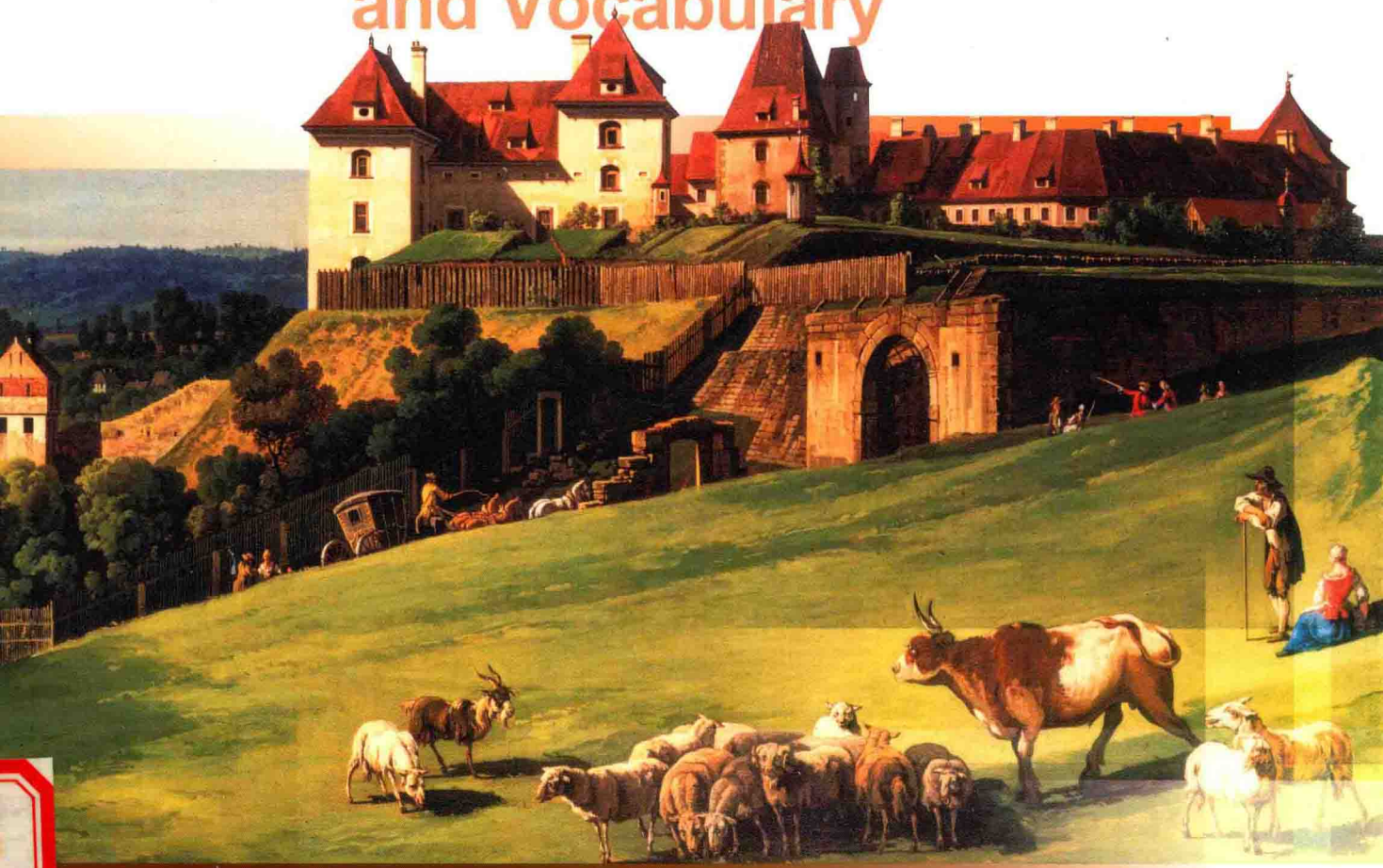


英语专业

四级语法与词汇

English Grammar and Vocabulary



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暨南大学出版社
JINAN UNIVERSITY PRESS

