with introductory *it* must also be distinguished from certain patterns with the notional subject *it* where *it* must be rendered in Ukrainian, and

- stands for a definite thing or some abstract idea:

*If this is your **decision**, it must be final.* – **Якщо це твоє рішення, воно має бути остаточним.**

- points out a person or thing expressed by a predicative noun:

It was a cozy sort of office, not too large. – **Це був зручний кабінет, не надто великий.**

- refers to the thought contained in a preceding statement, thus having a demonstrative meaning:

John came home late, it enraged his father. – **Джон прийшов додому пізно, це розлютило його батька.**

When rendering sentences containing formal *there* in Ukrainian, we usually start from the end if an adverbial modifier of place expressed by a prepositional phrase is present, while *there* is never translated at all:

There was nobody in the room. – У кімнаті нікого не було.

There were some smoking accessories on his table. – У нього на столі лежало якесь приладдя для паління.

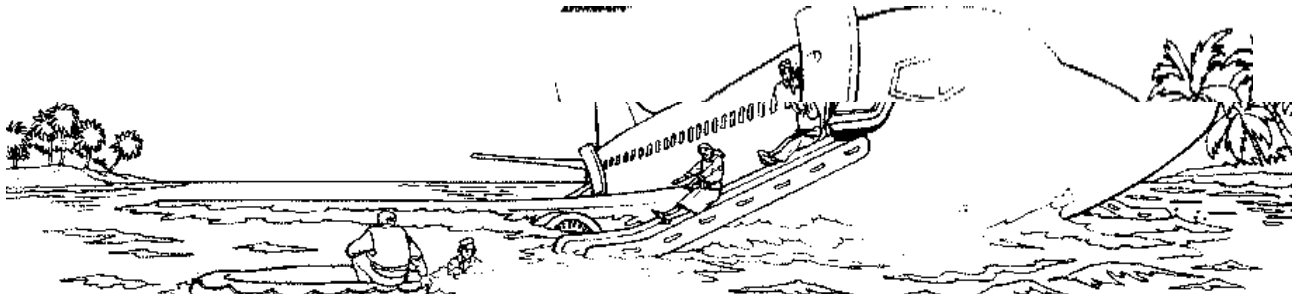
There is supposed to be another way to get there. – Має бути інший спосіб дістатися туди.

Exercises

1 Point out the subject and say by what it is expressed. Translate into Ukrainian.

1) At that moment the postman, looking like a German army officer, came in with the mail. 2) The clock struck eight. There was no sign of any of the other guests. 3) Now, there is something peculiarly intimate in sharing an umbrella. 4) Together we walked through the mud and slush. 5) Something impersonal and humble in that action seemed to reassure the Consul. 6) The sight of them, so intent and so quick, gave Bertha a curious shiver. 7) Eight o'clock in the morning. Miss Ada Moss lay in a black iron bedstead, staring up at the ceiling. 8) Still, the good of mankind was worth working for. 9) Sometimes the past injects itself into the present with a peculiar force. 10) Forgetting some things is a difficult matter. 11) To cross from one end to the other was difficult because of the water. 12) "A person doesn't have to be rich to be clean," Charles said. 13) There was an eagerness and excitement in the faces of the men. 14) ...and Timothy's was but one of hundreds of such homes in this City of London... 15) Let's get out quick. It's no good wasting time. 16) Now, to go through a stormy night and with wet clothes, and, in addition, to be ill nourished and not to have tasted meat for a week or a month, is about as severe a hardship as a man can undergo. 17) She did not know. The "No" was stronger than her craving to be in Frisco's arms and forget this dreary existence. 18) The mining industry might make wealth and power for a few men and women. But the many would always be smashed and battered beneath its giant treads. 19) Yes, that did sound rather far-fetched and absurd. 20) This, of course, in her present mood, was so incredibly beautiful... She began to laugh.

2 Read and translate the article. Analyze the sentences: point out the subjects and say by what they are expressed.



Flying in modern jets is one of the safest forms of transportation. It has been estimated that travelling by air is twenty-five times safer than travelling by car. This means that you are much more likely to get killed driving to or from the airport than during the flight.

The safest planes are the large modern jets of the major commercial airlines of Europe and the United States. One study showed that the chance of being killed in a commercial airline crash was only one in eight million. Smaller planes, commuter planes and older planes are far more likely to be involved in accidents.

Most airplane accidents occur during the take-off and landing parts of a flight. It follows that a non-stop flight will be safer than a flight with one or more stops. The duration of the flight doesn't seem to be a factor.

It is estimated that eighty per cent of the people involved in an aircraft accident survive. You can increase your chances of survival by knowing what to do before an accident occurs. Keep your seat belt fastened at all times. Identify the nearest emergency exit and count the number of seats between you and the exit. You may have to feel your way to the exit in the dark. Learn how to open the emergency door in case you are the first person to reach it. Wear clothes made from natural fibers such as cotton and wool rather than synthetic materials which may burn or melt on the skin. Think about carrying a smoke hood with you on the plane. If there is a fire, the hood can help protect you against smoke and toxic gases. Above all, don't panic.

*The Honolulu Advertiser. November 7,
1997 (AmE)*

3 Say whether *it* is notional or formal in the following sentences. Translate into Ukrainian.

1) It was dusky in the dining-room and quite chilly. 2) The bell rang. It was lean, pale Eddie Warren in a state of acute distress. 3) Oh! Oh! Oh! It was a little house. It was a little pink house. 4) But in her bosom, there was still that bright glowing place. It was almost unbearable. 5) She sat up, but she felt quite dizzy, quite drunk. It must have been the spring. 6) It was marvelous to be loved like that. 7) It is the moon that makes you talk to yourself in that silly way. 8) It is very distressing to me, Sir, to give this information. 9) He took the path through the fields: it was pleasanter than the road. 10) If this is liberty, it isn't going to mean a thing. 11) It was now almost four-thirty in the afternoon. 12) I took a good room. It was very big and light and looked out on the lake.

4 Translate the following sentences into English.

1) Крім стола у кімнаті було крісло та два стільця. 2) Здавалося, що у небі були десятки гелікоптерів. 3) Боюся, що з цим нічого не поробиш. 4) Ймовірно, на прем'єрі буде багато глядачів. 5) У холодильнику є трохи масла. 6) Схоже, що в нас буде багато проблем з цією справою. 7) Зараз на телебаченні з'явилося багато нових програм. 8) У наступному році тут буде збудовано новий театр. 11) У цьому тексті багато нових слів. 12) Твоя книга, можливо, лежить на столі. 13) У цей час у метро повинно бути багато пасажирів. 14) Будь обережний: у воді можуть бути мікроби. 15) Здавалося, що в будинку нікого не було. 16) Зараз у нашому місті багато безпритульних собак. 17) На кожне правило було кілька прикладів. 18) Коли ми прийшли, усі були у вітальні. 19) У квартирі було замало місця, бо було забагато меблів. 20) Схоже, що в цьому місті роботи для нас немає.

5 Translate into English the following extract from “3D for Europe” by the Ukrainian author Liubko Deresh. Pay attention to the use of English formal subjects.

Відомий український психолог Олег Бахтіяров є автором цілого напрямку досліджень людської психіки, котра називається екстримологією. Ця наука вивчає людське сприйняття в умовах надзвичайних, кризових ситуацій. Вся наука базується на трьох

максимах:

1. Неможливо зрозуміти екстремальну ситуацію, не будучи її безпосереднім учасником.

2. Неможливо зрозуміти екстремальну ситуацію, будучи ТІЛЬКИ її учасником.

3. Зрозуміти екстремальну ситуацію можна тільки за умови об'ємної свідомості — свідомості, яка об'єднує регулярний (нормальний) стан психіки та стан людини в екстремальній ситуації.

Те, що відбувається в Україні, для європейського сприйняття видається насправду диким. Особливо коли в європейця на наших землях немає доброзичливого супутника, який би пом'якшив враження від пережитого. Тоді, можна сказати, європейська людина і зазнає стану екстремальної свідомості. Європа велика, Азія ще більша, а Україна маленька і неспіврозмірна із цими гігантами. Я — українець, і мої судження з приводу процесів континентального характеру такі ж несуттєві та проміжні, як і положення моєї держави. Не сприймайте все написане як претензію на розуміння чогось такого, суперправильного.

Мало хто з європейців почувається захищеним східніше Кракова. Та й взагалі, мало хто почувається захищено на чужій території. Тому що там, НА ЧУЖІЙ ЗЕМЛІ, ЗА НЕЗНАЙОМИХ ОБСТАВИН, світогляд піддається суворим перевіркам на адекватність до дійсності. І якщо він таки не відповідає дійсності, людина пролітає мимо каси.

Відомий факт, що людина на незнайомій території (а ширше – при незвичній ситуації) має дивні обмани сприйняття, знані у клінічній практиці як ілюзії. Це часто відмічається в горах, у пустелях. А нестійку людину може глюконути навіть при переїзді в сусіднє місто. Психологи пояснюють це тим, що людське сприйняття узалежнюється від того, що воно звично бачить. І при різкій зміні середовища бачить те, чого немає насправді.

Можна сказати, те саме поширюється на традиційно європейські погляди на світ і себе.

4 *The Predicate*

Read and translate the following article.

Pop Art Absurdists



ON Tuesday, a large painting by Jasper Johns, the 57-year-old Pop Art absurdist, sold at Christie's, New York, for £2.2 million. This was an auction record for the work of a living artist, according to my friend Geraldine Norman.

I suppose it is the pressure of the great American foundations which keeps this particular pantomime on the road.

They have spent so much money on the same sort of rubbish already that they have to go on buying it or their previous investment in 'modern art' will be seen to be worthless.

But then I read of an enterprising Austrian who has offered Mick Jagger a vast sum of money for his ashes, hoping to sell them eventually in hour-glasses for many hundreds of thousands

of pounds each. A spokesman for Jagger was quoted as saying 'It's going to be a heavy thing for Mick to figure out and give an answer.' Even if it is in death, what's he going to value more - his body or his money?

Few of us, I imagine, would be prepared to pay 50p for the whole collection of Rolling Bones. But the fact that money is available for this sort of nonsense might make us revise Marx's theory of Surplus Value. Technological capitalism produces so much more wealth than there are useful things to spend it on that we have to spend it on rubbish.

The Sunday Telegraph
(BrE)

Sentence Structure

1 Each of the following sentences misses a part. Find out what this part is and complete the sentences. Then check against the text.

- 1) On Tuesday, a large painting by Jasper Johns, the 57-year-old Pop Art absurdist, at Christie's, New York, for £2.2 million.
- 2) They have spent so much money on the same sort of rubbish already that they buying it or their previous investment in 'modern art' will be seen to be worthless.
- 3) A spokesman for Jagger as saying 'It's going to be a heavy thing for Mick to figure out and give an answer.'
- 4) But the fact that money for this sort of nonsense might make us revise Marx's theory of Surplus Value.

2 Try to point out the predicates in the following sentences.

- 1) This was an auction record for the work of a living artist, according to my friend Geraldine Norman.
- 2) But then I read of an enterprising Austrian who has offered Mick Jagger a vast sum of money for his ashes, hoping to sell them eventually in hour-glasses for many hundreds of thousands of pounds each.
- 3) Technological capitalism produces so much more wealth than there are useful things to spend it on that we have to spend it on rubbish.

3 Join these notes to make sentences. Then check against the text.

- 1) Pop art absurdist – 57 – Jasper Jones – sold – a large painting – Christie's – New York – £2.2 million.
- 2) An enterprising Austrian – has offered – a vast sum of money – Mick Jagger – his ashes.
- 3) A heavy thing – Mick – to figure out – give an answer.

4 Complete the sentences, choosing from the words in brackets, and then refer to the text.

- 1) I [*suppose/supposed*] it is the pressure of the great American foundations which [*was keeping/keeps*] this particular pantomime on the road.
- 2) Even if it [*is/was*] in death, what [*is/will be*] he going to value more - his body or his money?

Grammar

The predicate is the second principal (main) part of the sentence always containing a finite verb form, which agrees with the subject in number and person. The predicate can express an action, state, or quality of the person or thing denoted by the subject.

There are two main types of the predicate in English: **the simple predicate** and **the compound predicate**. Both these types may be either nominal or verbal.

The simple verbal predicate can be expressed by a finite verb in any tense form (*They have spent a lot of money on paintings.*) or by a verbal phrase denoting various kinds of action (*I had a good sleep. He paid little attention to the accident.*).

The simple nominal predicate is expressed by a noun, or an adjective, or a verbal. It doesn't contain a link verb, as it shows that the idea expressed by the subject and that expressed by the predicate are incompatible. It means that in the meaning of the simple nominal predicate there is an implied negation, that is why the sentences with the simple nominal predicate are always exclamatory (*He a banker! Tom, smart!*). The simple nominal predicate can be expressed by a noun (*Me a liar!*), an adjective (*Mary-Ann, stylish!*), an infinitive or an infinitive phrase (*Such a respected lady to come so far!*), a participle I or a participial phrase (*The chief joking!*).

The compound verbal predicate can be of two types: the compound verbal modal predicate and the compound verbal aspect predicate.

The compound verbal modal predicate retains the meaning of the modal auxiliary used in it thus showing whether the action expressed by an infinitive is looked upon as possible, impossible, obligatory, necessary, desirable, planned, etc. It consists of a modal part and an infinitive (or sometimes a gerund). The modal part may be expressed by a modal verb (*You can prove everything and nothing.*), one of the following modal expressions: *to be, to have, to be able, to be capable, to be obliged, to be allowed, to be willing, to be anxious, to be going, to be bound* (*You are to be there at six as we've arranged. He isn't going to forgive you. I was able to translate the article without a dictionary.*), one of the verbs with a modal meaning: *to hope, to expect, to intend, to attempt, to try, to endeavour, to long, to wish, to want, to desire*, etc. (*I want to help you. He tried to open the door.*), verbs and expressions used

in the predicate of sentences containing the Subjective Infinitive Construction (*He is said to have left. I happen to know his car was seen here yesterday.*).

The compound verbal aspect predicate denotes the beginning, duration, repetition or cessation of the action expressed by an infinitive or gerund. It consists of an aspect verb and an infinitive/gerund. An aspect verb can be a verb of beginning: *to begin, to start, to commence, to set about, to take to, to fall to, to come* (*He began to talk about his studies in the U.S.*), or a verb of duration: *to go on, to keep, to proceed, to continue* (*We kept on walking though it was already late.*), or a verb of repetition: *would, used* (*They used to tell each other everything.*), or a verb of cessation: *to stop, to finish, to cease, to give up, to leave off* (*He gave up smoking at last.*).

The compound nominal predicate denotes the state or quality of the person or thing expressed by the subject (*I'm exhausted*), or the class of persons or things to which this person or thing belongs (*Mr. Parker is a teacher*). The compound nominal predicate can be of two kinds: proper and double.

The compound nominal predicate proper consists of a link verb and a predicative which is the nominal part. Among the link verbs there are verbs which have completely lost their original lexical meaning: *to be, to get* (*He is just the kind of man I want. She got very angry*); there are also verbs which have partly lost their lexical meaning: *to remain, to become, to grow, to turn, to look, to seem, to appear, to continue, to feel, to keep, to turn out, to hold, to prove, to loom, to rank, to run, to smell, to taste, to fall, to stand, to go, to work* (*The house remained the same. Jenny looked happy*). Many of these verbs can also be used as verbs of complete predication fully preserving their concrete meaning (*Her skin felt very warm. AND She felt great awe and admiration.*). Some verbs, which have fully preserved their lexical meaning, still serve as link verbs: *to elect, to call, to leave, to keep, to make* (*She was left alone. He was elected president. They painted the door green. He appointed her secretary.*).

The nominal part of the compound nominal predicate proper – **the predicative** – can be expressed by a noun (*He is a doctor. The book was Michael's*), an adjective or an adjective phrase (*The task was difficult. It was hard to do. The soup smells good*), a pronoun (*It's me. This book is mine*), a numeral (*He was the first*), an adverb (*It was enough the way she did it.*), an infinitive or an infinitive phrase/construction (*His*

intention was to finish with that as soon as possible.), a gerund or a gerundial phrase/construction (*His hobby was doing nothing.*), a participle or a participial phrase (*He was surprised at the sound of her voice.*), a prepositional phrase (*After all, he is on our side.*), a stative (*He was aware of her presence.*), an indivisible group of words (*It was nine o'clock.*), a clause (*That's what she said.*), a quotation (*His answer was No.*)

The compound nominal double predicate combines the features of the simple verbal predicate and those of the compound nominal predicate. Its first part is verbal and is expressed by a notional verb denoting an action or process performed by the subject. Its second part is nominal, which is the predicative (*We sat silent for a minute or so. The sun was shining warm.*). There are a number of verbs that most often occur in this type of predicate, performing the double function of denoting a process and serving as link verb at the same time. They are: *to die, to leave, to lie, to marry, to return, to rise, to sit, to stand, to shine*, etc. (*She married young. He died a hero.*).

Compound predicates can combine elements of different types. Thus, there are three more types of the compound predicate which are mixed: **the compound modal nominal predicate** (*She must be happy.*), **the aspect nominal predicate** (*She began to look ashamed.*), **the compound modal aspect predicate** (*You should stop smoking.*).

Translation

It should be noted that very often the predicative expressed by an adjective in English does not correspond to an adjective in Ukrainian. It often corresponds to an adverb, serving as an adverbial modifier. In this connection particular attention should be paid to the translation of sentences containing the following verbs used as link verbs: *to look, to feel, to sound, to smell, to taste*:

*She looks bad. – Вона **погано** виглядає.*

*Her voice sounded somewhat strange in the dark. – У темряві її голос пролунав якось **дивно**.*

*The flower smells pleasant. – Квітка **приємно** пахне.*

*This cucumber tastes bitter. – Цей огірок **гіркий**.*

In case of inverted predicates, i.e. those positioned before the subjects, their translation corresponds to the word order of the original sentences no matter what part of the predicate is placed before the subject:

*Perhaps, more interesting is the fact of their being other opinions on this question. – Можливо, **більш цікавим** є факт існування інших думок стосовно цього питання.*

*Given here is all the range of our products. – Тут **представлений** увесь асортимент нашої продукції.*

Sentences functioning as subordinate clauses of concession and containing inverted emphatic predicatives, are usually translated into Ukrainian starting with such conjunctions as *хоч* or *хоч який би*:

*His offer, strange as it might seem, was, nevertheless, accepted with gratitude. – Його пропозицію, **хоч** вона й **могла видатися дивною**, було все-таки прийнято з вдячністю.*

Exercises

1 Point out the predicate and say to what type it belongs. Translate into Ukrainian.

1) Presently she grew tired of that and looked across at her sister. 2) You shall have as many dances as you like. I shan't dance with anyone except you and Maxim. 3) Well, d'you feel any better now? 4) Harry was enjoying his dinner. 5) Alice went on, he ought to stop doing nothing and criticising everybody. 6) Everything is being taken down and used against you. 7) The story will only get repeated and exaggerated. 8) But I've got to have a word with him. We got to do something about it. 9) She became bitter and unapproachable. 10) Her marriage was more or less fixed for the twenty-eighth of the month. They were to sail for India on September the fifth. 11) Leila's partner gave a little gasping laugh. 12) You are to go straight to your room. You are to say nothing of this to anyone. 13) He was a country doctor. He died young. 14) I began to stammer my apologies. He would not listen to me. 15) To walk in this way behind him seemed to Annette already a sufficient marvel. 16) A ship — the *Vestris* — is reported to be arriving at Liverpool. 17) Led

was having a little new sort of weeping fit daily or every other day.
18) Even now he was able to find a thin excuse for that young idiot.
19) Do not delay, there is no time. Teacher Williams lies dead already.
20) The grey house had ceased to be a home for family life.

2 Say where the predicate is simple and where it is compound (nominal or verbal).

1) Two young girls in red came by. 2) Demetrius came alive and pressed a flock of inquiries. 3) And in many ways along lines you'd more or less approve, I am coming to feel the mill a part of myself. 4) He tried to be both firm and friendly. I've felt dependent on him. 5) He now felt only a confused ache of memory and a growing desire to be home. 6) No one was there to meet Dick. He felt a twinge of disappointment. 7) There was a silence but not an uncomfortable one. 8) He was vaguely aware of his father standing by kitchen-range with his coat off. 9) The day of our wedding came. He was to call for me to choose the furniture. 10) A good reliable husband he'd make. And our Alice is a great one for wanting a place of her own. 11) That made all the difference. The room came alive at once. 12) "She sounds serious," Albertine insisted. "She keeps talking about it." 13) Not even her own children had seen Ma break down. She'd keep a proud face always. 14) My lady keeps a list of the names in a little red book. 15) Charlie kept quiet. 16) Cedric Thompson stood a good three inches above me. 17) For a moment I stood aghast, peering after her shadowy figure, and wandering what had taken her. 18) And then they sat silent for a few moments together. 19) I sat writing letters on a piece of paper with a pencil. 20) And for some time, he lay gasping on a little flock mattress, rather unequally posed between this world and the next.

3 Point out the predicative and say by what it is expressed. Translate into Ukrainian.

1) Annette was completely dazed. 2) Their highest concept of right conduct, in his case, was to get a job. 3) I'm five foot eleven in my socks. 4) Sally, herself, was quite content for a while to enjoy becoming acquainted with her son, washing and feeding him, taking him for walks in the bush, singing him to sleep. 5) Mr. de Morfe was as generous and hail-fellow-well-met with them as ever. 6) I am cold. And I always was such a one for being warm. 7) Your resemblance to your mother is very

striking. 8) He did not answer. I was aware again of that feeling of discomfort. 9) I hated myself. My question had been degrading, shameful. 10) Their interests were hers as well as the interests of everybody. 11) He's a good chap. He makes you feel it's worthwhile being alive. 12) Arrived here, his first act was to kneel down on a large stone beside the row of vessels, and to drink a copious draught from one of them. 13) Either course seemed unthinkable, without any connection with himself. 14) The nightmare of my life has come true. We are in danger of our lives. We are white people in a Chinese city. 15) The best thing is for you to move in with me and let the young lady stay with your mother. 16) But she was herself again, brushing her tears away. 17) The rest of the time was yours. 18) How do you feel physically? 19) Who are you? 20) The Irish are a philosophic as well as a practical race. Their first and strongest impulse is to make the best of a bad situation.

4 Use the adjective or adverb.

1) Catherine smiled at me very _____. (happy, happily) 2) I felt very _____. (good, well) 3) I felt _____ when we started (terrible, terribly) 4) He sounded _____ and _____. (brisk, briskly; cheerful, cheerfully) 5) It will sound _____. (strange, strangely) 6) The hay smelled _____. (good, well) 7) I write English _____. (bad, badly) 8) I looked at her _____. (attentive, attentively) 9) But don't look _____, my little girl. It breaks my heart, (sad, sadly) 10) He was looking at me _____ and _____. (grave, gravely; intent, intently) 11) It [the wine] tasted very _____ after the cheese and apple. (good, well) 12) The brandy did not taste _____. (good, well) 13) The pistol felt on the belt _____. (heavy, heavily) 14) Silas received the message _____. (mute, mutely) 15) I thought he looked _____. (suspicious, suspiciously)

5 Translate into English, using a compound nominal predicate.

1) Музика звучала чудово. 2) Ця квітка добре пахне. 3) Ваші слова звучать дивно. 4) Цей апельсин смакує не дуже добре. 5) Біфштекс добре пахне. 6) Ця тканина груба на дотик. 7) Вода в цій місцевості смакує погано. 8) Ця нота звучить пронизливо. 9) Я погано себе почуваю. 10) Вона має гарний вигляд. 11) Вона добре почувається. 12) Вона тільки здається доброю. 13) Тістечко добре виглядає. А смакує так само добре? 14) Свисток пролунав несподівано. 15) Ці

трянди пахнуть чарівно. 16) Він почувався недобре, проте виглядав як завжди ідеально. 17) Її відповідь пролунала так тихо, що він мав перепитати її ще раз. 18) Сукня виглядала дуже дорого, та, на жаль, тканина була такою грубою і неприємною на дотик, що носити її довго було просто неможливо. 19) Її голос лунав дивно, наче був записаний на плівку. 20) Вона здається легковажною, але її не так вже і легко збити з пантелику.

