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# ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

Учебное пособие

Часть I



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## ПРЕДИСЛОВИЕ

*Грамматика повелевает даже царями.*

*Мольер*

*Грамматика позволяет нам связать между собой любые слова, чтобы выразить любую мысль о любом предмете.*

*Л. В. Успенский*

Пособие по практической грамматике английского языка (Часть 1) предназначено для студентов старших курсов лингвистического и филологического направлений, профессионально и углубленно изучающих английский язык.

Первая часть пособия посвящена трем грамматическим темам: Артиклю – категории, которая отсутствует в русском языке, Категории времени и временным формам, имеющим свою специфику в английском языке, и Неличным формам глагола, основной особенностью которых является их гибридный характер, совмещение именных и глагольных свойств, проявляющихся в их функционировании.

Каждая тема интродуцируется краткой теоретической информацией на английском языке. Отдельные разделы пособия также поясняются на английском языке.

Пособие содержит разного рода упражнения и задания, в том числе и коммуникативного характера.

Каждая тема включает итоговые контрольные задания, которые позволяют преподавателю и студентам оценить результаты занятий по грамматике английского языка, выявить плюсы и минусы проделанной работы.

В пособии использованы собственные материалы составителей (например, пособие по артиклю: *The Article*; отдельные пособия по неличным формам глагола: инфинитиву, причастию и герундию: *A Grammar of English Infinitives, English*

Participle, English Gerund), а также отдельные научные публикации составителей пособия по указанным темам грамматики английского языка.

В процессе работы над пособием авторы-составители руководствовались стремлением к максимально полному охвату упражнениями и заданиями отмеченных разделов грамматики английского языка с целью выработки навыков свободного практического применения грамматических средств языка для порождения речевых произведений различного функционального стиля.

Все упражнения в их совокупности и разнообразии позволяют осуществлять различные формы организации учебно-познавательной деятельности студентов: индивидуальную, парную, коллективную, обеспечивая комплексную реализацию целей обучения грамматике английского языка.

# THE ARTICLE

There are two articles in Modern English:

- the indefinite article and
- the definite article.

The indefinite article has two forms *a* and *an*.

The form *a* is used before words beginning with a consonant sound (*a book, a pen, a student*). The form *an* is used before words beginning with a vowel sound (*an opera, an apple, an hour*).

The definite article has one graphic form *the*. The use of the indefinite article implies that the object is present as belonging to a class. The use of the definite article shows that a particular object is meant.

## Part I. Use of articles with common nouns

### 1. Class Nouns

a) The use of the indefinite article with class nouns.

Class nouns are used with the indefinite article:

1) when the speaker presents the object expressed by the noun as belonging to a certain class. In this case the indefinite article has the meaning of *какой-нибудь, какой-то, один* (in the meaning of *некий*).

**She has a watch of her own. Close beside them grew a rose bush covered with scarlet hips.**

In plural no article is used in this case.

**I liked the room because there were flowers in it.**

If the idea of number is implied the noun is preceded by the pronoun *some*.

**I have brought you some flowers.**

2) with a predicative noun, denoting the object belonging to a certain class.

**Miss Sharp's father was an artist.**

In the plural neither the article nor the pronoun *some* is used.

**They are good children, no doubt.**

3) when the noun is used in a general sense.

The article has the meaning of *every*.

**A drowning man catches at a straw.**

In the plural neither the article nor the pronoun *some* is used.

**Real friends should have everything in common.**

4) when the indefinite article preserves its old original meaning of *one*.

**A stitch in time saves nine.**

This meaning is found with nouns denoting time, measure, and weight, the numerals *hundred*, *thousand*, *million* and the nouns *dozen*, *score*.

**A week or two passed.**

**He seems to have half a dozen languages at his fingertips.**

b) The use of the definite article with class nouns.

Class nouns are used with the definite article:

1) when the noun denotes an object or objects, which the speaker singles out from all the objects of a given class.

**How did you like the play?  
I have got the magazine.**

2) when the noun denotes a thing unique (the sun, the moon, the universe) or a class.

**The sun was getting warmer.**

The indefinite article can be used when we mean a certain aspect, state of the sun, the moon, the sky. In this case an attribute is used.

**A pearl-white moon smiles through the green trees.**

3) with nouns in a generic sense.

**The tiger has always had the reputation of being a man eater.**

**The telephone was invented in the 19th century.**

**The tragedy and the comedy first appeared in Greece.**

A noun in a generic sense denotes the whole class.

Compare:

**Conan Doyle is a master of the detective story.**

(The detective story is regarded as a certain genre.)

**A detective story helps to while away the time.**

(Every or any detective story is meant).

The noun *woman* in a generic sense is used with the definite article or without an article.

**Woman is man's helpmate.**

**He had always been interested in that mysterious being – the woman.**

4) The definite article is used:

1) with nouns modified by adjectives in the superlative degree.

**Miss Fox had the softest voice that ever was heard.**

2) with nouns in word-groups the first component of which is *some, many, none, most* and the second noun with the preposition of.

**Most of the gentlemen looked both angry and uncomfortable.**

3) with nouns modified by the pronoun *same* and the adjectives *wrong (не тот), right (тот), very (именно тот, тот самый)*.

**I do wish we had not opened the door of the wrong room.**

4) with substantivized adjectives and participles.

**The listeners noted something beyond the usual in his voice.**

c) The use of articles with class nouns, modified by attributes.

The definite article is used when a noun is modified by an attribute which shows that a particular object is meant i.e. by a particularizing attribute. The use of a particularizing attribute implies the idea of *тот, который, именно тот, этот*.



**The letters that I have here have come to me quite by accident.**

A descriptive attribute describes an object or gives some additional information about it. It does not affect the use of the article.

**In a fortnight I got a long letter, which I considered odd.**

## EXERCISES

### 1. Fill in the articles where necessary

1. Not \_ word was spoken in \_ parlour.
2. Not \_ word was spoken, not \_ sound was made.
3. He made them provide not one car, but half \_ dozen.
4. \_ compass was invented in ancient China.
5. \_ sky outside window was already dark, \_ secretaries had gone home, all was quiet.
6. After that they would meet, perhaps two or three times \_ year.
7. It is not \_ large house, I said. We don't want \_ large house.
8. This morning \_ tobacconist was at his door.
9. It was Sunday afternoon, and \_ sun was beginning to warm \_ earth.
10. He was \_ short, plump man with \_ very white face and \_ very white hands. It was rumoured in London that he powdered them like \_ woman.
11. \_ old couldn't help \_ young.
12. To him she would always be \_ loveliest woman in \_ world.
13. \_ strongest have their hours of depression.
14. I am afraid I addressed \_ wrong person.
15. \_ rich think they can buy anything.

16. \_ room has three doors; one on \_ same side as \_ fire-place, near \_ corner, leading to \_ best bedroom.

17. Thank you, Stephen: I knew you would give me \_ right advice.

18. My family came from hereabouts some generations back. I just wanted to have \_ look at \_place, and ask you \_ question or two.

19. He arrived half \_ hour before dinner time, and went up to \_ school-room at \_ top of \_ house to \_ children.

20. Clare was \_ most vivid member of \_ family. She had dark fine shingled hair and \_ pale expressive face, of which \_ lips were slightly brightened.\_ eyes were brown, with \_straight and eager glance.

## 2. Change the nouns into the plural

Model: A kitten likes to play.

The kittens like to play.

1. He ate a spoonful of broth and a sandwich.
2. Have you bought an apple for your child?
3. I must buy a postcard.
4. She did not bring me a magazine.
5. A violet does not smell so sweet as a lily of the valley.
6. She made a step towards him.

## 2. Nouns of Material

With nouns of material no article is used.

### **Honey is wholesome.**

When a definite part of the substance is meant (when the noun is modified by a particularizing attribute or is made definite by the situation), the definite article is used.

**The meat was good and White Fang was hungry.**

When an indefinite part of the substance is meant, *some* is used.

**We took some bread and cheese with us.**

## EXERCISES

**Fill in the articles or *some* where necessary**

1. \_ coffee without \_ bread could never honestly serve as supper.
2. He bought \_ cold beef, and \_ ham, and \_ French bread and butter, and came back with his pockets pretty heavily laden.
3. Rosa tasted \_ wine. It was harsh but refreshing.
4. She looked with \_ eager, hungry eyes at \_ bread and \_ meat and \_ beer that \_ landlady brought her.
5. \_ blood is thicker than \_ water.
6. My heart felt heavy as \_ lead.
7. The mother was yellow in colour and her skin resembled \_ leather.
8. There were two bottles of \_ wine \_ plate of \_ oranges with \_ powdered sugar.
9. George said that we must take \_ rug, \_ lamp, \_ soap, \_ brush and \_ comb, \_ tooth-brush, \_ tooth-powder and \_ couple of big towels for bathing.
10. Every meal was \_ bread and \_ coffee and \_ cigarettes, and now he had no more bread.
11. She hurried in again and found \_ water almost boiled away.
12. \_ rest of us had finished eating, but Cave had cut himself another slice of \_ cheese.

### 3. Abstract Nouns

When abstract nouns are used in a general sense, no article is used.

**While there is life there is hope.**

When abstract nouns are modified by a particularizing attribute or when the situation makes the idea definite, they are used with the definite article.

**Last night I heard Carmen and enjoyed the music.**

Note: 1. Abstract nouns modified by an attribute in preposition are used without articles unless they are modified by particularizing attributes: English literature; Russian art; Soviet music.

Note: 2. The abstract noun **weather** is never used with the indefinite article.

**What fine weather!**

When the noun **weather** is used in a general sense, the definite article is used.

There are people who say that the weather can influence people's mood.

Abstract nouns can be used with the indefinite article. In this case the abstract noun denotes a certain kind (оттенок) of quality, feeling, state, etc. The noun nearly always has a descriptive attribute.

**How clever you are, Mr. Hopper. You have a cleverness quite of your own.**

The indefinite article is used with the nouns period, population, distance, height, salary, etc. followed by of + numerical + noun.

**Simpson was out of the city for a period of ten days.**

## **EXERCISES**

### **Fill in the articles where necessary**

1. We both appreciate \_ simplicity.
2. It is such \_ weary, weary work.
3. We had \_ wonderful weather.
4. However, \_ life of such striking monotony does not seem to depress him.
5. She was brilliantly familiar with \_ literature, \_ tongues, \_ art, \_ history, \_ physics, \_ metaphysics, \_ philosophy and \_ politics.
6. May you be happy in \_ life you have chosen.
7. \_ modern science is \_ wonderful thing.
8. She knew nothing of \_ literature except \_ certain authors who to \_ truly cultured might seem banal.
9. She listened with \_ expression impatient, strained and intent.
10. He longed for \_ comfort of his sister's society.
11. Owen saw \_ figure of Edward at \_ distance of two or three hundred yards.
12. What \_ delightful weather we are having.
13. How quietly you live, John. I love \_ silence of this room and garden.
14. Whenever \_ people talk to me about \_ weather, I always feel quite certain that they mean something else.
15. Beside his bed, for \_ first time during \_ period of nearly twenty years, he fell down on his knees in \_ passionate outburst of \_ feeling.

16. \_ Hospitality was a passion with him.
17. He had been brought up to admire \_ French culture.
18. He spoke with \_ awkwardness of a man unused to words.
19. I was wrapped in \_ security of \_ childhood.
20. We were having \_ spring weather when it began to freeze again.

## **Part 2. Use of articles with proper nouns**

### **1. Names of Persons**

Names of persons are used without articles:

**He was talking pleasantly to David.**

Names denoting the whole family are used with the definite article.

**The children were not allowed by their mother to play with the Connollys.**

When names of persons are used to denote a representative of a family the indefinite article is used.

**To have an early breakfast was unbecoming a Blair.**

Names of persons modified by a particularizing attribute are used with the definite article.

**You are not the Andrew Manson I married.**

Names of persons used as common nouns take the article according to the general rule on the use of articles.

**Mozart has been called the Raphael of music.**

Nouns denoting military ranks and titles such as *academician*, *professor*, *doctor* (both a profession and a title), *count*, *lord*, etc. followed by names of persons do not take the article. In such cases only the proper noun is stressed: Colonel Brown.

Common nouns denoting professions followed by names of persons are generally used with the definite article. In this case both nouns are stressed.

**The painter Gainsborough has left many fine pictures.**

Nouns expressing relationship followed by names of persons do not take the article: Aunt Polly, Uncle James.

**If you are going West may I come with you? I want to see Aunt Emily and Uncle Lawrence.**

Nouns expressing relationship not followed by a proper noun and the nouns nurse, cook, baby do not take the article when used by members of the family.

**“I’d like to see Mother”, said Emily.**

If other people’s relations are meant, the article is used.

**The son is as clever as the father.**

The use of articles with names of persons modified by adjectives is varied. In most cases no article is used with names of persons modified by the adjectives *old*, *young*, *poor*, *dear*, *little*, *honest*, *lazy*.

**... she is the widow of poor Giovanni Bolla.**

When modified by other adjectives and participles names of persons take the definite article.

**The astonished Tom could not say a word.**

Names of persons modified by the adjective certain are used with the indefinite article.

**One day he was taken by a friend to a party given by a certain Mrs Lambeth...**

If a noun is modified by a proper noun in the genitive case no article is used.

