

Владимирский государственный университет

О. А. СЕЛИВЕРСТОВА

**ПРАКТИЧЕСКАЯ ГРАММАТИКА
АНГЛИЙСКОГО ЯЗЫКА**

Учебно-практическое пособие

Владимир 2025

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«Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых»

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Включает теоретический материал и практические задания, а также упражнения для самостоятельной подготовки, необходимые для освоения грамматики по следующим темам: Infinitive, Participle, the Gerund, Inversion and Emphasis, Punctuation.

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FOREWORD

Welcome to the exciting world of the English language! This text book seeks to introduce you to the realms of advanced English grammar.

The book is based on recent grammar reference books and aims to give you a comprehensive idea of various grammar phenomena.

Going from one unit to the next, you will explore the following topics: Infinitive, Participle, Gerund, Inversion and Emphasis, Modal Verbs of Speculation, Complex sentences, and Punctuation. Their understanding lays the ground for a variety of speech patterns and syntactical diversity of sentence arrangement.

Each unit opens with introductory tasks showing the use of the phenomenon under study in popular culture or other discourse type. Theoretical basics, as the title suggests, explain the rules, point out details and exceptions, and provide examples that illustrate each point. Exercises that follow the theoretical basics section offer an opportunity to practice the rules, thus leading you to a rich and beautiful speech, both in writing and speaking.

Hold your breath and embark on an amazing journey in the world of English grammar. Equip yourself with attention for detail, curiosity and determination, and enjoy your way.

Unit 1. THE INFINITIVE

INTRODUCTORY TASK

Listen to the song “I just called to say...” and write down the words missing in the lyrics.

No New Year's Day _____,
No chocolate covered candy hearts _____,
No first of spring, no song _____,
In fact, here's just another ordinary day.
No April rain, no flowers bloom,
No wedding Saturday within the month of June.
But what it is, is something true
Made up of these three words that I must _____ to you.
I just called _____ I love you,
I just called _____ how much I care,
I just called _____ I love you,
And I mean it from the bottom of my heart.
No summer's high, no warm July,
No harvest moon _____ one tender August night,
No autumn breeze, no falling leaves,
Not even time for birds _____ to southern skies.
No Libra sun, no Halloween,
No giving thanks to all the Christmas joy you bring,
But what it is, though old, so new,
_____ your heart like no three words could ever _____.

THEORETICAL BASICS

1. General information

The Infinitive is a non-finite form of a verb distinguished by the use of *to* (*not to*) that has a nominal and a verbal character.

Its nominal character is revealed through its functions in a sentence. Just like a noun, it can be used as follows:

1) a subject:

*e.g.: **To be or not to be**, that is the question.* (William Shakespeare, Hamlet)

e.g.: ***To err** is human; **to forgive** – divine.* (Alexander Pope)

2) a predicative:

e.g.: *To love and be loved is **to feel** the sun from both sides.* (David Viscott)

3) an object:

e.g.: *I want **to live**, not just **exist**.* (Robyn Schneider)

Its verbal character is revealed through its ability to collocate:

1) it can take an object:

e.g.: ***To be yourself** in a world that is constantly trying **to make you** something else is the greatest accomplishment." (Ralph Waldo Emerson)*

2) it can be modified by an adverb:

e.g.: ***To listen** well is as powerful a means of communication and influence as **to talk** well.* (John Marshall)

3) it has tense and aspect distinction.

2. Infinitive and bare infinitive

We use the bare infinitive in the following cases:

1) when two or more infinitives are joined with **and / or, except, like, as, but, than** the second infinitive can be used without **to**.

e.g.: *To forgive is **to set** a prisoner free **and discover** that the prisoner was you.* (Lewis B. Smedes)

2) after modal verbs **can, may, must, shall, should**.

e.g.: *We may **encounter** many defeats, but we must **not be defeated**.* (Maya Angelou from "And Still I Rise")

3) after the verbs of sense perception: **to see, to hear, to feel** (in the active voice only).

e.g.: *I felt my heart **jump**.*

4) after the verbs **let, make** (in the active voice only).

e.g.: *Let's **not wait** for the storm to pass; let's **learn** to dance in the rain.* (Cecelia Ahern from "P.S. I Love You")

5) after expressions: **would rather, had better, would sooner, can't but, nothing but.**

e.g.: *I would sooner **live** in a cottage and **wonder** at everything than live in a castle and wonder at nothing.* (Oscar Wilde from "Lady Windermere's Fan")

6) after **why / why not** in rhetorical questions or suggestions.

e.g.: *Why not **seize** the pleasure at once? How often is happiness destroyed by preparation, foolish preparation!* (Jane Austen)

A 'split infinitive' is a structure in which **to** is separated from the rest of the infinitive by an adverb. Such structures are quite common in an informal style.

e.g.: *I'd like **to** really **understand** philosophy.*

7) after **and, or, except, but, than, as, like.**

e.g.: *Rather than **wait** any more, I decided to go home.*

e.g.: *It's easier to do than **explain**.*

8) In emphatic sentences after **do / did.**

e.g.: *All I did was (to) **give** him a little push.*

9) After **try and..., go and..., come and...** In informal speech we often use **and** instead of **to** after **try, be sure, go, come.**

e.g.: *Try and **eat** something.*

e.g.: *Come and **have** a drink.*

3. Forms of the Infinitive (tense and aspect distinction)

Tense \ Voice	Voice	
	Active	Passive
Indefinite	<i>to do</i>	<i>to be done</i>
Continuous / Progressive	<i>to be doing</i>	—
Perfect	<i>to have done</i>	<i>to have been done</i>
Perfect Continuous	<i>to have been doing</i>	—

Continuous / Progressive suggest that situations are / were / will be continuing around the time that we are talking about. In other words, an action of the infinitive is simultaneous with the action of the finite verb and is in progress.

*e.g.: He seems **to be sleeping**.*

Perfect Infinitive denotes an action that happened before the action of the predicate.

*e.g.: I seem **to have seen you** somewhere.*

After some verbs (*e.g. mean, be, would like, expect, hope*) used in the Past Simple tense, perfect infinitives can refer to ‘unreal’ past situations that are the opposite of what really happened.

*e.g.: I meant **to have telephoned**, but I forgot.*

*He was **to have been** the new ambassador, but he fell ill.*

With **would like, would prefer** and one or two other verbs, a double perfect infinitive is sometimes used in informal speech; the extra perfect infinitive does not change the meaning.

*e.g.: I would have liked **to have seen** Harry's face.*

After the modal verbs **could, might, ought, should, would** and **needn't** (BrE), perfect infinitives are also often used to refer to unreal situations.

*e.g.: Did you see him fall? He could **have killed himself**.*

Modal verbs of speculation can convey a real or hypothetical situation.

*e.g.: He must **have arrived**.*

Perfect Continuous infinitive denotes an action that went on for some time before the action of the predicate.

*e.g.: He seems **to have been working** here all his life.*

Passive infinitives are used when you want to describe an action where the subject receives the action rather than performs it. Here are some common situations when you might use passive infinitives:

1. To express actions done to the subject:

*e.g.: She needs **to be heard**.*

2. When the doer of the action is unknown or unimportant:

*e.g.: The book is believed **to have been written** in the 18th century.*

3. When discussing general truths or habits:

*e.g.: Rules are meant **to be followed**.*

4. In instructions or manuals:

*e.g.: The package is **to be handled** with care.*

The use of passive infinitives allows you to shift the focus to the action or the result of the action, rather than the doer of the action.

Sometimes active and passive infinitives can have similar meanings, especially after **a noun or be (with there is/are)**

*e.g.: There's a lot of work **to do / to be done**.*

4. Functions of the Infinitive

The infinitive can be used in different syntactic functions. A single infinitive occurs but seldom: in most cases we find an infinitive phrase, i.e. an infinitive with one or several accompanying words.

1. The infinitive as **a subject**.

*e.g.: **To doubt**, under the circumstances, is almost to insult.*

Though the infinitive as the subject sometimes precedes the predicate, cases when it follows the predicate are far more common; with the infinitive in the latter position, the sentence opens with the introductory **it**, which serves as an introductory subject. The introductory **it** is not translated into Russian.

*e.g.: **It** is useless **to discuss** the question.*

2. The infinitive as **a predicative (part of a compound predicate)**.

*e.g.: My intention is **to get** into parliament.*

a) part of the compound nominal predicate.

*e.g.: The plan was **to go** the dean.*

b) part of the compound verbal modal predicate.

e.g.: You should have told me about it yesterday.

c) part of the compound verbal aspect predicate (with verbs denoting the beginning, duration, or end of an action).

e.g.: She began to cry.

3. The infinitive as ***an object***.

e.g.: Leila had learned to dance at boarding school.

After the verbs ***to allow, to order, to ask, to beg, to request, to implore, to teach, to instruct*** we often find two objects, one of which is expressed by an infinitive.

e.g.: After waiting some time, Mrs. Clements ... ordered the cabman to drive back to her lodgings.

The infinitive used as an object can be preceded by the introductory object ***it***. The introductory object is not translated into Russian.

e.g.: He found it utterly impossible to leave the spot.

4. The infinitive as ***part of a complex object***.

e.g.: I never saw you act this way before.

5. The infinitive as ***an attribute***.

The infinitive can modify both abstract and class nouns, indefinite pronouns (***somebody, something, anybody, anything***, etc.), ordinal numerals and the adjective ***last***.

*e.g.: Bathsheba was not a woman ... ***to suffer*** in silence.*

*e.g.: I have nobody ***to say*** a kind word to me.*

The infinitive used as an attribute often has a modal significance – it expresses an action thought of as obligatory or possible.

*e.g.: I've got my wife and little boy ***to look after***. (=I've got my wife and little boy I must look after)*

6. The infinitive as ***an adverbial modifier***.

a) of purpose.

e.g.: Laws were not made to be broken; laws were made to stay within.

e.g.: To pacify her, I held the window ajar a few seconds. (E. Bronte)

The infinitive as an adverbial modifier of purpose can be introduced by *in order* and *so as*.

e.g.: Sometimes you retreat *in order to advance*.

b) of result.

This chiefly occurs after adjectives modified by the adverbs *enough* and *too*.

e.g.: His eyes were sharp enough to look after his own interest.

The infinitive as an adverbial modifier of result is also to be found in sentences of the following type:

e.g.: He was so weak as *to be unable* to work.

c) of comparison (manner); in most cases with an additional meaning of purpose. In this function it is introduced by the conjunction *as if* or *as though*.

e.g.: She nervously moved her hand towards his lips *as if to stop* him

d) of attendant circumstances.

e.g.: She was driven away, *never to revisit* this neighbourhood.

7. The infinitive as *parenthesis*.

Some common parentheses include:

to cut a long story short

to tell you the truth

to put it mildly

to say the least

to begin with

to crown it all

to make things still worse

to say nothing of

to begin with

e.g.: Well, *to cut a long story short*, they thought it would be more economical to live at the villa.

5. Infinitive constructions

Complex Object

Complex object is made up of a noun in the common case or a pronoun in the objective case (him, her, them, us) followed by the infinitive (or the bare infinitive).

*e.g.: She is a wonderful teacher and I never saw **her** lose her temper.*

Complex object is used after the following categories of verbs:

1) verbs of sense perception: *hear, see, watch, feel, observe, notice.*

*e.g.: I haven't heard **anyone** call me.*

After verbs of sense perception only the Indefinite Infinitive Active is used. If the meaning is passive we use Participle II.

*e.g.: I saw **the fire** slowly **conquered**.*

If a process is expressed Participle I Indefinite Active is used.

*e.g.: He saw **Fleur** coming.*

The verb *to see* is followed by a clause and not by the Complex object when it is not really a verb of sense perception, i.e. when it means '*to understand*'.

e.g.: I saw that he did not realize the danger.

When the verb *to hear* means '*to learn*', '*to be told*', a clause or a gerund (and not the Complex object) is used.

e.g.: I hear that he left for the South (of his having left for the South).

2) verbs denoting mental activity: *to know, to think, to con-sider, to believe, to suppose, to expect, to imagine, to find, to feel, to trust, etc.*

After verbs of mental activity, the verb *to be* is generally used. (This restriction does not apply to the verb *to expect*.)

*e.g.: I know **you** to be the most honest, spotless creature that ever lived.*

*e.g.: Everybody expected **her** to marry Pete. (Calne)*

With the verbs *to think, to consider, to find* the same idea can be expressed without an infinitive.

*e.g.: Boldwood thought **her beautiful**.*

3) verbs of declaring: *to pronounce, to declare, to report.*

*e.g.: The surgeon pronounced **the wound to be** a slight one.*

4) verbs denoting wish and intention: *to want, to wish, to desire, to mean, to intend, to choose.*

*e.g.: I want **you to come** and dine with me. (Dickens)*

5) verbs and expressions denoting feeling and emotion: *to like, to dislike, to love, to hate, cannot bear, etc.*

*e.g.: I dislike **you to talk** like that.*

6) verbs denoting order and permission: *to order, to allow, to suffer, to have, etc.*

*e.g.: Mr. Merdle ordered **his carriage to be** ready early in the morn-ing. (Dickens)*

*e.g.: I won't have **you speak** like it, dear Tess!*

The verb *to suffer*, when followed by the Complex object, is rendered by: *неохотно разрешить, позволить (скрепя сердце)*. In negative sentences it is rendered by: *допускать*.

*e.g.: Mr. Dombey suffered **Florence to play** with Paul.*

*e.g.: Miss Jemima could not suffer **Becky to leave** the Academy without a present.*

The verb *to have* denotes permission only in negative sentences; it is very close in meaning to the verb *to suffer* and is translated in the same way.

7) verbs denoting compulsion: *to make (in the meaning of "заставить")*. *to cause (in the meaning of "заставить", "распорядиться")*, *to get (in the meaning of "добиться")*, *to have (in the meaning of "заставить; сказать чтобы")*.

*e.g.: Light steps in the gravel made **him turn** his head.*

*e.g.: I cannot get **her to finish** her lessons.*

Some common verbs that can be followed by the complex object

advise	encourage	instruct	oblige	request
allow	expect	intend	order	teach
ask	forbid	invite	permit	tell
(can't) bear	force	leave	persuade	tempt
beg	get	like	prefer	trouble
cause	hate	mean	recommend	want
command	help	need	remind	warn
compel				wish

Complex Subject

Complex subject is a construction made up of a subject (expressed by a noun in the common case or a pronoun in the nominative case) and the infinitive. The predicate is not included.

*e.g.: **He** is reported **to arrive** tomorrow.*

Complex Subject is used with the following groups of **verbs in the Passive Voice**:

1) verbs of sense perception: **to see, to hear**, etc.

*e.g.: **Mr. Bob Sawyer** was heard **to laugh** heartily.*

2) verbs of mental activity: **to think, to consider, to know, to expect, to believe, to suppose, to allege**.

*e.g.: **He** was thought **to be** honest and kindly.*

3) the verb **to make**.

*e.g.: **He** was aroused... and made **to put** on his clothes.*

4) verbs of reporting: **say, declare, report, rumour, announce**, etc.

*e.g.: The gods had given Irene dark-brown eyes and golden hair, **which** is said **to be** the mark of a weak character.*

The Complex Subject is used with **expressions of probability *to be likely, to be unlikely, to be sure, to be certain***. They usually refer to the future.

*e.g.: But **he** is sure **to marry** her.*

*e.g.: **He** is unlikely **to acknowledge** it.*

The Complex Subject is used with the following verbs in the Active voice: ***to seem and to appear; to happen and to chance*** (the latter is literary); ***to prove and to turn out***.

*e.g.: **They** seemed **to have** quite **forgotten** him already.*

The For-to-Infinitive construction

The construction includes the Infinitive that is in predicate relation to a noun in the Common case or to a pronoun in the objective case preceded by the preposition *for*.

e.g.: He waited for me to speak.

This construction can be used in all the five functions in the sentence:

1. As a subject.

e.g.: It is necessary for you to do it at once.

Like the Infinitive in the function of the Subject the construction usually stands after the predicate and the sentence is introduced by the introductory subject *it*.

Note: Still there are cases where the construction stands at the beginning of the sentence.

For the Russians to attack such a big group of the French was a very risky affair.

2. As a predicate.

e.g.: The plan was for him to join us in Switzerland.

3. As an object after verbs and expressions which take an object with the preposition *for* – ***to wait, to ask***, etc.

e.g.: She asks for the documents to be brought.

4. As an attribute.

e.g.: The plan for him to join us in Switzerland was reasonable.

Note: Like the Infinitive used attributively, the Infinitive in this construction can also acquire modal meaning.

e.g.: There was no man for her to marry there.

5. As an adverbial modifier.

a) of result after the adverbs: *too, enough, sufficiently.*

e.g.: Molecules are too small for you to see with an eye.

b) of purpose.

e.g.: The territory of the castle was usually very spacious for the peasants to hide in case of an enemy's attack.

6. Verbs, expressions and nouns followed by infinitives

be amazed	He was amazed to discover the truth.
be anxious	She was anxious to start her new job.
be ashamed	He was ashamed to admit he had lied.
be bound	She is bound to be elected class president.
be careful	They were careful not to reveal the winner of the prize until the end.
be certain	She is certain to get the job.
be content	The student was content to receive second place in the competition.
be delighted	We were delighted to be invited to the wedding.
be determined	He was determined to finish the marathon.
be eager	He was eager to begin.
be eligible	They were not eligible to participate in the program.
be fortunate	She was fortunate to receive the research grant.
be glad	I would be glad to help out.
be happy	She was happy to see them at the party. be hesitant Mary was hesitant to say anything.
be liable	The mountain climber is liable to hurt himself if he doesn't use well-made equipment.

be likely	They are likely to show up at any time.
be lucky	You were lucky to have such an opportunity.
	be pleased I am pleased to meet you.
be proud	He was proud to have been chosen to lead the project.
be ready	I'm ready to go now.
be reluctant	The witness was reluctant to reveal what he had seen.
be sad	She was really sad to leave.
	be shocked He was shocked to discover the truth.
be sorry	I am sorry to have to tell you that the tickets are sold out.
be surprised	He was surprised to discover that he had never learned how to swim.

Verbs that are followed by infinitives

afford	We cannot afford to hesitate.
agree	Tom agreed to help me.
appear	His health appeared to be better.
arrange	Naomi arranged to stay with her cousin in Miami.
ask	She asked to leave.
beg	I beg to differ with you.
begin	He began to talk.
can't bear	He can't bear to be alone.
can't stand	Nancy can't stand to work the late shift.
care	He doesn't care to participate in the activity.
cease	The government ceased to provide free healthcare.
choose	I chose to help.
claim	She claimed to be a princess.
continue	She continued to talk.
consent	Will you consent to run for office?
decide	We decided to go to Hawaii.
demand	He demanded to speak to Mr. Harris.
deserve	He deserves to go to jail.
dread	I dread to think what might happen.

expect	They expect to arrive early.
fail	He failed to get enough money to pay for the new project.
forget	I forgot to lock the door when I left.
get (be allowed to)	Debbie gets to go to the concert next week! Why can't I?
happen	She happened to be at the bank when it was robbed.
hate	He hates to clean dishes.
hesitate	She hesitated to tell me the problem.
hope	I hope to begin college this year.
intend	We intend to visit you next spring.
learn	I learned to speak Japanese when I was a kid.
like	Samantha likes to read.
love	We love to scuba dive.
manage	He managed to open the door without the key.
need	I need to study.
neglect	She neglected to tell me the date of the meeting.
offer	Frank offered to drive us to the supermarket.
plan	We plan to go to Europe this summer.
prefer	He prefers to eat at 7 PM.
prepare	They prepared to take the test.
pretend	The child pretended to be a monster.
propose	They propose to cycle across Europe.
promise	She promised to stop smoking.
refuse	The guard refused to let them enter the building.
regret	I regret to inform you that your application was rejected.
remember	Did you remember to lock the door when you left?
seem	Nancy seemed to be disappointed.
start	Marge started to talk really fast.
swear	She swore to tell the truth.
tend	He tends to be a little shy.
threaten	He threatened to leave forever.
try	Mary tried to lift the table, but it was too heavy.
vow	He vowed to get revenge.

volunteer	She volunteered to participate in the project.
wait	She waited to buy a movie ticket.
want	I want to study Spanish.
wish	I wish to stay.
would like	We would like to start now.
yearn	Melanie yearns to travel somewhere exotic.

Common Nouns Followed by Infinitives

advice	His advice to continue was good.
appeal	The appeal to reduce pollution was ineffective.
attempt	Her attempt to locate them was unsuccessful.
chance	In Britain, you will have a chance to improve your English.
decision	The decision to increase taxes was not popular.
desire	His desire to get a good job motivated him.
dream	Her dream to become an actress was never realized.
goal	His goal to run a marathon seemed unrealistic.
motivation	Her motivation to enter university impressed them.
need	Bob's need to be the center of attention was irritating.
opportunity	The opportunity to live in New York interested Sandra.
order	They followed the general's order to retreat.
permission	Permission to enter the area was difficult to get.
plan	Sandy's plan to move to Madrid bothered her parents.
preparation	NASA's preparations to launch on Monday moved forward.
proposal	Her proposal to host the party impressed the committee.
recommendation	His recommendation to close the school upset the community.
refusal	Debra's refusal to help did not go unnoticed.
reminder	Her reminder to review the vocabulary helped me pass the test.
request	Their request to participate was granted.

requirement	Their requirement to speak four languages was unreasonable.
suggestion	His suggestion to leave seemed like a good idea.
tendency	His tendency to tap his desk during a test annoyed me.
wish	Her wish to be treated normally was respected.
way	One way to improve your English is to read novels.

GRAMMAR PRACTICE

Ex. 1. a) Fill in the gaps with TO where necessary.

1) You have to be odd ____ be number one. (Dr. Seuss) 2) We can't all ____ be heroes, because somebody has to sit on the curb and clap as they go by. (Will Rogers) 3) It's supposed ____ be hard. If it were easy, everybody would do it. (A League of Their Own) 4) You have ____ be cruel ____ be kind. (Hamlet by William Shakespeare) 5) One of the great ironies in business, is that playing it safe is the riskiest thing we can ____ do. This means a risk averse business owner places an incredibly low ceiling on his or her potential. 6) Why not ____ go out on a limb? Isn't that where the fruit is? (Frank Scully) 7) The best way ____ predict your future is to create it. (Peter Drucker) 8) Don't let what you cannot ____ do interfere with what you can ____ do. (John Wooden) 9) Try not ____ become a man of success. Rather ____ become a man of value. (Albert Einstein) 10) I think it's possible for ordinary people ____ choose ____ be extraordinary. (Elon Musk) 11) I find that the harder I work, the more luck I seem to have. (Thomas Jefferson) 12) However difficult life may seem, there is always something you can ____ do and ____ succeed at. (Stephen Hawking).

b) Choose one of the quotes and share your opinion. Do you agree? Why, why not?

Ex. 2. a) Give your friend a piece of advice in different situations using You'd better... Why / Why not... or speak about your preferences using I'd rather (not). Mind the bare infinitive!

e.g.: I'm exhausted – You'd better have a nap.

1) I'm in two minds about where to go for Christmas: to Finland or France? What would you choose?

2) I forgot about my mom's birthday. It's so embarrassing! I don't know what to do.

3) I feel sick and my throat is sore.

4) I've lost my phone. I think I left it in the taxi.

5) My boyfriend wants me to go to a football match with him. But I'm not into football at all... What should I do?

6) I can't decide what dessert to choose. What would you take – an ice-cream or a cheesecake?

7) I seem to be running late for my lecture. I'm afraid our professor won't let me in.

8) He was to meet me at the station but there's no sight of him. What shall I do?

9) What shall I wear to the party? Something posh or something casual?

10) I feel bad and my flight is tomorrow. The tickets are non-refundable, btw.

11) My new smartphone is glitching. The silent mode doesn't work.

12) I can't choose a book to read. What would you recommend as good bedtime reading?

b) Pair-work. Make up short dialogues discussing a problem and its possible solutions using Would rather, had better, Why/why not and modal verbs could, can, may, might, have to, must, should.

Model answer:

- My job's killing me. I'm always working late, and it's affecting my work-life balance.

- That sounds tough. ***Why not*** talk to your boss about it.

- I'm not sure if I ***should***. What if they think I ***can't*** handle the workload?