6 Translate into English, using different types of the predicate.

1) «Все це даремно», – сказала вона ледь чутно. «Я пов'язана з Морісом навіки». 2) Її ноги ніколи не зв'язували так, як тоді зв'язували ноги китайських дівчаток. 3) «Я не хочу тобі про це розповідати», – сказав Ерік. «Але ти зобов'язаний це знати». 4) Ви не зобов'язані відповідати на це запитання. 5) Одного з них пізніше відправили до школи-пансіону, де його змусили засісти за уроки. 6) Коли їй виповнилося шістнадцять, вона стала справжньою красунею. Через це її змусили вийти заміж за першого ліпшого багатія. 7) Після таких пригод ми непритомно лежали на землі. 8) Здавалося, він радий мене бачити. 9) Згодом вона стала обізнаною в мистецтві більше за будь-кого з іменитих критиків. 10) Чим нетерплячішим він ставав, тим більше йому кортіло піти геть. 11) Вона повернулася обличчям до вікна. 12) Вона почервоніла так, ніби раптово помітила, що її черевики були різного кольору. 13) Містер Буш залишився на обід, але пішов, коли прибули гості. 14) Було дивно, що після такої бурхливої промови вона лишалася мовчазною. 15) Я покинула будь-які спроби заспокоїти його. 16) Він покинув палити, але це не змінило його характер. 17) Він виглядав приголомшено, наче побачив королеву. 18) Хоч якби впевнено він не говорив, усі помітили, що він трохи хвилювався. 19) Можливо, набагато важливішим зараз є той факт, що він єдиний не поїхав на цю зустріч. 20) Здавалося, що вона починає ніяковіти, коли до неї звертаються репортери. 21) Напевно, Джордж стане королем, але хто знає, що може статися. 22) Ми залишили його на самоті, щоб він міг трохи прийти до тями. 23) Його план спрацював саме так, як і передбачалося. 24) Мусиш бути тут рівно о першій, або не встигнеш на потяг. 25) Ти дійсно вважаєш, що я обманюю? Я обманюю!

Read and translate the following article.

Alaska's Dirty Dollars

EXXON has spent more than \$2bn cleaning up the oil which spilled from the tanker Exxon Valdez, making it one of the world's costliest industrial accidents. Much of this money has found its way into the pockets of a few thousand inhabitants who lived in the path of the oil slick. Yet Exxon's gold has not brought contentment to their small Alaskan fishing towns. It has set neighbor against neighbor and led to allegations that Exxon succeeded in buying off the anger of the local communities.

The largest US-based oil company invented a novel technique last summer to clean up the public relations mess left by the March 24 spill. It sprayed dollars around the shores of



southern Alaska almost as liberally as its supertanker had sprayed oil into the clear waters of Prince William Sound. Spending on this scale opened up unsuspected fissures in Alaska's inward-looking towns. Pragmatists were pitched against idealists; new-comers against old-timers; and, at its crudest, those who welcomed against those who were appalled by the chance to take Exxon money. The idyllic self-image which these communities harbored – of the last great American frontier, where hardy, self-reliant people came to escape the modern world – was shattered in the process.

The town of Homer is typical. It has just enjoyed one of the most prosperous years since its foundation in 1896 by a gold-digging adventurer from Michigan. Yet, like the gold rush itself, it is a feverish sort of prosperity which has divided Homer's 4,000 inhabitants.

John P. Calhoun, Homer's nervy, chain-smoking mayor, has only recently felt up to the task of talking to strangers about the impact on his town. 'The economics of the spill in the short term were very positive. It infused more money into our town than normal. The trouble was that not everyone gained to the same extent,' explains Mayor Calhoun in his pint-sized office in Homer's city hall.

Sentence Structure

1 A word is missing from these sentences. Put it in and give a reason. Then check against the text.

- 1) Yet has not brought contentment to their small Alaskan fishing towns.
- 2) The largest US-based oil company a novel technique last summer to clean up the public relations mess left by the March 24 spill.
- 3) Yet, like the gold rush itself, it is a feverish sort of prosperity which Homer's 4,000 inhabitants.
- 4) John P. Calhoun, Homer's nervy, chain-smoking mayor, only recently felt up to the task of talking to strangers about the impact on his town.

2 Each of the following sentences contains a mistake. Find the mistakes and correct them. Say why you have done so. Then check against the text.

- 1) It have set neighbor against neighbor and led to allegations that Exxon succeeded in buying off the anger of the local communities.
- 2) Pragmatist were pitched against idealists; newcomers against old-timers; and, at its crudest, those who welcomed against those who were appalled by the chance to take Exxon money.
- 3) The idyllic self-image which these communities harbored – of the last great American frontier, where hardy, self-reliant people came to escape the modern world – were shattered in the process.
- 4) The towns of Homer is typical.

3 Supply the right forms of the verbs in brackets, then refer to the text. In each case give your reasons for the number you have chosen.

Exxon has spent more than \$ 2bn cleaning up the oil which (spill) _____ from the tanker Exxon Valdez, making it one of the world costliest industrial accidents. Much of this money (find) _____ its way into the pockets of a few thousand inhabitants who (live) _____ in the path of the oil slick. Yet Exxon's gold (not bring) _____ contentment to their small Alaskan fishing towns. It (set) _____ neighbor against neighbor and (lead) _____ to allegations that Exxon (succeed) _____ in buying off the anger of the local communities.

John P. Calhoun, Homer's nervy, chain-smoking mayor, only recently (feel up) _____ to the task of talking to strangers about the

impact on his town. ‘The economics of the spill in the short term (be) _____ very positive. It (infuse) _____ more money into our town than normal. The trouble (be) _____ that not everyone (gain) _____ to the same extent,’ explains Mayor Calhoun in his pint-sized office in Homer’s city hall.

4 Why is the verb plural in **a**, but singular in **b**?

a *The economics of the spill in the short term **were** very positive.*

b *Generally speaking, economics **isn’t** taught at school.*

Write two sentences for each of these nouns, the first with a plural verb and the second with a singular one.

1 economics

2 acoustics

Grammar

The general rule for the subject–predicate concord is very simple: **a singular subject requires a singular predicate** (*My son watches television after dinner.*), and **a plural subject requires a plural predicate** (*My sons watch television after dinner.*).

To observe the agreement of the subject and the predicate in the rest of the cases one has always to be aware of what exactly the subject is expressed by. Knowing the way the subject is expressed in a particular sentence makes it easy to identify its number and, thus, to observe the principle of **grammatical concord**. The ways a subject can be expressed in English and the number of predicate it agrees with are given in the following table:

Ways of expressing the subject:	The number of the predicate:
1. noun	- singular with a noun in singular (<i>My son <u>watches</u> television after dinner.</i>) - plural with a noun in plural (<i>My sons <u>watch</u> television after dinner.</i>)
2. collective noun	- plural with the following nouns of multitude: <i>cattle, poultry, police, militia, infantry, guard, clergy, gentry, jury</i> (<i>The <u>police are searching</u> for criminals. The <u>jury were unanimous</u> in their</i>

	<p>verdict.)</p> <ul style="list-style-type: none"> - singular with the following nouns: <i>foliage, machinery, equipment, environment</i> (<i>The new machinery <u>was introduced</u> for preparing land.</i>) - plural if the group denoted by a collective noun is being considered as a collection of individuals taken separately (<i>The audience <u>were enjoying</u> every minute of the performance. The Committee <u>have considered</u> your request. England <u>have won</u> the cup.</i>) - singular if the group denoted by a collective noun is taken as a single undivided body (<i>The audience <u>was huge</u>. The Committee <u>consists</u> of you and me. England <u>is</u> a European country.</i>)
3. invariable singular noun; invariable singular nouns ending in -s	<ul style="list-style-type: none"> - singular (<i>His hair <u>has gone</u> grey. The information <u>is</u> priceless. No news <u>is</u> good news. Measles <u>is</u> catching.</i>)
4. invariable plural noun	<ul style="list-style-type: none"> - plural (<i>His clothes <u>were</u> quite expensive. The wages <u>have been increased</u>.</i>)
5. nouns in -ics which are names of sciences and abstract notions	<ul style="list-style-type: none"> - singular when used in their abstract sense (<i>Statistics <u>is</u> a branch of mathematics. Politics <u>is</u> a risky kind of job.</i>) - plural when qualities, practical applications, different activities, etc. are meant (<i>Statistics <u>are</u> not always correct. Politics <u>have</u> always been of great interest to me.</i>)
6. noun phrase	<ul style="list-style-type: none"> - singular if the head of the noun phrase is singular (<i>The change in fashion <u>is</u> most obvious in the street.</i>) - plural if the head of the noun phrase is plural (<i>The changes in fashion <u>are</u> most obvious in the street.</i>)
7. noun phrase with <i>the number of, the majority of, a number of, a majority of, a variety of, a lot of, plenty of, a mass of, (a) part of, the bulk of</i>	<ul style="list-style-type: none"> - singular or plural according to the form and meaning of the second element which is the dominant element of the word-group (<i>A number of cars <u>were</u> parked near the theatre. A lot of people <u>are</u> coming today. There <u>is</u> a lot of truth in that.</i>)
8. noun phrase starting with <i>many a...</i>	<ul style="list-style-type: none"> - singular (<i>Many an artist <u>comes</u> to the banks of the Avon.</i>)
9. indefinite pronoun; universal pronoun; negative pronoun;	<ul style="list-style-type: none"> - singular (<i>Somebody <u>is</u> knocking at the door. Everyone <u>was</u> glad to see you again. Nobody <u>was</u> there to help.</i>) <p>However, <i>none</i> takes a plural predicate (<i>None <u>were</u></i></p>

possessive pronoun in its absolute form	<i>there.</i>); <i>all</i> in the meaning of ‘ <i>yci</i> ’ takes a plural predicate (<i>All <u>are present.</u></i>); <i>both</i> takes a plural predicate (<i>Both [letters] <u>are mine.</u></i>)
10. interrogative pronouns <i>who</i> and <i>what</i>	- singular (<i>Who <u>is</u> here? What <u>has happened?</u></i>) However, they may take a plural predicate if they denote more than one person or thing (<i>Who <u>are the people</u> to decide it?</i>)
11. relative pronoun	-singular or plural depending on the number of the antecedent noun or pronoun (<i>This is <u>the girl who lives</u> next door. Do you know <u>the girls who live</u> next door?</i>)
12. substantivized adjective or participle	- singular when an abstract notion is meant (<i>The beautiful <u>was</u> now <u>closer</u> to him.</i>) - plural when the whole group of people is meant (<i>The rich <u>hardly understand</u> the poor.</i>)
13. a numeral or phrase with a numeral	- singular (<i>Five <u>is</u> a prime number. Ten years <u>is</u> quite a long time. Two plus two <u>is</u> four.</i>) However, multiplication admits of two variants (<i>Twice two <u>is/are</u> four.</i>)
14. infinitive or infinitive phrase/construction; gerund or gerundial phrase/construction;	- singular (<i>To treat them as criminals <u>is</u> unjustified. For her to remember you <u>is</u> uncommon. Smoking cigarettes <u>is</u> dangerous to health.</i>)
15. prepositional phrase	- singular (<i>In the mornings <u>is</u> best for me.</i>)
16. quotation	- singular (<i>‘Crime and Punishment’ <u>is</u> perhaps the best of Dostoyevsky’s novels.</i>) However, the titles of some works that are collections of stories, etc., may be counted as either singular or plural (<i>‘The Canterbury Tales’ <u>exist/exists</u> in many manuscripts.</i>)
17. indivisible group of words	- singular (<i>The needle and thread <u>is</u> lost. The wife and mother <u>was</u> asked the question.</i>)
18. clause	- singular (<i>How you got there <u>is</u> not a matter of any importance.</i>) However, clauses starting with <i>what</i> , <i>whatever</i> or <i>who</i> may take singular and plural predicates depending on the number of the determined noun (<i>What once was a house <u>is</u> now a hut. Whatever ideas he has <u>are</u> his wife’s.</i>)

In case of **homogeneous subjects** predicates can be singular or plural depending on coordination of the subjects themselves. The different ways of coordination are given in the following table:

Ways of subject coordination:	The number of the predicate:
1. <i>and</i> conjunction or <i>asyndetically</i>	- plural (<i>My husband and I <u>are</u> keen readers. His camera, his ID, his money</i>

	<p><u>were stolen.</u>)</p> <p>However, when a singular noun-subject is defined by two attributes joined by <i>and</i>, it takes a singular predicate and the article is not repeated (<u>A tall and handsome gentleman is asking for you.</u>) When more than one notion is implied by the singular noun-subject, the predicate remains plural (<u>American and Dutch beer are much lighter than British beer.</u>)</p> <p>In case of parenthesis the predicate agrees in number with the first noun-subject (<u>The ambassador – and perhaps his wife too – is likely to come.</u>)</p>
2. <i>both... and</i> conjunctions	- plural (Both <u>my husband and I like dogs.</u>)
3. <i>not only... but also, either... or, neither... nor</i> conjunctions	- plural or singular depending on the nearest noun-subject (<u>Either your eyesight or your brakes are at fault. Either your brakes or your eyesight is at fault. Neither you nor I am wrong.</u>)
4. <i>as well as, rather than, as much as, more than, along with, after</i> conjunctions	- plural or singular depending on the first noun-subject (<u>My parents as well as my sister are engineers. My sister as well as my parents is an engineer. One speaker after another was complaining about the lack of jobs.</u>)
5. if the predicate precedes homogeneous subjects and goes after <i>here</i>	- mostly singular (Here <u>is your key and cards. Here is your tickets and the change.</u>)

The **formal subject** *there* does not influence the number of the predicate coming after it, thus, the first notional noun-subject determines the number of the predicate (**There** is a nice little table on the terrace. There are some nice little stools around it.)

The **formal subject** *it* being introductory and emphatic always requires a singular predicate no matter what follows (**It** was me who knew all the truth. It was us who told it.)

Translation

As mentioned above, the rule that the predicate matches its subject in number is called the principle of grammatical concord. When translating from Ukrainian into English, difficulties over concord arise

through occasional conflict between this and two other principles: the principle of notional concord and the principle of proximity.

Notional concord is agreement of predicate with subject according to the notion of number rather than with the actual presence of the grammatical marker for that notion. That is why in English collective nouns in their singular forms are very often treated as notionally plural while in Ukrainian the grammatical concord principle retains:

*Our family **are moving** to Kyiv. – Наша родина **переїздить** до Києва.*

*The government **have broken** most of their promises. – Уряд **знехтував** багатьма зі своїх обіцянок.*

*The police **have been searching** for the criminal for two months already. – Поліція **шукає** злочинця вже два місяці.*

The principle of **proximity** in English, also termed ‘attraction’, denotes agreement of the predicate with a closely preceding noun phrase in preference to agreement with the head of the noun phrase that functions as subject while in Ukrainian we find the grammatical concord rule again:

*No one except his own students **understand** the professor’s theory. – Ніхто, крім його власних учнів, **не розуміє** теорію професора.*

The proximity principle in English is reinforced here by notional concord (*Only his own students **understand** the professor’s theory.*)

Conflict between grammatical concord and proximity principle tends to increase with the distance between the noun phrase head of the subject and the predicate, and is sometimes also possible in Ukrainian. Proximity concord occurs mainly in unplanned discourse. In writing it will be corrected to grammatical concord.

*Nobody, not even his colleagues, **was/were** listening to him. – Ніхто, навіть його колеги, **не слухали** його.*

*Every member of the vast crowd of 50 000 people **was/were** pleased to hear him. – Кожна людина з п’ятдесятитисячного натовпу **була** рада чути його.*

Exercises

1 Point out the subject and the predicate. Translate into Ukrainian.

1. On her going to his house to thank him, he happened to see her through a window. (*Dickens*) 2. To describe one's character is difficult and not necessarily illuminating. (*Murdoch*) 3. The three on the sofa rise and chat with Hawkins. (*Shaw*) 4. Nothing seemed to matter. (*London*) 5. To be wanted is always good. (*Stone*) 6. Seeing you there will open up a new world. (*Murdoch*) 7. Thereafter, I read everything on the subject. I came to know many Negroes, men and women. (*Buck*) 8. Elaine, this ill-advised behaviour of yours is beginning to have results. (*Erskine*) 9. Presently all was silent. They must have gone through the service doors into the kitchen quarters. (*Du Maurier*) 10. The citizens of occupied countries were to be subjugated individually. (*Wescoit*) 11. It was all wrong this situation. It ought not to be happening at all. (*Du Maurier*) 12. My way is not theirs, it is no use trying to run away from them. (*Lindsay*) 13. No one got the better of her, never, never. (*Du Maurier*) 14. Lewisham stopped dead at the corner, staring in blank astonishment after these two figures. (*Wells*) 15. ... We and all the people have been waiting patient for many an hour. (*Jerome K. Jerome*)

2 Explain why the predicate is used in the singular or in the plural.

1. The family **were** still at table, but they had finished breakfast. (*Twain*) 2. There **was** a crowd of soldiers along the fence in the infield. (*Hemingway*) 3. ... the band **was stopped**, the crowd **were** partially **quieted**, and Horatio Fizkin, Esquire, was permitted to proceed. (*Dickens*) 4. Down by the Embankment... a band of unemployed **were trailing** dismally with money-boxes. (*Galsworthy*) 5. The multitude **have** something else to do than to read hearts and interpret dark sayings. (*Ch. Bronte*) 6. The newly married pair, on their arrival in Harley Street, Cavendish Square, London **were received** by the chief butler. (*Dickens*) 7. There **was** a dreaminess, a preoccupation, an exaltation, in the maternal look which the girl could not understand. (*Hardy*) 8. The company **are** cool and calm. (*Dickens*) 9. As of old, nineteen hours of labour a day **was** all too little to suit him. (*London*) 10. There **were** still two hours of daylight before them. (*Aldington*)

3 Complete the text using one phrase from the list in each gap. Point out the sentences with formal subjects *it* and *there*. Translate into Ukrainian.

1 a few
2 aren't enough
3 enough time
4 a lot of

5 hardly any
6 large numbers
7 many
8 more

9 quite a lot of
10 too much
11 three times as much
12 very few

Women in power

More than a century after women started campaigning for the right to vote, it still seems that there ...2... women in positions of power. In the world as a whole, there have been female heads of state, and in some countries women have political power. In industrialized countries where of women work, it still happens that men earn for doing the same job. Although there are successful female business leaders, there are clearly many men at the top. Many people believe that this situation reflects the fact that women haven't got to be successful in the work place, and in the home. There is much pressure on women, they say, to be good wives and mothers, and they are at a disadvantage in the job market. However, there is evidence to suggest that women can be more successful in the modern business environment than men. modern business operations now depend on co-operation and flexibility, and women are better at these skills than men. So it may well be that in the future, quite a important business will be run by women, and it is to be the men who earn lower wages or stay at home.

4 Choose an ending (a-e) for each beginning (1-5) and add appropriate forms of the verb *to be*. *Example*: The Simpsonsis..... (.f.)

1 Romeo and Juliet...(..)

2 Last night's news..(..)

3 Twenty-five kilos .(..)

4 Billy as well as all his friends (...)

5 The audience (...)

a a lot to carry by yourself, don't you think?

b usually in their seats before the play starts.

c written by Shakespeare.

d going camping this weekend.

e rather exciting, I thought.

f the name of a television programme.

5 Complete each sentence with one of these words plus *has* or *have*.

*committee darts ~~diabetes~~ eggs everybody nobody orchestra
police teachers*

Example: Diabetes has become a more common disease, mainly because of the way we eat.

- 1 The conductor and the..... had very little time to rehearse for the concert.
- 2 Security is just something that ... to go through in airports nowadays.
- 3 from the new student group volunteered to help with the Christmas party.
- 4 The planning all been given individual copies of the agenda for the meeting.
- 5 always been a popular game in English pubs.
- 6 According to the rules, none of the.. the right to make students stay after school.
- 7 The..... no idea how the robbers got into the bank.
- 8 Bacon and.....been the Sunday breakfast in our house for years.

6 Use the appropriate form of the verb.

1. Huckleberry's hard pantings his only reply. (was, were) (*Twain*)
2. There many a true word spoken in jest, Mr. Cokane. (is, are) (*Shaw*)
3. Each of us afraid of the sound of his name. (was, were) (*Bennett*)
4. On such meetings five minutes the time allotted to each speaker. (was, were) (*London*)
5. Neither his father nor his mother like other people. (was, were) (*Dreiser*)
6. It was dark and quiet. Neither moon nor stars visible. (was, were) (*Collins*)
7. Plenty of girls taken to me like daughters and cried at leaving me. (has, have) (*Shaw*)
8. He and I nothing in common. (has, have) (*Galsworthy*)
9. But I wonder no wealthy nobleman or gentleman taken a fancy to her: Mr. Rochester, for instance. (has, have) (*Ch. Bronte*)
10. To be the busy wife of a busy man, to be the mother of many children , to his thinking, the highest lot of woman. (was, were) (*Trollope*)
11. Her family of a delicate constitution. (was, were) (*E. Bronte*)
12. Hers a large family. (was, were)
13. "Well," says my lady, " the police coming?" (is, are) (*Collins*)
14. Nobody I am here. (knows, know) (*London*)
15. But after all, who the

right to cast a stone against one who suffered? (has, have; has, have)
(Wilde)

7 Translate into English.

1) Мушу відзначити, що новини не дуже приємні. 2) Оточення було досить незвичайним, і Хелен знадобилося багато часу, щоб звикнути до нового місця. 3) Атлетика є доволі популярним видом спорту в багатьох країнах. 4) Карти були його улюбленим хобі, хоча він і був професійним шахістом. 5) Кір є доволі розповсюдженим захворюванням у наш час. 6) Мої нові джинси з останньої колекції цього дизайнера. 7) Сходи були настільки крутими, що просуватися ними вгору чи вниз можна було тільки зі швидкістю равлика. 8) «Кішки» більше не йдуть на Бродвеї, тепер найпопулярнішим мюзиклом є «Привид опери». 9) Місцева поліція збита з пантелику зникненням відразу п'ятдесяти хатніх собак. 10) Ніхто, крім його родичів, не бажає допомагати йому з переїздом. 11) Вам доведеться відвідати митницю і задекларувати ці речі, перш ніж ви прибудете до Лондона. 12) Витрати були розділені між усіма власниками компанії. 13) Невідоме завжди приваблювало його. 14) Багаті зазвичай не люблять спілкуватися з людьми, які не належать до їх кола. 15) Нове обладнання було недорогим, проте відчутно скоротило витрати на виробництво продукції. 16) Кожен з трьох тисяч людей, які купили квитки на концерт, був задоволений виступом співака.

8 Translate into English.

1) Є чоловіки, які мають домінувати згідно зі складом свого характеру, і які поводяться у такий спосіб від самої юності, навіть не усвідомлюючи цього. 2) Сполучені Штати Америки є цілком прийнятним місцем проживання для мене. 3) Він майже почав говорити, коли усвідомив, що хтось неподалік витріщається на нього. 4) Худоба зазвичай споживає від 25 до 50 літрів води на день. 5) Їй, радше за все, доведеться відчути на собі всі радощі та прикрощі, яким підвладне людство. 6) Це був ринковий день, і сільські мешканці зібралися на площі з кошиками і торбинками в руках. 7) Як повчання, так і практика католицької церкви, суворо забороняють шлюб для священників. 8) Ретт і Генрі, так само як і більшість інших, були задоволені тим, що в Канзас-сіті не було

іншого, настільки гарного місця. 9) Двадцять років це доволі довго. 10) На столі стояла велика кількість різноманітних чорнильниць. 11) Я і Мері – просто друзі. 12) Цей хліб з маслом для Михайлика. 13) Очевидно, ніхто з нас найближчим часом не збирається заміж. 14) Це саме вони повинні тебе поважати. 15) «Великі надії» Діккенса було опубліковано 1860 р. 16) Уся родина сиділа за столом у темній, холодній вітальні. 17) Сьогодні всі розумні. 18) Є певна кількість речей, які ти, Мартін, просто не здатний зрозуміти. 19) Кількість наукових інституцій у нашій країні доволі велика. 20) Її волосся світлого, золотавого кольору, було акуратно зачесане назад і зібране в тугий вузол. 21) Після декількох вибачень, які були вже аж надто довгими, він нарешті вимовив, навіщо прийшов. 22) Здавалося, що батальйон був наполовину вдягнений у хакі, наполовину в червоне та ведмежі шкури. 23) ‘People’ – це доволі популярний тижневик у Сполучених Штатах. 24) Певна кількість людей відвідала концерт. 25) Квіти прибували в такій величезній кількості і з такою великою швидкістю, що не було ані часу, ані можливості ставити їх усі у вази.

