

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

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ENGLISH VERBALS IN USE

Workbook

**УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ
ПО НЕФИНИТНЫМ ФОРМАМ ГЛАГОЛА
АНГЛИЙСКОГО ЯЗЫКА**

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TO THE STUDENTS

Being specially designed to meet the requirements of a keen learner the manual can hopefully help you raise the level of your communicative proficiency.

Performing confidently as a foreign language student requires a distinctive learning methodology. The main problem you are faced with should be primarily concerned with learning, while in real fact, up to now you have mainly focused on the question of what should be learnt rather than on the question of how to learn it.

Four grammatical skills are to be developed:

- 1) form building;
- 2) form usage;
- 3) form and meaning interrelation;
- 4) stylistic differentiation of grammar patterns.

You are supposed to go through a special set of exercises to acquire each of the above mentioned skills.

In mastering grammar patterns

Pass from the storing of linguistic knowledge to actual use of grammar in speech.

Intensify practice of patterns, their variations and selections, i.e. “skill-getting”.

Carefully selected structures would serve as a solid ground from which to approach lexical usage. This is absolutely the first step. A very important step forward is collocational knowledge.

The next step now is to reach the stage of performance in interaction, both in the reception and expression of message.

Work out situations where you are on your own (not supported or directed by the teacher). Thus, the skill-getting activities are extended for autonomous interaction (“skill-using”).

We take this opportunity to wish you good luck with your future studies.

Be the best you can be!

T.B., L.K.

SYMBOLS AND ABBREVIATIONS

/ An oblique stroke indicates

free alternatives

→ indicates a transform

A Adjective

D Determiner

N Noun

Pr Pronoun

Prep Preposition

Str Structure

V Verb

Cf “Compare”

e.g. “for example”

i.e. “that is”

IU Instruction for use

PART I

THE INFINITIVE

1. Forms of the Infinitive

		Active	Passive
Transitive	Indefinite	to read	to be read
	Continuous	to be reading	-----
	Perfect	to have read	to have been
	Perfect Continuous	to have been reading	read -----
Intransitive	Indefinite	to come	-----
	Continuous	to be coming	-----
	Perfect	to have come	-----
	Perfect Continuous	to have been coming	-----

1. The indefinite infinitive expresses an action simultaneous with the action, expressed by the finite verb, so it may refer to the present, past or future:

I'm glad to meet you. I was glad to meet you. I shall be glad to meet you.

2. The continuous infinitive also denotes an action simultaneous with that expressed by the finite verb, but it is an action in progress:

At the moment they happened to be standing near a tall building.

3. The perfect infinitive denotes an action prior to the action expressed by the finite verbs:

I'm glad to have met you.

After such verbs as “Mean”, “Expect”, “Intend”, “Hope”, used in the Past Indefinite, the Perfect Infinitive shows that the hope or intention was not carried out:

I meant to have gone there (but failed).

4. The Perfect Continuous Infinitive denotes an action, which lasted a certain time before the action of the finite verb:

For about ten days we seemed to have been living on nothing but cold meat, bread and jam.

Ex.1. Give all possible forms of the following infinitives:

To lie, to choose, to show, to shake out, to break, to wear, to strike, to lay, to meet, to have, to knit, to clear, to smell, to do, to repair, to be, to wash, to remove, to hold, to make, to raise.

Ex.2. Give the forms of the Infinitive according to the description:

The active perfect continuous form, the active non-perfect non-continuous form, the passive perfect form, the active non-perfect continuous form, the passive non-perfect form.

Ex.3. Complete the sentences, pay attention to the form of the Infinitive.

- | | |
|-----------------------------|---------------------------|
| 1. I mean... | 4. Everyone expected... |
| 2. The students expected... | 5. All of us hoped... |
| 3. We hope... | 6. My brother intended... |

Ex.4. Rewrite the sentences, making all the necessary changes to show that the action expressed by the infinitive was not carried out and adding a phrase of your own in conclusion.

Model: - We expect to be back at the University by the end of the month.

We expected to have been back at the University by the end of the month, but we were delayed.

1. I hope to get a ticket for a football match.
2. I mean to write an essay this week.
3. My pal hopes to do excellently in her exams.
4. He expects to get a reprimand for missing lectures without a reasonable excuse.
5. Tourists mean to spend their time sightseeing when in Moscow.
6. Our trade-union organizer intends to get accommodation at the hostel for me.
7. Today I mean to treat my guests to roastbeef served with potatoes, carrots and parsnips.
8. Mother hopes to make a fine housekeeper of my sister.
9. Irene expects to stretch her new shoes with wearing.
10. Boys expect to buy uniforms off the peg in the Central Department Store

2. Structures with the Bare Infinitive

Str. I	She watched him park his car	Verbs of sense perception	
		to see	smb.
to hear			
do smth.			
to feel			
to watch (formal)			
to notice (formal			

The structure is used to speak of the action that one witnesses. The infinitive functions as part of a complex object.

Ex.1. Join the two sentences into one (to be done in writing).

1. I saw her. She wrote an application and handed it to the secretary.
2. The actors rehearsed their parts. The stage-manager watched them.
3. She promised to keep her word. Everybody heard the promise.
4. The spectators exchanged their impressions over the play. I heard them.
5. I saw Irene. She came up to the usher and addressed her.
6. She flushed with excitement. I noticed the fact.
7. Gregory put the final touch to his composition. Peter watched him.
8. They played hockey. I watched them.
9. The taxi went at break-neck speed. I saw it.
10. Mary grew nervous. I noticed the fact.
11. He went up the street and entered a door. She watched him.
12. The town clock struck twelve. He heard it.
13. Her heart sank; a sudden cold chill passed through her body. She felt it.
14. A famous actor recalled his first performance. He had been awfully nervous and felt that his heart beat like a hammer.
15. The neighbours often heard how the Honoured Artiste of Russia rehearsed in the small hours.
16. We noticed that the girl approached the cloak room attendant and took a pair of opera glasses.
17. Nick saw that the attendant showed the girls to their seats in the stalls.
18. The postman crossed the street. She watched him.
19. He shut the street door behind him. I heard it.

20. Tom worked at the computer. I watched him.

Str. II

a) The Dean made the students
write an explanatory note.

make smb.

b) They let him smoke in the
room.

let do
smth.

The structure is used to express either compulsion (a) or permission (b).

Ex.2. Complete the following sentences (to be done in writing).

1. My sister came home soaked to the skin, and I made her...
2. The sound of the door, opening again, made him...
3. When I was a schoolgirl, mother never let me...
4. She has been keeping my book for quite a while, I shan't let her...
5. While reading an exposition to us, the tutor never lets us...
6. A little boy came up to the stream and let his toy boat...
7. He gave a quick smile that made his still face...
8. A familiar melody made me...
9. Yesterday we had only two classes, and after that the tutor let us...
10. Who made the monitor...?

Str. III

The tutor won't have us miss classes
without a reasonable excuse.

won't

have

smb.

do smth.

The structure expresses warning, dissatisfaction and has mainly a negative form.

Ex.3. Give as many variants as possibly (to be done orally)

The tutor	won't	students	hand in the dictations in
The Dean	have	us	time;
The	will have	classmissers	read books in the original;
monitor	lets	latecomers	leave out a passage for our
	makes		retelling;
			look up a word;
			do a bit of regular
			recording;
			speak into the microphone:
			make the prepositions
			emphatic;
			spend four hours on the
			exposition;
			flood our speech with a bit
			of too idiomatic English;
			idle away our time;
			join the library;
			cut classes;
			smoke in the corridors.

Ex.4. Disagree with the statements, using the pattern “won't have” (to be done orally).

1. The mother never says a word against her son's putting too much pepper into soup.
2. My aunt allows her 10-year-old daughter to wear high heels.
3. Nina's husband doesn't mind her buying dresses old-fashioned in cut and colour.
4. An usher won't object to your slipping into the cinema foyer without a ticket.

5. Nurses in the kindergartens put up with the children's lying in the sun for a long time.
6. Alec's cousin has nothing against travelling in the third-class sleeper.
7. I have never put up with the dentist's drilling my tooth without deadening the pain.

Str. IV

a) We had better go home now.	had better	do
b) I would rather stay a little longer.	would	smth.
	rather	

The structure is used to express one's recommendation/advice (a) and one's choice/preference (b).

Ex.5. Complete the sentences (to be done in writing).

1. Travelling by air did not produce any impression on me. We had better...
2. If I have time to spare, I would rather...
3. He is running a high temperature. You had better...
4. If you are eager to do excellently in your exams, you had better...
5. You look tired and exhausted. You had better...
6. The tap is dripping. You had better...
7. Mike's sister has a poor accent. She had better...
8. Ann is sweeping the floor with the broom. To save time I would rather...
9. The lectures on art fell short of their expectations. They had better...

Ex.6. What is your opinion about this? Express preference with WOULD RATHER. Work with your partner (to be done orally). Speak of your likes and dislikes.

- a) I would rather drink tea than coffee.

He'd rather be married than single. What about you?

She would rather not go out tonight.

Would you rather visit London or Paris?

Would you rather study German or Japanese?

Wouldn't you rather go to a disco tonight?

b) Which would you rather do....?

- cook dinner or wash the dishes?
- watch television or read a book?
- eat Chinese food or Russian food?
- be the oldest or the youngest child?

on a Saturday night:

- go to a party or stay home?
- go to a movie or to a concert?
- play tennis or volleyball?

c) Which do you like better: apples or bananas?

Possible answers: I'd rather have a yellow banana than an apple. I like bananas better than apples.

- rock music or classical music?
- rice or potatoes?
- a hamburger or a cheeseburger?
- warm weather or cold weather?
- chicken or roast beef?
- concerts or movies?
- tennis or badminton?

Str. V

Why not come and talk to her yourself?
--

why not

do smth?

The structure is used to express advice and suggestion. It is used in interrogative (affirmative and negative) sentences beginning with WHY.

Ex.7. React to the following according to the Model below (to be done orally).

Model: - They have cornered me by their unexpected questions.
- Why not try to save yourself?

1. He has been awfully rude to everybody these days.
2. Please, help me to lay the table.
3. First of all they intend to buy a TV set for their new flat.
4. Many years have passed since Tom made a trip to the Caucasus.
5. Let's go to the bar to have a snack.
6. My father is dying to meet his old friend.
7. They keep the news of their engagement secret from their parents.
8. He turned out the drawers of the table, but found no pen there.
9. We are going to bake an apple pie for the birthday party.
10. The girls are at a loss. They don't know where to spend the weekend.

3. The To – Infinitive Structures

The Infinitive as Subject

Str. VI a

To know London is to know the contrasts of a big city, to know two worlds within one city

Ex.1. Choose the most suitable verb from the box and make it the subject of the sentence (Gerund or Infinitive).

read, go, get, smoke, have, deceive, paint, quarrel,
hear, take

1. ...a friend with such noble ideas is a great privilege.
2. ...so much means ruining one's health.
3. ...in for sports is one of the best ways to keep fit.

4. ...books in the original is very helpful for those who study foreign languages.
5. ... into bed that night was a relief.
6. ... them would be interesting. I thought.
7. It would be almost impossible ... him, I was sure.
8. It was impossible ... with him.
9. It was charming ... her childish sweet voice.
10. It was absolutely necessary ... the sick child to hospital.

Str. VI b

It's necessary to raise the public awareness of pollution

Ex. 2. Make sentences of your own with the infinitive as subject. Use the words suggested. Follow the models.

a) (meet her)

It was exciting to meet her

- | | |
|---|------------------------------------|
| 1 It must be very nice ... | have a walk in the rain |
| 2 It was wise of them ... | find Harrap's dictionary |
| 3 It will take me half an hour to ... at the supermarket... | buy these wonderful things |
| 4 It will be difficult to ... | book tickets in advance |
| 5 It is always a treat ... | know a foreign language |
| 6 It was stimulating... | get a contract |
| 7 It was impossible ... | have a date |
| 8 It is fantastic... | have a rest |
| 9 It's essential... | do a bit of regular reading |
| 10 It's not easy... | be the best sportsman in the world |

b) to do it accurately

To do it accurately was the main problem.

- | | | |
|---|--|-----------------------------|
| 1 | to fix a TV set | was absolutely impossible |
| 2 | to miss a recital | is unpardonable |
| 3 | to lie to her | was a disappointment for us |
| 4 | to deceive him | is simply a shame |
| 5 | to be in our city and not to drop in at us | is strange |
| 6 | to leave the car unlocked | was foolish |
| 7 | to work with the company | is a pleasant experience |
| 8 | to shake off the grippe | was no problem for Nick |
| 9 | to take things easy | |

The Infinitive as Predicative or Part of It

Str. VII

His dream was to enter the Linguistic University.