- You ***might*** be surprised. They ***may*** not be aware of the issue. You ***should*** consider addressing it.

- True, but I'd ***rather*** not take any risks. Maybe I ***could*** look for a different job with a better schedule.

- That's an option, but ***you'd better*** think it through. It might not be easy to find a job that suits you. Besides, you ***have to*** weigh the pros and cons.

- *You're right. I **may** need to improve my time management skills too. I **must** find a way to make this situation work.*

- *That's a proactive approach. Don't worry too much about what others **may** think. You **can** take steps to improve your situation and **shouldn't** hesitate to do so.*

Ex. 3. Translate into English, using the to-infinitive or the bare infinitive.

1. Я чувствовал, что его рассказ правдив. 2. Я почувствовал, что кто-то тронул меня за плечо. 3. «Вы выглядите утомленным, вы бы лучше пошли домой». «Нет, я бы предпочел закончить работу». 4. Почему бы не поговорить с деканом? 5. Ему ничего не оставалось делать, как признать свою вину. 6. Она только и делает, что ворчит. 7. Я не могу не согласиться с вами. Он тонко (subtly) улыбался. Я тоже не мог не улыбнуться. 8. Надевайте коньки, и давайте кататься вместе. 9. Что ж, это прекрасная вакансия. Почему бы мне не принять его предложение? 10. Я не позволю ему разговаривать со мной в таком тоне. 11. Ты опять забудешь рецепт. Ты бы лучше записал. 12. Я никогда не видел, чтобы ты сказал неправду. 13. Я не мог не подивиться странному стечению (chain) обстоятельств.

Ex. 4. Name the form of the infinitive and paraphrase sentences to make them complex or compound without a change of meaning.

*e.g.: He is happy **to have been promoted**. >> He is happy because he has been promoted.*

1) The playwright seems to be working on a new play. 2) The report looks outstanding; she must have worked on it for days! 3) His name rings a bell with me. I may have been acquainted with him in my previous job. 4) You definitely need a break; you seem to have been working tirelessly since dawn. 5) Why lie to your mom! You should have told her the truth. 6) We were happy to be invited to the prom! It was such a special occasion.

Ex. 5. Change the sentences using Indefinite or Perfect Infinitives.

1. It is certain that it will rain if you don't take your umbrella.
2. I think they have good chances to win the game.

3. He was very proud that he had helped his elder brother.
4. She was sorry that she had missed the beginning of the concert.
5. I am glad that I see all my friends here.
6. She is happy that she has found such a nice place to live in.
7. I will be delighted if I can join you.
8. He hopes that he will know everything about it.
9. I was lucky that I had attended this concert.
10. They were excited that they had reached the city at last.

Ex. 6. Translate the sentences, point out the use of the infinitive for possible reasons and for regrets and reproaches.

1. You must have left your book at school.
2. You should have left a message for her.
3. He should have worked harder.
4. We shouldn't have spent so much money.
5. I shouldn't have eaten too much.
6. She may have left the town.
7. The student must have finished writing the essay.
8. He may have forgotten to warn them.
9. She shouldn't have taken the child to the cinema.
10. I must have seen you before. Your face seems familiar to me.

Ex. 7. Change the sentences using appropriate forms of the infinitive.

1. Probably the children are playing in the garden.
2. He is glad that he is skating on such a nice day.
3. The children were glad that they had been walking for so long.
4. It is certain that she is waiting for you at home.
5. Probably Helen forgot to call him.
6. Of course, they are having a good time.
7. I am sure that she has been working at this hospital for many years.
8. I hear the children's voices. Evidently, they are reading aloud.
9. Probably they have solved the problem.
10. It turned out I had left your umbrella in the bus.
11. It seems mother took my key by mistake.
12. Evidently, they took the wrong turning.

Ex. 8. Complete the sentences using the passive infinitive forms.

1. The little boy likes _____ by his mother. (hold)
2. He doesn't want _____ to Afghanistan. (send)
3. The landlord asked _____ on time. (pay)
4. The new workers need _____ how to use the machines.
(show)
5. The passenger is _____ off of the plane as soon as it arrives.
(escort)
6. Customers expect _____ when they are in the store. (help)
7. Dinner is _____ at 7 p.m. (serve)
8. The prisoners are reported _____ by their captors. (release)
9. _____ for advice by the President was a great honor. (ask)
10. They don't want _____ when they buy the car. (cheat)
11. He turned out _____ to the top manager position long ago
(promote).

Ex. 9. Complete the sentences using the verb in brackets. Use active or passive infinitive forms.

1. The little boy likes _____ by his mother. (hold) And it's always so sweet to see them _____ hands together.
2. He doesn't want _____ to the business trip. (send) But the boss is sure _____ him, since everyone else is busy with the project.
3. The property owner asked me _____ the rent earlier. (pay) However, he can't demand _____ upfront without changes to the contract (pay).
4. Could you _____ it to them (explain)? The new workers need _____ how to use the machines. (show).
5. The passenger is sure _____ off the plane as soon as it arrives. (escort). The police officers are sure _____ custody of him (take).
6. Customers expect _____ when they are in the store. (help) shop assistants are always willing _____ them. (help).
7. Dinner was supposed _____ at 7 p.m. (serve) Looks like they aren't going _____ it on time?

8. Is the new medicine likely _____ the disease? (cure) The patients dream _____ by the new doctor. (cure)

9. _____ for advice by the company president was a great honor. (ask) He is likely _____ from it (profit).

10. They don't want _____ when they buy the car. (deceive). It's easy _____ when you deal with such gullible people as they are (cheat).

Ex. 10. Complete the sentences using the continuous infinitive.

1. Maybe they are watching a video. They might _____ a video.

2. It seems that he is working for IBM. He seems _____ for IBM.

3. She promised she would be waiting at the arrivals hall. She promised _____ at the arrivals hall.

4. She pretended that she was crying. She _____.

5. It happened that he was sitting near me when I collapsed. He _____ near me when I collapsed.

6. It's a pity that you aren't listening to me. You should _____ to me.

7. It appears that they are enjoying the party. They _____ the party.

8. I hoped I would be living in Rome in a year's time. I hoped _____ in Rome in a year's time.

9. Everybody believes that Marion is studying mathematics. Marion is believed _____ mathematics.

10. People think that our son is playing for FC Barcelona. Our son is _____ for FC Barcelona.

Ex. 11. Put the verb in brackets in the correct form.

1) She was relieved _____ (accomplish) her project on time.
2) He was elated _____ (triumph) in the championship. 3) They were exhilarated _____ (visit) so many countries. 4) I was fortunate _____ (encounter) such a proficient artist. 5) We were grateful

_____ (unearthed) a solution to the problem. _____ 7) He was honored _____ (grant) the prestigious award. 8) They were dismayed not _____ (choose) for the team. 9) We were content _____ (completed) all the assignments. 10) The meeting seems _____ (attract) a lot of attention from the press. 11) The minister denies _____ (involve) in the money laundering scheme revealed by an investigative reporter the other day. 12) Hush! The baby seems _____ (sleep). He must _____ (fall asleep) just a moment ago. 13) The new bill on recycling waste must _____ (cause) concerns in the parliament. They seem _____ (discussing) it for hours.

Ex. 12. Translate the sentences into English, using the infinitive.

1. Я рад, что послушался вашего совета. 2. Я рад, что вы послушались моего совета. 3. Мне жаль, что я не видела эту пьесу. 4. Мне хотелось бы, чтобы вам показали эту пьесу. 5. Я доволен, что поступил в университет. 6. Я доволен, что моя сестра поступила в университет. 7. Мне жаль, что я не застала ее дома. 8. Мне жаль, что вы не застали ее дома. 9. Он был счастлив, что купил пакетный тур. 10. Он был огорчен, что не достал билет на концерт.

Ex. 13. Translate the sentences and comment on the function of the infinitive in the sentences.

1. It was then an easy matter for me to go to Paul's room and make an appropriate signal to Kitty, and she turned back, up the street to disappear round the corner into Church Square. 2. She made a curious, fumbling gesture towards me, as if to convey a sort of affection. 3. It was charming to see him play with the two children. 4. To tell you the truth, Mr. Butler, I did not want Aileen to leave your home at all. 5. I happen to know that he was supposed to come to the wedding. 6. Gertrude gave a long soft exhalation. It made the young man smile at her again; and this smile made her blush a little. To take refuge from blushing she asked him if, after his long walk, he was not hungry and thirsty. 7. Charles Lomax's exertions are much more likely to decrease his income than to increase it. 8. Your shortest way will be to follow the boulevard, and cross the park... but it is too late and too dark

for a woman to go through the park alone. 9. The colour fled from her cheeks instantly, only to come back in a hot, defiant wave. 10. They hardly expect him to recover consciousness; it was a terrible knock. But if he does, he's sure to want to see you, even if he can't speak. 11. Some of the rumours we knew to be nonsense, but not all. 12. Addy and Ellie look beautiful enough to please the most fastidious man. 13. It was something to be sitting like this in the front of a box in one of the biggest theatres in London. 14. Anyway, just to begin with, don't you think you might treat me as a moral equal? 15. He was said to be bearing Roger no malice, to be speaking of him with dispassion.

Ex. 14. Complete the sentences using the Complex Object.

1. Their son doesn't show enough respect for his parents. The parents want _____.
2. You don't treat me as a grown up. I would prefer _____.
3. Why don't you go along with me if you have nothing better to do? I'd like _____.
4. He goes to the parties without her. She doesn't want _____.
5. They are unwilling to work every weekend without pay. You can't expect _____.
6. Poor Rachel! Her children are contradicting her all the time. I would hate my children _____.
7. Do you think he will stay in tonight? Do you expect _____.
8. I'm so sorry you can't see me off! I'd love _____.
9. No one had expected that the factory would close down. No one had expected _____.
10. None of us wants to be told blunt truth. None of us wants other people _____.

Ex. 15. Translate the sentences using the Complex Object.

1. Я слышал, ваша дочь скоро выходит замуж?
2. Он заметил (обратил внимание), что брак по расчету часто бывает удачнее брака по любви.
3. Я видела, как Боб встал и уступил место молодой женщине.
4. Она услышала, как муж говорит ей какие-то успокаивающие слова.

5. Джон хочет, чтобы его друзья помогли ему найти работу. 6. Я вижу, вы не верите в любовь с первого взгляда. 7. Вы заметили, что он почувствовал себя неудобно, услышав эти слова? 8. Николь услышала, как Поль хлопнул (slam) дверью и заперся у себя в комнате. 9. Мне бы очень не понравилось (hate), если бы моя жена разговаривала со мной таким тоном. 10. Он почувствовал, что в соседней квартире что-то горит. 11. Я слышал, как Поль сказал, что его собираются повысить в должности. 12. Она бы предпочла, чтобы её босс относился к ней более уважительно. 13. Она увидела, как полицейский подошел к пожилому мужчине и помог ему сесть в автобус. 14. Я слышала, ваш сын только что развелся. 15. Он почувствовал, что его друг не собирается делиться с ним своими секретами.

Ex. 16. Complete the sentences with the appropriate form of the infinitive, point out infinitive constructions.

1. The discussion appears _____ (bring) very good results.
2. They seem _____ (take) a long time to decide.
3. Susan turned out _____ (be) better informed than we had expected.
4. Yesterday's meeting appears _____ (hold) in a friendly and cordial atmosphere.
5. He doesn't appear _____ (want) to do anything but have a good time.
6. I keep sneezing. I seem _____ (catch) a cold.
7. He appears _____ (be) sincere but I don't completely trust him.
8. When we happened _____ (meet) again in Cairo, she said: "It must be fate".
9. They accused her of being a witch because she seemed _____ (have) the ability to predict the future.
10. The car doesn't seem _____ (suffer) great damage.

Ex. 17. Change the sentences using the complex subject.

1. Apparently, he has left without saying good-bye. (appear)
2. It seems that you don't know how to make him happy.
3. It appears that the

soldiers are digging a large trench. 4. It so happened that Steve met Jane at a graduation party. 5. I think she can remain coolheaded in a crisis. (seem) 6. It appears that the rate of inflation has been falling gradually since the beginning of the year. 7. I think he's reached a turning point in his career. (seem) 8. It looked like he had been collecting diamonds for many years. (seem) 9. It so happened that the ship had sunk on the way to Portugal. 10. It turned out that his affairs were in perfect order. 11. They may get married soon. 12. Oil prices will certainly rise following the agreement to limit production. 13. Perhaps, the children will stay with the father after the divorce. 14. There was only a doubtful possibility that the old system would survive. (be likely) 15. After all his hard work, he will certainly pass his exams. 16. They will no doubt discuss these issues again at the next meeting. 17. It was possible that the team would win the match. 18. They will deliver the table on Friday for sure. 19. It was very likely (that) she would win the election if the opinion polls were accurate. 20. She will certainly not make a hasty decision.

Ex. 18. Change the sentences using the complex subject.

It is known that...

1. Field hockey was brought to the USA by an English teacher visiting Harvard in 1901.

2. Theodore Roosevelt was the first president to ride in an automobile. (August 22, 1902).

3. Fleming discovered penicillin in 1928. The discovery was made by accident.

4. Albert Einstein was offered presidency of the state of Israel in 1952. He did not accept it.

5. England conquered and colonised Wales in the 1280s.

Many people think that...

1. Loch Ness monster is a large animal like a dinosaur.

2. Some jungle crocodiles can bite half an hour or more after their death.

3. The Vikings came to America before Columbus.

4. Golf was invented in China.

5. West Side Story is the best musical work of Leonard Bernstein.

People consider(-ed) that...

1. The Grand Canyon is one of the most spectacular sights in the USA.
(generally)
2. The Empire State Building was the tallest building in the world for many years.
3. Villages are better places to live, as they are quieter and less polluted than towns.
4. The Forth Bridge is a fine example of 19th century engineering.
(1889)
5. The cheetah is the fastest mammal in the world.

It is said that...

1. Tropical rainforests are the home of several million tribal people.
2. Rainforests are disappearing at an alarming rate.
3. Rainforests act as the lungs and watersheds of the world.
4. A hardwood tree takes about 150 years to reach maturity.
5. Fifty to seventy percent of all the earth's animal, plant and bacteria species live in the tropical rainforests.

Ex. 19. Change the sentences so as to use infinitive for-phrases.

1. Peter lifted his small son onto his shoulders so that he could see the parade.
2. Some people think it is wrong to leave young children at home alone. (use the Passive Infinitive)
3. There have been repeated requests in order that the United Nations should send peace-keeping forces to the area.
4. It's wrong that scientists use mice for experiments.
5. I locked the door and took the phone off the hook so that no one could disturb me.
6. I had to wait for an hour at the airport before my suitcase came round on the conveyor belt.
7. The Knights of the Round Table sat at a round table so that none of them would appear to have a higher rank than the others.
8. I'm enclosing a list of my proposals so that you can consider them before our next meeting.
9. "To catch the post" means to post letters, etc. in time so that they can be collected that day.
10. It is essential that we maintain high standards.

Unit 2. THE GERUND

INTRODUCTORY TASK

Listen to the song “Red” by Taylor Swift comment on the use of infinitives and write down the words missing in the lyrics.

_____ him is like _____ a new Maserati down a dead-end street,
Faster than the wind, passionate as sin, ending so suddenly.

_____ him is like _____ to change your mind.

Once you're already flying through the free fall

Like the colours in autumn, so bright, just before they lose it all.

_____ him was blue, like I'd never known.

_____ him was dark gray, all alone.

_____ him was like _____ to know.

Somebody you never met

But _____ him was red

Loving him was red.

_____ him was like _____ all you ever wanted.

Was right there in front of you

_____ him was as easy as _____ all the words.

To your old favourite song

_____ with him was like _____ to solve a crossword,

And _____ there's no right answer.

_____ him was like _____ you never found out

That love could be that strong.

_____ him was blue, like I'd never known

_____ him was dark gray, all alone

_____ him was like _____ to know

Somebody you never met

But _____ him was red

Oh, red, Burning red.

_____ him comes in flashbacks and echoes.

Tell myself it's time now gotta let go,

But _____ on from him is impossible.

When I still see it all in my head

In burning red,

Burning, it was red.

Oh, losing him was blue, like I'd never known.

Missing him was dark gray, all alone.

_____ him was like trying to know

Somebody you never met

'Cause loving him was red.

Yeah, yeah, red

Burning red.

And that's why he's spinning 'round in my head

Comes back to me, burning red

Yeah, yeah.

THEORETICAL BASICS

1. General information

The gerund is a non-finite form of a verb formed by adding the suffix **-ing** to the stem of the verb.

The gerund has nominal and verbal properties. The **nominal** characteristics of the gerund are as follows:

1. The gerund can perform the function of subject, object and predicative.

*e.g.: They say **smoking** leads to meditation. (subject)*

*e.g.: I like **making people happy**. (object)*

*e.g.: The duty of all progressive mankind is **fighting for peace**. (predicative)*

2. The gerund can be preceded by a preposition.

*e.g.: I am very, very tired **of rowing**.*

3. Like a noun, the gerund can be modified by a noun in the possessive case or by a possessive pronoun.

*e.g.: "I wonder at **Jolyon's allowing** this engagement," he said.*

The **verbal** characteristics of the gerund are the same as those of the participle:

1. The gerund of transitive verbs can take a direct object.

*e.g.: I had now made a good progress in **understanding** and **speaking** their language.*

2. The gerund can be modified by an adverb.

*e.g.: She burst out **crying** bitterly.*

2. Forms of the Gerund

Tense \ Voice	Active	Passive
Present (Indefinite)	<i>doing</i>	<i>being done</i>
Perfect	<i>having done</i>	<i>having been done</i>

The Indefinite Gerund denotes an action simultaneous with the action expressed by the main verb.

*e.g.: He can swim for any number of hours without **tiring**.*

The Perfect Gerund denotes an action prior to that of the finite verb.

*e.g.: She denies **having spoken** with him.*

NOTE

After the verbs **to remember**, **to excuse**, **to forgive**, **to thank** and after the prepositions **on (upon)**, **after** and **without** a prior action may be expressed by the Indefinite Gerund.

*e.g.: I don't remember **hearing** the legend before.*

*e.g.: After **walking** about ten yards, he found the hat among the leaves.*

The gerund of transitive verbs has special forms for the active and the passive voice.

*e.g.: He liked neither **reading** aloud nor **being read** aloud to.*

It is to be observed that after the verbs **to want**, **to need**, **to deserve**, **to require** and the adjective **worth** the Gerund is used in the active form, though it is passive in meaning.

*e.g.: He realized that his room needed **painting**.*

3. The Gerund after Prepositions

The gerund can be used after certain prepositions:

after

*e.g.: **After finishing** her studies, she moved to the big city.*

before

*e.g.: Check facts **before reposting** news or stories from disreputable websites.*

on (meaning shortly after)

*e.g.: What was the President's reaction **on learning** about the issue?*

by (meaning with the help of / due to)

*e.g.: They won the award **by working** hard as a team.*

in spite of

*e.g.: In spite **of failing** too many times, he didn't give up.*

without

*e.g.: I can spin up a virtual server from a remote location **without having** to buy new hardware.*

instead of

*e.g.: He invested all his money into shares **instead of buying** a house*

besides

*e.g.: **Besides being** a designer, I'm also a big fan of Mixed Martial Arts.*

4. Functions of the Gerund

The gerund may be used in various syntactic functions. A single gerund occurs seldom; in most cases we find a gerundial phrase or a gerundial construction.

1. The gerund *as a subject*.

*e.g.: **Talking** mends no holes (proverb).*

The gerund used as a subject may follow the predicate; in these cases, the sentence opens with the introductory *it* (which serves as an introductory subject) or with the construction *there is*.

e.g.: It's no use talking like that to me.

e.g.: There was no mistaking the expression on her face.

NOTE

There is another view according to which **it** is the subject and the rest of the sentence is the predicate.

2. The gerund as **a predicative**.

e.g.: The only remedy for such a headache as mine is going to bed.

3. The gerund as **part of a compound verbal predicate**.

a) With verbs and verbal phrases denoting modality the gerund forms part of a compound verbal modal predicate.

e.g.: We intend going to Switzerland, and climbing Mount Blanc.

b) With verbs denoting the beginning, the duration, or the end of an action, the gerund forms part of a compound verbal aspect predicate.

e.g.: She began sobbing and weeping.

4. The gerund as **an object**. The gerund may be used as a direct object and as a prepositional indirect object.

*e.g.: I simply love **riding**.* (direct object)

*e.g.: The times were good for **building**.* (prepositional/indirect object)

Predicative constructions with the gerund form **a complex object** as they consist of two distinct elements, nominal and verbal.

*e.g.: Perhaps you wouldn't mind Richard's **coming in**?*

5. The gerund as **an attribute**. In this function the gerund is always preceded by a preposition.

*e.g.: Swithin protruded his pale round eyes with the effort **of hearing**.*

6. The gerund as **an adverbial modifier**. In this function the gerund is always preceded by a preposition.

a) As an adverbial modifier of time the gerund is preceded by the prepositions **after, before, on (upon), in** or **at**.

e.g.: After leaving her umbrella in the hall, she entered the living room.

e.g.: On reaching Casterbridge he left the horse and trap at an inn.

b) As an adverbial modifier **of manner**, the gerund is used with the prepositions **by** or **in**.

e.g.: She startled her father by bursting into tears.

c) As an adverbial modifier **of attendant circumstances**, the gerund is preceded by the preposition **without**.

e.g.: She was not brilliant, not active, but rather peaceful and statuesque without knowing it.

d) As an adverbial modifier **of purpose**, the gerund is chiefly used with the preposition **for**.

e.g.: One side of the gallery was used for dancing.

e) As an adverbial modifier **of condition**, the gerund is preceded by the preposition **without**.

e.g.: He has no right to come bothering you and papa without being invited.

f) As an adverbial modifier **of cause** the gerund is used with the prepositions and prepositional phrases **for**, **for fear of**, **owing to**.

e.g.: I feel the better for having spent a good deal of my time abroad.

g) As an adverbial modifier **of concession**, the gerund is preceded by the preposition **in spite of / despite**.

e.g.: In spite of being busy, he did all he could to help her.

5. Constructions with the Gerund

Predicative constructions with the gerund

Gerund can form predicative constructions, i.e. constructions in which the verbal element expressed by the gerund is in predicate relation to the nominal element expressed by a noun or pronoun, which denotes the doer of the action expressed by the gerund.

*e.g.: I don't like **your going off** without any money.*

The nominal element of the construction can be expressed in different ways.

1. If it denotes a living, being it may be expressed:

a) by a noun in the possessive case or by a possessive pronoun.

*e.g.: Do you mind **my smoking**?*

*e.g.: I was disappointed by **Jack's leaving**.*

b) by a noun in the common case.

*e.g.: I have a distinct recollection of **Lady Chilterri** always **getting** the good conduct prize!*

NOTE

Occasionally examples are found where the nominal element of the construction is expressed by a pronoun in the objective case.

*e.g.: I hope you will forgive **me disturbing** you.*

There are cases when the nominal element of the construction, though denoting a living being, cannot be expressed by a noun in the possessive case, but only by a noun in the common case, namely when it consists of two or more nouns or when it is a noun modified by an attribute in post-position.

*e.g.: I object to **Mary and Jane going** out on such a windy day.*

2. If the nominal element of the construction denotes a lifeless thing, it is expressed by a noun in the common case or by a possessive pronoun.

*e.g.: I said something about my **clock being** slow.*

3. The nominal element of the construction can also be expressed by a pronoun which has no case distinctions, such as **all, this, that, both, each, something**.

*e.g.: I insist on **both of them coming** in time.*

6. The Gerund and the Infinitive

In Modern English the gerund is widely used and often competes with the infinitive.

In the following cases, only the gerund is used:

1. With the verbs of thinking and saying: *to admit, to anticipate, to consider, to deny, to discuss, to forgive, to imagine, to mention, to recall, to recollect, to suggest, to understand.*

*e.g.: I have to admit **being** suspicious about the conclusions here.*

2. With some other common verbs: *to avoid, to deny, to enjoy, to excuse, to fancy (in imperative sentences as an exclamation of surprise), to forgive, to keep, to mind (in negative and interrogative sentences), to miss, to postpone, to practice, to risk, to resist, cannot help,* and some others.