**I met Robert's father.**

A noun modified by a proper noun in the common case is used with the definite article.

**Last summer I visited the Tretjakov Gallery.**

**The sailor led him back to the little irregular square by the Medici Palace.**

## EXERCISES

**Fill in the articles where necessary**

1. Margaret was talking to \_ Osbaldistons.
2. In \_ dim light streaming down \_ stairs from behind her, he scarcely recognized Lily he had known.
3. \_ father and \_ daughter appeared at last.
4. Gradman is here, darling, and \_ mother, and \_ Aunt Winifred, and Kit and Michael. Is there anyone you would like to see.
5. My visit was specially made to \_ good Mrs. Ames.
6. \_ flustered Clarice stood beside me.



7. \_ certain Joseph Zimmerman suggested that he undertake operating in \_street railway shares for him.

8. Elsie said she would ring up \_ Doctor Worple.

9. On the way home \_ Isabel said: – You must speak to \_ Father tomorrow.

10. I'm to meet \_ Professor Hallorsen on Monday.

11. He told an anecdote about \_ Stern. As soon as Dave realized that the reference was to \_ Stern of the famous Stern – Gerlach experiment, his ears pricked up.

12. At that moment they were interrupted by \_ gentle Mrs. Shobbe.

13. He was talking pleasantly to \_ glowering and unresponsive David.

14. \_Major Wilby and \_ lovely Mabel departed.

15. Next day I saw \_ Smiths off at the airport.

16. At the time I had the greatest admiration for \_ Impressionists. I longed to possess \_ Sisley and \_ Degas.

17. Charley was distressed. This was not \_ Simon he had known so long.

18. \_Bradleys are one of \_ oldest families in Illinois.

19. She walked to \_ part of \_ room where \_ puzzled Henry was standing.

20. \_ Bradley who settled here was what I suppose you might call \_ farmer.

## 2. Geographical Names

Geographical names like all the other proper nouns are used without articles: **England, France, Moscow, London**. No article is used when a geographical name is modified by an attribute in pre-position: **Soviet Russia, Latin America, North America**.

Note: The word groups the Soviet Union, the United States are used with the definite article.

Geographical names modified by a particularizing attribute are used with the definite article:

**... he found, indeed, a subtle pleasure in the thought that he might really become to the London of his own day what to imperial Neronian Rome the author of the *Satiricon* once had been.**

With names of oceans, seas, rivers the definite article is used:

**The Pacific Ocean (the Pacific), the Black Sea, The Thames, the Ohio River.**

Names of lakes do not take the article if the word lake is used; if it is not mentioned we find the definite article: **Lake Ontario, the Ontario.**

With names of mountain chains the definite article is used: **the Urals, the Alps.**

With names of mountain peaks no article is used: **Elbrus, Everest.**

With names of groups of islands the definite article is used: **the Bermudas, the Hebrides.**

With names of single island there is no article: **Madagascar.**

The name of the following towns, countries and provinces are used with the definite article: **the Hague, the Netherlands, the West Indies, the Ruhr, the Riviera; the Crimea, the Ukraine, the Caucasus, the Congo, the Argentine/Argentina.**

The Lebanon is generally used with the definite article, occasionally without the article.

Names of streets and squares are used without articles:

**Oxford Street, Wall Street, Trafalgar Square, Russell Squares.**

There are a few exceptions: **the High Street, the Strand.**

## EXERCISES

**1. Classify the following geographical names according to the given points:** a) continents; b) countries, states, towns; c) oceans, seas, canals, rivers, lakes, channels; d) peninsula; e) deserts; f) mountains, islands; g) mountain peaks. Use articles where necessary.

\_ Europe, \_ Central Africa, \_ France, \_ England, \_ USSR, \_ Congo, \_ Lebanon, \_ Crimea, \_ Caucasus, \_ Ruhr, \_ Riviera, \_ Central Africa, \_ Northern Europe, \_ China, \_ West Germany, \_ Kame-  
roon, \_ Senegal, \_ Argentine, \_ Oslo, \_ Rome, \_ Pacific Ocean, \_ Nile, \_ Baikal, \_ Lake Ontario, \_ Northern Sea, \_ Netherlands, \_ Brazil, \_ Tyrol, \_ Sahara, \_ Alps, \_ Azores, \_ Pamirs, \_ Elbrus, \_ Everest, \_ Mont Blanc, \_ Kamchatka, \_ Gobi, \_ Philippines, \_ English Channel, \_ Mississippi, \_ Baltic Sea, \_ Asia, \_ USA, \_ Panama Canal, \_ Balkan Peninsula, \_ Hague, \_ Bermudas.

**2. Supply the required articles for nouns in the following sentences, paying special attention to geographic names.**

1. He had \_ pronounced views on what \_ United States was doing for \_ world.

2. \_ weather over \_ Baltic was said to be worsening every hour.

3. This captain, he said, had made marine history by passing through \_ Bosphorus and \_ Dardanelles without \_ aid of \_ pilot.

4. Mr. Roberts sipped \_ cup of \_ coffee and looked out over \_ Lake of Geneva.

5. His ship nearly sank in \_ Pacific.

6. He told me how he had discovered \_ statue, five hundred feet tall, buried in \_ sand of \_ Sahara.

7. \_ man from \_ Kameroun carried his bags to \_ car.

8. She showed me \_ pictures taken in \_ Swiss Alps.

9. You oughtn't to spend \_ winter in \_ London with that cough and your chest.

10. They stood for some time talking in quiet tones, comparing \_ Thames with \_ Seine.

11. This was not \_ Paris that he had accepted thirty years ago as his spiritual home.

12. He was \_ well known mountaineer scaling \_ Andes.

13. There aren't many sharks in \_ Mediterranean. It is down \_ Red Sea that you get them in numbers.

14. He retired to his hotel and sat in his shirt sleeves looking at \_ Grand Canal.

15. They stayed in \_ Venice for \_ fortnight.

16. Where is he? – asked Ann. – He is in \_ Buenos Aires.

17. She was going on \_ cruise down \_ Adriatic.

18. He was staring out across \_ Nile at \_ distant hills.

19. The firm made \_ loans to \_ Argentine and \_ Brasil.

20. Michael looked quizzically at his parent. Did he quite understand \_ England of today?

### **3. Names of Hotels, Ships, Newspapers, Magazines, Universities, Airport, Railway stations, etc.**

Names of hotels, theatres, museums, picture galleries, concert halls, clubs, cinemas, ships, newspapers and magazines are used with the definite article: the Covent Garden, the Bolshoi Theatre, the British Museum, the Lenin Museum, the Tate (Gallery), the Tretjakov Gallery, the Festival Hall, the Albert Hall, the Tchaikovsky Hall, the Odeon (cinema), the National Liberal Club, the Savoy, the Ambassador Hotel, the Times, the Lancet.

**...all he was thinking of ...was what the Telegraph, the Guardian, the popular press, would say next day.**

**She sat in her superb private drawing room at the Hotel Cecil.**

Names of universities are used without articles:

**London University, Cambridge University, Harvard University, Moscow University.**

**Note:** but the University of London, the University of Moscow.

Names of airports, railway stations are used without articles:

**London airport, Moscow airport, Victoria station.**

Names of political organizations and parties are used with the definite article:

**the Supreme Soviet, the Liberal Party, the Church, the London City Council, the Soviet Army.**

**Note:** but Parliament (in Great Britain), (the) Congress (in the USA), NATO.

#### **4. Names of Cardinal Points**

With the names of cardinal points the definite article is used:  
**the North, the South, the West, the East.**

In the expressions from East to West, from North to South no article is used.

#### **5. Names of Months and Days**

As a rule names of months and days are used without articles:

**May is a spring month. My day off is Friday.**

When these nouns are modified by a particularizing attribute the definite article is used:

**The May of 1949 will always rest in my memory.**

The names of days are used with the indefinite article when we mean one of many Mondays, Fridays, etc.

**Robinson Crusoe found his servant on a Friday.**

The names of month are used with the indefinite article when modified by a descriptive attribute.

**A cold May is the usual thing in St. Petersburg.**

## EXERCISES

**1. Supply the required articles for nouns in the following sentences, paying special attention to miscellaneous proper names.**

1. “Do you know where he’s staying?” – “At \_ Bristol.”
2. Mr. Robinson arrived at \_ London airport from \_ New York yesterday on his way to \_ Soviet Union.
3. Usually he used to read \_ few articles out of \_ ‘Time’ or \_ ‘Newsweek’.
4. When last heard from he was at \_ University of Berlin.
5. He had applied for his assistantship in \_ answer to \_ advertisement in \_ ‘Lancet’.
6. Soon after that he was expelled from \_ Harvard University.
7. \_ Friedrich Weber was \_ freighter sailing from \_ Hamburg to \_ Colombo.
8. On their way to \_ Savoy Hotel he refused to tell Tom what would happen there.

9. David said in \_ gruff voice that he never read \_ ‘News of the World’.

10. \_ liner ‘Queen Elizabeth’ sails at 8 a.m. this morning on \_ schedule.

**2. Read the comic verse and fill in the articles where necessary.**

SOLOMON GRUNDY

was born on \_ Monday  
finished school on \_ Tuesday  
got married on \_ Wednesday  
fell ill one Thursday  
got worse on \_ Friday  
died on \_ Saturday  
was buried on \_ Sunday  
that was \_ end of Solomon Grundy.

### **Part 3. Use of articles with nouns in some set expressions**

#### **1. The Use of the Indefinite Articles with Nouns in Set Expressions**

|   |  |
|---|--|
| 1. in a hurry – второпях  | <i>Things done in a hurry are done badly.</i>                    |
| 2. to have a mind (have a serious, a great mind, a good mind)<br>to do something – иметь желание что-либо сделать | <i>I have a great mind to talk with her.</i>                     |
| 3. to fly into a passion – прийти в бешенство   | <i>If you contradict him, he will fly into a passion.</i>        |
| 4. to get in a fury (in a rage) – прийти в ярость   | <i>If you contradict him, he will get in a fury (in a rage).</i> |

|  |   |
|--|---|
| 5. to take a fancy to (chiefly with names of living beings) – проникнуться симпатией, почувствовать расположение | <i>I wonder why she took a fancy to the little girl</i>                                     |
| 6. in a low (loud) voice – тихо (громко)   | <i>Don't speak in a low voice.</i>  |
| 7. a great many (with countables) – много  | <i>I have spoken to him a great many times.</i>   |
| 8. a great deal (with uncountables) – много  | <i>We can't skate today, there is a great deal of snow on the ice.</i>                      |
| 9. it is a pity – жаль   | <i>It is a pity you did not go to the concert last night.</i>                               |
| 10. it is a shame – стыдно   | <i>It is a shame not to know these elementary things.</i>                                   |
| 11. it is a pleasure – приятно   | <i>It is a pleasure to read beautiful poetry.</i>   |
| 12. as a result – в результате   | <i>As a result of the inhabitant's strenuous efforts the damaged city was soon rebuilt.</i> |
| 13. to have a good time – хорошо провести время  | <i>Last night we went to an evening party and had a very good time.</i>                     |
| 14. to be at a loss – быть в недоумении, растерянности   | <i>She was at a loss what to say.</i>   |
| 15. at a glance – с первого взгляда  | <i>She saw at a glance that something had happened.</i>                                     |



## 2. The Use of the Definite Article with Nouns in Set Expressions

|  |   |
|--|---|
| 1. it is out of the question – об этом не может быть и речи                                | <i>“Will you go to the theatre tonight?” “It’s out of the question. I have lots of things to do”.</i>                             |
| 2. to take the trouble to do something – потрудиться                                       | <i>You had a difficult text to translate and you did not take the trouble.</i>  |
| 3. in the original – в оригинале   | <i>You know English well enough to read Dickens in the original.</i>  |
| 4. to play the piano (the violine, the harp) – играть на рояле, скрипке, арфе              | <i>She plays the piano very well.</i>   |
| 5. to keep the house – сидеть дома   | <i>She has a cold and will have to keep the house for a couple of days.</i>   |
| 6. to keep the bed – соблюдать постельный режим  | <i>She has a bad cold and will have to keep the bed for a couple of days.</i>   |
| 7. on the whole – в целом  | <i>On the whole Tom is a pleasant fellow, but sometimes he has whims.</i>   |
| 8. the other day (refers to the past) – на днях  | <i>I met him the other day.</i>   |
| 9. on the one hand ... on the other hand – с одной стороны ... с другой стороны            | <i>On the one hand he certainly excites suspicion, but on the other hand we have not enough evidence against him (Oppenheim).</i> |
| 10. to tell (to speak) the truth – говорить правду<br>to tell the truth – по правде говоря | <i>He always speaks (tells) the truth.<br/>To tell the truth, I don’t like the girl.</i>  |

|  |  |
|--|--|
| 11. to be on the safe side – для<br>верности | <i>I am almost sure of the pronunciation of this name, but to be on the safe side let us consult the pronouncing dictionary.</i> |
|--|--|