9 Translate into English the following extract from “From a translator” by the Ukrainian author Yurii Andrukhovych. Pay attention to the subject–predicate concord.

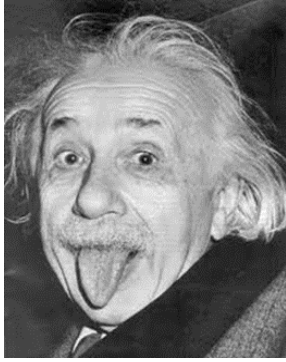
Звісно, що голосити на кожному кроці про те, як знищують мову – це суперпатріотично. Але просто читати нею, писати й розмовляти (а для того, щоб усмак нею розмовляти – знову ж таки багато нею читати) – це найперше, і, мабуть, головне, що ми можемо для неї зробити.

Бувають такі люди, які, кинувши – необов’язково у твій бік, але ти почув краєм вуха – одну-єдину фразу, умить стають тобі друзями. У мене це завжди стосується музики, а ще інколи книжок, зокрема перекладів. Бо ж із ними завжди так, як і з улюбленими платівками. Мало завести собі улюбленого автора й книжку, потрібно мати ще й перекладача. Він – як добрий відтворювач. Від нього залежить чистота звучання.

Скажімо, сидиш із друзями в якомусь не дуже приємному барі, гомониш із ними на зовсім неприємні політичні теми. А бармен, своїми міцними руками більше схожий на укладача залізничних колій, візьме й скаже напарникові: «Читай Швейка в перекладі Маслякова». Ти почувеш – і стане дуже спокійно й радісно за всю їхню барменську братію.

Read and translate the following text.

Einstein's Relativity



When Albert Einstein had proved that light, like all forms of pure energy, was a stream of particles, and that the particles had mass, he had opened the door on a world of uncertainty. Observations and experiments had proved him right. Light *was* made up of *quanta* travelling at immense speed. There was only one problem: the old experiments, the ones that had revealed light to be a travelling undulation, like a ripple moving across water, remained as valid as they had always been. The interference patterns continued to prove, as Einstein acknowledged, that light *was* a wave. The mathematics were irrefutable.

No matter how they examined the problem, physicists were forced to acknowledge what reason and experience said was impossible: a beam of light could be either of two completely different things depending on how it was observed. The two possibilities co-existed in a perpetual state of ambiguity until interaction with an observer resolved the question one way or the other. The implications were disturbing, to say the least. If the nature of a thing was determined by the act and method of observation, how could the scientist hope to arrive at any definitive conclusions? And that was not the end of it. The old planetary model of the atom, in which

electrons orbited a nucleus, the way planets orbited the sun and obeying the same physical laws, was soon dead and buried. Einstein's young disciples — Niels Bohr, Werner Heisenberg, Erwin Schrodinger — soon showed that the laws of motion did not apply in the sub-atomic sphere at all. Neither did conventional geometry. Electrons and *quanta* of light had no fixed positions, like objects in the larger world — if they could be said to be objects at all. Their position depended on how they were observed. It seemed they had a range of possible positions, all existing simultaneously. Their behaviour could not be predicted individually, only statistically en masse.

Classical physics said everything, even the smallest motion of the smallest particle, happened for a reason. With enough information, everything could be predicted, at least theoretically. The young apostles of quantum mechanics ridiculed this idea. In the very substance of energy and matter, they argued, the link between cause and effect was absent. A universe founded upon the physics of light was a universe in which individual events occurred for no reason at all. For the first time, the behaviour of matter became not just unknown, but unknowable. Einstein had shown the world that the heart of all material was the immaterial; now his precious quanta were showing him that at the heart of all reason was unreason.

The Einstein's Girl by Philip Sington (BrE)

Sentence Structure

1 Complete the sentences choosing one of the variants on the right and define their functions.

- | | |
|--|--------------------------------------|
| 1) When Albert Einstein had proved that light, like all forms of pure energy, was a stream of particles, and that the particles had mass, he had opened _____ on a world of uncertainty. | a) the act and method of observation |
| 2) Light <i>was</i> made up of _____ travelling at immense speed. | b) the door |
| 3) The two possibilities co-existed in a perpetual state of ambiguity until interaction with an observer resolved _____ one way or the other. | c) a range of possible positions |
| 4) If the nature of a thing was determined by _____, how could the scientist hope to arrive at any definitive conclusions? | d) quanta |
| 5) It seemed they had _____, all existing simultaneously. | e) the question |

2 Compare the following sentences and find out the difference between them. Point out the subjects, predicates and objects in them.

- 1) **a** Observations and experiments had proved that he was right.
b Observations and experiments had proved him right.

2) **a** There was only one problem: the old experiments, the ones that had revealed that light was a travelling undulation, like a ripple moving across water, remained as valid as they had always been.

b There was only one problem: the old experiments, the ones that had revealed light to be a travelling undulation, like a ripple moving across water, remained as valid as they had always been.

3 Join the simple sentences to make composite ones supplying conjunctions where necessary, then check against the text. Point out the objects in them.

1) The interference patterns continued to prove the fact. Light *was* a wave.

2) The laws of motion did not apply in the sub-atomic sphere at all. Einstein's young disciples — Niels Bohr, Werner Heisenberg, Erwin Schrodinger — soon showed the detail.

3) Everything, even the smallest motion of the smallest particle, happened for a reason. Classical physics said.

4) The heart of all material was the immaterial. Einstein had shown the world the idea.

4 Rephrase the following sentences changing the active voice for the passive and vice versa where possible. Point out the subjects and objects in them.

1) If the nature of a thing was determined by the act and method of observation, how could the scientist hope to arrive at any definitive conclusions?

2) The young apostles of quantum mechanics ridiculed this idea.

Grammar

The object is a secondary part of the sentence which usually follows the predicate. It can be found after verbs, adjectives, nouns, statives or, very seldom, adverbs completing or restricting their meanings (*They amuse me. I was glad to see them. He was afraid of being caught.)*

The object can be expressed by **a noun** (*He didn't want to receive any presents*), **a pronoun** (*Who gave you that? Poor some coffee for him*), **a substantivized adjective or participle** (*He was always delighted by the beautiful. The doctor tried to help the injured*), **an infinitive or infinitive phrase/construction** (*He ordered his men to start. He decided to stop smoking. The children wanted the storm to pass*), **a gerund or gerundial phrase/construction** (*Nothing will prevent him from reaching his aim. I remember seeing you there. I don't like you coming so late*), **a quotation** (*He had to say 'Hello' several times before she answered*), **a prepositional phrase** with a noun or a gerund (*I am fond of sports. Do you object to taking a day off?*), **an indivisible group of words** (*He offered me a cup and saucer of Chinese origin*) or **a clause** (*Physicists were forced to acknowledge what it was impossible to imagine*.)

In English the object can be of four different types: the direct object, the indirect object, the complex object and the cognate object.

The direct object comes after transitive verbs only. It normally refers to a person or thing directly affected by the action of the verb and

is used without any preposition (*I asked him about the contents of his theory. He decided to explain his point.*).

The indirect object typically refers to an animate being, or sometimes a thing, that is the recipient of the action. The indirect object can be of two different kinds: the non-prepositional indirect object which expresses the addressee of the action and the prepositional indirect object.

The non-prepositional indirect object is used with transitive verbs which normally take a direct object, so it almost never stands alone. In most of the cases it expresses the addressee of an action (*The teacher gave us a difficult task to do. Let's buy him a birthday cake.*). When the direct object precedes the indirect object, the latter is used chiefly with the preposition *to* and sometimes *for* (*The teacher gave this task to you. Let's buy a birthday cake for him.*).

The prepositional indirect object is more often used with intransitive verbs than with transitive ones, and does not always express the addressee of the action (*I would like to thank you for your patience.*) Besides verbs, it can follow adjectives, words denoting state, and nouns of verbal origin (*He feels awkward with children. I am well aware of what you want. Her behaviour to her friends was strange.*)

The complex object consists of two components that form an indivisible unit. The first component is a noun in the common or in the possessive case, a personal pronoun in the objective case, a possessive or a reflexive pronoun, while the second one is an infinitive or participle, a gerund, seldom a noun, an adjective, a word denoting state, or a prepositional phrase (*He didn't like her to work so late. I noticed her face clouded with shame. She could see him and his wife whispering.*) The complex object can be non-prepositional and prepositional (*I saw him turn pale hearing the news. They waited for the hour to be over.*) It can nearly always be extended into an object clause (*He felt himself unusually free. – He felt that he was unusually free.*) Any predicative construction can form a complex object (*John found them sitting in the garden. His duties have always kept him occupied. Grandma never approved of his being a poet. I want you to come to the park.*)

The cognate object is used with intransitive verbs though it is always non-prepositional and is expressed by a noun either of the same root as the verb or similar to the verb in meaning. It is also mostly attended by an attribute, for example, *to live a happy life, to smile a sad smile, to laugh a bitter laugh, to die a violent death* (*For the next few*

days in the castle he lived a simple and easy life. He died a dreadful death at war.)

As in case with the subject, the pronoun **it** can also function as **the formal object** being introductory (or anticipatory). Such a sentence has two objects, the formal object *it* and a notional object, which is an infinitive or gerundial phrase, or a clause. The formal *it* is mostly used after such verbs as *to think, to find, to consider, to understand, to learn, to make, to take*, etc. (*He found it possible to come there. He made it a point to finish his book. He learned it well not to bother his master in the mornings.)*

Translation

If we compare English and Ukrainian, we will see that in English there are more verbs taking **a direct object** than in Ukrainian. This is due to the loss of case inflexions in English, the result of which is that the old Accusative and Dative have assumed the same form. These are the most common English verbs which take a direct object and correspond to Ukrainian verbs followed by an indirect prepositional object:

to address smb – звертатися до кого-небудь

to affect smb, smth – впливати на кого-небудь, що-небудь

to answer smth – відповідати на що-небудь

to approach smb – підійти, наблизитися до чого-небудь

to attend smth – бути присутнім на чому-небудь

to enjoy smth – отримувати насолоду від чого-небудь

to enter smth – увійти до чого-небудь

to follow smb, smth – іти слідом, прямувати за ким-небудь, чим-небудь

to join smb, smth – приєднатися до кого-небудь, чого-небудь

to mount smth – підніматися, вибратися на що-небудь

to need smth – мати потребу в чому-небудь

to play smth – грати на чому-небудь, у що-небудь

to reach smth – дістати, діставатися до чого-небудь

to watch smb, smth – спостерігати за ким-небудь, чим-небудь

Consequently, very often the indirect non-prepositional object in Ukrainian corresponds to the direct object in English:

*I helped my friend. – Я допомагав моєму другу.
Bella envied him. – Белла заздрила йому.*

It should also be kept in mind that there are a few English verbs which can have two direct objects corresponding to an indirect object and a direct object in Ukrainian translation:

The teacher asked him his name. – Учитель запитав у нього його ім'я.

Forgive me my curiosity. – Пробачте мені мою цікавість.

She taught them English. – Вона викладала їм англійську мову.

When translating into English such Ukrainian sentences as *дайте мені, покажіть мені*, a direct object must be introduced, otherwise the sentence is meaningless or its meaning is completely changed:

- *Here is the letter!*
- *Give it to me quickly and leave!*
- *Ось той самий лист!*
- *Дайте мені швидко і йдіть!*

Besides, when the direct object is expressed by the pronoun *it*, it always precedes the indirect object in Standard English:

Show it to him. – Покажіть (це) йому / Покажіть йому (це).

However, there are three verbs which may take an indirect object with the preposition *to* without any direct object. They are *to read*, *to write* and *to sing*:

Mother read to me when I was a child. – Мати читала мені, коли я був дитиною.

Sing to me now! – Заспівай для мене/мені!

Write (to) me every week. – Пиши мені кожного дня.

There are a number of verbs after which **the indirect object** is used with the preposition *to* even when it comes before the direct object.

In translation they are most often followed by a non-prepositional indirect object:

to explain to smb – пояснювати кому-небудь

to dictate to smb – диктувати кому-небудь

to suggest to smb – пропонувати кому-небудь

to relate to smb, smth – бути пов'язаним з ким-небудь, співвідносити з чим-небудь

to announce to smb – повідомляти кому-небудь

to ascribe to smb, smth – приписувати кому-небудь

to attribute to smb, smth – приписувати кому-небудь, чому-небудь

to communicate to smb – повідомляти кому-небудь, інформувати кого-небудь

to introduce to smb – представляти кому-небудь

to submit to smb – подавати на розгляд, пропонувати кому-небудь

to repeat to smb – повторювати кому-небудь

to dedicate to smb, smth – присвячувати кому-небудь

to disclose to smb – відкривати, показувати кому-небудь

to interpret to smb – інтерпретувати кому-небудь / для кого-небудь

to point out to smb – звертати чиюсь увагу

to contribute to smth – сприяти чому-небудь

to open to smb – відкривати кому-небудь

to describe to smb – описувати кому-небудь

With some English verbs the choice of preposition to join an indirect object that follows is determined by traditional usage and must be checked in a dictionary:

to depend on smb, smth – залежати від кого-небудь, чого-небудь

to insist on smth – наполягати на чому-небудь

to refer to smth – посилатися на що-небудь

to rely on smb, smth – покладатися на кого-небудь, що-небудь

As for the formal object *it*, like the subject, it is never rendered in translation:

He found it impossible to utter the next phrase. – Він відчув, що не може вимовити більше жодної фрази.

She made it clear from the very start that she is not going to surrender. – Вона від початку ясно дала зрозуміти, що не збирається підкорятися.

I will appreciate it if you let me know about the meeting in advance. – Я буду вдячна, якщо Ви завчасно повідомите мені про зустріч.

Exercises

1 Point out the kind of object and say by what it is expressed. Translate into Ukrainian.

1. What have you got there? (*Cronin*) 2. She pretended not to hear. (*Mansfield*) 3. Marcellus found the luggage packed and strapped for the journey. (*Douglas*) 4. I know all about it, my son. (*Douglas*) 5. I have to show Dr. French his room. (*Shaw*) 6. I never heard you express that opinion before, sir. (*Douglas*) 7. Halting, he waited for the Roman to speak first. (*Douglas*) 8. He was with you at the banquet. (*Douglas*) 9. They don't want anything from us – not even our respect. (*Douglas*) 10. I beg your pardon for calling you by your name. (*Shaw*) 11. I found myself pitying the Baron. (*Mansfield*) 12. I've got framed up with Gilly to drive him anywhere. (*Kahler*) 13. He smiled upon the young men a smile at once personal and presidential. (*Kahler*) 14. Gallio didn't know how to talk with Marcellus about it. (*Douglas*) 15. Laura helped her mother with the good-byes. (*Mansfield*) 16. Why did you not want him to come back and see me today? (*Mansfield*) 17. Mr. Jinks, not exactly knowing what to do, smiled a dependant's smile. (*Dickens*) 18. He found it impossible to utter the next word. (*Kahler*) 19. Marcellus issued crisp orders and insisted upon absolute obedience. (*Douglas*) 20. He's going to live his own life and stop letting his mother boss him around like a baby. (*Kahler*) 21. I will suffer no priest to interfere in my business. (*Shaw*) 22. Papa will never consent to my being absolutely dependent on you. (*Shaw*) 23. Do you know anything more about this dreadful place? (*Douglas*) 24. She hated Frisco and hated herself for having yielded to his kisses. (*Prichard*) 25. They had been very hard to please. Harry would demand the impossible. (*Mansfield*)

2 Point out the Complex Object and say by what it is expressed. Translate into Ukrainian.

1. He could see the man and Great Beaver talking together. (*London*)
2. She had lied about the scullery door being open on the night of the disappearance of the banknotes. (*Bennett*)
3. Each woman thought herself triumphant and the other altogether vanquished. (*Buck*)
4. Thus these two waited with impatience for the three years to be over. (*Buck*)
5. Sammy watched Mr. Cheviot slowly take the receiver from the girl. (*Priestley*)
6. He hated her to work in the boarding house. (*Prichard*)
7. The Consul felt his legs give way. (*Cronin*)
8. Mother objected to Aimee being taken away from her game with the boys. (*Prichard*)
9. They had never heard him speak with such urgency, his eyes glowing like amber coals in the fading light. (*Stone*)

3 Fill in the prepositions where necessary.

1. He addressed ___ me with a request to let him come.
2. Mary tried to explain ___ him her intention not to get married before the age of 24.
3. Mr. Peters suggested ___ us a brief survey of events.
4. I would not ever want to be related ___ him in any way.
5. We attended ___ Professor's lecture with great pleasure as we needed ___ the information he set forth.
6. Submit your applications ___ the office secretary by Dec 12.
7. We all depended ___ his decision and he was very well aware ___ it.
8. He opened the door ___ the lady and she smiled kindly ___ him.
9. I can play ___ the piano and you will sing ___ the guests.
10. Mr. Johnson dictated his letter ___ his secretary as he was not in the habit of communicating the news ___ his partners on the phone.
11. Let me introduce my elder brother ___ you!
12. He mounted ___ the horse easily as he had taken riding lessons ever since he was a child.
13. This poem is ascribed ___ Schiller but I should point out ___ you that it is quite hard to believe.
14. He tried to interpret his actions ___ us as if there still were a way of interpretation of what was obvious ___ everybody.
15. Your publications have contributed greatly ___ this problem being solved.
16. We reached ___ the peak almost after the sun had set.
17. Mark was ready to do anything to join ___ the club, he even wanted to follow ___ the president ___ his house and address ___ him with the question on the threshold.
18. He insisted ___ everyone leaving the room.

4 Translate into English.

1. Увесь свій вільний час він присвятив музиці. 2. Будь ласка, поясніть мені значення нових слів. 3. Ми приписуємо теплій течії м'який клімат цього острова. 4. Він відкрив нам таємницю свого винаходу. 5. Байрон присвятив одну зі своїх поем Гете. 6. Ви бачили, щоб хто-небудь вийшов з кімнати? 7. Вона оголосила нам про своє рішення поїхати працювати до США. 8. Не приписуйте мені те, чого я ніколи не робив. 9. Він присвячує суспільній роботі весь вільний час. 10. Мені вчора не відремонтували годинника. 11. Я ніколи не чув, щоб про цього студента погано говорили. 12. Я хочу перешити своє пальто. 13. Увійшовши до картинної галереї, я побачила подружку, яка стояла біля вікна. 14. Вона хотіла, щоб костюм снігуроньки було підготовлено до Нового року. 15. Заспівайте для нас цю пісню, а то попросимо вашого супутника заграти на баяні.

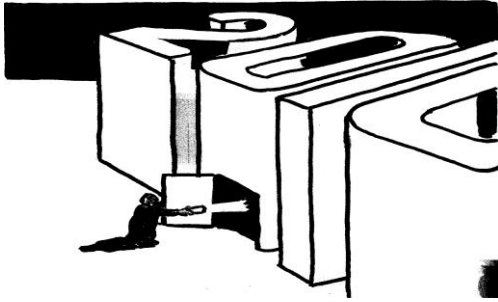
5 Translate into English the following extract from the story 'Serp and Molot in Paris' by Liubko Deresh.

Париж — місто неприступне. Закохатися в нього з першого погляду — все одно що закохатися в модель з обкладинки журналу, котра, хоч і посміхається звабливо та приязно, однак, друже, — не тобі. Тому не варто, не варто закохуватися в Париж, перебуваючи в ньому на три-чотириденних гарячих путівках, будучи стриноженим екскурсійною програмою тур-оператора і власним бажанням урвати від цього міста якомога більше. Закінчується це плачевно — набором фотографій, котрі нічого не нагадують, та сувенірів, котрі нагадують невідомо що, — наприклад, хаотичні пошуки дрібних евро у «д'юті фрі шопі» перед відльотом, аби купити щось «на пам'ять» — але тільки не Париж.

Париж — місто, однозначно втрачене для туристів, якими керує не стільки шик і гламур фасадів, скільки бажання відчути, що ж таке Париж насправді. Щоби доторкнутися до духу Ужгорода чи Бахчисарая, чи навіть Києва, досить тижня, а то й менше. Натомість Париж навряд чи відкриється по-щирому навіть через рік. Замість нього, справжнього, знову і знову доводиться долати опір комерційного туризму, який сам воліє визначати, що гостеві міста показувати, а що ні.

Read and translate the following article.

More than a number



The beginning of wisdom is to call things by their right names, advises a Chinese proverb. A little wisdom would be welcome now, as the world turns its back on the naughty noughties and its years of economic calamity, ill-judged war, terrorism and man-made climate change. So here is a challenge for the forthcoming decade, beginning in 2010 and ending in 2019: find the right name by which to call it.

Despite a human fondness for sticking labels on all that moves (Adam started it), this is not a task to be entered into lightly. A namer takes on a heavy burden, as any new parent could report. Blunders with names may stick for life. The Dwyers will not be forgiven by their teenage daughter, Barb; the Balls are blamed for a lack of foresight in christening young Crystal. Some mistakes are so grave that officials step in. A New Zealand judge ordered that a miserable nine-year-old girl be allowed to drop her given name, "Talula Does The Hula From Hawaii", in favour of something less awful. And

officials in the same country also stopped the parents of newborn twins who had tried to register one as "Fish" and the other as "Chips".

The broad lessons are clear: steer away from the silly, the double-entendre, names associated with trouble and anything that might get the courts involved. Less clear is what specific label to pick for an era. Few time periods are honoured with descriptions, the odd *annus mirabilis* or *horribilis* aside. Neither a century nor a lustrum is typically graced with any special moniker. Yet decades, for some reason, are usually thought worthy of a name and an attached adjective. For most of the century this should not be too hard: the 20s, 30s and so on will arrive, each judged to be roaring, sinking or swinging.

But the next decade, with its awkward teen years, presents a special challenge. How about an adjective without a connecting name? One commentator on modern events, Timothy Garton Ash of Oxford University, has already written off the first years of this millennium as the "nameless decade", rather as experts on Japan lament its recession in the 1990s as the "lost decade". Or what about a new noun? The economic legacy of the past few years means that in the 2010s much of the world faces a dour "debtcade".

Sentence Structure

1 Compare the syntactic structure of the following sentences and state the difference between them.

- 1) Yet uncertainty hangs heavily today over geopolitics, economics, the climate and more.
- 2) A namer takes on a heavy burden, as any new parent could report.

2 Find the attributes in the following sentences.

- 1) So here is a challenge for the forthcoming decade, beginning in 2010 and ending in 2019: find the right name by which to call it.
- 2) Blunders with names may stick for life.
- 3) Some mistakes are so grave that officials step in.
- 4) Neither a century nor a lustrum is typically graced with any special moniker.

3 Compare the ways the attributes are expressed in the following sentences.

- 1) The beginning **of wisdom** is to call things by their **right** names, advises a **Chinese** proverb.
- 2) Despite a human fondness **for sticking labels** on all that moves (Adam started it), this is not a task **to be entered into** lightly.
- 3) And officials **in the same country** also stopped the parents of newborn twins **who had tried to register one as "Fish" and the other as "Chips"**.
- 4) How about an adjective without a **connecting** name?

4 Join the nouns and their attributes to make word combinations, then refer to the text.

change	mirabilis
war	awkward
noughties	newborn
names	climate
lessons	silly
twins	man-made
annus	double-entendre
years	broad
	naughty
	horribilis
	teen
	ill-judged

5 Analyze the function of the phrase in bold type in the following sentence.

A New Zealand judge ordered that a miserable nine-year-old girl be allowed to drop her given name, “**Talula Does The Hula From Hawaii**”, in favour of something less awful.

