

Міністерство освіти і науки України
Уманський державний педагогічний університет
імені Павла Тичини

Граматика англійської мови: теорія і практика

Навчальний посібник

для студентів 2 курсу
напрямку підготовки 6.020303 Філологія.

Мова і література (англійська)

Укладачі: Бріт Н.М., Гембарук А. С., Деркач С. П.,
Бондарук Я. В. , Слободяник О.О.

Умань

2016

УДК 811.111'36(075.8)

ББК 81.432.1-2я73

П 69

Друкується згідно з ухвалою Науково-методичної комісії факультету іноземної філології Інституту філології та суспільствознавства Уманського державного педагогічного університету імені Павла Тичини (протокол № 1 від 30 серпня 2016 р.)

Рецензенти:

Змієвська О.О., к.філ.н., ст. викладач кафедри англійської філології Вінницького державного педагогічного університету імені Михайла Коцюбинського

Піонтковська Т.О., к.філ.н., доцент кафедри теорії та практики іноземних мов Уманського державного педагогічного університету імені Павла Тичини

П 69 English Grammar in theory and practice : навчальний посібник для студ. 2 курсу напряму підготовки 6.020303 Філологія. Мова і література (англійська) II видання: перероблене і доповнене / укл. Бріт Н.М., Гембарук А. С., Деркач С. П., Бондарук Я. В. , Слободяник О.О. – Умань, 2016. – 183 с.

У навчальному посібнику здійснено виклад основних теоретичних положень та практичних завдань курсу "Практична граматики англійської мови" призначений для студентів 2 курсу напряму підготовки 6.020303 Філологія. Мова і література (англійська). Він також може бути використаний особами, які самостійно вивчають англійську мову та хочуть поглибити свої знання з граматики.

УДК 811.111'36(075.8)

ББК 81.432.1-2я73

Передмова

Навчальний посібник «English Grammar in Theory and Practice» призначений для студентів 2 курсу напряму підготовки 6.020303 Філологія. Мова і література (англійська). Зміст посібника охоплює такі теми:

- **Умовний спосіб дієслів.**
- **Модальні дієслова.**
- **Неособові форми дієслова.**

Граматика відіграє важливу роль при вивченні та формуванні практичних навичок англійської мови. Вивчення правил з граматики та виконання практичних завдань є основою успішної комунікації студентів. Тому, навчальний посібник має на меті забезпечення планомірного ознайомлення студентів з теоретичним матеріалом курсу, спрямованого на досконале його вивчення та оволодіння з подальшою реалізацією при формуванні навичок усного і писемного мовлення.

У навчальному посібнику матеріал логічно побудований та проілюстрований відповідними прикладами. Його викладення здійснюється згідно тематики робочої програми курсу «Практична граматика» для студентів II курсу напряму підготовки 6.020303 Філологія. Мова і література (англійська). Критерієм відбору теоретичного матеріалу була його адекватність завданням мовної комунікації, а також частотність вживання як в усному, так і писемному мовленні.

Матеріали, які покладено в основу вправ у навчальному посібнику ретельно відібрано з автентичних сучасних джерел, до яких належать книжки, газети, інтерв'ю, наукові публікації, матеріали англомовних Інтернет-сайтів. Навчальний посібник має чіткий виклад теоретичного матеріалу за допомогою таблиць з урахуванням сучасних тенденцій розвитку граматики англійської мови, а також пропонує систему різноманітних вправ як з окремих розділів, так і для загального повторення: розкрити дужки, виправити помилки, вибрати правильну відповідь, відповісти на запитання, заповнити прогалини, перефразувати твердження.

Матеріал, поданий в навчальному посібнику, розрахований на 140 – 160 годин аудиторного часу, а також може використовуватися для самостійної навчальної діяльності студентів.

CONTENTS

THE CATEGORY OF MOOD	6
§ 1. The Mood. The General Notion.....	6
§ 2. The Forms of the Subjunctive Mood.....	6
§ 3. Complex Sentences of Unreal Condition.....	7
THE PRESENT SUBJUNCTIVE	9
§ 1. The General Notion of the Present Subjunctive.....	9
§ 2. The Use of the Present Subjunctive in Simple Sentences.....	10
§ 3. The Use of the Present Subjunctive in Complex Sentences.....	10
THE PAST SUBJUNCTIVE AND THE PAST PERFECT SUBJUNCTIVE	11
§ 1. The General Notion of the Past Subjunctive and the Past Perfect Subjunctive.....	11
§ 2. The Use of the Past Subjunctive and the Past Perfect Subjunctive in Simple Sentences.....	12
§ 3. The Use of the Past Subjunctive and the Past Perfect Subjunctive in Complex Sentences.....	12
THE ANALYTICAL SUBJUNCTIVE	14
§ 1. The General Notion.....	14
§ 2. The Use of the Analytical Subjunctive in Simple Sentences.....	14
§ 3. The Use of the Analytical Subjunctive in Compound Sentences.....	14
§ 4. The Use of the Analytical Subjunctive in Complex Sentences.....	15
§ 5. The Cases in which Alternative Forms of the Subjunctive Mood Are Used.....	17
THE MODAL VERBS	20
§ 1. The General Notion.....	20
§ 2. Common Characteristics of Modal Verbs.....	21
THE MODAL VERB CAN.....	23
The Other Ways of Expressing Possibilities.....	23
THE MODAL VERB MAY	25
THE MODAL VERB MUST	25
THE MODAL EXPRESSION HAVE TO + INFINITIVE	26
THE MODAL EXPRESSION BE TO + INFINITIVE	28
THE MODAL VERB NEED	28
THE MODAL VERB DARE	30
THE MODAL VERBS SHOULD AND OUGHT	31
THE MODAL VERB SHALL	33
THE MODAL VERB WILL	34
THE NON-FINITE FORMS OF THE VERB	37
The Verbals. Their Common Characteristics	37
THE INFINITIVE	38
The Double Nature of the Infinitive.....	39
The Tense Distinctions of the Infinitive.....	39
The Voice Distinctions of the Infinitive.....	39
The Use of the Bare Infinitive.....	40
The Syntactic Functions of the Infinitive.....	41
THE PREDICATIVE CONSTRUCTIONS WITH THE INFINITIVE	43
THE OBJECTIVE WITH THE INFINITIVE CONSTRUCTION	44
The Use of the Objective with the Infinitive Construction.....	44
THE SUBJECTIVE INFINITIVE CONSTRUCTION	46

The General Notion and its translation into Ukrainian.....	46
The Use of the Subjective Infinitive Construction.....	47
THE PREPOSITIONAL INFINITIVE CONSTRUCTION.....	48
The General Notion and its Translation into Ukrainian	48
The Use of the Prepositional Infinitive Construction.....	48
THE GERUND.....	50
The Double Nature of the Gerund.....	50
The Tense Distinctions of the Gerund.....	51
The Voice Distinctions of the Gerund.....	51
The Ways of Translating the Gerund into Ukrainian.....	52
The Use of the Gerund.....	52
The Difference between the Use of the Gerund and the Infinitive	54
The Syntactic Functions of the Gerund	58
THE PREDICATIVE CONSTRUCTIONS WITH THE GERUND.....	61
The Syntactic Functions of a Gerundial Construction.....	62
The Ways of Translating the Gerundial Construction into Ukrainian.....	62
The Difference between the Gerund and Verbal Noun.....	64
THE PARTICIPLE.....	65
The Double Nature of the Participle.....	65
The Tense Distinctions of the Participle.....	66
The Syntactic Functions of Participle I.....	67
The Syntactic Functions of Participle II.....	69
THE PREDICATIVE CONSTRUCTIONS WITH THE PARTICIPLE.....	70
THE OBJECTIVE PARTICIPIAL CONSTRUCTION.....	70
The Use of the Objective Participial Construction.....	70
THE SUBJECTIVE PARTICIPIAL CONSTRUCTION.....	71
The General Notion and The Ways of its Translation into Ukrainian.....	71
The Use of the Subjective Participial Construction.....	72
THE NOMINATIVE ABSOLUTE PARTICIPIAL CONSTRUCTION.....	72
The General Notion and The Ways of its Translation into Ukrainian.....	72
The Syntactic Functions of the Nominative Absolute Participial Construction.....	73
THE PREPOSITIONAL ABSOLUTE PARTICIPIAL CONSTRUCTION.....	74
ABSOLUTE CONSTRUCTIONS WITHOUT A PARTICIPIAL.....	74
THE NOMINATIVE ABSOLUTE CONSTRUCTION.....	74
THE PREPOSITIONAL ABSOLUTE CONSTRUCTION.....	76
THE DIFFERENCE BETWEEN THE GERUND AND THE PARTICIPLE I.....	76
EXERCISES.....	78
TERMINOLOGY.....	143
APPENDIX 1.....	150
APPENDIX 2.....	156
APPENDIX 3.....	161
REFERENCES.....	183

THE CATEGORY OF MOOD

The Mood. The General Notion

Mood is a grammatical category which indicates the attitude of the speaker towards the action expressed by the verb from the point of view of its reality.

There are three moods in Modern English:

- the Indicative Mood
- the Imperative Mood
- the Subjunctive Mood

The Indicative Mood shows that the action or state expressed by the verb is presented as a fact or is considered possible.

E.g. We *visited* Kyiv last year.

If the weather *is* good, I *will go* for a walk.

The Imperative Mood expresses a command or a request.

E.g. *Do* it right now!

Go for a walk. The weather is good.

The Subjunctive Mood shows that the action or state expressed by the verb is presented as a non-fact, something imaginary or desired. It also expresses an emotional attitude of the speaker to real facts.

E.g. We *would visit* Kyiv if we *had* a chance.

If the weather *were* good, I *would go* for a walk.

The Forms of the Subjunctive Mood

In Modern English we find the following forms of the Subjunctive Mood:

- *the Present Subjunctive*
- *the Past Subjunctive*
- *the Past Perfect Subjunctive*
- *the Analytical Subjunctive (the Conditional Mood)*

The Present Subjunctive coincides in form with the Indefinite Infinitive (Active or Passive) without the particle TO.

E.g. It was important that they *come* in time.

Even *be* he strong and brave, he'll never win.

The Past Subjunctive coincides in form with the Past Simple (Active or Passive) but the verb TO BE has the form WERE for all persons singular and plural.

E.g. Oh, if you *knew* the truth!

I wish it *were* summer now.

NOTE 1. In modern English there is a tendency to use the verb TO BE in the form WAS for the singular and WERE for the plural.

E.g. I wish it *was* summer now.

The Past Perfect Subjunctive coincides in form with the Past Perfect (Active or Passive).

E.g. Oh, if you *had told* me about it before!

The Analytical Subjunctive (which is sometimes called Conditional Mood) consists of the mood auxiliary and the infinitive of the notional verb.

- Usually we can find the mood auxiliaries SHOULD, WOULD, MAY (MIGHT).
- The infinitive is usually used in the Indefinite or Perfect forms, though the Continuous and Perfect Continuous forms are also possible.

E.g. I *should have been* glad to see you yesterday.

Whoever he *might be*, I don't like him.

Complex Sentences of Unreal Condition

The Main Types of Sentences

The forms of the Subjunctive Mood are used in complex sentences of unreal condition. These sentences consist of two parts:

- the main clause
- the subordinate clause

The subordinate clause expresses an unreal condition while the main clause shows an unreal consequence.

E.g. If I were you, I would do it.

IF I WERE YOU – the subordinate clause which expresses an unreal condition;

I WOULD DO IT – the main clause which shows an unreal consequence.

The actions in complex sentences can have different time reference. The unreal condition and consequence can refer to the present, past, future or no particular time.

TYPE 1. In the sentences of this type both condition and consequence refer to the present, future or no particular time.

In the subordinate clause we use the Past Subjunctive; in the main clause we use the Analytical Subjunctive with the Indefinite Infinitive.

E.g. If he *were* here now, he *would help* us.

If you *saw* him now, you *wouldn't recognize* him.

TYPE 2. In the sentences of this type both condition and consequence refer to the past.

In the subordinate clause we use the Past Perfect Subjunctive; in the main clause we use the Analytical Subjunctive with the Perfect Infinitive.

E.g. If you *had come* earlier, you would *have caught* the train.

NOTE 2. Sometimes the unreal condition may be expressed by means of phrases 'BUT FOR...' or 'IF IT WERE NOT FOR/IF IT HAD NOT BEEN FOR...'.
E.g. *But for the rain* we would go for a walk. *Якби не дощ*, ми пішли б на прогулянку.

E.g. *But for the rain* we would go for a walk. *Якби не дощ*, ми пішли б на прогулянку.

If it were not for your help, I would never have done it. *Якби не твоя допомога*, я б ніколи не зробив цього.

The Mixed Types of Sentences

Mixed types of sentences are the ones which do not have the same time reference.

TYPE 1. In this type of sentence the unreal condition refers to the past while the unreal consequence refers to the present, future or no particular time.

In the subordinate clause we use the Past Perfect Subjunctive; in the main clause we use the Analytical Subjunctive with the Indefinite Infinitive.

E.g. If you *had taken* the medicine yesterday, you *would be* well now.

TYPE 2. In this type of sentence the unreal condition refers to no particular time while the unreal consequence refers to the past.

In the subordinate clause we use the Past Subjunctive; in the main clause we use the Analytical Subjunctive with the Perfect Infinitive.

E.g. If she *weren't* hard-working, she *would never have been* so successful.

THE PRESENT SUBJUNCTIVE

The General Notion

The Present Subjunctive is proper to all English verbs. It coincides in form with the Indefinite Infinitive without the particle TO.

E.g. It was important that they come in time.

NOTE 1. Verbs in the 3rd person singular do not take the ending -S.

E.g. I order that she *go* there right now.

NOTE 2. The verb TO BE has the form BE for all persons singular and plural.

E.g. *Be* he strong and brave, he'll never win.

Be they in time, everything might be all right.

The Present Subjunctive is seldom used in Modern English. It is mostly found in poetry and elevated prose.

E.g. Though all the world *be* false, still I will be true. (*Trollope*)

As a living form the Present Subjunctive can be used in scientific language and official documents.

E.g. It is important that the mixture *be heated* to 100 degrees Centigrade.

It is required that the goods *be delivered* on the date previously mentioned.

In American English the Present Subjunctive can be used in colloquial speech.

E.g. I don't believe him whatever he *say*.

The Present Subjunctive can be used in both simple and complex sentences.

The Use of the Present Subjunctive in Simple Sentences

In simple sentences the Present Subjunctive is used in:

1. wishes

E.g. Long *live* the Queen!

Success *attend* you!

2. oaths and imprecations

E.g. Manners *be hanged*!

Confound this weather!

3. set expressions

E.g. *God forbid*! *Боже бережи*!

Suffice it to say that he never came back. *Достатньо сказати*, що він так і не повернувся.

Far be it from me to contradict you. *Я і в думках не мав* суперечити вам.

Be it so! *Нехай буде так*!

Come what might, I'll try it again. *Будь що буде*, я спробую знову.

The Use of the Present Subjunctive in Complex Sentences

In complex sentences the Present Subjunctive is used in:

- **adverbial clauses of concession** after the conjunctions **THOUGH, ALTHOUGH, HOWEVER, WHATEVER, WHOEVER, NO MATTER**

E.g. Whatever you *say*, I will not follow your advice!

Whatever you do, do it thoroughly!

- **adverbial clauses of time** after the conjunction **WHENEVER**

E.g. Whenever she *come* back, wake me up.

- **adverbial clauses of place** after the conjunction WHEREVER

E.g. Wherever he *be*, I'll find him.

- **adverbial clauses of purpose** after the conjunctions THAT, SO THAT, IN ORDER THAT

E.g. Open the door so that she *come* in.

- **subject clauses** after the clause of the type IT'S NECESSARY (IMPORTANT, VITAL, ESSENTIAL, etc.)

E.g. It's necessary that you *come* in time.

- **object clauses** after the predicate expressed by the verbs TO ORDER, TO INSIST, TO DEMAND, TO SUGGEST, TO PROPOSE, etc.

E.g. Mother insisted that the child *go* to bed immediately.

- **object clauses** after the conjunction LEST

E.g. She fears lest the child *catch* cold.

- **predicative clauses** after the subject expressed by the abstract nouns IDEA, SUGGESTION, WISH, PROPOSAL, etc. followed by the link-verb TO BE

E.g. My suggestion *is* that we leave at once.

THE PAST SUBJUNCTIVE AND THE PAST PERFECT SUBJUNCTIVE

The General Notion

The Past Subjunctive coincides in form with the Past Simple (Active or Passive) but verb TO BE has the form WERE for all persons singular and plural.

E.g. Oh, if you *knew* the truth!

I wish it *were* summer now.

NOTE 1. In modern English there is a tendency to use the verb TO BE in the form WAS for the singular and WERE for the plural.

E.g. I wish it *was* summer now.

The Past Perfect Subjunctive coincides in form with the Past Perfect (Active or Passive).

E.g. Oh, if you *had told* me about it before!

The Use of the Past Subjunctive and the Past Perfect Subjunctive in Simple Sentences

- The Past Subjunctive is used in simple sentences to express an unreal wish which refers to the present, future or no particular time.

E.g. If only he *were* here now!

Oh, if you *understood* it better!

- The Past Perfect Subjunctive is used in simple sentences to express an unreal wish which refers to the past.

E.g. If only he *had told* me the truth then!

The Use of the Past Subjunctive and the Past Perfect Subjunctive in Complex Sentences

These forms are used in complex sentences in:

- **adverbial clauses of condition** after the conjunction IF. If the condition refers to the present, future or no particular time, we use the Past Subjunctive.

E.g. If he *were* here now, he would help us.

I would go there if he *asked* me.

If the condition refers to the past, we use the Past Perfect Subjunctive.

E.g. If you *had listened* to me more attentively, you would know the answer.

- **object clauses** after the predicate expressed by the verb TO WISH. If the action in the object clause is simultaneous with the action in the main clause, we use the Past Subjunctive.

E.g. I wish I *were* young again.

I wished he *felt* the way I did.

If the action in the object clause is prior to the action in the main clause, we use the Past Perfect Subjunctive.

E.g. I wish I *had* never *known* you.

NOTE 2. As a rule, the sentences with the object clause after the predicate TO WISH are translated into Ukrainian antonymically using the phrases ‘ЖАЛЬ, ШКОДА, ДАРЕМНО’.

E.g. She wished she *knew* his address. Вона пожалкувала, що не *знає* його адреси.

I wish it *were not* summer now. Жаль, що зараз літо.

- **predicative clauses** after the link verbs TO BE, TO LOOK, TO FEEL, TO SOUND, TO SMELL, etc. followed by the conjunctions AS IF, AS THOUGH

If the action in the predicative clause is simultaneous with the action in the main clause, we use the Past Subjunctive.

E.g. I feel as if I *were* young again.

He looked as if he *knew* something.

If the action in the predicative clause is prior to the action in the main clause, we use the Past Perfect Subjunctive.

E.g. He sounded as if he *had done* something wrong.

- **adverbial clauses of comparison and manner** after verbs other than link-verbs followed by the conjunctions AS IF, AS THOUGH

If the action in the clause of comparison is simultaneous with the action in the main clause, we use the Past Subjunctive.

E.g. You speak as if you *were* ill.

He looked at us as if he *knew* everything.

If the action in the clause of comparison is prior to the action in the main clause, we use the Past Perfect Subjunctive.

E.g. She behaves as if they *had known* each other for years.

- **attributive clauses** after the main clause IT’S (HIGH/ABOUT) TIME we use the Past Subjunctive as the action in the attributive clause is simultaneous with the action in the main clause

E.g. It’s high time we *were* there. It’s time she *came* home.

NOTE 3. In this type of clause we never use the Past Perfect Subjunctive.

THE ANALYTICAL SUBJUNCTIVE

The General Notion

The analytical forms consist of the mood auxiliary and the infinitive of the notional verb.

- Usually we can find the mood auxiliaries SHOULD, WOULD, MAY (MIGHT).
- The infinitive is usually used in the Indefinite or Perfect forms, though the Continuous and Perfect Continuous forms are also possible.

E.g. I *should have been* glad to see you yesterday.

Whoever he *might be*, I don't like him.

The analytical forms of the Subjunctive Mood are used in simple, compound and complex sentences.

The Use of the Analytical Subjunctive in Simple Sentences

The Analytical Subjunctive is used in simple sentences to express an unreal action

- If the action refers to the present, future or no particular time, we use the Indefinite Infinitive.

E.g. They *would be* glad to see you again.

- If the action refers to the past, we use the Perfect Infinitive.

E.g. She *would have done* it last week.

The Use of the Analytical Subjunctive in Compound Sentences

The Analytical Subjunctive is used in compound sentences after the conjunctions OTHERWISE, OR, BECAUSE, BUT.

- If the action refers to the present, future or no particular time, we use the Indefinite Infinitive.

E.g. He doesn't have time, otherwise he *would help* you.

- If the action refers to the past, we use the Perfect Infinitive.

E.g. She is often ill, or she *would have been* a brilliant student.

The Use of the Analytical Subjunctive in Complex Sentences

- The Analytical Subjunctive with SHOULD, WOULD, MAY (MIGHT) is used in the main clause of complex sentences of unreal condition to express an unreal consequence.

➤ If the consequence refers to the present, future or no particular time, we use the Indefinite Infinitive.

E.g. If I were you, I *would go* there.

➤ If the consequence refers to the past, we use the Perfect Infinitive.

E.g. If you had left earlier, you *would have caught* the train.

- **The Analytical Subjunctive with MAY (MIGHT)** is used in:

(1) **adverbial clauses of concession** after the conjunctions **THOUGH, ALTHOUGH, HOWEVER, WHATEVER, WHOEVER, NO MATTER**

E.g. Whatever you *may say*, he is clever.

(2) **adverbial clauses of time** after the conjunction **WHENEVER**

E.g. Whenever she *may come*, wake me up.

(3) **adverbial clauses of place** after the conjunction **WHEREVER**

E.g. Wherever he *might be*, she swore to find him.

(4) **adverbial clauses of purpose** (in a positive form) after the conjunctions **THAT, SO THAT, IN ORDER THAT**

E.g. Open the door, so that she *may come* in.

- **The Analytical Subjunctive with SHOULD** is used in:

(1) **adverbial clauses of purpose** (in the negative form) after the conjunctions **THAT, SO THAT, IN ORDER THAT, LEST**

NOTE 1. After LEST the mood auxiliary SHOULD is used in the positive form though the meaning is negative.

E.g. Close the door lest the child *should catch* cold.

He stepped aside so that I shouldn't see him.

(2) **subject clauses** after the clause of the type IT'S NECESSARY (IMPORTANT, VITAL, ESSENTIAL, etc.)

E.g. It's necessary that you *should come* in time.

(3) **object clauses** after the predicate expressed by the verbs TO ORDER, TO INSIST, TO DEMAND, TO SUGGEST, TO PROPOSE, etc.

E.g. Mother insisted that the child *should go* to bed immediately.

(4) **object clauses** after the conjunction LEST

E.g. She fears lest the child *should catch* a cold.

(5) **predicative clauses** after the subject expressed by the abstract nouns IDEA, SUGGESTION, WISH, PROPOSAL, etc. followed by the link-verb TO BE

E.g. My suggestion is that we *should leave* at once.

(6) **adverbial clauses of condition** to express a hardly probable action after the conjunction IF

E.g. If you *should see* him, ask him to call me.

NOTE 2. SHOULD in such types of clauses has some modal colouring and is translated into Ukrainian by the phrases 'ЯКЩО (Ж) РАПТОМ, ЯКЩО (Ж) ВСЕ-ТАКИ'

E.g. *If he should come*, I'll be very glad. *Якщо ж все-таки він прийде, я буду дуже рада.*

The same idea can be expressed by means of the phrase 'IF I WERE TO + INFINITIVE'.

E.g. *If he were to come*, I'll be very glad.

(7) **attributive clauses** after the phrase IT'S (HIGH/ABOUT) TIME

E.g. It's time he *should come* back.

- The Analytical Subjunctive with WOULD is used in object clauses after the predicate TO WISH

E.g. I wish she *would be* more tolerant to other people.

NOTE 3. The Analytical Subjunctive with WOULD is possible in this type of clause only if the subjects in the main and the object clauses are not the same and the actions are simultaneous.

E.g. He wished she *would know* the truth.

The Cases in which Alternative Forms of the Subjunctive Mood are used

In Modern English there are some cases, in which we can use two different forms of the Subjunctive Mood which preserve the same lexical meaning.

- **The Present Subjunctive and the Analytical Subjunctive with MAY (MIGHT) can be used in:**

(1) **adverbial clauses of time** after the conjunction **WHENEVER**

E.g. Whenever it *happen*, we are ready for it.

Whenever it *may happen*, we are ready for it.

(2) **adverbial clauses of place** after the conjunction **WHEREVER**

E.g. Wherever he *hide*, I'll find him.

Wherever he *might hide*, I'll find him.

(3) **adverbial clauses of concession** after the conjunctions **THOUGH, ALTHOUGH, WHATEVER, WHOEVER, NO MATTER**

E.g. Whatever you say, I don't believe you.

Whatever you *may say*, I don't believe you.

(4) **adverbial clauses of purpose** (in the positive form) after the conjunctions **THAT, SO THAT, IN ORDER THAT**

E.g. Come at 5 so that you find them at home.

Come at 5 so that you *may find* them at home.

- **The Present Subjunctive and the Analytical Subjunctive with SHOULD can be used in:**

(1) **adverbial clauses of purpose** (in the negative form) after the conjunction LEST, THAT, SO THAT, IN ORDER THAT

E.g. Hurry up lest you *be* late.

Hurry up lest you *should be* late.

(2) **subject clauses** after the main clause of the type IT'S NECESSARY (IMPORTANT, VITAL, ESSENTIAL etc.)

E.g. It's vital that you *keep* a secret.

It's vital that you *should keep* a secret.

(3) **object clauses** after the predicate TO SUGGEST, TO ORDER, TO INSIST, TO PROPOSE, etc.

E.g. I insist that we *leave* the place now.

I insist that we *should leave* the place now.

(4) **object clauses** after the conjunction LEST

E.g. She fears lest the child *catch* cold.

She fears lest the child *should catch* cold.

(5) **predicative clauses** after the subject expressed by the abstract nouns IDEA, SUGGESTION, PROPOSAL, etc. followed by the link-verb TO BE

E.g. My idea is that we *start* in the morning.

My idea is that we *should start* in the morning.

- The Past Subjunctive and the Analytical Subjunctive with SHOULD can be used in attributive clauses after the phrase IT'S (HIGH/ABOUT) TIME

E.g. It's time he *were* here.

It's time he *should be* here.

- The Past Subjunctive and the Analytical Subjunctive with WOULD can be used in object clauses after the predicate TO WISH

E.g. Everybody wished he *were* present at the meeting.

Everybody wished he *would be* present at the meeting.

NOTE 4. This alternative with WOULD is possible only if the subjects in the main and the object clause are not the same and the actions in both clauses are simultaneous.

MODAL VERBS

The general Notion

Modals are a special group of verbs which tell more information about the function of the main verb following them. These main verbs are expressed by the infinitive.

Unlike normal (notional) verbs, modal verbs are not used to express actions or states. They show emotional attitude to actions or states expressed by the infinitive which always follows modal verbs.

In modern English there are 9 modal verbs:

- **CAN (COULD)**
- **MAY (MIGHT)**
- **MUST**
- **SHALL**
- **SHOULD**
- **OUGHT (to)**
- **WILL (WOULD)**
- **NEED**
- **DARE**

Common Characteristics of Modal Verbs

English modal verbs in many ways differ from normal verbs. They have the following peculiarities:

- Modal verbs (except OUGHT) are followed by the bare infinitive.
- Modal verbs never take endings in the Present or Past Simple (Indefinite) tenses.
- Modal verbs do not form verbals.
- Modal verbs do not form analytical tenses.
- Modal verbs form questions and negations without any auxiliaries.
- Modal verbs have both full and contracted negative forms:
 - could not – couldn't
 - cannot – can't
 - may not – mayn't;
 - might not – mightn't;
 - must not – mustn't;
 - shall not – shan't;
 - should not – shouldn't;
 - will not – won't;
 - would not – wouldn't;

➤ ought not – oughtn't;

➤ need not – needn't.

NOTE. As it has been mentioned, modal verbs are always followed by the infinitive which can be used in 6 forms:

	Active	Passive
Indefinite	to wash	to be washed
Continuous	to be washing	-----
Perfect	to have washed	to have been washed
Perfect Continuous	to have been washing	-----

With modal verbs these forms of the infinitive can show different meanings:

- The Indefinite infinitive expresses an action which refers to the present.
- The Continuous infinitive expresses a present action in progress.
- The Perfect infinitive expresses an action which refers to the past.
- The Perfect Continuous infinitive expresses an action with previous duration.