Ex.3. Add question tags to the given sentences.

1. Our aim is to achieve near native competence in English.
2. Their purpose was to obtain a new cassette.
3. His dream was to buy a car.
4. Her plan was to take a post-graduate course in Psychology.
5. The monitor's duty is to keep the register in order.
6. Mary's plan is to make a career in Linguistics.
7. Our task is to get ready for a test.

8. His only wish is to have a snack in the bar.
9. It is both the lecturer's and the student's dream to have all the lectures printed.
10. The borrower's duty is to return the books to the library in 10 days.

Str. VIII

I would be delighted to hear A. Pugacheva sing

The structure expresses one's attitude to the person or thing spoke about.

to be delighted

to be (dis)pleased

to be thrilled

to be glad

to be sorry

to be anxious

to do something

to be proud

to be disappointed

to be shocked

to be relieved

to be disgusted

Ex.4. Transform the following sentences (to be done in writing).

1. He was proud that his friend won the first prize.
2. She was delighted because she met Nick in the library.
3. We were happy when our guests were invited to our English evening – party.
4. I was glad that my brother might join us for the trip.
5. I was sorry that I had left the book behind.
6. I was delighted that I had a chance to watch figure skating on television.
7. We were sorry that Michael had not kept his word.
8. I was proud that Nelly had done excellently in her exams.
9. He was extremely happy, because he had found her again.

10. He was pleased because he had been given a chance to visit the exhibition of painting and sculpture.
11. He is ashamed because he never worked hard.
12. Mary was shocked because she saw the accident.
13. Bill was sorry because his pal had not come on time.
14. It delighted Irene to learn that she was admitted to the Linguistic University.
15. He was glad because his brother was recognized.
16. It surprised the tutor to hear that two students were away from the tutorial again.
17. It pleased us to hear of your success.
18. He was excited when he heard the news.
19. Sarie was delighted when she saw Lanny again.
20. Sister Swarts was happy that Lanny was back in Stilleveld at last.

Str. IX

John is easy to please.

N (Pr) is A to - V

The structure is used to express the speaker's attitude to the person.

Ex.5. Re-express the sentences after the following model.

Model: It was difficult to convince her.

She was difficult to convince.

1. It is easy to follow her speech.
2. It was difficult to remember all those dates.
3. It was not difficult to recall all the details.
4. It was hard to please her.
5. It was amusing to watch the singing children.
6. It will be impossible to buy tickets for the premiere.
7. It was easy to intone Tune I.
8. It was difficult to rephrase the statement.

9. It was easy to deal with him.
10. It is very pleasant to look at her and talk to her.
11. It was exciting to listen to him, but it was difficult to believe his stories.
12. It is impossible to read his handwriting.
13. It was very comfortable to work at his desk.
14. It was very amusing to watch the performance.
15. It is very pleasant to listen to Ph. Kirkorov. He sings so well!
16. It is comfortable to have tea in the room.
17. It is hard to answer this question.
18. It is difficult to imitate this tune.
19. It was very amusing to watch the scene.
20. It is difficult to translate the book.

Ex.6. Complete the sentences using the infinitive as part of a predicate (to be done in writing).

1. His age was difficult...
2. That man's outfit is unpleasant...
3. The door is...
4. The story is improbable...
5. The subject is easy...
6. Children's games are interesting...
7. The text is impossible...
8. W. Shakespeare's work are necessary...
9. Her halting speech is...
10. Their kitten is amusing...

Ex.7. Speak on the following points

1. Accommodation was very hard to get.

Str. X

She seems to know English well.

seem – казаться

appear to – v – оказаться

happen – случиться,

оказаться

to happen/to chance

to turn out/to prove

The structure expresses doubt, uncertainty. Verbs of mental perception and of saying/reporting such as BE REPORTED, BE SAID, BE KNOWN, BE CONSIDERED, BE EXPECTED are seldom used in colloquial English.

Ex.8. Complete the following sentences.

1. She doesn't seem to want...
2. Only yesterday we happened to see...
3. The flat appeared ...
4. For the last few days he seemed...
5. They happened...
6. Most experts seem to think that...

Ex.9. Make sentences with **seem** and **appear**

Model: - Is he waiting for someone?

- He appears to be waiting for

someone.

- Has she lost weight?

- She seems to have lost

weight.

1. Is Julia worried about something?

She seems...

2. Does Ann like Jack?

She appears...

3. Is that man looking for something?

He appears...

4. Has the car broken down?

It seems...

- | | |
|--|-------------------------|
| 5. Have they gone out? | They appear... |
| 6. Did Audrey feel broken-hearted? | She seemed... |
| 7. Has your assistant done anything wrong? | He appeared... |
| 8. Is it raining outside? | It seems... |
| 9. Is your friend good at playing tennis? | In fact, he appeared... |

(based on R. Murphy. English Grammar in Use)

Ex.10. Write a short situation based on books for home reading. Follow the key-sentences.

1. Stan Crandall meeting Jane Purdy at the Nortons' house. (B. Cleary "Fifteen")
2. Kitty Fane meeting Charles Townsend at the party. (S. Maugham "The Painted Veil")
3. William Mor meeting Rain Carter at Demoyte's house. (I. Murdock "The Sandcastle")

The other day I happen to meet...

He/she seemed...

I found him/her absolutely exciting...

He/she appeared...

4. Syntactical Complexes with the Infinitive

The Objective – with – the Infinitive Construction

Str. XI

The tutor wanted us to work thoroughly at the topic.

to want

smb.

to hate

to

to like

do

to mean

	smth
--	------

The structure is used to denote intention, wish, likes.

Note: The structure with the verbs THINK, BELIEVE is used in written speech. e.g. They believed him to be a promising scientist.

Ex.1. Transform the following sentences (to be done in writing).

Model: I hate it when you tease the child.

I hate you to tease the child.

I won't have you tease the child.

1. When he quarrels with his sister, I dislike it.
2. When people speak at the top of their voices, I hate it.
3. I think it is a shame, when you idle away your time.
4. When you smoke here, I dislike it.
5. If the child is naughty, I'm displeased.
6. I hate it when you tell a lie.
7. If people bang the door, I disapprove of it.
8. If people interrupt me, I object to it.
9. When he is rude, I can hardly stand it.
10. I hate it when people disturb me at work.
11. I dislike it when people fuss about everything.
12. I hate it when people are messy.

Ex.2. Transform the following complex sentences into simple ones (to be done in writing).

1. They think that he is a good conductor.
2. We believe that he is just the actor for this role.
3. I expect that he will arrive on Sunday.
4. I never knew that he was so good at grammar.
5. She thinks that these rules are too difficult to learn.

6. We expect that you will be ready by this time.
7. Do you believe that he will be ready to perform that role without fail?
8. I never thought that he was so willing to accept your offer.
9. None thought that he was a talented composer.
10. The travellers expected that the weather would change by the evening.
11. The tutor expected that I would work regularly.

Ex.3. Expand the following sentences by introducing Structure VIII (to be done orally).

1. You like the treatment prescribed by the doctor.
2. She is unhappy about her marriage.
3. His health improves from day to day.
4. When we dropped in at the Greens' our friends were at home, surprising though it was.
5. The ring is made of gold.
6. Jane had her eyes glued to the screen – she was completely carried away by the film.
7. My grandfather met Maxim Gorky.
8. The situation grew worse.
9. He was a versatile and gifted actor.
10. The mountains have vast stores of minerals.

Note: The same idea (as implied in structures with the verbs TO KNOW, TO BELIEVE) can be expressed without an infinitive with the causative verbs TO THINK, TO FIND, TO LIKE, e.g. He likes his tea hot. We thought him shrewd. I found her exciting.

Ex.1. Rephrase the following sentences with evaluative adjectives using “to expect smb. to be + A”

Model: A good manager must be efficient, responsible and success-oriented.

We expect a good manager to be efficient, responsible and success-oriented.

1. A secretary must be reliable, efficient and well-organized.
2. A writer ought to be creative, intelligent and experienced in life.
3. A model has to be exciting, tall and hard-working.
4. A good doctor ought to be kind, competent and professional.
5. A perfect hairdresser has to be polite, creative and friendly.
6. A politician has to be enthusiastic, popular, have a good reputation and talent for speaking in public.
7. A reporter should be brave, intelligent and have a good memory and a quickmind.
8. A good lawyer must be competent, professional and fair-minded.
9. A good colleague must be reliable, efficient and broad-minded.
10. A good monitor must be responsible, accurate and strict.

Ex.2. Describe your favourite relative, neighbour, classmates using a variety of evaluative nouns and adjectives.

Ex.3. Rephrase the following sentences with evaluative adjectives using “to hate/to dislike smb. to be + A”

Model: A good surgeon must not be messy, nervy and absent-minded.

Patients hate the surgeon to be messy, nervy and absent-minded.

1. A politician should not be dishonest, many-worded and hypocritical.
2. A teacher mustn't be fussy, impatient and unfriendly.
3. A teenager shouldn't be messy, smart and aggressive.
4. A professional boxer has to be athletic, striven and challenging.
5. A good nurse mustn't be negligent, fussy and messy.
6. A student mustn't be impolite, unpunctual, tactless.

7. A doctor must be obliging, attentive, polite.
8. A driver mustn't be careless, too much risky, abusive.
9. A waitress must be polite, tactful, well-bred.
10. A shop-assistant should be attractive, polite, pleasant to deal with.

Ex.4. Present the given utterances as somebody's opinion. Follow the patterns and prompts (to be done orally).

1. "She is very nice, actually. You are sure to like her. The kind of person you always go to with a problem". (sympathetic, supportive, reliable) A girl about her acquaintance.
2. "I can't stand her. She is everything I don't like in a woman. She's bossy, she is superior and she thinks she can do everything better than anybody else". (self-conceited, unpleasant to deal with) The boss about his subordinate.
3. "She is fine. Very happy since she met Bernard. You will actually like her". The aunt about her niece.
4. "She is quite good-looking: the kind of girl you go for. But she is a bit too serious for me, you know. She talks politics, literature, human rights". A boy about his new girl-friend.
5. "She is absolutely adorable. I think she is very pretty. She makes me laugh a lot. She tells terrible jokes but I like the way she tells them. But she is a bit naughty sometimes. I curse her when she wakes me up at 6 in the morning, but when I hear her sing in the kitchen, well...She can twist me around her little finger, of course". A newly-wed husband about his better half.
6. "He was very boring, predictable, nothing spontaneous. He made you angry. The kind of person who remembers birthdays, dates, anniversaries. Reliable, stable, dependable but boring!" A mother-in-law about her son-in-law.

7. “Well, he is quite well-dressed and punctual. He seems very professional. Sometimes he is cheerful. I know he’s married. I never met him socially”. A lady about her neighbour.
8. “I’ve never actually spoken to him. I see him every day, of course as he leaves his car and goes in the lift to his office on the top floor. He’s always terribly well-dressed and he must be wearing an expensive after-shave because you can still smell it 10 minutes after he’s gone”. A colleague about her male colleague.

(Based on tapescripts 14, 15 “Headway”)

The Subjective – with – the Infinitive Construction

Peter is unlikely to accept the job.	to be sure	
My business partner is sure to keep the appointment.	to be certain	to do smth.
	to be (un) likely	
	to be liable	

IU: The structure expresses confidence, belief, likelihood i.e. the speaker’s attitude to the events.

Note I: The word-combination **To Be Liable to Do it** need special attention drawn to it. It has strong modality and several shades of meaning. Its lexico-grammatical equivalents are:

- 1) to be likely to do smth.
- 2) to be able to do smth.
- 3) to be authorized, bound, obliged to do smth.

The office manager is not liable to sign the contract.

- 4) to be legally responsible for smth.

Ex.1. Make up sentences about what IS LIABLE/UN/LIKELY to be or to happen. To emphasize features or characters use the following evaluative nouns and adjectives.

a risk taker	progressive
a trouble maker	demanding
a gossip maker	athletic
a chronic complainer	intellectual
a whiner	success-oriented
a grumbler	family-oriented
a weakling	careful ≠ carefree
an acute observer of life	easy-going ≠ hard-driven
an authority in the field	sensible
reasonable	sociable
receptive	selfish
forgetful	talkative
energetic	ambitious
honest	

Model: 1. I take it that a good accountant is liable to be an authority in his field.