*e.g.: He avoided **looking** at Savina.*

3. With the following verbs and verbal phrases used with a preposition: *to accuse of, to agree to/on, to apologize for, to approve of, to believe in, to blame for, to burst out, to care about, to confess to, to consent to, to consist of, to complain of, to count on, to depend on, to disapprove of, to dream of, to feel like, to forget about, to forgive for, insist on, to look like, to object to, to persist in, to prevent from, to rely on, to speak of, to succeed in, to suspect of, to thank for, to think of, to give up the idea of, to look forward to, not to like the idea of, to miss an (the) opportunity of, to give up, to go on, to leave off, to put off,* etc.

*e.g.: They accuse me of **having dealt** with the Germans.*

*e.g.: Grasp that very basic fact of life and leave off your **whining** about them.*

4. With the following predicative word-groups: *to be aware of, to be busy in, to be capable of, to be fond of, to be guilty of, to be indignant at, to be pleased (displeased) at, to be proud of, to be sure of, to be surprised / astonished at, to be worth (while),* etc.

*e.g.: She was not pleased at my **coming**.*

With a number of verbs and word-groups **both the gerund and the infinitive** may be used. The most important of them are: *to be afraid, to begin, to cease, to continue, can (cannot) afford, to dread, to fear, to forget, to hate, to intend, to like (dislike), to neglect, to prefer, to remember, to recollect, to start.*

*e.g.: She continued **standing** near the piano. (Eliot)*

*e.g.: She continued **to look** at him... (Dickens)*

With some verbs and word-groups, such as **to be afraid**, **to hate**, **to like (dislike)**, **to prefer** the infinitive is mostly used with reference to a special occasion, the gerund being more appropriate to a general statement.

*e.g.: He disliked **being** described in news articles as a billionaire.*

*e.g.: I would prefer **to have** it resolved as soon as possible but that's between the lawyers.*

There is noticeable difference in meaning between infinitives and gerunds after **forget**, **remember**, **regret**, **stop**, **try**, **mean**, **propose**, **need**.

With the verbs **to forget** and **to remember** the infinitive usually refers to the future, and the gerund to the past.

*e.g.: I will not forget **to call** him. – I will never forget **talking** with him on that day.*

*e.g.: I remembered **to switch** off the heater before leaving. – I can remember **visiting** them when I was a child.*

With the verb **to regret** the infinitive usually refers to the present, and the gerund to the past.

*e.g.: I regret **to tell** you that you have failed your examination. (=I am really sorry to tell you...)*

*e.g.: I regret **telling** them about my plans. (I shouldn't have done it)*

With the verb **to try** the infinitive usually means *to do one's best*, and the gerund means *trying something as an experiment, especially as a possible solution to a problem, to see if it works or not*.

*e.g.: Try **to find** my book; I need it urgently.*

*e.g.: Try **looking** in the desk drawers; maybe you'll find my book there.*

With the verbs **to stop** and **to quit** the infinitive usually indicates the purpose or intention, while the gerund denotes the end of an action or a habit.

*e.g.: She stopped **to smoke**. / She stopped **smoking**.*

*e.g.: I quit **working** here = I left my job here. **BUT** I quit **to work** here = I quit my last job in order to work here.*

The verb **cease**, synonyms of the verb **stop** usually takes an infinitive but sometimes may take a gerund with little change in meaning;

*e.g.: Workplace nurseries will cease **to be** liable for tax.*

*e.g.: They may cease **paying** attention to disruptions.*

The verbs **to mean**, in the meaning *intend* is followed by the infinitive; when **mean** stands for *denote, imply*, it is followed by the gerund.

*e.g.: I didn't mean **to hurt** you. She means **to go** there.*

*e.g.: If I asked him for help, it would mean **telling** him everything.*

The verb **to propose** in the meaning *suggest* is followed by the gerund; when it means *offer*, it is followed by an infinitive.

*e.g.: I proposed **having** lunch together.*

*e.g.: He **proposed to go** so I didn't have to.*

The verb **need** is usually followed by the infinitive. It is followed by the gerund in the phrase "to need doing", usually about cleaning, repairing, improving something.

*e.g.: We need **to talk**. He needs **to buy** a new car.*

*e.g.: Your jacket needs **cleaning**. These doors need **painting**.*

With verbs **advise, allow, permit** and **forbid** in active clauses, we use the gerund if there is no object. If there is an object, we normally use the infinitive.

*e.g.: I wouldn't advise **taking** the car – there's nowhere to park.*

*e.g.: I wouldn't advise you **to take** the car.*

With verbs **see, watch** and **hear**, the difference between the use of the infinitive and the **-ing**-form is like the difference between progressive and simple tenses. The **-ing**-form suggest that one pays attention to events or actions that are already going on; infinitives usually refer to complete events/actions which are seen/heard from beginning to end. (**Note** that these verbs are followed by the infinitive without to.)

*e.g.: I looked out of the window and saw Emily **crossing** the road.*

*e.g.: I saw Emily **cross** the road and disappear into the bank.*

With verbs **learn** and **teach**, the gerund is used mostly when we are referring to lessons or subjects of study; infinitives are preferred when we talk about the result of the study - about successfully learning a skill.

*e.g.: She learned **to read** German at school, but she learned **to speak** it in Germany.*

*e.g.: Mr. Garland teaches **skiing** in the winter.*

7. The Gerund and the Participle

The present participle and the gerund are formed from the verb by adding **-ing**, but their functions are different. The present participle is used in the formation of certain tenses and can also be used in the function of an adjective. The gerund is used in the function of a noun.

In some cases, it is quite difficult to distinguish the present participle from the gerund. Because of that, the term "**ing form**" is often used instead of the terms "**gerund**" and "**present participle**".

GRAMMAR PRACTICE

Ex. 1. Complete the sentences with the appropriate form of the gerund. Translate the sentences into Russian.

1. Stark sat down without ___ (to speak) 2. He did not go without ___ by Amy. (to congratulate) 3. After ___ better than usual and ___ his hair, he took the bus uptown. (to shave, to brush) 4. On ___ that Michael and Fleur were out, he did not dress for dinner, but went to the nursery. (to discover) 5. I had to sound as if I didn't mind ___, as though I had no temper of my own. (to insult) 6. She kept on ___, her voice low and controlled, (to talk) 7. In the morning light, she was, ashamed of herself for ___ so ___ the night before, (to elate) 8. The house wanted ___ (to do up) 9. Even a criminal must be told the nature of his crime before ___ (to convict) 10. She showed none of the usual feminine pleasure at ___ hard to understand, inscrutable, mysterious, (to be) 11. I still reproached myself for not ___ open with Douglas Osbaldiston from the start, when he had invited me to do so. (to be) 12. No woman looks her best after ___ up all night, (to sit) 13. His legs were somewhat stiff from not ___ or ___ for days, (to hike, to climb) 14. I'm tired of ___ like a silly fat lamb,

(to treat) 15. I know everyone who's worth __ (to know) 16. After __ this, he cursed himself for not __ the opposite, so that he might have used the expected guest as a lever to get rid of Misha. (to say, to say) 17. There is vivid happiness in merely __ alive, (to be) 18. "Your tie needs __," Mrs. Simpson said (to straighten) 19. The attempt is at least worth __ (to make) 20. Mr. Creakle then caned Tommy Traddles for __ in tears, instead of cheers, on account of Mr. Mell's departure... (to discover) 21. He apologized to Hooker for __ so late, (to be down) 22. One could not walk or drive about Philadelphia without __ and __ with the general tendency toward a more cultivated and selective social life, (to see, to impress) 23. I just couldn't stand __ away from you any longer, (to be) 24. I remember __ him with her and Marner going away from church, (to see) 25. When I told him that I meant to live in Paris for a while, and had taken an apartment, he reproached me bitterly for not __ him know, (to let).

Ex. 2. a) Complete the sentences with the appropriate form of the gerund.

Ever since _____ (promote) to manager, Sarah felt the weight of responsibility on her shoulders. The role came with new challenges, and she couldn't stop _____ (think) about _____ (judge) for every decision she made. Although she was proud of _____ (work) so hard to reach this position, the fear of _____ (criticize) lingered in her mind.

In times of self-doubt, she recalled _____ (praised) by her previous boss for her leadership skills. That memory gave her the courage to push through her fears. She started _____ (be) more assertive in her decisions, knowing that _____ (respect) as a leader required confidence.

As time passed, Sarah began to see the results of her efforts. Her team was being appreciated for its performance, and she was finally able to enjoy _____ (work) in a new position. Looking back, she realized that the fear of _____ (judge) was nothing compared to the satisfaction of _____ (succeed) through persistence and hard work.

b) Make up a story of your own using all forms of the gerund.

Ex. 3. a) Read the story, find all instances of the gerund and comment on their function in the sentence.

Alice's favorite way to start her day is jogging in the morning. Running clears her mind, energizes her, and prepares her for the challenges ahead.

One day, Alice considered joining a marathon, a goal she had always dreamed of. For her, finishing the race wasn't just about winning but about proving to herself that she could do it. She imagined the pride she would feel after completing the marathon. The idea of training on daily basis first seemed challenging and appalling but she knew that pushing herself would bring her closer to success. By dedicating herself to the process, she found a sense of purpose that made her days more fulfilling. On the day of the marathon, she felt uneasy for fear of losing and not being able to go through with it. She eventually made it. Despite coming last, she had the feeling of having achieved an important milestone.

Traveling to new places has always been Mark's greatest passion. Exploring different cultures and landscapes fills him with excitement and wonder. Recently, Mark started planning a solo trip to South America. He knew that visiting remote areas would be both challenging and rewarding, but the idea of discovering hidden gems off the beaten path motivated him. He also enjoyed the process of researching every detail, from transportation to accommodations, so he could make the most of the journey. Completing the final stages of preparation, Mark felt a rush of anticipation. By focusing on every aspect of the trip, he ensured nothing would be left to chance. He couldn't wait to embark on the adventure.

b) Make up a story of your own using the gerund in different syntactical functions.

Ex. 4. Point out the gerundial construction and comment on the way the nominal element is expressed. Translate into Russian.

1. You must excuse my being so breathless, I'm not really breathless, it's just the excitement. 2. These happy events occurred without any recommendation having been made by Rainborough, and indeed without his having been officially informed. 3. The maid said something about the American lady's having come back to Rodnik. 4. It was easy to imagine Cave sitting silent. 5. She was interrupted by her father's voice and by her father's hat being heavily flung from his hand and striking her face. 6. He brought in a

portmanteau with him, which he doubted was worth taking. 7. Besides, there's no danger of it happening again. 8. "It's no good you staying," Jack Burton said. 9. Jack laughed. Their being bothered amused him. 10. He was wakened by someone knocking at the door. 11. There is something so inexpressibly absurd to me in the idea of Caddy being married. 12. I was not surprised by Caddy's being in low spirits. 13. You knew young Pyle well, didn't you? I can't get over a thing like that happening to him. 14. She laughed at the thought of her husband and Johnny looking after the house. 15. He felt almost a gloomy satisfaction at the thought of all these disasters happening at once.

Ex. 5. Translate into English using the gerund.

1. Увидев карикатуры, все рассмеялись. 2. Вы ничего не имеете против того, чтобы я открыл окно? 3. Врач рекомендовал больному бросить курить. 4. Мальчик не отрицал, что потерял книгу, взятую в библиотеке. 5. Извините, что я заставил вас ждать. 6. Детям доставляло удовольствие играть в саду. 7. Эту книгу стоит почитать. 8. Читая этот рассказ, мы не могли не смеяться. 9. Я предпочитаю сделать эту работу сегодня. 10. Я надеюсь, что ничего не помешает мне пойти на концерт. 11. Преподаватель возражал против того, чтобы студенты пользовались словарем, переводя этот текст. 12. Преподаватель настаивал, чтобы новые выражения записывались. 13. Преподаватель настаивал, чтобы студенты записывали новые выражения. 14. Я устала от того, что со мной обращаются как с ребенком. 15. Я не возражаю против того, чтобы помочь вам, но я возражаю против того, чтобы мне мешали, когда я занят. 16. Мы слышали, что ваша сестра уехала в Англию. 17. Мне не хочется (to feel like) гулять. 18. Было невозможно достать билет, и мне пришлось отказаться от мысли послушать знаменитого пианиста. 19. Я не одобряю того, что вы пропускаете лекции. 20. Похоже на то, что будет дождь. 21. Вы можете рассчитывать на то, что я достану вам эту книгу. 22. Исполнительный директор не согласился, чтобы собрание отложили. 23. Мать горячо благодарила доктора за то, что он спас ее ребенка. 24. Не упустите случая посмотреть эту выставку. 25. Все были удивлены, что этот трудный вопрос был так быстро разрешен. 26. Я горжусь тем, что

была в состоянии помочь вам. 27. Мне стыдно, что я сделала так много ошибок в последнем тесте.

Ex. 6. a) Read the text, find all instances of the gerund and the infinitive and the verbs they relate to. Classify the verbs into patterns below.

1. Verb + Gerund	
2. Verb + Infinitive	
3. Verb + Object + Infinitive	
4. Verb + Object + Preposition + Gerund	
5. Verb + Preposition + Gerund	

Sarah couldn't deny feeling nervous as the big presentation approached. She had been working on it for weeks, but her anxiety persisted. Her colleague, Mike, had offered to help her rehearse, but she wasn't sure if she could even afford to lose any more time preparing. Still, Mike's support was comforting, so she persuaded him to join her for one last practice.

During the rehearsal, Mike reminded her to stay calm and focus on the key points. After a few run-throughs, Sarah felt better. Mike, however, couldn't resist mentioning that he had noticed some small areas for improvement, but he didn't blame her for overlooking them in her rush.

As the day of the presentation arrived, Sarah accidentally skipped an important slide. She felt embarrassed, but the audience didn't seem to mind. She apologized to them briefly and insisted on continuing without breaking her flow. Despite the mistake, she ended up impressing the crowd with her clear delivery and confident demeanor.

Later, her boss accused her of ignoring a minor detail, but she wasn't worried. She explained the situation and felt proud that she had done her best. Mike, on the other hand, had been begging her to celebrate, and they both agreed to head out for a celebratory dinner.

b) Add 5 more verbs to each pattern. Use dictionaries to check the use of verbs.

Ex. 7. Complete the sentences using the gerund or the infinitive.

1. I can't imagine _____ at home. (work)

2. We have decided against _____ a new car. (buy)
3. She seems _____ her new job. (like)
4. The students hope _____ the exam. (pass)
5. He won't go by plane. He is afraid of _____. (fly)
6. I am lazy. I don't feel like _____ any work. (do)
7. Remember _____ the letter. Otherwise, they won't get it by Saturday. (post)
8. Have you ever learned how _____ such a plane? (fly)
9. They were too lazy _____ out with us. (go)
10. I always enjoy _____ to my grandfather. He always tells me great stories. (talk)
11. I'm very interested in _____ French. (learn)
12. My pen friend is coming next Friday. I'm really looking forward _____ her. (meet)
13. Don't you mind _____ away from your family for such a long time? (be)
14. The children promised _____ back by nine. (be)
15. I wanted to go alone but Joe insisted on _____ with me. (come)
16. Tom offered _____ me home. (bring)
17. Why not _____ a weekend in Scotland? (spend)
18. I'm sorry I can't come to your party but thank you for _____ me. (invite)
19. Our neighbors apologized for _____ such noise. (make)
20. Paris is always worth _____ to. (travel)
21. I'm sure I gave him back the money. I remember _____ it back to him. (give)
22. She eventually managed _____ her bike. (repair)
23. Would you like _____ a cup of coffee? (drink)
24. There's no point in _____ the matter. He has already made his decision. (discuss)
25. I prefer _____ to skiing. (snowboard)
26. Do you mind _____ Anita to the doctor? (bring)
27. It is difficult _____ him. (understand)
28. We had difficulties _____ your house. (find)

29. They decided _____ Tennis in the afternoon. (play)

30. We expect him _____ us on Sunday. (join)

Ex. 8. Fill in the gerund with the correct preposition.

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

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

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

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

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

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

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

8. My wife apologized _____ late. (be)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

26. The main disadvantage _____ is that planes are often delayed.
(fly)

27. Her reputation _____ difficult games is well-known. (win)

28. My sister has got a talent _____ languages. (learn)
29. He took credit _____ the goal. (score)
30. She has a lot of experience _____ with mentally ill patients. (deal)

Ex. 9. Choose the correct form of the verb.

1. It seems she will never forget loving / to love her first boyfriend.
2. She forgot meeting / to meet with her uncle.
3. He still remembers to listen / listening to his favourite band.
4. We were sitting at the table when he remembered to listen / listening to his favourite band.
5. I stopped searching / to search for my book.
6. He was walking when suddenly he stopped to look / looking around.
7. She tries cooking / to cook varied dishes for her family.
8. Mike regrets to go / going to the party last night, as he has too little time left before the project deadline.
9. I didn't mean to hurt / hurting your feelings.
10. He proposed to split / splitting the bill.

Ex. 10. Complete the sentences using the gerund or the infinitive.

1. I don't fancy _____ (go) out tonight.
2. She avoided _____ (tell) him about her plans.
3. I would like _____ (come) to the party with you.
4. He enjoys _____ (have) a bath in the evening.
5. She kept _____ (talk) during the film.
6. I am learning _____ (speak) English.
7. Do you mind _____ (give) me a hand?
8. She helped me _____ (carry) my suitcases.
9. I've finished _____ (cook). Come and eat!
10. He decided _____ (study) Biology.
11. I dislike _____ (wait).
12. He asked _____ (come) with us.
13. I promise _____ (help) you tomorrow.
14. We discussed _____ (go) to the cinema, but in the end we stayed at home.
15. She agreed _____ (bring) the pudding.
16. I don't recommend _____ (take) the bus, it takes forever!
17. We hope _____ (visit) Amsterdam next month.
18. She suggested _____ (go) to the museum.
19. They plan _____ (start)

college in the autumn. 20. I don't want _____ (leave) yet. 21. She delayed _____ (get) out of bed. 22. He demanded _____ (speak) to the manager. 23. I offered _____ (help). 24. I miss _____ (go) to the beach. 25. We postponed _____ (do) our homework. 26. I'd hate _____ (arrive) too late. 27. She admitted _____ (steal) the money. 28. I chose _____ (work) here. 29. She waited _____ (buy) a drink. 30. I really appreciate _____ (be) on holiday. 31. I couldn't help _____ (laugh). 32. It seems _____ (be) raining. 33. I considered _____ (move) to Spain. 34. They practised _____ (speak). 35. Finally I managed _____ (finish) the work. 36. I really can't stand _____ (wait) for the bus. 37. Unfortunately, we can't afford _____ (buy) a new car this year. 38. She risked _____ (be) late. 39. I'd love _____ (come) with you. 40. I prepared _____ (go) on holiday.

Ex. 11. Pair-work. Make up a conversation between two friends. Use as many gerund constructions as you can.

Student A: You want to ask a friend out. Persuade him/her that they can put off their studying and relax!

Student B: You're asked out to go on the town with the friends, but you've got a test/exam tomorrow. Prove that this is very important for you and you can't go.

Example sentences:

- How about going to the...?
- I insist on your coming with us!
- I don't feel like joining you today.
- Thanks for inviting me.
- I'm looking forward to going to that party!
- I'm busy in revising for a test.
- I hate to miss the opportunity of meeting Jane.
- But I think I'll succeed in passing the exam only if I stay up and study.
- I'm sure of your passing that exam!

- That club is really worth visiting.
- One night out won't prevent from your getting into college.
- I'm sorry, but our life depends on taking right decisions.
- Stop that or I'll burst out crying!
- Well, of course you can keep on studying, but...
- Just fancy sitting in that luxurious restaurant eating sushi and listening to ethnic Japanese music...
- Come on! Leave off/postpone/put off your cramming!

Ex. 12. Complete the sentences using the gerund or infinitive constructions.

1. A: Is Anne in the room? B: Yes. I can see her _____ (dance) with her husband over there.

2. A: Did you see the robber? B: Yes. I saw him _____ (get) into the car and drive away.

3. A: Is John here today? B: Yes. I heard him _____ (talk) on the phone as I walked past his office.

4. A: Colin is good at speaking in public, isn't he? B: Yes. I heard him _____ (make) a speech last month. It was excellent.

5. A: I walked past the sports centre today. B: So did I, and I stopped for a moment to watch some boys _____ (play) football.

6. A: Your hair looks great today. B: Thanks. I watched the hairdresser _____ (dry) it so I could learn how to do it myself.

7. A: That's a music school, isn't it? B: That's right. I often hear the students _____ (sing) as I walk past.

8. A: Did you stay until the end of the contest? B: Yes. I listened to the chairman _____ (announce) the results before I went home.

9. A: How do you know Tim is at home? B: I saw him _____ (cut) the grass as I was driving home.

10. A: How do you know that man stole the watch? B: I saw him _____ (put) it in his pocket and leave the shop without paying.

Unit 3. THE PARTICIPLE

INTRODUCTORY TASK

Listen to the song “Dangling Conversation” by Simon & Garfunkel write down the words missing in the lyrics and comment on the use of participles.

It's a still life watercolour
Of a now-late afternoon,
As the sun shines through the curtain lace
And shadows wash the room.
And we sit and drink our coffee
_____ in our indifference, like shells upon the shore,
You can hear the ocean roar
In the _____ conversation
And the superficial sighs
The borders of our lives.
And you read your Emily Dickinson,
And I my Robert Frost.
And we note our place with book markers
That measure what we've lost.
Like a poem poorly _____
We are verses out of rhythm
Couplets out of rhyme
In _____ time
And the dangling conversation
And the superficial sighs
Are the borders of our lives
Yes, we speak of things that matter

With words that must be said
"Can analysis be worthwhile?"
"Is the theatre really dead?"
And how the room is softly faded
And I only kiss your shadow, I cannot feel your hand
You're a stranger now unto me
_____ in the _____ conversation
And the superficial sighs
In the borders of our lives.

THEORETICAL BASICS

1. General information

The Participle is a non-finite form of a verb that has characteristics of a verb and an adjective.

Its adjectival character is revealed through its functions in a sentence. Participle can be:

1) an attribute:

*e.g.: **Forbidden** fruit is sweetest.*

2) an adverbial modifier:

*e.g.: **When left to herself** she spent her time at the writing desk.*

Its verbal character is revealed through its ability to collocate. Just like a verb, participle:

1) can take direct object:

*e.g.: **Closing the book**, she fell asleep.*

2) can be modified by an adverb:

*e.g.: Deeply **affected**, she left the room.*

3) has tense and aspect distinction.

2. Forms of the Participle (tense and aspect distinction)

Tense \ Voice	Active	Passive
Present (Indefinite)	<i>Doing</i>	<i>being done</i>
Perfect	<i>having done</i>	<i>having been done</i>
Past Participle (Participle II)	–	<i>done</i>

In negative forms, **not** usually comes before the participle. However, **not** can follow the participle, depending on meaning:

*e.g.: **Not wanting** to wake her, Steve left the house silently. (=As Steve didn't want to wake her, he left the house silently.)*

*e.g.: **Preferring not** to go out that night, I made an excuse. (=As I preferred not to go out that night, I made an excuse.)*

Present (Indefinite) Participle forms can refer to the past, present or future and typically expresses simultaneous action in relation to the time expressed by the finite verb in its clause or has no specific time reference.

*e.g.: **Barking** dogs seldom bite.*

If the action expressed by Present Participle is simultaneous with the action expressed by the finite verb, the conjunction **when** or **while** is often used.

*e.g.: When **reading** the paper, he couldn't help laughing.*

In formal English, that and those can be used before a participle adjective:

*e.g.: Here is some advice for those (those = people) **preparing** to go on holiday.*

Perfect Participle denotes an action prior to the action expressed by the finite verb.

*e.g.: **Having finished** the first book, he hurried to start the second one.*

NOTE

With verbs of sense perception (see, hear, feel, etc.) and motion (arrive, come, turn, etc.) Present Participle is used even when it denotes a prior action.

*e.g.: **Hearing** the footsteps, she hid herself.*

NOTE

Perfect Participle is not used as an attribute. In this case an attributive clause should be used. In Russian we have perfective participle active (действительное причастие прошедшего времени с суффиксом *вш-*): *спросивший* (who asked), *переводивший* (who translated / was translating), *уехавший* (who has left).

*e.g. The children **who had been playing** in the garden went home.*
Дети, игравшие (которые играли) в саду, ушли домой.

