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Уманський державний педагогічний університет
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English Grammar in Practice:
Part 2 – Non-Finite Forms of the Verb

ПОСІБНИК

для студентів 2 курсу спеціальності

«Мова і література (англійська)»

факультетів іноземних мов вищих закладів освіти

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Умань
ВІЗАВІ
2019

УДК 811.111'36(075.8)

ББК 81.432.1-2я73

П 69

Рекомендовано до друку вченою радою факультету іноземних мов Уманського державного педагогічного університету імені Павла Тичини (протокол № 6 від 23 січня 2019 р.)

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А 64 English Grammar in Practice: Part 2 – Non-Finite Forms of the Verb: навчальний посібник для студ. 2 курсу факультетів іноземних мов / укл. Бондарук Я. В., Деркач С.П., Слободяник О.О. – Умань, 2019. – 160 с.

У навчальному посібнику здійснено виклад основних теоретичних положень та практичних завдань курсу «Практична граматики» призначений для студентів 2 курсу спеціальності «Мова і література (англійська)». Він також може бути використаний особами, які самостійно вивчають англійську мову та хочуть поглибити свої знання з граматики.

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Introduction

This version of English Grammar combines a blend of methodologies:

- **Traditional methodology** (a grammatical syllabus with systematic and controlled practice)
- **Communicative approach** (functional syllabus, personalized practice, activities to encourage genuine communication)

English Grammar is aimed at second year students of the faculty of foreign languages studying English. The aim of the book is to:

- give students a solid base of key grammar structures through informative tables and a variety of exercises
- improve accuracy with grammar
- help students use grammar in real-life situations and conversations
- motivate students to build confidence in speaking and thinking

The book covers 3 units: *The Infinitive, The Gerund & The Participle*.

All material presented is structurally graded, with presentation of the main module in tables which give essential rules of form and use of the grammar category. Then there is a series of revision exercises after every unit in a *Review section* for students to use as practice before their credit or exam. These may give students the opportunity to check their learning and assess their progress.

You will also find more in-depth information and explanations in the *appendices*.

Finally, we hope you will enjoy using this book and find it only useful and effective to learn and practise your grammar and language skills.

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The Verbals.

Their Common Characteristics

Verbals are non-finite forms of the verb which name an action but do not show person, number and mood.

In modern English there are three verbals: **the Infinitive, the Gerund and the Participle.**

English verbals have some **common characteristics:**

- All English verbals have a double nature i.e. they combine their verbal characteristics with those of the noun, adjective, or adverb.
- English verbals have tense and voice distinctions but they differ greatly from those of the finite forms.

Finite forms of the verb directly show whether the action refers to the present, past or future. Such tense distinctions are called absolute.

He *goes* to school every day. (present action)

He *went* to school yesterday. (past action)

He *will go* to school tomorrow. (future action)

Non-finite forms of the verb can express tenses and voices only through their relation to the finite verb, i.e. they can only show whether the action is simultaneous with or prior to the action of the finite form. These tense distinctions are called relative.

He seems *to be thinking* about something important.

(the action is simultaneous with the action expressed by the finite verb)

He seems *to have thought* about it before.

(the action is prior to the action of the finite verb)

The Infinitive

THE INFINITIVE (a non-finite form of the verb)	names an action without pointing out its person, number, and mood.
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It combines its verbal characteristics with nominal peculiarities.

The Nominal Characteristics of the Infinitive

a subject	<u>To learn</u> is vital. <u>To finish</u> what you started is advisable. <u>To graduate</u> from university is important for students.
a predicative	My plan is <u>to work</u> hard. Our task is <u>to practice</u> more. His desire is <u>to avoid</u> mistakes.
an object	They decided <u>to call</u> him. We expect <u>to finish</u> on time.

The Verbal Characteristics of the Infinitive

can take a direct object	We need <u>to pass the test</u> . He likes <u>to text messages</u> .
can be used with an adverb	I have <u>to work hard</u> . She can <u>speak</u> Polish <u>fluently</u> .
can have <i>tenses and voices</i> ! though they are not absolute but <i>relative</i>	They decided <u>to call</u> him. We expect <u>to finish</u> on time.

Forms of the Infinitive

The Tense Distinctions of the Infinitive

Forms of the Infinitive		
	Active	Passive
Indefinite Inf.	<i>to offer</i>	<i>to be offered</i>
Continuous	<i>to be offering</i>	
Perfect	<i>to have offered</i>	<i>to have been offered</i>
Perfect Continuous	<i>to have been offering</i>	

As it has been mentioned, the tense distinctions of the infinitive are relative. They mostly show whether the action expressed by the infinitive is simultaneous with or prior to the action of the finite verb. Each form of the infinitive has its meaning.

- **The Indefinite infinitive** denotes an action simultaneous with the action expressed by the finite verb.

E.g. I *am* always glad *to talk* to such a clever person.

- **The Continuous infinitive** shows an action in progress simultaneous with the action of the finite verb.

E.g. I *am* so glad *to be talking* to you now.

- **The Perfect infinitive** shows an action prior to the action of the finite verb.

E.g. I *am* so glad *to have talked* to you about it.

- **The Perfect Continuous infinitive** shows an action which has some previous duration.

E.g. I *am* very glad *to have been talking* to such a famous person for two hours.

The Voice Distinctions of the Infinitive

➤ <i>The infinitive of transitive verbs</i>	has forms of Active and Passive voice
➤ <i>The infinitive of intransitive verbs</i>	can be used only in the Active voice

<i>Voice</i>	<i>Characteristics</i>	<i>Example</i>
<i>The infinitive in the Active voice</i>	refers to the noun or pronoun showing the doer of the action	<i>I like to invite people to my place</i>
<i>The infinitive in the Passive voice</i>	refers to the noun or pronoun showing the object of the action.	<i>I would like to be invited to their party.</i>

- In most cases the infinitive is used with the particle TO which is called the TO – Infinitive.
- But there are cases when the infinitive is used without the particle TO which is called the Bare infinitive.

The Use of the Bare Infinitive

<i>The Bare Infinitive is used</i>	
after modal verbs	You can leave now if you need.
after set expressions HAD BETTER, WOULD RATHER, CANNOT BUT, CANNOT CHOOSE BUT, NOTHING BUT	You'd better not stay so late. I'd rather book a return ticket. He does nothing but walk in the park all day long. We couldn't choose but wait for them.
After verbs of sense perception: see/hear/feel +object To know in the meaning TO SEE, TO OBSERVE ! But in the passive: be heard/ be seen + to-infinitive	They heard me laugh. We saw him cross the street. I have never known (= have never seen) Jane behave like this before. She was heard to laugh. He was seen to cross the road.
after auxiliary verbs	I don't know what to do in this situation.

after the verbs of permission and compulsion TO LET, TO HAVE, TO MAKE	They made me say it. I won't have you talk like this in my presence.
after the verbs TO HELP, TO BID (=TO OFFER)	Will you help me do it? She bade me have another cup of tea.
in interrogative sentences of a special type beginning with WHY	Why stay here so late? Why not go for a walk on such a nice day?

NOTE 1. To avoid repeating the same word, we usually find such particle TO after the verbs TO ASK, TO WANT, TO WISH, WOULD LIKE, etc.

E.g. I'll be glad to help him if he *asks* me *to*. I can't go with you now though I *would like to*.

NOTE 2. When **TO** is separated from the infinitive, it is called **split infinitive**. It may occur in case the infinitive is modified by the adverbs COMPLETELY, FULLY, REALLY, etc.

E.g. It's rather difficult *to really help* you in this situation.

Syntactic Functions of the Infinitive

Function	Indicators	Examples
1. A subject	sentences beginning with IT	1. <i>To ride a bike</i> is my hobby. 2. It is not necessary <i>to cry</i> .
2. A predicative	To be To mean	His dream <u>is</u> <i>to visit</i> Great Britain. Saying such a thing <u>means</u> <i>to betray</i> him.
3. A part of a predicative	To be + <i>adj.</i> +to infinitive	This song <u>is nice to listen</u> to.
4. A part of a compound verbal predicate	Seem Happen	He seems to know you. He happened to come late.

5. A part of a compound verbal modal predicate	Modal verbs and expressions	You can come and see us next week. I have to get up early to catch a bus.
6. A part of a compound verbal aspect predicate	To begin To start To continue To finish To stop To cease	They <i>began to discuss</i> their problems again. We <i>continued to admire</i> the beauty of the scenery. Finally it <i>ceased to rain</i> .
7. An object:		
7.1. A simple object		He likes to swim. I think <i>it impolite to go</i> there so late.
7.2. A complex object		I <i>want you to stop talking</i> about it.
8. An attribute	Nouns Pronouns Ordinal numerals Adj. LAST	He is <i>not the man to trust</i> . I need <i>somebody to talk to</i> . He is always <i>the first to come</i> . She is <i>the last to speak</i> .
9. An adverbial modifier:	It is used after conjunctions	
• of purpose	So as, in order	I have come here to help you.
• of result	Too Enough So...as	She is too clever <i>to argue</i> with them. I am not so stupid <i>as to believe</i> that nonsense.
• of comparison	As if As though	She waved her hand <i>as if to say</i> good bye.
• attendant circumstances		She opened the door <i>to see</i> a total stranger. (Instead of confusing with the adv.cl.of purpose we can paraphrase trying to place the conjunction AND between the predicate and the

		infinitive.)
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NOTE 1. The **infinitive** can be used as **parenthesis** though it is not a syntactic function. In this case the infinitive is used in a phrase.

To put it mildly, he wasn't very polite.

To cut a long story short, they didn't meet again.

To speak the truth, I don't know much about it.

To be honest, I like him.

To begin with, it's unforgivable to be rude.

All his clothes were scattered about the room, *to say nothing of* the books and newspapers.

Predicative Constructions with the Infinitive

1. The Objective-with-the-Infinitive-Construction

The Objective-with-the-Infinitive Construction is a structure in which the nominal part is expressed by a noun in the Common case or a personal pronoun in the Objective case while the verbal part is expressed by the infinitive.

E.g. I would like *him to help* me in this situation.

HIM TO HELP is the Objective-with-the-Infinitive Construction in which HIM is the nominal part expressed by a pronoun in the Objective case and TO HELP is the verbal part expressed by the Indefinite Infinitive Active.

This construction **has only one function in the sentence – a complex object.**

As a rule, the Objective-with-the-Infinitive Construction **is used after:**

- 1) the verbs of sense perception
- 2) the verbs of mental activity
- 3) the verbs of wish and intention

- 4) the verbs of declaring
- 5) the verbs of feeling and emotion
- 6) the verbs of order and permission
- 7) the verbs of compulsion

The use of The Objective-with-the-Infinitive-Construction

<i>Can be used after the verbs of</i>	<i>Indicators</i>	<i>Examples</i>	<i>Notes</i>
1) sense perception	TO SEE, TO HEAR, TO FEEL, TO FIND (=TO SEE), TO KNOW (=TO SEE), TO OBSERVE, TO WATCH, etc.	<p>I <i>saw</i> <u>him enter</u> the house.</p> <p>I <i>heard</i> <u>them gossip</u>. Kate <i>felt</i> <u>somebody touch</u> <u>her</u> shoulder.</p> <p>But! I <i>see</i> (=understand) <i>that you do not trust me</i>.</p> <p>I <i>hear</i> (=get the information) <i>they are coming back next week</i>.</p> <p>I <i>feel</i> (=realize) <i>that something is wrong with him</i>.</p>	<p>! TO BE is not used after verbs of sense perception.</p> <p>! If TO SEE, TO HEAR, TO FEEL do not denote sense perception but change their meaning, the construction is not used. In this case we can find an object clause.</p>
2) mental activity	TO CONSIDER, TO UNDERSTAND, TO THINK TO BELIEVE, TO SUPPOSE, TO EXPECT, TO FIND, TO TRUST, etc	<p>Everyone <i>considers</i> <u>him to be</u> a bit strange.</p> <p>! I <i>think</i> <u>it (to be)</u> very interesting.</p> <p>! They <i>find</i> <u>the</u></p>	<p>! TO BE is used after all verbs (except EXPECT)</p> <p>I <i>find</i> <u>it to be</u> rather interesting.</p> <p>We <i>expect</i> <u>them to return</u> on</p>

		<p><i>situation (to be)</i> rather awkward. ! She <i>considers this matter (to be)</i> quite confidential</p>	<p>Monday. ! TO BE can be omitted without any change in meaning after TO THINK, TO FIND, TO CONSIDER.</p>
3) wish and intention	TO WANT, TO WISH, TO DESIRE, TO MEAN, TO INTEND, TO CHOOSE (= TO WANT)	<p>She <i>wanted the work to be completed</i> by 6 o'clock. She'll never <i>choose you to join</i> her.</p>	
4) declaring	TO ANNOUNCE, TO PRONOUNCE, TO DECLARE, TO REPORT	<p>They <i>report the delegation to arrive</i> at 5 p.m.</p>	
5) feeling and emotion	TO (DIS)LIKE, TO HATE, TO LOVE, CANNOT BEAR, CANNOT STAND	<p>I <i>dislike the children to behave</i> in such a way.</p>	
6) order and permission	TO ALLOW, TO LET, TO SUFFER (TO ALLOW UNWILLINGLY), TO ORDER, TO HAVE, etc.	<p>She <i>let me stay</i> here longer. The old lady <i>suffered me to enter</i> the room. She <i>allowed some information</i> to be added to the report. The teacher <i>ordered the papers to be handed in.</i></p>	<p>!After TO ALLOW and TO ORDER – a lifeless thing is only used. !TO HAVE denoting order and permission is used in the Objective-with-the-Infinitive Construction</p>

			only in the negative form and is translated into Ukrainian НЕ ДОЗВОЛЮ. I will never <u>have</u> her go there alone.
7)compulsion	TO MAKE, TO HAVE, TO GET, TO CAUSE, TO FORCE, etc.	The teacher <u>made</u> the boy <u>repeat</u> the whole story again. What <u>caused</u> you to come here again?	

Ways of Translation

In Ukrainian we have no similar construction, that's why it can be translated in different ways:

- **an object clause** introduced by the Ukrainian conjunctions ЩО, ЩОБ, КОЛИ

E.g. I saw *him cross* the street. Я бачила, *що* він перейшов вулицю.

I want *you to tell* me the truth. Я хочу, *щоб* ти сказав мені правду.

I hate *people to lie*. Я страшенно не люблю, *коли* люди кажуть неправду.

- **two simple objects**

E.g. They made *me go* there. Вони змусили *мене піти* туди.

She let *me take* her pen. Вона дозволила *мені взяти* її ручку.

- **a verbal noun**

E.g. I heard *somebody whisper*. Я почув чийсь *шепіт*.

2. THE SUBJECTIVE INFINITIVE CONSTRUCTION

The Subjective Infinitive Construction is the one in which the nominal part is expressed by a noun in the Common case or a pronoun in the Nominative case and the verbal part is expressed by the infinitive. The peculiarity of this construction is that the nominal part is at the same time the subject of the sentence and the verbal part is separated from the nominal part.

The Use of the Subjective Infinitive Construction

As a rule, the Subjective-with-the-Infinitive Construction is used with:

- 1) the verbs of sense perception
- 2) the verbs of mental activity
- 3) the verbs of declaring in the Passive Voice
- 4) three pairs of synonyms in Active Voice

<i>Can be used with the verbs of</i>	<i>Indicators</i>	<i>Examples</i>
1) sense perception	TO SEE, TO HEAR, TO FEEL, TO OBSERVE, etc.	<i>The children were <u>seen</u> to play in the yard</i>
2) mental activity	TO CONSIDER, TO UNDERSTAND, TO THINK TO BELIEVE, TO SUPPOSE, etc	<i>He <u>was thought to be</u> honest and kindly.</i>
3) compulsion	TO MAKE	<i>He <u>was made to say</u> it.</i>
4) declaring used in the Passive Voice	TO SAY and TO REPORT	<i>The plain <u>is reported to take off</u> at 4.25</i>
5) three pairs of synonyms used in the Active Voice	TO SEEM – TO APPEAR TO HAPPEN – TO CHANCE TO PROVE – TO TURN OUT TO BE SURE, TO BE (UN)LIKELY	<i>She <u>seems to be</u> deep in thought. They <u>are sure to come</u> back soon.</i>

E.g. *They* were heard to talk about something in the lounge.

THEY ...TO TALK is the Subjective Infinitive Construction in which the nominal part is expressed by the pronoun in the Nominative case and the verbal part is expressed by the Indefinite Infinitive Active.

The Subjective Infinitive Construction has the same **syntactic function** in any context, the verbal part is used as **part of a compound verbal predicate**.

E.g. *They* happened *to meet* last month.

THEY is the subject of the sentence,

TO MEET is part of a compound verbal predicate.

In Ukrainian this construction has no analogue, so **it can be translated as:**

- **an object clause preceded by the indefinite-personal sentence**

E.g. *They* were seen *to leave* the house in the morning.

Бачили, що вони вийшли з дому вранці.

- **an object clause preceded by the impersonal sentence**

E.g. *He* is known *to be* very talented. *Відомо, що він дуже талановитий.*

- **a simple sentence with parenthetical words**

НАПЕВНО, ОЧЕВИДНО, ЗДАЄТЬСЯ

E.g. *You* are sure *to enjoy* this movie. *Вам, напевно, сподобається цей фільм.*

3. The Prepositional Infinitive Construction

The Prepositional Infinitive Construction (which is sometimes called the For-to-Infinitive Construction) consists of the nominal part expressed by a noun in the Common case or a pronoun in the Objective case and the verbal part expressed by the infinitive.

This construction is always **preceded by the prepositions FOR, OF, ON (UPON).**

E.g. We waited for the concert *to begin*.

It's very kind of you *to have helped* us.

I rely on you *to do* it properly.

Having no similar construction in Ukrainian we need to use **different ways of translation**:

- **an object clause preceded by an impersonal sentence**

E.g. It's important *for you to keep* it in secret. *Важливо, щоб ви тримали це в таємниці.*

- **an infinitive phrase**

E.g. This decision is *for you to make*. *Це рішення приймати вам.*

The Use of the Prepositional Infinitive Construction

Functions of	Indicators	Examples
A complex subject		It is not necessary for you <i>to cry</i> .
A complex predicative	To be To mean	This problem is <i>for you to solve</i> all by yourself.
A complex object		They waited <i>for the train to come</i> . They count <i>on us to do</i> everything in time.
A complex attribute	Nouns Pronouns Ordinal numerals Adj. LAST	It's a good text <i>for you to use</i> for interpreting.
A complex adverbial modifier of purpose	So as, in order	He stepped back <i>for me to pass</i> .
A complex adverbial modifier of result	Too Enough So...as	The water is too cold <i>for the children to swim</i> .

Module 1. The Infinitive

Read proverbs and sayings with the infinitive. Translate them into Ukrainian and explain.

- ❖ It is never too late to learn.
- ❖ To err is human.
- ❖ Be slow to promise and quick to advise.
- ❖ It is easy to be wise after the event.
- ❖ By doing nothing we learn to do ill.
- ❖ Treat others as you would like to be treated.
- ❖ It is easy to bear misfortunes of others.

1.1. Forms of the Infinitive

1

Study the following examples and remember the forms of the Infinitive. Make up your own examples according to the given ones:

- 1) I'm always glad **to write** letters.
(The Indefinite Infinitive Active)
- 2) I'm always glad **to be written** letters.
(The Indefinite Infinitive Passive)
- 3) I'm glad **to be writing** a new letter now.
(The Continuous Infinitive)
- 4) I'm glad **to have been writing** letters to my friends for two years. (The Perfect Continuous Infinitive)
- 5) I'm glad **to have written** this letter (yesterday).
(The Perfect Infinitive Active)
- 6) I'm glad **to have been written** this letter.
(The Perfect Infinitive Passive)

2

State the form of the infinitive. Translate the sentences:

- 1) **To take** him seriously would be absurd.
- 2) For a moment she appeared **to be hesitating**.
- 3) The sportsman seemed **to have gained** all he wanted.
- 4) Dinner was ready **to be served**.
- 5) He is sorry **to have offended** you.
- 6) She pretended **not to be listening**.
- 7) He claims **to have returned** the book to the library.
- 8) The letter seems **to have been mislaid**.
- 9) She happened **to have been enquiring** all this time whether all the invitations had been sent out.
- 10) She is curious **to know** the news.
- 11) It was unwise for him **to be so rude** to his colleagues.
- 12) The dog turned out **to have been waiting** for the master in the street all this time.
- 13) The box seems **to have been unpacked** by somebody.
- 14) They **seem to be happy** together.

3

Open the brackets using the appropriate form of the infinitive.

1. The first question _____ (to consider) is whether the offer must _____ (to accept).
2. You can _____ (to improve) your pronunciation by reading aloud.
3. Make him _____ (to speak) louder, please.
4. It was necessary for him _____ (to return) immediately.
5. Why is he so upset? The results of the test seem _____ (to disappoint) him.
6. It was such a relief _____ (to discuss) it with him beforehand.
7. I don't know where he is at the moment. He may _____ (to wait) downstairs.
8. This secret is _____ (not to tell) to anyone.
9. Judging from the mess in the room they must _____ (to work) all night long.
10. They seem _____ (to see) all this some time before.

4

Fill in the table following the example (Indicate the form of the infinitive in the 1st column and its tense distinctions in the 2nd one) and translate.

! The tense distinctions of the infinitive are relative. They mostly show whether the action expressed by the infinitive is *simultaneous with or prior to* the action of the main verb.

Perfect Inf. Passive	denotes an action prior to the action of the finite verb.	Lady Franklin was horrified to have been told his name, and to have forgotten it!
		She seemed to be paying no attention to what was going round her.
		He suddenly awoke from his queer trance, there was a decision to be made.
		Good-bye, Mr. Jackson. Glad to have been of service to you.
		Don't you think he must be working in the garden now?
		He was irritated to have been caught napping.
		There are a great many things to be taken into consideration.
		Judging from the papers on the table he must have been working since they left him in the morning.
		She told them to take off their shoes not to be heard in the flat below.
		"We are very sorry to have disturbed you," began Peter.
		I want you to promise me you won't talk to Antonia about that sort of things.

		That woman is still sitting. She seems to have been waiting over an hour.
		Well, funny things seem to be happening.
		She was surprised not to have known it.
		There was nothing to be done, but to wait for the next express, which was due at four.

5

Open the brackets, using the Indefinite, Continuous, Perfect or Perfect Continuous Infinitive Active:

1. They are happy _____(to live) in this cosy house at the seaside and _____(to invite) Tom to their place every week-end.
2. They are happy _____(to live) in a new house now.
3. They are happy _____(to live) in this cosy house since childhood.
4. They are happy _____(to live) abroad last year and (to meet) each other there.
5. She seems _____(to work) in her study now. Go upstairs and see if she is in!
6. She seems _____(to work) hard every day. It's time for her to have a rest!
7. She seems _____(to work) at this problem for three months already.
8. She seems _____(to work) a lot yesterday. She looked tired.
9. Are you sure _____(to meet) him before?
10. He is sorry _____(not to come) on Saturday. He was too busy.
11. Why don't you hurry! We seem _____(to miss) the train!

12. John apologized to Ann. He appeared _____ (to make) a mistake. Now he regrets _____ (to offend) his best friend.
13. As he was driving fast she was so glad _____ (to go) back home.
14. I'm lucky _____ (to meet) such a friend!
15. Didn't you know Mike turned out _____ (to court) Alice for two years already!
16. I'm sure _____ (not to take) your book! Why don't you believe me?
17. They appear _____ (to date) for two months already!
18. I meant _____ (to call) you yesterday, but I forgot.
19. They intended _____ (to leave) for Moscow, but then they changed their mind.
20. They were happy _____ (to see) each other every day!