2. I expect my new roommate to be easy-going and sensible. He/she is unlikely to be either a whiner or a complainer.

Idea: Speak of a new boss, bodyguard, laboratory assistant, a good researcher, a thorough student, etc.

Note II: The Subjective – with – the Infinitive Construction is used with a passive form of verbs of sense perception, of saying, of mental activity.

E.g.: He is said to be talented He was seen to cross the street.

Ex.2. Transform the sentences using structures. Mind structures with the verbs TO TURN OUT, TO PROVE is used in formal speech (to be done in writing).

1. It is likely that he will be given a Prize Scholarship.
2. It is unlikely that they are discussing the problem now.

3. It seemed that the floor had been swept.
4. He will certainly like the ballet.
5. She will surely make a good teacher.
6. It is certain that they will win the match.
7. It is sure that they are discussing the problem now.
8. It seemed that he knew everything.
9. It seemed that she had been crying for quite a time.
10. It is likely that he will forgive her.
11. It happened that we bought the tickets for the stalls.
12. It seemed that she had changed much.
13. It appeared that he was a teacher by profession, it happened that he had been at the congress.
14. It is perfectly certain that they will be great friends.
15. It's unlikely that he will join us.
16. It appeared that she didn't pay attention to our words.
17. It happened so that she was busy that evening.
18. It seemed he understood us.
19. It's likely she will arrive one of these days.
20. It turned out that the performance of the Puppet Theatre was clever and amusing.
21. It was proved that James was the only person to remedy the situation.
22. It turned out that he had been working in this field for the last two years.

Ex.3. Rephrase the following sentences with evaluative adjectives and nouns using to "know/to believe smb. to be + A"

Model: The unpleasant truth is, our neighbour is a trouble-maker, a snake of a woman.

We know our neighbour to be a trouble-maker, a snake of a woman.

1. Terrorist B is tough, vindictive and brutish with the capital “B”.
2. The pop-star is ambitious, smart and success-oriented.
3. This politician is practical-minded, energetic and a fine orator at that.
4. This world famous personality is a bit crazy, determined and tough.
5. Any top sportsman is striven, studious and challenging.
6. The general manager is responsible, logical, quick and accurate at figures.
7. The new accountant is an authority in his field, honest and skilled.
8. A security guard is athletic, an acute observer and intellectual at that.

Ex.4. Exploit evaluative adjectives and nouns to emphasize features or characters of the following well-known personalities

To sound less categorical use downtoners: somewhat/rather/a bit + A

President	V.Putin
Prime Minister	M. Kasjanov
Politicians	B. Nemtsov, I. Khakamada
TV personalities	S. Sorokina, T. Mitkova, J Menshova, S Shuster
top singers	N.Baskov, Zemfira, Vitas Alsu
showmen	N. Fomenko
sportsmen	A Kabanova
producers	N. Mikhalkov

Here are some helpful evaluative adjectives: distinguished, imposing, accurate in what he says, sensible, open-minded, acquisitive of new ideas, adequate to

this job, tolerant, with good self-esteem, athletic, progressive, realistic, imaginative, flexible, an acute observer of life, a risk taker, success-oriented, supportive, logical, permissive, predictable.

Begin your sketch with:

I would describe his/her/the personality of ... as ...

The Identity Rule and Its Application

The subject of the infinitive is dropped, if it is identical with that of the finite verb – otherwise it is introduced by “for”.

E.g. He is glad. He has moved into a new flat. - - He is glad to have moved into a new flat.

But

He is glad. Ann has moved into a new flat. - - He is glad for Ann to have moved into a new flat.

The subject of the infinitive is dropped as well, if expressed by an indefinite or a negative pronoun:

It is too late. Nobody can do anything now. - -

It is too late (for anybody) to do anything now. - -

It is too late to do anything now.

Infinitive as Attribute

Str. XIII

He was always the first to enter the dining-room and the last to leave it.	the first to answer a man to admire nothing to do
--	---

Ex.1. Transform the following sentences using Structure XIII. Mind the Identity Rule (to be done in writing).

1. He is the very doctor who can cure you.
2. He has many duties which he must perform.
3. He was the first who took the floor.

4. Here is the book which we shall read next.
5. He was the only one who could answer the question.
6. I have some more questions, which you must answer.
7. She had no news, that she could tell him.
8. I wanted time, so that I might think the suggestion over.
9. They had two hours that they might spend together before the departure.
10. This is the passage which you must learn by Saturday.
11. This charming girl is the very actress who will do the part of Desdemona.
12. The Dean gave some instructions which were to be carried out.
13. Here are some rules which you are supposed to remember.
14. It was not the sort of things that could be said over the telephone.
15. Cosmonaut Beregovoy was the oldest man who made a spaceflight.
16. He had a lady who had taught him to read aloud.
17. She was the only relative who offered practical help.
18. I'm not the only one who had gone through it.
19. She was not a girl who would break her habits.
20. The Wright brothers were the first people who achieved "powered flight"

Ex.2. Think of small situations, using the following sentences with infinitive in the attributive function.

1. There is plenty of work to be done.
2. We have a tutor to teach us to understand things.
3. She is a girl to attract immediate sympathy.
4. There is nothing to envy him for.
5. She was the first to break the silence.
6. It is a chance not to be missed.

Adverbials with the Infinitive
Infinitive as Adverbial Modifier

a) of result

Str. XIV	She is too small to understand much.	too A, D to do smth.
Str. XV	She is small enough for him to lift.	A, D, V, N enough to do smth.

I.U: In both the structures the to-infinitive is used as an adverbial modifier of result, in STR. XIV the action cannot be carried out because of the extreme degree of quality (negative result), in Str. XV the action is carried out (positive result). Evaluative nouns in structure XV are used with the zero article.

Ex.1. Transform the sentences according to one of the Models, paying attention to the Identity Rule (to be done in writing).

Models: 1. It was so hot that we took off the overcoats.

It was hot enough for us to take off the overcoats.

2. The Dean is so busy that he can't leave his office early.

The Dean is too busy to leave his office early.

1. The exercise is so difficult that she can't do it.
2. She is so excited that we could not calm her.
3. The letter was so badly written that I could not read it.
4. It is so windy that the children cannot go for a walk.
5. The article was so easy that she could translate it without looking up.
6. He was so clever that nobody could beat him at chess.
7. It was so hot that John could swim in the lake.
8. The gloves were so tight that he couldn't put them on.
9. She was so polite that we couldn't refuse her.
10. The ship was so far that we didn't see it.
11. He looked so miserable that she didn't reproach him.
12. Her recitation was so good that we all enjoyed it.
13. The question seemed so unexpected that I couldn't answer it.

14. The actor is so talented that everybody admires him.
15. The weather was so sunny that the linen got dry in no time.
16. The hall was so crowded that we couldn't get to our seats.
17. The translation turned out so difficult that she couldn't manage it.
18. Bob was so astonished that he couldn't speak.
19. It happened so fast that they hardly saw it.
20. He felt so happy that he sang.
21. The children have been brought up so badly that they're completely uncontrollable.
22. The student spoke with such a strong accent that his speech was incomprehensible.
23. I was so desperate that I was prepared to do anything.
24. I'm so tired that I don't want to go out this evening.
25. He was so excited that he couldn't get down to sleep.
26. The accountant is so busy that he can't give us the figures today.
27. The traffic was so heavy that we couldn't cross the road.
28. The queue was so long that Jack could not get a ticket for the concert.

Ex.2. Transform the sentences with Infinitives according to one of the Models paying attention to the Identity Rules (to be done in writing).

Models: 1. He was too young to marry.

He was so young that he couldn't marry.

2. He was young enough for her to marry.

He was so young that she could marry him.

1. The premiere was too superb to miss.
2. He was too nervous to think of a sensible answer.
3. He was too busy with the exams to come to the party.
4. She laughed loudly enough for several people to turn round.
5. He is too young to know those points.

6. She felt lonely enough to weep.
7. Bob was too confused to know how to answer.
8. The actor was famous enough to star in the film.
9. The stage was too far for me to see the scenery well.
10. The boy was clever enough to know that.
11. Roy is young enough to marry.
12. We were too far from the streets for anyone to see us.
13. He was too stupid to put two and two together.
14. They were too small to understand or to care.
15. The actress was talented enough to do the part well.
16. The problem was complicated enough to puzzle everybody.
17. She was too kind to refuse to help them.
18. I'm too ill to go out.
19. I was too impatient to wait for the lift.
20. I was too young to remember much myself.
21. You are too wise to understand that.
22. I was hungry enough to enjoy my coffee and rolls.
23. The story was too incredible to be true.
24. The temptation was too great for me to resist it.

Ex.3. Speak on the following points.

1. The future is too doubtful to make plans.
2. The price is too outrageous for me to afford to buy it.

b) an adverbial modifier of purpose

Str. XVI I went there to see my friend.

The structure is used to speak of the purpose of the action.

Ex.4. Transform the sentences according to the Pattern (to be done in writing).

1. She went to Moscow the other day. Her object was to visit the Lenin Library.
2. She switched off the washing-machine. He intended to fix it.
3. Ann switched on the washing-machine She meant to do some washing.
4. He took out the mincing-machine. He intended to fix it.
5. She wants to do well in the coming exams. She is working hard for that reason.
6. They held a production meeting. They wished to discuss school practice.
7. She reads a lot. She is anxious to enrich her English.
8. He often listens to tapes of real English speech. He is eager to improve his accent.
9. He went to the Crimea so that he might improve his health.
10. That they might catch the early train they left at 6 a.m.
11. We go to the grocer's in order to buy some bacon and tea.
12. In order to buy vegetables – cabbage, potatoes or carrots – we go to the greengrocer's.
13. In order to get bread-brown loaves or white loaves, or cakes, we go to the baker's.
14. He stayed at home and worked at his essay.
15. In order to prepare for this discussion we went to the library.
16. She wanted to make a dress. She went to a dressmaker.
17. She wanted to have her linen washed. She went to a laundry.
18. They wanted to see that play, they booked the tickets.
19. He wanted to buy a new suit. He went to a ready-made clothes department.
20. He wanted to buy a new pair of walking shoes. He went to a shoe department.
21. There were many theatre – goers in the foyer and we had to make our way so as we could go to the exit.

22.Scandinavians used crosses. They marked the edges of their territory.

Ex.5. Express purpose or intention in sentences with non-identical subjects.

The replies to the following end with a post-verbal element like this:

Model: You painted those pictures. Your wife decorated the house with them.

I painted those pictures for my wife to decorate the house with.

1. You didn't buy a Merc. The thief drove off in it.
2. You didn't collect all that cutlery. A thief made money out of it.
3. You brought those photos. Ann looked at them.
4. You borrowed a suitcase. Dick put his clothes in it.
5. You didn't buy that silver. The children played with it.
6. You didn't collect all those beautiful things. The criminal stole them.
7. You didn't buy Hornby's Advanced Learners Dictionary. Your classmate lost it.
8. You didn't buy a video. Your son ruined it.

c) an adverbial modifier of posterior subsequent action.

Str. XVII

He turned to see a stranger at the door.

Verbs of motion

to come

to turn

to run

to hurry

to see

to wake up

+ to find

to glance/to look up,

down, etc

to discover

.

Ex.6. Make up 10 sentences with the Correlatives “No sooner...than, hardly...when, scarcely...when”, then transform them so as to use Structure XVII (to be done in writing).

Model: Hardly had Lanny entered the store when he saw Sarie Villier there.

Lanny entered the store to see Sarie Villier there.

No sooner had Jane come home that she found that her daughter was taken ill with polio.

Jane came home to find her daughter ill with polio.

Ex.8. Compress the sentences by changing the second predicate verb to its infinitive and dropping the coordinator AND (to be done in writing).

1. He arrived at the station and learnt that there would be no train to B.
2. He put his hand into the pocket and found no handkerchief in it.
3. We reached the booking-office and saw a Sold Out sign pasted above.
4. I rushed to the assembly hall and found the lecturer in.
5. He awoke and found all this a dream.
6. Irene looked back and found Ann talking to the Dean.
7. I awoke a little after sunrise and found her gone.
8. I came home and found the door locked.
9. Nick went to the Dean's office and was told that in two days there would be a reexamination.
10. Helen reached the hospital and found her brother there a little better.
11. Mad Sam looked up and saw Lanny approach him.
12. The smoke cleared away and the soldiers saw the Gadfly smile still and wipe the blood from his cheek.
13. Martini came and found Gemma sobbing as he had never seen her cry before.
14. The monitor went to the Dean's office and got a reprimand.
15. I came home and found her weeping in the drawing-room.