The Modal Verb CAN

The modal verb CAN has two forms – CAN for the present and COULD for the past. It is used to express different meanings:

- **possibility/lack of possibility connected with circumstances.** In this case the modal verb CAN is followed only by the Indefinite infinitive.
E.g. I *can lend* you some money as I've got a few dollars left.

She *couldn't give* you any definite answer yesterday because she didn't know anything for sure.

NOTE 1. The construction **COULD + Perfect Infinitive is used to express an unrealized possibility in the past.**

E.g. You *could have done* it perfectly well but you even didn't try.

- **possibility/lack of possibility connected with existing laws and rules.**
Only the Indefinite Infinitive is used in this case.
E.g. You *can drive* a car as you are 18 already.
Children *can't play* with matches.

- **physical and mental ability/lack of ability.**

In this case the Indefinite Infinitive is used.

E.g. Mary *can speak* Spanish quite fluently.

John *could swim* when he was 3.

- **request or permission depending on circumstances.** The Indefinite Infinitive is used.

E.g. *Can I borrow* your pen? – No, you *can't* because I'm still writing.

- **doubt and astonishment.** All forms of the infinitive are used in this case.

- **Doubt is expressed in negative sentences** and the verb CAN (COULD) is translated into Ukrainian НЕ МОЖЕ БУТИ.

E.g. He *can't have said* such stupid things!

- **Astonishment is expressed in general questions** and the modal verb CAN (COULD) is usually translated into Ukrainian НЕВЖЕ, ХІБА. If astonishment is expressed in special questions, the modal verb CAN (COULD) is not translated into Ukrainian.

E.g. *Could she have gone* there alone? *Невже* вона пішла туди сама?

What *can they have been talking* about so long? Про що ж вони так довго розмовляють?

The time reference is not expressed by the form of the modal verb itself but by the form of the infinitive.

- **The Indefinite Infinitive** expresses an action which refers to the present.

He *can't be* a doctor, he's too young. *Can he be* a doctor?

- **The Continuous Infinitive** expresses a present action in progress.

They *can't be waiting* for us so late! *Can they be waiting* for us so late?

- **The Perfect Infinitive** expresses an action which refers to the past.

He *couldn't have done* it alone, it's physically impossible! *Could he have done* it alone?

- **The Perfect Continuous Infinitive** expresses an action with previous duration.

They *can't have been working* for 12 hours at a stretch!

Can they have been working for 12 hours at a stretch?

NOTE 2. It's common knowledge that in English we never have two negations in one sentence. To express ideas in which two negations are lexically unavoidable we often use the verb TO FAIL.

E.g. *He може* бути, що він *не знав* про це раніше.

He *can't have failed* to know about it before.

The Other Ways of Expressing Possibility

In modern English there are some modal expressions showing possibility. We can often find the phrases:

- **TO BE ABLE to + infinitive**
- **TO MANAGE to + infinitive**
- **TO SUCCEED in + gerund.**

They are translated into Ukrainian **ЗМОГТИ, ЗУМИТИ, ВДАВАТИСЯ**. They can be used to express actions referring to the present, past, or future. Comparing their meanings with that of the modal verb CAN (COULD) we can see that

- **CAN (COULD) shows a general ability or possibility**
- **the modal expressions show a specific ability or possibility when the action was difficult to do.**

John could run very fast when he was a boy. Luckily, he was able to run again after the operation.

We can pitch a tent under the trees. They finally managed to pitch a tent under the trees.

Even though I'd hurt my leg, I succeeded in swimming back to the boat.

The Modal Verb MAY

The modal verb MAY has two forms – MAY for the present and MIGHT for the past though it can be used for the present as well. It is used to express:

- **possibility due to circumstances.** In this meaning it is found only in affirmative sentences.

The Indefinite infinitive is used after MAY in the present and MIGHT in the past. To ask a question or to make a negation we usually use CAN instead of MAY.

You may find him in after 7 p.m. on weekdays.

Can you find him in after 7 p.m. on weekdays?

You can't find him in after 7 p.m. on weekdays.

NOTE 1. There's hardly any difference between MAY and CAN in this meaning but it should be remembered that MAY is rather formal while CAN is colloquial.

- **personal request and permission.** The Indefinite infinitive is used after MAY in the present and MIGHT in the past. Sometimes MIGHT is used for the present in rather formal and official contexts.

May I stay here a bit longer?

Jane asked Mrs. Smith if she might stay there a bit longer.

Might one ask you for a favour?

NOTE 2. Both CAN and MAY are used to express request and permission. The difference between them is that

- CAN stresses dependence on circumstances while
- MAY shows that the action depends on a person's will.

Can I see the manager? – I'm afraid you can't, as he is busy at the moment.

May I use your pen? – Don't please, I dislike the other people to take my things.

NOTE 3. Refusal with MAY (NOT) is very rarely used as it is considered impolite and even rude.

- **supposition with doubt.** MAY and MIGHT are used with all forms of the infinitive which expresses the temporal meaning.

Judging by her appearance she *may be* about 40.

They *might still be queuing* outside the theatre.

Peter *might have heard* about it from his father.

They *may have been practicing* for quite a long time before they learned to do it perfectly well.

NOTE 4. There's practically no difference between MAY and MIGHT in this case though MIGHT shows a greater degree of uncertainty.

However, in Ukrainian translation both MAY and MIGHT are translated **МОЖЛИВО, МАБУТЬ, ІМОВІРНО**.

I don't know where Jane is, she may be working in the garden.

Jane might be working in the garden but I am not at all sure.

- **reproach of two kinds:**

- **a reproachful request with MIGHT + Indefinite infinitive** which shows that the action hasn't been done yet.

E.g. Don't keep it back. You *might tell* me the truth.

- **a reproach with MIGHT + Perfect infinitive** which means that the undesirable action has already been done.

E.g. What a shame! You *might have helped* your mother with the cleaning!

The Modal Verb MUST

The modal verb MUST has only one form which is usually used for the present and future. Sometimes it can be substituted by the modal expressions:

- **TO HAVE to + infinitive**
- **TO BE OBLIGED to + infinitive**, though it occurs only in certain cases.

The modal verb MUST is used to express:

- **obligation of two kinds:**

1) due to circumstances.

The Indefinite infinitive is used in this case.

The expression HAVE to + Infinitive can be used to show actions referring to the past and future.

I must complete this task in time.

I had to complete that task yesterday.

I will have to complete this task tomorrow.

2) depending on human nature. The Indefinite infinitive is used in this case. MUST remains unchanged in contexts referring to the past or future.

Sooner or later man *must die*. To live we *must* eat.

He remarked with sadness that sooner or later man *must die*.

NOTE 1. In AmE the verb NEED is often used to express obligation due to circumstances. E.g. *I need to talk* to you right now.

- **prohibition** (only in negative sentences).

The Indefinite infinitive is used. MUST usually remains unchanged in contexts referring to the past or future.

You mustn't smoke in the room!

She told me indignantly that *I mustn't smoke* in the room.

- **command and urgent request.**

The Indefinite infinitive is used. MUST usually remains unchanged in contexts referring to the past or future.

NOTE 2. In Ukrainian translation we do not render the verb MUST and the infinitive is translated by the Imperative Mood.

You must leave the room immediately! *Негайно вийдіть з кімнати!*

You must visit our place more often. *Приходьте до нас частіше.*

- **supposition with assurance.**

All forms of the infinitive are used, they express the temporal meaning.

MUST shows supposition which refers to the present or past only in positive sentences. The modal verb MUST is translated into Ukrainian **НАПЕВНО, ОЧЕВИДНО, БЕЗ СУМНІВУ**.

She looks quite young, she *must be* about 25.

Jerry *must be repairing* his bike in the garage. Where else should he be?

She *must have worked* as a doctor, she sounds quite competent.

What a lovely thing you've made! You *must have been working* for a long time to prepare it.

NOTE 3. To express supposition with assurance in negative sentences we use the modal word EVIDENTLY.

MUST NOT is never used to express supposition with assurance though negation can be shown by means of other negative words.

Evidently, he doesn't know all these details.

He *must have known nothing* about your coming.

NOTE 4. To express supposition with assurance referring to the future we find the modal words and expressions:

PROBABLY, TO BE SURE, TO BE CERTAIN.

You will *probably* meet her at their place.

You *are sure* to meet her at their place.

The Modal Expression TO HAVE TO + Infinitive

The modal expression TO HAVE TO + Infinitive has three forms – HAVE (HAS) for the present, HAD for the past and WILL HAVE for the future.

It is used to express obligation due to circumstances.

This modal expression is widely used in BrE but in AmE there is a tendency to use the verb NEED to express the same meaning.

We have to discuss it immediately. (BrE)

We need to discuss it immediately (AmE)

TO HAVE TO + Infinitive is treated as a normal verb, as a result it forms questions and negations with the help of auxiliaries DO (DOES), DID, WILL.

E.g. He *has* to do it right now.

Does he have to do it right now?

He *doesn't* have to do it right now.

The modal expression TO HAVE GOT TO + Infinitive is often used in the same meaning (more informal).

I have got to talk it over with you.

However, there are some differences between HAVE TO + Infinitive and TO HAVE GOT TO + Infinitive:

3) HAVE TO + Infinitive is mostly used in BrE while HAVE GOT TO + Infinitive is usually proper to AmE

4) HAVE TO + Infinitive can be used for all tenses while HAVE GOT TO + Infinitive is used only for the present tense and forms questions and negations using the verb HAVE itself

Do you have to go there? Have you got to go there?

I don't have to go there. I haven't got to go there.

➤ HAVE TO + Infinitive shows general obligation while

➤ HAVE GOT TO + Infinitive expresses obligation on a specific occasion

We have to translate texts in writing every day.

We have got to translate a text in writing only today, usually we do it orally.

HAVE TO is normally used for things that happen repeatedly, especially when we use adverbs of frequency *always, often*. Compare:

I always have to work late on Thursday evenings.

I've got to work late this evening.

Do you often have to get up early?

Have you got to get up early tomorrow?

The Difference between MUST and HAVE TO

We use both must and have to express obligation or necessity, but there is some difference between them:

MUST is normally used when the authority comes from the speaker.

You must be home by 10 p.m. (I insist)

I've got a terrible pain in my back. I must go and see the doctor.

(I think it is necessary.)

You must drive carefully. (I insist)

HAVE TO is normally used when the authority comes from outside the speaker.

I have to be home by 10 p.m. (My parents insist.)

I have to go and see the doctor at 11 a.m. tomorrow. (I have got an appointment.)

You have to drive on the left in Britain. (That is the law.)

The Modal Expression TO BE TO + Infinitive

The modal expression TO BE TO + Infinitive has forms AM, IS, ARE for the present, and WAS, WERE for the past. It is used to express:

- **a previous arrangement or a plan.** The Indefinite infinitive is usually used. The Perfect infinitive is used to show that the action had been planned but was not carried out.

E.g. We *are to meet* at the station at 5 p.m. tomorrow.

John *was to have made* a report but he fell ill, so Peter had to do it instead.

- **weakened orders and instructions.** The Indefinite infinitive is used.

E.g. You *are to stay* here till the policeman comes.

The doctor says that I *am to take* one pill three times a day.

- **possibility due to circumstances.**

The Indefinite infinitive passive is used.

E.g. Such dictionaries *are to be found* at the university library.

! The Active infinitive is possible in questions beginning with HOW and WHAT.

E.g. How *am I to find* that house if I even don't know the address?

- **an action which is considered unavoidable.** The Indefinite infinitive is used. It is translated into Ukrainian (HE) СУДИЛОСЯ.

E.g. At that moment she even didn't suspect that they *were not to see* each other again.

The Modal Verb NEED

The modal verb NEED has only one form for all tenses.

- It expresses necessity.
- NEED is mostly used in negative sentences, that's why it more often shows lack of necessity.

It can be used with the Indefinite infinitive showing the reference to the present or future and Perfect infinitive showing the reference to the past. The Perfect infinitive after NEED in the negative form usually denotes an action which was undesirable but it was carried out.

E.g. You *needn't wait* for me, you may go home.

You *needn't have stayed* there so long.

NOTE. The difference between

DIDN'T have to + Infinitive and NEEDN'T + Perfect Infinitive is that:

- in the first case the action was not carried out
- while in the latter case it was carried out though it was unnecessary.

We *didn't have to wait* for a bus, it came almost at once.

Нам *не довелося* чекати на автобус, він прийшов майже відразу.

You *needn't have waited* for a bus, you could easily have walked such a short distance. Вам *не потрібно було* чекати на автобус, ви могли легко пройти таку коротку відстань.

In modern English NEED can be used as a modal and a normal verb. These differences are structural rather than lexical, because anyway it expresses necessity or lack of necessity and is translated into Ukrainian (НЕ) ПОТРІБНО. These structural differences of NEED as a modal verb are as follows:

- it has one form while as a normal verb it has three forms - NEED (NEEDS), NEEDED, WILL NEED

E.g. He *need say* something at the moment.

He *needs to say* something at the moment. He *needed to say* something. He *will need to say* something.

- it is followed by the bare infinitive while as a normal verb it is followed by the TO-infinitive or by a noun.

E.g. You *needn't tell* me such things.

You *don't need to tell* me such things.

He really *needs your help*.

- it takes no endings while as a normal verb it can take endings -S or -ED

E.g. She *need wait* for some time.

She *needs to wait* for some time. She *needed to wait* for some time.

- it forms questions and negations without any auxiliaries while as a normal verb it requires auxiliary verbs DO (DOES), DID, WILL to make questions and negations

E.g. *Need you go* there right now? You *needn't go* there right now.

Do you need to go there right now? You *don't need to go* there right now.

The Modal Verb DARE

The modal verb DARE has two forms – DARE for the present and DARED for the past.

- It is used to denote courage or lack of courage to do something in affirmative and negative sentences.
- However, it is mostly used in questions to express outrage.

As a rule it is translated into Ukrainian НАВАЖУВАТИСЯ, СМІТИ.

The modal verb DARE is used with the Indefinite infinitive.

E.g. He seldom *dare talk* to me in such a tone.

Donald *dared not* even *look* at Kate.

How *dare* you *raise* your voice to me?

Like the verb NEED, DARE can be used as both modal and normal verb. The lexical meaning remains the same while the structure is different. The differences between DARE as a modal and a normal verb are as follows:

- as a modal verb DARE is used for the present and past while as a normal verb it can be used for the present, past and future.
- as a modal verb DARE is followed by the bare infinitive while as a normal verb it is followed by the TO-infinitive.

E.g. How *dare* you *say* it?

How *do* you *dare* to say it?

- as a modal verb DARE forms questions and negations without auxiliaries while as a normal verb it requires auxiliary verbs DO (DOES), DID, WILL

E.g. She *dared not ask* any questions. How *dared* she *ask* any questions?

She *didn't dare to ask* any questions. How *did* she *dare to ask* any questions?

- as a modal verb DARE never takes the ending -S in the 3rd person singular in the present tense. As a normal verb it takes the ending -S in the third person singular.

E.g. Jane rarely *dare go out* alone.

Jane rarely *dares to go out* alone.

NOTE. As a normal verb DARE can be used for challenging and it is translated into Ukrainian СПОНУКАТИ, ПІДБУРЮВАТИ.

E.g. Sorry, I didn't want to take this money. It was John who *dared* me to do it.

The Modal Verbs SHOULD AND OUGHT

The modal verbs SHOULD and OUGHT are usually described together as they have the same lexical meaning but different structure. SHOULD is followed by the bare infinitive while OUGHT is followed by the infinitive with the particle TO. Each of them has only one form. SHOULD and OUGHT are used to express:

- **moral obligation and duty.** The Indefinite infinitive shows the reference to the present and Perfect infinitive is used to show the reference to the past (to say that someone did the wrong thing in the past).

The young *ought to respect* the old.

You *shouldn't have told* anyone about our secret matters.

I'm tired this morning. I *shouldn't have stayed up* so late last night.

- **advisability.** The Indefinite infinitive is used.

E.g. You *should be* more tolerant to people. You *shouldn't tell* lies.

You *oughtn't to tell* lies. You *ought to behave* in a polite way.

NOTE! *Should* and *ought to* are very similar in meaning, but ought to is mostly used to talk about authority which comes from outside the speaker, from laws and rules.

'I've lost my credit card.' 'You *ought to report it to the credit card company immediately.*'

- **supposition** as to the action which is naturally expected. The Indefinite and Perfect infinitives are used to show the temporal meaning.

In this case SHOULD and OUGHT TO are translated into Ukrainian НАПЕВНО, ОБОВ'ЯЗКОВО, НЕ ДИВНО.

His report *should be* a success as he has been working so hard.

Kitty *ought to have won* the beauty contest. She is so beautiful.

He *ought to pass* his driving test easily. He's a very good driver.

HAD BETTER

Had better + (infinitive without to) expresses a strong recommendation in a particular situation. The meaning of this structure is always present or future, not past. The negative is formed with *not*.

We had better not be late.

I'm going to an interview tomorrow. I'd better iron my skirt.

It's going to be cold tonight. We'd better turn on the heating.

Had better often suggests a kind of threat or warning, and is stronger than *should* or *ought to*.

BE SUPPOSED TO + Infinitive

- **Be supposed to + infinitive** is used to talk about what people are expected to do because of an arrangement, a rule, or a duty.

I'm supposed to start work at 8.00 every morning.

I'm supposed to see Kate this afternoon.

- We use *not be supposed to + infinitive* to express prohibition.

You know you are not supposed to eat in the classroom.

- We can be supposed to + infinitive to mean 'said to'.

I'd like to read that article. It's supposed to be very interesting.

(= It is said to be very interesting).

He's supposed to have been married before.

(= He is said to have been married before).

- *be supposed to + infinitive* sometimes suggests some doubt about whether something is true or not.

Emotional SHOULD

SHOULD is often used to express emotional colouring. It can be followed by the Indefinite and Perfect infinitives showing the temporal meaning. As a rule the verb itself is not translated into Ukrainian. Emotional **SHOULD** is used in:

- **rhetorical questions**

E.g. *Why should I go there if I am not invited?*

Why should he answer your silly questions?

- **subject clauses** beginning with the formal subject **IT** after the adjectives **STRANGE, SURPRISING, INTERESTING, FUNNY**, etc.

E.g. *It's strange that he *should come* here every day.*

*It's surprising that Mary *should have* X asked me the same question.*

- **subject clauses** beginning with the formal subject IT after the predicate expressed by the verbs **TO STRIKE, TO SURPRISE, TO ASTONISH, etc.**

It shocked me that she should have told me nothing about her decision.

It surprises me that you should come here again.

NOTE. It should be remembered that in subject clauses beginning with the formal subject IT, SHOULD can be used as a mood auxiliary or as emotional SHOULD.

E.g. It is important that you *should* do it. (mood auxiliary)

It is strange that you *should* do it. (emotional SHOULD)

To differentiate between them we must look at the adjective which precedes a subject clause.

- If the adjective expresses a neutral colouring
SHOULD is as a mood auxiliary.
- If it has an emotional colouring, SHOULD is emotional.

Besides, Ukrainian translation can be of some help.

- If the conjunction THAT which precedes the clause is translated as **ЩОБ**, we have SHOULD as a mood auxiliary.
- If this conjunction is translated **ЩО**, it is emotional SHOULD.
- If the subject clause is rendered by the Subjunctive mood, we have SHOULD as a mood auxiliary.
- If it is translated by the Indicative mood, SHOULD expresses emotional colouring.

It's necessary that you should ask about it. Необхідно, щоб ти запитував про це.

It's funny that you should ask about it. Смішно, що ти запитуєш про це.

The Modal Verb SHALL

The modal verb SHALL has only one form which is usually followed by the Indefinite infinitive. This verb always has some meaning of futurity because originally it was used as an auxiliary verb to form future tenses. SHALL is one of those verbs which have no direct equivalent in Ukrainian, that's why sentences with SHALL are translated in different ways depending on its meaning and context. The modal verb SHALL is used to express:

- **a very strict order or compulsion** with the subject in the 2nd and 3rd persons.

In modern English it is often used in official documents. It's usually translated into Ukrainian by the Imperative mood or using the word **ЗОБОВ'ЯЗУВАТИСЯ**

E.g. You *shall leave* the room right now! Негайно *вийдіть* з кімнати!

The Buyer *shall pay* for the goods within the terms mentioned in the contract. Покупець *зобов'язується* оплатити товари в рамках термінів, вказаних в контракті.

- **warning and threat** with the subject in the 2nd and 3rd persons. It is translated into Ukrainian by a future tense in the Indicative mood.

You *shall be* sorry about your words. Ти ще *пожалкуєш* про свої слова.

You *shall be* revenged for what you've done!

Тобі *помстяться* за те, що ти зробив!

- **promise** with the subject in the 2nd and 3rd persons.

It is translated into Ukrainian by a future tense in the Indicative mood.

E.g. Don't worry. You *shall have* this information as soon as I get it. Не хвилюйся. Ти *матимеш* цю інформацію, як тільки я її отримаю.

- **suggestion** with the subject in the 1st and 3rd persons. It is expressed in questions. It is translated into Ukrainian by infinitive sentences.

E.g. *Shall I wait* for you outside? Мені *зачекати* на вулиці?

Shall he start reading or translating the text? Йому *починати* читати чи перекладати цей текст?

The Modal Verb WILL

The modal verb WILL has two forms - WILL for the present and WOULD for the past. In most cases it is used with the Indefinite Infinitive. Like the modal verb SHALL, it preserves some meaning of futurity as it was originally used as an auxiliary verb for the formation of future tenses. It belongs to the group of modals which have no direct equivalent in Ukrainian, so it is translated depending on its meaning and context. The modal verb WILL (WOULD) is used to express:

- **volition and intention**. It is translated into Ukrainian ХОТИТИ, БАЖАТИ, НЕ ЗАПЕРЕЧУВАТИ.

E.g. I *will go* there whatever people say. Я *хочу* піти туди, що б не казали люди.

I can help you if you *will*. Я допоможу вам, якщо ви *не заперечуєте*.

NOTE. The form WOULD is often used in the set phrase WOULD RATHER which is sometimes confused with the phrase HAD BETTER as both can be translated into Ukrainian КРАЙЩЕ+infinitive. In spite of similar translation these phrases have different shades of meaning.

- **WOULD RATHER** shows volition and can be substituted by the verb TO WANT

E.g. I *would rather* stay at home, I don't feel like going anywhere. = I *want* to stay at home, I don't feel like going anywhere.

- **HAD BETTER** shows strong recommendation and can be substituted by the verb SHOULD

E.g. You *had better* put a warm coat on, it's so windy outside. = You *should* put a warm coat on, it's so windy outside.

- **persistence or habits.** It is translated into Ukrainian: ПОЛЮБЛЯТИ, ЗАЗВИЧАЙ, БУВАЛО.

E.g. Kitty *will walk* in the park for hours.

Кітті *полюбляє* годинами гуляти в парку.

He *would come* to our place every day. Він *зазвичай* приходив до нас щодня.

- **polite requests.** It is translated into Ukrainian by the Imperative mood or in the form of a question in the Indicative mood.

E.g. *Will* you *help* me with my suitcase? *Допоможіть* мені, будь ласка, з валізою.

Would you *mind* waiting a moment? Будь ласка, *зачекайте* хвилинку.

- **criticism of lifeless things.** This meaning usually bears an element of personification. Sentences with WILL in this case are translated by the Indicative mood.

E.g. Something's wrong with the door, it *won't unlock*.

З дверима щось негаразд, вони *не відчиняються*.

No matter how hard I tried, the car *wouldn't start*.

Як я не намагався, автомобіль *не заводився*.

- **supposition with assurance** (identical to the meaning of MUST). In this case we find WILL + Perfect infinitive and consequently this supposition

refers to the past. It is translated into Ukrainian НАПЕВНО,
ОЧЕВИДНО.

E.g. No wonder they know. They *will have heard* about it from John.

Не дивно, що вони знають. *Напевно*, вони чули про це від Джона.

THE NON-FINITE FORMS OF THE VERB (THE VERBALS)

The Verbals. Their Common Characteristics

Verbals are non-finite forms of the verb which name an action but do not show person, number and mood. In modern English there are three verbals:

- **the Infinitive**
- **the Gerund**
- **the Participle**

English verbals have some common characteristics:

- All English verbals have a double nature i.e. they combine their verbal characteristics with those of the noun, adjective, or adverb.
- English verbals have tense and voice distinctions but they differ greatly from those of the finite forms.
Finite forms of the verb directly show whether the action refers to the present, past or future. Such tense distinctions are called absolute.

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

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

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

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

He seems *to be thinking* about something important.

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

He seems *to have thought* about it before.

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

- All English verbals can form predicative constructions which consist of two elements: nominal and verbal.
The nominal element points out the doer of the action while the verbal element expresses the action which is performed.

THE INFINITIVE

The Double Nature of the Infinitive

The Infinitive is a non-finite form of the verb which names an action without pointing out its person, number, and mood. Like all the other verbals, the Infinitive has a double nature. It combines its verbal characteristics with nominal peculiarities.

The Nominal Characteristics of the Infinitive

The nominal character of the infinitive can be seen from such typically nominal syntactic functions as:

➤ **a subject**

E.g. *To learn* a foreign language is not an easy thing.

➤ **a predicative**

E.g. His main task is *to complete* the work in time.

➤ **an object**

E.g. She likes *to read* adventure stories.

The Verbal Characteristics of the Infinitive

The English infinitive has the following verbal characteristics:

➤ like the verb, the infinitive can take a direct object

E.g. She likes *to recite* poems.

➤ the infinitive can be used with an adverb

E.g. I want *to speak* English fluently.

➤ the infinitive expresses tenses and voices though the tense distinctions of the infinitive are not absolute but relative. The infinitive of transitive verbs can have 6 forms while the infinitive of intransitive verbs has 4 forms.

	Active	Passive
Indefinite	to wash to stand	to be washed -----
Continuous	to be washing to be standing	----- -----
Perfect	to have washed to have stood	To have been washed -----
Perfect Continuous	To have been washing To have been standing	----- -----

The Tense Distinctions of the Infinitive

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

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

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

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

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

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

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

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

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

The Voice Distinctions of the Infinitive

The infinitive of transitive verbs has forms of Active and Passive voice while the infinitive of intransitive verbs can be used only in the Active voice.

- The infinitive in the Active voice refers to the noun or pronoun showing the doer of the action.

E.g. I like *to invite* people to my place.

- The infinitive in the Passive voice refers to the noun or pronoun showing the object of the action.

E.g. I would like *to be invited* to their party.

NOTE. In sentences beginning with the formal subject THERE the infinitive can be used in the Active or Passive voice to express the same meaning.

E.g. There is no time *to waste*. There is no time *to be wasted*.

The Use of the Bare Infinitive

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

The Bare infinitive is used:

- after auxiliary verbs

E.g. I don't know what to do in this situation.

- after modal verbs (except OUGHT (to))

E.g. We must do it immediately.

- after all the verbs of sense perception as well as the verb TO KNOW in the meaning TO SEE, TO OBSERVE

E.g. I heard them *talk* very loudly in the kitchen.

I have never known (= have never seen) Jane *behave* like this before.

- after the verbs of permission and compulsion TO LET, TO HAVE, TO MAKE

E.g. Why did you *let* her *go* there alone?

They made me *say* it.

I won't have you *talk* like this in my presence.

- after the verb TO HELP (mostly in AmE)

E.g. Will you help me *do* it?

- after the verb TO BID (=TO OFFER) though in modern English this verb is used quite rarely

E.g. She bade me *have* another cup of tea.

- after set expression HAD BETTER, WOULD RATHER, CANNOT BUT, CANNOT CHOOSE BUT, NOTHING BUT

E.g. You had better *tell* me the truth right now.

I would rather *stay* here a bit longer.

He does nothing but *walk* in the park all day long.

We couldn't choose but *wait* for them.

- in interrogative sentences of a special type beginning with WHY

Why stay here so late?

Why not go for a walk on such a nice day?

NOTE 1. Sometimes the particle TO is used without the infinitive to avoid repeating the same word. We usually find such particle TO after the verbs TO ASK, TO WANT, TO WISH, WOULD LIKE, etc.

E.g. I'll be glad to help him if he asks me *to*.

I can't go with you now though I would like *to*.

NOTE 2. Sometimes the particle TO is separated from the infinitive and in this case the infinitive is called split. It may occur in case the infinitive is modified by the adverbs COMPLETELY, FULLY, REALLY, etc.

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

Syntactic Functions of the Infinitive

In the sentence the infinitive can have practically any function except that of the predicate. It is used as:

- **a subject**

E.g. *To do* it before tomorrow is really important.

NOTE. The infinitive can also be used as a subject in sentences beginning with the formal introductory subject IT. To make sure that we have the infinitive in the function of a subject it is necessary to paraphrase the sentence placing the infinitive at the beginning and leaving IT out.