Past Participle (Participle II) has a passive meaning and can express both a simultaneous and a prior action.

*e.g.: He was reminded of the conversation **overheard** on the train.*

*A **watched** pot never boils.*

3. Functions of the Participle I

Function	Example
<i>attribute</i>	The <i>laughing</i> girl looked at me with new interest.
<i>adverbial modifier of</i>	
time	<i>Turning the corner</i> , we saw the hospital in front of us. <i>Having passed</i> my driving test, I was able to buy my first car.
cause	<i>Not being qualified</i> , she will be unable to answer your questions. <i>Having lost</i> his address, I couldn't write to him
manner	She spent all yesterday afternoon <i>cleaning</i> the flat.
comparison	He didn't move <i>as if waiting</i> for further questions from me.
concession	The meal continued and he soon partook in it, <i>although remaining</i> aloof from the conversation
condition	<i>Weather permitting</i> , we'll have a boat trip.
<i>predicative</i>	The students' tests results were <i>pleasing</i> .

<i>part of a complex object</i>	We heard two people <i>talking</i> in the room.
<i>part of a complex subject</i>	They were seen <i>leaving</i> the room.
<i>part of parenthesis</i>	<i>Judging from what critics say</i> , this new play is worth seeing.

Functions of Participle II

Function	Example
<i>attribute</i>	The bird has a <i>broken</i> wing
<i>adverbial modifier of</i>	
time	I will speak when <i>spoken to</i> .
condition	He will win if <i>given</i> the chance
comparison	He kept silent <i>as if puzzled</i> by my questions.
concession	<i>Although tired</i> , he tried to smile
cause	He fell asleep <i>exhausted</i> by the journey
<i>predicative</i>	I felt <i>annoyed</i> when he refused to help me.
<i>part of a complex object</i>	I have never heard him <i>spoken</i> of badly.
<i>part of a complex subject</i>	They were found <i>locked</i> in the room.
<i>part of parenthesis</i>	<i>All things considered</i> , this new play is worth seeing.

4. Participle I and Participle II used as adjectives

In some cases, participle can lose its verbal character and become adjectivized. As a result, participles of some verbs (especially those denoting feeling and describing atmosphere in certain situations) are used as adjectives.

Participle I (adjectives in ***-ing***) describe how people feel. Participle II (adjectives ending in ***-ed*** or ***V3***) describes something that makes them feel that way.

*e.g.: I don't understand the map. It's very ***confusing***.*

*Can you help me with Maths? I'm ***confused***.*

Common paired participles are:

amazing – amazed
amusing – amused
annoying – annoyed
boring – bored
confusing – confused
convincing – convinced
disappointing – disappointed
embarrassing – embarrassed
exciting – excited
exhausting – exhausted
frightening – frightened
frustrating – frustrated
puzzling – puzzled
satisfying – satisfied
surprising – surprised
terrifying – terrified
tiring – tired

In some cases, sentences may look passive (to be + Participle II), but there is no action or the participle may not have an active form. So, Participle II is used as an adjective.

*e.g.: The room is **air-conditioned**.*

*The theatre is **crowded**.*

*He bought a **used** car.*

When used as an adjective Participle II can be modified by an adverb.

e.g.: a well-educated person

a highly skilled worker

Verbs be and get are commonly used with such participles.

e.g.: get (be) accustomed to

get (be) acquainted with

get (be) dressed

get (be) scared

get (be) tired

5. Participial constructions

Objective Participial Construction

The Objective Participial is a construction in which the participle is in predicate relations to a noun in the Common case or a pronoun in the Objective case.

*e.g.: I heard **him discussing** something animatedly in the next room.*

In this example the Participle **breathing** is in predicate relation to the pronoun **him**.

This construction performs the function of a complex object in the sentence.

This construction can be used after the following categories of verbs:

1. Verbs of sense perception **-to see, to hear, to feel, to watch, to notice**, etc.

*e.g.: I saw my **mother admitted** into the room.*

2. The verb **to find**.

*e.g.: They found **the child crying** bitterly in the nursery.*

*e.g.: Scientists find **the Egyptians well acquainted** with the basic of mathematics and astronomy.*

3. Verbs of mental activity – **to consider, to suppose, to believe**, etc.

With this category of verbs the Objective-with-the Infinitive is more common and the Objective Participial is mostly used either when the action is represented as a process or when the meaning is passive.

*e.g.: I consider **him to be** a first-rate programmer.*

*I consider **myself engaged** to Mr. White.*

4. Verbs **to have** and **to get**.

In this case, the construction is used with Participle II only and it has a special meaning, – it shows that the action expressed by Participle II is performed not by person who is the subject of the sentence but by somebody else.

*e.g.: Yesterday I had **my hair cut**.*

*You can get **your clothes** made in Italy.*

5. Verbs denoting wish – **to want, to wish, to desire**.

The Objective-with-the Infinitive is more common here and the Objective Participial is mostly used when the meaning is passive.

*e.g.: I want **you to do** it at once.*

*I want **it done** at once.*

The Subjective Participial construction

The Subjective Participial construction is a construction in which the Participle is in predicate relations to a noun in the Common case or to a pronoun in the Nominative case which is the subject of a sentence.

*e.g.: **He was seen crossing the street**.*

This construction has no single function, – its nominal element (*he*) is the subject of the sentence and the verbal one (*crossing*) is part of the Compound Verbal Modal predicate of special type.

The construction can be used with the following categories of verbs:

1. Verbs of sense perception – **to see, to hear, to notice, to watch**, etc.

*e.g.: **She was heard typing** in the next room.*

2. The verb **to find**.

*e.g.: **The Egyptians are found well acquainted with the basics of astronomy and geometry**.*

3. The verbs of delivering information – **to report, to inform, to quote**, etc. Here the Participle is usually preceded by the conjunction **as**.

*e.g.: **He has been reported as asking** the court to diminish his term of imprisonment.*

*e.g.: **The Russian president was quoted as saying** that his talks with the Chinese leader must considerably improve the political situation in the Far East.*

4. The verb **to represent** in the meaning of *представлять* in the descriptions of pieces of art mostly; here the Participle is also preceded by the conjunction *as*.

*e.g.: **Peter** is represented here as **riding** a powerful horse, dressed in a Roman attire.*

In rendering this construction into Russian, we often use a complex sentence, where the main clause is indefinite personal clause (неопределенно-личное предложение).

The Nominative Absolute Participial construction

The Nominative Absolute Participial is a construction in which the Participle is in predicate relation to a noun in the Common case or a pronoun in the Nominative case which is not the subject of the sentence.

This construction performs the function of an adverbial modifier of cause, time, condition or attendant circumstances.

1. Adverbial modifier of cause.

*e.g.: **It being pretty late**, we took our candles and went upstairs.*

2. Adverbial modifier of time.

*e.g.: **The duty completed**, he had three month's leave.*

3. Adverbial modifier of condition.

*e.g.: **Weather permitting**, we'll start tomorrow.*

4. Adverbial modifier of attendant circumstances.

*e.g.: He stood by the window, **his nose almost pressed to the glass**.*

The Nominative Absolute construction

It is formed of the Nominative Absolute Participial construction by omitting the participle of the verb **to be**.

*e.g.: **Breakfast over**, he went to the office.*

Nominative Absolute Construction is used as an adverbial modifier of time or attendant circumstances.

Mind the difference in meaning due to the change of constructions.

e.g.: The lesson over _____ has a temporal meaning (when the lesson was over).

e.g.: The lesson being over _____ has a causal meaning (because the lesson was over).

The Prepositional Absolute Participial Construction

It is introduced by the preposition *with* and acts in most cases as an adverbial modifier of attendant circumstances.

e.g.: She was sitting silently, with her eyes fixed on the ground.

The Prepositional Absolute Construction

If the participle is omitted in the first-rate prepositional absolute participial construction, we deal with the prepositional absolute construction

e.g.: I found him ready and waiting for me, with a bag ~~(being)~~ in his hands.

6. Participle clauses

Participle clauses enable us to say information in a more economical way. They are formed using present participles (going, reading, seeing, walking, etc.), past participles (gone, read, seen, walked, etc.) or perfect participles (having gone, having read, having seen, having walked, etc.).

We can use participle clauses when the participle and the verb in the main clause have the same subject.

*e.g.: **Waiting** for Ellie, I made some tea. (While I was waiting for Ellie, I made some tea.)*

Participle clauses do not have a specific tense. The tense is indicated by the verb in the main clause.

Participle clauses are mainly used in written texts, particularly in a literary, academic or journalistic style.

Present participle clauses

Present participles have a similar meaning to active verbs and are used to

1) give the result of an action:

e.g.: The bomb exploded, destroying the building.

2) to give the reason for an action:

*e.g.: **Knowing** she loved reading, Richard bought her a book.*

3) to talk about an action that happened at the same time as another action:

*e.g.: **Standing** in the queue, I realised I didn't have any money.*

4) to add information about the subject of the main clause:

*e.g.: **Starting** in the new year, the new policy bans cars in the city centre.*

Past participle clauses

Past participles normally have a passive meaning and can be used in the following way:

1) with a similar meaning to an if condition:

*e.g.: **Used** in this way, participles can make your writing more concise. (If you use participles in this way, _____)*

2) to give the reason for an action:

*e.g.: **Worried** by the news, she called the hospital.*

3) to add information about the subject of the main clause:

*e.g.: **Filled** with pride, he walked towards the stage.*

Perfect participle clauses show that the action they describe was finished before the action in the main clause. Perfect participles can be structured to make an active or passive meaning.

*e.g.: **Having finished** their training, they will be fully qualified doctors.*

*e.g.: **Having been made** redundant, she started looking for a new job.*

Participle clauses after conjunctions and prepositions

It is also common for participle clauses, especially with **-ing**, to follow conjunctions such as **since**, **when**, **while**, etc.

*e.g.: **While packing** her things, she thought about the last two years.*

*e.g.: **In spite of having read** the instructions twice, I still couldn't understand how to use it.*

7. Participial prepositions

Participial prepositions are a subset of participles that, due to widespread, long-time usage habits, have become acceptable as prepositions.

Some of the most common examples are **assuming**, **barring**, **considering**, **given**, **notwithstanding**, **provided** and **respected**.

*e.g.: **Considering** that the whole idea behind poetry is to convey meaning through sound, "Jabberwocky" is actually a brilliant work of art.*

*e.g.: **Given** that the profit margin is high on derivatives trading, Bernstein's estimates seem to be somewhat on the mark.*

*e.g.: **Assuming** the talks start, they may still go nowhere.*

GRAMMAR PRACTICE

Ex. 1. Read the article. Write down the participles you can find in the text. Find as many participles as possible.

The green shoots of recovery

It is autumn in New York but the future looks green. At least it does if you start peering up at the 27 storeys of the Solaire, a new building on the tip of Manhattan that has pioneered environmentally friendly technology in tall residential buildings.

When the terror attacks of September 11 tore its vicinity apart, prospects for the Solaire, overlooking ground zero, were bleak. Many of the site's workers were assisting rescue work after the World Trade Center collapsed. New construction seemed unimaginable amid the wreckage; the project being postponed for 10 months.

But today its home, Battery Park City, is vibrant again. Cyclists and joggers crowd the river path and commuters from New Jersey disembark at a ferry landing at the foot of the Solaire.

Situated in one of the most historic parts of New York, the Solaire enshrines the idea that green living and urban living are compatible – and that high-rise living may be embarking on a fresh course. Its apartments are airy and bright with wood floors, granite kitchen counters and marble bathrooms. It has a rooftop garden, 24- hour concierge and a palatial gym, as is common in luxury buildings in the area.

What makes the Solaire extraordinary is that every aspect – from the technologies and materials used, to its careful construction was carried out with sustainability in mind, besides, claiming impressive energy savings. And sustainability does not need to compromise comfort. The Solaire claims its air and water filters, and use of natural materials, are good for the health. Even asthmatic residents are said to benefit.

Having benefited from a tax credit for green buildings brought in by New York Governor three years ago, the building meets environmental standards suggested by the local authorities.

Starting with the plumbing, the building has a water treatment facility in its basement that recycles water from toilets and washing machines back to toilets and the building's cooling system. Rainwater is collected and recycled to irrigate its rooftop garden and can store up to 10,000 gallons for times of drought, at the same time the water system being estimated to use 9m gallons of water a year less than a similar, non-green building.

Lighting in common areas is controlled by motion sensors and all light bulbs in the building are energy-saving. Tenants can use timed thermostats to switch heating or air conditioning on or off, depending on when someone will be at home. "Low-flow" toilets are installed in every apartment, as well as front-load washing machines that use less than half the water consumed by top-loaders.

Much within the Solaire is made from recycled materials or managed resources. Parquet floors are maple scrap. Cherry kitchen cabinets are made from wood from managed forests. Corridor carpets come from recycled

material. At least 60 per cent of construction waste was collected and recycled, most materials being sourced within 500 miles of the site.

Architects and environmentalists agree that the Solaire building is ushering a new building trend promoting healthy and environmentally friendly living. The real estate community is beginning to realise that green attributes may be very attractive to tenants and

Ex. 2. Answer the questions to the text. Use participles in your answers.

1. What is special about the Solaire building in New York?
 2. Why were its prospects bleak a few years ago?
 3. Where is it situated?
 4. What two concepts of living are made compatible in the Solaire?
 5. What makes the building extraordinary?
 6. Why did it get a tax credit a few years ago?
 7. What water- and energy-saving devices are used in the building?
 8. What are the materials used in the construction?
 9. What new trend is the Solaire starting?
 10. Is it an alluring project for real estate agencies? And for tenants?
- Give your reasons.

Ex. 3. Translate the sentences into Russian and identify the function of Participles in the sentences below.

1. Judging from what you say, it had an influence on him.
2. He lives in a charming house outside the town.
3. Being an orphan at six, he was brought up by a distant relative.
4. I could hear the wind whistling all night.
5. Seeing him on the other side of the street, I called him.
6. He kept silent as if waiting for further explanation.
7. Generally speaking, this novel is worth reading.
8. We went along the street leading to the seashore.
9. His argument was convincing.
10. Your suggestion is very tempting.
11. Little bare-legged children ran about him, playing on the grass.
12. Feeling tired, Louise went to bed early.

13. She stopped speaking as if waiting for him to speak.
14. The captain walked up and down looking straight before him.
15. Being a newcomer, he felt ill at ease.
16. Emma sat in the armchair facing the door.
17. She remained standing.
18. A huge crowd watched the firemen fighting the blaze.
19. I won't have him speaking like that.
20. I cannot have them working so much.
21. Reading a newspaper, I heard the doorbell ring.
22. She paced up and down the room restlessly as if trying to make some decision.
23. The present situation is terrifying.
24. Having found a hotel, we looked for somewhere to have dinner.
25. Glancing over his shoulder, he could see the dog chasing him.
26. Increasing prices are making food very expensive.
27. Knowing exactly what I wanted, I didn't spend much time shopping.
28. Jim hurt his arm (while) playing tennis.
29. Lena gave me a very long look indeed as though seeing me for the first time.
30. The children rushed into the room laughing loudly.
31. Do you know the students translating the text?
32. He came in limping.
33. Not having a car, he finds it difficult to get around.
34. They walked by the lake holding hands.
35. Frankly speaking, I'm not quite sure how to do it.

Ex. 4. a) Comment on the function of the Participle in the proverbs and sayings below.

b) Choose a saying, explain its meaning and illustrate with an example.

- 1) A forced kindness deserves no thanks.
- 2) The rotten apple injures its neighbours.
- 3) The beaten road is the safest.
- 4) A watched pot never boils.

- 5) Rats desert a sinking ship.
- 6) A rolling stone gathers no moss.
- 7) A growing youth has a wolf in his belly.
- 8) The tongue ever turns to the aching tooth.
- 9) No living man all things can.
- 10) A burnt child dreads the fire.
- 11) Let sleeping dogs lie.
- 12) Coming events cast their shadows before.
- 13) Forewarned is forearmed.
- 14) A drawing man will clutch at a straw.
- 15) Barking dogs seldom bite.
- 16) Advice most needed is least heeded.

Ex. 5. Choose verbs from the box and use the necessary form of participle to complete the text.

complete, work, challenge, delve, lead, teach, fuel, recognize, follow

_____ my undergraduate studies in physics, I embarked on a _____ journey in pursuit of a Ph.D. degree. Enthusiastically _____ into the world of quantum mechanics, I conducted a comprehensive research, ultimately _____ by the publication of several influential papers. While _____ on my doctorate, I also had the privilege of teaching advanced physics courses. While _____, I did my best to impart my knowledge to the next generation of scientists. With my research _____ as ground-breaking, I was offered a prestigious position at a _____ research institution, where I continue to explore the mysteries of the universe, _____ by my passion for scientific discovery.

hope, stroll, create, adorn, craft, examine, feature, surround,

_____ through the hushed corridors of the art gallery, I was captivated by the mesmerizing paintings _____ the walls. _____ by renowned artists from various periods, these artworks, each uniquely _____, conveyed

profound emotions and stories. The carefully curated exhibition, _____ pieces both ancient and contemporary, left me in awe of the diverse talents that have contributed to the world of art. _____ these masterpieces, I couldn't help being inspired to create my own, a task I undertook with new-found enthusiasm. _____ by the creative energy of the gallery, I began sketching, painting, and experimenting with various techniques, _____ to one day leave my own mark on the ever-evolving canvas of art.

encourage, collect, explore, complete, engage, enlighten, lounge, trek, sling, roam

_____ by insatiable wanderlust, I embarked on a journey of a lifetime, _____ the far reaches of the globe. _____ through bustling cities and tranquil villages, I immersed myself in the rich tapestry of cultures and traditions that make our world so diverse. _____ through rugged mountain ranges and _____ on pristine beaches, I enjoyed breathtaking landscapes. _____ with locals and fellow travelers, I gleaned insights into the customs and stories that bind humanity together. With a backpack _____ over my shoulder and a heart full of adventure, I continued traversing the world, _____ memories and experiences that will forever be etched in my soul. _____ my journey, I can wholeheartedly recommend this experience as totally mind-blowing and highly _____.

adopt, increase, consult, make, improve, practice, be, accustom, incorporate, integrate

_____ a healthy lifestyle is a transformative journey, with its benefits being both immediate and long-lasting. _____ sedentary for most of my adult life, I decided to make a change. _____ with a fitness expert, I started a structured exercise schedule, which included brisk walks and strength training. The effects were noticeable in just a few weeks, with my energy levels _____ and my overall well-being _____. Furthermore, _____ to processed and fast foods, I found it hard to transition to a healthy diet. Fresh fruit, vegetables, and lean proteins became the

staples of my meals. This change not only aided in my weight management but also boosted my immune system, _____ me less susceptible to illnesses.

_____ stress-reduction techniques into my daily routine I managed to maintain a balanced and healthy life. _____ mindfulness meditation and yoga I improved my mental and emotional well-being.

Overall, these changes _____ into my daily routine, I feel more energetic, happier, and equipped to face life's challenges with resilience and vitality.

Ex. 6. Choose the correct participle in the following text.

School Report Shocks Parents

Teachers are finding it increasingly difficult to control classes of young pupils, says a report published yesterday. The evidence from the 100 schools which were involved in the study is not **encouraged/encouraging**. The report paints a **depressing/ depressed** picture of schools up and down the country, with teachers feeling **disappointed/disappointing** not only by students' results in tests but by the **worrying/worried** increase in violent behaviour in class and in the playground. 'I am worn out at the end of the day; my job is **exhausted/exhausting**, I can tell you,' complained one teacher. One of the most **disturbed/disturbing** revelations is the use of drugs by youngsters. Although teachers were not totally **surprised/ surprising** by the findings, parents are **worried/worrying**; some even described the report as **shocked/shocking** and demanded immediate action. Pupils who were asked to comment on the report said they found school **uninterested/uninteresting**; they blamed teachers for teaching **boring/bored** lessons. The report is particularly **embarrassed/embarrassing** for the Minister of Education who claimed recently that British education is 'the best in the world'.

Ex. 7. Complete the sentences using Participle I or Participle II formed from the verb in brackets.

1. Success in one's work is a (satisfy) experience.
2. The dragon was a (terrify) sight for the villagers. The (terrify) villagers ran for their lives.
3. I found myself in an (embarrass) situation last night.

4. I elbowed my way through the (crowd) room.
5. That (annoy) buzz is coming from the fluorescent light.
6. A (grow) child needs a (balance) diet.
7. We had a (thrill) but hair-raising experience on our backpacking trip into the wilderness.
8. The journey was very (tire).
9. The cheese smells (disgust).
10. When my dad started to dance it was (embarrass).
11. It's really (annoy) when you interrupt.
12. I was (shock) when I heard the news.
13. Why are you looking so (worry)?

Ex. 8. Complete the following sentences with Participle I or Participle II using the verbs in the list.

*interest relax surprise confuse bore annoy embarrass frighten
depress irritate*

1. The instructions in the exam were very complicated and left the students feeling totally _____. 2. I don't find horror films at all _____ – in fact, I find them quite funny. 3. Would you be _____ in coming to the theatre this evening? I have a spare ticket. 4. Can't you fix that dripping tap? It's getting on my nerves – it's really _____. 5. I didn't expect to see Peter at the party. I was really _____ to see him there. 6. He's had a lot of bad news recently and is feeling a bit _____. Let's go and cheer him up. 7. I find it _____ to lie on the sofa and listen to music after a hard day's work. 8. I was told the film was really good but I felt utterly _____ by it. 9. I get really _____ when people throw rubbish down in the streets. It makes me furious. 10. If I said anything as stupid as he did in front of a thousand people, I'd feel really _____.

Ex. 9. Pair-work. Speak with your partner, describe situations when you feel in a certain way. Use ideas from sentences below.

1. I feel ashamed when _____.
2. _____ is usually very tiring for me.
3. I remember feeling disappointed when _____.
4. When a child I used to feel embarrassed when _____.

5. I felt annoyed when _____.
6. The last time I felt shocked was _____.
7. A lot of people get terrified when _____, but I don't.
8. _____ looks disgusting to me.
9. _____ was a frightening experience.
10. I will feel challenged if _____.
11. It was heartbreaking to see _____.

Ex.10. Pair-work. Make sentences from the words below to describe situations and use *How* + *Participle I* to react to them. Make up situations of your own.

e.g.: Jack didn't like the present I gave him. – Oh, how disappointing!

1. I/drop/phone/it/break.
2. My parents/give/latest phone model/birthday.
3. I/fail/Maths exam.
4. I/see/huge spider/bedroom/night.
5. I/can't wait/go/favourite band's gig.
6. My dad/dance/birthday party.
7. My dog/fall ill/she/not eat/two days/already.
8. I/invite/ job interview.
9. She/take a taxi/wrong address/miss the train.
10. Application/approve. I/get/visa.

Ex. 11. Choose the correct words to complete this conversation.

A: Angelina Jolie is my favorite actress. When she (was /got) married, she I felt so sad. But then she (was / got) divorced just two years later, I was so happy. But then, she started dating Brad Pitt.

B: Happy? Sad? Do you think Angelina (is / gets) interested in you? She doesn't even know you!

A: I keep sending her letters. I would like to (be / get) acquainted with her.

B: She's not going to answer your letters. She (is / gets) too rich and famous to pay attention to you.

A: Well, I'm an actor too, you know.

B: Mostly you're just a waiter.

A: I'm not always going to be a waiter. When acting studios discover me, I'm going to be famous, and Angelina will notice me if she (gets / is) single again.

B: Well, it's possible that she'll (get/ be) divorced. But you'll be an old man when, and if, you are famous.

A: That doesn't matter. Someday it will happen, and I'll meet Angelina.

B: By that time, she will (be / get) old and you won't be interested in her anymore.

A: I'll always (get / be) interested in her. She's my one true love.

B: Oh, really? What does your girlfriend have to say about that?

A: I never talk to her about Angelina. One time I told her how much I like Angelina, and she (was / got) angry.

B: I don't think your girlfriend has anything to worry about.

Ex. 12. Point out the Objective and the Subjective Participial Construction. Translate into Russian.