16. I felt a hand hit me gently in the back and when I turned I saw Tom.

17. I turned round and saw a face, which at the first moment I didn't recognize.

18. Pete awoke and found his mother's hand shake him to wakefulness.

19. The children lifted their eyes and saw the stranger smile at them cunningly.

20. He returned to Moscow and learnt that his friend had left the city for good.

The Infinitive as Parenthesis

Str. XVIII

To begin with, I was doing my second year then.

Ex.1. Think of situations in which the following proverbs with infinitives are used parenthetically.

- It is never too late to learn.
- Eat to live, live not to eat.
- It is better to do well than to say well.

Food for thought

The grammar of some adverbials with the infinitive (adverbial modifiers of providential, reverse, unexpected, non-planned result) is inconsistent, the shade of meaning being subtle.

Compare:

1. He went to Africa to work as a teacher. = so that he could work as a teacher (an adverbial modifier of purpose)
2. He went to Africa never to come back. (a subsequent action)
3. He went to Africa to die of malaria. = but, as bad luck (life, circumstances) would have it, he died of malaria there. (an adverbial modifier of a providential result)
4. He went to Africa only to be disappointed. (an adverbial modifier of a reverse result)

5. The boy stood in the doorway to watch the mountain ridge. (an adverbial modifier of attendant circumstances)

Ex.2. Analyse the sentences carefully to define the function of the infinitive and give adequate translation into Russian.

1. I ran my eyes over the table to see Strickland in the corner.
2. Dick Stroeve spent an hour at Strickland's bedside to see him running a temperature.
3. All his life he was working hard to see his work not acknowledged.
4. I glanced at Strickland to see the most surprising change in him: his extreme thinness.
5. Mrs. Strickland returned home to learn that her husband had left her forever.
6. The author went to Paris to find Strickland alone.
7. He had left his comfortable home to live a hard life.
8. He had returned to find his father in danger.
9. The author spent hours speaking with Strickland only to learn that all his attempts were failure.
10. She devoted her life to Charlie only to find out that he didn't care about her.
11. Mr. Vidler went to hospital to die during the operation.
12. He swung around to walk down the road.
13. I am sorry to have raised your expectations, only to disappoint them.
14. The experiment had been worked at for years to be a failure.

Self-assessment test

- 1) Define the forms of the infinitives:

to design, to be designed, to have designed, to be designing, to have been designed

- 2) What are the tense-distinctions of the Indefinite Infinitive and the Perfect Infinitive? Translate the sentences into Russian:

1. Much study is known to have been given to space.

2. Much attention is known to be given to physics.
- 3) Define the function of the infinitive in the sentences:
 1. Mr. Black is arriving in Little Rock on February 14 to begin talks with you.
 2. I have some other opinion for you to consider.
 3. I found her to be a very superficial person.
 4. He came to the theatre to miss the performance.
- 4) What is the difference between the Subjective and the Objective infinitive constructions?
 1. The sound wave is known to spread in all directions.
 2. We know the sound wave to spread in all directions.

LIST OF THE INFINITIVE STRUCTURES

Str. I	I saw them play together.
Str. II	I let her go out. She made them keep silence.
Str. III	I won't have you talk like that.
Str. IV	You had better go at once. I would rather stay longer.
Str. V	Why give the role to him?
Str. VI	It was pleasant to be driving the car again.
Str. VII	His dream was to enter the Linguistic University.
Str. VIII	I was delighted to see Ulanova dance.
Str. IX	John is hard to please.
Str. X	She seems to know everything.
Str. XI	I hate him to go away. I know her to be punctual. She likes her tea strong.
Str. XII	I am certain to see her there. He is sure to finish it soon. She is likely to know it.
Str. XIII	He is a doctor to cure you.
Str. XIV	He is too young to marry.
Str. XV	He is young enough to marry.
Str. XVI	I went there to see him.
Str. XVII	He turned to see a stranger at the door.
Str. XVIII	To tell the truth, I enjoyed the play.

PART II**THE PARTICIPLE****I. Forms of the Participle**

	Voice	ACTIVE	PASSIVE
Participle I	Aspect		
	Indefinite	writing	being written
	Perfect	having written	having been written
Participle II		-----	written

Ex.1. Supply participle forms of the following verbs according to the above table:

To treat, to serve, to mince, to grate, to lose, to arrive, to arrange, to offer, to choose, to sew, to tear, to rise, to fall, to feel, to sell, to burst, to cure.

Ex.2. Give all the passive forms of the following participles:

Worn, thinking, having played, working, catching, being forgiven, growing, holding, beginning, having sold, meeting, being paid.

Ex.3. Open the brackets using the appropriate form of the Participle:

1. (To know) at what time his wife did her shopping he waited for her in the street.
2. I could see the customers (to move) around.
3. He heard his father (to shut) the shop.
4. Outside through the window he saw him (to cross) the street in the rain.
5. I heard her (to pass) along the floor.
6. (To invite) to the theatre I could not refuse.
7. The plan for their future action (to make up), they parted.
8. The letter (to write), Lanny gave it to a boy to be handed to Sarie.
9. (To hear) the bell ringing the students sighed with relief.
10. (To come) into the theatre after the third bell we were not let in.
11. (To turn) to the left he saw a friend of his.

12. I am leaving immediately, (to detain) here two days.

Structures with the Participle Used in Conversational English

Str. I	I saw her getting on the bus.	to see	
		to hear	smb.
		to watch	doing
		to feel	smth

The structure is used to speak of action you witness. Compare it with structure I with the Bare Infinitive.

She watched snow fall.

She watched snow falling. (It is more dynamic)

Ex.1. Transform the following complex sentences into simple using Structure I:

1. I looked in the door of the big room and saw that the major was sitting at the desk.
2. As I looked out of the garden I heard that a motor-car was starting on the road.
3. I looked back and saw that Rinaldi was standing and watching me.
4. I looked back and saw that she was standing on the steps.
5. I felt that something was dripping.
6. I saw an open wine shop and a girl who was sweeping out.
7. He went out and heard how he was laughing in the hall.
8. I felt how her heart was beating.
9. I watched how the people were going by.
10. I saw how the motorman and conductor were coming out of the station wine-shop.
11. Sometimes in the dark we heard how the troops were marching under the window.
12. We saw how the dust was rising and leaves were falling.

13. I saw that a cloud was coming over the mountain.
14. I heard that someone was coming down the hallway.
15. I saw that the sun was coming through the window and got out of the bed.
16. I watched how the sun was falling slowly and heavily.
17. Someone came in and as the door opened I could see how the snow was falling.
18. I saw that her lips were trembling and then tears came down her plump cheeks.
19. I saw that she was standing at the door of the shop.
20. It was so still, they could hear how the fountain was falling.
21. We saw a cat on the step. The animal was enjoying the sunshine.

Str. II

Yesterday I had my cassette player fixed.

to have smth. done

to want/to get

smth. done

The doer of the action and the subject of the sentences are not identical. The construction is in extensive use in English. It is not restricted stylistically.

Ex.2. Analyse the following sentences and translate them into Russian.

1. They had coffee brought out into the garden after lunch.
2. I had my suitcase put in the corner of a third class carriage.
3. Here you can have your coat cleaned overnight.
4. Yesterday I had my teeth examined.
5. The drivers buy petrol, and have their car serviced and repaired.
6. I want a new dress made for summer.
7. We got our tractor fueled without delay.

Ex.3. Make questions according to the model. Use the words given below.

Model: Where (when) did you have your watch fixed?

To take a photo, to wash one's car, to wash one's linen, to polish one's shoes, to brush one's coat, to send one's luggage to the station, to make a demi-coat.

Ex.4. Paraphrase the following sentences using Structure II.

1. At the polyclinic the doctor listened to her heart, felt her pulse and sounded her lungs.
2. The doctor examined her sight and prescribed spectacles.
3. As we have no washing-machine we take our linen to the laundry.
4. Our piano is tuned twice a year.
5. As I am not good at sewing I order my clothes at the dressmaker's.
6. As Robert could not fix the tape-recorder himself he took it to the work-shop.
7. As I couldn't stand the pain any longer I went to the dentist's where they pulled out the infected tooth.

Ex.5. Translate the following sentences into English using Structure II.

1. Я не читаю по-немецки, все документы для меня переводят.
2. Тебе пора подстричься.
3. Я знаю, что мои волосы выглядят ужасно, но завтра я причешусь в парикмахерской.
4. У нас красят стены, поэтому такой беспорядок, ты уж извини.
5. Если ты не любишь стирать, почему ты не отдаешь бельё в стирку? Будешь иметь его и выстиранным, и выглаженным, и накрахмаленным.
6. Как часто вам натирают полы?
7. Здесь очень холодно, завтра нам, наконец, починят окно.
8. Тебе всегда шьют вещи или ты иногда покупаешь готовые?
9. Сходи к врачу и проверь глаза. Твоё зрение всё хуже и хуже.
10. Тебе лучше удалить этот зуб, чем пломбировать.
11. Мне связали это платье, тебе оно нравится?

2. Participle I as an Attribute

Str. III

The girl reading the book is my sister.

Note: Participle I Perfect Active and Passive is not used attributively. Participle I in the function of an attribute cannot express priority; therefore it often happens that when in Russian we have причастие совершенного вида in English we have an attributive clause with a finite verb.

Such is the case with the Russian действительное причастие прошедшего времени expressing priority – it is rendered in English by an attribute clause.

Participle I Indefinite Passive is very seldom used as an attribute.

Ex.1. Paraphrase the following sentences using Structure III (where possible).

Look closely!

1. The people who were watching the play with great interest were completely carried away by it.
2. The actress who was singing the leading part proved to be at her best that night.
3. The girl who was sitting in the next box offered us a programme.
4. The new film which is running at many cinema-houses is said to be worth seeing.
5. The woman who was standing before the bill seemed familiar to me.
6. Just as I approached the door that led into the hall it was violently opened from the other side.
7. You will be served any dish which is being cooked now.
8. Have you seen the film which is being much spoken of these days?
9. The problems which are being discussed now are very important.
10. The apple trees which surround the house have broken into blossom.

11. The river which flows near our city makes it beautiful.
12. The students who discuss the article have already left.
13. The students who had made interesting reports at the lesson were invited to take part in the conference.
14. The boy who had read the poem was now taking part in the discussion.

Ex.2. Open the brackets using Structure III (where possible). Look closely!

1. The patients (to wait) for you have just gone.
2. The actor (to play) this role some 5 years ago is going to be offered it again.
3. Dick Stroeve (to give up) his work nursed Strickland with tenderness.
4. There was sunlight (to come in) through the shutters.
5. I left them talking with Aymo (to sit back) in the corner.
6. ...that is the grass harp always (to tell) a story.
7. But with young Jolyon (to follow) to his wife's room it was different.
8. They were very excited about any Americans (to come) down.

Participle II as Attribute

Str. IV

All the ground in the park was covered with fallen leaves.

Ex.1. Replace the attribute clause in the following sentences by Participle II.

Remember: that Participle II has no time distinction; it has only one form which can express both an action simultaneous with or prior to the action expressed by the finite verb, the latter case is more frequent. It may also refer to no particular time.

1. The wild animals that were caught struggled furiously.
2. There was a peculiar silence in the room which was broken by the crackle of paper.
3. The melancholy tune which is being played by the band brings back all the sweet memories of my youth.

4. The CD that are produced by the local factory are of exceptionally fine quality.
5. He specialized in treating lung diseases which are mainly caused by dust.
6. The answer that had so long been expected came at last.
7. The newspapers carried reports of a storm that had devastated several villages.
8. The machinery which has been ordered from abroad will be delivered by ship.
9. The opinions that were expressed by the critics greatly differ.
10. He was a man who was trusted by everybody.
11. On some island they found roads which were paved.
12. A word which is spoken in time may have very important results.

Ex.2. Translate the following sentences into English using Participle structures III, IV (where possible).

1. Он единственный человек, получающий письма от Николая.
2. Вы только что разговаривали с секретарем, получившим от них телеграмму, не так ли?
3. Получая письма от них каждую неделю, он знал все подробности об их работе.
4. Получив их первое письмо, он решил сообщить им о своих планах.
5. Он очень волновался перед отъездом (departure), не получив от них ни одного письма.
6. Сведения (information), полученные в прошлую субботу, очень помогли нам в работе.
7. Почему ты не хранишь письма, полученные тобой от твоего лучшего друга?
8. Хотя книги были получены только вчера, они сегодня уже находятся на полках в читальном зале.

