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## **НЕОСОБОВІ ФОРМИ ДІЄСЛОВА**

*Навчальний посібник*

Житомир  
«Полісся»  
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Навчальний посібник має на меті сформувати необхідні знання, уміння та навички у студентів з практичної граматики англійської мови з теми "The Non-Finite Forms of the Verb".

Для студентів факультетів іноземної філології, які вивчають іноземну мову як фахову дисципліну.

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## ПЕРЕДМОВА

Запропонований навчальний посібник з практичної граматики англійської мови "Неособові форми дієслова" призначений для студентів 2 – 3 курсів, які вивчають англійську мову як основну іноземну і написаний з врахуванням вимог, викладених в діючій програмі з цього предмету.

Мета посібника – ознайомити студентів з сучасним підходом до вивчення неособових форм та формування вмінь і навичок їх утворення та вживання в реченнях. Особлива увага приділяється комунікативним і комунікативно-функціональним особливостям вживання структур з неособовими формами у сучасній англійській мові.

Посібник пропонує системний виклад базових знань з морфології неособових форм англійського дієслова, поєднаний з комунікативно-функціональним підходом до вживання цих форм у сучасній англійській мові. Тлумачення функціонування синтаксичних структур з неособовими формами відображає сучасний підхід до аналізу мовленнєвих структур через їхнє вживання в дискурсі.

Посібник складається з трьох розділів: інфінітив, герундій, дієприкметник, кожен з котрих містить систему вправ, мета яких – навчити студента адекватно сприймати комунікативно-функціональну інформацію, що передається засобами граматичних структур з неособовими формами, а також правильно вживати їх у відповідному контексті.

У вправах, завданнях і ілюстраціях до правил використано мовний матеріал, взятий із сучасної англійської і американської літератури, а також словників, які відображають мовні норми сучасної розмовної англійської мови.

Передбачається, що, працюючи над неособовими формами, студенти самостійно виконують тести для самоконтролю та лабораторні роботи в електронному варіанті. Самостійна робота студентів перевіряється викладачем.

Посібник включає також зразки контрольних робіт з теми “ Неособові форми дієслова” та зразок лабораторної роботи для самостійного виконання в комп’ютерному класі.

Посібник може бути використаний на практичних заняттях, під час самостійного опрацювання теми, на консультаціях, при виконанні лабораторних робіт тощо.

Технологія опрацювання теми може бути різною: практичне заняття – самостійна робота; практичне заняття – тести для самоконтролю; самостійна робота – практичне заняття; самостійна робота – практичне заняття – лабораторна робота; самостійна робота – консультація викладача тощо.

## THE INFINITIVE

The infinitive is a non-finite form of the verb, which names a process in a most general way. It has nominal and verbal characteristics. The verbal characteristics of the infinitive are shown morphologically and syntactically, whereas the nominal features of the infinitive are revealed syntactically, mostly through its functioning in a sentence.

**The verbal characteristics of the infinitive** shown **morphologically**, are seen in its forms. The forms of the infinitive can show three grammatical categories: correlation (співвіднесеність), voice (стан) and aspect (вид).

CORRELA-TION	VOICE ASPECT	ACTIVE	PASSIVE
	NON- PERFECT	COMMON	to do to work
CONTINU- OUS		to be doing to be working	----- -----
PERFECT	COMMON	to have done to have worked	to have been done -----
	CONTINU- OUS	to have been doing to have been working	----- -----

### Note:

- 1. The infinitive of the continuous aspect** is not used in the passive voice.
- 2. The infinitive of an intransitive verb** is not used in the passive voice.

**3. The non-perfect infinitive in the common aspect, the active voice** is treated as the initial form of the verb, which represents the verb in dictionaries.

**The category of correlation** is expressed by the opposition of two forms: **non-perfect – perfect**: *to do – to have done; to be doing – to have been doing; to be done – to have been done.*

**Non-perfect infinitive** refers to the time of the action denoted by the verb-predicate: *I'm pleased to meet you. (The pleasure and the meeting are both in the present)*

*You were lucky to win. (The luck and the victory are both in the past)*

Sometimes the non-perfect infinitive refers to the future:

*He expects to stay here for a week.*

**Perfect infinitive** refers to the past and shows that the action of the infinitive happened before the action of the verb - predicate:

*He claims to have won a lot of money. (First he won the money, then he claimed that he had won it).*

**Note:**

1) **Perfect infinitives** have the same kind of meaning as **perfect or past tenses**:

*I'm glad to have left school. (=... that I have left school.)*

*She was sorry not to have seen Bill. (=...that she had not seen Bill.)*

*We hope to have finished the job soon. (=... that we will have finished)*

2) With **was/were, would like, meant, attempted, expected, hoped, intended, planned, tried**, perfect infinitives refer to actions which were not fulfilled:

*I meant to have telephoned but I forgot.*

*He was to have gone to art college but he fell ill. (He didn't go.)*



*I'd like to have been sitting there when she walked in. (I wasn't there.)*

**The category of aspect** is expressed by the opposition of two forms: **common aspect** – **continuous aspect**: *to do* – *to be doing*; *to have done* – *to have been doing*.

The meaning of **the common aspect** forms is flexible and is easily modified by the context: *You ought to read more.*

We use a **continuous infinitive** for sth happening over a period. **Non-perfect infinitive in the continuous aspect suggests** that actions and events are/were/will be continuing around the time we are talking about: *It's nice to be sitting here with you. I noticed that he seemed to be smoking a lot. This time tomorrow I'll be lying on the beach. Why's she so late? She can't still be working.*

**Perfect infinitive in the continuous aspect** refers to the past and emphasizes the duration of the action of the infinitive, which happened before the action of the verb: *I'd like to have been sitting there when she walked in. He's got a headache. He claims to have been working on the computer all morning.*

**The category of voice** is expressed by the opposition of two forms: **active voice** – **passive voice**: *to do* – *to be done*; *to have done* – *to have been done*.

**Active infinitives** point out that the actions are directed from the subject: *I ought to tell you about it.*

**Passive infinitives** indicate that the actions are directed to the subjects: *He hopes to be offered a promotion (non-perfect, common, passive). They were lucky – they could have been killed (perfect, common, passive).*

**Negative infinitives** are normally made by putting **not** before the infinitive: *Try not to be late. You were silly not*

to have locked your car. He's very busy. I'm afraid he can't be disturbed.

### The bare infinitive

In all its forms and functions the infinitive has a special marker, **the particle to**: *He wanted to go*. However, in some cases we use **infinitives without “to” – bare infinitives**:

(1) after the modal verbs **can, could, may, might, must, shall, should, will, would** and after **needn't**: *You should try to forget about it. Could you help me? You needn't worry.*

**Note**: after **ought to, have to, be to** the infinitive is used with “to”: *We ought to see, if Pat's OK.*

(2) after **had better, had best (old-fashioned), would rather, had rather, would sooner and might (just) as well**: *You had better see the doctor. I would rather go home .*

(3) after **Let's** (formally Let us): *Let's go (=I suggest we go). Let's not go. Don't let go (more informally)*

(4) after the verbs of causative meaning **let (=allow), make and have**: *I'll have you know I'm the boss here (informal). Please, let us (=allow us to) go with you. Don't make me laugh.*

(5) after the verbs of sense perception (**see, hear, feel**): *They saw her talk to the manager.*

**But: be made, be heard, be seen + to-infinitive (passive)**: *She was seen to talk to the manager.*

(6) “**help**” is followed by either the to-infinitive or the bare infinitive: *She helped me (to) fill in my application form.*

(7) in structures with **Why (not) ...?** : *Why **worry**? Why not give him socks for Christmas?*

(8) after **know** used with perfective aspect: *We have (had) never known him lose his temper before.*

(9) after **bid** in old-fashioned narrative style: *The night bade the traveler enter.*

(10) when two infinitive structures are joined by **and, or, except, but, than, as** or **like**, the second is often without **to**: *I'd like to lie down and go to sleep. Do you want to have lunch now or wait till later? There is nothing to do except turn back. He did nothing but complain. My dog does everything but speak. Let's finish the job now rather than leave(=leaving) it till tomorrow*

### **The particle "to" for the repeated verb**

We can use **to** for the infinitive of a **repeated verb**, if the meaning is clear:

*"Are you moving?" "We hope **to**" (=...We hope **to move**)*

*"Come and dance". "I don't want **to**".*

*"I don't play tennis, but I used **to**."*

*"You made Ann cry." "I didn't mean **to**".*

*He wanted to go but he wasn't able **to**.*

*"Have you fed the dog?" – "No, but I'm just going **to**."*

We cannot drop **to**: *"Come and have a drink." "I'd like **to**"*

But we can drop **to** in the expressions *if you like/want, when you like/want* and *as you like*: *We'll stop when you want.*

### **The Retroactive Infinitive**

In some cases the non-perfect infinitive may be **active in form but passive in meaning**. It is called **retroactive**: *The house is to let*. The retroactive infinitive is rather productive although in nearly all cases it can be replaced by the corresponding passive form. *He is to blame. (=He is to be blamed.) There was only one thing to do. (=There was only one thing to be done.)*

### **The Split Infinitive**

It is not normally advisable to put any words between the **to** and the infinitive stem. A **"split infinitive"** is a

structure in which “**to**” is separated from the infinitive stem by an adverb: *I'd like to really understand philosophy. He began to slowly get up off the floor.*

Split infinitive structures are quite common in English, especially in an informal style. Some people consider them incorrect or careless, and avoid them if possible by putting the adverb in another position: *He began slowly to get up off the floor.*

### SENTENCE PATTERNS WITH THE INFINITIVE

In all syntactical functions the infinitive may be used:

- 1) alone, i.e. without any words depending on it: *She would like to dance.*
- 2) as the headword of an infinitive phrase, i.e. with one or more words depending on it: *She would like to dance with him tonight.*
- 3) as part of an infinitive predicative construction, i.e. as a logical predicate to some nominal element denoting the logical subject of the infinitive: *She would like him to dance with her.*

The Infinitive performs almost all **syntactical functions** characteristic of the noun.

## 1. The Infinitive as Subject

### 1. 1 To do sth

<b>To do sth</b>	is was will be would be	<b>necessary (the adjective)</b> <b>a mistake (the noun)</b> <b>to do sth (the infinitive)</b>
------------------	----------------------------------	--

*To visit her is always a pleasure.*

*To make mistakes is easy.*

*Where to start was a problem.*

**Note:**

1) In older English, an infinitive preceding the predicate could easily be the subject of a sentence. In modern English, this is unusual in an informal style. Widely used are sentences with “it” as a formal subject and the infinitive (following the predicate) as the notional subject: *It's nice to see you again* (Pattern 2).

2) If there are two or more homogeneous infinitive subjects in a sentence, all of them keep the particle to: *It is difficult to do or even to say nothing at all*.

3) The predicate of the subject expressed by the infinitive always takes the form of the 3d person singular: *Not to go back was awful*.

4) The subject expressed by the infinitive usually takes a compound nominal predicate with the link verb *to be*, although other link verbs may also occur: *To lean out of the window is dangerous*. *To save money now seems impossible*. Sometimes sentences with the infinitive-subject have other types of predicates: *To wait for them made him angry* (the simple verbal predicate)

## 1.2.

<b>It</b>	<b>is was will be</b>	<b>important (the adjective) fun (the noun)</b>	<b>to do sth to be done to be doing</b>
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*It's easy to make mistakes*.

*It was nice to be speaking English again*.

## 2. The Infinitive as Predicate

2.1 In **interrogative why – sentences**: *Why go away?*  
*Why not forget?*

2.2 In **exclamatory infinitive sentences**, which show the incompatibility of the idea expressed by the subject and that expressed by the predicate: *You to say such a thing!*  
*Me – marry him! Never!*

### 3. The Infinitive as a structural element of analytical forms of the verb performing the function of the Simple Verbal Predicate

**The infinitive is used as a structural element of analytical forms of the verb: auxiliary verbs + the infinitive** *The cinema will close in November. Does he often play tennis? They don't know it.*

*For example: Did he go to Africa last year? – the infinitive “go” is a structural element of the analytical forms “did...go” , which performs the function of the Simple Verbal Predicate.*

### 4. The Infinitive as Part of the Compound Predicate

The infinitive is used as part of different types of compound predicates:

- 4.1 the Compound Nominal Predicate proper;
- 4.2 the Compound Verbal Modal Predicate;
- 4.3 the Compound Verbal Phasal Predicate;
- 4.4 Predicates of Mixed Types.

#### 4.1 The Infinitive as the Predicative (Part of the Compound Nominal Predicate proper)

A subject	a link verb	a predicative
A clause	is/ was/ will be/ would be means/ meant	to do sth
A noun		to be done

*What I want is to be left alone.*

*Her ambition is to open her own shop.*

#### 4.2 The Infinitive as Part of the Compound Verbal Modal Predicate

**A) A modal verb + the infinitive:** *He can't say a word. You must listen to your teacher. She might have left the car unlocked. You should follow a healthy diet. You needn't have bought any bread. I'd already bought. Do I have to tidy my room? We were to meet at three. You are to stay here until I return.*

**B) Modal expressions (to be able, to be allowed, to be willing, to be capable, to be going) + the infinitive:** *I wasn't able to reach him on the phone. All citizens over the age of 18 are allowed to vote. I'm willing to do sth. What are you going to do at two?*

**C) The expressions: had better (best), had rather, would sooner/rather + the infinitive:** *I'd rather not say. You had better start at once.*

#### 4.3 The Infinitive as Part of the Compound Verbal Phasal Predicate

The Infinitive as **Part of the Compound Verbal Phasal Predicate** (CVPhP) is used after verbs denoting various stages of the action (i.e. phasal verbs). These phasal verbs denote:

1) **the beginning of the action:** *to begin, to start + infinitive /or gerund; to come + infinitive:* *It started to rain. She began to cry.*

*To come + infinitive:* *He came to understand it.*

2) **the continuation of the action:** *to go on, to continue + infinitive/or gerund:* *He continued to live with his parents after his marriage.*

*To proceed + infinitive:* *She proceeded to inform me about it.*

3) **the end of the action:** *to cease + infinitive/or gerund:* *The Old German Empire ceased to exist in 1918.*

4) **the repetition of the action:** *would/ used to + infinitive:* *He used to talk to me about it. She would sit by the window.*

#### 4.4 The Infinitive as Part of Mixed Predicates

*It must be Roger.* – The infinitive “*be*” is part of the Compound Modal Nominal Predicate

He *must stop smoking* -. The infinitive “*stop*” is part of the Compound Modal Phasal Predicate.

He *was beginning to look desperate*. – The infinitive “*to look*” is part of the Compound Phasal Nominal Predicate

#### 5. The Infinitive as Object

The infinitive can have the function of an object after verbs, adjectives, adjectivized participles and statives.

##### 5.1. The Infinitive used after verbs that take only one Object

To agree, to afford, to arrange, to attempt, to care (to like), to choose, to claim, to consent, to decide, to deserve, to determine, to expect, to fail, to fear, to forget, to hesitate, to hope, to intend, to learn, to like, to long, to love, to manage, to mean, to neglect, to omit, to plan, to prefer, to pretend, to refuse, to regret, to remember, to swear, to tend, to want

**to do sth**

**to be done**

**to be doing sth**

*Can I afford to buy it yourself?*

*I pretend not to be listening.*

#### Note:

1) These verbs are generally used with the non-perfect forms of the infinitive: *She agreed to come at ten. He planned to spend the day in town.* 2) Some of these verbs also occur with perfect forms:



a)After the verbs “*to claim*”, “*to fail*”, “*to forget*”, “*to hate*”, “*to like*” “*to omit*”, “*to regret*”, “*to remember*”, “*to swear*” the perfect infinitive expresses priority: *She claims to have seen him before.*

b)After the verbs “*to attempt*”, “*to expect*”, *to hope*”, “*to intend*”, “*to mean*”, “*to plan*”, “*to try*”, the perfect infinitive shows that the action of the infinitive was not fulfilled: *I hoped to have found him at home.*

3)The infinitive can also be the object when it is used after rather common phrases: *can afford*(in the negative and interrogative), *can bear* (in the negative and interrogative), *to make sure, to make up one's mind, to take care, to take the trouble*: *Can you afford to buy it yourself? I can't bear to hear of it now.*

**5.2. The Infinitive used after verbs that take two Objects, the first of which is a noun or a pronoun and the second one is an infinitive**

<p><b>Verbs of Inducement:</b>          To advise, to allow, to ask, to beg, to cause, to command, to compel, to direct, to encourage, to forbid, to force, to impel, to induce, to instruct, to invite, to order, to permit, to persuade, to recommend, to request, to require, to tell, to urge</p>	<p><b>to do sth</b>  <b>to be done</b>  <b>to be doing sth</b></p>
---	--

*Ann told him to leave her alone.*

*I beg you to forgive you.*

**5.3. An Infinitive conjunctive phrase as Object**

<p>To advise, to ask, to consider, to decide, to find out, to forget, to know, to explain, to learn, to remember, to show, to tell, to understand, to wonder</p>	<p><b>what / when / how, etc. to do sth</b></p>
--	---

*They advised me how to settle the matter.*

She did not know what to say.

#### 5.4. The Infinitive used after adjectives and adjectivized participles

To be	<b>1. Adjectives and adjectivized participles</b> after which <u>the infinitive cannot be used in perfect forms</u> as it denotes actions either simultaneous with or posterior to the states expressed by the predicates: <i>anxious, apt, bound, fit, careful, curious, determined, difficult, eager, easy, entitled, free, hard, impatient, inclined, interested, keen, liable, quick, powerless, prepared, read, reluctant, resolved, set, slow, worthy</i>	to do sth
To be	<b>2. Adjectives and adjectivized participles</b> after which <u>the infinitive can have both non-perfect and perfect forms:</u> <i>amused, annoyed, astonished, delighted, distressed, frightened, furious, glad, grateful, happy, horrified, pleased, proud, puzzled, relieved, scared, sorry, surprised, thankful, touched</i>	to do sth / to have done sth

1. She's determined to go on. He's fully prepared to meet them.

2. He was amused to hear it. She is proud to have grown such a son.

#### Note:

The adjectives and the adjectivized participles of the second pattern express certain psychological states, which are the result of the action of the infinitive object, i.e. the action of the infinitive is prior to the state of the predicate. The non-perfect forms express **immediate priority**: *I'm glad to see you.* (= I see you and this makes me glad). The

perfect forms show that there is a gap between the action (the action of the infinitive) and the resulting state (the state of the predicate): *I am glad to have seen you.* (I have seen you and this makes me glad).

### 5.5 The Infinitive used after statives

<b>To be</b>	afraid, ashamed	agog,	<b>to do sth</b>
--------------	--------------------	-------	------------------

*I'm afraid to tell the truth.*

### 5.6 The Infinitive after “the introductory it”

<p><i>I think <u>it</u> important <u>to speak</u> English.</i></p> <p>“It” is the formal object expressed by “the introductory it” which introduces the notional object <u>”to speak English”</u> expressed by the infinitive phrase.</p>
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## 6. The Infinitive as Attribute

### 6.1

<b>Noun</b> (Man / place / thing / wish, etc.)	<b>to do sth.</b>
--	-------------------

*He needs a place to live in.*

*Have you got a key to unlock this door?*

### 6.2

<p><b>Pronouns</b></p> <p>indefinite (anybody/anything/sb/sth)</p> <p>negative (nobody/nothing)</p> <p>universal (everybody/everything)</p>	<b>to do sth</b>
---	------------------

*I have nothing to give you.*

*Have you anything else to say?*

**Note:** Occasionally the infinitive as an attribute refers to personal and reflexive pronouns: *I've only you to look to.*  
*You have only yourself to praise.*

### 6.3

<p><b>Substantivized ordinal numerals</b> (especially <u>first</u>) and</p> <p><b>Substantivized adjectives</b> <u>next</u> and <u>last</u></p>	<b>to do sth</b>
---	------------------

*Jack was the first to come.*

She was the last to reach the ball.

## 6.4

<b>The substantivized quantitative adjectives</b> <i>much, little, (no) more, (no) less, little more, enough</i>	<b>to do sth</b>
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A man in your position has so much to lose.

I've no more to add.

**Note:** The infinitive attribute can also be used with the substantivized adverb “nowhere”: *I had nowhere to go*.

## 6.5.

<b>The noun substitute</b> <i>one</i>	<b>to do sth</b>
---------------------------------------	------------------

I am not the one to run about and discuss my affairs with other people.

## 7.The Infinitive as Adverbial Modifier

The Infinitive can be used as an adverbial modifier of different types:

Adverbial Modifier of Purpose;

Adverbial Modifier of Subsequent Events;

Adverbial Modifier of Consequence (Result);

Adverbial Modifier of Attendant Circumstances;

Adverbial Modifier of Comparison;

Adverbial Modifier of Condition;

Adverbial Modifier of Exception;

Adverbial Modifier of Time;

Adverbial Modifier of Motivation.

### 7.1 The Infinitive as Adverbial Modifier of Purpose

1. The position of the infinitive used as <b>an adverbial modifier of purpose</b> varies. It may stand: a) after the predicate: <i>Laura has gone to town <u>to do some shopping</u></i> . b) at the beginning of the sentence the infinitive is also
---

possible: *To get a good seat, you need to arrive early.*

2. We can also use the conjunctions “*in order*” (more formal) or “*so as*” before the infinitive of purpose: *He got up early in order to have time to pack. I moved to a new flat so as to be near my work.*

### **Note:**

1) The infinitive of purpose may also be introduced by the conjunctions “*so as*”, “*as if*”, “*as though*” and the preposition “*except*”, in which case it acquires the additional meanings of manner (*so as*), comparison (*as if*, *as though*) and exception (*except*): *He turned away so as to conceal his tears. He bent down as if to look at the flowers. In weeks of fog I would curl up in the cabin and read, hardly lifting my eyes except to eat.*

2) The infinitive of purpose may be modified by limiting particles: I’m here **just to see** you off. *He came down only to say good night to you.*

3) The adverbial modifier of purpose is widely used in both formal and informal style.

## **7.2 The Infinitive as Adverbial Modifier of Subsequent Events**

1. The infinitive can express the idea of “bad news” following “good news”:

*Charles arrived for the concert to find it had been cancelled.*

2. We often use “*only*” before the infinitive to express a disappointing sequel:

*He hurried to the house only to find that it was empty. (= He hurried to the house and was disappointed when he found that it was empty.)*

3. The infinitive can also be used in this function without any idea of misfortune:

*He returned home to learn that his daughter had just*

*become engaged.*

But this use is mainly confined to such verbs as *find, hear, learn, see, be told, etc.*, as otherwise there might be confusion between adverbial modifier of subsequent event and the adverbial modifier of purpose.

**Note:** This use of the infinitive is rather literary: *Laura came to find her house on fire.*

*He grew up to be a handsome young man.*

### 7.3 The Infinitive as Adverbial Modifier of Consequence (Result)

The infinitive as **an adverbial modifier of consequence (result)** depends on:

a) **adjectives and adverbs modified by *too*:**

**too + adjective + to infinitive:** *It is too cold to go swimming.*

**too + adverb + to infinitive:** *He had gone too far to draw back.*

**too + adjective + a + noun + to infinitive:** *He is too experienced a conductor to mind what the critics say. (As a conductor he is *too experienced* to mind what the critics say.)* The infinitive here always refers to the subject of the sentence. A passive infinitive is also possible here: *He was too experienced a conductor to be worried by what the critics said.*

b) **adjectives, adverbs and nouns modified by *enough*:**

**adjective + enough + to infinitive:** *She is old enough to go out on her own.*

**adverb + enough + to infinitive:** *He ran fast enough to win the race.*

**enough + noun + to infinitive:** *We've got enough room to put you up.*

c) **adjectives modified by *so*:**

**so + adjective + as + to infinitive:** *Would you be so kind as to tell me the time? (This is formal and not very common)*

d) nouns modified by **such**:

**such + noun + as + to infinitive:** *It was such a loud noise as to wake everybody in the house. (This is formal and not very common)*

**Note:**

1) If the infinitive refers to the subject of the sentence, it has an active meaning: *You are too young to understand. (=You are so young that you cannot understand)*

2) If the infinitive does not refer to the subject, it has a passive meaning: *The plate was too hot to touch. (too hot to be touched) = (The plate was so hot that we couldn't touch it)*

3) Note that **it**, the object of “touch” in the second sentence disappears in the phrase “too hot to touch” because the infinitive “touch” here, though active in form, is passive in meaning.

4) Sometimes either an active or a passive infinitive may be used: *This parcel is too heavy to send/to be sent by post.*

#### **7.4. The Infinitive as Adverbial Modifier of Attendant Circumstances**

The Infinitive **as an adverbial modifier of attendant circumstances** shows that other actions take place at the same time as the action of the predicate: *Her voice floated out, to swell the night's uneasiness.*

**Note:**

1) The infinitive in this function is a non-perfect, common aspect, active voice form.

2) The adverbials of attending circumstances are confined to formal style.

## 7.5. The Infinitive as Adverbial Modifier of Comparison

*than+ the infinitive: To give is more blessed than to receive.*

*Rather than wait any more, I went home by taxi. (no particle "to")*

### Note:

- 1) The adverbials of comparison are confined to formal style.
- 2) Although the infinitive of comparison is generally used with **to**, it may also occur without it.

## 7.6 The Infinitive as Adverbial Modifier of Condition

1. The infinitive used as an adverbial modifier of **condition** denotes an action, which pre-conditions the action of the predicate: *To look at Montmorency, you would imagine that he was an angel sent upon earth ...* (=If you looked..., you would imagine...)

2. Often, although not always, the predicate of the sentence is used in

- the Conditional Mood: *To see him walk down the street, you'd never know he was blind.*

-the Future Indefinite of the Indicative Mood: *I'll thank you to take your hands off me.* (=I'll thank you, if you take...)

## 7.7 The Infinitive as Adverbial Modifier of Exception

**The Infinitive as an adverbial modifier of exception** denotes the action, which is the only possible one in the situation (in negative and interrogative sentences): but / except + infinitive, which is generally used without **to**: *I had nothing to do but wait. There is nothing to do except turn back. What could I do but submit?*

**Note:** The adverbials of exception are confined to formal style.



## 7.8 The Infinitive as Adverbial Modifier of Time

- a) *His father lived to be ninety. (= lived till he was...)*  
b) *Go away! I shudder to see you here. (= I shudder when I see...)*

**Note:** The position of the infinitive is fixed, it always follows the predicate it modifies. Its form is non-perfect, common aspect, active.

## 7.9 The Infinitive as Adverbial Modifier of Motivation

**The Infinitive as an adverbial modifier of motivation** refers to a compound nominal predicate with the predicative expressed by an *adjective, a noun or a prepositional phrase*, denoting some kind of assessment of someone's intellectual faculties, morals or other qualities. The assessment itself is a temporary one: *What an idiot I was not to have thought of it before.  
She had been silly to come here.*

**Note:** The Infinitive as an Adverbial Modifier of Motivation is characteristic of colloquial style.

## 8. The Infinitive as Parenthesis

The infinitive used as **parenthesis** is usually part of a collocation:

***to begin with, to be (quite) frank, to be sure, to make matters worse, to put it mildly, to say the least, to tell the truth, needless to say, strange to say, so to speak.***

These infinitive phrases can be placed at the beginning or sometimes at the end of a sentence: *To be perfectly frank, you're a bad driver. To tell the truth, I've never met him. I've never met him, to tell the truth.*

**For example:** *To be honest, I just don't like him. (The infinitive "to be" is part of the infinitive phrase "to be honest", which performs the function of parenthesis)*

## PREDICATIVE CONSTRUCTIONS WITH THE INFINITIVE

The infinitive is used in predicative constructions of three types:

1. The Objective with the Infinitive Construction (Complex) / The Accusative with the Infinitive;
2. The Subjective Infinitive Construction (Complex) / The Nominative with the Infinitive;
3. The For-to-Infinitive Construction (Complex) / The for-phrase.

These constructions are called *predicative* because they consist of two parts (nominal + verbal), the verbal part is in *the relation of secondary predication* to the nominal.

### The Objective With the Infinitive Construction

The Objective with the Infinitive Construction consists of two parts:

- (1) nominal + (2) verbal:

*I know (1) the children (2) to be from Kyiv.*

*I want (1) them (2) to win.*

The verbal part of the construction (an infinitive or an infinitive phrase) is in the relation of secondary predication to the nominal part (a noun in the common case or the personal pronoun in the objective case).

The Objective with the Infinitive Construction performs the syntactical function of a **complex object**.

**Usage:**

#### 1.1

**The Objective with the Infinitive Construction** is used after **verbs of sense perception** (*to see, to hear, to feel, to watch, to observe, to notice*)

*I heard him lock the door.*

*I saw John drive off.*

**Note:**

1) In this case the only possible form is **the non-perfect infinitive in the common aspect, active voice** used *without the particle “to”*: *We watched the bus stop.*

2) We use the infinitive without **to** when we *see, hear, etc.* the whole action from beginning to end: *Last week, I went to London and saw England play Brazil in the big football match. (= I saw the whole game)*

3) If the verb **“to see”** is used in the meaning **“to realize”**, or the verb **“to hear”** with the meaning **“to learn”**, the objective with the infinitive construction cannot be used. Here a subordinate clause is used: *I saw that he didn't know anything. (saw=бачув / розуміє)*

*I hear you have dropped the idea of leaving him (hear = чув / дізнався)*

4) After the verbs **to see and to notice** the infinitive of the verb **to be is not used**. Instead a subordinate object clause is used: *He noticed that the girl was unusually pretty.*

## 1.2

<p><b>The Objective with the Infinitive Construction</b> is used after verbs <b>of mental activity</b> (<i>to assume, to believe, to consider, to expect, to know, to suppose, to understand</i>)</p>
---

*I consider him to be the best candidate.*

### Note:

1) Here the infinitive is used in any form, though the non-perfect forms *with the particle “to”* are the most frequent: *I didn't expect him to write to me.*

2) It is much more common to use *that + the subordinate object clause* with the verbs of mental activity (=knowing, thinking, etc): *I consider that he is the best candidate. The police believed (that) the Mafia had committed the crime.*

3) With **“think”, “estimate” and “presume”** the objective with the infinitive construction is extremely rare, a that-

clause (= a subordinate object clause ) being normally used instead: *I think that he is the best player.*

4) If the doer of the action denoted by the infinitive is expressed in the subject of the sentence, the corresponding reflexive pronoun is used: *He believed himself to be right.*

5) We often use the infinitive “to be” in this pattern. We can sometimes leave out “to be”, especially after “believe”, “consider” and “find” :*We consider ourselves (to be) a separate nation.*

6) We can use “there” as the nominal part of the construction: *We understood there to be money available.*

### 1.3

**The Objective with the Infinitive Construction** is used after **verbs of wanting and liking**: *want, wish, (would) like, (would) love, (would) prefer, (would) hate, can't bear, etc.*

*I want everyone to enjoy themselves. She hated her son to be separated from her. I'd like you to hold the door open for me.*

#### Note:

1) Here **non-perfect common aspect forms of the infinitive with the particle “to”** are used.

2) With most of these verbs we cannot use a subordinate clause (Wrong: I want that everyone enjoys themselves.)

3) We can use “there” as the nominal part of the construction: *We'd prefer there to be an adult in charge.*

4) After “like”, “love”, “prefer” and “hate” we can use **it when/if + a subordinate clause**: *I hate it when you ignore me.*

### 1.4

**The Objective with the Infinitive Construction** is used after **verbs of declaring** (*to announce, to declare, to pronounce*) .

*He reported the boat to have been seen not far away. He announced the result to be a draw.*

**Note:**

- 1) The infinitives *with the particle “to”* are used in this pattern.
- 2) We often use the infinitive “to be” in this pattern: We can sometimes leave out “to be”, especially after “declare”: The country declared **itself (to be) independent.**
- 3) After the verbs of declaring we can use a subordinate object clause.

**1.5**

**The Objective with the Infinitive Construction** is used after verbs **of inducement** (*to have, to let, to make, to get*) of which the first three take the infinitive *without “to”*

*She made me obey her.*

*I can't get him to do it properly.*

**Note:**

- 1) The infinitive / infinitive phrase after “let” and “make” (in the Active Voice) is sometimes dropped to avoid repetition:

*She wants to go out to work but he won't let her. (go out to work)*

*Why did you tell him? – He made me (tell him)!*

**1.6**

**The Objective with the Infinitive Construction** is used after certain verbs requiring a prepositional object: *to count (up)on, to rely (up)on, to look for, to listen to.*

*I rely on you to come in time.*

*Can't I count upon you to help me?*

**Note:**

After the verb “to listen to” the infinitive is used **without the particle “to”**:

*He was listening attentively to the chairman speak.*

## The Subjective Infinitive Construction

The Subjective Infinitive Construction consists of two parts:

(1) nominal + (2) verbal:

(1) He is said (2) to be ninety.

(1) The boys seem (2) to have arrived last week.

The verbal part of the construction (an infinitive or an infinitive phrase) is in the relation of secondary predication to the nominal part (a noun in the Common case or the personal pronoun in the Nominative case).

The Subjective Infinitive Construction performs the syntactical function of **a complex subject**.

### Usage:

#### 2.1

**The Subjective Infinitive Construction** is used *with the verb-predicate in the Active voice*, if the verb-predicate is expressed by the verbs:

**a) to seem = to appear = здаватися:** She seems to be very sleepy today.

**b) to prove = to turn out = виявлятися:** They turned out to be friends.

**c) to happen = to chance = траплятися:** If you happen to pass a supermarket, perhaps you could get some eggs.

He seems to be a great athlete = (It seems that he is ...)

He seemed to be a great athlete = (It seemed that he was ...)

He seems to have been a great athlete = (It seems that he was ...)

He seemed to have been a great athlete = (It seemed that he had been)

### Note:

- 1) “Seem” can be used to talk both about objective facts and about subjective impressions and feelings: Milk seems to be sterilized.
- 2) “Seem” is often followed by “to be”: She doesn’t seem to be ready yet.
- 3) “Seem” can be used in the structure with “can’t”. This is not possible with “appear”: I can’t seem to make him understand.
- 4) After “**to appear**”, “**to happen**”, and “**to seem**” all **analytical forms of the infinitive** are rather broadly used: I happened to be looking out of the window when they arrived. He appeared to have been running all the way.
- 5) After the verbs “**to prove**” and “**to turn out**” the infinitival part is mostly expressed by the phrase “**to be + noun/or adjective**”: The night turned out to be cold.

## 2.2

**The Subjective Infinitive Construction** is used with the verb-predicate in the Passive voice, if the verb-predicate is expressed by:

a) **verbs of saying: to announce, to declare, to report, to say, to state:** She was announced to be the winner. He is said to have returned at last.

b) **verbs of mental activity: to believe, to consider, to expect, to find, to know, to mean, to presume, to regard, to suppose, to think, to understand:** He is supposed to be quite rich. She is believed to have been born 58 years ago.

c) **verbs of sense perception: to feel, to hear, to see, to watch** (The non-perfect Active Infinitive in the Common Aspect is used here): He was seen to come out of the house.

d) **the verb to make:** He was made to tell them everything.

### Note:

1) *Be supposed to* is rather used like *should*, to talk about what people have to do according to the rules or the law, or

about what is expected to happen: You are supposed to start work at 8.30 every morning.

2) *Be supposed to* can express a contrast between what should happen and what actually happens: Cats are supposed to be afraid of dogs, but out Tibby has just chased Mr. Glidewell's bulldog right down the road.

3) *Not supposed to* can refer to prohibitions. You're not supposed to park on double yellow lines. People under eighteen aren't supposed to buy alcoholic drinks.

### 2.3

**The Subjective Infinitive Construction** is used with the phrases: “*to be likely*”, “*to be unlikely*”, “*to be sure*”, “*to be certain*” (In this case the non-perfect forms of the infinitive are used, with future reference.

He is sure to become your friend.

I'm likely to be busy tomorrow.

#### **Note:**

The above structures (e.g. *The Gadfly seemed to have taken a dislike to her. The dog was heard to bark in the yard. The weather is not likely to change.*) are analyzed differently in modern grammar.

Some grammarians say that such sentences contain **the Compound Verbal Predicate of Double Orientation**: *seemed to have taken; was heard to bark; is not likely to change* (N.A. Kobrina, E.A. Korneyeva, M.I. Ossovskaya, R.A. Guzeyeva *An English Grammar. Syntax*, p. 41).

The other grammarians state that such sentences have **the Complex Subject** expressed by the Predicative Construction (e.g. *the Gadfly... to have taken a dislike; the dog...to bark; the weather... to change*), which is described as **the Subjective Infinitive Construction** (В.Л. Каушанская, Р. Л. Ковнер, О.Н. Кожевникова, Е. В. Прокофьева, З.М. Райнес, С.Е. Сквирская, Ф.Я. Цырлина *Грамматика английского языка*, p. 199) or



**the Nominative with the Infinitive** (M. Ganshina, N. Vasilevskaya English Grammar, p.221). We follow the latter point of view.

### **The For-to-Infinitive Construction**

The For-to-Infinitive Construction consists of two parts: (1) nominal + (2) verbal:

It's important (1) for the children (2) to help you.

My idea was (1) for them (2) to learn English.

The verbal part of the construction (an infinitive or an infinitive phrase) is in the relation of secondary predication to the nominal part (a noun in the common case or the personal pronoun in the objective case).

The For-to-Infinitive Construction is very common in English. It is used when the doer of the action (or the bearer of the state) expressed by the infinitive, is different from that of the finite verb (the predicate):

*Ann will be happy **to help** you. (Ann will help you.)*

*Ann will be happy for the children to help you. (The children will help.)*

The For-to-Infinitive Construction performs different syntactical functions.

#### **Usage:**

#### **3.1 The For-to-Infinitive Construction as Complex Subject**

1. The for-to-infinitive construction in the function of a **complex subject** usually occurs in sentences with **the introductory it: It (...)** + *adjective/ noun* + **the for-to-infinitive construction:**

*It's impossible for the job to be finished in time.*

*Is it usual for foxes to come so close to the town?*

*It's important for the meeting to start at eight.*

*It was a mistake for you to lend him the money.*

2. The For-to-Infinitive Construction in the function of a **complex subject** is occasionally placed at the head of the sentence:

*For us to fail now would be a disaster.*

**Note:**

1) The for-to-infinitive construction in the function of a **complex subject** also occurs in sentences with **the introductory it** which have the verbs: **suit and take** (time):

*When will it suit you for us to call?*

*It took twenty minutes for the smoke to clear.*

2) “**There**” may be in the position of the nominal part of the for-to-infinitive construction:

*It's important for there to be a fire escape at the back of the building.*

### 3.2 The For-to-Infinitive Construction as Complex Predicative

The For-to-Infinitive Construction in the function of a **complex predicative** is usually used with *the link verb “to be”*:

*His idea is for us to travel in separate cars.*

*Our aim is for students to learn as quickly as possible.*

### 3.3 The For-to-Infinitive Construction as Complex Object

1. **The For-to-Infinitive Construction as a complex object** is used after *verbs*:

a) Verbs which are normally followed by **for** (e.g. *ask, follow, wait, look, pay, arrange*) can often be followed by the for-to-infinitive construction: *I can't wait for them to finish talking. Can you arrange for the gold to be delivered on Monday?*

b) A few other verbs can be used with this structure. In

informal American English, *like, hate, mean, intend* and some other verbs with similar meanings can be used with a for-structure. This is not usually possible in British English:

*I would like for you to stay as long as you want.*

*She hates for people to feel sad.*

*Did you mean for John to mail those letters?*

**2.The For-to-Infinitive Construction as a complex object** is used after *adjectives* which express wishes and other personal feelings about the importance or value of future events (e.g. *anxious, eager, delighted, willing, reluctant*):

*I'm anxious for the party to be a success. She's eager for us to see her work. Robert would be delighted for Mary to come and stay.*

The For-to-Infinitive Construction is a notional object, which is introduced by the **introductory it** (the formal object):

*I thought it strange for her to be out so late.*

*He made it very difficult for us to refuse.*

**Note:** “**There**” may be in the position of the nominal part of the for-to-infinitive construction: *I'm anxious for there to be plenty of time for discussion.*

### 3.4 The For-to-Infinitive Construction as Complex Attribute

The For-to-Infinitive Construction in the function of a **complex attribute** occurs after:

**nouns:** *There was no need for him to be economical.*

**sth, anything, nothing and similar words:** *Have you got sth for me to do? There is nothing for the cats to eat. Is there anybody for Louise to play with in the village. I must find somewhere for him to practise the piano.*

### 3.5 The For-to-Infinitive Construction as Complex Adverbial Modifier of Consequence (Result)

The For-to-Infinitive Construction as a **complex adverbial modifier of consequence (result)** is often used after:

**-too + adjective / adverb:** *This is too heavy for you to lift.*

**- adjective / adverb +enough:** *It's warm enough for the snow to melt.*

### 3.6 The For-to-Infinitive Construction as Complex Adverbial Modifier of Purpose

The For-to-Infinitive Construction as a complex adverbial modifier of purpose: *I left the door unlocked for Harriet to get in.*

## EXERCISES

### Exercise 1. Comment on the form of the infinitive:

*Pattern:* *And I am quite certain that he would never have sought us out (Clarke). - have sought (the perfect correlation; the active voice, the common aspect).*

1. Even without their attention and praise and obvious pleasure, Briony could not have been held back from her writing (McEwan). 2. A world could be made in five pages.... The childhood of a spoiled prince could be framed within half a page... falling in love could be achieved in a single word — a glance (McEwan). 3. Gared must have felt the same (Martin). 4. Would Gared still be waiting with the horses? (Martin). 5. He had to hurry (Martin). 6. One of the horses reared and had to be restrained to keep from bolting (Martin). 7. ... Robb told him, proud to have found the answer ... (Martin). 8. I have a mind to go with them (Martin). 9. Ned knelt in the snow to kiss the queen's ring... (Martin). 10. This is true...there can be pensions, compensation. It can be negotiated...(Mantel). 11. 'So I forbid you to hit anyone.' He affects to be pressing his arms by his sides, in smiling restraint (Mantel). 12. .He feels as if he is floating, and she is weighting him to earth; he would like to put his arms around her and his face in her apron, and rest there listening to her heartbeat (Mantel). 13. Before this can happen the king has to talk to Katherine; he can't always be hunting somewhere else, while she waits for him, patient, implacable (Mantel). 14. Even without their attention and praise and obvious pleasure, Briony could not have been held back from her writing (McEwan). 15. Don't trouble about the source (Mantel).