### 3. Nouns in Set Expression Used Without an Article

|  |  |
|--|--|
| 1. out of doors – на дворе, на<br>улице, вне дома                                    | <i>The children spent most of the time out of doors.</i>   |
| 2. to take to heart – принимать<br>близко к сердцу                                   | <i>Don't take things too much to heart.</i>  |
| 3. to take offence – обижаться   | <i>If he had heard your remark, he would have taken offence.</i>   |
| 4. to give (to get, to ask) per-<br>mission – дать (получить,<br>просить) разрешение | <i>I asked permission to keep the book a little longer.</i>  |
| 5. to lose heart – терять муже-<br>ство, приходить в уныние                          | <i>He found the subject very difficult at first, but he did not lose heart. He went on working hard and finally mastered it.</i> |
| 6. at present – в настоящее<br>время   | <i>You may go home, we don't want you at present.</i>  |
| 7. from morning till night –<br>с утра до вечера                                     | <i>He worked in his little garden from morning till night.</i>   |
| 8. from head to foot – с головы<br>до ног  | <i>She was dressed in furs from head to foot.</i>  |
| 9. from beginning to end –<br>с начала до конца                                      | <i>The whole story is a lie from beginning to end.</i>   |
| 10. at first sight – с первого<br>взгляда  | <i>He fell in love with her at first sight.</i>  |
| 11. by chance – случайно   | <i>They met quite by chance.</i>   |
| 12. by mistake – по ошибке   | <i>I have brought the wrong book by mistake.</i>   |
| 13. for hours – часами   | <i>He could read for hours.</i>  |
| 14. for ages – целую вечность  | <i>I have not seen you for ages.</i>   |

|   |   |
|---|---|
| 15. by land, by air, by sea –<br>сушей, по воздуху, морем | <i>I like travelling by sea.</i>  |
| 16. to go to sea – стать<br>моряком                       | <i>My sister wants to be a doctor,<br/>and my brother wants to go to<br/>sea.</i> |
| 17. on deck – на палубе                                   | <i>We spent hours on deck.</i>  |
| 18. to keep house – вести хо-<br>зяйство                  | <i>Her sister keeps house for her.</i>  |
| 19. at sunrise – на рассвете                              | <i>We left the town at sunrise.</i>   |
| 20. at sunset – на закате                                 | <i>We arrived at the village at sun-<br/>set.</i>                                 |
| 21. at work – за работой                                  | <i>Whenever I come, he is always<br/>at work.</i>                                 |
| 22. at peace – в мире                                     | <i>We want to be at peace with all<br/>countries.</i>                             |
| 23. by name – по имени                                    | <i>His cat, Snowball by name, was<br/>playing on the carpet.</i>                  |
| 24. in debt – в долгу                                     | <i>Mr. Micawber was always in<br/>debt.</i>                                       |

## EXERCISES

### 1. Fill in the articles where necessary

1. I saw \_ good deal of him during \_ war.
2. It is \_ pleasure to see you.
3. She's taken quite \_ fancy to you, Ridgeon.
4. Somewhere \_ great many men were singing .
5. It is \_ pity to worry her.
6. On being informed ... that her departure would be delayed ...  
she had flown into \_ violent passion.
7. Things done in \_ hurry are done badly.
8. If you contradict him, he will fly into \_ passion.
9. All seemed perfectly at their ease, by no means in \_ hurry.
10. She was at \_ loss what to say.

11. On \_ other hand, if he was beaten he took it with complete good humour.
12. He played \_ flute.
13. Dear, dear! It seems only \_ other day since I took you down to school at Slough!
14. Mr Byron Waller could play \_ violin.
15. I've read the book in \_ original.
16. She had a bad cold and had to keep \_ bed for \_ couple of days.
17. He is beginning to lose \_ heart, they say.
18. I haven't seen you for \_ ages.
19. On his trip round \_ world with Fleur he had often put his nose out and watched the dancing on \_ deck.
20. He was chronically in \_ debt.
21. He has given \_ permission to go up and see her there.
22. She kept \_ house for me at my cottage.
23. She burnt like \_ fire from \_ head to \_ foot.
24. They started at \_ dawn.
25. Behind \_ house was \_ large garden, and in summer, \_ pupils almost lived out of \_ doors.

## **2. Translate into English:**

1. Он всегда говорит очень тихо.
2. На днях я случайно встретила моего старого друга.
3. Если вы ей так ответите, она придет в ярость.
4. Она читает с утра до ночи.
5. Я люблю путешествовать морем.
6. Он даже не потрудился встретить нас на вокзале.
7. Он очень хорошо играет на скрипке.
8. Мы уже можем читать Диккенса и Теккерея в оригинале.
9. По правде говоря, я так и не поняла того, что он сказал.
10. Об этом не может быть и речи.

### 3. Give English for:

1. жаль
2. для верности
3. на днях
4. в целом
5. играть на рояле
6. тихо
7. быть в растерянности
8. сразу, с первого взгляда
9. принимать близко к сердцу
10. соблюдать постельный режим
11. в настоящее время
12. с утра до вечера
13. с головы до ног
14. случайно
15. по ошибке
16. по палубу
17. в долгу

## Part 4. Use of Articles in Some Syntactical Relations

### 1. The Use of Articles with Predicative Nouns

A predicative noun is used with the definite article if the object denoted by the noun belongs to a certain class. If a predicative noun is modified by a particularizing attribute, the definite article is used.

**He is the student you wanted to speak to.**

If a predicative noun denotes a post, occupied by a person at a time either no article or the definite article is used.

**Montanelli was director of the theological seminary at Pisa.  
James Smith is the chairman of the committee.  
Comrade N. is the dean of our faculty.**

No article is used with predicative nouns after the verbs **to turn, to commence, to appoint, to elect.**

**They appointed him head-teacher.  
Shakespeare commenced actor.**

The nouns **son** and **daughter** used predicatively take the definite article when modified by an of-phrase, though there may be several sons and daughters in the family.

**Lomonosov was the son of a fisherman.  
Becky Sharp was the daughter of an artist.**

When a predicative noun is followed by the adverb **enough** no article is used.

**Surely Bolla isn't fool enough to believe that sort of stuff?**

## **2. The Use of Articles with Nouns in Apposition**

Nouns in apposition and nouns forming part of an apposition are used with the indefinite article if the object expressed by the noun in apposition belongs to a certain class.

**This is Tom Brown, a student from my class.**

In the plural no article is used.

**I want to introduce you to Comrades B. and D., great friends of mine.**

Nouns in apposition or nouns forming part of an apposition are used with the definite article if they are modified by a particularizing attribute.

**Comrade B., the student you have mentioned, has come.**

If the noun denotes a well-known person or work of art, the definite article is generally used.

**Pushkin, the great Russian poet, died in 1837.  
The article was about Fellini, the film producer.**

But if the person or the work of art is not widely known the indefinite article is used.

**Pericles, a comedy by Shakespeare, is hardly ever staged.**

No article is generally used with a noun in apposition when the apposition expresses a post which can be occupied by one person at a time. Occasionally the definite article is used.

**Professor Petrov, director (the director) of the Medical Institute, is going to deliver a lecture.**

### **3. Place of the Article**

The usual place of the article is before the noun. If the noun is modified by an attribute, the article is placed before the latter.

There are cases when the article follows the attribute:

1. The definite article follows the attribute expressed by the pronouns **both, all**.

**Both the stories were interesting.**

**All the stories were interesting.**

2. The indefinite article follows the attribute expressed by the adjective after **so, too, as**:

**It was as black a house inside as out side.**

3. The indefinite article follows **quite, such, what** (what in exclamatory sentences)

**She is quite a child.**

**I've never heard of such a thing.**

**What a wonderful piece of luck!**

The indefinite article either precedes or follows **rather**.

**He's a rather hard man.**

**He's rather a hard man.**

4. Either the definite article or the indefinite article follows the words **half, twice**:

**Half the men were too tired to continue the work.**

**It took us half an hour to get there.**

**He paid twice the price for it.**

**They used to meet twice a week.**

## **EXERCISES**

### **1. Fill in the article where necessary**

1. His money was \_ money I brought him as my marriage portion.

2. What \_ charming house you have, Lady Chiltern!

3. I am Anthony Anderson, \_ man you want.



4. The girl he loved was Laura Merton, \_ daughter of a retired colonel who had lost his temper and his digestion in India.

5. Charles was dancing with his cousin, \_ good-looking, strapping girl.

6. He had been to the tomb of Hafiz \_ poet.

7. He now arranged with Spender, \_ editor of "The Times Literary Supplement", to write articles on current French literature.

8. I was chatting with the man's wife, \_ lady in purple trousers, when he was called to the telephone.

9. He accepted the post of \_ secretary to a diplomatic mission.

10. That evening I was introduced to \_ Captain Riley.

11. He had just been appointed \_ Lord Justice of appeal.

12. I was \_ fool enough to ask her to live here still, and direct \_ affairs of \_ house for me.

13. You should have been \_ woman enough to control yourself.

14. Then Rudy saw \_ Professor Denton, \_ head of \_ History and Economics department.

15. Across from her sat Delaney, \_ producer of the picture.

16. He was their favourite nephew, \_ son of their dead elder sister.

17. \_ nurse Everett, \_ bony woman of fifty, herself opened \_ door.

18. He would be given \_ post of \_ Minister of Justice.

19. I am not \_ good fisherman myself.

20. \_ General Holt withdrew his plan.

## 2. Translate into English:

1. Оба письма были отправлены утром.

2. Какое нелепое возвращение.

3. Все бумаги подписаны.

4. Я не могу ответить на такой странный вопрос.

5. Это довольно интересная статья.

6. Это такая же светлая каюта, как та.
7. Она сущий ребенок.
8. Нам понадобилось полчаса, чтобы туда добраться.
9. Они заплатили за это двойную цену.
10. Такую интересную книгу приятно перечитать.

## Part 5. Special difficulties in the use of articles

### 1. The use of articles with the nouns *day, night, morning, evening, noon, afternoon, midnight, dawn, dusk, sunrise, sunset, day, time, nightfall, etc.*

The nouns **day, night, morning** ... are used without articles

a) if they denote a certain part of the day, or if *day* and *morning* mean “light” and *night* and *evening* mean “darkness”.

**Day is meant for work night for sleep.**

**It was evening. The river was before them.**

b) in the expressions **by day, at night, from morning, till night.**

**It is easier to work by day than at night.**

The definite article is used when these nouns are modified by a particularizing attribute or when the situation makes them definite.

**The night was warm and still.**

**The weather was cold on the day of my arrival.**

The definite article is also used in the expressions: **in the morning, in the afternoon, in the evening.** When the nouns

**morning** and **evening** are modified by the adjectives **early** and **late** no articles are used because these adjectives do not describe the morning or night, but only show the time.

**It was early morning.**

**It was late evening.**

The indefinite article is used when the noun is modified by a descriptive attribute.

**It was a wet day, and there were few people in the street.**

**It was a fine summer morning when I set out for the railway station.**

## **2. The use of articles with names of seasons**

Names of seasons are used without articles if they show a certain time of the year.

**It was summer, and all his friends were on holiday.**

When names of seasons are modified by the adjectives **early**, **late**, no articles are used.

**It was late autumn.**

The definite article is used when these nouns are modified by a particularizing attribute or when the situation makes them definite.

**The winter was very fine that year, and we were happy.**

The indefinite article is used when these nouns are modified by a descriptive attribute.

**"It was a terrible summer," he said.**

### 3. The use of articles with the nouns *school, college, bed, prison, jail, church, hospital, market*

The nouns **school, college, bed, prison, jail, church, hospital, market** are used without an article when they express the purpose for which the objects denoted by them serve:

**bed** – сон  
**school** – учение  
**hospital** – лечение  
**prison** – лишение свободы

When these nouns denote concrete objects the articles are used according to the general principle.

**He went to bed early.**

**There was a bed and a small table in the room.**

**I knew he was badly ill, so I softly drew the chair to the bed and sat down.**

**school, college**

to be at school

to go to school

to be at college

to leave school

to go to the school (the building is meant)

to leave the school – to leave the building

**bed**

to go to bed – ложиться спать

to be in bed – лежать в постели

to be in the bed – an article of furniture is meant

to be on the bed – an article of furniture is meant

### **prison, jail**

to be in prison (in jail)

to be sent to prison – as a prisoner

to be put in prison – as a prisoner

to be in the prison (the building is meant)

to go to the prison ( the building is meant)

### **hospital**

At 10 o'clock the doctor went to the hospital (the building is meant).

В 10 часов доктор пошел в больницу (учреждение, где он работает).

My mother is in hospital (she is a patient).

Моя мама лежит в больнице (лечится).

## **4. The use of articles with the noun town**

The noun **town** when used with prepositions does not take an article:

a) when we mean the nearest **town** (if we live in the country) or the **town** we live in.

**We cannot go to town tomorrow.**

b) when the noun **town** is opposed to the noun country.

**He was not used to country life, having spent twenty years in town.**

Otherwise the noun town is used with the definite or indefinite article.

**I want to go the town where I was born.**

## 5. The use of articles with the names of meals

Names of meals **breakfast, lunch, tea, dinner, supper** are used without articles.

**Lunch is ready**

**Dinner is over**

**"Stay to tea", he said.**

**He came when we were having breakfast.**

The definite article is used when the nouns are modified by a particularizing attribute or when the situation makes them definite.

**He was greedily eating the breakfast his mother had given him.**

The indefinite article is used if the name of a meal is modified by a descriptive attribute.