E.g. It is really important *to do* it before tomorrow. = *To do* it before tomorrow is really important.

- **a predicative** (after link verbs TO BE, TO MEAN, etc.)

E.g. Saying such a thing means *to betray* him.

- **part of a predicative** (after link verbs followed by adjectives)

E.g. This passage is hard *to understand*.

- **a part of a compound verbal predicate**

(in the Subjective Infinitive Construction)

E.g. He seems *to know* everything in the world.

- **a part of a compound verbal modal predicate**

(after modal verbs and expressions)

E.g. You can *come* and *see* us next week.

You will have *to wait* till they come back.

- **a part of a compound verbal aspect predicate**

(after the verbs denoting beginning, duration and the end of the action)

E.g. They began to discuss their problems again.

We continued to admire the beauty of the scenery.

Finally it ceased to rain.

- **a simple object**

E.g. He likes to swim.

NOTE. Sometimes the infinitive as an object is introduced by the formal object IT.

E.g. I think it impolite to go there so late.

- **a part of a complex object** (in the Objective- with-the-Infinitive Construction)

E.g. I want you to stop talking about it.

- **an attribute** which modifies nouns, pronouns, ordinal numerals and the adjective LAST.

E.g. He is not the man to trust.

I need somebody to talk to.

He is always the first to come.

Jane was the last to speak.

- **an adverbial modifier of:**

(1) **purpose** (sometimes with the conjunctions SO AS, IN ORDER)

E.g. I have come here (in order) to help you.

(2) **result** (in sentences with the adverbs TOO and ENOUGH and with the conjunctions SO ... AS)

E.g. She is too clever to argue with them.

I am not so stupid as to believe that nonsense.

(3) **comparison** (after the conjunctions AS IF, AS THOUGH)

E.g. She waved her hand as if to say good bye.

(4) **attendant circumstances**

E.g. She opened the door to see a total stranger standing on the porch.

NOTE 1. Structurally the infinitive in this function looks very much like the infinitive as an adverbial modifier of purpose. To make sure the infinitive is used as an adverbial modifier of attendant circumstances, we can paraphrase the sentence trying to place the conjunction AND between the predicate and the infinitive.

E.g. I read the whole passage to find only two new words.

(= I read the whole passage and found only two new words).

NOTE 2. The infinitive can be used as parenthesis though it is not a syntactic function. The reason is that parenthesis do not refer to one part of the sentence but to the whole sentence. In this case the infinitive is used in a phrase.

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

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

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

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

Predicative Constructions with the Infinitive

A predicative construction is a structure which consists of two elements – the nominal part and the verbal part.

- The nominal part denotes the doer of the action and is usually expressed by a noun or a pronoun.
- The verbal part denotes the action which is performed and is expressed by one of the verbals (the infinitive, the gerund, or the participle).

E.g. I watched *the children play* in the yard.

THE CHILDREN PLAY is a predicative construction in which THE CHILDREN is the nominal part and PLAY is the verbal part.

It is important to see the difference between a phrase and a predicative construction.

- A phrase usually implies the use of a verbal with some accompanying words but the doer of the action is not mentioned.

E.g. I want *to talk to them about it*.

TO TALK TO THEM ABOUT IT is a phrase consisting of the infinitive and accompanying words.

- A predicative construction always has a nominal part which points out the doer of the action.

E.g. I want *you to talk* to them about it.

YOU TO TALK is a predicative construction in which YOU is the doer of the action.

In modern English the infinitive can form three predicative constructions:

- the Objective-with-the-Infinitive Construction

- the Subjective Infinitive Construction
- the Prepositional Infinitive Construction

The Objective with the Infinitive Construction

The General Notion and Its Translation into Ukrainian

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

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

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

This construction is monofunctional as it always has only one function in the sentence – a complex object.

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

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

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

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

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

- two simple objects

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

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

- a verbal noun

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

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

The Objective-with-the-Infinitive Construction is widely used in modern English. It can often be found after the verbs denoting:

- **sense perception TO SEE, TO HEAR, TO FEEL, TO KNOW (in the meaning TO SEE), TO OBSERVE, TO WATCH**, etc.

E.g. Kate felt *somebody touch* her hand.

I have never known *him talk* about such things before.

NOTE 1. As a rule the infinitive of the verb TO BE is not used after verbs of sense perception.

NOTE 2. If the verbs TO SEE, TO HEAR, TO FEEL do not denote sense perception but change their meaning, the construction is not used. In this case we can find an object clause.

E.g. I see (=understand) *that you do not trust me*.

I hear (=get the information) *they are coming back next week*.

I feel (=realize) *that something is wrong with him*.

- **mental activity TO KNOW, TO THINK, TO CONSIDER, TO BELIEVE, TO SUPPOSE, TO EXPECT, TO FIND, TO TRUST, etc.**

E.g. Everyone considers *him to be* a bit strange.

We expect *you to tell* us everything you know.

NOTE 3. After all verbs denoting mental activity (except EXPECT) we usually use the infinitive of the verb TO BE.

After the verb TO EXPECT the infinitive of any verb can be used.

E.g. I find it to be rather interesting.

We expect them to return on Monday.

NOTE 4. After the verbs TO THINK, TO FIND, TO CONSIDER the infinitive TO BE can be omitted without any change in meaning.

E.g. I think it (*to be*) very interesting.

They find the situation (*to be*) rather awkward.

She considers this matter (*to be*) quite confidential.

- **declaring TO ANNOUNCE, TO PRONOUNCE, TO DECLARE, TO REPORT**

E.g. They report the delegation to arrive at 5 p.m.

- **wish and intention TO WANT, TO WISH, TO DESIRE, TO MEAN, TO INTEND, TO CHOOSE (in the meaning TO WANT)**

E.g. She wanted the work to be completed by 6 o'clock.

She'll never choose you to join her.

- **feeling and emotion TO (DIS)LIKE, TO HATE, TO LOVE, CANNOT BEAR, CANNOT STAND**

E.g. I dislike the children to behave in such a way.

- **order and permission TO ALLOW, TO LET, TO SUFFER (in the meaning TO ALLOW UNWILLINGLY), TO ORDER, TO HAVE, etc.**

E.g. She let me stay here longer.

The old lady suffered me to enter the room.

NOTE 5. After the verbs TO ALLOW and TO ORDER the construction is used only in case the nominal part denotes a lifeless thing.

E.g. She allowed some information to be added to the report.

The teacher ordered the papers to be handed in.

NOTE 6. The verb TO HAVE denoting order and permission is used in the Objective-with-the-Infinitive Construction only in the negative form and is translated into Ukrainian НЕ ДОЗВОЛИЮ.

E.g. I will never have her go there alone.

- **Compulsion TO MAKE, TO HAVE, TO GET, TO CAUSE, TO FORCE, etc.**

E.g. The teacher made the boy repeat the whole story again.

What caused you to come here again?

NOTE 7. It should be born in mind that in most cases we use the TO-infinitive in this construction, but Bare Infinitive is used after:

- **all verbs of sense perception**
- **LET**
- **HAVE**
- **MAKE**

The Subjective with the Infinitive Construction

The General Notion and its Translation into Ukrainian

The Subjective Infinitive Construction is the one in which the nominal part is expressed by a noun in the Common case or a pronoun in the Nominative case and the verbal part is expressed by the infinitive. The peculiarity of this

construction is that the nominal part is at the same time the subject of the sentence and the verbal part is separated from the nominal part.

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

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

The Subjective Infinitive Construction is monofunctional as it has the same syntactic function in any context.

Its another peculiarity is that the nominal part has the function of the subject while the verbal part is used as part of a compound verbal predicate.

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

THEY is the subject of the sentence,

TO MEET is part of a compound verbal predicate.

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

- an object clause preceded by the indefinite-personal sentence

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

Бачили, що вони вийшли з дому вранці.

- an object clause preceded by the impersonal sentence

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

- a simple sentence with parenthetic words

НАПЕВНО, ОЧЕВИДНО, ЗДАЄТЬСЯ

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

The Use of the Subjective Infinitive Construction

In modern English the Subjective Infinitive Construction can be used with certain groups of verbs. It can be found with:

- **the verbs of sense perception TO SEE, TO HEAR, TO FEEL, TO OBSERVE, TO WATCH**, etc. used in the Passive Voice

E.g. *The children* were seen *to play* in the yard.

- **the verbs of mental activity TO KNOW, TO THINK, TO CONSIDER, TO BELIEVE, TO SUPPOSE, TO EXPECT, TO FIND, TO TRUST**, etc. used in the Passive Voice

E.g. *He* was thought *to be* honest and kindly.

- **the verb of compulsion TO MAKE** used in the Passive Voice

E.g. *He* was made *to say* it.

- **the verbs of declaring TO SAY and TO REPORT** used in the Passive Voice

E.g. *The plain is reported to take off* at 4.25

- three pairs of synonyms used in the Active Voice:

➤ **TO SEEM - TO APPEAR**

➤ **TO HAPPEN - TO CHANCE**

➤ **TO PROVE - TO TURN OUT**

E.g. *She seems to be* deep in thought.

- **the phrases TO BE SURE, TO BE CERTAIN, TO BE (UN)LIKELY**

E.g. *They are sure to come* back soon.

The Prepositional Infinitive Construction

The General Notion, Its Translation into Ukrainian

The Prepositional Infinitive Construction (which is sometimes called the For-to-Infinitive Construction) consists of the nominal part expressed by a noun in the Common case or a pronoun in the Objective case and the verbal part expressed by the infinitive. This construction is always preceded by the prepositions FOR, OF, ON (UPON).

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

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

I rely *on you to do* it properly.

The Prepositional Infinitive Construction is multifunctional as in the sentence it can perform different syntactic functions.

Having no similar construction in Ukrainian we need to use different ways of translation. The Prepositional Infinitive Construction is usually rendered by:

- an object clause preceded by an impersonal sentence

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

- an infinitive phrase

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

The Use of the Prepositional Infinitive Construction

We can hardly find any restrictions as to the use of this construction after certain verbs but its peculiarity lies in the fact that it can have different syntactic functions in the sentence.

The Prepositional Infinitive Construction can be used as:

- **a complex subject**

E.g. *For you to do* it is really vital.

It's quite natural *of you to ask* about it.

- **a complex predicative**

E.g. This problem is *for you to solve* all by yourself.

- **a complex object**

E.g. They waited *for the train to come*.

They count *on us to do* everything in time.

- **a complex attribute**

E.g. It's a good text *for you to use* for interpreting.

- **a complex adverbial modifier of:**

(1) **purpose**

E.g. He stepped back *for me to pass*.

(2) **result**

E.g. The water is too cold *for the children to swim*.

THE GERUND

The Double Nature of the Gerund

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

Like all the other verbals it has a double nature combining nominal and verbal characteristics. It is formed by adding the ending -ING to the stem of the notional verb.

The Nominal Characteristics of the Gerund

The nominal character of the gerund can be seen from its syntactic functions as well as its ability to be used with prepositions and to be modified by possessives.

- Like the noun, the gerund can be used in the sentence as:

- **a subject**

E.g. *Smoking* is a bad habit.

- **a predicative**

E.g. His main task is *meeting* them at the station.

- **an object**

E.g. He likes *playing* chess.

- The gerund **can be used with prepositions**

E.g. *On entering* the room he looked around.

- The gerund **can be preceded by possessive pronouns or nouns in the Possessive case**

E.g. *Mary's coming* so late really surprised everyone.

His singing is very beautiful.

The Verbal Characteristics of the Gerund

The verbal character of the gerund is similar to that of the other English verbals:

- The gerund of transitive verbs can take a direct object

E.g. Kate enjoys *reading love stories*.

- The gerund can be modified by adverbs

E.g. They burst out *laughing loudly*.

- Like the verb, the gerund has tense and voice distinctions, though they are not absolute but relative. The gerund of transitive verbs has 4 forms.

	Active	Passive
Indefinite	Cleaning	being cleaned
Perfect	having cleaned	having been cleaned

The Tense Distinctions of the Gerund

The Indefinite Gerund Active and Passive can denote:

- an action which refers to no particular time in sayings and general statements

E.g. *Talking* and *doing* are two entirely different things.

- an action which is simultaneous with the action of the finite verb

E.g. He was surprised at *seeing* her there.

- an action prior to the action of the finite verb after:

➤ the verbs TO EXCUSE, TO FORGET, TO FORGIVE, TO REMEMBER, TO THANK

E.g. I have completely forgotten *telling* her about it.

Thank you for *helping* me with my luggage.

➤ prepositions ON(UPON), AFTER, WITHOUT

E.g. On *saying* these words Jane made a pause.

He left without *looking* at us.

The Perfect Gerund Active and Passive denotes an action prior to the action expressed by the finite verb

E.g. I deny *having taken* that money.

Do you know about his book *having been published* last month?

The Voice Distinctions of the Gerund

The gerund has special forms for active and passive voice.

- **The Active Gerund** is used when it refers to the noun or pronoun denoting the doer of the action.

E.g. He is fond of *arranging* parties.

- **The Passive Gerund** is used when it refers to the noun or pronoun which is an object of the action.

E.g. They talked about the *party being arranged* in their house.

NOTE. The Active gerund is used to express passive meaning after:

- the verbs **TO DESERVE, TO NEED, TO REQUIRE, TO WANT**

E.g. These old shoes *need brushing*.

The house *wants repairing*.

- the **adjective WORTH**

E.g. This movie is *worth watching*.

This problem is *worth discussing*.

The Ways of Translating the Gerund into Ukrainian

The gerund is a typically English verbal which has no direct equivalent in Ukrainian. As a result it can be rendered in Ukrainian in different ways depending on its paradigmatic form, syntactic function and the context. As a rule the gerund is translated by:

- **a verbal noun**

E.g. *Swimming* is useful for your health. *Плавання* корисне для здоров'я.

- **an infinitive**

E.g. They began *translating* the text. Вони почали *перекладати* текст.

- **a participial phrase**

E.g. *On coming back* home he realized his mistake. *Повернувшись* додому, він усвідомив свою помилку.

- **a subordinate clause**

E.g. Did you know about this old cottage *being redecorated* now? Чи знали ви про те, що цей старий будинок зараз ремонтується?

The Use of the Gerund

In Modern English the gerund is widely used. It can follow:

- **verbs and phrases without prepositions**

TO AVOID

TO BURST OUT

TO DENY

TO ENJOY

TO EXCUSE

TO FANCY

TO FINISH

TO FORGIVE

TO GIVE UP

TO GO ON

TO KEEP ON

TO MIND

TO POSTPONE

TO PUT OFF

CANNOT HELP, etc.

- **verbs and phrases with prepositions**

TO ACCUSE OF	TO PREVENT FROM
TO AGREE TO	TO RELY ON
TO APPROVE OF	TO SPEAK OF
TO COMPLAIN OF	TO SUCCEED IN
TO DEPEND ON	TO SUSPECT OF
TO FEEL LIKE	TO THANK FOR
TO INSIST ON	TO THINK OF
TO LOOK LIKE	TO GIVE UP THE IDEA OF
TO OBJECT TO	TO LOOK FORWARD TO
TO PERSIST IN	

- **predicative word-groups with or without prepositions**

TO BE AWARE OF	TO BE OUT OF (hearing or seeing)
TO BE BUSY	TO BE PLEASED AT
TO BE CAPABLE OF	TO BE PROUD OF
TO BE ENGAGED IN	TO BE SURE OF
TO BE FOND OF	TO BE SURPRISED (ASTONISHED)
TO BE GUILTY OF	AT
TO BE INDIGNANT AT	TO BE WORTH (WHILE)

- **There are some verbs which can be followed by both the gerund and the infinitive. They are:**

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

! For more detailed information concerning the use of the Gerund refer to p.150

The Difference between the Use of the Gerund and the Infinitive

There are cases when the gerund and the infinitive can be used after the same words. In general, the meaning remains the same but sometimes it is important to differentiate between the use of the gerund and the infinitive.

- **With the verbs TO BE AFRAID, TO FORGET, TO HATE, TO (DIS)LIKE, TO PREFER both the gerund and the infinitive can be used:**

- the gerund is used in general statements
- the infinitive refers to specific occasions.

E.g. I hate *listening* to long stories. I hate *to listen* to his silly story now.

I am afraid *of staying* at home alone.

Don't leave me. I am afraid *to stay* in this dark room.

- **After the verb TO REMEMBER :**

- The infinitive shows the reference to the future and the verb itself is translated **НЕ ЗАБУДЬ**.
- The gerund after the same verb shows the reference to the past.

E.g. Remember *to buy* some bread on the way home.

Не забудь купити хліба по дорозі додому.

I remember *buying* some bread on the way home.

Я пам'ятаю, що купила хліб по дорозі додому.

- **After the verb TO STOP the infinitive and the gerund have different syntactic functions and ways of translation:**

- the infinitive is used as an adverbial modifier of purpose
- the gerund is used as part of a compound verbal aspect predicate.

E.g. I stopped *to talk* to him about it. Я *зупинився, щоб поговорити* з ним про це.

I stopped *talking* about it. Я *припинив говорити* про це.

Verbs followed by gerund or infinitive

In the English language there are verbs followed by infinitive (They agreed to come), other verbs followed by gerund (Did you enjoy flying?) and there are also verbs followed by infinitive and gerund (She began to work - She began working).

1. Verbs followed by infinitive only:

agree, appear, arrange, ask, choose, decide, demand, encourage, fail, forbid, force, hope, instruct, invite, learn, manage, offer, order, permit, persuade, plan, prepare, pretend, promise, refuse, remind, seem, swear, warn

He decided to study at university. We hoped to find it. Did he seem to like it? I ordered my son to send it.

2. Expressions and phrasal verbs followed by infinitive:

be about, be due to, do one's best, make up one's mind, set out, turn out

He was about to start. I did my best to learn it. I haven't made up my mind to start yet. It turned out to be your car. We set out to cut the tree.

3. The verbs followed by gerund only:

admit, consider, delay, dislike, enjoy, escape, excuse, finish, forgive, imagine, insist, keep, mind, miss, practise, prevent, risk, suggest, understand

She admitted telling him. Did you escape writing the test? I don't want to risk coming late.

Excuse, forgive and prevent are used with three different forms:

Excuse my being late. Excuse me being late. Excuse me for being late.

4. Expressions and phrasal verbs followed by gerund:

be against, be interested in, can't stand, can't help, give up, look forward to, it's no use/good, it's worth

I can't stand waiting for hours. I can't help laughing. Don't give up studying this chapter.

It's no use working so late. Is the film worth seeing?

5. Verbs followed by infinitives and gerunds.

A. With the same meaning:

begin, advise, allow, can't bear, continue, intend, it requires, it needs, it wants, permit, recommend, start

Did you continue driving/to drive? He can't bear smoking/to smoke.

If the verbs *advise, allow, permit, recommend* are used with the indirect object, they are followed by infinitive. If not, gerund must be used.

They didn't allow us to eat there. They didn't allow eating there.

She recommended John to read this book. She recommended reading this book.

After the expressions it needs/requires/wants gerund is more common than infinitive.

The car needs washing/to be washed. The flower wants watering/to be watered.

B. The verbs that have a different meaning with gerund or infinitive.

Remember

I remember watching the match. It was fantastic.

We use gerund to talk about earlier actions.

I remembered to watch the match. And so I sat down and switched on the TV.

The infinitive is used to talk about following actions.

Try

I tried calling him because I needed to test my new mobile phone. (I made an experiment with my mobile.)

I tried to call him because I needed to meet him. (I made an attempt to get in touch with him.)

Love/like/hate/prefer

In the conditional tense these verbs are used with the infinitive.

I'd like to drive. I'd love to drive. I'd hate to drive. I'd prefer to drive.

In other tenses they are used with gerund or infinitive, but both forms have a slightly different meaning.

I like driving. I love driving. I hate driving. I prefer driving.

I like to drive. I love to drive. I hate to drive. I prefer to drive.

Compare:

I like going to the cinema. (I enjoy it.)

I like to go to the dentist twice a year. (I don't enjoy it, but I go there, because it is good for my health.)

I hate ironing. (It is my least favourite activity. I never enjoy it.)

I hate to iron on Sundays. (I don't mind ironing, but not on Sundays.)

Go on

After dinner he went on showing us his photos.

The gerund is used when we want to say that a previous activity continues.

He gave us a lecture on the Greek history. And then he went on to show us his photos from Greece.

The infinitive is used when we want to describe an activity that follows a previous action and is somehow connected to it.

Stop

I stopped smoking. (This means that I do not smoke anymore.)

I stopped to smoke. (I made a pause to have a cigarette.)

Mean

I didn't mean to hurt you. (I say that I didn't do it on purpose.)

We can go to Spain. But it means spending more money. (In this sentence we describe the consequences.)

Be afraid

She was afraid of getting married. (A marriage is something that frightens her.)

She was afraid to marry Bill. (She doesn't mind getting married, but the marriage with Bill frightens her.)

I'm sorry

I'm sorry for telling you. (I apologize for a previous action.)

I'm sorry to tell you that your flight will be delayed.

(I apologize for something that will happen.)

The infinitive with this expression can also mean sorrow:

I'm sorry to hear that your wife is ill.

Syntactic Functions of the Gerund

In the sentence the gerund can have practically all the functions except that of the predicate. Its functions are very similar to those of the infinitive. The gerund can be used as:

- **a subject**

E.g. *Seeing* it with my own eyes will make me believe your story.

Kissing relatives and friends is common in Britain.

Reading is my pastime. *Writing* is my passion.

Sometimes the gerund is used as a subject in sentences beginning with the formal subjects **THERE** and **IT**.

E.g. *There* is no *coming* back.

It's no use *crying* over spilt milk.

- **a predicative after link verbs and expressions:**

TO BE, TO BE (LOOK) LIKE, TO BE FOR (AGAINST), TO BE ON THE POINT OF, TO BE FAR FROM, TO FEEL LIKE, TO MEAN, etc.

E.g. Saying it *means* *admitting* our fault. My mistake was *trusting* him.

I *am against* *leaving* the children alone for such a long time.

Jane is so tired, she *doesn't feel like* *going* out tonight.

- **part of a compound verbal predicate of two types:**

(1) *part of a compound verbal modal predicate after the modal expressions*

CAN'T (COULDN'T) HELP + gerund

but CAN'T(COULDN'T) AFFORD + Infinitive

E.g. He *couldn't help* *smiling* when he saw that funny puppy.

I *can't afford* *buying* such expensive things.

(2) *part of a compound verbal aspect predicate after the verbs denoting the beginning, duration and the end of the action*

E.g. They *began* *talking* about something in their lively manner.

She finally *stopped* *thinking* about it.

Richard *gave up* *smoking*.

- **an object of four types:**

(1) *a direct simple object* (without any prepositions before it)

E.g. He likes *watching* movies.

(2) **a prepositional simple object** (with prepositions before the gerund)

E.g. He is fond of playing tennis.

(3) **part of a direct complex object** (in case of a gerundial construction)

E.g. I enjoyed *Mary's singing*.

(4) **part of a prepositional complex object** (with a gerundial construction preceded by a preposition)

E.g. I am fond of *Mary's singing*.

- **an attribute** which modifies abstract nouns followed by prepositions

E.g. Mr. Smith objected to their idea of starting immediately.

NOTE 1. Mind the use of prepositions after the abstract nouns

- **ART OF, HOPE OF, CHANCE OF, FEAR OF, etc.**
- **INTEREST (SKILL, EXPERIENCE) IN**
- **METHOD (HABIT, INTENTION) OF**
- **OBJECTION TO**
- **PLAN (REASON, PREPARATION) FOR**
- **SURPRISE (ASTONISHMENT, DISSAPOINTMENT) AT, etc.**

Everyone was surprised at her skill in embroidering.

I can hardly understand the method of imitating words without understanding their meaning.

- **an adverbial modifier of seven types.** In this function the gerund is always preceded by prepositions which often help define the type of the adverbial modifier. The gerund is used as an adverbial modifier of:

(1) **time after the prepositions ON, UPON, IN, AT**

E.g. On doing all the work she could finally have a rest.

I was really surprised at seeing John there.

NOTE 2. The gerund after the prepositions ON, UPON denotes priority of the action while after IN, AT it expresses actions simultaneous with the actions of the finite verb.

(2) **manner after the prepositions IN, BY**

E.g. They spent the whole day in getting ready for the party.

You can help me by sweeping the floor.

(3) **purpose after the preposition FOR**

E.g. We use such texts for interpreting.

(4) **cause after the prepositions FOR, FOR FEAR OF, OWING TO**

E.g. He felt much better for having taken aspirin.

The little boy cried bitterly *for fear of* getting an injection.

(5) attendant circumstances after the prepositions

APART FROM, BESIDES, WITHOUT

E.g. He left even *without* looking at me.

Apart from being well-bred she was well-educated.

(6) condition after the prepositions IN CASE OF, WITHOUT

E.g. *In case of* being late don't hesitate to call me.

You will hardly do this translation *without* using a dictionary of phraseologisms.

(7) concession after the prepositions IN SPITE OF, INSTEAD OF, DESPITE

E.g. *Instead of* consulting a doctor she went to work.

Despite being very tired Judy volunteered to go there with us.

NOTE 3. As it has been mentioned, the gerund as an adverbial modifier is always preceded by prepositions which makes it easier to define its syntactic functions. But sometimes these prepositions can be rather misleading. The problem is that the same prepositions can introduce the gerund in different syntactic functions.

- The preposition IN can precede the gerund as an adverbial modifier of time and manner. To differentiate between these two types we should ask a question. If the question is WHEN? it is an adverbial modifier of time. If the question is HOW? it is an adverbial modifier of manner.

E.g. She didn't look left or right (WHEN?) *in* crossing the street. (time)

The secretary spent the whole morning (HOW?) *in* sorting out the papers. (manner)

- The same problem can be faced with the preposition FOR introducing the gerund as an adverbial modifier of purpose and cause. If we can ask the question FOR WHAT PURPOSE? it is an adverbial modifier of purpose. If we ask the question FOR WHAT REASON? it is an adverbial modifier of cause.

E.g. She felt a bit warmer (FOR WHAT REASON?) *for* having had some tea. (cause)

This teapot is used (FOR WHAT PURPOSE?) *for* brewing tea. (purpose)

- The preposition WITHOUT can also introduce two different types of adverbial modifiers - condition and attendant circumstances. To differentiate between them it is recommended to paraphrase the sentences. If we can place the conjunction IF between its two parts, it is an adverbial modifier of condition. If we place the conjunction

AND between the paraphrased parts of the sentence, we have an adverbial modifier of attendant circumstances.

E.g. You can't go there without *being invited*.

= You can't go there if you are not invited. (condition)

He turned and left without *waving* farewell.

= He turned and left and didn't wave farewell. (attendant circumstances)

The Predicative Construction with the Gerund

The gerund forms only one predicative construction. In the gerundial construction the nominal part is expressed by a noun or a pronoun while the verbal part is expressed by a gerund. This construction is multifunctional as in the sentence it can have various syntactic functions like a single gerund. The use of this construction is not restricted by certain verbs or phrases, it can be found in different contexts.

The peculiarity of the gerundial construction is that its nominal part can be expressed in different ways. It is important to see whether it denotes a living being or a lifeless thing.

- If the nominal part of the gerundial construction denotes a living being, its nominal part can be expressed by:

- a noun in the Common case

E.g. I am surprised at Jane *behaving* like that.

- a noun in the Possessive case

E.g. I am surprised at Jane's *behaving* like that.

NOTE 1. The difference between these two construction is that in the first case we focus on the doer of the action while in the latter case we stress the action itself. In Ukrainian translation these differences can be rendered only by means of a logical stress.

NOTE 2. If the nominal part of this construction is expressed by a group of nouns, they are used in the Common case.

E.g. Do you really object to Mary and Jane *joining* us on Saturday?

- a possessive pronoun

E.g. Peter spoke of her *leaving* tomorrow morning.

- a personal pronoun in the Objective case

(though it occurs quite rarely)

E.g. Please, forgive me *saying* such wounding words.

- If the nominal part of the gerundial construction denotes a lifeless thing, it can be expressed by:

➤ **a noun in the Common case**

E.g. I heard about his *book being published* next month.

➤ **a possessive pronoun**

E.g. When Kitty spoke about my room, she told me of *its being* ready for my arrival.

➤ **pronouns without case forms ALL, THIS, THAT, BOTH, EACH, SOMETHING**

E.g. I mentioned of *something being* very strange about his behavior.

The Syntactic Functions of the Gerundial Construction

The gerundial construction is multifunctional as it has no fixed function in the sentence. It can be used as:

- **a complex subject**

E.g. *Their coming* late didn't surprise anybody.

- **a complex predicative**

E.g. What really annoyed me was *his telling* long and dull stories.

- **a complex object**

(1) *a direct complex object*

E.g. I enjoy *their singing* Christmas carols.