### Exercise 2. Put in the right form of the infinitive:

1.... This kitchen must \_\_\_ (to put) in order for the winter ahead (Mantel). 2. ... he needs \_\_\_ (to eat) and \_\_\_ (to drink) for ... how long we don't know (Mantel). 3. She's smiling a pained smile, she doesn't want him \_\_\_ (to go), and yet she's not going \_\_\_ (to contradict) Morgan Williams, is she? (Mantel). 4. I've seen him \_\_\_ (to do) it to my mother. Even our little Bet, I've seen him \_\_\_ (to hit) her over the head (Mantel). 5. His creditors won't \_\_\_ (to incline) to pay up when they know what's happened (Mantel). 6. The king, Wolsey thinks, ought \_\_\_ (to be) more ruthless about his women (Mantel). 7. If he wanted distance, then let him \_\_\_ (to have) it (McEwan). 8. He gets his clerks \_\_\_ (to do) it, \_\_\_ (to keep) the cardinal updated on his legal affairs, his finances. (Mantel). 9. Mr Honeyfoot did not quite understand this. If he had had such quantities of magical books he would \_\_\_ (to love) to talk of them... (Clarke). 10. Childermass was one of that uncomfortable class of men ... whose clever brains and quick abilities make them \_\_\_ (to wish) for recognition and rewards far beyond their reach (Clarke). 11. ...he did not think the gentleman wished his name \_\_\_ (to know) (Clarke). 12. I should \_\_\_ (to be) sorry to hear the Duke of Norfolk was apprised of this: oh, very sorry indeed. So let me \_\_\_ (neg. to hear) it, eh? (Mantel). 13. Yes, my younger sister, Briony Tallis the writer, you must surely \_\_\_ (to hear) of her (McEwan). 14. Three statues from the west front of the Cathedral had been taken to Mr. Taylor's workshops (to mend) (Clarke). 15. Well, they cannot \_\_\_ (to blame) for that (Clarke).

**Exercise 3. Insert the bare infinitive or the infinitive with “to”:**

**A**

1. Why not \_\_\_ a holiday. (to take ) 2. I didn't ask you \_\_\_ for the meal. (to pay ) 3. I thought him \_\_\_ an excellent

choice. (to be ) 4. I'll do anything but \_\_\_ on a farm. (to work ) 5. Why not \_\_\_ to the cinema? (to go ) 6. Need I \_\_\_ the washing up? (to do ) 7. They were \_\_\_ at 5p. m. (to meet) 8. She lets her children \_\_\_ very late. (to stay up ) 9. Can you help me \_\_\_ this box? (to lift ) 10. They were heard \_\_\_ merrily. (to sing ) 11. You may as well \_\_\_ him the letter. (to give ) 12. I'll try \_\_\_ what I can. (to do ) 13. I can't but \_\_\_ him about it. (to ask ) 14. I couldn't bear \_\_\_ him. (to damage) 15. You mustn't \_\_\_ (to cry )

### B

1. She had turned her head \_\_\_ to her boy. (to speak) 2. Why not \_\_\_ her. (to see) 3. Andrew observed her \_\_\_ (to hurry off) 4. She does nothing but \_\_\_ (to grumble) 5. I promised him \_\_\_ (to obey) 6. I would rather not \_\_\_ (to go) 7. You will allow me \_\_\_ you again. (to see) 8. I cannot but \_\_\_ with you upon that subject. (to agree) 9. I want you \_\_\_ me some information. (to give) 10. Please help me \_\_\_ the dishes. (to wash up) 11. Please let me \_\_\_ home now. (to go) 12. Have you ever known me \_\_\_ a lie? (to tell) 13. Has he come here \_\_\_ to me. (to speak) 14. I made them \_\_\_ me the money back. (to give) 15. I had never known her \_\_\_ (to pretend).

### C

1. Why not \_\_\_ some of these delightful apples with us? (to take ) 2. I heard him \_\_\_ a lovely song. (to sing ) 3. I want you both \_\_\_ to dinner. (to come ) 4. We watched the tide come and \_\_\_ (to go ) 5. The chairman was heard \_\_\_ the session open. (to declare ). 6. I didn't see you \_\_\_ in (to come). 7. He was made \_\_\_ the money (to pay back). 8. She ought \_\_\_ about it (to be told). 9. I heard her \_\_\_ that she was fed up (to say). 10. You'd better \_\_\_ what she wants (to see).

11. He remembered \_\_\_ that young man before . (to see) 12. John dislikes \_\_\_ to the party at the last moment. (to invite) 13. Helen was the first \_\_\_ the silence. (to break )

14. He looked too young \_\_\_ for five years here. (to work)  
15. He didn't want \_\_\_ with a decisive choice (to face).

## D

1. The pupils are very glad \_\_\_ the Zoo. They enjoyed it greatly. (to visit) 2. I am delighted \_\_\_ you. Where have you been? (to see) 3. Every person ought \_\_\_ a foreign language. (to teach) 4. This house is \_\_\_ (to let) 5. We were \_\_\_ early in the morning, but we were detained. (to leave) 6. They plan \_\_\_ their summer holiday in London. (to spend) 7. He appeared \_\_\_ to her very attentively (to listen). 8. There was one more announcement \_\_\_ (to make). 9. I am sorry \_\_\_ your expectations only to disappoint them. (to raise) 10. I meant \_\_\_ at 5 p. m. but my train was late. (to arrive) 11. This violinist seems \_\_\_ by a great master. He plays the violin so well. (to teach) 12. John was very glad \_\_\_ the book yesterday. (to give ) 13. It is natural for a duck \_\_\_ (to swim) 14. No village was \_\_\_ (to see) 15. When she felt worse, she was sorry not \_\_\_ the doctor. (to consult)

### **Exercise 4. Rewrite the following sentences according to the patterns:**

*A. Pattern: I'd rather sit at the front. – I'd rather not sit at the front.*

1. I'd prefer to stand at the back. 2. You'd better turn that music down before your Dad gets angry. 3. It's seven o'clock. I'd better put the meat in the oven. 4. You'd better help them. 5. I really ought to go and see Fred one of these days. 6. We had better go to the library. 7. You had better translate it.. 8. "I would rather see the cases for myself," Andrew answered. 9. You ought to sit up late. 10. I thought I would rather get to the gallery alone.



**B. Pattern:** *I couldn't understand the timetable. (wasn't able) - I wasn't able to understand the timetable.*

1. It is important to eat enough. (You should) 2. I said I would help her. (I agreed) 3. I'd like to go sailing this summer. (I might) 4. She will probably get married in June. (She expects) 5. It's necessary to make careful plans. (We must) 6. Perhaps he's ill. (He seems) 7. I want to change my job. (I wish I could) 8. I may come and see you next week. (I hope) 9. You don't need to apologize. (You needn't) 10. They will open a new branch in North London. (They have decided) 11. I will certainly pay you on Saturday. (I promise) 12. I couldn't find the ticket office. (I didn't manage) 13. I prefer to go by myself. (I would rather) 14. She said she wouldn't see him again. (She refused) 15. I can play chess. (I've learnt)

**Exercise 5. Complete each statement and comment on the function of the infinitive:**

**A. Pattern:** *To succeed at one's job requires hard work.*

1. To find a job ... 2. To lose one's job ... 3. To raise children ... 4. To have a lot of friends ... 5. To travel ... 6. To meet new people ... . To do the same thing every day ... 8. To tell her the truth. ... . 9. To think so. . . . 10. To help them. . . . 11. . . . means to be able to show any country or town on it. 12. . . . would have been the death of me. 13. . . . is a usual thing for her. 14. . . . would be ridiculous. 15. ... was impossible.

**B. Pattern:** *It's illegal to sell drugs.*

1. It's expensive... 2. It's important ... 3. It's easy ... 4. It's dangerous... 5. It isn't healthy ... 6. It isn't polite ...

**C. Pattern:** *It's impolite to be perfect.*

1.... to trust other people. 2. ... to work hard. 3. ... to fall in love. 4. ... to get married. 5. ... to make a mistake. 6. ... to be lonely. 7. ... to help others.

*D. Pattern: It takes me an hour to get dressed in the morning.*

1. ... to get to class. 2. ... to get ready in the morning. 3. ... to come to the United States. 4. ... to do my homework. 5. ... to learn English.

*E. Pattern: It cost me \$ 75.00 to buy this book.*

1. ... to come to the United States. 2. ... to eat lunch in the cafeteria. 3. ... to take a taxi downtown. 4. ... to send a registered letter to my country. 5. ... to make a long-distance call to my hometown.

*F. Pattern: Her dream was ... to become an actress. - What I wanted was ... not to be misunderstood.*

1. The general idea was ... 2. His hobby is ... 3. The first thing you must do is ... 4. The last thing I meant was ... 5. The main thing is ... 6. The only thing to do was ... 7. Your only chance is ... 8. Your job will be ... 9. My only wish is ... 10. What I want is ...

### **Exercise 6. Complete the following sentences:**

#### **A**

1. They were to ... 2. May I ...? 3. I can ... 4. It might ... 5. Nobody shall ...6. People shouldn't ... 7. You needn't ... 8. I would rather ... 9. Pupils had to ... 10. You'd better ... 11. Students must... 12. Oughtn't Tom to ...? 13. What can they have ... ? 14. She was able to ... 15. She ceased to ... 16. Now I begin to ...

#### **B**

1. Then she came to ... 2. When I was a child I used to ... 3. They started to ... 4. The students continued to ... 5.

We began to ... 6. Mary would ... 7. He went on to ... 8. The pupils proceeded to ... 9. Why did you pretend ... ? 10. We agreed ... 11. Who wants ... ? 12. I didn't mean ... 13. Finally it was decided ... 14. He offered ... 15. Don't forget ...

**Exercise 7. Replace the attributive clause by an attributive infinitive:**

*A. Pattern: He is the only man who can do it better than I - He is the only man to do it better than I.*

1. There was a long argument over the trees which were going to be planted in the school- yard. 2. Her mother was the first who kissed her, and wished her luck. 3. There is simply nothing anyone can do about it. 4. It was one of those incredible opportunities where you could get something for nothing or near nothing.

*B. Pattern: a) I arrived home and found that the house had been burgled. - I arrived home to find that the house had been burgled.*

*b) He survived the crash but died in the desert. - He survived the crash only to die in the desert.*

1. After driving all night we got to Amy's place and discovered that she was away. 2. He spent four years getting a degree but learnt that there were no jobs for graduates. 3. He returned to the field and found the army in retreat. 4. Eliza rejoined her friends and discovered that Mr. Darcy had left. 5. I awoke one morning and found the house in an uproar. 6. I heard her voice but knew what she felt. 7. I arrived and found that the bird had flown. 8. He went home and saw his old friend George waiting for him. 9. I awoke and found Maud cooking dinner.

**Exercise 8. Complete the following sentences:**

*A. Pattern: You should speak English freely (in order)...- You should speak English freely in order to be successfully employed.*

1. I read the story the second time (so as ) ... 2. He had to work hard (in order) ... 3. We must hurry (so as not ) ... 4. After classes we stayed at the institute ... 5. Has he come ...? 6. ... you should read more out loud. 7. I called on him yesterday ... 8. We stopped ... 9. ... we must begin preparing for the exams immediately.

*B. Pattern: This woman had nothing to do ... (to talk). - This woman had nothing to do but talk.*

1. I had nothing to do ... (to wait). 2. What could he do ... (to smile)? 3. There was nothing we could do ... (to wait). 4. She did nothing ... (to complain the whole time she was here). 5. I couldn't do anything ... (to just sit there and hope). 6. Daniel held out his arm to her. She had no choice ... (to obey). 7. There was nothing we could do ... (to try). 8. He rarely went out ... (to take part in the social life of the town).

**Exercise 9. Complete the sentences with *too* or *enough* and the adjectives in brackets:**

1. Did you go to the beach yesterday? – No. It wasn't warm enough to go to the beach (*warm*).

2. Do her new shoes fit her? - No. They are ... (*small*)

3. Have you finished your homework? – I can't. It's ... (*difficult*)

4. Did you hear the announcement? – No. It wasn't ... (*loud*)

5. Can you open the window, please? – I can't. I'm not ... to reach it. (*tall*)

6. It's ... in here. (*hot*) – Why don't you take your coat off, then?

7. Did you enjoy the party last night? – No. We were ... to enjoy it. (*tired*)

8. Why don't you drink your tea? – It's not ... for me to drink. (*sweet*)

**Exercise 10. Complete the sentences**

1. I went to bed early last night because I was ... (*stay*) up late. 2. The soup is too hot. It isn't ... (*eat*) yet. 3. She isn't ... (*reach*) the top shelf, so she uses a ladder. 4. The children aren't ... (*attend*) school yet. 5. It's ... (*go*) outside without a coat today. 6. The film was ... (*watch*), so we went for a meal instead. 7. Close the door, please. It isn't ... (*work*) in here. 8. The bag is ... (*carry*). Someone else will have to take it. 9. She has saved enough money. She can go on holiday. – She has saved ... 10. This tea is very hot. I can't drink it. – This tea is ... 11. Daisy is very young. She can't go to school. – Daisy is ... 12. They have got lots of space. They can have a party. – They have got ... 13. Paul is rich. He can buy a yacht. – Paul is ... 14. It's hot outside. You can't wear a coat. – It's ... 15. Mary is mature. She can make her own decisions. – Mary is ... 16. This flat is small. We can't live in it any more. – This flat is ... 17. Ron has a lot of patience. He can look after the children. – Ron has ... 18. I'm not too old ... 19. I'm not too young ... 20. I'm not too tired ... 21. I'm not too busy ... 22. I'm (not) strong enough ... 23. I'm (not) young enough ... 24. I'm (not) old enough ... 25. I'm not patient enough ...

**Exercise 11. Complete the following sentences by adding the infinitive of result to them:**

A. *Pattern: She's just not clever enough to enter the university.*

1. Who of us is brave enough ... ? 2. The weather is too fine ... 3. You are old enough ... 4. She's too young and pretty ... 5. The story is much too long ... 6. The problem is too complicated ... 7. He's just not wise enough ... 8. The

problem is too deep- rooted ... 9. She is by far too clever ...  
10. Do you know him well enough ... ?

**B. Pattern:** *I don't speak English well enough to be a translator.*

1. I arrived ... to hear the teacher's explanation. 2. This lesson is ... to finish in 15 minutes. 3. This exercise is ... to finish in a few minutes. 4. This classroom is ... to accommodate 20 people. 5. My apartment is ... to accommodate my family. 6. The bus is sometimes ... to get a seat. 7. I (don't) type ... to get a secretarial job. 8. Some movies are ... to watch. 9. It's ... to go swimming today. 10. It's ... to predict next week's weather.

**Exercise 12. Paraphrase the following sentences as in the pattern:**

*A Pattern: If you heard her talk, you would think she was a celebrity. - To hear her talk, you would think she was a celebrity.*

1. If you saw them together, you'd think they were an old married couple. But they only met yesterday. 2. If you looked at his pictures, you would think the Impressionists had never been. 3. I smiled. If one heard him, one would think he was always short of money. 4. You wouldn't believe it if you looked at him. 5. If you looked at him, you would think he was a boss. 6. If you had heard him talking to Jones you would have thought he commanded at least a battalion. 7. If one heard him, one would think he was as poor as a church mouse.

*B Pattern: She was pleased that she had found the house. - She was pleased to have found the house.*

1. I'm glad I've met you. 2. I was sorry I had disturbed him. 3. I expect I'll have passed all my exams by June. 4. It seems that you made a mistake. (You seem ...) 5. I'm

happy that I've had a chance to talk to you. 6. I was disappointed that I had missed the party. 7. It seems that she's got lost.

**C Pattern:** *She didn't marry a friend of her parents (was to) – She was to have married a friend of her parents.*

1. I didn't see his face when he realized what had happened. (would like) 2. He didn't finish all his work by three o'clock. (mean) 3. We didn't spend a week skiing. (were to) 4. It wasn't the happiest week of my life. (was to) 5. She didn't say goodbye to everybody before she left. (mean) 6. I didn't live in the seventeenth century. (would like) 7. He didn't play in the Cup Final. (was to)

### **Exercise 13. Define the function of the infinitive:**

1. Monday morning the dukes are back. Their instructions are to turn out the occupants this very day ....(Mantel). 2. ... people ought to be found better jobs (Mantel). 3. He used to say, 'The king will do such-and-such.' Then he began to say, 'We will do such-and-such.' Now he says, 'This is what I will do (Mantel). 4. ' ... I was thinking that it would be good to have more friends in the queen's household' (Mantel). 5. You must train them (Martin). 6. ...yet Mr. Norrell did not reprimand him either by look or word... (Clarke). 7. Such kind words as these did not fail to find a grateful listener in John Segundus.... (Clarke). 8. 'If you cannot find him a son,' he says, 'you must find him a piece of scripture (Mantel). 9. There are tongs to be learned even from the dead" (Martin). 10. Her movements were savage, and she would not meet his eye (McEwan). 11. It didn't take him many winters to get out of fighting and into supply (Mantel). 12. They disbanded, as I told you, and one of them, whose name was Aubrey I think, meant to write it all down and publish it (Clarke). 13. Morning sunlight, or any light, could not conceal the ugliness of the Tallis home—barely forty years old, bright

orange brick, squat, lead-paned baronial Gothic, to be condemned one day in an article by Pevsner ... ” (McEwan). 14. ...but that was not a feeling to share with your commander (Martin). 15. He has used every means he can, she says, to drive me from the king’s side, so that I know nothing of his projects, and so that he, the cardinal, should have the direction of all (Mantel).

#### **Exercise 14. Define the function of the infinitive:**

1. The question in his mind now is, what am I going to do, I can’t stay in Putney (Mantel). 2. All he has to do is to make a strangling motion, quickly, while the cardinal has his eyes shut (Mantel). 3. “That’s my point. Another six years. Why do it?” (McEwan). 4. He picks up a book and begins to read, but he is not attending to what he reads (Clarke). 5. And you ought to see the towns, Ned! (Martin). 6. Perhaps, if he wakes, he will be able to eat real food, but he will never walk again” (Martin). 7. It’s hard to escape the feeling that this is a play, and the cardinal is in it: the Cardinal and his Attendants. And that it is a tragedy (Mantel). 8. But he was never allowed to deliver more than a few sentences of it (Clarke). 9. The boots... were old, which is probably why Stokesy did not take them with him... (Clarke). 10. Gods, how are we going to feed them all? (Martin). 11. Then it gets inside you and starts to fill you up, and after a while you don’t have the strength to fight it. It’s easier just to sit down or go to sleep (Martin). 12. Dany listened to the talk in the streets, and she heard these things, but she knew better than to question her brother when he wove his webs of dream (Martin). 13. When Lola spoke, she turned first to Pierrot and halfway through her sentence swung round to finish on Jackson (McEwan). 14. It was not to be imprisoned behind a glass case (McEwan). 15. He goes down, to get an account of her deathbed; to deal with the household (Mantel).



**Exercise 15. Define the function of the infinitive:**

1. One of them has said too much; one of them has felt too much. It is not easy to know where the balance rests (Mantel). 2. This man persuaded me to part with quite a high sum of money in return for which he promised to tell me a great secret (Clarke). 3. And your job is to keep an eye on all these strangers ... (Mantel). 4. He ought to go and look for himself, the cardinal... (Mantel). 5. They start to laugh.. (Mantel). 6. Cecilia was not inclined to help (McEwan). 7. Do not you agree, sir?" (Clarke). 8. ...Ned had been able to say the same (Martin). 9. I hope I would not be so ill-natured as to try to stop other folk from baking bread (Clarke). 10. And then there was nothing to be done for it. The order had been given, and honour bound them to obey (Martin). 11. When the preparations were complete, she had nothing to do but contemplate her finished draft and wait for the appearance of her cousins from the distant north (McEwan). 12. Pretending in words was too tentative, too vulnerable, too embarrassing to let anyone know (McEwan). 13. ... she was going to cry (Martin). 14. His nose is clotted with blood and he has to open his mouth to breathe (Mantel). 15. She said, "I'd rather read Fielding any day" (McEwan).

**Exercise 16. Define the function of the infinitive:**

1. I think you will agree that our task is clear (Clarke). 2.... the Tallises began to understand that the baby of the family possessed a strange mind and a facility with words (McEwan). 3. "Perhaps, sir," said Dr. Foxcastle, "you would be so kind as to introduce me to Mr. Norrell? (Clarke). 4.... his job, as he has defined it at this time, is to feed the cardinal information and soothe his temper and understand him and embellish his jokes (Mantel). 5....it would have looked peculiarly foolish to change their minds

(Clarke). 6. "I would advise you not to waste a moment's thought upon it." (Clarke). 7. However, the Quinceys worked hard at pretending to be amused or liberated (McEwan). 8. When he found the courage to look again, a long time had passed (Martin). 9. "I ought to know better than to argue with a Tully," he said with a rueful smile (Martin). 10. Jory Cassel and Theon Greyjoy were the first to reach the boys (Martin). 11. She was to have been his bride (Martin). 12. Segundus was more doubtful and began to look about him to try if he could discover any acquaintance of Norrell's that might be able to tell him something more (Clarke). 13. So he was trying to rid himself of the terrible objects by passing them on to Pale who did not want them (Clarke). 14. "Why do we have to?" Everything was conceded in the question, and Lola tried to ruffle his sticky hair (McEwan). 15. They are so pleased with this, they laugh at their own wit so much, that he continues asking, just to give people pleasure (Mantel).

**Exercise 17. Define the function of the infinitive:**

1. Mr. Segundus thought it best to remind Mr. Honeyfoot that they had not yet explained to Mr. Norrell the reason for their visit (Clarke). 2. "I do not say it will be easy," said Mr. Honeyfoot (Clarke). 3. Her mother wanted flowers in the guest room and Cecilia was happy to oblige (McEwan). 4. These are not dogs to beg for treats and slink off at a kick (Martin). 5. ... but there were a great many magicians in the room whose chief idea was to give offence to Mr. Norrell in return for his impudence and these gentlemen thought quite rightly that their best means of insulting Norrell was to allow Dr. Foxcastle to write the letter (Clarke). 6. He turned to find her looking at his face, as if she were seeing it for the first time (Martin). 7. 'If it's got to be done, we can make sure they do it properly.' (Mantel). 8. Yet the old binding still looked strong and why

should Mr. Norrell trouble himself to remove the pages and risk damaging them? (Clarke). 9. But Betty was preparing to cook tonight's meal ... (McEwan). 10. ... but it was only a place to walk or read or lie in the sun (Martin). 11. Her cousins' coloring was too vivid—virtually fluorescent!—to be concealed (McEwan). 12. Look at him – if it were up to me, I'd have a war just to employ him (Mantel). 13. She could have drawn them to her and kissed their little faces, but she said, "That's all right then" (McEwan). 14. Avoiding Lola's gaze the whole while, she proceeded to outline the plot, even as its stupidity began to overwhelm her (McEwan). 15. ... and it takes four more of the cardinal's men to subdue him to the purpose (Mantel).

**Exercise 18. Define the function of the infinitive:**

1. ... but he drank too much last night, and it hurts him to laugh. But not to laugh is painful too. (Mantel). 2. there were very few members who were not prepared to say so. (Clarke). 3. That will give us more time to prepare" (Martin). 4. He is a gentleman: he knows his duty and will do it, I am sure (Clarke). 5. He is to go with Norris, no time like the present (Mantel). 6. ... what children mostly wanted was to be left alone (McEwan). 7. Kat has given him a holy medal to wear (Mantel). 8. The day may come when I will have no choice but to call the banners and ride north to deal with this King-beyond-the-Wall for good and all" (Martin). 8. When the preparations were complete, she had nothing to do but contemplate her finished draft and wait for the appearance of her cousins from the distant north (McEwan). 9. His head turns sideways; his eyes are turned towards the gate, as if someone might arrive to help him out (Mantel). 10. She no longer understood him... It had been too difficult to do anything else (McEwan). 11. Briony said reasonably, "How can you hate plays?"

(McEwan). 12. ...but Briony began to understand the chasm that lay between an idea and its execution only when Jackson began to read ... and was unable to pronounce "inexperienced" (McEwan). 13. For a moment she wished she could be out there with them, barefoot and breathless and dressed in tatters, with no past and no future and no feast to attend... (Martin). 14. He shuts his eyes, to make the left eye equal with the right; he tries to open both (Mantel). 15. They had to work hard, long and hard, to get it back (Mantel).

### **Exercise 19. Define the function of the infinitive:**

1. The cardinal begins to cry. It's starting to rain, and the wind blows the rain across their faces (Mantel). 2. "How do you do, Mr. Aptree? (Clarke). 3. Everything he did was designed to distance her (McEwan). 4. If Cecilia went in now she would have to mediate between her mother's vague instructions and Betty's forceful state of mind. (McEwan). 5. He has the leisure to think about this... (Mantel). 6. When she emerged a few seconds later with a piece of pottery in each hand, he knew better than to offer to help her out of the water (McEwan) 7. Briony knew her only reasonable choice ...would be to run away, to live under hedges, eat berries and speak to no one... (McEwan). 8. They went into the library together, and when he found his book, she asked him to stay for a coffee (McEwan). 9. He has come far since yesterday, and is able to make jokes about holy martyrs... (Mantel). 10. "I was away in my thoughts," he began to explain (McEwan). 11. ... it takes the effort of every finely tuned muscle in his body to keep the smile on his face (Mantel). 12. Harry Norris is one of the king's closest friends; he is, to be exact, the Groom of the Stool,... (Mantel). 13. The cardinal begins to cry. It's starting to rain, and the wind blows the rain across their faces (Mantel). 14. A beard as coarse and black as iron wire

covered his jaw to hide his double chin (Martin). 15. It surely made more sense to go outside and fill the vase at the fountain (McEwan)

**Exercise 20. Define the function of the infinitive:**

1. Instead he began to unbutton his shirt (McEwan). 2. Perhaps, some people say, it would be a kindness to set them free? (Mantel). 3.... it was possible to hear an occasional muffled bad-tempered shout and the clang of a saucepan hitting the hob with unnatural force (McEwan). 4. I do not know what is customary where you come from (Clarke). 5....the reader was bound to speculate that she was describing herself (McEwan). 6. But where shall I begin looking for a son to rule his country after him? (Mantel). 7. He would like nothing better than to marry her all over again; lawfully, this time. But there it is: it can't be managed (Mantel). 8. Her idea was to lean over the parapet and hold the flowers in the vase ...( McEwan). 9. ... the gentlemen of the York society came to sign Mr. Norrell's agreement (Clarke). 10. There is no answer the cardinal can make, even though his heart bleeds for his most benevolent prince (Mantel). 11. Briony was encouraged to read her stories aloud in the library...(McEwan). 12. He has plenty of growing to do, and we hope he will grow tall (Mantel). 13. The cardinal smiles too, as if to say, I have saved the good wine till last (Mantel). 14. ...it was a mercy, therefore, when her big sister came to fetch the twins for their bath (McEwan). 15.... if she went away something bad might happen or, worse, something good, something she could not afford to miss (McEwan).

**Exercise 21. Define the function of the infinitive:**

1.... it had not taken the black brothers long to discover his talent (Martin). 2. Several of the gentlemen began to discover that they were entirely of Mr. Segundus's opinion

(Clarke). 3. “No one’s really going to give me work as a landscape gardener (McEwan). 4. It’s time to get on with the day. He knows he has not time to put the text into Latin himself... (Mantel). 5. Everyone was settled and the playwright was about to begin her little speech ... (McEwan). 6. As the sounds of the bells died away a voice began to speak from somewhere high up in the gloomy shadows above their heads. The magicians strained their ears to hear it. (Clarke) 7. ... it was a mercy, therefore, when her big sister came to fetch the twins for their bath (McEwan). 8. "I expect he could see there was no more money to be got out of you," said Mr. Honeyfoot. (Clarke). 9. The effect on Cecilia was to cause her to tighten her grip (McEwan). 10....we do not care for men who build their reputations at the expense of other men's peace of mind" (Clarke). 11. It was a relief not to be writing out the *she says*, or describing the weather or the onset of spring or her heroine’s face... (McEwan). 12. But he’s trying to think of a way to put some military backbone into him... (Mantel). 13. ... Heaven is large enough to hold only a finite number of the Blessed (Clarke). 14....several of them began to wonder how angry Dr. Foxcastle’s letter had made Mr. Norrell and they began to be seriously frightened (Clarke). 15. When Mr. Pleasance was alive, he used to say that no one in York, man or woman, could bake a loaf to rival mine... (Clarke).

**Exercise 22. Define the function of the infinitive:**

1 .It was strange to hear him call Father that, so formal (Martin). 2. You must love the student life” (McEwan). 3. This was a command on which he tried to confer urgent masculine authority (McEwan). 4. It was not until five o’clock that afternoon that she was able to assemble her cast in the nursery (McEwan). 5. She wanted to leave, she wanted to lie alone... (McEwan). 6. I have nothing to send

him (Mantel). 7. .... he has sent it away to be bound anew (Clarke). 8. I have nothing to send him (Mantel). 9. She needed to contemplate with eyes closed... (McEwan). 10. ... this word could be quoted on the poster which was to be on an easel in the entrance hall by the ticket booth (McEwan). 11. It will be good to see the children (Martin). 12. I shall consult with my principal in the morning" (Clarke). 13. Upon the instant bells began to toll (Clarke). 14....it surprised her parents and older sister to hear their quiet girl perform so boldly... (McEwan). 15. Her hands were hot and dry and she had to grip the porcelain all the tighter (McEwan).

### **Exercise 23. Define the function of the infinitive:**

1. Lysa ought to have been honouged (Martin). 2. It took two strong men to get Magister Illyrio back... (Martin). 3. But there were no men to be found (Mantel). 4. He picks up a book and begins to read, but he is not attending to what he reads (Clarke). 5. "Ned! Ah, but it is good to see that frozen face of yours (Martin). 6.Mr. Honeyfoot was very well pleased and instantly strode off to tell Waters, the coachman, when he would be needed...(Clarke). 8. The other magician (whose name was Norrell) was in the hall to receive his guests. ... (Clarke). 9.... what a handsome man the *khal* was, so tall and fierce, fearless in battle, the best rider ever to mount a horse ... (Martin). 10. It would have made better sense to take the flowers out first, but she was too irritable (McEwan). 11. *The Trials of Arabella* may have been a melodrama, but its author had yet to hear the term (McEwan). 12. "The Old Man says you're going to be a doctor" (McEwan). 13....he could scarcely stop long enough to read the title of one book before his eye was caught by another on the other side of the room. (Clarke) 14. I dare say that if I go wrong, you will be so kind as to put me right again." (Clarke). 15. The

curtains were thrown back, and a slave offered a hand to help Daenerys out (Martin).

**Exercise 24. Define the function of the infinitive:**

1. It is hard to take orders from a man you laughed at ... (Martin). 2. He can do the figures for you, he can add ... (Mantel). 3. What I mean to do is to convene a small court here in London (Mantel). 4. And how did you come to hear of him?" (Clarke). 5. People will say that Hettie Pleasance has lost all her skill at housekeeping (Clarke). 6. He'll be good to do the heavy work, when he's healed up (Mantel). 7. First you go weak and drowsy, and everything starts to fade...(Martin). 8. Oh no! Mr. Norrell had not gone so far as to invite them to do that. (Clarke). 9. We brought her back from France to marry her into Ireland, to the Butlers' heir (Mantel). 10. "What I have seen here today, sir, convinces me that you are the best person to help us (Clarke). 11. Dr. Foxcastle was the first to interrupt Mr. Honeyfoot (Clarke). 12. His tone was meant to be soothing but Walter was hard to soothe (Mantel). 13. Henry went to France to have a little war... (Mantel). 14. Will closed his eyes to pray (Martin). 15. Bran did not try to follow (Martin).

**Exercise 25. Define the function of the infinitive:**

1. But he must see that such knowledge as he possesses must be shared with others for the Nation's good (Clarke). 2. He went to the tree, a vaulting grey-green sentinel, and began to climb (Martin). 3. ... Gareth would know what to make of it... (Martin). 4. "Perhaps, sir," said Dr. Foxcastle, "you would be so kind as to introduce me to Mr. Norrell? (Clarke) 5. 'So day by day, at his request and to amuse him, he would put a value on his master. Now the king has sent an army of clerks to do it (Mantel). 6. The king put one hand on the wall to steady himself as they descended



(Martin). 7. But the pages of the book were nowhere to be seen (Clarke). 8. He thinks, I shall be curious to see if and when an emerald ring appears (Mantel). 9. But I do not think that will happen (Clarke). 10. Mr. Honeyfoot thought that its faithfulness ought to be rewarded (Clarke). 10. He threw the long sable cloak back over his shoulders, to free his arms for battle... (Martin). 11. The kennel master will have nothing to do with these monsters... (Martin). 12. ...skilled bookbinder was the proper person to do such work (Clarke). 13. They were words he had to say (Martin). 14. So he gets up, to read his German book, before Liz can do anything about it (Mantel). 15. The boy looked as though he was going to cry (Martin).

**Exercise 26. Tell if a seventeen-year-old person is old enough or too young to do the following:**

*Pattern: vote – A seventeen-year-old person is old enough to vote. / A seventeen-year-old person is too young to vote.*  
 To drive, to get married, to have children, to get a job, to go into the army, to smoke, to drink, to go to college, to have his or her apartment.

**Exercise 27. Join each idea in A with the most suitable idea in B. Make sentences using the to infinitive form as in the pattern:**

*Pattern: 1. It is very strange to see yourself on video.*

A	B
1.It is very strange	eat well
2.It isn't necessary	live on pension
3.It can be dangerous	see yourself on video
4.It doesn't have to be expensive	have your car serviced every month
5.It is difficult for old people	leave medicine lying around

**Exercise 28. Make sentences using the words in the box as in the pattern. Where did you go yesterday, and why did you go to each place?**

1. Chemist's.	2. Post office.	3. Cinema.	4. Hairdresser's.
5. Car Rental Agency.	6. Park		

*Pattern: I went to the chemist's to buy some medicine.*

hire / buy / have / play / post / see

a haircut / tennis / a film / some letters / a car / some medicine

**Exercise 29. Join each idea in A with an idea from B. Make sentences using *in order (not) to*, and *so as (not) to* as in the pattern:**

*Pattern: He drank lots of black coffee in order to keep awake. - He drank lots of black coffee so as to keep awake.*

<b>A</b>	<b>B</b>
1. He drank lots of black coffee	disturb the
2. I often write things down	neighbours
3. She took an umbrella	save time
4. We'll use the computer	get a better job
5. I want to pass the exams	forget them
6. We turned down the music	keep awake
	get wet

**Exercise 30. Work in pairs. Ask and answer questions about your lives now and when you were children:**

*Pattern: What do you do at the weekend?*

*I ( usually ) do the shopping.*

*What did you do when you were a child?*

*I used to play with my friends.*

1. What/ do at the weekend
2. What sports/ play
3. What/ do in the morning
4. What TV programmes/ like
5. What/ do in the evening

6. What books/ magazines/ read
7. Where/ go on holiday
8. What food/ like

**Exercise 31. Write sentences to say why people go to some of the following places as in the pattern:**

*Pattern: a library - You go to a library to borrow books.*

- 1) a bookshop 2) a theatre 3) a swimming pool 4) a gymnasium 5) a driving school 6) a station 7) an airport 8) a travel agent's 9) a church 10) a football stadium 11) a bank 12) a restaurant 13) a supermarket 14) a garage 15) a newsagent 16) a butcher's 17) a baker's 18) a greengrocer's 19) a florist's 20) a tobacconist's

**Exercise 32. Point out the Objective-with-the Infinitive Construction and comment on the way the nominal element is expressed in the construction:**

1. But they let their *disillusionment lead* them into all sorts of difficulties (Clarke). 2. Childermass was one of that uncomfortable class of men ... whose clever brains and quick abilities make *them wish* for recognition and rewards far beyond their reach (Clarke). 3. He waited until he believed *himself to be unobserved*, then he picked it up, opened a window and tossed it out (Clarke). 4....though like everyone else Mr. Thorpe had not expected *Mr. Segundus to discover* the answer quite so soon (Clarke). 5. ...it surprised her parents and older sister to hear their quiet *girl perform* so boldly... (McEwan). 6. Stephen had often seen *Sir Walter wear* a very self-satisfied smirk ... but he had never seen *him dance* about or howl with wicked laughter (Clarke). 7. 1.He shrugs. 'I didn't mean to buy favour... I wanted *the Commons to take* some lessons from the last time (Mantel). 8. His explanation was very clear and he knew exactly what it was that he wished *Vinculus to do* (Clarke). 9. Every one who saw it

proclaimed it to be the first house for beauty and splendour in all the world (Clarke). 10. He gets his clerks to do it, to keep the cardinal updated on his legal affairs, his finances (Mantel). 11. She's smiling a pained smile, she doesn't want him to go, and yet she's not going to contradict Morgan Williams, is she? (Mantel). 12. There are very few modern magicians who do not declare themselves to be either Strangite or Norrellite ... (Clarke). 13. "Did you not just hear Mr Strange say that he bought them as an act of charity?" (Clarke). 14. ... the readers of the London newspaper would expect him to say something of Mr. Norrell's personal virtues (Clarke). 15. It made Bran's skin prickle to think of it (Martin).

**Exercise 33. Point out the Subjective Infinitive Construction and comment on the way the nominal element is expressed in the construction:**

1. Robert scarcely seemed to hear him (Martin). 2. We intend to go out of England and are likely to meet with all sorts of tricky persons (Clarke). 3. If this was supposed to be a joke, Briony ignored it (McEwan). 4. A crisis in a heroine's life could be made to coincide with hailstones, gales and thunder... (McEwan). 5. Mr. Drawlight was not made to wait long before he witnessed the momentous interview... (Clarke). 6. The cardinal appears to be looking for it, on his desk (Mantel). 7. Normally, she would have been involved in these preparations, but they happened to coincide with ... the beginnings of the front-of-house construction (Clarke). 8. Stephen. Whenever Stephen chanced to catch his eye, the gentleman with the thistle-down hair smiled and bowed his head (Clarke). 9. The document proved to be a map of a village in Derbyshire (Clarke). 10. Was I supposed to leave him to be raised by women?" (Martin). 11. Your children were meant to have these pups, my lord" (Martin). 12.... whenever a letter

came for him from the Emperor Napoleon Buonaparte *he* was seen *to turn pale and shudder* (Clarke). 13. Mary Boleyn is a kind little blonde, *who* is said *to have been passed* all around the French court before coming home... (Mantel). 14. On the face of it, *Arabella*, whose hair was as dark as Briony's, was unlikely *to be descended* from freckled parents...(McEwan). 15. If he said them enough, *the gods* were sure *to hear* (Martin).

**Exercise 34. Point out the For-to-Infinitive Constructions and comment on their functions:**

1. They'll think it's usual *for him to have* his face beaten in (Mantel). 2. There are some things which have no business being put into books *for all the world to read*. (Clarke). 3. But Childermass waited and watched Mr. Segundus with his queer black eyes, as if he were waiting *for Mr. Segundus to say* one thing more (Clarke). 4. When it was time *for him to go*, she would revive the question of the guinea "(Martin). 5. Ned saw the dread on her face. "Mance Rayder is nothing *for us to fear*" (Martin). 6. Please. We're all waiting *for you to wake up* (Martin). 7. I have something *for you to take* with you, and it has to be packed very carefully." (Martin). 8. Lady Winsell was looking round *for someone to bring* her a clean glass (Clarke). 9. Mr. Drawlight paused in his flow of chatter, just long enough *for Mr. Norrell to murmur* that he had not known that (Clarke). 10. ... there was no occasion *for them to continue* any longer ... (Clarke). 11. It is very nonsensical *for us all to sit* here (Clarke). 12. ... he had sent *for astrologers and soothsayers to interpret* it for him which they very soon did (Clarke).

**Exercise 35. Complete each statement with a predicative infinitive construction. Talk about something specific for you:**

*A. Pattern: It's impossible for me to return to my country.*

1.It's interesting ... 2. It's boring ... 3. It's fun ... 4. It's easy ... 5. It's necessary ... 6. It's relaxing ... 7. It's difficult ....

*B. Pattern: It was surprising for a young sportsman to win the competition.*

1. It is advisable for ( everyone) ... 2. The order was for (the message) ... 3. My father is anxious for (I) ... 4. There is no need for (you) ... 5. Arrangements were made for (the delegation) ... 6. The idea was not clear enough for (we) ... 7. It would be wrong for (they) ... 8. They asked for (tickets) ... 9. He expressed his wish for (all his friends) ... 10. All that is necessary is for (you) ... 11. Do you find it possible for (we) ... 12. He tried to speak louder for (the audience) ... 13. There is little time left for (anything) ... 14. It is for (you) ... 15. It is high time for (all of us) ... 16. His suggestion was for (the report) ... 17. The hill was too steep for (the horses) ... 18. We waited for (dinner) ... 19. You have only to ring her up for (she) ...

*C Pattern: The party is reported to have been arranged. I saw them meet.*

1.He appeared ... 2.Do you expect me ... 3. We heard ... 4.She was supposed ... 5.The translation proved ... 6.His novels happened ... 7. They are unlikely ... 8.When we came back I made her ... 9. The children are sure ... 10. The teacher let ... 11.She was made ... 12.I saw somebody ... 13.The party was reported...