Grammar

The typical semantic role of a subject complement, an object complement or a complement to the predicative is that of **attribute**. The attribute is a secondary part of the sentence which qualifies both the subject and the object, if they are expressed by a noun, a pronoun, or any other part of speech that has a nominal character. An attribute can precede (be in pre-position) or follow (be in post-position) the word it modifies (*He suggested a wise decision. He suggested a decision wise in all senses.*)

The attribute in English can be expressed by **an adjective** (*This plump boy is very lazy.*), **a pronoun** (possessive, defining, demonstrative, interrogative, relative) (*His handsome face hasn't lost its glamour. A friend of mine used to work there. They all had fans with some touch of colour. They lived in England at that time. He asked what sort of place it was.*), **a numeral** (cardinal or ordinal) (*A lot will change over the next ten years. His second book was better.*), **a noun** (in the common case or in the genitive case) (*The climate change seems inescapable. His father's advice turned out useful as usual. This clever joke of mother's made her blush.*), **prepositional phrase** (*And officials in the same country had to intrude. A girl of your abilities has all the chances to win.*), **a stative** (*No man alive would ever think of such cruelty.*), **an adverb** (in preposition or in post-position) (*In the light of after events he appears to be right. It certainly will be a step back.*), **a participle I, II or a participial phrase** (*How about an adjective without a connecting name? The destroyed house looked very picturesque. I was dazzled by the ice glittering on the skating rink.*), **a prepositional phrase/construction with a gerund** (*He hated the idea of asking his mother for anything at all. The thought of her being there all alone didn't let him sleep.*), an infinitive or infinitive phrase/construction (*This is not a task to be entered into lightly. This text is for you to translate from English.*), **a quotation** (I never liked his 'I've heard it all' manner.).

A special kind of attribute which characterizes or explains the word modified by giving it another name is called **an apposition**. It is expressed by a noun or a noun phrase and can be of two kinds: the close apposition and the loose (detached) apposition.

A close apposition is never separated by commas and is closely connected with the word modified. It is mostly a noun denoting a title, rank, profession, relationship or geographical object: *professor, captain, uncle, president, lake, etc.* (*Professor Einstein had many disciples. Lake Ontario is one of the Great Lakes.*). Sometimes the apposition consists of the preposition *of* + noun (*the city of London, the village of King's Sutton*).

A loose apposition is not so closely connected with the noun. It is always separated by commas and has its own stress (*She lived now in the house of Robert, her younger brother, on the Strand. A New Zealand judge ordered that a miserable nine-year-old girl be allowed to drop her given name, "Talula Does The Hula From Hawaii", in favour of something less awful.*).

Translation

It should always be kept in mind that English possessive pronouns functioning as attributes are in most cases not translated into Ukrainian. On the contrary, when translating from Ukrainian into English it is necessary to insert possessive pronouns indicating that a part of the body, a person or thing belongs or is in any way related to the subject or the object mentioned:

He raised his hand as if willing to answer. – Він підняв руку, наче бажав відповісти.

Mary looked at her sister quizzically. – Мері здивовано подивилася на сестру.

Умийтеся та перевдягніться перш ніж сісти до столу. – Wash your face and change your clothes before sitting down to table.

Батьки не дозволили йому поїхати до літнього табору через те, що він провалив випускні іспити. – His parents didn't let him go to the summer camp because he failed his final exams.

English nouns used in the function of attributes are rendered in Ukrainian either by adjectives or by nouns in the genitive case in postposition:

She wore a large straw hat decorated with a pink ribbon. – На ній був великий солом'яний капелюх, прикрашений рожевою стрічкою.

She always hated beauty contests of all kinds though she'd tried one in her childhood. – Вона завжди ненавиділа будь-які конкурси краси, хоча і брала участь в одному з них у дитинстві.

If a noun in English is modified by another noun in the genitive case used in post-position (the so-called Absolute Genitive) it is always used with the indefinite article or a demonstrative pronoun that makes it emphatic:

*A book of my brother's was lying on the floor, his other belongings spread all over the drawing room. – **Одна** з книг мого брата лежала на підлозі, в той час як інші його речі були розкидані по всій вітальні.*

This silly idea of your sister's made me laugh a lot. – Ця дурна ідея твоєї сестри дуже мене насмішила.

A prepositional phrase functioning as an attribute in English syntax is regarded as a prepositional or non-prepositional indirect object in the syntax of Ukrainian:

The news from his family was always pleasant. – Новини від родини були завжди приємними.

He proclaimed himself the captain of the ship. – Він проголосив себе капітаном корабля.

She was holding a cup of coffee in her hand. – Вона тримала чашку кави в руці.

Unlike English, the Ukrainian syntax does not allow to express attributes by adverbs in pre-position. In such cases English attributes are translated into Ukrainian by adjectives:

The then secretary was aware of all his intrigues and always held his tongue. – Тогочасний секретар був у курсі всіх його махінацій і завжди тримав язика за зубами.

In the light of after events he appears to be right. – У світлі подальших подій він, виявилось, має рацію.

Sometimes it is possible to find adverbs in Ukrainian to render English adverbs functioning as attributes in post-position. In such cases they function as Ukrainian adverbial modifiers:

It certainly will be a step back. – Це, без сумніву, буде крок назад.

The room above has plenty of daylight. – У кімнаті нагорі багато сонячного світла.

When rendering in Ukrainian English quotation groups used as attributes, the conjunctions *наче, ніби, немов, немовби* are generally followed by a clause in post-position:

I don't like his 'I'm-quite-busy' manner. – Мені не подобається те, що він поводить себе так, *наче завжди дуже зайнятий*.

She was herself again speaking in this 'I've-heard-it-all' tone of hers. – Вона знову була собою і розмовляла таким тоном, *ніби хотіла сказати, що все це вже чула*.

Exercises

1 Point out the attribute and say by what it is expressed.

1. The first day's journey from Gaza to Ascalon was intolerably tedious. (*Douglas*)
2. What do you say to a stroll through the garden, Mr. Cockane? (*Shaw*)
3. It was such a cruel thing to have happened to that gentle, helpless creature. (*Prichard*)
4. He was always the first to enter the dining-room and the last to leave.
5. Sally hated the idea of borrowing and living on credit. (*Prichard*)
6. The two men faced each other silently. (*Douglas*)
7. It was an easy go-as-you-please existence. (*Prichard*)
8. I'm not in the habit of reading other peoples' letters. (*Shaw*)
9. He thrust his hands deep into his overcoat pockets. (*Galsworthy*)
10. It was not a matter to be discussed even with a guide, philosopher and friend so near and trusted as the Professor. (*Kahler*)

11. Ethel, the youngest, married a good-for-nothing little waiter. (*Mansfield*) 12. He pointed to a house on a near-by shady knoll. (*Douglas*) 13. It was just one little sheet of glass between her and the great wet world outside. (*Mansfield*) 14. She had a pair of immense bare arms to match and a quantity of mottled hair arranged in a sort of bow. (*Mansfield*) 15. Dicky heard right enough. A clear, ringing little laugh was his only reply. (*Mansfield*) 16. To think that a man of his abilities would stoop to such a horrible trick as that. (*Dreiser*) 17. There was a blackbird perched on the cherry-tree, sleek and glistening. (*Braine*) 18. A middle-aged man carrying a sheaf of cards walked into the room. (*Braine*) 19. Daniel Quilp began to comprehend the possibility of there being somebody at the door. (*Dickens*) 20. Still, Pett's happiness or unhappiness is quite a life and death question with us. (*Dickens*)

2 Point out the apposition and say whether it is close or loose.

1. Maria, the mother, had not taken off her shawl. (*Cronin*) 2. One of our number, a round-faced, curly-haired little man of about forty, glared at him aggressively. (*Braddon*) 3. There are plenty of dogs in the town of Oxford. (*Jerome K. Jerome*) 4. You look all right, Uncle Soames. (*Galsworthy*) 5. James, a slow and thorough eater, stopped the process of mastication. (*Galsworthy*) 6. He felt lost, alone there in the room with that pale spirit of a woman (*London*) 7. But the doctor – a family physician well past middle age – was not impressed. (*Carter*) 8. They, the professors, were right in their literary judgement... (*London*) 9. In consequence neither Oscar nor his sister Martha had had any too much education or decent social experience of any kind. (*Dreiser*) 10. But now he had seen that world, possible and real, with a flower of a woman... (*London*)

3 Read and translate the text. Fill in the gaps with the missing attributes.

<i>tea</i>	<i>perfect</i>	<i>bergamot-flavoured</i>	<i>nine</i>	<i>in which it grows</i>
<i>fresh</i>	<i>smoky</i>	<i>rose</i>	<i>cold</i>	<i>thea sinensis</i>
<i>muscatel</i>	<i>red</i>	<i>intervening</i>		<i>breakfast</i>
				<i>oak</i>

The Cup that Cheers

At the moment it reaches 212 degrees Fahrenheit, Sam Twining takes the kettle he had filled with 1____, 2____ water off the boil and pours it carefully over the 3____ leaves. 'In the morning,' he was telling me, 'I will start with bright and brisk English 4 ____ tea. After lunch, I will have a cup of Darjeeling – a mellow, rounded drink. If the afternoon is especially hot, I will have a cup of Lapsang Souchong which has a 5 ____ taste from being smoked over 6 ____ chips. If the afternoon is warm, I will have a cup of Earl Grey,' the 7 ____ tea first blended for the Earl by Sam Twining's forebear – some 150 years ago. 'If it is cold and miserable I'll probably have a cup of Assam which is rich and malty. And, if the weather is really awful, I'll have a cup of Vintage Darjeeling, which has a 8 ____ flavour.'

And so Twining's day progresses, a cup of tea never far from the hand of a man whose family have been teamen ever since they went into the business 'as a gimmick' 9 ____ generations ago in 1706.



Another cup of low-caffeine Earl Grey at night. A cup of rose Pouchong, which is sprinkled with real 10 ____ petals, if he happens to be at home in the evening. Fine black Russian

Caravan, so named after the caravan route that first bore it out of China – after 11 ____ wine. Oolong – to tea what rose is to wine – after white. 'As a complement, to enhance the flavours,' he explained.

The comparison with wine is a reasonable one. Having found a way 5,000 years ago of making water more palatable by infusing it with leaves of the 12 ____ plant, the Chinese went on to discover that tea, like the grape, draws its taste and character from the soil 13 _____. And for all those 14 ____ years, men have been transporting it, growing it and blending it in search of the 15 ____ cup for the occasion.

The Daily Express

4 Translate into English. Point out the attributes in your translation.

1. Він підняв руку, наче хотів поставити лектору запитання. 2. Він тривожно поглянув на брата, чекаючи, що той допоможе йому впоратися із завданням. 3. Діти помили руки і сіли до столу обідати. 4. Вона часто сперечалася з батьками, а одного разу навіть не прийшла додому, залишившись у подруги. 5. Цей шкіряний жакет нагадує мені про Майкла. 6. Вона завжди перемагала на конкурсах краси, з'являючись у солом'яному капелюшку на

фінальному етапі. 7. Він завжди дарує перші весняні квіти. 8. Цей осінній вечір запам'ятається мені надовго. 9. На столі лежала одна з останніх книг мого дядька, розгорнута, із зім'ятими кінчиками сторінок. 10. Цей твій таємний план завжди здавався мені чудернацьким. 11. Коли я чую цю його пісню про блондина, мені хочеться вимкнути телевізор. 12. Ця твоя остання подорож до міста була доволі вдалою, чи не так? 13. Лист від керівництва вже на вашому столі. 14. Начальник потягу раптово з'явився в нашому купе. 15. Екіпаж корабля готовий до рейсу. 16. Навіщо йому купувати лише чашку кави, якщо замовлення на обід вже прийняте? 17. Тогочасний директор підприємства завжди дослухався до порад колективу. 18. Беручи до уваги його подальші дії, ми не можемо вважати його чесною людиною. 19. Горішні приміщення більш затишні. 20. У нього завжди такий вираз обличчя, ніби він все про нас знає.

5 Translate into English the following extract from Lina Kostenko's first prose work 'The Notes of a Ukrainian Madman'.

У нас є два крени в не-істину. Крен апологетичний і крен в негації. Одні запевняють, що український народ найкращий, історія – найгероїчніша. Що у нас трипільці глечики ліпили, коли в Єгипті ще пірамід не стояло, танцювали триколіїний гопак, коли у москалів ще й гармошки не було! А мова солов'їна і така пра-прадавня, що походить мало чи не від ханаанської. Та й узагалі, все і всі походять від України. Навіть Іспанія це, по суті, Жупанія, від слова жупан, – знахідка для гоголівського божевільного, його дуже цікавили іспанські проблеми. Етимологія України – «україна», бо украдена в Індії, перенесена через гори й доли і гепнута тут. Градус національного пафосу вказує на гарячку.

А інші вправляються в протилежному. Нації ще нема, є недолугий етнос. Гетьмани його – запроданці, письменники – пристосованці, культура неповноцінна, психологія рабська, національної гідності нуль.

А що робити мені? Я ж то, в принципі, запрограмований на щось інше.

Мабуть, чогось такого подібного в цілому світі немає. Мова солов'їна, а тьохкають чортзна-що.

Read and translate the following article.

The Center of Our Galaxy

On a clear, moonless night the shimmering light of the Milky Way glows especially bright toward the constellation Sagittarius. For years astronomers have been aware, from the distribution of groups of stars and from measurements of stellar motions, that objects in our galaxy must travel in orbits around a center located in that direction. Astronomers also have found that in most cases other galaxies are especially bright toward the center because the density of stars increases markedly there. In many instances the central regions also seem to be the sites of intriguing behavior, including the generation of enormous quantities of energy, peculiar radiations and other unusual effects. More and more, it seems that massive, unimaginably dense objects – black holes – lie at the heart of some of these galaxies. Could our own galaxy also harbor such an exotic object at its center?

The central region of the Milky Way has fascinated astronomers for many decades. After all, our galactic center is only about 25,000 light-years away as opposed to millions of light-years for



centers of the nearest other galaxies, and so it is the one astronomers might reasonably hope to see and to understand best. Yet for a

long time there was no direct way to see the center of our galaxy or to learn much about it, because it is cloaked in large and dense clouds of gas and dust.

Recent discoveries and new technologies have made it possible at last to study the center of our own galaxy in some detail. These developments include improved techniques for collecting and analyzing astronomical radio waves and infrared radiation as well as space flights above the earth's atmosphere, which have made possible the detecting of energetic X-ray and gamma-ray radiation emanating from the center of the galaxy.

All these types of waves – radio, infrared, X-ray and gamma-ray – are similar to visible light in that they are all forms of electromagnetic radiation and differ only in their wavelengths and energy levels. Unlike light, however, they can penetrate interstellar clouds of dust with some ease and hence provide a window into the structure and dynamics of the galactic center.

Sentence Structure

1 Eight of these connecting words and phrases will fit into the spaces below. They introduce or are themselves adverbial modifiers of different kinds. Make your choices, then refer to the text.

<i>at its center</i>	<i>for years</i>	<i>hence</i>	<i>which</i>
<i>as a result</i>	<i>meanwhile</i>	<i>at the heart</i>	<i>however</i>
<i>for many decades</i>	<i>especially</i>	<i>to see</i>	<i>in many instances</i>
<i>similar to</i>	<i>at last</i>	<i>because</i>	<i>unlike</i>

On a clear, moonless night the shimmering light of the Milky Way glows especially bright toward the constellation Sagittarius.¹ ___ astronomers have been aware, from the distribution of groups of stars and from measurements of stellar motions, that objects in our galaxy must travel in orbits around a center located in that direction. Astronomers also have found that in most cases other galaxies are ² ___ bright toward the center because the density of stars increases markedly there.³ ___ the central regions also seem to be the sites of intriguing behavior, including the generation of enormous quantities of energy, peculiar radiations and other unusual effects. More and more, it seems that massive, unimaginably dense objects – black holes – lie ⁴ ___ of some of these galaxies. Could our own galaxy also harbor such an exotic object ⁵ ___? The central region of the Milky Way has fascinated astronomers ⁶ ___. After all, our galactic center is only about 25,000 light-years away as opposed to millions of light years for centers of the nearest other galaxies, and so it is the one astronomers might reasonably hope to see and to understand best. Yet for a long time there was no direct way ⁷ ___ the center of our galaxy or to learn much about it, ⁸ ___ it is cloaked in large and dense clouds of gas and dust.

2 Complete the answers for the following questions using the information from the text. Define the function of the words making up the answers.

- 1) When does the Milky Way glow especially bright toward the constellation Sagittarius? On
- 2) How exactly have astronomers known that objects in our galaxy must travel in orbits around a center located in that direction?
Because

- 3) How often do the central regions of galaxies seem to be the sites of generation of enormous quantities of energy, peculiar radiations and other unusual effects? In.....
- 4) To what degree have recent discoveries and new technologies made it possible to study the center of our own galaxy? In
- 5) Where do all the different types of waves provide a window to? Into

3 Join the simple sentences to make complex ones. Define the function of subordinate clauses.

- 1) In most cases other galaxies are especially bright toward the center. The density of stars increases markedly there.
- 2) Our galactic center is only about 25,000 light-years away as opposed to millions of light-years for centers of the nearest other galaxies. It is the one astronomers might reasonably hope to see and to understand best.
- 3) For a long time, there was no direct way to see the center of our galaxy or to learn much about it. It is cloaked in large and dense clouds of gas and dust.

Grammar

The adverbial modifier is a secondary part of the sentences which modifies another part of the sentence expressed by a verb, an adjective, a stative or an adverb. The adverbial modifier can be expressed by **an adverb** (*Recently we have learned a lot about our galaxy.*), **a noun or noun phrase** (*This boat weighs a ton.*), **a prepositional phrase** (*Stars are brightest on clear nights.*), **a word group starting with one of the subordinating conjunctions** *than, when, while, if, because, as, in spite of, till, etc.* (*Complete the task while working with Professor.*), **a participle/participial phrase or construction** (*He greeted everyone smiling. I noticed something turning away. She wrapped up warm, the night being cold. He rushed forward, with fire in his eyes.*), **a prepositional phrase/construction with a gerund** (*Her mother cried without stopping. On her leaving the house, he decided to tell the truth.*), **an infinitive, infinitive phrase/ construction** (*He came to help. John came up to Mary to greet her. She opened the door for the guests to come in.*), **a clause** (*Astronomers have found that other galaxies are*

especially bright toward the center because the density of stars increases markedly there.)

The adverbial modifier exists in different kinds. Thus, we can distinguish the adverbial modifier of **time** (*I saw him yesterday. Stars are brightest on a clear moonless night.*), adverbial modifier of **frequency** (*We often go there together. In most cases other galaxies are especially bright toward the center.*), adverbial modifier of **duration** (*Have you been waiting for long? For years astronomers have been aware that objects in our galaxy must travel in orbits around a center located in that direction.*), adverbial modifier of **place and direction** (*Mark was born in Britain. Could our own galaxy also harbor such an exotic object at its center? Astronomers also have found that in most cases other galaxies are especially bright toward the center.*).

We can also identify the adverbial modifier of **manner** (*John danced with inspiration. The Milky Way glows especially bright toward the constellation Sagittarius.*), the adverbial modifier of **degree and measure** (*We have walked 10 miles. Recent discoveries and new technologies have made it possible at last to study the center of our own galaxy in some detail.*), the adverbial modifier of **cause** (*Thanks to my parents I got a good education. It is possible to study the center of our galaxy in detail because of new technologies.*), the adverbial modifier of **result (consequence)** (*He was lucky to get a seat in the first row. The center of our galaxy is too clouded to see it.*), the adverbial modifier of **condition** (*But for you I would know nothing. It is impossible to learn much about stars without technology.*), the adverbial modifier of **comparison** (*He is taller than his brother. Unlike light, these types of waves can penetrate interstellar clouds of dust with some ease.*), the adverbial modifier of **concession** (*I like him despite all the faults he has. Though located only about 25,000 light-years away our galactic center is not so easy to see well.*), the adverbial modifier of **purpose** (*She has come to help us. For a long time there was no direct way to see the center of our galaxy.*), the adverbial modifier of **exception** (*I invited everyone except Jane. On a clear moonless night, you can see nothing but stars.*), the adverbial modifier of **attendant circumstances** (*He stood before the window smoking his pipe. They stood silent without saying a word.*).

Translation

When translating from Ukrainian into English, adverbial modifiers can be confused with attributes. Compare the following sentences:

Ми йдемо на вечірку до клубу. – We are going to a party at the club.

Вечірка, на яку ми йдемо, відбудеться в клубі. – The party we are going to will take place at the club.

In both of the Ukrainian sentences the word groups *до клубу* and *в клубі* are adverbial modifiers of direction and place. In the first English translation the phrase *at the club* functions as an attribute as it modifies a noun. It answers the question *What party?*

In the second English sentence the same phrase modifies not a noun, but a verbal group *will take place*, and so it is an adverbial modifier of place as in the Ukrainian sentence.

The so-called English ‘**infinitive of purpose**’ is usually rendered by means of Ukrainian conjunctions (*для того*) *щоб/аби* and the infinitive equivalent or with the help of Ukrainian preposition *для/зادля* (or the phrase *з метою*) and the noun equivalent:

Astronomers use new technology to understand the structure of our galaxy better. – Астрономи використовують нові технології, щоб краще зрозуміти структуру нашої галактики.

This technology is developed to achieve our goal. Цю технологію розроблено задля досягнення нашої мети.

Similarly, ‘**the infinitive of result**’ as well as ‘**the infinitive of degree**’ is translated into Ukrainian either by using the same conjunctions (*для того*) *щоб/аби* and the infinitive equivalent or by a finite form of the verb-predicate in a separate clause:

Such instances are quite common to be observed regularly. – Такі приклади доволі розповсюджені, аби спостерігати їх регулярно.

Today the stars are bright enough to allow their investigation. – Сьогодні зірки достатньо яскраві, що дозволяє їх досліджувати / і це дозволяє їх досліджувати.

*The skies are too clear to refuse gazing at the stars. – Небо занадто чисте, **щоб відмовлятися** споглядати зірки.*

*The data are sufficiently clear to allow further investigation. – Ці дані достатньо чіткі **і дозволяють** подальше дослідження / **що дозволяє** подальше дослідження.*

Exercises

1 Point out the kind of adverbial modifier, and state by what it is expressed. Translate into Ukrainian.

1. Gallio slowly nodded his head. (*Douglas*) 2. He's coming Saturday at one o'clock. (*Cronin*) 3. Lucia stopped them in their tracks with a stem command. (*Douglas*) 4. Sally was sitting on the front seat of the buggy, dumb and unhappy at being ignored. (*Prichard*) 5. I feel my own deficiencies too keenly to presume so far. (*Shaw*) 6. A few miners hung on, hoping the mines would reopen. (*Prichard*) 7. The first bar of gold raised hopes sky high. (*Prichard*) 8. She had to talk because of her desire to laugh. (*Mansfield*) 9. Gallio pushed back his huge chair and rose to his full height as if preparing to deliver an address. (*Douglas*) 10. He takes a glass and holds it to Essie to be filled. (*Shaw*) 11. Morris was walking too quickly for Sally to keep up with him. (*Prichard*) 12. The poor woman was annoyed with Morris for dumping his wife on her. (*Prichard*) 13. It was quite a long narrative. (*Douglas*) 14. Of course, Laura and Jose were far too grown-up to really care about such things. (*Mansfield*) 15. Now and then, Gavin would stop to point out silently some rarity. (*Cronin*) 16. And for all her quiet manner, and her quiet smile, she was full of trouble. (*Dickens*) 17. The young schoolteacher's spirits rose to a decided height. (*Dreiser*) 18. Evil report, with time and chance to help it, travels patiently, and travels far. (*Collins*)

2 Point out the kind of adverbial modifier, and state by what it is expressed. Translate into Ukrainian.

1. At the top of the stairs she paused to wave to him. (*Douglas*) 2. Marcellus accepted this information without betraying his amazement. (*Douglas*) 3. Having knocked on his door, she firmly entered Grandpa's room. (*Cronin*) 4. After waiting for a few minutes, he marched up the steps, closely followed by Demetrius. (*Douglas*) 5. Why do you always

look at things with such dreadfully practical eyes? (*London*) 6. David appeared in the open door, one hand clutching a sheaf of bills, under his other arm an account book. (*Stone*) 7. That night I could scarcely sleep for thinking of it. (*Cronin*) 8. She did feel silly holding Moon's hand like that. (*Mansfield*) 9. Then Gallio cleared his throat, and faced his son with troubled eyes. (*Douglas*) 10. We have some exceptionally fine roses this year. (*Douglas*) 11. Jonathan shook his head slowly, without looking up, his tongue bulging his cheek. (*Douglas*) 12. But it was of no use. Marcellus' melancholy was too heavy to be lifted. (*Douglas*) 13. She [Sally] never would have been able to make a success of the dining-room but for the kindness and assistance of the men. (*Prichard*) 14. On being informed of the old man's flight, his fury was unbounded. (*Dickens*) 15. To be a complete artist it is not enough to be a painter, sculptor or architect. (*Stone*) 16. Sally was furious with herself for having fainted. (*Prichard*) 17. With all her faults, she was candor herself. (*Hardy*) 18. The receiving overseer, Roger Kendall, though thin and clerical, was a rather capable man. (*Dreiser*)

3 Point out all the adverbial modifiers expressed by Predicative Constructions. Translate into Ukrainian.

1. Marcellus strode heavily to and from before the entrance, his impatience mounting. (*Douglas*) 2. On her applying to them, reassured by this resemblance, for a direction to Miss Dorrit, they made way for her to enter a dark hall. (*Dickens*) 3. Well, women's faces have had too much power over me already for me not to fear them. (*Hardy*) 4. I almost doubt whether I ought not to go a step farther, and burn the letter at once, for fear of its falling into wrong hands. (*Collins*) 5. Michelangelo went to Jacopo's side, ran his hand caressingly over the sarcophagus, his fingers tracing out in its low relief the funeral procession of fighting men and horses. (*Stone*) 6. Michelangelo went into the yard and sat in the baking sun with his chin resting on his chest. (*Stone*) 7. That over, she sat back with a sigh and softly rubbed her knees. (*Mansfield*) 8. He opened the door for the Senator to precede him. (*Douglas*) 9. They were returning to Fogarty's; their hands full of flowers. (*Prichard*) 10. She pressed his hand mutely, her eyes dim. (*London*) 11. His being an older man, that made it all right. (*Warren*) 12. On the second of these days Granacci burst into the studio, his usually placid eyes blinking hard. (*Stone*) 13. He stood beside me in silence, his candle in his hand. (*Conan Doyle*) 14. In a room within the

house, Cowperwood, his coat and vest off, was listening to Aileen's account of her troubles. (*Dreiser*) 15. There was room enough for me to sit between them, and no more. (*Collins*)

4 Read the text. Complete it answering the questions. Define the functions of the words filled in. Translate into Ukrainian.