1. In the midday quiet of the bush she heard a small bird singing. (Young) 2. The taxi could be seen waiting outside. (Murdoch) 3. His face clouded when he heard his name spoken. (Greene) 4. She had the drawing-room redecorated. (Maugham) 5. All the while she felt her heart beating with a vague fear. (Eliot) 6. The darkness found him occupied with these thoughts. The darkness found Mr. and Mrs. Plornish knocking at his door. (Dickens) 7. Somewhere a long way off a telephone bell rang and a voice could be heard speaking. (Greene) 8. For their New Year's Eve party, she had all the furniture moved out of the parlor and sitting-room. (Stone) 9. Get your things packed. (Cronin) 10. Temple heard the woman fumbling at the wall. (Faulkner) 11. The two- men were heard descending. (Dickens) 12. Two days later she heard sleigh bells coming up the drive. (Stone) 13. They wanted the Committee convened over the week-end. (Snow) 14. She had her bed ~~мртоъл ртоъг~~moved to the corner of the porch. (Buck) 15. Mary could feel Elizabeth reviewing their hopes and dreams, their relationship as sisters. (Stone) 16. She averted her eyes each time she found herself being stared at. (Caldwell) 17. The din in the entrance hall continued, and more vehicles could be heard arriving at the door. (Murdoch) 18. She

heard the musicians tuning up in the back parlour. (Stone)

Ex. 13. Translate into English, using the Objective or the Subjective Participial Construction.

1. Была тихая летняя ночь. Мы сидели в саду и наблюдали, как луна медленно поднимается из-за деревьев. 2. Мы слышали, что кто-то поет вдали. 3. В детстве я часто слышал, как моя мать пела эту песню. 4. Мы увидели, что по дорожке сада идет сын нашего соседа. 5. Мы не видели его уже много лет, но часто слышали, как его имя упоминалось в доме его родителей. Мы не раз слышали, как его мать говорила о нем и его работе. 6. Видно было, как по переулку пробегали люди. 7. Подходя к церкви, увидел он, что народ уже расходился. 8. Все понимали, что он тратит время впустую. 9. Я требую, чтобы все замечания были устранены немедленно. 10. Они сочли результаты неудовлетворительными.

Ex. 14. Translate into English, using the verb to have or to get followed by the Objective Participial Construction.

1. Я переделала свое зимнее пальто. 2. Когда вы, наконец, настройте свой рояль? Он совсем расстроен (to be out of tune). 3. Я не починил вчера часы, так как мастерские были закрыты. 4. Когда вы оклеили комнату? 5. Вам уже побелили потолок? 6. Где вы снимались? 7. Вам следует переплести свои книги. 8. Где вы делали себе это платье? 9. Я выкрасила свое платье, и теперь оно совсем как новое (выглядит совсем новым). 10. Где вы починили велосипед? 11. Ты уже сфотографировался на загранпаспорт?

Ex. 15. Point out the Nominative Absolute Participial Construction. State what kind of adverbial modifier it expresses. Translate into Russian.

1. The weather being dark and piercing cold, he had no great temptation to loiter. (Dickens) 2. Out in the shadow of the Japanese sunshade, she was sitting very still, the lace on her white shoulders stirring with the soft rise and fall of her bosom. (Galsworthy) 3. His tale told, he put his head back and laughed. (Stone) 4. She had put some order into the drawing-room by now, her housewifely instincts having got the better of her dismay, j (Maugham) 5. This being understood, the conference was over and' Lufkin got up to join

his guests. (Snow) 6. The next morning, it] being Sunday, they all went to church. (Buck) 7. They went down the stairs together, Aileen lingering behind a little... (Dreiser)) 8. For the moment the shop was empty, the mechanic having] disappeared into a room at the back. (Hansford Johnson) 9. She | paused listlessly, her head dropping upon her breast. (Crown) 10. No one having as yet expressed any such opinion, this was the more readily assented to. (Galsworthy) 11. Sir Henry was deep in his papers, his long, white hands moving nervously in rhythm with his thoughts. (Greene) 12. The constraint caused by Timothy's presence having worn off a little, conversation took a military turn. (Galsworthy) 13. This done, and Sikes having satisfied his appetite, the two men laid themselves down on chairs for a short nap. (Dickens) 14. She rose from the bed and removed her coat and stood motionless, her head bent, her hands clasped before her. (Faulkner) 15. There being nothing eatable within his reach, Oliver replied in the affirmative. (Dickens)

Ex. 16. Point out the Absolute Constructions and state what kind of adverbial modifier they express. Translate into Russian.

1. Mrs. Maylie being fatigued, they returned more slowly home. (Dickens) 2. Then she sprang away and ran around the desks and benches, with Tom after her, and took refuge in a corner at last, with her little white apron to her face. (Twain) 3. In the afternoon, with the wind from the south, the big canoes... had come drifting across the waters. (Lawrence) 4. The concert over, the lottery... came next. (Ch. Bronte) 5. Dinner being over, Bathsheba, for want of a better companion, had asked Liddy to come and sit with her. (Hardy) 6. Now he sat down in an armchair opposite Charlie, sat bolt upright, with his hands on his knees, and looked hard at Charlie. (Priestley) 7. Abraham too looked well, his cheeks filled out, his eyes cheerful. (Stone) 8. Then, with her heart beating fast, she went up and rang the bell. (Galsworthy) 9. She sat on the steps, with her bare arms /crossed upon her knees. (Wilson) 10. Mr. Pickwick's mouth and chin having been hastily enveloped in a large shawl, his hat having been put on his head and his great coat thrown over his arm, he' replied in the affirmative. (Dickens) 11. With the watch in her hand, she lifted her head and looked directly at him, her eyes calm and empty as two holes. (Faulkner) 12. He stood shamefully,

hesitating, the strength of his resolution exhausted in his words. 13. With Lowell closely watching, he slowly removed a paper and spread it carefully on his desk. (Lindsay) 14. The door of the opposite parlour being then opened, I heard some voices. (Dickens) 15. Catherine looked at me all the time, her eyes happy. (Hemingway) 16. I admired her, with love dead as a stone. (Hansford Johnson) 17. They lived the life of normal suburban children, school and holidays passing in a gentle rhythm. (Shute) 18. The child lay on the bed, its eyes shut, flushed and sweating, breathing in short, whistling gasps. (Faulkner) 19. Now this Miss Barbary was extremely close... for a female; females being generally rather given to conversation. (Dickens)

Ex. 17. Translate into English, using Absolute Constructions.

1. Так как было очень тепло, дети спали на открытом воздухе.
 2. Когда все приготовления были закончены, студенты отправились в поход.
 3. Корабль медленно плыл вдоль берегов Белого моря, сотни птиц кружились над ним.
 4. Было очень темно, так как на небе не было ни одной звездочки.
 5. Когда солнце село, туристы развели костер.
 6. Когда торжественное заседание (grand meeting) окончилось, начался концерт.
 7. Редактор отложил публикацию статьи, поскольку нужно было проверить факты.
 8. Поскольку контракт был важным, я решил посоветоваться с юристом.
 9. Если позволит погода, мы пойдем в парк.
 10. Нет смысла делать перерыв, работы очень мало.

Ex. 18. Translate into Russian and define the type of the participial construction.

- 1) Time permitting, they will come to see us next weekend.
- 2) It being sunny, we went outside.
- 3) My patience exhausted, I stopped waiting.
- 4) There being little time left, they rushed to the station.
- 5) A man with a bag fell over the stone, the potatoes rolling down the road.
- 6) All the money spent, they could not buy food.
- 7) He looked at me, his eyes sparkling with joy.
- 8) Her sister being too nervous, it was difficult to speak to her.
- 9) Her father smoking heavily, it was difficult to breathe in the house.

- 10) I feel awkward with all these people staring at me.
- 11) It being Monday, the shop opened at half past nine.
- 12) It being too late, we left the party.

Ex. 19. Transform the sentences into sentences with Objective or Subjective Participial Constructions.

1. We overheard him. He was rehearsing his part before the first night
2. I took my car to the car service where they changed the flat tire.
3. I think that travelling is inspiring in many ways.
4. Jane saw how her father was experimenting with watercolours.
5. We have to do the task immediately. Our boss wants it now.
6. I saw that the ball was rolling downhill towards the river.
7. The music teacher saw his talent and invited him to join the orchestra.
8. I 've been to the hairdresser's and now have a new haircut.
9. They heard the fans. They were screaming.
10. The fans saw that he had scored a goal.

Ex. 20. Complete the following so as to use objective predicative constructions with Participle I.

- 1) They watched the children _____.
- 2) He didn't see her _____.
- 3) I didn't notice you _____.
- 4) I've never heard you _____.
- 5) I didn't see anybody _____.
- 6) The girl saw someone _____.
- 7) The blow sent the boy _____.
- 8) She watched the car _____.
- 9) She heard the footsteps _____.
- 10) I saw the door _____.
- 11) She heard the children _____.
- 12) He felt her _____.

Ex. 21. Transform the sentences into sentences with the Nominative Absolute Construction and the Prepositional Absolute Construction.

- 1) The canvas was white, so she didn't dare to put the first stroke with her brush.

2) A children's sport center was opened. As a result, a lot more children started attending sport clubs.

3) It was Saturday, he didn't have to hurry to the office.

4) She stood in front of everybody, her arms were folded and her face expressed determination.

5) There being a lot of people in the bus, they decided to wait for another one.

6) As the pandemic raged, the government had to change the policy.

7) After the heads of delegation reached mutual understanding, they signed the agreement.

8) She was a straight-A student, that's why she was selected for an internship abroad.

9) Since there was a thick fog, our flight was delayed.

10) We went to the baggage reclaim office, as we couldn't find our suitcase upon arrival.

11) His interpreting was flawless, since he had prepared a lot.

Ex. 22. Make up your own sentences using the following nominative absolute participial constructions.

1. _____ the weather being fine.

2. It being a cold day _____.

3. _____ his voice trembling.

4. The working day being over _____.

5. _____ his eyes widening.

6. _____ her face lightening.

7. My friend hav-ing declared _____.

8. _____ his hand reaching for a cigarette.

9. The hour being early _____.

10. The child weeping bitterly _____.

11. The door bell ringing _____.

Ex. 23. Use the correct form of the participle. State the function of the participle clause.

1) A woman _____ (wear) a blue hat opened the door.

2) Champagne, _____ (produce) in France, is exported all over the world.

- 3) My sister works in a bakery _____ (make) cakes.
- 4) A million dollars worth of jewellery _____ (belong) to the President's wife has been stolen.
- 5) Pictures _____ (paint) by Picasso usually sell for millions of pounds.
- 6) A lorry _____ (carry) fruit crashed on the motorway.
- 7) This is a vegetarian restaurant. None of the dishes _____ (serve) here contain meat or fish.
- 8) The Harry Potter books, _____ (write) by JK Rowling, have all been made into films.

Ex. 24. Choose the appropriate participle preposition for the sentences from the choices provided below them.

1. I will go there, _____ you are coming with me.
- if
 - regarding
 - provided
 - taken
2. Study _____ to the syllabus.
- according
 - owing
 - between
 - failing
3. He was surprised as he was not _____ me.
- accepting
 - taking
 - expecting
 - falling
4. You should reach on time, _____ which you will be disqualified.
- barred
 - failing
 - according
 - upon

5. I planned to visit my grandparents _____ the winters.
- pending
 - excluding
 - taken
 - during
6. I am ready to pay the fee _____ the late penalty.
- excluding
 - owing
 - given
 - taking
7. _____ his feeble appearance he was a man of courage.
- according
 - barring
 - given
 - notwithstanding
8. He was _____ from boarding the plane without passport.
- given
 - taken
 - barred
 - owing
9. Everyone _____ the chief guest was enjoying the show.
- apart from
 - including
 - provided
 - following
10. He was given a second chance, _____ his good behavior.
- considering
 - pending
 - regarding
 - accepting
11. You are expected to complete all your _____ work by tomorrow.
- previous
 - latest

- pending
- important

12. _____ to his athletic built; he was selected in the team.

- considering
- following
- owing
- taken

13. Anything _____ the security of students is a matter of great importance.

- about
- regarding
- concerning
- accepting

Ex. 25. Use participial prepositions to fill in the gaps.

considering, pending, given, provided, notwithstanding, regarding, owing, assuming

_____ my busy schedule, I decided to take a well-deserved vacation. _____ the current situation in the world, it seemed like the right time for a break. ___ the ongoing pandemic, I was a bit hesitant, but _____ the safety measures and guidelines, I felt it was a reasonable decision.

_____ the uncertainty of the travel restrictions, I planned my trip carefully. ___ the fact that I had a few work-related tasks _____ that needed my attention, I was determined to enjoy my time away. _____ the potential changes in travel regulations, I stayed informed about the latest updates.

_____ my concerns about the weather, I packed accordingly. _____ that I might need to be flexible with my plans, I remained open to new adventures. _____ some delays during the journey, I made the most of my time exploring new places.

In the end, the trip turned out to be a great decision, _____ a few minor hiccups along the way. _____ the circumstances, I had a fantastic and memorable vacation.

Unit 4. MODAL VERBS OF SPECULATION

INTRODUCTORY TASK

a) Read the opinions about the future of the theatre. Whose opinion is more appealing to you?

b) Find set phrases and word-combinations in ex.1 that can be used for speculation, range them according to the degree of probability they express.

James: Theatre may have been a major form of entertainment once, but it is unlikely to keep the role in the future. It shouldn't take more than half a century for this form of art to be gone. Theater as we know it today, is fading away. Television, movies and the internet have largely replaced live theatrical performance.

Young people are brought up with excessive and easily accessible entertainment. If you look out into the audience these days you are sure to see a lot of grey hair. There are far fewer theaters and the cost for tickets has escalated accordingly, making it even less accessible.

Jordan Yates: Hands down, I'm so excited for what technology can do for theatre. It's truly amazing what technicians can do with their half of the theatre nowadays. Lighting is sure to be the biggest area to develop theatre. We have lights that can be focused and moved all from the booth instead of manually. Props, too, tend to be more technical. Better technology will help us improve scenery and costumes, as well. With the present technology we are bound to get better sound quality, cooler sets, more complex costumes, fancy lights and better props.

Greg Anderson: Well, that's a tough crystal ball to get a clear vision from. Theater in the last few decades has moved almost exclusively to "spectacle" - that is, lavish, expensive musicals with elaborate production values. These may be quite entertaining, but they have come to dwarf the entertainment potential of "straight plays" (non-musicals). It's arguable that in the current state of the industry, stellar playwrights would have a near-impossible getting produced on Broadway. As for the future, the pendulum should swing back at least a bit, and the continuing strength

of Off-Broadway and regional theaters (where non-musicals remain the bread and butter due to budgetary limitations) will work to at least partially counter-balance.

THEORETICAL BASICS

We use modal verbs for deduction and speculation with different degree of probability and reference to the present, future and past.

Degrees of uncertainty

We use **must** when we feel sure that something is true or think it's the only realistic possibility. It shows we have arrived at this conclusion by reasoning or looking at the evidence.

*e.g.: You **must** be tired. You've been travelling all day.*

We can also use **be bound to** to express certainty about a guess or prediction. Strictly speaking, **be bound to** is not a modal verb, but it is a related expression.

e.g.: There are transport strikes tomorrow, so travel is bound to be more difficult.

We use **can't** when we feel sure that something is not possible.

*e.g.: It **can't** be easy for him, looking after three kids on his own.*

We use **should** and **shouldn't** to show expectations about the future. They show we think something will probably be the case because it's normal or reasonable to expect.

*e.g.: Rest and drink plenty of water. You **should** feel better in a day or two. It **shouldn't** be a problem.*

Should and **shouldn't** in this context have the meaning of 'if all goes well'. We don't use them to predict something negative or unwanted.

We use **might**, **may** or **could** to say that we think something in the present or future is possible but we're not sure.

*e.g.: I **might** see you tomorrow if you're in the office.*

*e.g.: There **may** be another issue that we don't know about.*

*e.g.: This illness **could** be prevented.*

They all have the same meaning, but *may* is more formal than ***might*** and ***could***. Adding ***well*** after the modal makes the situation sound more likely.

*e.g.: I'll try the pharmacy, but it **might** well be closed now.*

The negative forms are ***may not*** and ***might not*** (or ***mightn't***).

*e.g.: We **may not** need waterproof jackets, but I'll pack them anyway.*

Couldn't is different from ***may not*** and ***might not***. It means something is impossible.

We use ***can*** express general possibility, is not used to talk about possibility in relation to a specific event or situation.

e.g.: Azi ~~can~~ may / might / could be in the garden.

Instead, ***can*** shows that something sometimes happens or is capable of happening.

*e.g.: Noisy neighbours can be a problem if you're living in a flat.
It can be very cold here in winter.*

Modal verb	Meaning
<i>will/won't</i>	something we definitely know, a predictable situation
<i>must</i>	something we logically deduce to be true
<i>can't</i>	something we logically deduce to be not true
<i>can</i>	something generally possible
<i>should/shouldn't</i>	something we expect to happen/to be happening
<i>may/might/could</i>	something we think of as possible (<i>might</i> showing the lowest degree of possibility)

Speculation about the future is expressed with ***to be bound / sure / likely / unlikely + infinitive*** or ***will + bare infinitive***.

*e.g.: He's **bound to** feel nervous before his driving test.*

*e.g.: She's **unlikely** to get that job!*

We can also use ***might / may / could + infinitive*** to say that a future situation or action is possible.

*e.g.: I **might** go to New York in August. (= It's possible I'll go to New York in August.)*

Speculation about the present is expressed with a *modal verb + infinitive (do / be doing / be done)*

We can use *must / may / could / might or can't + be + verb + -ing* to speculate about activities in progress in the present and about temporary situations in the present.

*e.g.: Mary **might / may / could be having** lunch. (= It's possible that Mary is having lunch.) He **should/ought to be** home by now. He is always home before 7.*

Speculation about the past is expressed with a *modal verb + perf. inf. / perf.cont.inf/perf. passive inf. (have done / have been doing / have been done)*

*e.g.: She was home last night but **didn't** answer the door. She **might/may have been having** a shower.*

*e.g.: She was at home last night. He **can't have seen** her in the cafe. (= I am sure that he didn't see her there.)*

NOTE

could/might/should + perfect infinitive are used to criticise people for not doing things.

*e.g.: You **could have helped** me! (Why didn't you?)*

*e.g.: You **might have let me** know you weren't coming.*

GRAMMAR PRACTICE

Ex. 1. For each sentence, choose between can't, might or must to fill each space.

1. Your mother _____ be a great cook. You are always so keen to get back home to eat!

2. I don't know why I am so tired these days. I _____ be working too hard. Or maybe I am not sleeping too well.

3. Do you know where Carl is? He _____ be out - his car keys are on the table.

4. You seem to know everything about the theatre. You _____ go every week.

5. To give the promotion to Harold was silly. He _____ know much about this company after only a year working here.

6. Go and look in the kitchen for your gloves. They _____ be in there.

7. Oh, the phone is ringing. Answer it. It _____ be Kate. She always rings at this time.

8. Dan has been drinking that whiskey since early this afternoon. He _____ be totally drunk by now.

9. That couple _____ think much of this film. They're leaving already - after only 20 minutes!

10. That's the second new car they have bought this year. They _____ be very rich!

Ex. 2. Practice modal verbs of speculation for the present. Fill in the gaps with appropriate modal verbs.

1. I can't find my wallet anywhere. It _____ have fallen out of my pocket.

2. Look at those dark clouds in the sky. It _____ rain later.

3. Tom is usually very punctual, but he's not here yet. He _____ have gotten stuck in traffic.

4. Sarah is an excellent chef. This delicious dish _____ be her creation.

5. The train is delayed again. It _____ arrive on time today.

6. They have been whispering and giggling all day. They _____ be planning a surprise party.

7. I called Mary, but she didn't answer her phone. She _____ be in a meeting right now.

8. Tim has been studying really hard for the exam. He _____ pass with flying colors.

9. The dog is barking loudly. There _____ be someone at the door.

10. The roads are clear, and there are no traffic jams. We _____ reach our destination on time.

Ex. 3. Rewrite the sentences in italics using must/can't + perfect infinitive.

1. We went to Dublin for the weekend. – I'm sure that was a nice change.

2. The car's got a big dent in the side. – It looks as if Bernie had an accident.

3. There's nothing in the fridge. Obviously, Luke hasn't been shopping.

4. Lucy isn't here. – I reminded her yesterday. Surely, she hasn't forgotten.

5. There's a lot of water around. – That means it rained in the night.

6. He had plenty of money last week. I don't believe he \ spent it all.

7. I've finished the report. – Already? I guess you worked all weekend.

8. Julie is crying. I think something bad has happened.

9. The train is late. I'm sure, John hasn't arrived yet, there are no other ways to get here by public transport.

10. Nobody knows for sure if Atlantis existed. There is no reliable evidence.

Ex. 4. Complete the sentences with *must* / *can't* / *may* / *may not* + perfect infinitive.

1. Shakespeare _____ to Australia, because Europeans didn't know about it. (go)

2. King Arthur _____ – nobody's sure. (exist)

3. Castles in the Middle Ages _____ cold in the winter. (be)

4. Poor people five hundred years ago _____ easy lives. (have)

5. She didn't answer. She _____ what I said. (understand)

6. You _____ pleased when you heard you won the prize. (be)

7. My ankle really hurts. – Well, you _____ it if you can still walk. (break)

8. You look very sleepy. You _____ up late last night (stay).

Ex. 5. Practice modal verbs of speculation for the past. Fill in the gaps with appropriate modal verbs and the form of the verb in brackets.

1. The roads were completely empty, so _____ (arrive) home early.

2. She looked upset when I spoke to her. She _____ (receive) bad news.

3. The restaurant was closed when we arrived. They _____ (run) out of food.

4. He was wearing a suit at the party. He _____ (come) from a business meeting.

5. The store was closed, but the lights were still on. The employees _____ (clean) up.
6. They didn't answer the phone. They _____ (go) out for a walk.
7. He arrived at the airport just in time for the flight. He _____ (catch) the earlier train.
8. She wasn't at the party. She _____ (decide) not to come.
9. The car was parked in front of the house all night. They _____ (stay) home.
10. The door was locked, and the lights were off. They _____ (leave) the office early.

Ex. 6. Practice modal verbs and modal phrases for of speculation about the future. Fill in the gaps.

1. I haven't received a response yet, so they _____ still be considering my proposal.
2. Sarah's flight _____ be delayed due to bad weather conditions.
3. She _____ arrive late for the party; she is always punctual.
4. We _____ go on a trip next summer if everything goes as planned.
5. They _____ have already booked their tickets for the concert.
6. He _____ have forgotten about our meeting; he never misses appointments.
7. By this time next year, I _____ have completed my master's degree.
8. She _____ win the competition with all her talent and hard work.
9. They _____ not attend the event because of a scheduling conflict.
10. We _____ go to the beach if the weather permits.

Ex. 7. Complete the sentences with the correct modal verb.

- 1) A theatre ticket _____ cost that much. I will check it out in the box office.
- 2) There _____ be full house today. There are no more tickets available.
- 3) The play _____ have been a success. There has been a number of curtain calls already.
- 4) The name of the performance sounds familiar to me. It _____ be based on the book I have read recently but I'm not sure.

5) He is a talented actor. He _____ be given the lead role after the audition.

6) I'd take the role if I were you. Being an extra in a famous director's performance _____ a good debut in the stage.

7) I can hear loud voices. The dress rehearsal _____ be in full swing.

8) The mime _____ have said it. Mimes communicate entirely with gestures.

9) A programme _____ contain information about the playwright, the plot, and the cast.

10) Should the lead actor fall ill there _____ to be always an understudy who can to replace them.

11) Thy actor playing the villain _____ be very convincing but the public _____ to have more appeal for the protagonist.

Ex. 8. Fill in the gaps with appropriate modal verbs.

1) It _____ sound absurd but I online performances open up new horizons for the modern theatre.

2) Theatre _____ (not) remain the same throughout years. It _____ to change.

3) It _____ have felt a decline during the pandemic but it _____ to see a new surge of interest after all the Covid restrictions are removed.

4) Theatre _____ be going through hard times having to compete with digital entertainment. However, after all the ups and downs it _____ carry on with a new crowd of fans holding live performance as a priceless value.

5) Theatre has unlimited number of options to offer to the public. Young directors with fresh ideas _____ change the perception of the theatre.

6) Theatre _____ has fallen victim to a bunch of misconceptions. It is believed to be rigid elaborate and outdated form of art which.

Ex. 9. Read the situation descriptions and come up with your ideas about the possible causes. Use modal verbs of speculation and various infinitive forms.