*D. Pattern: It's too late for a student to register for this semester.*

1.The cafeteria is ... for me to study there. 2.Some Americans speak ... for me to understand. 3.The bus is

sometimes ... for us to get a seat. 4. Some movies are ... for me to watch. 5. It's ...for the children to go swimming today. 6. It's ... for me to predict next week's weather. 7. The teacher brought the article for ... 8. Have you got anything for ... 9. There was something for ... 10. He waited for ...

*E. Pattern: Aren't you supposed to be looking after them now?*

1. I've looked everywhere, but the file appears (misplace) 2. He is not old enough (allow) to stay out late. 3. Since her illness she seems (find) work difficult. 4. Although Jane hopes (invite) to the embassy dinner, it is unlikely that she will be. 5. The little dog seems (lose) its master. 6. I don't think I'll be able to make it tomorrow. I'm supposed (meet) Jane for lunch. 7. She was only pretending (read); she was really daydreaming. 8. No one can (admit) to the concert without a ticket. 9. The team is said (win) the match through sheer luck. 10. I need you (help) me prepare the food for the party. 11. The accident is believed (cause) by reckless driving. 12. The newspaper received many calls from people claiming (see) UFOs. 13. He was the first British writer (award) the Nobel prize for literature.

**Exercise 36. Rephrase the sentences as in the pattern:**

*A. Pattern: You needn't explain. (It isn't necessary) - It isn't necessary for you to explain.*

1. She isn't normally late for work. (It's unusual.) 2. You needn't pay me back the money. (It's unnecessary.) 3. We must leave immediately. (It's essential.) 4. Everyone should try to keep calm. (It's important) 5. He doesn't normally complain. (It's unusual.)

*B Pattern: The grass was so wet that we couldn't sit on it. – The grass was too wet for us to sit on.*

1. The light is so weak that we can't read by it. 2. The case was so heavy that a child couldn't carry it. 3. The case is so light that I can carry it. 4. After a few minutes the coffee was cool enough and we could drink it.

**Exercise 37. Define the type of infinitive constructions in the following sentences. Comment on their functions:**

**A**

1. Targaryen. It seems to be an unlucky name... (Martin). 2. "You are quite right, sir, do not let them sway you..." (Clarke). 3. Now she saw: it was like diving into the swimming pool in early June; you simply had to make yourself do it (McEwan). 4. For years I thought him a wicked man, but in the end, Sir Walter, I knew him to be nothing but a sad and pitiful fool." (Clarke). 5. Mr. Thorpe had not expected Mr. Segundus to discover the answer quite so soon (Clarke). 6. I appear to have conjured the spirit of a banker (Clarke). 7. He happened to be in need of tea and sugar and so he knocked upon the door (Clarke). 8. But though the mermaid could be made to speak she could not at first be brought to answer any questions (Clarke). 9. Many times in the last fortnight she had heard him sigh over his books (Clarke). 10. He gave a yank and held it up for all to see (Martin). 11. My father wished a jug to be given to each of our old servants (Clarke). 12. Mr. Lascelles had been right when he declared the fault to be entirely Mrs. Wintertowne's (Clarke). 13. I appear to have conjured the spirit of a banker (Clarke). 14. His tone was meant to be soothing but Walter was hard to soothe (Mantel). 15. The second voice did not appear to understand that... (Clarke).



## B

1. But gradually he appeared to listen with more attention, and he spoke in his usual manner (Clarke). 2. ... at the beginning when he had supposed it to be false and not now that it had proved to be real (Clarke). 3. The father's tenderest feelings were supposed to make his voice quaver as he said ... (McEwan). 4. ... he looked a great deal relieved and was heard to say something about the condition of the body (Clarke). 5. ... his imaginary conversations might be said to describe her opinions... (Clarke). 6. Clearly such an opportunity as this was scarcely likely to come again... (Clarke). 7. Oh! she was certain to say. Poor man! What happened to him? (Clarke). 8. But Drawlight, who had begun to believe that if anyone had ever died of boredom then he was almost certain to expire within the next quarter of an hour ... (Clarke). 9. That the threat had been negotiated neatly downward did not appear to diminish its power. Pierrot sucked on his lower lip (McEwan). 10. ... he had waited a long time for someone to ask him this question and had had his answer ready for years (Clarke). 11. Charles is the nephew of Queen Katherine, and while he is in the Emperor's hands, Pope Clement is not likely to look favourably on any appeals passed up from the legate in England (Mantel). 12. ... a day of such dazzling brightness that it is certain to bring on one of Mr Segundus's headaches (Clarke). 13. ... nothing is so likely to make you strong, and to ensure your continuing health, as regular exercise (Clarke). 14. We mean to make him go (Clarke). 15. I merely want him to be pleased with me (Clarke).

## C

1. "I don't want to be his queen," she heard herself say in a small, thin voice (Martin). 2. For a moment she did not

seem to recognize him (Martin). 3. There happened to be a young Irish captain in Padu Clarke a just then and several people were of the opinion that he admired Flora (Clarke). 4. I intend to make you sit up half the night answering questions" (Clarke). 5. She had heard her mother criticize the impulsive behavior of her younger sister Hermione (McEwan). 6. I took you for a servant in this house! But that is quite impossible! Your dignity and handsomeness proclaim you to be of noble, perhaps kingly birth! (Clarke). 7. ... when things began to go wrong, I should have persuaded my lord cardinal to let me manage his revenues, and put some money away abroad... (Mantel). 8. ... we have all heard of the rare texts he is supposed to have ... (Clarke). 9. ... Mr. Norrell, who was found to be entirely incapable of finishing a piece of writing... (Clarke). 10. I do not like to see you get so thin (Clarke). 11. 'Should I leave you to talk it over?' old Wykys said. He seemed baffled: seemed to think they should sit down and write a contract there and then (Mantel). 12. "I tell you that my own ignorant fellow has not got half your skill at dressing hair," he declared, "and when it comes to the delicate art of tying a muslin neckcloth, why! he cannot be made to understand it at all!" (Clarke). 13. "I wanted him to stay here with me," Lady Stark said softly (Martin). 14. He would like her to shorten her account, but he understands her need to tell it over, moment by moment, to say it out loud (Mantel). 15. He simply waited until it was quiet enough for him to speak and then he said ... (Clarke).

**Exercise 38. Translate into English and define the function of the infinitive:**

**A**

1. Думати так, було б помилкою. 2. Сказати «так» було неможливо, сказати «ні» було б неввічливо. 3.

Пояснити йому все було дуже важко. 4. Допомогати їй – значить просто робити все самій. 5. Важко читати цю книжку без словника. 6. Дуже було приємно поговорити з вами. 7. Важко буде пояснити вам це. 8. Так дивно, коли з тобою поводяться, наче зі школяркою. 9. Було дуже важко робити вигляд, що (ти) нічого не розумієш. 10. Правда, гарно сидіти тут і пити чай? 11. Помилятися легко, значно важче зрозуміти свою помилку. 12. Зовсім не потрібно вивчати все це напам'ять. 13. Буде дуже розумно, якщо ти напишеш їй про все. 14. Нерозумно було б з його сторони суперечити. 15. Дуже мило, що ви так думаєте.

## **В**

1. Буде просто нетактовно, якщо він буде сперечатися. 2. Буде дуже мило, якщо ви їй про це розкажете. 3. Головне – це щоб тебе правильно зрозуміли. 4. Вашою роботою буде догляд за лабораторними тваринами. 5. Моїм єдиним бажанням було добратися додому. 6. Його хобі – колекціонування марок. 7. Єдиний шанс встигнути на поїзд – це знайти таксі. 8. Єдиний вихід зі становища – це негайно все розповісти. 9. Ми були раді, що запросили його провести з нами вечір. 10. Не забудь відправити лист. 11. З ним приємно мати справу. 12. Його словам важко повірити. 13. М'яч було дуже важко впіймати. 14. З вами небезпечно сваритися. 15. Її нелегко було втішити.

## **С**

1. Не така він людина, щоб змінити свою думку. 2. Йому більше не було що сказати. 3. Ось план кінотеатру, який буде збудовано на цій площі. 4. У дитини немає нікого, хто б міг потурбуватися про неї.

5. Дайте мені час подумати. 6. Я не пам'ятаю, хто перший це сказав. 7. Я не маю на що скаржитися. 8. Є ще одна справа, яку треба зробити. 9. Я прийшла сюди не для того, щоб зі мою поводитись як з дитиною. 10. Він біг всю дорогу, щоб встигнути на поїзд. 11. Він приніс в клас карту, щоб показати нам маршрут експедиції. 12. Діти стояли на подвір'ї і не йшли, щоб їх теж взяли з собою. 13. Я все це кажу, щоб мене правильно зрозуміли. 14. Він зупинився, щоб уважно подивитися на мене. 15. З нею важко сперечатися. 16. На неї було приємно дивитися. 17. Цю книгу неможливо дістати. 18. Ми були дуже раді, що поговорили з деканом. 19. Ви дуже засмучені, що втратили цю можливість? 20. Вона завжди дуже задоволена, коли її приймають за молоду дівчину.

**Exercise 39. Match the beginning of the proverbs with the correct endings. Make up stories to illustrate the given proverbs.**

1. Don't bite the hand	A. in one basket.
2. Don't put all your eggs	B. in the mouth.
3. Don't count your chickens	C. in public.
4. Don't look a gift horse	D. must climb the tree.
5. Don't make a mountain	E. that feeds you.
6. Don't judge a book	F. is to know nothing.
7. . Don't quarrel with	G. against the pricks.
8. Do not wash your dirty	H. by its cover.

linen	
9. Do not kick	I. but you can't make him drink.
10. He that would eat the fruit	J. a spade.
11. To know everything,	K. as you would have them do unto you.
12. You can lead a horse to water	L. be choosers.
13. To call a spade	M. out of an anthill.
14. Do unto others	N. before they hatch.
15. Beggars can't	O. your bread and butter.

**Exercise 40. Match the proverbs with their definitions. Comment on the functions of the infinitives in the given proverbs.**

1. Don't bite the hand that feeds you.	A. If you're asking for a favor from someone else, you have to take whatever they give you.
2. Beggars can't be choosers.	B. Have a backup plan. Don't risk all of your money or time in one plan.
3. If it ain't broke, don't fix it.	C. If someone's paying you or helping you out, you have to be careful not to make them angry or say bad things about them.

<p>4. People who live in glass houses should not throw stones.</p>	<p>D. Your plans might not work out, so don't start thinking about what you'll do after you succeed. Wait until you've already succeeded, and then you can think about what to do next.</p>
<p>5. Don't put all your eggs in one basket.</p>	<p>E. Things sometimes look different than they really are. A restaurant that looks old and small might have amazing food, for example.</p>
<p>6. All good things must come to an end.</p>	<p>F. Don't question good luck.</p>
<p>7. You can lead a horse to water, but you can't make him drink.</p>	<p>G. When someone has done sth bad to you, trying to get revenge will only make things worse.</p>
<p>8. Don't count your chickens before they hatch.</p>	<p>H. Don't criticize other people if you're not perfect yourself.</p>
<p>9. You can't always get what you want.</p>	<p>I. Don't trust other people to do important things for you. You have to do things yourself to control the quality of the results.</p>
<p>10. Do unto others as you would have them do unto you.</p>	<p>J. When you try to change someone's behavior and it doesn't work, you might have to change instead. For example, if you're trying to get your classmates to focus on studying but they want to party, maybe you should</p>

	just party with them.
11. You can't judge a book by its cover	K. If you try to help someone, but they don't take your advice or offers, give up. You can't force someone to accept your help.
12. Don't look a gift horse in the mouth.	L. You can't keep having good luck or fun forever; eventually it will stop.
13. Two wrongs don't make a right.	M. Don't try to improve sth that already works fairly well. You'll probably end up causing new problems.
14. If you want sth done right, you have to do it yourself	N. Don't whine and complain if you don't get what you wanted.
15. If you can't beat 'em, join 'em.	O. Don't do mean things to people.

**Exercise 41. Match the English proverbs with their Ukrainian equivalents. Comment on the functions of the infinitives in the given proverbs.**

1. Don't make a mountain out of an anthill.	A. Не буди лихо, поки спить тихо.
2. Don't judge a book by its cover.	B. Зроблене не переробиш.

3. Don't quarrel with your bread and butter.	С. Не виноси сміття з хати.
4. It is better to do well than to say well.	Д. Проти лома нема прийому.
5. What's done cannot be undone .	Е. Не суди про книжку за її обкладинкою (= Зустрічають по одягу, проводжають по розуму.)
6. To know everything is to know nothing.	Ф. Називати лопату лопатом (= Називати речі своїми іменами.)
7. Do not wash your dirty linen in public.	Г. Не роби з мухи слона.
8. If you agree to carry a calf, they will make you to carry a cow.	Н. Живи не для того, щоб їсти, а їж для того, щоб жити.
9. To call a spade a spade.	І. Той, хто любить фрукти, повинен залізти на дерево, щоб їх зірвати. (= Без трудів не їстимеш пирогів.)
10. Don't trouble trouble till trouble troubles you.	Ж. Не сварися зі своїми хлібом та маслом. (= Не плюй в криницю - прийдеться води напитися)
11. Live not to eat, but eat to live.	К. Не пери брудну білизну на людях. (= Не винось сміття з хати.)
12. To know everything,	Л. Знати все значить не знати



is to know nothing.	нічого.
13. He that would eat the fruit must climb the tree.	М. Добрі діла — кращі за добрі слова.
14. Do not kick against the pricks.	Н. Погодишся понести теля, звалять на тебе і корову. (= Дай волю і руку відкусять)

### VIDEO LABORATORY WORK

**1. Watch videos about megacities of the world and create adverts about them using Infinitives with word combinations given in the clips. To do it follow the links below:**

1) This is NYC -

<https://www.youtube.com/watch?v=HgSARVEO2SU&t=16s>

2) London: world capital of digital technology -

<https://www.youtube.com/watch?v=DmPa1G3t8HI&t=85s>

3) London tourism travel video -

[https://www.youtube.com/watch?v=UdSASEhsw\\_E](https://www.youtube.com/watch?v=UdSASEhsw_E)

### SELF-CORRECTION EXERCISES

**1. Define the form of the infinitive in the following sentences:**

SENTENCES	THE FORMS OF INFINITIVES
1. She seemed much too young and much too pretty to be involved in a nasty brawl like this.	“to be involved” – the non-perfect correlation; the passive voice, the common aspect
2. Dr. Rossi feared he	“be crossing” – the non-

might be crossing into a minefield.	perfect correlation; the active voice; the continuous aspect
3. A passion for music was better than several others he could have imagined.	“have imagined” – the perfect correlation, the active voice, the common aspect
4. You must have been approached.	“have been approached” – the perfect correlation, the passive voice, the common aspect
5. I could work on the problem for years.	“work” – the non perfect correlation, the active voice, the common aspect
6. For about ten days we seemed to have been living on nothing but cold meat, cake and bread and jam.	“to have been living” – the perfect correlation, the active voice, the continuous aspect

**2. Define the function of the infinitive in the following sentences:**

SENTENCES	THE FUNCTIONS OF INFINITIVES
1. He was trying to ignore Harkin’s admonitions and pretending to be wholly unconcerned about the jury.	“to ignore” – an object “to be” – an object
2. The latest from Judge Harkin was a list of things to do.	“to do” – an attribute
3. He went to see the track coach.	“to see” –an AM of purpose

4. Well, to be honest, it's on my list of questions.	“to be honest”- parenthesis
5. They had to watch sth.	“to watch” – part of the CVMP
6. It was a slow day, not much to do but sit and wait for the jury to return.	“to do” – an attribute “sit”, “wait”– AMs of exception “to return”- part of a complex object
7. Cleve's task was to find good, solid death and injury claims and make sure they found their way to Rohr's office.	“to find” – part of the CNPpr
8. It was impossible to picture any of these small-town hicks on the jury possessing brains big enough to dream of ten million dollars.	“to picture”- a subject “to dream” - an AM of result
9. He was wiry and nervous, and found it difficult to relax.	“to relax” – an object
10. Do not hesitate to ask for anything.	“to ask” –an object
11. I want you to respond if you feel the slightest need to.	“to respond” – part of a complex object
12. Did you see or receive any piece of written material, which in any way mentioned anything to do with this trial?	“see” – part of the SVP “to do” – an attribute
13. Between each question in this script, the Judge would stop and look hopefully at each juror.	“stop, “look” – parts of CVPhPs
14. Why sit around the motel	“sit” – a predicate

room?	
15. They've agreed to reimburse me for my travel expenses, but that's all.	"to reimburse" – an object
16. In fact, Cleve's business card pronounced him to be an "Investigator".	"to be"–part of the complex object
17. You expect me to walk in there with five thousand bucks in cash and hand it over to you.	"to walk", "hand" – parts of complex objects
18....they are too smart to leave a trail leading to their doorstep.	"to leave" – an AM of result
19. They must have escaped in a waiting boat.	"have escaped" – part of the CVMP
20.I began to doubt her dedication to the cause ...	"to doubt" – part of the CVPhP
21. I am glad to meet you.	"to meet" – an object
22. I meant to have given you five shillings this morning for a Christmas-box, Sam. I'll give it you this afternoon, Sam.	"to have given" – an object "give" – part of the SVP
23. I cannot but think so.	"think" – part of the CVMP
24. To doubt, under the circumstances, is almost to insult.	"to doubt" – a subject "to insult" – part of the CNPpr (predicative)
25. She nervously moved her hand towards his lips as if to stop him.	As if "to stop" – an AM of purpose accompanied by the additional meaning of comparison
26. He arrived at three o'clock	"to hear" – an AM of

to hear that Fleur had gone out with the car at ten.	subsequent events
27. He lived to be ninety.	“to be” ninety – an AM of time
28. We’ve got to notify others immediately.	“to notify” – part of the CVMP
29. Derrick saw his point, but was unwilling to concede so quickly.	“concede” – part of the CVMP
30. Herman Grimes was blind and had nothing to hide.	“to hide” - an attribute
31. He was just a student with little to lose.	“to lose” - an attribute
32. He was content to keep his nose in a book and ignore everyone.	“keep”, “ignore” – objects
33. There wasn’t another black face to be seen.	“to be seen” – an attribute
34. You should go out some evening.	“go out” – part of the CVMP
35. Then, as he studied his father’s face, he began to comprehend that this McCarthy business was just a pretext.	“to comprehend” - part of the CVPhP
36. Sooner or later you’re going to notice me.	“to notice” – part of the CVMP
37. He decided to address their Greek scholar on his most important article.	‘to address’ – an object
38. It was shocking to think of the extreme measures.	“to think” – a subject
39. To give is more blessed than to receive.	“to give” – a subject “to receive” – an AM of

	comparison
40. We'd better move fast.	“move” – part of the CVMP

**Note:**

AM – Adverbial Modifier

CNPpr – Compound Nominal Predicate proper

CVMP – Compound Verbal Modal Predicate

CVPhP – Compound Verbal Phasal Predicate

SVP – Simple Verbal Predicate

**3. Paraphrase the following sentences using the predicative infinitive constructions:**

1. I think, it's likely that the meeting will go on late.	The meeting is likely to go on late.
2. I expect that he will be back on Monday.	He is expected to be back on Monday.
3. It is reported that another earth satellite has been put into orbit.	Another earth satellite is reported to have been put into orbit.
4. I didn't think it likely that she would help her friends.	She is unlikely to help her friends.
5. I know that he is an honest man.	He is known to be an honest man.
6. Everyone said I was looking well.	I was said to be looking well.
7. The jacket is so expensive. She can't buy it.	The jacket is too expensive for her to buy it.
8. He might come tomorrow	He is likely to come tomorrow.
9. It so happened that I had no money with me.	I happened to have no money with me.
10. Surely, this wet weather will last longer.	This wet weather is sure to last longer.

## THE PATTERN OF A FINAL TEST ON THE INFINITIVE

### Рівень 1 (30 points)

#### 1. Choose the correct variant (9 points):

1. You could at least \_\_\_ me then.  
*A to ask B be asked C have asked D have been asked*
2. You had better not \_\_\_ about it.  
*A to ask B ask C to be asked D be asked*
3. It is necessary \_\_\_ into everything.  
*A to go B go C to have been gone D to have been going*
4. He seems \_\_\_ a good dance when he was 20.  
*A to be B had been C to have been D have been*
5. Then those workers crowded the square \_\_\_ by the mounted police.  
*A to beat B to be beaten C to have beaten D to have been beaten*
6. The students were made \_\_\_ the text.  
*A copy B to be copying C to have copied D to copy*
7. I would rather \_\_\_ London.  
*A not to visit B visit C to be visiting D have visited*
8. If I didn't arrive tomorrow, they wouldn't \_\_\_ what to do.  
*A to know B know C have known D to have known*
9. The sea's rough today. They'd better not \_\_\_\_\_.  
*A to go sailing B have gone sailing C go sailing D had gone sailing*

#### 2. Define the function of the infinitive (16 points):

1. It is easy to make mistakes.
2. In order to support his life the polar bear catches plenty of fish.
3. I was sure I should be the first to go.
4. You ought to have come.
5. The doctor advised me to go to the South.
- 6, 7. To tell the truth, he refused to cooperate.
8. The tea is too hot to drink.
9. Her

dream was to become a doctor. 10. I've got some letters to read. 11. It started to rain. 12. He used to run up to sales occasionally. 13. The next morning he woke to find another note. 14. I didn't see them meet at the station. 15. Well, sir, I'd better get down to it. 16. The house is said to have been built.

### **3. Define the form of the infinitive (5 points)**

1. The best is still to come. 2. They are known to have lived in Kyiv two years ago. 3. This time tomorrow I'll be lying on the beach. 4. They were lucky – they could have been killed. 5. I'd like to have been sitting there when she walked in.

### **Рівень 2 (30 points)**

#### **4. Complete the following sentences using the required form of the infinitive (16 points):**

1. I will be glad ... you (to see) .
2. I meant ... you yesterday, but I failed to do that (to phone).
3. He doesn't like ... like this (to talk to).
4. He kept late hours last night, he may ... still (to sleep).
5. You seem ... of it for a long time (to dream).
6. I'm sorry ... so much of your time (to take).
7. "We are very sorry ... you", began Peter (to disturb).
8. She seemed ... no attention to what was going on (to pay).

#### **5. Paraphrase the sentences using infinitives or infinitive constructions (14 points):**

1. I think, it's unlikely that the meeting will go on late. 2. I've brought some magazines so that you read them. 3. He was anxious that his brother should meet him. 4. I expect



that he will be back on Monday. 5. It chanced that I was out when he called. 6. Daisy is too young. She can't go to school. 7. It is reported that another earth satellite has been put into orbit.

### **Рівень 3 (40 points)**

**6. Translate the sentences using the infinitive (24 points):**

1. Я бачила, що він закрив вікно. Вона хоче, щоб ми допомогли їм? 2. Його примусили перекласти цей текст. Навряд чи він це зробить. 3. Я рада, що відвідала виставку картин. Здається, вони були намальовані в 20 столітті. 4. Нам було необхідно обговорити це з ними. Я чекала, поки вони прийшли. 5. Він водить машину? Схоже, він продасть її наступного року. 6. Хто перший зайшов в класну кімнату? Він прийшов і побачив, що в нього «2» за диктант.

**7. Comment on one of the proverbs using 4 infinitives (16 points):**

The infinitives should be in the following functions: Parenthesis; Subject; Predicate of any type; Adverbial Modifier (of any type). Underline the infinitive in the sentence and define its function in brackets used after the sentence:

1. *To err is human.*

2. *To understand is to forgive.*

3. *To be conscious that you are ignorant is a great step to knowledge.*

**КРИТЕРІЇ ОЦІНЮВАННЯ.** 1. За сім завдань студенти можуть максимально набрати 100 балів: (9 + 16 + 5) + (16 + 14) + (24 + 16).

**2.Відповідність балів і оцінок: „5”– 90-100 балів; „4”– 74-89 балів; „3” – 60-73 бали; „2” – 0-59 балів.**

## THE GERUND

The gerund is a non-finite form of the verb which names a process or a state in a most general way. The gerund as a non-finite form of the verb has nominal and verbal characteristics. The verbal characteristics of the gerund are shown morphologically and syntactically, whereas the nominal features of the gerund are revealed syntactically, mostly through its functioning in a sentence.

**The verbal characteristics of the gerund shown morphologically**, are seen in its forms. The forms of the gerund can show the verbal grammatical categories of Voice and Correlation (Perfect)

Voice Correlation	Active	Passive
<b>Non-Perfect</b>	doing running	being done -----
<b>Perfect</b>	having done  having run	having been done -----

**Note:** Gerunds of intransitive verbs are not used in the Passive voice.

*He's afraid of looking foolish in front of all his friends. "Looking" is a non-perfect active form of the gerund.*

*I remember being taken to Paris as a small child. "Being taken" is a non-perfect passive form of the gerund.*

*Neil denied having given Dick any money. "Having given" is a perfect active form of the gerund.*

*Stephen was greatly surprised at having been found out. "Having been found out" is a perfect passive form of the gerund.*

### **The category of correlation**

The category of correlation is shown through the opposition of two forms: non-perfect and perfect: *doing - having done; being done - having been done*.

**The non-perfect forms of the gerund** denote an action simultaneous with the action which is expressed by the verb-predicate: *I'm afraid (now) offlying (now). He denied (then) knowing anything about it (then). The students will improve (a future action) their pronunciation by listening (a simultaneous future action) to tape recordings.*

**The perfect forms of the gerund** denote an action prior to the action expressed by the verb-predicate: *He's afraid (now) of having been found out (before now). He denied (then) having been there (before then). I will regret (a future action) having uttered (before the future action of the predicate) these words.*

**Note 1:** The non-perfect gerund denotes a **prior** action after:

- **the prepositions on and after:** *On reaching the end the street we turned towards the river.* (the preposition "on" suggests immediate priority). *After reflecting a little she gave a long sigh.*

- **the verbs of recollection, gratitude, blame, reproach, punishment, reward.** *I'll never forget taking this exam. Thank you for helping me.*

**Note 2:** The perfect form of the gerund can be used in these cases to emphasize the priority of the action while the non-perfect form is more usual. *He came back after having been away for about 30 years. He didn't remember having been in that room.*

### **The category of voice**

The category of voice is shown through the opposition of two forms: **active and passive**: *taking - being taken; having taken - having been taken.*

**The active gerund forms** denote an action which is performed by the person or the thing which is the grammatical subject of the sentence.

**The passive gerund forms** show that the grammatical subject is the person or thing which is affected by the action: *I hate interrupting people- I hate being interrupted.*

**The verbal characteristics of the gerund** shown **syntactically** are seen in its ability to have an object and in its ability to be modified by an adverb: *He detests writing letters. ('letters' is an object to the gerund 'writing'). I kept on walking quickly. ('quickly' is an adverbial modifier of manner which modifies the gerund 'walking').*

**The nominal characteristics of the gerund** are shown **syntactically**, through its functioning in a sentence. Firstly, the gerund can be used after the preposition (*He is fond of sailing*); secondly it can function in a sentence in the positions which are typical of the noun: the subject, the predicative, the object, etc.

## THE MAIN SENTENCE PATTERNS WITH THE GERUND

### 1.The Gerund as Subject.

#### 1.1.

It	is was will be	no use useless no good	doing sth
	makes no difference makes all the difference		

*It's no use crying over spilt milk. - 'Crying' is the gerund which is used in the function of the subject.*

*It's no good telling him. It's useless arguing with him.*

**Note:**

1. In this sentence pattern mostly a non-perfect form of the gerund is used

2. Occasionally the variant of this sentence pattern 'there is no use' can be found: *There is no use doing this again.*

3. After 'useless' the infinitive is also possible: *It's useless to speculate without more information.*

**1.2.**

It	is was will be	a noun an adjective	doing sth
----	----------------------	------------------------	-----------

*It was fun driving to the north of Scotland. - 'Driving ' is the gerund which is used in the function of the subject in the sentences with the anticipatory (introductory) "it".*

*It's pointless arguing with him.*

*It's a natural thing being there alone with Nature.*

**1.3.**

doing sth	is (was) does (did) will be (do)	sth
-----------	--	-----

*Learning to ski has always been an ambition of his.*

**1.4.**

there	is was	no doing sth
-------	-----------	--------------

*There can be no going back. - 'Going back' is the gerund which is used in the function of the subject.*

*There is no accounting for tastes.*

**Note:**

1. A variant of this pattern to express prohibitions can be found in public notices: *No camping. No fishing. No trespassing. No smoking.*

## 2. The Gerund as Part of the Compound Predicate.

The Gerund can be used as part of different types of predicates:

as Part of the Compound Nominal Predicate proper - the Predicative;

as Part of the Compound Verbal Phasal Predicate

### 2.1. The Gerund as Predicative (Part of the Compound Nominal Predicate)

#### 2.1.1.

A subject	a link verb	a predicative
doing sth / sth	is means	doing sth

*Seeing is believing.* - '*Believing*' is the gerund which is used in the function of a predicative.

*Being a doctor means working long hours.*

#### 2.1.2.

A subject	a link verb	a predicative
The main thing / Sb's wish / job / habit / duty/ hobby / etc	is was	doing sth

*His favourite pastime is knitting.* - '*Knitting*' is the gerund in the function of the predicative.

*His favourite occupation is fishing.*

#### 2.1.3.

A subject	a link verb	a predicative
Sb	to be (all) for / against to feel like (up to)	doing sth

I don't feel like walking. - 'Walking' is the Gerund which is used in the function of the predicative.

I'm for saying nothing.

## 2.2. The gerund as Part of the Compound Verbal Phasal Predicate

### 2.2.1.

<b>A phasal verb</b> to stop / to finish / to give up to keep (on) / to leave off (BE informal) / to burst out	<b>a gerund</b> doing sth (only the gerund is used)
--	--

It has stopped raining (snowing). - 'Raining' is the gerund which is used in the function of a part of the compound verbal phasal predicate.

### 2.2.2.

<b>A phasal verb</b> to start / to cease / to continue / to begin / to commence (formal)	<b>a gerund or an infinitive</b> doing sth or to do sth (no change in meaning)
---	---

Then the baby started crying.

It's starting to rain.

### 2.2.3.

<b>The phasal verb</b> to go on	doing sth (= to continue the same activity)	crying coughing
	to do sth (= to do sth different; to do sth next)	

Go on talking. - 'Talking' is the gerund which is used in the function of a part of the compound verbal phasal predicate.

## 3. The Gerund as Object

### 3.1. The gerund in the function of a direct object

#### 3.1.1.



to admit / to avoid / to appreciate / to consider/ to deny / to dislike / to enjoy / to fancy / to forgive / to imagine /to mention / to miss / to postpone / to put off / to resist / to resent / to recollect / to risk / to suggest to mind (in negative and interrogative sentences)	doing sth (all the forms) (only the gerund is used)
--	--

*My wife mentioned seeing you the other day\_- 'Seeing' is the gerund which is used in the function of the direct object.*

*He admitted having stolen the car.*

*She narrowly missed hitting him.*

### 3.1.2.

can't help can't avoid	doing sth (only the gerund is used)
---------------------------	-------------------------------------

*I couldn't avoid speaking of her.*

*It's awful, but I couldn't help laughing at her as she fell into the water.*

### 3.1.3.

need want (Br.En) (informal) to be worth require (formal) deserve (formal)	doing sth (only <b>the active gerund</b> is used though it has a passive sense)
--	---

*The house needs painting. Does the skirt need ironing?*

### Note:

The Passive forms of the gerund are not used after these verbs as an active gerund form in this sentence pattern has a passive meaning.

### 3.1.4.

to hate / to intend / to like / to love to prefer /to propose / to recommend / can't afford can't stand /can't bear	doing sth or to do sth (usually no difference in meaning or some changes in meaning)
---	---

*I remember how much I hated doing sums when I was at school.*

*When I was at school I used to love swimming but I hated diving.*

#### **Note:**

*I hate disturbing you (in general). - I hate to disturb you (I don't want to, but I'm going to).*

*I love watching TV (in general). - I love to watch TV (a future event).*

### 3.1.5.

to remember to forget to regret	to do sth (sth in the future or in the present) doing sth (sth that happened in the past)
---------------------------------------	--

*I regret to say I feel ill (I'm going to inform you that I feel ill). -*

*I regret spending so much money (I regret I spent so much money).*

*I remember meeting her at a party once. - Please, remember to buy me some stamps.*

### 3.1.6.

to try	doing sth (to test, to use, to make an experiment with a new or different approach to see) to do sth (to make an effort, to attempt to do sth difficult)
--------	---

*Try phoning his home number.*

### 3.1.7.

find	it	an adjective	doing sth
------	----	--------------	-----------

*My mother found it difficult trying to bring up two children while doing a full-time job. - 'Trying to bring up two children' is the gerund in the function of a direct object in the sentence pattern with a formal object expressed by the introductory (anticipatory) it".*

### 3.1.8.

to allow / to permit	doing sth sb to do sth
----------------------	---------------------------

*I don't allow staying here. I don't allow you to stay her.*

## 3.2. The Gerund in the function of a prepositional object.

### 3.2.1. After verbs

to accuse sb / to approve / to charge sb to complain / to speak / to suspect sb	of	doing sth
to complain to sb / to dream / to know / to think	of (about)	doing sth
to look forward / to object / to resort / to take	to	doing sth
to agree / to congratulate sb / to count / to decide / to depend / to insist / to plan / to rely	on	doing sth
to persist / to result / to specialize / to succeed	in	doing sth
to apologize / to blame sb / to forgive sb/ to praise sb / to punish sb / to thank sb	for	doing sth

The police suspect him of carrying out two bomb attacks. - 'Carrying out' is the gerund which is used in the function of a prepositional object (after the preposition of).

**Note.**

1. **Non-perfect gerund** can show a prior action **after the verbs expressing gratitude, excuse, accusation, etc:**  
*Thank you very much for sending the photos. She accused him of lying.*

2. To decide on doing sth: *She decided on going there (She went there).*

to decide against doing sth: *She decided against going there (She didn't go there).*

**3.2.2. After some phrases**

to be afraid / to be capable/ incapable / to be confident / to be guilty / to be sure / to be fond / to be aware / to be tired	of	doing sth
to be used / to get used to be accustomed / to get accustomed	to	doing sth
to be interested / to be occupied / to be engaged	in	doing sth
to be keen	on	doing sth
to be annoyed / to be bad / to be clever / to be good / to be hopeless / to be indignant / to be pleased / to be surprised	at	doing sth
to be grateful to sb to be responsible	for	doing sth
to be angry / to feel confident / to be excited	at (about)	doing sth

to be hesitant / to be upset	about	doing sth
to keep sb / to prevent sb / to prohibit sb / to stop sb	from	doing sth
To be fed up / be occupied	with	doing sth

*I'm not overly fond of cooking. - 'Cooking' is the gerund in the function of a prepositional object.*

#### 4. The gerund as attribute.

In these sentence patterns the gerund is mostly used after nouns followed by prepositions.

##### 4.1.

There is (no) little sense / harm point / some difficulty	in doing sth (spoken)
--	--------------------------

*There is no sense in getting upset about it. - "In getting upset" is the gerund which is used in the function of an attribute.*

*You could always ask Jim if they need any more staff in his office.*

##### 4.2.

Sb sees no Sb shows no	(some) difficulty (little) point ( an) interest	in doing sth
---------------------------	---	--------------

*Ben has shown an interest in learning French. - "In learning French" is the gerund which is used in the function of an attribute.*

*I see little point in discussing this further.*

##### 4.3.

Sb has (no)	experience / difficulty skill / purpose interest / point	in doing sth
-------------	--	--------------

*I have no interest in continuing this conversation. - "In continuing" is the gerund which is used in the function of an attribute.*

#### 4.4.

Sb has	no (every, the slightest) intention a (no) hope / a (the) habit the pleasure / no means a chance / the point	of doing sth
--------	---	--------------

*I have no intention of retiring just yet. - "Of retiring" is the gerund which is used in the function of an attribute.*

*Jeff was in the habit of taking a walk after dinner.*

#### Note:

Occasionally the sentence pattern without prepositions can be found in informal usage.

(I) have trouble / difficulty a hard time / a difficult time	doing sth
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*I had considerable difficulty persuading her to leave.*

*We had no trouble finding the address.*

*I've been having trouble checking my e-mail.*

#### 4.5.

advice / regret	about	doing sth
irritation / surprise	at	doing sth
objection	to	doing sth
decision / advice	on	doing sth
Advantage / disgrace / experience / the idea / (a) fear / in the hope the purpose/ (no) possibility / the necessity / the mistake / the difficulty / (no) way / a means / sense	of	doing sth

an apology / inclination / excuse / grounds / passion / permission / plan / reason	for	doing sth
--	-----	-----------

*You've got a lot of experience of lecturing. – “Of lecturing” is the gerund in the function of an attribute.*

*David had no previous experience of managing a farm.*

## **5.The gerund as adverbial modifier.**

The gerund is always preceded by a preposition in this syntactical function.

The Gerund can be used as an adverbial modifier of different types:

as Adverbial Modifier of Time;

as Adverbial Modifier of Attendant Circumstances;

as Adverbial Modifier of Manner;

as Adverbial Modifier of Cause (Reason);

as Adverbial Modifier of Substitution / Replacement;

as Adverbial Modifier of Comparison/ Preference ;

as Adverbial Modifier of Addition;

as Adverbial Modifier of Concession;

as Adverbial Modifier of Condition;

as Adverbial Modifier of Exception (Exclusion);

as Adverbial Modifier of Purpose.

### **5.1.The gerund as adverbial modifier of time.**

on (formal usage) / after / before / in / since	doing sth
---	-----------

*I usually take a shower before having my breakfast.*

*In trying to protect the girl, Howard had put his own life in danger.*

*On asking for information I was told I must wait.*

### **5.2. The gerund as adverbial modifier of attendant circumstances**

Sb does (did) sth	without doing sth (usually a non-perfect form of the gerund)
-------------------	---

*'What do you expect?' he said, without looking at her.*

*Without wanting to sound too boastful, I think we have the best television programme in the world.*

### 5.3. The gerund as adverbial modifier of manner

Sb does did	sth	by doing sth in doing sth without doing sth
----------------	-----	---

*We learn by listening.*

*The day was spent in packing.*

*She danced without making the noise.*

### 5.4. The gerund as adverbial modifier of cause (reason).

Sb does sth did	because of / for through / from from fear of / on account of	doing sth
--------------------	---	-----------

*We didn't get home till after midnight because of missing the bus.*

*The community benefits from having an excellent health service.*

*Ed got to the station early, for fear of missing Helen.*

### 5.5. The gerund as adverbial modifier of substitution / replacement

Sb	does did	sth	instead of	doing sth
----	-------------	-----	------------	-----------

*I stayed in bed all day instead of going to work.*



### 5.6. The gerund as adverbial modifier of comparison/preference

Sb	does did	sth	rather than than better than worse than as (an adjective) as	doing sth
----	-------------	-----	--	-----------

*I think I'd like to stay at home this evening rather than going out*

*I like skiing better than skating.*

*He found lying on the beach just as boring as sitting.*

### 5.7. The gerund as adverbial modifier of addition

Sb	does did	sth	besides in addition to	doing sth
----	-------------	-----	---------------------------	-----------

*What can you do besides typing?*

*In addition to teaching, she also works in the holidays as a nurse.*

### 5.8. The gerund as adverbial modifier of concession

Sb	does did	sth	in spite of despite (formal)	doing sth
----	-------------	-----	---------------------------------	-----------

*He managed to eat a big lunch despite having eaten an enormous breakfast.*

*Liza got the job in spite of having no qualification for it.*

### 5.9. The gerund as adverbial modifier of condition

Sb	does did	sth	without doing sth
But for doing sth	sb	does did	sth

*You can't make an omelette without breaking eggs.*

*But for meeting John I shouldn't have become a teacher.*

### 5.10. The gerund as adverbial modifier of exception (exclusion)

sb	does did	sth	except for	doing sth
----	-------------	-----	------------	-----------

*She felt fine except for being a little tired.* –

### 5.11. The gerund as adverbial modifier of purpose

In this sentence pattern the gerund is very rarely used. It is more often found after the verb 'to use': *Bob uses the van for picking up groceries. A hammer is used for driving in nails*

### THE GERUNDIAL CONSTRUCTION (COMPLEX)

As all predicative constructions, the Gerundial Construction consists of two elements: the nominal and the verbal. **The nominal element** can be expressed by a noun in the possessive case or by a possessive pronoun. In Modern English informal usage there is a tendency to replace the possessive pronoun by the objective case of the personal pronoun and the noun in the possessive case by the noun in the common case. **The verbal element** of the construction can be expressed by any form of the gerund, though there is a tendency to avoid the perfect forms of the gerund, even when logically suitable.

*You can't depend on the weather being fine for anything you plan in England.* (In this gerundial construction the nominal element "the weather" is expressed by a common noun in the common case).

*I'm depending on you coming.* (In this gerundial construction the nominal element "you" is expressed by a personal pronoun in the objective case.)

*You can rely upon his being discreet.* (In this gerundial construction the nominal element "his" is expressed by a possessive pronoun).

*We think it dangerous Stephen's climbing the mountain alone. (In this gerundial construction the nominal element "Stephen's" is expressed by a proper noun in the possessive case).*

The relations between the elements of the gerundial construction are predicative. The action or the state named by the gerund in the gerundial construction is performed by the person or sth denoted by the noun or the pronoun of the nominal element.

*We didn't count on so many people being on vacation*

*I regret his ever having raised the matter.*

*The incident resulted in his being dismissed from his job.*

The gerundial construction can function in a sentence as a complex part of the sentence.