6

Open the brackets, using the Indefinite or Perfect Infinitive

Passive in written form:

1. Children like *(to give)* presents.
2. The children are happy *(to give)* a lot of presents that day.
3. The boy usually didn't like *(to ask)* questions by teachers.
4. The boy says he doesn't like *(to ask)* many questions at the previous lesson.
5. He is always lucky *(to ask)* few questions at the exam.
6. We got surprised, that he was lucky *(to ask)* few questions and *(to get)* an excellent mark for the exam!
7. She is surprised *(to win)* the first prize! She didn't expect it!
8. She wasn't surprised *(to invite)* to their place so often. They really liked her!
9. Is the actress pleased *(to interview)*?
10. The actress isn't pleased *(to interview)* by this man yesterday.
11. Little Jim didn't deserve *(to punish)* by his stepmother every day.
12. He didn't deserve *(to punish)* that day.
13. We have a lot of work *(to do)*, don't we?

14. There are six letters (*to write*), hurry up!
15. Jim's father was looking for Jim, but he was nowhere (*to find*). His friends hid him.

7

a) For each item, complete the question with a passive infinitive.

- a. On your second day of a new job, you are an hour late to work.
(fire)
Would you expect *to be fired*?
- b. You have a flat tire on a busy freeway.
(help / by a passing motorist)
Would you expect _____?
- c. You have put off paying your phone bill for more than two months. (phone service / disconnect)
Would you expect _____?
- d. Your son or daughter has been stopped for speeding.
(notify / by the police)
Would you expect _____?
- e. You are going 10 miles over the speed limit.
(stop / by a police officer)
Would you expect _____?
- f. Your English term paper was due three days ago.
(question / by your teacher)
Would you expect _____?

b) Now work with a partner. Take turns asking and answering the questions.

Example:

A: On your second day of a new job, you are an hour late to work.
Would you expect to be fired?

B: No, I wouldn't expect to be fired. How about you?

8

Complete the following account with appropriate form of the infinitive. One sentence will be in the passive.

My husband and I took a five-day trip out of town and left the kids in charge. On the morning we were returning, we called our son and daughter. We expected them _____(*clean / to have cleaned*) the house because we were having dinner guests that evening. When I asked Jennifer about this, she at first seemed _____ (*not \ hear*), me and quickly changed the subject. I persisted in the question, and this time Jennifer pretended _____(*not \ understand*) what I'd said.

"You mean the house needs to be clean tonight?" she said. "Yes," I said. "Did you clean it?" "Well, sort of. Josh was supposed (*get*) some cleaning supplies, but I can't find them anywhere. I did what I could, Mom." "Well, this is important, Jen. We expect you _____(*finish*) the cleaning by the time we get home," I said in my firmest voice.

When we got home, the house appeared _____ (*hit*) by a tornado. The kids were nowhere to be found. Dirty dishes were everywhere. Jennifer and Josh appeared _____ (*feed*) the animals, but they seemed _____(*not \ do*) anything else. Next time we won't leave things to the kids.

9

Write sentences on these topics, based on your own experience. Use the appropriate form of the infinitive.

1. An activity you stopped in order to do something else.
2. Something you didn't remember to do.
3. Something you are reluctant to do.
4. Something you have always been afraid to do.
5. Something you feel is wrong for people to do.
6. Something you expected to have happened before now.
7. A quality that you feel is important to have.
8. Something that you are happy to have experienced (use the past passive).

10

Discuss this photo in small groups.

What does it show about procrastination?

Does it seem to say that procrastination is a bad thing, or perhaps partially a good thing?

What would you advise the owner of this desk to do?

Example: A: *I would advise the owner of this desk to put the desk in order.*

B: *I disagree. I'd advise the owner to...*

C:



11

a) Work in small groups. Put each saying in your own words.

Example: "It is better to light one candle than to curse the darkness." - *The motto of the Christophers*

It's better to do one small, positive thing than to complain about a problem and do nothing.

"To be or not to be, that is the question." - *William Shakespeare*

"It is better to die on your feet than to live on your knees." - *attributed to Emiliano Zapata*

"To err is human, to forgive divine." – *Alexander Pope*

"It is better to seek than to find." – *source unknown*

"It is better to have loved and lost than never to have loved at all." –
Alfred, Lord Tennyson

"It is better to arrive late than never to arrive at all." – *source unknown*

b) In your group, discuss the extent to which you believe these sayings are true.

Example: I basically agree that it is better to light one candle than to curse the darkness. Complaining about a difficult situation doesn't help to solve it.

12

Project Work 1

Most of us have procrastinated at one time or another. Write two or three paragraphs about a time when you put off doing something that needed to be done. Tell about the results. Speculate about the reasons for your procrastination and discuss the consequences. Use different forms of the Infinitive.

Example: I've had lots of experiences with putting off things that needed to be done, but one that sticks in my mind is about getting my car tuned up. I was scheduled to go on a cross-country trip, and I knew I needed to take my car in for a tune-up. One thing led to another, though, and I continued to procrastinate. Finally, the day of my departure arrived, and I hadn't had the tune-up done. I said to myself...

Project Work 2

How would you advise someone who wants to conquer procrastination? Do a search on defeating or overcoming and procrastination. Read an article and prepare some advice. Report your suggestions to the class. Use as many as possible different forms of the Infinitive.

1.2. The Bare Infinitive

13

Fill in the To-Infinitive or Bare Infinitive.

“LOVE TO SEE YOU CRY”

by Enrique Iglesias

(Come on. Let me **tell you/to tell you...**)

Maybe I just wanna **touch/to touch** you

For your warm inside again

Maybe I just wanna **let you/to let you**

The sweetest pleasure is me

Chorus:

I don't know why why

But I love **see/to see** you **cry/to cry**

I don't know why why

It just makes me **feel/to feel** alive

Are you coming to the moment

When you know your heart can **break/to break**

I'm inside you, I'm around you

Just wanna **hear/to hear** you **cry/to cry** again

Chorus

You don't know how much it hurts

When you fall asleep in my arms

Before the morning comes

I wanna **run/to run** away,

I wanna **run/to run** away

14

Insert the particle TO where necessary. Comment on the use of the Bare Infinitive.

1. How can I ... help you ...do it?
2. It was impossible not ... recognize it.
3. But there had ... be some way out.

4. He couldn't ... let them ... get away with it.
5. It is better ... let events ...answer your question.
6. Why ...be so upset about the things of no importance?
7. I was really astonished when he bade me ...take his seat.
8. The bomb might ... be on the point of letting loose even now.
9. There was no way of telling when the threshold would ... be reached.
10. 'Come with me', said Jonti. 'I think you had better ... sit down too'.

15

Insert -to- where necessary. Comment on it.

1. Why not ___ apologize now?
2. You don't need ___ buy high heel shoes.
3. You needn't ___ buy rollerblades.
4. She'd better ___ tell him about the appointment.
5. He was seen ___ enter the language lab.
6. I saw him ___ enter the gym.
7. Have Mrs Bessie ___ come in.
8. My suitcase is very heavy. I would rather ___ use the lift.
9. Be quiet – let me ___ concentrate on my homework.
10. I can't make up my mind whether ___ buy Porsche or a BMW.

16

Put to where necessary before the infinitives. Comment on it.

1. The teacher made me _____repeat it all over again.
2. You needn't _____ask for permission, I let you _____ take my books whenever you like.
3. Will you help me _____move the table?
4. He is expected _____arrive in a few days.
5. You seem _____ know these places very well.
6. You had better _____make a note of it.
7. I heard the door _____open and saw a shadow _____move across

the floor.

8. He told me ____ try ____ do it once again.
9. I'd rather ____ walk a little before going to bed.
10. There is nothing ____ do but ____ wait till somebody comes ____ let us out.
11. You ought not ____ show your feelings.
12. Why not ____ wait a little longer?
13. I felt her ____ shiver with cold.
14. We should love you ____ stay with us.
15. You are not ____ mention this to anyone.
16. We got Mother ____ cut up some sandwiches.
17. Rose wanted them ____ stop laughing, wanted the curtain ____ come down.
18. I'll have ____ go there.
19. There doesn't seem ____ be anything wrong with you.
20. She helped me ____ get over my fear.
21. Look here, Jane, why ____ be so cross?
22. He was seen ____ make a note of it.
23. What made you ____ deceive me?
24. He was not able ____ explain anything.

17

Match the sentences halves.

1. You use digital camera
2. He has played fifty games for Liverpool
3. Do you think we need
4. Some people eat for comfort
5. I'm waiting for our car

6. I rely on you
7. Will she live
8. She awoke
 - a) to be honest
 - b) to be hundred
 - c) to be repaired
 - d) to call an ambulance
 - e) to score seven goals
 - f) to find a room on fire
 - g) to relieve their anxieties
 - h) to take photos under the water

18

Make up sentences using infinitives. What do you expect from your future job? Write about your future career.

1. I expect ...
2. I intend ...
3. I would like ...
4. I promise ...
5. I hesitate ...

19

Oral Activity

Start the story: **Ted would like to decorate the house.** In teams continue the story using verbs from the list below. Each verb must be used only once. Each correct sentence gets 1 point. The team with the most points is the winner.

Verb list: begin, allow, start, advise, encourage, be made, mean, would prefer, had better, be seen.

20

Writing Activity

Write a story using at least 10 words taking infinitive with or without to.

1.3. Functions of the Infinitive and its Constructions

21

Define the function of the infinitive & translate the sentences.

1. The old coach is really hard to change.
2. To teach is both a science and an art.
3. Cotton can be grown only in a hot climate.
4. She nodded to me as if to say good morning.
5. He's rich enough to afford a yacht.
6. The first patient to examine was a small boy in his early teens.
7. Students begin to judge their own abilities relatively to their group mates.
8. Each of us may be lucky enough to have a couple of great teachers.
9. 'I'm deeply grateful for your attention to have looked in,' she said to Maurice.
10. The only man who can tell a woman where to stop is a bus conductor.

22

Complete the following, using the infinitive

a) as subject:

1. ... would be unjust.
2. ... was very pleasant.
3. ... is the only thing to do.
4. ... would be much more useful.
5. ... is not an easy matter.

b) as predicative:

1. My hobby is
2. The best way to master a foreign language is
3. The next thing to be done is

4. Our aim was
5. To say so means
6. His only wish is

c) as object:

1. He asked
2. In the kindergarten children are taught
3. I am so glad
4. We are awfully sorry
5. The doctor advised
6. The child is afraid
7. I've clean forgotten
8. Everybody promised
9. Would you like ... ?
10. Who has allowed you ... ?

23

Paraphrase the following sentences, making the object of the infinitive the subject of the sentence:

*Examples: It is hard to please him. He is hard to please.
It is pleasant to look at her. She is pleasant to look at.*

1. It is not difficult to remember the rule. It is simple.
2. It's very comfortable to sit in my Grandfather's armchair.
3. She's a kind person. It's easy to deal with her.
4. He's very stubborn. It's difficult to persuade him.
5. It's not very easy to translate this passage. It contains some idiomatic expressions.
6. It is pleasant to look at the girl, but not at all pleasant to talk to her. She's pretty, but not very clever.
7. It was unpleasant to watch their quarrel.
8. It's always funny to listen to his stories.
9. It would be useful to follow Uncle Jack's advice.
10. It's not so very easy to answer this question.

24

Make up sentences, using the following adjectives with infinitives:

easy to deal with, difficult to understand, pleasant to look at, hard to please, useful to remember, amusing to watch, easy to answer, uncomfortable to sit on, easy to follow, difficult to avoid, pleasant to talk to, not far to seek, not easy to find.

25

Make up sentences, using the following nouns with attributive infinitives:

a lot to do, no time to lose, a passage to translate, a man to trust, the work to do, the distance to cover, a chance not to be missed, a nice town to live in, an easy person to deal with, nobody to speak to, nothing to trouble about, mistakes to be corrected, nobody to rely on, nothing to be afraid of, a poem to learn, the first to break the silence, the last to hand in the test.

26

For each situation, write a sentence with too or enough and an infinitive.

- a) It's 5:15. Jill's flight leaves at 5:45, and it takes 45 minutes to get to the airport. (enough)
Jill doesn't have enough time to get to the airport.
- b) Jack's 10-page report is due in an hour. He types only 25 words a minute. (too)
- c) Marcy wants to buy her friend's used car, which costs \$5,000. She has \$4,000 in the bank and is able to save \$400 a month. Her friend must sell the car within three months. (enough)
- d) Eve invited guests to dinner. She waited until 6:15 to start preparing the meal. The guests are expected by 7:00. (too)
- e) Sally's doctor advised her to eat three meals a day to stay healthy. To lose weight, Sally ate only one small meal a day. She became quite sick. (enough)
- f) Carlos is enrolled in an extremely difficult calculus class, but he is a very intelligent man and can pass the course if he applies himself. (enough)

Combine the sentences using the words in brackets:

1. Jane gave up smoking because she wanted to save money. (**in order to**) *Jane gave up smoking **in order to save** money.*
2. I came here so that I could see you. (in order to)
3. We put a fence. We want to prevent the rabbit escape. (in order to)
4. She went shopping so she could buy herself a television. (to)
5. I put the food in the fridge because I wanted it to get cold. (in order to)
6. Jane saved money. She wanted to buy a present for Harry. (in order to)
7. Harry left early because he didn't want to miss the bus. (in order not to)
8. The teacher tested the students. She wanted to see if they remembered the things they had learnt. (in order to)
9. He tried to hide the broken vase. He didn't want to be punished. (so that)
10. I turned up the radio. I wanted to listen to the news. (so that)

Complete the following sentences with infinitive as a purpose:

1. He decided to take a taxi so that _____
2. Betsy studies her lessons regularly so that _____
3. Mark phoned his friend in order to _____
4. He is trying to improve his English so that _____
5. _____ so that his children will have a better life.

6. I took off my gloves in order to _____
7. _____ in order to erase a mistake in his composition.
8. _____ so that I could tell him the news in person.
9. Tom put the cream in the fridge to _____
10. We often switch off the heating to _____

29

Define the function of the infinitive & translate the sentences.

1. I hate you to say such nasty things.
2. You will hardly make him go there.
3. I really find this task to be impossible.
4. Last night I heard her sing solo at the concert.
5. Have a sip of brandy it will make you feel better.
6. I saw a young mother slap her child in the supermarket.
7. He will never choose you to join him, whatever may happen.
8. To be honest, I try to persuade my sister to drive, but I can't get her to do it.
9. When I was a teenager, my parents never let me play until I had finished my homework.
10. To tell the truth, there is hardly a student in the university who hasn't appreciated a holiday yet.

30

Complete each sentence with a suitable verb and define the function of the infinitive.

Model: The teacher has the responsibility to help the learner feel successful.

to get/to be/to come/to turn/to fill/to travel/to take/to say/

to be/to take

1. I like _____ by snowmobile.
2. I left France never _____ back.
3. She's got enough patience _____ a teacher.
4. You use digital camera _____ photos under the water.
5. Remember _____ off the cooker before leaving.
6. Your angel will be waiting for you and will try _____ care of you.
7. Cross-country skiing seems _____ slower than downhill skiing.
8. I regret _____ you that there is no money left in your account.
9. Some people say that it is impossible _____ high results in sports without strong will-power.
10. They stopped _____ some petrol before continuing on their journey to Leeds.

31

Do a test. Write T (True) or F (False) for the statement that follows using your experience.

1. ___ The teacher makes students do massive amounts of homework.
2. ___ She made me rewrite the report.
3. ___ Our professor had us translate long stories.
4. ___ She lets us use our dictionaries during the test.
5. ___ My school teacher got me to pronounce an English *th*.
6. ___ She got me to learn a lot of words.
7. ___ She always gets me to do my best.
8. ___ Our teacher lets us feel powerful, and we can do anything.
9. ___ Our English teacher has us take responsibility for our own learning.
10. ___ All teacher's efforts make us become better students and real professionals.

32

Point out the Objective with the Infinitive Construction. Translate the sentences into Ukrainian:

1. The pills my doctor has given me make me feel rather odd.
2. I want you to say to yourself that he died a gallant death in the service of his country, and we must be proud of him.
3. I had seen my father leave the house that very morning.
4. Just as he was falling into unconsciousness he heard his door open and quickly shut.
5. George was sure that fresh air and exercise would make us sleep well.
6. I've never known a chap spend so much time on radiograms.
7. I thought it to be the signal to start.
8. We didn't expect him to come back so soon and were wondering what had happened.
9. She felt somebody touch her gently by the hand.
10. I'd like it to be done as quietly as possible, without attracting anybody's attention.

Point out the Subjective with the Infinitive Construction. Translate the sentences into Ukrainian:

1. She didn't seem to notice his unfriendly tone.
2. The number to which I had been directed turned out to be a house standing a little by itself, with its back to the river.
3. "He appears to be asleep, my lady," said the butler.
4. Lady Franklin seemed to expect an answer.
5. The boy was made to repeat his story twice.
6. Professor Lee was expected to join the expedition in North Africa, but he had fallen ill.
7. He was heard to say that it would rain and ordered the door to the balcony to be shut.
8. I looked at the house with suspicious curiosity, and it seemed to be looking back at me.
9. He is said to have been a sailor in his youth.
10. You're not likely to keep us company, Jim, are you?

Paraphrase using subjective predicative constructions with the infinitive.

1. She wasn't properly dressed (to happen).
2. The Carpathians are visited by a lot of people (to know).
3. She was accompanied by that stranger again (to seem).
4. I didn't have any money with me (to turn out).
5. He pretended not to see me (to seem).
6. 'Martin can speak any language at ease (to prove).
7. He did hang-gliding and sky-diving when he was 25 (to turn out).
8. My Mom teaches young children and I am always Santa Claus at her school (to chance).
9. Mr. Gerhardt was not a distinguished surgeon to operate on my sister (to prove).
10. 'He was comparatively well last night' remarked Constance (to seem).

Translate the sentences into English, using the Infinitive or its Construction

1. Його змусили звернутися до лікаря.
2. Я ніколи не бачив, як танцює Софія.
3. Я спала і не чула, як він зайшов.
4. Він відчув, як сили поверталися до нього.
5. Не дозволяйте дітям грати в комп'ютерні ігри. Це дуже шкідливо.
6. Виявляється, що він нічого про це не знав.
7. Здається, що ви пригнічені. Щось сталося?
8. Наврядчи, вони одружаться. Вони не довіряють один одному.
9. Очікується, що весна цього року буде рання.
10. Я випадково почула новину, яку ви оголосили.

Recast in correct English if necessary.

1. He's told she to come in time.
2. Nick is not the man for you rely on.
3. I heard the piano being out of tune.
4. This ship is reported to sail for all month.
5. "See you later. I'm happy to talk to you".
6. Shallow water helps to keep the shores from extreme cold.
7. As a child, Mozart was considered to be an infant prodigy.
8. To be quite frank, the teaching profession offers good career prospects.
9. Most people need eight hours of sleep in order to learn, to remember and to solve problems effectively.
10. Mrs Forgetful couldn't remember what she has to buy for the weekend as she had lost her shopping list.

37

Translate into English using the Infinitive or its construction.

a)

1. Вони, мабуть, працюють тут уже 5 років.
2. Вони неодмінно стануть друзями.
3. Вам потрібно забронювати квитки заздалегідь?
4. Піднятися на парашуті вперше було справжньою несподіванкою.
5. Коли сидиш у саду ввечері, то єдина проблема, що ти, напевно, будеш скусаний комарами.
6. Він випадково натрапив на давнього друга на Міжнародному чемпіонаті з легкої та важкої атлетики.
7. Міс Дафф виглядала так, неначе не розуміла на що він натякав.
8. Ця річка занадто мілка, щоб пропливти на такому вузькому човні.
9. Згідно релігії індіанцям заборонено вбивати рогату худобу і їсти м'ясо.
10. Наші керівники зустрічаються щомісяця, щоб обговорити проблеми виховання дітей.

b)

1. Ми випадково зустрілися в парку.
2. Найкращий час для хвилювань – завтра.
3. Які жертви ти зробив, щоб досягти цілей?
4. Я чув, що ти приїжджаєш завтра. З нетерпінням чекатиму.
5. Лікар попросив пацієнта роздягнутися до пояса і послухав його.
6. Для батьків найбільша радість – бачити своїх дітей здоровими та успішними.
7. Туристи запевняють, що наш дендрологічний парк 'Софіївка' – найромантичніший у світі.
8. Тренер побачив, що його команда зібралася на полі і вийшов до них.
9. «Чому б не подразнити левів в зоопарку?», подумав маленький відвідувач.
10. Дітям легко відрізнити слонів від інших тварин, оскільки вони мають довгі хоботи.

38

Point out prepositional infinitive construction. State its function.

A

1. It's quite natural for you to think so.
2. The first thing for him to do is to ring them up.
3. Let us wait for them to settle this matter.
4. I gave an umbrella to the children for them not to get wet through.
5. I've put on weight. The dress is not for me to wear.
6. It is unbelievable for a man to go so far beyond his limit.
7. There is nothing for me to add.
8. It is very unusual for him to have said such a thing.
9. It's high time for you to know Grammar well.
10. This is not a boy for you to play with.

B

11. This problem is for you to solve and no one else can help you.
12. Students wait for the teacher to nod and praise verbally.
13. A diet was too varied for Mr Fatty to have a shapely figure.
14. It is important for students to make corrections, avoid bad habits and better understand the content of the subject.

15. The best thing for you to learn a language is to attend classes regularly.
16. For me to say such a thing means to betray my friend.
17. They are sure to return pretty soon, and I'm waiting for them to come.
18. She stretched out her hand with the letter for me to see it better.
19. The night was too dark for me to see anything around.
20. Sugar was expensive enough for people to buy because there was a very poor sugar-beet crop last year.

Revision Section on the Infinitive

39

Supply the missing forms of the following infinitives:

- to have been done
- to be spoken to
- to be breaking
- to have nodded
- to drive

40

Open the brackets using the appropriate form of the infinitive.

1. Can pets help humans ... (to lead) better lives?
2. The children are not allowed ... (to watch) TV if they haven't finished their homework first.
3. The chairman proposed the question must ...(to include) in the agenda.
4. 'It was interesting to talk to you. I'm glad ... (to meet) you. See you!'

5. The producer gave the instructions for the third scene ... (to repeat).
6. She can't answer your call now. She must ... (to feed) her pets.
7. 'I think you ought ... (to tell) me then, Alan, and not have let me make such a fool of myself'.
8. It happened to be evening off and Mrs Darling bathed the children, sung to them till one by one they had let her hand ...(to go) and slid away into the land of sleep.
9. Some health-care professionals believe pets ... (to improve) our quality of everyday living. Pets help their owners ... (to stay) healthy.
10. Dogs need daily exercise and this makes many owners ... (to turn off) their television sets or computers and ... (to go) outside for a walk.

41

Define the function of the infinitive or its construction and translate the sentences.

1. Silk is a comfortable fabric to wear and keeps you warm in cold weather and cool in summer.
2. For most of history, shoes have been used to symbolize social status, power and wealth.
3. Mrs Miller is sure to be a babysitter because she has special qualifications.
4. It was generous for you to let me use your car.
5. His boss agreed to let John work part-time in the mornings to accommodate his schedule of afternoon classes.
6. Miller made John want to be a writer, to plunge into the depths of human experience.
7. John would return to Paris to play the role of the starving young artist, to recapture the past, in particular the events of that journey he had taken four years earlier in search of an identity and a direction in life.
8. People over 75 are too old to drive. Their physical reactions are just not quick enough anymore to drive.
9. Every morning the first thing for me to do is to turn on my computer to see who has e-mailed me.

10. Don't let your fear prevent you from all the things that you want to do.

42

Translate into English using infinitive or its constructions.