1) The culprit got away with the robbery.

2) Our flight is delayed although the weather conditions are perfect.

3) I feel even worse after taking the pills prescribed by the doctor.

4) I'd rather not book flights in advance. I'm not a forward planner any longer.

5) He needs a diet and more exercise.

6) They moved from a derelict block of flats on the outskirts to a gorgeous detached house in a prime location.

7) She called to say she was running late.

8) I failed my exam even though I had pulled an all-nighter to cram for it.

9) Surprisingly, this amateur painting was accepted to the prestigious exhibition.

10) I thought the performance was a flop, but the audience gave it a standing ovation.

Ex. 10. Translate into English using modal verbs.

1. Не может быть, чтобы она прочла эту книгу за два дня; она, возможно, только просмотрела ее. 2. «Не может быть, чтобы вы потеряли билет, вы могли положить его в карман». – «Нет, я могла выронить его в трамвае». 3. Не может быть, чтобы он уже приехал, я получила телеграмму только вчера. 4. Неужели он уже получил мое письмо? 5. Неужели он не получил моего письма? 6. Ваши часы, возможно, спешат; не может быть, чтобы сейчас было девять часов. 7. Он не смог получить книгу, потому что библиотека была закрыта. 8. Не может быть, чтобы он получил книгу, ведь библиотека была закрыта. 9. Она, должно быть, репетирует перед премьерой. 10. Нет, я не верю этому, не может быть, чтобы она меня обманула. 11. Я останусь дома; она, возможно, будет мне звонить. 12. Джордж, ты мог бы помочь мне нести этот тяжелый чемодан. Разве ты не видишь, как мне тяжело? 13. «Где ключ?» – «Не знаю, Ольга могла взять его с собой по ошибке». – «Не может быть, чтобы она его взяла, у нее ничего не было в руках, когда она уходила». 14. Наконец-то вы пришли! Вы могли прийти пораньше, ведь вы же знали, что я больна. 15. Уже пять часов. Собрание могло уже кончиться. Подождем немножко, он может скоро прийти. 16. Петя, должно быть, заболел, иначе он был бы уже в театре, он никогда не приходит в последний момент. 17. Не может быть, чтобы она забыла о концерте, это совсем на нее не похоже.

Unit 5. INVERSION

INTRODUCTORY TASK

1. a) Read the story below. What was the Green Face?

b) Write down instances of inversion of subject and verb.

Never has my friend Sherlock Holmes been so intrepid as he was in the case of the Green Face. Neither have his powers of induction ever been better used. Well do I remember the night we lay in wait for the Green Face. No sooner had we hidden ourselves among the bushes that it began to rain. Seldom have I known the hours pass so slowly. Only when a cold grey dawn had begun break in the east did the fearful spectre appear. So terrified was I that I tried to hide behind my umbrella. Silently and mysteriously and only a few yards away? There came into view a face of the most horrible appearance and ghastly colour imaginable. "Here comes our foe, Watson," whispered my companion. With these words up sprang Holmes – and pop went the Green Face! At our feet lay the miserable rubber remnant of the terror that haunted Abbey Grange for years. Little did I know that it was just a balloon! Had I realized of course, I would have used my umbrella.

2. Match instances of inversion with models below.

- 1. Negative or near-negative adverbials + Predic. + Subj. (*never, not since, in no way, rarely, no longer, only, etc.*)**
- 2. Adverbials *well* and *little* + Predic. + Subj.**
- 3. *So / such* followed by *that* to express result + Predic. + Subj.**
- 4. Adverbs of position and movement (*in front of, down, up, here, there, etc.*)**
- 5. Words expressing noise (*e.g. bang, pop, crash*)**
- 6. Conditional clauses containing *were, had, should* (with *if* omitted)**

THEORETICAL BASICS

In formal English, we can use inversion to make the sentence more emphatic or dramatic.

1. Inversion with negative and restrictive adverbials

When we use a negative or restrictive adverb at the beginning, the adverb is followed by an auxiliary **verb** + **subject** + **verb**.

*e.g.: I could find my keys nowhere. ⇒ **Nowhere** could I find my keys.*

When there is no auxiliary verb, we use **do** / **does** (present) or **did** (past) as auxiliary.

*e.g.: I understand the true meaning only now. ⇒ **Only now** do I understand the true meaning.*

*e.g.: I didn't say anything until she arrived. ⇒ **Not until** she arrived did I say anything.*

Common adverbs and set-phrases used with inversion:

1) **Hardly, barely, scarcely, no sooner**

We normally use **hardly** ____ **when**, **barely** ____ **when**, **scarcely** ____ **when**, and **no sooner** ____ **than** in narratives with **past perfect** in the inversion.

*e.g.: **Hardly** had I entered **when** she started the argument.*

2) **Nowhere, in no way, under no circumstances, no way** (informal)

*e.g.: **Under no circumstances** should we allow this to happen.*

3) **Adverbial + clause + inversion**

After some adverbials, such as **only if** and **only when** we use a subordinate clause (subject + verb), and that the inversion is never in the subordinate clause but in the main verb of the sentence.

*e.g.: **Only when** I sleep can I forget about the accident.*

The same happens with other adverbials, such as **not since** and **not until**; we use a subordinate clause (subject + verb), and the inversion is never in the subordinate clause but in the sentence's main verb.

*e.g.: **Not since** was I was a child, have I had such a great time.*

4) *Not*

Not is always followed by another element before the inversion. Common collocations here are ***not for a moment, not for a second, not until, not once.***

*e.g.: **Not often** can we see such great expressions of art.*

Mind the structure ***not only ... but (also)*** which is used when the second clause emphasizes the first one

*e.g.: **Not only** will you pass the exam, **but** you'll bet an excellent mark.*

5) *Adverbs of frequency*

We can also use inversion after the negative or restrictive adverbs of frequency, such as ***seldom, rarely, little*** or ***never***.

We often use ***never*** to talk about experiences. In that case, we normally use ***present perfect*** or ***past perfect***.

*e.g.: **Never before** have I felt so happy.*

2. Inversion without auxiliary verbs (fronting)

Fronting means putting at the beginning of the sentence something that usually comes later. This is usually done for emphasis or special effect, or sometimes to link to something that has gone before. Fronting can occur both with and without inversion of the subject and the predicate. In this unit, we will only discuss cases that require inversion. Elements that are fronted with inversion include:

1) ***Adverbs of position and movement (in front of, down, up, here, there, etc.)***

Inversion with adverbs of position and movement follows a different pattern from that described above. In such cases, we use no auxiliary verb unless it is required for the tense form.

*e.g.: **Here** comes the bus! **Here's** your coffee.*

If the subjects are **personal pronouns**, they come between the particle and the verb.

*e.g.: **Down** he fell from his horse.*

2) *Comparative adjectives*

*e.g.: The salmon was good, but even **better** was the dessert that followed it.*

3) *Words expressing noise (e.g. bang, pop, crash)*

*e.g.: **Pop** went the balloon.*

4) *So + adjective ____ that*

*e.g.: **So impressive** was her performance **that** the audience didn't want to leave.*

5) *Such + be*

The construction is used at the beginning of a clause to emphasise the extent or degree of something.

*e.g.: **Such** is the irony of the whole situation that we have to ask Jane for help.*

6) *(As +) adjective + as, though + may, might*

Sometimes an adjective is placed first to emphasize the contrast between it and what is stated in the main clause.

*e.g.: **Unlikely** as it may sound, we did win the contest. (= Although it may sound unlikely, we won the contest.)*

*e.g.: **As difficult** as it may be, try to find a balance. (= No matter, how difficult it may be, try to find a balance.)*

3. Inversion in conditional sentences

We use conditionals to describe the result of a condition. Normally, we use **if** to introduce the condition (e.g. If you feel hot, ____) and the main clause to give the result (____ feel free to switch on the aircon).

Conditional sentences can also be created without **if**, using inversion. This makes the sentence more formal. There are the following inversion models:

1) We use the first conditional to talk about future situations we believe are possible. To invert first conditional sentences, we replace **if** with the auxiliary verb **should** and add the **infinitive**. This makes the situation seem a little less likely. It is often used to make a polite request or offer.

e.g.: *Marker pens are in the cupboard **should you ever need one**.*

2) We use the second conditional to talk about unlikely or unreal situations referring to the present. To invert second conditional sentences, we replace **if** with **were** and add **to + infinitive**.

e.g.: *How would the environment be affected **were everyone to reduce** their meat consumption?*

If a second conditional sentence uses the verb be, we don't need the infinitive for the inverted version. We just replace the existing form of be with were, and invert the subject and verb.

e.g.: ***Were California** a country, it would be one of the world's largest economies.*

3) The third conditional is used to imagine a change in a past situation and how things would have been different in the past as a result. To invert third conditional sentences, we remove **if** and invert the subject and the auxiliary verb **had**.

e.g.: ***Had we** lost that match, it would've been a disaster.*

The idiomatic phrase **were it not for** is also an example of an inverted conditional. It means **without**.

e.g.: ***Were it not for** the building work, the pool area would be open.*
(second conditional meaning) = If it weren't for the building work, ____.

e.g.: ***Were it not for** the quick actions of guests such as yourself, the fire would have been much worse.* (third conditional meaning) = If it hadn't been for the quick actions ____.

GRAMMAR PRACTICE

Ex. 1. Complete the sentences to make them similar to the original ones. Use inversion.

1) She fell asleep just as she finished reading the first page.

Barely _____ reading the first page when she fell asleep.

2) I have never seen anything like it. Never _____ anything like it.

3) The film started just as we found our seats.

No sooner _____ our seats than the film started.

- 4) They raised the price and reduced the amount in the packet.
Not _____ raise the price but they reduced the amount in the packet.
- 5) There has never been so much interest in mental health before.
Never before _____ so much interest in mental health.
- 6) They didn't tell us until the decision was confirmed.
Only when the decision was confirmed _____ us.
- 7) I didn't know at that moment that my life was about to change.
Little _____ at that moment that my life was about to change.
- 8) There has never been such a good time to do this.
Never before _____ such a good time to do this.
- 9) Children shouldn't travel without adults.
Under no circumstances _____ without an adult.
- 10) Right after we had sat down, we were told to evacuate.
Hardly _____ when we were told to evacuate the building.

Ex. 2. Complete the sentences using the words and phrases in the box below.

At no point, in no way, under no circumstances, not, no sooner, only after, not only, little, never, rarely, on no account, scarcely

- 1) _____ were the stage crew to blame for what happened.
- 2) _____ once did the old woman thank for helping her.
- 3) _____ reading the script, did he agree to play the leading role.
- 4) _____ will the passengers be allowed to carry more than 2 pieces of hand luggage.
- 5) _____ were they late to work but they also forgot to bring the reports.
- 6) _____ during the party did anyone mention that Peter and Julie were getting married.
- 7) _____ had Alan arrived in Moscow when he was arrested.
- 8) _____ did the actors know that the person in the front row was a famous director.
- 9) _____ do you meet anyone as charming as Alice.

10) _____ should unaccompanied children be allowed to enter the pub.

11) _____ before has the theatre company found itself facing such stiff competition.

12) _____ had the alarm gone off than the police car arrived.

Ex. 3. Rewrite sentences beginning with the underlined words to use inversion and make up your own examples.

1) She'd never been so impressed by the twists and turns of the plot.

2) I've rarely read a short story with such deep message that you can read between the lines.

3) I was in no way touched by the story due to its unrealistic characters and unnatural dialogues.

4) They had hardly started the meeting when the manager received a message.

5) In reading the love scene my embarrassment was such that I blushed.

6) I little realized what the book was about when I looked at the cover and the title.

7) They not only arrived late but they talked throughout the film.

8) We rarely find such talent.

9) Only later they discovered they hadn't been told the truth.

10) She fell asleep just as she finished reading the first page (no sooner).

Ex. 4. Rewrite sentences beginning with the underlined words to use inversion and make up your own examples.

1) She was so upset with the sudden death of the main character that she burst into tears.

2) She had such a headache that she couldn't sleep.

3) The book fell down from his hand as he fell asleep. It turned out to be a really good bedtime reading.

4) She was so absorbed in the book _____. She realised I was there only when I spoke.

5) After another week, our hopes went up.

6) There was such pressure that she made several mistakes during her oral presentation.

7) He was so excited that he could hardly sleep.

8) And then one fine morning, up went the signal went up _____ and Flint came back, all alone and by himself.

9) There was a storm of such force that trees were uprooted.

10) The book was such a tearjerker, so she couldn't stop crying.

11) The heavens opened and the rain came down.

Ex. 5. Paraphrase sentences to explain their meaning, comment on the use of inversion.

1) Painful as it may be for both of us at times, we will make it through.

2) Hard though it may be to believe, some people are not fond of dogs.

3) As difficult as it may be, stay positive.

4) Comic as it may be, it is to be understood that horrid actions of a few can lead to hatred for the whole community.

5) As difficult as it may be, you need to be patient.

6) Tried, true, and boring though it may be, diplomacy often works.

7) Offensive as it may be, it does not justify any threats of physical violence or killing him for his disrespect for your faith.

8) And as difficult as it may be, try to find a balance.

9) Intolerable as it may be I'm completely dependent upon my parents' allowance.

10) Unpleasant as it may be, sometimes, firing personnel is necessary.

11) Politically incorrect though it may be, this practice still rules today.

12) Some moms refuse to ask their nannies do housework, as tempting as it may be.

13) As legitimate as it may be, this understanding has its limits and dangers.

Ex. 6. Change the sentences below using inversion.

1) No matter how important is her advice, you should take action immediately.

2) Even though it may be hurtful to him, I will tell the truth.

3) Today, there is a strong need for dialogue, for promoting engagement however difficult it may be.

- 4) You must keep moving forward, no matter how hard it is.
- 5) People tend to pay cash for goods and services, even though it may be costly.
- 6) Just keep your heart open, no matter how much it hurts.
- 7) Although it is hard, sometimes we simply have to step back and let kids physically wear themselves out (as long as they are not endangering themselves or anyone else).
- 8) It's uncomfortable to admit it, but we're about to declare bankruptcy.

Ex. 7. Paraphrase sentences below using inversion.

NOTE

Mind negative predicates. In sentences beginning with negative adverbials, they change into positive.

*e.g.: You **shouldn't** do this under any circumstances. – **Under no circumstances should** you do this.*

- 1) As soon as dipped into a book, somebody turned on music.
No sooner _____.
- 2) He couldn't find the news in the paper even though he skimmed it from cover to cover.
Nowhere _____.
- 3) He had no idea, what the ending would be as he couldn't read between the lines.
Little _____.
- 4) He was not just a keen reader, but a real bookworm.
Not only _____.
- 5) Alice only stopped reading when it got too dark to see anything.
Not until _____.
- 6) I've never read comic books. I haven't read manga either.
Neither _____.
- 7) The plot wasn't just fast moving. It was nail-biting.
Not only _____.
- 8) She was so absorbed in the book that couldn't put the book aside for a moment.

Not for one moment _____.

9) The narration was so believable that I didn't doubt for a second it was true.

Not for a second _____.

10) I didn't go to sleep until I have finished the book.

Not until _____.

Ex. 8. Pair-work. Have short conversations about books. Use inversion to complete the sentences with your own ideas.

Not only do I like _____.

Had I known _____.

Seldom do I _____.

Never have I _____.

Not until _____.

Ex. 9. Complete the sentences to make them similar to the original ones. Use inversion.

1) I will send you a copy of the documents if you need them.

I will send you a copy of the documents _____ them.

2) If it were possible to work from home in my job, I definitely would.

_____ possible to work from home in my job, I definitely would.

3) She's always loved drawing. She could've been an artist if she'd wanted to.

She's always loved drawing. She could've been an artist _____ wanted to.

4) If you are interested in attending the conference, please contact Kelly.

_____ interested in attending the conference, please contact Kelly.

5) This project is bound to be a success. If it somehow failed, though, the company would be in trouble.

This project is bound to be a success. _____ somehow fail, though, the company would be in trouble.

6) If we don't hear from you within seven days, we will assume that you accept the conditions of the contract.

_____ hear from you within seven days, we will assume that you accept the conditions of the contract.

7) If it had rained that day, would you have cancelled the event?

_____ rained that day, would you have cancelled the event?

8) If insects suddenly died out, many plants and animals would too.

_____ suddenly, many plants and animals would too.

Ex. 10. Complete the sentences using the words and phrases in the box below.

No sooner, down, seldom, scarcely, little, so, not only, along, such, under no circumstances, as, had, bang, not only.

Well, ladies and gentlemen, we've done it again - another election victory. The last four years of office has been a wonderful time for the party, a tale of adversity overcome. _____ (1) had we come to office than the Stock Market crashed. _____ (2) fell the shares' prices and _____ (3) crashed our national currency exchange rate. _____ (4) strong was the blow that our rivals predicted an economic collapse. But _____ (5) did we survive that scare, but we came out of it stronger for the experience. The opposition claimed we were faltering. _____ (6) have I heard such hypocrisy from a party which continued to squabble internally for the next four years. Then _____ (7) came a fellow called David Rew, with his new breakaway Democratic party - but he didn't have much success in the opinion polls! _____ (8) did he claim he'd become Prime Minister within three years, he also reckoned that this party was now unpopular with younger voters. _____ (9) did he realise that it would be the young voters who gave us an overwhelming vote of confidence in yesterday's election. _____ (10) had the first votes rolled in, when it was obvious that we would be re-elected with a huge majority. _____ (11) was the extent of our victory that the New Democrats obtained a meagre five seats. _____ (12) they known they would perform so poorly; I don't think they would have been quite so scathing in their criticism of our economic policy. But rest assured, ladies and gentlemen, _____ (13) will we rest on our laurels. There is no room for complacency in this government. And I am confident, _____ (14) are most of you, that the next four years will be a resounding success. Thank you.

Unit 6. COMPLEX SENTENCES. RELATIVE CLAUSES

INTRODUCTORY TASK

A complex sentence is a sentence that contains one independent (referred to as the main clause or the principal clause) and at least one dependent clause (sometimes called a subordinate clause). An independent clause is a phrase that would make sense if it were a sentence on its own, whereas a dependent clause will not form a sentence on its own. When these two types of clauses appear in a sentence, we create a complex sentence.

It is important to distinguish between the main and the subordinate clauses because it influences punctuation. The general rule is as follows: we use comma if the subordinate clause stands before the main clause. If it stands after the main clause, no comma is needed. (*Ironically enough two last sentences illustrate the rule*).

e.g.: After I moved to Scotland (subordinate clause), I changed jobs (main clause).

e.g.: I changed jobs (main clause) after I moved to Scotland (subordinate clause).

Depending on the connection logic and grammatical function, we can distinguish between **subject, object, predicative, relative (or attributive) and adverbial clauses**.

Ex. Read the text. Find complex sentences. Which of them give additional attributive characteristics?

The City of Florence

Florence is a city which attracts millions of tourists each year, many of whom come to experience its rich cultural heritage. It is located in Italy, in the region of Tuscany, where you can find some of the most beautiful landscapes in the world. The city that is famous for its art, architecture, and history was the birthplace of the Renaissance, a period which greatly influenced the development of Western culture.

One of the most famous landmarks in Florence is the Uffizi Gallery, which houses an incredible collection of Renaissance art. The gallery, which

was built in the 16th century, is a must-see for anyone interested in art history. The paintings that are displayed in the gallery include masterpieces by Michelangelo, Botticelli, and Leonardo da Vinci, artists who shaped the course of art history. Visitors who admire these works are often struck by the level of detail and emotion in each painting, qualities which defined the Renaissance style.

Just a short walk from the cathedral is the Piazza della Signoria, which has been the political heart of the city for centuries. This large square, where many important historical events took place, is home to the Palazzo Vecchio, the city's town hall. The original statue, which stood in the square for centuries, was moved to the Accademia Gallery to protect it from the elements.

Florence's charm lies not only in its grand buildings but also in its smaller, hidden gems. There are countless artisans' workshops, where you can watch craftsmen create everything from leather goods to jewelry. These workshops, which are often tucked away on quiet side streets, have been part of the city's culture for centuries. The artisans, who have learned their skills from generations before them, are dedicated to preserving traditional techniques. Many of the products that they create are unique, handcrafted items which cannot be found anywhere else.

As you walk through the streets of Florence, which are filled with history, it's impossible not to feel connected to the past. The bridges that cross the Arno River, like the famous Ponte Vecchio, have stood for centuries, surviving wars and floods. The Ponte Vecchio, which is lined with jewelry shops, is one of the few bridges in Europe that still has buildings on it. This bridge, which has become one of the most iconic symbols of Florence, offers a spectacular view of the river and the surrounding city.

THEORETICAL BASICS

Relative (attributive) clauses are clauses that provide additional information about a noun in a sentence. They begin with a relative pronoun (such as ***who***, ***which***, ***that***, ***whose***, or ***whom***) or a relative adverb (such as ***where***, ***when***, or ***why***). Relative clauses are used to add details, give more information, or define or identify the noun they modify.

Relative clauses allow us to add descriptive details, specify particular individuals or things, provide explanations, or give context to the noun being modified. There are two main types of relative clauses: defining and non-defining ones.

A defining relative clause gives essential information about a thing, person or place mentioned in the main clause. If we leave it out, the sentence will be incomplete. We can omit the relative pronoun if it is the object of the defining relative clause.

e.g.: The music piece (that) you told me about has really hooked me.

Defining relative clauses provide essential information about the noun or pronoun they modify. Without the relative clause, the meaning of the sentence would be incomplete or unclear.

- Defining relative clauses are not separated by commas.
- The pronouns **who**, **whom**, **whose**, **which**, and **that** are commonly used in defining relative clauses.

e.g.: The book that I borrowed from the library is excellent.

In this sentence, the defining relative clause "that I borrowed from the library" specifies which book is being referred to. Without this clause, the sentence would simply say "The book is excellent," which lacks clarity about which specific book is being discussed.

A non-defining clause gives non-essential, extra information and requires comas on both sides.

e.g.: The music piece, which is quite catchy, has really hooked me.

Non-defining relative clauses provide additional, non-essential information about the noun or pronoun they modify. The information in the non-defining relative clause can be removed without affecting the core meaning of the sentence. The pronouns **who**, **whom**, **whose**, **which**, **where** are commonly used in non-defining relative clauses.

e.g.: John's sister, who is a doctor, lives in New York.

In this sentence, the non-defining relative clause "who is a doctor" adds extra information about John's sister, but it is not necessary to

understand the core meaning of the sentence. Removing the clause would still give us the complete sentence: "John's sister lives in New York."

NOTE

Non-defining relative clauses are separated from the main clause by commas.

NOTE

It's important to note that in **defining relative** clauses, the pronoun **that** can often be used instead of **who**, **whom**, **whose**, **which**.

However, in **non-defining relative** clauses, **that** is NOT used, and **which** or **who** is preferred.

If a relative clause is introduced by a preposition we can place it at the beginning (*formal*) or at the end (*more informal*) of the clause

*e.g.: This is the venue **in** which they band had their first gig. OR This is the venue (that) the band had their first gig **in**.*

You can omit **that**, **who** or **which** when they are the object of the verb in the relative clause.

e.g.: The woman you met yesterday lives next door.

Prepositions are usually not used before relative pronouns. They come after the **verb + object**:

e.g.: It's the book (that/which) I told you about.

Prepositions are put before relative pronouns in formal style. In this case, **that** cannot be used:

e.g.: It's the book about which I told you.

Which in relative clauses generally refers to nouns. However, it can also refer to the whole sentence.

e.g.: He turned on the television, which looked new and expensive.

e.g.: He turned on the television, which I thought was rather surprising.

In the second sentence, **which** refers to the action of turning on the TV set, not just to the word "television". **Which** can be used like this only in non-defining relative clauses.

GRAMMAR PRACTICE

Ex. 1. Complete each sentence by adding a defining relative clause. You can use ideas provided in brackets or come up with your own ones. Choose the appropriate relative pronoun.

1. The man _____ is a firefighter (save life).
2. The car _____ is brand new (to buy / last week).
3. The company _____ has announced a successor (CEO / retire).
4. The book _____ is a bestseller (to read / recently).
5. The restaurant _____ was fantastic (have dinner / last night).
6. The girl _____ is my cousin (win / singing competition).
7. The city _____ is known for its historical landmarks (be born).
8. The dog _____ is very protective (bark / at the stranger).
9. The laptop _____ I use for work is very reliable.
10. The doctor _____ treated my illness is highly skilled.