### **1. The gerundial construction as complex subject.**

*1. It's no use your talking to her. Let me do it.*

*2. Jim's learning rules without example is useless.*

### **2. The gerundial construction as complex predicative**

*I'm all for pubs staying open all day.*

*Are you for or against her staying here?*

### **3. The gerundial construction as complex direct object**

*Fancy him saying that to you, of all people.*

*Do you mind me smoking?*

*I appreciate your making the effort to come.*

### **4. The gerundial construction as complex prepositional object**

*You can't depend on the trains always arriving on time.*

*The success of this project relies on everyone making an effort.*

*They hadn't planned on the whole family coming.*

*She was aware of a tall dark figure watching her.*

**5. The gerundial construction as complex attribute**

*There is a risk of another accident happening in this fog*

*Any chance of you coming to the party on Saturday?*

**6. The gerundial construction as complex adverbial modifier**

*The party was organized without her knowing anything about it. – "Without her knowing anything about it" is a gerundial construction in the function of a complex adverbial modifier of attendant circumstances.*

*Because of his wife's being there, I said nothing about it. – "Because of his wife's being there" is a gerundial construction in the function of a complex adverbial modifier of reason.*

## EXERCISES

### Exercise 1. State the form of the gerund:

#### A

1. I enjoy having worked with you. 2. Your hair needs cutting. 3. Reading love stories made her cry. 4. He was punished by being sent to bed without any supper. 5. The safe showed no signs of having been touched. 6. I narrowly missed being run over by a bus this morning. 7. What made you suspect her of having taken the money? 8. I'm accustomed to living on my own. 9. I object to being criticized so stupidly. 10. Madeleine thanked everyone for coming. 11. He was afraid of being caught by the police. 12. Rita has hopes of eventually studying to be a nurse. 13. I resent having been dismissed. 14. We often thought of going there ourselves. 15. He's surprised at having been found out.

#### B

1. I think your plan is capable of being improved. 2. I was not used to catching buses: I usually drove everywhere. 3. I object to being kept waiting. 4. He wouldn't say anything to the Press because he feared being misrepresented. 5. I'm annoyed at having lost all that money. 6. Firm actions are needed to keep the situation from getting out of control. 7. She was looking forward to putting her ideas into actions. 8. For Haskilt, selling the restaurant would be admitting defeat. 9. Gaining admittance to the club was no easy matter. 10. He denied having committed the crime.

### Exercise 2. State the form of the gerund:

1. I'm annoyed at having lost all that money. 2. Thank you for helping. 3. Dare took to ringing us up in the middle of the night. 4. There appeared some difficulty in fixing a date for the meeting. 5. She was angry at being denied the

opportunity to see me. 6.The athlete suffered the disgrace of being publicly shown to have taken drugs. 7.She is upset about missing the party. 8.She heard sth about leaving the town. 9.His plans for opening a coffee bar are completely above board. 10.By the age of seven, children are capable of thinking in abstract terms. 11.Talking about crime in the abstract just isn't enough. 12.I greatly regret not having told the truth. 13.I love the house. It's wonderful being able to see the sea from my window. 14. Playing the piano was one of her many accomplishments. 15. She eventually achieved her goal of becoming a professor.

### **Exercise 3. Use the necessary form of the gerund:**

#### **A**

1.(To become) a member of a society means (to adopt) its values. 2. Several lifeboats were still afloat a month after (to be cast) adrift. 3. The hotel is not very modern, but it does have the advantage of (to be close) to the city center. 4. Could you give me some advice about (to buy) a home? 5. I'd advise you against (to say) anything to the press. 6. At my age, it's quite difficult (to get) up the stairs. 7. It's time you started (to act) your age, Jeff. 8. He played the fool at school instead of (to work). 9. Will you stop (to play around) with the remote control! 10. A good diet and fitness play a large part in (to help) people live longer. 11. Karen began (to play) basketball when she was nine. 12. He got the sack for (to steal) money from his employers. 13. John's been playing with my drinks all evening. I don't think I'm capable of (to drive) home. 14. Thanks for (to support) me. 15. Children should always brush their teeth before (to go) to bed.

#### **B**

1. You seemed a bit hesitant about (to recommend) that restaurant. Is something wrong with it? 2. John O'Neill saved the child from (to drown). 3. I'll get a taxi from the

station to save you the trouble of (to come) to collect me. 4. He seems to enjoy (to shock) people. 5. The family decided against (to camp) in the mountains. 6. Nothing shall prevent us from (to reach) our aim! 7. I was never tired of (to listen) to his wisdom. 8. Tell your story without (to laugh). 9. The house is very old; it needs (to repair). 10. I've brought the book that is worth (to read).

**Exercise 4. In each of the following sentences add a suitable subject:**

*Pattern: Drinking lots of water is supposed to be good for us.*

1. \_\_\_ causes a lot of unnecessary accidents every year.
2. \_\_\_ is a reason of depression.
3. \_\_\_ is much popular than it was twenty years ago.
4. \_\_\_ is by far the most common way of spending time.
5. \_\_\_ often makes you appreciate the things you took for granted in your own country.
6. \_\_\_ is a classic time-eater.
7. \_\_\_ is a good way of losing weight.
8. \_\_\_ is a good way of getting fit.
9. \_\_\_ can damage your eyesight.
10. \_\_\_ is the best way of relaxing.
11. \_\_\_ is a sign of stress.

**Exercise 5. Supply the infinitive or the gerund after the verbs in the following sentences:**

**A**

1. Just imagine \_\_\_ all that way for nothing. (to go / going)
2. We are considering whether \_\_\_ our advice to tourists (to change / changing)
3. For months the company has resisted \_\_\_ its accounts system. (to change / changing)
4. The bakery was shut so I didn't manage \_\_\_ any bread. (to get / getting)
5. He risked \_\_\_ his house when his company went bankrupt. (to lose / losing)
6. How could Jonathan afford \_\_\_ a new suit? (to buy / buying)
7. I don't mind \_\_\_ a dog in the house so long as it's clean and it doesn't smell. (to have / having)
8. I'd prefer \_\_\_ in tonight,

if you don't mind. (to stay / staying) 9. I've got to go. I promised \_\_\_ by 10 o'clock. (to be home / being home) 10. He resents \_\_\_ to explain his work to other people. (having / to have) 11. We're considering \_\_\_ the house. (to sell / selling) 12. He prefers \_\_\_ rugby to playing it. (to watch / watching) 13. I'd prefer you \_\_\_. (not to smoke / not smoking) 14. Jane suggested \_\_\_ her father for his opinion. (to ask / asking) 15. Should you require my assistance, Dr. Howlett, please don't hesitate \_\_\_. (to ask / asking)

### B

1. I didn't fancy \_\_\_ in that water. (to swim / swimming) 2. I demand \_\_\_ what's going on. (to know / knowing) 3. Stephen was fond of traveling because he enjoyed \_\_\_ people and \_\_\_ new places. (to meet / meeting; to see / seeing) 4. She admitted \_\_\_\_\_ a mistake. (to make / making) 5. Evans advised him \_\_\_ London. (to leave / leaving) 6. Stop \_\_\_. You're giving me a headache. (to shout / shouting) 7. Have you finished \_\_\_ the article? (to read / reading) 8. I think we should discuss \_\_\_ for some kind of government help. (to apply / applying) 9. First you'll learn \_\_\_ this machine. (to use / using) 10. She is not likely \_\_\_ her promise. (to forget / forgetting) 11. The newspaper offered \_\_\_ for the article. (to apologise / apologising) 12. When I imagine \_\_\_ him again, I feel so happy. (to see / seeing) 13. You can't afford \_\_\_ the film. (to miss / missing) 14. You can't stop \_\_\_. (to laugh / laughing) 15. I consider \_\_\_ the children with me. (to take / taking)

**Exercise 6. Choose the gerund or the infinitive. State in what sentences both forms are possible and in what sentences only one:**

1. I hate \_\_\_ the beginning of a film (missing, to miss).  
2. I'm trying \_\_\_ an excuse for missing the office party. (to find / finding) 3. I hate \_\_\_, but it's time we left. (to



interrupt / interrupting) 4. The meeting began promisingly, but then things started \_\_\_\_\_. (to go wrong / going wrong) 5. They started \_\_\_\_\_ the house in January. (to build / building) 6. I was starting \_\_\_\_\_ a letter when the phone rang. (to write / writing) 7. I like \_\_\_\_\_ in bed on Sunday morning. (to lie / lying) 8. I don't like \_\_\_\_\_ people. (to upset / upsetting) 9. Would you mind \_\_\_\_\_ a little please? (to turn radio down / turning radio down) 10. I want \_\_\_\_\_ because I enjoy meeting people and seeing new places. (to travel / travelling) 11. Have you finished \_\_\_\_\_ that magazine? (to read / reading) 12. I prefer \_\_\_\_\_ alone. (to walk / walking) 13. I dislike \_\_\_\_\_ and I hate the countryside. (to walk / walking) 14. I strongly suspect that they're trying \_\_\_\_\_. (to get rid of me / getting rid of me) 15. Jane has just begun \_\_\_\_\_. (to learn to drive / learning to drive)

**Exercise 7. Choose the gerund or the infinitive.**

1. I can't begin \_\_\_\_\_ how I ended up on the roof. (to explain / explaining) 2. Very reluctantly I've consented \_\_\_\_\_ her my car. (to lend / lending). 3. Do you intend \_\_\_\_\_ with your studies? (to continue / continuing) 4. She doesn't like \_\_\_\_\_ him for money. (to ask / asking) 5. He prefers \_\_\_\_\_ rugby to playing it. (to watch / watching) 6. It started \_\_\_\_\_. (to rain / raining) 7. Children love \_\_\_\_\_. (to play / playing) 8. Jill prefers \_\_\_\_\_ alone. (to be / being) 9. I hate \_\_\_\_\_ letters. (to write / writing) 10. Try \_\_\_\_\_ without making a noise. (to walk / walking) 11. This director has completed \_\_\_\_\_ his 35<sup>th</sup> feature film. (to film / filming) 12. I'd prefer \_\_\_\_\_ what happened then. (not to remember / not remembering) 13. She's been trying \_\_\_\_\_ her driving test for six years and she's finally succeeded. (to pass / passing) 14. Don't be afraid \_\_\_\_\_. (to ask for help / asking help) 15. As a top businessman, he couldn't even begin \_\_\_\_\_ real poverty. (to understand / understanding)

### **Exercise 8. Underline the correct item:**

Being faced with the question whether **to buy/buying** a house or a business if I had the money, I came to the conclusion that basically the two investments have a major difference that radically influences my choice. I believe that **to spend/spending** the money for **develop/developing** a business, despite **be/being** somewhat risky, is the more reasonable choice as it could bring with it not only eventual profits but also valuable knowledge and experiences to the person involved. In contrast, **buy/buying** a real estate such as a house can only lead to future troubles and expenses.

Some people prefer to **invest/investing** their money on things like houses or automobiles because they like the sense of **be/being** secure and comfort that brought by such assets. But are they really as secure as they seem to be at first glance? First of all, rarely can anyone pay the whole sum for a house at once. In most cases it requires monthly payments for years as well as taxation. In addition **keep/keeping** a house in a proper condition also costs a lot no matter whether it is used by the proprietors or tenants.

Second, in today's active world where people often move from place to place in search of new experiences or better career opportunities, it has become common for many young people to perceive the place where they live as a temporary hotel where one returns only for **eat/eating** and **sleep/sleeping**. So it is enough for it to **be/being** convenient and affordable.

**Invest/Investing** in a business, on the other hand, is a very serious initiative and a great challenge as well. **Decide/Deciding** to **start/starting** one's own business requires a certain sense of risk and a strong desire to succeed by **improve/improving** one's skills. Specialized knowledge in the business field is very essential too. So a person who starts his own business will have to learn more not only about accounting or management but also learn

how to hire the right professionals to manage some of the business affairs. Furthermore, in spite of the fact that it may take many years and numerous unsuccessful attempts, a business could **bring/bringing** very profitable results as it could grow and develop.

For all the reasons that I mentioned above, I believe that by **invest/investing** my money in a business I will find many new opportunities for self-improvement and have the chance to be financially independent.

**Exercise 9. Put the verbs in brackets into the correct verb form:**

**A**

1. Jane went on \_\_\_ (sleep) for another two hours. 2. He told us his name and went on \_\_\_ (introduce) us to his wife. 3. We didn't mean \_\_\_ (interrupt) you. 4. Being a doctor means \_\_\_ (work) long hours. 5. She tried \_\_\_ (finish) her homework, but it was difficult. 6. You should try \_\_\_ (eat) more fruit. It's good for your health. 7. He regrets \_\_\_ (argue) with his best friend. 8. We regret \_\_\_ (inform) you that tonight's performance will be cancelled. 9. Oh, no. I forgot \_\_\_ (lock) the front door. 10. I'll never forget \_\_\_ (meet) my favourite film star. 11. Claire likes \_\_\_ (ski). She says it's very exciting. 12. I like \_\_\_ (go) to the dentist every six months. 13. I must remember \_\_\_ (post) these letters. 14. I remember \_\_\_ (read) this book, but I don't remember who wrote it. 15. I'm sorry for \_\_\_ (forget) your birthday. It was awful of me. 16. She is afraid \_\_\_ (climb) the tree in case she falls.

**B**

1. Mary never wears her diamond ring. She is afraid of \_\_\_ (lose) it. 2. I have stopped \_\_\_ (watch) horror films because they give me nightmares. 3. We stopped \_\_\_ (buy) some food before continuing our journey. 4. I'm sorry \_\_\_ (say) that you have failed the exam. 5. The teacher on duty

does not allow \_\_\_ (shout). 6. Don't forget \_\_\_ (write) to me when you are away. 7. Have you forgotten about \_\_\_ (send) her a message? 8. Tony can't work without \_\_\_ (turn) at least twice. 9. Always remember \_\_\_ (wipe) your feet before entering the house during the rainy season.

**Exercise 10. Put the verbs in brackets into the correct verb form:**

1. You must remember \_\_\_ (call) at the bank on your way home because we need \_\_\_ (order) some traveller's cheques. 2. Could you stop (type) for a moment? I need \_\_\_ (concentrate) on this letter. 3. I hope you haven't forgotten \_\_\_ (telephone) the garage because the car badly needs \_\_\_ (service). 4. We could try \_\_\_ (make) a dash for the car if it only stopped \_\_\_ (rain) for a moment. 5. I'm sure you won't regret \_\_\_ (buy) the house, even though it needs (paint) and (decorate). 6. I regret \_\_\_ (say) that he has forgotten ever \_\_\_ (promise) you a job. 7. I don't remember \_\_\_ (take) my wallet out of my bag, but I must have done it when I stopped \_\_\_ (buy) petrol. 8. As I told you, he's rather deaf, so don't forget \_\_\_ (try) \_\_\_ (shout) if he doesn't answer the door at first. 9. I've considered \_\_\_ (ask) him \_\_\_ (raise) my salary but I don't think he can afford it. 10. If the machine happens \_\_\_ (stop) \_\_\_ (work), just telephone and arrange for the service engineer \_\_\_ (call). 11. I can't help \_\_\_ (think) that we shouldn't have agreed \_\_\_ (lend) him our car. 12. If you've finished \_\_\_ (use) the typewriter, I'd like \_\_\_ (borrow) it for a while, so that I can get used to \_\_\_ (type) with that machine. 13. He regrets \_\_\_ (steal) that money. 14. Sheila will always regret \_\_\_ (not go) to University. 15. The headmaster does not allow us \_\_\_ (run) along the corridors.

**Exercise 11. Put the verbs in brackets into the correct verb form:**

1. - Have you decided where \_\_\_ (spend) your holiday? - Yes. I would like \_\_\_ (go) to Greece.
2. - I hate \_\_\_ (clean) the house. - Me too. I wish I could afford \_\_\_ (employ) a cleaner.
3. - Jane seems \_\_\_ (sleep) for hours. - Yes. She must be very tired.
4. - What are you doing this weekend? - Well, James suggested \_\_\_ (drive) to the seaside.
5. - Steve claims \_\_\_ (travel) around the world. - Yes, he seems \_\_\_ (go) to a lot of places.
6. - It was nice of John \_\_\_ (visit) us yesterday. - Yes. I was happy to see him.
7. I'm sure I've failed my exam. - Well, there is no point in \_\_\_ (worry) until you get your results.
8. - We should \_\_\_ (tell) Sue about the party. - Yes. We had better \_\_\_ (invite) Tony too.
9. - Did the police arrest the man? - Yes. He admitted \_\_\_ (steal) the car.
10. - Did you have a nice evening? - Not really. I arrived home only \_\_\_ (find) that I'd left my keys at work.

**Exercise 12. Put the verbs in brackets into the correct verb form:**

1. Simon was the last person \_\_\_ (arrive) at the office.
2. She can't get used to \_\_\_ (work) for such a large company.
3. It's no use \_\_\_ (ask) Paul. He won't be able to help you.
4. Peter denied \_\_\_ (break) the classroom window.
5. I will \_\_\_ (feed) the dogs this afternoon.
6. We had better \_\_\_ (run) or we will miss the train.
7. It was very kind of him \_\_\_ (help) me tidy the house.
8. She refused \_\_\_ (answer) his questions.
9. He is far too young \_\_\_ (stay) out late at night.
10. Her teacher let her \_\_\_ (bring) her lunch into the classroom.
11. I don't mind \_\_\_ (help) you with your task.
12. We don't allow students \_\_\_ (talk) during exams.
13. She dislikes \_\_\_ (wear) suits to work.

14. It was a mistake \_\_\_ (leave) the door unlocked. 15. The thieves were seen \_\_\_ (drive) a stolen car.

**Exercise 13. Tick the possible answers:**

1. We discussed it for a long time and in the end he \_\_\_ to sponsor the festival.

A agreed                      B offered                      C gave up.

2. When I \_\_\_ going to the cinema he said he preferred the theatre.

3. If you live abroad for some time you \_\_\_ losing the old friends in your homeland.

A risk                      B put off                      C fail

4. It wasn't easy but we \_\_\_ to get an interview with the Queen Mother.

A gave up                      B managed                      C failed

5. I think you should \_\_\_ studying medicine you would make an excellent doctor.

A decide                      B consider                      C agree

6 The theatre was so small that they \_\_\_ to let any more people in.

A denied                      B refused                      C gave up

7. She is not rich now so she had to \_\_\_ eating out and buying expensive clothes.

A give up                      B afford                      C consider

8. If you want to be a manager you should \_\_\_ to deal with people tactfully but firmly.

A practice                      B learn                      C admit

**Exercise 14. Complete the following sentences with suitable gerunds:**

A

1.I'm not in the habit ...2.Missing the holiday was ...3.Doreen was angry at ...4.He denied ... 5.Doreen had a habit ...6.A corkscrew is a tool for ...7.Who gave you the idea ...8.If you seriously want to save money you'd better give up ... 9. I don't mind most housework but I can't stand... 10.The puppies looked so sweet that I couldn't resist... 11. If you want to learn to ride a horse, you won't be able to avoid... 12.Must you keep...? It's really annoying! 13. I'd hate to be a miner. Can you imagine...? 14. Can I have a newspaper if you've finished...? 15. The man the police caught finally admitted...

### **B**

1. When he said he had forgotten the phone number, I suggested... 2. My job as a tourist guide involves... 3. Nobody suspects you... 4. She never takes a trouble... 5. Is it worth...? 6. I can't help... 7. Ted hesitated before... 8. What he loves best in the world is... 9. There is little hope... 10.Don't insist ... 11. MANUFACTURER'S WARNING: Always wear safety goggles ... this machinery.

### **Exercise 15. Complete the following sentences by adding the correct preposition and a suitable gerund:**

1. I'm really looking forward \_\_\_ your sister, I've heard so much of her.2. We're thinking \_\_\_ to Turkey this summer.3. Arnold was falsely accused \_\_\_ cash from the till.4. When I was a child my mother was always warning me \_\_\_ lifts from strangers.5. Jean does not believe \_\_\_ today what she can put off until tomorrow! 6. Trevor is absolutely hopeless \_\_\_ photos - he always cuts your feet or head off! 7. You must check in your mirror \_\_\_ another car on the motorway. 8. Emma was furious with me \_\_\_ her ex-boyfriend to the party. 9. Anyone interested \_\_\_ on the trip to Bath should tell Kerry by noon today. 10. I'm tired \_\_\_ the same old faces every day - I need a change!

11. I intend to find out who's responsible \_\_\_ the window.  
 12. Dr. Forts is famous \_\_\_ people's names - I'm surprised he can remember his own!  
 13. Carol is incredibly honest. She'd never dream \_\_\_ a lie.  
 14. Sally found it difficult to re-adjust to the British way of life \_\_\_ back from a long holiday in the Greek islands.  
 15. What's the name of that stuff you use \_\_\_ grass stains out of clothes?

**Exercise 16. Write the verbs in brackets in their correct form:**

If you are planning \_\_\_ (come) to Poland as a tourist, you will have plenty of interesting places to choose from. People who enjoy \_\_\_ (hike) should consider \_\_\_ (go) to the mountains, in the south of Poland. You don't have to book accommodation in advance as you will certainly manage \_\_\_ (find) a local person who will offer \_\_\_ (put) you up at a very reasonable price.

If you love \_\_\_ (sail) and you don't mind \_\_\_ (be) bitten by mosquitoes, you can go to the lakes in the north east. You can either choose \_\_\_ (stay) on a yacht or go \_\_\_ (camp) and practice \_\_\_ (cook) on an open fire next to a lake.

The Polish coast tends \_\_\_ (be) colder than Mediterranean beaches but many people claim it's more beautiful. If you can't stand \_\_\_ (stay) in a crowded seaside resort or can't afford \_\_\_ (pay) for a luxurious hotel, arrange \_\_\_ (stay) in one of the many small coastal villages. You certainly won't risk \_\_\_ (meet) too many people if you decide \_\_\_ (go) for a long walk along the beach.

**Exercise 17. Supply the necessary preposition:**

at	for	about	in	to	on	of
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1. Scientists claim they have succeeded \_\_\_ finding a cure for cancer.  
 2. They deserve to be punished \_\_\_ putting



passengers at risk. 3. We did think \_\_\_\_ moving to Tokyo. 4. I'm looking forward \_\_\_\_ meeting you. 5. Everything depends \_\_\_\_ getting it right. 6. They accused him \_\_\_\_ stealing the money. 7. Excuse me \_\_\_\_ disturbing you. 8. She'd never think \_\_\_\_ imposing herself on us. 9. Dave apologized profusely \_\_\_\_ having to leave at 3.30 p.m. 10. What do you know \_\_\_\_ computing? 11. They insisted \_\_\_\_ entering into the house. 12. I strongly object \_\_\_\_ being charged a fee for using my credit card. 13. Careless campers were blamed \_\_\_\_ starting the forest fires. 14. I often dream \_\_\_\_ seeing you again. 15. She believes \_\_\_\_ working hard. 16. I lent him money and now he accuses me \_\_\_\_ being mean. 17. Well done, Richard, with a single remark you've succeeded \_\_\_\_ offending just about everybody in the room! 18. It's good to see you, Mr. Mathias. Thank you \_\_\_\_ coming. 19. I can't blame you \_\_\_\_ trying. 20. She's clever \_\_\_\_ knitting. 21. You're very slow \_\_\_\_ understanding.

**Exercise 18. Supply the necessary preposition:**

against	in	for	of	on	to
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1. Ordinary people lived in fear \_\_\_\_ being arrested by the secret police. 2. Her main purpose \_\_\_\_ suing the newspaper was to clear her name. 3. I came to Brighton with the purpose \_\_\_\_ seeing you. 4. Imagine my surprise \_\_\_\_ seeing her there. 5. People gave many different reasons \_\_\_\_ wanting to change jobs. 6. Doreen owes him an apology \_\_\_\_ treating him so badly. 7. There is not much point \_\_\_\_ complaining. 8. His decision \_\_\_\_ going on holiday surprised everyone. 9. I have no objection \_\_\_\_ hearing your story again. 10. I don't like his habit \_\_\_\_ making people wait. 11. He used the bad weather as an excuse \_\_\_\_ not coming. 12. What are the advantages \_\_\_\_ living in the town? 13. There's no way \_\_\_\_ making my father see reason. 14. What are your reasons \_\_\_\_ leaving

the job? 15. We had difficulty \_\_\_ finding a parking. 16. We came to the island in the hope \_\_\_ finding a simpler way of life.

**Exercise 19. Supply the preposition:**

after	before	by	besides
despite	in	for	without

1. He got into the building \_\_\_ being noticed. 2. The child occupied himself \_\_\_ playing video games. 3. They exchanged a final kiss \_\_\_ parting. 4. He learnt English \_\_\_ listening to the radio. 5. The climbers are a day late \_\_\_ coming down from the mountain and the authorities are beginning to have fears for their safety. 6. If you suffer from back pain, consult your doctor \_\_\_ attempting this exercise. 7. How are you? 'Fine and all the better \_\_\_ seeing you'. 8. It said a lot for the manager that the team remained confident \_\_\_ losing. 9. He has applied for parole \_\_\_ serving seven years of a 23-year sentence. 10. Lewis stopped off in Jamaica \_\_\_ flying into Toronto. 11. You can call up the lift \_\_\_ pushing this button. 12. Alec walked right by me \_\_\_ even saying hello. 13. You must ask permission \_\_\_ taking any photographs inside the church. 14. Stephen was arrested at Heathrow \_\_\_ flying from Brussels airport. 15. Don't spoil your appetite \_\_\_ eating sweets between meals. 16. We were advised to boil the water \_\_\_ drinking it. 17. The teacher told him off \_\_\_ answering back all the time. 18. Anyone with an ounce of common sense would have checked their tyres \_\_\_ driving all that way. 19. I was so annoyed with him \_\_\_ turning up late that I couldn't speak to him for half an hour. 20. Animals are distinguished from plants \_\_\_ obtaining their nourishment from other living organisms or their remains. 21. I'd like to answer your question \_\_\_ posing another one.

**Exercise 20. Supply the necessary preposition:**

at	from	in	of	on	to
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1. She's very clever \_\_\_ imitating her Irish accent. 2. I'm not accustomed \_\_\_ being treated like this. 3. I wasn't keen \_\_\_ going there on my own. 4. He was clever \_\_\_ finding bargains. 5. Despite her illness, she remains actively engaged \_\_\_ shaping policy. 6. Sheila is interested \_\_\_ starting her own business. 7. My grandfather was very fond \_\_\_ handing out advice to all my friends. 8. His back injury may prevent him \_\_\_ playing in tomorrow's game. 9. A force 10 wind is capable \_\_\_ blowing the roofs off houses. 10. I'm surprised \_\_\_ finding you in. 11. I was afraid \_\_\_ disturbing you. 12. He left Manchester with the intention \_\_\_ finding a job in London. 13. Lately I've been toying with the idea \_\_\_ going back to school. 14. There is no great harm \_\_\_ taking something to relieve a headache. 15. He was very good \_\_\_ imitating bird calls. 16. Loreen was angry \_\_\_ being denied the opportunity to see me. 17. I called in the hope \_\_\_ finding her at home. 18. He gives an impression \_\_\_ being a hard worker. 19. The community benefits \_\_\_ having an excellent health service. 20. I've always been afraid \_\_\_ flying. 21. We were prevented \_\_\_ entering the house.

**Exercise 21. Supply the necessary preposition:**

for	of	in	with	about
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1. You can't really blame Helen \_\_\_ not wanting to get involved. 2. I had never thought \_\_\_ becoming an actor. 3. I apologize \_\_\_ interrupting. 4. I'd never dream \_\_\_ allowing my child to do that. 5. The firm specializes \_\_\_ printing calendars. 6. He is responsible \_\_\_ recruiting and training new staff. 7. Only the Democratic party is capable \_\_\_ running the country. 8. She won't thank you \_\_\_ telling everyone how old she is. 9. Her books succeed \_\_\_ bringing historical characters to life. 10. He tried to run away from the police and was later charged \_\_\_ resisting

arrest. 11. What do you know \_\_\_ making maps? 12. Jack liked the idea \_\_\_ having his own farm, but wasn't so sure he'd like the reality. 13. Don't punish him \_\_\_ shouting. 14. They had great difficulty \_\_\_ finding replacement. 15. He's only got himself to thank \_\_\_ losing his job. 16. He made the fatal mistake \_\_\_ believing what they told him. 17. She had another feeble excuse \_\_\_ being late. 18. She was determined to follow her own inclinations \_\_\_ choosing a career. 19. There is little point \_\_\_ telling her now. 20. The chances \_\_\_ winning faded to nothing. 21. The thought \_\_\_ flying fills me with panic. 22. I was on the point \_\_\_ going to bed when you rang. 23. Her interest \_\_\_ gardening is reflected in her novels.

**Exercise 22. Supply a preposition if necessary:**

**A**

1. Are you interested \_\_\_ working for us? 2. I'm not very good \_\_\_ learning languages. 3. I'm fed up \_\_\_ studying. 4. The children are excited \_\_\_ going on holiday. 5. What are the advantages \_\_\_ having a car? 6. This knife is used only \_\_\_ cutting bread. 7. This book is worth \_\_\_ reading. 8. John went to work \_\_\_ being ill. 9. Susan suggested \_\_\_ going for a walk. 10. I bought a new bicycle \_\_\_ going away on holiday. 11. I prefer cycling \_\_\_ driving. 12. He was looking forward \_\_\_ seeing Ann again. 13. Has Tom succeeded \_\_\_ finding a job? 14. I don't feel \_\_\_ going out tonight. 15. Are you thinking \_\_\_ buying a new house?

**B**

1. I've always dreamed \_\_\_ being rich. 2. She doesn't approve \_\_\_ gambling. 3. He insisted \_\_\_ buying me a present. 4. We decided \_\_\_ moving to London. 5. He apologized \_\_\_ keeping me waiting. 6. They accused me \_\_\_ telling lies. 7. Did they suspect the man \_\_\_ being a spy. 8. I congratulated Ann \_\_\_ passing the exam. 9. What prevented him \_\_\_ coming to the wedding? 10. We stopped

everyone \_\_\_ leaving the building. 11. I thanked her \_\_\_ being so helpful. 12. I can't stand \_\_\_ gossiping. 13. Please forgive me \_\_\_ not writing to you. 14. If you walk into the road \_\_\_ looking, you risk \_\_\_ being knocked down by a car. 15. They warned us \_\_\_ buying the flat.

**Exercise 23. Paraphrase the following using the word given:**

*Example: I phoned Ann and then I went out. - After phoning Ann I went out.*

1. Tom went to bed but before he had a hot drink. - *Before.....*
2. The plane took off and soon afterwards it crashed. - *Soon after.....*
3. We didn't eat at home. We went to the restaurant instead. - *Instead of.....*
4. You put people's life in danger if you drive dangerously. - *You put people's life in danger by.....*
5. He hurt his leg but he managed to win the race. - *In spite of.....*
6. Bill is a good cook. - *Bill is good at.....*
7. I don't intend to lend her any money. - *I have no intention of.....*
8. George took more exercise and so lost weight. - *By.....*
9. He was angry with me because I was late. - *He was angry with me for.....*
10. Tom thinks that doing nothing is better than working. - *Tom prefers doing nothing to.....*

**Exercise 24. Paraphrase using the gerund:**

**A.**

1. Remember that I met your brother in the Caucasus. 2. He suggested that we should start at once. 3. She quite understood that you disliked the idea of remaining in town

the whole summer. 4. I propose that we shall do the work. 5. I prefer that you decide for yourself. 6. I insist that he should come up with us. 7. He is responsible that the letter is delivered today. 8. He denied that I had seen him. 9. She disliked that I told her the truth. 10. He objected that we should start so early. 11. He admitted that he was wrong. 12. The doctor insisted that the patient should go to the South.

**B.**

1. I remember Mother reprimanded me when I spoiled her fish-cake. 2. We recommend that work should start at once. 3. Thank you that you reminded me. 4. He doesn't like when you interfere. 5. He prevents when I help him. 6. Nobody knew that they had agreed to take part in the expedition. 7. He was afraid that the news might cause excitement among the girls. 8. I can't recollect that they ever invited me to stay with them for the weekend. 9. Nell denies that she is a bore. 10. They suggested that the meeting should be postponed. 11. I hope you will excuse that I came so late. 12. He was occupied with the translation and did not notice that I had entered the room.

**Exercise 25. Define the function of the gerund in the following sentences:**

1. Arabella chooses judiciously this time, and is rewarded by reconciling with her family and a wedding with the medical prince. (McEwan). 2. Walter would say, 'Somewhere in the north, up there!' and yell at him for quibbling'(Mantel). 3. He began by complimenting the gentlemen upon their distinguished history. (Clarke). 4. How dare they drag me into court and fine me for running beasts on the so-called common? (Mantel). 5. He hinted that it had been no small inducement to him in coming to York to know of the existence of such a society. (Clarke). 6. Another was a passion for secrets: in a prized varnished

cabinet, a secret drawer was opened by pushing against the grain of a cleverly turned dovetail joint. (McEwan). 7. No point saying this – in fact, it’s the quickest way to get a lesson from Walter’s fist. (Mantel). 8. Once there was quite a crowd of young people present which naturally led to dancing. (Clarke). 9. Her wish for a harmonious, organized world denied her the reckless possibilities of wrongdoing. (McEwan). 10. When he was a little boy and his uncle John was a cook for the great man, he used to run away to Lambeth to the palace, because the chances of getting fed were better. (Mantel). 11. Mr. Honeyfoot did not propose going quite so far indeed he did not wish to go far at all because it was winter and the roads were very shocking. (Clarke). 12. Pretending in words was too tentative, too vulnerable, too embarrassing to let anyone know. (McEwan). 13. Other children than he made themselves useful in the kitchen by fetching and carrying, their small fingers employed in plucking songbirds and hulling strawberries. (Mantel). 14. Even writing out made her wince, and she felt foolish, appearing to know about the emotions of an imaginary being (McEwan). 15. So he wrote a letter proposing that he and Mr Segundus give themselves the satisfaction of waiting on the other magician on the third Tuesday after Christmas at half past two. (Clarke).

**Exercise 26. Define the function of the gerund in the following sentences:**

1. Writing stories also gave her all the pleasures of miniaturization (McEwan). 2. They began, as you did, with the aim of bringing back practical magic to the world. (Clarke). 3. For Walter, the point of being able to read is to take advantage of people who can’t; for the same purpose one must learn to write. (Mantel). 4. Even without their attention and praise and obvious pleasure, Briony could not

have been held back from her writing (McEwan). 5. It was not a talent he took any particular pride in –it was as natural to him as knowing that his head still stood upon his shoulders but in Mr Norrell's house his gift deserted him. (Clarke). 6. When the cardinal comes back from France, he immediately begins ordering up banquets. (Mantel). 7. Look back, and you remember being at sea. (Mantel). 8. It was a relief not to be writing out the she saids, or describing the weather or the onset of spring or her heroine's face—beauty, she had discovered, occupied a narrow band (McEwan). 9. My father always says, choosing a wife is like putting your hand into a bag full of writhing creatures, with one eel to six snakes. (Mantel). 10. Magicians only applied themselves to writing books when magic was already in decline. (Clarke). 11. On questioning them, he usually finds they know nothing, which makes nonsense of the abbey's claims to be the light of learning. (Mantel). 12. It was a mundane unraveling that could not be reversed, and therefore offered no opportunities to the storyteller (McEwan). 13. No use trying to explain this to Johane. (Mantel). 14. A sandy-haired gentleman in a state of great excitement thought that Mr. Honeyfoot and Mr. Segundus should have insisted on Mr. Norrell leaving his house upon the instant and coming straightway in an open carriage. (Clarke). 15. He remembers taking the eel-boy by the hair and dipping his head in a tub of water, and holding it under. (Mantel).

**Exercise 27. Define the function of the gerund in the following sentences:**

1. Unfortunately this had the effect of making her dilemma entirely incomprehensible and the wise matrons were unable to help her. (Clarke). 2. You will oblige me by removing them from my house and never speaking of them again!" (Clarke). 3. After one explanation he made the



mistake of inquiring what "beating oil" and "heaving to" meant, which led to such a very perplexing explanation of the principles of sailing. (Clarke). 4. But that is no reason for excluding me. (Clarke). 5. Strange spoke of braving the danger in order to win glory for English magic. (Clarke). "I shall have no objection to Mr Strange reading them. (Clarke). 6. Strange had never been in a foreign country before and he found that the consciousness of being so now and the important military and naval bustle that was going on all around him was quite exhilarating. (Clarke). 7. He was eager to begin doing magic. (Clarke). 8. But from the first moment of his entering the house Strange found himself subject to that peculiarly uncomfortable Natural Law (Clarke). 9. Briscall laughed as if being the scum of the earth (Clarke). 10. Colonel George Murray, and the Adjutant-General, General Charles Stewart, were seated one upon either side of a large table, both busily engaged in making arrangements for the disposal of the Army upon the following day. (Clarke). 11. I pause here merely to observe that if, upon reading the words "Colonel" and "General", you fancy these are two old men sitting at the table, you could not be more wrong. (Clarke). 12. On looking up in some indignation they saw Strange, outside on the verandah unconcernedly shaking the water off his umbrella. (Clarke). 13. "There is no danger of anything like that happening tonight. (Clarke). 14. It was a stew and their evening's entertainment chiefly consisted in trying to guess what had gone into it. (Clarke). 15. As this is like claiming to be both Whig and Tory at the same time, no one understands what he means. (Clarke).

**Exercise 28. Define the function of the gerund in the following sentences:**

1. We really can't go on living like this – we'll have to find a bigger house. 2. Keep going, the lights are green. 3.

Tom was drunk. It was dangerous riding with him. 4. Do you like parachuting? 5. After a short pause they continued climbing. 6. The book is worth reading. 7. My new job will mean traveling all over the world. 8. I enjoy taking a walk after dinner. 9. It's a pleasure arranging a surprise party for someone. 10. Marrying him was the biggest mistake she ever made. 11. I gave up going to the theatre when I moved out of London. 12. I started working here in 1991. 13. Do you feel like going out? 14. Don't even think about calling him. 15. Do you mind changing places? 16. Being a parent isn't easy, as I know from experience. 17. My new job will mean traveling all over the world. 18. Having dinner in the garden is possible if the weather is fine.

**Exercise 29. Define the function of the gerund in the following sentences.**

1. It's no use pretending you didn't know. 2. I gave up smoking last year. 3. I enjoyed having worked with you. 4. I can't help feeling that there has been a mistake. 5. She insists on seeing her lawyer. 6. I don't mind waiting. 7. Stephen has just begun learning to drive. 8. If you finished eating you may leave the table. 9. He is good at repairing bikes. 10. Digging holes is hard work. 11. He was convicted of murdering the policeman. 12. This skirt needs letting down. 13. If he persists in asking awkward questions, then send him to the boss. 14. I hate doing the washing-up. 15. I feel like having a nice cool glass of lemonade. 16. He got up and started running again. 17. If you go on drinking like this you'll make yourself ill. 18. I appreciate being given this opportunity. 19. A lot of the small towns in the area are definitely worth visiting. 20. She finds it boring staying at home. 21. Missing a meal once in a while never did anyone any harm. 22. I'm thinking of going to look for mushrooms. 23. The film is worth seeing. 24. Motor vehicles are prohibited from

driving in the town centre. 25. Pilcher was suspected of giving away government secrets to the enemy.

**Exercise 30. Define the function of the gerund in the following sentences:**

1. David was angry with himself for letting the others see his true feelings. 2. Before leaving he said good-bye to each of them. 3. Stephen walked by me without speaking. 4. There were still some tickets available last week, but he missed the boat by waiting till today to try to buy some. 5. He just does things without thinking and he gets himself into such a mess. 6. He thought for a moment before replying. 7. The teacher punished the class by giving them extra work. 8. Besides doing the cooking I help Dick in the garden. 9. Miranda, pleased with herself for getting it right, sat down. 10. He provoked outrage by calling the TV programmes 'talking wallpaper'. 11. He spoke for three hours without ceasing. 12. He escaped by passing himself off as a guard. 13. The government has decided to ban tobacco advertising and in doing so has made a great contribution to the nation's health. 14. Cora earns her living by selling insurance. 15. Do you play any other sports besides ice-skating and darts? 16. Try to work without making a noise. 17. She couldn't talk for coughing. 18. After running in the marathon, she was flat out for a week. 19. He didn't answer for fear of hurting her. 20. We wasted a whole hour talking round the problem instead of discussing ways of solving it. 21. More and more couples are setting up home together without getting married. 22. I prefer to travel by train rather than driving a car. 23. He sat gazing out of the window instead of listening to the teacher. 24. Diana is a good person to work for, forceful without being bossy. 25. Regular exercise is just as important as eating the right type of food.

**Exercise 31. Define the function of the gerund in the following sentences:**

1. May I have the pleasure of seeing you again? 2. On receiving their letter I decided to make a donation to help their campaign. 3. They were sitting there now before going out to dinner. 4. He bought pictures instead of buying me the things I wanted. 5. I don't want her to make a habit of being late. 6. He felt irritation at being disturbed. 7. But after hesitating a moment or two, Jack knocked on the door. 8. She had a real passion for reading. 9. All last night I could not sleep for thinking of your danger. 10. There was a reason for not doing so. 11. She lost her job through falling ill at the wrong time. 12. I don't like his habit of making people wait. 13. I cut him short by giving him the telegram. 14. Did he have any special reason for doing that? 15. Certainly I should have no objection to working with the man. 16. There was no point in going further. 17. I could give you a hundred reasons for not going. 18. Let's play football instead of watching television. 19. 'No', he replied, without pausing for thought. 20. Anything could be better than staying at home.

**Exercise 32. State the function of the gerundial construction, and the way the nominal element is expressed in the construction:**

1. If you don't mind me saying so, I think the curry could be a little hotter next time. 2. Malcolm knows the city well, so there isn't any fear of us getting lost. 3. My sister won't agree to our mother going into a nursing home. 4. There is little chance of her being found alive. 5. Jack passed some remark about doctors being paid too much. 6. You can never depend on his arriving on time. 7. All that was after their leaving the place. 8. It's no good my talking to him. 9. I don't mind his coming home late but I do mind being woken up by the noise of him crashing around. 10. We're depending on him finishing the job by Friday. 11.