中国·广州

图书在版编目(CIP)数据

英语专业四级语法与词汇/蒲若茜总主编. —广州:暨南大学出版社, 2014.9
ISBN 978-7-5668-0848-6

I. ①英… II. ①蒲… III. ①英语—语法—自学参考资料 IV. ①H314

中国版本图书馆CIP数据核字(2013)第268389号

出版发行:暨南大学出版社

地 址:中国广州暨南大学
电 话:总编室(8620)85221601
营销部(8620)85225284 85228291 85228292(邮购)
传 真:(8620)85221583(办公室) 85223774(营销部)
邮 编:510630
网 址:<http://www.jnupress.com> <http://press.jnu.edu.cn>

排 版:广州市科普电脑印务部
印 刷:广东广州日报传媒股份有限公司印务分公司

开 本:787mm×1092mm 1/16

印 张:14.75

字 数:359千

版 次:2014年9月第1版

印 次:2014年9月第1次

定 价:39.80元

(暨大版图书如有印装质量问题,请与出版社总编室联系调换)

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前 言

从2011年至今,经过暨南大学外国语学院专任教师核心教学团队、外国专家和兄弟院校专家、学者三年来的共同努力,这套特色英语专业教材终于出版了。

本套教材包括《新编综合英语教程》(I-IV)和配套语法、词汇教材《英语专业四级语法与词汇》。其中《新编综合英语I》、《新编综合英语II》、《新编综合英语III》、《新编综合英语IV》,分别适用于英语专业“综合英语”课程的第一、二、三、四学期的教学。同时,为适应全国英语专业四级(TEM-4)考试的要求,加强学生基础阶段的语法与词汇学习,我们还配套编纂了《英语专业四级语法与词汇》,既可作为综合英语课的课外补充教材,也可作为专门的语法与词汇课教材。

《新编综合英语》共四册,每册12个单元,四册共48个单元,在词汇、语法、语篇等难度系数上逐步提高。每单元围绕一个中心主题,分为课文A(Text A)和课文B(Text B)两个部分,两篇课文主题上相互关联。课文A为精讲篇章,由教师讲解,要求学生深入、透彻地理解课文并完成课前练习和课后练习,课前练习如词汇、背景知识激活等,课后练习包括读、说、写、译的基本能力训练,包括问答、释义、词汇选择、选择填空、完型填空、英译中、中译英与写作等多种练习形式;Text B是与Text A话题相关的内容拓展或者深化部分,是学生写作、讨论及辩论的基本材料,练习形式为问答题。

在教材编写之初,编写组就达成了共识并对教材编写的宗旨作了如下规范:第一,教材内容必须符合教学大纲的要求,有明确的教学目标,有教学重点和难点,注意教材的思想性、启发性和实用性的统一。第二,教材应理论联系实际,注意培养学生分析问题和解决问题的能力。通过对有关问题或有关领域的延展思考,启迪学生的思维。第三,坚持以学生为本、为教学服务的原则,练习环节要加大学生主动学习的实战型训练。

为实现以上目标,我们作了多方面的努力:第一,在课文选材上,按比例选取了语言、文学、历史、文化、教育、时政、商务、社交、体育、娱乐等方面的文章,尽量满足学生的多样化需求。第二,优先考虑可读性强、结构层次分明、文字优美的文章,所选课文基本上都出自英美著名作家,由著名出版社、杂志社出版,是原汁原味的英文经典或时政要文、科学发现等,文章体裁新颖、多样。第三,在练习设计上,针对课文主要情节或主要观点,抽取其中的语言点或思想主旨作为训练项目,练习内容与课文内容紧密相关,以加强学生对课文内容的记忆和对语言点的把握;同时,在练习环节强调师生互动、生生互动,以讨论、辩论、演讲等多种任务型练习,让学生在实践中学习知识,展开思考和研究,达到“学以致用”的目的。第四,教材在专注于语言能力培养的同时,更注重历史、文化知识的灌输和思辨能力的培养,各册都安排了不少文学、文化的经典作品,力求总体提高学生的批判性、创新性思维和人文素养。

作为华侨大学,暨南大学的学生生源较之于国内兄弟院校有很大的特殊性,学生来自世界各地,母语语言混杂、文化背景多元,思想活跃而开放。因此,国内现有的《综合英

语》教材在题材内容、语言难度、文化背景、练习设计等方面不能适应学生的要求。鉴于此，我们在选择课文时，优先考虑内容新颖，文化背景多元，贴近学生校园生活和社会、时代脉动的篇目。课文语言以地道、简洁、优美为原则，内容以信息量、知识性和趣味性结合为宗旨。教材课文选用考虑到了词汇分级、语言结构、篇章长短等因素，从易到难，由浅入深，以期在循序渐进的节奏中提高学生的综合英语水平。