Another Day Begins

THE day on which Emily Stockwell Turner fell out of love with her husband began *How?* _____. As usual, Emmy lay in bed *How much later?* _____ than she should have done, with her son Freddy playing cars over her legs, and when she finally got up it seemed as if things would never be sorted out. But *When?* _____ breakfast was made; Freddy was fed and dressed and sent off *Where to?* _____ in



the car pool, and at length Emmy stood *Where?* _____ watching her husband leave for work *At what time?* _____. 'Looks like snow', said Turner, an instructor in the Languages and Literature Division at *Where?* _____, as he stood beside her on the frozen lawn in his overcoat. It was a chilly, dark morning early in *When?* _____, and Emmy wore only an old cashmere sweater and slacks, but she was the kind that never feels the cold.

'Oh, good; do you think so? But it's only the first week in *When?* _____. I'm afraid it's much too soon.'

'It probably snows *When?* _____ here,' Holman said, and climbed into his car and shut the door. Through the glass he could see Emmy look round at the clouds, *Doing what?* _____. What a magnificent creature she is, he thought as he *How often?* _____ did. She was a big girl, tall, tanned like *Who?* _____, and with a high colour. Her heavy, bright-brown hair had not yet been done up *What for?* _____; it hung down over one shoulder in a thick braid. She was twenty-seven, and still had, as *When?* _____, the look of a carefully bred and beautifully groomed animal kept permanently at the peak of its condition *What for?* _____ which has not yet arrived and possibly never will arrive. Holman had seen it often on boys and girls of Emmy's class, though seldom *To what degree?* _____ or accompanied by so much beauty.

Emmy continued to stand *Where?* _____, waiting for her husband to roll the window down, so he rolled it down.

'Goodbye, darling,' she said, *Doing what?* _____.

'So long, baby,' Holman replied. He rolled the window up again and drove away *Where to?* _____ .

by Alison Lurie (*AmE*)

5 Translate into English.

1. Ми розмовляли з ним вчора, а сьогодні він вже змінив свою думку. 2. Мені не подобається гуляти на вулиці пізно вночі. 3. Мама забороняє нам ходити до річки, адже йти туди необхідно десять кілометрів. 4. Коли небо ясне і безхмарне, можна побачити велику кількість зірок і навіть визначити, де знаходиться Велика Ведмедиця. 5. Він стояв перед картою світу, зачаровано роздивляючись материки та острови. 6. Не сказавши ні слова, він повів гостей до вітальні. 7. Діти сміялися без упину. 8. Він притримав двері, щоб дівчина могла увійти. 9. Через те, що день був доволі теплий, ми не брали куртки із собою на пікнік. 10. Він народився в Америці, але згодом емігрував до Канади. 11. Нам довелося чекати три години, перш ніж ми змогли отримати необхідні книжки. 12. Капітан, здійснив вже не одну подорож навколо світу і міг розповідати про свої пригоди годинами. 13. Презентація відбудеться в конференц-залі, адже нею зацікавилася велика кількість осіб. 14. Багатьом цікава ваша тема, тому готуватимемо презентацію в конференц-залі. 15. Презентація в конференц-залі була такою багатообіцяючою, але, насправді, виявилася доволі нудною через велику кількість формул. 16. Усі танцювали з натхненням та пристрастю, проте лише одиниці робили це майстерно. 17. Що ти поклав до сумки? Вона важить цілу тону! 18. Завдяки твоїй ідеї використати рекламу на радіо, на нашу виставу зібралось чимало глядачів. 19. Він так часто пропускає заняття, що, вочевидь, залишиться на другий рік. 20. Як би не машина, ми б ніколи не встигли на потяг. 21. Джон, на відміну від його молодшого брата, може обійтися без бабусиних порад. 22. Без твоєї поради я б і не знав, як чинити. 23. Хоча в нього і є певні недоліки, я не дуже на них зважаю, адже не впевнена, що в світі існують ідеальні чоловіки. 24. Попри хворобу, він прийшов допомогти нам. 25. Такі випадки не є розповсюдженими, аби ми могли часто з ними стикатися. 26. Ваша відповідь достатньо повна, що дозволяє її зарахувати. 27. Ця машина занадто швидка, аби зважати на якісь обмеження швидкості. 28. Вони щойно відремонтували машину, і це дозволяє їм їхати доволі жваво. 29. Щоб краще зрозуміти вимоги екзаменатора, студент перепитав його декілька разів. 30. Студент склав сесію достроково, і це дозволило йому поїхати в літній табір.

6 Read this BBC popular science report and translate it into English.

Ми живемо у викривленій і перекрученій галактиці

За даними нових досліджень, наша галактика не пласка, як думали раніше, а викривлена і перекручена.

Аналіз над'яскравих зір Чумацького Шляху показує, що вони розташовані аж ніяк не на плоскій поверхні галактичного диска, як це показують в академічних працях і науково-популярних книгах.

Вчені Варшавського університету у зв'язку з цим зробили припущення, що такої викривленої форми наша галактика набула після зіткнення з сусідніми галактиками.

Астрономи створили нову тривимірну карту, яку опублікували у журналі *Science*.

Звичне зображення Чумацького Шляху у вигляді плаского диска засноване на спостереженні 2,5 млн зірок з 2,5 млрд можливих.

Малюнки художників лише приблизно відображають форму нашої галактики, вважає доктор наук Дорота Сковрон з Варшавського університету.

«Внутрішня структура та історія розвитку Чумацького Шляху досі ще суттєво не вивчені, частково через те, що дуже непросто виміряти відстань між зорями у настільки віддалених ділянках нашої галактики», - пояснює науковиця.

Щоб отримати чіткіше зображення, пані Сковрон та її колеги виміряли відстань між деякими над'яскравими зорями Чумацького Шляху, які називаються змінними цефеїдами.

Ці над'яскраві молоді зорі світять у сотні, можливо, у тисячі разів яскравіше за Сонце, і саме тому їх легше спостерігати на околицях галактики. Крім цього, вони пульсують з регулярним інтервалом, причому частота пульсації є прямо пропорційною їхній яскравості.

Саме це дозволило астрономам розрахувати відстань між ними з великою точністю. Більшість цих зірок виявили під час спільного проєкту Польщі та США з вивчення темної матерії Всесвіту.

Проєкт під назвою «Оптичний експеримент щодо гравітаційного лінзування» (OGLE) триває в чилійській обсерваторії Лас-Кампанас у пустелі Атакама.

Як зазначив член команди вчених у Лас-Кампанас Пшемек Мроз, отримані результати дуже здивували астрономів.

«Наші результати показали, що галактика Чумацький Шлях не пласка. По краях вона перекручена і викривлена, - говорить науковець. - Викривлення могло статися під час взаємодії з іншими супутніми її галактиками, міжгалактичним газом або темною матерією - невидимою речовиною, присутньою у Всесвіті, про яку відомо зовсім небагато».

Висновки польських вчених підтверджують дані дослідження змінних цефеїд, проведені астрономами австралійського Університету Маккуорі та Академією Наук КНР. Їх опублікували в лютневому номері журналу *Nature Astronomy*.

BBC News Україна, 4 серпня 2019 року

Read and translate the following article.

Shakespeare's Sentences



In an English sentence, meaning is quite dependent on the place given each word. Because English places such importance on the positions of words in sentences, on the way words are arranged, unusual arrangements can puzzle a reader. Shakespeare frequently shifts his sentences away from "normal" English arrangements – often to create the rhythm he seeks, sometimes to use a line's poetic rhythm to emphasize a particular word, sometimes to give a character his or her own speech patterns or to allow the character to speak in a special way.

Shakespeare often places the verb before the subject (e.g., instead of "He goes," we find "Goes he"). In the opening scene of *Hamlet*, when Horatio says "So frowned he once," he is using such a construction, as when he says "That can I." Such inversions rarely cause much confusion. More problematic is Shakespeare's frequent placing of the object before the subject and verb. When Horatio says "In what particular thought to work I know not," he is using such an inverted construction (the normal order would be "I know not in what particular thought to work").

In some plays Shakespeare makes systematic use of inversions (*Julius Caesar* is one such play). In *Hamlet*, he more often uses sentence structures that depend instead on the separation of words that would normally appear together. Horatio's "When he the ambitious Norway combated" separates the subject and verb ("he combated"), interjecting between them the object of the verb ("the ambitious Norway").

Occasionally, rather than separating basic sentence elements, Shakespeare simply holds them back, delaying them until much subordinate material has already been given. Marcellus uses this kind of delaying structure when he says "Thus twice before, and jump [i.e., exactly] at this dead hour, / With martial stalk hath he gone by our watch" (where a "normally" constructed English sentence would have begun with the basic sentence elements: "He hath gone by our watch").

Shakespeare's sentences are sometimes complicated not because of unusual structures or interruptions or delays but because he omits words and parts of words that English sentences normally require. Frequent reading of Shakespeare – and of other poets – trains us to supply such missing words.

by Paul Werstine and Barbara A. Mowat (AmE)

Sentence Structure

1 Point out the subjects and predicates in the following sentences. Rephrase the sentences using the ‘usual’ English order of words.

- 1) That can I.
- 2) So frowned he once.

2 Find all the inverted sentences given as examples in the article on Shakespeare’s sentences. Point out subjects, predicates, objects and adverbial modifiers in them. Analyze their word order.

3 In *Hamlet* Shakespeare uses a series of interrupted constructions (separating subjects from verbs and verbs from objects by long delaying or expanding interruptions) when Horatio tells the story of how King Hamlet won the Norwegian lands and how the prince of Norway seeks to regain them. Find the constructions in the following extract and rephrase them in the ‘usual’ word order.

our last king,
Whose image even but now appeared to us,
Was, as you know, by Fortinbras of Norway,
Thereto pricked on by a most emulate pride,
Dared to the combat; in which our valiant Hamlet
(For so this side of our known world esteemed him)
Did slay this Fortinbras, who by a sealed compact,
Did forfeit, with his life, all those his lands . . .

Now, sir, young Fortinbras,
Of unimproved mettle hot and full,
Hath in the skirts of Norway here and there
Sharked up a list of lawless resolute. . . .

4 Put the words in the right order in each sentence.

- 1) English arrangements shifts Shakespeare his from sentences away “normal” frequently.
- 2) makes of some use Shakespeare plays inversions systematic in.
- 3) Shakespeare than sentence simply them elements back occasionally rather basic holds separating.

Grammar

In English, the order of words is essential to the meaning of a sentence as it is quite dependent on the place given each word. *The dog bit the boy* and *The boy bit the dog* mean very different things, even though the individual words are the same.

Although variations are possible, the **basic word order** in a sentence that is not a question or a command is usually the following:

SUBJECT – PREDICATE – OBJECT –

Adv. Modif. of MANNER – Adv. Modif. of PLACE – Adv. Modif. of TIME

(I spoke to him briefly in the office two minutes ago.). While adverbial modifiers are optional, and some of them can take different positions in a sentence (I phoned my mother yesterday. Yesterday I phoned my mother. I often phone my mother in the evenings.), the places of the subject and the object cannot be changed at will (The dog bit the boy. The boy bit the dog.). The relation of words to each other is shown by their place in the sentence and not by their form, as in Ukrainian, and therefore word order in English is fixed.

All of the above given sentences may serve as examples of the **direct order of words**. However, certain types of sentences require the **inverted word order**, i.e. when the subject is placed after the predicate (Are you at home?). In this respect, we can speak of two kinds of inversion: neutral and emphatic.

Neutral inversion is found in the following sentences introduced in the table:

1. interrogative sentences	- in most of them the inversion is partial as only part of the predicate is placed before the subject (<u>Have you seen him these days?</u> <u>Can you imagine them working together?</u>) However, no inversion is used when the interrogative word is the subject of the sentence or an attribute to the subject (<u>Who told you that?</u> <u>Whose table is there?</u>).
2. simple exclamatory sentences expressing <i>wish</i>	- often used in Subjunctive I (<u>Be it so!</u> <u>Long live Ukraine!</u> <u>May you never regret about it!</u>)
3. compound sentences, their second part beginning with <i>so</i> or <i>neither</i>	(<u>They didn't feel any sorrow, neither did their friends.</u> <u>We have coped with the task, and so have you.</u>)

Emphatic inversion puts a word or a group of words in a prominent position giving them a special emphasis. Thus, this word or group of words is found either at the very beginning or the end of the sentence so as to produce a greater effect. In such cases inversion is not due to the structure of the sentence but to the author's wish to produce a certain stylistic effect.

Emphatic inversion typically occurs when a certain word opens the sentence. Here we can distinguish the following cases given in the table below:

The sentence is opened by:	The sentence has the following features:
1. an adverbial modifier expressed by a phrase/phrases	- the subject often has a lengthy attribute (<u>On a shiny leather chair stood a black dispatch case presented by one of the relatives.</u>)
2. an adverbial modifier with a negative meaning (<i>in vain, never, little, etc.</i>)	- the auxiliary verb <i>do</i> must be used if the predicate does not contain either an auxiliary or a modal verb (<u>Little did I know of his misfortunes. Never since has he seen Mary alone.</u>)
3. an adverbial modifier expressed by <i>so, thus, now, then, etc.</i>	- the subject is expressed by a noun (<u>Now was the moment to tell the truth. Thus spoke Mr. Johnson looking into the distance.</u>) However, if the subject is expressed by a pronoun inversion does not take place (<u>Thus he thought and went to sleep.</u>).
4. an adverbial modifier of manner	- the auxiliary verb <i>do</i> must be used if the predicate does not contain either an auxiliary or a modal verb (<u>Silently and attentively was she listening to her father. Slowly and hesitantly did she open the door.</u>) However, sometimes inversion may not take place (<u>And suddenly the moon appeared... (Galsworthy).</u>)
5. an adverbial modifier preceded by <i>so</i>	- the auxiliary verb <i>do</i> must be used if the predicate does not contain either an auxiliary or a modal verb (<u>So beautifully did she walk in that everyone hushed up.</u>)
6. <i>only, hardly, scarcely</i> (correlated with the conjunction <i>when</i>), <i>no sooner</i> (correlated with the conjunction <i>than</i>)	- the auxiliary verb <i>do</i> must be used if the predicate does not contain either an auxiliary or a modal verb (<u>Only twice did</u>

or the conjunction <i>nor</i>	<i>he <u>meet</u> her in the club. <u>No sooner had they received</u> the letter <u>than</u> he arrived himself. <u>Hardly had he come in</u> when his sister asked him to return.)</i>
7. <i>here</i> which is not an adverbial modifier of place but has some demonstrative force	- no additional auxiliary is needed (<i>Here comes</i> my best friend Alex. <i>Here is</i> the key!) However, no inversion occurs if the subject is a personal pronoun (<i>Here he is!</i>)
8. postpositions denoting direction (<i>in, out, down, up, away, etc.</i>)	- the subject is expressed by a noun and no additional auxiliary is needed (<i>Away fly</i> my thoughts at the sight of this valley. <i>Out went</i> the boss again.) However, if the subject is a personal pronoun there is no inversion (<i>Up and down he jumped</i> again.)
9. an object or an adverbial modifier expressed by a word group with <i>not a...</i> or <i>many a...</i>	- the auxiliary verb <i>do</i> must be used if the predicate does not contain either an auxiliary or a modal verb (<i>Not a word did</i> he say about what had happened. <i>Many a time have</i> I seen these people in John's house.)
10. a predicative expressed by an adjective / noun modified by an adjective / the pronoun <i>such</i>	- the subject is a noun or an indefinite pronoun (<i>Sweet were</i> his words but she didn't listen. <i>Such is</i> the truth.)
11. a predicative followed by the conjunction <i>as</i>	- in clauses of concession (<i>Great as were</i> his discoveries they didn't make him proud of himself.) However, when the subject is expressed by a personal pronoun, the link verb follows the subject (<i>A wonderful place it was. Clever as he was</i> he couldn't understand her.)
12. the predicate / part of the predicate expressed by <i>was, were, had, could, should</i> introduced without any conjunction	- in conditional clauses (<i>Should you meet</i> him, tell him to come. <i>Had he been</i> here then, everything would be different now.)

Translation

While in an English sentence the order of words is fixed defining the functions of some of its parts (e.g., the subject comes in the first place and the object follows the predicate), Ukrainian often admits of various changes of word order without altering, distorting or destroying the meaning of the sentence:

Her hilarious novels brought this author a lot of fame all over the world. – Її смішні романи прославили цю авторку на весь світ. / Цю авторку прославили на весь світ її смішні романи. / На весь світ прославили цю авторку її смішні романи.

Due to the absence of case distinctions word order in English gains extra importance and is practically the only means of distinguishing between the subject and the object. As the subject comes first, **the usual position of the object** in declarative sentences **is after the predicate**. However, in exclamatory sentences the direct object may occupy the first place:

What a wonderful dress you are wearing! – Яка ж на тобі гарна сукня!

In declarative sentences the front position of the object serves the purpose of emphasis. In Ukrainian this position of the object is common, while in English it occurs but seldom:

Незабутню відпустку провів я в хащах Амазонки. – I spent an unforgettable vacation in the Amazon jungle. / An unforgettable vacation I spent in the Amazon jungle.

As a rule, this prominent position of the object causes no inversion except when the object is expressed by word-groups with *not a...* or *many a...* (see point 9 in Grammar part).

The front position of the indirect object in declarative sentences is rare. The prepositional indirect object is more common in this position, especially in colloquial English:

Of his feelings he would tell her nothing. – Про свої почуття він нічого їй не говорив.

To him it seemed the only way out. – Для нього це здавалося єдиним виходом.

The usual place of the attribute expressed by an adjective, noun, pronoun, or participle **is before the word it modifies**:

*She had such a kindly, generous **heart** that everyone adored her. – У неї було таке добре, щедре серце, що всі її просто обожнювали.*

With most of such attributes the order in which they follow each other is generally free, i.e. it can be easily changed. However, with some attributes the order in which they follow each other is more or less fixed. Namely, the following is the exact order certain kinds of attributes should be put in:

VALUE	SIZE	AGE	SHAPE	COLOUR	ORIGIN	MATERIAL	PURPOSE
<i>my boots</i>		<i>new</i>		<i>red</i>		<i>leather</i>	<i>riding</i>
<i>lovely table</i>	<i>little</i>		<i>round</i>		<i>Italian</i>		<i>dressing</i>
<i>two priceless vases</i>	<i>tiny</i>	<i>ancient</i>	<i>square</i>	<i>blue</i>	<i>Venetian</i>	<i>glass</i>	<i>flower</i>

It should be noted that the adjective *little* often corresponds to Ukrainian diminutive suffixes in such words as *хлопчак, братко, дівчинка, ніжка, кімнатка*. In this case, as well as when *little* denotes age, it is placed immediately before the noun unless there are attributes denoting colour or nationality:

*He came in holding his very interesting **little** brother by the hand. – Він увійшов, тримаючи свого дуже цікавого **братика** за руку.*

*The **little** African boy kept silent all the time. – Малий **африканець** мовчав увесь час.*

Sometimes attributes can be found in post-position to the words they modify. In the following cases the post-position of the attribute is its normal place, i.e. it is not emphatic:

- most adjectives in *-able* and *-ible* are generally placed after the noun especially when the noun is preceded by the adjective *wily* or an adjective in the superlative degree:

sufferings unspeakable – невимовні страждання

the only person visible – єдина видима людина

with all the solemnity possible – з усією можливою поважністю

the most interesting thing imaginable – найцікавіша уявна річ (яку можна уявити)

However, a few adjectives with the same suffixes stand before the noun they modify:

*She is the only reasonable **person** in this house.* – Вона – єдина розважлива людина в цьому будинку.

- in the following stock phrases the adjective is placed after the noun:

wealth untold – незліченні багатства

from times immemorial – з незапам'ятних часів

a poet laureate – поет-лауреат

generations unborn – ненароджені покоління

court martial – військовий трибунал

sum total – підсумкова сума

four years running – чотири роки поспіль

the first person singular – перша особа однини

the second person plural – друга особа однини

- the adjectives *proper* (власне, як такий) and *present* (присутній) are placed after the noun:

We shan't find anything about sculpture in this book, it deals with architecture proper. – У цій книжці ми не знайдемо нічого про скульптуру, вона присвячена архітектурі як такий.

He welcomed all the people present. – Він привітав усіх присутніх.

These meanings of *proper* and *present* are not to be confused with the meanings of *proper* and *present* when used in pre-position:

This is not a proper answer to a question of this kind. – Це не належна відповідь на питання такого роду.

Our present task is to solve this problem. – Наше менерішнє завдання – вирішити цю проблему.

Besides the cases when the post-position of the attribute is its normal (unemphatic) place, there are a few instances when the postposition of an attribute expressed by an adjective serves the purpose of emphasis. Whereas the post-position of a single adjective is rather rare, two or more adjectives are often placed after the word modified for the sake of emphasis: these adjectives may or may not be joined by a conjunction:

All sorts of feelings tender and grateful seized him at the moment.
– Почуття ніжності і вдячності охопили його в той момент.

An adverbial modifier hardly ever separates the direct object from the predicate. It **stands either before the predicate or after the direct object**. It should also be borne in mind that, unlike in Ukrainian, English adverbial modifiers of particular kinds can be positioned differently:

- an adverbial modifier **of time** is generally placed either at the beginning or at the end of the sentence; adverbial modifiers expressed by the adverbs *now* and *then* can be placed in nearly any position:

Yesterday it was raining all day long. – Вчора цілий день йшов дощ. / Цілий день вчора йшов дощ. / Дощ йшов вчора цілий день.

Probably we shall start tomorrow. – Можливо, ми розпочнемо завтра. / Завтра ми, можливо, розпочнемо.

He then remembered that there was not any time for this. – Тоді він пригадав, що для цього не було часу.

Now he would keep silent. – Тепер він мовчатиме.