Wrap small ornaments in paper to prevent them from being damaged. 12. You can always rely on him making a fool of himself. 13. She hated the thought of anyone inflicting pain on an animal. 14. From outside the open window came the sound of someone cutting the hedge. 15. There was no hope of his being elected. 16. No one can recollect her leaving. 17. Mum's not all that keen on me having a disco for my party. 18. She hates anyone listening when she's on the phone. 19. He did it without my knowing it. 20. I take back what I said about you being selfish. 21. I can't say I envy her being married to him! 22. What good is it my asking her about this? 23. I appreciate your giving me so much of your time. 24. On my asking for information I was told I must wait. 25. I recall her giving me the key.

**Exercise 33. Define the function of the gerund:**

1. For days he was haunted by the fear of being found out. 2. They tried to leave the restaurant without paying for their meal. 3. She has a habit of playing with her hair when she's nervous. 4. The protests became more violent and many people were panicked at leaving the country. 5. He came in panting after running up the stairs. 6. Anyone reading the advertisement might be pardoned for thinking that the offer is genuine. 7. Pardon me for saying so, but you don't look well. 8. Health education will play a part in preparing us for old age. 9. Sam didn't seem too disappointed at losing. If anything, he seemed relieved that it was all over. 10. She was fired for not performing the duties outlined in her contract. 11. He obtained permission from his boss before talking to the press. 12. When do you plan on going to Geneva? 13. A good diet and fitness play a large part in helping people to live longer. 14. Some snakes fool predators by playing dead. 15. He played the fool at school instead of working. 16. I'm used to driving on the left. 17. He was fined for being drunk in charge of a car.

18. This is a tool for opening tins. 19. I'm sorry for keeping you waiting.

**Exercise 34. Define the function of the gerund:**

1. The children are aware of the danger of taking drugs. 2. Sometimes he would make himself useful in the kitchen by cleaning and tidying. 3. It's time you started acting like a responsible adult. 4. Going on the expedition gives me a chance to use all the training I've had. 5. These lights are used for illuminating the playing area. 6. Learning a language isn't easy – it takes time. 7. The talks results in reducing the number of missiles. 8. Television is useful for making up your mind how to vote. 9. Why didn't you cover the furniture before you started decorating? 10. Lora entered the room without knocking. 11. The film is well worth seeing. 12. It's worth checking the details of the contract before you sign it. 13. She succeeded after trying again. 14. I've no intention of changing my plans just to fit in with his. 15. The pie has already been cooked – it just needs heating. 16. When he's in one of his moods, it's useless trying to discuss anything with him. 17. We'll all be dead in a hundred years so there's no point in worrying about it. 18. Besides doing the cooking I look after the garden. 19. We twisted the bed sheets into a rope and escaped by climbing down it. 20. Turn right after passing the Post Office.

**Exercise 35. Define the function of the gerund:**

1. The scientist was afraid of speaking out publicly for fear of losing his job. 2. It's so good seeing you after all these years. 3. I'd advise you against saying anything to the press. 4. I wish you'd stop telling me what to do. 5. Dieting also means being careful about which foods you buy. 6. We had difficulty in finding a parking place. 7. We're planning on turning the back room into a bedroom for my mother. 8.

The company is in the process of moving to new offices. 9. She just keeps on working, day after day, week after week, without stopping. 10. Taste it before complaining. 11. Failing an exam was a new experience for me. 12. I have great hopes of getting financial support for the project. 13. Your duties include checking the post and distributing it. 14. It's no use shouting. 15. There is just one way of saving him. 16. These jeans are so worn, they are hardly worth keeping. 17. Where's the key for turning off the radiator? 18. It's always a risk starting up a new business.

**Exercise 36. Define the function of the gerund:**

1. Watching that holiday program has given Mandy ideas of going abroad. 2. Would you mind telling me what you were doing on the afternoon of Friday the 13<sup>th</sup> of March? 3. Don't assume that winning a talent contest is a passport to success. 4. The report stresses the necessity of eating plenty of fresh fruit and vegetables. 5. I'm against boxing. 6. Children learn best by studying at their own pace. 7. Have you finished packing yet? 8. Buying a house seemed a great idea at the time, but now I can see it was a mistake. 9. It's an idea that's worth considering. 10. Jill kept insisting on her innocence. 11. Sometimes I feel like packing it all in and going off traveling. 12. I had no means of telling him I would be late. 13. It's a pain having to go upstairs to make the coffee every time. 14. From past experience she knew that it was no use arguing with him. 15. Watching the sun rise over the mountain was an almost mystical experience. 16. The president continued by saying that his country was a free country and would always remain so. 17. We're all counting on winning this contract. 18. My parents decided to punish me by withdrawing financial support. 19. The mass media is to blame for starting the rumours. 20. He had no intention of paying me

the money. 21. The train started moving as I was getting on.  
22. Dick will persist in riding that dreadful bicycle.

**Exercise 37. Define the function of the gerund:**

1. Try and do it without making any mistakes. 2. Smokers have a one in three chance of dying from their habit. 3. Beating a child will do you more harm than good. 4. He may not be able to help but there's no harm in asking him. 5. She passed me in the street without even saying hello. 6. There's no regretting my decision. 7. Jill couldn't resist making jokes about his baldness. 8. Even hearing his name was painful to him. 9. For my part, I prefer living in the country. 10. He hates being parted from the children. 11. A couple of men started fighting and we had to pull them apart. 12. The Puritans left England to escape being persecuted. 13. Planning a small garden is often difficult. 14. Karen began playing basketball when she was six. 15. There is no means of finding out what happened. 16. What did she mean by leaving so early? 17. Stop playing games, Luke, and tell me what you want. 18. The outside of the house needs painting. 19. There's no sense in quarrelling over the past. 20. Why didn't you ask for help, rather than trying to do it on your own? 21. She has no real chance of passing the exam. 22. I recall seeing him there. 23. What would you recommend for removing ink stains? 24. I have no regrets about leaving. 25. Playing cards helped to pass the time.

**Exercise 38. Define the function of the gerund:**

1. Doreen insisted on seeing her lawyer. 2. Modern educational theory stresses the importance of developing the problem-solving capacity of children. 3. Mike's always good at coming up with new ideas. 4. Try to break the habit of adding salt to your food at the table. 5. Would you mind holding the door open for me, please? – Oh, with pleasure.



6. This complete idiot of a man drove straight out in front of me without even looking! 7. It's well worth getting there before early if you want a good seat. 8. We were planning on just having a snack and catching the early train. 9. Jane had the idea of starting her own business. 10. Is there anything worth buying? 11. The best cure is carrying out social reforms rapidly. 12. Changing trains with all that luggage was real hassle. 13. She replied without hesitating. 14. You're only laying trouble for yourself by not mending that roof now. 15. We're going to look round a little before deciding when to buy a house. 16. The garden needs weeding. 17. Travelling by train is still one of the safest methods of transport. 18. There is no use doing this again. 19. This is a case for keeping records in. 20. Sam disguised himself by shaving his head and wearing a false beard. 21. I didn't tell her this because I was afraid of upsetting her.

**Exercise 39. Correct the mistakes:**

1. Eating junk food it is unhealthy. 2. Mum has stopped to drink fizzy drinks. She is on a diet. 3. This bag is too expensive for buying. 4. Smoking it is dangerous for your health. 6. I'd love eating pizza tonight. 7. I stopped at the bakery for to buy some bread. 8. They made me to pay for the broken window. 9. I heard the Tailors to argue. 10. I'd better to ask sb for help. 11. I forgot calling you last night. I'm sorry. 12. He left the shop without to pay for it. 13. You shouldn't to be rude to your parents. 14. He is old enough for driving a car.

**Exercise 40. Use six of the verbs below to describe some of the things that happened to you this week:**

*Example: Yesterday, I just avoided having an accident on my bicycle.*

Avoid, afford, manage, admit, promise, consider, learn, plan, practise, decide, put off, fail, risk, suggest, agree, offer, give up, refuse, deny.

**Exercise 41. Write advice for a foreigner visiting your country.** In pairs, discuss your advice:

*Example: Avoid coming here in winter- it's too cold.*

*A: Avoid coming here in winter.*

*B: I don't agree, you can go skiing in the mountains...*

**Exercise 42. Translate into English:**

1.Тобі подобається кататися на ковзанах? 2.Нам запропонували поїхати до моря. 3.Він покинув палити, оскільки мав проблеми зі здоров'ям. 4.Давайте перенесемо обговорення цієї статті. 5.Він каже, що отримує задоволення від польотів. 6.Олена часто проводить час читаючи журнали. 7.Батьки наполягають на тому щоб я відвідав лікаря. 8.Ми займаємось розвитком цього проекту. 9.Юнакдумав про те щоб залишити рідне місто. 10.Жінка передивлялась папери, шукаючи необхідний документ. 11.Літній чоловік боявся бути прооперованим. 12.Не звинувачуй її у тому, що вона зробила таку серйозну помилку. 13.Нарешті їй вдалося закінчити проект. 14.Сильний вітер перешкодив нам закінчити прогулянку. 15.Він боїться що його звинуватять у цьому злочині.

**Exercise 43. Translate into English:**

1.Мені сподобалось працювати з вами. 2. Дякую за прийняття запрошення і надіюся на плідну співпрацю. 3. Рішення залежатиме від того, які аргументи будуть наведені.4.Перед тим як стати вчителем він працював у рекламному агентстві. 5.Ходити по траві заборонено. 6.Цей фільм варто подивитись. В ньому знімалися найкращі актори Голівуду. 7.Музей сучасного

мистецтва вартій того щоб сходити туди. 8. Дякую вам за допомогу вона справді була мені потрібна. 9. Після того як дівчинка розповіла свою історію, всі в кімнаті розсміялись. 10. Вчитель співав справжній професіонал своєї справи. 11. Споживання їжі з високим рівнем жирів та вуглеводів є дуже шкідливим для здоров'я. 12. Діти з нетерпінням очікували поїздки до моря. 13. Сучасні системи освіти наголошують на необхідності розвитку критичного мислення учнів. 14. Чи є вишивка хрестиком Вашим улюбленим заняттям? 15. Що б Ви порекомендували для виведення стійких плям на одязі?

#### **Exercise 44. Translate into English:**

1. Квартира Мері потребувала ремонту і вона звернулась до досвідченого майстра. 2. Я не міг не посміхнутись дивлячись як бавляться кошенята у дворі. 3. Після ретельного обдумування пропозиції, Елісон вирішила поїхати на навчання до Швейцарії. 4. На жаль, ми не можемо собі дозволити зупинитися у цьому розкішному готелі. 5. Катання на лижах подобається мені набагато більше ніж катання на ковзанах. 6. Після вечері у ресторані його костюм необхідно було ретельно почистити. 7. Дуже важко жити без віри та надії на краще. 8. Не варто хвилюватися через дрібниці, адже навіть поразка є корисним досвідом. 9. У новинах повідомили що Нік Картер звинувачується у розкраданні коштів та завданні величезних збитків корпорації. 10. Чи є Вас заперечення щодо продовження роботи на займаній посаді? 11. Читання детективів — моє улюблене заняття у вільний час. 12. Я наполягаю на включенні цього питання у порядок денний. 13. Наш університет спеціалізується на викладанні іноземних мов. 14. Вам потрібно вибачитись за свій вчинок. 15. На додачу до

ВІДМІННИХ ЗНАНЬ НІМЕЦЬКОЇ МОВИ, ВОНА ВІЛЬНО СПІЛКУВАЛАСЬ ФРАНЦУЗЬКОЮ ТА ІСПАНСЬКОЮ.

**Exercise 45. Comment on the proverbs:**

A good beginning makes a good ending. It is no use crying over spilt milk. A little learning is a dangerous thing. Seeing is believing. An ounce of prevention is worth a pound of cure. The proof of the pudding is in the eating. Constant dropping wears away a stone. You can't make an omelet without breaking eggs. He who would catch fish must not mind getting wet. What is worth doing at all is worth doing well.

**Exercise 46. Match the beginning of the proverbs and sayings with the correct ending. Make up stories to illustrate the given proverbs:**

1. You can't make an omelet	A. over spilt milk.
2. Seeing	B. is worth doing well.
3. Nothing is lost	C. without breaking a few eggs.
4. The race is got	D. dislikes paying.
5. Speaking without thinking	E. 'tis (= it is) not worth choosing.
6. It is no good / use crying	F. is believing.
7. Between two evils	G. without saying.
8. What is worth doing at all	H. for asking.
9. You cannot lie down with dogs	I. is shooting without aiming.
10 He who likes borrowing	J. must not mind getting wet.
11. He who would catch	K without rising with

fish	fleas.
12. It goes	L by running.

**Exercise 47. Match the proverbs and sayings with their definitions. Comment on the functions of the gerunds in the given sentences:**

1. You can't make an omelet without breaking a few eggs.	A. It costs nothing to ask.
2. It goes without saying.	B. It is a waste of time worrying, complaining, or feeling sad about something which is done and cannot be changed.
3. Nothing is lost for asking.	C. If you see something yourself, you will believe it to exist or be true, despite the fact that it is extremely unusual or unexpected:
4. It is no good / use crying over spilt milk.	D. Something is obvious.
5. Seeing is believing.	E. You should be cautious of the company you keep.
6. You cannot lie down with dogs without rising with fleas.	F. When you try to do something great, you'll probably make a few people annoyed or angry. Don't worry about those people; just focus on the good results.

**Exercise 48. Match the English proverbs and sayings with their Ukrainian equivalents. Comment on the functions of the infinitives in the given sentences:**

1. Seeing is believing.	А З ким пристаєш, таким сам стаєш . / Між вовками по вовчому й вий.
2. It goes without saying.	В Хрін від редьки не солодший.
3. Saying and doing are two things.	С Бачити значить вірити.
4. What is worth doing at all is worth doing well.	Д За спрос грошей не беруть.
5. Nothing is lost for asking.	Е Говорити, не думаючи, все одно, що стріляти, не цілячи.
6. The race is got by running.	Ф Легше сказати, ніж зробити.
7. Speaking without thinking is shooting without aiming.	Г Успіх досягається працею. / Без труда нема плода.
8. You cannot lie down with dogs without rising with fleas.	Н Якщо вже щось робити, то як слід.
9. Between two evils 'tis (= it is) not worth choosing	І Само собою розуміється.

### VIDEO LABORATORY WORK

**Watch videos and give advice on how to behave under the circumstances. Use appropriate structures with the Gerund to give recommendations. To do it follow the links below:**

1) Lightning -

<https://www.youtube.com/watch?v=uy5PIQnFyzA>

2) Hurricane Destruction -

<https://www.youtube.com/watch?v=7OvI3JkfpT8>

3) Flood -

<https://www.youtube.com/watch?v=qWiJ4VzoKqg>

## **SELF-CORRECTION EXERCISES ON THE GERUND**

**1. Define the function of the gerund in the following sentences:**

1. Cable began by asking Krigler if he was angry with his former employer.	by “asking” – the AM of manner
2. Smoking greatly increases the risk of lung cancer.	“smoking” – the subject
3. Harkin took a deep breath and began fishing .	“fishing” – part of the CVPhP
4. And he did so without looking at the flag.	without “looking” – the AM of attendant circumstances
5. They waited two hours before boarding a flight to Amsterdam.	before “boarding”-the AM of time
6. He knew she would not make the mistake of leaving prints.	of “leaving” – the attribute
7. I didn’t encourage their smoking .	“smoking” – part of the complex object
8. Dr Rossi insisted on attending.	“attending” – the object
9. Andrew could not help reflecting what a charming fellow Ivory had turned out to be.	“reflecting”- the object
10. She began clipping the	“clipping”, “arranging”-

flowers and arranging them in a vase.	part of the CVPhP
11.The clerks, usually busy shuffling papers or exhibits or doing a dozen things unrelated to the trial, were completely still.	“shuffling”, “doing” - objects
12. Bessie had not finished dusting and tidying the room.	“dusting “, “tidying”- part of the CVPhP
13. He liked living with the other boys in the house.	“living” – the object
14. Avoiding difficulties is not my method.	Avoiding”- the subject
15. Her aim is mastering English in the shortest time possible.	“mastering “- part of the CNPpr (predicative)
16. She preferred staying at home.	“staying”- the object
17. She has been working in a bank since coming to the city.	Since “coming”- the AM of time
18. The rain poured down without ceasing.	without “ceasing”- the AM of manner
19. Nick bought pictures instead of buying me a present.	“buying” – the AM of substitution
20. It’s no use crying over spilt milk.	“crying over spilt milk” – the subject
21. The best cure is carrying out social reforms rapidly.	“carrying out” – the predicative
22.Tom started to run for fear of being late for the interview	For fear of “being” late for the interview – the AM of reason
23. Instead of stopping, the rain increased.	“stopping” – the AM of substitution
24. I’d like to stay at home and	than “ eating out” - the



cook sth tasty rather than eating out.	AM of comparison
25. In addition to smoking, he also had many other dangerous habits	“smoking” - the AM of addition
26. There is no point in having music lessons, if you are not going to practise.	in “having” lessons – the attribute
27. I insist on being treated with a certain degree of consideration.	on ”being treated” - the object
28. She objected to our being invited to the party.	to “our being invited” – the complex object
29. Jolyon stood for a moment without speaking.	without “speaking” – the AM of attendant circumstances
30. I was awakened by hearing my own name spoken in a whisper.	by “hearing” – the AM of manner
31. By traveling slowly we reached the house in safety.	by “traveling” –the AM of manner
32. Despite wanting to go to the party, she didn’t accept the invitation.	despite “wanting” – the AM of concession
33. There is no reading here. It’s too dark.	no “reading” hear – the subject
34. You can’t call up the lift without pushing this button.	without “pushing” this button – the AM of condition
35. I improve my English by listening to the radio.	by “listening” to the radio. – the AM of manner
36. John went to work in spite of being ill.	in spite of “being” ill – the AM of concession

37. What prevented him from coming to the wedding?	from “coming” to the wedding – the object
38. Jane had the idea of starting her own business.	of “starting” .business – the attribute
39. There is nothing worse than owing.	than “owing” – the AM of comparison

**NOTE:** CNPpr – Compound Nominal Predicate proper;  
 CVPhP – Compound Verbal Phasal Predicate;  
 SVP – Simple Verbal Predicate, AM – Adverbial Modifier

**2. Define the form of the gerund in the following sentences:**

SENTENCES	GERUNDS – THEIR FORMS
1. He was horrified at the thought of being fondled by this stranger, alone on a boat.	“being fondled” – the non-perfect correlation; the passive voice
2. She worked hard at being patient.	“being” – the non-perfect correlation, the active voice
3. After having shaken hands we had nothing to say.	“having shaken” – the perfect correlation; the active voice
4. I am very fond of being confided in by children.	“being confided” – the non-perfect correlation; the passive voice

**THE PATTERN OF A FINAL TEST ON THE GERUND**

**Рівень 1(30 points):**

**1. Choose the correct variant (10 points):**

1. I hope you haven't forgotten\_\_\_ the garage.

- A telephoning B to telephone C having telephoned*
2. I regret \_\_\_ that he has been sacked.  
*A saying B having said C to say D to have said*
3. I don't remember \_\_\_ my wallet out of my bag.  
*A taking B to take C having taken*
4. I've considered \_\_\_ him to raise my salary.  
*A to ask B asking C having asked*
5. The teacher on duty does not allow \_\_\_.  
*A to shout B shout C shouting*
6. I couldn't stop \_\_\_ at a box of floppy discs.  
*A to stare B staring C being stared*
7. They didn't mind \_\_\_.  
*A wait B to wait C waiting D being waited*
8. Does the skirt need \_\_\_?  
*A to iron B ironing C being ironed*
9. You will regret having uttered these words.  
*form: A perfect, active B perfect, passive C non-perfect, passive D non-perfect, active*
10. I hate being interrupted.  
*form: A non-perfect, active B perfect, passive C non-perfect, passive D perfect, active*

**2. Define the function of the gerund in the following sentences (20 points):**

1. Sheila always gives something to beggars despite having little herself.
2. Having fun is not the only purpose in life.
3. My mother disapproves of gambling.
4. Shaking your head for "No" is not universal.
5. He got into the building without being noticed.
6. He learned English by listening to the radio.
7. May I have the pleasure of seeing you again?
8. After hesitating a moment or two, Jack knocked on the door.
9. Ann succeeded in becoming a lawyer.
10. I see little point in their discussing this further.

**Рівень 2 (30 points).**

**3. Fill in the missing parts of the sentence using the words in brackets (15 points).**

1. I can hardly wait to go on holiday. (*I'm looking forward...*)
2. They failed to reach the peak. (*They didn't succeed...*)
3. The plane couldn't take off because of the hail. (*The hail prevented...*)
4. He was about to start the car when someone called him. (*He was on the point ...*)
5. "You broke into the shop." – "No, I didn't". (*He denied ...*)

**4. Use your own ideas to complete these sentences (15 points):**

1. He is interested...
2. My friend was used...
3. I feel...
4. He is good...
5. She suggested...

**Рівень 3(40 points).**

**5. Translate into English using the gerund (20 points):**

1. Перестаньте розмовляти. Ви закінчили перекладати вправу? Я не проти того, щоб Віктор відкрив вікно.
2. Ми отримали задоволення від перегляду фільму. Такі фільми варто дивитися. Я за те, щоб моя сестра подивилася цей фільм також.
3. Моя маленька сестричка заперечувала, що розбила вазу. Вона не давала мені робити уроки. Я з нетерпінням чекала, щоб вона пішла на двір бавитися зі своїми друзями.
4. Він не може не захоплюватися краєвидами Києва. Це захоплює подорожувати. Він мріє відвідати Великобританію.
5. Діти люблять, коли їм розказують казки. Вони наполягають, щоб їм розказували казки кожен день.

**6. You are discussing with your friend your trip to Kyiv. Make up a dialogue using 10 structures with the gerund (20 points).** The gerund should be in the following functions: the Subject, Part of the Predicate (any type), the Attribute, the Object and the Adverbial Modifier (any type). Underline the gerund in the sentence and define its function in brackets used after the sentence

### **КРИТЕРІЇ ОЦІНЮВАННЯ.**

1. За шість завдань студенти можуть максимально набрати 100 балів:  $(10 + 20) + (15 + 15) + (20 + 20)$ .

2. Відповідність балів і оцінок: „5” – 90-100 балів; „4” – 74-89 балів; „3” – 60-73 бали; „2” – 0-59 балів.

## THE PARTICIPLE

There are two participles in English: the Present Participle (Participle I) and the Past Participle (Participle II).

### THE PRESENT PARTICIPLE

The present participle (Participle I) as a non-finite form of the verb has verbal, adjectival and adverbial characteristics.

The verbal characteristics of the present participle are shown morphologically and syntactically, whereas the adjectival and adverbial characteristics of the present participle are revealed syntactically, mostly through its functioning in a sentence.

**The verbal characteristics of the present participle** shown **morphologically** are seen in its forms. The forms of **the present participle** can show the verbal grammatical categories of Voice and Correlation (Perfect).

	Voice	Active	Passive
Correlation			
Non-Perfect		playing running	being played -----
Perfect		having played having run	having been played -----

**Note:** The present participle of intransitive verbs is not used in the Passive voice.

#### The category of correlation

The category of correlation is shown through the opposition of two forms: non-perfect and perfect: *playing – having played; being played – having been played.*

**The non-perfect forms of the present participle** denote an action simultaneous with the action which is expressed by the verb-predicate:

*Kate fell asleep watching television last night. (Kate fell asleep when she was watching television last night.)*

*Well, I mustn't stand chatting here all day. (I mustn't stand and chat here all day.)*

**The perfect forms of the present participle** denote an action prior to the action expressed by the verb-predicate:

*Having waited an hour, the crowd were getting impatient. (The crowd had been waiting for an hour and the people were getting impatient.)*

*Not having been informed, we were completely in the dark. (We had not been informed, so we were completely in the dark.)*

The perfect form is particularly necessary when the speaker wants to emphasize completeness of the action, or when there is an interval of time between the actions:

*Having failed twice, he didn't want to try again.*

*Having read the instructions, he snatched up the fire extinguisher.*

**Note:** The non-perfect form of the present participle of the following verbs is commonly used to denote an action which is immediately prior to the action denoted by the main verb:

**-the verbs of motion** (to come, to enter, to arrive, to turn, to leave):

*Arriving at the station, he found his train gone.*

*Entering the room, I saw my friends.*

**-the verbs of sense perception:**

*Hearing the joke, I burst out laughing.*

**-the verbs, which are associated with motion:**

*Taking my bag, I went to school.*

*Closing the door, I went to the bus stop.*

In such cases the participle is placed first.

**The perfect form of the present participle** of the same verbs is used when there is a lapse of time between the two actions.

*Seeing Jane, I rushed to greet her. (I saw Jane and rushed to greet her at once.) - Having seen the girl only once, I didn't recognize her. (I had seen the girl once in the past, so I didn't recognize her.)*

### **The category of voice**

The category of voice is shown through the opposition of two forms, active and passive: *playing – being played; having played – having been played.*

**The active forms** denote an action which is performed by the person or the thing which is the grammatical subject of the sentence.

**The passive forms** show that the grammatical subject is the person or thing which is affected by the action.

Compare: *Building the house, we had to borrow money several times. – Being built in a hurry, the house costs more than we planned.*

### **Note:**

The participle always shows the action done by the person/thing which is the grammatical subject of the sentence. If this principle is not observed, it leads to confusion:

**Wrong:** *Waiting for a bus a brick fell on my head.* (This sentence may be understood in the way that the brick was waiting for a bus, which is nonsense. The proper way of expressing the idea is: *As I was waiting for a bus a brick fell on my head.*)



**The verbal characteristics of the present participle** shown **syntactically** are seen in its ability to take an object and to be modified by an adverb performing the function of an adverbial modifier:

*Seeing John, I came up to say hello. ('John' is an object to the participle 'seeing')*

*Driving slowly, you'll save the fuel. ('slowly' is an adverb modifying the participle 'driving')*

**The adjectival and adverbial features of the present participle** are shown **syntactically**, through its functioning in a sentence as an attribute and an adverbial modifier.

The present participle is used as **a structural element of** the following **analytical forms**:

Present Continuous (*John is working in the garden.*)

Past Continuous (*John was reading when I entered the room.*)

Future Continuous (*I'll be seeing you quite often next month.*)

Present Perfect Continuous (*John has been waiting for you since morning.*)

Past Perfect Continuous (*She had been working for the company for two years when she was dismissed.*)

Future Perfect Continuous (*I'll have been living here for five years next February.*)

Future Continuous in the Past (*He said he would be calling me again the next day.*)

The present participle is more common in written or formal speech than in spoken English.

## SYNTACTICAL FUNCTIONS OF THE PRESENT PARTICIPLE

### 1. The Present Participle (PI) as Attribute.

PI can be used like an adjective, to say more about people or things.

PI may stand **before the nouns** it modifies:

*Boiling water turns to steam. The team was welcomed by cheering crowds.*

PI may **follow the nouns** or pronouns it modifies: *I talked to the girl sitting on the right. Anybody touching that wire will get an electric shock.*

When a participle is put before a noun, it often denotes some more permanent characteristic. When a participle is put after a noun, the speaker focuses more on the action.

#### Note:

*I'll never get married – I don't want to spend my life surrounded by dirty washing and screaming children.*

**(Wrong: by dirty washing and children screaming.)**

*The child screaming in the next room is Jane's son.*

**(Wrong: The screaming child in the next room ...)**

In the function of **an attribute**, the present participle can be **detached or non-detached**. A detached participle is set off from the modified noun by a comma (or commas) in writing and a pause (or pauses) in speech.

*There are some people coming in here now. (a non-detached participle)*

*The wardrobe was empty, except for one dress, swinging on a hanger. (a detached participle)*

#### Notes:

1. Only non-perfect forms of the present participle are used as attributes.

When there is a time difference between two actions, a subordinate attributive clause is normally used instead of the present participle:

Do you know anybody who has lost a cat? (**Wrong:** Do you know anyone having lost a cat?)

I want to talk to the person who broke that cup. (**Wrong:** I want to talk to the person having broken that cup.)

A subordinate attributive clause is also preferred for regular actions:

The boy who brings the milk every day has fallen ill. (**Wrong:** The boy bringing the milk every day has fallen ill.)

2. The participle being is not used as an attribute. An attributive subordinate clause should be used instead:

Anybody who is outside after ten o'clock will be arrested. (**Wrong:** Anybody being outside after ten o'clock will be arrested.)

3. There is a difference between PI and the gerund used as attributes before nouns.

**Note:**

a living man = a man who lives (the participle); a burning house = a house that is burning (the participle).

But: writing paper = paper for writing (the gerund); a dancing hall = a hall for dancing (the gerund)

## **2. The Present Participle (PI) as Adverbial Modifier**

PI can perform the function of adverbial modifiers of different kinds:

Adverbial Modifier of Time;

Adverbial Modifier of Reason/ Cause;

Adverbial Modifier of Attendant Circumstances;

Adverbial Modifier of Result;

Adverbial Modifier of Manner;

Adverbial modifier of Comparison;

Adverbial Modifier of Concession;

Adverbial Modifier of Condition.

## 2.1. The Present Participle (PI) as Adverbial Modifier of Time

Non-perfect and perfect forms of PI can function as an adverbial modifier of time. In this function the non-perfect forms can denote a simultaneous or prior action: *Mike hurt his hand playing badminton.* (*Mike hurt his hand when he was playing badminton.*) (a simultaneous action)

*Taking a note from her purse, she slammed it down on the counter.* (*She took a note from her purse and slammed it down on the counter.*) (a prior action, but close in time to the action denoted by the main verb).

*Opening the file, the detective took out a newspaper cutting.* (a prior action, but close in time to the action denoted by the main verb).

PI used as an adverbial modifier of time can be introduced by the conjunctions *when* and *while*:

*Mike hurt his hand while/when playing badminton.*

*She met Andy while working on a production of Carmen.*

The perfect forms of the present participle in the function of an adverbial modifier of time always denote a prior action:

*Having filled his glass, Max took a long drink.* (*Max filled his glass and then took a long drink.*)

## 2.2. The Present Participle (PI) as Adverbial Modifier of Reason

All forms of PI can function as adverbial modifiers of reason:

*Crowds were waiting there, hoping to see Madonna arrive.* (*Crowds were waiting there because they hoped to see Madonna arrive.*)

*Having failed to qualify as a doctor, I took up teaching. (I took up teaching because I had failed to qualify as a doctor.)*

*Not having been asked, I didn't really want to interfere. (I didn't want to interfere because I had not been asked to do it.)*

### **2.3. The Present Participle (PI) as Adverbial Modifier of Attendant Circumstances**

When used as an adverbial modifier of attendant circumstances, PI denotes some action or event parallel to the action or state denoted by the main verb: *The men sat round the table playing cards. (The men sat round the table and they were playing cards.)*

*He rode away whistling. Jane sat on the sofa smoking.*

### **2.4. The Present Participle (PI) as Adverbial Modifier of Result**

*He fired, wounding one of the bandits. (He fired and as a result wounded one of the bandits.)*

*I fell, striking my head against the door and cutting it.*

Note that the result is often not intended.

### **2.6. The Present Participle (PI) as Adverbial Modifier of Comparison**

In this function the present participle is used with the conjunctions **as if**, **as though**: *He looked at me, as if not recognizing. (He looked at me as if he were not recognizing me.)*

*John shook his head as though saying, "Don't trust her".*

### **2.5. The Present Participle (PI) as Adverbial Modifier of Manner**

The adverbial modifier of manner is close in meaning to the adverbial modifier of attendant circumstances. The

difference is that the adverbial modifier of manner characterizes the action of the main verb, whereas the adverbial modifier of attendant circumstances denotes a parallel action or gives additional information about the situation.

**Note:**

*He looked at her, blinking. (He looked at her how? – blinking)*

*(an adverbial modifier of manner)*

*He came in jumping /limping. (an adverbial modifier of manner)*

*He looked at her, suppressing a yawn. (He looked at her and at the same time suppressed a yawn.) (an adverbial modifier of attendant circumstances)*

## **2.7. The Present Participle (PI) as Adverbial Modifier of Concession**

In this function the present participle is usually used with the conjunction **though**:

*Though lacking official support, they continue their struggle. (Though they lack official support, they continue their struggle.)*

*Though being tired, she went to the kitchen to cook dinner.*

## **2.8. The Present Participle (PI) as Adverbial Modifier of Condition**

The present participle is often used in the function of an adverbial modifier of condition in sentences with the verb-predicate in:

-the Future Indefinite tense form: *Working hard, you'll soon catch up with the group. (If you work hard, you'll soon catch up with the group.)*

- the Conditional mood form: *Being in London, we would know London better. (If we were in London, we would know it better)*

### **3. The Present Participle (PI) as Predicative (part of the compound nominal predicate)**

The present participle can function as part of the compound nominal predicate with various link verbs. The link verb 'to be' is rare in the compound nominal predicate with the present participle. Only non-perfect form of the present participle can be used in this function.

*She remained standing.*

*The noise was deafening. (= I find the noise deafening.*

*The noise seems deafening)*

#### **Note:**

Participles used predicatively are often on the borderline with adjectives or have already become pure adjectives:

*This story is really very exciting.*

*He's very amusing and can be a very able speaker in public.*

### **4. The Present Participle (PI) as Parenthesis**

*Generally speaking, men can run faster than women. – The Present Participle “speaking” makes a participial phrase “generally speaking”, which functions as parenthesis.*

*Taking everything into consideration, they ought to be given another chance.*

*Putting it mildly, some scenes are rather difficult to watch.*

## **THE PAST PARTICIPLE**

The past participle is a non-finite form of the verb, which has verbal, adjectival and adverbial characteristics. Normally, the past participle has a passive meaning.

The past participle has only one form and does not show any verbal categories morphologically.

**The verbal characteristics of the past participle** are shown **syntactically**, in its ability to take an object and to be modified by an adverbial modifier:

*Her car rushed past us followed by the police. ('by the police' is an object to the past participle 'followed').*

*We saw a house built five centuries ago. ('five centuries ago' is an adverbial modifier to the past participle 'built')*

The past participle is used as a structural element of the analytical verb forms of the passive voice and the perfect:

*The church was built last year. (Past Simple Passive)*

*A family of mice had made their nest in the roof. (Past Perfect)*

*Have you done your homework yet? (Present Perfect)*

**The adjectival and adverbial features of the past participle** are shown **syntactically**, through its functioning in a sentence as an attribute, a predicative and an adverbial modifier.

## SYNTACTICAL FUNCTIONS OF THE PAST PARTICIPLE

### 1. The Past Participle as Attribute

As an attribute, the past participle can stand before or after the noun it modifies:

*I've got a broken heart.*

*Most of the people invited didn't turn up.*

The past participle can function as a detached attribute. In such cases its position is not fixed: it may occupy the initial position, the mid-position or the final position in the sentence:

*Greatly excited, the children went to the garden.*

*And people hurried by, hidden under their dreadful umbrellas.*



In writing, a detached participle is set off from the modified noun by a comma. Participles as detached attributes are used only in literary style.

**Notes:**

1. The past participle used as an attribute (before or after the noun) almost always has a passive meaning. A *broken window* is a window that has been broken by sb; *the problems discussed* means the problems that were, have been or are discussed.

However, there are a few past participles that can be used as attributes with an active meaning (*fallen, vanished, escaped, faded, decayed*) *fallen* rocks; *vanished* civilizations; *an escaped* prisoner; *faded* colours, *decayed* wood.

2. In the function of an attribute, there is a difference in the meaning expressed by the past participle and the present participle in the passive form. The present participle in the passive form emphasizes the meaning of the simultaneous process, whereas the past participle has a more general passive meaning: *the article being translated by the students* = *the article which is being translated by the students*  
*the article translated by the students* = *the article which is being translated or the article which has been/was translated by the students*

3. The past participle cannot always be used as an attribute **before** a noun. We can say *a broken window*, but it is not possible to say **Wrong**: *the discussed problems*. When we put a participle before a noun, it usually expresses some more permanent characteristic: it is more like an adjective than a verb. When we speak about *a broken window*, we are not necessarily thinking of the action; we may just be thinking of the way the window looks. On the other hand, if

we talk about *the problems discussed at the meeting*, or *the window broken last night*, we are thinking more of the actions; the participle is like a verb as well as an adjective.

4. A few participles can change their meaning according to their position: *the people concerned* means 'the people who were affected by what was happening' - *a concerned expression* means 'a worried expression'; *the people involved* means the same as 'the people concerned' - *an involved explanation* means 'a complicated explanation'; *the solution adopted* means 'the solution chosen' - *an adopted child* lives with people who are not his/her biological parents.

## 2. The Past Participle as Predicative (part of the compound nominal predicate)

In the function of a predicative the past participle denotes a state and is used after a link verb: a **link verb + a predicative**

*He seems surprised. They look troubled. The door remained locked. He got excited. When he came out of the exam he felt shattered. The neighbourhood looks neglected, despite the fine new houses and gardens which are springing up. I was disappointed that we lost.*

### Note:

When used after "to be", the past participle can be part of the compound nominal predicate or a structural element of the analytical form of the passive voice in the function of the simple verbal predicate.

When the past participle is used as a predicative, the emphasis is on the state, not action:

*The work is finished. (The work is over.)* - the past participle here is a predicative and the predicate 'is finished' is compound nominal

When the past participle is used as a structural element of the analytical form of the passive voice the emphasis is on the action and the sentence normally contains a by-object or adverbial modifiers:

*The repairs were finished by the workers a week ago.* – the past participle here is a structural element of the analytical form of the passive voice and the predicate ‘were finished’ is simple verbal

### **3. The Past Participle as Part of the Compound Nominal Double Predicate**

The past participle can be a part of the compound nominal double predicate. The compound nominal double predicate consists of two parts, both of which are notional. The first part is expressed by a notional verb denoting an action or process performed by the subject. The second part characterizes the subject in the same way as the predicative of the compound nominal predicate proper.

*He stood overwhelmed.* (*He stood and he was overwhelmed.*)

### **4. The Past Participle as Adverbial Modifier**

The past participle can perform the function of adverbial modifiers of different kinds:

Adverbial Modifier of Time;

Adverbial Modifier of Reason;

Adverbial Modifier of Condition;

Adverbial Modifier of Concession;

Adverbial Modifier of Comparison.

#### **4.1. The Past Participle (PII) as Adverbial Modifier of Time**

*He was always angry when disturbed after lunch.* (*He was always angry when he was disturbed after lunch.*)

*She will have no peace until promoted to senior manager. (She will have no peace until she is promoted to senior manager.)*

*Once opened, the contents should be consumed within three days.*

#### **4.2. The Past Participle (PII) as Adverbial Modifier of Reason**

*Weakened by successive storms, the bridge was no longer safe. (The bridge was no longer safe because it had been weakened by successive storms.)*

*He died at thirty, struck down by a rare disease.*

*Convinced of their trying to poison him, he refused to eat anything.*

#### **4.3. The Past Participle (PII) as Adverbial Modifier of Condition**

The past participle as an adverbial modifier of condition is often used with the conjunctions **if** or **unless**:

*If treated gently, the fabric should last for years. (The fabric should last for years if it is treated gently.)*

*I shall come, if required.*

*He will speak, unless interrupted.*

The past participle in this function can be used without any conjunction:

*Taken daily, vitamin pills can improve your health. (If they are taken daily ...)*

*Used economically, one tin will last for at least six weeks. (If it is used economically ...)*

#### **4.4. The Past Participle (PII) as Adverbial Modifier of Concession**

The past participle as an adverbial modifier of concession is often used with the conjunctions **though**, **although**:

*Though occupied by his own thoughts, he willingly answered my question. (Though he was occupied by his own thoughts, he willingly answered my question.)*  
*Although shattered by her husband's disease, she didn't give in.*

#### **4.5. The Past Participle (PII) as Adverbial Modifier of Comparison**

As an adverbial modifier of comparison, the past participle is used with the conjunctions **as if, as though**:

*He stood without moving as if paralyzed. (He stood without moving as if he were paralyzed.)*

*He looked at me, as if bewildered by my question.*

### **PREDICATIVE CONSTRUCTIONS WITH THE PARTICIPLE**

The participle is used in predicative constructions of two types:

1. The Objective Participial Construction (Accusative with the Participle);
2. The Subjective Participial Construction (Nominative with the Participle).

#### **The Objective Participial Construction**

The Objective Participial Construction consists of two parts: nominal + verbal:

*I saw the children speaking.*

*I found the door locked.*

The verbal part of the construction (a participle) is in the relation of secondary predication to the nominal part (a noun in the common case or a personal pronoun in the objective case).

The Objective Participial Construction performs the syntactical function of **the complex object**.

<b>The Objective Participial Construction with the present participle</b> is used:	<b>The Objective Participial Construction with the past participle</b> is used:
<b>a)after the verbs of sense perception:</b>	
<p> <b>to see, to watch, to notice, to observe, to hear, to listen to, to feel, to smell, to perceive, to catch, to find</b>  <i>I saw <u>a small girl standing.</u></i>  <i>We saw <u>the lions being fed.</u></i>  <i>Have you ever heard <u>a nightingale singing?</u></i>  <i>She smelt <u>sth burning.</u></i>  <i>I watched <u>them rehearsing the play.</u></i>  <i>They caught <u>a student cheating in the exam.</u></i>  <i>Often he found <u>her quietly weeping alone.</u></i> </p>	<p> <b>to see, to hear, to feel, to find</b>  <i>I saw <u>the offer advertised</u> in the newspaper.</i>  <i>I saw <u>Jane addressed</u> by a stranger.</i>  <i>I've heard <u>it said</u> that they met in Italy.</i>  <i>I heard <u>the writer's name mentioned.</u></i>  <i>When I returned I found <u>her gone.</u></i>  <i>We found <u>the door locked.</u></i> </p>
<p> <b>Note:</b>  <b>Verbs of sense perception</b> can also be followed by a complex object <b>with an infinitive</b>: <i>We saw <u>him leave the house.</u></i> The construction with the infinitive implies that the action is complete. <i>I saw him change the wheel</i> means that I saw the whole action. The sentence <i>I saw him changing the wheel</i> can mean that I watched the whole action or that I saw only part of it. So, the participle in the objective participial construction can express both complete and incomplete actions. The infinitive is preferable when we want to emphasize that the action is         </p>	

complete.