**He had a light breakfast.**

**You can get a good dinner here.**

## 6. The use of articles with names of language

Names of languages when they are not followed by the noun **language** are used without articles.

**She knows English.**

Note the peculiar use of the definite article in:

- 1) It is a translation from the English.
- 2) What is the English for *соча*?

The definite article is used if the noun is modified by a particularizing attribute.

**The English of America differs from the English of England.**

When the noun language is mentioned the definite article is used:

**the English language, the German language.**

## **EXERCISES**

### **A) NOUNS DAY, NIGHT, MORNING, EVENING**

#### **1. Choose the right variant:**

1.

- a) It was almost noon.
- b) It was almost the noon.

2.

- a) "Lewis! What are you doing at this time of the night."  
I heard the well-known voice.
- b) "Lewis! What are you doing at this time of night."  
I heard the well-known voice.

3.

- a) It was high noon when I woke.
- b) It was a high noon when I woke.

4.

- a) At ten o'clock on hot September evening he strolled idly down the street.
- b) At ten o'clock on a hot September evening he strolled idly down the street.

5.

- a) The day was hot and muggy.
- b) Day was hot and muggy.

6.

- a) I made my speech yesterday night.
- b) I made my speech a yesterday night.

7.

- a) He always slept late on a Sunday morning.
- b) He always slept late on Sunday morning.

8.

- a) The twilight was falling when they came back to the great city.
- b) Twilight was falling when they came back to the great city.

9.

- a) She was here yesterday afternoon.
- b) She was here the yesterday afternoon.

10.

- a) It was wet day, and there were few people on the street.
- b) It was a wet day, and there were few people on the street.

**2. Fill in the articles where necessary:**

1. Outside it was \_ night.

2. It was \_ warm summer night.

3. \_ night outside seemed very quiet.

4. It was \_ evening and he was walking across the school grounds on his way home.

5. \_ morning was cold and sharp and sunny.

6. We are going to have \_ ideal night.

7. \_ night being sharp and frosty, we trembled from \_ head to \_ foot.

8. \_ machines at \_ factory were in perpetual motion \_ day and \_ night.

9. \_ fine September afternoon was dying fast.

10. It was about ten o'clock at \_ night.

11. I shall not forget \_ evening I spent with him.

12. He painted and he read, and in \_ evening when it was dark, they sat together on \_ veranda, smoking and looking at \_ night.

13. It was \_ high noon.



14. I promised to spend \_ evening with him.
15. She was here \_ yesterday afternoon.
16. He rang me up on \_ Friday evening.
17. It was \_ wet day, and there were few people in the street.
18. It was nearly \_ midnight, but none of us was in bed yet.
19. The weather was cold on \_ day of my arrival.
20. Every day I was up at \_ dawn, clearing, planting, working on my house, and at \_ night when I threw myself on my bed I was to sleep like \_ log till \_ morning.

### **3. Translate into English:**

1. Утро было холодное и ветряное.
2. Был теплый вечер.
3. Настала ночь, и путешественники решили отдохнуть.
4. Он пишет с утра до ночи.
5. Он провел бессонную ночь и был очень бледен.
6. И днем, и ночью он думал об одном.
7. Было раннее утро у все в доме спали.
8. Был поздний вечер.
9. Однажды холодным январским вечером мы пили чай у меня в комнате.
10. Она была здесь вчера днем.

## **B) NAMES OF SEASONS**

### **1. Choose the right variant:**

1.
  - a) The year wore on and it was summer.
  - b) The year wore on and it was the summer.
2.
  - a) Winter was coming on.
  - b) The winter was coming on.

3.

a) It was a late summer.

b) It was late summer.

4.

a) We had a short summer this year.

b) We had short summer this year.

5.

a) Summer was here with its bright, short nights.

b) The summer was here with its bright, short nights

6.

a) In those parts the spring sets in early.

b) In those parts spring sets in early.

7.

a) It was late autumn.

b) It was a late autumn.

8.

a) In the autumn my son is going to school.

b) In autumn my son is going to school.

9.

a) Are you going to stay here for the winter?

b) Are you going to stay here for winter?

10.

a) Through the autumn, a busy time for me I was often uneasy.

b) Through autumn, a busy time for me I was often uneasy.

### **1. Fill in the articles where necessary:**

1. You see, \_ winter was \_ very bad time for me, and I really had no money at all to buy \_ bread with.

2. There was going to be \_ election soon, we all knew: this was \_ spring of 1955.

3. I wondered if \_ autumn would come upon us two months before her time.

4. It was \_ winter, and \_ night of bitter cold.

5. \_ winter was very fine that year, and we were happy.

6. It was \_ first day of \_ summer.
7. As \_ autumn passed, I saw \_ good deal of Charles and Ann together.
8. It was \_ brilliant summer of 1971.
9. During \_ winter I had heard a rumour that she was abroad.
10. They must have met in \_ summer.
11. She went to Scotland for \_ summer.
12. \_ winter had now settled into \_ bright cold days and \_ hard cold nights.

## 2. Translate into English:

1. Была ранняя весна.
2. Зима 1941 года выдалась очень холодной.
3. Мое любимое время года – лето.
4. Была дождливая холодная очень.
5. Зима у нас очень долгая.
6. Ты остаешься здесь на зиму?
7. «Это было ужасное лето», – сказал он.

## C) NOUNS BED, SCHOOL, PRISON, TOWN, HOSPITAL, CHURCH, COLLEGE, JAIL, MARKET

### 1. Fill in the articles where necessary:

1. It was eleven o'clock. Annette was still in \_ bed.
2. Stefan, who had been sitting on the edge of \_ bed, came near to her and smiled for \_ first time.
3. Maycomb was \_ old town.
4. Dolores said nothing all \_ way to \_ town.
5. \_ prison where Little Dorrit was born was called "The Marshalsea".
6. After leaving \_ school, I became clerk to her father.
7. He is in \_ hospital with \_ couple of \_ ribs and \_ shoulder cracked.

8. They had \_ hospital in \_ town during \_ war.
9. St. Peter's is \_ church often chosen by \_ fashionable people for \_ funerals and \_ weddings.
10. "Do you go to \_ church?" "Occasionally."
11. I'll drive you to \_ town this morning.
12. I walked with him through \_ town.
13. I'm afraid you can't see Father today; he's out of \_ town.
14. He told with \_ perfect truth... how he had in time been released from \_ prison.
15. My son went to \_ school at the age of 7.
16. \_ doctor shrugged his shoulders and sat down beside \_ bed.
17. This talk went on throughout \_ drive back to \_ college.
18. We decided to spend \_ summer in \_ seaside town.
19. There was \_ bed and a small table in \_ room.
20. My mother is in \_ hospital.

## 2. Translate into English:

1. Я знал, что он очень болен. Поэтому я тихонько пододвинул стул к кровати и сел.
2. Он рано лег спать.
3. Я провел все лето в городе.
4. Жена пошла в школу, чтобы поговорить с учительницей о сыне.
5. Моя мама лежит в больнице.
6. Мы провели несколько дней в маленьком городке на Кавказе..
7. «Берти», – сказала она моему отцу, – «сегодня утром я пойду в церковь».
8. Он провел в больнице несколько недель и вернулся в еще более мрачном настроении.
9. О'Генри был обвинен в краже и, хотя он был невиновен, его посадили в тюрьму.

## D) NAMES OF MEALS

### 1. Fill in the articles where necessary:

1. He said he had letters to write and if I would allow him, would remain in his room till \_ dinner was ready.

2. Come and have \_ tea on \_ deck.

3. They had \_ supper in \_ silence.

4. \_ lunch was ready and we went in.

5. I'm sorry I can't offer you \_ dinner.

6. I want you to have \_ nice breakfast.

7. \_ tea came in almost at once.

8. \_ tea tasted of \_ straw.

9. But \_ hot bath and \_ good dinner fixed him up.

10. She made \_ long telephone call from lobby and ate \_ quick lunch.

11. "Revil is coming to \_ dinner", she added.

12. He was afraid he would be late for \_ lunch.

13. \_ lunch was finished and soon I left.

14. He was giving \_ big lunch on \_ following day and at \_ end of \_ week \_ grand dinner.

15. \_ dinner was very sound.

16. She began to dress for \_ dinner to which she had been invited.

17. I shall be glad to see you at \_ lunch at half past one.

18. We kept silent at \_ tea.

19. We'll talk about it before \_ dinner.

20. He was greedily eating \_ breakfast his mother had given him.

### 2. Translate into English:

1. Мы позавтракали в восемь часов.

2. Завтрак состоял из хлеба с маслом, сыра и кофе.

3. Не опаздывайте к обеду.

4. Обед еще не готов.
5. Наши знакомые пригласили нас на обед.
6. Он съел легкий завтрак.
7. «Оставайся пить чай», – сказал он.
8. Обед кончился.
9. Были разосланы приглашения на обед для 16 человек.
10. Ради меня она намеревалась устроить великолепный ужин.
11. Она беспрестанно курила после окончания ужина.

### **3. Fill in the articles where necessary**

#### **MEALS**

Breakfast in a British hotel is a large meal. It usually begins with a choice of fruit juice, porridge or cereal. Then comes the main course with a choice of bacon and egg, bacon and sausage, poached egg, boiled egg, scrambled egg, or fish. Finally there is toast and marmalade. You may choose tea or coffee to drink, though in cheaper hotels you may be offered only tea. In more expensive hotels there is more choice at each stage.

Lunch in a simple hotel begins with soup, though in a more expensive one you usually have a choice of soup, fruit juice, or hors d'oeuvres. For the main course there are three main choices: cold meat and salad, fish, or roast meat and two vegetables. Then there is a choice of sweets, such as hot apple tart, hot milk pudding, cold fruit salad, or ice-cream. If you wish to finish the meal with coffee, you must pay for it as an extra.

At about five o'clock there is a very light meal called tea. This consists of a cup of tea and a cake.

In England "everything stops for tea". In the train you are sure of being able to get it, in the car you carry it in a flask. Even at theatre and cinema matinees, during the interval, usherettes move about carrying trays laden with cups and teapots.

Finally in the city offices, as if by ritual, twice a day, about eleven o'clock and at four – steaming cups of tea.

Dinner in a hotel is very similar to lunch, except that there is usually more choice and it is nearly always dearer. In an expensive hotel there is also often an extra fish course before the main course.

## **Part 6. Use of articles with nouns modified by certain adjectives, pronouns and numerals**

### **1. Most**

#### **a) Most + adjective**

The definite article is used when **most** serves to form the superlative degree of an adjective.

**This is the most interesting chapter in the book.**

The indefinite article is used to show a high degree of a quality. **Most** has the same meaning as **very, exceedingly**.

**It's a most difficult problem.**

**He is a most amusing man.**

Note. Occasionally the form of the superlative degree does not express comparison, but a high degree of a quality.

**He listened with the most profound attention.**

**He listened with the deepest attention.**

#### **b) Most + of + noun**

When definite people or things are meant the noun is used with the definite article and **most** is followed by the preposition of.

**Most of the gentlemen looked both angry and uncomfortable.**

When we don't mean definite people or things we use **most** instead of **most of the**. The noun is used in a general sense.

**Most flowers smell sweet.**

## **2. Few, a few, the few; little, a little, the little**

**Few** means *мало*, it has a negative meaning.

**A few** means *несколько*, it was a positive meaning.

**The few** means *те немногие, которые*.

**He was a very good man. There are few like him in the world today.**

**He left after a few moments.**

**You need not fear to near the few remaining words we have to say.**

**Little** means *мало*, it was a negative meaning.

**A little** means *некоторое количество*, it was a positive meaning.

**The little** means *небольшое количество (которое)*.

**We have a little time. Let us take a walk in the garden.**

**Don't waste the little time you have.**

## **3. Two, the two, three, the three, etc.**

**Two** means *два*.

**The two** means *оба, те два*.

**Two students entered the room.**

**The two friends travelled together.**

**The two books you lent me proved very interesting.**



#### 4. The second, a second

The **second** is an ordinal numerical meaning *второй*.

A **second** means *another, one more*.

**You should speak to him today. You may not have a second chance.**

In **the third, a third, the fourth, a fourth** etc. we see the same differences in meaning.

**He left the theatre at the end of the third act.**

**I ate two pears. He pressed me to have a third pear but I refused.**

A **second time** means *once more*.

**I rang the bell, but nobody answered it, so I had to ring a second time.**

#### 5. Another, the other

The pronoun **another** has two meanings:

a) *какой-либо другой*

**Give me another pen, I don't like this one.**

b) *еще один*

**I am thirsty, I should like another cup of tea.**

The **other** means *определенный другой*.

**There are two books here, take one and I'll take the other.**

## 6. Last, the last

Nouns modified by the adjective **last** are always used with the definite article except in the expressions **last month, last year, last week, last summer** (winter, autumn, spring).

**The last word remained with George.  
Last summer in Switzerland he was quite well.**

## 7. Next, the next

**Next** means *будущий*, when referring to time: next month, next week.

**The next** means *следующий*: the next room, at the next lesson.

**Next time** means *в следующий раз*: We shall discuss matter next time.

In reference to time viewed from the past both **next** and **the next** mean *следующий*.