- an adverbial modifier **of place** generally stands either at the beginning or at the end of the sentence, although sometimes it may come between the predicate and the prepositional object:

Mary led the guests into the parlour. – Мери провела гостей до вітальні.

Down in the valley we could see his house all glowing and new. – Унизу в долині ми побачили його новенький яскравий будинок.

He emerged from the theatre with a most satisfied look. – Він вийшов з театру із дуже вдоволеним виглядом.

- adverbial modifiers of frequency precede the predicate verb in a simple tense form but follow the verb *to be* and all the modal verbs; in a compound tense form they follow the first auxiliary. However, when they are emphasized, they stand before the verb *to be*:

No one ever loved me. – Ніхто ніколи мене не любив. / Ніхто мене ніколи не любив.

Lily would complain that she always told Jane everything she knew. – Лілі скаржилася, що вона завжди розповідала Джейн все, що знала.

She was always on the point of telling the truth. – Вона завжди була готова розповісти правду. / Вона була завжди готова розповісти правду.

However, when adverbial modifiers of frequency are emphasized, they stand before the verb *to be*. To achieve the same in Ukrainian an adverbial modifier will come at the beginning of the sentence:

He needed frequently to have a confidant. – Часто йому була потрібна довірена особа.

In interrogative sentences adverbial modifiers of frequency come immediately after the subject, though they sometimes occupy the first place. This position generally does not cause inversion:

Does he often come to see you? – Він часто навідує тебе? / Він тебе часто навідує?

Often he came to see her. – Він часто її навідував. / Часто він навідував її.

However, *sometimes* and *generally* may be placed at the beginning, at the end of the sentence, and either before or after the verb.

Sometimes he got very upset. – Він іноді дуже засмучувався.

He sometimes thought that, unless he proclaimed to the world what had happened to him, he would never feel calm again. – Він іноді

думає, що, якщо не розповість усьому світу про те, що з ним сталося, то ніколи вже не почуватиметься спокійно.

And I got lonely here sometimes. – I мені іноді тут ставало самотньо.

- the most frequent position of an adverbial modifier **of manner** is after the predicate if the verb is intransitive, and after the direct object if the verb is transitive. It should be remembered that English and Ukrainian transitive verbs do not always coincide (see Unit 6):

He spoke slowly and softly. – Він розмовляв повільно і тихо.

He thanked us both composedly and frankly. – Він подякував нам стримано і водночас щиро.

- adverbial modifiers **of degree** always precede the predicate; if the verb is in a compound tense-form they follow the first auxiliary:

He has quite forgotten about the concert. – Він зовсім забув про концерт.

I entirely trust him. – Я йому повністю довіряю. / Я повністю довіряю йому.

An adverbial modifier of degree expressed by the adverb *enough* generally follows the adjective it modifies, but may follow or precede a noun:

He is clever enough to understand the trick. – Він достатньо розумний, щоб зрозуміти цей фокус.

I have money enough to do it. / I have enough money to do it. – У мене достатньо грошей, щоб зробити це.

Adverbials may sometimes separate the particle *to* from the infinitive. This construction is called *the split infinitive*:

I expect you to thoroughly investigate this case. Сподіваюся, що ви грунтовно вивчите цей випадок.

Exercises

1 Read and translate the text. Choose the best option, A, B or C for each gap.

Odysseus and the Sirens

Before the ship came to the island of the Sirens, Odysseus ordered his men to plug their ears with wax and tie him to the mast. 'Under no circumstances **a** ___ cut me free, whatever happens', he told them. **b** '___ we are clear of the island must I be set free.' **c** ___ he did this was very simple. The Sirens lured sailors to their deaths by their beautiful singing. **d** ___ all the sailors to hear their songs, they would lose their will to continue on their journey. Odysseus wanted to hear the beautiful singing, but he wanted to survive. Soon **e** ___ appeared the island of the Sirens. The women were sitting on a bank of flowers, holding out their arms to the ship, and singing. No sooner **f** ___ them, than Odysseus became mad with longing. **g** ___ not been tied to the mast, he would have leapt into the water and swum to the shore. **h** ___ he might, he couldn't persuade his men to untie him. Past the island **i** ___, the crew pulling at the oars. **j** ___ the singing of the Sirens had died away, and the island had passed out of sight, did Odysseus regain his proper senses. His men untied him, and they continued on their voyage.

- | | | |
|---------------------------------|------------------------|----------------------------------|
| a A <i>you will</i> | B <i>are you to</i> | C <i>do you</i> |
| b A <i>Only after</i> | B <i>Not only</i> | C <i>Never</i> |
| c A <i>Little</i> | B <i>Try as</i> | C <i>Why</i> |
| d A <i>Were</i> | B <i>If</i> | C <i>Should</i> |
| e A <i>than he had expected</i> | B <i>had it</i> | C <i>out of the mist</i> |
| f A <i>he heard</i> | B <i>had he heard</i> | C <i>was he hearing them</i> |
| g A <i>Was he</i> | B <i>Did he</i> | C <i>Had he</i> |
| h A <i>Try as</i> | B <i>If</i> | C <i>Only after</i> |
| i A <i>did they went</i> | B <i>went the ship</i> | C <i>go Odysseus and his men</i> |
| j A <i>Not until</i> | B <i>In no way</i> | C <i>No sooner than</i> |

2 Choose the best option, A, B or C, to complete the sentence.

- a ___ how serious the situation was.
b Just as the players took their places on the court, ___

- c ___ my bag I really can't remember.
 d ___, everyone would probably have escaped from the building.
 e At no time ___ on the plane in any danger.
 f ___ second thoughts, don't hesitate to phone me.
 g Strange ___, I actually enjoy working underground.
 h Jane ___ the train but also lost her luggage.
 i ___, we might consider making another offer.
 j Without warning, onto the stage ___ brandishing a knife.
 k Suddenly the sky went dark, and ___ the rain.
 f ___ is this piece of equipment to be removed from the building.

- | | | | |
|---|---|--|--|
| a | A <i>Little anyone did realize</i> | B <i>Little realized anyone</i> | C <i>Little did anyone realize</i> |
| b | A <i>did the rain pour down</i> | B <i>down poured the rain.</i> | C <i>did pour down the rain</i> |
| c | A <i>Where I've left</i> | B <i>Where have I left</i> | C <i>Where left I</i> |
| d | A <i>Had it not been locked the fire door</i> | B <i>Had not been locked the fire door</i> | C <i>Had the fire door not been locked</i> |
| e | A <i>were the passengers</i> | B <i>the passengers were</i> | C <i>were they the passengers</i> |
| f | A <i>Should have you</i> | B <i>Should you have</i> | C <i>Should you had</i> |
| g | A <i>as does it sound</i> | B <i>sound though it is</i> | C <i>as it may sound</i> |
| h | A <i>not only did she miss</i> | B <i>not only missed</i> | C <i>not only did miss</i> |
| i | A <i>Were it the situation to change</i> | B <i>Were a change in the situation</i> | C <i>Were the situation to change</i> |
| j | A <i>did jump a man</i> | B <i>jumped a man</i> | C <i>did a man jump</i> |
| k | A <i>there down came</i> | B <i>came down</i> | C <i>down came</i> |
| I | A <i>On no account</i> | B <i>Hardly</i> | C <i>Rarely</i> |

3 Write a new sentence with the same meaning, containing the word in capitals.

- a If we took no action, the situation would only become worse.
 WERE
- b A member of the government rarely admits to making a serious mistake.
 DOES
- c You are not to leave this room under any circumstances.
 NO
- d The police only later revealed the true identity of the thief.
 DID
- e Although Andrew tried hard, he couldn't pass his driving test.
 MIGHT

f If you'd consulted me at the outset, I could have given you the right advice.

HAD

g If you offered me a higher salary, I would take the job.

WERE

h If the weather worsens, the match will probably be cancelled.

SHOULD

i It was only after checking the accounts that they realized money was missing.

DID

j The breach of security has not affected the examination results in any way.

NO

4 Complete the sentence so that it means the same as the first sentence.

a Two armed policeman ran into the room.

Into.....

b You can only really enjoy the view on a clear day like today.

Only

c If the ship collided with an iceberg, the passengers would be in no danger.

Should.....

d The case may be unusual, but such cases are not completely unheard of.

Unusual.....

e Suddenly it started raining.

Suddenly down.....

f A government has rarely acted with such blatant dishonesty.

Rarely

g If you asked me again, I would give you the same answer as before.

Were

h I have no idea what the matter is.

What

i If we had realized that the hurricane would hit the city, we would have evacuated the residents in advance.

Had

j Nobody had any suspicion that the police inspector was the murderer.

Little

k The theft was only discovered when the accounts were checked.

Only
I Paula had no sooner shut the door than she realized she had left her
key inside.
No sooner

5 Put one suitable word in each space.

- a Rarely we find students who are willing to think for themselves.
- b in the polar regions does the temperature fall to such a low level.
- c Little anyone suppose that Mrs Robertson was an enemy agent.
- d Scarcely everyone left the building when there was a huge explosion.
- e Seldom so many people voted for such an unlikely candidate.
- f Not until doctors examined Brian later anyone realize that he had been shot.
- g No sooner had we reached the bottom of the mountain it started snowing heavily.
- h no circumstances are bags to be taken into the library.
- i Only the airline official checked again did she realize I had been given the wrong ticket.
- j Not only did Harrison break into the house, he also attacked one of the occupants.
- k Never there been a better time to buy a new car.
- l Not only she finish the test before the others in the class, but she also got the best mark.

6 Translate into English.

1) Коли відправляється потяг до Києва? 2) Суперечності в них були тільки з одного пункту. 3) Більше жодного слова не сказала вона дорогою додому. 4) Він завжди був дуже нетерплячим із дітьми. 5) Не встигли ми увійти до кімнати, як почався дощ. 6) Коли я вийшла на узлісся, я побачила величезний зелений луг. Ніколи раніше я не бачила такого чудового краєвиду. 7) Якою важкою не була книга, ми читали її із задоволенням. 8) Я так утомилася після екскурсії, що не могла йти до театру. Даремно сестра намагалася вмовити мене, я не погоджувалася. 9) Ось їде мій автобус. До побачення. 10) Така цікава була вистава, що ми жалкували, коли вона закінчилася.

7 Translate into English.

- 1) Який чудовий вечір! Як гарно ми проводимо час!
- 2) Дивовижну людину зустрів я в круїзі Середземним морем.
- 3) Для нас тоді це здавалося найкращим способом виконати завдання швидко і правильно. На жаль, про свої наміри ми нічого не розповіли шефу.
- 4) На маленькому скляному венеційському столику стояла якась чудернацька видовжена бронзова статуетка у формі людської фігури.
- 5) Йдучи вулицею, він тримав дівчинку за руку, а вона неквапливо переступала своїми маленькими ніжками.
- 6) Якщо ти вважаєш, що він заподіяв тобі невимовні страждання, або завдав душевної травми, треба сказати йому про це.
- 7) Єдина видима причина його вчинку це те, що він був не при собі.
- 8) Його колеги так багато говорять про його незліченні багатства, а він вже три роки поспіль не купував нового авто.
- 9) В її промові не йшлося про бізнес, адже вона була присвячені мистецтву як такому.
- 10) Це не належна поведінка у такому товаристві!
- 11) Викладач перелічив усіх присутніх, потім розпочав урок.
- 12) Його теперішня професія не піддається визначенню.
- 13) Почуття гніву й ревнощів одночасно охопили його, коли він почув її відмову.
- 14) Просидівши вчора цілий день удома, сьогодні я волю піти на футбол.
- 15) Я не впевнений, що тепер він погодиться співпрацювати, адже тоді, коли він пропонував свою допомогу, ми відмовили йому.
- 16) Вона пішла вгору сходами, хоча здавалося, що ці сходи самі собою спускалися лише вниз.
- 17) Нагорі він відчинив вікно, запалив люльку, і, дивлячись кудись у далечінь, почав розмірковувати над новою справою.
- 19) Хлопчик все стрибав і стрибав.
- 20) Вони завжди сваряться, а потім по черзі жаліються мені, що нікого з них ніхто ніколи не розуміє.
- 21) Ти завжди так кажеш!
- 22) Завжди вона така привітна, а про що думає, не відомо.
- 23) Часто він телефонував уночі, перепрошуючи та вибачаючись кожного разу.
- 24) Він часто пропускає заняття, але іспити завжди складає на «відмінно».
- 25) Він говорив так повільно, що зовсім забув кінець своєї промови.
- 26) Я йому повністю довіряю, але все ж таки найму пару детективів стежити за ним.
- 27) Навряд чи в нього вистачить клепки зрозуміти, про що йдеться.
- 28) Я вважаю його достатньо відданим нашій справі.
- 29) У мене достатньо розуму, щоб з вами не сперечатися.
- 30) Він хотів докладно розібратися в цій справі.

Read and translate the following article.

La belle Monique

You can see the movie titles now: 'Passion and Pursuit on the Motorway', 'Jealousy of the Long Distance Lorry Driver'; or, as one French paper had it, 'Rodeo on the Autoroute'. In a terrifying but farcical scenario, two lorry drivers fought a motorway duel in their 38-ton vehicles over a course of more than 60 miles in the Auvergne, south-west France: a furious chase at 80mph which ended with one man in hospital, the other in jail and blood all over the road. The cause? La belle Monique, wife of driver number 1, who was riding in the cab of driver number 2.

The story began with Jöel Andre, 31, and apparently well known as a tough guy, leaving home in Clermont-Ferrand early in the morning and driving peacefully towards Saint Étienne. Observing all the rules of the road, he was keeping well to the right

when he saw the driver of a lorry behind pull out to overtake him. When it drew level, Jöel glanced into the cabin and saw, to his stupefaction, his wife Monique, whom he imagined safe at home in bed, sitting next to the driver, who turned out to be Patrick Monron, 47.

Monique paled, Jöel turned purple with rage and put his foot down, while his horrified rival tried desperately to escape. First on the motorway, then on the Route Nationale, they engaged in a mad and dangerous chase through the Puy-de-Dôme, across the Upper Loire and then the Loire itself, passing and repassing each other and forcing other motorists off the road until they finally crashed into each other. That was not the end.

The knights of the road climbed out and continued the battle with what weapons they could find - a crowbar

and the handle of an axe. It was a bloody struggle, so one duellist (Patrick) had his arm cut to shreds and the other had deep head wounds. Still the honour was unsatisfied, they got back into their lorries and were off again, this time trying to edge each other into a deep ravine that fell away at one side of the road. But Patrick, the adulterer, had lost so much blood that he passed out, and Monique, who had stayed in his cab all the time, had to take the wheel. She managed to stop the truck and call the police, fire brigade and an ambulance. Yesterday Patrick was in hospital and Jöel in prison. History does not record whether Monique is at bedside or bars.

The film rights are presumably still available.

Sentence Structure

1 Supply the connecting words, then check against the text.

In a terrifying ¹.... farcical scenario, two lorry drivers fought a motorway duel in their 38-ton vehicles over a course of more than 60 miles in the Auvergne, south-west France: a furious chase at 80mph ².... ended with one man in hospital, the other in jail and blood all over the road. The cause? La belle Monique, wife of driver number 1, ³.... was riding in the cab of driver number 2. The story began with Jöel Andre, 31, and apparently well known as a tough guy, leaving home in Clermont-Ferrand early in the morning ⁴.... driving peacefully towards Saint Étienne. Observing all the rules of the road, he was keeping well to the right ⁵.... he saw the driver of a lorry behind pull out overtaking him. ⁶.... it drew level, Jöel glanced into the cabin ⁷.... saw, to his stupefaction, his wife Monique, ⁸.... he imagined safe at home in bed, sitting next to the driver, ⁹.... turned out to be Patrick Monron, 47. Monique paled, Jöel turned purple with rage ¹⁰.... put his foot down, ¹¹.... his horrified rival tried desperately to escape. First on the motorway, then on the Route Nationale, they engaged in a mad and dangerous chase through the Puy-de-Dôme, across the Upper Loire and ¹².... the Loire itself, passing and repassing each other and forcing other motorists off the road ¹³.... they finally crashed into each other. That was not the end. The knights of the road climbed out ¹⁴.... continued the battle with what weapons they could find – a crowbar and the handle of an axe. It was a bloody struggle, ¹⁵.... duellist (Patrick) had his arm cut to shreds and the other had deep head wounds. ¹⁶.... the honour was unsatisfied, they got back into their lorries and were off again, this time trying to edge each other into a deep ravine ¹⁷.... fell away at one side of the road. ¹⁸.... Patrick, the adulterer, had lost so much blood that he passed out.

2 Analyze the sentences and define whether they are compound or complex. If necessary, consult Unit 1.

- 1) Observing all the rules of the road, he was keeping well to the right when he saw the driver of a lorry behind pull out to overtake him.
- 2) But Patrick, the adulterer, had lost so much blood, and Monique had to take the wheel.
- 3) When it drew level, Jöel glanced into the cabin and saw, to his stupefaction, his wife Monique, whom he imagined safe at home in

bed, sitting next to the driver, who turned out to be Patrick Monron, 47.

4) Yesterday Patrick was in hospital and Jöel in prison.

3 Join the clauses choosing one of the connectives in brackets. Check against the text.

1) **a** You can see the movie titles now: “Passion and Pursuit on the Motorway”, “Jealousy of the Long Distance Lorry Driver”.

b As one French paper had it, “Rodeo on the Autoroute”. (*and, therefore, otherwise, or, but*)

2) **a** Monique paled.

b Jöel turned purple with rage and put his foot down.

c His horrified rival tried desperately to escape. (*and, but, so, whose, that, when, if, while, a comma*)

3) **a** It was a bloody struggle.

b One duellist (Patrick) had his arm cut to shreds.

c The other had deep head wounds. (*that’s why, because, therefore, and, but, nor, still, so, however, yet*)

4) **a** History does not record.

b Monique is at bedside or bars. (*neither... nor, if, consequently, whether, else*)

4 Analyze the following sentences paying special attention to the connectives used in them. Define the types of logical relations between clauses.

1) You can see the movie titles now: “Passion and Pursuit on the Motorway”, “Jealousy of the Long Distance Lorry Driver”; *or*, as one French paper had it, “Rodeo on the Autoroute”.

2) It was a bloody struggle, *so* one duellist (Patrick) had his arm cut to shreds.

3) They got back into their lorries and were off again, *but* Patrick, the adulterer, had lost so much blood and passed out.

4) Yesterday Patrick was in hospital *and* Jöel in prison.

Grammar

As it has been stated above, sentences can be either simple or composite. While a simple sentence consists of a single independent clause, a composite sentence has two or more clauses as its immediate

constituents. Composite sentences are either compound or complex. In a **compound sentence** the immediate constituents are two or more **coordinate clauses** connected **syndetically**, i. e. by means of coordinating conjunctions (*He was tired **but** there still was a smile on his face*) or conjunctive adverbs (*He heard her excuses, **yet** he felt sick at heart.*); or **asyndetically**, i. e. without a conjunction or a conjunctive adverb (*It was drizzling outside, the street was empty and quiet.*).

All in all, there exist four different types of coordination: **copulative coordination** (*and, nor, neither... nor, not only... but (also), as well as, then, moreover*) implies that the statement expressed in one clause is simply added to that expressed in another (*It was a nice cozy place **and** they were quite proud of it. **Not only** has she grown older, **but** she **also** has become much prettier.*); **disjunctive coordination** (*or, else, or else, either... or, otherwise*) introduces a choice between the statements expressed in two clauses (*He believed it to be untrue, **or** it would have frightened him. An artist has to be convincing, **otherwise** people would think him to have no talent.*); **adversative coordination** (*but, while, whereas, nevertheless, nonetheless, still, yet, only*) represents two clauses as contrasting in meaning (*The old morning room was now their sitting room, **whereas** one of the old nurseries became a morning room. She was obviously disappointed at his deed, **nevertheless** she remained silent and smiled.*); **causative-consecutive coordination** (*for, so, therefore, accordingly, consequently, hence*) expresses the relations of cause and result between the clauses. *For* introduces coordinate clauses explaining the preceding statement, *therefore, so, so that, consequently, accordingly* and *hence* introduce coordinate clauses denoting cause, consequence and result (*There was something wrong with Mary, **for** she looked pale and ill. It was a bloody struggle, **so** Patrick had his arm cut to shreds.*).

Translation

Due to the fact that the four types of grammatical coordination described above generally correspond to the kinds of logical relations between propositions (conjunction, disjunction, negation and implication), there are no evident discrepancies when translating compound sentences from English into Ukrainian and vice versa as both languages seem to base on the same logic. That is why the most

important here is the knowledge of equivalents for the necessary conjunctions and conjunctive adverbs:

I not only remembered the girl's name, but I also knew everything about her family. – Я не тільки пам'ятав ім'я цієї дівчини, але я також знав усе про її родину.

John was busy last night, otherwise he would have come to help us. – Джон був зайнятий вчора ввечері, інакше він прийшов би допомогти нам.

Some people prefer going to the theatre whereas others will stay at home watching TV. – Деякі люди віддають перевагу походу до театру, тоді як інші залишаються вдома дивитися телевізор.

John must have gone, for nobody answers the call. – Джон, мабуть, пішов, тому що ніхто не відповідає на дзвінок.

Exercises

1 Read and translate the text. Point out all the composite sentences. Identify compound sentences and analyze the types of coordination in them.



Superstitions are beliefs that some things can't be explained by reason and that there are certain objects or actions that bring good or bad luck. Most superstitions are old and people usually have no idea where they came from. We may be told, for example, that we should never open an umbrella indoors because that will bring bad luck. We aren't told why or what kind of bad thing might happen to us, but few of us are going to try to find out. Everyone knows that thirteen is an unlucky number. Other things that can bring bad luck include breaking a mirror, walking under a ladder or spilling salt. At least when you spill salt, you can avoid the bad luck by immediately throwing some of the salt over your left shoulder with your right hand. Unfortunately, the

man sitting behind you at that moment will suddenly get a shower of salt all over him. Obviously, he must have done something earlier that brought him bad luck. If you ask people why it is bad luck to walk under a ladder, they usually say that it's because something might fall on your head. It could be a hammer, a brick, a piece of wood, paint or water. It is interesting that the superstition is explained in terms of such ordinary things. The origin of the superstition is much darker and scarier. According to the Oxford Guide to British and American Culture, 'this idea may have developed out of the practice in medieval times of hanging criminals from ladders.'

More confusing are those superstitions that seem to have different meanings for different people. Some people will tell you that it is bad luck if a black cat walks in

front of you. Others will say that seeing a black cat is supposed to be lucky. Other tokens of good luck are a rabbit's foot (not lucky for the rabbit, obviously), a special coin, a four-leaf clover and a horseshoe. If you hang the horseshoe over your front door to bring luck to your house, you must be careful to have the open end pointing upwards. If you hang it the other way, your good luck will just drop out through the gap. You can also wish for good luck by crossing your fingers. You don't have to cross all of them, only the middle finger over the index finger. There are special phrases that people use to bring luck. There's "Good luck", of course. Another

expression is "Touch wood" or "Knock on wood". This is usually heard when people talk about their good luck or when they are hoping that they will be able to get or do something they want. By using the expression, the speaker tries to avoid having any bad luck that might be caused by talking about having good luck. If there isn't anything wooden to touch, some people will tap themselves on the head as they say "Touch wood". However, acting as if you have a wooden head, touching it with your fingers crossed and saying "Knock on wood" all at once won't necessarily increase your luck.