A

1. Я радий, що мав нагоду зустрітися з ним.
2. Не дивно, що дитина любить, щоб їй розповідали казки.
3. Забути цей день неможливо.
4. Наше завдання полягало в тому, щоб закінчити роботу до кінця семестру.
5. Ми взяли таксі, щоб встигнути на поїзд.
6. Цей фільм, безсумнівно, сподобається вам.
7. Вважають, що ця фортеця була збудована в X столітті.
8. Мені не подобається, коли він говорить так повільно і нечітко.
9. Було видно, як високо в небі летів літак.
10. Ця стаття надто складна, щоб вони переклали її без вашої допомоги.

B

11. Радий познайомитися з вами!
12. Його не так і легко задовольнити.
13. Ми не очікували, що він сам це зробить.
14. Трудність полягає в тому, де знайти цю книгу.
15. Вам краще сьогодні не виходити. Можете простудитися.
16. Вам було б корисніше займатися фізкультурою.
17. Напевно, він читав цей роман нещодавно. Він пам'ятає багато подробиць.
18. Я не так давно з нею знайома аби говорити на цю тему.
19. Бачили, як він зайшов, але ніхто не бачив, що він вийшов.
20. Не може бути, що це було зроблено за такий короткий термін.

C

1. Він вагався, чи розповісти про це комусь.
2. Здавалося, що це була серйозна проблема.
3. Рефері – це людина, яка виступає в ролі судді під час гри.
4. Щастя не успадковують, його потрібно заслужити.
5. Якщо ти хочеш шанувати батьків, то поважай їх, поки вони живі.
6. Єдиний спосіб, щоб виглядати щасливою потрібно почуватися задоволеним.
7. «Напевно, я знайду перші зморшки на своєму лобі скоро, а згодом і першу сивину після таких новин», сказала Елізабет Арнольд.
8. Мусульмани не їдять свинини, оскільки вважають свиней нечистими тваринами.
9. Він підбіг до воріт дуже швидко та раптом зупинився, неначе для того, щоб подумати кому передати пас далі.
10. У середні віки замки будували на пагорбах або островах, аби було легко себе захистити.

THE GERUND

The Double Nature of the Gerund

Gerund

- is a non-finite form of the verb;
- names an action without pointing out its person, number and mood;
- has *a double nature* combining *nominal and verbal characteristics*;
- is formed by adding the ending **-ING** to the stem of the notional verb.

The Nominal Characteristics of the Gerund

The nominal character of the gerund	can be seen from	<ul style="list-style-type: none"> - its syntactic functions; - its ability to be used with prepositions; - its ability to be modified by possessives.
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1 Like the noun, the gerund can be used as: <ul style="list-style-type: none"> • a subject <i>E.g. <u>Smoking</u> is a bad habit.</i> • a predicative <i>E.g. His main task is <u>meeting</u> them at the station.</i> • an object <i>E.g. He likes <u>playing</u> chess.</i> 	2 The gerund can be used with prepositions <i>E.g. On <u>entering</u> the room he looked around.</i>	3 The gerund can be preceded by possessive pronouns or nouns in the Possessive case <i>E.g. Mary's <u>coming</u> so late really surprised everyone.</i> <i>His <u>singing</u> is very beautiful.</i>
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The Verbal Characteristics of the Gerund

1	The gerund of transitive verbs can take a direct object <i>E.g. Kate enjoys <u>reading love stories</u>.</i>	2	The gerund can be modified by adverbs <i>E.g. They burst out <u>laughing loudly</u>.</i>	3	The gerund has tense and voice distinctions , though they are not absolute but relative
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Forms of the Gerund

	ACTIVE	PASSIVE
INDEFINITE	cleaning	being cleaned
PERFECT	having cleaned	having been cleaned

The Tense Distinctions of the Gerund

<i>Forms of the Gerund</i>	<i>Characteristics</i>	<i>Example</i>
1	<ul style="list-style-type: none"> ● an action which refers to <i>no particular time</i> in sayings and general statements 	<i>Talking and doing are two entirely different things.</i>
The Indefinite Gerund Active and Passive can denote	<ul style="list-style-type: none"> ● an action which is <i>simultaneous</i> with the action of the finite verb 	<i>He was surprised at seeing her there.</i>
	<ul style="list-style-type: none"> ● an action <i>prior to the action of the finite verb</i> after the verbs TO EXCUSE, TO FORGET, TO FORGIVE, TO REMEMBER, TO THANK 	<i>I have completely forgotten telling her about it.</i> <i>Thank you for helping me with my luggage.</i>

		<ul style="list-style-type: none"> ● an action <i>prior to the action of the finite verb</i> after prepositions ON(UPON), AFTER, WITHOUT 	<p><i>On</i> saying these words Jane made a pause.</p> <p>He left <i>without</i> looking at us.</p>
2	The Perfect Gerund Active and Passive	<ul style="list-style-type: none"> ● denotes an action <i>prior to the action expressed by the finite verb</i> 	<p>I deny <i>having taken</i> that money.</p> <p>Do you know about his book <i>having been published</i> last month?</p>

The Voice Distinctions of the Gerund

	<i>THE VOICE</i>	<i>CASE OF THE USE</i>	<i>EXAMPLE</i>
1	The Active Gerund is used	when it refers to the noun or pronoun denoting the doer of the action.	<i>He is fond of arranging parties.</i>
		to express passive meaning after the verbs TO DESERVE, TO NEED, TO REQUIRE, TO WANT	<p><i>These old shoes need brushing.</i></p> <p><i>The house wants repairing.</i></p>
		to express passive meaning after the adjective WORTH	<p><i>This movie is worth watching.</i></p> <p><i>This problem is worth discussing.</i></p>
2	The Passive Gerund is used	when it refers to the noun or pronoun which is an object of the action.	<i>They talked about the party being arranged in their house.</i>

The Use of the Gerund

The Gerund can follow:

- verbs and phrases without prepositions

TO AVOID
TO BURST OUT
TO DENY
TO ENJOY
TO EXCUSE
TO FANCY
TO FINISH

TO FORGIVE
TO GIVE UP
TO GO ON
TO KEEP ON
TO MIND
TO POSTPONE
TO PUT OFF
CANNOT HELP, etc.

- verbs and phrases with prepositions

TO ACCUSE OF
TO AGREE TO \ WITH
TO ADMIT TO
TO APPROVE OF
TO AIM AT
TO APOLOGIZE FOR
TO ASK ABOUT
TO ADJUST TO
TO BLAME FOR
TO BELIEVE IN
TO BOAST ABOUT/OF
TO COMPLAIN OF / ABOUT
TO CONCENTRATE ON
TO CONGRATULATE SB. ON/FOR
TO CONFESS TO
TO COUNT ON
TO COPE WITH
TO DECIDE AGAINST
TO DEPEND ON
TO DREAM ABOUT/OF
TO FEEL LIKE

TO FORGIVE FOR
TO GET USED TO
TO GIVE UP THE IDEA OF
TO INISIST ON
TO LOOK LIKE
TO LOOK FORWARD TO
TO OBJECT TO
TO BE OPPOSED TO
TO PERSIST IN
TO PREVENT FROM
TO PAY FOR
TO PROTECT FROM/AGAINST
TO PUT OFF
TO RELY ON
TO SPEND TIME ON
TO SPEAK OF
TO SPECIALIZE IN
TO SUCCEED IN
TO SUSPECT OF
TO THANK FOR
TO TALK ABOUT/OF
TO THINK OF / ABOUT

● *predicative word-groups with or without prepositions*

TO BE AWARE OF	TO BE INTERESTED IN
TO BE ACCUSTOMED TO	TO BE INVOLVED IN
TO BE ADDICTED TO	TO INSIST ON
TO BE ANXIOUS ABOUT	TO BE KNOWN FOR
TO BE BUSY	TO BE GUILTY OF
TO BE CAPABLE OF	TO BE INDIGNANT AT
TO BE COMMITTED TO	TO BE OUT OF (hearing or seeing)
TO BE CONCERNED ABOUT	TO BE PLEASED AT
TO BE CONTENT WITH	TO BE PROUD OF
TO BE DEDICATED TO	TO BE REMEMBERED FOR
TO BE DEVOTED TO	TO BE RESPONSIBLE FOR
TO BE DISAPPOINTED WITH	TO BE SCARED OF
TO BE DISCOURAGED BY	TO BE SURE OF
TO BE ENGAGED IN	TO BE SURPRISED
TO BE EXCITED ABOUT	(ASTONISHED) AT
TO BE FAMOUS FOR	TO BE TIRED FROM / OF
TO BE FRIGHTENED OF	TO BE USED TO
TO BE FOND OF	TO BE WORRIED ABOUT
TO BE GOOD/BAD AT	TO BE WORTH (WHILE)
TO BE HAPPY ABOUT	

● **there are some verbs which can be followed by both the gerund and the infinitive:**

TO BE AFRAID	TO PREFER
TO BEGIN	TO PROPOSE
TO CEASE	TO REMEMBER
TO CONTINUE	TO RECOLLECT
CAN (NOT) AFFORD	TO START
TO DREAD	TO STOP
TO FEAR	
TO FORGET	
TO HATE	
TO INTEND	
TO (DIS)LIKE	
TO NEGLECT	

The Difference between the Use of the Gerund and the Infinitive

The gerund and the infinitive can be used after the same words:

	<i>GERUND</i>	<i>INFINITIVE</i>
1.	to be afraid, to hate, to forget, to (dis)like, to prefer love, like	
	- in general statements <i>e.g. I hate listening to long stories.</i>	- specific occasions <i>e.g. I hate to listen to his silly story now.</i>
2.	to remember	
	- reference to the past <i>e.g. I remember buying some bread on the way home. – Я пам'ятаю, що купила хліб по дорозі додому.</i>	- reference to the future and the verb itself is translated <u>НЕ ЗАБУДЬ</u> <i>e.g. Remember to buy some bread on the way home. – Не забудь купити хліба по дорозі додому.</i>
3.	to stop	
	- as part of a compound verbal aspect predicate <i>e.g. I stopped talking about it. – Я припинив говорити про це.</i>	- as an adverbial modifier of purpose <i>e.g. I stopped to talk to him about it. – Я зупинився, щоб поговорити з ним про це.</i>

4.	to try	
= to test something to see if it is suitable or useful or if it works <i>e.g. I tried calling him because I needed to test my new mobile phone. (I made an experiment with my mobile.)</i>	= to attempt to do something <i>e.g. I tried to call him because I needed to meet him. (I made an attempt to get in touch with him.)</i>	
5.	to go on	
= продовжувати - a previous activity continues <i>e.g. After dinner he went on showing us his photos.</i>	= розпочати - an activity that follows a previous action and is somehow connected to it. <i>e.g. He gave us a lecture on the Greek history. And then he went on to show us his photos from Greece.</i>	
6.	I'm sorry	
<i>I'm sorry for telling you.</i> <i>(I apologize for <u>a previous action.</u>)</i>	<i>I'm sorry to tell you that your flight will be delayed.</i> <i>(I apologize for <u>something that will happen.</u>)</i>	
7.	begin, advise, allow, can't bear, continue, intend, it requires, it needs, it wants, permit, recommend, start <i>(the same meaning for gerund and infinitive)</i>	
verbs advise, allow, permit, recommend are NOT used with the indirect object <i>e.g. They didn't allow eating there.</i> <i>She recommended reading this book.</i>	verbs advise, allow, permit, recommend are used with the indirect object <i>e.g. They didn't allow us to eat there.</i> <i>She recommended John to read this book.</i>	

The Difference between the Gerund and the Verbal Noun

	The Gerund	The Verbal Noun
1.	has nominal and verbal characteristics (has four forms) <i>e.g. reading, being read, having read, having been read</i>	Has only nominal character (has one form) <i>e.g. reading</i>
2.	is not used with the articles <i>e.g. I find reading this book rather interesting.</i>	can be used with the articles <i>e.g. I find the reading of this book rather interesting.</i>
3.	has no plural form <i>e.g. I don't like her coming.</i>	can be used in the plural <i>e.g. I don't like her early comings.</i>
4.	the gerund of transitive verbs takes a direct object <i>e.g. <u>Packing</u> things is rather tiresome.</i>	the verbal noun can take only the prepositional object with OF <i>e.g. The packing of things is rather tiresome.</i>
5.	can be modified by adverbs <i>e.g. I hate his coming home late.</i>	can be modified by adjectives. <i>e.g. I hate his late coming.</i>

Syntactic Functions of the Gerund

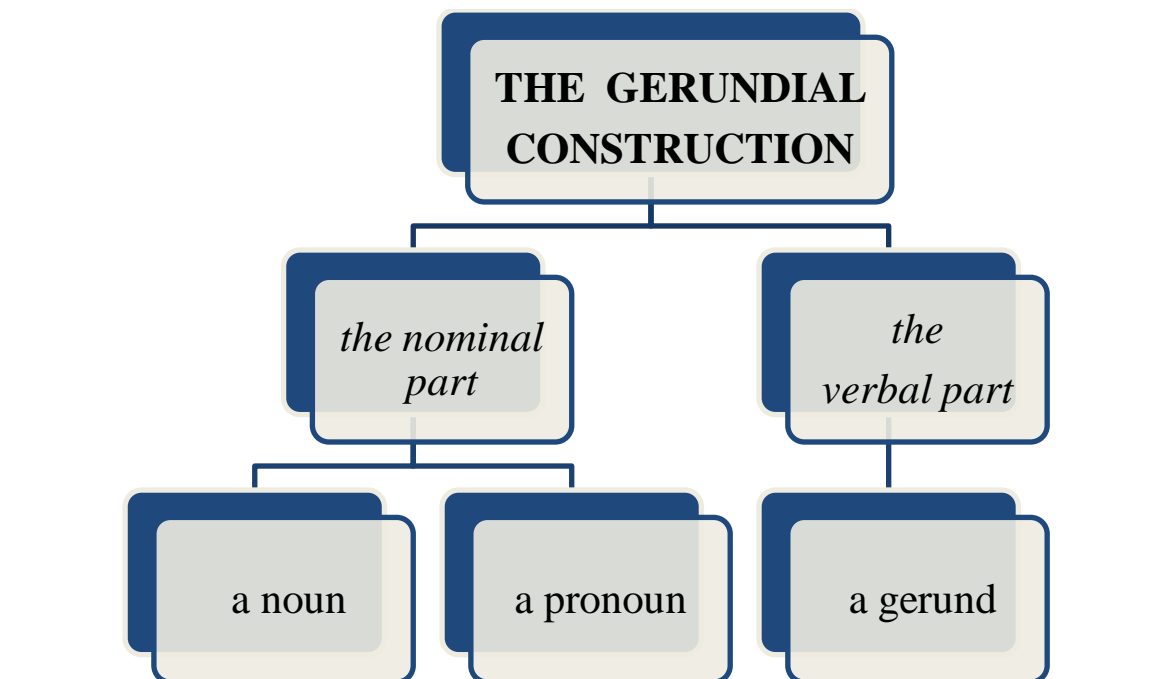
	Syntactic Functions	Notes	Examples
1.	<i>a subject</i>		<i>Kissing</i> relatives and friends is common in Britain. <i>Reading</i> is my pastime.
		with the introductory IT : It is (of)no use It is useless It is no good It is worth (while) <i>(не)варто, (не)потрібно</i>	<u>It is of no use</u> <i>talking</i> about it. <u>It is no good</u> <i>crying</i> over spilt milk.
		in sentences beginning with THERE	<u>There</u> is no <i>coming</i> back.
2.	<i>a predicative</i>	after link verbs and expressions: TO BE, TO BE LIKE, TO LOOK LIKE TO FEEL LIKE, TO BE FOR (AGAINST), TO BE ON THE POINT OF, TO BE FAR FROM, TO MEAN	His dream <u>is</u> <i>visiting</i> Great Britain. It <u>looks like</u> <i>raining</i> .
3.	<i>a part of a compound verbal modal predicate</i>	after modal expressions: CAN'T HELP <i>(не могли не)</i> CAN'T AFFORD <i>(не могли дозволити)</i>	I <u>can't help</u> <i>crying</i> . I <u>can't afford</u> <i>buying</i> this expensive car.
4.	<i>a part of a</i>	after the verbs denoting	They <u>began</u> <i>talking</i>

	<i>compound verbal aspect predicate</i>	the beginning, duration and the end of the action: TO BEGIN TO START TO GO ON TO CONTINUE TO KEEP ON TO LEAVE OFF TO FINISH TO GIVE UP TO STOP	about something in their lively manner.
5.	<i>an object (5 types):</i>		
	<i>a direct simple object (without any prepositions before it)</i>	comes after the verb, answers the question “ what? ”	I suggest <i>going</i> to the cinema.
	<i>a prepositional simple object</i>	Comes after the verb or phrase with preposition, answers the question “ what? ”	I <u>am surprised at (what?)</u> <i>seeing</i> you here.
	<i>a part of a direct complex object</i>	preceded by the pronoun in the possessive case or the noun both in the Common and possessive case	I like (what?) <u>his</u> <i>singing</i> this song. I don’t like (what?) <u>Mary (Mary’s)</u> <i>singing</i> .
	<i>a part of a prepositional complex object</i>	preceded by the pronoun in the possessive case or the noun both in the Common and possessive case; is used after the verb or phrase with preposition	I insist on (what?) <u>his</u> <i>coming</i> back.
	<i>an object with the introductory IT</i>		She found <i>it</i> worth doing it.

6.	<i>an attribute</i>	after abstract nouns with prepositions: <i>astonishment at</i> <i>disappointment at</i> <i>surprise at</i> <i>art of / plan for</i> <i>way of</i> <i>pleasure of</i> <i>objection to</i> <i>skill in / reason for</i> <i>interest in</i> <i>experience in</i>	I can't express my <i>astonishment at meeting</i> you here. This is a good <i>way of solving</i> this problem.
7.	<i>An adverbial modifier (7 types)</i>		
	<i>of time</i>	after the prepositions: ON, UPON, IN, AT (<i>The gerund after the prepositions ON, UPON denotes priority of the action while after IN, AT it expresses actions simultaneous with the actions of the finite verb.</i>)	<u>(When?)</u> <i>On doing</i> all the work she could finally have a rest. I was really surprised <u>(when?)</u> <i>at seeing</i> John there.
	<i>of manner</i>	after the prepositions IN, BY	They spent the whole day <u>(how?)</u> <i>in getting</i> ready for the party.
	<i>of purpose</i>	after the preposition FOR	We use such texts <u>(for what purpose?)</u> <i>for interpreting</i> .
	<i>of cause</i>	after the prepositions FOR, FOR FEAR OF, OWING TO	He felt much better <u>(why?)</u> <i>for having</i> taken aspirin.
	<i>of attendant circumstances</i>	after the prepositions APART FROM,	He left even without looking at me. = He left

	BESIDES, WITHOUT	and didn't look at me. Apart from being well-bred she was well-educated. = She was well-educated as well as (and) well-bred
<i>of condition</i>	after the prepositions IN CASE OF, WITHOUT (<i>якщо (не)</i>)	<i>In case of being</i> late don't hesitate to call me. You will hardly do this translation <i>without using</i> a dictionary of phraseologisms.
<i>of concession</i>	after the prepositions IN SPITE OF, INSTEAD OF, DESPITE	<i>Instead of consulting</i> a doctor she went to work.

The Predicative Construction with the Gerund



Ways of Expressing Nominal Element of the Gerundial Construction

<i>Nominal Element</i>	<i>Ways of expressing nominal element</i>	<i>Examples</i>	<i>Differences</i>
Living beings	A noun in the Common case / a pronoun in the Objective case	He objected to <i>Mary staying</i> here. Excuse <i>me interrupting</i> you.	The focus is on the doer of the action = the nominal element is emphasized
	A noun in the Possessive case / a possessive pronoun	He objected to <i>Mary's staying</i> here. He objected to <i>her staying</i> here.	The focus is on the action = the verbal element is emphasized
Note!	If the nominal element is expressed by the group of nouns, they are used only in the Common case – <i>e.g.</i> He objected to <i>Mary and Jane staying</i> here.		
Lifeless things	A noun in the Common case	They insisted on <i>the ship leaving</i> the port.	
	a possessive pronoun	They insisted on <i>its/her leaving</i> the port	
	Pronouns which have no case indicators: <i>all, this, that, both, each, something</i>	I insist on <i>both of them coming</i> . I insist on <i>both of the books being returned</i> . I mentioned of <i>something being</i> very strange about his behavior.	

The Syntactic Functions of the Gerundial Construction

	SYNTACTIC FUNCTIONS	EXAMPLES
1.	a complex subject	<i>Their coming</i> late didn't surprise anybody.
2.	a complex predicative	What really annoyed me was <i>his telling</i> long and dull stories.
3.	a complex object	
	<i>a direct complex object</i>	I enjoy <i>their singing</i> Christmas carols.
	<i>a prepositional complex object</i>	Mother strongly objected to <i>our going</i> there so late.
4.	a complex attribute	What will you say to the idea of <i>our leaving</i> early in the morning?
5.	a complex adverbial modifier of different types	<p>On <i>their coming</i> back everybody felt relieved.</p> <p>You will never do it in time without <i>our helping</i> you.</p> <p>In spite of <i>Kitty's looking</i> very excited Peter pretended not to notice it.</p>

PRACTICAL TASKS

The Gerund Forms of the Gerund

1

Match the sayings halves with gerunds. Define the form of the Gerund.

Understanding is

Talking should be

Praising

Knowing that

Concentrating

- *you don't know much is knowing a lot*
- *the shortest distance between two points of view*
- *a busy man finds out what he is busy with*
- *an exercise of the brain not of the tongue*
- *saves time and money*

2

Point out the Gerund and comment on its noun and verb characteristics. Translate the sentences into Ukrainian.

1. Talking about ourselves is what we modern authors have a strong objection to doing.

2. He stopped writing and ran out into the bathroom. He started washing with great speed. He was two minutes late already.

3. It's silly of me, but I can't help feeling anxious.

4. I don't like being lied to – and that, I think, is what you are trying to do.

5. I feel a good deal of hesitation about telling you this story of my own.

6. On hearing the sound Nance hurried to the door, and Grand to the window.

7. He left without having paid the bill.

8. Would you mind waiting a moment in the hall?

9. He denied having opened the box.

10. Writing quickly tires my hand.

11. I remember seeing it on the table.

12. He was accused of having entered the country illegally.

13. I disliked my mother's interfering in the affair.

14. The boy spent half the night in writing to his people.

3

Use the appropriate form of the Gerund of the verbs in brackets.

a)

1. (to speak) without (to think) is (to shoot) without aim.

2. Do you know what is peculiar about the English rule of (to drive)?

3. I'm glad to say that the lady didn't keep us (to wait).

4. I remember (to take) to Paris when I was a very small child.

5. I strongly suspect Gerald of (to know) all about it beforehand, though he swears he didn't.

6. Excuse me for not (to write) more at the moment.

7. She never lost the power of (to form) quick decisions.

8. He had an air of (to be) master of his fate, which was his chief attraction.

9. She denied (to see) me at the concert though I'm sure I saw her in the stalls.

10. I want to thank her for (to look) after the children while I was out.

b)

11. He passed to the front door and out without (to see) us.

12. I enjoy (to read) poetry.

13. I don't mind (to stay) here for a little while.

14. Are you going to keep me (to wait) all day?

15. They reproached us for (not to come) to the party; they were waiting for us the whole evening.

16. He suspected her of (to give) the police information about him while the workers were on strike.

17. I sat on the doorstep thinking over my chances of (to escape) from home.

18. There is very little hope of the work (to do) in time.

19. The coat showed evident signs of (to wear) on the preceding night.

20. (to avoid) the use of the perfect gerund is quite common if there is no fear of (to misunderstand).

4

Complete the following, using the Gerund.