值得一提的是，本教材讲义已经过一届学生的试用，效果非常好，学生学习积极性高，课堂表现主动，测试成绩优良。在学年结束的问卷调查中，学生对教材的选材和内容高度认可，对教材练习的有效性评价很高。同时，我们也把教材电子版和出版信息发给了国内诸多兄弟院校征求意见，得到业内同行的高度评价，并表达了希望使用该教材的意向。

暨南大学外国语学院的外籍专家 Jay Grytdahl, Thomas Moran, Anthony Newman 对本套教材进行了语言校审，暨南大学出版社古碧卡、张建秀等一直辛苦地跟进教材编写进度及试用效果，在此一并对他们的辛勤劳动表示衷心的感谢！

由于水平和时间的限制，本教材的错漏和不足在所难免，恳请国内学界同仁、专家不吝指正！

编者

2013年12月22日

The Parts of a Sentence

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The Parts of a Sentence

I. Grammar Points

A sentence is a grammatically independent unit of expression, made up of two essential parts called the *subject* and the *predicate*. In the following sentence:

- *My father teaches at a university.*

My father is the subject part, *teaches at a university* is the predicate part.

In English, parts of sentence usually consist of 7 elements, namely: 1) subject, 2) predicate, 3) object, 4) predicative, 5) complement, 6) attribute, 7) adverbial.

1. Subject

The *subject* is usually realized by a noun phrase (NP) or sometimes by a clause. The *subject* of a sentence is the part naming the person or thing that the sentence speaks about.

- *Mary is painting a picture.*

In this example, *Mary* is the subject. Typically, subjects start off a sentence, but there are a number of constructions where they do not. For instance, in the following examples:

- *Fortunately for us, she managed to join the government.*
- *Do those people like anything?*
- *He made no answer, and they were again silent till they had gone down the dance, when he asked her if she and her sisters did not very often walk to Meryton.*

2. Predicate

The *predicate* always contains a verb or a verb phrase (VP). The *predicate* of a sentence is the part that speaks about the subject. It tells what the subject *does* or *asserts* that the subject *is* something. The key word (or words) in the predicate—the word stating the actual doing or being—is called the *simple predicate* (or just *predicate*) or *verb*. For example:

- *A noted scientist from France will speak here tonight.*

In this sentence, *will speak* is the predicate.

3. Object

The *object* is a key element of sentence structure. Some clauses effectively have two objects of different kinds, one *direct* and the other *indirect*. It takes several definitions to show the range of things a *direct object* can be, let alone the *indirect* kind.

(1) Direct objects can be the target, goal or product of the action of the verb:

- *She moved the bed over to the window.*
- *He baked a pizza for lunch.*

The *object* can also express the arena or extent of the action:

- *They could weed the garden.*
- *The students walk 5 kms to school.*

The *direct object* is sometimes a person affected by the action, as in:

- *They put their mother into the hospital.*

In spite of their variety, these *objects* have one thing in common: they would all be the item identified if you took

the verb and asked *what / who* immediately after.

- *He baked what?* A pizza.
- *They put who into hospital?* Their mother.

(2) Indirect objects only appear when there is already a *direct object* in the clause. They are associated particularly with a group of verbs that express the idea of transmitting something and the *indirect object* is the person or thing that receives whatever is being transmitted.

- *They sent the agent a confirmatory fax.*
- *He gave the door a kick.*

As the examples show, the *indirect object* precedes the *direct object*. If the two were in reverse order, the *indirect object* would have to be expressed through a prepositional phrase:

- *They sent a confirmatory fax to the agent.*

(3) In statements, *objects* normally follow the verb, as in the examples above. That order is occasionally altered in conversation, to highlight the *object* in front of both subject and verb:

- *Roses she liked better than anything.*

In questions seeking discursive answers, the *object* is regularly put up front:

- *Which newspaper do you prefer?*
- *What will they do now?*

4. Predicative

Predicative is an element of the predicate of a sentence which supplements the subject or object by means of the verb. Predicative may be nominal or adjectival.

For example:

- *He seems nice.* (adjectival predicative of the subject)
- *Bob is a postman.* (nominal predicative of the subject)
- *We painted the door white.* (adjectival predicative of the object)
- *They elected him president.* (nominal predicative of the object)

5. Complement

A *complement* is a word in the predicate that completes the meaning of the verb. There are four kinds of complement.