2 Point out the coordinate clauses (mark the elliptical ones) and comment on the way they are joined.

1. It was high summer, and the hay harvest was almost over. (*Lawrence*)
2. All the rooms were brightly lighted, but there seemed to be complete silence in the house. (*Murdoch*)
3. One small group was playing cards, another sat about a table and drank, or, tiring of that, adjourned to a large room to dance to the music of the victrola or player-piano. (*Dreiser*)
4. His eyes were bloodshot and heavy, his face a deadly white, and his body bent as if with age. (*Dickens*)
5. He only smiled, however, and there was comfort in his hearty rejoinder, for there seemed to be a whole sensible world behind it. (*Priestley*)
6. You'll either sail this boat correctly or you'll never go out with me again. (*Dreiser*)
7. Time passed, and she came to no conclusion, nor did any opportunities come her way for making a closer study of Mischa. (*Murdoch*)
8. She often enjoyed Annette's company, yet the child made her nervous, (*Murdoch*)
9. She ran through another set of rooms, breathless, her feet scarcely touching the surface of the soft carpets; then a final doorway suddenly and unexpectedly let her out into the street. (*Murdoch*)
10. It was early afternoon, but very dark outside, and the lamps had already been turned on. (*Murdoch*)
11. A large number of expensive Christmas cards were arrayed on the piano; while upon the walls dark evergreens, tied into various clever swags of red and silver ribbon, further proclaimed the season. (*Murdoch*)
12. Brangwen never smoked cigarettes, yet he took the

one offered, fumbling painfully with thick fingers, blushing to the roots of his hair. (*Lawrence*)

3 Underline the best word or phrase.

Globalization

What exactly is globalization? *To some extent / Moreover* the term means whatever people want it to mean. In economics, the term usually refers to the way the world has become one market with free exchange of goods and capital. *At least / However*, it is also used to describe cross-cultural contacts. *Furthermore / As well as* being part of the same economic system, countries in different parts of the world share entertainment, food, and, *in some respects / owing to*, similar attitudes to life. *Above all / Thus*, globalization often refers to the way TV and the Internet have created a unified world in which information can be exchanged very rapidly. In fact, a “global economy” is only possible *as a result of / however* modern information technology. *Despite / Furthermore*, politics has also become “globalized”, creating cooperation between countries. *However / Although*, there are many critics of globalization who point out that while business has become global, there are still winners and losers: *consequently / nevertheless*, the richer nations grow richer, and the poorer nations grow poorer. They also argue that *above all / as a result of* the global power of large corporations and international financial institutions, many countries no longer control their own economies.

4 Underline the best word or phrase.

- a** Flights abroad are becoming cheaper, *although / however* most people are aware of the damage they cause to the environment.
- b** The beach is mainly pebbles, but *at least / in the same way* it is fairly clean.
- c** Wilson was dismissed from his job, *in addition to / on account of* the seriousness of his offence.
- d** Huygens’ astronomical observations required an exact means of measuring time, and he was *thus / nevertheless* led in 1656 to invent the pendulum clock.

- e Students are often not taught to think effectively. *However / As a result*, they can become overwhelmed with information, as they cannot see the wood for the trees.
- f Alcohol drinking is strongly associated with the risk of liver cancer. *Moreover / None the less*, there is some evidence suggesting that heavy alcohol consumption is particularly strongly associated with liver cancer among smokers.
- g Patience is not passive; *on the other hand / on the contrary*, it is active; it is concentrated strength.
- h This Mary Louisa Smith's marriage certificate is dated 4 June 1867. *Accordingly / In the same way*, she cannot be the Mary Louisa Smith born in Liverpool on 12 November 1860.
- i Doctors concluded that the patient's erratic behaviour was probably *besides / due to* the mild concussion she suffered in the accident.
- j Red dwarf stars fuse hydrogen and helium, but the fusion is slow because of the low temperature at the core of the star. *Consequently / In some respects*, these stars give off very little light.

5 Choose an ending (a-d) for each beginning (1-4) and add the conjunctions *and*, *but* or *or*.

- 1 You can leave now (...) ashe can also read and write it.
- 2 He says he needs a knife (...)..... bdries them straight away.
- 3 She not only speaks Arabic, (...) cstay help us finish the job.
- 4 Bob usually washes the dishes (...) dscissors to open the package.

6 Complete these sentences with a verb or subject + verb from below. Identify compound and complex sentences.

came got had seemed stopped talked
she came he got we had it seemed it stopped we talked

- 1 Police allowed protests outside the meeting, but people trying to get inside.
- 2 When about religion or politics,very excited.

- 3 After..... home from her trip, we sat and for hours.
- 4 easier in the past because people just met,married and..... kids.
- 5 If she got up early enough anddownstairs,.....breakfast together.
- 6 The dog ran over to the door whereandto be waiting for us to open it.

7 Translate into English using various forms of compound sentences or related constructions.

1. Дощ закінчився, і на вулиці значно потеплішало. 2. Над затокою з'явився літак, а потім ще один, і вони обидва почали знижуватися. 3. Мене не зацікавив останній фільм цього режисера, мої приятелі також не звернули на нього особливої уваги. 4. У цьому романі віртуозно написані діалоги, однак сюжет розвинуто недостатньо. 5. Або ви вимкнете ваше радіо, або ж я йду геть. 6. Вдягни тепле пальто, інакше змерзнеш. 7. Його аргументи звучали доволі переконливо, і я вирішив дослухатися до його поради. 8. Дівчина в тій кав'ярні була чимось налякана, чи мені це тільки здалося? 9. Ми не збиралися йти сьогодні на матч – ми хотіли відвідати його сольний концерт, до того ж пішов сильний дощ. 10. Як завжди, Катерина ще не зібралася, і викликане завчасно таксі довелося відпустити. 11. У пошуках вільного простору дехто пірнає в море, а дехто дереться на самісіньку верхівку найвищої скелі. 12. Я вже давно не цікавлюся новинами вітчизняного кіно, і, як наслідок, був зовсім не підготовлений до такої інтелектуальної розмови. 13. Її уста посміхалися, а очі залишалися сумними. 14. Я не збирався йти на цю звану вечерю, та й не хотів там бути. 15. Фільм припинився на найцікавішому місці, глядачі загомоніли, дехто навіть засвистів. 16. Вона має повернутися до дванадцятої, інакше їй не буде чим дістатися додому. 17. Мені ця пропозиція так само не до душі, проте я вмію пишномовно висловлюватися, і майже ніхто не може збагнути, що я думаю насправді. 18. Мій натяк вона не зрозуміла, а решта присутніх пирснула від сміху. 19. Нам не хотілося його відпускати, ми всі бажали слухати його захопливі розповіді всю ніч. 20. Яхта залишалася майже нерухомою, і зеленуваті хвилі мляво хлюпалися біля її білосніжних боків.

8 Translate into English this essay by an unknown Ukrainian author writing from the U.S. Point out compound sentences.

Це був звичайний вівторок. Я залишив неймовірно грандіозну будівлю імені Рональда Рейгана і пірнув у надзвичайно задушливий і вологий вечір раннього вашингтонського жовтня. Сонце сідало, і його згасаючі промені зісковзували з куполу Капітолія. Останні відблиски зачепилися за ліхтарі неспішних авто, водії ніби зумисно не тиснули на газ і равликовою ходою повзли кудись на північний захід. Позаду в них був неквапливий робочий день.

Я перетнув авеню Пенсильванія без дозволу лінкуватого світлофора і пішов угору 13-ою вулицею до станції метро Центр. Мій день у Вілсоні був сповнений подіями найрізноманітнішого змісту, і тепер я намагався схопити їх найвиразніші деталі і занотувати на сторінках своєї пам'яті. Це вже була товстезна «книга» на зразок тих, що привозили з бібліотеки Конгресу на моє особисте прохання. А написати було про що.

Про яскраво і темно зелене листя велетенських дерев вже із жовто-червоними цятками близької і справжньої осені, і про геометричну вишуканість грандіозних офіційних будівель, урочисто вибудованих уздовж вашингтонських вулиць і авеню. Про неквапливість самих вашингтонців, які задумливо входять і виходять з вагонів метро, і уповільнений розклад самого Метрорейлу. І про свіжість кондиційованих рівнів незліченних музеїв та неохватне склепіння синього неба перед Капітолієм.

Я хотів назавжди закарбувати місцеві обличчя, деякі з них говорили мовами, назв яких ніхто і ніколи раніше не чув; записати їх історії з усіх куточків світу – їх продовження бачив на власні очі переважно в районах на півдні, за Капітолієм. Мені дуже хотілося запам'ятати вузькі тротуари вуличок у Джорджтауні, на яких тіснилися сторічні таунхауси, однак найбільше кортіло затримати в пам'яті звуки іспанської гітари, що лунала з одної з місцевих кав'ярень під назвою «Блюзова алея».

Потяг метро зупинився на станції Бесезда. Мені був уже час вибиратися нагору, і моя віртуальна книга спогадів розчинилася десь між пасажирами. Проте я знав, що невдовзі розпочну новий розділ, адже попереду був ще ранній вечір особливо задушливого і вологого вашингтонського жовтня.

Read and translate the following articles from *National Geographic*.

Lair of the Silverbacks

It's a lush green tropical forest in southwest Uganda, home to about half of the world's estimated 700 mountain gorillas. But what makes Bwindi so special is not only these critically endangered, magnificent, and charismatic cousins with whom humans have in common 98.4 percent of their genetic material, but also the special charm and hospitality of the people who share this fragile World Heritage site with the planet's gentle giants—and whose livelihood is increasingly dependent on gorilla ecotourism.

My first sighting of a mountain gorilla was of a young silverback, called Kacupira, whose name means “broken hand.” He was alone, feeding on bark. What struck me was how calm and accommodating Kacupira was to our group of six tourists and three park rangers.

By now I have tracked gorillas over 200 times, and everyone in my family, including my elderly mother, has joined me at one time or another. Each time I learn something new, and it is always an emotional encounter (especially for me, when I am faced with treating sick gorillas). This is what draws visitors from around the world to Bwindi. I have watched people cry when they first see the mountain gorillas. I'll never forget one lady who said, “That baby gorilla is cuter than my grandson.”

A Vast Land, An Ancient People

Arnhem Land is my home. It is my birthplace. It is where my family is. It is where my culture is. It is where the stories I sing come from. It is the place I belong. It is where my ancestors have lived for thousands of years and where everything has a song or story attached to it.

There are not many places in Australia left where the people still carry on their traditions so strongly, or where so much knowledge is borne by song.

I am a Gumatj man born in northeast Arnhem Land speaking the languages of the Gumatj people and singing the songs of my mother's and father's clans. We eat good food here – turtles, wallabies, oysters, damper, and fish.

When I was little, I remember riding my push bike down the hill at Elcho Island, with everyone calling out directions — “Go left! Go right!” It was a bit scary. But the community looked after me. That was my first impression

of Arnhem Land. I also recall the singing of the old people. I could hear the songmen at night. I loved to listen and learn, and I still do.

The Top of the World

The first time I saw Everest I was seven years old. I remember thinking: These are the greatest mountains on Earth; they are just bigger than anything else.

I wasn't quite sure which one of those huge mountains was Everest. I looked at my father as he stood there pointing from the ridge. There was this intensity as he stared out toward his mountain, saying, "There it is. There it is." There was something magical about that to a little boy.

There's a wondrous walk I do at least once every year, from Namche Bazaar up over to Khunde village. It's like this wondrous Japanese garden with lichens hanging down.

And with Khumbila, the holy mountain, rising directly overhead, there's this wonderful excitement because I know that very soon I'll be able to peer through the trees, through these great boulders, and glimpse my destination: the little village of Khunde. And sure enough, I see a few houses, many of which have been familiar to me since I was a child, and drop down to the little patchwork quilt of the potato fields and across to the welcome smiles of people I've known for decades.

Fast-Forward Capital

Indians feel a profound ambivalence about their capital city. Its broad avenues, late-colonial architecture, and general air of well-ordered self-importance goes well with popular notions of what the nation's seat of government should be like. But there is also another stereotype – that Delhi, with its five-star hotels and shopping malls, typifies an India that has lost its soul, that it's a place where tradition, culture, and history have given way to the flyover [highway overpass] and the fast-food counter.

But so what if Delhi is, as the intelligentsia claim, a parvenu city? It was re-created by men and women of the Punjab, uprooted Sikhs and Hindus, rejects of history who had to carve out their own futures. They worked and struggled and sweated to make it.

Today's New Delhi is a city that reflects the vigor and vitality of those who have made it. It is far and away India's richest city; its people are open and outward-looking. The new rich could not have run the old clubs, so they built new hotels and restaurants. The "five-star culture," for all its vulgarity, is more authentically Indian than the club culture it has supplanted.

Resurgent Berlin

Ever since I was posted in Berlin as a correspondent, the city has felt like my second home. On later assignments to Saigon, Chicago, and Washington, I missed Berlin's bracing air, its leafy boulevards, its outdoor cafes and trails in the Tiergarten, one of the biggest city parks in the world.

But most of all I missed Berlin's electricity. Even in the trough of the Cold War, the city felt alive. Berlin is shot through with political history, the capital, successively, of the Kingdom of Prussia, the German Empire, the Weimar Republic, and the Third Reich, only to become a divided city during the Cold War. This history is visible today in the Prussian palaces, the refurbished Reichstag building, and the remnants of the Berlin Wall. When I covered the city, history seemed always about to happen again.

These days there is a new thrill: I can go east or west as whim dictates. Around a corner, in the funky Hackesche Hofe neighborhood, I buy bagels and lox in a revived former Jewish quarter. And I still get a charge crossing where the wall once stood, remembering the indignity of having my car searched at Checkpoint Charlie.

National Geographic (AmE)

Sentence Structure

1 Analyze the following complex sentences. Draw their schemes and define the function of the subordinate clauses.

- 1) But what makes Bwindi so special is the special charm and hospitality of the people.
- 2) What struck me was how calm and accommodating Kacupira was to our group of six tourists and three park rangers.

2 Analyze the following complex sentences. Draw their schemes and define the function of the subordinate clauses.

- 1) It is where my family is.
- 2) It is where my culture is.
- 3) It is where the stories I sing come from.
- 4) It is where my ancestors have lived for thousands of years and where everything has a song or story attached to it.

3 Analyze the following complex sentences. Draw their schemes and define the function of the subordinate clauses.

- 1) I remember thinking: These are the greatest mountains on Earth.
- 2) I wasn't quite sure which one of those huge mountains was Everest.
- 3) I know that very soon I'll be able to peer through the trees, through these great boulders, and glimpse my destination.

4 Analyze the following complex sentences. Draw their schemes and define the function of the subordinate clauses.

- 1) But there is also another stereotype – that Delhi, with its five-star hotels and shopping malls, typifies an India that has lost its soul, that it's a place where tradition, culture, and history have given way to the flyover [highway overpass] and the fast-food counter.
- 2) It was re-created by rejects of history who had to carve out their own futures.
- 3) Today's New Delhi is a city that reflects the vigor and vitality of those who have made it.

5 Analyze the following complex sentences. Draw their schemes and define the function of the subordinate clauses.

- 1) Ever since I was posted in Berlin as a correspondent, the city has felt like my second home.
- 2) When I covered the city, history seemed always about to happen again.
- 3) And I still get a charge crossing where the wall once stood, remembering the indignity of having my car searched at Checkpoint Charlie.

6 Make up your own complex sentences containing subject, predicative, object, attributive and adverbial clauses.

Grammar

A **complex sentence** is a sentence consisting of one **principle** and one or more **subordinate clauses** linked **syndetically**, i. e. by means of subordinating conjunctions or connectives (*He thought that it would be a mistake to go there alone. All that he had sought for and wanted so much appeared to have no meaning at all.*), or **asyndetically**, i. e. without a conjunction or connective (*I wish you had told me about it before.*). Similarly to the different functions of parts of the sentence, namely the subject, predicate, object, attribute and adverbial modifier,

we can distinguish the following subordinate clauses: subject clauses, predicative clauses, object clauses, attributive clauses, adverbial clauses.

Subject clauses perform the function of the subject to the predicate of the principal clause (the principal clause in this case contains a formal subject or has no subject at all) They are connected with the principal clause by means of conjunctions *that, if, whether* (*It was lucky that the patient was brought in during the day. Whether she wanted to stay or to go was more than I could tell.*), by means of connectives *who, which, what, whoever, whatever, where, when, why* (*What was done could not be forgiven. Whatever he says is untrue.*), or asyndetically (*It is a pity her brother should be quite a stranger to her.*).

Predicative clauses perform the function of a predicative (in this case we find only part of the predicate which is a link verb in the principal clause) and are connected with the principal clause by means of conjunctions *that, if whether, as if* (*Our opinion is that we shouldn't trust him. It was as if these people had changed.*), by means of connectives *who, which, what, when, how, why* (*Her smile was always what I loved best. That was why you hadn't come.*), or asyndetically (*Another thing was they hadn't heard about this man before.*).

Object clauses perform the function of an object to the predicate-verb of the principal clause, a non-finite form of the verb, an adjective or a word of the category of state. They are connected with the principal clause by means of conjunctions *that, if whether* (*You know well that I had no desire to go there. Time will show whether you are right.*), by means of connectives *who, which, what, whatever, whoever, whichever, where, when, how, why* (*I'll do what you are expecting from me. He wondered why it meant so much for his family. I can tell whatever she is dreaming about.*), or asyndetically (*He said there was nothing much the matter with the rest of us.*). An object clause may also be introduced by a preposition (*I am always ready to listen to whatever you are willing to tell me.*).

Attributive clauses serve as an attribute to a noun or pronoun (called the antecedent) in the principal clause and are divided into **relative** and **appositive** clauses. Attributive relative clauses qualify the antecedent (*The information those people wanted to know was kept secret.*), attributive appositive clauses disclose its meaning (*The information that the chief had already arrived was so far kept secret.*).

Attributive relative clauses can be further divided into **restrictive** and **descriptive** in meaning, when the restrictive ones restrict the

meaning of the antecedent and the descriptive ones give some additional information about it. Attributive relative restrictive clauses cannot be removed without destroying the meaning of the whole sentence. They are usually introduced by relative pronouns *who, whose, which, that, as* (correlating with *such*) (*You cannot but admire a person who gives so much help to other people.*), relative adverbs *where, when* (*He has come to that stage of life when it's already time to think about one's future.*), *asyndetically* (*I think my father is the cleverest man I have ever met.*). Attributive relative descriptive clauses can be left out easily without destroying the sense of the sentence, they are in most cases introduced by means of relative pronouns *who, which* (*Mr. Priestly, who had no secretary, used to answer his calls by himself.*) and relative adverbs *where, when* (*We went into the dining room where the table had already been set.*).

Attributive appositive clauses reveal the meaning of the antecedent expressed by an abstract noun, and are chiefly introduced by the conjunction *that* (*He stopped in the hope that she would notice him.*) or occasionally by the conjunction *whether* and adverbs *how* and *why* (*Having a doubt whether he should agree or not he decided to abstain from voting. There was no reason why she should not call him.*). Attributive appositive clauses are not joined to the principal clause *asyndetically*.

Adverbial clauses perform the function of an adverbial modifier relating to a verb, an adjective or an adverb in the principal clause. According to their meaning we can differentiate between **adverbial clauses of time** showing the time of the action expressed in the principal clause and introduced by the conjunctions *when, while, whenever, as, till, until, as soon as, as long as, since, after, before, now that* (*We moved to this city when I was ten years old. I will come to see you whenever you want me to. He stopped talking as soon as his brother entered the room. There was scarcely time for him to swallow a cup of coffee before his friends called for him.*); **adverbial clauses of place** showing the place of the action expressed in the principal clause and introduced by the conjunctions *where* and *wherever* (*I feel comfortable where I live. The little orchestra came up and started playing wherever there were some people sitting at tables in the restaurant.*); **adverbial clauses of cause** showing the cause of action expressed in the principal clause and introduced by the conjunctions *as, because, since, for fear (that), on the ground that, for the reason that* (*As he had never met the*

man before, he was not sure he would be able to recognize him. Letters were not very welcome in his world because most of them contained bad news. He is suspicious and jealous for fear anyone else might want to share in his power.); **adverbial clauses of purpose** stating the purpose of the action expressed in the principal clause and introduced by the conjunctions *that, in order that, so that, lest* (*Wounds sometimes must be opened in order that they could be healed.*); **adverbial clauses of condition** stating the condition necessary for the realization of the action expressed in the principal clause and introduced by the conjunctions *if, unless, suppose, in case, on condition that, provided* (*If he doesn't come himself, I will have to send somebody for him. I will do anything, provided it lies in my power.*); **adverbial clauses of concession** denoting the presence of some obstacle which nevertheless does not hinder the action expressed in the principal clause, and introduced by the conjunctions and connectives: *though, although, as, no matter how, however, whoever, whatever, whichever, notwithstanding that, in spite of the fact that* (*Though we travelled slowly, we managed to reach the village by midnight. However much we may differ on questions of science, we still remain good friends. Notwithstanding their lack of experience, they were an immediate success.*); **adverbial clauses of result** denoting the result of the action expressed in the principal clause and introduced by the conjunctions *so that, that* (correlating with *so* or *such*) (*It was dark and raining heavily, so that the streets were nearly deserted. He was so weak that he could hardly say a word.*); **adverbial clauses of manner** characterizing in a general way the action expressed in the principal clause, and introduced by the conjunction *as* (*She did exactly as her mother told her.*); **adverbial clauses of comparison** denoting an action with which the action of the principal clause is compared, and introduced by the conjunctions *than, as, as... as, not so... as, as if, as though* (*His broken leg healed sooner than he expected. We were going as fast as we only could. He assumed such a triumphant air, as though he had already won the race.*).

Translation

When translating complex sentences from English into Ukrainian, one should bear in mind that if a **subject clause** is preceded by the formal subject *it*, the formal subject is never rendered in translation:

It was lucky that the patient was brought in during the day. –
Пощастило, що пацієнта доставили протягом дня.

It is quite certain that the ship in question has already been chartered. – Достеменно відомо, що судно, про яке йде мова, вже зафрахтоване.

The same remains true if an **object clause** is preceded by the introductory object *it*:

I insist upon it that you tell me what exactly you mean. – Я наполягаю, щоб ти сказав мені, що саме ти маєш на увазі.

An **attributive descriptive clause** sometimes appears as the **continuative clause**, whose antecedent is not one word but a whole clause. Continuative clauses are introduced by the relative pronoun *which*, rendered in Ukrainian by the pronoun *що*:

Her father was not there, which was by itself a relief to her. – Її батька там не було, що саме по собі вже було полегшенням для неї.

The information he learnt was so abundant, which was even worse than no information at all. – Інформації, яку він дізнався, було так багато, що це навіть було гірше, ніж відсутність інформації взагалі.

As has already been stated, **attributive relative clauses** are introduced by the following relative pronouns: *who*, *which*, *that*, *as* all translated into Ukrainian by the pronouns *який* або *що*. In rendering these pronouns from Ukrainian into English the following rules should be observed:

1. If the antecedent is a noun denoting a living being, *who* is mostly used:

Kate turned to the general, who was sitting near her. – Кейт обернулася до генерала, **який** сидів поруч з нею.

2. If the antecedent is a noun denoting an inanimate object, *which* is mostly used:

*In this room, **which** was never used, a light was burning. – У цій кімнаті, **якою** ніколи не користувалися, горіло світло.*

3. The pronoun *that* may be used both when the antecedent is a noun denoting a living being and when it is a noun denoting an inanimate object. But it should be noted that the use of this pronoun in attributive clauses is limited; it is chiefly used in the following cases:

(a) if the antecedent is the pronoun *all*, *everything* or *nothing*:

*All **that** she dreams comes true. – Усе, про **що** вона мріє, здійснюється.*

(b) if the antecedent is modified by an adjective in the superlative degree, by the adjective *only*, or by the indefinite pronoun *any*:

*The door opened, and there entered to us, quietly, the most remarkable-looking man **that** I had ever seen. – Двері відчинилися і до нас увійшов найдивовижніший чоловік, **якого** я коли-небудь бачила.*

4. If the antecedent is a noun modified by the demonstrative pronoun *such* the relative pronoun *as* is used:

*For the evening appointed for the party there came on such a thunderstorm **as** only happens on rare nights of May. – У вечір, призначений для вечірки, сталася така буря, **яка** зрідка трапляється тільки травневими ночами.*

Exercises

1 Analyze the sentences by drawing their schemes. Define the kinds of subordinate clauses (subject, object and predicative clauses). Translate into Ukrainian.