But when we talk about a short action, we can use the objective construction either with the infinitive or with the present participle:

*Bernard watched the horse jump/jumping over the fence.*

The infinitive is preferred when there is a succession of actions:

I saw him enter the room, unlock a drawer, **take out** a document, **photograph** it and **put** it back

### **b) after verbs with causative meaning**

***to have, to get, to keep, to set, to start, to send***

*Do you think you can get the radio working?*

*We'll soon have you walking again.*

*The trainer had the players running round the field.*

*Try to get the car going.*

*Can you start (set) that engine going?*

*Doctor Jones often keeps his patients waiting.*

*She bumped against the table and sent the plates crashing to the ground.*

***to have, to get, to make***

*-when sth is done by sb else at **the request of the person** denoted by the subject of the sentence:*

*I have to get/have my hair cut.*

*Did you get/have your watch repaired yesterday?*

*You'll never guess where I had/got the suit made.*

*I had/got my room papered.*

*-in cases where nobody is asked to do the action or **sth is done against the person's will**. Here the verbs *to have/to get* mean 'to experience a certain event or state, usually unpleasant':*

*We got our roof blown off in the gale last night.*

*King Charles I had his head cut off.*

*If you're not careful you'll get your teeth pushed down your throat.*

	-with the verb “to make”, when <b>sb / sth causes a certain action or state:</b> <i>He soon made <u>his presence felt</u>.</i>
The objective participial construction after the verb <b>to have</b> is very common with <i>will not (won't)</i> , in the sense of ‘refuse to allow or accept a situation’: <i>I won't have <u>you telling/tell me what to do</u>. I will not have <u>my house turned into a hotel</u>.</i>	
<b>c) after the verbs denoting wish, preference, (dis)like</b>	
<b>to want, to like, to hate</b> <i>I don't want <u>you arriving late</u>.</i> <i>I didn't like <u>him taking all the credit</u>.</i>	<b>to want, to need, (would) like, (would) love, (would) prefer, (would) hate</b> <i>Pamela wanted <u>the carpet cleaned</u>. I'd like <u>this drawing photocopied</u>, please.</i> <i>We prefer <u>the lights turned down</u>.</i>

### The subjective participial construction

The Subjective Participial Construction consists of two parts: nominal + verbal:

*He was seen leaving the house.*

*The house was found ruined.*

The verbal part of the construction (a participle) is in the relation of secondary predication to the nominal part (a noun in the common case or a personal pronoun in the nominative case).

The Subjective Participial Construction performs the syntactical function of **the complex subject**. It is mostly used in the literary style or formal speech.

<b>Subjective Participial Construction with the present participle</b>	<b>Subjective Participial Construction with the past participle</b> is used:
--	--



is used:	
<b>a)with the verbs of sense perception and mental ability in the passive form</b>	
<i><u>The men were seen cutting down a tree.</u></i> <i><u>John and Suzy were heard quarrelling.</u></i> <i><u>The boy was caught teasing the cat.</u></i>	<i><u>From time to time their voices could be heard uplifted in argument.</u></i> <i><u>The picture is considered stolen.</u></i>
<b>b)with some causative verbs :</b> <i><u>I was kept waiting an hour or so.</u></i>	

## ABSOLUTE CONSTRUCTIONS

### Nominative Absolute Participial Construction

The nominative absolute participial construction consists of **two elements: nominal and verbal.**

**The nominal element** may be expressed by:

- a) a noun in the common case: *Our teacher having fallen ill, we had no English classes.*
- b) a personal pronoun in the nominative case: *He left the room, she running behind him.*
- c) "The impersonal it": *It being cold, they didn't go out.*
- d) "There": *The night is dark, there being no stars in the sky.*

**The verbal element** is a participle. The verbal elements of the constructions are joined with the nominal elements by the predicative relations of secondary predication. The subject of the sentence which includes such construction does not coincide with the nominal element of the construction. The construction is rather independent from the main part of the sentence and is

separated from it by a comma. All forms of the participle are used in this construction.

The nominative absolute participial construction is very literary. It is normally not used in spoken English.

In a sentence, the nominative absolute participial construction functions as **an adverbial modifier**:

**1) of attendant circumstances:**

*He ran into the room, his eyes shining (He ran into the room, his eyes were shining).*

*He left the room, his farewell unanswered.*

*Davidson walked, his head bent, across the floor of my office.*

**2) of manner:** *John resumed the conversation, his good humour quite restored.*

*He sat on the sofa, his legs crossed.*

**3) of reason:**

*The day being fine, we decided to go out. (We decided to go out because the day was fine.)*

*The lights having gone out, we couldn't see a thing.*

*The restaurant having closed, there was nowhere to eat.*

*My attention distracted by the guest, I didn't hear her last words.*

**4) of condition:**

*All being well, we should be home about six. (If all is well, we should be home about six.)*

*We plan to eat outside, weather permitting.*

*The work begun, would you be able to carry it through?*

**5) of time:**

*A hole having been dug, the men just disappeared. (When the hole had been dug, the men just disappeared.)*

*Her luggage registered, she went to the platform.*

Dinner served, Mary rang the bell.

Sometimes it is difficult to distinguish between different types of the adverbial modifier because different adverbial meanings can overlap:

Ice having thus been broken, the two former rivals grew still more affectionate. (As/after ice had been broken, the two former rivals grew still more affectionate.) (reason + time)

### **Prepositional Absolute Participial Construction**

A variant of the nominative absolute participial construction is seen in the prepositional absolute participial construction. It also consists of a noun in the common case (rarely a personal pronoun in the objective case) and a participle, joined by a predicative relationship, only in this construction the nominal element is introduced by the preposition *with*: He rushed into the house *with his heart beating fast*.

The prepositional absolute participial construction is also used mostly in literary style.

The prepositional absolute participial construction commonly performs the syntactical function of **an adverbial modifier of attendant circumstances**:

A black boy lay on the pavement, *with his throat cut*. (A black boy lay on the pavement, his throat was cut.)

It was a large room, *with bookshelves covering most of the walls*. (It was a large room, where bookshelves covered most of the walls.)

We jumped into the water *with bullets whizzing past our ears*. (We jumped into the water, bullets were whizzing past our ears.)

She stood *with her arms folded*, smoking, staring thoughtfully.

*She went on reading with her eyes fixed on the pages of the book.*

The meaning of attendant circumstances may be combined with the meaning of time or reason:

*With prices going up so fast, we can't afford luxuries.*  
*(Now, when prices are going up so fast, we can't afford luxuries.)*

*I can't do my homework with all this noise going on.* *(I can't do my homework because/when all this noise is going on.)*

Some **other variants of the absolute nominative construction and the absolute prepositional construction** can be found in the case of **the ellipsis of the participle**:

**a) The Absolute Nominative Construction with the Adjective** (begins without the preposition; the second element of the construction is an adjective): *She stood under the tree, her head full of strange ideas.* *(She stood under the tree, her head was full of strange ideas.) (the adverbial modifier of attendant circumstances)*

*Her heart full of despair, she could not say a word.* *(As her heart was full of despair, she could not say a word.) (the adverbial modifier of reason)*

**The Prepositional Absolute Construction with the Adjective** (begins with the preposition; the second element of the construction is an adjective): *She left the room with her eyes red.* *(the AM of attendant circumstances)*

**b) The Absolute Nominative Construction with the Stative** (begins without the preposition; the second element of the construction is a stative): *The fish attacked from below, its jaw agape.* *(the AM of manner)*

The gallery door slightly ajar, I could hear the steps of the soldiers.

(As the gallery door was slightly ajar, I could hear....) (the AM of reason)

**The Prepositional Absolute Construction with the Stative** (begins with the preposition; the second element of the construction is a stative):

He stood there trembling, with his face ablaze. (the AM of attendant circumstances)

**c) The Absolute Nominative Construction with the Adverb** (begins without the preposition; the second element of the construction is an adverb)

The lesson over, we went home. (When the lesson was over, we went home.) (the AM of time)

**The Prepositional Absolute construction with the Adverb** (begins with the preposition; the second element of the construction is an adverb)

He turned away, with his hand still up. (the AM of attendant circumstances)

**d) The Absolute Nominative Construction with the Noun** (begins without the preposition; the second element of the construction is a prepositional noun): *I waited, every nerve upon the stretch*. (I waited, every nerve was upon the stretch.) (AM of attendant circumstances)

All in the room, we began the meeting. (When all were in the room we began the meeting.) (the AM of time)

**The Prepositional Absolute construction with the Noun** (begins with the preposition; the second element of the construction is a prepositional noun)

He left the room, with his bag in his hand. (the AM of attendant circumstances)

e) **The Absolute Nominative Construction** (begins without the preposition;the second element of the construction is a pronoun): *She sat at the table, an umbrella above it.* (*the AM of attendant circumstances*)

**The Absolute Prepositional Construction** (begins with the preposition;the second element of the construction is a pronoun): *She sat at the table, with an umbrella above it.* (*the AM of attendant circumstances*)

**Note:**

**The Absolute Nominative Construction with the Infinitive** (rarely): There they remained, some of them to be entirely forgotten. (*the AM of attendant circumstances*)

## EXERCISES

### Exercise 1. Rewrite the sentences using participles:

*Pattern: She took a note from her purse and slammed it down on the counter. - Taking a note from her purse, she slammed it down on the counter.*

#### A

1. The boy who is standing by the door is my brother. 2. The man who is walking towards us is a relative of mine. 3. The man who lives upstairs is very noisy. 4. The girl who is wearing the black dress is Sarah. 5. The woman who is waving at me is my aunt. 6. I had an accident while I was driving to work. 7. I finished breakfast, then I went out for a walk. 8. He took a book out of his pocket and immediately started to read. 9. I finished the washing up, then I sat down and watched TV. 10. After he had typed the letters, he put them all in envelopes. 11. He got out of bed, then he had a shower. 12. After Janet had made dinner, she called the children. 13. Because she was tired, Katie went to bed. 14. Because we were late, we took a taxi. 15. Because she had forgotten to take her purse, she had to borrow some money from a colleague.

#### B

1. Because she felt shy, Laura didn't talk to Ben. 2. Because I had seen the film before, I decided to stay at home. 3. Because I knew you wanted to go to the concert, I bought a ticket for you. 4. Because he had failed the exam the first time, he decided to take it again. 5. And with that he turned and sauntered back into the feast, he was whistling a tune. 6. He felt as though he weighed a thousand stone. 7. *Gods be damned, look at them all*, Tyrion thought, though he knew his father had more men on the field. 8. The child kicked inside her, as if he had heard. 9. Yet he saw the castle clear in his mind's eye, as if he had left it only yesterday. 10. After all had been seated, toasts

were made, thanks were given and returned, and then the feasting began. 11. Come back to me after you've fathered a few bastards of your own, and we'll see how you feel. 12. He gets jealous because he's a bastard. 13. His nose was large and hooked, his hair thin, dark. He wore it long and brushed it sideways, because no hair grew on the *other* side of that face. 14. Because it is his nature. Lying comes as easily as breathing to a man like Littlefinger. 15. "Close your eyes and pretend you're dead," he advised the singer before he hefted the axe and turned away.

**Exercise 2. Complete the sentences using present participles:**

*Pattern: She met Andy while... - She met Andy while working on a production of Carmen.*

1. He came up to the child .... 2. The room was crowded with students ... 3. There were people .... 4. He caught sight of a girl... 5. We received a telegram ... 6. Don't be very noisy, you'll wake up the child.... 7. When ... I visited all the museums there. 8. While ... you must be very attentive. 9. ... I realized my mistake. 10. ... I met a friend of mine. 11. ... I got down to work. 12. Simon cut his hand while ... 13. He kept silent ... 14. He found the hotel without difficulty ... 15. She didn't return with us ... 16. He wasn't listening ... 17.... they rang again. 18. ... he was taller than his rival. 19. He had thought on it long and hard ... 20. Dogs moved between the tables ...

**Exercise 3. Complete the sentences using present participles as adverbial modifiers:**

**A**

1. She walked down the hill ... 2. He went out quickly.... 3. He laughed .... 4. He stood there ... 5. He leant on the window-sill ... 6. He fell off the ladder, ... 7. James broke a cup, ... 8. Doris threw the ball, ... 9. I stayed at



work rather late, ... 10. The company went bankrupt, ...  
11. She looked at me, ... 12. He walked, ... 13. He pronounced words, ... 14. The team worked, ... 15. He sang, ...

### **B**

1. He hugged his granny as if ... 2. He looked round as if ...  
3. He raised his head as if ... 4. He looked at her with entreaty as though ...  
5. Mother smiled as if ... 6. Though ..., I could not help smiling.  
7. Though ..., we will be there in time. 8. Though ..., she tried to look calm.  
9. Though ..., the teacher controlled himself. 10. ..., you'll make good progress.  
11. ..., he'll be at the top of his class. 12. ..., she'll achieve her aim.  
13. ..., she will react differently. 14. ..., we'll come to the concert in time.  
15. ... she raised her eyes.

### **Exercise 4. Define the form and the function of the Present Participle:**

*Pattern: Mike hurt his hand playing badminton. (playing is the present participle (the non-perfect correlation, the active voice) that is part of the participial phrase "playing badminton" functioning as the adverbial modifier of time )*

### **A**

1. Lonnie Shaver had pressing business... (Chriham). 2. "Nice place", he said, looking at the brown water spots on the ceiling (Chriham). 3. She was almost six feet tall, as striking and slender and well dressed as the last witness (Chriham). 4. "So I'm thinking that maybe ten grand ain't enough, know what I mean? Derrick said finally repeating a line he'd rehearsed most of the afternoon (Chriham). 5. You're not gonna believe this", Hoppy said, fishing through a coat pocket and retrieving a folded piece of paper (Chriham). 6. Jerry arrived in a rush, casting wary glances behind him... (Chriham). 7. They remained standing until

all twelve were in place... (Chriham). 8. They jumped to their feet, kicking over briefcases and knocking back chairs (Chriham). 9. "Doesn't matter, though," Nicholas said, looking at a wall (Chriham). 10. At least he'd be out there doing something, trying to find her, hoping maybe to stumble upon her (Chriham). 11. Having discussed the carcinogens in tobacco smoke, and the nicotine, he was ready to move to the next compounds of medical interest: irritants (Chriham). 12. He walked fast, hoping to reach the front door before changing his mind (Chriham). 13. He stayed in the tree, scarce daring to breathe, while the moon crept slowly across the black sky (Martin). 14. The breath of man and horse mingled, steaming, in the cold morning air as his lord father had the man cut down from the wall and dragged before them (Martin). 15. Robb and Jon sat tall and still on their horses, with Bran between them on his pony, trying to seem older than seven, trying to pretend that he'd seen all this before (Martin).

## **B**

1. His cloak was his crowning glory; sable, thick and black and soft as sin (Martin) 2. It is hard to take orders from a man you laughed at in your cups, Will reflected as he sat shivering ... (Martin). 3. He studied the deepening twilight in that half-bored, half-distracted way he had (Martin). 4. The snow's pretty well covered it now... No fire burning... No one moving ... (Martin). 5. Everyone talks about snows forty foot deep, and how the ice wind comes howling out of the north, but the real enemy is the cold (Martin). 6. Gared pulled back his hood, giving Ser Waymar a good long look at the stumps where his ears had been (Martin). 7. A light snow had fallen the night before, and there were stones and roots and hidden sinks lying just under its crust, waiting for the careless and the unwary (Martin). 8. Royce paused a moment, staring off into the distance, his face reflective (Martin). 9. Jewels glittered in

its hilt, and the moonlight ran down the shining steel (Martin). 10. He went to the tree, a vaulting grey-green sentinel, and began to climb (Martin). 11. Branches stirred gently in the wind, scratching at one another with wooden fingers (Martin). 12. The pale sword came shivering through the air (Martin). 13. When the blades met, there was no ring of metal on metal; only a high, thin sound at the edge of hearing, like an animal screaming in pain (Martin). 15. Behind him, to right, to left, all around him, the watchers stood patient, faceless, silent, the shifting patterns of their delicate armor making them all but invisible in the wood (Martin).

### C

1. That was a long ride, as he could well attest, having just ridden it the other way (Martin). 2. She would have preferred to separate him from the dwarf here and now, but having agreed that Marillion might continue to the Eyrie, she could see no gracious way to deny that same right to Bronn (Martin). 3. Having seen what it took to get here, Tyrion could well imagine how it would be for a knight trying to fight his way up in armor... (Martin). 4. Having never received any instructions from Mr Norrell, his first patron, as to which way to vote, Mr. Markworthy had followed the lead of Mr Bonnell, his superior at the East India Company, and had encouraged all his friends to do the same (Clarke). 5. Of the two draymen one was handsome and the other was fat and, having made up their quarrel, they became a sort of Bacchus and Silenus to the revel (Clarke). 6. Having passed all her existence among sailors she knew a great many insults and bestowed them very readily on anyone who came near her in a voice that sounded like the creaking of masts and timbers in a high wind (Clarke). 7. Having searched for the sherry-wine in the usual places, he was obliged to wake first the maid, and ask her where the butler's bedroom might be, and next the

butler and ask him where the sherry-wine was kept (Clarke). 8. Then, having declared that he could do nothing, he wished Sir Walter good evening and left the house (Clarke). 9. Then he wrapped his neckcloth back about his neck and, having thus completed his toilet to his satisfaction, he rose to his feet (Clarke). 10. A man may keep a ring continually upon his finger for years, without exciting the smallest comment... and yet there is scarcely a magician in history who, having once committed some of his skill and power to a magic ring, did not somehow lose that ring and was put to a world of trouble to get it back again (Clarke). 11. One lady, having got to the end of her raptures, began to speak of the weather to the other lady. (Clarke) 12. Whenever he saw these passageways or, as he sometimes did, sensed their presence without actually perceiving them... (Clarke). 13. "For Robert!" he shouted, and he came up snarling, lifting the frost-covered long sword with both hands and swinging it around in a flat sidearm slash with all his weight behind it (Martin).14. Royce went to his knees, shrieking, and covered his eyes (Martin).

**Exercise 5. Rewrite the sentences using the past participle:**

*Pattern: He was always angry when he was disturbed after lunch. - He was always angry when disturbed after lunch.*

**A**

1. The new shampoo which is advertised on TV is very expensive. 2. The jewels which were taken by the thieves were very valuable. 3. They haven't identified the body which was found in the Thames. 4. The portrait which was painted by my brother was lovely. 5. We were shown a manuscript which was written five centuries ago. 6. I've found the money which was lost last week. 7. When she

was hurt, she burst out crying. 8. Once the work is begun, it should be carried on. 9. When he was asked to help, he never refused. 10. The game will go on until it is stopped. 11. She will speak until she is interrupted. 12. When he is bothered, he can be rude. 13. He was aroused by the crash and leapt to his feet. 14. As she was absorbed in her book, she did not hear my question. 15. As I was occupied by other thoughts, I stopped thinking about the accident. 16. As John was embarrassed, he did not know what to say. 17. As the detective was satisfied with the result, he let us leave.

### **B**

1. If the brain is deprived of oxygen, it dies. 2. Unless he was urged, he never spoke about his experience in Afghanistan. 3. If the liquid is not heated, it'll become cold in two minutes. 4. She will never go to the party unless she is personally invited. 5. Jeremy will not cooperate if he is not encouraged. 6. The plant will not grow normally unless it is watered daily. 7. Though her marks are inflated, they show her progress. 8. Though the novel is abridged, it produces a strong impression. 9. Though the room was aired regularly, it was stuffy. 10. Though Jane was underpaid, she liked her job. 11. Though the cake was burnt a little, it was tasty. 12. He acted nervously, as if he was scared. 13. The journalist rose as if he was stung by the remark. 14. She said nothing as if she was deeply impressed by my words. 15. He repeated words after me as if he was hypnotized. 16. He followed her everywhere as if he was charmed by her beauty.

### **Exercise 6. Complete the sentences using the past participle:**

*Pattern: ..., the children went to the garden. –  
Greatly excited, the children went to the garden.*

### **A**

1. Here is the letter \_\_\_\_ 2. Where is the article \_\_\_\_?  
3. Everyone approved of the report \_\_\_\_ 4. This is the house \_\_\_\_ 5. They reached the village \_\_\_\_ 6. I found the book \_\_\_\_ 7. I felt utterly \_\_\_\_ 8. He looked very \_\_\_\_ 9. He was angry because his plan was \_\_\_\_ 10. Why should you look so \_\_\_\_? 11. He is not \_\_\_\_ in learning foreign languages. 12. The headmaster didn't sound \_\_\_\_ 13. He was always angry when \_\_\_\_ 14. The children won't stop quarrelling until \_\_\_\_ 15. He will go on reading the book until \_\_\_\_ 16. He was always polite when \_\_\_\_

### B

1. She couldn't control her emotions when \_\_\_\_ 2. Leave the cake in the oven until \_\_\_\_ 3. He will tell you everything if \_\_\_\_ 4. He will read late at night if \_\_\_\_ 5. He will speak for hours on end if \_\_\_\_ 6. Unless \_\_\_\_, he will keep it secret. 7. If \_\_\_\_, Joan may lose her temper. 8. Though \_\_\_\_, he tried to answer the question \_\_\_\_ 9. They went on running, though \_\_\_\_ 10. Mike insisted on his demands, though \_\_\_\_ 11. Though \_\_\_\_, the book still appeals to the reader. 12. Though \_\_\_\_ he concert was a great success. 13. He looked up as if \_\_\_\_ 14. He stood without moving as if \_\_\_\_ 15. He kept silent as if \_\_\_\_ 16. She stared at me as if \_\_\_\_ 17. He made a pause, as if \_\_\_\_.

### Exercise 7. Complete the sentences according to the patterns:

*A Pattern: Yesterday, (I / cut / my hair) - Yesterday I had my hair cut.*

1. Every Friday, (Joe / wash / his car). 2. Tomorrow, (she / repair / her shower). 3. Each Saturday, (we / deliver / a pizza) to our home. 4. Last year, (Bob / clean / his house) by a charwoman. 5. As Phil had a broken arm, (he / type / his texts) by his secretary. 6. (I / pick up / the goods) tomorrow in the afternoon. 7. (we / redecorate / our walls)

last summer. 8. Whenever Clara is staying at this hotel, (she / carry / her bags) into her room. 9. (we / organise / our last party) by professionals.

*B Pattern: I have a cat that is called Tari. - I have a cat called Tari.*

1. The dinner was more expensive than they had expected. 2. He was accused of murder and arrested. 3. She was shocked by the bad news and burst into tears. 4. The event is organised by our team and will surely be a great success. 5. The film is based on real events and tells the story of a reporter. 6. She was born in Hollywood and knows all the famous movie stars. 7. The car was taken to the garage. It was repaired within an hour.

*C Pattern: (stop) \_\_\_\_\_ the car, the police officer wanted to see the documents.*

*Having stopped the car, the police officer wanted to see the documents*

1. (write) \_\_\_\_\_ the test, we felt relieved. 2. (work) \_\_\_\_\_ all day, we were quite exhausted in the evening. 3. (rescue) \_\_\_\_\_, the injured man was taken to hospital. 4. (confess) \_\_\_\_\_, he was accused of even more criminal offences. 5. (arrive) \_\_\_\_\_ at the station, we called a taxi. 6. (type) \_\_\_\_\_ by the secretary, the letter was signed by the boss. 7. (interrupt) \_\_\_\_\_ several times, he was rather annoyed. 8. (live) \_\_\_\_\_ in Oxford for two years, she spoke English like a native speaker.

*D Pattern: I smelled something (burn) \_\_\_\_\_ in the house. - I smelled something burning in the house.*

1. She did not see the car (come) \_\_\_\_\_ closer. 2. Do you notice Tom (talk) \_\_\_\_\_ to Amelie? 3. We heard the boys (knock) \_\_\_\_\_ at the door. 4. We listened to the mother (sing) \_\_\_\_\_ her child to sleep. 5. I found my two cats (sit)

\_\_\_\_\_ on the table. 6. She jealously watched her boyfriend (flirt) \_\_\_\_\_ with another girl.

**Exercise 8. Define the function of the Past Participle:**

*Pattern: They look troubled. (“troubled” is the past participle that performs the function of predicative ( part of the compound nominal predicate)*

**A**

1. He was relaxed and thoroughly confident (Chriham).  
2. The jury soon learned that he had been hired by Rohn before Jacob Wood died (Chriham). 3. His written answers were thoroughly indecipherable and utterly useless (Chriham). 4. He stood, followed by the women...(Chriham). 5. Easter looked around the room, took the measure of each of his fellow jurors, most of whom appeared relieved... (Chriham). 6. The Fund contributed a million dollars to an organization known as the Judicial Reform Alliance...(Chriham). 7. They were tired and dishearted, already isolated and imprisoned...(Chriham). 8 .Judge Harkin was deeply concerned about the quality of the food...(Chriham). 9. They were a group now, isolated and exiled, cut off from reality and banished against their wishes to a Siesta Inn (Chriham). 10. Gloria Lane pushed the door open until it hit a chair occupied by Oliver McAdoo (Chriham). 11. I thought the guy was following me, so I doubled back and took odd turns, and sure enough, I caught him tracking me (Chriham). 12. He felt liberated (Chriham). 13. Honwa is always open for preferred customers (Chriham). 14. Rohr isn't terrified. He's just worried. (Chriham). 15.Cable slumped as if shot in the stomach (Chriham).

**B**



1. Will could see the tightness around Gared's mouth, the barely suppressed anger in his eyes under the thick black hood of his cloak (Martin). 2. He was a veteran of a hundred rangings by now, and the endless dark wilderness that the southron called the haunted forest had no more terrors for him. (Martin) 3. Mounted on his huge black destrier, the knight towered above Will and Gared on their smaller garrons (Martin). 4. He wore black leather boots, black woolen pants, black moleskin gloves, and a fine supple coat of gleaming black ringmail over layers of black wool and boiled leather (Martin). 5. He studied the deepening twilight in that half-bored, half-distracted way he had (Martin). 6. Will pulled his garron over beneath an ancient gnarled ironwood and dismounted (Martin). 7. It was a splendid weapon, castle-forged, and new-made from the look of it (Martin.) 8. Moonlight shone down on the clearing, the ashes of the firepit, the snow-covered lean-to, the great rock, the little half-frozen stream (Martin). 9. His eyes swept back and forth over the abandoned campsite, stopped on the axe (Martin). 10. They consorted with giants and ghouls, stole girl children in the dead of night, and drank blood from polished horns (Martin). 11. There were questions asked and answers given (Martin). 12. And then, as if struck by a thought, he said, "We are two magicians (Clarke). 13. Robb was not impressed. (Martin) 14. Half-buried in bloodstained snow, a huge dark shape slumped in death (Martin). 15. It was a dark, primal place, three acres of old forest untouched for ten thousand years as the gloomy castle rose around it (Martin).

**Exercise 9. Fill in the correct participle form:**

1. I am very \_\_\_\_ in history. 2. The party was \_\_\_\_ 3. I was \_\_\_\_ to death. 4. The \_\_\_\_ dog kept us awake at night. 5. Did you see Justin \_\_\_\_? 6. \_\_\_\_ away from the castle, Cinderella lost a shoe. 7. History is very \_\_\_\_ 8. The

car race was \_\_\_\_ 9 \_\_\_\_ about their birthday party, the girls could not sleep. 10. He was sitting in an armchair \_\_\_\_ a magazine. 11 \_\_\_\_ in the company for many years, he knew everyone and everything. 12. The cup \_\_\_\_ with milk stood on the table. 13 \_\_\_\_ each other for ages, they had a lot to talk about. 14 \_\_\_\_ into a rich family, she got everything she wished for. 15 \_\_\_\_ the child of poor people, he often went to bed hungry. 16 \_\_\_\_ his words, he apologised. 17. Well, we are very proud of you. \_\_\_\_ the car, he went to a restaurant. 18 \_\_\_\_ the film a dozen times, she knew the dialogues by heart.

**Exercise 10. Rewrite the following sentences using the Present Participle or the Past**

**Participle:**

*Pattern: He fell asleep when he was watching TV last night. - He fell asleep watching TV last night.*

**A**

1. The boy who carried a blue parcel crossed the street.
2. The battle was fought at this place. The battle was very significant.
3. The books which were sent to us are for my aunt.
4. The children went from house to house. They played trick or treat.
5. He was very tall. He became a basketball player.
6. He was waiting in the hall. He overheard a conversation.
7. The picture which was stolen from a museum was offered on Ebay.
8. We were sitting in the bus shelter and waited for the rain to stop.
9. The documentation which was telecast last Tuesday was impressive.
10. We had great fun at the party. We played silly games.
11. The reception had been prepared carefully and was a great success.
12. He was picked up by his mother and didn't have to wait for the bus.
13. She had finished her degree and started to work for an international company.
14. She was listening to the radio and didn't hear the

doorbell. 15. The room had not been tidied up yet and looked like a battlefield.

## **B**

1. As she didn't have a boyfriend, she flirted with every guy she met. 2. Since he had never been there before, he was stunned. 3. Before he left the house, he switched off the lights. 4. As she was on holiday, she couldn't go to the party. 5. While she was preparing dinner, she cut her finger. 6. When I travel around Ireland, I always stay in youth hostels. 7. Since she didn't hear the doorbell, she missed the delivery. 8. After I had dropped him at the station, I drove straight to the supermarket. 9. Since he didn't feel well, he stayed in bed. 10. While they were talking on the phone, they forgot everything around them. 11. Since we watch the news every day we know what's going on in the world. 12. The dog wagged its tail and bit the postman. 13. He was a good boy and helped his mother in the kitchen. 14. As they didn't have enough money they spent their holidays at home last year. 15. Since I didn't feel well I didn't go to the cinema. 16. She walked home and met an old friend.

### **Exercise 11. Rewrite the following sentences using the Present Participle or the Past Participle:**

*Pattern: Most of the people who were invited didn't turn up. - Most of the people invited didn't turn up.*

1. The boy who was waiting in the hall expected a phone call. 2. Passengers who wanted to go to Liverpool had to change in Manchester. 3. The house that stands at the end of the road will soon be sold. 4. The conference which was planned by non-governmental organisations was about globalisation. 5. Irish people who live in Great Britain have the right to vote in British elections. 6. A friend who helps you in need is a good friend indeed. 7. The problems that were discussed will be essential for you

exam. 8. Animals that eat plants are called herbivores. 9. We were sitting around the fire singing songs. 10. When going to London, they always did a sightseeing tour. 11. While being on the boat, Bob got seasick. 12. Being an exemplary pupil, he always does his homework. 13. Having told me the news, he went away. 14. The boy excited about the presents sat on the couch. 15. Sleeping in the garden, I didn't hear the telephone.

**Exercise 12. Rewrite the sentences replacing the italic part with a perfect participle:**

*Pattern: We switched off the lights before we went to bed. – Having switched off the lights we went to bed*

1. The boy asked his mother's permission and then went out to play. 2. As he had drunk too much, he didn't drive home himself. 3. We have written two tests today, so we are very exhausted. 4. She filled the washing machine and switched it on. 5. She had been to the disco the night before and overslept in the morning. 6. We had worked in the garden all day and were sunburned in the evening. 7. She had not slept for two days and therefore wasn't able to concentrate. 8. Since I had not seen him for ages, I didn't recognize him. 9. I had not ridden a horse for a long time and found it very difficult to keep in the saddle.

**Exercise 13. Rewrite the sentences using the objective participial construction with the present participle:**

1. I saw that Peter was leaving. 2. We saw that several boys were playing football. 3. I heard that people were arguing in the next room. 4. I don't like that Jeff answers back. 5. We saw that her plane was coming in to land. 6. I don't want you to miss classes. 7. The woman was repairing her car. We saw it. 8. I can't make the machine work. 9. I felt that the stranger touched my hand. 10. I saw

that she was crying. 11. His teeth are checked twice a year. 12. I have to get somebody to tidy my garden. 13. My hair is trimmed once a month. 14. Sam's burglar alarm was fitted last week. I saw it. 15. The band's new single was recorded yesterday. We saw it. 16. Their windows need to be cleaned. 17. I'd like my room to be papered. 18. I'll never allow others to gossip about my sister. 19. Their house was burgled last night. 20. The poem was recited again. I heard it. 21. He was climbing to the top of the hill. We saw it. 22. The man posted a letter. We saw it. 23. They were rehearsing. We heard it. 24. Tom and Susan were quarrelling. Everybody heard it.

**Exercise 14. Complete the sentences using the objective participial construction or the subjective participial construction:**

*Pattern: I watched \_\_\_\_\_ - I watched them rehearsing the play.*

1. He saw a man ... 2. I found a good-looking young man ... 3. I could even hear a bird ... 4. She watched the car ... 5. She heard the footsteps ... 6. I saw the door ... 7. She heard the children ... 8. He felt her ... 9. Did you overhear them ... ? 10. Try to get the clock ... 11. He found himself ... 12. I won't have my best friend ... 13. The wind sent the leaves ... 14. I hate Helen ... 15. Doctor, I want my heart ... 16. I have to get the grass ... 17. Can I have the bottle ... ? 18. At last she heard her name ... 19. If you don't behave properly, I'll have you ... 20. I need my birth certificate ... 21. I would hate my name ... 22. When we came back we found the kids ... 23. You should have your car ... 24. I really want my house ... 25. The children were heard ... 26. The doctor was seen ... 27. Dad was heard ... 28. Lisa was found ... 29. The singer was heard ...

**Exercise 15. Complete the sentences.**

*Pattern: I don't get embarrassed very easily.  
(embarrass)*

### **A**

1. I find it quite (to embarrass) to talk in front of a group of people. 2. I think reading newspapers is (to depress). 3. I'm (to interest) in all kinds of sport. 4. I find walking in the countryside very (to relax). 5. I think learning a language is very (to interest). 6. I get (to annoy) when people smoke in restaurants. 7. I don't normally get (to frighten) when I watch horror films.

### **B**

1. The journey was (to amaze). I was (to amaze) by the sights of the old city. 2. The film was quite (to amuse) and the audience seemed (to amuse). 3. (to annoy) with himself, Kristo vowed to come up with a way of transferring money overseas that removed banks from the process. This episode sees Will struggle to find inspiration for Romeo while at the same time having to deal with an angry actor, a very (to annoy) house-guest and his family's not-terribly-helpful script suggestions. 4. Dennis feels different - an ordinary boy in an ordinary house in an ordinary street, playing football with his mates and living with his dad and brother, but frustrated by the (to bore) grey world he inhabits. In fact, she's a bit (to bore) as there is nothing fun she can do. 5. Meanwhile, Rosa and Stan are proving that even as grown-ups, Valentine's Day can be a (to confuse) time. After being hand-reared, Yoyo the penguin is (to confuse) - he thinks he is a human. 6. With Halliday (to convince) that the body in the morgue isn't their killer, can Luther put his own troubles to one side and find the true murderer before he strikes again?. Miss Kinder is still having problems (to convince) people that she is an adult. 7. Jalena tries to recover from some (to disappoint) news. Passengers have criticised a "(to disappoint)" decision to cut the numbers of carriages on eight trains to and from

London. We are (to disappoint) that mistakes are still being made. 8. Everyone's had an (to embarrass) moment they would rather forget. I had nothing to be ashamed or (to embarrass) about. 9. She receives (to excite) news and makes a daring escape. You should be (to excite) about the upcoming rugby league season. 10. (To exhaust), Georgie can't wait to get home to fiancée Jamie and her family. It is (to exhaust) work in 110 degrees in crazy Vegas. 11. We will help your children make (to frighten) fake blood using only simple cupboard stuff. You should know how to behave around dogs when you're (to frighten) of them. 12. Whilst (to frustrate), if the operator is not breaking the law there is limited further action that can be taken at this time. Claire's husband leaves her (to frustrate) and in need. 13. The thing with Neil is he's not (to interest) in being second best. With no money or means of transport, Ben is meeting lots of (to interest) strangers. 14. In the interview, Mr Ross seemed (to puzzle) that federal workers who have been without pay since 18 December would go to food banks. In a country that boasts freedom of speech, it is (to puzzle) that the Chinese journalist should encounter obstruction in such a way. 15. After years of trading financial derivatives, Mr Szor said he found it (to satisfy) to make and sell a physical product. We have carried out an extensive review of local CCTV and are now (to satisfy) that the person in the images released today is responsible for the damage. 16. Cities can be worlds of (to surprise) opportunity for animals, from the leopards prowling the streets of Mumbai to the peregrine falcons hunting amongst New York's skyscrapers. Dr Saleyha Ahsan cuts through the confusion and reveals the (to surprise) science of fat - which types of fat we should be eating, and how much is good for us. A French chef is "(to surprise)" to find he is back in this year's Michelin guide, despite requesting to be taken out. 17. Police have issued a description of two men wanted in

connection with a "(to terrify) and dangerous" robbery outside a bank in Glasgow. A shop assistant is (to terrify) when armed robbers burst in, but he's made of stern stuff. 18. The trouble is that Tamara is 22, and they both find keeping up with an energetic 20-something surprisingly (to tire). Raa is not (to tire) and is determined to play hide-and-seek with his friends... - whether they like it or not! But all this running about can be (to tire) work. (from [www.bbc.co.uk](http://www.bbc.co.uk))

**Exercise 16. Join the sentences using the participle, as in the pattern:**

*A Pattern: I was sitting in the park. I was writing a letter. - I was sitting in the park writing a letter.*

1. The woman was driving along. She was listening to her car radio. 2. I arrived at the examination hall. I was feeling very nervous. 3. He came onto the room. He was carrying a suitcase. 4. They were walking down the street. They were holding hands.

*B Pattern: I finished the washing up, then I sat down and watched TV. - Having finished the washing up, I sat down and watched TV.*

1. He typed the letters, then he put them all in envelopes. 2. I did all the housework, then I went out for a walk. 3. He got out of bed, then he had a shower. 4. She locked all the doors, then she went to bed.

*C Pattern: Because she didn't want to miss the train, she ran all the way to the station. - Not wanting to miss the train, she ran all the way to the station.*

1. Because she is a little deaf, she wears a hearing-aid. 2. Because I don't like classical music, I didn't go to the concert. 3. Because she is rich, she can afford expensive holidays. 4. Because I had finished the book, I decided to



take it back to the library. 5. Because they had gone to bed so late the night before, they felt quite tired the next day.

*D Pattern: Because we see commercials so often, we rarely notice them. - Seeing commercials so often, we rarely notice them.*

1. Because they exploit weaknesses, advertisers take advantage of certain people. 2. If we lose advertising, we will lose freedom of choice. 3. Advertisements are expensive. Thus they increase the cost of products. 4. Advertisers suggest things can be better. In this way they make us dissatisfied with our lives. 5. Because they contain intangible values, brands tend to cost more than other exactly similar products. 6. Advertisers establish segments of consumers. As a result they are able to market their products more effectively. 7. Because they compete with each other, companies are forced to be more efficient. 8. Advertisers spend a lot of money. Thus they can virtually dictate the products we buy. 9. Italian advertisers love elegance. Because of this they tend to show cars as pieces of sculpture.

**Exercise 17. Write sentences as in the pattern:**

*Pattern: Do you ask someone to type your essays? - Do you have your essays typed?*

1. Her photographs haven't been developed yet. 2. She doesn't like asking people to do her shopping. 3. Have you asked them to install a burglar alarm for you? 4. I didn't use to employ someone to do the housework for me. 5. The doctor examined her wound. 6. He isn't going to take his glasses to be adjusted today. 7. Did the detective order the constable to follow the suspect? 8. You should ask someone to collect your mail while you are away. 9. Did the doctor set Gary's broken leg? 10. Will she get someone to check her washing machine for her? 11. We're going to

ask them to send us a copy of the contract. 12. Has the chauffeur been driving Mary's kids to school for years? 13. Was his arm broken in a car crash? 14. How many times has the plumber fixed John's tap this year?

**Exercise 18. Define the function of the Participle and Participial Construction:**

**A.**

1. She hung by one hand, looking down as the falling stones tumbled in a cloud of dust onto the floor of the chapel (Chrichton). 2. She heard them running hastily out of the church (Chrichton). 3. He heard the words repeated over and over in his head, with a sense of unreality (Chrichton). 4. Chris was good at the game, but playing it, he had somehow lost track of a more straightforward reality (Chrichton). 5. On the other side of the door, Marek's face was fixed in a snarl, his lips drawn back, showing teeth clenched. (Chrichton). 6. He looked at Marek, now sitting on the bed, gasping for breath, his face and doublet splattered with blood (Chrichton). 7. The houses of Wall are square and old, built of grey stone (Gaiman). 8. There is one road from Wall, a winding track rising sharply up from the forest (Gaiman). 9. Followed far enough south, out of the forest, the track becomes a real road, paved with asphalt. (Gaiman). 10. There is a look in the eyes, and once seen it cannot be mistaken. (Gaiman). 11. He worked on his father's farm and owned nothing save a small cottage in a far field given to him by his parents. (Gaiman). 12. At dawn the bodies of the dead birds shone in the damp light of the marsh, their grey plumage hanging in the still water like fallen clouds. (Ballard). 13.... the dwarf spent the morning and afternoon clearing away the bodies of the birds that had fallen there. (Ballard) 14. Now and then Quimby turned one of the huge corpses over with his pole, as if searching for something among them. (Ballard) 15.

Often he found himself thinking of their great tragic faces as they swooped down upon him ... (Ballard).