1. We couldn't even dream of
2. Everybody wished he stopped
3. He is sure to boast of... .
4. You can't act without... .
5. Are English people fond of...?
6. I hardly remember
7. We don't often have the chance of
8. My children are not used to
9. Is there any use in ... ?
10. He didn't care for
11. We all look forward to
12. Everybody disliked the idea of....
13. He has given up
14. What kept you from ... ?
15. Is it worth while ... ?
16. The boy kept on ...
17. What prevented her from ...?
18. The audience enjoyed
19. What do you mean by... ?

The Use of the Gerund

5

Open the brackets using the appropriate forms of the gerund. Insert prepositions where necessary.

1. I will never regret (to do) it.
2. He was not informed the article (to publish) last week.
3. (to gossip) and (to lie) go hand in hand.
4. I don't believe that something can prevent him (to visit) his parents.
5. How can you read these words properly (to consult) a pronunciation dictionary?
6. (to have) breakfast he took his bag and ran to school.
7. What I need is (to send) this letter immediately.
8. She ran away (to bite) by that terrible dog.
9. I am surprised at his skill (to ride) a horse.
10. She agreed to help us (to be) completely drained.

6

Fill in the preposition if necessary.

1. In a tight situation you have to be capable ... finding the way out.
2. I don't feel ...watching this news, there is a great deal of stressful information.
3. Stop speaking on it. The incident isn't worth ... mentioning.
4. My room-mate objects ...writing letters and he persists ... using electronic mails.
5. You are a Jack-of-all-trades. Why not try your hand ... weaving the bracelets or necklaces?
6. I am used ... being reminded by my husband that 'while there is a life, there is a hope' and I should keep smiling.
7. Mastering of English looks ... carrying out a Herculean labour.

8. I am grateful to Dr Lois Berg ... sharing her ideas and support and for providing me with the opportunity of taking a leadership role in the classroom.

9. The ancient Greeks and Romans took the idea ...wedding from Hindus, and they also kept the ring as a sign that a young lady was sold.

10. In fact, people once believed silver chopsticks would turn black if they touched any poison. An emperor who was afraid ... being poisoned made his servants test each of the dishes with silver chopsticks before he ate.

7

Complete the sentences. Add the Gerund and the preposition if necessary.

1. We do insist
2. Teachers dedicate themselves
3. We were surprised
4. I'm glad to congratulate you
5. Our parents are optimistic
6. There is a good chance
7. Would you mind ... ?
8. Why didn't you even apologize ... ?
9. The art ... has been known for many thousands of years.
10. If an EFL student speaks his own language all the time, it prevents him

8

Use the appropriate form of the Gerund and insert prepositions where necessary.

1. Newton, the famous scientist, was sometimes engaged (to work out) difficult problems.
2. "There's no question (to forgive) you," he said quickly.
3. Of course, I should insist (to pay) for my work.
4. I wonder if there's any use (to try) to improve him.
5. We began to speak only when we were out (to hear) of the old man.

6. I insist (to go) there at once.
7. We all suspected him (to learn) it before and (to try) to conceal it from us.
8. They were all busy (to unpack) the books and (to put) them on the shelves.
9. (to hear) the news she ran over to the telephone to inform Gerald at once.
10. But (to make) this request Mr. Dennant avoided (to look) in his face.
11. I spent the rest of the time in the hall of the Station Hotel (to write) letters.
12. You can help me (to give) a piece of good advice, you're old enough to know it better.
13. (to discuss) the plan ourselves we decided to consult Mike's eldest brother who in our eyes was an expert.
14. He hesitated a little (to open) the door. He had a feeling that there was somebody waiting for him inside.
15. (to hear) the sound of the door opened downstairs he tiptoed into the corridor and bent over the banister.
16. (to see) three little children dancing in the street to their own music he came up nearer to see them better.
17. Excuse me (to come) late.

9

Fill in the right preposition and the gerund.

1. My great-aunt is good (cook).
2. I'm really looking (see) you.
3. You should always decide (tell) lies.
4. My step-sister was sorry (pull) my hair.
5. I'm excited (run across) you at the bus-stop.
6. This competition consists (wrestle) and (archery).
7. Are you frightened (get) a poor mark in English?
8. Franziska and Lydia are crazy (play) in our drama group.
9. What was the reason (call) me on Sunday morning?
10. You should learn more instead (have) a lie-in all the time.

11. What are the advantages (take) part in an exchange program?

10

Fill in the gerund with the correct preposition.

1. She is looking forward _____ his aunt in Chicago. (visit)

2. My wife is keen _____ pop songs. (sing)

3. His mother was excited _____ to Africa. (go)

4. The secretary carried _____ the letter. (type)

5. The construction workers worried _____ their jobs.
(lose)

6. They tried to cope _____ in bad weather. (work)

7. The pupil is known _____ problems. (cause)

8. My wife apologized _____ late. (be)

9. The teacher always keeps _____ his timetable. (complain)

10. I insisted _____ the dog for a walk myself. (take)

11. The teenager is addicted _____ TV. (watch)

12. The actor is famous _____ crazy once in a while. (be)

13. The money will be devoted _____ the environment.
(protect)

14. The au-pair succeeds _____ the children busy for some time. (keep)

15. He blamed me _____ the CD player. (damage)

16. George Clooney is proud _____ in humanitarian projects. (take part)

17. I'm tired _____ the same things over and over again.
(repeat)

18. She said she was sorry _____ the vase. (break)

19. She is scared _____ alone at night. (be)

20. I'm very excited _____ tomorrow's game. (attend)

21. Jamie is sick _____ hamburgers all the time. (eat)

22. She ran away _____ behind her. (look)

23. The hikers are worried _____ enough water. (not have)

24. We are accustomed _____ our own bath. (have)

25. He has a habit _____ in the morning. (smoke)

26. The main disadvantage _____ is that planes are often delayed. (fly)
27. Her reputation _____ difficult games is well-known. (win)
28. My sister has got a talent _____ languages. (learn)
29. He took credit _____ the goal. (score)
30. She has a lot of experience _____ with mentally ill patients. (deal)

11

Use the appropriate form of the Gerund. Insert prepositions where necessary.

1. Now I can boast (to see) Rome and London, Paris and Athens.
2. How did you like the English rule (to drive) on the left side of the road instead of the right?
3. I hate (to be) ill and (to stay) in bed.
4. We all kissed Mother (to go) to bed. 5. I'm not used (to receive) Christmas presents.
6. At every school she went to she learned drawing, besides (to teach) by her father at home.
7. My wife and I look forward (to see) you and Rosa.
8. The children had to help (to sweep) and (to clean) the rooms and (to wash up) after meals.
9. The doctor left three different medicines with instructions (to give) them.
10. You can improve your pronunciation (to read) aloud.
11. I went out for a while (to give) the boy the prescribed capsules.
12. You can't act (to feel).
13. I dislike the idea (to spend) a holiday with hundreds of other people.
14. (to ask) about it he said he knew nothing.
15. The silence was broken by the sound of a door (to lock).
16. She walked a little (to leave) her office.
17. I remember (to go) to the British Museum one day.

12

Use the Gerund instead of the subordinate clauses. Insert prepositions if necessary.

1. I remember Mother reprimanded me when I spoiled her favourite fish-cake.
2. We recommended that work should start at once.
3. Thank you that you reminded me.
4. Nick suggested that we should dine at a restaurant to celebrate this little event.
5. He doesn't like when you interfere.
6. He prevents when I help him. 7. Nobody knew that they had agreed to take part in the expedition.
8. I insist that everything should be said in plain words so that there can't be any misunderstanding.
9. She dislikes when the children prompt one another and always gets very angry.
10. He wrote he would stay in Paris another week and did not explain why he was obliged to do so.
11. I can't recollect that they ever invited me to stay a weekend with them.
12. He was afraid that the news might cause excitement among the girls.
13. She disliked that he was so stubborn and would never listen to her reasons.
14. Nell denies that he is a bore.
15. I prefer that we should make use of tape-recording before we read the text.
16. Nobody objects that Peter lives with us.
17. We decided that we should join them in Glasgow.

13

Translate these sentences into English, using the proper form of the Gerund.

1. Неллі запропонувала піти в історичний музей.
2. Цю проблему варто обговорити.
3. Я пригадую, що бачила цю ж фотографію Британського музею в іншому журналі.

4. Хоча ми були в Лондоні всього три дні, я отримала велике задоволення від огляду визначних пам'яток цього величезного міста.

5. Вона боїться одна залишатися з дітьми. Вона не знає, що з ними робити, як їх забавляти.

6. Читання книг з історії Англії і, зокрема, Лондона – приємне і корисне заняття для майбутнього вчителя англійської мови.

7. Він уникає зустрічі зі мною після нашої сварки.

8. Вони не могли не спізнитися. Їх потяг затримався через туман.

9. Доктор наполягає на тому, щоб усім дітям були зроблені щеплення.

10. Твоє пальто потрібно почистити щіткою.

11. Я пам'ятаю, що бачила лист на столі. 12. Вибачте, що я втручаюся, але у мене дуже важлива новина для вас.

13. Я не люблю позичати гроші Це досить неприємно.

14. Вона вважає за краще все робити сама без будь-чиєї допомоги.

15. Джон сказав це голосно, не дивлячись ні на кого, і було неясно, до кого він звертається.

16. Немає ніякого іншого способу потрапити туди до заходу сонця.

17. Ми провели багато часу над написанням запрошень на наш вечір випускникам факультету.

18. Ви можете поліпшити вимову, слухаючи аудіо, а також читанням вголос.

19. Побачивши смажену індичку на підносі, він сказав, що це найкраще частування, яке тільки можна собі уявити.

20. Після того як він переглянув всі фотографії, Джон довго посміхався.

21. Я шкодую, що доводиться залишати вас так скоро.

The Difference between the Use of the Gerund and the Infinitive

14

Open the brackets using the infinitive or the gerund in the appropriate form. In some cases both are possible.

1. She was afraid ... (to be) alone.
2. They accused him of ... (to rob) the bank.
3. I don't feel like ... (to go) out.
4. I want ... (to go) there right now.
5. Don't forget ... (to shut) the windows.
6. I couldn't ... (to believe) my eyes when I saw him there.
7. He denied ... (to be) there.
8. The British Museum is much too big ... (to see) in a day or two.
9. Fancy ... (to find) you here.
10. I can't afford ... (to buy) such an expensive dictionary at the moment.

15

Supply the appropriate form of the verbs:

1. She never admits (make) mistakes.
2. Please avoid (be) alone with him.
3. When you finish (do) your homework, call me.
4. She's considering (be) a member of T.E.D. Club.
5. On Sundays I always practise (talk) English with my aunt.
6. Do you fancy (play) tennis this afternoon?
7. I dislike (study) history.
8. Please try to escape (make) him angry.
9. I enjoy (walk) in the rain.
10. She can't afford (buy) a car.
11. I decided (go) on Saturday.
12. Don't forget (tell) him the news.

13. They managed (pass) their exams.
14. He refused (see) me again.
15. Remember (post) the letters.
16. She seems (be) happy.
17. He waited (get) his salary.
18. He advised (study) hard.
19. The little boy's mother warned him (not / eat) so many apples.
20. Bob refused (talk) about his problems.

16

Make up sentences, using the Gerund after the following verbs.

Stop, finish, prevent, avoid, dislike, risk, deny, remember, postpone, enjoy, fancy, imagine, forgive, excuse, suggest, keep, mind, rely, regret, it wants (needs).

17

Supply the appropriate preposition and form of the verbs.

a)

1. I'm sorry (keep) you late.
2. I'm interested (play) tennis.
3. Instead (study) Alice watched TV.
4. He apologized (come) late.
5. He succeeded (pass) his exam.
6. I'm looking forward (go) to London.
7. We're thinking (travel) by train.
8. Do you feel (go) for a swim?
9. Do you have any good reason (not / call) me?

b)

10. Thank you (help) me carry the goods.
11. They reminded me (do) my assignment.
12. The children are excited (go) to the movies.

13. She always puts (do) the laundry.
14. Who is responsible (tidy) the room?
15. We're planning (go / swim) this weekend.
16. Do you have any difficulty (speak) English?
17. When Sam got tired, he stopped (work).
18. I remember (play) with dolls when I was a child.
19. I regret (not / listen) to my father's advice. He was right.
20. The thief was accused (steal) a woman purse.

18

Fill in the correct form of Gerund or Infinitive.

1. They are likely _____ up at any time. (show)
2. The man denied _____ the crime. (commit)
3. Their memories of _____ in Africa will stay with them forever. (travel)
4. He has always been afraid of _____. (fly)
5. _____ is good for your health. (swim)
6. Would you mind _____ me the sugar. (pass)
7. She promised _____ the report as soon as possible. (read)
8. I had a hard time _____ the situation to my husband. (explain)
9. She had some problems _____ without glasses. (read)
10. Paul gave up _____ five years ago. (smoke)
11. What about _____ to the zoo tomorrow? (go)
12. Barca _____ in winning the Spanish championship. (succeed)
13. They had fun _____. (ski)
14. My friend was happy _____ me at the party. (see)
15. He was ashamed _____ that he had lied. (admit)
16. It was very kind of you _____ me. (help)
17. She always wastes her time _____ bad books. (read)
18. We had no problem _____ from the airport to the train station. (drive)

19. She hadn't expected this task _____ so difficult. (be)
20. It's no use _____ a taxi. We'll be late anyway. (take)
21. Don't forget _____ the document as soon as you are finished. (sign)
22. She made me _____ like a real man. (feel)
23. _____ video games all the time is very boring. (play)
24. She is fond of _____ comics. (read)
25. Alvaro admitted _____ during the English test. (cheat)
26. The teacher reminded us _____ irregular verbs. (learn)
27. The boy refused _____ what his mother said. (do)
28. Brenda really hates _____. (study)
29. I used _____ basketball during my college years. (play)
30. How long does it take you _____ to the university? (walk)

19

Translate into English.

1. Я не пам'ятаю, щоб він коли-небудь звертався до мене з таким проханням.
2. Замість того, щоб обдумати питання як слід, вона відразу відмовилася.
3. Що завадило вам поїхати разом з нами?
4. Почувши далекий крик, він зупинився і прислухався.
5. Усвідомивши свою помилку, вона розсміялася.
6. Вона ніколи не втомлювалася говорити про своїх дітей. Вона так пишалася ними!
7. Вона дала мені зрозуміти, що помітила мене, злегка кивнувши головою.

The Difference between the Gerund and the Verbal Noun

20

Differentiate between '- ing' forms saying whether they are forms of the Gerund or the Verbal Noun. Prove it.

a)

1. His unexpected comings are really unpleasant.
2. What is so special about reading such kind of books?
3. They began discussing their problems without noticing me.
4. Mary's late coming made him angry and irritated.
5. He thought that the beating of his heart was heard all over the room.
6. Is he really suspected of having robbed the bank?
7. School teaching is his vocation.
8. Nothing will ever keep me from visiting my old congenial friends.
9. Excuse my careless writing.
10. Writing carefully is so characteristic of him.

b)

1. There's no improving on nature.
2. We were impressed by their artistic acting.
3. Having a child has been a turning point for me.
4. They approached the burning building rather cautiously.
5. I can't stand her constant complainings about noisy neighbours.
6. Smoking cigarettes can be as dangerous as playing Russian roulette.
7. Papermaking began in China and from there spread to North Africa and Europe.
8. After passing through customs, he took a bus from the airport to downtown Manhattan.
9. It's a well-known fact that black makes you look slimmer, but wearing it top to toe can be very ageing, and choosing to wear it all the time is boring.

10. It was an arduous time for John on the front lines of the Vietnam War, but somehow he survived the constant screaming of the drill instructors, the hours of marching, the physical conditioning in the desert heat, the training in the use of weapons, the barracks inspections, the scrubbing of toilets and floors and the tasteless food.

21

Point out gerunds and verbal nouns. Translate the sentences into Ukrainian.

1. Oh, Robert, dearest, don't leave us! I've so loved being with you.

2. He may have noticed my goings out and comings in.

3. There's no going back now. A. Remember at school one was always kept waiting for a beating.

5. Now and again came the clear hammering of the woodpecker or the joyless call of a crow.

6. She tried to speak lightly, but there was a lump in her throat and a tightening at her heart.

7. Upon reading this letter Shelton had once more a sense of being exploited.

8. "Oh," she cried when they were out of hearing. "I wish he would go."

9. She went quickly past him and out of the room without looking back.

10. He looked at us with a kind of cheerful cunning.

11. Well, what are your plans, Dixon? – I was thinking of going in for school teaching.

12. She arose, but before she had time to get out of the room a loud rapping began upon the front door.

13. He began tidying the cabin, putting away his clothes and straightening the bed.

14. I have only a candle to see by, so I trust you will excuse my bad writing.

15. He reached his rooms at midnight so exhausted that, without waiting to light up, he dropped into a chair.

16. He said he was looking forward to meeting you again.

17. And the worst of it is that I shall go on doing exactly I was going to do in the first place.

18. There was the splashing of big drops on large leaves and a faint stirring and shaking in the bush.

19. She began talking to the girl behind the bar.

20. Her father took no notice of her comings and goings.

22

Translate the sentences Into English, using the Gerund.

1. Я пам'ятаю, що була хвора в цей час.

2. Вона продовжувала мовчати, тому що боялася образити його, якщо розповість всю правду.

3. Не можна звикнути до того, що тебе ображають.

4. Побачивши мене, дитина радісно посміхнулася.

5. Мати не могла не хвилюватися, так як дітям давно пора було повернутися.

6. Вона розірвала лист на дрібні шматочки, не читаючи його.

7. Це питання варто обговорити.

8. Його оштрафували за те, що він перейшов вулицю в недозволеному місці.

9. Після того, що сталося, вона уникала зустрічатися з ним.

10. Він подумує про те, щоб залишити роботу і переїхати в село.

11. Мені сподобалася думка про те, щоб провести кінець тижня за містом.

12. Ви не заперечуєте, якщо я зайду до вас сьогодні ввечері?

13. Я звикла рано вставати, так як заняття в університеті розпочинаються о 8.00.

14. Ви повинні вчасно повертати книги в бібліотеку без нагадування.

15. Марно намагатися дістати квитки на цю виставу.

16. Ми отримували задоволення, слухаючи, як він розповідає про свої пригоди.

17. Зрозумівши, що я підходжу, вони перестали розмовляти.

18. Вона заперечувала, що бачила нас там.

19. Я не можу дозволити собі купити такі дорогі годинники.

20. Вона здавалася дуже здивованою, що побачила мене там.

Syntactic Functions of the Gerund

23

State the syntactic function of the Gerund.

a)

1. He felt much better for having had a lengthy conversation with her.
2. She had her eyes wide open at seeing her cousin there.
3. Their crazy plan was getting to the place before sunset.
4. She spent the day in doing the house.
5. His surprise at finding me in the lounge was really put on.
6. Children are so fond of skiing and skating.
7. They began discussing something in a lively manner.
8. Saying it now means destroying the whole plan.
9. One can't help admiring her graceful carriage.
10. She just looked at me without saying a word.

b)

1. Your composition needs brushing up.
2. It is far better to be happy than rich, but there is no harm in being both.
3. A woman with a baby, who had been there all the morning, insisted on taking his arm, for fear of losing him.
4. After graduating Paul Newman immediately started working in the theatre.
5. When I'm feeling fed up, I go for looking for bargains in the second-hand market or I have my nails done. It makes me feel better.
6. He was in the highest spirits after you left, and kept laughing to himself. I couldn't understand why he was so interested in knowing all about you, but I see it all now.
7. Sometimes the hardest part of writing is getting started. Looking at a sheet of blank white paper is like looking at a snow-covered car on an icy winter morning and wondering if the engine will turn over.
8. Instead of bending over the breakfast table, he was directing a look of violent hatred at a blameless fish on his plate.

9. He judged the gardens without paying much attention to them.

10. Mr Darling had a passion for being exactly like his neighbours.

24

Comment on the functions of the Gerund in the following sentences.

1. Looking after children requires patience.

2. It is no use discussing it now, we must act.

3. It was no good taking the little darling up to town, she got only tired.

4. Seeing is believing.

5. What he loves best in the world is playing football.

6. The main thing to do in this situation is getting away as soon as possible.

7. The car began moving away.

8. Every second he kept glancing at the clock.

9. The kind woman started crying before the boy had finished his sad story.

10. However hard he tried he could not stop thinking about it.

11. He enjoyed teaching and knew that he did it well.

12. Do you mind seeing these photos again?

13. I dislike reminding you continually of the things you ought to have done.

14. I can't afford buying this expensive hat.

15. Oh, how I dislike being interrupted!

25

Translate into English using the Gerund.

a)

1. Одержавши телеграму, він негайно виїхав з дому.

2. Ця стаття заслуговує на те, щоб її переклали на українську мову.

3. Вона зайнята прослуховуванням нового тексту.

4. Підлогу треба пофарбувати.

5. Існують різні способи перекладу герундія на українську мову.
6. Він краще запам'ятовує нові вирази, вживаючи їх у власних реченнях.
7. Ми не можемо піти на концерт, не купивши квитки заздалегідь.
8. Ми з нетерпінням чекаємо, коли буде виданий цей роман.
9. Я наполягаю на тому, щоб її послали на конференцію.
10. Мене зовсім не дивує, що вона робить так багато граматичних помилок.

b)

1. Слухання музики підбадьорює мене.
2. Найбільше, що вчителям не подобається – це обман.
3. Моєю першою роботою було доставляти квіти людям.
4. Вона завжди чесна, їй немає сенсу казати неправду.
5. Пам'ятаєш як ми дивилися цей фільм минулого літа?
6. Він змінив список гостей, нікого не запитавши і не попередивши.
7. Найбільше, що він любить – це зустрічатися зі старими друзями.
8. Замість того, аби допомогти нам приготувати обід, вони скаржаться чому він ще не готовий.
9. Незважаючи на всі відмови, Том продовжував претендувати на інші вакансії.
10. Ви можете легко практикувати мову, слухаючи британців по телевізору чи в Інтернет мережі.

The Predicative Construction with the Gerund

26

Comment on the ways of expressing the nominal part of a gerundial construction. State the syntactic function of the construction.

1. Mary's coming so late didn't surprise anyone.
2. What annoyed me most of all was their behaving in such a silly way.
3. Mother objected to Peter going to town all by himself.
4. After the children's coming back home she began cooking dinner.
5. I object to your proposal of Mary and Jane visiting us tonight.
6. Excuse me leaving so early, but I really have some urgent business.
7. How can I prove it without her accepting the invitation?
8. For Dick's having disappeared so unexpectedly nobody knew what to do.
9. I know nothing of his having left the job without any notice.
10. Despite their arriving late they decided to phone us.

27

Indicate the Gerundial Construction. Define its syntactic function.

1. Do you agree to our taking her up to town and putting her under the best control?
2. His breathing heavily when he greeted her was the result of running up two flights of stairs.
3. Of course I should insist on your accepting the proper professional fee.
4. She was startled by the noise of the outer door being opened.
5. "You know Sven hates your standing down at the door alone," said Minnie.

6. I can't bear the thought of the children staying there alone.
7. We knew nothing of his being a humorous writer.
8. Your being so indifferent irritates me a great deal.
9. We've got a lot of questions to settle before your leaving.
10. What annoyed me most of all was his accepting their proposal quite readily.
11. Nick was very much excited about his favourite cake getting spoiled.
12. I remember in school days he couldn't answer the teacher's questions without my prompting him.
13. Don't think she'll approve of your telling me this.
14. His having failed at the entrance examination was a great disappointment to his mother.
15. Uncle Julius insists on my coming to keep him company.

28

Translate into English, using the Gerund or Gerundial Construction.