(2) *a prepositional complex object*

E.g. Mother strongly objected to *our going* there so late.

- **a complex attribute**

E.g. What will you say to the idea of *our leaving* early in the morning?

- **a complex adverbial modifier of different types**

E.g. On *their coming* back everybody felt relieved.

You will never do it in time without *our helping* you.

In spite of *Kitty's looking* very excited Peter pretended not to notice it.

The Ways of Translating the Gerundial Construction into Ukrainian

We don't have similar construction in Ukrainian, that's why it can be rendered in different ways:

- as a subordinate clause with the Ukrainian conjunctions **ТЕ ЩО, ЯК**
E.g. I knew nothing about *his being* a writer.

Я нічого не знала про *те, що він письменник*.

- a verbal noun

E.g. *Her singing* overwhelmed everyone. *Її спів* усіх приголомшив.

A Verbal Noun

A verbal noun is a noun derived from a verb. It has all of the properties of ordinary nouns and none of the properties of verbs.

A verbal noun can have plural forms just like a noun. It can also occur with determiners and adjectives. In English, verbal nouns are formed with a variety of suffixes. Examples are given below:

arrive (verb) / arrival (noun)

decide (verb) / decision (noun)

destroy (verb) / destruction (noun)

fly (verb) / flight (noun)

His sudden arrival surprised me.

He has not yet announced his decision.

He boarded a flight to Chicago.

A verbal noun can be identical to its source verb.

Examples are: *return (verb) / return (noun)*, *attack (verb) / attack (noun)*.

!Note that a verbal noun should not be confused with a gerund, although many grammarians make this error.

Partings are always painful.

I would like a second helping.

The lightning struck the building.

His paintings have attracted a great deal.

Listening 10 minutes a day to English will help you improve your understanding of the language.

The Difference between the Gerund and the Verbal Noun

In Modern English there are several forms ending in -ING. One of them is the verbal noun. It is important to differentiate between the gerund and the verbal noun which look the same but are used in different ways. Lexically the gerund and the verbal noun are very similar and they are translated into Ukrainian in the same ways but structurally they are different.

The differences between the gerund and the verbal noun are as follows:

- the gerund has a nominal and verbal character and as a result it can be used in 4 forms. The verbal noun has only nominal but no verbal character and it can be used only in one form.
E.g. *Leaving* so early is not typical of her. (the gerund)
- the gerund is never used with articles
E.g. I find *reading* this book rather interesting. (the gerund)
- the gerund of transitive verbs takes a direct object E.g. *Packing things* is rather tiresome. (the gerund)
- The gerund can be modified by adverbs E.g. I hate his *coming* home late. (the gerund)
- the gerund is never used in the plural while the verbal noun can have the plural form with the ending -S.
E.g. I am surprised at her *early leavings*. (the verbal noun)
- while the verbal noun is used with articles.
I find the reading of this book rather interesting. (the verbal noun)
- while the verbal noun can take only the prepositional object with OF. The *packing of things* is rather tiresome. (the verbal noun)
- while the verbal noun is modified by adjectives. I hate his late coming. (the verbal noun)

THE PARTICIPLE

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

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

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

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

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

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

The Double Nature of the Participle

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

The Adjectival and Adverbial Characteristics of the Participle

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

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

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

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

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

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

The Verbal Character of the Participle

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

- Participle I of transitive verbs can take a direct object.
E.g. *Reading a new book* he usually writes out some unfamiliar words.
- The participle can be modified by an adverb.
E.g. *Looking at me hesitantly* he slowly approached the table.
She said it as if *greatly shocked*.

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

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

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

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

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

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

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

The Tense Distinctions of Participle I

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

- **Participle I Indefinite Active or Passive expresses an action simultaneous with the action of the finite verb.**
E.g. *Working* with his papers he was very concentrated.

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

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

Coming home he immediately went to the lounge.

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

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

The Syntactic Functions of Participle I

In the sentence Participle I is used as:

- **an attribute (of three types)**

(1) **in pre-position** (when the participle comes before the word it refers to)

E.g. The *blowing wind* was so cool and refreshing.

(2) **in post-position** (when the participle comes after the word it refers to)

E.g. It was rather difficult to walk against the *wind blowing* just into his face.

(3) **in a detached position** (when the participle is separated from the word it refers to)

E.g. *Blowing* into his face *the wind* was very cold.

NOTE 1. Only Participle I Indefinite can be used as an attribute. Participle I Perfect is never used in this function. To express priority of the action we use an attributive clause.

E.g. The girl *who had been selling flowers* went away.

NOTE 2. Participle I of the verb TO BE is never used as an adverbial modifier of time as it always has a causal meaning.

To show the temporal meaning we can use clauses of the type:

'WHEN AT SCHOOL...' or 'WHEN HE WAS A CHILD'.

E.g. *When in London* he spent most of his time sightseeing.

When Jane was a little girl, she enjoyed picking flowers in the garden.

- **an adverbial modifier of:**

(1) **time** (sometimes with the conjunctions WHEN and WHILE)

E.g. *While walking* back home he couldn't stop thinking about that strange matter.

Having cooked breakfast the mother called the children.

(2) **cause**

E.g. *Being* quite exhausted he decided to have a short rest.

Having had some tea she felt a bit warmer.

(3) **comparison** (always after the conjunctions AS IF, AS THOUGH)

E.g. She gesticulated as if trying to warn me of a possible danger.

(4) **manner**

E.g. She sat *bending* over the table.

(5) **attendant circumstances**

E.g. Carrie sat by the fire *reading* a book.

(6) **concession**

Though being stupid, he could get A.

NOTE 3. It can be rather difficult to differentiate between Participle I as an adverbial modifier of manner and attendant circumstances because structurally they look very much the same. To see the difference we should answer a question or paraphrase the sentence. If we can ask the question HOW? IN WHAT WAY? it is an adverbial modifier of manner. If we can paraphrase the sentence placing the conjunction AND between the predicate and the participle, we have an adverbial modifier of attendant circumstances.

E.g. He ran up to me (IN WHAT WAY?) *breathing* heavily.

He sat on the porch smoking his favourite pipe. = He sat on the porch AND smoked his favourite pipe.

- **a part of a complex object** (in the Objective Participial Construction)

E.g. We watched *the children playing* in the park.

- **a part of a compound verbal predicate** (in the Subjective Participial Construction)

E.g. *The little boy* was seen *playing* in the park.

- **a predicative**
(after link-verbs TO BE, TO GET, TO SEEM, TO SOUND, etc.)

E.g. His words *sounded* *frightening*.

Participle I can also be used as parenthesis though it is not a syntactic function. It is usually found in participial phrases like

TELLING THE TRUTH

GENERALLY SPEAKING

JUDGING BY APPEARANCES etc.

E.g. *Generally speaking*, it was a strange meeting.

Syntactic Functions of Participle II

Syntactic functions of Participle II are very similar to those of Participle I. In the sentence it can be used as:

- **an attribute** (of three types):

(1) **in pre-position** (when the participle comes before the word it refers to)

E.g. The *written* letter was lying on the table.

(2) **in post-position** (when the participle comes after the word it refers to)

E.g. The letter *written* yesterday hasn't been posted yet.

(3) **in a detached position** (when the participle is separated from the word it refers to)

E.g. *Written* yesterday the letter was still lying on the table.

- **an adverbial modifier of:**

(1) **time** (after the conjunction WHEN)

E.g. *When explained* in detail the rule became quite understandable.

(2) **condition** (after the conjunction IF)

E.g. *If spoken* to politely he can be very helpful.

(3) **comparison** (after the conjunctions AS IF, AS THOUGH)

E.g. She looked at everyone *as if* really *shocked*.

(4) **concession** (after the conjunction THOUGH)

E.g. *Though astonished* she tried not to show it.

(5) **cause**

E.g. *Punished*, the girl cried bitterly.

- **a part of a complex object** (in the Objective Participial Construction)

E.g. I found *the window broken*.

- **a part of a compound verbal predicate**
(in the Subjective Participial Construction)

E.g. *The mission* is considered *completed*.

- **a predicative**
(after link-verbs TO BE, TO GET, TO SEEM, TO SOUND, etc.)

E.g. She *looked* really *exhausted*.

Predicative Constructions with the Participle

In Modern English we find four participial constructions which can be either monofunctional or multifunctional and are translated into Ukrainian in different ways. They are:

- the Objective Participial Construction

- the Subjective Participial Construction
- the Nominative Absolute Participial Construction
- the Prepositional Absolute Participial Construction

The Objective Participial Construction

The General Notion and its Translation into Ukrainian

The Objective Participial Construction has a nominal part expressed by **a noun in the Common case** or a **personal pronoun in the Objective case** while the verbal part is expressed by the participle.

E.g. We heard *her singing* a folk song.

HER SINGING is the Objective Participial Construction in which HER is a nominal part expressed by the pronoun in the Objective case and SINGING is a verbal part expressed by Participle I Indefinite Active.

This construction is **monofunctional** as it always has the function of a **complex object**.

It is mostly translated into Ukrainian by an object clause introduced by the conjunctions **ЩО, ЩОБ, ЯК**. Sometimes this construction can be translated into Ukrainian by an indefinite-personal sentence.

E.g. I want *tea served* immediately. Я хочу, щоб негайно подали чай.

We had *tea served* in the lounge. Нам подали чай у вітальні.

The Use of the Objective Participial Construction

In Modern English the Objective Participial Construction can be found after the verbs denoting:

- **sense perception TO SEE, TO HEAR, TO FEEL, TO WATCH, TO OBSERVE** as well as the verb **TO FIND** (in the meaning **TO SEE**).

In this case Participle I and Participle II can be used.

E.g. I heard *them discussing* something in the next room.

At home I found *the door unlocked*.

I found *a box of chocolate opened*.

NOTE. It is important to see the difference between the Objective Participial and the Objective-with-the-Infinitive Constructions after verbs denoting sense perception which may seem very similar. In fact there is a difference between them in meaning as well as in their translation into Ukrainian.

- The Objective-with-the-Infinitive Construction usually denotes a completed action and in Ukrainian translation the clause is introduced by the conjunction **ЩО** and the verb is usually perfective.

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

- The Objective Participial Construction denotes a process, not a fact, and in Ukrainian translation we find the conjunction **ЯК** which precedes the verb in the imperfective form.

E.g. I saw *him crossing* the street. Я бачив, *як* він *переходив* вулицю.

- **mental activity TO CONSIDER, TO SUPPOSE, etc.**

In this case only Participle II is used which shows that the nominal part denotes the object of the action.

E.g. I consider *this task done* perfectly well.

- **wish and intention TO WANT, TO WISH, TO DESIRE.**

Only Participle II is used which demonstrates a passive meaning expressed by the verbal part of the construction.

E.g. The manager wants *these documents typed* right now.

- **compulsion TO HAVE and TO GET.**

Only Participle II is used in this case showing a passive colouring of the action expressed by the participle in the verbal part.

E.g. I had *a new dress made*. She got her *hair done*.

The Subjective Participial Construction

The General Notion, its Translation into Ukrainian

The Subjective Participial Construction has a nominal part expressed by an **noun in the Common case** or a **pronoun in the Nominative case** and the verbal part expressed by the participle. The nominal part is separated from the verbal part.

This construction is **monofunctional** as its nominal part is used as a subject of the sentence while the verbal part is **part of a compound verbal predicate**.

Having no direct equivalent in Ukrainian the Subjective Participial Construction is usually translated into Ukrainian by an object clause with the conjunctions **ЯК, ЩО** preceded by an indefinite-personal or impersonal sentence.

E.g. *She was heard singing a song.* *Чули, як вона співала пісню.*

The problem is considered solved. *Вважається, що проблему вирішено.*

The Use of the Subjective Participial Construction

The Subjective Participial Construction is used with the verbs in the Passive Voice which together with the verbal part of the construction form a compound verbal predicate. This construction is used with the verbs denoting:

- **sense perception TO SEE, TO HEAR, TO FEEL, TO WATCH, TO OBSERVE.** In this case Participle I Indefinite Active is mostly used which shows that the nominal part denotes the doer of the action.

E.g. *They were heard discussing something lively and loudly.*

- **mental activity TO CONSIDER, TO SUPPOSE, etc.** In this case Participle II is usually used which shows that the nominal part denotes the object of the action.

E.g. *The matter is considered settled.*

The Nominative Absolute Participial Construction. The General Notion and its Translation into Ukrainian

The Nominative Absolute Participial Construction is a construction in which the nominal part is expressed by **a noun in the Common case or a pronoun in the Nominative case** while the **verbal part** is expressed by a **participle**. The nominal part of the construction is not the subject of the sentence. This construction is usually separated from the main part of the sentence by a comma.

E.g. *The sun having set, it became a bit cooler.*

THE SUN HAVING SET is a Nominative Absolute Participial Construction in which **THE SUN** is a nominal part expressed by a noun in the

Common case and HAVING SET is a verbal part expressed by Participle I Perfect Active.

This construction is multifunctional as in the sentence it can perform the **function of an adverbial modifier of different types.**

Having no direct equivalent in Ukrainian this construction is translated by a subordinate or coordinate clause introduced by the conjunctions **КОЛИ, ЯКЩО, ОСКІЛЬКИ, І, А**. Sometimes a participial phrase is possible in Ukrainian translation.

E.g. *Time permitting*, we'll do some shopping.

Якщо вистачить часу, ми зробимо деякі покупки.

He ran into the room, *Mary following him*.

Він забіг до кімнати, *а Мері прослідувала за ним*.

The Syntactic Functions of the Nominative Absolute Participial Construction

The Nominative Absolute Participial Construction in the sentence has the function of **an adverbial modifier of:**

- **time.** In this case Participle I and Participle II can be used. In Ukrainian translation we use the conjunctions КОЛИ, ПІСЛЯ ТОГО ЯК.

E.g. *The breakfast having been cooked*, Kitty served the table.

The letter typed and signed by the manager, it was immediately posted to their partners.

- **cause.** In this case Participle I is usually used. In Ukrainian translation we use the conjunctions ОСКІЛЬКИ, А ТОМУ.

E.g. *It being* too cold and windy, Jane put a warm coat on.

- **condition.** In this case we find only Participle I of the verbs TO FAIL and TO PERMIT.

In Ukrainian translation we use the conjunctions ЯКЩО, ЗА УМОВИ ЦЬО.

E.g. *My first attempt failing*, I'll try to do it again.

- **attendant circumstances.** In this case Participle I and Participle II are used. In Ukrainian translation we use the conjunctions І, А, as well as a participial phrase.

E.g. Carrie stood at the door, *her hands clasping* a handkerchief.

John sat at the table, *his head bent*.

The Prepositional Absolute Participial Construction Its Use and Translation into Ukrainian

The Prepositional Absolute Participial construction has a nominal part expressed by a **noun in the Common case or a pronoun in the Objective case** and the **verbal part expressed by the participle**. This construction is always preceded by the **preposition WITH**.

E.g. He stood in the centre of the room, *with his eyes fixed* on his opponent.

WITH HIS EYES FIXED is the Prepositional Absolute Participial Construction in which HIS EYES is a nominal part expressed by a noun in the Common case and FIXED is a verbal part expressed by Participle II.

This construction is **monofunctional** as it always has the function of an **adverbial modifier of attendant circumstances**. It is usually translated into Ukrainian by a coordinate clause with the conjunctions I, A or a participial phrase.

E.g. Harry came in, *with a whole crowd of children running* after him.

Зайшов Гарі, *а за ним забіг цілий натовп дітей*.

She sat on a couch, *with her legs crossed*.

Вона сиділа на кушетці, *схрестивши ноги*.

Absolute Constructions without a Participle

In Modern English we find two constructions which look like the participial constructions though there is no participle in them. The second part of these constructions can be expressed by an adjective, an adverb or a prepositional phrase. These constructions are:

- the Nominative Absolute Construction
- the Prepositional Absolute Construction

The Nominative Absolute Construction Its Use and Translation into Ukrainian

The Nominative Absolute Construction has a nominal part expressed by a **noun in the Common case or a pronoun in the Nominative case**. The

second part can be expressed by an adjective, a pronoun or a prepositional phrase.

E.g. *The children hungry*, the mother gave them some sandwiches.

THE CHILDREN HUNGRY is the Nominative Absolute Construction in which THE CHILDREN is a nominal part expressed by a noun in the Common case and HUNGRY is the second part expressed by the adjective.

This construction is multifunctional as in the sentence it can be used as an adverbial modifier of two types:

- **an adverbial modifier of time**

E.g. *The meeting over*, everyone went home.

- **an adverbial modifier of attendant circumstances**

E.g. He stood, *his hands in his pockets*.

As a rule, the Nominative Absolute Construction is translated into Ukrainian by a clause of time with the conjunctions **КОЛИ, ПІСЛЯ ТОГО ЯК** or a participial phrase.

E.g. *The dinner ready*, the family sat down to table.

Коли вечеря була готова, сім'я сіла до столу.

She stood, *her eyes on Dixon*. Вона стояла, *не зводячи очей з Діксона*.

NOTE. It's important to differentiate between the Nominative Absolute Participial Construction and the Nominative Absolute Construction used with the adverb OVER.

- **The Nominative Absolute Participial Construction** in this case has a causal meaning and is translated into Ukrainian by a clause with the conjunction **ОСКІЛЬКИ**.
- **The Nominative Absolute Construction** expresses a temporal meaning and is translated into Ukrainian by a clause introduced by the conjunction **КОЛИ**.

E.g. *The lecture being over*, the students went home.

Оскільки лекція закінчилась, студенти пішли додому.

The lecture over, the students went home.

Коли лекція закінчилась, студенти пішли додому.

The Prepositional Absolute Construction Its Use and Translation into Ukrainian

The Prepositional Absolute Construction has a nominal part expressed by **a noun in the Common case or a pronoun in the Objective case** and the **verbal part** expressed by **an adjective, an adverb or a prepositional phrase**. This construction is always preceded by the preposition **WITH**.
E.g. Peter sat motionless, *with his eyes on fire*.

WITH HIS EYES ON FIRE is the Prepositional Absolute Construction in which **HIS EYES** is a nominal part expressed by a noun in the Common case and **ON FIRE** is the second part expressed by a prepositional phrase.

This construction is monofunctional as it always has the function of an **adverbial modifier of attendant circumstances**.

E.g. Mr. Brown was walking around the park, *with a stick in his hand*.

This construction is sometimes translated into Ukrainian word-for-word but in most cases we use in translation a participial phrase.

E.g. She entered the room, *with a huge bunch of roses in her hands*.

Вона зайшла до кімнати з величезним букетом троянд в руках.

He sat, *with his back towards the door*.

Він сидів, повернувшись спиною до дверей.

The Difference between the Gerund and Participle I

The gerund and Participle I have absolutely the same paradigmatic forms which sometimes may lead to confusing them. Though they look similar, they are used in different ways. We can observe the following differences between the gerund and Participle I:

- the gerund has a nominal character and it can be used as a simple object and subject. Participle I has no nominal character and it is never used as a simple object and subject in the sentence.

E.g. *Walking* in the park is pleasant. (gerund)

I enjoy *walking* in the park. (gerund)

- Both the gerund and Participle I can be used as an attribute in the sentence. In this function the gerund is always preceded by a preposition while Participle I is never preceded by it.

E.g. I don't like the idea *of walking* 10 miles. (the gerund)

The girl *— walking* along the street is my friend. (Participle I)

- The gerund can be used with prepositions while Participle I is used with conjunctions.

E.g. In *lying* he turns his eyes away. (gerund)

When *lying* he turns his eyes away. (Participle I)

- The gerund and Participle I can precede nouns. The gerund refers to the noun which is the object of the action while Participle I refers to the noun which denotes the doer of the action.

E.g. It is a good *running* track.

(=a track for running; gerund)

The *running* boy is Kitty's younger brother.

(=the boy who is running; Participle I)

THE SUBJUNCTIVE MOOD

1

Comment on the mood of the verbs. Translate the sentences into Ukrainian.

Model. Leave the room immediately!

leave is a verb in the Imperative Mood.

He had come before we left.

had come and left are verbs in the Indicative Mood.

Oh, if I had known about it before.

had known is a verb in the Subjunctive Mood.

1. I knew that he had come back a few weeks before.
2. Don't keep silent, do tell me something.
3. If you had sent me a telegram, I would have come immediately.
4. She looks as if my words had shocked her.
5. She said she would see him next week.
6. I would never forgive him those terrible words.
7. He didn't understand why she had done it.
8. I don't believe a single word of hers.
9. Please, tell me the truth, I have the right to know it.
10. You behave as though we had been friends for years.

2

State the forms of the Subjunctive Mood. Translate the sentences into Ukrainian.

Model. Whatever he do, she'll never accept him.

do is a form of the Present Subjunctive.

She would help you if she knew about your problem.

would help is a form of the Analytical Subjunctive;

knew is a form of the Past Subjunctive.

1. Suffice it to say that the man looks very suspicious.
2. If you were older, you would understand me better.
3. I would have done it yesterday, not now.

4. 'Be it so,' he said with a sigh.
5. She ordered that the horses be saddled.
6. It's important that you understand me in the right way.
7. What would you answer if he asked you about it?
8. Step aside so that she might pass.
9. I wish she would be more tolerant.
10. Oh, if only I were stronger!

3

State the forms of the Subjunctive Mood. Say what they are expressed by.

Model. He would have come last week if you had informed him.

would have come is a form of the Analytical Subjunctive expressed by the mood auxiliary WOULD and the Perfect Infinitive;

had informed is a form of the Past Perfect Subjunctive.

1. He wished she had never told him about it.
2. It's necessary that he should know all the details.
3. Oh, if only he tried to understand me!
4. Wherever he might go, she's sure to follow him.
5. He looked at me as if I had said something very funny.
6. What would you do if you had a million?
7. She would have never told him that old legend if she hadn't had to.
8. If Paul had come to the party, we'd have had a better time.
9. It's time they started doing something.
10. You are panting as if you had been running.

4

State the forms of the Subjunctive Mood. Comment on their use. Translate the sentences into Ukrainian.

Model. If it were winter now, we would go skiing.

were is a form of the Past Subjunctive used in a complex sentence, in a subordinate clause to express an unreal condition referring to the present;

would go is a form of the Analytical Subjunctive used in a complex sentence, in the main clause to express an unreal consequence referring to the present.

If I had known about it then, I would have called you.

had known is a form of the Past Perfect Subjunctive used in a complex sentence, in a subordinate clause to express an unreal condition referring to the past;

would have called is a form of the Analytical Subjunctive used in a complex sentence, in the main clause to express an unreal consequence referring to the past.

1. I would be very glad if I had a chance to see you tomorrow.
2. They would have finished all the work if you had helped them.
3. If she hadn't caught a cold, she would have joined us.
4. If you were more hard-working, you would get better marks.
5. What would you do if you were in my place?
6. Jane wouldn't have made such a silly mistake, if she had learned all the rules.
7. He wouldn't be surprised if he heard the news.
8. Mary would understand you better if she were older.
9. What would you do if you had a million?
10. He wouldn't have acted this way, if he had realized the danger at that moment.

5

Complete the sentences using the forms of the Subjunctive Mood. Comment on their use. (Use the Model of Exercise 4.)

1. He wouldn't have done such a thing if
2. If ... , she would have got an excellent mark.
3. She would have applied for the job if
4. If you hadn't eaten so much ice-cream, you
5. I wonder what he would say if
6. What would you have done if ... ?
7. I don't know how she would have reacted to your suggestion if
8. If I knew English perfectly well,
9. You wouldn't make so many grammar mistakes if
10. If she had taken the necessary medicine,

6

Open the brackets using the appropriate forms of the Subjunctive Mood. Comment on their use. (Use the Model of Exercise 4.)

1. I'm sure she didn't know about your problem. If she (to know) about it, she (to help) you.
2. If you (to follow) the doctor's directions then, you (to be) all right now.
3. If she (to be) an A-student, she (not to fail) in her French.
4. Thanks God, we're back home. We (to lose) our way if he (not to help) us.
5. Unfortunately he hasn't got good education. Last month he (to get) the job if he (to have) the necessary qualifications.
6. He isn't well-off at all. If he (to have) enough money, he (to buy) a good car long ago.
7. If she (not to be) absent-minded, she (not to lose) her umbrella last week.
8. If it (to be) warmer now, we (to swim) in the river.
9. You (to go) with us tomorrow if your mother (to let) you?
10. They used to live very far from my place. If they (to live) closer, I (to visit) them more often.

7

Translate the following sentences into English using the appropriate forms of the Subjunctive Mood. Comment on their use. (Use the Model of Exercise 4.)

1. Якби ти була уважною на тому занятті, ти б не зробила стільки помилок.
2. Що б ви сказали, якби почули таку новину?
3. Якби ми взагалі були знайомі, я б давно поговорила з ним про це.
4. Я впевнена, що зараз він скористався б цією нагодою, якби отримав інформацію раніше.
5. Якби вона знала граматику, вона б не робила стільки помилок.
6. Він діяв би по-іншому, якби усвідомив небезпеку.
7. Джон не наговорив би таких образливих речей, якби він був у доброму гуморі.
8. Якби я мала нагоду, я відвідала б Лондон.
9. А як би ви тоді реагували на його слова, якби це стосувалося вас особисто?
10. Якби я мала більше вільного часу, я б частіше ходила до театру.

8

Differentiate between the forms of the Present Indefinite and the Present Subjunctive. Translate the sentences into Ukrainian.

Model. It's vital that he take the medicine regularly.

take is a form of the Present Subjunctive.

They take the mixture twice a day.

take is a form of the Present Indefinite.

1. We seldom have more than four classes a day.
2. My idea is that he join us next Monday.
3. Come what might, I'll try my experiment again.
4. It's necessary that they have more free time.
5. They usually come home rather late.
6. They sometimes join us when we have picnics.
7. He suggested that I stay with them for some time.
8. I often stay with my friends when I come to Liverpool.
9. Whatever you do, I'll stand my ground.
10. You do your morning exercises every day, don't you?

9

Point out the forms of the Present Subjunctive. Comment on their use. Translate the sentences into Ukrainian.

Model. Come what might, I'll tell him the truth.

come is a form of the Present Subjunctive used in a simple sentence in a set expression.

Call your mother so that she know where you are.

know is a form of the Present Subjunctive used in a complex sentence in a clause of purpose.

1. Far be it from me to discuss such questions with them.
2. Come what might, I'll do what I want.
3. It's vital that you complete the task in time.
4. I insist that everyone take part in the discussion.
5. Wherever he put the thing, she is sure to find it.
6. No matter what they tell me, I don't believe a word.
7. Leave home a bit earlier so that you come in time.

8. Long live the Queen!
9. Their proposal was that we join them.
10. Be it so!

10

Open the brackets using the forms of the Present Subjunctive. Comment on their use.

Model. He ordered that we (to leave) the classroom. – He ordered that we leave the classroom.

leave is a form of the Present Subjunctive used in a complex sentence in an object clause after the predicate TO ORDER.

1. It's important that he (to explain) everything.
2. My plan is that we (to start) early in the morning.
3. (To suffice) it to say that they were not to see each other again.
4. She said it in a loud voice so that I (to hear) everything.
5. Whenever the problem (to be touched upon), he refuses to discuss it.
6. We suggested that they (to work) together with us.
7. Whoever he (to be), he will tell us the truth.
8. It's essential that all the items (to be considered).
9. See that everyone (to know) about the meeting.
10. Their suggestion was that the children (to stay) with Granny.

11

Translate the following sentences into Ukrainian using the Present Subjunctive. Comment on its use. (Use the Model of Exercise 10.)

1. Я і в думках не мав говорити вам такі образливі речі.
2. Необхідно, щоб всі усвідомили важливість цього завдання.
3. Напишіть це слово на дошці, щоб усі побачили його.
4. Де б я не був, я завжди пам'ятатиму про нашу зустріч.
5. Будь що буде, але я більше не можу чекати.
6. Я пропоную, щоб він зачекав на мене вдома.
7. Наша ідея полягала в тому, щоб тримати цю справу в секреті.
8. Щоб не сталося, вона повернеться вчасно.
9. Важливо, щоб ви зробили всі справи належним чином.
10. Достатньо сказати, що він так і не повернувся.

Comment on the use of the Past Subjunctive and the Past Perfect Subjunctive. Translate the sentences into Ukrainian.

Model. Oh, if it were spring now.

were is a form of the Past Subjunctive used in a simple sentence to express an unreal wish which refers to the present;

I wish you understood me better.

understood is a form of the Past Subjunctive used in a complex sentence, in an object clause after the predicate TO WISH to express an action simultaneous with the action of the main clause;

He looks as if he had done something wrong.

had done is a form of the Past Perfect Subjunctive used in a complex sentence, in a predicative clause after the link-verb TO LOOK to express an action prior to the action of the main clause.