(1) A *direct object* is a noun (or pronoun) that tells *whom or what* after an action verb.

- *I opened the package.* [opened what?]
- *The city is employing teenagers.* [employing whom?]
- *The fans cheered the players and the coach.* [compound complement]

(2) An *indirect object* is a noun (or pronoun) that appears after certain action verbs, telling *to or for whom*, or *to or for what*, the action of the verb is done.

- *Flo sent Tony a present.* [sent to whom?]
- *Tony had done Flo a favor.* [done for whom?]
- *Marcia bought Tony and Flo a new dog.* [compound indirect object]

(3) A *subjective complement* (predicate nominative) is a noun (or pronoun) that follows a linking verb and renames or explains the subject.

- *Henfield was the Democratic candidate.* [*Candidate* gives another name or title for *Henfield*.]
- *A kumquat is a fruit.* [*Fruit* explains what *kumquat* is.]
- *Henfield is unbeatable.*
- *The tree seems dead.*

(4) An *objective complement* is a noun that follows a direct object and renames or explains it.

- *They called Henfield a hero.* [*Hero* gives another name or title for *Henfield*.]
- *The electors declared Henfield the winner.*
- *Their angry parents considered Sheila and Bob the biggest culprits.*

6. Attribute

Attribute refers to a word, phrase or clause, that modifies a noun or a noun phrase. For example:

- *She is a beautiful girl.*
- *He had a great desire to travel.*
- *Children who live by the sea usually begin to swim very early.*

7. Adverbial

Adverbial is the optional element in the sentences that provides background information on *when*, *where*, *why*, and *how* about the event described by the verb and its objects. It is important to be aware that adverbials are not always realized as Adverb Phrases (APs), but can also be realized as Prepositional Phrases (PPs) or Noun Phrases (NPs) or as clauses. Note that the term “adverb” refers to the category that heads the Adverb Phrase (AP) and that “adverbial” refers to the function. For example:

- *Happily, they painted those pictures.*
- *She wrote the story quickly.*
- *Unfortunately, he drove the car to work.*

II. Grammar Exercises

1. Identify the parts in the following sentences.

- (1) Main Street is usually crowded on late shopping nights.
- (2) The girls armed with hockey-sticks chased the burglar.
- (3) Quite by accident I came across a very rare postage-stamp.
- (4) Away in the distance you can see Mount Kilimanjaro.
- (5) What I am going to tell you must not be repeated.
- (6) About fifty or sixty thousand years ago, there lived on earth a creature similar to man.
- (7) Skulls and bones of this extinct species of man were found at Neanderthal.
- (8) Where the first true men originated we do not know.
- (9) These newcomers eventually drove the Neanderthals out of existence.
- (10) In Asia or Africa there may be still undiscovered deposits of earlier and richer human remains.

2. Find all the parts of sentences in the following text and classify them (direct object, indirect object, subject, predicate, etc.).

Continued hostilities have resulted in catastrophic human rights abuses inside Afghanistan. All warring factions have carried out attacks against residential areas. The factions have targeted civilians. They have killed tens of

thousands of people in various parts of the country. The vast majority of the victims have been Kabul residents. Previous attacks against Kabul stopped when the Taliban forces entered Kabul about five months ago. Now, Taliban has threatened a bombardment. This will leave many people dead and many more wounded.

3. In the following passage, the subjects have been left out from most of the sentences. Fill in the blanks with appropriate subjects.

What is science? (1) _____ is usually used to mean one of three things, or a mixture of them. (2) _____ do not think (3) _____ need to be precise—(4) _____ is not always a good idea to be too precise. (5) _____ means, sometimes, a special method of finding things out. Sometimes (6) _____ means the body of knowledge arising from the things found out. (7) _____ may also mean the new things (8) _____ can do when (9) _____ have found something out, or the actual doing of new things.