1. Я не люблю проваджати. Я вважаю за краще, щоб проваджали мене.
2. Вам не треба було б наполягати на тому, щоб вам сказали правду.
3. Те, що він прийшов, міняє справу.
4. Я пам'ятаю, що поклала гроші в сумку.
5. Я не можу дозволити собі купувати такі дорогі речі.
6. Ви нічого не маєте проти того, щоб він зайшов до вас сьогодні?
7. Вона продовжувала говорити, не звертаючи уваги на наші слова.
8. Він був сердитий на нас за те, що ми його потурбували.
9. Думка про те, щоб сказати їй все відкрито, лякала його.
10. Ми хотіли провадити її, але вона наполягла на тому, що піде одна.

Translate into English, using the Gerund or Gerundial Construction

1. Ти полубляєш готувати сама чи обідати в університетській їдальні?
2. Не можна швидко одужати, не приймаючи ліки регулярно.
3. Я раджу вам перестати турбуватися про дитину. Їй уже нічого не загрожує.
4. Всім сподобалася думка відсвяткувати день народження Джона за містом.
5. Ми вирішили прогулятися перед тим, як лягти спати.
6. Хлопчик боявся з'явитися у будинку в такому вигляді. Було ясно, що він заслуговує на покарання.
7. Вона не звикла отримувати подарунки і була здивована, побачивши на столі чудові троянди.
8. Вам не треба було б наполягати на тому, щоб вам сказали про це.
9. Вже лише через це варто було повернутися додому.
10. Ми не могли не посміхнутися серйозності дитини.
11. Ми не могли навіть мріяти про те, щоб потрапити на прем'єру цієї вистави.
12. Вона продовжувала розважати гостей, так ніби нічого не сталося.

Revision Section on the Gerund

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Use the Gerund or the Infinitive of the verbs in brackets. Fill in the blanks with appropriate prepositions.

a)

1. He was so young, so gay, he laughed so merrily at other people's jokes that no one could help (like) him.
2. Yalta is a nice town (live)
3. He was on the point... (quarrel) with her.
4. I want you (help) me (pack) this suitcase.
5. I should love (go) to the party with you; I hate (go) out alone.
6. Don't forget (put) the book in the right place.
7. I forgot (put) the book on the top shelf and spent half an hour or so ... (look) for it.
8. She told me how (make) clothes (last) longer.
9. Mother says she often has occasion (complain) ... (he, come) late.
10. ... (do) the exercise you should carefully study the examples.

b)

1. You must encourage him (start) (take) more exercise.
2. Bob was greatly ashamed ... (beat) in class by a smaller boy.
3. I looked around me, but there was no chair (sit)
4. We heard ... (he, come) back today.
5. She could not bear the thought ... (he, stay) alone.
6. Are you going (keep) me (wait) all day?
7. He pushed the door with his toe ... (put) his suitcases down.
8. I should have gone (fetch) the doctor instead ... (remain) where I was.
9. Oh, Robert, dearest, it's not a thing (joke) about. I've so loved (be) with you. I'll miss you more than anyone.
10. His first impulse was (turn) back, but he suppressed it and walked in boldly.
11. "I'm sorry, Margaret," he said, "I'm too old (start) (play) hide-and-peek with school girls."

Gerund or Infinitive - Fill in the correct form.**a)**

1. Don't let them _____ (cross) that dangerous road on their own.
2. What about _____ (have) a last drink ?
3. They accused me of _____ (break) the window.
4. They'd rather _____ (go) to Tuscany than to Ireland.
5. There was a very good reason for _____ (not believe) in what he said.
6. I don't know what _____ (believe) anymore.
7. Remember _____ (phone) Tom tomorrow - OK I won't forget.
8. The teacher watched the pupil _____ (cheat).
9. Why not _____ (spend) our holiday in Florida this year?
10. She is always the last _____ (arrive)
11. I like _____ (think) carefully about things before _____ (make) a decision.
12. Steve used _____ (be) a footballer. He had to stop _____ (play) because of an injury.
13. How do you _____ (make) this machine work? - I'm not sure. Try _____ (press) the button and see what happens!
14. What do you advise me _____ ? (do)
15. They intend _____ a new house next year. (buy)

b)

1. Most teachers insist on their pupils _____ (do) the homework.
2. She has often made me _____ (cry).
3. I expect _____ (hear) from you by Monday.
4. It's no use _____ (pretend) _____ (like) her food.
5. How old were you when you learnt _____ (drive)?
6. I don't mind _____ (walk) home but I'd rather _____ (get) a taxi.
7. I can't make a decision. I keep _____ (change) my mind.

8. We had to keep him from _____ (fall) off the cliff.
9. He had made his decision and refused _____ (change) his mind.
10. It was a good holiday. I enjoyed _____ (be) by the sea.
11. Did I really tell you I was unhappy? I don't remember _____ (say) that.
12. The water here is not very good. I'd avoid _____ (drink) it if I were you.
13. I pretended _____ (be) interested in the conversation.
14. I got up and looked out of the window _____ (see) what the weather was like.
15. I have a friend who claims _____ (be) able to speak five languages.

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State the syntactic functions of the Gerund.

1. He was busy getting ready for his journey.
2. Nobody thought of anything but spending money, and having what they called "a good time."
3. But instead of soothing Shelton these words had just the opposite effect.
4. The idea of settling down in that little town filled her with nothing but regret.
5. He was in the habit of dozing after dinner in his favourite armchair.
6. She knew that there was a danger of falling ill.
7. I walked to my place as fast as I could without breaking into a run.
8. Before speaking he carefully thought out what he was going to say.
9. By studying early in the morning he saved a good deal of time.
10. On reading her letter he had once more a feeling of disappointment.

Fill in the proper preposition with the Gerund.

1. You must apologize your teacher..... (forget) to give you homework.
2. Frankly speaking, some children are afraid (go) to the dentist's.
3. Are you interested (do) a 12-week crash course in *IELTS*?
4. You have all chances (become) a chairman at our department.
5. Sarah is dreaming (go) to the Globe, where many of Shakespeare's plays were first publicly performed.
6. There's no hope (get) a ticket for the Modern Talking concert.
7. Charlie Chaplin and Mr Bean are famous / known (joke).
8. Your idea (work out) in the gym twice a week keeps me fit.
9. In spite (keep) silent you are always prompting with a lot of mistakes.

Translate into English, using the Gerund or Gerundial Construction

1. Окрім того, що він прекрасний актор, він ще й досвідчений режисер.
2. Я не пам'ятаю, щоб він коли-небудь вітав мене з днем народження.
3. Чому ви відпустили пацієнта, не змірявши йому кров'яний тиск?
4. Я думаю взяти участь в першості університету з шахів.
5. Моя супутниця подякувала мені за те, що я пригледіла за її багажем.
6. Я дуже люблю плавати і намагаюся ніколи не упустити можливості скупатися.

7. Після цієї неприємної сцени вона уникала, щоб її бачили в суспільстві.

8. Ви не заперечуєте, якщо я покладу вам ще порцію пирога?

THE PARTICIPLE

THE MAIN CHARACTERISTICS

The Participle is a non-finite form of the English verb which names an action without pointing out person, number and mood.

The term 'participle' is used when we speak about both Participle I (the Present Participle) and Participle II (the Past Participle). It may seem that these participles refer to different tenses but in fact the difference between them is in voice rather than in mood.

- **Participle I** is formed by adding the ending -ING to the stem of the verb irrespective of the fact whether the verb is regular or irregular.

E.g. Speak - *speaking*, take - *taking*, wash - *washing*

- **Participle II** is formed by adding the ending -ED to the stem of the regular verb or using the 3-rd form of the irregular verb.

E.g. Wash - *washed*, speak - *spoken*, build - *built*, cut - *cut*

The Double Nature of the Participle

Like all the verbals, the participle has a double nature. It combines a verbal character with adjectival and adverbial characteristics.

The Adjectival and Adverbial Characteristics of the Participle

- The adjectival character of the participle can be seen from the function of an attribute which is often expressed by the participle.

E.g. The little girl *playing* in the yard is Jane's daughter.

He read a short story *written* by W.S. Maugham.

- The adverbial character of the participle is demonstrated by its syntactic function of an adverbial modifier of different types.

E.g. She sat at the table *reading* a newspaper.

He looked at me as if *surprised* at my words.

The Verbal Character of the Participle

The verbal character of the participle is expressed in the same way as the verbal character of the infinitive and the gerund.

- Participle I of transitive verbs can take a direct object.

E.g. *Reading a new book* he usually writes out some unfamiliar words.

- The participle can be modified by an adverb.

E.g. *Looking at me hesitantly* he slowly approached the table.

She said it as if *greatly shocked*

Participle I has relative tense and voice distinctions though Participle II doesn't have any. As a result, Participle I of transitive verbs can have 4 forms.

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

As it has been mentioned Participle II has only one form which usually expresses an action prior to the action of the finite verb but sometimes it may refer to no particular time.

E.g. It was a book *admired* by everyone.

In most cases Participle II denotes an action which has a passive meaning but sometimes it may express passing into a new state.

E.g. The room *cleaned* by Mary looked perfect.

Kitty picked up a *withered* flower and a few *fallen* leaves.

The Tense Distinctions of Participle I

Like all the other verbals, Participle I expresses tense distinctions through their relation to the action of the finite verb. The form of Participle I can show an action simultaneous with or prior to the action of the finite verb.

- **Participle I Indefinite Active or Passive expresses an action simultaneous with the action of the finite verb.**

E.g. *Working* with his papers he was very concentrated.

NOTE. *Participle I of the verbs of sense perception and motion expresses an action prior to the action of the finite verb.* The use of Participle I Perfect in this case is possible though it is considered to be obsolete.

E.g. *Hearing* a strange noise he paused.

Coming home he immediately went to the lounge.

- **Participle I Perfect Active and Passive denotes an action prior to the action of the finite verb.**

E.g. *Having completed* his essay he decided to have a short rest.

Participle II has no tense distinctions. It has only one form which can express both an action simultaneous with, and prior to, the action expressed by the finite verb; the latter case is more frequent.

E.g.: His sister's eyes **fixed** on him with a certain astonishment, obliged him at last to look at Fleur. (*Galsworthy*)

I was reminded of a portrait **seen** in a gallery. (*Du Maurier*)

In some cases Participle II denotes an action referring to no particular time:

He is a man **loved** and **admired** by everybody.

Participle II of transitive verbs has a passive meaning, e.g. *a broken glass, a caged bird*. Participle II of intransitive verbs has no passive meaning; it is used only in compound tense – forms and has no independent function in the sentence unless it belongs to a verb which denotes passing into a new state, e.g. *a withered flower, a faded leaf*.

THE FUNCTIONS OF THE PARTICIPLE

Study the following table and translate all the information:

Participle I	Participle II
1) Attribute	
1) They admired a smiling child. (pre-position)	1) He answered through the locked door.
2) The child playing there is Jimmy's son. (post-position)	2) We couldn't open the door locked by Mr. Ballisat.
2) Adverbial modifier of time	

1) Writing the test, she was nervous. 2) Having written the test, she left the room.	1) When asked about it she couldn't help smiling.
3) Adverbial modifier of cause	
1) Being a strong person, he was afraid of nothing. 2) Having been in that situation before, he knew what to do.	1) She went out, attracted by the noise.
4) Adverbial modifier of manner & attendant circumstances	
1) She entered the room, looking around.	1) She entered the room, accompanied by the guests.
5) Adverbial modifier of comparison (as if, as though)	
1) He looked very nervous as if waiting for somebody.	1) She looked happy & detached as though lost in sweet dreams.
6) Adverbial modifier of condition (if discovered, if found, if done...)	
	1) It was a mysterious story & if discovered it would bring a lot of gossip.
8) Predicative (after the verb to be!)	
1) The news was exciting . 2) They are talking / were talking / will be talking / have been talking for 3 hours ...	1) The people were excited by the news.
9) Complex object	

1) I saw her crossing the street. 2) We heard Tom talking of us.	1) We found all around changed . 2) She had her hair done .
10) Compound verbal predicate	
1) She was seen crossing the street. 2) Tom was heard talking of us.	
11) Parenthesis	
1) Generally speaking , the idea is clear. 2) Judging by the facts , it wasn't an ordinary story.	

!Copy the table into your copy books and make up your own examples.

Note1: We can speak about the tense distinctions of **Participle I Active** only in **the function of the adverbial modifier** (Participle I Indefinite Active is used if the action is **simultaneous** & **Participle I Perfect Active** is used if the action is **prior** to that one expressed by the finite verb).

E.g.: **Doing** the work people felt tired.

Having done the work people went home.

Note2: In the function of an attribute only Participle I Indefinite Active is used.

1) As a rule it shows the action going on at the present moment or time.

E.g.: Let's call a boy **working** in the garden = who *is working* in the garden now.

2) It may also show the action that was going on at the definite moment in the past.

E.g.: We called a boy **working** in the garden.= who *was working* in the garden.

3) Participle I Indefinite Active is also used in the function of an attribute when the action refers to no particular time (very often in descriptions). This action remains unchanged.

E.g.: We approached a big fence, **surrounding** the garden.

The road, **leading** to the forest, is dangerous.

You will like the picture, **hanging** on the wall.

Note3: It is possible to use Participle I Indefinite Active in the function of an attribute instead of the Present or Past Continuous when the action is not completed. Participle I Perfect Active is never used in the function of an attribute! If the action refers to the past, especially if it is a completed action a clause is generally used but not the Participle.

E. g.: The boy **who did** all the work deserves praising.

PREDICATIVE CONSTRUCTIONS WITH THE PARTICIPLE

1) The Objective Participial Construction	2) The Subjective Participial Construction
<p>1) It consists of 2 elements: the participle & a noun in the common case or a pronoun in the objective case (you, him, her, them)</p> <p>2) It has the function of a complex object.</p> <p>3) Participle I Indefinite Active or Participle II is used in this construction.</p> <p>5) It is found after the verbs of sense perception: <i>to see, to hear, to feel, to find, to notice</i>: I saw her dancing. You will hear Sam singing. She found the kitten sleeping. She felt somebody watching her.</p>	<p>1) It consists of 2 elements: the participle & a noun in the common case or a pronoun in the nominative case, which is the subject of the sentence.</p> <p>2) One element has the function of a subject, the other – of a compound verbal predicate.</p> <p>3) Participle I Indefinite Active is used in this construction.</p> <p>4) It is translated into Ukrainian as <i>неозначено-особове речення</i>.</p> <p>5) It is found after the verbs of sense perception: <i>to see, to hear, to feel, to find, to notice</i>: She was seen dancing. Sam will be heard singing. The kitten was found sleeping. The horse was seen descending the hill.</p>

THE NOMINATIVE & PREPOSITIONAL ABSOLUTE PARTICIPIAL CONSTRUCTIONS

The Nominative Absolute Participial Construction

1) It consists of 2 elements:

the participle & a noun in the common case or a pronoun in the nominative case, which is not the subject of the sentence.

2) Participle I (in all its forms) & Participle II is used.

3) It corresponds to an adverbial clause. It is separated from the rest of the sentence by a comma or a semicolon:

4) It has the function of *an adverbial modifier of time*:

The lamp having been lit, she began reading.

The work completed, he had a month's leave.

5) *an adverbial modifier of cause*:

It **being** dark, he didn't see us.

They went for a walk alone, **George having stayed in the hotel**.

6) *an adverbial modifier of attendant circumstances*:

He turned & went away, **we as before following him**.

She stood in front of the shop window, **her face almost pressed to the glass**.

(It is always placed at the end of the sentence & corresponds to a clause)

7) *an adverbial modifier of condition*:

In this case the construction is used exclusively with the participles *permitting* & *failing*.

Weather, (time, circumstances) permitting, we shall start tomorrow.

Plans failing, but hope remains.

The Prepositional Absolute Participial Construction

- 1) It is introduced by the preposition *with*.
- 2) Participle I & Participle II is used.
- 3) It corresponds to a clause or дієприкметниковий зворот. It is separated from the rest of the sentence by a comma.
- 4) It has the function of *an adverbial modifier of attendant circumstances*:

They were walking together again, *with Tom joking & laughing*.

She sat quite silent, *with her eyes fixed on the ground*.

ABSOLUTE CONSTRUCTIONS WITHOUT A PARTICIPLE

1) The <i>Nominative</i> Absolute Construction	2) The <i>Prepositional</i> Absolute Construction
<p>Instead of the participle we find an adjective, an adverb or a prepositional phrase. It is separated from the rest of the sentence by a comma or a semicolon:</p>	
<p>1) It has the function of <i>an adverbial modifier of time</i>. In this function it is rendered into Ukrainian by an adverbial clause: Breakfast over, he went out.</p> <p>2) It has the function of <i>an adverbial modifier of attendant circumstances</i>. He went back home, heart full of joy.</p>	<p>1) It has the function of <i>an adverbial modifier of attendant circumstances</i>. In rendering this construction in Ukrainian a coordinate clause is used. All found him ready and waiting for us, with the suitcase in his hand.</p> <p>Ripston, with Jim's hand still in his, quickly approached the door.</p>

PRACTICAL TASKS

THE MAIN CHARACTERISTICS

1

State the form of Participle I. Translate the sentences:

- 1) **Judging** him by his figure and movements, he was still young. (*Collins*)
- 2) **Having traversed** seven hundred miles, he was now travelling toward the border of the USA. (*Horgan*)
- 3) **Placing** his drink upon the mantelpiece, the ex-convict stood for a moment, **observing** the young man out of the corner of his eye. (*Cronin*)
- 4) **Being** very **tired** with his walk, however, he soon fell asleep and forgot his troubles. (*Dickens*)
- 5) **Having shaken** hands with them, he brought his own hands together with a sharp slap. (*Priestley*)
- 6) Manuel went in, **carrying** his suitcase. (*Hemingway*)
- 7) I am going to Rome, **having** friends there. (*Dickens*)
- 8) While **pondering** this problem, I sat in the dormitory window-seat. (*Ch. Bronte*)
- 9) There was sunlight **coming** in through the shutters. (*Hemingway*)
- 10) Abraham appeared at noon the next day, **bringing** with him two hundred dollars in cash. (*Stone*)
- 11) Much of the afternoon I looked out of the window, as though **thinking**, but not really **thinking**. (*Snow*)
- 12) Cecilia had heard very little, **being absorbed** in her own reflections. (*Crawford*)
- 13) **Having breakfasted**, out I went. (*Ch. Bronte*)
- 14) He looked at his father **listening** with a kind of painful desperation. (*Cronin*)
- 15) **Never having encouraged** friends to drop in spontaneously, she was almost totally alone. (*Stone*)
- 16) A cold wind swept the pavement, **bearing** a scrap of silver paper from a chocolate box across the lamp-light. (*Greene*)
- 17) **Being treated** awfully, Jimmy decided to run away from home.
- 18) **Having been saved**, the boy was out of danger.

Point out the First Participle and state its functions in the sentence:

1. She sat very still, and the train rattled on in the dying twilight.
2. I sat quite silent, watching his face, a strong and noble face.
3. He wished to say something sympathetic, but, being an Englishman, could only turn away his eyes.
4. She was always to him a laughing girl, with dancing eyes full of eager expectation.
5. It was a bright Sunday morning of early summer, promising heat.
6. The door opened and he entered, carrying his head as though it held some fatal secret.
7. I'm afraid it's the moon looking so much like a slice of melon.
8. Lying he spoke more quickly than when he told the truth.
9. I hadn't slept the night before, and, having eaten a heavy lunch, was agreeably drowsy.
10. When driving in London it self she had as immediate knowledge of its streets as any taxi- driver.
11. "What a nice lunch," said Clare, eating the sugar at the bottom of her coffee cup.
12. While eating and drinking they talked loudly in order that all present might hear what they said.
13. For the first time she stared about her, trying to see what there was.
14. I received from her another letter say ing that she was passing through Paris and would like to have a chat with me.
15. I sat on the doorstep holding my little sis ter in my arms thinking over my chances of escaping from home.

Use the appropriate form of the First Participle of the verbs brackets:

1. (to look) out of the window, she saw there was a man working in the garden.
2. That night, (to go) up to his room Shelton thought of his unpleasant duty.
3. (to descend) to the hall, he came on Mr. Dennant (to cross) to his study, with a handful of official-looking papers.
4. The carriage was almost full, and (to put) his bag up in the rack, he took his seat.
5. (to know) that she couldn't trust Jim, she sent Peter in stead.

6. (to do) all that was required, he was the last to leave the office.
7. (to return) home in the afternoon, she became conscious of her mistake.
8. He couldn't join his friends (to be) still busy in the laboratory.
9. (to finish) his work, he seemed more pleased than usual.
10. (to step) inside, he found himself in what had once been a sort of office.
11. He left the room again, (to close) the door behind him with a bang.
12. I spent about ten minutes (to turn) over the sixteen pages of "The Times" before I found the chief news and articles.
13. (to turn) to the main street, he ran into Donald and Mary (to return) from school.
14. (to return) from the expedition he wrote a book about Central Africa.
15. (to get) out of bed she ran to the window and drew the curtain aside.

4

Use the appropriate form of the participle instead of the finite form of the verb:

E.g.: *When he arrived at the railway station, he bought a ticket, walked to the platform and boarded the train.*

Arriving at the railway station, he bought a ticket, walked to the platform and boarded the train.

- 1) *As he was promised help,* he felt quieter.
- 2) *After he was shown in,* he was told to take off his coat and wait for a while.
- 3) Robinson *started the building of the house at once* and finished it before the season of rains set in.
- 4) He *poured out a cup of coffee,* sat down in an armchair and looked at the woman *who was sitting opposite him.*
- 5) *When he had left the house and was crossing the street,* he suddenly stopped *as he remembered* that he had forgotten to phone his friend.
- 6) He looked at me and hesitated: *he did not know what to say.*
- 7) *As he had long lived in those parts and knew the place very well,* he easily found his way to the market-place.
- 8) He has no language problems, *because he has been studying English for a long time.*

5

Open the brackets, using the appropriate form of the participle:

- 1) (to translate) by a good specialist, the story preserved all the sparkling humour of the original.
- 2) (to approve) by the critics, the young author's story was accepted by a thick magazine.
- 3) (to wait) for some time in the hall, he was invited into the drawing-room.
- 4) (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady.
- 5) They reached the oasis at last, (to walk) across the endless desert the whole day.
- 6) (to lie) down on the soft couch, the exhausted child fell asleep at once.
- 7) She went to work, (to leave) the child with the nurse.
- 8) (to phone) to the agency, he left (to say) he would be back in two hours.
- 9) (to write) in very bad handwriting, the letter was difficult to read.
- 10) (to write) his first book, he could not help worrying about the reaction of the critics.
- 11) (to spend) twenty years abroad, he was happy to be coming home.
- 12) (to be) so far away from home, he still felt himself a part of the family.
- 13) She looked at the enormous bunch of roses with a happy smile, never (to give) such a wonderful present before.
- 14) (not to wish) to discuss that difficult and painful problem, he changed the conversation.

6

Continue the chain, making up your own examples (use Participle I Indefinite or Perfect Active):

- 1) Walking about the city, I met my old friends.
- 2) Meeting my old friends, I was really glad.
- 3) Being glad, I shook hands with them.
- 4) Having shaken hands with each other, we decided to walk together and to have a talk.
- 5) Walking together,...