1. It's time you started your story.
2. He spoke as if he knew some fatal secret.
3. If she had been more insistent, I would have followed her advice.
4. It looked as if it were not a surprise to him.
5. I wish you were more attentive.
6. Jane behaves as though she had known all these things long ago.
7. Didn't you wish you had come earlier?
8. Oh, if we were back home now.
9. It sounded as if it were the first time they met.
10. Would you help me if I asked you about it?

Open the brackets using the Past Subjunctive or the Past Perfect Subjunctive. Comment on their use. (Use the Model of Exercise 12)

1. Why are you looking at me as if it (to be) our first meeting?
2. If you (to call) me yesterday, I would have got everything ready.
3. They wished they (to start) much earlier but it was too late to regret it.
4. It's time the students (to finish) writing their composition.
5. They went on talking as if nothing strange (to happen).
6. She looked so pale as though she (to be) ill for a long time.

7. I wish you (to be) more considerate to other people.
8. Mary wished she (to discuss) it with John beforehand.
9. She sounded a bit annoyed as if she (to hear) something irritating.
10. Why do you behave as if you never (to hear) about table manners?

14

Translate into English using the Past Subjunctive or the Past Perfect Subjunctive. (Use the Model of Exercise 12)

1. Жаль, що ми не поговорили про це раніше.
2. Якби тільки вона повернулась вчасно!
3. Якби ви почали ваш переклад вчасно, ви б давно уже закінчили його.
4. Вони розмовляють так, ніби знають один одного все життя.
5. Ми не змогли б розв'язати цю проблему, якби вони не допомогли нам.
6. Він виглядає так, ніби не спав всю ніч.
7. Час їм уже повернутися додому.
8. Шкода, що ви не залишитеся тут трохи довше.
9. Він був би успішнішим студентом, якби працював старанніше.
10. Шкода, що зараз не літо.

15

Comment on the use of the Analytical Subjunctive. Translate the sentences into Ukrainian.

Model. I would be glad to discuss it with you.

would be is a form of the Analytical Subjunctive used in a simple sentence to express an unreal action which refers to the future;

Stand up so that I may see you better.

may see is a form of the Analytical Subjunctive used in a complex sentence, in a clause of purpose.

1. I really didn't notice him, or I would have greeted him.
2. They would have talked about it yesterday, not now.
3. I wish she would be more polite.
4. You would have recovered long ago if you had followed all the doctor's prescriptions.
5. It's quite important that you shouldn't tell anybody about our plans.

6. The examiner insisted that the student should hand in the test immediately.
7. Wherever they might travel, they always take lots of pictures.
8. My suggestion was that they should wait a bit.
9. Nobody can touch this old vase. If one should touch it, it may break into pieces.
10. It's time you should start listening to the text.

16

Open the brackets using the forms of the Analytical Subjunctive. Comment on their use. (Use the model of Exercise 15.)

1. Speak quietly so that they (not to hear) us.
2. It's vital that John (to stand) his ground.
3. Whatever she (to say), nobody considered her clever.
4. Mother wished her children (not to quarrel) with each other.
5. I'm sure you'll never see her again. But if you (to meet) her, ask her about it.
6. What you (to do) if you saw it with your own eyes?
7. The doctor insisted that the patient (to take) the medicine regularly.
8. There is no writing-table here because it (to take) too much room.
9. I (to be) ready to continue the experiment next week.
10. I fear lest they (to know) about our hiding-place.

17

Translate into English using the forms of the Analytical Subjunctive. Comment on their use. (Use the model of Exercise 15.)

1. Як чудово ми б провели час тоді!
2. Необхідно, щоб всі прийшли вчасно.
3. Відійдіть, щоб студенти краще бачили речення, написане на дошці.
4. Він наказав, щоб усі зібралися у вітальні.
5. Їхній план полягає у тому, щоб ніхто не знав про наш приїзд.
6. Час вам почати працювати сумлінніше.
7. Шкода, що вона не знає всіх деталей нашої подорожі.
8. Що б вони не казали, я стоятиму на своєму.
9. Сер Генрі навіть не глянув на них, а то б вони підійшли і привіталися.
10. Куди б я не поїхав, я завжди пам'ятатиму нашу зустріч.

Open the brackets using the appropriate forms of the Subjunctive Mood. Give two alternatives in each case. Comment on their use.

Model. It's important that everybody (to know) about it.

It's important that everybody know/should know about it.

know is a form of the Present Subjunctive;

should know is a form of the Analytical Subjunctive used in a complex sentence, in a subject clause.

1. He fears lest his enemies (to see) him.
2. It's essential that you (to remember) every detail.
3. I insist that you (to obey) all my instructions.
4. It's high time they (to finish) their work.
5. Stop talking so loudly so that they (not to hear) about our plans.
6. I can't agree with him whatever he (to say).
7. Mary wishes John (not to come) again.
8. Whoever he (to be), I won't talk to him about my private business.
9. Their suggestion was that we (to have) a tour of the city together.
10. Wherever you (to place) that thing, the dog is sure to find it.

Open the brackets using the forms of the Subjunctive Mood. Give the alternatives where possible.

Model. I wish you (to come) as soon as possible.

I wish you came /would come as soon as possible.

came is a form of the Past Subjunctive ;

would come is a form of the Analytical Subjunctive used in a complex sentence, in an object clause after the predicate TO WISH.

Long (to live) the Queen!

Long live the Queen!

live is a form of the Present Subjunctive used to express wish; no alternative is possible in this case.

1. They spoke as if nothing strange (to happen).
2. Our suggestion was that everything (to be done) in secret.
3. It was time they (to start) putting their plan into practice.
4. '(To be) it so', he returned angrily.
5. If you (to follow) my advice then you (not to be) in trouble now.
6. His parents demanded that he never (to do) it again.
7. He didn't take notice of me; otherwise I (to try) to talk to him.
8. Far (to be) it from me to share this information with him.
9. Oh, if you (to inform) me of it beforehand.
10. I wish you (not to be) so shy.

20

Comment on the use of forms of the Subjunctive Mood. Give the alternatives where possible. (Use the Model of Exercise 19.)

1. They would have easily done it a couple of days ago, not now.
2. If you should see her tomorrow ask her to call on me.
3. She didn't look at me and it was as if we weren't acquainted at all.
4. It's proper that you should ask your friends for advice.
5. She would be a bright student but she is often ill and misses classes.
6. Whenever it might happen they are always ready for it.
7. No matter how tired she be she never refused to help us.
8. Step aside so that you shouldn't be in the way.
9. My request was that they shouldn't disturb me any more.
10. I should never have thought of it if they hadn't reminded me.

REVISION EXERCISES

21

Comment on the use of the forms of the Subjunctive Mood. Translate the sentences into Ukrainian.

1. Suffice it to say that he doesn't know it himself.
2. I wish you had not put yourself to so much trouble.
3. If you were in love with him, you wouldn't want three days to think it over.
4. I would have it as a gift.
5. Look into my eyes so that I might know that you are telling the truth.

6. The girls wouldn't have thought so much of him if they had seen him then.
7. It's vital that you repeat it word for word.
8. But for your wise advice I should have been in trouble.
9. If Joe were only with him!
10. If you should change your mind, I'm always ready to help you.

22

Open the brackets using the appropriate forms of the Subjunctive Mood. Give the alternatives where possible. Comment on their use. (Use the Model of Exercise 19.)

1. I (to be) so happy if you (to come) again next week.
2. '(To be) it so,' he said with some relief.
3. It's really important that you (to memorize) all the rules.
4. But for these wounding words she (to forgive) him but she didn't.
5. They let me know at once, otherwise I (to call) you.
6. The Count ordered that the carriage (to be sent) for.
7. Oh, how I wish she (to keep) her word in the future.
8. He looked at Jane as if he (to see) her for the first time in his life.
9. Why do you look as though something (to upset) you?
10. Whenever she (to pronounce) those words, he'll know the answer.

23

Complete the sentences using the appropriate forms of the Subjunctive Mood. Comment on their use.

1. How would you react if ... ?
2. I wish
3. I won't go there whatever
4. It's necessary that
5. If ... , they would have readily accepted your invitation.
6. Call me tomorrow so that
7. The father insisted that
8. It's just the time
9. No matter ... , he will never be a success.
10. She fears lest

Translate the following sentences into English using the forms of the Subjunctive Mood. Comment on their use.

1. Що я робив би тоді, якби не ваша допомога?
2. Дуже суттєво, щоб експеримент був закінчений вчасно.
3. Ми ніколи не зустрічалися, інакше я знала б як він виглядає.
4. Запиши це слово у словник, щоб запам'ятати його написання.
5. Я так хвилююсь. Час їм уже бути дома.
6. Як би наполегливо вона не працювала, їй ніколи не вдавалося закінчити роботу вчасно.
7. Він виглядає так, ніби знає якусь страшну таємницю.
8. Якби лише ми зрозуміли це тоді!
9. Я впевнена, що він би ніколи не передумав.
10. Його пропозиція полягала в тому, щоб нам усім знову зустрітися наступного понеділка.

Translate the following sentences into Ukrainian. Mind the use of the Subjunctive Mood.

a)

1. Should Carry come, ask her to wait. (Dreiser)
2. Had any stranger been prowling round the house, he would have been seen by the servant or the keepers. (Wilde)
3. But for your help, the old woman would not have risked crossing the street. (Kerr)
4. Most people, Mr. Poirot, would let this business go. (Christie)
5. It wouldn't have happened if Douglas hadn't come here. (Spark)
6. He suggested that they should have a stroll through the Luxembourg. (Maugham)
7. She wished she had an opportunity of a few words with him so that she might have told him not to worry. (Maugham)
8. Even if they had wanted me to stay, I would have refused. (Maugham)
9. If only one were like birds! (Galsworthy)
10. If I had been you, mother, I might have done as you did. (B. Shaw)

b)

1. If I were a leader of my country, I would ban cars because they cause too much air pollution.
2. If I were a leader of my country, I would stop logging companies from destroying the rain forest.
3. 'If only I hadn't accepted that invitation to dine at 27', Mrs. Clare said.
4. 'If only I hadn't poured my medicine into Nana's bowl. If only I had pretended to like the medicine'.
5. 'Money... I wouldn't be in this lousy town now if I had enough of it to take my wife and kids somewhere where I could earn a fair wage. Can't get far without money.'
6. If I didn't warm milk fast, the baby would start crying.
7. If you met Harris in Paradise, he would immediately greet you with: 'So, glad you've come old fellow.'
8. I wish I'd been kinder to my sister when a boy.
9. If you didn't want my opinion, you wouldn't ask for it.
10. If you used the shampoo daily, your hair would be softer, silkier and easier to manage.

26

Read the following jokes and retell them in indirect speech.

- 1) *Tom:* What would you do if you were in my shoes?
Tim: I should polish them.
- 2) *Teacher:* What's wrong in the sentence "Ann didn't go to the library yesterday as she had had a birthday"?
Student: If the sentence which had "had had" had had "had", it would have been correct.
- 3) A nervous passenger approached the captain timidly.
"What would happen," she asked, "if we struck a large iceberg?"
"The iceberg would pass on as if nothing had happened," replied the captain. The old lady was very much relieved.
- 4) *Wife:* Darling, where would you go for a holiday if you could afford it?
Husband: I would go somewhere I've never been to.
Wife: Well, how about the kitchen?
- 5) *Roger:* Why do you think your marriage has lasted so well?
Jeff: My wife and I always have dinner out on Saturdays.

Roger: How very romantic! I wish Laura and I had done so too, maybe we wouldn't have parted. Where do you go?

Jeff: Well, I go for a Chinese. I haven't the foggiest idea where she goes.

Roger: Well, well, sometimes two is a crowd, too.

❖ Revision of Conditional Sentences type I.

Some people are superstitious and some are not.

a) Try and match two halves of a sentence to get a well-known superstition.

b) Suggest further superstitions you know in Ukraine and in different countries.

1. If you walk under a ladder
2. If you break a mirror
3. If you see a small spider
4. If a witch points at you
5. If scratch your left hand
6. If you talk of the Devil
7. If a girl catches the bride's bouquet
8. If touch wood
9. If you hear an owl in the night
10. If a black cat crosses your path

- a) she will be the next to marry.
- b) he will appear.
- c) you will give money away.
- d) a friend will die.
- e) you will get a lot of money.
- f) you will have bad luck.
- g) you will have good luck.
- h) you will die.
- i) your good luck will continue.
- j) you will die.

❖ Revision of Conditionals, type 1 and 2.

1. If I go away on holiday this year ...
2. If we eat too much chocolate ...
3. If my friend is on sick leave ...
4. I'll be short of breath ...
5. Will you help me if ...
6. Our teacher would be delighted if ...

7. My friend would give me a kiss if ...
8. If we were all geniuses ['dʒiniəs] ...
9. I would stand on my head if ...
10. I would go for a sail if ...

- ❖ Put down a) two things you have done in your life which you regret;
b) two things you are glad you did.

Then imagine what might have happened if these things had not occurred and write down what would have happened then.

- ❖ Go back in your imagination to ancient times – describe what people would do instead of five present and modern things, for example:

If we lived in ancient times, people would travel by horse or by carriage.

If we lived in ancient times, women wouldn't wear trousers.

THE MODAL VERBS

THE MODAL VERBS CAN AND MAY

27

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verb CAN (COULD), the expressions TO BE ABLE TO + Infinitive, TO MANAGE TO + Infinitive and TO SUCCEED IN + Gerund.

a)

1. One cannot live in this world without the support of others.
2. 'I can't hear you very well. Please, speak up.'
3. One Englishman can beat three Frenchmen.
4. I can't watch this film. My parents don't allow it.
5. You could get an A for your exam. You're at the top of our group.
6. I couldn't email you last week because my computer broke.
7. That can't be a log. It must be a crocodile.
8. Can I have the chicken and cabbage soup, please?
9. I'm sorry I can't take your call at the moment. Please leave your message after the tone and I'll get back to you as soon as I can.
10. During some periods in history, high heels expressed the idea of a life of great leisure and luxury. From the 1300s to the 1700s some wealthy women in Europe wore shoes so high that they couldn't walk without support.

b)

1. When I peel onions I can't stop my eyes from watering.
2. You were able to run faster when you were younger.
3. He didn't understand me but I was able to explain my fault.
4. Were you able to upload photos to my computer because it won't transfer?
5. I managed to escape from that stinky prison. I had covered quite a distance. The dogs hadn't been able to pick up my scent.
6. We got lost, it was very dark and foggy but we managed to get home at last using navigator.
7. Tom was busy but I succeeded in persuading my friend to join in our walk.
8. I succeeded in opening the door only after pushing really hard.
9. Fortunately I managed to get to the library just before it closed.
10. They managed to get rid of all their unwanted things at the sale.

28

Fill in the gaps using the verb CAN in the correct form followed by the appropriate infinitive.

1. I know for sure that Ann ... (to type) fast.
2. She ... (to play) the piano when she was six.
3. I got home early last night, so I ... (to watch) my favourite programme on TV.
4. You are talking nonsense! She ... (to do) it in a day. It's physically impossible.
5. Is she still in the library? What she ... (to do) there so long?
6. Don't drive so fast! You ... (to kill) that boy!
7. I ... (to interrupt) you for a second?
8. When I opened the kitchen door I ... (to smell) something burning.
9. She ... (to be) rich. Her house is too small.
10. The system of education ... (to improve).

29

Translate the following sentences into English using the correct form of the modal verb CAN, the expressions TO BE ABLE TO or TO MANAGE TO followed by the appropriate infinitive.

1. Можна було побачити, що він схвилюваний, хоча і намагався виглядати спокійним. Отже, йому вдалося дістати квитки на концерт.
2. Мері така розумна дівчинка, вона вміла читати ще в чотири роки.
3. Шкода, що ти не прийшов вчора. Ти міг зустрітися з одним відомим актором.
4. Як дивно! Не може бути, що він сам розповів тобі про це.
5. Було так темно, що я нічого не могла роздивитися.
6. Якщо ви не скажете мені, в чому полягає ваша проблема, я не зможу допомогти вам.
7. Вона вміє розмовляти іспанською, хоча і робить це з помітним акцентом.
8. Невже містер Сміт лікар? Він навіть не вміє виписати рецепт.
9. Чи не могли б ви допомогти мені з моєю валізою?
10. Я змогла зробити це лише завдяки вашій допомозі.

30

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verb MAY (MIGHT).

1. Carl may not be in Arizona now for all I know. He said he was going to Colorado.

2. May I ask you to look after the child?
3. My wife has just bought a very expensive car. I think she might have discussed it with me first.
4. How did the boy manage the task? — Not bad, it might have been worse.
5. I told him that he might go home.
6. At least you might phone your parents more often.
7. He seemed to read my mind. "Yes, you're right. I have plenty of faults. But I might have been very different, I might have been as good as you, and perhaps wiser."
8. Fortune may very well smile upon you one day.
9. We knew that it might be tough to ask the necessary question.
10. Might I trouble you, madam? — You might have knocked!

31

Read sayings with CAN and MAY. Translate them into Ukrainian. Comment on their meanings.

- ❖ **He who falls today may rise tomorrow.**
- ❖ **Fashions may be changing, but style remains.**
- ❖ **A stumble may prevent a fall.**
- ❖ **A fool may give a wise man counsel.**
- ❖ **If you can't be a sun, don't be a cloud.**
- ❖ **Always laugh when you can – it's a cheap medicine.**
- ❖ **If you can't see the bright side, polish up the dark one and look at it.**

32

Fill in the gaps using the verb MAY in the correct form followed by the appropriate infinitive.

1. I ... (to come) tonight? I'll be very sorry to miss the party.
2. You ... (to find) him in the park every morning. He usually walks his dog.
3. Poor Mom! She is so tired. You ... (to help) her with the cooking!
4. Jenny asked me if she ... (to use) my pen.

5. Where are they at the moment? – I don't know for sure, they ... (to wait) for us downstairs.
6. He didn't know if Jean ... (to be) in at that time.
7. Such kind of work takes up quite a lot of time. He ... (to work) for a week or so.
8. I ... (to ask) you a few questions?
9. I know nothing about that meeting. You ... (to inform) us at least a couple of days before.
10. Hand luggage ... (to leave) there.

33

Translate the following sentences into English using the correct form of the modal verb MAY or the expression TO BE ALLOWED TO followed by the appropriate infinitive.

1. Нарешті репортеру дозволили сфотографувати популярного співака.
2. Чи можу я скористатися вашими записами?
3. Учням дозволяється користуватися шкільною бібліотекою безкоштовно.
4. Я не маю жодного уявлення, де Мері. Можливо, вона в саду, але я не впевнена.
5. Доктора Сендфорда можна застати дома кожного дня після четвертої години.
6. Джейн запитала у матері, чи можна їй залишитися на вечірці до десятої години.
7. Вона, можливо, ніколи не повернеться.
8. Який ти неухажний! Ти міг би і згадати про день народження тітки Емілі!
9. Іноземцям не дозволяється в'їзд до країни без візи.
10. Джек страждав від думки, що люди, можливо, здогадуються про його проблему.

34

Fill in the gaps using the verbs CAN or MAY in the correct form followed by the appropriate infinitive.

1. You are really thoughtless! How you ... (to be) so foolish as to allow him to take those papers?
2. Old buildings ... (to repair), though no one is going to do it as it's too expensive.
3. I am sure that he was not there at that time. He ... (not to see) it with his own eyes.

4. What they ... (to discuss) for a better part of an hour?
5. I ... (to borrow) your pen for a moment? – Of course, you
6. I don't know for sure, but I think this old house ... (to repair) next year.
7. I ... (to see) the bank manager? – Sorry, you ...not. He is busy at the moment.
8. It's strange that such a little boy ... (to swim) so well.
9. He ... (not to be) an interpreter! He ...hardly (to speak) English.
10. She wondered if she ... (to stay) a bit longer.

35

Translate the following sentences into English using the correct form of the modal verbs CAN or MAY followed by the appropriate infinitive.

1. Невже це Джон Браун? Він так змінився!
2. Я не знаю, чи зможу взяти участь у цій конференції.
3. Старі будинки можуть бути відремонтовані, але кому це потрібно?
4. Цей будинок, можливо, буде відремонтований через пару років.
5. Можна взяти ваш олівець? – На жаль, ні. Він поламаний.
6. Шкода, що вчора у мене не було достатньо грошей. Я міг купити цю книгу.
7. Чи могли б ви позичити мені десять доларів?
8. Ви можете зустрітися з ним щодня о 10.
9. Його немає уже близько години. Що вони можуть обговорювати так довго?
10. Чи можу я задати вам декілька питань наодинці?

THE MODAL VERB MUST AND THE EXPRESSIONS TO HAVE TO+INFINITIVE AND TO BE TO+INFINITIVE

36

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verb MUST.

a)

1. I must warn your children to behave properly on a Fresh Air Visit. You know what London children are.
2. You must follow my advice. There is no way out for you.
3. It must be awful for you – I do sympathize.
4. You mustn't take photos in the cathedral.
5. 'But one must take, what one must get.'

6. You have an artistic soul. There must be a writer or painter hidden away in you somewhere.
7. At his fifth birthday party, Mark must have been the happiest little boy. His parents had just given him the present he'd really wanted – a 10-foot-long crocodile.
8. The phone is ringing. It must be our kids. I asked them to call before we left.
9. You mustn't accept a lift from a person if you don't know him.
10. I must have looked pretty terrible. I hadn't shaved for two days.

b)

1. You mustn't look at other students' answers during exams.
2. She didn't turn up and hadn't rung. She must have forgotten our appointment.
3. I must ring Julia now. She's expecting to hear from me.
4. You mustn't talk to your parents in a rude manner.
5. You mustn't forget to ring me. I'll worry about you.
6. Somebody must have left the tap running. There's a pool of water.
7. A fat lady sat on my shopping bag in the bus. The tomatoes must be squashed.
8. The ancient Maya must have been very intelligent people. They had developed accurate astronomical calendar.
9. The bath water doesn't run away properly; I think the pipe must be blocked.
10. I can smell a gas – there must be a leak somewhere.

37

Make sentences according to the model using modal verb MUST.

Model: *He is tired. — He must have been working from morning till night.*

She is upset. — She must be having some problems.

The girl turned pale. — She must have been frightened.

1. He lives in a cell.
2. He looks happy and excited.
3. They're shouting at each other.
4. I can't find my purse anywhere.
5. The dress is gorgeous.
6. The leaves on the trees are golden.
7. The two sisters look alike.
8. The little girl is blowing out the candles on the cake.
9. He was shining like a new penny.
10. The hotel had no vacancies.

Read sayings with MUST. Translate them into Ukrainian. Comment on their meanings.

- ❖ Knowledge must be gained by ourselves.
- ❖ What everybody says must be true.
- ❖ What can't be cured must be endured.
- ❖ I think we must rely only on ourselves.
- ❖ We must not look for a golden life in an iron age.
- ❖ Books and friends must be few but good.
- ❖ A man must become wise at his own expense.

Translate the following sentences into Ukrainian. Comment on the meaning of the modal expression TO HAVE (GOT) TO + Infinitive.

1. You have to switch off your mobile phone during the flight.
2. Why did you have to leave so suddenly? Was anything wrong?
3. We'll have to admit that she is right.
4. My passport was out of date so I had to renew it.
5. Bob has to read a lot for tomorrow's credit.
6. It was something she had to put up with.
7. 'You are getting older and you'll have to earn your own living.'
8. 'I'm in the hole for five hundred dollars. I've got to get some money.'
9. Jane has to get up early to catch the coach.
10. I have to go out and greet the guests.

Translate the following sentences into Ukrainian. Comment on the meaning of the modal expression TO BE TO + Infinitive.

1. Who is to do the cleaning today?
2. What am I to tell my husband?
3. We are to solve this matter right now.
4. It was the first and the last ceremony I was to see.
5. I thought she was my love forever but it was never to be.
6. She couldn't make up her mind whether the letter was to be answered or not.

7. There was a fair in our little town and we put on red silk dresses and painted our faces red. I was to tell people's fortunes.
8. Who was to have done the washing up?
9. Some months later she was to remember his words.
10. Remember we are to be at the station at 7 a.m.

41

Fill in the gaps using the verb MUST or the expression TO HAVE TO followed by the appropriate infinitive.

a)

1. Old people ... (to support).
2. He looks so tired. He ... (to work) for a long time.
3. I ... (to see) John. I have something really important to discuss with him.
4. You ... (to come and see) us every weekend.
5. Drivers ... (not to break) traffic rules.
6. I ... (to visit Jane). She wants to discuss something with me.
7. She told me she ... (to get up) so early yesterday.
8. Sooner or later man ... (to die).
9. Is Doctor Sandford in? – No, he isn't. He ... still (to be) in the hospital.
10. Living beings ... (to breathe) to live.

b)

Complete the sentences using *must* or *have to*.

1. I couldn't go to the cinema yesterday because I ____ babysit for my brother.
2. I don't like ____ study at weekends.
3. It's getting dark and late. You ____ go now.
4. You ____ not hurry. We've got plenty of time.
5. You ____ not open the door before the bus stops. You could fall out.
6. We ____ not make any noise going into house. Children are asleep.
7. She ____ stay in bed last week because she wasn't very well.
8. I will ____ make a report tomorrow.
9. I have got a bad cold. I ____ get up today.
10. I'm on holiday. I ____ get up today.

42

Translate the following sentences into English using the modal verb MUST or the expression TO HAVE TO followed by the appropriate infinitive.

1. Діти, напевно, все ще у школі.

2. Для того щоб підтримувати життєві функції людина повинна харчуватись.
3. Ви обов'язково повинні знову відвідати нас наступного літа.
4. Мені довелося чекати півгодини, перш ніж вони закінчать розмову.
5. Співбесіда розпочнеться рівно о десятій і тобі не доведеться чекати більше, ніж півгодини.
6. Вони поведуться так, ніби це для них не сюрприз. Очевидно, Дік все розповів їм раніше.
7. Я повинен зустрітися з управляючим. У мене є декілька важливих пропозицій.
8. Я повинен зустрітися з Мері. Їй потрібна моя порада.
9. Її обличчя здається знайомим. Ми, напевно, зустрічалися раніше.
10. В їхній пропозиції, напевно, щось є.

43

Translate the following sentences into English using MUST, MAY, EVIDENTLY, PROBABLY, TO BE SURE to express supposition.

1. Очевидно, батьки повернуться не раніше наступного понеділка.
2. Вони, напевно, нічого не знали про ваш приїзд.
3. Вам обов'язково сподобається цей концерт.
4. Мері виглядає такою стомленою. Вона, мабуть, давно не відпочивала.
5. Джейн поводитьься так, ніби вони знають один одного. Напевно, вони познайомилися ще до нашої зустрічі.
6. Де Нік? – Не знаю. Можливо, він пішов до бібліотеки, але я зовсім не впевнена.
7. Напевно, ви зустрінетесь з ними дещо пізніше.
8. Я не знаю, хто вона по професії. – Невже не знаєте? Вона, напевно, лікар. Я не маю в цьому жодного сумніву.
9. Можливо, діти все ще граються в саду.
10. Кейт поводитьься дуже спокійно. – Мабуть, вона просто нічого не знає про останні новини.

44

Fill in the gaps with the correct form of the modal expression TO HAVE TO + Infinitive.

1. My work starts at 10, so I ...not (to get up) early in the morning.
2. He made so many mistakes that he ... (to copy) the whole exercise again.
3. If I don't see him today, I ... (to come) again next Monday.
4. The dinner was completely burned, so we ... (to go) to a restaurant.
5. We sometimes ... (to discuss) such questions in private.
6. John ... (to ask) for your help?

7. It's impossible to do this work in a day or two, so I ... (to complete) it next week.
8. I ... (to do) my house chores, though I absolutely hate them.
9. I ... (to ask) for his advice as I was at bay.
10. Tomorrow Jack ... (to buy) a new hat as his old one was completely spoiled by yesterday's rain.

45

Fill in the gaps using the correct form of the modal expressions TO HAVE TO or TO BE TO followed by the appropriate infinitive.

1. The doctor says that I ... (to take) a spoonful of mixture every six hours.
2. Usually I ...not (to get up) so early. It was only yesterday that I ... (to get up) at 6 o'clock.
3. It was very disappointing to know that they ... not (to meet) again.
4. How strange! He ... (to come) at 6 yesterday, but he never turned up.
5. How I ... (to find) the way to that place if I don't know the address?
6. When I came to his place he was out, so I ... (to wait) till he returned.
7. Put down your homework, please. You ... (to retell) the text in indirect speech and do exercise 12 in writing.
8. If I don't find this book in the reading room today, I ... (to look) for it in the library tomorrow.
9. Such dictionaries ... (to find) only in the reading room.
10. I knew that according to their plan they... (to start) at 7 o'clock.