(from Richard Feynman, *The Meaning of It All*)

III. TEM-4 Exercises

- In the following sentence "It's no use *waiting for me*", the italicized phrase is _____.
A. the object B. an adverbial C. a complement D. the subject
- In "How much do you think he earns?" *how much* is _____ of the sentence.
A. the subject B. the adverbial C. the object D. the complement
- Which of the following sentences has an object complement?
A. The directors appointed John manager. B. I gave Mary a Christmas present.
C. You have done Peter a favor. D. She is teaching children English.
- Which of the following italicized phrases indicates CAUSE?
A. Why don't you do it *for the sake of your friends*?
B. I wish I could write *as well as you*.
C. *For all his efforts*, he didn't get an A.
D. Her eyes were red *from excessive reading*.
- Even as a girl, _____ to be her life, and theater audiences were to be her best teacher.
A. performing by Melissa were B. it was known that Melissa's performances were
C. knowing that Melissa's performances were D. Melissa knew that performing was

IV. Key Words of TEM-4

Group 1 respectable respectful respectful perspective

respectable

a.

(1) worthy of respect (2) decent

If you can build a business up big enough, it's **respectable**.

For practical reasons motorcyclists often dress in old clothing which looks much less **respectable** than the clothing of people who ride in cars.

respectful

a. full of or showing respect, be respectful of

If you want other people to respect your time, **be respectful** of theirs.

He was always **respectful** of my independence.

respective

a. referring to the different things that belong to each separate person

We all went back to our **respective** homes to wait for news.

perspective**n.****(1) a way of thinking about something, viewpoint**His father's death gave him a whole new *perspective* on life.**(2) from somebody's perspective**The novel is written from a child's *perspective*.**TEM-4 Question 1**

The neighbors do not consider him quite _____ as most evenings he awakens them with his drunken singing.

A. respectful

B. respected

C. respective

D. respectable

Group 2 award reward rewarding compensation**award****v. to give money or a prize or other things following an official decision**The editors decided to *award* Mr. Murong the magazine's annual literature prize.These universities have the right to *award* the degrees.**award****n. a prize that is given to somebody who has achievements**I feel that this academy *award* was not made to me as a man, but to my work, a life's work in the agony and sweat of the human spirit.**reward****v. to give money or payment or other things to somebody for something good that has been done**She *rewarded* herself by buying a new pair of shoes.She was *rewarded* with a cash bonus.His effort was *rewarded*.**reward****n. something that is given in return or that is offered or given for some service**The police offered a *reward* for his capture.The contest offered a cash *reward* to the first person who could breed a blue rose.**in reward for**Members will receive a discount *in reward for* getting friends or family to join.**rewarding****a. valuable, satisfying, profitable**It was a *rewarding* experience.Nursing is a very *rewarding* career.The investment has been very *rewarding*.**compensation****n. something that is done or given to make up for damage, trouble, etc.**The court awarded the victims millions of dollars in *compensation*.She offered to pay for lunch as *compensation* for keeping me waiting.**TEM-4 Question 2**

The police have offered a large _____ for information leading to the robber's arrest.

A. award

B. compensation

C. prize

D. reward

Group 3 abandon abolish terminate surrender**abandon****v. to leave and never return to**The child had been *abandoned* by his parents as an infant.Fearing further attacks, most of the population had *abandoned* the city.**abolish****v. to officially end or stop something (such as a law); to completely do**

away with something

He is in favor of *abolishing* the death penalty.

To fight such behavior effectively, one must *abolish* paper money.

terminate

v. to cause something to end, to take a job away from someone

You have to *terminate* the program before the computer shuts down properly.

Are you suggesting I *terminate* my relationship with Amy?

Plans are being made to *terminate* unproductive employees.

surrender

v.

(1) to agree to stop fighting, resisting; surrender to somebody

The enemy finally *surrendered* after three days of fighting.

After a short chase, the suspect *surrendered* to the police.

(2) to give the control or use of something to somebody else

He *surrendered* his weapon to the police.

They were required to *surrender* their passports.

TEM-4 Question 3

Slavery was _____ in America in the 19th century.

A. terminated

B. cancelled

C. abandoned

D. abolished

Group 4 precede preceding predict proceed

precede

v. to happen, go, or come before something or somebody

The meeting was *preceded* by a brief welcoming speech.

She *preceded* him into the room.

preceding

a. existing, happening, or coming before

I highly appreciate the *preceding* man's precious precise exercise.

predict

v. to say that something will or might happen in the future

She claims that she can *predict* future events.

It's hard to *predict* how the election will turn out.

proceed

v. to continue to do something

After the interruption, she *proceeded* with her presentation.

Before we *proceed* further, does anyone have any questions?

TEM-4 Question 4

Metal, valued by weight, _____ coins in many parts of the world.