**We spent a fortnight in Kiev. The next week was spent in Odessa.**

## 8. A number, the number

**A number of** means *много*, it is rendered in Russian by *много, ряд*.

**The number** means *число, количество*.

**To the particular dinner a number of people ... had been invited.**

**The number of mistakes he makes is startling.**

## EXERCISES

**Fill in the articles where necessary:**

### A) MOST

1. You have had \_ most distinguished career.
2. She was \_ most beautiful young girl; \_ most beautiful girl he had ever seen.
3. He was a man of \_ most subtle and refined intellect.
4. \_ most of \_ women has flowers or little black feathers sticking up in their hair.
5. \_ news he had conveyed to her would have terrified \_ most women.
6. I startled relating \_ most interesting anecdote, but was somewhat surprised to observe... that nobody was paying \_ slightest attention.

### B) FEW, LITTLE

7. \_ mother and I are planning to go to \_ country for \_ few days.
8. It was \_ cold, windy evening and there were \_ few people in the park.
9. When you've wanted something very badly and it comes at last, it is somehow \_ little frightening.
10. I am commonly \_ man of \_ few words.
11. I seem to have forgotten \_ little I ever knew.
12. I've travelled \_ little, but not enough.
13. He accepted willingly my invitation to remain for \_ few days in my apartment.
14. \_ little I have to say can be said in \_ few minutes.

### **C) SECOND, THIRD, ETC.**

15. Take care, Caroline, I've proposed twice now. I shall not propose \_ third time.

16. One evening little Hans was sitting by his fireside when \_ loud rap came at \_ door. At first he thought it was merely the storm. But \_ second rap came, then third.

17. \_ professor Earle Fox ignored for \_ second time \_ buzzing signal from the secretary in \_ adjoining office.

18. He left the theatre at the end of \_ third act.

### **D) ANOTHER OR THE OTHER**

1. There was \_ silence, not a long one.

2. There was \_ reason why he was disturbed.

3. A person who has not done one half of his day's work by ten o'clock, runs the chance of leaving \_ half undone.

4. Can I have \_ apple?

5. Come back when you're in \_ mood.

6. Give me \_ glove.

7. He wanted to get to \_ side of the river.

8. This pen won't write. Give me \_ pen, please.

### **E) A NUMBER, THE NUMBER**

1. He went up into \_ picture gallery. On \_ bureau there were laid \_ number of letters and things to be attended to.

2. While he was dancing Cowperwood had occasion to look at Aileen. She passed close to him \_ number of times.

3. \_ colonel says our losses have not been heavy. \_ exact number is not yet known.

4. Thirteen years of life with Frank Cowperwood had taught her \_ number of things.

5. His father and \_ number of his cronies were in the dining-room.

## Part 7. The final tests

### Fill in the articles where necessary

1. \_ Life without an ideal would be like \_ sky without \_ sun.
2. \_ Music is \_ food of \_ love.
3. Yesterday \_ breakfast we had was excellent. We had \_ bacon and \_ eggs and \_ tea with \_ milk.
4. \_ French enjoy \_ good food.
5. Anne started \_ school when she was seven years old.
6. I heard it on \_ radio.
7. Which animal is stronger, \_ lion or \_ tiger.
8. I like \_ drama better than \_ comedy.
9. He came very cautiously, \_ step at \_ time.
10. \_ Love of \_ mother is blind.
11. It was \_ fine March afternoon.
12. What shall we have for \_ lunch? \_ Waiter, bring us \_ good big lobster and \_ salad, and then \_ small fillet of \_ beef with \_ potatoes.
13. \_ Mountains were a long way away and you could see \_ snow on their tops.
14. We are invited by \_ Edisons.
15. \_ York is \_ beautiful old city on \_ River Ouse.
16. She felt like \_ Alice in Wonderland.
17. \_ Mother, \_ Aunt is calling.
18. \_ Baikal is the most beautiful lake I have ever seen.
19. Do you remember \_ panorama of \_ Sahara Desert?
20. \_ Map is as necessary for \_ airman nowadays, as it was and is for \_ sailor.
21. \_ Combine which you see over there will start work in \_ minute.
22. St. Peter's is \_ church often chosen by \_ fashionable people for \_ funerals and \_ weddings.
23. Later when it grew warmer and \_ sun seemed as hot as in \_ summer, she would go out into \_ garden.

24. I was chatting with man's wife, \_ lady in purple trousers, when he was called to telephone.

25. Smiley, \_ captain of \_ team, got up on \_ bench and told them of his plan.

26. He turned to me and said, "What \_ extraordinary names these boys seem to have!"

27. We sat \_ side by \_ side smoking and thinking.

28. She had given the watch to Julia as \_ birthday present.

29. I thought I would get \_ post as \_ surgeon on a ship.

30. It may be that \_ police are interested in \_ man.

**Fill in the articles where necessary in the following extract:**

### **BUYING PIES**

Fast train stopped at platform. Passenger looked out of window at far end of platform. He saw woman with basket over her arm. She was selling something – he could not see what.

– What is she selling? – he asked boy who was standing nearby.

– Pies, sir, – was answer.

– How much does she charge for them?

– Penny pie.

– Well, my boy, here is two pence piece. Go and buy me pie and with other penny buy pie for yourself.

Boy took money and ran to woman. Soon he was seen coming back. In one hand he was holding pie of which he had taken enormous bite. In other hand he was carrying penny. He gave it back to passenger, saying: "Sorry, sir, she had only one pie left."

**Fill in the required articles for all kinds of the nouns in the following text:**

Early in the morning, the knight started again on his journey, hoping to cover a long distance, but the way through the forest was

very difficult so that, when evening fell, he found himself only on the edge of the Yorkshire forests.

By this time the man and the horse were very tired. It was necessary to find a place to spend the night but looking around the knight saw only deep woods with a few open glades and paths.

The sun, by which the knight directed his course, had now sunk, and he did not know which path to follow. At last he decided to let his horse follow his own instinct and find the right way. The tired horse at once seemed to become more lively and took a path which turned off from the former course. Soon the path grew a little wider and the sound of a small bell gave the knight to understand that he was near a chapel. At last he reached an open glade and saw a small hut. At a little distance on the right hand there was a fountain of the purist water. Beside the fountain were the ruins of a very small chapel. A green bell hung at the entrance of the chapel. It was the sound of this bell that the knight had heard some time before. He sprang from his horse, approached the hut and knocked at the door.

## TENSES

The category of tense is very clearly expressed in the forms of the English verb. This category denotes the relation of the action either to the moment of speaking or to some definite moment in the past or future. The category of tense and the category of aspect are intermingled.

The category of aspect shows the way in which the action develops, whether it is in progress or completed, etc. In Russian the category of aspect predominates and the category of tense is subordinate to it. In English contrariwise the category of tense predominates and aspect is subordinate to it. Some of the English tenses denote time relations, others denote both time and aspect relations. There are four groups of tenses: **Indefinite, Continuous, Perfect, Perfect Continuous**. The Indefinite form has no aspect characteristics whatever, the Continuous, Perfect and Perfect Continuous forms denote both time and aspect relations. Each of these forms includes four tenses: Present, Past, Future and Future in the Past, i.e. future from the point of view of the past. Thus, there are 16 tenses in English.

### The Indefinite Form

The Indefinite form merely shows that the action takes place in the present, past or future. The form of the verb gives no indication as to its duration or completion.

#### The use of the Present Indefinite

The Present Indefinite is used to denote:

1. Customary, repeated actions:

**The Browns go to the seaside every summer.**

2. Actions and states characterizing a given person:



**She has many accomplishments: she sings and plays the piano beautifully.**

3. Universal truths, something which is eternally true:

**Magnet attracts iron.**

**The earth rotates round the axis.**

4. Actions going on at the present moment (with verbs not used in the Continuous form):

**I see George in the street. Tell him to come in.**

**I hear somebody knock. Go and open the door.**

The list of verbs which are normally not used in the Continuous form is as follows: *want, prefer, like, love, hate, belong, see, hear, know, realize, believe, suppose, mean, understand, remember, forget, seem, have (=possess), think (=believe).*

5. A future action:

a. In adverbial clauses of time and condition after *when, till, until, before, after, as soon as, as long as, if, unless, on condition that, provided.*

**I promise not to try to see Robert again till he asks for me.**

b. With verbs of motion, such as *to go, to come, to leave* etc. the future action is regarded as something fixed.

**The train leaves at 10 tomorrow.**

(cf. Russian Он уезжает завтра)

## The Use of the Past Indefinite

The Past Indefinite denotes an action performed within a period of time which is already over. The action is cut off from the present. The time of the action may be indicated by adverbials of past time, such as *yesterday, a week ago, last year*, etc.

**The sun came out a moment ago.**

The Past Indefinite can correspond to the Russian past perfective and past imperfective (совершенный и несовершенный вид).

**He smoked a cigarette and left the room** (выкурил).

**He smoked in silence for a few minutes** (курил).

The Past Indefinite is used to denote:

1. An action performed in the past.
2. A succession of past action.

In this case the Past Indefinite is rendered in Russian by the past perfective:

**He threw down his spade and entered the house.**

Он бросил лопату и вошел в дом.

3. Repeated actions in the past.

In this case the Past Indefinite is rendered in Russian by the past imperfective.

**He made an entry in his diary every night.** – Каждый вечер он делал запись в дневнике.

Repeated actions in the past which no longer happen can be expressed by *used to / would + Infinitive*. *Used to + Infinitive* is more colloquial and *would + Infinitive* is more literary.

**Every afternoon, when the children came from school, they used to go and play in the Giant's garden.**

The interrogative form is *did ... use to?*, the negative form is *didn't use to / use not to*.

**Did you use to read a lot when you were a child?  
John didn't use to go out very often until he met Val.**

### **The Future Indefinite**

The Future Indefinite is used to denote a future action.

**It will be much cooler up at Fiesole.**

To denote a future action the word combination *to be going + Inf.*, *to be about + Inf.*, and *to be on the point of + Gerund* are often used.

*To be going to*, *to be about to*, *to be on the point of* denote an action which is expected to take place in the nearest future, *to be going to* being colloquial, *to be on the point of* – literary.

**The runners are about to start.**

The Future Indefinite is rendered in Russian by the future perfective and imperfective.

**I will read ten chapters tomorrow.** – Завтра я прочту десять глав.

**I will read the whole day tomorrow.** – Завтра я буду читать целый день.

### **The Future Indefinite in the Past**

The Future Indefinite in the Past denotes an action which was future from the point of view of the past.

**I was sure he would agree with me.**

## The Continuous Form

The Continuous Form denotes an action in progress at the present moment or at a given moment in the past or future. It is formed by the auxiliary verb to be in the required tense and Participle I of the notional verb.

### The Use of the Present Continuous

The Present Continuous is used to denote an action going on at the present moment. It should be borne in mind that the term *present moment* is not limited to the actual moment of speaking. The Present Continuous is used when in Russian we can say *ceйчac (менепь)*, which refers not only to the moment of speaking, but has a wider meaning.

**Katya is in Britain for three months. She is learning English.**

The Present Indefinite, not the Present Continuous, is used to denote actions going on at the present moment when the fact is important and not the process.

**He did such a mean thing and you defend him.**

**Why do you look at me as if you had never seen me?**

The Present Continuous can be used to denote a certain state of quality peculiar to the person at a given moment.

**You are being a nuisance.**

When there are two actions one of which is in progress and the other is a habitual action, the first is expressed by the Present Continuous and the second by the Present Indefinite.

**I never talk while I am working.**

The present Continuous is used when people are talking about their future arrangements. The Future Indefinite is not used in such cases.

**I'm leaving tonight.**

If not personal arrangements, but timetables, programmes, etc. are described, the Present Indefinite should be used:

**What time does the train leave?**

The Present Continuous is used to express a continual process. In this case the adverbs *always*, *constantly*, *ever* are used:

**The earth is always moving.**

The Present Continuous is used to express an action thought of as a continual process (with the adverbs *always*, *constantly*, *ever*). The action is represented as going on without any interval.

**She is always grumbling.**

The difference between the last two meanings is as follows: what is said in the first case is literally true, whereas in the second case there is an element of exaggeration, called forth by emotion.

### **The Use of the Past Continuous**

The Past Continuous is used to denote an action which was going on at a definite moment in the past, the moment being indicated either by another past action expressed by a verb in the Past Indefinite or by an adverbial phrase.

**When I returned, she was doing her homework.**

The definite moment is often not expressed, but understood from the situation:

**He didn't notice what was going on around him – he was reading.**

The Past Continuous is used to denote a certain state or quality peculiar to the person at a given moment in the past.

**He knew he was being scientific and restrained.**

The Past Continuous or the Past Indefinite is often used after such phrases as *the whole day, all day long*:

**They were working in the garden all day long.  
They worked in the garden all day long.**

The Past Continuous is used to denote an action thought of as a continual process, in this case the adverbs *always, ever, constantly* are used. The Past Continuous in this use is often to be found in emotional speech.

**She was constantly complaining of being lonely.**

The Past Continuous is rendered in Russian by the past imperfective.

**When I came home, she was cooking dinner.** – Когда я вернулся, она готовила обед.

### **The Future Continuous**

The Future Continuous is used to denote an action which will be going on at a definite moment in the future, the moment indicated by another future action expressed by a verb in the Present Indefinite or by an adverbial phrase.