**B.**

1. The next day Nicholas had noticed Hoppy sitting in the courtroom... (Chriham). 2. Judge Harkin had nine lawyers packed into his chambers haggling over the daily issues to be kept away from the jury (Chriham). 3. I want the money parked there, in your account, over the weekend (Chriham). 4. Avoiding the front lobby, they eased through the shadows and found the taxi waiting precisely as instructed (Chriham). 5. I want the money wired to a bank in Zurich (Chriham). 6. It was one thing to have their assistance while investigating potential jurors. It was a far different matter to have them lurking everywhere during the trial... (Chriham). 7. He saw Millie ... hugging Rikki Coleman (Chriham). 8. Harkin had strict written instructions prohibiting her from eating with the jury (Chriham) 9.They were last seen leaving the pier in a thirty-foot fishing boat with two others... (Chriham). 10. I know what's going on now. I got it figured out (Chriham). 11. It was a City of Biloxi police car, fast on his bumper, headlights flickering (Chriham). 12. His comrades stared at the jury box with mouths gaping, air rushing out, eyes squinted in utter disbelief (Chriham). 13. To begin with, therefore, he had been glad to see the birds lying where they had fallen ... (Ballard). 14. He resented anyone else looting this drowned treasure which he had won so hard (Ballard). 15. Now and then she would look up at the sky and at the cliff above, scanning the dark line of the escarpment as if waiting for one of the birds (Ballard).

**C**

1. On your feet, Will," Ser Waymar commanded. "There's no one here. I won't have you hiding under a bush (Martin). 2. He could feel tears welling in his eyes, and he looked away (Martin.) 3. I will not have you wasting the

servants' time with this (Martin). 4. When he released her hand, Daenerys found herself trembling (Martin). 5. Illyrio is bringing him over, and he will *not* see you crying (Martin). 6. Would you leave your brother surrounded by Lannisters? (Martin) 7. They arrived, flushed and breathless, to find Jon seated on the sill, one leg drawn up languidly to his chin (Martin). 8. On looking up he saw someone striding down the hillside towards him; a fairy-tale figure with a large and curious hat upon his head and a staff in his hand (Clarke). 9. He saw his own alarmed reflection in the dark window and he saw someone standing behind him—a pale, silvery face with a mass of shining hair around it (Clarke). 10. A coal falling from the grate, a shadow moving in the room, caused him to look up (Clarke). 11. He looked around and saw two little girls looking out of a cottage window (Clarke). 12. On a moonlit night in 1610 two maids looked out of a window on an upper floor and saw twenty or thirty beautiful ladies and handsome gentlemen dancing in a circle on the lawn (Clarke). 13. Margaret Ford awoke and saw the baby with its cheek bulging out, but for the moment she was too sleepy and surprised to understand what was happening (Clarke). 14. As he returned to the hotel he saw four or five British officers, gathered in the doorway, conversing eagerly together (Clarke). 15. After they had been riding for three hours they saw a line of mountains rising up from the plain like a wall (Clarke).

## **D**

1. Waking, Crispin lay still with his head against the metal stanchion, listening to the faint whoop and swerve around the mast (Ballard). 2. The head rolled, so the face was turned upward, and Chris saw the eyes blink and the mouth move, as if forming words (Chrichton). 3. Now the strangers had begun to take rooms in the farms and private houses, paying for their lodgings with strange coins, with

herbs and spices, and even with gem-stones (Gaiman). 4. A dozen times Crispin had given up hope, cursing the men ... who made him pay for Quimby out of his own pocket (Ballard). 5. Soaring low over the fields as Crispin drove his tractor under the empty skies, they seemed to be waiting for something (Ballard). 6. Driven by hunger, they began to attack the human beings who were their only source of food (Ballard). 7. Crispin hesitated, waiting for himself to say something to this beautiful white-haired woman whose hands and robe were covered with the soft down of the doves (Ballard). 8. "I thought I told you," he said to Sergeant Nash, "that I particularly did not want any one interfering with the corpses" (Clarke). 9. Robert, I want her punished (Martin). 10. I want the guard doubled (Martin). 11. And from this day on, I want a careful watch kept over Theon Greyjoy (Martin). 12. I find you oddly cheering (Martin).

**Exercise 19. Open the brackets, using the appropriate form of the participle:**

**A**

1. His closely (to trim) beard was (to shoot) with white, (to make) him look older than his thirty-five years (Martin).  
2. The snows around the stump drank it eagerly, (to redden) as he watched (Martin).  
3. "Done," Jon said, (to kick) his horse forward (Martin).  
4. One day, Bran, you will be Robb's bannerman, (to hold) a keep of your own for your brother and your king, and justice will fall to you (Martin).  
5. The riders picked their way carefully through the drifts, (to grope) for solid footing on the (to hide), uneven ground (Martin).  
6. Greyjoy was (to laugh) and (to joke) as he rode (Martin).  
7. "Gods!" he exclaimed, (to struggle) to keep control of his horse as he reached for his sword (Martin).  
8. The pup was a tiny ball of grey-black fur, its eyes still (to close). It nuzzled blindly against Robb's chest as he cradled

it, (to search) for milk among his leathers, (to make) a sad little whimpery sound (Martin). 9. A moment later he was (to ride) back to them, (to smile) (Martin). 10. Jon Snow gave his father's ward a long, (to chill) look (Martin).

## **B**

1. Some of the banners were ancient and (to decay) pieces of dense embroidery; others represented the gentleman's victories over his enemies and were in fact (to make) from the (to preserve) skins of those enemies, their lips, eyes, hair and clothes (to embroider) on to their yellow skins by his female relations (Clarke). 2. The poor creature was (to drench) by the rain and (to splatter) with mud and bore every sign of having travelled a great distance (Clarke). 3. (To get) to bed a little before three, Strange was not best (to please) to be (to wake) again at seven by a knock on the door (Clarke). 4. (To be) true to his promise to the Queen's sister through many a long year, the Duke had no children and no obvious heir (Clarke). 5. "OK, it is a little (to confuse) at first, like most things," said Strange, "but now (to experience) many of the adventures a war affords, I grow (to use) to it (Clarke). 6. Then, (to give) the other servants various instructions about the work they were to do in his absence, he mounted his horse and rode away (Clarke). 7. Generals and diplomats laid trophies at his feet, while Julius Caesar, Mars, Hercules and various important personages stood about in some embarrassment, suddenly (to strike) with a (to mortify) consciousness of their inferiority to the British King (Clarke). 8. Then the next day it would appear that he was still in his palace in Paris, never (to stir) from there in the first place (Clarke.) 9. (To take) an immediate dislike to each other, they had progressed smoothly to quarrelling about politics (Clarke). 10. It was as if Byron, (to meet) a magician who disappointed him, created one more to his liking (Clarke).

**Exercise 20. Read the following magazine article, using the appropriate form of the Participle:**

Charlie Chaplin was one of the greatest actors in the world. His (to entertain) silent movies are still popular today. His (to amuse) character “Little Tramp” is well (to know) to people throughout the world. Chaplin had an (to amaze) life. His idea for this poor character in (to wear)-out shoes, round hat, and cane probably came from his childhood experiences.

(To bear) in poverty in London in 1889, Chaplin was (to abandon) by his father and (to leave) in an orphanage by his mother. He became (to interest) in acting at the age of five. At ten, he left school to travel with a British (to act) company. In 1910, he made his first trip to America. He was talented, athletic, and (to work hard), and by 1916 he was (to earn) \$10,000 a week. He was the highest-(to pay) person in the world at that time. He produced, directed, and wrote the movies he starred in.

Even though “talkies” came out in 1927, he didn’t make a movie with sound until 1940, when he played a comic version of the (to terrify) dictator, Adolf Hitler.

As Chaplin got older, he faced (to decline) popularity as a result of his politics and personal relationships. After he left the U.S. in 1952, Chaplin was not (to allow) to re-enter because of his political views. He didn’t return to the U.S. until 1972, when he was (to give) a special Oscar for his lifetime of (to stand out) work. (from National Geographic Learning)

**Exercise 21. Point out the Nominative Absolute Participial Construction. State what kind of adverbial modifier it expresses:**

**A**

1. Rohr stood, a large brown stain in the centre of his wrinkled white shirt, bow tie as crooked as ever, shoes

scuffed and getting dirtier by the day (Chrisham). 2. And he watched alone, the jury consultants having been fired hours earlier and sent back to Chicago (Chrisham). 3. "That'll make ten," Fitch said, his eyes dancing, his fingers suddenly twitching (Chrisham). 4. We studied him carefully, and decided he'd be easy. Small-town realtor, barely paying his bills, lots of money changing hands with the casinos and all, lots of his friends making big bucks (Chrisham). 5. The Wall Street boys were back in force, each reading a copy of *Mogul* and all suddenly agreeing with Barker...(Chrisham). 6. With the Hoppy show proceeding flawlessly, Fitch made the decision late Saturday to launch the next assault against the jury (Chrisham). 7. His trail to law school at UK had been easy to follow, most of the work having been done by Fitch's initial operatives. Only after he met Claire did he pick up her habits of secrecy (Chriham). 8. The next day Nicholas had noticed Hoppy sitting in the courtroom, a new face filled with wonder, a new face suddenly interested after almost three weeks of trial (Chriham). 9. It was a short, ugly thing, its grip discolored by sweat, its edge nicked from hard use, but Will would not have given an iron bob for the lordling's life if Gared pulled it from its scabbard (Martin). 10. He found what was left of the sword a few feet away, the end splintered and twisted like a tree struck by lightning (Martin). 11. Robb stood knee-deep in white, his hood pulled back so the sun shone in his hair (Martin). 12. Many were Dothraki horselords, big men with red-brown skin, their drooping mustachios bound in metal rings, their black hair oiled and braided and hung with bells (Martin). 13. He massaged some life back into them [legs] and limped heavily to the table where the septon was snoring softly, his head pillowed on an open book in front of him (Martin). 14. "What are they?" she asked, her voice hushed and full of wonder (Martin).



## B

1. Will went in front, his shaggy little garron picking the way carefully through the undergrowth (Martin). 2. Ser Waymar Royce came next, his great black destrier snorting impatiently (Martin). 3. He stood there beside the sentinel, longsword in hand, his cloak billowing behind him as the wind came up, outlined nobly against the stars for all to see (Martin). 4. Ser Waymar was panting from the effort now, his breath steaming in the moonlight (Martin). 5. A scream echoed through the forest night, and the longsword shattered into a hundred brittle pieces, the shards scattering like a rain of needles (Martin). 6. Finally, his muscles cramping and his fingers numb with cold, he climbed down (Martin). 7. Bran's father sat solemnly on his horse, long brown hair stirring in the wind (Martin). 8. Bran rode with his brothers, well ahead of the main party, his pony struggling hard to keep up with their horses. (Martin) 9. Robb cursed and followed, and they galloped off down the trail, Robb laughing and hooting, Jon silent and intent (Martin). 10. The midnight flight to Dragonstone, moonlight shimmering on the ship's black sails (Martin). 11. Her brother was waiting in the cool of the entry hall, seated on the edge of the pool, his hand trailing in the water (Martin). 12. Her brother took her by the arm as Illyrio waddled over to the *khal*, his fingers squeezing so hard that they hurt (Martin). 13. "I don't know ..." she said at last, her voice breaking (Martin). 14. In long rows they sat, blind eyes staring out into eternal darkness, while great stone direwolves curled round their feet (Martin). 15. Robert laughed, the sound rattling among the tombs and bouncing from the vaulted ceiling (Martin).

**Exercise 22. Point out the Absolute Constructions and define their functions:**

*Pattern: She was silent, her eyes downcast, upon her knitting. (The Absolute Nominative Construction with the adjective, the AM of attendant circumstances)*

*He stood there trembling, with his face ablaze. (The Prepositional Absolute Construction with the Stative, the AM of attendant circumstances)*

### **A**

1. Willis was standing with his shoulders up in a frozen shrug (Chrisham). 2. So when Lou Dell entered the room with dinner in mind and found Nicholas in the middle of a tale, the conversation suddenly ceased (Chrisham). 3. He was leaning forward, elbows on knees, head drooping low in utter defeat (Chrisham). 4. Lunch was waiting in the jury room, with Mr. O'Reilly himself in charge of its presentation and readily offering apologies for what had happened the day before (Chrisham). 5. Fitch leaned toward the round window, his mouth open, top lip curled upward (Chrisham). 6. He was leaning forward, elbows on knees, head drooping low in utter defeat (Chrisham). 7. Marlee sat at a wooden table with an umbrella above it, with her back to the Gulf, her face to the pier (Chrisham). 8. With no screws to contend with, this run should be a piece of cake compared to the last one (Cussler). 9. The Blue Fight leader sent his two wingmen in, one five hundred yards behind the others...(Cussler).

### **B**

1. I had long tasks every day to do with Mr. Mell, but I did them, there being no Mr. and Miss Murdstone here. 2. It being now pretty late, we took our candles and went upstairs. 3. He being no more heard of, it was natural to forget everything. 4. He started about five, Riggs having informed him that the way would take him three hours. 5. Our house being weary, it was agreed that we should come to a fault. 6. All the necessary preparations having been made with utmost secrecy, the army launched an attack. 7.

She sat staring into the fire, the sock forgotten on her knee. 8. The girl wandered away, with tears rolling down her cheeks. 9. She sat on the steps, with her arms crossed upon her knees. 10. We spent the summer in their cottage, they occupying the front room and we having the verandah at our disposal. 11. He ran into the room, his eyes shining. 12. The day being fine, we decided to go swimming. 13. The lights having gone out, we couldn't see a thing. 14. The restaurant having closed, there was nowhere to eat.

### C

1. The apple tree was just in leaf, its crimson buds just bursting. 2. She shrunk slowly away from him, and stood quite still, her eyes wide with horror, her face as white as the kerchief at her neck. 3. It was wonderful up here, with the sun burning hot in a sky clear-blue already. 4. And after we had taken off our respective hats, he reseated himself, with his hands on his knees. 5. He was lying very still, with the sunlight falling across the foot of his bed. 6. The next morning, it being Sunday, they all went to church. 7. For the moment the shop was empty, the mechanic having disappeared into the room at the back. 8. Mrs. Maylie being tired, they returned more slowly home. 9. The wind being favourable, our yacht reached the island in no time. 10. This being understood, the conference was over. 11. This done, and Sikes having satisfied his appetite, the two men lay down on chair for a short nap. 12. Dinner over, the old lady asked Barbara to come and sit on the sofa near her. 13. She stood listlessly, her head dropping upon her breast. 14. Then she sprang away and ran around the desks and benches, with Tom running after her. 15. He slowly and carefully spread the paper on the desk, with Lowell closely watching him.

### D

1. We plan to eat outside, weather permitting. 2. A hole having been dug, the men just disappeared. 3. He left the

room, his farewell unanswered. 4. John resumed the conversation, his good humour quite restored. 5. Davidson walked, his head bent, across the floor of my office. 6. Her luggage registered, she went to the platform. 7. Dinner served, Mary rang the bell. 8. A black boy lay on the pavement, with his throat cut. 9. She stood with her arms folded, smoking, staring thoughtfully. 10. All being well, we should be home about six.

**Exercise 23. Paraphrase the following sentences using the absolute constructions. Comment on their functions:**

*Pattern: As the front door was open, she could see straight through the house. - The front door being open, she could see through the house. (the AM of reason)*

1. Rip had no desire to work on his farm, for it was to his mind the worst piece of land in the neighbourhood. 2. They stood there; the night wind was shaking the drying whispering leaves. 3. As the situation was urgent, we had to go ahead. 4. When the greetings were over, Old Jolyon seated himself in a wicker chair. 5. The town of Crewe is known to be one of the busiest junctions in England: many railway lines pass through it. 6. We set off; the rain was still coming down heavily. 7. After a private sitting room had been engaged, bedrooms inspected and dinner ordered, the party walked out to view the city. 8. Dinner was served on the terrace, as it was very close in the room. 9. Thoughtful, Andrew finished his omelette; his eyes were all the time fixed upon the microscope. 10. There was in fact nothing to wait for, and we got down to work. 11. As the rules were very strict, the doorkeeper did not permit Bill to enter. 12. Bill could not sleep the whole night, as there was something wrong with his eye. 13. If time permits, we will come a few days earlier. 14. Our efforts to start the car had

failed, and we spent the night in a nearby village. 15. He stood leaning against the wall, his arms were folded.

**Exercise 24. Read the following abstract and translate it into Ukrainian. Pay special attention to the Present and Past Participle:**

1. It stretched before them to the misty east, a tranquil land of rich black soil, wide **slow-moving** rivers, and hundreds of small lakes that shone like mirrors in the sun, **protected** on all sides by its **sheltering** peaks. Wheat and corn and barley grew high in its fields, and even in Highgarden the pumpkins were no larger nor the fruit any sweeter than here. They stood at the western end of the valley, where the high road crested the last pass and began its **winding** descent to the bottomlands two miles below. The Vale was narrow here, no more than a half day's ride across, and the northern mountains seemed so close that Catelyn could almost reach out and touch them. **Looming** over them all was the **jagged** peak **called** the Giant's Lance, a mountain that even mountains looked up to, its head **lost** in icy mists three and a half miles above the valley floor. Over its massive western shoulder flowed the ghost torrent of Alyssa's Tears. Even from this distance, Catelyn could make out the **shining** silver thread, bright against the dark stone (Martin).

2. As he struggled to yank the blade loose, he heard Marillion **moaning** under the bodies. "Someone help me," the singer gasped. "Gods have mercy, I'm **bleeding**." "I believe that's horse blood," Tyrion said. The singer's hand came **crawling** out from beneath the dead animal, **scrabbling** in the dirt like a spider with five legs. Tyrion put his heel on the **grasping** fingers and felt a **satisfying** crunch. "Close your eyes and pretend you're dead," he advised the singer before he hefted the axe and turned away (Martin).

**Exercise 25. Read the following abstract and translate it into English. Pay special attention to the Present and Past Participle:**

1. Вілл рушив попереду, і його маленький кудлатий гарон обережно подибав поміж чагарників. Минулої ночі напало трохи снігу, і тепер під кіркою зачалося каміння, і коріння, і невидимі ямки, чатуючи на легковажних і необережних. Другим їхав сер Веймер Ройс, і його великий вороний дестрієр нетерпляче пирхав. Для рейдів бойовий кінь геть не годився, але як це втовкмачити лордйчуку? Гаред їхав останнім. Дорогою старий вояк щось бурмотів собі під ніс (Martin).

2. — Боги! — почув він позаду себе. Меч відсік набридливу гілку — то пан Веймар Ройс зійшов на хребта. Він стояв поруч із деревом з мечем у руці, вітер тріпав соболиного кожуха, а зорі заливали його постать світлом на погляд усім, хто хотів бачити (Martin).

3. Пан Веймар Ройс оскаженів і з гарчанням кинувся уперед, вигукнувши «За короля Роберта!». Вхопив укритого паморозю меча обіруч, змахнув ним у пласкому ударі, вклав усю вагу тіла. Та Інший відбив цей удар мимохідь, трохи не зневажливо (Martin).

4. Подих людей і коней парував у холодному вранішньому повітрі, поки чоловіка відчіпляли від стіни і приводили поперед пана батька за його наказом. Робб і Джон сиділи на конях високо і прямо, а між ними Бран на маленькій конячці намагався виглядати старшим за свої сім років і прикидався, наче усе вже бачив, ще й не один раз. Крізь браму острога повівав легкий вітерець, розвіваючи над головами прапор Старків, господарів на Зимосічі: сірого лютововка, що біжить крижаним білим полем (Martin).

**Exercise 26. Match the beginning of the proverbs with the correct endings. Make up stories to illustrate the given proverbs.**

1. A penny saved	A. is half done.
2. A watched pot	B. never bites
3. Beware of Greeks	C. forearmed.
4. Well begun	D. crossed!
5. Forewarned is	E. to live kneeling.
6. A barking dog	F. is a penny earned.
7. It is better to die standing than	G. bearing gifts
8. Danger foreseen	H. gathers no moss
9. A word spoken	I. never boils.
10. Keep your fingers	J. is past recalling.
11. Rats desert	K. is born wise or learned.
12. A rolling stone	L. will clutch at a straw
13. A drowning man	M. never found again.
14. Lost time	N. is half avoided
15. No man	O. a sinking ship.

**Exercise 27. Match the proverbs with their definitions. Comment on the functions of the participles in the given proverbs**

1. A barking dog never bites	A. Someone who does not settle in one place rarely prospers.
2. A penny saved is a penny earned.	B. Advance warning provides an advantage.
3. A watched pot never boils.	C. Don't change your leader or your basic position when part-way through a campaign or a project .
4. Beware of Greeks bearing gifts	D. Very fast
5. Well begun is half done.	E. To leave a place, a person, or a situation when things become difficult or unpleasant
6. Forewarned is forearmed.	F. Said about someone who is in a very difficult situation, and who will take any available opportunity to improve it
7. It is better to die standing than to live kneeling.	G. Don't trust your enemies.
8. Don't swap horses when crossing a stream.	H. Someone who makes threats all the time seldom carries out the threats.
9. Danger foreseen is half avoided.	I. Once you have said something, you cannot undo



	the result of having said it.
10. A word spoken is past recalling.	J. To wish for luck for someone or something, sometimes by actually crossing one's fingers; to hope for a good outcome for someone or something.
11. Keep your fingers crossed!	K. It is necessary to foresee danger as it helps you to avoid it.
12. Like greased lightning.	L. A good beginning almost assures success.
13. Rats desert a sinking ship.	M. If something takes time to finish, don't watch it too closely because it will seem like it's taking forever.
14. A rolling stone gathers no moss	N. It is better to live for your beliefs and your comfort with dignity and respect rather than to pretend believing another's views and serve those people with no self-respect for your self.
15. A drowning man will clutch at a straw	O. Save your money. Saving money is just like making money.

**Exercise 28. Match the English proverbs with their Ukrainian equivalents. Comment on the functions of the participles in the given proverbs**

1. A barking dog never bites	А. Ніхто не народжується мудрецем і вченим.
2. No living man all things can.	В. Краще померти стоячи, аніж жити повзаючи.
3. Lost time never found again.	С. Коней на переправі не міняють.
4. More spent on the brain is never spent in vain.	Д. Якби знав, де впадеш, соломинки б підстелив.
5. Well begun is half done.	Е. Слово - не горобець, вилетить - не спіймаєш.
6. No man is born wise or learned.	Ф. Як по маслу.
7. It is better to die standing than to live kneeling.	Г. Щурі втікають з потопуючого корабля.
8. Don't swap horses when crossing a stream.	Н. На місці сидіти – добра нажити
9. Danger foreseen is half avoided.	І. Потопаючий і за соломинку хапається
10. A word spoken is past recalling.	Ж. Як би не зурочити!
11. Keep your fingers crossed!	К. Хороший початок — півсправи зробив.

12. Like greased lightning.	L. Гроші, витрачені на освіту, завжди окуповуються.
13. Rats desert a sinking ship.	М. Втраченого часу не вернеш.
14. A rolling stone gathers no moss	Н. Не можна бути майстром на всі руки.
15. A drowning man will clutch at a straw	О. Собака гавкає, та не кусає.

### **VIDEO LABORATORY WORK**

**Exercise 1.** Watch videos about 2 women telling true stories about their shopping addiction. Approve or disapprove of the idea “Addicted to Spending” in the form of a monologue using information from their confessions. Use appropriate structures with the Participle. To do it follow the links below:

- 1) My shopping addiction landed me in £50,000 debt - <https://www.youtube.com/watch?v=sPY-e1ybPIA>
- 2) Reckless Spending - <https://www.youtube.com/watch?v=Kq58QrDuOfk&t=3s>
- 3) What happened to the mom who shopped her family broke – <https://www.youtube.com/watch?v=V7PnquaTiUI>

### **SELF-CORRECTION EXERCISES**

**Define the form of the participle in the following sentences:**

SENTENCES	THE FORMS OF PARTICIPLES
1.Lou Dell burst into the room, rattling the door on its hinges.	“rattling” – PI (the non-perfect correlation, the Active voice)
2. Having taken the key from the lock, she went upstairs.	“Having taken ” – PI (the perfect correlation, the Active voice)
3. I am going the same day myself having been detained here for two days by the flood.	“ having been detained ” – PI (the perfect correlation, the Passive voice)
4. The dark woods were touched here and there with red and golden leaves.	“touched ” – PII
5. The letter contained very little matter, being written in haste.	“being written ” – PI (the non-perfect correlation, the Passive voice)
6. We looked at the falling rain, dreaming...	“falling”,” dreaming ” – PI (the non-perfect correlation, the Active voice)
7. She kept her eyes fixed upon the mirror.	“fixed ” – PII

**2. Define the function of the participle in the following sentences:**

SENTENCES	THE FORMS OF PARTICIPLES
1.Hanna is always open for preferred customers.	“preferred”– PII; an attribute
2.”Up there”, Nicholas said, trying to point and nod at the same time.	“trying” – PI; an AM of attendant circumstances

3. Inside, Napier jumped and ..., and Hoppy stared at him as if startled.	as if “startled” – PII; an AM of comparison
4. I saw this guy peeking in.	“peeking” – PI; part of a complex object
5. When at last he reached the piano, he felt paralyzed.	“paralyzed” – PII; part of the CNPpr (a predicative)
6...the submarine slipped beneath the surface of the water as smoothly as if guided by a giant hand.	as if “guided” – PII; an AM of comparison
7. Once submerged, Flett picked up the speed again, pushing the Coral Wanderer faster than her designers had specified.	once “submerged” – PII; an AM of time; “pushing” - an AM of manner; “specified” – part of the SVP
8. Pitt felt lost.	“lost” - PII; part of the CNPpr (predicative)
9. She glanced at Thomas as if seeking permission.	as if “seeking” – PI; an AM of comparison
10. Sally gave a detailed narrative of Curtis Merlin Zale’s grand scheme to create an oil monopoly and gain enormous wealth while dictating terms to the United States government.	while “dictating” – PI; an AM of time
11. The Invader remained headed into New York Harbor.	“headed” – PII; part of the CNPpr ( a predicative)
12. The loss of the pilots was appalling.	“appalling” – PI, part of the CNPpr ( a predicative)

13. "They're well preserved", Giordino observed, casting an admiring eye over the Viking ships.	"preserved" – part of the CNPpr ( a predicative) "casting" – PI; an AM of manner; "admiring" – the attribute
14. The last soft light of the setting sun had fallen on the earth.	"setting "– PI; an attribute
15. Seeing clearly that it would be useless to pursue their point, the gentlemen refused.	" seeing " – PI; an AM of cause
16. Taking everything into consideration, they should be given another try.	"taking everything into consideration" – PI; parenthesis
17. He was sitting in the garden drinking his tea.	" sitting" – PI; part of the SVP "drinking" – PI; an AM of attendant circumstances
18. Nelly fell downstairs, breaking her hip.	"breaking" – PI; an AM of result
19. She spoke as if suspecting me of something wrong.	As if "suspecting" – PI; an AM of comparison
20. Though having a weak voice, he is popular with the public.	Though "having " – PI; an AM of concession
21. Kanaii appeared satisfied.	"satisfied"– PII; part of the CNPpr (a predicative)
22. I must have my shoes cleaned.	"cleaned" – PII; part of the complex object

23. Reading books in the original, you'll enlarge your vocabulary.	“reading ” – PI; an AM of condition
24. The rose is faded.	“faded ” – PII; part of the CNPpr (predicative)
25. When dressed, I sat a long time by the window and looked out over the silent grounds.	When “dressed ” – PII; an AM of time
26. We were shown a manuscript written six centuries ago.	“ written ”– PII; an attribute “ shown” – PII; part of the SVP
27. Nobody spoke unless spoken to.	“spoken ” – PII; an AM of condition
28. Though burnt a little, the cake was tasty.	“ burnt ” – PII; an AM of concession
29. Taken daily, vitamin pills will improve your health.	“taken ” – PII; an AM of condition
30. Being a man of taste, he furnished his house admirably.	“being ” – PI; an AM of reason

**3. Identify the predicative constructions with the participle. Define their names and functions.**

SENTENCES	PREDICATIVE CONSTRUCTIONS
1. Danny saw his parents sitting in the first row.	“his parents sitting” – the Objective Participial Construction with PI; a complex object
2. She caught him staring at her, and she suddenly felt unclean.	“him staring at her” - the Objective Participial Construction with PI; a complex object

3. You'll have your question answered as soon as Ms. Morse makes her report.	"question answered" - the Objective Participial Construction with PII; a complex object
4. If they balk, he can threaten to expose them, and with their credibility gone, they'd be out of the newsroom and on the street within hours.	"with their credibility gone" – the Prepositional Absolute Construction with PII; an AM of condition
5. Anne dropped on her knees and gazed out into the July morning, her eyes glistening with delight.	"her eyes glistening with delight" – the Nominative Absolute Construction with PI; an AM of attendant circumstances.
6. He could be seen following her with his eyes.	"he...following" – the Subjective Participial Construction; a complex subject
7. He could see the tiny little trout moving round and round the stones.	"the tiny little trout moving" - the Objective Participial Construction with PI; a complex object
8. Anne had relapsed into reverie, with her chin in her hands and her eyes fixed on the sky.	"with her chin in her hands and her eyes on the sky" – the Prepositional Absolute Construction with PII; an AM of attendant circumstances
9. Dave is going to have computer memory increased.	"computer memory increased" – the Objective Participial Construction with PII; a complex object



10. From time to time their voices could be heard uplifted in argument.	“their voices... uplifted” – the Subjective Participial Construction; a complex subject
11. With the moon rising so high, we could easily continue our walking.	“With the moon rising so high” – the Prepositional Absolute Construction with PI; an AM of reason

## THE PATTERN OF A FINAL TEST ON THE PARTICIPLE

### Рівень 1 (30 points):

#### 1. Copy out the Participles and define their functions (14 points):

1. I'm leaving London next Wednesday. 2. Never play with burning candles. 3. Would you like anything written on it? 4. We must have our car serviced. 5. Admission is money paid by visitors to enter a place. 6. Dianne was shocked. 7. He lay in bed listening to the wind howling outside. 8. Putting down my newspaper, I walked to the window. 9. Not wishing to continue my studies I decided to become a dress designer. 10. Broadly speaking, dogs are more faithful than cats. 11. I found her drinking my coffee. 12. All the money having been spent, we started looking for work. 13. Having slept much after a day's walk, the tourists felt refreshed. 14. Maria Callas was born in New York in 1923.

#### 2. Copy out absolute constructions, define their names and functions (12 points):

1. Hands held high, the dancers circle to the right. 2. The meeting over, the students went home. 3. With Peter working in Birmingham, the house seems pretty empty. 4. He sat at the desk, a look of real happiness coming on her

face. 5. They left, their jackets in their hands. 6. Her heart full of despair, she couldn't say a word.

**3. Copy out the Participles and define their forms (4 points):**

1. She sat down on the stairs puzzled by the young woman's mysterious disappearance. 2. Having been warned about the bandits, he left his valuables at home. 3. Having seen the film before, I decided to stay at home. 4. Having no friend in the town, he found it hard to get work.

**Рівень 2 (32 points):**

**4. Complete the following sentences using the predicative constructions with the Participle. Define their names and functions (14 points):**

1. When did you hear ... 2. ... was seen ... 3. Did you have ... 4. ... was found ... 5. ... could be heard ... 6. The teachers watched ... 7. He will have ...

**5. Paraphrase the following sentences using the Present Participle or the Past Participle or their constructions (18 points):**

1. When I thought back, I realized what a horrible stroke of luck it had been that I didn't catch that plane. 2. I didn't fix the fence myself. 3. This address was mentioned. I heard it. 4. Although I like to read at night, sometimes I'm just too tired to stay awake. 5. She was acting as if she were rich. 6. Nick was taking a photograph. I saw it. 7. If he is invited, he will always go to parties. 8. He will play until he is stopped. 9. After Ann received the telegram, she packed and left for London.

**Рівень 3 (38 points):**

**6. Translate into English using the Participle (20 points):**

1.Тім зараз грає у волейбол? – Так, він грає у волейбол кожен день. Вчора, ідучи додому зі школи, ми спостерігали, як він грав у волейбол.

2.Ми бачили, як він сідав у тролейбус. Він був засмучений, бо в нього болів зуб. – Йому б краще видалити той зуб.

3.Місіс Сміт була здивована, коли почула, що її пропозиція була проігнорована. Жінка була впевнена, що робітники побудують нову бібліотеку до початку навчального року.

4.Студенти, які стоять біля розкладу, – його друзі. Я чули, як вони розмовляли англійською. Вони розмовляли, посміхаючись один до одного.

5.Маючи цю книгу вдома, студентам не треба було ходити в бібліотеку кожен день. Прочитавши цю книгу, студенти виражали свої думки гарною англійською.

**6.You are discussing with your friend your school. Make up a dialogue using 6 structures with the participle (18 points).** Participle I and Participle II should be in the following functions: the Attribute, the Adverbial Modifier (any type). Underline the participle in the sentence and define its function in brackets used after the sentence.

### **КРИТЕРІЇ ОЦІНЮВАННЯ.**

1.За шість завдань студенти можуть максимально набрати 100 балів (14 + 12 + 4) + (14 + 18) + (20 + 18).

2.Відповідність балів і оцінок: „5” – 90-100 балів; „4” – 74-89 балів; „3” – 60-73 бали; „2” – 0-59 балів.

### **THE PATTERN OF A LABORATORY WORK ON THE NON-FINITE FORMS OF THE VERB**

*Insert the correct form of the non-finite forms of the verb, if possible.*

1. It is difficult for me \_\_\_ people's faces, but not their names.

*A to remember B to have remembered C remember D to be remembering*

2. He prefers travelling by train rather than \_\_\_.

*A to drive B drive C driving D to be driven*

3. \_\_\_ helped to pass the time.

*A to read B reading C having read D to be read*

4. It's interesting to watch children \_\_\_.

*A to play B playing C having played D to be playing*

5. She was bored by university lecture, \_\_\_ it was just kid's stuff.

*A to say B saying C having said D said*

6. She needs her hair \_\_\_.

*A to cut B cut C being cut D having cut*

7. She kicked up a tremendous fuss about not \_\_\_ the best table at the restaurant.

*A given B being given C having been given D giving*

8. Alan used to \_\_\_ of the snakes.

*A be terrified B being terrified C have been terrified D having been terrified*

9. Do you mind \_\_\_? – No, that's quite all right.

*A to open the window B opening the window C having opened the window D open the window*

10. The juice is in the fridge. It just wants \_\_\_\_\_ or a couple of minutes.

*A to cool B cooling C to be cooled D being cooled*

11. \_\_\_\_\_ all that by the age of thirty is quite remarkable.

*A to accomplish B accomplishing C to have accomplish D to be accomplishing*

12. This room needs \_\_\_ a bit.

*A to clean B to be cleaning C cleaning D clean*

13. We had to keep \_\_\_ so that John could get out of the car and be sick.

*A to stop B stop C stopping D stopped*

14. Paul has a strong desire to get a seat even if it means \_\_\_ in a queue all night.

*A to stand B stand C standing D having stood*

15. He used \_\_\_ in bed when I first got to know him – I soon put a stop to that.

*A to eat B eat C eating D to be eating*

16. They eventually found him \_\_\_ a newspaper in the library.

*A to read B read C reading D to be reading*

17. Buffalo were not meant \_\_\_ like cattle.

*A to raise B to be raised C raising D to have been raised*

18. Some insects have been found \_\_\_ for several years without any water.

*A to live B to be living C living D to have been living*

19. The girl \_\_\_ the morning newspaper has been ill.

*A to bring B brought C bringing D who brings*

20. If you have to keep \_\_\_ to answer the telephone, you never get any work done.

*A to go B go C going D went*

21. The house is too small and he is having room \_\_\_ on.

*A to build B build C built D being built*

22. I remember \_\_\_ about the earthquake in the paper.

*A to read B read C reading D being read*

23. Whenever I get home I always seem to find you in front of the TV \_\_\_ a little snack.

*A to have B to be having C having D to have been having*

24. \_\_\_ an owner of the company for such a long time, he found it hard to accept orders from another people.

*A to be B to have been C being D having been*

25. They are said \_\_\_ the house.

*A to sell B sold C to have sold D having sold*

26. He says he was talking to Tom. - He couldn't \_\_\_\_\_ to Tom, Tom wasn't there.

*A to talk B to be talking C talking D have been talking*

27. He stopped \_\_\_ the flower that I had dropped.

*A to pick up B pick up C picking up D picked*

28. She was one of the first \_\_\_ at the party.

*A to arrive B to have arrived C arriving D having arrived*

29. Firm in their belief that they could never be caught, they didn't bother \_\_\_ the clues which eventually betrayed to the police.

*A to hide B to have hidden C hiding D having hidden*

**THE KEYS TO THE LABORATORY WORK ON THE NON-FINITE FORMS OF THE VERB**

1.a; 2.c , 3. b; 4.b; 5.b; 6.b; 7.b;  
8.a; 9.b; 10.b;  
11.c; 12.c; 13.c; 14.c; 15.a; 16.c; 17.b;  
18.a; 19.d; 20.c;  
21.c; 22.c; 23.c; 24.d; 25.c; 26.d; 27.a;  
28.a; 29.a.

**GRAMMAR NOTES**  
**PARTS OF THE SENTENCE**  
**GRAMMAR NOTES**

**PARTS OF SPEECH (ЧАСТИНИ МОВИ)**

1. **THE NOUN** (Nouns have *the grammatical categories of number and case*)

Number Case	Singular	Plural
<b>the Common case</b>	boy	boys
<b>the Possessive Case</b>	boy's	boys'

2. **THE ADJECTIVE** (*Adjectives have the grammatical category of degrees of comparison*)

<b>the positive degree</b>	long, beautiful
<b>the comparative degree</b>	longer, more beautiful
<b>the superlative degree</b>	the longest, the most beautiful

3. **THE ADVERB** (Some adverbs have *the grammatical category of degrees of comparison*)

<b>the positive degree</b>	soon, actively
<b>the comparative degree</b>	sooner, more actively
<b>the superlative degree</b>	soonest, most actively

4. **THE NUMERAL** (Numerals have *the grammatical category of numerical qualification*)

<b>Cardinal numerals</b>	five, thirty, sixty-one
<b>Ordinal numerals</b>	fifth, thirtieth, sixty-first

5. **THE PRONOUN**

- a) *personal pronouns* (have the grammatical categories of person, number and case)

	<b>the Nominative Case</b>	<b>the Objective Case</b>
<b>Singular</b>		
<b>Person 1</b>	I	me,
<b>Person 2</b>	you	you
<b>Person 3</b>	he, she, it	him, her, it
<b>Plural</b>		
<b>Person 1</b>	we	us
<b>Person 2</b>	you	you
<b>Person 3</b>	they	them

*b) demonstrative pronouns:* this (these), that (those), such, the same

“This”, “that” have the grammatical category of number.

*c) possessive pronouns (have two sets of forms: **conjoint** and **absolute forms**, which have the grammatical categories of **person and number**)*

	<b><i>Conjoint</i></b>	<b><i>Absolute</i></b>
<b><i>Singular</i></b>		
<b>Person 1</b>	my	mine
<b>Person 2</b>	your	yours
<b>Person 3</b>	his, her, its	his, hers, its
<b><i>Plural</i></b>		
<b>Person 1</b>	our	ours
<b>Person 2</b>	your	yours
<b>Person 3</b>	their	theirs

*d) reflexive pronouns (have the grammatical categories of **person and number**)*



Person	Singular	Plural
Person 1	myself	ourselves
Person 2	yourself	yourselves
Person 3	himself, herself, itself	themselves

e) *interrogative pronouns*: who, whose, what, which. (*The interrogative pronoun “who” has the category of case*).

<b>The nominative case</b>	who
<b>The objective case</b>	whom

f) *reciprocal pronouns* (*have the grammatical category of case*)

<b>The Common Case</b>	each other, one another
<b>The Genitive case</b>	each other’s, one another’s

g) *connective pronouns*

a) <b>relative pronouns</b> if they introduce subordinate attributive clauses: <i>who, what, whose, which</i>
b) <b>conjunctive pronouns</b> if they introduce the other types of subordinate clauses: <i>who, what, whose, which</i>

h) *indefinite pronouns*: some, something, someone, somebody, any, anything, anyone, anybody, one

Pronouns in <b>-body, -one</b> have the grammatical category of <b>case</b>	<b>The Common case</b> someone somebody anyone anybody one	<b>the Genitive case</b> someone’s somebody’s anyone’s anybody’s one’s
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i) **negative pronouns:** no, none, nothing, nobody, no one, neither

Pronouns in <b>-body, -one</b> have the grammatical category of <b>case</b>	<b>The Common case</b> nobody no one	<b>The Genitive case</b> nobody's no one's
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j) **detaching pronouns:** other, another ("*other*" has the grammatical category of **number**).

<b>Singular:</b>	<b>Plural</b>
other	others

k) **generalizing (universal, defining) pronouns:** all, both, each, every, everything, everybody, everyone, either

Pronouns in <b>-body, -one</b> have the grammatical category of <b>case</b>	<b>The Common case</b> everybody everyone	<b>The Genitive case</b> everybody's everyone's
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## 6. THE VERB

**THE FINITE FORMS OF THE VERB** (have the grammatical categories of tense, aspect, voice, mood, person and number).

### GROUPS OF TENSE – ASPECT FORMS

#### 1. Indefinite tenses:

the present indefinite (*write*);

the past indefinite (*wrote*);

the future indefinite (*will write*).

### **2. Continuous tenses:**

present continuous (*am writing*);

the past continuous (*was writing*);

the future continuous (*will be writing*).

### **3. Perfect tenses:**

the present perfect (*have written*);

the past perfect (*had written*);

the future perfect (*will have written*).