Adverbials with the Participle

Participle I as Adverbial Modifier of Time

Str. V

While (when) listening to the overture I couldn't but think how wonderful the music was.

while doing
when smth.

Ex.1. Paraphrase the following sentences using Participle I as adverbial Modifier of Time.

1. When he arrived at the gallery, he paid his entrance fee, picked up a catalogue and entered.
2. We shall drop you a line as soon as we have settled at the new place.
3. After he was shown in he was asked to wait a little.
4. They started the construction of the house early in spring and completed it before cold weather set in.
5. When she was going down the steps she suddenly stopped as she remembered that she had left the gas burning.
6. He stood at the counter and hesitated, he didn't know what to choose.
7. After they had completed the programme, they proceeded to the discussion of the items that dealt with financial matters.

Ex.2. Build a paragraph using the following:

boring

having rinsed the linen

hoped it wouldn't rain

while hanging it out

had nothing to do but

Participle I as an Adverbial Modifier of Cause

Str. VI

Being very busy, John didn't go there.

Ex.1. Paraphrase the following sentences using Structure VI.

1. Because I had seen the film twice I remembered many details.
2. As I hadn't reserved a ticket in time, I had no chance to see the play.
3. As I had come to the theatre after the third bell, I was not let in.
4. As I had already read the programme I could expect the opera to be a success.
5. Because I was at the theatre for the first time I asked the attendant to show me to my seat.
6. As we were a bit thirsty we went to the refreshment-room.
7. As we had heard much of the play, we decided to go somewhere for a change.
8. As I found my pal out, I decided to go to the theatre alone.
9. As I had some time to spare, I decided to go somewhere for a change.
10. As I had lost much blood I felt rather weak.
11. As the doctor was unable to diagnose the case he sent me through the necessary analyses.
12. As I had neglected the disease I faced an operation.
13. As Bill was a common patient, he was not likely to be received.
14. As Bill didn't come in time he was not received.
15. As he was operated without an anaesthetic, he was on the point of losing consciousness.
16. Because the proposal was impractical it was rejected.
17. As the machine was defective, it had to be replaced.

Ex.2. Translate the following sentences into English using Participle:

1. Пригласив друга в кино, я купил билет.
2. Приглашая товарища в кино, мы обычно говорим “Пошли в кино”.
3. Спрашивая, какой фильм идет в кино, мы говорим “Что идет сегодня?”.
4. Узнав о составе действующих лиц, он решил купить билет.
5. Играя впервые главную роль, актриса имела успех.
6. Выбрав пьесу “Ромео и Джульетта” в репертуаре драматического театра, вы получите удовольствие.
7. Придя в театр, они оставили пальто в гардеробе.
8. Выступая в заглавной роли впервые, актриса очень волновалась.
9. Узнав в газетах, что идет в кинотеатрах, Анна решила пойти в “Октябрь”.
10. Будучи большим театралом, Ирина не пропускала ни одной пьесы.
11. Когда мы были в Москве, нам дважды удалось побывать в Большом театре.
12. Просматривая состав действующих лиц, она встретила имя известного актера, так замечательно сыгравшего роль Евгения Онегина в опере Чайковского.

Ex.3. Invent the situation using the key phrases (to be done in writing):

a) being staged for the first time

to be a success

to stand applauding

while leaving the theatre

b) to be unable to ...

arriving

having diagnosed

to be taken to hospital

Ex.4. Complete the following sentence pairs to produce simple sentences according to the modal.

Model: I heard the noise. I woke up.

Hearing the noise I woke up.

1. They started late. They arrived at night.
2. I was charmed with the silk. I bought a length for an evening gown.
3. He got excellent for the dictation. He had made no spelling mistakes.
4. I met an old schoolmate of mine. I asked where she was working.
5. She was tired of housecleaning. She sat down to rest.
6. He hurt his foot. He couldn't help groaning.
7. The doctor examined me carefully. He put me on the sick-list.
8. I hadn't found my friend in. I tried to get her on the phone two hours later.
9. She was in Moscow last summer. She saw many places of interest there.
10. He did well in the entrance exams. He had been working hard at school.
11. She had fallen ill. She sent for the district-visiting doctor.
12. I have told you all the facts. I have nothing more to add.
13. The boy couldn't get home. He had lost the key.
14. He can't walk fast. He is too weak after the operation.
15. She didn't have the medicine made up. She had left the prescription behind.
16. I can hardly recognize him. I haven't seen him since school.
17. Mother cooked stuffed fish. Then she let it cool in the refrigerator.
18. They didn't know the way to the hostel. They addressed a group of students.
19. The spectators were deeply moved. They burst into stormy applause.
20. The pop-singer was a great success. He got many curtain calls.

Participle I as an Adverbial Modifier of Attendant Circumstances

Str. VII

He lay on the sofa reading

Ex.1. Open the brackets using Structure VII.

1. She sat all day (to read) and (to knit).
2. She prepared for departure (to carry) her black suit-case.
3. At last we were all gathered (to wait) for dinner to be served.
4. One day I was away out in the woods (to hunt).
5. The nice breeze comes (to fan) you from over there so cool and fresh.
6. I was awake (to think) about things for quite a long time.
7. Rinaldi stood (to watch) me and I moved to him.
8. I sat on the veranda (to drink) tomato juice.
9. I sat (to look out) at the snow falling slowly.
10. He always has his meals (to read) newspapers.
11. We were in the woods (to gather) roots.
12. George soon appeared (to beam) with satisfaction.
13. We walked about the room (to look) at some paintings and (to examine) a shelf of books.
14. He quickly went into the office (to leave) the door open.
15. "Well, what", she asked (to look) affectionately into his eyes.
16. He came in quickly (to hold) papers in his hand.
17. Jesse sat (to twist) his long thin hands.
18. He sat down (to thrust) his hand through his hair.
19. She laughed softly (to show) her pretty teeth.
20. He sat (to grip) his head in his hands.
21. MPs spend most of their time (to debate).

Ex.2. Invent a situation using the following: (to be done in writing)

- 1) looked around trying to find an attendant
being here for the first time
went ahead of me showing me to my seat
- 2) having reached the theatre
ran into my pal
hearing the last bell go
no time to take opera-glasses

Structures with the Participle Used in Formal Speech and Written Practice

1. The Nominative Absolute Participle Construction

Str. VIII

The tooth having been neglected, the dentist pulled it out.

Ex.1. Complete the following sentence pairs to produce simple sentences according to the model.

Model: The porter opened the door. We entered.

The porter having opened the door, we entered.

1. The orchestra played the overture. The curtain rose.
2. The letter was badly written. I could hardly make it out.
3. The rain stopped. She hung out the linen.
4. She fell ill. The ambulance was sent for.
5. The audience was greatly impressed. He actor got many curtain calls.
6. My pal has arrived. I am very pleased.
7. The holidays are at an end. Pupils are returning to school.
8. It was a very hot day. The linen dried up in an hour.
9. The curtain fell. The spectators burst out applauding.
10. There were no vacant seats in the bus. She had to stand all the way.

11. There was no tram in sight. We caught a taxi.
12. The mother was out. The boys made a lot of noise.
13. The kettle had boiled. They sat down to drink tea.
14. The house was sold out. They tried a ticket agency.
15. The operation was a success. The patient recovered rapidly.
16. The concert was over. The spectators applauded enthusiastically.
17. The operation was coming to an end. The patient woke up.
18. Mrs. Wood was in hospital. Her children were neglected.

Ex.2. Invent a situation to show how the following phrases are used in speech (to be done in writing).

- a) weather permitting
 Nick joining us
 the matter having been discussed
 having returned home
- b) tickets being difficult to get
 many people asking for
 there being 15 minutes left before
 the film being thrilling

2. The Nominative Absolute Construction

Str. IX

She sat there, her mind deep in thought.

Ex. 1. Make up sentences of your own without changing the participial phrases.

- a) with the Participle
 1. The weather being lovely, we went for a walk.
 2. The doctor arriving, we felt relieved.
 3. The weather permitting, there will be a garden party tomorrow.
 4. The sea being smooth, they went on a boat trip.
 5. The wind having failed, the sailors could have a rest.

6. The master being absent, the business was neglected.
7. Spring advancing, the birds appear.
8. It being pretty late, she lit a lamp.
9. There being nobody at home, the boy had to stay outdoors.
10. The last bell having gone, the curtain rose.
11. The conference over, we left the assembly hall.
12. The door being locked, we couldn't get in.
13. The play being a great success, the actors were presented with flowers.
14. Time permitting, we shall go shopping.
15. The ticket having been lost, she didn't see the play.
16. There being no tickets in the box-office, I bought one from a shark.

b) without the Participle:

1. The patient lay down on his back, his eyes wide open.
2. He sat silent, his mind deep in thought.
3. Then she started, bag and overcoat in hand.
4. He left, his heart full of strange emotions.
5. There he stood, his hands in his pockets.
6. She entered, a smile on her face.
7. Though well-known, he seemed to be modest.
8. Though young, she proved to be brave and determined.
9. While on vacation, she visited her favourite school teacher.
10. When a child, he was fond of tennis.
11. In silence she bent over him, her hand on his head.
12. The concert over, the actress sang for an encore.

The Participle as a Parenthesis

Str. X.

Generally speaking, autumn is the best season here

Ex.1. Say by analogy remembering the introductory phrases.

1. *Frankly speaking*, I can't approve of his behaviour.
2. *Judging by* his appearance he looked like a man whose life was hard.

Ex.2. Think of situations in which the following participles are used parenthetically.

Medically speaking, ...

Gastronomically speaking, ...

Technically speaking, ...

Professionally speaking, ...

LIST OF THE PARTICIPLE STRUCTURES

Str. I	I saw her getting on the bus
Str. II	Yesterday I had my cassette player fixed
Str. III	The girl reading the book is my sister.
Str. IV	All the ground in the park was covered with fallen leaves.
Str. V	When listening to the overture I could not but think how wonderful the music was.
Str. VI	Being very busy, John didn't go there.
Str. VII	He lay on the sofa reading.
Str. VIII	The tooth having been neglected, the dentist pulled it out.
Str. IX	She sat there her mind deep in thought.
Str. X	Generally speaking, autumn is the best season here.

PART III**THE GERUND****I. Forms of the Gerund**

	Active Voice	Passive Voice
Indefinite	reading	being read
Perfect	having read	having been read
Indefinite	coming	
Perfect	having come	

Ex.1. State the forms of the following Gerunds.

Studying, being taught, having been awarded, cooking, having tidied up, having failed, being swept, being performed, being, having been asked, carrying on, having had.

Ex.2. Open the brackets using the correct form of the Gerund.

1. Thank you for (to invite) me to the exhibition.
2. I enjoyed (to read) the article about my brother's having broken the record in high jumping.
3. I've never heard of (to invite) him to the conference.
4. She suggested (to invite) him to the conference.
5. He didn't object to (to invite) to the conference.
6. I don't remember ever (to see) the play on the stage of our Playhouse.
7. I don't remember the play (to stage) at our Playhouse.
8. People dislike (to remind) of their faults.
9. Her (to remind) Ann of her plain dress was tactless.
10. He thought of (to remind) Ann of her shabby dress.
11. Everyone is proud of (to award) a Prize Scholarship.
12. The young singer is proud of (to award) the Title of the Honoured Artiste of Russia.

13. That student deserves (to award) a Prize Scholarship.
14. We thought of (to drive) out of town next Sunday.
15. He thought of (to give) a reprimand for (to miss) several days running.

2. The Gerund as Subject

Str. I

Working with the company is a totally pleasant experience.

Ex.1. Complete the sentences by adding a predicate.

1. Diagnosing the case ...
2. Getting tickets for the performance ...
3. Inviting her to the party ...
4. Keeping the room in order ...
5. Strolling round the park, visiting museums or churches, shopping in the street markets can be ...
6. Washing the linen ...
7. His coming to the meeting a little bit later ...

Ex.2. Rewrite the sentences, following the model.

Model: It is dangerous to do such things.

Doing such things is dangerous.

1. It is foolish to lend him money.
2. It is useless to hope for their help.
3. It is a great mistake to interpret the role of Hamlet that way.
4. It was wonderful to the health to take a course of water treatment.
5. It is easier to diagnose the case when you have analyses taken.
6. If you treat yourself, you are sure to ruin your health.
7. It is hopeless to try to persuade her to play that role.
8. It is impossible to stage that play in our theatre.
9. It is no easy matter to paint in oil.
10. It is no easy matter to make the boy do his morning exercises.