**I'll already be working when you return.**

The definite moment is often not expressed, but is understood from the situation.

**I am sure you won't be able to speak to him, he will be working.**

The Future Continuous can have a modal coloring: it can denote an action which is sure to take place, often independently of the will of the speaker and the doer of the action.

**I feel I shall be asking you the same question tomorrow.**

The Future Continuous also denotes an action which is already planned or arranged. In this respect it is similar to the corresponding usage of the Present Continuous Tense.

**I'll be going out later. Do you want anything?**

*Note 1.*

The influence of the lexical character of the verb on the use of the Indefinite and the Continuous form.

To express a process with terminative verbs the Continuous form alone is possible.

**At that moment he was unlocking the door.** – В ЭТОТ МОМЕНТ ОН ОТПИРАЛ ДВЕРЬ.

With the Indefinite form the meaning would be quite different: the action would be represented as completed.

**At that moment he unlocked the door.** – В ЭТОТ МОМЕНТ ОН ОТПЕР ДВЕРЬ.

To express a process with non-terminative verbs the Continuous form is mostly used, though the Indefinite form is also found,

especially with such verbs as to sit, to stand, to lie, because these verbs express a state rather than a process.

**When I saw her, she lay motionless on the sofa.**

With the adverbial modifier *the whole day yesterday (tomorrow)* both the Indefinite and the Continuous form of non-terminative verbs can be used to denote a process.

**I was so tired I slept (was sleeping) the whole day yesterday.**

The meaning is the same, only with the Continuous form the process is expressed more emphatically.

**Note 2.**

The use of the Past Indefinite and the Past Continuous in complex sentences with *as* and *while*, when there are two actions going on at the same time, largely depends on the lexical character of the verb.

If both verbs are terminative, they are generally used in the Past Continuous

**She was arranging the books on the shelf while I was sweeping the floor.**

If one of them is terminative and the other non-terminative, the terminative verb must be used in the Past Continuous and the non-terminative verb may be used either in the Past Continuous or, preferably, in the Past Indefinite.

**She was arranging the books on the shelf while I played the piano.**

If both verbs are non-terminative the best way is the Past Indefinite in both clauses.

**He read as he ate.**

There is another possibility: the use of the Past Indefinite in one clause and the Past Continuous in the other.



**He was singing as he walked.**

**Verbs not used in the Continuous form:**

It naturally follows from the definition of the Continuous form that verbs which do not express a process are not used in the continuous form.

The following groups of verbs do not express a process:

- a) verbs denoting sense perception (*to see, to hear*);
- b) verbs denoting mental activity (*to know, to believe*);
- c) verbs denoting wish (*to want, to wish*);
- d) verbs denoting feeling (*to love, to hate, to like*);
- e) verbs denoting abstract relations (*to have, to consist, to depend, to belong*), etc.

In such expressions as *to see the sights of, to see somebody home, to see somebody off* the verb *to see* does not mean *видеть*, so it can be used in the Continuous form.

It is naturally possible to use the Continuous form of the verb *to have* in the expressions of the type *to have dinner (lunch, supper)*, because it does not denote possession:

**They are having lunch.**

The verb *to think* cannot be used in the Continuous form if it denotes an opinion; it can if it denotes a process of thought.

**I think you are right.**

**I am thinking of what you have just said.**

The verb *to admire* cannot be used in the Continuous form if it means *восхищаться*; it can if it means *любоваться*.

## **The Perfect Form**

The Perfect Form denotes an action completed before the present moment (and connected with it) or before a definite moment in the past or future.

It is formed by means of the auxiliary verb to have in the required tense and Participle II of the notional verb.

### **The Use of the Present Perfect**

The Present Perfect denotes a completed action connected with the present.

**I am a little frightened for I have lost my way.**

The Present Perfect is frequently used with the adverbs *just*, *yet*, *already* and *of late*. The adverb *yet* is used only in interrogative and negative sentences.

**I suppose he has not returned from town yet.**

In American English the Past Indefinite is often used to give new information or to announce a recent happening.

**I lost my key. Can you help me to look for it?**

**I didn't tell them about the accident yet.**

The Present Perfect can be rendered in Russian by the past perfective or imperfective.

**How many pages have you translated for today? –**  
Сколько страниц вы перевели к сегодняшнему дню?

**Have you ever translated technical articles? –** Вы переводили когда-нибудь технические статьи?

The Present Perfect is used in adverbial clauses of time after the conjunctions *when*, *till*, *until*, *before*, *after*, *as soon as* to denote an action completed before a definite moment in the future.

**I am not going till you have answered me.**

Verbs of sense perception and motion such *as to hear, to see, to come, to arrive, to return* in adverbial clauses of time are generally used in the Present Indefinite and not in the Present Perfect.

**I am sure he will recognize the poem when he hears the first line.** – Я уверен, что он узнает стихотворение, когда услышит первую строчку.

When the completion of the action is emphasized, the Present Perfect is used.

**He will know the poem by heart when he has heard it twice.** – Он будет знать стихотворение наизусть, когда дважды прослушает его.

The Present Perfect denotes an action which began in the past, has been going on up to the present and is still going on. In this case either the starting point of the action is indicated or the whole period of duration. The preposition *for* is used to denote the whole period of duration. *Since* is used to indicate the starting point of the action. If the conjunction *since* introduces a clause, the verb in this clause is in the Past Indefinite.

**Where have you been since last Thursday?**

**Have you been alone, Florence, since I was here last?**

**Note.**

There is a tendency in informal American, and increasingly informal British English, to use the Past Indefinite in the principal clause, if the adverbial clause of time is introduced by the conjunction *since*.

**I lost ten pounds since I started swimming.**

This use of the Present Perfect is called the Present Perfect Inclusive.

**The Present Perfect Inclusive is used:**

a) with verbs not admitting the Continuous form:

**“There is nothing to be done. She’s dead – has been dead for hours,” said the doctor.**

b) in negative sentences:

**I have not slept since that night.**

c) With non-terminative verbs such as *to live, to work, to study, to teach, to travel* etc.

**I have worked upon the problem for a long time without reaching any conclusion.**

The Present Perfect in this case is translated into Russian by the present or sometimes by the past imperfective.

**I have known him for many years.** – Я знаю его много лет.

**I have always been fond of music.** – Я всегда любил музыку.

**Note 1.**

In the following cases the Present Perfect is not used:

1. Что вы сказали? – What did you say?
2. Я не слышал вашего вопроса. – I did not hear your question.
3. Где вы купили книгу? – Where did you buy the book?
4. Теперь я понял. – Now I understand.

5. Я слышал, что Мэри в Москве. – I hear that Mary is in Moscow (*to hear* is not a verb of sense perception here, it means ‘the rumour reached me’).

6. Мне сказали, что Мэри в Москве. – I am told that Mary is in Moscow.

7. Я забыл, где он живет. – I forget here he lives.

8. Я забыл название книги. – I forget the title of the book (a certain fact).

Compare: I have forgotten to ring her up (a certain action).

### **Note 2.**

The Present Perfect is to be used in sentences starting with *It's the first (second, etc.) time..., This is the first (second, etc.) time...:*

**This is the first time she has driven a car.**

### **The Past Indefinite and the Present Perfect.**

An action expressed by the Past Indefinite belongs exclusively to the sphere of the past, while the Present Perfect shows that a past occurrence is connected with the present time.

**She is not well and has changed very much of late.**

**She changed very much a great many years ago.**

The Present Perfect is never used with such adverbial modifiers of the past time as *yesterday, the other day, last week*, etc. with such adverbial modifiers as *today, this week* etc. both the Present Perfect and the Past Indefinite are used. The tenses are used according to the principle mentioned above.

**I have told you three times this week that she is coming home for a year.**

**I want your sister the woman who gave me money today.**

With the adverb *just* the Present Perfect is used.

**I have just hired a new pianist...**

With the expression *just now* the Past Indefinite is used.

**I saw you come in just now.  
Just now is less frequent than just.**

### **The Use of the Past Perfect**

The Past Perfect denotes an action completed before a certain moment in the past. The moment may be indicated by another past action expressed by a verb in the Past indefinite or by an adverbial phrase.

**After she had cried out, she felt easier.**

**The clock had not struck when he reached Gray's Inn.**

The definite moment can be understood from the situation.

**The Squire had laid down his knife and fork and was staring at his son in amazement.**

The definite moment need not necessarily be expressed in the same sentence as the action expressed by the Past Perfect.

**Everybody noticed how sad she was the whole evening.  
She had got an unpleasant letter.**

The Past Perfect is used with the conjunctions *hardly... when, scarcely... when, no sooner than*.

**They had no sooner arrived at this point than a most violent and startling knocking was heard.**

For the sake of emphasis the word order may be inverted.

**No sooner had she laid herself down that she heard the prolonged trill of the front-door bell.**

The Past Perfect is frequently used with the adverbs *just, already, yet*.

Sometimes the Past Perfect does not denote priority but only the completion of the action.

**He waited until she had found the latch-key and opened the door.**

The Past Perfect is rendered in Russian by the past perfective.

The Past Perfect is used to denote an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment. This use is called the Past Perfect Inclusive. The starting point or the whole period of duration of the action is indicated. To indicate the starting point the preposition *since* is used, to indicate the whole period of duration *for* is used.

**The Past Perfect Inclusive is used:**

a) with verbs not admitting of the Continuous form.

**Examination convinced him that the deacon was dead – had been dead for some time.**

b) in negative sentences (in this case the Past Perfect Continuous is also possible, but not common):

**Those two had not spoken to each other for three days...**

c) with non-terminative verbs such as *to work, to live, to study, to teach, to travel, to last* etc. (in this case the Past Perfect Continuous is possible):

**The ride had lasted about ten minutes, when the truck suddenly swerved to a halt.**

The Past Perfect Inclusive is generally rendered in Russian by the past perfective.

**He had not written a line since he arrived.** – Он не написал ни строчки с тех пор, как приехал.

### **The Past Perfect and the Past Indefinite**

The Past Perfect is not used to denote a succession of actions. In this case the Past Indefinite is used.

The Past Indefinite is used with the conjunctions *after, before, when* if the relations between the actions approaches succession, i.e. when the idea of completion is of no importance.

**He had a short rest before he went on with his work.  
When I wrote the letter, I posted it.**

Verbs of motion and sense perception such as *to come, to arrive, to return, to see, to hear*, in adverbial clauses of time are generally used in the Past Indefinite and not in the Past Perfect. The actions are practically simultaneous.

**When he heard the first line of the poem, he recognized it at once.**

When the completion of the action is emphasized the Past Perfect is used.

**He knew the poem by heart when he had heard it several times.**



## The Use of the Future Perfect

The Future Perfect denotes an action completed before a definite moment in the future.

**I'll be back by six, and I hope you'll have had a good sleep by that time.**

The Future Perfect can denote an action which will begin before a definite moment in the future, will continue up to that moment and will be going on at that moment. This use of the Future Perfect is called the Future Perfect Inclusive.

The Future Perfect Inclusive is used with verbs not admitting of the Continuous form, in negative sentences, with non-terminative verbs such as *to work, to live, to study, to teach* etc.

**I'll have been a teacher for 20 years by next May.**

**I'll have worked as a teacher for 20 years by next May.**

## The Perfect Continuous Form

The Perfect Continuous Form denotes an action in progress, whose duration before a definite moment in the present, past or future is expressed. It is formed by means of the auxiliary verb to be in one of the perfect tenses and Participle I of the notional verb.

### The Use of the Present Perfect Continuous

We distinguish two uses of the Present Perfect Continuous: the Present Perfect Continuous Inclusive and the Present Perfect Continuous Exclusive.

The Present Perfect Continuous Inclusive is used to denote an action which began in the past, has been going on up to the present and is still going on.

The Present Perfect Continuous Inclusive is generally used with *since, for, these two days*, etc. (If the conjunction *since* introduces a clause, the verb in this clause is in the Past Indefinite).

**Ever since I saw you last I have been thinking, thinking.**

*Note.*

In colloquial English the verbs *to want* and *to wish* are often to be found in the Perfect Continuous form, though they are not used in the Continuous form.

**I have been wishing to speak to you ever since you returned.**

With verbs in the negative form the Present Perfect Continuous Inclusive can be used, but it is far less common than the Present Perfect Inclusive.

With certain non-terminative verbs both the Present Perfect Inclusive and the Present Perfect Continuous Inclusive are used.

**We have worked at the problem for several months.** (The fact is emphasized).

**We have been working and working at the problem for months and I don't think we are likely to solve it.** (The process is emphasized).

The Present Perfect Continuous Inclusive is rendered in Russian by the present:

**I have been teaching at this school for 20 years.** – Я преподаю в этой школе 20 лет.

The Present Perfect Continuous Exclusive denotes an action which was recently in progress but is no longer going on at the present moment.

**You look distressed. You have been weeping.**

The Present Perfect Continuous Exclusive is used to express repeated actions in the past.

**How have you been spending your money?  
I have been getting letters from him.**

The Present Perfect Continuous Exclusive is often used with an emotional coloring.

**I suppose you have been telling lies again.**

The Present Perfect Continuous Exclusive is rendered in Russian by the past imperfective.