A. processed

B. produced

C. preceded

D. proceeded

Group 5 on view at a glance on the scene in sight

on view

being displayed

His paintings are now *on view* at the local museum.

at a glance

with a quick look

She was able to identify the problem *at a glance*.

on the scene

(1) at the place where something happens, usually, something bad

Our correspondent interviewed all those *on the scene*.

(2) appearing

She was lonely for a while, but now there's a new boyfriend *on the scene*.

Our lives have changed a lot since computers have come *on the scene*.

in sight

that can be seen

For Strauss, living on credit, desperate to work, but with no job *in sight*, that dream looks a thing of the past, not the future.

TEM-4 Question 5

At three thousand feet, wide plains begin to appear, and there is never a moment when some distant mountain is not _____.

A. on view

B. at a glance

C. on the scene

D. in sight

V. Working with Words and Expressions

Complete the following sentences with a word or an expression from the box. Change the form if necessary.

| | | | | | |
|-------------|------------|------------|-------------|-------------|--------------|
| respectable | respectful | respective | perspective | precede | preceding |
| abolish | predict | proceed | on view | at a glance | on the scene |
| in sight | abandon | terminate | surrender | award | compensation |
| reward | rewarding | | | | |

- I think bullfighting should be _____.
- Her success is just _____ for her hard work.
- The gunman _____ and was taken into custody.
- Fearing further attacks, most of the population had _____ the city.
- As he failed to abide by the contract, his contract was _____ last month.
- Two of my sister's pictures are _____ in the local Art Gallery.
- The mayor _____ the police officer a medal of honor for his heroic deed in rescuing the earthquake victims.
- Consumers or other victims who suffer personal injuries or property damage as a result of defective commodities may demand _____ from the sellers or producers.
- The new mayor is very different from the person who _____ her in office.
- If we desire respect for the law, we must first make the law _____.
- It was late when the concert let out, so we all went our _____ ways.
- She won the election, as I _____.
- After inspecting the house, the couple decided to _____ with the sale.
- They had a reporter _____ who was covering the event live. It was very exciting.
- There is much that might be said about friendship. They allow us to see ourselves from the _____ of another.

The Structure of a Sentence

I. Grammar Points

Sentences can be classified according to their structure, that is, the number and kind(s) of clauses they have. There are 3 kinds of sentences: 1) the simple sentence, 2) the compound sentence, 3) the complex sentence.

1. The Simple Sentence

A simple sentence is a complete unit of meaning which contains a subject and a verb followed, if necessary, by other words which make up the meaning. A simple sentence normally has one finite verb. It has a subject and a predicate. For example:

- *The door opened.*
- *The speeding car careened around the corner.*
- *In the morning the executives jog around the track.*

There are 5 patterns of simple sentences:

(1) Pattern One: subject + verb (SV)

The simplest type of sentence consists of a subject followed by a verb.

- *Time flies.*
- *The war has ended.*
- *The new millennium is beginning.*
- *His words will be remembered.*

(2) Pattern Two: subject + verb + complement (SVC)

- *The economy became very bad.* [adjective phrase]
- *The book is on the table.* [prepositional phrase]
- *He became a stockbroker.*

(3) Pattern Three: subject + verb + direct object (SVDO)

- *My sister enjoyed the play.*
- *We parked the car in the car park.*
- *We fetched her from the station.*
- *I want to go home now.*

(4) Pattern Four: subject + verb + indirect object / direct object (SVIO / DO)

- *The firm gave Sam a watch.*
- *The firm gave a watch with a beautiful inscription on it to Sam.*
- *They bought a beautiful gold watch for Sam.*
- *He bought Jane a present.*
- *He bought a present for Jane.*
- *He showed me the photo.*
- *He showed the photo to me.*
- *Barbara made a beautiful dress for her daughter.*

- *I'll tell you the truth soon.*

(5) Pattern Five: subject + verb + object + complement (SVOC)

- *They made Sam redundant chairman.*
- *They appointed him chairman.*
- *They called him foolish / a fool.*
- *Loud music drives me crazy.*

2. The Compound Sentence

A sentence that is made up of two or more sentences joined by a coordinating conjunction (most commonly *and*, *or*, and *but*) is called a *compound sentence*.