THE MODAL VERBS NEED AND DARE

46

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verbs NEED and DARE.

a)

1. We need to be informed about the dates of meeting beforehand. I was told about it very late and that caused me a lot of problems. Some people were not able to come at all. We really must avoid this in the future.
2. I'd like to come over to Kharkiv next week to see you. There are some items we need discuss relating the arrangement for the conference.
3. She had a genius for knowing when a cough is a thing to have no patience with and when it needs stocking around your throat.
4. You needn't bring your lunch, you can use the school canteen if you want.
5. You needn't invite Kate and Michael to the wedding – they're not very close friends.
6. It's Sunday tomorrow, you don't need to get up early.

7. You needn't have worried so much. We were quite safe.
8. Lucy must have bought a lot of new clothes. She needed to look smart in her new job.
9. She bought two cartons of milk but she didn't need. There was plenty in the fridge.
10. 'I'm unlucky devil, you mustn't tell anyone. I wouldn't dare show my face if people knew'.
11. He longed to know more about her, yet he did not dare ask her anything.
12. She doesn't dare to go dancing.

b)

1. We need to be informed about the dates of meeting beforehand. I was told about it very late and that caused me a lot of problems. Some people were not able to come at all. We really must avoid this in the future.
2. I'd like to come over to Kharkiv next week to see you. There are some items we need discuss relating the arrangement for the conference.
3. She had a genius for knowing when a cough is a thing to have no patience with and when it needs stocking around your throat.
4. You needn't bring your lunch, you can use the school canteen if you want.
5. You needn't invite Kate and Michael to the wedding – they're not very close friends.
6. It's Sunday tomorrow, you don't need to get up early.
7. You needn't have worried so much. We were quite safe.
8. Lucy must have bought a lot of new clothes. She needed to look smart in her new job.

47

Fill in the gaps using NEED or HAVE TO in the negative form followed by the appropriate infinitive.

1. When we came, he was in, so we ... (to wait).
2. You ... (to bring) so much food. I've got enough for everyone.
3. Tomorrow you ... (to water) the flowers in the garden. They say it's going to rain.
4. He had learned the news by that time, so I ... (to inform) him.
5. You ... (to listen) to his stories. I'm sure he was telling fibs.
6. If you don't like it, you ... (to stay) there long.
7. We ... (to wait) long as the bus came almost at once.
8. I ... (to translate) the letter for him. He knows German, he easily did it himself.
9. You ... (to take along) your umbrella. The weather was really nice and sunny.
10. You ... (to take) a taxi. If you walk, you will easily cover this distance in ten minutes.

Translate the following sentences into English and comment on the use of the verb DARE.

1. Як ти смієш мене обманювати?
2. Я не наважився подумати про це навіть.
3. Вона не наважилась піти потанцювати з ним.
4. Він посмів не послухати вчителя. Який сором!
5. Гадаю, якби він менше говорив, то б ми більше почули.
6. Ніхто не наважився випитати у нього де він працює.
7. І як тільки вона посміла прийти невідповідною?
8. Ми дуже хотіли дізнатися більше про неї, але не наважувалися запитати її про щось.
9. Думаю, тобі б підійшла ця лазурна сукня в горошок. Чому ти не відважуєшся її приміряти?
10. Вибач, але я не смію втручатися у ваші стосунки. Гадаю, що це ваше особисте.

Translate the following sentences into English and comment on the use of the verb NEED.

1. Все і так зрозуміло, подробиць не потрібно.
2. Ти не повинен був робити всю роботу за нього.
3. Ми тепер не мусимо ходити до бібліотеки, бо у нас є електронна.
4. Виявилось, що я вийшов раніше і мені не потрібно було поспішати.
5. Оскільки нам побудували стадіон біля навчального корпусу, то не треба тепер ходити в центр міста.
6. Не потрібно хвилюватися даремно, якщо ти сумлінно підготувався, то тебе оцінять високо.
7. Не потрібно користуватися словником, ви ці слова вже добре вивчили.
8. Вона мусить здати міжнародний екзамен, якщо хоче навчатися закордоном.
9. Виявилось, що у мене є цей словник і не потрібно купувати ще один.
10. Не потрібно виносити сміття, я вже виніс.

Translate the following sentences into Ukrainian. State whether NEED and DARE are modal or normal verbs.

1. How dare you behave like that in my presence?

2. I can't wait till tomorrow. I need his advice desperately.
3. I know that he never dared to say such things before.
4. I didn't mean to do it. He dared me to.
5. You needn't have come yourself; you could have sent somebody else.
6. That naughty boy dared me to climb over the wall.
7. Who are you that you dare speak to me in such a tone?
8. Come what might, he needs to see everything with his own eyes.
9. John doesn't dare even to look at her.
10. You needn't listen to him if it really bothers you.

THE MODAL VERBS SHOULD/UGHT

51

*Translate the following sentences into Ukrainian. Comment on the meaning of the modal verbs **SHOULD** and **OUGHT***

1. My husband promised to help me around the house more, but his stuff was all over the living-room again. Should I let it pass and say nothing?
2. Children shouldn't watch more than an hour of TV a day.
3. When you go to that Japanese restaurant, you should try their rolled sushi.
4. Do you think I should dye my hair or I should leave it as it is?
5. It's important that while baking this cake the temperature should remain constant.
6. You ought to pay attention to what the lecturer is saying; it's quite interesting
7. A liar ought to have a good memory.
8. We pass our lives in doing what we ought not, and leaving undone what we ought to.
9. My mother said I never should talk to the Gypsies in the street.
10. The groom is supposed to arrive at the ceremony early. It's a custom.

52

*Give advice in the following using the verb **SHOULD**.*

1. My eyes are tired.
2. They quarrelled last night.
3. My life is boring.
4. Bess' boyfriend is too young.
5. Jack thinks his girl is light-minded.
6. The roses have faded.
7. I caught a cold last week. Now I'm coughing and sneezing.
8. I missed the lesson.

9. She's been eating only one meal a day.
10. This is my sixth cup of coffee this evening.

53

*Translate the following sentences into English using the modal verbs **SHOULD (OUGHT TO)** followed by the appropriate infinitive.*

1. Студенти повинні наполегливо працювати, щоб оволодіти мовою.
2. Вона така талановита. Не дивно, що всі захоплюються її співом.
3. Наступного разу вам слід бути обережнішою, щоб уникнути проблем.
4. Вечір, безумовно, буде вдалим. Студенти так довго готували його.
5. Вам слід бути стриманішим при розмові з відвідувачами.
6. Йому не слід було ділитися своїми таємницями з незнайомцем.
7. Вся розмова не повинна зайняти у вас більше, ніж півгодини. Адже основні факти уже давно відомі.
8. Ти не повинен був слідувати лінією найменшого опору. Тобі слід було діяти більш активно.
9. Діти завжди повинні ставитися до батьків з повагою.
10. Мері працювала так наполегливо протягом семестру. Вона обов'язково отримає відмінну оцінку на іспиті.

54

*Translate the following sentences into Ukrainian. State whether **SHOULD** is a mood auxiliary or it expresses emotional colouring.*

1. It's ironical that he should have started discussing this matter with you.
2. It's essential that everyone should be warned beforehand.
3. It was necessary that Jean shouldn't go back on her word.
4. I suppose it will be important that you should keep all the preparations in secret.
5. How weird that he should come here alone!
6. It's vital that no one should know about their meeting.
7. It's funny that Lady Blackwell should have forgotten about her title and position.
8. It's strange that he should have told you nothing about his plans.
9. It was so surprising that Jenny should be absolutely calm and reserved.
10. It's obligatory that all the students should be informed about these terms.

55

*Translate the following sentences into English using **MUST, HAVE TO + Infinitive, BE TO + Infinitive, SHOULD, and OUGHT TO** to express obligation of different kinds.*

1. Вам не слід було казати їй такі образливі речі.
2. Я повинна зустрітися з Томом, для мене це життєво необхідно.
3. Діти повинні слухатися батьків.
4. Згідно з планом, ми повинні були зустрітися о 7, але він не прийшов. Щось, напевно, завадило йому.
5. Я повинна зустрітися з Мері, вона хоче розповісти мені щось важливе.
6. Вам слід обговорити це питання з доктором Смітом.
7. Вчора я не застала їх дома, а тому мені доведеться знову піти сьогодні.
8. Рано чи пізно людина повинна піти з життя.
9. Ви повинні наполегливо працювати, оскільки вивчення мови вимагає чималих зусиль.
10. Ви повинні перекласти цей текст і поставити до нього запитання.

55 A

*Complete the sentences using **had better** or **to be supposed to**.*

1. The plane is just going to take off. You ____ put out that cigarette.
2. I'm on a diet, so I ____ eat cream cakes.
3. The phone is ringing. I ____ answer it.
4. You ____ not park your car here any time.
5. We ____ arrive in Manchester at 9 this morning, but our plane was delayed.
6. We are late. We ____ hurry.
7. Oh, no! Look! There is a 'No Parking' sign here. We ____ park somewhere else.
8. You are not very well. I think you ____ in bed today.
9. This knife is very sharp. You ____ be careful when you use it.
10. I ____ go to work yesterday, but I couldn't because I was ill in bed.

THE MODAL VERBS SHALL AND WILL/WOULD

56

*Translate the following sentences into Ukrainian. Comment on the meaning of the modal verb **SHALL**.*

1. You shall answer for it!
2. He shall do it whether he wants it or not.
3. My girl shall not be worried. I will protect her.

4. It's absolutely terrible! I shall complain to the Dean!
5. 'No harm will be done to your child. I shall see to it.'
6. He is your enemy and you shall meet him everywhere.
7. The victory of peace can and shall be won. There shall be no war.
8. May I go on with the work or shall I wait for further instructions?
9. Blessed be he who expects nothing, for he shall never be disappointed.
10. You can go back to the old life if you want to, but I shall stay with my poetry and my flute and my new life.

57

Read sayings and proverbs with SHALL. Translate them into Ukrainian. Comment on their meanings.

- ❖ He that has no money, shall need no purse.
- ❖ Come live with me and you shall know me!
- ❖ He that commands well shall be obeyed well.
- ❖ Even as the father was, so shall be the son.

58

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verb WILL.

1. Will you make the beds at once! Our guests are at the door!
2. You must work hard to pass your exam. It won't be easy.
3. The Olympic Stadium in Sochi will hold 100,000 people.
4. Whatever I do, my car won't start first time on cold mornings.
5. My Dad always would tell me how to run my life.
6. Won't you have some more of the cake?
7. I would do my homework straight after school so that I could go and listen to pop music at Janice's.
8. Would you mind shutting the window?
9. 'I won't have the relations between me and Carl made part of a bargain.'
10. 'When I say I will have a thing done I will have it done.'

59

Fill in the blanks with SHALL and WILL (WOULD).

1. I asked her lots of questions but she ... not answer.
2. ... we go there right now?
3. Something has gone wrong with the CD player. It ... not play.

4. ... you wait a moment?
5. ... I pay in cash or by credit card?
6. He ... never come again! I'll take care of it.
7. You ... get all the information you need by tomorrow morning.
8. ... you have something to drink?
9. When ... the next lecture begin?
10. You ... stay here. It's my order and it is not to be discussed.

Revision on Modal Verbs

60

Choose the appropriate modal verb to complete the university's rules. can/can't, need/needn't, must/mustn't, have to/ don't have to

1. You ...attend all lessons.
2. You ...do your homework.
3. You ... be late for your lessons.
4. You ... wear suit or other clothes you like.
5. You ... switch off your mobile while at the lesson.
6. You ...be polite to teachers and your group-mates.
7. You ...look up in a dictionary if you meet unknown words.
8. You ...attend language centre. It will help you master English very well.
9. You ...wear make-up or jewellery. Your knowledge can make you attractive.
10. You ... bring some sandwiches or fruits, but you ..., as you can use university canteen if you want.

61

Express the following in other words using the appropriate modal verbs.

Model: *It isn't necessary to buy a present for Nick as I've already bought it.*

You needn't buy a present for Nick.

1. Perhaps he left the door unlocked. I don't remember it.
2. I advise you to come earlier and look for good seats.
3. I'm sure she is studying in her room.
4. It's forbidden for driver to smoke in the bus.
5. I'll carry that bag for you.
6. You are not allowed to leave until the bell has rung.
7. Is it possible that old army clothes are coming back into fashion?
8. It would be a good idea for you to ask Tony to be best man.
9. Would you like me to help with the dishes?
10. Would you mind if I used your phone?

Write what each person would say in a particular situation using modals, then identify their use (in some cases two answers are possible).

Model: Ben is taking part in a car race. You ask your friends if it's possible for him to win. Can Ben win in this car race?(astonishment).

1. Your group-mate failed her credit. She hadn't revised in a proper way. You say _____ to her: _____
2. Your sister didn't turn off the iron before she left. You say to her: _____
3. _____ You forgot to congratulate your grandma on her birthday. You say to yourself: _____
4. _____ It's such a sunny day. And you suggest your friend's going to the beach. You _____ say _____ to her: _____
5. Paul was driving without headlights. Fortunately there was no policeman to fine _____ him. You _____ say _____ to him: _____
6. Your teacher wants to know where your group-mate is and why he is missing classes. You think he is working at the moment to collect some money. _____ You _____ say _____ to her: _____
7. You're going on holiday with your sister. She chooses a lot of dresses that her suitcase won't fasten. You ask if it's necessary: _____
8. Imagine you are served a soup with a dead fly in it. Don't stare at it. Say something _____ to waiter: _____
9. You want to borrow a glass of oil in your neighbour because you are short of _____ it. You _____ ask _____ him _____ or her: _____
10. You are usually not very good at tennis, but yesterday you were lucky and had _____ beaten _____ your _____ friend. You _____ tell us: _____

Fill in the gaps using the appropriate modal verb or expression followed by the correct form of the infinitive.

1. This old bridge ... (be repaired) but I don't think they are planning the reconstruction.
2. He has done the evil thing and he ... (be punished) for it, I promise!
3. I ... see the Dean. I have a really urgent matter to discuss.
4. The girl is so bright and pretty. She ... (to win) the beauty contest.
5. Time passed and they ... (to be) good friends.
6. What ...I (to do)? I haven't completed the test and my pen ... not (to write)!
7. The train was due to arrive at 8, so I ... (to leave) home at 6 to meet Jane.
8. He looks so exhausted. He ... (to drive) all night long.
9. You are so thoughtless! You ... (to remember) your friend's birthday.
10. You ... (to take) two pills three times a day.

64

State whether the verbs in bold type are modals or (mood) auxiliaries.

1. You **should** have remembered about it in time.
2. Come up closer so that I **may** hear you better.
3. It's ironical that she **should** have been asked about exactly the same thing.
4. I **shall** return tomorrow if nothing interferes.
5. Jack **might** have visited that place before, though I am not sure.
6. They **shall** be revenged for all they've done.
7. The lesson **will** begin as soon as the instructor comes in.
8. I **can** give you my notes if you will.
9. It was necessary that she **should** sign all those documents.
10. Whoever she **might** be, I am not going to discuss this matter with her.

65

Translate the following sentences into English using appropriate modal verbs and expressions.

1. Я не можу знайти цю фотографію. Невже хтось взяв її?
2. Вам часто доводиться відвідувати лікаря?
3. Даремно я сказала йому всю правду. Напевно, він дуже засмутився.
4. Він обов'язково повернеться наступного тижня.
5. Вона повинна була принести мені конспекти після лекції, але так і не з'явилась.
6. Не хвилюйтесь, вам скажуть, що ви повинні робити.
7. Не може бути, щоб Джон пішов без мене. Він же обіцяв зачекати на мене.
8. Її немає уже близько трьох годин. Що вона може так довго робити в магазині?
9. Я зовсім не впевнена, що Джейн в бібліотеці, однак, можливо, вона і працює там зараз.
10. Я обіцяю, що ви знатимете всі деталі цієї справи ще до її повернення.

Read the text and translate it. Comment on the modal verbs in bold type.

"Mai, you are still so very young, and I simply won't allow you to become a mere vegetable, a blob sitting around doing nothing except mourning and feeling sorry for yourself. It's vital that you mourn, yes. We must do that, we must get the grief out. But I can't, I won't permit you to throw your future away."

"Do I have a future, Diana?" "Oh, yes, you do. That's another thing you have to gain. Your future. But you must reach out, grab life with both hands and start all over again. It will be the hardest thing you've ever had to do, but it will be worth it."

"How would I begin again?" I asked, my mind starting to work in a more positive way. "First, I think you have to get yourself completely fit physically. You're far too thin, for one thing. You must start eating properly, and walking and exercising, so that you regain your strength, that vigor and energy of yours which I've always admired. And then you must think of the kind of job you'd like to find. You must work, not only because you need to earn money, but because you must keep yourself busy." I bit my lip and shook my head. "I realize I have to begin to support myself, and very quickly. I can't let my Mother and Dad go on helping me. But I don't have any idea what I could do. Or what I'm capable of doing, for that matter."

(after B. Bradford)

The Infinitive

1

Open the brackets using the appropriate form of the infinitive.

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

2

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

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

3

Insert -to- where necessary. Comment on it.

1. Why not ____ apologize now?

2. You don't need ____ buy high heel shoes.
3. You needn't ____ buy rollerblades.
4. She'd better ____ tell him about the appointment.
5. He was seen ____ enter the language lab.
6. I saw him ____ enter the gym.
7. Have Mrs Bessie ____ come in.
8. My suitcase is very heavy. I would rather ____ use the lift.
9. Be quiet – let me ____ concentrate on my homework.
10. I can't make up my mind whether ____ buy Porsche or a BMW.
- 11.

4

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

a)

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

b)

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

5

Read proverbs and sayings with the infinitive. Translate them into Ukrainian. Act out a short dialogue.

- ❖ Be slow to promise and quick to advise.
- ❖ To err is human.
- ❖ It is easy to be wise after the event.
- ❖ It is never too late to learn.
- ❖ By doing nothing we learn to do ill.
- ❖ Treat others as you would like to be treated.
- ❖ It is easy to bear misfortunes of others.
- ❖ Ask questions and you will be told no lies.

6

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

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

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

1. I like by snowmobile.
2. I left France neverback.
3. She's got enough patience a teacher.
4. You use digital camera photos under the water.
5. Remember off the cooker before leaving.
6. Your angel will be waiting for you and will try care of you.
7. Cross-country skiing seems slower than downhill skiing.
8. I regret you that there is no money left in your account.
9. Some people say that it is impossible ... high results in sports without strong will-power.
10. They stopped some petrol before continuing on their journey to Leeds.

7

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

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

8

Paraphrase using subjective predicative constructions with the infinitive.

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

9

Match the sentences halves.

- | | |
|--|-----------------------------------|
| 1. You use digital camera | a) to be honest |
| 2. He has played fifty games for Liverpool | b) to be hundred |
| 3. Do you think we need | c) to be repaired |
| 4. Some people eat for comfort | d) to call an ambulance |
| 5. I'm waiting for our car | e) to score seven goals |
| 6. I rely on you | f) to find a room on fire |
| 7. Will she live | g) to relieve their anxieties |
| 8. She awoke | h) to take photos under the water |

Recast in correct English if necessary.

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

Translate into English using the Infinitive or its construction.

a)

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

b)

1. Ми випадково зустрілися в парку.
2. Найкращий час для хвилювань – завтра.
3. Які жертви ти зробив, щоб досягти цілей?
4. Я чув, що ти приїжджаєш завтра. З нетерпінням чекатиму.
5. Лікар попросив пацієнта роздягнутися до пояса і послухав його.
6. Для батьків найбільша радість – бачити своїх дітей здоровими та успішними.

7. Туристи запевняють, що наш дендрологічний парк 'Софіївка' – найромантичніший у світі.
8. Тренер побачив, що його команда зібралася на полі і вийшов до них.
9. «Чому б не подразнити левів в зоопарку?», подумав маленький відвідувач.
10. Дітям легко відрізнити слонів від інших тварин, оскільки вони мають довгі хоботи.

12

Make up sentences using infinitives

What do you expect from your future job? Write about your future career.

1. I expect ...
2. I intend ...
3. I would like ...
4. I try ...
5. I want ...
6. I promise ...
7. I refuse ...
8. I hesitate ...

13

Point out prepositional infinitive construction. State its syntactic function.

1. This problem is for you to solve and no one else can help you.
2. Students wait for the teacher to nod and praise verbally.
3. A diet was too varied for Mr Fatty to have a shapely figure.
4. It is important for students to make corrections, avoid bad habits and better understand the content of the subject.
5. The best thing for you to learn a language is to attend classes regularly.
6. For me to say such a thing means to betray my friend.
7. They are sure to return pretty soon, and I'm waiting for them to come.
8. She stretched out her hand with the letter for me to see it better.
9. The night was too dark for me to see anything around.
10. Sugar was expensive enough for people to buy because there was a very poor sugar-beet crop last year.

Revision on the Infinitive

14

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

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

15

Open the brackets using the appropriate form of the infinitive.

1. The children are not allowed ... (to watch) TV if they haven't finished their homework first.
2. Can pets help humans ... (to lead) better lives?
3. Some health-care professionals believe pets ... (to improve) our quality of everyday living. Pets help their owners ... (to stay) healthy.
4. Dogs need daily exercise and this makes many owners ... (to turn off) their television sets or computers and ... (to go) outside for a walk.
5. The chairman proposed the question must ... (to include) in the agenda.
6. She can't answer your call now. She must ... (to feed) her pets.
7. 'I think you ought ... (to tell) me then, Alan, and not have let me make such a fool of myself'.

8. It happened to be evening off and Mrs Darling bathed the children, sung to them till one by one they had let her hand ...(to go) and slid away into the land of sleep.
9. 'It was interesting to talk to you. I'm glad ... (to meet) you. See you!'
10. The producer gave the instructions for the third scene ... (to repeat).

16

Translate into English using infinitive or its constructions.

a)

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

b)

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

The Gerund

17

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

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

18

State the function of the gerund in the following proverbs. Translate them into Ukrainian. Act out a dialogue.

- ❖ **The appetite comes with eating.**
- ❖ **One learns by failing.**
- ❖ **There is no accounting for tastes.**
- ❖ **Be slow in choosing a friend, slower in changing him.**
- ❖ **What is worth doing at all is worth doing well.**
- ❖ **You can't make an omelet without breaking eggs.**
- ❖ **It is of no use galloping if you are going in the wrong direction**

Match the sayings halves with gerunds.

Understanding is

Talking should be

Praising

Knowing that

Concentrating

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

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

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

Put the Gerunds in the sentences.

1. It's of no use ...
2. I'm tired. I don't feel like ...
3. Tactless people make a habit of ...
4. I fancy ...

5. By the time he was 16, he made money from
6. I want to be a teacher but I don't like the idea of
7. ... is both a healthy and exciting sport.
8. ... broadens my horizons and outlook.
9. ... coins is an interesting hobby.
- 10.... money has become a mania with my boyfriend.

22

State the syntactic function of the Gerund.

a)

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

b)

1. Your composition needs brushing up.
2. It is far better to be happy than rich, but there is no harm in being both.
3. A woman with a baby, who had been there all the morning, insisted on taking his arm, for fear of losing him.
4. After graduating Paul Newman immediately started working in the theatre.
5. When I'm feeling fed up, I go for looking for bargains in the second-hand market or I have my nails done. It makes me feel better.
6. He was in the highest spirits after you left, and kept laughing to himself. I couldn't understand why he was so interested in knowing all about you, but I see it all now.
7. Sometimes the hardest part of writing is getting started. Looking at a sheet of blank white paper is like looking at a snow-covered car on an icy winter morning and wondering if the engine will turn over.
8. Instead of bending over the breakfast table, he was directing a look of violent hatred at a blameless fish on his plate.
9. He judged the gardens without paying much attention to them.
10. Mr Darling had a passion for being exactly like his neighbours.

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

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

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

a)

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

b)

1. There's no improving on nature.
2. We were impressed by their artistic acting.
3. Having a child has been a turning point for me.
4. They approached the burning building rather cautiously.
5. I can't stand her constant complainings about noisy neighbours.
6. Smoking cigarettes can be as dangerous as playing Russian roulette.
7. Papermaking began in China and from there spread to North Africa and Europe.

8. After passing through customs, he took a bus from the airport to downtown Manhattan.
9. It's a well-known fact that black makes you look slimmer, but wearing it top to toe can be very ageing, and choosing to wear it all the time is boring.
10. It was an arduous time for John on the front lines of the Vietnam War, but somehow he survived the constant screaming of the drill instructors, the hours of marching, the physical conditioning in the desert heat, the training in the use of weapons, the barracks inspections, the scrubbing of toilets and floors and the tasteless food.

25

Translate into English using the gerund.

a)

1. Одержавши телеграму, він негайно виїхав з дому.
2. Ця стаття заслуговує на те, щоб її переклали на українську мову.
3. Вона зайнята прослуховуванням нового тексту.
4. Підлогу треба пофарбувати.
5. Існують різні способи перекладу герундія на українську мову.
6. Він краще запам'ятовує нові вирази, вживаючи їх у власних реченнях.
7. Ми не можемо піти на концерт, не купивши квитки заздалегідь.
8. Ми з нетерпінням чекаємо, коли буде виданий цей роман.
9. Я наполягаю на тому, щоб її послали на конференцію.
10. Мене зовсім не дивує, що вона робить так багато граматичних помилок.

b)

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

26

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

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

27

Fill in the preposition if necessary.

1. In a tight situation you have to be capable ... finding the way out.
2. I don't feel ... watching this news, there is a great deal of stressful information.
3. Stop speaking on it. The incident isn't worth ... mentioning.
4. My room-mate objects ... writing letters and he persists ... using electronic mails.
5. You are a Jack-of-all-trades. Why not try your hand ... weaving the bracelets or necklaces?
6. I am used ... being reminded by my husband that 'while there is a life, there is a hope' and I should keep smiling.
7. Mastering of English looks ... carrying out a Herculean labour.
8. I am grateful to Dr Lois Berg ... sharing her ideas and support and for providing me with the opportunity of taking a leadership role in the classroom.
9. The ancient Greeks and Romans took the idea ... wedding from Hindus, and they also kept the ring as a sign that a young lady was sold.
10. In fact, people once believed silver chopsticks would turn black if they touched any poison. An emperor who was afraid ... being poisoned made his servants test each of the dishes with silver chopsticks before he ate.

28



Gap-fill exercise. Fill in the right preposition and the gerund.

1. My great-aunt is good (cook).
2. I'm really looking (see) you.
3. You should always decide (tell) lies.
4. My step-sister was sorry (pull) my hair.
5. I'm excited (run across) you at the bus-stop.

6. This competition consists (wrestle) and (archery).
7. Are you frightened (get) a poor mark in English?
8. Franziska and Lydia are crazy (play) in our drama group.
9. What was the reason (call) me on Sunday morning?
10. You should learn more instead (have) a lie-in all the time.
11. What are the advantages (take) part in an exchange program?
12. You must apologize your teacher..... (forget) to give you homework.
13. Frankly speaking, some children are afraid (go) to the dentist's.
14. Are you interested (do) a 12-week crash course in *IELTS*?
15. You have all chances (become) a chairman at our department.
16. Sarah is dreaming (go) to the Globe, where many of Shakespeare's plays were first publicly performed.
17. There's no hope (get) a ticket for the Modern Talking concert.
18. Charlie Chaplin and Mr Bean are famous / known (joke).
19. Your idea (work out) in the gym twice a week keeps me fit.
20. In spite (keep) silent you are always prompting with a lot of mistakes.

Point out gerunds in the text. Comment on them.

April Fool's Day

The first day of April ranks amongst the most joyous days in the juvenile calendar.

'It is a day of hoaxing [həʊks] friends of yours with jokes like sending them to the shop for some pigeon's milk, or telling them to dig a hole because of dog having died'.

'The best joke I ever saw was in school when one of our girls brought another girl dressed as our new needlework mistress into the form room. She was introduced to the mistress and she was completely taken in. Then we shouted "April Fool" to her & we all had a good laugh.'

And a 9-year-old Birmingham boy writes: 'Last year I fooled father by glueing a penny to the floor and saying "Dad you've dropped a penny on the floor." He couldn't get it off the ground because it was stuck firm, then I shouted "Yah, April Fool".'

❖ *Complete the following sentences by adding a preposition and a gerund.*

How do you feel about your university?

Our university is known _____.

I hate to complain _____.

I'm a little worried _____.

I've gotten used _____.

Our teacher of English tries to prevent us _____

and insists _____.

I get tired _____.

After classes I feel like _____.

I'm responsible _____.

After graduating, I'll specialize _____.

I believe I'll succeed _____.

I'm looking forward _____.

❖ *Complete with the correct preposition.*

look forward

be tired

be used

insist

believe

apologize

approve

succeed

be worried

be opposed

Answer the questions using the gerund.