11. It is no easy matter to examine a baby.

12. To introduce stage effects is sure to add much to the performance.

Ex.3. Use the sentences in the situations invented to show how the Gerund functions as subject (to be done in writing).

1. Drawing is not an easy matter.

2. Running is now popular both as a sport and as a way of keeping fit.

Str. II

There is no use/sense/point in doing it.

Ex.4. Make sentences following the model.

Model: to lend smb. money

There is no use lending him money.

- 1) to do the shopping
- 2) to keep to bed
- 3) to ask smb. again
- 4) to put smb. on the sick list
- 5) to go sightseeing Nizhny Novgorod
- 6) to go on a trip down the Volga
- 7) to see the performance again
- 8) to have one's bloodcount taken
- 9) to have one's chest X-rayed
- 10) to go to the local clinic
- 11) to study all day long
- 12) to eat many sweets
- 13) to take one's temperature
- 14) to rinse one's throat with soda

Ex.5. Remember the episodes when:

1. Montanelli's leaving for Rome was unexpected.
2. Jane Purdy's visiting the hospital was much spoken about.

3. The Gerund as Part of a Compound Verbal Predicate

Str. III

He started working

to keep

to start

doing smth.

to stop

to begin etc.

Ex.3. Open the brackets using Structure III (to be done in writing).

1. She kept (to wet) the pencil on the tip of the tongue.
2. At lunch he was almost cordial and kept (to press) Bosinney to eat.
3. "...Why Ella and me?" he stopped (to laugh).
4. I keep on (to be surprised) over it myself.
5. He will start (to walk) from Kansas City in two weeks.
6. Butler gave up (to drive) a wagon himself.
7. She saw her father after the operation and burst out (to cry).
8. People began (to study) higher mathematics in the 17th century.
9. If you keep (to turn up) late, you'll get a bad reputation.

Ex.2. Invent the situation using not fewer than five Gerundial Structures.

4. The Gerund as Non-Prepositional Object

Str. IV

He remembered having a chat with him.
--

to remember

to avoid

to enjoy

to suggest

to forgive

to mind (in negative or
interrogative sentences only) etc.

doing

smth.

Ex.1. Open the brackets using the gerund as non-prepositional object.

1. I don't mind (to drop) in at the Central Department Store after the classes.
2. A good housewife never puts off (to mend) things.
3. Everyone enjoyed (to watch) Ulanova dance.
4. The girl looks like (cry).
5. I don't feel like (to see) this film, they say it's dull.
6. Do you think she'll enjoy (to live) when you're on a job like that?
7. He likes (to invite) people to his place.
8. The doctor is busy (to examine) a patient.
9. He avoids (to use) this word.
10. I can still remember (to jog) along the embankment in the morning.

Ex.2. Use these phrases in situations invented to show how the gerund functions as non-prepositional object.

to enjoy going to the theatre

to suggest buying the tickets beforehand

to hate buying the tickets on the day of the performance

5. The Gerund as Non-Prepositional Object

Str. V	The hair needs (wants) cutting.	needs/wants	doing smth
	The book is worth reading.	is worth	

Ex.1. Complete the questions by adding gerund as non-prepositional object.

Supply answers to these questions.

1. Does your hair need ...?
2. Do your clothes need ...?
3. Do your shoes want ...?
4. Does your flat need ...?
5. Do your teeth want ...?
6. Is the program worth ...?
7. Is the new film worth...?

8. Is the question worth ...?
 9. The house wants..., doesn't it?

Ex.2. Paraphrase the second sentence of each pair to show how the gerund functions as non-prepositional object (to be done in writing).

1. My father is fixing a washing machine. It is worth while.
2. You'd better buy that stylish blouse. It is worth while.
3. We should stage that play about youth. It is worth while.
4. You should attend the premiere. It is worth while.
5. Why not buy those lovely shoes? It is worth while.
6. You'd better present him a book. It is worth while.
7. You'd better see U. Lopatkina dance. It is worth while.
8. I must have my coat altered. It is worth while.
9. You'd better read Shakespeare. It is worth while.

6. The Gerund as Prepositional Object

V + Prep + Ving

Str. VI

She succeeded in getting tickets.

succeed **in**
 to object **to**

to prevent **from**
 to insist **on**
 to look forward **to**
 to thank **for**
 to think **of**
 to get down **to**
 to accuse **of**

doing smth.

to apologize **to** smb. **for**
 to complain **to** smb.
of/about
 to be/ to get used **to**
 = to be accustomed
 to suspect smb. **of** smth.
 to blame smb. **for**
 to decide **against**
 to warn **against**

doing smth.

Ex.1. Open the brackets Using Structure VI (to be done in writing).

1. The doctor insisted on (to keep to a strict diet).
2. The patient talked of (to go through analyses).
3. The doctor thought of (to go on his round).
4. I object to (to go on a visit).
5. Ann succeeded in (to answer the examination question).
6. My brother prevents me from (to do foolish actions).
7. Mike insists on (to take part in the performance).
8. The Dean insists on our (to attend all the lectures).
9. The tutor insisted on our (to carry out) that assignment in the computer lab.
10. She objected to her daughter's (to go) to the Canary Islands.

Ex.2. Write a situation of your own using not less than five gerundial structures.

Str. VII

She is good at cooking.

IU: Participle II, mostly used as a predicative adjective, and statives make up this structure.

to be ashamed of	to be surprised at	
to be interested in	to be capable of	
to be upset about	to be sure/certain of	doing smth
to be anxious about	to be responsible for	doing smth
to be indignant at	to be proud of	
to be afraid of	to be tired of	
to be good/bad at	etc.	

Ex.4. Complete the sentences by adding gerunds.

1. The student was ashamed of ...
2. Granny has always been good at ...

3. The tutor was surprised at the students'...
4. My friend keeps ...
5. The doctor insists on my ...
6. We never put off ...
7. Are you afraid of ...?
8. Do you mind my ...?

Ex.5. Make sentences to show how the gerund functions as object. Apply the identity rule.

- | | |
|---------------------------------|-------------------------------------|
| 1. I've never thought ... | he, to help |
| 2. He was displeased ... | we, not to warn |
| 3. The old man was proud ... | his daughter, to graduate |
| 4. Our chief doesn't insist ... | Ann, to be sent on business |
| 5. Don't you object ...? | children, to go to bed so late |
| 6. Have you heard ...? | your paper, to be praised |
| 7. I was greatly surprised ... | our students, not to know that fact |
| 8. I am sure ... | you, to pass the exams successfully |

Ex.6. Translate these sentences into English using the gerund.

Нам нравится переводить различные тексты. Этот текст интересен для перевода. Преподаватель удивился тому, что студенты перевели этот трудный текст так быстро. Преподаватель возражает против того, чтобы студенты переводили этот текст со словарем. Преподаватель настаивает на том, чтобы студенты перевели текст к завтрашнему дню. Преподаватель возражает против того, чтобы студенты отложили перевод текста до субботы. Преподаватель не возражает против того, чтобы студенты перевели только первую часть текста. Преподаватель был доволен тем, что студенты успешно справились с текстом. Он удивился тому, что два студента плохо перевели текст. Преподаватель с удовольствием прочитал переводы некоторых студентов.

7. The Gerund as Attribute

Str. VIII

N + Prep + Ving

He gave up the idea of sightseeing
the city.

the idea
hope **of**
a way doing
a chance smth.
thought
the habit
reason **for** doing
difficulty **in** smth.

Ex.1. Open the brackets using structures VIII (to be done in writing).

1. I had a thought of (to speak) to you myself some time.
2. Soames was obliged to start the case. He had thought of (to see) Irene.
3. She had her own way of (to do everything).
4. He saw a way of (to avoid the meeting).
5. What is the reason for your (to stay in bed later on Sunday)?
6. Do you have any idea of (to spend the holiday)?
7. My friend always finds difficulties in (to read) English books.
8. We discussed different ways (to teach) foreign languages.
9. He offered a different way of (to solve this problem).
10. I hate the thought of (to leave) the child alone.

Ex.2. Construct sentences based on the following sentences pairs to show how the gerund functions as attribute (to be done in writing).

1. They want to send John abroad. The chief didn't like the idea.
2. He was to be sent abroad. He liked the idea.
3. He was eager to have the part of Hamlet. He had little hope he would be given it.

4. He had a little hope that he would be invited to the party.
5. Bill had little hope that Professor Brick would receive him.
6. He studies a lot of foreign languages. He seems to know many ways how to do it quickly.
7. She has been bringing up her children in another way. She prefers her own way how to do it.
8. You have refused to take part in the meeting. You seem to have no reason for it.
9. The doctor received some patients ahead of turn. He had some reason for it.
10. He didn't succeed in getting tickets. He had no chance.
11. The actress was not introduced to the stage-manager. She had no chance.
12. The girls didn't exchange their opinions on the opera. They hadn't any chance.
13. Carrie was looking for a job. It appeared difficult to get it.
14. We can arrange a get-together easily. We don't see any difficulty in it.
15. He can have the medicine made up easily. He doesn't see any difficulty in it.
16. The nurse could look after the sick man properly. She didn't find any difficulty in it.
17. We shan't have our chest X-rayed. We are not likely to have any chances.
18. He can't be operated on for cancer. There isn't a single chance.
19. He is constantly grumbling. It is a bad habit.
20. The girl is ever doing things hastily. It is a habit of hers.

ADVERBIALS WITH THE GERUND

a) The Gerund as Adverbial Modifier of Time

Str. IX

On coming home he went to bed at once.
--

on

after

before

doing

smth.

Ex.1. Complete the unfinished sentences.

1. On entering the theatre ...
2. After soaking the linen for some time ...
3. On taking down the patient's address the clerk ...
4. After washing up ...
5. Before washing the floor ...
6. Before turning out the flat ...
7. On hearing the suggestion ...
8. On returning home ...
9. On leaving the university ...

Ex.2. Make the complex sentences simple using the gerund as adverbial modifier of time.

1. He felt much better after he had been operated on.
2. After he had taken in some medicine he felt the pain leave him.
3. When she gets up in the morning she starts cooking breakfast for the family.
4. Before she leaves for Minsk she will let you know about it.
5. When she comes to Moscow she usually spends her time sightseeing and attending theatres.
6. When she got some extra-tickets for the show she rang me up at once.
7. She said good-bye before he left.
8. When I arrived I found out that all the guests had gone.
9. After the pianist played Beethoven's Moonlight Sonata he received much applause.
10. When the young man heard a woman address him he didn't bother to reply.
11. When she left the hospital she suddenly felt her nerves were at breaking point.
12. After he had travelled abroad for so long time his outlook broadened much.
13. When he took the receiver, he threw it down again.

14. When he took the bag he found it suspiciously light.
15. When the doctor took the patient's temperature he was sure of the diagnosis.
16. When he had been examined he went straight home.
17. When we learned about their opinions we went straight to the station.
18. After the girls exchanged their opinions on the opera, they made up their minds to attend the opera-house often.
19. The stage-manager thought very much before he invited the actress to star in the play.
20. For some years the man will be trained as an interpreter after that he will be a good specialist.

b) The Gerund as Adverbial Modifier of Condition

Str. X

I can do it without your helping me.

without

doing

By listening to the BBC programs you can improve your English

by doing

smth.

Ex.3. Paraphrase using Structure X.

1. You can improve your English if you read much.
2. Nina sent a telegram and didn't tell me about it.
3. We can make eggs hard if we boil them for some more than 3 minutes.
4. The eggs do not get hard if they are not boiled for more than 3 minutes.
5. You can spoil your new dress if you wash it with this detergent.
6. They played the passage and didn't tell the composer.
7. She will finish writing the essay if she is not bothered.
8. You can call on me and not warn me of your visit.
9. You'll be able to economize if you cut down on luxuries.

c) The Gerund as Adverbial Modifier of Attendant Circumstances

Str. XI
smth.

<p>He went to Sochi without consulting his doctor.</p>
--

without doing

Ex.5. Open the brackets using Structure XI.

1. He went away almost immediately (not to say anything to her).
2. He rose and came over to her (not to look into her eyes).
3. The manager quickly left his office (not to close the door).
4. It's wonderful to go on holiday (not to worry about money).
5. The boss left (not to finish his dinner).
6. He translated the article (not to use the dictionary).