7

Translate into Ukrainian, paying attention to Participle II:

- 1) Stirred by the beauty of the twilight, he strolled away from the hotel. (*Cronin*)
- 2) For a moment the trio stood as if turned to stone. (*Murdoch*)
- 3) He looked at her for a moment as though amazed at her friendliness. (*Greene*)
- 4) Fancy a married woman doomed to live on from day to day without one single quarrel with her husband. (*Jerome K. Jerome*)
- 5) He bowed low when presented to Dinny. (*Galsworthy*)
- 6) Displeased and uncertain Brande gazed from his son to the Spanish gardener. (*Cronin*)
- 7) With closed eyes he leaned back on the bench. (*Baum*)
- 8) Prepared, then for any consequences, I formed a project. (*Ch. Bronte*)
- 9) They came to a quiet little station lit by a single bulb, almost hidden in a mass of oleander and vines and palmettos. (*Faulkner*)
- 10) We walked down the hall and down the wide thickly carpeted stairs. (*Hemingway*)

8

Open the brackets, using the appropriate form of the participle:

- 1) (to read) the telegram twice, he understood that the matter needed immediate attention.
- 2) When (to fill in a form), you must write your name and address clearly. 3) (to make great progress) by the end of the school year, he was able to start reading books in the original.
- 3) “Don’t lose your things, little boy,” said a young man, (to pick up) the gloves (to drop) by the boy.
- 4) (to be fond of) music, my brother never misses an opportunity to go to a good concert.
- 5) (to walk) about the town for some time, he changed his mind and decided to follow the advice (to give) by his friend.
- 6) The speech (to make) at the exhibition impressed everyone.
- 7) I had never realized what a talented writer he was until I saw his play (to stage) in Moscow theatre.

- 8) We would like you to see the works (to paint) by a young painter.
- 9) The door opened. There stood a man, (to shiver) with cold. He said he had brought the information (to gather) during the expedition.

9

Open the brackets using the appropriate form of Participle I or Participle II.

1. The family ... (to live) next door to the east was Jewish.
2. So the daisy, although ... (to imprison), was completely safe.
3. Over the desert the sun burned down ... (to make) it desolate and dry.
4. Bombardier Sparrow spent the morning ... (to rehearse) the concert party.
5. Trumpet Sergeant Major Kettleband was an artilleryman ...(to station) at the Fort.
6. ... (to astonish) at himself and calmness of his own voice, he heard one of the boys.
7. ... (to look) out the window of his new home Rubin could see a playground.
8. 'Yes, returns', said Florence as the man broke the green ticket in two, ...
9. (to keep) one half.
10. After supper they sat by the fire and had tea from Strawberry Fair cups ... (to pour) from a jug.

10

Open the brackets using Participle I or Participle II.

1. (to read) the story, she closed the book and put it on the shelf.
2. (to buy) some fruit and cakes, we went home.
3. (to sit) near the fire, he felt very warm.
4. (to sell) fruit, he looked back from time to time, hoping to see his friends.
5. (to sell) his fruit, he went to see his friends.
6. (to write) out and (to learn) all the new words, he was able to translate the text easily.
7. (to look) through some magazines, I came across an interesting article about UFOs.

8. (to do) homework he was thinking hard.
9. (to do) homework he went for a walk.
10. (return) from their day's outing, they found dinner ...(to serve).

11

Choose the correct form of the Participles.

1. a) I found the book (boring, bored).
b) I got (boring, bored) with staring out of the window.
2. a) The girl (washing, washed) the floor is my cousin.
b) The dishes (washing washed) by Maria looked very clean.
3. a) Who is that boy (driving, driven) a BMW?
b) The car (buying, bought) by Sarah was not expensive.
4. a) Our hall of residence (surrounding, surrounded) by tall trees is not far from park 'Sofiyivka'.
b) The trees (surrounding, surrounded) the hall were very high.
5. a) The boy (reading, read) a booklet is my nephew.
b) The brochure (reading, read) by Paul is quite attractive.
6. a) The door (locked, locking) by him was brown.
b) (Locking, locked) the door he forgot to walk his dog.
7. a) The most (exciting, excited) time he has ever had was when he went to the Congo jungle.
b) I was (exciting, excited) by her new idea.
8. a) We could hear the noise of furniture ...(moving, moved) upstairs.
b) For a moment they sat silent ...(being moved, moved) by the story.
9. a) When ...(telling, told) the story, we listened to it breathlessly.
b) I can't forget the story ...(telling, told) by the old man.
10. a) (stealing, stolen) valuables and cash worth \$500,000.
b) He robbed a bank, ... (stealing, stolen) cash which are worth \$500,000.

12

Translate the sentences into Ukrainian. Define the function of the participle. (It may be used as an attribute, adverbial modifier, part of a compound verbal predicate)

A. Present Participle (Participle I) Active/Passive

1. He looked at the smiling children.
2. The large house being built in our street is a new school.
3. When playing tennis he slipped and broke his leg.

4. Entering the room he saw a letter on his desk.
5. John looked out of the window while waiting for her answer.
6. He did not say a word, again looking at his hands.
7. Not being able to read or think she phoned her brother and asked him to come.
8. Being packed in strong cases, the goods arrived in good condition.

B. Past Participle (Participle II)

1. The teacher asked the students to read the sentences written on the blackboard.
2. The problem discussed at the meeting yesterday is very important.
3. The girl stopped before the closed door.
4. Squeezed by the ice the steamer could not continue her way.
5. Asked whether he would return soon, he answered that he didn't know.
6. The stone is thrown.

C. Perfect Participle Active/Passive

1. They were old friends having been at school together.
2. Having closed the sitting-room door, she sat down in the armchair.
3. Having never been to Canada myself, I listened to him with great interest.
4. Having been sent to the wrong address, the letter didn't reach him.
5. Having been dried and sorted, the goods were placed in a warehouse.

THE FUNCTIONS OF THE PARTICIPLE

13

a) State the function of the participle. Translate into Ukrainian:

1) The girl sitting on the beach, watched the white, soft clouds floating across the sky. 2) The secretary couldn't find the lost documents. 3) The cake cooked by mother was the tastiest! 4) The story told by Nick turned out unbelievable. 5) Leaving the room, Mary suddenly stopped and turned to Tom. 6) Having examined the patient, the doctor said he was all right. 7) When interviewed the actor felt excited. 8) Sister Polly went out called by her brother. 9) Being polite, he said nothing. 10) Having been at the factory before, he knew every detail. 11) The man rang the door bell waking up all the house. 12) She ran upstairs, making much noise. 13) The foreigner came up straight to us followed by his interpreter. 14) The child looked very sad as if hurt by somebody. 15) They have never seen her looking so strange as though concealing something. 16) He behaved in a very unusual way as if having done something wrong. 17) Jim hid in a safe place but if found he would be brought home and beaten cruelly. 18) The offer though approved of wasn't accepted. 19) What would you say if asked about it? 20) Her feelings though hurt weren't destroyed. 21) What are you surprised at? 22) The scenery is amazing, isn't it? 23) I've been waiting for you here for an hour already! Why are you late? 24) You've had your hair cut, haven't you? 25) Having returned in three months, he found the house built. 26) Did you see Mary dancing? It's so beautiful! 27) When you hear Tom singing you are sure to like it! 28) Something strange was seen flying in the sky. 29) Tell me, if I was noticed crying? 30) Generally speaking, it's a crazy idea. 31) Judging by your work, you've made progress! I want the work completed today!

14

Change attributive clauses by Participle I in the function of an attribute:

E.g.: All the people *who live in this house* are students.

All the people **living** in this house are students.

- 1) The man *who is speaking* now is our new secretary.
- 2) The apparatus *that stands on the table in the corner of the laboratory* is quite new.
- 3) The young man *who helps the professor in his experiments* studies at an evening school for laboratory workers.

- 4) People *who take books from the library* must return them in time.
- 5) There are many pupils in our class *who take part in all kinds of extra-curricular activities*.

15

Change the clauses by the participle. State the function:

E.g.: *As he now felt more at ease*, the man spoke in a louder voice.

Feeling more at ease, the man spoke in a louder voice.

- 1) *Since he knew who the man was*, Paul was very pleased to have the chance of talking to him.
- 2) *As he thought that it was his brother in the car*, he decided to call him. 3) *As the people were afraid of falling into a ditch at any moment*, they felt their way about very carefully.
- 3) *Since he needed a shelter for the night*, Peter decided to go to the neighbours' house.
- 4) The policeman came up to a man *who was sleeping on the bench*.

16

Change the clauses by the participle. State the function:

E.g.: *When you speak English*, pay attention to the order of words.

Speaking English, pay attention to the order of words.

- 1) Suddenly *the man who was speaking English* looked at me.
- 2) *When you leave the room*, don't forget to switch off the light.
- 3) *When you begin to work with the dictionary*, don't forget my instructions.
- 4) All admired the girl, *who was singing on the stage*.
- 5) Nobody listened to the man, *who was telling anecdotes*.
- 6) You must have much practice *when you learn to speak a foreign language*.

17

Use the participle instead of the finite form of the verb:

E.g.: *As the book was translated into Russian*, it could be read by everybody.

Having been translated into Russian, the book could be read by everybody.

- 1) *As we were given dictionaries*, we managed to translate the article easily.
- 2) *As soon as I have done my homework*, I shall go for a walk.
- 3) *As soon as I have bought the book*, I shall begin reading it.
- 4) *When she was getting off the bus*, she came across her old friend.
- 5) *When I was going home yesterday*, I kept thinking about my friend.
- 5) He put on his coat, went out and looked at the cars *which were passing by*.
- 6) She closed the book, put it aside and looked at the children *who were running about in the yard*.

18

State the syntactic functions of Participle I.

1. A stream, runs southeast from the lake, cutting a path through an area of high rolling hills.
 2. His appearance was so frightening that I couldn't believe my eyes.
 3. I heard her crying out those words.
 4. Though realizing the danger she tried to look calm and quiet.
 5. The child was heard crying bitterly.
 6. Being shocked by the news she only helplessly looked around.
 7. Walking through the park she spotted a suspiciously-looking man.
 8. Shining high in the sky the sun is so dazzling.
 9. Arriving at Sheik Othman they walked among the palm trees.
 10. Leo's mother, Elizabeth, stood up, clutching papers of a prepared speech.
-
1. Being stuck to the soul, he replied angrily.
 2. A castle rested on a hill overlooking the village.
 3. The flight took 14 hours, stopping once in Iceland to refuel.
 4. I felt as if floating in air as I ran down the hill into her arms.
 5. John had difficulty when fitting in with others at school and on the job.
 6. An old gentleman came into the room, wearing old glasses and grey hair 'Have I the honour of speaking to Mr Erskine?'
 7. He refused to stay; he walked home, feeling very unhappy and leaving Alan helpless with laughter.

8. Mr Wilson sat on the edge of the bed, holding Wendy's hand and calculating expenses if she confused him with suggestions he had to begin at the beginning again.
9. He stopped in Omaha, where he spent two days reading in a public library and walking the streets.
10. Cora was in the kitchen making sandwiches. Making sandwiches took her thoughts off her problems.

19

State the syntactic functions of Participle II.

1. Hour after hour the rain came down in sheets driven by a cold wind.
2. Once again the daisy had to wait for the fairy to return and while it was waiting it gazed at the sky, amazed at the beautiful colour...
3. He still felt confused and uneasy about Jacob's last remark.
4. He heard his name called.
5. If done thoroughly and carefully, this kind of work can be really useful.
6. When asked about those details she wouldn't answer.
7. Stuck in the keyhole, the key wouldn't move at all.
8. Though scared, she pretended to look quite calm.
9. Shakespeare's name is well-known all over the world.
10. This mission is considered completed.

20

Make one sentence from two, using Participle I and Participle II in the function of an attribute:

E.g.: I was woken up by a bell. The bell was ringing loudly.

I was woken up by a bell **ringing** loudly.

- 1) A man was sitting next to me on the plane. I didn't talk much to him.
- 2) The taxi was taking us to the airport. Suddenly it broke down.
- 3) At the end of the street there is a path. It leads to the river.
- 4) A new factory has just opened in the town. The factory employs 500 people.
- 5) The company sent me a brochure. It contained all the information I needed.
- 6) A window was broken in the storm last night. It has now been repaired.

- 7) A number of suggestions were made at the meeting. Most of them were not very practical.
- 8) Some paintings were stolen from the museum. They haven't been found yet.
- 9) A lot of goods are made in the factory. Most of them are exported.
- 10) A man was arrested by the police. What was his name?
- 11) When I entered the waiting room it was empty except for a young man. He was sitting by the window and reading a magazine.
- 12) Ian has got a brother who works in a bank in London and a sister who studies economics at the university.

21

Change the construction of the sentences, using participles or gerunds:

E. g.: *After they had finished the translation* the students were allowed to leave the classroom for a while.

Having finished the translation (after finishing the translation) the students were allowed to leave the classroom for a while.

- 1) *As they had not bought tickets in advance*, they had to go to the theatre long before the show started.
- 2) *After she had spent a week in the country*, Ann looked almost fully recovered.
- 3) *As I had lent my dictionary to a friend*, I had to go to the library to get one for myself.
- 4) The boy was afraid that he would not be much of a success in the skiing competition *as he was out of practice*.
- 5) *When she heard the news* she smiled radiantly.
- 6) "Sign here, please," said the post-office clerk *when he handed me the parcel*.
- 7) *After he had paid the rent*, Henry Jones found only some small change *that was left till the end of the week*.
- 8) Do you know the girl *who is riding a bicycle*?
- 9) *As I have left my note-book at home*, I can't give you her address now.
- 10) *The moment I heard of my sister's arrival* I let her friends know about it.

22

Translate into English using Participle I

1. Літак, що летить.
2. Сонце, що сідає.
3. Чоловік, який сидить за столом.
4. Жінка, яка варить обід.
5. Студенти, які вивчають англійську мову.
6. Дитина, що спить.
7. Чоловік, що веде машину.
8. Хлопчик, що біжить.
9. Люди, що купують фрукти та овочі.

23

Translate into English using Participle II

1. Мова, яку вивчають студенти.
2. Машина, яку веде спортсмен.
3. Приготований обід.
4. Текст, перекладений студентами.
5. Написана програма.
6. Лист, який одержав мій друг.
7. Зруйнований будинок.
8. Фрукти, куплені у цьому магазині.

24

Complete the sentences

1. Some illustrated catalogues are
2. The man crossing the street is
3. The boy going to the factory canteen is
4. The girl waiting for me in the entrance-hall was
5. The men discussing their monthly budget are
6. The men drinking coffee are
7. His broken pencil was
8. The man serving tea is
9. The person driving a car is
10. The people swimming in the river are
11. The letter signed by the director will be
12. The girl typing papers is
13. The young man studying foreign languages will be
14. The boy drawing pictures is
15. The tea made by my friend was

25

Join the sentences using either a non-perfect Participle I (knowing), a perfect Participle I Active/Passive (having known / having been known), or Participle II (known)

1. He found no one at home. He left the house in a bad temper. 2. He was exhausted by his work. He threw himself on his bed. 3. I turned on the light. I was astonished at what I saw. 4. She didn't want to hear the story again. She had heard it all before. 5. She entered the room suddenly. She found them smoking. 6. I have looked through the fashion magazines. I realize that my clothes are hopelessly out of date. 7. We were soaked to the skin. We eventually reached the station. 8. The room looked much better. It had been cleaned.

26

Open the brackets using the correct form of the Participle. Do not mix these:

interested spectators — (зацікавлені глядачі)

excited children — (схвильовані діти)

bored students — (студенти, яким нудно)

interesting films - (цікаві фільми)

exciting games - (ігри, що збуджують)

boring lessons - (нудні уроки)

1. After hearing the (frighten) tale the (frighten) children wouldn't go to sleep.
2. Nothing can save the (sink) ship now, all we can do is to try and save the passengers.
3. I don't know what was in the (burn) letter, I didn't read it.
4. Why do you look so (worry)? — I have had a number of (worry) telephone calls lately.
5. A crowd of (excite) people were watching the firemen trying to save the (burn) building.

27

Change the sentences according to the patterns. Translate them into Ukrainian

A

E.g. The man who is standing near the captain is their new coach. —

The man standing near the captain is their new coach.

Людина, що стоїть біля капітана — їхній новий тренер.

1. Do you know the name of the man who is talking to Mr. Brown?

2. The sea which washes Norway in the south-west is called the North Sea.
3. The new stadium that houses forty-five thousand people is a wonderful building.
4. She looked at the plane which was disappearing in the clouds.

B

E.g. I have just read his article that was published in «Kyiv Post». — I have just read his article published in «Kyiv Post». Я щойно прочитала його статтю, надруковану у «Київ Пост».

1. The new school that was built last year is one of the finest buildings in our street.
2. Did you see the letter that was signed last Thursday?
3. Did you hear the announcement that was made on the radio?
4. Did you see the article that was translated by him?

C

E.g. When I heard the news, I phoned Peter. — Hearing the news I phoned Peter. — Почувши новину, я подзвонив Пітеру.

1. When I saw him, I felt happy.
2. When he watched the game, he enjoyed it.
3. When she spoke to Peter, she asked his advice.
4. When they drove home, they saw Mr. Bentley.
5. When they arrived at the air- port, they saw their friends there.

D

E.g. As she said so she went out of the room. — Saying so she went out of the room. Говорячи так, вона вийшла з кімнати.

1. As he looked out of the window he saw his father.
2. As she felt tired she sat down in the armchair.
3. As he did not know what to do he asked his brother's advice.
4. As he failed to hit the ball he got angry.

E

E.g. While they were travelling in Europe they visited Spain. — While travelling in Europe they visited Spain. Подорожуючи Європою, вони відвідали Іспанію.

1. While the Smiths were sitting in the dressing-room, they did not say a word.

2. While he was looking through the newspaper, he saw a picture of his friend.
3. While he was speaking to John, he invited him to his birthday party.
4. While he was walking along the street, he met his old friend.

F

E.g. After he had done his homework he went for a walk. — Having done his homework he went for a walk. Виконавши домашнє завдання, він пішов прогулятися.

1. After the Wolves had played the first two periods they felt tired.
2. After he had had a holiday he felt better.
3. After he had made an appointment with Mr. Brown he told the director about it.
4. After they had settled all the problems they had lunch.
5. After he had taken Ben to hospital he phoned his mother.

Predicative constructions with the participle

28

Make up your own examples according to the given models, using different verbs of sense perception, & translate them into Ukrainian:

- 1) I heard **somebody knocking** on the door. (Complex Object)
- 2) **Somebody** was heard **knocking** on the door. (Complex Subject)

29

Translate into Ukrainian. Change the sentences into the interrogative or negative form:

- 1) Sam is heard talking.
- 2) Sam will be heard talking.
- 3) They were heard arguing.
- 4) Is she heard singing?
- 5) He was noticed hiding.
- 6) Jim wasn't noticed stealing nuts.
- 7) Were they noticed escaping?
- 8) They weren't noticed going in.
- 9) The birds were heard singing.
- 10) Was he seen running away?
- 11) Her voice was felt trembling.
- 12) The dog was heard barking.
- 13) They were found selling the stolen car.
- 14) The cat was seen climbing the tree.
- 15) Little boy was found feeling ill.
- 16) People were seen passing by.
- 17) The wind was heard blowing.
- 18) The rain was heard pattering on the roof.
- 19) The skier was seen going down the hill.
- 20) Nick was heard playing the guitar.
- 21) Somebody was seen making a fire.
- 22) The bridge was felt shaking under our feet.
- 23) The moon was seen appearing among the clouds.
- 24) She was seen neither crying nor complaining.
- 25) They were noticed having dinner in that restaurant.

30

Point out the Complex Objects with the Second Participle. Translate the sentences into Ukrainian:

1. He had his luggage sent to the station.
2. How often do you have your carpets cleaned?
3. Have you got your watch repaired?
4. I want it done as soon as possible.
5. We decided to have our photos taken after the final exam.
6. Get the rooms dusted and aired by the time they arrive.
7. I haven't had my nails polished yet.
8. I'm having a new dress made.
9. He thought it necessary to have the ceiling of the room whitewashed.
10. They found the door locked.
11. Mrs. Mooney watched the table cleared and the broken bread collected.
12. He heard his name called from behind.

31

Point out the Objective and the Subjective Participial Construction. Translate into Ukrainian:

1) In the midday quiet of the bush she heard a small bird singing. (*Young*) 2) The taxi could be seen waiting outside. (*Murdoch*) 3) His face clouded when he heard his name spoken. (*Greene*) 4) She had the drawing-room redecorated. (*Maugham*) 5) All the while she felt her heart beating with a vague fear. (*Eliot*) 6) The darkness found him occupied with these thoughts. The darkness found Mr. and Mrs. Plornish knocking at his door. (*Dickens*) 7) Somewhere a long way off a telephone bell rang and a voice could be heard speaking. (*Greene*) 8) For their New Year's Eve party she had all the furniture moved out of the parlor and sitting room. (*Stone*) 9) Get your things packed. (*Cronin*) 10) The two men were heard descending. (*Dickens*) 11) Two days later she heard sleigh bells coming up the drive. (*Stone*) 12) They wanted the Committee convened over the week-end. (*Snow*) 13) She had her bed moved to the corner of the porch. (*Buck*) 14) Mary could feel Elizabeth reviewing their hopes and dreams, their relationship as sisters. (*Stone*) 15) She averted her eyes each time she found herself being stared at. (*Caldwell*) 16) She heard the musicians tuning up in the back parlour. (*Stone*)

32

Point out the Complex Object with the First Participle. Translate the sentences into Ukrainian:

1. I heard the visitor walking restlessly backwards and for wards. I also heard him talking to himself. 2. She turned and saw Shelton standing down there. 3. He felt his irritation mounting. 4. He found Dora reading a novel in their bedroom. 5. With amusement they watched them going. 6. We heard her walking on the stairs by the cellar. 7. At that moment I noticed Charles sitting a little farther in the hall. 8. For the first time she found herself wondering about him. 9. The moon came fully through a cloud, and he was startled as he suddenly saw her face looking at him. 10. You can always find him handing round bread and butter at a tea party. 11. He felt the bridge shaking under his feet. 12. Then in the complete silence of the night he heard somebody opening the door quietly. 13. He looked at groups of young girls walking arm in arm. 14. Soames raised his hand to his forehead, where suddenly she saw moisture shining. 15. As I was looking this over I heard the doors which led on to the main corridor being opened.

Use the Infinitive or the First Participle of the verbs in brackets to form a Complex Object:

1. A moment later they heard her bedroom door (to shut) with a bang. 2. I've never heard your canary (to sing). Is there anything the matter with the bird? 3. Would you like me (to make) you lunch, or have you had some? 4. I want you (to explain) the disappointment we had this morning. 5. She watched him (to pass) the gate and (to walk) down the street. 6. Through the chink in the shutters she watched Emma (to pick) cherries in the orchard. 7. The captain said something which made them (to laugh), he did not hear what it was. 8. They had their own pattern of life and expected me (to fit) in. 9. You can see him (to work) in his little garden every day. 10. She had never heard philosophy (to pass) those lips before. 11. I saw him (to put) his suitcase right here. 12. During that moment Miss Pembroke told a lie, and made Rickie (to believe) it was the truth. 13. Together they watched the old oak (to drop) its leaves. 14. He found them (to sit) together and (to talk) peacefully. They did not notice him (to approach). 15. He felt the water (to reach) his knees. 16. She felt her voice (to tremble) and tried to control herself. 17. We saw him (to open) the envelope and (to read) something hastily. 18. I saw him (to unfold) the telegram slowly and hesitatingly as though he expected it (to contain) some bad news. 19. He heard the young people (to sing) and (to shout) from the opposite bank. 20. She watched him (to work) for a long time.

Point out the Objective Participial Construction. Comment on its elements. State its function in the sentence.

1. That night he went to his club and found Trever sitting by himself in the smoking room.
2. 'The other day I found one of them in the gardens picking my flowers. Such behaviour, no doubt, affected Lord Emsworth deeply and he drank his coffee in the manner of a man wishing it was poison.
3. I saw three of them going in a row to Kindergarten school, accompanied by their nurse.
4. In that deadly silence, he felt someone watching him.
5. He found himself in Florence wandering through the city, barely conscious of the history surrounding him.
6. I'm afraid it will not be practical to get your car repaired by Monday.

7. They had their teeth checked last month.
8. She wants everything done for her at once.
9. In Thailand, when you have your hair cut you also get a head massage. This really helps to relax you.
10. When you came in I didn't know whether he would like his name mentioned.