1. What are students busy doing in the morning?
2. If your hair is too long, what does it need?
3. If your shoes are dirty, what does it require?
4. Where do you feel like going when on holidays?
5. What is difficult for a student to resist at exam?
6. What do lazy people waste time doing?
7. What do students do on the Internet?
8. What do usually children do without permission?
9. What can prevent learners from making mistakes in English?
10. When the bell goes at the end of a lesson, what do you finish?

Participle I

29

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

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

30

State the syntactic functions of Participle I.

a)

1. A stream, runs southeast from the lake, cutting a path through an area of high rolling hills.
2. His appearance was so frightening that I couldn't believe my eyes.
3. I heard her crying out those words.
4. Though realizing the danger she tried to look calm and quiet.
5. The child was heard crying bitterly.
6. Being shocked by the news she only helplessly looked around.
7. Walking through the park she spotted a suspiciously-looking man.
8. Shining high in the sky the sun is so dazzling.
9. Arriving at Sheik Othman they walked among the palm trees.
10. Leo's mother, Elizabeth, stood up, clutching papers of a prepared speech.

b)

1. Being stuck to the soul, he replied angrily.
2. A castle rested on a hill overlooking the village.
3. The flight took 14 hours, stopping once in Iceland to refuel.
4. I felt as if floating in air as I ran down the hill into her arms.
5. John had difficulty when fitting in with others at school and on the job.
6. An old gentleman came into the room, wearing old glasses and grey hair 'Have I the honour of speaking to Mr Erskine?'
7. He refused to stay; he walked home, feeling very unhappy and leaving Alan helpless with laughter.
8. Mr Wilson sat on the edge of the bed, holding Wendy's hand and calculating expenses if she confused him with suggestions he had to begin at the beginning again.
9. He stopped in Omaha, where he spent two days reading in a public library and walking the streets.
10. Cora was in the kitchen making sandwiches. Making sandwiches took her thoughts off her problems.

31

State the syntactic functions of Participle II.

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

32

Translate the following proverbs and sayings with Participle II. Act out a dialogue.

- ❖ The devil is not so black as painted.
- ❖ Easily earned money is quickly spent.
- ❖ If you want a thing well done do it yourself.
- ❖ Long absent, soon forgotten.
- ❖ Lost time is never found again.
- ❖ A man is known by the company he keeps.
- ❖ Once bitten – twice shy.
- ❖ Well begun is half done.

33

Open the brackets using Participle I or Participle II.

1. (to read) the story, she closed the book and put it on the shelf.
2. (to buy) some fruit and cakes, we went home.
3. (to sit) near the fire, he felt very warm.
4. (to sell) fruit, he looked back from time to time, hoping to see his friends.
5. (to sell) his fruit, he went to see his friends.
6. (to write) out and (to learn) all the new words, he was able to translate the text easily.
7. (to look) through some magazines, I came across an interesting article about UFOs.
8. (to do) homework he was thinking hard.
9. (to do) homework he went for a walk.
10. (return) from their day's outing, they found dinner ...(to serve).

35

Choose the correct form of the Participles.

1. a) I found the book (boring, bored).
- b) I got (boring, bored) with staring out of the window.
2. a) The girl (washing, washed) the floor is my cousin.
- b) The dishes (washing washed) by Maria looked very clean.
3. a) Who is that boy (driving, driven) a BMW?
- b) The car (buying, bought) by Sarah was not expensive.
4. a) Our hall of residence (surrounding, surrounded) by tall trees is not far from park 'Sofiyivka'.

- b) The trees (surrounding, surrounded) the hall were very high.
5. a) The boy (reading, read) a booklet is my nephew.
- b) The brochure (reading, read) by Paul is quite attractive.
6. a) The door (locked, locking) by him was brown.
- b) (Locking, locked) the door he forgot to walk his dog.
7. a) The most (exciting, excited) time he has ever had was when he went to the Congo jungle.
- b) I was (exciting, excited) by her new idea.
8. a) We could hear the noise of furniture ...(moving, moved) upstairs.
- b) For a moment they sat silent ...(being moved, moved) by the story.
9. a) When ...(telling, told) the story, we listened to it breathlessly.
- b) I can't forget the story ...(telling, told) by the old man.
10. a) (stealing, stolen) valuables and cash worth \$500,000.
- b) He robbed a bank, ... (stealing, stolen) cash which are worth \$500,000.

36

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

1. That night he went to his club and found Trevor sitting by himself in the smoking room.
2. 'The other day I found one of them in the gardens picking my flowers. Such behaviour, no doubt, affected Lord Emsworth deeply and he drank his coffee in the manner of a man wishing it was poison.
3. I saw three of them going in a row to Kindergarten school, accompanied by their nurse.
4. In that deadly silence, he felt someone watching him.
5. He found himself in Florence wandering through the city, barely conscious of the history surrounding him.
6. I'm afraid it will not be practical to get your car repaired by Monday.
7. They had their teeth checked last month.
8. She wants everything done for her at once.
9. In Thailand, when you have your hair cut you also get a head massage. This really helps to relax you.

10. When you came in I didn't know whether he would like his name mentioned.

37

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

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

38

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

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

9. Carefully removing the nest from the bush he stood the daisy inside and gently covered its roots with soil.
10. The next time I come I shall be invisible so I shall make my presence known by whispering to you.

39

Translate into English using the Participle.

a)

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

b)

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

40

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

MARIA MONTESSORI

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

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

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

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

REVISION EXERCISES ON VERBALS

41

Point out verbals. State their syntactic functions.

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

42

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

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

43

Recast into correct English. Mind the use of verbals.

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

44

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

a)

1. I do hate his late comings.
2. She waved to Steve, sitting in his own barber chair.
3. She could hardly feel his slight shivering.

4. His idea of starting immediately was not approved by the others.
5. While walking along the winding path he tried not to think of anything.
6. There is no coming back.
7. Stepping back, she rubbed her eyes with her hand.
8. We've bought a new writing-table quite recently.
9. The boy's face needs a good washing.
10. He looked at the girl writing something on the blackboard.

b)

1. This chewing gum has a nice fruity taste flavour.
2. Having an awful memory for names, I call everyone "my dear".
3. H.O.S.T.E.L. is a comedy showing everyday life of a group of medics in Russia.
4. Living conditions in some poor African countries are very unhealthy.
5. He took Robert into the bedroom, locking the door after him.
6. Ever since the film *Winning*, Paul Newman has been passionately interested in car racing.
7. He attempted opening the door without a key.
8. We are still busy decorating a house.
9. Thieves planning to steal diamonds worth 350 million pounds were caught by the police.
10. The following morning John was out on the highway, hitchhiking and waiting for his first ride.

45

Translate into English using verbals.

a)

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

b)

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

46

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

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

47

Translate into English using Participle I where possible.

1. Діти, які щойно гралися у дворі, кудись побігли.
2. Вони повільно йшли стежкою, що вела у гори.
3. Мати спостерігала за дітьми, які гралися у дворі.
4. Студенти, які складають іспит у понеділок, повинні зайти в деканат.
5. Студенти, які склали іспит минулого тижня, зараз вільні.
6. Вона милувалась горами, які простягалися вдалині.
7. Ми довго обговорювали фільм, який був показаний минулого тижня.

8. Студенти, які сумлінно працюють , обов'язково досягнуть успіху у вивченні мови.
9. Вони провели зустріч зі студентами, які сумлінно працювали у минулому семестрі.
- 10.Ваша подруга, яка чекала на вас близько години, уже пішла додому.

48

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

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

49

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

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

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

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

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

The Man Who Could Work Miracles

by H.G. Wells

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

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

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

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

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

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

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

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

TERMINOLOGY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

imperative: a sentence type typically used to make commands. E.g. *Sit down. Give an analysis of this poem. Don't move until you've finished.* An imperative sentence typically contains no grammatical subject, but the implied subject is 'you'. Sometimes a subject may be included, particularly in negative imperatives: *Don't you dare touch that switch.* Sentences such as *Let's get out of here!; Let's kiss and make up*, where the implied subject includes the speaker as well as the hearer(s), are also referred to as imperative. The term 'imperative' is also used to refer to one of the three moods of the verb phrase, the others being the indicative and the subjunctive. The imperative verb form (identical to the base form of the verb) is finite, although it does not vary for tense, aspect, or person/number.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

relative clause: a subordinate clause introduced by one of the relative pronouns, or by the relative determiner *whose*. The typical syntactic function of relative clauses is adjectival, viz. as postmodifiers of nouns. The relative clauses thus mainly belong at phrase level, as parts of noun phrases. E.g. *They have nothing that you need. It may be difficult to find a flat at a price you can afford. We all create for ourselves a world in which it is tolerable to live. Among the other artists whose paintings were discussed were Boucher, Courbet, and Fra Angelico*. Relative clauses can also be introduced by a relative adverb (*where, when, how, why*). The syntactic function of the relative clause is still postmodifier within a noun phrase. E.g. *This is the street where we used to live. That all happened at a time when people had more time for each other*. Adjectival relative clauses can be restrictive or non-restrictive. A relative clause can also be sentential, i.e. its antecedent is the matrix clause. In that case it is analysed as a disjunct, since it represents a comment on the fact/action expressed by the matrix clause. The relative pronoun used in a sentential relative clause is always *which*. E.g. *Gertrude got very angry, which surprised even herself*.

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

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

subject complement: another term for subject predicative.

subject predicative: a clause element that comes in addition to a subject and a copular (two-place) verb. A subject predicative is normally placed after the copular verb. E.g. *She is happy. He felt a fool. The soup tastes nice. The school became famous for its achievements in sports. They are students. They seem a happy crowd.* A subject predicative is realized by an adjective phrase or a noun phrase (as shown above), or by a nominal subordinate clause. E.g. *The problem is finding the right person. The question is how to find the right person. The fact is that I overslept. What you see is what you get.*

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

which has a subjunctive past tense form (*were*). In all other cases the subjunctive is expressed by the base form of the verb. A subjunctive verb form is finite, but does not vary for person or number. (Thus the subjunctive is distinguishable from the present tense of the indicative only with a third person singular subject.)

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

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

APPENDIX 1

The most commonly used phrases

followed by the Gerund

to be accustomed to	He is accustomed to having his own office.
to be addicted to	She is addicted to watching TV.
to be afraid of	She is afraid of speaking in public.
to be anxious about	Norma is anxious about making the presentation.
to accuse sb of	They accused me of having sedentary work.
to admit to	After being stopped by the police, Nick admitted to having robbed the bank.
to agree with	I agree with wearing uniforms at school.
to aim at	This comedy TV programme will aim at making you laugh.
to apologize for	He apologized for forgetting her birthday.
to ask about	I'd like to ask you about your half-sister arriving at weekends.
to adjust to	Her eyes had adjusted to knitting in

	semi-darkness.
to begin by	She began by speaking on bad news.
to be used to	He is used to fixing his car near our windows. It's harmful to smell its gas.
to blame for	Tom blamed me for gossiping with Ann over a cup of coffee.
to believe in	She doesn't believe in getting lost in the wood.
to boast about/of	He's boasted of being invited to flatmate's wedding.
to be bored of	I am bored of doing the same old job which doesn't hold merits.
to be capable of	He is capable of winning a gold medal.
to be committed to	She is committed to improving her English writing.
to be concerned about	Nancy was concerned about being late.
to be content with	Tim is content with winning second place in Olympic Games.
to complain about	She complains about bullying.
to concentrate on	You should concentrate on doing what you are told instead of playing truant.
to congratulate sb. on/for	It's a pleasure to congratulate you on/for making such a good speech.

to confess to	The suspect never confessed to killing their dog.
to count on	The truth is that parents
to cope with	He is not sure how to cope with getting older.
to decide against	They decided against stealing the car.
to depend on	Success may depend on becoming more patient.
to dream about/of	Sue dreams of being a pop star.
to decide against	They decided against stealing the car.
to be dedicated to	The organization is dedicated to ending poverty.
to be devoted to	The money will be devoted to creating shows for all genres on different networks.
to be disappointed with	Fiona was disappointed with having heard the news.
to be discouraged by	He is discouraged by not being a candidate for this job.
to be excited about	My sibling was excited about working for a university TV channel.
to be famous for	That actor is famous for being extremely weird.

to be fond of	She is fond of training hard for the championship.
to feel like	They feel like working as part of a team to develop good communication and organizational skills.
to forgive for	Forgive him for taking the car without asking you first.
to be frightened of	She is frightened of being alone at night.
to get used to	You must get used to working long hours.
to give up	Give up eating so much junk food!
to be good/bad at	He is good at socializing.
to be guilty of	The banker was guilty of stealing money.
to be happy about	He was happy about getting a job in management.
to be interested in	She is interested in implementing new programme schedule for Language Students.
to be involved in	He was involved in making music.
to insist on	The gypsy insisted on reading my palm.

to be known for	The chameleon is known for changing colour.
to look forward to	I'm looking forward to seeing you soon.
to object to	Nick objected to calling an ambulance.
to be opposed to	They are opposed to building a new road in the park.
to pay for	You shall pay for having accompanying her to her house.
to prevent sb. From	My parents prevented me from getting married and having children in my late teens.
to protect from/against	You can't protect me against blackmailing.
to put off	Don't put off traveling. It is the best form of education.
to be proud of	He was proud of having completed the marathon.
to rely on sth.	He doesn't rely on getting the respect he deserves.
to be remembered for	She is remembered for arguing with the Dean.
to be responsible for	He is responsible for studying without debts.

to spend time on	She spends time on surfing the Net.
to succeed in	I believe she will succeed in interpreting.
to suspect of	She suspects me of calling him a liar.
to be scared of	Tina is scared of being alone at night.
to specialize in	My colleague specializes in making up unique recipes.
to be tired from	She is tired from working all day.
to be tired of	Margaret is tired of making dinner every night.
to talk about/of	Let's talk about finishing the project.
to think about/of	I can't think about having my hair dyed.
to be worried about	The hikers were worried about not having enough water.

APPENDIX 2

THE SCHEME ANALYSIS OF THE SUBJUNCTIVE MOOD

The Scheme Analysis of Complex Sentences of Unreal Condition

a) TYPE I:

the Past Subjunctive and the Analytical Subjunctive with the Indefinite Infinitive

If it were winter now, we would go skiing.

Were – is a form of the *Past Subjunctive* used in a complex sentence, in a subordinate clause to express an unreal condition referring to the present;

Would go – is a form of *the Analytical Subjunctive* expressed by the mood auxiliary WOULD and the Indefinite Infinitive ‘go’, it is used in a complex sentence, in the main clause to express an unreal consequence referring to the present.

b) TYPE II: the Past Perfect Subjunctive and the Analytical Subjunctive with the Perfect Infinitive

If I had known about it then, I would have called you.

Had known – is a form of *the Past Perfect Subjunctive* used in a complex sentence, in a subordinate clause to express an unreal condition referring to the past;

Would have called – is a form of the *Analytical Subjunctive* expressed by the mood auxiliary WOULD and the Perfect Infinitive ‘have called’, it is used in a complex sentence, in the main clause to express an unreal consequence referring to the past.

The Scheme Analysis of the Present Subjunctive

a) The Present Subjunctive in a simple sentence:

Suffice it to say that our hero is alive and well.

Suffice – is a form of the Present Subjunctive used in a simple sentence in a set expression ‘Suffice it to say’.

b) The Present Subjunctive in a complex sentence:

I don’t believe *whatever* he say.

Say – is a form of the Present Subjunctive used in a complex sentence in an adverbial clause of concession after the conjunction **WHATEVER**.

The Schemel Analysis of the Past Subjunctive

a) The Past Subjunctive in a simple sentence:

Oh, if you **knew** the truth!

Knew is a form of the Past Subjunctive used in a simple sentence to express an unreal wish which refers to the present.

b) The Past Subjunctive in a complex sentence:

I *wish* it **was** summer now.

Was – is a form of the Past Subjunctive used in a complex sentence, in the object clause after the predicate expressed by the verb **TO WISH** to express an action simultaneous with the action of the main clause.

The Scheme Analysis of the Past Perfect Subjunctive

a) The Past Perfect Subjunctive in a simple sentence:

If only she **had done** it then!

Had done – is a form of the Past Perfect Subjunctive used in a simple sentence to express an unreal wish which refers to the past.

b) The Past Perfect Subjunctive in a complex sentence:

Her eyes had shadows *as though* she **had not slept**.

Hadn't slept – is a form of the Past Perfect Subjunctive used in a complex sentence, in the adverbial clause of comparison and manner after the conjunction **AS THOUGH** to express an action prior to the action in the main clause.

The Scheme Analysis of the Analytical Subjunctive

a) The Analytical Subjunctive in a simple sentence:

It **wouldn't astonish** me again.

Wouldn't astonish – is a form of the Analytical Subjunctive expressed by the mood auxiliary **WOULD** and the Indefinite Infinitive 'astonish', used in a simple sentence to express an unreal action referring the future.

b) The Analytical Subjunctive in a compound sentence:

He had no time to think it over, *otherwise* he **would have found** a better way out.

Would have found – is a form of the Analytical Subjunctive expressed by the mood auxiliary WOULD and the Perfect Infinitive ‘have found’, used in a compound sentence after the conjunction OTHERWISE to express an unreal action referring to the past.

c) The Analytical Subjunctive in a complex sentence:

She **would help** us if she **were** here.

Would help – is a form of the Analytical Subjunctive expressed by the mood auxiliary WOULD and the Indefinite Infinitive ‘help’, used in a complex sentence of unreal condition in the main clause to express an unreal consequence referring to the present.

Whatever you **may hear**, it is not true.

May hear - is a form of the Analytical Subjunctive expressed by the mood auxiliary MAY and the Indefinite Infinitive ‘hear’, used in a complex sentence in adverbial modifier of concession after the conjunction WHATEVER.

THE SCHEME ANALYSIS OF VERBALS

The Scheme Analysis of the Infinitive

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

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

The Scheme Analysis of the Infinitive Constructions

a) The Objective with the Infinitive Construction:

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

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

b) The Subjective Infinitive Construction:

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

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

c) The Prepositional Infinitive Construction:

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

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

The Scheme Analysis of the Gerund

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

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

The Scheme Analysis of the Gerundial Construction

His coming early surprised us.

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

The Scheme Analysis of the Participle

We visited a plant **producing** computers.

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

The Scheme Analysis of the Predicative Constructions with the Participle

a) The Objective Participial Construction:

I watched Tom playing football.

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

b) The Subjective Participial Construction:

She was seen crossing the street.

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

c) The Nominative Absolute Participial Construction:

The signal given, the train started.

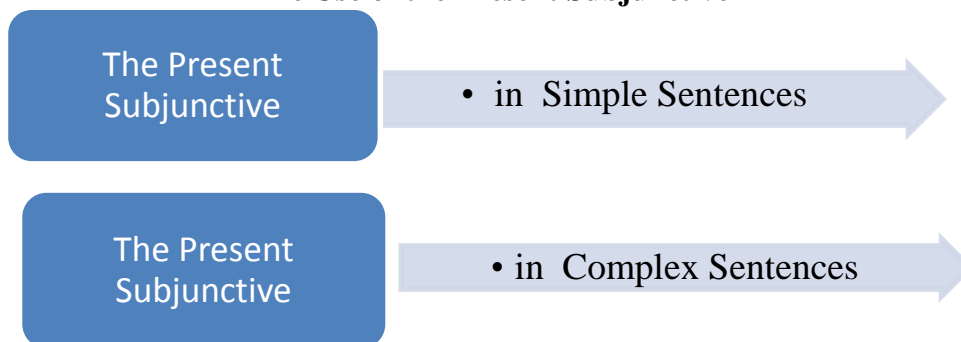
The signal given – is the NAPC consisting of two elements; the nominal element is expressed by a *noun in the Common Case* ‘signal’ and the verbal element is expressed by the *Participle II* ‘given’. The whole construction performs the function of *an adverbial modifier of time*.

APPENDIX 3

THE SUBJUNCTIVE MOOD The Forms of the Subjunctive Mood

The Present Subjunctive	coincides in form with	the Indefinite Infinitive <i>come</i>
The Past Subjunctive	coincides in form with	the Past Simple (Active or Passive) <i>came</i>
The Past Perfect Subjunctive	coincides in form with	the Past Perfect (Active or Passive) <i>had come</i>
The Analytical Subjunctive		the mood auxiliary and the infinitive <i>should/would/may + come</i>

The Use of the Present Subjunctive



In Simple Sentences the Present Subjunctive is used in

1) wishes	<i>Success attend you!</i>
2) oaths and imprecations	<i>Manners be hanged!</i>
3) set expressions	<i>Be it so! Come what might!</i>

In Complex Sentences the Present Subjunctive is used in

<u>Adverbial clauses</u>	After the conjunctions	Examples
• of concession	THOUGH, ALTHOUGH, WHOEVER, WHATEVER, NO MATTER, HOWEVER	<i>Whatever you do, do it thoroughly!</i>
• of time	WHENEVER	<i>Whenever she come back, wake me up.</i>
• of place	WHEREVER	<i>Wherever he be, I'll find him.</i>
• of purpose	THAT, SO THAT, IN ORDER THAT	<i>Open the door so that she come in.</i>
<u>Subject clauses</u>	After the clause of the type	Examples

	IT'S NECESSARY IT'S IMPORTANT IT'S VITAL IT'S DESIRABLE IT'S ESSENTIAL , etc.	<i>It's desirable</i> that she <i>come</i> in time. <i>It's imperative</i> that alcoholic drinks <i>be drunk</i> by only adults.
--	--	---

Object clauses	After the predicate of the verbs	Examples
	TO ORDER TO WANT TO INSIST TO DEMAND TO SUGGEST TO PROPOSE , etc.	The teacher <i>wants</i> all students <i>be working</i> when she returns.
	after LEST	She fears <i>lest</i> the child <i>eat</i> all sweets.

Predicative clauses	After the subject expressed by abstract nouns	Examples
	IDEA, SUGGESTION, WISH, PROPOSAL , etc.	My <i>suggestion is</i> that we leave at once.

COMPLEX SENTENCES OF UNREAL CONDITION	
MAIN CLAUSE	SUBORDINATE CLAUSE
TYPE 1: both the unreal consequence and the unreal condition refer to the present, future or no particular time	
S + would (should, may, might) + Indefinite Infinitive e.g. I would do it	IF + S + past subjunctive if I had time.
TYPE 2: both the unreal consequence and unreal condition refer to the past	
S + would (should, may, might) + Perfect Infinitive e.g. I wouldn't have missed the train	IF + S + past perfective subjunctive if I had got up earlier.
MIXED TYPE OF SENTENCES	
TYPE 1: the unreal consequence refers to the present, future or no particular time and the unreal condition refers to the past	
S + would (should, may, might) + Indefinite Infinitive e.g. I would meet you in the morning today	IF + S + past perfective subjunctive if you had informed me of your arrival yesterday.
TYPE 2: the unreal consequence refers to the past and the unreal condition refers to no particular time	
S + would (should, may, might) + Perfect Infinitive e.g. She wouldn't have entered the College	IF + S + past subjunctive if she were not so intelligent.

The Use of the Past Subjunctive and the Past Perfect Subjunctive in Complex Sentences

After	In the clauses of 5 types	Notes
1) IF	in adverbial clauses of condition <i>I would go there <u>if</u> he asked me.</i> <i><u>If</u> you had listened to me more attentively, you would know the answer.</i>	! the Past Subjunctive is used if the condition refers to the present, future or no particular time. ! the Past Perfect Subjunctive is used if the condition refers to the past
2) TO WISH	in object clauses <i>I <u>wish</u> I were young again.</i> <i>I <u>wish</u> I had never known you.</i>	! the Past Subjunctive is used if the action in any clause is simultaneous with the action in the main clause.
3) link verbs TO BE, TO LOOK followed by the conjunctions <u>AS IF</u> , <u>AS THOUGH</u>	in predicative clauses <i>I <u>feel as if</u> I were young again. He <u>sounded as if</u> he had done something wrong.</i>	! the Past Perfect Subjunctive is used if the action in any clause is prior to the action in the main clause.
4) other than link verbs followed by the conjunctions <u>AS IF</u> , <u>AS THOUGH</u>	adverbial clauses of comparison and manner You <u>speak as if</u> you were ill. She <u>behaves as if</u> they had known each other for years.	
5) IT'S HIGH TIME IT'S ABOUT TIME	<i><u>It's high time</u> we were there.</i>	! the Past Perfect Subjunctive is <u>never</u> used in attributive clauses

The Analytical Subjunctive with MAY (MIGHT) is used in

The Analytical Subjunctive with SHOULD is used in

Adverbial clauses of purpose	After the conjunctions	Examples
	THAT, SO THAT, IN ORDER THAT (in the negative form)	Turn off the light <i>so that</i> she <u>shouldn't</u> find us.
	after LEST (in the positive form)	She fears <u>lest</u> the child <i>should</i> eat all sweets.
Subject clauses	After the clause of the type	Examples
	IT'S NECESSARY IT'S IMPORTANT IT'S VITAL IT'S DESIRABLE IT'S ESSENTIAL , etc.	<i><u>It's desirable</u> that she <i>should</i> call back.</i> <i><u>It's imperative</u> that phones <i>should be</i> switched off at the lesson.</i>
Object clauses	After the predicate of the verbs	Examples
	TO ORDER TO WANT	The teacher <u>suggests</u> all students <i>should be</i> working

	TO INSIST TO DEMAND TO SUGGEST TO PROPOSE, etc.	when she returns.
<u>Predicative clauses</u>	After the subject expressed by abstract nouns: IDEA, SUGGESTION, WISH, PROPOSAL	My <u>suggestion</u> <i>is</i> that we <i>should</i> leave at once.

Adverbial clauses of condition	After the conjunction IF	<i>If</i> you <i>should</i> see him, ask him to call me.
attributive clauses	after the phrase IT'S (HIGH/ABOUT) TIME	<i>It's time</i> he <i>should</i> come back.

The Analytical Subjunctive with **WOULD** is used in

object clauses	after the predicate TO WISH	I <u>wish</u> she <i>would be</i> more tolerant to other people.
-----------------------	------------------------------------	--

The Cases of Alternative Forms of the Subjunctive Mood

The Present Subjunctive and the Analytical Subjunctive with **MAY (MIGHT)** can be used in adverbial clauses

• of concession	THOUGH, ALTHOUGH, WHOEVER, WHATEVER, NO MATTER, HOWEVER	<i>Whatever</i> you (<u>may</u>) do, do it thoroughly!
• of time	WHENEVER	<i>Whenever</i> she (<u>may</u>) come back, wake me up.
• of place	WHEREVER	<i>Wherever</i> he (<u>may</u>) be, I'll find him.
• of purpose	THAT, SO THAT, IN ORDER THAT	Open the door <i>so that</i> she (<u>may</u>) come in.

The Present Subjunctive and the Analytical Subjunctive with **SHOULD** can be used in

<u>Adverbial clauses of purpose</u>	After the conjunctions	Examples
	THAT, SO THAT, IN ORDER THAT, LEST	Hurry up <u>lest</u> you (should) be late.
<u>Subject clauses</u>	After the clause of the type	Examples
	IT'S NECESSARY IT'S IMPORTANT IT'S ESSENTIAL, etc.	<i>It's desirable</i> that she (should) call back.
<u>Object clauses</u>	After the predicate of the verbs	Examples

	1) TO ORDER TO WANT TO INSIST TO PROPOSE, etc. 2) After the conjunction LEST	The teacher <u>suggests</u> all students (should) <i>be working</i> when she returns. She fears lest the child (should) catch a cold.
<u>Predicative clauses</u>	After the subject expressed by abstract nouns: IDEA, SUGGESTION, WISH, PROPOSAL	My <u>idea</u> <i>is</i> that we (<i>should</i>) <i>leave</i> at once.

**The Past Subjunctive and the Analytical Subjunctive with SHOULD
can be used**

In attributive clauses	after the phrase IT'S (HIGH/ABOUT) TIME	<i>It's time</i> he <i>should come</i> back. <i>It's time</i> he <i>came</i> back.
-------------------------------	--	---

**The Past Subjunctive and the Analytical Subjunctive with WOULD
can be used**

In object clauses	after the predicate TO WISH	I <u>wish</u> she <i>would be</i> more tolerant to other people. I <u>wish</u> she <i>were</i> more tolerant to other people.
--------------------------	------------------------------------	--

MODAL VERBS

Modal Verbs CAN/COULD

Modal verb	Usage	Example
CAN	Physical/Mental ability: affirmative or negative present statements	I can speak different languages.
	Possibility due to circumstances	Miracles can happen.
	Possibility due to existing laws and rules	-Mom, daddy wants me to buy cigarettes. -You can't do that. You are under age.
	Permission informal requests	You can go now. Can you come for a minute?
	Doubt Astonishment	She can't be in Uman. She was in the Netherlands yesterday. I called her via Viber. Can he be a teacher? He hates children.
COULD	past form of "can"	She said she could pay for us as well.