Ex.6. Invent a situation to show how the gerund function as adverbial modifier of attendant circumstances (to be done in writing).

4. Gerund and Infinitive Compared

Ex.1. Fill the gaps in the following sentences with the correct form of the verbs in brackets.

1. I remember _____ (wake up) very early on my birthday.
2. I was late for class because I stopped _____ (talk) to a friend I met on the way.
3. Today is a holiday, but luckily I remembered _____ (go) to the bank yesterday.
4. I stopped _____ (smoke) three years ago.
5. I like _____ (go) to the beach at the weekends, but it's seldom warm enough.
6. At first she denied _____ (steal) the necklace.

Even when her fingerprints were found all over the dressing room, she continued _____(claim) she was innocent. But eventually she admitted _____(take) it.

The astonishing thing was that she refused _____(say) where she had hidden it.

Finally, when the police were arranging _____(take) her to the station, she agreed _____(return) it.

7. The Dean ordered the students (seal up) the windows.

8. Mother didn't expect me (offend) her by (speak) rudely.

9. (Put) it another way, my friend is a choosy person.

10.He stopped (take) the medicine on (feel) better.

11.The clothes were (wash) after (soak).

12.The teacher reminded the students of (do) their assignment.

Revision Exercises

Ex.1. Rewrite each of the following sentences changing it to simple using gerund.

1. I am surprised that he neglected his duty.

2. As soon as he heard the news he wrote me a letter.

3. He will call on us when he hears from me.

4. She can't see well unless she wears spectacles.

5. You may go when you have done the work.

6. I don't mind if you book tickets for the matinee.

7. She was tired because she was sewing all day long.

8. He can't remember that he has never met this fellow.

9. They came back very soon and that was unexpected.

10.She gets up early because it is her habit.

11.He had little hope that the girl would ever recover.

12. Fancy that you are interested how to arrange a get-together.
13. What would you say if I walk you to the tram stop?
14. Will you object if my pal joins us for a trip?
15. She couldn't but ask him some more questions about London.
16. She never reminded him that he had gone wrong many times.
17. They like the idea that they will see the first-night performance.
18. She got a reprimand because she had made a bad mistake.
19. He is proud that he has been admitted to the college.
20. She dreams that she will be taking a post-graduate course soon.
21. We insisted that they should follow our instructions.
22. She was busy for she was turning out the flat.
23. The boy looks as if he had been scolded.
24. She didn't consult a doctor and treated herself.

Ex.2. Construct simple sentences based on the following sentence pairs to show different functions of the gerund.

1. The young actress performed the part beautifully. The audience was delighted.
2. He sang a funny song. He amused us very much.
3. The boys make a lot of noise in the gym. They play basketball.
4. My friend arrived. I was very pleased.
5. He failed to keep his promise. He must apologize.
6. I have not fulfilled your request. Will you forgive me?
7. Bill might lose his job. He was afraid.
8. The actress failed in the second act again. The audience was disappointed.
9. He must turn over a new leaf. His sister insists on it.
10. His health grew from bad to worse. But he never complained.
11. She gets up very early. She got into this habit when a child.
12. He interrupted the doctor. He said he felt much better.

13. She has always liked bright colours. I remember this.
14. He speaks English very fluently. He had made good progress.
15. You can improve your accent. You must work in the lab regularly.
16. He has won the chess match. He is very proud.
17. I haven't brought your papers. I am sorry. Would you forgive me?
18. She reassured him. She said the doctor charged only one dollar.
19. The doorkeeper stopped him. He blocked the passage.
20. He couldn't see the professor. The doorkeeper prevented him from this.
21. My pal doesn't smoke any longer. He has given it up.
22. We are very tired. We have been working in the yard since morning.
23. They are very busy. They are making arrangements for the housewarming.
24. During vacations I'll see my schoolmates. I am looking forward to it.
25. They are going on a boat trip. They often talk about it.
26. She treated herself. She has grown used to it.
27. The bum used to stand there for hours. He didn't move. He didn't speak.

LIST OF THE STRUCTURES

Str. I	Washing the linen is no easy matter.
Str. II	There is no use doing this.
Str. III	He started working.
Str. IV	He remembered having a chat with him.
Str. V	His hair needs (wants) cutting. This book is worth reading.
Str. VI	She succeeded in getting tickets.
Str. VII	She is good at cooking.
Str. VIII	He gave up the idea of sightseeing the town.
Str. IX	On coming home he went to bed.
Str. X	I can do it without your helping me.

Str. XI	He left the room without saying good-bye.
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PART IV

GENERAL REVISION EXERCISES

Ex.1. Replace the bracketed infinitives by gerunds.

Reproduce the story using verbals.

1. Winter came. Soapy looked forward (to get into prison).
2. He had grown used (to spend) those cold months in prison.
3. He knew several ways (to be put to prison).
4. The pleasantest one was to dine at a fashionable restaurant and (not to pay) the bill.
5. In Broadway he had a chance (to enter) a cafe.
6. He planned to reach a table (and not to be seen by the headwaiter).
7. The headwaiter pushed Soapy out after (to see) his shabby trousers and boots.
8. Soapy found no difficulty (to break) a brightly lit shop window.
9. But the policeman did not suspect Soapy (to break) the window.
10. (To enter) a cheap restaurant Soapy ordered a roasted duck and an apple pie.
11. Then he insisted (the waiter to call a blue-coat).
12. For some reason the waiter did not feel like (to call) a policeman.
13. Soapy couldn't help (to think) that some magic prevented him (to be arrested).
14. Then he started (to dance and shout) at the top of his voice like a madman.
15. The policeman wasn't surprised (to see) the fellow shout and dance.
16. The policeman didn't object to Soapy (to misbehave).

17. He took Soapy for one of the University lads who were in the habit (to celebrate) their holiday in that way.
18. Soapy was in despair after (to fail) again.
19. At last he got an idea (to steal) an umbrella.
20. But the umbrella owner did not mind (to leave) the umbrella with Soapy. He himself had picked it up.
21. Soapy had little hope (to get into prison).
22. The beautiful organ music made him remember (to have) clean thoughts and collars.
23. He began to dream (to turn over a new leaf).
24. But he did not succeed (to put) the idea into life.
25. A policeman did not approve of Soapy (to stand) near the church.
26. Soapy was accused (to plan) to rob the church.
27. At last his dream (to have) a little food and a bed came true.

Ex.2. Complete the following phrases, then build up paragraphs around the given subject. Reproduce them.

1. While in Cape Town, Lanny Swarts looked forward to ...
2. Arriving at Stillveld, he succeeded in ...
3. Though clever enough, Lanny could not help ...
4. To save trouble, Fieta suggested Lanny's ...
5. Difficult to convince Lanny objected ...
6. To make things worse Lanny and Sarie kept ...
7. Though advised to leave the place Lanny did not feel like ...
8. Both Mako and Isaac insisted on Lanny's ...
9. To cap it all, Gert began to suspect Lanny of...
10. Nothing but death could prevent Lanny and Sarie from ...
11. Lanny and Sarie had little hope of ...

12. There was nothing left for them to do but ...

13. To cut a long story short, ...

Ex.3. Point out the Nominative Absolute (Non) participial Construction. Define the function it expresses. Translate the sentences into Russian.

1. The duty performed, he came home.

2. He stared at her, his smile disappearing.

3. He began the ascent, Basil Hallward following close behind.

4. Well, all things considered, she got through this ordeal very well.

5. Carol ran very lightly, her toes hardly touching the ground.

6. The last train gone, we had to walk home.

7. Peter acting as guide, we shall easily find the cave.

8. He was slowly walking in the direction of the lake, with his dog following him.

9. The letter written, she went to the post-office.

10. It being dark, I could not see anything on the stairs.

11. The girl sat quite silent and still, with her eyes fixed on the floor.

12. The day was glorious, with a fresh wind blowing from the sea.

13. She looked so exciting that evening, with her hair beautifully done in a new style.

14. The child ran to her father with her arms outstretched.

15. The storm over, they went to the shore again.

Ex.4. Fill in the gaps in the following sentences with the correct form of the verbs in brackets.

1. He hated (call) Fatty.

2. Helen was not expected (come) but she did.

3. Your (read) has thrilled me.

4. Sophie is supposed (study) German this year.

5. John is said (emigrate) to Canada.
6. His books are surely worth (buy)
7. I've never heard of his (become) a pilot.
8. When young, Mum was fond of (travel).
9. E. Leonov is known (be) a born actor.
10. The fire was told (cause) by a cigarette.
11. She had a comforting feeling of well (be).
12. We can't rely on his (keep) promise.

Ex.5. Complete the sentences using verbals

1. She has no reason...
2. All should be careful while ...
3. I entered the cafe, ...
4. The classroom needs ...
5. He has never been heard ...
6. What made your brother ...?
7. ... , Charlie gave a deep sigh of relief.
8. I won't be able to cope with the task without ...
9. The doctor succeeded ...
10. To be frank, ...
11. Thank you ...
12. I am not used ...

Ex.6. Paraphrase the sentences using verbals

1. Nobody could force me to travel by plane.
2. The weather is hot. Why don't you go on a picnic?
3. It happened so that I saw him sign the check!
4. Bill suggested that their son should be taught music.

5. While Kitty was listening to Walter she felt that she was about to faint.
6. I find it an easy job to get tickets on the eve of the performance.
7. It is a real pleasure for everyone to have a long walk on a warm summer evening.
8. As it was Sunday we spent the day at home and enjoyed the time together.
9. Mother came home and there was a heavy bag in her hand.
10. She heard the sound of the cup that had broken.
11. Mary went on holiday and she met her future husband there.
12. My sister brought me several Fashion Journals so that I could choose the style of a blouse.

Ex.7. Translate into English using verbals.

1. Не стоит ставить эту пьесу. Она уже не актуальна.
2. Ничто не остановит их от того, чтобы принять участие в забастовке.
3. Его трудно узнать. Он изменился до неузнаваемости.
4. Помимо учебы в университете он еще и работает.
5. Грубо говоря, ремонт обошёлся нам где-то порядка пяти тысяч.
6. Не имеет смысла выезжать так рано. У нас в запасе еще 2 часа.
7. Все студенты любят, когда их хвалят.
8. Я хочу, чтобы работы были сданы не позднее, чем через полчаса.
9. Вы не хотите где-нибудь перекусить?
10. Учитель не допустит, чтобы ты систематически опаздывал.
11. Люди, побывавшие в Большом, никогда не забудут его.
12. Считается, что он один из лучших специалистов в этой области.

Ex.8. Fill in the gaps in the following sentences with the correct form of the verbs in brackets.

1. After a brief interruption, the professor continued (lecture).

2. When I travel, I prefer (drive) to (take) a plane.
3. Who'd like (humiliate)?
4. (cook) dinner she listened to music.
5. I don't remember (quarrel) with him.
6. Have you noticed Ann (blush)?
7. The instructions (give) by the doctor were followed to the letter.
8. You shouldn't put off (pay) your debts.
9. (find) our seats we started (look) through the programme.
10. I went to the station (accompany) by my parents.
11. He seemed (think) the matter over too long.
12. I hoped (meet) at the station but saw none of my friends.

Ex.9. Complete the sentences using verbals

1. I can't help ...
2. Mother objected ...
3. Everybody heard ...
4. He thought his child ...
5. I don't like soup ...
6. It is so nice ...
7. There is little hope ...
8. While ...
9. ..., with ...
10. When I came home I found Mom ...
11. The police noticed the man...
12. Lily phoned me ...

Ex.10. Paraphrase the sentences using verbals

1. It is likely that he will drop out of college.

2. As it was measles, Mother called the doctor in.
3. When they noticed how pale she was, they understood at once that something awful had happened.
4. The journey is so long that we'd better take some food.
5. As I was ten minutes late I was not allowed to enter the hall.
6. Roy is grateful to his sister that she has taken the trouble to help him pack the things.
7. I don't think she is so good at English.
8. Mary returned but she did not tell him.
9. It is always difficult for me to do a translation.
10. She helped her mother as she ironed the linen.
11. It happened so that I missed the train.
12. Mr. Norton watched how the nurse was getting the instruments ready.