1. Miss Casement stopped what she was doing and stared at Rainsborough. (*Murdoch*) 2. What you saw tonight was an ending. (*Murdoch*) 3. About what was to come she reflected not at all. (*Murdoch*) 4. It's odd how it hurts at these times not to be part of your proper family. (*Murdoch*) 5. The trouble with you, Martin, is that you are always looking for a master. (*Murdoch*) 6. Suddenly realizing what

had happened, she sprang to her feet, (*Caldwell*) 7. “It looks as though spring will never come,” she remarked. (*Caldwell*) 8. I want you to sit here beside me and listen to what I have to say. (*Caldwell*) 9. Who and what he was, Martin never learned. (*London*) 10. That I am hungry and you are aware of it are only ordinary phenomena, and there’s no disgrace. (*London*) 11. What he would do next he did not know. (*London*) 12. It was only then that I realized that she was travelling too. (*Murdoch*) 13. What I want is to be paid for what I do. (*London*) 14. I cannot help thinking there is something wrong about that closet. (*Dickens*) 15. And what is puzzling me is why they want me now. (*London*) 16. That was what I came to find out. (*London*) 17. What I want to know is when you’re going to get married. (*London*) 18. Her fear was lest they should stay for tea. (*Ch. Bronte*) 19. That they were justified in this she could not but admit. (*London*) 20. What was certain was that I could not now sleep again. (*Murdoch*) 21. What vast wound that catastrophe had perhaps made in Georgie’s proud and upright spirit I did not know. (*Murdoch*) 22. After several weeks what he had been waiting for happened. (*London*) 23. And let me say to you in the profoundest and most faithful seriousness that what you saw tonight will have no sequel. (*Murdoch*) 24. I understand all that, but what I want to know is whether or not you have lost faith in me? (*London*) 25. He could recall with startling clarity what previously had been dim and evasive recollections of childhood incidents, early schooling and young manhood. (*Caldwell*) 26. It’s been my experience that as a rule the personality of a human being presents as much of a complexity as the medical history of a chronic invalid. (*Caldwell*) 27. He [Cowperwood] had taken no part in the war, and he felt sure that he could only rejoice in its conclusion — not as a patriot, but as a financier. (*Dreiser*) 28. He felt as if the ocean separated him from his past care, and welcomed the new era of life which was dawning for him. (*Thackeray*) 29. It was noticeable to all that even his usual sullen smile had disappeared. (*Caldwell*) 30. That I had no business with two women on my hands already, to go falling in love with a third troubled me comparatively little. (*Murdoch*) 31. I only write down what seems to me to be the truth. (*Murdoch*) 32. Believe me, believe us, it is what is best for you. (*Murdoch*) 33. Pleasantly excited by what she was doing, she momentarily expected somebody to stop her and remind her that she had forgotten to buy the evening paper and had failed to take the bus home at

the usual time. (*Caldwell*) 34. I dislike what you call his trade. (*Murdoch*)

2 Analyze the sentences by drawing their schemes. Define the kinds of attributive clauses. Translate into Ukrainian.

1. He was suddenly reminded of the crumpled money he had snatched from the table and burned in the sink. (*Caldwell*) 2. Georgie, who is now twenty-six, had been an undergraduate at Cambridge, where she had taken a degree in economics. (*Murdoch*) 3. He would speak for hours about them to Harry Esmond; and, indeed, he could have chosen few subjects more likely to interest the unhappy young man, whose heart was now as always devoted to these ladies; and who was thankful to all who loved them, or praised them, or wished them well. (*Thackeray*) 4. I hardly know why I came to the conclusion that you don't consider it an altogether fortunate attachment. (*Pinero*) 5. He walked to the window and stood there looking at the winter night that had finally come upon them. (*Caldwell*) 6. What terrified her most was that she found deep in her heart a strong wish that Mischa might indeed want to reopen negotiations. (*Murdoch*) 7. Directly in front of her window was a wide terrace with a stone parapet which swept round to what she took to be the front of the house, which faced the sea more squarely. (*Murdoch*) 8. He spent half the week in Cambridge, where he lodged with his sister and lent his ear to neurotic undergraduates, and the other half in London, where he seemed to have a formidable number of well-known patients. (*Murdoch*) 9. I went upstairs to lie down and fell into the most profound and peaceful sleep that I had experienced for a long time. (*Murdoch*) 10. "Palmer Anderson," said Georgie, naming Antonia's psychoanalyst, who was also a close friend of Antonia and myself. (*Murdoch*) 11. She looked to him much the same child as he had met six years ago... (*Murdoch*) 12. Rosa had the feeling that she was both recognized and expected. (*Murdoch*) 13. Maybe the reason you don't want to go to a specialist is because you don't want to change – you want to stay as you are. (*Caldwell*) 14. Gretta regarded him with a look on her face that was unrevealing of her thoughts. (*Caldwell*) 15. Such light as there was from the little lamp fell now on his face, which looked horrible — for it was all covered with blood. (*Priestley*)

3 Insert *who, whom, that, which, as*.

1. One oil lamp was lit in the bow, and the girl _____ Mr. Tench had spotted from the bank began to sing gently _____ a melancholy, sentimental and contended song about a rose _____ had been stained with true love's blood. (*Greene*) 2. None of us _____ were there will ever forget that day. (*Greene*) 3. I don't believe all _____ they write in these books. (*Greene*) 4. The great protective cover under _____ the Germans had operated was torn from them. (*Heym*) 5. I call her probably the very worst woman _____ ever lived in the world... (*Dickens*) 6. I saved such of the equipment _____ could not be replaced, and I saved the personnel... (*Heym*) 7. Pettinger was pleased that Prince Yasha, _____ was a cool observer and a military man... estimated the situation exactly as he, himself, did. (*Heym*) 8. There was a feeling in the air and a look on faces _____ he did not like. (*Galsworthy*) 9. All _____ I can remember is that you gave a beautiful performance. (*Thornton*)

4 Define the nature of adverbial clauses. Translate into Ukrainian.

1. He too had moved and was now standing where she had been a moment before. (*Priestley*) 2. Once they reached the open country the car leapt forward like a mad thing. (*Murdoch*) 3. Alban's eyes glittered as he looked at the buses and policemen trying to direct the confusion. (*Maugham*) 4. He watched until the final wisp of smoke had disappeared. (*Caldwell*) 5. Even after Glenn had nodded urgently to her, she continued to look as if she did not know whether to run away from him or to walk back down the corridor to where he stood. (*Caldwell*) 6. And he followed her out of the door, whatever his feelings might be. (*Lawrence*) 7. I came away the first moment I could. (*Galsworthy*) 8. If anything particular occurs, you can write to me at the post-office, Ipswich. (*Dickens*) 9. A cat with a mouse between her paws who feigns boredom is ready to jump the second the mouse makes a dash for freedom. (*Caldwell*) 10. Gladys leaned forward and then turned her head so that she could look Penderel almost squarely in the face. (*Priestley*) 11. I could work faster if your irons were only hotter. (*London*) 12. The aftermath of the cub reporter's deed was even wider than Martin had anticipated. (*London*) 13. But these two people, insufferable though they might be in other circumstances, were not unwelcomed. (*Priestley*) 14. Brissenden lay sick in his hotel, too feeble to stir out, and though Martin was with him often, he did not worry him

with his troubles. (*London*) 15. Had the great man said but a word of kindness to the small one, no doubt Esmond would have fought for him with pen and sword to the utmost of his might. (*Thackeray*)

5 Translate into English using complex sentences with subject, predicative and object clauses.

1. Що він мав на увазі, залишилося нез'ясованим. 2. Те, що його не захотіли вислухати, було для нього важким ударом. 3. Проблема полягала в тому, що необхідно було знайти придатне приміщення. 4. Питання в тому, що зараз робить Джон. 5. Я відчував, що вони не проти. 6. Що б вони нам не запропонували, ми все уважно обміркуємо. 7. Хіба вже так важливо, хто буде головувати на зібранні? 8. Я відчував, що тут щось не так. 9. Йому вдалося те, що мені б не вдалося ні за що в світі. 10. Здається, вони хочуть погодитися з нами. 11. Справа в тому, що ви не бажаєте мене розуміти. 12. Я не вважаю, що це так уже і важко. 13. Ніхто не міг уявити, як далеко нас може завести ця суперечка. 14. Ви зможете обрати, що забажаєте. 15. Це було як раз те, чого їм не вистачало.

6 Translate into English using complex sentences with attributive clauses.

1. Цю істину відкрила мені людина, ім'я якої я не пам'ятаю. 2. В її душі приховані такі моральні сили, про які вона сама і не підозрює. 3. Те, що хлопчик не зміг відповісти на моє питання, мене спантеличило. 4. Це була таж сама людина, яку я зустрів вчора ввечері. 5. Ось книга, назва якої відома будь-якому школяру. 6. Новини, які Ви нам повідомили, просто чудові. 7. Я запрошую Вас подивитися п'єсу, про яку зараз багато говорять. 8. Не бачу причину, з якої ми не могли би провести вихідний день у парку. 9. Це була тема, що порушувала багато питань. 10. На вечірці мене познайомили з містером Анкерсмітом, який виявився дуже веселим і жартівливим паном. 11. Лише той ніколи не помиляється, хто нічого не робить. 12. День, коли вона отримала диплом, запам'ятався їй на все життя. 13. Ми пролетіли над горами, верхівки яких були вкриті снігом. 14. Серед рукописів, які зберігаються в нашій бібліотеці, є такі, що датуються одинадцятим століттям. 15. Причина його мовчання була всім зрозуміла. 16. Ось місто, кожна вулиця якого може розповісти про хвилюючі

історичні події. 17. Усе, що нам потрібно, це місце, де ми могли б відпочити. 18. У цьому реченні є дещо варте уваги. 19. Коли б він не виступав, а це траплялося доволі часто, він завжди завойовував симпатії слухачів. 20. Він увійшов до зали через бокові двері, які голосно зачинилися за ним.

7 Translate into English using complex sentences with adverbial clauses.

1. Я спекла торт, як написано в куховарській книзі. 2. Виліт затримувався через несприятливий прогноз погоди, тому вони змогли ще погуляти містом. 3. Вони йшли, куди їх вів провідник. 4. На жаль, я не зможу бути на прем'єрі, адже змушений поїхати у відрядження. 5. Ми вже чекали на них, коли вони прибули на станцію. 6. Якщо ваша цікавість не задоволена, можете оглянути експонати ще раз. 7. Хоча ця перспектива все ще видається вам привабливою, усе ж таки потрібно знайти в собі сили, щоб відмовитися від неї. 8. Я піду на пошту, доки ти збираєш речі. 9. Як би він не благав вас, не поспішайте погоджуватися. 10. Я чую вас так, ніби ви зовсім поруч. 11. Якщо я не застану Мері в бібліотеці, поїду на футбол сам. 12. Куди ви поклали цей документ? – Туди, куди ви мені наказали. 13. Чому Люба не залишилася на неофіційну частину? – Тому що в неї завтра захист курсової роботи. 14. Як він виглядає? – Як і повинен після відпустки на Мальдівах. 15. Хоча це і неприємно, необхідно сказати їм, що їх рукопис потребує значної переробки. 16. Йому поталанило опинитися в команді цього відомого професора. 17. Зараз уже точно відомо, що це саме Михайло першим запропонував цю ідею. 18. Я не вимагаю, щоб ви виконували абсолютно всі завдання, але бажано підготуватися до іспиту належним чином. 19. Випускні іспити було скасовано, і власне це вже було істотним полегшенням для нас за таких обставин. 20. Я звернулася до колеги, який сидів поруч, із запитанням про тему лекції. 21. Лекція, яку ми прослухали, була надзвичайно цікавою. 22. Як так виходить, що здійснюється все, чого вона забажає? 23. Це була найнудніша конференція, на якій мені доводилося побувати. 24. Його доповідь була такою пристрасною, якою тільки може бути доповідь заснована на власному досвіді. 25. Те, що відбудеться, не відомо нікому.

Read and translate the following text extract.

We are a nation of immigrants



Roots continues to be important because we are a nation of immigrants. Even Native Americans came here from somewhere else; they walked across the Bering Strait some 15,000 years ago. Our African ancestors, of course, did not emigrate here willingly — after all, none of our ancestors arrived on the *Mayflower* — and as enslaved human beings, they were unwilling immigrants, but immigrants nonetheless.

That's one of the recurring truths in *Finding Your Roots*, and I think it was also the message of Alex Haley's *Roots*: African Americans are immigrants too. We have ancestors with names and birth dates tracing deep into the American past — names and dates that slavery sought to rob — and now the tools exist to help us find them. And through our DNA, we can begin to understand the depth and complexity not only of our African ethnic roots but of our European and Native American roots as well.

Alex Haley stood on the shoulders of Frederick Douglass, who searched so desperately for his roots until the very end of his life. And today, all of us who embark on the exhilarating path in search of our roots stand on the shoulders of an intrepid author named Alex Haley.

Henry Louis "Skip" Gates Jr. is an American literary critic, professor, historian, and filmmaker. He serves as the Alphonse Fletcher University professor and director of the Hutchins Center for African and African American Research at Harvard University. He's the host of Finding Your Roots on PBS.

from Reader's Digest by Henry Louis Gates Jr. (AmE)

Sentence Structure

1 What is the difference between the following sentences?

- 1) Even Native Americans came here from somewhere else; they walked across the Bering Strait some 15,000 years ago.
- 2) That's one of the recurring truths in *Finding Your Roots*, and I think it was also the message of Alex Haley's *Roots*: African Americans are immigrants too.

2 Punctuate the following sentences, using capital letters, dashes, commas and full stops where necessary. Then check against the text.

- 1) alex haley stood on the shoulders of frederick douglass who searched so desperately for his roots until the very end of his life
- 2) we have ancestors with names and birth dates tracing deep into the american past names and dates that slavery sought to rob and now the tools exist to help us find them
- 3) and through our dna we can begin to understand the depth and complexity not only of our african ethnic roots but of our european and native american roots as well

3 Identify the following as sentences or fragments. Then check against the text.

- 1) All of us who embark on the exhilarating path in search of our roots stand on the shoulders of an intrepid author. _____
- 2) He's the host of *Finding Your Roots* on PBS. _____
- 3) One of the recurring truths in *Finding Your Roots*. _____

4 In the following sentences supply apostrophes where needed.

- 1) Hes the host of *Finding Your Roots* on PBS.
- 2) Thats one of the recurring truths in *Finding Your Roots*.
- 3) And I think it was also the message of Alex Haleys *Roots*: African Americans are immigrants too.

5 Edit the following sentences by punctuating them.

- 1) Our african ancestors of course did not emigrate here willingly: after all, none of our ancestors, arrived on the *Mayflower*: and as enslaved human-beings, they were unwilling immigrants but immigrants nonetheless.

- 2) Even native americans came here from somewhere else they walked across the *Bering strait* some 15.000 years ago.
- 3) Henry louis Gate's Jr — is an american literary critic professor historian and filmmaker.

Grammar

In a **simple sentence**, either a comma or no punctuation mark is used to separate different parts of the sentence with homogeneous members. A comma is used to separate homogeneous members joined asyndetically (*The room was a dark, damp, dirty hole.*). A comma is used after each of several homogeneous members if the last is joined by the conjunction *and* (*Henry Louis "Skip" Gates Jr. is an American literary critic, professor, historian, and filmmaker*). If two homogeneous members are joined by the conjunction *and*, no comma is used (*She turned and smiled*). To separate a loose apposition a comma or a dash is used. The latter is less common (*To think that Mr. Johnson – our teacher – could have made such a mistake*). To separate parenthetical words, groups of words, and clauses, a comma, a dash, or brackets may be used (*We have ancestors with names and birth dates tracing deep into the American past — names and dates that slavery sought to rob — and now the tools exist to help us find them.*). The comma is the most usual.

In a **compound sentence**, punctuation marks are used to separate coordinate clauses. Coordinate clauses joined asyndetically are always separated by a punctuation mark. The most usual punctuation is a semicolon (*Even Native Americans came here from somewhere else; they walked across the Bering Strait some 15,000 years ago*). A colon or a dash may be used when the second coordinate clause serves to explain the first. They serve to express the relations which a conjunction would express (*That's one of the recurring truths in Finding Your Roots, and I think it was also the message of Alex Haley's Roots: African Americans are immigrants too*). A sentence containing direct speech consists of two independent clauses. Direct speech is separated from the other coordinate clause, which introduces the direct speech, by a comma (*"Come and sit down", he said*). A colon is also possible (*"Mary's not here", said her father: "went out to browse around the shops"*). If the clause containing direct speech is interrogative or exclamatory, a note of interrogation or a note of exclamation is used. The clause is not

separated from the other clause by a stop, if the clause containing direct speech precedes the other. If it follows the other clause, a comma or a semicolon is used (*“Where do you get money to live?” he asked. “I’d no idea it was so good!” she exclaimed. Then he asked: “When are you going to finish the job?”*).

In a **complex sentence**, commas are used to separate subordinate clauses from the principal clause. However, restrictive relative attributive clauses are not separated from the principal clause by commas (*And today, all of us who embark on the exhilarating path in search of our roots stand on the shoulders of an intrepid author named Alex Haley*). Non-restrictive relative attributive clauses are as a rule separated from the principal clause by a comma (*Alex Haley stood on the shoulders of Frederick Douglass, who searched so desperately for his roots until the very end of his life*).

Translation

A compound sentence consists of two or more sentences equal in rank which are called clauses. The clauses of compound sentence are linked by means of the coordinating conjunctions (copulative, disjunctive and adversative). In Ukrainian, there is comma before the conjunction:

I must go or I’ll be late. – Я мушу йти, а то запізнюся.

They waited for some time, but she did not come down. – Вони чекали на неї деякий час, але вона так і не вийшла.

There are also asyndentic compound sentences:

The moon went down: the stars grew pale: the sun rose. (Dreiser)
– Місяць сховався, згасли зорі, сходило сонце.

A complex sentence consists of a principal clause and one or more subordinate clauses. A subject clause can be placed after the predicate; in this case the sentence begins with the introductory *it*:

It seemed to him that he would be all right. – Йому здавалося, що з ним усе буде добре.

Object clauses are introduced by the conjunctions *that, if, whether, lest*, by the conjunctive pronouns and adverbs and asyndetically – the conjunction *that* is often omitted (especially in colloquial speech):

I thought you were asleep. – Я думала, що ти спиш.

Exercises

1 Insert quotation marks and dashes where necessary in the following sentences.

1. There's no room for error, said the engineer so we have to double check every calculation. 2. Judge Carswell later to be nominated for the Supreme Court had ruled against civil rights. 3. In baseball, a show boat is a man who shows off. 4. Yes, Jim said, I'll be home by ten. 5. There was only one thing to do study till dawn. 6. Mom needs to talk to you about oh, please excuse me! I did not know you had company. 7. Rudy Giuliani a passionate politician wants you to get his point. 8. He has a good explanation for everything he thinks.

2 Use appropriate punctuation marks in the following sentences.

1. We had a great time in France the kids really enjoyed it
2. What are you doing next weekend
3. Did you understand why I was upset
4. We will be arriving on Monday morning at least I think so
5. The girls father sat in a corner
6. When are we going to the museum
7. My favorite team won the game
8. It is so exciting to see you

3 Place the apostrophe where needed. Cross out any misplaced apostrophes. If the sentence is correct as written, indicate with a "C."

1. The final score on your test reflected that youre improving in math.
2. Cheryl's and Jeff's marriage seems to be on rocky ground.
3. I have heard too many sorry's today!
4. The bride accidentally destroyed her new brother's-in-laws digital camera when she dropped it in the punch bowl.
5. I thought the dog lost it's tail when the door slammed.

6. All the competitors numbers were printed upside down.
7. Are you sure you havent heard about the new policy?
8. I saw you washing Luis's car yesterday.
9. Her husband is such a small man that he buys his clothes in the childrens department.
10. The newlyweds received three VCRs, two TVs and four toasters!

4 Punctuate the following sentences using full stops and capital letters where appropriate.

1. the man bought the newspaper he was an avid reader of the sun
2. jill ran up the hill with jack they needed to fetch a pail of water
3. the must-see film of the year is the new spiderman movie it stars tobey mcguire
4. on wednesday and thursday I am travelling to cairo on the orient express
5. will young won the first ever pop idol competition pete waterman was a judge
6. manchester united have won my trophies
7. the beatles claimed they were more famous than god
8. the great wall of china was built by shih huang ti his title was first emperor of china
9. the mediterranean sea is a favourite holiday destination for british tourists
10. in 1989 a war broke out between the british and the boers in south africa

5 Punctuate words, where necessary, with italics in sentences below.

1. We have to read *The Grapes of Wrath*.
2. Look in *The Cambridge Grammar of the English Language* for a diagram.
3. Huddleston, Rodney D., and Geoffrey K. Pullum. *The Cambridge Grammar of the English Language*. Cambridge UP, 2002.
4. We read an interesting article in *The San Francisco Chronicle*.
5. Friedman, Thomas L. "The Earth is Full". Editorial. *New York Times*, 7 Jun 2011.
6. *The Wall Street Journal* is available in print or online.
7. We saw the *Second Census of the United States, 1800* in the library.

8. Both *The King's Speech* and *The Black Swan* won a lot of Oscar awards in 2010.
9. We rented the documentary *Waiting for Superman*.
10. Ashton Kutcher will replace Charlie Sheen's role in the television show *Two and a Half Men*.

6 Use em dash in sentences below, where necessary.

1. Please call my lawyer Richard Smith on Tuesday.
2. I talked to Mr. Johnson my son's math teacher at the game on Friday.
3. Mom needs four things at the store butter, milk, flour, and bread.
4. The house rule is simple clean up after yourself!
5. My sister loves chocolate my brother loves vanilla.
6. Tim got an "A" on his spelling test therefore, he gets a longer recess.
7. I was going to buy a what did you say she wanted for her birthday?
8. I had a great day at the zoo hey! Is that a jaguar?

7 Revise the following sentences by adding commas where they are needed. Then translate those sentences into Ukrainian.

1. Intimidated by the oncoming traffic little Joey refused to cross the street.
2. Yes you may begin the test now.
3. Before planting the seeds Harvey prepared the garden soil.
4. Gemma worked hard on her assignment to get the grade she badly wanted.
5. Whenever it rains in this part of the country the whole area floods.
6. By the end of his senior year in high school Tim had earned a 3.50 GPA.
7. To earn that much money one must put in a lot of overtime at the factory.
8. People hesitated to speak their minds while the dictator was in the room.
9. Smiling broadly the two children counted their profits from the lemonade stand.
10. Deftly moving his hands from the counter to the sink Monty plunged the dirty dishes into the soapy water.

8 Translate the sentences into English following the punctuation rules.

1. — Немає права на помилку, — сказав інженер, — тому ми повинні перевіряти кожен розрахунок. 2. Суддя Карсвелл, якого пізніше буде висунуто до Верховного суду, виніс рішення проти громадянських прав. 3. У бейсболі «show-boat» — це людина, яка хизується. 4. — Так, — сказав Джим, — я буду вдома о десятій. 5. Залишалось тільки одне — вчитися до світанку. 6. Мамі потрібно поговорити з тобою про — о, будь ласка, вибач! Я не знав, що у вас є компанія. 7. Руді Джуліані — пристрасний політик — хоче, щоб ви зрозуміли його думку. 8. У нього для всього є гарне пояснення — він думає.

9 Translate into English an excerpt from Oleksandr Ivakhnenko's story "Good will". Mind you punctuation.

Поліцейський вимкнув сирену, залишивши ліхтарі, які повільно оберталися на горі патрульної машини. Довгий офіцер у чорній формі підійшов до машини. Він мав вислі вуса та окуляри.

"Добридень, ваші водійські права," проказав він з сильною південною вимовою.

"Прошу," Тарас простягнув пластикову картку.

"Нью-Йорк, га, звідки ви простуєте, хлопці?"

"З Великого Каньону. Подорожували по Арізоні."

"Добре," Поліцейський поправив на носі окуляри. "А твої?" він подивився на Левка.

"Так я не їхав," почав той.

"Твої також, синку. Дякую ... почекайте хвилину ..." Він пішов поволі до своєї машини.

Тарас поглянув на Левка. Сонце вже давно прибило куряву додолу. Левко дивився просто перед собою, ще більше нагадуючи кам'яну постать. Через декілька хвилин коса тінь від постаті поліцейського ковзнула на машину.

"Хлопці, бачите оно таверну попереду, біля дерева!"

"Так."

"Під'їдьте туди та зупиніть машину, щоб не заважати тут на узбіччі, гаразд? В мене виникли деякі питання."

"О.К."

Мустанг шипів гарячим двигуном, поліцейський щось промовляв у радію. Хлопці сиділи похнюпившись, дивлячись на двері таверни.

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