### **4. Perfect continuous tenses:**

the present perfect continuous (*have been writing*)

past perfect continuous (*had been writing*)

the future perfect continuous (*will have been writing*)

## **THE GRAMMATICAL CATEGORY OF VOICE**

**1. The active voice** (writes, has met)

**2. The passive voice** (is written, has been met)

## **THE GRAMMATICAL CATEGORY OF MOOD**

**1. The Indicative Mood** (дійсний спосіб): He speaks English.

**2. The Imperative Mood** (наказовий спосіб): Come in. Don't do it.

**3. Four Oblique Moods** (непрямі способи):

**1) Subjunctive I** : Be it so!

**2) Subjunctive II:**

**a) Present Subjunctive II:** If only I knew Italian!

**b) Past Subjunctive II:** If only I had known Italian then!

**3) the Conditional**

**a) the Present Conditional:** They would buy a plane soon.

**b) the Past Conditional:** They would have bought a plane then.

#### **4) the Suppositional Mood:**

**a) the Present Suppositional:** It is strange that he should buy this car, he is poor .

**b) the Past Suppositional:** It is strange that he should have bought that car, he was poor then.

#### **5. The grammatical category of person and number**

The system of **personal** and **numerical** categories:

Singular: 1st person; 2nd person; 3rd person

Plural: 1st person; 2nd person; 3rd person

### **THE NON-FINITE FORMS OF THE VERB**

#### **1. THE INFINITIVE**

**1) the category of correlation (*non-perfect – perfect*):**

to write – to have written;

to be written – to have been written; to be writing – to have been writing.

**2) the category of voice (*the Active voice – the Passive voice*):** to write – to be written;

to have written – to have been written).

**3) the category of aspect (*the common / non-continuous aspect - the continuous aspect*):**

to write – to be writing; to have written – to have been writing.

#### **2. THE GERUND**

**1) the category of correlation (*non-perfect – perfect*):**

writing – having written;

being written – having been written;

**2) the category of voice (*the Active voice – the Passive voice*):**

writing – being written; having written – having been written).

#### **3. THE PARTICIPLE**

**a) the Present Participle (Participle I)**

- **the category of correlation** (*non-perfect – perfect*):

writing – having written;

being written – having been written;

- **the category of voice** (*the Active voice – the Passive voice*):

writing – being written; having written – having been written.

**b) the Past Participle (Participle II):** *built*.

**7. STATIVES:** afraid, ajar, ablaze.

**8. MODAL WORDS (Modals):** certainly, surely, of course, no doubt, undoubtedly, indeed, really, maybe, perhaps, possibly, probably, happily, luckily, fortunately, unhappily, etc.

**9. THE INTERJECTION:** emotional: Oh! Bless me!  
imperative: Hush!

**10. THE PREPOSITION:** at, in, of, by, with, for; below, beside, along; inside,  
within, into, throughout, instead of, in accordance with, in front of.

**11. THE CONJUNCTION:** **coordinating** /укр. сурядні (and, or, both...and, etc) and  
**subordinating** /укр. підрядні (if, that, as soon as, etc) conjunctions.

**12. THE ARTICLE:** the definite article (the) or the indefinite article (a, an)

**13. THE PARTICLE:** **intensifying particles** (just, even, still, all); **limiting particles** (only, merely, barely, but, alone); **specifying particles** (right, precisely,

just); the additive particle “else”; the negative particle “not”; connecting particles (also, too).

**14. THE RESPONSE WORDS:** „yes“ and „no“.

## **PARTS OF THE SENTENCE (ЧЛЕНЫ РЕЧЕНИЯ) SUBJECT**

**1. The Notional Subject** can be expressed by a noun, substantivized adjective, nominal phrase, noun (possessive case), pronoun, nominal phrase with a pronoun, numeral, nominal phrase with a numeral, infinitive (infinitive phrase, infinitive predicative construction), gerund (gerundial phrase, gerundial predicative construction), participial predicative construction, quotation, subject clause. e.g. *The cat is black*

### **2. The Formal Subject:**

2.1. Formal Impersonal Subject (it)

e.g. *It is spring. It is 5 j'clock. It was hot.*

2.2. Formal Introductory Subject (it/there)

e.g. *It is necessary to feed the cat . There is a cat on the sofa.*

## **PREDICATE**

### **1. SIMPLE PREDICATE**

**1.1. The Simple Nominal Predicate:** My son a thief! You sad! She spy!

**1.2. The Simple Verbal Predicate** can be expressed by the notional finite verb in the required tense, mood, aspect and voice. e.g. *Cats eat mice. We will meet at*

### **2. COMPOUND PREDICATE**

#### **2.1. The Compound Nominal Predicate**

**2.1.1. The Compound Nominal Predicate Proper** consists of a linking verb (copular verb) + predicative (nominal part). **Linking verbs:** to be, to appear, to feel, to

lie, to look, to remain, to seem, to smell, to sound, to stay, to taste, **to become**, to get, to grow, to fall, to prove, to run, to turn. The Predicative can be expressed by a noun (common case / genitive case), a nominal phrase, an adjective, an adjective phrase, a pronoun, a numeral, an infinitive, an infinitive phrase, an infinitive construction, a gerund, a gerundial phrase, a gerundial construction, a participle, a participial phrase, a prepositional phrase, a stative, an indivisible group of words, a clause: *e.g. The cat is white. She seems happy. Father grew angry. The melody sounds soothing.*

**2.1.2. The Compound Nominal Double Predicate** consists of a notional verb (semi-copular verb) + nominal part. **Semi-copular verbs:** to die, to leave, to lie, to marry, to return, to rise, to sit, to shine, to stand, to come, etc. Nominal part: noun / adjective.

*e.g. The moon was shining cold and bright. They met friends and parted enemies. He died a hero.*

## **2.2. The Compound Verbal Predicate**

### **2.2.1. The Compound Verbal Modal Predicate**

consists of a modal verb/phrase + infinitive. Modal verbs: may, might, can, could, will, would, shall, should, must, etc. Modal phrases: to be able to, to be going to, to be willing to, etc. : *Cats can sleep up to 18 hours a day.*

**2.2.2. The Compound Verbal Phasal Predicate** consists of a phasal verb + infinitive/gerund. Phasal verb: (**indicating the beginning**) to begin, to start, to commence, to set about, to take to, to fall to, to come, (**indicating the duration**) to go on, to keep, to proceed, to continue, (**indicating the repetition**) would, used (denoting a repeated action in the past), (**indicating cessation**) to stop, to finish, to cease, to give up, to leave off.: *We stopped to*

buy some bread as we were expecting guests for dinner. We stopped buying bread as my mother baked it at home.

### **2.3. Mixed Types of Predicates**

**2.3.1. The Compound Modal Nominal Predicate:** *You must be nervous.*

**2.3.2. Compound Phasal Nominal Predicate:** *You stopped being nervous.*

**2.3.3. Compound Modal Phasal Predicate:** *You must stop worrying.*

**2.3.4. Compound Modal Phasal Nominal Predicate.** *You must stop being so nervous.*

## **OBJECT**

**1. The Direct Object** (non-prepositional) follows transitive verbs, adjectives, or statives and completes their meaning, answers the question “What?” or “Whom?” after an action verb: *I see (what?) a cat.*

### **2. The Indirect Object.**

**2.1. The Indirect Prepositional Object** follows both transitive and intransitive verbs and is governed by various prepositions. *He gave a book to Tom.*

**2.2 The Indirect Non-Prepositional Object (Recipient)** is used mainly with transitive verbs which take two objects: verbs of benefaction (e.g. give, buy) verbs of inducement (e.g. tell, beg, order, ask). *He gave me a book.*

**3. Cognate Object** has the same root as the predicate and is always used with the attribute: to live (one’s own) life, to smile a (sad) smile, to laugh a (happy) laugh: *He died the death of a hero.*

## **ATTRIBUTE**



is expressed by:

- 1. Adjectives or adjectival phrases:** *He has a black cat.*
- 2. Pronouns or pronominal phrases:** *Please, give me your book. I have some money. He has no friends in London.*
- 3. Numerals:** *We met two days ago. The first student began to speak.*
- 4. Nouns in the common case or prepositional nominal phrase:** *It happened on a June evening.*
- 5. Nouns in the possessive case or possessive pronoun:** *I heard children's voices. His car is on the parking lot.*
- 6. Statives:** *The book Man Alive was published in 2014.*
- 7. Participles and participial phrases:** *Dancing Girl is a sculpture made about 2500 BCE (in modern-day Pakistan).*
- 8. Gerunds, gerundial phrases, gerundial predicative constructions:** *3000 walking shoes are on sale. Perhaps the idea of holding a seminar in New York might improve the situation. It was a realistic chance of his winning an election.*
- 9. Infinitives, infinitive phrases, infinitive predicative constructions:** *The book to read is on the desk. He is not a man to help us. The music was nothing to write home about. The problem for you to solve is important.*
- 10. Adverbs and adverbial phrases:** *The opposition has called for a vote of no confidence in the then government.*
- 11. Sentences used as a whole** (=the so called “quotation nouns” used mainly as hyphenated chains before the headword): *She looked at us with don't-touch-me-or-I'll-slap-you air.*
- 12. Attributive clauses:** *This is the house that my brother built.*  
*e.g. A young girl was singing (Attr. to the subject). The girl was singing a pleasant tune. (Attr. to the object) He was a strange man. (Attr. to the predicative)*

## APPOSITION

A part of sentence expressed by a noun or nominal phrase and referring to another noun or nominal phrase, sometimes to a clause: *Beyond the villa, a strange-looking building, began the forest.*

### ADVERBIAL MODIFIER

is expressed by:

**1. An adverb** (sometimes preceded by a preposition): *She went quickly.*

**2. An adverbial phrase, with an adverb as headword:** *She phoned a few minutes ago. I won't be back till late.*

**3. A noun, pronoun or numeral preceded by a preposition (or prepositional nominal phrase):** *The cat was lying on the floor. The car was behind us. They met in 2014.*

**4. A noun without a preposition or a non-prepositional noun phrase, the latter usually containing such words as this, that, every, last, next:** *Wait a minute. They went that way. They met every week.*

**5. A non-finite verb form:**

**5a. an infinitive or an infinitive phrase:** *I was too excited to sleep. He is too young to understand politics.*

**5b. a gerund or a gerundial phrase:** *By using the Internet you can do your shopping from home.*

**5c. a participle or a participial phrase:** *He sat at the desk reading a book.*

**6. A predicative complex:**

**6a. a for-to-infinitive construction:** *The table was too heavy for one person to carry.*

**6b. a gerundial construction:** *Is he angry because of our being late?*

**6c. a non-prepositional or prepositional absolute construction:** *I sat at the desk, my hand lying on the book. I sat at the desk, with my hand lying on the book.*

7. An adjective, an adverb, a participle, a noun, a prepositional phrase, an infinitive, an infinitive or participial phrase introduced by a conjunction: *I'll come if necessary. I won't be back till late. Blind persons gesture while speaking with people they know to be blind as well! Actions speak louder than words. When in Rome, do as the Romans do. She moved her lips as if to smile. He runs, as if to flee a tiger. She had sprained her ankle while playing tennis.*

8. A clause (as part of a complex sentence): *If you play with fire, you'll get burned.*

### SEMANTIC CLASSES OF ADVERBIAL MODIFIERS

1. **Adverbial Modifier of Place:** We met in London (**place proper**). He went to Kyiv (**direction/destination**). She lives far from me (**distance**).

2. **Adverbial Modifier of Time:** He went to Washington last week.

3. **Adverbial Modifier of Manner :**She speaks English well. He is moving with small quick steps, He learnt English by watching films.

4. **Adverbial Modifier of Cause (Reason):** Stacey retired in 1987 because of ill health. They were already weak with exhaustion.

5. **Adverbial Modifier of Purpose:** I came to help you. What do I have to do in order to convince them? We use the basement for storage.

6. **Adverbial Modifier of Result (Consequence):** It's too cold to sit outside. There wasn't enough room for us to stretch our legs out.

7. **Adverbial Modifier of Condition:** I should like to be back here by 10.30 if possible. But for you, we would have been unaware of the danger.

**8. Adverbial Modifier of Concession:** In spite of feeling tired, we decided to go out. With all its faults, democracy is still the best system we have. I departed willingly, though sadly.

**9. Adverbial Modifier of Attendant Circumstances:** No,” said Nick, turning to his wife. We danced without speaking. He stood there, with his eyes full of joy.

**10. Adverbial Modifier of Subsequent Events:** He went to the house to find it empty. They said something to him receiving no answer.

**11. Adverbial Modifier of Comparison:** Nylon is cheaper than leather. Simon isn’t as tall as his brother. As if obeying him, they went out.

**12. Adverbial Modifier of Degree:** He was very tired. He knows it extremely well.

**13. Adverbial Modifier of Measure:** The newly-born baby weighed 7 pounds. We walked (for) two miles.

**14. Adverbial Modifier of Exception:** We haven’t told anyone except Leslie’s dad. His death brought nothing but a release from suffering.

**15. Adverbial Modifier of Substitution (Replacement):** I stayed in bed all day instead of going to work.

**16. Adverbial Modifier of Addition:** What can you do besides swimming?

## LIST OF SENTENCE PATTERNS WITH NON-FINITE FORMS OF THE VERB

### List of sentence patterns with the Infinitive

#### 1.The Infinitive as Subject

**1.1 The infinitive precedes the predicate:** *To make mistakes is easy. To visit her is a pleasure,*

**1.2.The infinitive as the national subject follows the predicate in sentences with “the formal subject it”:** *It’s*

*easy to make mistakes. It was a pleasure to be talked to like that.*

## **2. The Infinitive as Predicate**

2.1 In interrogative why – sentences: *Why go away? Why not forget?*

2.2 In exclamatory infinitive sentences: *You to say such a thing! Me – marry him!*

## **3. The Infinitive as a structural element of analytical forms of the verb performing the function of the Simple Verbal Predicate: auxiliary verbs**

**+ the infinitive:** *The cinema will close in May. The shop did not open last week.*

## **4. The Infinitive as Part of the Compound Predicate**

4.1 **The Infinitive as the Predicative (Part of the Compound Nominal Predicate proper): link verbs + the infinitive:** *Her ambition is to open her own shop The problem was which to choose. What I want is to be left alone*

## **4.2 The Infinitive as Part of the Compound Verbal Modal Predicate**

a) **A modal verb + the infinitive:** *He can't say a word. You must listen to your teacher. She might have left the car unlocked. You should follow a diet.*

b) **Modal expressions (to be able, to be allowed, to be willing, to be capable, to be going) + the infinitive:** *I wasn't able to reach him on the phone. All citizens over the age of 18 are allowed to vote. I'm willing to do something. What are you going to do at two?*

c) **The expressions:** had better (best), had rather, would sooner/rather

**+ the infinitive:** I'd rather not say. You had better start at once.

### 4.3 The Infinitive as Part of the Compound Verbal Phasal Predicate

Phasal verbs + the infinitive. These phasal verbs denote various stages of the action:

1) the beginning of the action: to begin, to start + infinitive /or gerund; to come + infinitive: *It started to rain. She began to cry. He came to understand it.*

b) the continuation of the action: to go on, to continue + infinitive/or gerund.

To proceed + infinitive: *He continued to live with his parents after*

*his marriage. She proceeded to inform me about it.*

c) the end of the action: to cease + infinitive/or gerund: *The Old German Empire ceased to exist in 1918*

d) 4) the repetition of the action: would/ used to + infinitive: *He used to talk to me about it. She would sit by the window.*

**4.4 The Infinitive as Part of Mixed Predicates:** *It must be Roger* (the infinitive “*be*” is part of the Compound Modal Nominal Predicate). He *must stop smoking* (the infinitive “*stop*” is part of the Compound Modal Phasal Predicate). He *was beginning to look desperate* ( the infinitive “*to look*” is part of the Compound Phasal Nominal Predicate).

## 5. The Infinitive as Object

**5.1. The Infinitive used after verbs that take only one Object:** *I want to do it. I decided to call her. Can I afford to buy it yourself? I pretend not to be listening. I hoped to have found him at home (the action was not fulfilled.*

**5.2. The Infinitive used after verbs that take two Objects, the first of which is a noun or a pronoun and**

**the second one is an infinitive** (after verbs of Inducement): *I advised them **to come** at 4. Ann told him **to leave her alone**. I beg you **to forgive** you. He invited us **to come**. She encourage us **to buy** it.*

**5.3. An Infinitive conjunctive phrase as Object:** *They advised me **how to settle the matter**. She did not know **what to say**. I asked her **where to go**.*

#### **5.4. The Infinitive used after adjectives and adjectivized participles**

1. Adjectives and adjectivized participles after which the infinitive cannot be used in perfect forms: *She's determined **to go on**. He's fully prepared **to meet** them. The book is difficult **to read**. I'm ready **to go**. She was quick **to write** the word.*

2. Adjectives and adjectivized participles after which the infinitive can have both non-perfect and perfect forms: *I'm glad **to see** you. (= I see you and this makes me glad). I am glad **to have seen** you. (I have seen you and this makes me glad). He was amused **to hear** it. She is proud **to have grown** such a son.*

**5.5. The Infinitive used after statives:** *I'm afraid (ashamed) **to tell the truth**.*

**5.6. The Infinitive after “the introductory it”:** *I think it important **to speak English**.*

#### **6. The Infinitive as Attribute**

**6.1. Noun+Infinitive:** *He needs a place **to live in**. Have you got a key **to unlock** this door? She needs a friend **to play with**. The question **where to start** is a worry.*

**6.2. Pronoun + Infinitive:** *Have you anything (indefinite pronoun) else **to say**? I have nothing (negative pr.) **to give** you. I have everything (universal pr.) **to eat**. I've only you*

*to look to. Oh, but you have only yourself (reflexive pr.) to praise.*

**6.3. Substantivized Numeral /Adjective /Adverb + Infinitive:** *Jack was the first to come. She was the last to reach the ball. A man in your position has so much to lose. I've no more to add. I had nowhere to go.*

**6.4. The noun substitute one + Infinitive:** *I am not the one to run about and discuss my affairs with other people*

## **7. The Infinitive as Adverbial Modifier**

### **7.1 The Infinitive as Adverbial Modifier of Purpose**

-after the predicate: *Laura has gone to town to do some shopping*

- at the beginning of the sentence: *To get a good seat, you need to arrive early.*

-after the conjunctions "in order" (more formal) or "so as": *He got up early in order to have time to pack. I moved to a new flat so as to be near my work.*

-after the conjunctions "so as", "as if", "as though" and the preposition "except": *He turned away so as to conceal his tears. He bent down as if to look at the flowers. In weeks of fog I would curl up in the cabin and read, hardly lifting my eyes except to eat.*

### **7.2 The Infinitive as Adverbial Modifier of Subsequent Events**

a) "bad news" follows "good news" : *Charles arrived for the concert to find it had been cancelled.*

b) "only" before the infinitive is used to express a disappointing sequel: *He hurried to the house only to find that it was empty).*

c) no idea of misfortune: *He returned home to learn that his daughter had just become engaged*



### 7.3 The Infinitive as Adverbial Modifier of Consequence (Result)

a) adjectives and adverbs modified by too:

too + adjective + to infinitive: *It is too cold to go swimming.*

too + adverb + to infinitive: *He had gone too far to draw back.*

too + adjective + a + noun + to infinitive: *He is too experienced a conductor to mind what the critics say.*

b) adjectives, adverbs and nouns modified by enough:

adjective + enough + to infinitive: *She is old enough to go out on her own.*

adverb + enough + to infinitive: *He ran fast enough to win the race.*

enough + noun + to infinitive: *We've got enough room to put you up.*

c) adjectives modified by so (so + adjective + as + to infinitive): *Would you be so kind as to tell me the time? (This is formal and not very common)*

d) nouns modified by such (such + noun + as to infinitive): *It was such a loud noise as to wake everybody in the house. (This is formal and not very common)*

**7.4. The Infinitive as Adverbial Modifier of Attendant Circumstances:** *Her voice floated out, to swell the night's uneasiness (the formal style)*

**7.5. The Infinitive as Adverbial Modifier of Comparison (than+ the infinitive):** *To give is more blessed than to receive. Rather than wait any more, I went home by taxi. (no particle "to")*

**7.6 The Infinitive as Adverbial Modifier of Condition**

a) *To look at Montmorency, you would imagine that he was an angel sent upon earth ... (= If you looked..., you*

would imagine...; the predicate “*would know*” is in the Conditional Mood)

**b)** *I’ll thank you to take your hands off me.* (= I’ll thank you, if you take...; the predicate “*will thank*” is in the Future Indefinite of the Indicative Mood)

### 7.7 The Infinitive as Adverbial Modifier of Exception

(*but / except + infinitive,*

*which is generally used without to*): *I had nothing to do but wait. There is nothing to do except turn back. What could I do but submit?*

### 7.8 The Infinitive as Adverbial Modifier of Time

**a)** *His father lived to be ninety.* (= lived till he was...)

**b)** *Go away! I shudder to see you here.* (= I shudder when I see...)

### 7.9 The Infinitive as Adverbial Modifier of Motivation:

a compound nominal predicate with the predicative expressed by an adjective, a noun or a prepositional phrase, denoting some kind of assessment of someone’s intellectual faculties, morals or other qualities + the infinitive :*What an idiot I was not to have thought of it before. She had been silly to come here.*

8. The Infinitive as Parenthesis: To be perfectly frank, you’re a bad driver.

To be honest, I just don’t like him. To tell the truth, I’ve never met him.

*I’ve never met him, to tell the truth. Needless to say, I was very upset about the whole thing. Members of Parliament were back in school today, so to speak.*

## PREDICATIVE CONSTRUCTIONS WITH THE INFINITIVE

## The Objective with the Infinitive Construction is

used:

1)after **verbs of sense perception:** *to see, to hear, to feel, to watch, to observe, to notice.* (the infinitive without “to” is used here)

2)after **verbs of mental activity:** *to assume, to believe, to consider, to expect, to know, to suppose, to understand*

3)after **verbs of wanting and liking:** *want, wish, (would) like, (would) love, (would) prefer, (would) hate, can't bear, etc*

4) after **verbs of declaring:** *to announce, to declare, to pronounce*

5) after **verbs of inducement:** *to have, to let, to make, to get*) of which the first three take the infinitive without “to”

6) after certain verbs requiring a prepositional object: *to count (up)on, to rely (up)on, to look for, to listen to*

*I heard him lock the door.  
I saw John drive off.  
I felt him push me.*

*I consider him to be the best candidate.*

*I want everyone to enjoy themselves.*

*She hated her son to be separated from her. I'd like you to hold the door open for me.*

*He reported the boat to have been seen not far away. The judges announced the result to be a draw.*

*I won't have you come so late.*

*He let them leave. She made me obey her. I can't get him to do it properly.*

*I rely on you to come in time.*

*Can't I count upon you to help me?*

**Note: The Objective with the Infinitive Construction** performs the syntactical function of **the complex object**.

**The Subjective Infinitive Construction** is used:

1) with **the verb-predicate in the Active voice**, if the verb-predicate is expressed by the verbs:

a) <i>to seem = to appear =</i> <i>здаваться</i>	<b><i>She seems to be very sleepy today.</i></b>
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b) <i>to prove = to turn out =</i> <i>выясляться</i>	<b><i>They turned out to be friends.</i></b>
---	--

c) <i>to happen = to chance =</i> <i>трапляться</i>	<b><i>If you happen to pass a supermarket, perhaps you could get some eggs.</i></b>
--	---

2) with **the verb-predicate in the Passive voice**, if the verb-predicate is expressed by:

a) verbs of saying: <i>to announce, to declare, to report, to say, to state</i>	<b><i>She was announced to be the winner.</i></b> <b><i>He is said to have returned at last.</i></b>
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b) verbs of mental activity: <i>to believe, to consider, to expect, to find, to know, to mean, to presume, to regard, to suppose, to think, to understand</i>	<b><i>He is supposed to be quite rich.</i></b> <b><i>She is believed to have been born 58 years ago.</i></b>
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c) verbs of sense perception: <i>to feel, to hear, to see, to watch</i> (The non-perfect Active Infinitive in the Common Aspect is used here)	<b><i>He was seen to come out of the house.</i></b>
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d) the verb to make	<b><i>He was made to tell them</i></b>
---------------------	--

everything.

3) with the phrases: “to be likely”, “to be unlikely”, “to be sure”, “to be certain” (In this case the non-perfect forms of the infinitive are used, with future reference)

*He is sure to become your friend.*

*I'm likely to be busy tomorrow.*

**Note: The Subjective Infinitive Construction** performs the syntactical function of the **complex subject**

### The For-to-Infinitive Construction

<b>3.1 The For-to-Infinitive Construction as Complex Subject</b>	with the introductory <b>it</b> : <i>It (...) + adjective/ noun + the for-to-infinitive construction: It's impossible <u>for the job to be finished in time.</u></i> -at the head of the sentence (occasionally): <i>For us to fail now would be a disaster</i>
<b>3.2 The For-to-Infinitive Construction as Complex Predicative</b>	<b>(the link verb “to be”+ the For-to-Infinitive Construction):</b> <i>His idea is <u>for us to travel in separate cars.</u></i>
<b>3.3 The For-to-Infinitive Construction as Complex Object</b>	-after <b>verbs</b> which are normally followed by <b>for</b> (e.g. <b>ask, follow, wait, look, pay, arrange</b> ): <i>Can you arrange <u>for the gold to be delivered?</u></i> - after <b>adjectives</b> (e.g. <b>anxious, eager, delighted, willing, reluctant</b> ): <i>I'm anxious <u>for the party to be a success.</u></i>
<b>3.4 The For-to-</b>	<b>after nouns:</b> <i>There was no need <u>for</u></i>

<b>Infinitive Construction as Complex Attribute</b>	<i>him to be economical.</i> <b>-after something, anything, nothing and similar words: Have you got something <u>for me to do?</u></b>
<b>3.5 The For-to-Infinitive Construction as Complex Adverbial Modifier</b>	<b>- the complex adverbial modifier of consequence (result):</b> <i>This is too heavy <u>for you to lift.</u> It's warm enough <u>for the snow to melt.</u></i> <b>- the complex adverbial modifier of purpose:</b> <i>I left the door unlocked <u>for Harriet to get in.</u></i>

## List of sentence patterns with the Gerund

### 1. The Gerund as Subject

**1.1 The gerund as the national subject follows the predicate in sentences with “the formal subject it”:**

It is / was / will be no use (useless, no good) **crying** over spilt milk.

It is / was / will be pointless (a pleasure) **talking** to him

**1.2 The gerund precedes the predicate: Reading books** is (was, will be) important.

### 2.The Gerund as Part of the Compound Predicate

**2.1The Gerund as Part of the Compound Nominal Predicate: a link verb + the gerund as predicative:**

**2.1.1** Seeing (gerund as the subject) is / was / means **believing** (gerund as the predicative) .

**2.1.2** His favourite pastime (noun as the subject) is / was **fishing** (gerund as the predicative) .

**2.1.3** I feel like **dancing**. I am for **meeting** him. I am against **calling** them.

**2.2The Gerund as Part of the Compound Verbal Phasal Predicate: a phasal verb + the gerund**

2.2.1 a phasal verb + the gerund: It stopped **snowing**. He finished **reading**. He gave up **smoking**. They burst out **laughing**. She kept (on) **translating**.

2.2.1 a phasal verb + the gerund / the infinitive: I started **reading**. He continues **translating**.

### 3. The Gerund as Object

#### 3.1 The Gerund as Direct Object

3.1.1 (the verb + the gerund): I admit **being wrong**. He avoided **meeting** us. She enjoys **dancing**. Fancy **driving a car**. I suggest **going to Kyiv**.

3.1.2 (modal expressions + the gerund) I can't held **admiring** the sea. I couldn't avoid **doing** it.

3.1.3 (an active gerund has a passive meaning): Your hair needs **cutting**. The film is worth **speaking** about. Her skirt wants **ironing**.

3.1.4. (the verb + the gerund / the infinitive): I like **dancing / to dance**. He hates **playing / to play** cards. I prefer **to meet / meeting** them.

3.1.6 (find it + the adjective + the gerund): She finds it difficult **bringing up** children.

#### 3.2 The Gerund as Prepositional Object

3.2 .1 (a verb + a preposition + a gerund): He insisted **upon checking** everything himself. I object to **meeting** them. He succeeded in **translating**.

3.2.2 (a phrase + a preposition + a gerund): I am tired **of watching** television. He is used to **getting** up at 6. He is good at **jumping**.

### 4. The Gerund as Attribute

4.1 (a noun + a preposition + a gerund): I have no interest **in continuing** this conversation. There is no harm **in calling** them. He has no **experience of managing** a farm.

4.2 (a gerund + a noun): A **diving** suit is absolutely necessary here.

## **5. The Gerund as Adverbial Modifier**

**5.1 The Gerund as Adverbial Modifier of Time:** (on / after / before / in / since + a gerund): She locked the door **before going to bed.**

**5.2 The Gerund as Adverbial Modifier of Attendant Circumstances** (without + a gerund): He left **without saying good-bye**

**5.3. The Gerund as Adverbial Modifier of Manner** (by/ in / without + a gerund): We learn **by listening.**

**5.4. The Gerund as Adverbial Modifier of Cause (Reason)** (because of / through / for / from / from fear of / on account of + a gerund): He couldn't sleep **for worrying.**

**5.5 The Gerund as Adverbial Modifier of Substitution** (instead of + a gerund): I stayed in bed all day **instead of going for work**

**12. The Gerund as Adverbial Modifier of Comparison** ( rather than / than / better than / worse than / as (adjective ) as + a gerund): There is nothing **worse than owing**

**5.7 The Gerund as Adverbial Modifier of Addition** (besides / in addition to + a gerund): She looked after the garden **besides doing the cooking.**

**5.8 The Gerund as Adverbial Modifier of Concession** (in spite of / despite + a gerund): Helen got the job **in spite of having no qualification for it.**

**5.9 The Gerund as Adverbial Modifier of Condition:**



- without + a gerund: You can't make an omelette **without breaking eggs**.

-but for + a gerund: **But for meeting John** I should have become a teacher.

### 5.10 The Gerund as Adverbial Modifier of Exception (except for + a gerund):

I felt fine **except for being tired**

### 5.11 The Gerund as Adverbial Modifier of Purpose Exception (for + a gerund): Bob uses his van **for picking up groceries**.

## PRESENT PARTICIPLE

1. The Present Participle as a structural element of the analytical form, which **performs the function of the Simple Verbal Predicate (if the predicate is expressed by any continuous tense**: Present/Past/Future Continuous, Present/ Past/Future Perfect Continuous, Future Continuous in the Past): John is working in the garden . John has been waiting since morning.

### 2.The Present Participle as Attribute.

- the present participle + the noun: **Boiling water** turns to steam (the attribute to the subject). I hate **screaming children** (the attribute to the object). The girl was an **enchancing fairy** (the attribute to the predicative).

- the noun + the present participle: The water boiling on the stove is for tea(the attribute to the subject). The girl was a fairy enchancing everyone around(the attribute to the predicative).

Note: 1. The perfect form of P I is not used as an attribute: ~~HAVING DONE~~

2.The participle ~~BEING~~ is-not used as an attribute.

**3. The Present Participle as Predicative (part of the Compound Nominal Predicate proper):** the link verb + the Present Participle as Predicative:

The noise was deafening . The girl seemed **enchanting**.  
The girl looked **enchanting**. She remained **standing**.

Note: The perfect form of participle I is not used as a predicative: ~~HAVING DONE~~

#### **4. The Present Participle as Adverbial Modifier**

**4.1 The Present Participle as Adverbial Modifier of Time** (answers the questions *when?* / *while doing what?* / *after doing what*)

- Mike hurt his hand (when / while) **playing badminton**

- (When / While) **playing badminton**, Mike hurt his hand.

**Having filled his glass**, Max took a long drink (the perfect form of P 1 denotes a prior action).

**4.2 The Present Participle as Adverbial Modifier of Reason/Cause** (answers the questions *why?*):

- **Not knowing where to go**, I turned back. (*I turned back, because I didn't know where to go*)

- I had no time to read my book, **having spent so long doing my homework**.

(*I had no time to read my book, for the reason of having spent so long doing my homework*)

**4.3 The Present Participle as Adverbial Modifier of Result / Consequence** (answers the questions *what happened as the result?*): He fired, **wounding one of the bandits**. (He fired **and as the result** wounded one of the bandits)

**4.4 The Present Participle as Adverbial Modifier of Manner** (*in what way?/in what manner?/how?*) (both the verb-predicate and the Present Participle describe ONE

action) : He looked at me, constantly **blinking.** (He looked at me **in a manner that can be described as** blinking)

**4.5 The Present Participle as Adverbial Modifier of Attendant Circumstances** ( the verb-predicate and the Present Participle describe TWO PARALLEL actions) : He looked at me, **smiling.** (He looked at me **and at the same time** he smiled)

**4.6 The Present Participle as Adverbial Modifier of Comparison** (as if / as though + the Present Participle): He looked at me, as if **understanding.** (He looked at me **as if** he was understanding)

**4.7 The Present Participle as Adverbial Modifier of Concession** (usually though/ although+ the Present Participle):) He looked at me, though **not being allowed.** (He looked at me **though** he was not allowed to do so)

**4.8 The Present Participle as Adverbial Modifier of Condition** (used after *if*; answers the questions: *under what condition?*)

- the verb- predicate is in the Future Indefinite: **Working hard**, you'll soon achieve a lot. (If you work hard, you'll soon achieve a lot.)

- the verb- predicate is in the Conditional Mood: **Being in London**, we would know London better. (If we were in London, we would know London better)

**5. The Present Participle as Parenthesis**:Generally speaking, men can run faster than women.Broadly speaking, dogs are more faithful to man than cats.Judging from his expression, he is in a bad mood.Considering everything, it wasn't a bad holiday. Taking everything

into consideration, they ought to be given another chance.  
Cutting a long story short, I am tired.

## PAST PARTICIPLE

**1. The Past Participle as a structural element of the analytical form, which performs the function of the Simple Verbal Predicate** (the predicate is in the Passive Voice): The work was finished by the workers two days ago. John has been punished by his mother.

### **2. The Past Participle as Attribute.**

- the Past Participle + the noun: **Boiled** eggs are in the fridge (the attribute to the subject). I saw a **broken** window (the attribute to the object). They are **adopted** children (the attribute to the predicative).

- the noun + the Past Participle: The problems **discussed** were recorded by the secretary (the attribute to the subject). I saw the window **broken** last night (the attribute to the object). The girl was a child **adopted** last year (the attribute to the predicative).

**3. The Past Participle as Predicative (part of the Compound Nominal Predicate proper):** the link verbs + the Past Participle as the predicative: He seems **surprised**. He got **excited**. The work is **finished**. I became **disappointed**. They looked **troubled**. The door remained **locked**.

### **4. The Past Participle as Part of Compound Nominal Double Predicate:**

the notional verbs (to die, to leave, to lie, to marry, to return, to rise, to sit, to stand, to shine, etc.) + the Past Participle: He sat **surprised**. (= He sat. He was surprised.) He left **excited**. (= He left. He was excited.)

## 5. The Past Participle as Adverbial Modifier.

**5.1 The Past Participle as Adverbial Modifier of Time** (answers the questions *when?* / *after doing what?*). He was always angry **when disturbed**. (He was always angry **when** he was disturbed). She will speak **until interrupted**

**5.2 The Past Participle as Adverbial Modifier of Reason** (answers the question *why?*): Poorly **educated**, he displayed bad manners. (= He displayed bad manners, **because** he was poorly educated)

**5.3 The Past Participle as Adverbial Modifier of Condition** (answers the questions: *under what condition?*).

- **Taken daily**, vitamin pills can improve your health. (If you take them daily, vitamin pills can improve your health)

- *if / unless + the Past Participle*: If **treated** gently, the fabric should last for years. (**If** you treat the fabric gently, it should last for years).

**The Present Participle as Adverbial Modifier of Concession** (though / although + the Past Participle) : He went away, though **worried** (= He went away **though** he was worried).

**The Present Participle as Adverbial Modifier of Comparison** ( *as if / as though+ the Past Participle*) : He looked at me, as if **scared**. (He looked at me **as if** he was scared)

### THE OBJECTIVE PARTICIPIAL CONSTRUCTION

<b>The Objective Participial Construction with the Present Participle</b> is used:	<b>The Objective Participial Construction with the Past Participle</b> is used:
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<b>a) after the verbs of sense perception:</b>	
<p><b>to see, to watch, to notice,</b>  <b>to observe, to hear, to listen to, to feel, to smell, to perceive, to catch, to find</b>  <i>I saw <u>a small girl standing.</u></i>  <i>We saw <u>the lions being fed.</u></i></p>	<p><b>to see, to hear, to feel, to find</b>  <i>I saw <u>the offer advertised in the newspaper.</u></i>  <i>I saw <u>Jane addressed by a stranger.</u></i>  <i>I've heard <u>it said that they met in Italy.</u></i>  <i>I heard <u>the writer's name mentioned.</u></i></p>
<b>b) after verbs with causative meaning</b>	
<p><b>to have, to get, to keep, to set, to start, to send</b>  <i>Do you think you can <u>get the radio working?</u></i>  <i>We'll soon <u>have you walking again.</u></i>  <i>The trainer had <u>the players running round the field.</u></i>  <i>Try to <u>get the car going.</u></i></p>	<p><b>to have, to get, to make</b>  <i>-I have to <u>get/have my hair cut.</u></i>  <i>Did you <u>get/have your watch repaired yesterday?</u></i>  <i>-We got <u>our roof blown off in the gale last night.</u></i>  <i>-with the verb 'to make': He soon made <u>his presence felt.</u></i></p>
<p>after the verb <b>to have</b>: <i>I won't have <u>you telling/tell me what to do.</u></i> <i>I will not have <u>my house turned into a hotel.</u></i></p>	
<b>c) after the verbs denoting wish, preference, (dis)like</b>	
<p><b>to want, to like, to hate</b>  <i>I don't want <u>you arriving late.</u></i>  <i>I didn't like <u>him taking all the credit.</u></i></p>	<p><b>to want, to need, (would) like, (would) love, (would) prefer, (would) hate</b>  <i>Pamela wanted <u>the carpet cleaned</u></i></p>

### The subjective participial construction

Subjective Participial Construction with the Present Participle is used:	Subjective Participial Construction with the Past Participle is used:
<b>a)with the verbs of sense perception and mental ability in the passive form</b>	
<i><u>The men were seen cutting down a tree. John and Suzy were heard quarrelling.</u></i>	<i><u>From time to time their voices could be heard uplifted in argument.</u></i> <i><u>The picture is considered stolen</u></i>
<b>b)with some causative verbs :</b>	
<i><u>I was kept waiting an hour.</u></i>	

### ABSOLUTE CONSTRUCTIONS

Absolute Nominative Constructions	Prepositional Absolute Constructions
<p><b>1.The Absolute Nominative Construction with Participle I</b>  <b>-<u>The weather being cold</u></b>, we stayed at home. (the AM of reason; = as the weather was...)                      -I sat at the desk, <b>my hand lying on the book</b>. (the AM of attendant circumstances; = and his hand was lying...)                      -<b>The concert being over</b>, the lottery came next (the AM of time; = when the concert was over)</p> <p>4.Time <b>permitting</b>, we shall go (the AM of condition; = if time permits)</p>	<p><b>1. The Prepositional Absolute Construction with Participle I</b>                      Sir Henry was deep in his papers, <b>with his long white hands moving nervously</b> (the AM of attendant circumstances; = and his long white hands were moving...)</p>

<p><b>2. The Absolute Nominative Construction with Participle II</b>          -She stood silent, <b>her lips pressed together</b> (the AM of attendant circumstances; = and her lips were presses...)  <u>-Dinner <b>served</b></u>, they went into the dining-room. (the AM of time; = when dinner was served)</p>	<p><b>2. The Prepositional Absolute Construction with Participle 2</b>          Clyde sat down, <b>with his eyes fixed on the lake.</b> (the AM of attendant circumstances; = and his eyes were fixed ...)</p>
<p><b>3. The Absolute Nominative Construction with the Infinitive</b>          There they remained, <b>some of them to be entirely forgotten</b> (the AM of attendant circumstances; = and some of them were entirely forgotten)</p>	<p><b>3. The Prepositional Absolute Construction with the Infinitive</b> (this construction is very seldom used)          You'll lose the last minutes <b>without someone to take care of you</b> (the AM of condition; = if no one takes care ...)</p>
<p><b>4. The Absolute Nominative Construction with the Adjective</b>          She stood under the tree, <b>her head full of strange ideas</b> (the AM of attendant circumstances; = and her head was full ...)</p>	<p><b>4. The Prepositional Absolute Construction with the Adjective</b>          She left the room <b>with her eyes red</b> (the AM of attendant circumstances; = and her eyes were red)</p>



<p><b>5. The Absolute Nominative Construction with the Stative</b>  <b>-The gallery door slightly ajar</b>, I could hear the steps of the soldiers. (the AM of reason; = as the gallery door was.)  2.The fish attacked from below, <b>its jaw agape</b> (the AM of manner; = and its jaws were agape)</p>	<p><b>5. The Prepositional Absolute Construction with the Stative</b>  He stood there trembling, <b>with his face ablaze</b> (the AM of attendant circumstances; = and his face was ablaze)</p>
<p><b>6.The Absolute Nominative Construction with the Adverb</b>  <b>The lesson over</b>, we went home.  (the AM of time; = when the lesson was over...)</p>	<p><b>6.The Prepositional Absolute construction with the Adverb</b>  He turned away, <b>with his hand still up</b>  (the AM of attendant circumstances = and his hand was ...)</p>
<p><b>7. The Absolute Nominative Construction with the Noun</b>  -I waited, <b>every nerve upon the stretch</b> (the AM of attendant circumstances – and every nerve was upon the stretch)  <b>_All in the room</b>, we began the meeting. (the AM of time = when all were in the room/)</p>	<p><b>7. The Prepositional Absolute construction with the Noun</b>  He left the room, <b>with his bag in his hand.</b>  (the AM of attendant circumstances; = and his bag was...)</p>
<p><b>Note: The absolute nominative constructions are always detached.</b></p>	<p><b>Note: The prepositional absolute constructions are not always detached.</b></p>

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