Ex. 2. Join the sentences below using the connectors who, whom, whose, which.

1. Ursula is studying Russian. She has never been to Russia.
2. Manchester is a big city. It's one of England's fastest growing towns.
3. This is Dora. We stayed at her house for our holiday.
4. You'll meet Andrew. His brother is one of my closest friends.
5. She is the girl. I bought a box of sweets for her.
6. He is the man. I sent a letter to him.
7. That's the boy. He's just got a place at university.
8. The bus didn't have enough seats. They sent it.
9. Manchester is in the North-West. We are moving to Manchester.
10. I didn't receive the letters. She sent me the letters.

Ex. 3. Join each pair in two different ways: informal and formal.

Model: That's the chair. I sat on it. a) That's the chair I sat on. b) That's the chair on which I sat.

1. She is the girl. I gave flowers to her.
2. That's the park. I passed by it.
3. That's the dress. I've paid for it.

4. This is the music. We listened to it yesterday.
5. That's the man. I spoke to him the other day.
6. I'm looking for a man. One can rely on him.
7. I sacked the sales assistant. I had a terrible argument with him.
8. That's my house. The burglars broke into it the other day.
9. She is the girl. I told you about her.

Ex. 4. Add a non-defining relative clause to each sentence using the given information. Separate the clause with commas.

1. John, _____, will perform tonight.
2. My best friend, _____, just got married.
3. The Eiffel Tower, _____, is a famous landmark in Paris, France.
4. The movie, _____, received critical acclaim at the film festival.
5. Maria, _____, has traveled to over 20 countries.
6. The old house, _____, is up for sale.
7. Mr. Johnson, _____, has worked at the company for 30 years.
8. The championship-winning team, _____, celebrated their victory with a parade.
9. Our neighbors, _____, are throwing a summer barbecue.
10. The painting, _____, was created by a renowned artist, recently sold for millions.

Ex. 5. Rewrite sentences using a relative clause. Define the clause type.

1. I am really obsessed with classical music. Out of all the people in my school I am the only person like that.
2. The song was released on Stax Records' Volt label in 1968. It became the first posthumous single to top the charts in the US.
3. His first live gigs with the band followed in August 2000. It was a truly unforgettable experience.
4. The venue for the new concert was announced at the rehearsal. It was a first-class concert hall.
5. Some people sing along when they hear their favourite song. They make me smile.

6. I get most of my music from Spotify. I have a premium account there.
7. Connelly often uses the discover option on his Spotify account to find music. The option is free.
8. Some students want to express their creativity and truly discover themselves. Music is the perfect way for them.
9. The girl is sitting next to me. She is wearing a red dress.
10. The car crashed into a tree. Its windshield was completely shattered.
11. The house is located on the hill. It offers a breathtaking view of the ocean.
12. The man is a renowned chef. He owns a famous restaurant in the city.
13. The book is on the shelf. Its cover is beautifully illustrated.
14. The dog is barking loudly. Its owner is trying to calm it down.
15. The movie was released last month. Its storyline captivated audiences worldwide.
16. The team won the championship. Its players displayed exceptional teamwork.
17. The city is known for its vibrant nightlife. Its clubs and bars stay open until dawn.
18. The woman is my neighbor. Her daughter is a talented musician.

Ex. 6. Translate the sentences. Use commas where necessary.

1. Человек, который звонил вам, не назвал своего имени.
2. Как называется река, которая протекает в городе?
3. Вы видели фотографии, которые сделала Анна?
4. Вы всегда задаете вопросы, на которые трудно ответить.
5. Вы знаете кого-нибудь, кто хочет купить машину?
6. У меня есть друг, который очень хорошо переводит последовательно.
7. Обед, который ты приготовил, очень вкусный.
8. Где цветы, которые я тебе подарил?
9. Тебе понравился отель, где вы остановились?
10. Это книги, о которых я тебе говорил.
11. Ты знаешь человека, с которым разговаривает Джейн?
12. Ты нашел карту, которую оставил в банке?

Ex. 7. Join the sentences below, using *which*.

1. They stayed for hours. I was very annoyed about this.
2. He passed all the exams. This surprised us.
3. They forgot about my birthday. This was a bit disappointing.
4. The pilot showed us how to fly. It was extremely interesting.
5. I love the countryside. That's why I want to go and live there.
6. I couldn't get a flight to Paris. This upset the children.
7. I love the countryside, which is why I want to go and live there.
8. The store wouldn't accept bank cards. I found this rather surprising.
9. He was rude. His behavior made me very angry.
10. The man asked for directions. This made me a bit suspicious.

Ex. 8. Read and complete the story with attributive clauses referring to the nouns in italics. Refer to additional information after the text.

A *cobbler* _____ lived in an *attic* _____ at the top of a high building and made just enough money every day to keep him alive. But he was perfectly happy and was always singing with joy, and when the *day* _____ came to an end, he slept soundly. A rich *banker* _____, lived in a large house opposite, and was so far from being happy that when the *day* _____ ended, he would not sleep for thinking of all the money _____, and was disturbed early in the morning by the *cobbler* _____. One day he sent over to the cobbler a present of a hundred *pounds* _____. At first the cobbler was overjoyed but he soon began to lose his cheerfulness. He began to be afraid that someone would steal his *gold* _____ and began to lose his sleep through the fear that someone might come into his *room* _____. His songs _____ ceased and at last he felt he could bear it no longer, so seizing the bag of *gold* _____, he went to the banker _____ and throwing down the money exclaimed, "Take back the hundred *pounds* _____ and leave me my happiness _____, for my happiness is *all* _____."

The additional information:

- They lived by hunting with roughly made stone instrument.
- This separation of Britain from the continent was taking place.
- It was to change forever the life of man.
- The animals provided food in captivity (Hesomi).
- He wanted to make food.
- They settled on this area.
- To them the sea was a natural barrier.
- For them the sea had fewer terrors.
- Its roof is a great stone.
- These people are the first to have left on this island something more than material remains.
- The tongues of Ireland, Wales and the Highlands of Scotland are the direct descendants of this language.

Unit 7. COMPLEX SENTENCE. ADVERBIAL CLAUSES

INTRODUCTORY TASK

Adverbial clauses refer to a verb, an adjective or an adverb of the main clause in the function of an adverbial modifier.

Ex. Read the text about the value of classical music, find instances of adverbial clauses.

In a society that is focused on the latest technology, dance crazes, and what is trending on social media, it is easily understood why so many believe the art of classical music is in many ways irrelevant. However, with more music being produced in today's era than ever before, and with many artists drawing inspiration from classical pieces, this old art form is long from dead. Over the centuries, classical music has transformed itself to become a building block, setting the framework for musicians of all types today.

However, with more music being produced in today's era than ever before, and with many artists drawing inspiration from classical pieces, this old art form is long from dead. Whether you are interested in rock, pop or even rap, the musical influence from classical composers that is often overlooked can become clear when you study music's history.

Though the roots of music are important, classical music's reach extends further than just a step in music's evolution. In fact, many popular artists who top the charts today have a close relationship to classical music. A large portion of today's musicians grew up playing some sort of classical instrument such as the piano or violin, because reading music is such a transferable skill in the music industry.

Playing or listening to classical music has a wide variety of benefits. Both playing or listening to music can be a great stress reliever. It has been proven that playing any type of music can increase a person's intelligence, this is due to the fact that music can relate to so many other academic subjects. The way in which musical notes are written in a set of different fractions help with early on math skills because they help give real examples of how numbers can be broken down and even multiplied by a set tempo. As well, once you are able to play a piece or song after a while, music gives

you a sense of accomplishment and can boost your overall confidence. Also, playing music especially at high levels music can increase one's creativity. Since music education stimulates your emotional and cognitive abilities, it can allow our brain to think in new and different ways.

THEORETICAL BASICS

Adverbial clauses are dependent clauses that function as adverbs in a sentence. They provide additional information about the main clause, modifying verbs, adjectives, or adverbs. These clauses typically begin with subordinating conjunctions such as "although," "because," "when," "while," "if," "since," "wherever," and "as," among others.

Adverbial clauses add depth and detail to sentences by providing information about time, cause and effect, condition, concession, manner, place, or purpose. They enhance the clarity and precision of communication, allowing writers and speakers to convey a wide range of meanings and relationships between ideas.

Time Clauses

We use time clauses to say when something happens. Time clause are introduced by conjunctions ***when, after, before, while, till, until, as, since, as soon as, as long as.***

NOTE

The verb in the time clause can be in the present or past tense. We never use a future tense in a time clause, we use one of the present tenses instead:

e.g.: I'll look after the children while she goes to London.

No commas are used when the time clause follows the main clause, if it proceeds the main clause, it is separated from it by a comma:

e.g.: When he had finished reading, he looked up.

e.g.: He looked up when he had finished reading.

The use of conjunctions:

a) ***When, as, while*** are used to say that two events happen at the same time.

b) When one event happens before or after another event, we use the conjunctions ***after, as soon as, before, when, as long as***.

e.g.: Can I see you before we go, Helen?

c) When we want to say that something happens when a situation ends, we use a time clause with ***till*** or ***until*** and a present or past tense. After ***till/ until*** we don't use negative sentences.

e.g.: We'll support them till they find work.

d) A clause introduced by ***since*** denotes the starting point of the action (situation) described in the main clause. We use the Past Simple or the Past Perfect in the time clause; the Present or Past Perfect in the main clause.

e.g.: I've been in politics since I was at university.

e) Time clauses are sometimes introduced by phrases: ***at the time, by the time (that)***.

e.g.: The moment I saw him, I understood that something had happened.

Adverbial Clauses of Place are used to say where something happens, we use conjunctions ***where, wherever, anywhere, everywhere***:

e.g.: I looked where he pointed.

NOTE

The conjunction ***where*** can also introduce other types of clauses (relative clauses, noun clauses). To identify the type correctly, make logical connection.

e.g.: I left the key where you could see it (adverbial clause of place).

e.g.: I returned to the hotel where we were staying (relative clause).

Adverbial Clauses of Manner

Manner clauses are used to say how something is done. They are introduced by conjunctions ***as, as if / as though, like***. The manner clause always comes after the main clause.

1. Adverbs ***just, exactly, precisely*** are often used in front of ***as*** for emphasis:

e.g.: They plough land exactly as their ancestors did.

We can also use "the way (that)", "in a way (that)", "in the way (that)" to talk how something is done:

e.g.: They did it in a way (that) I had never seen before.

2. **As if / as though** are used to say how someone or something looks/feels/sounds, etc.:

e.g.: She felt as if she had a fever.

3. **As if / as though** are also used to indicate that the information in the manner clause might not be true, or is definitely not true:

e.g.: She acts as if she owns the place.

4. We use past tense after **as if / as though** to show that the idea is not real:

e.g.: She treats him as though he were her own son.

Purpose Clause

We use a purpose clause to say what one's intention is when he / she does something. Purpose clauses are introduced by conjunctions **so, so as to, so that, in order that**.

e.g.: I have drawn a diagram so that my explanation will be clear.

e.g.: Wounds sometimes must be opened in order that they may be healed.

Reason Clauses

We use a reason clause when we want to explain why one does something or why it happens. It is introduced by conjunctions **because, since** or **as**.

e.g.: Since it was Saturday, he stayed at home.

As- and **since-clauses** can be used to give the reason for an action or situation. They are used when the reason is already well known or is less important than the rest of the sentence. **Since** is a little more formal than **as**. When the reason is the most important part of the sentence **because** is generally used. **For** suggests that the reason is given as an explanation for the action, as an afterthought. **For**-clauses never come at the beginning of the sentence:

e.g.: I know what we shall have for dinner, for I have seen the menu.

In a formal and literary style **for** is used to indicate the reason for mentioning what has been said previously.

e.g.: The visitors will be well content to walk around at their own pace. For it is a long day's walk and the scenery is very enjoyable.

Concession (Contrast) Clauses

We use contrast clauses when we want to make two statements and one of the statements makes the other seem surprising. Contrast clauses are introduced by conjunctions: **although, though, even though**.

e.g.: Although he was late, he stopped to buy a newspaper.

Sometimes the words **still, nevertheless** or **just the same** are used in the main clause to add emphasis to the contrast.

We can also **use despite the fact that** or **in spite of the fact that** to form a contrast clause. In spoken English it is possible to omit **that**.

e.g.: They ignored his order, in spite of the fact that they would probably get into trouble.

We use **in spite of** but **despite** without "of".

e.g.: In spite of poor health, my father was always cheerful.

e.g.: Despite the difference in their ages, they were close friends.

Even though is a stronger form of **although**.

e.g.: Even though I was really tired, I couldn't sleep.

Clause type	Conjunctions	Use
Time clause	When, while, as, after, before, until, since, as soon as, as long as, since, now that, whenever	Use present tenses for future events While and as for background action are usually used with progressive tenses Whenever suggests repetition (every time when)
Manner clause	As, as if, as though	After as if, as though we often use subjunctive mood (e.g. <i>as if it was Sunday</i>)

Clause type	Conjunctions	Use
Reason clause	Because, as, since, now that	In formal situations for and in that can be used to introduce reason.
Purpose clause	So that, in order that, in order to, so as to+inf.	Can (could) is often used in purpose clauses (e.g. <i>so that you could...</i>)
Result clause	So, so ... that, such ... that	Result clauses with so go after the main clause We use an adjective, an adverb or a quantifier (<i>few, little, many, much</i>) between so and that , we use a noun with such ... that (e.g. <i>such a liar was he that he never confessed...</i>)
Condition clause	If, unless, on condition that, provided, suppose, even if	I type conditional: if + present + fut. simple II type conditional: if + past + would V1 II type conditional: if + past perf+ would have V3
Place clause	Where, wherever	Where can introduce not only place clauses but also other types of clauses (compare e.g.: <i>She stopped where I could see her. This must be the where she lives. He wondered where they had gone</i>)
Concession (contrast) clause	Though, although, no matter how, whoever, whatever, whichever, notwithstanding that, in spite of / despite the fact that	Concession clauses denote the presence of obstacles that nevertheless do not hinder the action. In informal conversations whenever/whoever etc. can be used as short answer meaning <i>I don't care</i> (e.g.: 'When shall we start?' 'Whenever'.) Whatever can mean <i>at all</i> (e.g.: 'Don't you have any regrets whatever/whatsoever?') Notwithstanding that, in spite of / despite the fact that are used in formal speech

GRAMMAR PRACTICE

Ex. 1. Complete the sentences with the conjunctions:

After, as, as long as, as soon as, before, by the time, since, the moment, till, until, when, while

1. _____ I got home, I found that Jill had painted her room.
2. She was an employee at the post office _____ she started her own business.
3. Can you look after the children _____ I am out?
4. Wait here _____ I come back.
5. You'll feel better _____ you've had something to eat.
6. You can use my car _____ I am on holidays.
7. The building had almost burnt down _____ the fire brigade arrived.
8. We realized that something had gone wrong _____ we saw him run towards us.
9. You'll get a surprise _____ you open the door.
10. We waited at the airport _____ he arrived.
11. I watched her _____ she opened the letter.
12. We've been staying in this hotel _____ we arrived in London.

Ex. 2. Fill in the blanks with till / until or before.

1. They remained in the garden _____ they got quite cold.
2. A quarter of an hour passed _____ the lessons began.
3. He slept through the early grey of morning _____ the direct rays of the sun fell on his face.
4. I waited _____ the next train came.
5. Meg strained her eyes upon her work _____ it was too dark to see the threads.
6. She listened patiently _____ he had finished his lecture.
7. _____ we start our experiment, I want you to read these notes.
8. He was sure that she wouldn't say anything _____ the children left for school.
9. Don't trouble trouble _____ the trouble troubles you.

Ex. 3. Complete the sentences with the verbs in brackets in the correct tense forms.

1. Why do you talk about her as if she (be) _____ old? She is only fifty-five.
2. They ate their dinner as if they (not eat) _____ for a week.
3. They spoke as though they never (part) _____.
4. I'm not a child but you speak to me as if I (be) _____ a child.
5. The sky is full

of black clouds. It looks as if it (be) _____ going to rain. 6. I'm in love. I feel as if I (float) _____ on air. 7. He looked at me as if he never (see) _____ me. 8. They met as if they (be) _____ friends. 9. When I told her the news, she reacted as though she already (hear) _____ it. 10. You act as though you (be) _____ my boss. 11. It sounds as if it (rain) _____.

Ex. 4. Complete the sentences with *as / as if / in the way / the way*.

1. I think you should write the paper _____ I showed you. 2. He kept looking at the entrance _____ he was waiting for somebody. 3. You never do anything _____ you're asked to. 4. He stretched himself on his bed _____. a dog stretches himself. 5. He speaks _____ he knows the subject well. 6. I think the cake is exactly _____ mother makes it. 7. He described the town _____ he had seen it himself. 8. Her smile was sweet and innocent just _____ it had ever been. 9. He left but she went on talking _____ nothing had happened.

Ex. 5. Combine two parts of the sentences, using the following conjunctions: *although, though, in spite of the fact that* to introduce the contrast.

1. It rained a lot. We enjoyed our holiday. Although it rained a lot, we enjoyed our holiday. 2. She wasn't well. She went to work. 3. I'm not tired. I've been working hard all day. 4. The house isn't very nice. I like the garden. 5. I've never seen him before. I recognized him from a photograph. 6. I don't play the piano now. I used to when I was younger. 7. You look very much as your grandfather. You're not as tall as he was. We were hungry. We had no time for lunch. 8. We are poor. We still have our pride. 9. He was difficult to understand. His English was very good. 10. We started early. We only arrived just in time. 11. It was very warm. She had her coat on.

Ex. 6. Complete the sentences with appropriate conjunctions, comment on the type of the clause.

1. There are always trailers _____ in the cinema a film begins.
2. I couldn't believe he got an Oscar _____ I saw the news report.

3. People rang their local TV stations _____ complain about excessive censorship in the movie.

4. _____ some scenes had been cut out, the audience was outraged _____ the plot had become hard to follow.

5. The older generation is supportive of censorship _____ they hope to preserve long outdated values.

6. _____ she hated the TV version of the film she turned on TV every night to watch a new episode.

7. _____ many scenes had been cut out, he was watching the film _____ had never seen it before.

8. _____ he regularly clashed with Whitehouse, the academic Richard Hoggart shared some of her opinions.

9. The censorship of movies is the process by which any film or video production is examined and edited _____ remove any obscene or immoral content.

10. Film censorship was introduced in the UK for the first time in 1912, when the Cinematograph Act was passed _____ to stop children and young people from seeing films that could corrupt them.

11. _____ the British Board of Film Censors was abolished in 1948, all British cinemas had to obey a strict schedule of film censorship.

12. _____ it is true that there have been instances where movies were censored by the Motion Picture Association of America (MPAA), they are far and few between.

13. The Motion Picture Association of America (MPAA) rates a movie based on the film's content and lets everyone know what they're getting into _____ they spend money to see it.

14. Some movies are also censored _____ release if they're considered too violent or inappropriate for certain audiences.

15. Filmmakers want their work to be seen by as many people as possible, _____ distributors don't want to alienate any potential customers with a bad rating or an outright ban on showing the movie.

16. _____ modern movies may seem relatively tame compared to their counterparts from a few generations ago, they can still seem quite racy when compared to what was shown 10 or 20 years ago.

Ex. 7. Complete the sentences with appropriate verb form, comment on the type of the clause.

1. Even if it _____ a long time, don't rush the process.
2. Unless you _____ regularly, you won't improve your skills.
3. He can borrow my car only if he _____ to return it by tomorrow evening.
4. Unless you _____, I won't forgive you.
5. He spoke confidently, as if he _____ every word by heart.
6. Provided you _____ a valid ticket, you can enter the concert.
7. Supposing you _____ travel anywhere in the world, where would you _____?
8. He walked with a swagger, as though he _____ the king of the world.
9. Even if you _____ the assignment, ask for help.
10. I will start my homework _____ I finish watching this episode of my favorite TV show.
11. Only if you _____ care of your health, you will be fit.
12. Please wait here _____ I return from the store with the groceries.
13. Provided you _____ the instructions, you can assemble the furniture easily.
14. Provided you _____ a foreign passport, you can travel abroad.
15. Even if you _____ once, don't give up.
16. She danced through the room, as if she _____ on cloud nine.
17. Even if you _____ spicy food, you should try this dish.
18. Provided you _____ your work on time, you can leave early.
19. She smiled warmly, as though she _____ genuinely happy to see him.
20. Supposing you _____ a famous person, what _____ you _____ to them?
21. Provided you _____ a valid ID, you can enter the club.
22. Supposing you _____ the lottery, what _____ the first thing you _____?

23. The child tiptoed around the house, _____ he _____
afraid of waking anyone up.

24. Supposing you _____ all the money in the world, what would
you do?

25. Unless you _____ hard, you won't pass the exam.

26. The dog barked fiercely, as though it _____ protecting its
territory.

27. Supposing you _____ the power to change one thing in the
world, what would it be?

28. The wind howled outside, as if it _____ trying to break
through the windows.

29. They won't be able to access the building unless they _____
their identification at the security desk.

30. Unless you _____ hard, you won't achieve your goals.

Unit 8. COMPLEX SENTENCE. NOUN CLAUSES

INTRODUCTORY TASK

Noun clauses can be of two types: subject and object clauses. Subordinate subject clauses perform the function of a subject to the predicate of the main clause.

e.g.: That he will never agree to this plan is absolutely clear.

Object clauses perform the function of an object to the predicate-verb of the main clause.

e.g.: I don't know what you're talking about.

Ex. Read the text about the power of art, find instances of noun clauses. Write down connectors that introduce these clauses.

The Power of Art

Many people believe that art has the power to inspire, provoke thought, and even change the way we see the world. It's often said that art is a reflection of society, capturing both its beauty and its flaws. What makes art so powerful is that it allows individuals to express emotions and ideas in ways that words sometimes cannot. Whether it's a painting, a sculpture, or a piece of music, there's no doubt that art can speak to us on a deeply emotional level.

Historians argue that the role of art has evolved over time. In ancient times, art was often used for religious purposes, with many believing that artistic depictions had the ability to connect people with the divine. As societies developed, artists began to explore different themes, and what we now see is that art has become a way of commenting on everything from politics to personal identity. It's fascinating to think about how a single artwork can mean different things to different people.

Some artists claim that their work is meant to evoke a particular feeling, while others say that they create without a specific message in mind, leaving it up to the viewer to interpret. The fact that there are so many different styles and techniques in art proves that creativity knows no bounds. For many, the question of whether something is "good" art or "bad" art

depends on individual taste, which is why it's often difficult to define exactly what art is.

Art critics often debate how we should evaluate a piece of art. Some argue that technique and craftsmanship are the most important factors, while others believe that the emotional impact or message of the artwork is what truly matters. What's interesting is that both perspectives can be valid, and this makes art an incredibly subjective field. No one can deny that art has the unique ability to challenge our perceptions and make us think about the world in new ways.

One of the most compelling aspects of art is that it can connect people across time and space. When we look at a painting from centuries ago, we can feel what the artist might have been experiencing, and this creates a sense of shared humanity. This is why many believe that art is universal, transcending language and culture. Art can show us what it means to be human, reminding us of our emotions, struggles, and dreams.

In conclusion, it is clear that art holds a special place in society. The idea that art is only for the elite has been challenged over time, and today, more people recognize that everyone can experience and create art. It doesn't matter how you engage with it – what truly matters is that art has the power to move us in ways that nothing else can.

THEORETICAL BASICS

Noun clauses are a type of dependent clause that functions as a noun within a sentence. They act as subjects, objects, or complements, just like regular nouns. Noun clauses are often introduced by subordinating conjunctions or relative pronouns, and they serve various purposes in a sentence, most commonly they are ***subject or object clauses***.

Subject clauses beginning with *that* (*the fact that*) or a *wh*-word (*who*, *when*, *what*, *etc.*) as the subject before a verb in formal speech.

e.g.: That he was the young artists' competition surprised the critics.

A more common way is to use ***it*** as a formal subject and put a noun clause at the end.

e.g.: It surprised the critics that he was the young artists' competition.