35

Translate into English using the Participle where necessary

1. Вона сиділа посміхаючись.
2. Робота, що була розпочата ним, дуже важлива.
3. Виправлені тексти лежали на столі.
4. Спізнюючись на зустріч, вони пішли до того, як закінчилася вечірка.
5. Не знаючи граматичних правил, він зробив багато помилок.
6. Деякі питання, що були порушені (touch upon) у доповіді, заслуговують на увагу.
7. Прибувши за два дні до відкриття конференції, вони мали досить часу оглянути визначні місця.
8. Після приїзду в готель, вона зручно улаштувалася (make oneself comfortable) в номері і раптом знайшла телеграму, що очікувала на неї.
9. Попрацювавши цілий день на сонці, я відчував себе дуже втомленим.
10. Тому що квіти довго тримали без води, вони зав'янули.
11. Не знайшовши потрібної книги вдома, я пішов до бібліотеки.
12. Говорячи це, він вийшов з кімнати.
13. Як досвідчений лікар він відразу побачив, що мені не-гайно треба лягти до лікарні (go to hospital).
14. Одержані вчора новини справили на всіх велике враження (impress greatly).
15. Не знаючи, чому вона була відсутня, я вирішив подзвонити їй.

36

Change the sentences using the Participle instead of the Infinitive. Translate them

1. I heard him speak in the next room.
2. We saw the commander stand on the bridge.

3. George watched them eat.
4. He saw people work in their gardens.
5. I could hear them type.

37

Join the sentences using the Objective Participle Construction

1. He saw me. I was playing football.
2. We watched the children. They were playing in the yard.
3. I saw people. They were sitting at their doors.
4. I felt her hand. It was trembling.
5. She heard him. He was sing- ing loudly.
6. They found him in the corridor. He was waiting for them.
7. We found her. She was reading a book.

38

Answer the questions using the Objective Participle Construction

1. Does Mr. Jones still sing in his bath?
2. Do the Smiths still quarrel?
3. Does the Jones' baby still cry a lot?
4. Do Mr. Brown's dogs still bark a lot?
5. Does the Smiths' boy still practise the violin all night?
6. Do they still run up and down the corridors?
7. A lot of children climbed up the wall. You saw them, didn't you?
8. Some football fans tried to climb the lamp-posts. You saw them, didn't you?
9. A lot of football fans behaved very badly. You saw them, didn't you?

39

Answer the questions according to the pattern. Use the Complex Object with Participle II (have + Object + Participle II)

1. Do you cut the grass yourself?
2. Does he wash his car himself?
3. Does she polish the floor herself?
4. Did you tow the car yourself?
5. Are you going to cut down the tree yourself?
6. Did you repair the clock yourself?

7. Is he teaching his children to ride himself?

40

Change the sentences according to the pattern

A

1. I must clean my shoes.
2. He corrected his exercises.
3. She made her dress here.
4. I fixed my TV set.
5. We repaired our alarm clock.
6. Did you clean your shoes?
7. Did she make her dresses?
8. Did you mend your socks?

B

1. Your hair needs cutting (tomorrow).
2. His boots need mending (today).
3. Their wall-paper needs changing (next month).
4. Their lock needs repairing (as soon as possible).
5. Their flat needs cleaning (today).
6. Our vacuum-cleaner needs repairing (next week).

C

1. Pete's gone to the watchmaker's.
2. He's gone to the dentist.
3. He's gone to the shoemaker's.
4. Father's gone to the tailor's.
5. She's gone to the laundry.
6. He's gone to the photographer's.
7. He's gone to the dry cleaner's.

41

Answer the questions

1. Where can I have my suit cleaned?
2. Where can I have my hair cut?
3. How often do you have your hair cut?
4. Where can I have my shoes repaired?
5. Where have you had your picture taken?
6. When will you have your car repaired?
7. Where does Borys go if he wants to have his suit made?

8. Where does Borys go if he wants to have his suit cleaned?
9. What does Borys do if he wants to have his clothes washed?
10. What does Borys do if he wants to have his letter posted?

42

Translate using the Objective Participle Construction

1. Я бачив, як він йшов по вулиці.
2. Ми спостерігали, як діти грались у дворі.
3. Вони бачили, як люди працювали в саду.
4. Я чув, як вона співає у сусідній кімнаті.
5. Вона відчувала, як у неї тремтіли руки.
6. Тут їй пошили нову сукню.
7. Де тобі відремонтували годинник?
8. Де ти робила зачіску?
9. Коли тобі виправили помилки?
10. Мені треба відремонтувати фотоапарат.
11. Вона попросила мене віднести її костюм до хімчистки, щоб почистити його.
12. Вам можуть випрати і випрасувати (press) одяг у пральні.
13. Йому відремонтували черевики.
14. Він спостерігав, як кішка п'є молоко.
15. Я помітив, що вона слухає лекцію з великим зацікавленням.
16. Він відчував, що хтось спостерігає за ним.

THE NOMINATIVE & PREPOSITIONAL ABSOLUTE PARTICIPIAL CONSTRUCTIONS

43

Point out the Nominative Absolute Participial Construction. State what kind of adverbial modifier it expresses:

- 1) The weather being dark and piercing cold, he had no great temptation to loiter. (*Dickens*)
- 2) His tale told, he put his head back and laughed.
- 3) This being understood, the conference was over and Lufkin got up to join his guests. (*Snow*)
- 4) The next morning, it being Sunday, they all went to church. (*Buck*)
- 5) For the moment the shop was empty, the mechanic having disappeared into a room at the back. (*Hansford Johnson*)
- 6) No one as yet having expressed any such opinion, this was the more readily assented to. (*Galsworthy*)
- 7) Sir Henry was deep in his papers, his long, white hands moving nervously in rythm with his thoughts. (*Greene*)
- 8) There being nothing eatable within his reach, Oliver replied in the affirmative. (*Dickens*)
- 9) The table having been laid for tea, the guests were shown in.
- 10) Phil bent so low, his face almost pressed to hers, and whispered something in her ear.

44

Point out the “Nominative Absolute” construction and translate the sentences into Ukrainian:

1. She had sunk into a chair and was sitting there, her small fingers curling and uncurling themselves nervously.
2. The door being opened, and Bunter having produced an electric torch, the party stepped into a wide stone passage.
3. ... Mrs. Baddle made the round of the room, candle in hand, to point out all its beauties.
4. “You don't respect me,” said Dora, her voice trembling.
5. Together they ran back down the road, Mor still gripping her arm in a tight grip.
6. Men, their caps pulled down, their collars turned up, passed by.

7. Before he moved himself Bertrand said, his eyes on Dixon: "That's quite clear, is it?"
8. Constantia lay like a statue, her hands by her sides, the sheet up to her chin. She stared at the ceiling,
9. The strain of his indecision over, he felt like a man recovering, from an illness.
10. Four seconds later Dixon was on the way out of the hotel into the sunlight, his shilling in his pocket.
11. Another time when we were going through Feme Bay on our way back from a long excursion, it being a hot day and all of us thirsty, she suggested that we should go into the Dolphin and have a glass of beer.
12. Dinner over, Carrie went into the bathroom where they could not disturb her, and wrote a little note.
13. The patient's leg having been amputated, there was no doubt of his recovering soon.
14. The voices had receded: and James was left alone; his ears standing up like a hare's; and fear creeping about his inwards.

Replace the attributive and adverbial clauses in the following sentences by participle phrases:

1. We were tired and thirsty, for we had been on the road since eight o'clock in the morning, and it was a hot day.
2. One day towards evening when both the old people were sitting in front of their cottage, they caught sight of a young girl with a bundle in her hand.
3. The lady was waiting for her sister who was arriving by the 7.30 train.
4. I hailed the first taxi that passed by and reached the station at ten minutes to three.
5. One morning, as Johnny was looking out of the window, he saw in his neighbour's orchard a great number of fine red apples which had fallen from the trees.
6. "Villain!" cried he, as he ran down to him.
7. "Oh, sir," said the poor boy who was trembling with fear, "it isn't my fault."
8. "May I come in?" she said as she pushed the door a little wider open.
9. "I'm late," she remarked, as she sat down and drew off her gloves.
10. Here and there were signs that the flower-beds had been trampled upon by excited villagers who tried to reach the windows.
11. As he did not know the way to the station very well he often stopped to ask people who were passing by.
12. He looked like an African savage who was being shown a simple conjuring trick.
13. The old woman told me with pride that the healthy-

look- ing child that was playing beside us was her grandson. 14. She returned presently and brought a tray with a jug of milk. 15. The path which was leading through the coppice soon got lost in the high grass.

46

Replace the participle phrases in the following sentences by attributive or adverbial clauses:

1. A middle-aged woman, wearing a print apron, stood ai the door of the cottage, 2. She looked down at the floor as though seeing something there. 3. On a sunny afternoon arriving at the house in Malta Street, Jacob found it deserted. 4. A snake sleeping in the grass will bite if anyone treads upon it. 5. Being seven, she often wore her favourite brown velvet frock barely reaching the knees of her thin legs. 6. Suddenly, while watching the fear she was trying to hide, he believed her story. 7. The golden light, still lying in sheets upon the water, dazzled Nan for a moment. 8. I felt a bitter envy towards the two small boys walking along the path with their mother at that moment. 9. It's an old face for twenty-five, Jan thought, watching the wrinkles that fanned out from eyes to temples. 10. Jim, not being sure of her real intentions, merely looked at her and paused for a moment. 11. Having satisfied himself that each guest had a plate of food and a glass of water, he was anxious to make conversation. 12. Returning home late at night, he found everybody in bed. 13. Reaching the top of the hill my companion stopped. 14. Having filled his pockets with apples, the boy was about to run away when he saw the owner of the garden with a stick in his hand. 15. The letter, beginning with "Dear sir" was not signed. 16. Having addressed and sealed the parcel, I went out at once to the Main Post Office.

ABSOLUTE CONSTRUCTIONS WITHOUT A PARTICIPLE

47

Point out the Absolute Constructions. State what kind of adverbial modifier they express. Translate into Ukrainian:

1) It was real pleasure to go on a trip together, with everyone laughing, joking and having fun. 2) The child has been watching TV too long! It won't do him good to sit so long, with his eyes glued to the screen. 3) What do you mean?-he asked, with his face turning pale. 4) It will never do!- she shouted, with her voice trembling. 5) Mr. Ballisat came in, with his cap on the side of his head. 6) The room looked untidy, with all the things spread over the floor. 7) She stood in amazement, with the letter taken from the drawer. 8) You don't remember me?-she said, with her eyes surprised. 9) He stood silent, with his mouth opened. 10) The kitchen looked new, with everything washed and painted. 11) The city was difficult to recognize, with everything changed. 12) I missed you!-she said, with tears running down her cheeks.

48

Point out the Absolute Constructions. State what kind of adverbial modifier they express. Translate into Ukrainian:

1) Mrs. Maylie being fatigued, they returned more slowly home. (*Dickens*) 2) In the afternoon, with the wind from the south, the big canoes... had come drifting across the waters. (*Lawrence*) 3) The concert over, the lottery came next. (*Ch. Bronte*) 4) Then, with her heart beating fast, she went up and rang the bell. (*Galsworthy*) 5) She sat on the steps, with her bare arms crossed upon her knees. (*Wilson*) 6) With Lowell closely watching, he slowly removed a paper and spread it carefully on his desk. (*Lindsay*) 7) The door of the opposite parlour being then opened, I heard some voices. (*Dickens*) 8) Catherine looked at me all the time, her eyes happy. (*Hemingway*) 9) They lived the life of normal suburban children, school and holidays passing in a gentle rhythm. (*Shute*) 10) He came in quietly, cap and coat on, and sat down, looking at the beautiful paintings on the wall.

REVISION TASKS

49

Point out predicative constructions with the Participle as well as the Nominative Absolute and the Prepositional Absolute Constructions. State their functions in the sentence.

1. Propelled by the crowd, and his mother pushing him by the shoulder, he entered the room.
2. He heard one of the boys speaking behind him.
3. That done, he started, 'Ladies and gentlemen...'
4. They fell asleep that night with the cool breeze from the porthole blowing into the cabin.
5. With this in mind he went to see the Captain.
6. In the lounge everyone assembled and with Florence at the piano, Leo leading the singing, the passengers sang all the festive carols.
7. The days were really cold now, the sea flat and calm like a tea tray.
8. Cool night air, a delightful, starry night with great clusters of stars looking like jewels pinned to a black velvet cloth: they agreed this trip was a dream of a lifetime.
9. The bargaining went on all the morning, more and more of the merchant boats swimming around the ship.
10. In the cabin she found Leo greatly surprised.

50

Differentiate between '- ing' forms saying whether they are forms of the Gerund or Participle I.

1. The butterfly continued flying in its crazy way.
2. Walking through the woods in winter or summer didn't seem to make much difference.
3. They grew so close, forming a canopy overhead, shutting out the sun.
4. There was no fruit, no berries growing here...
5. The boy sat down, not knowing what to do.
6. There were fruit trees in abundance, the best he had ever seen and, after eating as many as he could, he filled the panniers right to the top.
7. That great mass of snow had broken tree causing a terrific avalanche.

8. Running, swimming and lying in the sun made him exceptionally strong.
9. Carefully removing the nest from the bush he stood the daisy inside and gently covered its roots with soil.
10. The next time I come I shall be invisible so I shall make my presence known by whispering to you.

51

Translate into English using the Participle.

1. Вони сиділи у вітальні, обговорюючи плани на майбутнє.
2. Мері дивилась на мене, ніби намагаючись сказати щось важливе.
3. Оскільки вітер дув з півночі, було дуже холодно.
4. Повернувшись до кімнати, я побачила, що Джон щось пише.
5. Було видно, як діти бігають по саду.
6. Я не зовсім розумію вас. Ви, напевно, говорите про лист, написаний вчора.
7. Коли батько прийшов, усі сіли за стіл обідати.
8. Якщо її попросять, вона обов'язково допоможе.
9. Її поведінка була просто вражаючою.
10. Джейн вибігла з кімнати, а її мати прослідувала за нею.

1. Коли їх поставили у воду, то квіти одразу відкрили свої пелюстки.
2. Прибираючи свою кімнату, вона знайшла старі фотографії.
3. Вони не мали достатньо грошей, тому минуле літо провели вдома.
4. Нік поранив ногу, коли грав у футбол.
5. Конференція, яка проходить зараз в нашому університеті, присвячена проблемам професійної підготовки вчителів англійської мови.
6. Товар, куплений на розпродажі, не може бути повернений.
7. Обережно! На підлозі побите скло.
8. Дивлячись новини кожного дня, ми знаємо, що відбувається у світі.
9. Я витратив всі свої гроші, купуючи різдвяні подарунки.
10. Я перевіряю свій зір у окуліста кожних два роки.

Read the text and underline the Participles, state and comment on their functions.

MARIA MONTESSORI

Born in the province of Ancona, Italy in 1870, Montessori became the first female doctor in her country after graduating from medical school in 1896. Later, working with deprived children, she set up a “Children’s House” in Rome. This was the place where the Montessori Method was developed, an educational system that encourages an informal style of teaching.

The Montessori philosophy is simple. Children are unique individuals who must be free to learn without being criticized or restricted.

Children learn from given everyday materials and develop at their own pace. As a result, children enjoy learning and this gives them confidence and makes them happy. The Montessori Method of teaching children skills helps them become independent. When learnt to dress themselves, to cook and to put their toys and clothes away, encouraged children repeat activities as often as they wish and develop their skills by doing different activities.

Maria Montessori wanted children to learn by self-teaching. They like to work together and they develop a social life based on cooperation rather than competition.

Point out verbals. State their syntactic functions.

1. Earned sixpence a day at harvest time, she gave to Mum to buy boots which wore away quickly on the gritty country roads.
2. I can sympathize with those who have lost loved ones.
3. When I have a new idea for a new project I feel inspired.
4. The test being written now is our final paper work.
5. Having been cheated the woman went to the police.
6. We went out not having locked the door.
7. When you cook a meal, you prepare food for eating by heating it.
8. Our business party was spent in entertaining clients.
9. He didn’t like me to copy gesture from actresses in soap operas.
10. ‘Life is short, and it’s for you to make it sweet’.

54

Open the brackets using the appropriate verbal. Comment on its syntactic function.

1. He let his gaze (to drift) where Patiann was standing.
2. He couldn't help (to feel) that something was wrong about it.
3. (to find) herself in the lounge, she slowly looked around.
4. You can never rely on Peter (to do) anything in time.
5. Why (to be) so nervous in such an ordinary situation?
6. Dick went away without (to tell) anybody about his plans.
7. She made a gesture as if (to warn) of some invisible danger.
8. Dinner (to cook), she made a dessert.
9. Elizabeth has just had a new dress (to make).
10. In the morning I found Peter (to polish) his shoes in the corridor.

55

Recast into correct English. Mind the use of verbals.

1. I would rather to stay at home on such a nasty day.
2. The girl, having done her homework, was playing in the garden.
3. This poem is worth being memorized.
4. Having heard the noise, the boy stopped and listened in.
5. Last night I found him to write something in his room.
6. What could prevent him from having coped with the task?
7. When being a child, she used to practise the piano every day.
8. I don't think that his surprise of seeing me there was natural.
9. After having listening to the text he finished to do his laboratory work.
10. I am so sorry not to tell you about it before.

56

Differentiate between '- ing' forms saying whether they are the forms of the Gerund, Participle I, or the Verbal Noun. Prove it.

1. I do hate his late comings.
2. She waved to Steve, sitting in his own barber chair.
3. She could hardly feel his slight shivering.
4. His idea of starting immediately was not approved by the others.
5. While walking along the winding path he tried not to think of anything.

6. There is no coming back.
 7. Stepping back, she rubbed her eyes with her hand.
 8. We've bought a new writing-table quite recently.
 9. The boy's face needs a good washing.
 10. He looked at the girl writing something on the blackboard.
-
1. This chewing gum has a nice fruity taste flavour.
 2. Having an awful memory for names, I call everyone "my dear".
 3. H.O.S.T.E.L. is a comedy showing everyday life of a group of medics in Russia.
 4. Living conditions in some poor African countries are very unhealthy.
 5. He took Robert into the bedroom, locking the door after him.
 6. Ever since the film *Winning*, Paul Newman has been passionately interested in car racing.
 7. He attempted opening the door without a key.
 8. We are still busy decorating a house.
 9. Thieves planning to steal diamonds worth 350 million pounds were caught by the police.
 10. The following morning John was out on the highway, hitchhiking and waiting for his first ride.

Translate into English using verbals.

1. Для мене надзвичайно важливо обговорити це питання з вами.
 2. Коли заняття закінчилось, діти пішли додому.
 3. Ви не одужаєте так швидко, не проконсультувались з лікарем.
 4. Відомо, що цей будинок збудований у минулому столітті.
 5. Мені пошили нове пальто.
 6. Вони обов'язково повернуться до кінця тижня.
 7. Я не можу не погодитись на вашу пропозицію.
 8. Ці черевики потрібно почистити.
 9. Я не можу дозволити собі купувати такі дорогі речі.
 10. Оскільки день був дуже холодний і вітряний, мені довелося одягнути пальто.
-
1. Вчителі витрачають багато часу готуючись до уроків.

2. Його арештували за те, що він їхав на великій швидкості.
3. Мій шеф порадив мені не обговорювати проблеми привселюдно.
4. У мене цікава, добре оплачувана робота з можливостями подорожувати закордон.
5. Вона бачила, що його оточують завжди привабливі та розумні люди.
6. У Японії прийнято, що жінки одягають кімоно не лише у традиційно святкові дні, але й на різні громадські чи приватні зібрання.
7. Запах фарби, який надходив з сусідньої кімнати, був такий сильний, що всі могли б серйозно захворіти.
8. Маленький першокласник зайшов до класу з великим букетом чудових квітів у руках.
9. Напевно, ми маємо шанс поговорити серйозно ще раз.
10. Думаю, нам слід поїхати до Греції, де ми зможемо провести декілька днів наодинці біля шумного моря і розслабитися.

58

Paraphrase the sentences substituting the clauses in bold type by verbals or predicative constructions with verbals.

1. We've made a list of things **which must be taken along**.
2. The fair-haired girl, **who is playing in the garden**, is Jane's elder daughter.
3. **When she had translated the sentences**, she began doing the next task.
4. **As the weather was very cold and rainy**, she took an umbrella.
5. You will hardly cope with the task **if you don't consult a more experienced person**.
6. She looked through the compositions **which were written yesterday**.
7. **When she translates new texts**, she always uses a dictionary.
8. He is not the man **one can ask for help**.
9. He opened his mouth **as if he were trying to pronounce something**.
10. She entered the room **and her funny little dog was following her**.

59

Translate into English using Participle I where possible.

1. Діти, які щойно гралися у дворі, кудись побігли.

2. Вони повільно йшли стежкою, що вела у гори.
3. Мати спостерігала за дітьми, які гралися у дворі.
4. Студенти, які складають іспит у понеділок, повинні зайти в деканат.
5. Студенти, які склали іспит минулого тижня, зараз вільні.
6. Вона милувалась горами, які простягалися вдалині.
7. Ми довго обговорювали фільм, який був показаний минулого тижня.
8. Студенти, які сумлінно працюють, обов'язково досягнуть успіху у вивченні мови.
9. Вони провели зустріч зі студентами, які сумлінно працювали у минулому семестрі.
10. Ваша подруга, яка чекала на вас близько години, уже пішла додому.

60

Match the halves. Pay attention to well-known words formed with Participle II. Translate them into Ukrainian.

well-worn	made at the most appropriate or suitable time
well-brought-up	speaks in a polite correct way
well-spoken	does not show any signs of its age
well-heeled	sensible and do not have many emotional problems
well-ordered	belongs to an upper-class family
well-minded	has good manners
well-balanced	Wealthy
well-preserved	has a friendly attitude toward someone or something
well-timed	looks rather old and untidy
well-born	done in a well-organized and controlled way

Point out verbals in the following text. Comment on them.

It was a cruel journey. With feet bruised, every minute seemed like an hour. He slipped and slid but the two animals prevented him from falling. Eventually they reached grass covered slopes with stunted trees and shrubs.

That night they rested near a huge boulder where the ibex carrying the panniers was waiting patiently. But he was afraid to sleep. He was so tired he fell asleep almost before he had time to cover himself up.

When he awoke, aching in every limb, he felt warmer. He ate some fruit while looking back at the cruel snow covered mountain. A feeling of loneliness crept over him. Thoughts of the cave and the beautiful valley left far, far behind were constantly on his mind.

Point out verbals in the following text. Comment on them.

The Man Who Could Work Miracles

by H.G. Wells

Until he was thirty years old, Fotheringay did not believe in miracles. In fact he discovered his own unusual powers when claiming that miracles were quite impossible.

When having a drink at his local inn, Toddy Beamish was driving him to the limits of his patience by disagreeing with everything he said.

‘Listen, Mr Beamish,’ said Mr Fotheringay, annoyed by his opposition. ‘Let us clearly understand what a miracle is. It’s something against the laws of nature done by the power of Will, something that couldn’t happen without being specially willed.’

‘No’, said Beamish at last. No, it couldn’t.

‘Very well,’ said Mr Fotheringay. ‘And I might do, collecting all my will – “Turn upside down without breaking, and go on burning steadily,” and – Hullo!’

It was enough to make anyone say ‘Hullo!’ The impossible had happened. The lamp hung upside down in the air, burning quietly with its flame pointing down.

Mr Fotheringay stood with a finger stretched out and the troubled face of one expecting a terrible crash. Mr Cox was the first to speak, remarking that Mr Fotheringay was a fool for playing such a trick.

He went home red-faced and hot. He was sitting on the bed, saying for the 17th time 'I didn't want the thing to turn over,' when he remembered that just by saying the commanding words, he had willed the thing to happen.