**Your eyes are red. You have been crying.** – У вас покраснели глаза. Вы плакали.

**The Present Perfect Continuous Inclusive and the Present Continuous**

The Present Continuous is used to denote an action going on at the present moment, no previous duration is expressed. The Present Perfect Continuous Inclusive is used when the previous duration of the action is expressed. There is no difference in translation.

**I am reading Dombey and Son  
I have been reading Dombey and Son for three days.**

**The Present Perfect and the Present Perfect Continuous Exclusive**

The Present Perfect denotes a completed action while with the Present Perfect Continuous Exclusive there is an implication of incompleteness.

**He has made some experiments.** – Он сделал несколько опытов.

**He has been making experiments.** – Он делал опыты.

## The Use of the Past Perfect Continuous

We distinguish two uses of the Past Perfect Continuous: the Past Perfect Continuous Inclusive and the Past Perfect Continuous Exclusive.

The Past Perfect Continuous Inclusive denotes an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment. Either the starting point of the action is indicated or the whole period of duration (for or since may be used).

**We could not go out because it had been raining since early morning. We could not go out because it had been raining for two hours.**

As has been stated above, the Past Perfect Inclusive is used to express an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment, with verbs not admitting of the Continuous form, in negative sentences and with certain non-terminative verbs.

In negative sentences the Past Perfect Continuous Inclusive can be used, but it is far less common than the Past Perfect Inclusive.

With certain non-terminative verbs both the Past Perfect Inclusive and the Past Perfect Continuous Inclusive are used.

**He said he had worked for twenty years** (the fact is emphasized).

**He said he had been working for a long time without achieving final results** (the process is emphasized).

The Past Perfect Continuous Inclusive is rendered in Russian by the past imperfective.

The Past Perfect Continuous Exclusive denotes an action which was no longer going on at a definite moment in the past, but which had been in progress not long before.

**I sobbed a little till, but that was because I had been crying not because I was crying then.**

**The Past Perfect Continuous Inclusive and Past Continuous.**

The Past Continuous is used to denote an action going on at a definite moment in the past, no previous duration is expressed. The Past Perfect Continuous Inclusive is used when the previous duration of the action is expressed.

**And now it was raining, had been raining for days the miserable fall rains of Eastern France.**

### **The Use of the Future Perfect Continuous**

The Future Perfect Continuous denotes an action which will begin before a definite moment in the future, will continue up to that moment and will be going on at that moment.

We'll have been working at this problem for a month when you visit us a second time.

## **EXERCISES**

### **I. Use the Present Simple or the Present Continuous of the verbs in brackets:**

1. I'm about to move to London and I (to try) to decide which books and records to take along.
2. "You're young," he said. "Young people (to do) a lot of foolish things."
3. "Why you (to wear) an engagement ring? You are not engaged.
4. It was a shock to her, but she is the kind that (not to break) down.
5. One shouldn't drink when ony (to drive).

6. She always (to try) a little too hard to make people like her.

7. "What he (to do) there?" "He (to write) a book, I believe."

8. He (to know) a lot of languages.

9. What you (to do) when you are by yourself?

10. "Ellen (to wait) for you." "Yes, I know."

11. Write him a note and see it (to be) delivered.

12. Why you (not to try) to rest now, Sam? Try and sleep.

13. I'm sorry you (not to feel) well, dear.

14. "I (to start) work next week." "And we all (to look) forward very much to having you in the office. You (to join) us at an interesting time."

15. "Ray, come here a minute, will you?" "Oh, what you (to want)? Can't you see I (to watch) the telly?"

16. She asked George who hadn't moved: "Well, what you (to stand) there for? What you (to think) about?"

17. What sort of parts you (to play) on the stage?

18. "What you (to do) tonight?" "I don't know yet. I (to get) rather used to being at home every night."

19. Jill (to be) rude to me. Why you (not to stop) her?

20. "You ever (to play) cards?" he asked.

21. "What we (to do) now?" "When it (to be) light we'll go back to the car."

22. For goodness' sake see that these new boys (to get) their hair cut properly.

23. She (to suffer) from a very unusual form of kidney disease.

24. I (not to go) home for lunch on Mondays. Mother (to get) up early on Mondays and (to do) her washing.

25. When she looked at him he was no longer smiling and lost in thought again. "How quickly your mood (to change)!" she exclaimed.

26. "Come to my room this minute," he said. "You (to hear) me? Please, hurry, I (to wait) for you."

27. "Of course I (to joke)," he said in confusion.

28. "How's John?" "He (to grow) peaches in North Carolina."

29. "Mr Desert in?" "No, sir, Mr Desert has just started for the East. His ship (to sail) tomorrow." "Oh," said Michael blankly: "where from?" "Plymouth, Sir. His train (to leave) Paddington ay midnight. You may catch him yet."

30. You (to look) hot. Haven't you something cooler to wear?

31. Sometimes I (to think) about what you and I (to do) here, and whether any of it is really worth it.

32. "Yes, how time (to fly)!" observed Lily.

33. "You must let me out here. Now I can easily walk to the railway station." "What tram you (to take)?" "The next to Montreal!" "Then you (to leave) Canada?" "Yes." "Just a holiday?" "No, I (to return) to England."

34. "The note (to say) that you are to blame." "She (to lie)." "Who (to lie)?" "The teacher."

35. Well, the easiest way to make sure that I (not to say) the wrong thing is not to bring your friends here.

36. Philip looked down at his son. "You are a little beggar," he said. You always (to want) something."

37. "Sh ... Sh!" she warned. "You (to become) conspicuous."

38. He certainly wants to see you. It's the last chance because his regiment (to leave) the country early next week.

39. I (to see) him tomorrow.

40. I'll see to it that he (to take) his sister with him.

41. The boy appeared with a railway time-table in his hand. "The next train (to leave) in twenty minutes."

42. "When they (to leave)?" "In a fortnight. They (to see) about tickets tomorrow."

## II. Translate the sentences and comment on the choice of tenses:

1. Кто это играет на рояле? Ты слышишь?
2. Как интересно: солнце светит жарко, а я не чувствую жары.
3. Не удивительно, что ты его не видишь: ты смотришь не в ту сторону.
4. Как вы себя чувствуете? – К сожалению, не очень хорошо. – Действительно, Вы выглядите довольно усталым.
5. Ты, кажется, знаком с нашим новым директором. Как он выглядит?
6. Пока ты одеваешься, я пойду спрошу, поедет ли она с нами.
7. Мне кажется, что что-то здесь не так. Ты не чувствуешь того же?
8. Как прекрасно пахнет здесь воздух! – Должен сказать, я этого не чувствую, потому что много курю. – Естественно, ты этого не чувствуешь, ты ведь и сейчас куришь свою сигарету.
9. Почитай газету, пока я буду укладывать наши вещи.
10. В чем дело? Почему он опаздывает? Как правило, он всегда приходит вовремя.
11. Надо подождать немного, мы ведь знаем, что он всегда опаздывает.
12. Вечно ты шутишь, когда надо быть серьезным.
13. Почему вы всегда разговариваете на уроках?
14. После долгой зимы все всегда ждут весну, но она всегда приходит неожиданно.
15. Почему ты вечно приходишь домой сердитый?
16. Всё-то вы ссоритесь, не надоело?
17. Наш преподаватель всегда всё хорошо объясняет, прежде чем начинает что-то требовать.
18. Я боюсь давать тебе эту книгу, ты вечно всё теряешь?



19. Я всё возвращаю вовремя, если что-то беру на время.

20. Какая глупая собака, на всех лает!

Besides habitual action and ability to perform an action (*Do you speak French?*), the Present Indefinite may denote actions in the future (*When does your train leave?*) or in the past: this so called ‘Historic Present’ may present actions in a succession (*He calls me up yesterday and says...*) or, with some verbs, a single action (*I forget what it was = I have forgotten; You simply astonish me = you have astonished me*).

Verbs of speech and volition (*promise, demand, ask, suggest, etc.*) usually require Indefinite (not Continuous) forms as they express a modal meaning (desire, intention, willingness): *I admit that I did not behave too politely; I swear that this was no lie! I tell you you will not regret it; I mean it seriously*. Modality may also be found in negative constructions of the type: *Why don't you tell me anything?*

### **III. Translate and comment on the uses of the Present Indefinite:**

1. Это моя вина, я приношу извинения.

2. Ну, здесь я тебя покидаю, ты остаешься ждать, а я иду дальше.

3. Поверь мне, я говорю это тебе не для того, чтобы напугать. – По-моему, ты всё преувеличиваешь. – Да нет, говорю тебе, так оно и есть.

4. Почему же ты не говоришь мне, где он?

5. Я ей говорю: «Не ходи туда», а она говорит: «Пойду».

6. Не понимаю тебя, ты говоришь загадками.

7. Прошу тебя забыть всё. – Обещаешь, что мы больше не будем ссориться? – Клянусь.

8. А что говорит об этом наука? – Не знаю, что говорит наука, но уверяю тебя, что все это опасно.

#### IV. Translate and point out how specific time is expressed:

1. Я сегодня еще не обедал, но хорошо позавтракал и пока не голоден.
2. У меня болит голова, я сегодня плохо спал.
3. Мы с ней познакомились в Крыму.
4. Где моя тетрадь? Я хорошо помню, что положил ее на парту.
5. Где же ключ? – Думаю, ты потерял его в автобусе.
6. Все эти интересные сведения я узнал на лекции.
7. Вы что-то сказали? Я не расслышал.
8. В полицейском участке он сразу всё рассказал.
9. У них в квартире есть пианино? – Не знаю, я не заметил.
10. Извини, что я тебя обидел на том вечере. – Да я всё уже забыла.

#### V. Past tenses. Underline the correct verb form in *italics*.

1. The pool in the hotel was absolutely filthy so we didn't *swam* / *swim* in it.
2. We *stoped* / *stopped* at the first service station we came across.
3. The thieves ran out of the bank, *jumped* / *were jumping* into their car and sped away up the high street.
4. Rameses II *was ruling* / *ruled* over ancient Egypt for more than fifty years.
5. Intervention was urgently required – the starving children *grew/were growing* weaker by the day and there *was* / *was being* little sign of an end to the drought.
6. By the middle of the nineteen sixties many parts of Europe *experienced* / *were experiencing* a tremendous economic boom.
7. Jim *left* / *was leaving* on the early flight the next morning so he made his excuses and left the party before midnight.

8. Many of the survivors *worked / were working* in the fields when the earthquake struck.

9. Phil stood at the door soaked from head to toe; he *had been running / was running* in the rain.

10. Denise had to leave school early on Wednesday because she *took / was taking* her driving test.

11. By the third month of the war rebel forces *took / had taken* most of the province.

12. At the time of the trial last summer Hinkley *had been / was in* prison for eight months.

13. We missed the first act of the play because when we arrived at the theatre the performance *already started / had already started*.

14. At midnight Mr Rochester *had climbed / climbed* the stairs and went into his bedchamber.

15. The early rains were a disappointment as we *expected / had expected* to reach the coast before the monsoon set in.

16. At the time of the take-over the company's shares *had declined / had been declining* in value for several months.

17. Brendan was surprised to find the gas tank empty as he *had only been using / had only used* the truck twice that week.

18. Before the advent of satellite television viewers didn't used *to have / use to have* a very wide selection of channels.

19. The staff *were used / used* to be paid weekly but now they receive a monthly salary.

20. Things have certainly changed – there *would be / used to be* loads of small shops around here when I was young.

## **VI. Translate using the Past Continuous or Indefinite.**

1. Я спросил его, что он делает так поздно в лаборатории. Он ответил, что делает срочную работу, и вообще он всегда работает по вечерам, когда никого вокруг нет.

2. Я еще спал, когда зазвенел телефон. Это был мой сосед. Он спросил, не сплю ли я. Я ответил, что как раз собираюсь встать, но вообще я сплю поздно.

3. Пока мать готовила ужин, я сделал домашнее задание.
4. Пока мать готовила ужин, я делал домашнее задание.
5. Я всегда делал домашнее задание, пока мать готовила

ужин.

6. Я ждал его звонка, но телефон не звонил. Я долго ждал, а потом позвонил ему сам и спросил, почему он не звонит мне. Он удивился и сказал, что сам ждет моего звонка.

7. Мне показалось, что кто-то стучит в дверь, и я спросил брата, слышит ли он какой-нибудь стук. Он послушал немало и ответил, что слушает внимательно, но ничего не слышит. Действительно, никто больше не стучал.

8. Я звонил тебе в течение часа вчера, но никто не брал трубку. Что ты делал все это время? – Наверное, спал.

9. Над картиной «Мадонна с ребенком» Рафаэль работал много лет.

10. Всю ночь вчера шел дождь. Я долго не спал, всё время ждал, пока он кончится, но он всё не кончался.

## **VII. Choose a suitable tense form:**

1. The dictionary (to fall) behind the sofa a whole week ago, it still (to lie) there, no one (to raise) it yet.

2. You ever (to fall) from an upper berth in a train? I myself nearly (to fall) once as a child, but my mother (to catch) me just in time.

3. ‘When the sun (to rise) today?’ ‘I think it (to rise) at six. I remember that the wall-clock (to strike) six and I (to wake). It’s the first time I (to watch) the sun rise.’

4. ‘You (to feed) the cat today?’ – ‘Yes, I (to feed) it two times and he (to eat) up everything. Between the meals he also (to drink) some milk.’