Subject clauses are introduced by the following connectives:

<i>that</i>	<i>whatever</i>
<i>what</i>	<i>where</i>
<i>if, whether</i>	<i>when</i>
<i>who</i>	<i>why</i>
<i>whoever</i>	<i>how</i>
<i>which</i>	<i>how + adjective</i>

e.g.: Whether he won or lost does not really matter.

Noun clauses can be used as an **object** after a verb to express facts or ideas.

Subject clauses are not separated from the main clause by a comma except when we have two or more clauses coordinated with each other.

Object clauses are usually represented by indirect speech, embedded questions or appositives and connected with the main clause with conjunctions *that, if, whether* or connectives *what, who, which*, etc.

*e.g.: She said **that** she would arrive late.*

*I wonder **if** she will come to the party.*

*I don't know **where** he went.*

*I am interested **in what** she has to say.*

NOTE

In sentences with indirect (reported) questions in object clauses, the word order is direct.

e.g.: I asked him where Jack was.

Noun clauses can be introduced with verbs:

1. Learning verbs: *discover, find out, realize*
2. Noticing verbs: *observe, perceive, recognize*
3. Predicting verbs: *expect, forecast, hope*
4. Showing verbs: *demonstrate, indicate, reveal*
5. Speaking verbs: *explain, mention*
6. Feeling verbs: *fear, sense, worry*

Remember

Verbs of reporting Tell, notify, inform, convince, assure, persuade, warn	+ indirect object + noun clause <i>He told me that it was his first self-portrait</i>
Verbs of liking Like, love, hate	+ it + noun clause <i>He hated it when she made a mess of his water colours.</i>
Verbs of thinking Regard, see, view, consider	+ it + noun/adjective + noun clause <i>He thought it odd that critics didn't hadn't come to the exhibition</i> <i>He considered it an offence when his still life was not accepted to the exhibition.</i>

Noun clauses can be introduced by nouns: *conclusion, possibility, issue, question, discovery, belief, etc.*

e.g.: There chances that his painting will be accepted to the exhibition.

Clauses that provide extra information are separated with commas, dashes or brackets.

e.g.: His excuse, that he had fallen asleep on the bus, was hard to believe.

Noun clauses can be introduced with adjectives: *sure, glad, happy, lucky, surprised, afraid, etc.*

e.g.: It isn't surprising that his genre painting was accepted to the exhibition.

We can use present subjunctive (in formal situations) or ***should + V1*** after verbs *advice, ask, demand, order, propose, require, suggest, etc.*

*e.g.: The teachers always recommend that children **be taken** to art galleries instead of cinemas.*

*The teachers always recommend that children **should be taken** to art galleries instead of cinemas.*

We use past subjunctive after ***wish***.

e.g.: I wish I were into painting.

GRAMMAR PRACTICE

Ex. 1. In each sentence, identify the object clause and translate the sentences.

1. She believes that he can achieve his dreams.
2. I don't know what time the concert starts.
3. The teacher asked if we had completed the assignment.
4. They wonder why she didn't show up to the meeting.
5. We heard that they won the competition.
6. Can you tell me where the nearest train station is?
7. The team is hopeful that they will qualify for the finals.
8. He questioned whether she had studied for the exam.
9. The children are excited about what Santa will bring them.
10. Do you remember who won the Best Actor award last year?

Ex. 2. Change sentences using noun clauses.

- 1) "Why don't you visit the museum after lunch?" I said to them.
- 2) "Help me!" he didn't ask, he demanded and it sounded rude.
- 3) "I think it's wise to accept such a good offer," he advised me.
- 4) "Arrange everything for the journey," the director ordered the secretary.
- 5) "If I were you, I'd start early," she advised.
- 6) "You really must stay a little longer," she insisted.
- 7) "Let the prisoners free," the officer commanded.
- 8) "You must come with us," he insisted.
- 9) "You ought to be present. The situation here requires that."
- 10) "Why don't you go away for a few days?" Jack suggested to me.

Ex. 3. Choose whether each sentence requires THAT or WHAT to complete the noun clause.

1. _____ he said is not important.
2. _____ she passed her exam didn't surprise us.
3. How many people know _____ I'm talking about?
4. She didn't think _____ her mother would find out.

5. _____ my brother does on his own time is not your business.
6. I noticed _____ she was upset.
7. It's too bad _____ you can't go.
8. They know _____ he said to her.
9. They knew _____ he did this.
10. I'm sorry. That's not _____ I'm looking for.

Ex. 4. Complete the sentences with appropriate conjunctions and connectors.

1. _____ knows the secret will be rewarded.
2. I don't understand _____ it took so long to arrive.
3. _____ becomes the new manager is yet to be determined.
4. Tell me _____ you're planning to attend the event.
5. We need to figure out _____ caused the sudden power outage.
6. I am curious to know _____ she won the competition.
7. The police are investigating _____ the crime occurred.
8. She wonders _____ her friends will be joining her for dinner.
9. It is unclear _____ the project will be completed on time.
10. The question remains _____ we should proceed with caution.

Unit 9. PUNCTUATION. COMMAS IN SIMPLE SENTENCES

INTRODUCTORY TASK

Read the same text with different punctuation, comment on the difference in meaning.

Dear John,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy—will you let me be yours?

Jane.

Now reread the letter which is punctuated in a completely different way.

Dear John,

I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can be forever happy. Will you let me be?

Yours, Jane.

THEORETICAL BASICS

Study the punctuation rules. Provide your own examples for each rule.

1. Use commas to separate words and word groups with a series of three or more. The comma before **and** and **or** is optional unless it affects the meaning.

e.g.: My \$10 million estate is to be split among my husband, daughter, son, and nephew. Omitting the comma after son would indicate that the son and nephew would have to split one-third of the estate.

2. Use a comma to separate two adjectives when the word **and** can be inserted between them.

*e.g.: He is a **strong, healthy** man. BUT We stayed at an expensive summer resort. You would not say expensive and summer resort, so no comma.*

3. Use a comma when an **-ly** adjective is used with other adjectives.

NOTE

To test whether an **-ly** word is an adjective, see if it can be used alone with the noun. If it can, use the comma.

*e.g.: Felix was a **lonely, young** boy. BUT I get headaches in **brightly lit** rooms. **Brightly** is not an adjective because it cannot be used alone with rooms; therefore, no comma is used between brightly and lit.*

4. Use commas before or surrounding the name or title of a person directly addressed.

*e.g.: Will you, **Aisha**, do that assignment for me? – Yes, **Doctor**, I will.*

5. Use a comma to separate the day of the month from the year and after the year.

*e.g.: Kathleen met her husband on **December 5, 2003**, in Mill Valley.*

If any part of the date is omitted, leave out the comma.

e.g.: They met in December 2003 in Mill Valley.

6. Use a comma to separate the city from the state and after the state. Some businesses no longer use the comma after the state.

*e.g.: I lived in San Francisco, **California**, for twenty years.*

OR I lived in San Francisco, California for twenty years.

7. Use commas to surround degrees or titles used with names. Commas are not required around Jr. and Sr. Commas never set off II, III, and so forth.

*e.g.: Al Mooney, **M.D.**, knew Sam Sunny **Jr.** and Charles **Starr III.***

8. Use commas to set off expressions that interrupt the flow of the sentence. The same refers to appositives, words or noun phrases that come after another noun phrase (its antecedent) to provide extra information about it, clarify or classify it.

*e.g.: I am, **as you have probably noticed**, very nervous about this.*

*e.g.: The author Jane Austen is best known for her second novel, **Pride and Prejudice**.*

9. Use a comma after phrases of more than three words that begin a sentence. If the phrase has fewer than three words, the comma is optional.

*e.g.: **To apply for this job**, you must have previous experience.*

On February 14 many couples give each other candy or flowers.

OR On February 14, many couples give each other candy or flowers.

10. Use a comma to separate a statement from a question.

*e.g.: I can go, **can't I**?*

11. Use a comma to separate contrasting parts of a sentence.

e.g.: That is my money, not yours.

12. Use a comma when beginning sentences with introductory words such as **well**, **now**, or **yes**.

*e.g.: **Yes**, I do need that report.*

*e.g.: **Well**, I never thought I'd live to see the day.*

13. Use commas surrounding words such as **therefore** and **however** when they are used as interrupters.

e.g.: I would, therefore, like a response.

e.g.: I would be happy, however, to volunteer for the Red Cross.

14. Use either a comma or a semicolon before introductory words such as **namely**, **that is**, **i.e.**, **for example**, **e.g.**, or for instance when they are followed by a series of items. Use a comma after the introductory word.

e.g.: You may be required to bring many items.

e.g.: sleeping bags, pans, and warm clothing.

OR You may be required to bring many items; e.g., sleeping bags, pans, and warm clothing.

15. If the subject does not appear in front of the second verb, do not use a comma.

*e.g.: He **thought** quickly but still **did not answer** correctly.*

GRAMMAR PRACTICE

Ex. 1. Read the text, explain the use of commas in simple sentences.

A Special Day

On August 15, 2023, we had a family reunion. My cousin, Dr. Sarah Collins, organized the event. She lives in Chicago, Illinois, and she loves planning parties. The weather was sunny, warm, and perfect for outdoor activities.

I arrived early with my brother, Jake, to help set up. We brought chairs, blankets, and food for the picnic. My uncle, John, grilled burgers and hot dogs. The kids, excited and full of energy, played games. My mom, Linda, prepared a delicious salad. Everyone, including my grandparents, enjoyed the day.

By 5:00 PM, we started cleaning up. Exhausted but happy, we said goodbye to each other. We promised to meet again next year, on August 15, 2024.

Ex. 2. Add commas where necessary, comment on the rule.

A Graduation Celebration

On June 5 2022 we celebrated my sister Emily Thompson's graduation from university. My father Dr. James Thompson who is a professor at the same university was incredibly proud. We hosted the party at our home in Boston Massachusetts and invited friends family and neighbors.

My cousin Mark who had traveled from New York gave a heartfelt speech congratulating Emily. My aunt Susan baked a cake while my brother David set up the decorations. The weather was sunny warm and perfect for the outdoor celebration.

By the evening everyone including Emily's college friends had arrived. We took photos ate dinner and shared stories from Emily's time at university. As the night came to an end we said goodbye to our guests and promised to meet again for her next big milestone.

Ex. 3. Add commas as needed in the sentences below. Refer to the appropriate rule.

_____ He left the scene of the accident and tried to forget that it had happened.

_____ Oil which is lighter than water rises to the surface.

_____ Madame de Stael was an attractive gracious lady.

_____ Nice is a word with many meanings and some of them are contradictory.

_____ The contractor testified that the house was completed and that the work had been done properly.

_____ Some people refuse to go to the zoo because of pity for creatures that must live in small cages.

_____ Taxicabs that are dirty are illegal in some cities.

_____ The closet contained worn clothes old shoes and dirty hats.

_____ The uninvited guest wore a dark blue tweed suit.

_____ After surviving this ordeal the trapper felt relieved.

_____ Mark Twain's early novels I believe stand the test of time.

_____ December 7 1941 will never be forgotten.

_____ The field was safe enough wasn't it?

_____ Write the editor of the Atlantic 8 Arlington Street Boston Massachusetts 02116.

_____ He replied "I have no idea what you mean."

_____ After a good washing and grooming the pup looked like a new dog.

_____ Because of their opposition to institutions that force creatures to live in captivity some people refuse to go to the zoo.

_____ Men who are bald are frequently the ones who are the most authoritative on the subject of baldness.

_____ Vests which were once popular have been out of vogue for several years.

_____ As a celestial goddess she regulated the course of the heavenly bodies and controlled the alternating seasons.

_____ I hope that someday he will learn how to be polite.

Ex. 4. Read the text and place the missing commas, and remove wrongly placed ones, explain the rule.

Critical thinking in the modern world of new media

In 2018 journalists from The Toronto Star a Canadian newspaper checked 1.3 million statements by Donald Trump the US president. For example newspaper staff found 1,972 false statements and 68,928 untrue words (Dale, 2018). In 2017 Donald Trump issued nearly three false statements a day. Such claims help Trump gain votes, but their choice will be unconscious and unfounded. False media reports can negatively impact one's finances profession or personal life. For instance an anonymous news source reports that a particular company's stock will rise soon. If the news turns out to be unreliable and people buy shares, they will lose money. Learning to recognize lies separate facts and opinions is needed.

Fake news isn't a new phenomenon. Tabloids have been pushing false stories for decades. Newspapers and television news outlets have been guilty of showing their editorial bias a bit too much as well. Given an overwhelming amount of information out there it is challenging to unpack what is real and what is not, especially as social media became the top news source for 62% of adults in the US.

According to the data from the 2018 Edelman Trust Barometer 59% of respondents claimed to be unsure about the truthfulness of data they see in the media. What is more almost two-thirds of the respondents indicated that the average person cannot tell good reporting from a rumor or fake story.

Here are a few tips for properly analyzing news and sources online.

1. Check credentials

One sign that the story you are reading or watching is valid is that the author's or journalist's credentials are clear. You should easily be able to tell who is presenting the story, what organization they represent, and how they are qualified. You should also be able to back track from the link to a reputable home page.

If you can determine that the person is a truly qualified experienced expert, then the story may likely be accurate. On the other hand if they are simply a blogger with a goal of forwarding a particular narrative or agenda, your skepticism is warranted.

2. Verify sources

Never take a news report a story or a blog post at face value. People who are interested in posting accurate information online or elsewhere will link to their information sources, especially when citing some numbers names or facts.

3. Sharpen your critical thinking skills

One significant issue is that it is easy to become intellectually, lazy in the face of all of this information being spoon fed to us. Don't become a passive consumer of news and other data, especially if you read or watch something that you believe is designed to create an emotional response makes alarming claims or simply cannot be easily verified. Instead make an effort to keep your critical thinking skills sharp. Always challenge your own assumptions beliefs and biases.

4. Read beyond the headlines

You're scrolling your feed on Facebook, and see that your friend has shared a news story claiming that NASA is spending millions of taxpayer dollars conducting seemingly ridiculous experiments in space. After a few angry comments and reposts torches and pitchforks are out in full force in the comments section. You trust your friend, and know they are an intelligent person. You click share and add a bit of angry commentary. Other people then share your post. What you didn't do was read the story beyond the headline. Interestingly enough these seemingly ridiculous experiments actually have very important implications in the areas of medicine climate science and more.

(based on <https://www.forbes.com/sites/andrewarnold/2018/02/27/how-to-maintain-critical-thinking-in-the-modern-world-of-new-media/?sh=60ab8f7c50e5>)

Ex. 5. Explain the difference in meaning due to the difference in punctuation.

"What is this thing called love?" and "What is this thing called, love?"

"A woman: without her, man is nothing." and "A woman, without her man, is nothing."

"We let in the dogs, William and Harry." and "We let in the dogs, William, and Harry."

"I'm sorry, I love you." and "I'm sorry I love you."

"Let's paint, mom" and "Let's paint mom"

Unit 10. PUNCTUATION IN COMPLEX AND COMPOUND SENTENCES

INTRODUCTORY TASK

*Read the text, explain the use of commas in simple sentences.
Which of the sentences are complex and which are compound?*

Budgeting tips

Budgeting is a skill that can help you take control of your money. It may seem complicated at first, but it is easier when you break it into steps. Let's explore how to create a personal budget.

First, write down how much money you earn each month. This includes your salary, tips, bonuses, or any other income. For example, if you earn \$2,500 a month, remember to also write down cashback that you receive on your bank card and interest rate from your deposit account, if any.

To create a budget, you need to understand where your money goes. List all your expenses: rent, groceries, transportation, and fun activities. Be specific, and don't forget small things like coffee or snacks. If you categorize your spending, you'll see patterns and discover where you can save. When you track your expenses, you'll notice how small purchases add up over time.

Now, assign limits to each spending category. For example, you might set aside \$1,200 for rent, \$300 for groceries, and \$100 for entertainment. You should plan for essentials first, but don't forget to include savings in your budget. Your budget should be realistic, or you might find it hard to stick to.

Life changes, so your budget should too. At the end of each month, review your spending. If your expenses exceed your income, you may need to cut back on non-essential spending. You might find areas where you can save, and you'll feel proud of your progress.

Budgeting gives you control over your finances, and it reduces stress. When you know where your money goes, you can plan for the future, save for emergencies, and enjoy life without guilt.

THEORETICAL BASICS

Read the rules and match them with corresponding examples in the right column.

Rule	Example
1. When starting a sentence with a weak (subordinate) clause, use a comma after it. Conversely, do not use a comma when the sentence starts with a strong (main) clause followed by a weak clause.	A. Freddy, who has a limp, was in an auto accident. <i>Freddy is named, so the description is not essential.</i>
2. Defining relative (restrictive attributive) clauses are not separated by commas from the main clause.	B. If you are not sure about this, let me know now. Let me know now if you are not sure about this.
3. Non-defining relative (non-restrictive attributive) clauses, which give additional information and can be left out without a change of meaning, are separated by commas	C. He actually said, "I do not care." "Why," I asked, "do you always forget to do it?"
4. Use a comma to separate two strong clauses joined by a coordinating conjunction – <i>and, or, but, for, nor</i>. You can omit the comma if the clauses are short.	D. The boy who has a limp was in an auto accident. <i>We do not know which boy is being referred to without further description; so, no commas are used.</i>
5. Use commas to introduce or interrupt direct quotations shorter than three lines.	E. I can go, can't I?
6. Use a comma to separate a statement from a question in tag-questions.	F. I have painted the entire house, but he is still working on sanding the doors. I paint and he writes.
7. Use a semicolon in place of a period to separate two sentences where the conjunction has been left out.	G. You will want to bring many backpacking items; for example, sleeping bags, pans, and warm clothing will make the trip better.

Rule	Example
8. Use a semicolon before introductory words such as <i>namely</i>, <i>however</i>, <i>therefore</i>, <i>that is</i>, <i>i.e.</i>, <i>for example</i>, <i>e.g.</i>, or <i>for instance</i> when they introduce a complete sentence. Use a comma after the introductory word.	H. This conference has people who have come from Boise, professors from Idaho; and specialists Los Angeles, California.
9. Use the semicolon to separate units of a series when one or more of the units contain commas.	I. Call me tomorrow; I will give you my answer then.
10. Use the semicolon between two sentences that are joined by a Conjunction but already have one or more commas within the first sentence.	J. If she can, she will attempt that feat; and if her husband is able, he will be there to see her.
11. Use the colon after a complete sentence to introduce a list of items without introductory words such as <i>namely</i>, <i>for example</i>, or <i>that is</i>	K. If a waitress wants to make a good impression on her customers and boss, she should (a) dress appropriately, (b) calculate the bill carefully, and (c) be courteous to customers.
12. A colon should not precede a list unless it follows a complete sentence.	L. I want the following items: butter, sugar, and flour.
13. Use a colon between two strong clauses if the second clause explains or illustrates the first clause and no coordinating conjunction is used to connect the clauses.	M. I enjoy reading: novels by Kurt Vonnegut are among my favorites.
14. Use the colon to introduce a direct quotation that is more than three lines in length.	N. The author of <i>Touched</i> , Jane Straus, wrote in the first chapter: Georgia went back to her bed and stared at the intricate patterns of burned moth wings in the translucent glass of the overhead light. Her father was in “hyper mode” again where nothing could calm him down.

GRAMMAR PRACTICE

Ex. 1. Read the text, explain the use of commas in complex and compound sentences.

A Rainy Day Adventure

It was raining heavily, but we decided to go hiking anyway. Because we had planned the trip for weeks, canceling was not an option. We packed our raincoats and boots, and we made sure to bring extra supplies in case the weather got worse. Although the trail was muddy, we kept going, determined to reach the top.

When we started hiking, the rain was light, but it quickly turned into a downpour. I suggested we turn back, yet my friend Sarah insisted we continue. Since she loves challenges, she saw the rain as part of the adventure. If the weather had been worse, I might have refused, but it wasn't dangerous yet, so I agreed.

We hiked for about an hour, and the rain began to ease up. The clouds parted, revealing a beautiful view of the valley. It was worth the effort, even though we were soaked. After we reached the top, we rested for a while, enjoying the fresh air and peaceful surroundings. We both agreed that it had been a challenging hike, but it was an experience we wouldn't forget.

Some words about punctuation

When writing effectively, you must understand punctuation: it clarifies your message, organizes your ideas, and makes your sentences easier to read. Some tools are especially powerful: colons, semicolons, and commas.

The colon introduces elements or emphasizes points; for instance, it can introduce a list, as seen earlier, or provide a dramatic pause for effect. Semicolons, on the other hand, are used to link closely related independent clauses; they create a smoother flow compared to a period.

Commas serve a different purpose, and their proper use is vital. For example, they separate elements in a series (apples, bananas, and oranges), set off introductory phrases, and enclose non-essential information. Lynne Truss, a passionate advocate for proper punctuation, said, "The reason to stand up for punctuation is that without it there is no reliable way of communicating meaning."

Ex. 2. Add commas where necessary.

1. The student explained her question yet the instructor still didn't seem to understand.
2. Yesterday was her brother's birthday so she took him out to dinner.
3. While I was eating the cat scratched the door.
4. Because her alarm clock was broken she was late for class.
5. If time permits we will continue the roundtable discussion on sustainability.
6. To get ahead in life one must do things that others are not willing to do.
7. Having finished the test he left the room.
8. For example younger generations have lost the ability to sew a button back on a shirt.
9. Students who cheat only harm themselves.
10. It is up to you Jane to finish the report.
11. Apples which are my favourite fruit are the main ingredient in this recipe.
12. The candidate who had raised the least amount of money lost the election.
13. She was however too tired to make the trip.
14. The science fiction movie that he saw made him question the existence of aliens.
15. Professor Plum grinning from ear to ear announced that the exam would be tomorrow.
16. The Constitution establishes the legislative executive and judicial branches of government.
17. The candidate promised to lower taxes protect the environment reduce crime and end unemployment.
18. The prosecutor argued that the defendant who was at the scene of the crime who had a strong revenge motive and who had access to the murder weapon was guilty of homicide.
19. He was a difficult stubborn child.
20. They lived in a white frame house.
21. She often wore a gray wool shawl.
22. Your cousin has an easy happy smile.
23. "I was able" she answered "to complete the test.

Ex. 3. Put in the necessary punctuation: a comma, a colon, or a semicolon.

1. Many companies make sugar-free soft drinks, which are flavored by synthetic chemicals the drinks usually contain only one or two calories per serving.

2. The conference had only one purpose agreement upon a suitable topic for a research paper.

3. The crab grass was flourishing but the rest of the lawn, unfortunately, was dying.

4. The hill was covered with wildflowers it was a beautiful sight.

5. As I turned around, I heard a loud thump for the cat had upset the goldfish bowl.

6. The artist preferred to paint in oils he did not like watercolors.

7. The house was clean, the table set, and the porch light on everything was ready for the guests' arrival.

8. There are two things about him that drive me crazy his music and his cooking.

9. The foundations of the house had been poured but, to his disappointment, nothing else had been done because of the carpenters' strike.

10. The computer could perform millions of operations in a split second however, it could not think spontaneously.

11. I thought registration day would be tiring but I didn't know I'd have to stand in so many lines.

12. If you get lost in the snow, this is what you should do stay where you are, make yourself warm and comfortable and wait for help.

13. The snowstorm dumped twelve inches of snow on the interstate subsequently, the state police closed the road.

14. Professors are supposed to be absent-minded and I've seen plenty of evidence to support that claim since I've been in college.

15. He ended his remarks with this quotation from Emerson "Nothing can bring you peace but yourself."

16. I had lamb for lunch Fred had steak.

17. This is what I told him "Buy yourself a bicycle, so that you don't have to borrow mine!"

18. I have just one more piece of advice for you learn to have some thought for others as well as yourself.

AFTERWORD

Here we are, at the end of our grammar course, well-grounded and rounded: having a good idea of syntax and punctuation, a clear understanding of non-finite verb forms and inversion patterns, and, hopefully, inspired to move forward and never stop on the way to perfection.

Your dedication and effort throughout this journey have been commendable, and the progress you've made is a testament to your hard work. Remember, not only is grammar a set of rules; it's a gateway to effective communication, creative expression, and deeper connections. With all this in mind, you're bound to excel. If you have developed good attention to detail, you must have noticed a number of phenomena that have been explored in this grammar course while reading the afterword.

Keep practicing, stay curious, and let your mastery of language open the doors to new opportunities and experiences.

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