TERMINOLOGY

adjectival: having a function similar to an adjective, i.e. functioning as a modifier of a noun (within a noun phrase) or as subject or object predicative. The term is often used about subordinate clauses which function as postmodifiers (relative clauses and non-finite clauses), and about nouns when they function as premodifiers, as in *train station*. Examples of adjectival clauses: *He dates a girl who is a model*. *They are showing a film starring Meryl Streep*.

adjective: one of the lexical word classes. Adjectives are typically descriptive of a noun; they denote qualities, characteristics and properties of people, things and phenomena. Examples: red, dark, small, round, overwhelmed, certain, fantastic. Most adjectives can be compared for degree, and the forms are called positive, comparative and superlative, respectively. Examples: small – smaller – smallest; good – better – best; difficult – more difficult – most difficult.

adjective phrase: a phrase with an adjective as its head. An adjective can be intensified by an adverb (as in *very good, extremely popular, more difficult*), and complemented in various ways. Often an adjective is complemented by a clause, as in the adjective phrases *glad to see you, sorry that you couldn't come, smaller than I expected*. An adjective phrase can also have an adverb as a postmodifier, as in *big enough*. Adjective phrases function as modifiers of nouns or as predicatives.

adverb phrase: a phrase with an adverb as its head. The head may be preceded by an intensifier (another adverb) and followed by a complement or a postmodifier (usually a prepositional phrase or a clause). E.g. *very beautifully, terribly slowly, too fast for me, more slowly than I wanted to go*.

aspect: a category of the verb. Aspect views the action/state from within, and key terms are 'duration' and 'completion'. In contrast to tense, aspect does not locate an action/state in time. The English verb phrase can be marked for two different aspects; the progressive and the perfective.

attributive: term used of adjectives which premodify nouns, i.e. an adjective placed in front of a noun is said to be in attributive position, and to have attributive function. Attributive function implies that the adjective refers to an attribute of the noun referent. E.g. *blue eyes, happy couple, impossible situation*. In contrast to predicative adjectives, attributive adjectives generally represent properties of the noun referent that are taken for granted, and are not 'up for discussion'.

auxiliary: a function word. There are two classes of auxiliary verbs: (1) grammatical auxiliaries (*be, do, have*) are part of grammatical constructions, but carry little meaning. (*be* followed by an *-ing* participle marks the progressive aspect, *be* followed by a past participle marks the passive voice, and *have* followed by a past participle marks the perfective aspect.) (2) modal auxiliaries (*may/might, can/could, shall/should, will/would, must, ought to*) are not part of grammatical constructions, but express modal meanings. See further modality.

auxiliary equivalent: a phrase with roughly the same meaning as one of the modal auxiliaries. E.g. *be willing to = will, be able to = can, be allowed to = may, be supposed to = must/should*. The main function of (modal) auxiliary equivalents is to provide non-finite forms that express modal meanings, since modal auxiliaries proper have no non-finite forms. The use of auxiliary equivalents also makes it possible to express two modal meanings in the same clause, e.g. *He may be willing to contribute. He won't be able to make it. We might not be allowed to camp here*.

bare infinitive: infinitive without the infinitive marker *to* (e.g. as the infinitive appears after a modal auxiliary: *will do, can walk, should stay*). The bare infinitive is also referred to as the 'base form' of the verb.

base form: an uninflected form of a word. The base form of a noun is its singular form, while the base form of verbs is the (bare) infinitive, and of adjectives and adverbs, the positive form. The base form of a word is what you find listed in a dictionary.

clause: a group of phrases, usually centred around a verb. The valency of the verb decides how many clause elements need to be present. Clauses can be main clauses or subordinate clauses, and they can be finite or non-finite. Usually, a finite clause contains at least a subject in addition to the verb. A main clause can be a complete sentence, or clauses can combine to form complex or compound sentences.

complex sentence: a complex sentence consists of a main clause with at least one associated subordinate clause. E.g. (the subordinate clauses are underlined) *The social worker was older than she had expected. They both knew why she was here. If it had to be done, she was sure that Mrs Henderson would do a good enough job of it. She posted her application, enclosing a stamped, addressed envelope.*

compound sentence: a sentence consisting of at least two main clauses which are co-ordinated (usually by means of one of the co-ordinating conjunctions).

conditional clause: a type of adverbial subordinate clause. Conditional clauses are usually introduced by *if* or *unless*. (*If I win a million dollars, I'll travel around the world.*) Conditional clauses may also occur without a conjunction, as in *Had I known you then, we could have had a lot of fun together.*

finite verb: a verb which is marked for tense (present or past) or modality. A finite verb phrase is a verb phrase with a finite verb in it. There can only be one finite verb in a verb phrase, and unless the verb phrase is simple, the finite is always the (first) auxiliary. All modals are finite. A verb in the imperative is also finite.

imperative: a sentence type typically used to make commands. E.g. *Sit down. Give an analysis of this poem. Don't move until you've finished.* An imperative sentence typically contains no grammatical subject, but the implied subject is 'you'. Sometimes a subject may be included, particularly in negative imperatives: *Don't you dare touch that switch.* Sentences such as *Let's get out of here!; Let's kiss and make up*, where the implied subject includes the speaker as well as the hearer(s), are also referred to as imperative. The term 'imperative' is also used to refer to one of the three moods

of the verb phrase, the others being the indicative and the subjunctive. The imperative verb form (identical to the base form of the verb) is finite, although it does not vary for tense, aspect, or person/number.

indicative: one of the three moods of the verb phrase (the others being the imperative and the subjunctive). The indicative is the most common one, and is used for most communicative purposes, except for making explicit commands (for which the imperative is used). The indicative verb form differs from the others in varying for tense and aspect, and in showing grammatical concord with the subject in the present tense. Sentences in the indicative can be either declarative or interrogative.

infinitive: the base form of the verb. Infinitives may occur with or without the infinitive marker *to*. E.g. *(to) ask, (to) fight, (to) understand*. An infinitive verb form is non-finite.

infinitive clause: a type of non-finite clause, with the verb in the infinitive. Infinitive clauses may or may not contain the infinitive marker *to*. A subject may or may not be present; the subject of an infinitive clause may be realized as a noun phrase or as a prepositional phrase with *for*. E.g.: *I want you to understand this. They managed to solve the problem. To err is human. It would be highly unusual for Peter to admit his mistake. An infinitive clause may serve a nominal function (as in the examples above), an adjectival function (*This is a drug to betaken at bedtime*), or an adverbial function (*Read on to find out more about how the programme works*)*

-ing participle: the (non-finite) verb form ending in *-ing*. The *-ing* participle combines with the grammatical auxiliary *be* to express the progressive aspect (*They are singing*). An *-ing* participle can also be the verb of a non-finite clause (*Pacing round the lake, she calculated when the reply might arrive.*). *-ing* participles can also be used as adjectives: *a charming smile, the approaching train, an ageing professor*.

-ing participle clause: a non-finite subordinate clause in which the verb is an *-ing* participle. *-ing* participle clauses can have adverbial function

(*Pacing round the lake, she calculated when the reply might arrive.*-adjunct of time), adjectival function, as postmodifiers of nouns (*He was a bus conductor relaxing on his rest day.*), nominal function (*Parking in front of the gate is illegal.* -subject), or they may be combined with the main clause in *-ing* co-ordination (see above).

intransitive verb: a verb which does not need a direct object in order to form a grammatical sentence. E.g. *She has arrived. They were swimming.* Intransitive verbs may occur with obligatory and optional adverbials. E.g. *They went home. They live in Cambridge.*

main clause: a finite clause which can function on its own as a complete sentence. E.g. *Tom was reading a book.* Main clauses may contain subordinate clauses (and thus form complex sentences), e.g. *Tom was reading a book when I called.* Main clauses can also be co-ordinated, and thus form compound sentences, e.g. *Tom was reading a book, but I preferred the TV-guide.*

modal auxiliary: see also auxiliary. An auxiliary that expresses modality (obligation, permission, possibility, ability; or degrees of probability). The modal auxiliaries proper are *can/could, may/might, must, shall/should, will/would, ought to*. These modals have no non-finite forms. There can only be one modal auxiliary proper in a verb phrase (although they can combine with marginal modal auxiliaries and auxiliary equivalents).

modality: a type of meaning, involving the affirmation of possibility, impossibility, necessity, or contingency. Modality can be expressed by verbs (particularly modal auxiliaries) or adverbials (modal disjuncts). Modality entails an element of non-fact (often future reference) or uncertainty (about states of affairs in the present or the past). See root modality and epistemic modality.

non-finite verb: a verb which is not marked for tense or modality. The non-finite verb forms are the infinitive, the past participle and the ing-participle. E.g. *(to) write, written, writing*. Non-finite forms can combine with each other in non-finite verb phrases, e.g. *having written, having been written, being writing*. Non-finite forms can also combine with finite ones in finite verb phrases (in which case the

finite verb comes first), e.g. *has been writing*, *(he) had been writing*, *(the book) will have been written*.

participle: a non-finite form of the verb. The past participle of regular verbs ends in *-ed*. In verb conjugation, it is the third form cited (*go - went - gone*; *take - took - taken*; *walk - walked - walked*). The past participle combines with the grammatical auxiliary *have* to express the perfective aspect (e.g. *She has made the beds*), or with the grammatical auxiliary *be* to express the passive voice (e.g. *The beds have been made*). The *-ing* participle (sometimes called the 'present participle') of all verbs ends in *-ing* (*going, taking, walking*). The *-ing* participle can combine with the grammatical auxiliary *be* to express the progressive aspect. Participles can also have the syntactic function of verb in participle clauses.

participle clause: a non-finite clause with a past participle or an *-ing* participle forming the (first part of) the verb phrase. Participle clauses may be postmodifiers of nouns (*the children needing special instruction, a note written by a student*), complement of preposition (only *-ing* clauses: *I thought of accepting the offer*) or adverbial (*Lacking the right kind of qualifications, he didn't get the job. Published only a month ago, the book is already out of print. Having worked there once, she knew her way round the shopping centre*).

predicative: 1: a syntactic function in the clause (subject predicative or object predicative). Both noun phrases and adjective phrases may function as predicatives. (*John is happy, John is a fool; John makes me happy, John called me a fool*.) 2: a function of an adjective in relation to a noun, i.e. an adjective that functions as a subject/object predicative has predicative function vis-à-vis the noun it characterizes.

relative clause: a subordinate clause introduced by one of the relative pronouns, or by the relative determiner *whose*. The typical syntactic function of relative clauses is adjectival, viz. as postmodifiers of nouns. The relative clauses thus mainly belong at phrase level, as parts of noun phrases. E.g. *They have nothing that you need. It may be difficult to find a flat at a price you can afford. We all create for ourselves a world in which it is tolerable to live. Among the other artists whose paintings were discussed were Boucher, Courbet, and Fra*

Angelico.

Relative clauses can also be introduced by a relative adverb (*where, when, how, why*). The syntactic function of the relative clause is still postmodifier within a noun phrase. E.g. *This is the street where we used to live. That all happened at a time when people had more time for each other.*

Adjectival relative clauses can be restrictive or non-restrictive. A relative clause can also be sentential, i.e. its antecedent is the matrix clause. In that case it is analysed as a disjunct, since it represents a comment on the fact/action expressed by the matrix clause. The relative pronoun used in a sentential relative clause is always *which*. E.g. *Gertrude got very angry, which surprised even herself.*

split infinitive: an infinitive verb phrase with an adverb between the infinitive marker and the verb, e.g. *to absolutely reject this usage, to boldly go where no man has gone before*. Usage books often warn against the use of the split infinitive, as many people feel that the infinitive verb should follow the infinitive marker directly. Thus it is recommended that the adverb should be placed either before the infinitive marker or after the verb. However, there is nothing inherently wrong with the split infinitive, and it is sometimes the best or only way of avoiding ambiguity, e.g. *she refuses to actively try to make them change their minds*.

subject: a clause element which comes in addition to the verb in all complete sentences. The subject is typically realized by a noun phrase. In declarative sentences the subject is usually placed in front of the verb, at the beginning of the sentence. The prototypical meaning of the subject is a 'doer of an action', but subjects can also have other types of semantic roles. In the following sentences, the subjects have been underlined: *She inserted a Yale key in the lock, and found herself in a narrow hall. The hall smelled of apples and loam. It was very narrow. To the right an open door led into the shop.*

subject complement: another term for subject predicative.

subject predicative: a clause element that comes in addition to a subject and a copular (two-place) verb. A subject predicative is normally placed after the copular verb. E.g. *She is happy. He felt a fool. The soup tastes*

nice. The school became famous for its achievements in sports. They are students. They seem a happy crowd. A subject predicative is realized by an adjective phrase or a noun phrase (as shown above), or by a nominal subordinate clause. E.g. *The problem is finding the right person. The question is how to find the right person . The fact is that I overslept. What you see is what you get.*

subjunctive: one of the three moods of the verb phrase, the other two being the indicative and the imperative. The subjunctive is rare in present-day English, though it is sometimes used in counter-factual clauses (*if*-clauses, concessive clauses, etc.), e.g. *If I were rich, I'd just travel all the time* (- I'm not rich). With verbs other than *be*, the indicative is nearly always used in this kind of clauses. Particularly in formal (written) American English, the so-called mandative subjunctive is used in *that*-clauses expressing a demand, regulation, or obligation. E.g. *They demanded that the person responsible be fired. Susan insisted that he speak to a psychiatrist.* In British English, *should* + infinitive is generally used instead. (...*that the person responsible should be fired; ... that he should speak to a psychiatrist*) The subjunctive also survives in some set formulas such as *Be that as it may; so be it, long live the Queen.* In these cases the meaning of the subjunctive is either concession or a wish. Except in the set phrases, the use of the subjunctive mood is optional in present-day English. *Be* is the only verb which has a subjunctive past tense form (*were*). In all other cases the subjunctive is expressed by the base form of the verb. A subjunctive verb form is finite, but does not vary for person or number. (Thus the subjunctive is distinguishable from the present tense of the indicative only with a third person singular subject.)

subordinate clause: a clause which fulfils a syntactic function in a phrase or in another clause. Subordinate clauses may be finite or non-finite , and their functions may be adjectival, adverbial, or nominal.

subordinating conjunction: a conjunction which introduces a subordinate clause, and thereby links the subordinate clause to the superordinate clause. E.g. *when, if, after, because, since, unless, as, whether, that.*

APPENDIX 1

The most commonly used phrases

followed by the Gerund

to be accustomed to	He is accustomed to having his own office.
to be addicted to	She is addicted to watching TV.
to be afraid of	She is afraid of speaking in public.
to be anxious about	Norma is anxious about making the presentation.
to accuse sb of	They accused me of having sedentary work.
to admit to	After being stopped by the police, Nick admitted to having robbed the bank.
to agree with	I agree with wearing uniforms at school.
to aim at	This comedy TV programme will aim at making you laugh.
to apologize for	He apologized for forgetting her birthday.
to ask about	I'd like to ask you about your half-sister arriving at weekends.
to adjust to	Her eyes had adjusted to knitting in semi-darkness.
to begin by	She began by speaking on bad news.
to be used to	He is used to fixing his car near our windows. It's harmful to smell its gas.
to blame for	Tom blamed me for gossiping with Ann

	over a cup of coffee.
to believe in	She doesn't believe in getting lost in the wood.
to boast about/of	He's boasted of being invited to flatmate's wedding.
to be bored of	I am bored of doing the same old job which doesn't hold merits.
to be capable of	He is capable of winning a gold medal.
to be committed to	She is committed to improving her English writing.
to be concerned about	Nancy was concerned about being late.
to be content with	Tim is content with winning second place in Olympic Games.
to complain about	She complains about bullying.
to concentrate on	You should concentrate on doing what you are told instead of playing truant.
to congratulate sb. on/for	It's a pleasure to congratulate you on/for making such a good speech.
to confess to	The suspect never confessed to killing their dog.
to count on	The truth is that parents
to cope with	He is not sure how to cope with getting older.
to decide against	They decided against stealing the car.
to depend on	Success may depend on becoming more patient.
to dream about/of	Sue dreams of being a pop star.
to decide against	They decided against stealing the car.

to be dedicated to	The organization is dedicated to ending poverty.
to be devoted to	The money will be devoted to creating shows for all genres on different networks.
to be disappointed with	Fiona was disappointed with having heard the news.
to be discouraged by	He is discouraged by not being a candidate for this job.
to be excited about	My sibling was excited about working for a university TV channel.
to be famous for	That actor is famous for being extremely weird.
to be fond of	She is fond of training hard for the championship.
to feel like	They feel like working as part of a team to develop good communication and organizational skills.
to forgive for	Forgive him for taking the car without asking you first.
to be frightened of	She is frightened of being alone at night.
to get used to	You must get used to working long hours.
to give up	Give up eating so much junk food!
to be good/bad at	He is good at socializing.
to be guilty of	The banker was guilty of stealing money.
to be happy about	He was happy about getting a job in

	management.
to be interested in	She is interested in implementing new programme schedule for Language Students.
to be involved in	He was involved in making music.
to insist on	The gypsy insisted on reading my palm.
to be known for	The chameleon is known for changing colour.
to look forward to	I'm looking forward to seeing you soon.
to object to	Nick objected to calling an ambulance.
to be opposed to	They are opposed to building a new road in the park.
to pay for	You shall pay for having accompanying her to her house.
to prevent sb. From	My parents prevented me from getting married and having children in my late teens.
to protect from/against	You can't protect me against blackmailing.
to put off	Don't put off traveling. It is the best form of education.
to be proud of	He was proud of having completed the marathon.
to rely on sth.	He doesn't rely on getting the respect he deserves.
to be remembered for	She is remembered for arguing with the Dean.

to be responsible for	He is responsible for studying without debts.
to spend time on	She spends time on surfing the Net.
to succeed in	I believe she will succeed in interpreting.
to suspect of	She suspects me of calling him a liar.
to be scared of	Tina is scared of being alone at night.
to specialize in	My colleague specializes in making up unique recipes.
to be tired from	She is tired from working all day.
to be tired of	Margaret is tired of making dinner every night.
to talk about/of	Let's talk about finishing the project.
to think about/of	I can't think about having my hair dyed.
to be worried about	The hikers were worried about not having enough water.

APPENDIX 2

THE SCHEME ANALYSIS OF VERBALS

The Scheme Analysis of the Infinitive

My plan is **to spend** a year in Canada.

To spend – is the *Indefinite Infinitive Active* which denotes an action simultaneous with the action of the finite verb. It is used as a *predicative* after the abstract noun '*plan*' and the link verb 'to be' in the form of '*is*'.

The Scheme Analysis of the Infinitive Constructions

a) The Objective with the Infinitive Construction:

The teacher made **us stay** at school after classes.

Us stay – is the OWIC which consists of two elements; the nominal element is expressed by *the pronoun 'us'* in the *Objectice Case* and the verbal element is expressed by *the Indefinite Infinitive Active 'stay'*. The whole construction performs the function of the *complex object* and is found after the verb *denoting compulsion 'made'*.

b) The Subjective Infinitive Construction:

She is said **to know** foreign languages.

She...to know – is the SIC which consists of two elements. The nominal element is expressed by *the pronoun in the Nominative Case 'She'* and has the function of *the subject*. The verbal element is expressed by *the Indefinite Infinitive Active 'to know'* and forms *a part of a compound verbal predicate*. This construction is used with the verb '*is said*'.

c) The Prepositional Infinitive Construction:

It is necessary **for you to come** in time.

For you to come – is the PIC which consists of two elements; the nominal element is expressed by *the pronoun ‘you’* in *the Objectice Case* preceded by a preposition *for* and the verbal element is expressed by *the Indefinite Infinitive Active ‘to come’*. The whole construction performs the function of the ***complex subject*** with the introductory ***IT***.

The Scheme Analysis of the Gerund

He intends **staying** there a few more days.

Staying – is the *Indefinite Gerund Active* which denotes an action which is future with regard to the action of the finite verb *‘intends’*. In the sentence it is used as ***a direct simple object***.

The Scheme Analysis of the Gerundial Construction

His coming early surprised us.

His coming – is the *Predicative Construction with the Gerund* which consists of two elements; the nominal element is expressed by the possessive pronoun *‘his’* and the verbal element is expressed by the *Indefinite Gerund Active ‘coming’*. The whole construction performs the function of the complex subject.

The Scheme Analysis of the Participle

We visited a plant **producing** computers.

Producing – is the *Participle I Indefinite Active* which expresses an action referring to no particular time. In the sentence it is used as an ***attribite in post-position***, as it follows the word *‘a plant’* it refers to.

The Scheme Analysis of the Predicative Constructions with the Participle

a) The Objective Participial Construction:

I watched Tom playing football.

Tom playing – is the OPC which consists of two elements; the nominal element is expressed by a *noun in the Common Case* ‘Tom’ and the verbal element is expressed by the *Participle I indefinite Active* ‘**playing**’. The whole construction performs the function of the **complex object** and is found after the verb of *sense perception* ‘*watched*’.

b) The Subjective Participial Construction:

She was seen crossing the street.

She ... crossing – is the SPC which consists of two elements; the nominal element is expressed by a *noun in the Common Case* ‘She’ and in the sentence it serves as a subject; the verbal element is expressed by the *Participle I indefinite Active* ‘**crossing**’ and it forms *a part of a compound verbal predicate*. This construction is used with *the verbs of sense perception* ‘*was seen*’.

c) The Nominative Absolute Participial Construction:

The signal given, the train started.

The signal given – is the NAPC consisting of two elements; the nominal element is expressed by a *noun in the Common Case* ‘**signal**’ and the verbal element is expressed by the *Participle II* ‘**given**’. The whole construction performs the function of *an adverbial modifier of time*.

APPENDIX 3

Project Work

1) Write an essay (230-250 words).

2) A List of Essay Topics to choose and to Use Grammar

Categories: Infinitive, Gerund and Verbals (on a separate sheet of paper)

- ❖ *My favourite pastime is*
- ❖ *My strengths are ...*
- ❖ *My aim is ...*
- ❖ *.... is the key to the success.*
- ❖ *An example of a difficult decision you had to make*
- ❖ *Tell about a song that usually touches you emotionally*
- ❖ *Which book character do you associate yourself?*
- ❖ *What is the best place for vacation?*
- ❖ *The funniest way you met a friend*
- ❖ *Describe a day you were traveling and something bad happened*
- ❖ *How do you differ from your parents?*
- ❖ *The weirdest thing I've ever seen in my life*
- ❖ *Your favorite time with family*
- ❖ *Something you can't resist*
- ❖ *Your most fortunate day*

3) Tasks:

1. Make up every sentence using verbals. Underline it!
2. Try to use all forms of infinitive or gerund or participle. Highlight it!
3. Write the number of verbals in the margin.

APPENDIX 4

Sample of Essay Writing Worksheet

Name: _____ **Group:** _____

Date: _____

My favourite time with family

Introduction

Body Paragraph 1

Body Paragraph 2

Conclusion

APPENDIX 5

Proverbs and Sayings with Gerund

1. Be slow in choosing a friend, slower in changing him.
2. He who likes borrowing dislikes paying.
3. By doing nothing we learn to do ill.
4. In doing we learn.
5. Learn to swim by swimming.
6. Think twice before speaking.
7. Saying and doing are two things (Saying is one thing and doing another.)
8. Doing is better than saying.
9. The word spoken is past recalling.
10. Seeing is believing.
11. No flying from fate.
12. Appetite comes with eating.
13. You can't make an omelet without breaking eggs.
14. Pouring water on the fire is not the way to quench it.
15. Know your own faults before blaming others for theirs.
16. A watched pot is long in boiling.
17. Clean hands want no washing.
18. A thief passes for a gentleman when stealing has made him rich.
19. Fools grow without watering.
20. There is no accounting for tastes.

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