Ex.11. Translate into English using verbals

1. Она пожаловалась, что за ней плохо ухаживали.
2. Слышала, как Бетти упомянула это имя.
3. Судя по твоему виду, ты проспал.
4. Предполагается, что концерт состоится через месяц.
5. Я прекратила есть хлеб, как только почувствовала, что полнею.
6. Увидев его сияющее лицо, Роза не могла не улыбнуться.
7. Вместо того, чтобы заказать платье, я, пожалуй, попробую сшить его сама.
8. Впечатление такое, что врач, приходивший ко мне, не очень-то опытный. Ему было трудно поставить диагноз.
9. Марк настаивал на том, чтобы поехать поездом.
10. Тебе всегда покупают продукты, или ты иногда делаешь это сама?
11. Я всегда знал, что он способен принимать необдуманные решения.

Ex.12. Render the following Russian text into English using Gerundial, Participial and Infinitive Structures.

Слово о матери

Никто из детей не видел её спящей: она вставала чуть свет, когда малышам снились самые сладкие сны, а поздним вечером, с трудом уложив неугомонную ребятню, садилась к неяркому огню штопать, чинить, перешивать старое на новое.

Дети не задумывались над тем, когда она успевает и работать, и справлять все бесчисленные домашние дела. Они бежали к ней со своими бедами, большими и малыми, и один только их просящий взгляд: “Мамочка, помоги!” – заставлял её забывать свою усталость. И всегда у матери находились слова утешения, совет, ласка.

Говорят, дети – это птенцы в гнезде: пока малы – жмутся друг к другу, а вырастут – на простор стремятся.

Настало и для матери время провожать детей в дорогу.

Разлетелись её птенцы по разным стройкам. Вся жизнь теперь – от письма до письма. Но почтальон редко стучится к ней в дверь. Большие стали дети, большие у них заботы. Всё некогда написать старенькой маме о своих успехах, о новостях, все не хватает времени послать в родительский дом сердечный привет.

А случись что, и её дети, эти взрослые люди, сразу к ней: “Мамочка, помоги!” И она, бросив дом, едет нянчить внуков, дежурить у постели больного.

Мама ...Если на свете человек, для которого мы, дети, дороже всего. И если на свете другой такой человек, которого мы чаще других обделяем внимание, лаской, чуткостью своей? Есть ли другой такой человек, перед которым мы всю свою жизнь в неоплатном долгу?

/А. Чеботару/

Ex.13. Render the following Russian text into English using structures with Infinitive and Gerund.

Званный обед

Помню, как много лет назад я гостил у своего дяди во время каникул. Мой дядя считался добрым и гостеприимным человеком, и я всегда с нетерпением ждал, когда смогу поехать к нему. Случилось так, что я жил в роскошной вилле (luxurious villa), когда было решено специально отметить его день рождения. Как известно, моему дяде было тогда 55. Предполагалось, что придут дядины близкие (intimate) друзья. Я был тогда слишком молод, чтобы принять участие в праздновании этого дня, но дядя настоял, чтобы я спустился к обеду по такому случаю (to come down to dinner).

По правде говоря, я не хотел упустить возможность познакомиться с дядиными друзьями, т.к. говорили, что они очень веселые и общительные люди. Поэтому я поблагодарил дядю за то, что меня пригласили, и, не говоря ни слова, начал одеваться. Дядя был очень доволен, что я пришёл. Обед длился долго, и было очень весело. К концу обеда я увидел, как мой дядя наклонился (to lean forward), чтобы полюбоваться кольцом своей соседки с огромным бриллиантом (diamond). Все гости хотели взглянуть на чудесный бриллиант, они не могли не восхищаться им. Тогда дама сняла кольцо и протянула соседу справа (to hold smth. to smb.). Я слышал, как она сказала: “Это кольцо моей бабушки. Я долгое время не носила его. Говорят, оно когда-то принадлежало Чингиз-хану” (Genghis-khan). Вы не против, если я расскажу вам конец истории? Кольцо потерялось. Вы удивлены, услышав такой конец? Никого нельзя было подозревать в краже кольца, потому что присутствовали только дядины близкие друзья.

Ex.14. Render the following Russian texts into English using Infinitive constructions.

Овод хотел, чтобы Джемма пошла с ним и посмотрела бродячий цирк. Это было для неё неожиданностью, т.к. она никогда не слышала, чтобы он говорил об этом.

Едва они вошли в цирк, как представление началось. Клоуны прыгали, смеялись и говорили чепуху. Овод, казалось, был взволнован. Джемма никогда не видела, чтобы его лицо выражало такую печаль (misery). Он наблюдал за горбуном, и это заставляло его страдать. Долгое время он стоял и смотрел на клоуна, затем он почувствовал, что Джемма тронула его за плечо. Она предложила уйти.

Письма из Англии

Что такое английский джентльмен, объяснить вкратце невозможно; вам бы надо знать для этого по крайней мере английского официанта из клуба, железнодорожного кассира или даже полицейского. Джентльмен – это равномерная смесь молчаливости, благожелательности, достоинства, спорта, газеты и приличия. Ваш визави в поезде два часа будет донимать вас тем, что не удостоит даже взгляда, и вдруг встанет и подаст чемодан, до которого вы не можете дотянуться. В таких случаях люди охотно помогают друг другу, но никогда не найдут о чём поговорить, разве что о погоде. По этой причине англичане, вероятно, и выдумали все игры – ведь во время игры не разговаривают. Их молчаливость доходит до того, что они даже не ругают публично правительство, транспорт; в общем, это невеселый, замкнутый народ ...

Но если познакомиться с англичанами поближе, то они очень милые и деликатные люди; они никогда много не говорят, потому что никогда не говорят о себе. Они забавляются, как дети, но с самым серьёзным, каменным выражением лица; у них множество правил приличия, но при этом они непринужденны. По характеру они тверды, как камень, неспособны приспособляться, консервативны, немного робки и необщительны; они не в состоянии выйти из своей оболочки. С ними нельзя обменяться несколькими словами, не получив при этом приглашения на обед или ужин; они гостеприимны ...но всегда сохраняют в своих отношениях с другими известное расстояние. Иногда вам делается не по себе от одиночества, которое вы ощущаете среди этих приветливых и доброжелательных людей.

Ex.15. Rewrite the message below using gerundial phrases to replace the underlined infinitives, changing the word order if necessary.

Language Teaching Policy

People say it is easy to learn a foreign language when one is young. To acquire a language is something we all do in our infancy without even thinking about it. Thus we believe that to study a foreign language in kindergarten is vital first step to mastery. It is ideal to start at age of 5 or 6.

Ex.16. Rewrite the passage below in formal style using infinitive phrases to replace the verbs.

Mertonleigh School

Studying in Mertonleigh is a way of experiencing a unique and stimulating environment. Learning in our quiet and contemplative surroundings is a way of taking part in a centuries-old scholarly tradition.

Ex.17. Read the article paying attention to the use of verbals.

September 11, 2001

Attack on America

Stunned Survivors Watch their World Go Black

Life in Manhattan started with the hustle and bustle of the brilliant late summer morning, but it was quickly replaced by numbness and fear as the reality of a brazen terrorist attacks began to settle in with the choking smoke and tumbling buildings.

One soot-covered businessman, who would not give his name, was in shock as he dragged three suitcases up West Broadway. “I just saw 20 people jump to their deaths”, he said. He had been evacuated from the Hilton hotel across from the World Trade Center after watching from his room as the second plane crashed into Tower 2.

John Dickie, an investment banker said, “Most of us were just kind of frozen. There was a lot of fear. We didn’t really talk. We just all stood there with our jaws dropped, watching the World Trade Center fall to the ground”

Five buildings in the World Trade Center complex, in addition to the twin towers, collapsed during the day. Downtown was completely enshrouded in dust and smoke. You could see people trying to outrun the dust cloud getting to the river.

Greg Faje watched the drama unfold from his Manhattan office near the smoldering twin towers before starting to get out. “We saw the plane go into the building. We saw the building go down.”

“There was mass hysteria, people were screaming”, said Cruz, 32. “I heard a lady’s voice saying “Go back! There’s been an explosion!” I smelled smoke and I saw a lot of paper flying around. “This is unreal, he said. “I wish I

could just punch myself and say it was a bad dream but it's not. Thousands of people died today.”

Boston Herald. September 12, 2001

- Assignment I
1. Did you come to know any new facts about the tragedy?
 2. What feelings did the frantic New-Yorkers experience?

What expressions impart them?

3. What synonyms are used to express the meaning “рушиться, падать”?

Assignment II Speaking of the tragedy make a wide use of Structures I of the Infinitive and Participle to describe the actions that people witnessed.

Ex.18. Read the text paying attention to the use of verbals.

Modern Examinations

Every teacher knows that not all students are good examinees. Some are too tense, become over-anxious or too stressed and then perform below expectations just when it matters most. Teachers try to help by compensating, believing that if they boost a student's academic knowledge they will cure his fear of exams.

So, last year, drawing on my teaching experience and sports psychology skills, I completely rewrote the Business Studies Revision Course at this secondary school. The central idea of the course is to treat the examination as an event, a performance, much like a sports match, a drama production, or perhaps a major music concert, but bigger and more important and very definitely on the public stage. The idea is to show that the exam is not a test but an opportunity to show how good the candidate is. The objective is to improve students' final performance by increasing self-confidence, control and ability to cope. The theme of total preparation for performance teaches them that while knowledge and examination technique are obviously important, they are only

two of the five skills required, the others being coping strategies, mental skills and management skills. These additions give a new dimension to a student's revision, increasing enjoyment and motivation. They widen a student's focus and help to convince some of the less confident students that there are many ways in which they can actively contribute towards their self-confidence and self-esteem.

Assignment I

1. Do you consider modern examinations to be fair and objective?
2. What alterations and improvements can you suggest?
3. Are you in favour of multiple choice questions, and essay tests?
4. Are you convinced that the spoken examination gives the student a fair chance?
5. Are you a good examinee?
6. What types of examiners have you faces in your practice?

Assignment II

Find in the text a)antonyms, b)synonyms to the following:

- | | |
|---|--------------------------------------|
| a) 1. to be cool and collected/
to be as cool as a cucumber/
to keep cool/
to keep one's shirt on. | b) 1. to encourage
2. a candidate |
| 2. to pull oneself together.
to collect one's wits. | |

Assignment III

What else is essential to pass the exam? Share your opinions.

- | | |
|-------------------------------------|-----------------------|
| 1. good, solid knowledge; | 3. management skills; |
| 2. mental and psychological skills; | 4. coping strategies; |

Self-assessment test. Final check up.

1. What are the forms of the Participle, the Gerund: to be, to have, to come, to wear, to hide?
2. What kind of action does the non-perfect/perfect forms of the Verbals express?
3. How does the Identity Rule function with the Verbals?

Give your examples.

4. What functions are common for
 - 1) the Infinitive and the Participle,
 - 2) the Infinitive and Gerund,
 - 3) the Participle and Gerund,
 - 4) the Infinitive, Participle and Gerund?

5. What functions are characteristic only for

- 1) the Infinitive
- 2) the Participle
- 3) the Gerund?

6. Can you differentiate the following ing-forms?

Working with him is a pleasure.

He spent a week working at his essay.

Working women fight for their rights.

Working round the clock he made good progress in English.

Open the brackets Using the Proper Verbal.

1. The money turned out (to lose).
2. He felt himself (to lose) his temper.
3. I don't like (to shout) at.
4. How fortunate he is (to pass) his exams so well.

5. Then suddenly she stopped (to laugh) and frowned.
6. We didn't mind (to question) by the police.
7. I hate (to bother) with silly questions.
8. She objected (to treat) as if she were a child.
9. (To leave) a nice sum of money by her parents she decided to leave her job.
10. It was an elderly lady (to wear) glasses.
11. (To spend) a year abroad she returned home.
12. His smile showed a row of (to flash) teeth.
13. (To call) the stewardess he asked for a couple of glasses and mineral water.
14. He was afraid (to accuse) of the crime.
15. Tom is supposed (to work) at his paper for a month.
16. Sally was made (to open) her case by the customs officer.
17. I want the dressmaker (to alter) my dress.
18. I want the dress (to alter).
19. Did you see Lester (to dance) with Louise last night?
20. Dad said he wouldn't have me (to wear) my new mini skirt.

Share your opinion on the following points making an extensive use of verbals.

1. Who is the most important politician in Russia nowadays?
2. Who is the most outstanding figure in Russia's history?
3. What's the most beautiful city in Russia, in your opinion?
4. What are the most exciting tourist sights of Nizhny Novgorod?
5. What is the best Russian/foreign journal for young people, in your opinion?
6. What's the worst Russian TV programme?
7. Who is the most popular TV star?
8. Who is the best pop singer, in your opinion?
9. Who's the most popular actor/actress in Russia nowadays?
10. What is the most popular Russian food?

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