- *The door opened, and our guests entered.*
- *The clock struck eight, the door opened, and our guests entered.*
- *Our guests arrived at eight; dinner was to be served at nine.*

This linking is achieved by any of the following:

- a semi-colon: *We fished all day; we didn't catch a thing.*
- a semi-colon, followed by a connecting adverb: *We fished all day; however, we didn't catch a thing.*
- a coordinating conjunction (e.g. *and*, *but*, *so*, *yet*) often preceded by a comma: *We fished all day, but (we) didn't catch a thing.*

In a compound sentence, there is no single main clause with subordinate clauses depending on it: all the clauses are of equal importance and can stand on their own, though of course they follow a logical order as required by the context.

(1) Word order and coordinating conjunctions

The word order of the simple sentence is generally retained in the compound sentence:

| Subject | Verb | Object | Conjunction | Subject | Verb | Complement |
|--------------|-----------------|------------------|-------------|-------------|------------|----------------|
| <i>Jimmy</i> | <i>fell off</i> | <i>his bike,</i> | <i>but</i> | <i>(he)</i> | <i>was</i> | <i>unhurt.</i> |

The coordinating conjunctions which can be used to form compound sentences are: *and*, *and then*, *but*, *for*, *nor*, *or*, *so*, *yet*, *either... or...*, *neither... nor...*, *not only... but (also / as well / too)...* These can be used for the purposes of addition (*and*), contrast (*but*, *yet*), choice (*or*), reason (*for*), continuation (*and then*) and consequence or result (*so*). However, a single conjunction like *and* can serve a variety of purposes to express:

- addition: *We were talking and laughing.* (= in addition to)
- result: *He fell heavily and broke his arm.* (= so)
- condition: *Weed the garden and I'll pay you £5.* (= If... then)
- sequence: *He finished lunch and went shopping.* (= then)
- contrast: *Tom's 15 and still sucks his thumb.* (= despite this)

(2) Joining sentence patterns to make compound sentences

The five simple sentence patterns can be joined by means of coordinating conjunctions.

| | | | |
|--------------------------------|--|---|--|
| Subject <i>Frank</i> | Verb manner (P1) <i>worked hard</i> | + (Subject) verb <i>and (he) became</i> | Complement (P2) <i>an architect.</i> |
| Subject <i>I</i> | Verb object (P3) <i>have got cold,</i> | + Subject verb <i>so I am going</i> | Place (P1) <i>to bed.</i> |

| | | | |
|---------------------------------------|---|--|--|
| Subject <i>They</i> | Verb object complement (P5) <i>made him chairman,</i> | + (Subject) verb <i>but (they) didn't increase</i> | Object (P3) <i>his salary.</i> |
| Subject <i>Her birthday</i> | Verb complement (P2) <i>is next Monday,</i> | + Subject verb <i>so I must buy</i> | Object object (P4) <i>her a present.</i> |

(3) The use of coordinating conjunctions

When the subject is the same in all parts of the sentence, it is usual not to repeat it. We do not usually put a comma in front of *and*, but we generally use one in front of other conjunctions:

A. Addition / sequence: *and*; *both... and*; *not only... but...* (*too / as well*); *not only... but (also)...*; *and then*

- *He washed the car. He polished it.*
- *He washed the car and polished it.*
- *He not only washed the car, but polished it. (too / as well)*
- *He washed the car and then polished it.*

When the subjects are different, they must both be used:

- *You can wait here and I'll get the car.*
- *Jim speaks Spanish, but his wife speaks French.*

B. Contrast: *but*; *yet*

- *He washed the car. He didn't polish it.*
- *He washed the car but didn't polish it.*
- *She sold her house. She can't help regretting it.*
- *She sold her house, but / yet (she) can't help regretting it.*

C. Alternatives: *either... or...*; *neither... nor...*

- *He speaks French. Or perhaps he understands it.*
- *He either speaks French, or understands it. (I'm not sure which).*
- *He doesn't speak French. He doesn't understand it.*
- *He neither speaks French, nor understands it.*

D. Result: *so*

- *He couldn't find his pen. He wrote in pencil.*
- *He couldn't find his pen so he wrote in pencil. (The subject is usually repeated after *so*.)*

E. Cause: *for*

- *We rarely stay in hotels. We can't afford them.*
- *We rarely stay in hotels for we can't afford them.*

F. Linking simple sentences by commas

More than two simple sentences can be joined by commas with only one conjunction which is used before the final clause. The use of a comma before *and* is optional here.

- *I found a bucket, put it in the back and turned the tap on.*
- *I took off my coat, searched all my pockets but couldn't find my key.*