	Unrealized past possibility	You could have done it but you didn't.
	polite requests (esp. AmE)	Could you move your bag, please?

Modal Expressions

Modal verb	Usage	Example
be able to + Inf.	a specific achievement	I was able to run after a serious injury.
manage to + Inf.		Finally we managed to become conscientious human beings.
succeed in + Ger.		He succeeded in doing it after a while.

Modal Verbs *May / Might*

Modal verb	Usage	Example
MAY	Possibility / lack of possibility due to circumstances: affirmative and negative statements	You may do it yourself; there is a detailed instruction.
	polite request: affirmative questions	May I use your telephone, please? May I speak to Mr. Brown, please?
	personal/formal permission: affirmative and negative statements and affirmative questions	You may stay here only for three days. May I come in? - Yes, you may .
	Supposition with doubt: affirmative statements; all forms of the infinitive	Where is your sister? - Well... I don't know exactly. She may be at the university.
MIGHT	Possibility in the past: affirmative and negative statements	He said you might come in.
	a reproachful request: might+Ind. Inf a pure reproach: might + Perf. Inf.	You might read it louder! You might have helped that granny in the street she looked so tired.
	Supposition with doubt: affirmative statements; all forms of the infinitive	You know, he might be at the station now.

Modal Verbs *Must / Have to / Have got to*

Modal verb	Usage	Example
Must	Strong (inner) necessity (obligation) due to circumstances: affirmative statements	To get a better job I must graduate from the university.

	strong necessity (obligation) arising out of human nature: affirmative statements	To live better we must be honest.
	prohibition: negative statements	You mustn't come unprepared.
	Urgent request, command or strict order: affirmative statements	You must be more attentive!
	Supposition with assurance: all forms of the Inf.	He must have been there yesterday, his wife mentioned his plans about that. !!! Evidently he wasn't there. !!! They are sure to visit Uman tomorrow morning.
Have to	necessity (outer obligation): affirmative statements and questions	We will have to sell the car soon. Does he have to finish this report by Friday? We had to sell our car.
	lack of necessity: negative statements	You don't have to go to work today and tomorrow. We are on vacation! He didn't have to go to work yesterday. Yesterday was his day off.
Have got to	Necessity (on a specific occasion): affirmative statements	` I've got to go now. !!! no past form

The modal expression *to Be to + Inf.*

Modal verb	Usage	Example
to Be to	weakened orders, official requirements and instructions: affirmative and negative statements	You are to read and then do the post-reading tasks in your books.
	an arrangement or a part of a plan: Ind. Inf. – reference to the present or future; Perf. Inf. – the action wasn't carried out	What are you to do today? We were to have met yesterday but it wasn't to happen.
	an action which is considered to be unavoidable: affirmative or negative statements, questions	He left the room and they were not to see each other again.
	Possibility due to circumstances: passive Inf.; active Inf. In questions with How...? and What...?	This Street is not to be found. How am I to live on now? What is she to do next?

Modal Verb *Need*

Modal verb	Usage	Example
NEED	necessity: affirmative statements and questions	He need study before the test.
	Lack of necessity: negative statements	You needn't worry. He will be all right. You needn't have worried. I knew everything would be alright.
	necessity: affirmative statements and questions	He doesn't need to study before the test. He needed to study before the test last year.
	Lack of necessity: negative statements	You don't need to worry. He will be all right. You didn't need worry. I knew everything would be alright.

Modal Verbs *Dare / Dared*

Modal verb	Usage	Example
Dare/Dared	outrage, lack of courage/courage: questions with How...?; affirmative and negative statements	How dare you talk to me like this? He dared not talk to the boss.
Dare	outrage, lack of courage/courage: questions with How...?; affirmative and negative statements	How do you dare to talk to me like this? He didn't dare to talk to the boss.
	Challenging	I dare you to cross the highway during the rush hour.

Modal Verbs *Should / Ought to*

Modal verb	Usage	Example
SHOULD	advisability: affirmative and negative statements and questions	You look ill. You should see a doctor.
	supposition with assurance / strong expectation (strong probability): affirmative and negative statements, future and past	This story should be interesting.
	moral obligation and duty	He shouldn't break his promises.

OUGHT TO	advisability: affirmative and negative statements and questions	You look ill. You ought to see a doctor.
	supposition with assurance / strong expectation (strong probability): affirmative and negative statements, future and past	This story ought to be interesting.
	moral obligation and duty	He oughtn't to break his promises.
Emotional SHOULD	in rhetorical questions beginning with Why, How, What...?: present, future and past	Why should I know about it?
	In subject clauses	It is terrible that he should do it again.
	after <i>It surprised (puzzled, amazed etc) me that...</i>	It infuriated me that she should have reread it for the 5 th time.

Modal Verb *Shall*

Modal verb	Usage	Example
SHALL	Compulsion or strict order: 2 nd and 3 rd persons	You shall do it right now.
	suggestion and asking for consent or directive: affirmative questions; 1 st and 3 rd persons	Shall I read? Shall I open the window?
	warning or threat: 2 nd and 3 rd persons	You shall pay for what you have done to her.
	promise: 2 nd and 3 rd persons	Don't worry. She shall not be punished.

Modal Verbs *Will / Would*

Modal verb	Usage	Example
WILL/WOULD	volition and intention: 1st person singular mostly	You'd better leave. – I will stay.
	polite request: questions	Will you help me?
	persistence/ characteristics, habits and routines	He will visit his relatives every Sunday. He would visit his relatives every Sunday when he was a child.
	criticism of inanimate objects	The pen won't write.

	supposition with assurance (only WILL): past reference	You will have been there yesterday.
--	--	--

NON-FINITE FORMS OF THE VERB

Functions of the Infinitive

Function	Indicators	Examples	Notes
1. A subject	sentences beginning with the formal introductory subject IT	1. <i>To ride a bike</i> is my hobby. 2. It is not necessary <i>to cry</i> .	
2. A predicative	To be To mean	1. His dream <u>is</u> <i>to visit</i> Great Britain.	
3. A part of a predicative	To be + <i>adj.</i> +to infinitive	This song is nice to listen to.	
4. A part of a compound verbal predicate		He seems to know you.	In Subjective Infinitive Constructions
5. A part of a compound verbal modal predicate	Modal verbs and expressions	You can come and see us next week.	
6. A part of a compound verbal aspect predicate	To begin To start To go on To continue To keep on To leave off To finish To give up To stop	He began <i>to read</i> .	
7. An object:			
7.1. A simple object		He likes to swim. I think <u>it</u> impolite <i>to go</i> there so late.	Sometimes the infinitive as an object is introduced by the formal object IT.
7.2. A part of a complex object		I <u>want you to stop</u> talking about it.	in the Objective-with-the-Infinitive Construction
8. An attribute	Nouns Pronouns Ordinal numerals Adj. LAST	He is not the man to trust. She is the last to speak.	
9. An adverbial modifier:	It is used after conjunctions		
• of purpose	So as, in	I have come here to help	

	order	you.	
• of result	Too Enough So...as	She is too clever <i>to argue</i> with them. I am not so stupid as <i>to believe</i> that nonsense.	
• of comparison	As if As though	She waved her hand as if to say good bye.	
• attendant circumstances		She opened the door <i>to see</i> a total stranger.	Instead of confusing with the adv.cl.of purpose we can paraphrase trying to place the conjunction AND between the predicate and the infinitive.

The Objective-with-the-Infinitive-Construction

<i>Can be used after the verbs of</i>	<i>Indicators</i>	<i>Examples</i>	<i>Notes</i>
1) sense perception	TO SEE, TO HEAR, TO FEEL, TO FIND (=TO SEE), TO KNOW (=TO SEE), TO OBSERVE, TO WATCH, etc.	I saw <u>him enter</u> the house. I <u>heard them gossip</u> . Kate <u>felt somebody touch her</u> shoulder. But! I <u>see</u> (=understand) <i>that you do not trust me</i> . I <u>hear</u> (=get the information) <i>they are coming back next week</i> . I <u>feel</u> (=realize) <i>that something is wrong with him</i> .	! TO BE is not used after verbs of sense perception. ! If TO SEE, TO HEAR, TO FEEL do not denote sense perception but change their meaning, the construction is not used. In this case we can find an object clause.
2) mental activity	TO CONSIDER, TO UNDERSTAND, TO THINK TO BELIEVE, TO SUPPOSE, TO EXPECT, TO FIND, TO TRUST, etc	Everyone <u>considers him to be</u> a bit strange. ! I think it (to be) very interesting. ! They find the situation (to be) rather awkward. ! She considers this	! TO BE is used after all verbs (except EXPECT) I <u>find it to be</u> rather interesting. We <u>expect them to return</u> on Monday. ! TO BE can be omitted without any change in meaning after TO THINK, TO FIND, TO

		<i>matter (to be) quite confidential</i>	CONSIDER.
3) wish and intention	TO WANT, TO WISH, TO DESIRE, TO MEAN, TO INTEND, TO CHOOSE (= TO WANT)	She <u>wanted</u> the work to be completed by 6 o'clock. She'll never <u>choose</u> you to join her.	
4) declaring	TO ANNOUNCE, TO PRONOUNCE, TO DECLARE, TO REPORT	They <u>report</u> the delegation to arrive at 5 p.m.	
5) feeling and emotion	TO (DIS)LIKE, TO HATE, TO LOVE, CANNOT BEAR, CANNOT STAND	I <u>dislike</u> the children to behave in such a way.	
6) order and permission	TO ALLOW, TO LET, TO SUFFER (TO ALLOW UNWILLINGLY), TO ORDER, TO HAVE, etc.	She <u>let</u> me stay here longer. The old lady <u>suffered</u> me to enter the room. She <u>allowed</u> some information to be added to the report. The teacher <u>ordered</u> the papers to be handed in.	!After TO ALLOW and TO ORDER – a lifeless thing is only used. !TO HAVE denoting order and permission is used in the Objective-with-the-Infinitive Construction only in the negative form and is translated into Ukrainian HE ДОЗВОЛЮ. I will never <u>have</u> her go there alone.
7)compulsion	TO MAKE, TO HAVE, TO GET, TO CAUSE, TO FORCE, etc.	The teacher <u>made</u> the boy repeat the whole story again. What <u>caused</u> you to come here again?	

THE SUBJECTIVE INFINITIVE CONSTRUCTION

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

The Prepositional Infinitive Construction

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

• A complex adverbial modifier of result	Too Enough So...as	The water is too cold <i>for the children to swim</i> .
--	--------------------------	---

Functions of the Gerund

Function	Indicators	Examples	Notes
1. A subject	It is (of) no use It is useless It is no good It is worth (while)	1. <i>Reading</i> is my hobby. 2. It is no use <i>crying</i> .	
2. A predicative	To be + G To be for/against + G To be on the point of To be far from To mean To be like To look like To feel like	1. His dream <u>is</u> <i>visiting</i> Great Britain. 2. It <u>looks like</u> <i>raining</i> .	
3. A part of a compound verbal modal predicate	Can't help Can't afford	1. I <u>can't help</u> <i>crying</i> 2. I <u>can't afford</u> <i>buying</i> this expensive car.	
4. A part of a compound verbal aspect predicate	To begin To start To go on To continue To keep on To leave off To finish To give up To stop	1. <u>Go on</u> <i>reading</i> . 2. He <u>gave up</u> <i>smoking</i> .	
5. An object:			
5.1. A direct simple object		I <u>suggest</u> (What?) <i>going</i> to the cinema.	Comes after the verb, answers the question "what?"
5.2. A prepositional simple object		I <u>am surprised at</u> (what?) <i>seeing</i> you here.	Comes after the verb or phrase with preposition, answers the question "what?"
5.3. A part of a direct complex object		I <u>like</u> (what?) <i>his singing</i> this song. I <u>don't like</u> (what?) <i>Mary</i> (<i>Mary's</i>) <i>singing</i> .	Gerund is preceded by the pronoun in the possessive case or the noun both in the Common and possessive case/

5.4. A part of a prepositional complex object		I <u>insist on</u> (what?) <i>his coming back</i> .	Gerund preceded by the pronoun in the possessive case or the noun both in the Common and possessive case is used after the verb or phrase with preposition
6. An attribute	Astonishment at Disappointment at Art of / Plan for Way of pleasure of objection to Skill in / Reason for Interest in Experience in etc.	1. I can't express my <u>astonishment at</u> <i>meeting</i> you here. 2. This is a good <u>way of</u> <i>solving</i> this problem.	Gerund is used after abstract nouns followed by the prepositions
7. An adverbial modifier:	It is used after prepositions		
• of time	On/upon In At	1. On <i>coming back</i> home I started doing my homework. 2. In / at <i>retreating</i> the enemy ruined the town.	Gerund answers the question "when?"
• of manner	By In	1. He spent the whole day in <i>cleaning</i> the room.	Gerund answers the question "how?" or "in what manner?"
• of attendant circumstances	Without, Besides Apart from	1. He left the room without <i>saying</i> a word. 2. Besides <i>being</i> clever, she is industrious.	Preposition can be substituted by the conjunction "and"
• of condition	Without In case of In the event of	It is impossible to learn a foreign language without <i>working</i> hard.	"Without" can be replaced by "if"
• of purpose	For For the purpose of With the object of	1. He invited me for / for the purpose of / with the object of <i>playing</i> chess.	Gerund answers the question "why?" or "for what purpose?". As a rule <i>Indefinite Gerund</i> is used after preposition "for".
• of cause	For For fear of Owing to	1. I feel better for <i>having taken</i> this medicine.	Gerund answers the question "for what cause?" or "because of what?". As a rule <i>Perfect Gerund</i> is used after preposition

			"for".
• of concession	In spite of Despite	He came <i>in spite of / despite</i> feeling not quite well.	

The Gerundial Construction

Ways of Expressing Nominal Element

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

The Difference between the Gerund and the Verbal Noun

The Gerund	The Verbal Noun
1. Gerund has nominal and verbal characteristics	1. The Verbal Noun has only nominal characteristics
2. Gerund is not used with the articles	2. The Verbal Noun can be used with the articles
E.g. They started <i>loading</i> the ship.	

	E.g. They started <i>the loading of</i> the ship.
3. Gerund has no plural form	3. The Verbal Noun can be used in the plural form e.g. He took part in the <i>sittings</i> of the committee.
4. Gerund of transitive verbs can take a direct object e.g. He began <i>unpacking the luggage</i> .	4. The Verbal Noun cannot take a direct object, but it takes a prepositional object with preposition <i>of</i> E.g. He began <i>the unpacking of the luggage</i> .
5. Gerund can be modified by an adverb e.g. I was awoken by their <i>talking loudly</i> .	5. The Verbal Noun can be modified by an adjective e.g. I was awoken by their <i>loud talking</i> .

THE SYNTACTIC FUNCTIONS OF PARTICIPLE I

	Synt. Function	Indicators	Example	Note
1.	An attribute		There was one <i>house being built</i> in the street that interested him greatly. The <i>boy who had been reading the book</i> suddenly stood up and ran out.	✓ Participle I Indefinite Active is mostly used; ✓ Participle I Indefinite Passive is very seldom used as an attribute; ✓ Participle I Perfect Active and Passive are not used as an attribute (<i>attributive clauses are used</i>).
a)	In pre-position		The shining sun was hidden by the clouds.	✓ it precedes the word it refers to
b)	In post-position		The sun shining in the sky is so dazzling.	✓ it follows the word it refers to
c)	A detached attribute		Shining high in the sky <i>the sun</i> is so bright.	✓ it is separated from the word it refers to by other words
2.	An adverbial modifier of			✓ All forms of Participle I are used
a)	Time	WHEN WHILE	<i>When going home</i> , I met my friend. <i>While translating the text</i> , he made some notes. When in London / When I	✓ If the action expressed by Participle I Indefinite Active is <i>simultaneous</i> with the action of the finite verb ; ✓ Participle I

			was in London , I visited a lot of places of interest.	Indefinite Active of the verb TO BE – <i>being</i> is not used.
b)	<i>Cause</i>		Being tired, he went home. Knowing English well, he translated the text without mistakes. Having known Tom before, she couldn't understand why he had done it.	
c)	<i>Concession</i>	THOUGH	Though knowing English well, he made some mistakes on his translation.	
d)	<i>attendant circumstances</i>		He sat in the armchair reading the newspaper.	✓ Participle I Indefinite is mostly used
e)	<i>Manner</i>		He ran up to me breathing heavily.	✓ Participle I Indefinite Active is mostly used
f)	<i>comparison</i>	AS IF AS THOUGH	He was still in the room <i>as if</i> waiting for the answer	
3.	Part of a complex object		I saw <i>him</i> <u>crossing</u> the street. He heard <i>her</i> <u>reading</u> .	
4.	Part of a compound verbal predicate		He <i>was seen</i> <u>crossing</u> the street She <i>was heard</i> <u>reading</u> aloud.	
5.	A predicative		The effect of her words was terrifying . It is very distressing to me to inform you about this.	✓ Participle I is seldom used. It is generally adjectivized.
6.	Parenthesis		Generally speaking – власне кажучи Speaking frankly – відверто / щиро кажучи Telling the truth – правду кажучи Judging by appearances – судячи із зовнішності	✓ A single Participle is not used as parenthesis

THE SYNTACTIC FUNCTIONS OF PARTICIPLE II

	<i>Synt. Function</i>	<i>Indicators</i>	<i>Example</i>	<i>Note</i>
1.	An attribute			

a)	<i>In pre-position</i>		The broken vase was lying on the floor	✓ Without accompanying words
b)	<i>In post-position</i>		The vase broken by the children was lying on the floor.	✓ With one or more accompanying words
c)	<i>A detached attribute</i>		Broken by the children <i>the vase</i> was lying on the floor.	✓ Very often with an additional meaning of an adverbial modifier
2.	An adverbial modifier of			
a)	<i>Time</i>	WHEN	When asked he told them all about it.	Participle I Indefinite Passive can also be used in the function of the adverbial modifier of cause or time
b)	<i>Cause</i>		Beaten by his father , the boy cried bitterly.	
c)	<i>Concession</i>	THOUGH	Though expected on Saturday, he only arrived on Monday.	
d)	<i>Comparison</i>	AS IF AS THOUGH	She looked at me as if stuck by the news.	
e)	<i>Condition</i>	IF	If asked , he will tell them all about it.	
3.	Part of a complex object		I found <i>her</i> changed .	It is used in the Objective Participial Constuction
4.	Part of a compound verbal predicate		The problem <i>is considered solved</i> .	It is used in the Subjective Participial Constuction
5.	A predicative	After the link verbs TO BE, TO LOOK, TO SEEM, TO GET	His name <i>is</i> known among newspaper reporters. He <i>seems</i> tired . She <i>looks</i> exhausted .	

The Difference between the Participle and the Gerund

	<i>The Gerund</i>	<i>The Participle</i>
1.	Has a nominal character and as a result can perform the function of the subject and simple object E.g. Swimming is useful. I'm fond of swimming .	Nas no nominal character and never performs the function of the subject and simple object.
2.	As an attribute is always preceded by prepositions. E.g. I dislike the idea <i>of</i> going there	As an attribute is never preceded by prepositions or conjunctions. E.g. The girl going along the street is Betty's sister.

3.	Can be used with prepositions. E.g. At working he was always attentive and concentrated.	Can be used with conjunctions. E.g. While working he was always attentive and concentrated.
4.	Can be followed by a noun and it is used as a part of a compound noun. This noun denotes an object of an action . E.g. They were practicing in a dancing-hall . (a hall used for dancing)	Can be followed by a noun and it is used as an attribute in pre-position. The noun it modifies denotes a doer of an action . E.g. The dancing girl is so beautiful. (the girl who is dancing)

THE OBJECTIVE PARTICIPIAL CONSTRUCTION

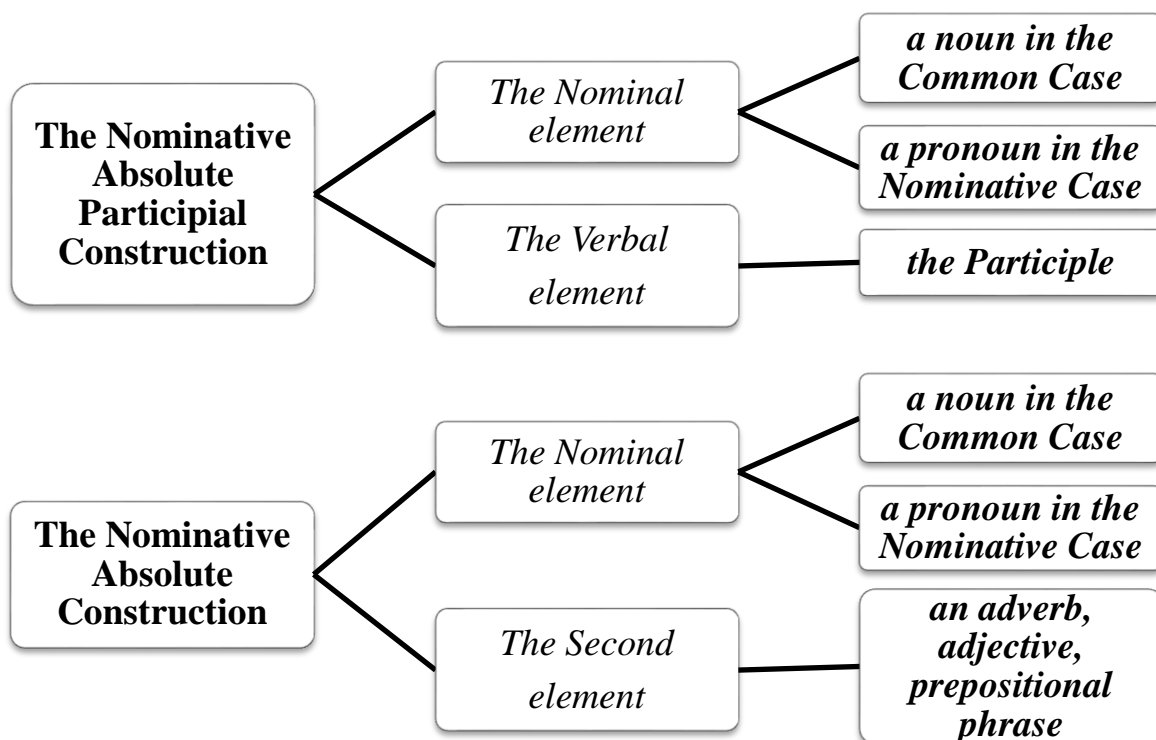
<i>The use</i>	<i>Indicators</i>	<i>Examples</i>	<i>Notes</i>
After the verbs of sense percetion	TO SEE, TO HEAR, TO FEEL, TO FIND (=TO SEE), etc	I <i>saw</i> him crossing the street. We <i>watched</i> our things being carefully packed . I <i>heard</i> his name mentioned several times.	✓ Participle I Indefinite Active / Passive and Participle II can be used; ✓ The process is more important (Ukrainian translation = <i>conj. ЯК + imperfective verbs</i>).
After the verbs of mental activity	TO CONSIDER, TO UNDERSTAND, TO THINK	She <i>considered</i> herself engaged to John	✓ Participle II is used
After the verbs denoting wish	TO WISH, TO WANT, TO DESIRE	He <i>wants</i> the work done immediately.	✓ Participle II is used; ✓ OWIC is also possible
After the verbs denoting compulsion	TO HAVE, TO GET	He <i>had</i> his hair cut yesterday.	✓ Participle II is used

THE SUBJECTIVE PARTICIPIAL CONSTRUCTION

<i>The use</i>	<i>Indicators</i>	<i>Examples</i>	<i>Notes</i>
With verbs of sense percetion	TO SEE, TO HEAR, TO FEEL, TO WATCH, etc	He <i>was seen</i> crossing the street.	✓ Participle I is used
With verbs of mental activity	TO CONSIDER, TO BELIEVE, TO FIND	The work <i>was considered</i> finished .	✓ Participle II is used

The Difference between the NAC and NAPC

<i>Construction</i>	<i>Meaning</i>	<i>Example</i>	<i>Translation</i>
NAC	Temporal meaning	The lesson over , the children went home.	A clause introduced by the conj. КОЛИ
NAPC	Causal meaning	The lesson being over , the children went home.	A clause introduced by the conj. ОСКІЛЬКИ



The Nominative Absolute Participial Construction		
The noun or pronoun is not the subject of the sentence	It is separated from the principle clause by a comma	It is mostly used in fiction and scientific literature

The use of The Nominative Absolute Participial Construction			
	Syntactic Function	Example	Notes
1.	An adverbial modifier		
	<i>of time</i>	<u>The sun having risen</u> , they continued their way.	
	<i>of cause</i>	<u>The professor being</u> ill, the lecture was postponed. <u>It being Sunday</u> , the library was closed.	Participle I of the verb TO BE is mostly used
	<i>of attendant circumstances</i>	He came into the room, <u>his face smiling</u> . Tom went out, <u>Jane following him</u> . Julia sat on the coach, <u>her legs crossed</u> .	It is mostly used at the end of the sentence.
	<i>of condition</i>	<u>Weather permitting</u> , we'll go for a walk. <u>Conciliation failing</u> , force remains.	✓ It is rarely used; ✓ mostly with the participles PERMITTING, FAILING.

REFERENCES

1. Английская литература: Адаптированные произведения писателей Англии и США с комментариями / Сост., коммент.: А. В. Круг; Под ред. Ю.В. Стулова. – Мн.: Харвест, 2004. – 1056 с. [на рус., англ. яз.]. ISBN 985-13-2549-X.
2. Верба Г. В., Верба Г. Г., Верба Л. Г. Довідник з граматики англійської мови (з вправами): Навч. посібник. – 5-те вид. доопрац. – К.: Освіта, 2001.
3. Каушанская В. Л., Ковнер Р. Л., Кожевникова О. Н., Прокофьева Е. В., Райнес З. М., Сквирская С. Е., Цырлина Ф. Я. Грамматика английского языка. Пособие для студентов педагогических вузов. – 3-е изд. – Л.: Просвещение, 1967.
4. Качалова К. Н., Израилевич Е. Е. Практическая грамматика английского языка.: В 2-х т. К.: Методика, 1997.
5. Корунець І. В. Теорія і практика перекладу (аспектний переклад): Підручник. – Вінниця: «Нова Книга», 2001.
6. Крылова И. П., Крылова И. В. Практическая грамматика английского языка. Учебное пособие. – 2-е изд. перераб. – М.: ЧеРо, при участии издательства «Юрайт», 2000.
7. Крылова И. П., Гордон Е. М. Грамматика современного английского языка: Учебник для ин-тов и фак. иностр. яз. – 9-е изд. – М.: Книжный дом “Университет”: Высшая школа, 2003.
8. Лич Д., Свартвик Я. Коммуникативная грамматика английского языка: Пособие для учителя. На англ. яз. – М.: Просвещение, 1983.
9. 365 английских и русских афоризмов на каждый день / сост. Г.А. Котий; под ред. А.С. Дробашенко. – М.: Астрель: Полиграфиздат, 2011. – 79 с. – ISBN 978-5-17-070925-0.
10. Alexander, L. G. *Longman English Grammar*. Longman, 1998.
11. Asimov, Isaac. *The Empire Novels*. New York: SFBC, 2002.
12. Bai, Matt and Vern E. Smith. *Evil to the End*. Newsweek, 8 March 1999, 46-48.
13. Beals, Gregory. *Rudy Takes the Keys*. Newsweek, 8 March 1999, 63.
14. Davis, Claire. *Winter Range*. New York: Picador, 2001.
15. English Grammar in theory and practice : навчальний посібник для студ. 2 курсу спец. „Мова і література (англійська)” ф-тів іноз. мов вищих закл. освіти / С. П. Деркач, І. А. Суржикова. – Умань, 2014. – 160 с.
16. *Grammar and Composition*. New Jersey: Prentice-Hall, Inc., 1982.
17. Greenbaum, Sidney. *The Oxford English Grammar*. Oxford University Press, 1996.
18. Hadfield, Jill and Charles. *Reading Games*. Pearson Education Limited, 2010. – ISBN 978-0-17-556891-8.
19. Hewings, Martin. *Advanced Grammar in Use*. Cambridge University Press, 2001.
20. Milligan, Spike. *It Ends with Magic*. Penguin Group, 1990.
21. Misztal, Mariusz. *Tests in English: Word-Formation*. – Wydanie szoste. – Warszawa: Wydawnictwa szkolne i pedagogiczne, 2008. – 229 s. – ISBN 978-83-02-06963-5
22. Selby, Maurice. *The Island Next to Paradise*. The Book Guild Ltd, 1987.
23. Swan, Michael. *Practical English Usage*. Oxford University Press, 2005.
24. Thornobury, Scott. *How To Teach Grammar*. Pearson Education Limited, 2011. – ISBN 978-0-582-33932-3.