5. Why not choose this dress for the party? You never (to wear) it yet. – Why, I (to wear) it at the fancy ball, you simply (to forget).

6. Anyone of you ever (to swim) across to the other bank in this place? As for me, I (to swim) there and back many times in younger days.

7. 'You (to drive) a car with the rudder on the right side?' 'Yes, I (to drive) one in England.'

8. I (not to choose) what book to read for my talk on home reading. The one I first (to choose) is so boring that I soon (to throw) it away.

9. 'All the birds already (to fly) to warm countries because it (to grow) clod here'. 'Do you think they (to go) to the same countries that they (to fly) to last year and the year before? Someone (to tell) me it's different every year. 'I think he (to lie) to you.'

10. When you are happy everything seems wonderful. You think that the sun never (to shine) so nicely as now, or the wind never (to blow) so gently.

### **VIII. Choose a past tense and comment on your choice:**

1. He (to remember) this just before his attention was distracted by something else.

2. After he (to go), Arthur grumbled for the whole half hour it took him to get to bed.

3. He stood motionless long after she (to disappear)

4. After they (to leave) the room together, he thought he heard a soft voice singing.

5. She (to go) straight to bed and (to sleep) right through until morning (to come).

6. When she (to catch) up with him, the elderly pathologist (to pause) for a short while before speaking.

7. She (to wait) for him to finish and then, as he was about to sit down, embraced him.

8. They resumed their work after they (to sleep) a little.

9. He said he seldom (to have) any visitors ever since he (to be) confined to bed.

10. He complained that he never (to see) anyone ever since he (to stop) going out.

### **IX. Choose the Present Continuous, the Present Perfect or the Present Perfect Continuous:**

Meanwhile the third man, who (to fasten) the boat for the last ten minutes, and who (to spill) the water down his sleeve, and (to curse) away to himself steadily all this time, wants to know what you (to play) at and why the tent isn't up yet. At last, somehow or other, it does go up... Rainwater is the chief article of diet at supper. The bread is two-thirds rainwater, and the jam, and the butter, and the salt, and the coffee all (to combine) with it to make soup... Then you go to bed and dream that an elephant (to sit down) on your chest, and that the volcano (to explode) and (to throw) you down to the bottom of the sea, and that the elephant still (to sleep) on your bosom. You wake up and grasp the idea that something terrible (to happen). You feel as if thousands of people (to kick) you all this time. 'What (to happen?)' 'The bally tent (to blow) down'. (after *Jerome*)

The Perfect Continuous is usually inclusive (denoting duration that includes the moment of speech) when the period of time is openly expressed (What have you been doing all this time?), and exclusive (the moment of speech is not included) when the period of time is only implied (You look quite exhausted. What have you been doing?).

### **X. Translate and point out inclusive and exclusive Perfect uses:**

1. Почему ты так устал? – Я бегал по саду для тренировки.
2. Почему вы оба такие взволнованные? – Мы тут спорили.
3. Где вы были всё это время? – Мы просто гуляли.
4. Я здесь так давно работаю, что всех уже знаю.
5. Почему комната в таком беспорядке? – Здесь играли дети.
6. Что с тобой? Ты плакала? – Нет, резала лук.

7. Он шлёт письмо за письмом уже два месяца, а ответа пока еще не было.

8. С тех пор как он увидел настоящий самолет, он только и мечтает об авиации.

9. Опять ты смотрел телевизор и не делал уроки!

10. Мы с ним видимся почти каждый день все эти годы, но ни разу как следует не поговорили.

## **XI. Translate using the Past Perfect or the Past Perfect Continuous:**

1. Когда я позвонил, он сказал, что давно ждёт меня и уже решил уходить.

2. В конце концов она решила покинуть дом, где прожила столько лет и была так счастлива.

3. Когда мать спросила сына, где он был, он ответил, что играл в футбол с друзьями.

4. Дождь, который лил с утра, прекратился к полудню, но еще дул сильный ветер и небо было покрыто тёмными тучами.

5. В тот день мы решили пойти на выставку картин, которые привезли из Дрездена. Долгое время о них не было ничего известно, они лежали где-то в подвалах, пока их не нашли.

6. Вскоре мне пришлось отложить работу, которую я делал до этого, хотя я почти её закончил.

7. Только вечером они нашли ключ, который искали весь день.

8. Все его спрашивали, но он и сам не мог объяснить, что происходило с ним всё это время, почему он так долго не посещал занятия, где он был, о чём размышлял и т. д.

**XII. Past to present tenses. Underline the best choice of words in *italics*.**

1. We still hold meetings in the old manor house, which *stood* / *has stood* on the same spot for over two hundred years.

2. Beethoven *has written* / *wrote* some of the most accomplished symphonies you will ever listen to.

3. I *didn't see* / *haven't seen* Keith at all yesterday morning.

4. The nurses' strike *increased* / *has increased* the current waiting time for minor surgery by two to three weeks.

5. Only one British female astronaut *spent* / *has spent* time on a space station.

6. News is coming in of an incident in Parliament. A group of armed men *surrounded* / *has surrounded* the building and is holding hostages.

7. He's really much more handsome in the flesh than I *thought* / *have thought*.

8. We *eat* / *have been eating* much less beef recently because of the crisis, but we think it's safe to start again now.

9. This country *has been welcoming* / *has welcomed* the latest influx of political refugees from the Balkans.

10. The incidence of street crime *has risen* / *has been rising* by five per cent in the last two months.

**XIII. All of the sentences below contain a grammatical mistake. Find and correct the mistakes.**

11 Hurry up! We have been waiting for you for twenty minutes!

12 We have been using this supplier since two years and we've never had problems before.

13 There were seven police dramas on TV so far this week – and it's only Thursday!

14 Only halfway through the financial year and British Aerospace already announced that its pre-tax profits will be down by seventy per cent.



15 The Indian Government has imposed a ban on tiger hunting five years ago.

16 Several drivers have been badly injured during the 1999 racing season.

17 This farm is growing organic vegetables for more than ten years now.

18 She has been playing with the symphony orchestra three times this season.

19 'I haven't seen you for ages.' 'No, I've travelled in South-East Asia.'

20 Oasis has been recording a new album. It was a great success on its release last week.

21. My family is living in this country for over twenty years.

**XIV. Write the correct form of the verb in brackets to complete the sentences. Use one of these structures: *will, shall, be going to, will be + -ing, will have + past participle, will have + been + -ing, present continuous or present simple.***

1. I've taken the 10.40 to Bristol every Friday for three years and it's always half empty. Believe me, you \_\_\_\_\_ (find) a seat.

2. My father's approaching retirement age, so he \_\_\_\_\_ (probably/sell) the business next year.

3. Going by all of the recent polls, the social democrats \_\_\_\_\_ (win) next week's election by a huge majority.

4. Look at those black clouds. It \_\_\_\_\_ (rain) this afternoon.

5. I'm going on holiday tomorrow. This time next Tuesday afternoon I \_\_\_\_\_ (ski) down a mountain!

6. At our next wedding anniversary we \_\_\_\_\_ (be/married) for twenty-five years.

7. 'You speak very good Chinese.' 'Thank you. It's not surprising; I \_\_\_\_\_ (live) in Beijing for eight years next month.'

8. Sit down and watch the TV; I \_\_\_\_\_ (just/finish) this letter quickly before I join you.

9. Your driving test is next Tuesday, so \_\_\_\_\_ (we/have) a two-hour session on Monday?

10. 'Have your parents decided whether you can come to the festival next weekend?' 'Not yet, but they can't stop me. I \_\_\_\_\_ (come) with you.'

11. I've won the jackpot on the lottery and I \_\_\_\_\_ (spend) it all straight away!

12. I've just been to the council meeting. It looks like they \_\_\_\_\_ (build) a new shopping centre in town.

13. I've just heard a rumour that your favourite jazz singer \_\_\_\_\_ (come) to give a concert in our village!

14. 'Have you looked at the new financial report yet?' 'No, but I \_\_\_\_\_ (stay) at home this evening so I can study it then.'

15. The takeover is going ahead, I'm afraid, so we \_\_\_\_\_ (make) some redundancies in the New Year.

16. Erm, I don't want to be rude, but \_\_\_\_\_ (you/stay) with us for long when you come over to Britain?

17. The plane \_\_\_\_\_ (take off) at 10.45, so we had better check in by 8.45.

18. Sunrise \_\_\_\_\_ (be) at 6.40 a.m. tomorrow.

19. Mr Fellows \_\_\_\_\_ (play) golf tomorrow afternoon, as usual, so you can catch him on the golf course.

20. The decorator won't finish the work until you \_\_\_\_\_ (pay) him what you owe.

21. 'Have you booked a holiday yet for this year?' – 'Yes, we \_\_\_\_\_ (take) a cruise around the Caribbean in November.'

**XV. Choose the correct word or phrase (a-c) to complete the sentences.**

1. The Mayor of Paris \_attend the service tomorrow before leaving the city.

a) is about to b) is to c) is on the point of

2. These pills are \_\_\_\_\_ with any other medicine.  
 a) not to be taken b) not take c) due to be taken
3. The timetable \_\_\_\_\_ be published on 1st May.  
 a) is due to b) is about to c) is on the point of
4. Hurry! Run! The train's just \_\_\_\_\_ leave without us!  
 a) to b) due to c) about to
5. Because of the erosion of their habitats, some species are \_\_\_\_\_ extinction.  
 a) about to b) on the verge of c) likely to
6. He's very \_\_\_\_\_ to accept the position as we can't match his current salary.  
 a) unlikely b) likely c) sure
7. We \_\_\_\_\_ promote trainees within two to three years of qualifying.  
 a) are about to b) expect to c) anticipate to
8. 'I'm sorry about spilling wine on your dress last week.' – 'Don't worry. I \_\_\_\_\_ take it to the cleaner's anyway.'  
 a) was going to b) would c) was to
9. As he raised his arm she realised that he \_\_\_\_\_ strike her again.  
 a) was due to b) was to c) was about to
10. I'm really sorry. We \_\_\_\_\_ to stop at a service station and phone you, but we didn't want to waste any more time.  
 a) were due to b) were going to c) were to
11. Shh! You \_\_\_\_\_ disturb your mother.  
 a) are due to b) are not to c) are to

**XVI. Choose two correct answers (a-c) to complete the sentences.**

12. The exam starts at three \_\_\_\_ arrive at the hall at least five minutes before the start.

- a) Be sure to b) You are to c) Be bound to

13. Hurry up. The tour group is \_\_\_\_\_. If you don't come now, they'll go without us!

- a) to leave b) about to leave c) on the point of leaving

14. Do you believe we are \_\_\_\_\_ a really exciting breakthrough here?

- a) on the point of b) forthcoming c) on the verge of

15. Standing underneath the stricken building, no one seemed aware of the \_\_\_\_\_ danger.

- a) impending b) imminent c) bound

16. 'Do you think the judges will like my entry?' 'Of course. They're \_\_\_\_\_ to like it!'

- a) sure b) bound c) unlikely

17. We \_\_\_\_\_ one hundred per cent customer satisfaction with this new vacuum cleaner!

- a) hope b) guarantee c) anticipate

18. The society \_\_\_\_\_ expand its membership by twenty per cent in the next year.

- a) hopes to b) may c) envisages

19. Look, I didn't put the rubbish out this morning because I thought you \_\_\_\_\_ do it!

- a) were going to b) would c) were to

20. The new department store \_\_\_\_\_ on 2<sup>nd</sup> January, but the explosion prevented this.

- a) was to open b) would open c) was to have opened

21. Everyone was getting impatient. The trial of the century \_\_\_\_\_ start in two minutes.

- a) would to b) was to c) was due to

22. Crash investigators \_\_\_\_\_ release their findings to the press later today.

- a) are about to b) are due to c) are to

**XVII. Choose the Future Indefinite, the Present or Future Continuous or *to be going to* to express a future action. Give variants where possible.**

1. If you aren't ready yet, don't worry, I (to wait) a little.
2. I'm sure everybody (to wait) for you to return.
3. I'm afraid there (to be) a lot of trouble if you are late.
4. Hurry up, your train (to start) in a few minutes.
5. What time he (to arrive)? You (to meet) him at the station?
6. This is a busy time for me, I (to take) my final exam in a few days.
7. Where you (to go) after you (to take) all your exams?
8. Don't go yet, we (to have) dinner soon.
9. They say prices (to go) up next month.
10. Don't worry, you (to learn) the results pretty soon.
11. When we (to learn) about the results at last?
12. We are only doing English this year, but next year we (to learn) another language as well.
13. I'm not doing much now, but I (to work) like hell in autumn.
14. Please, wait a little, I (to fix) you watch in a minute a two.
15. It's so hot, I think I (to have) a glass of mineral water.
16. Please, don't call me at six – I (to have) a music lesson.
17. I just don't feel like going there, I know what they (to talk) about.
18. Don't be so noisy, or you (to wake) the baby.
19. Well, it's time for us to go. I (to wake) the baby.
20. Autumn is in the air, the flowers (to wither) soon, the birds (to fly) away to warm places.

**XVIII. Translate, stating cases where the Perfect is / is not interchangeable with the Indefinite.**

1. Я позвоню тебе, когда закончу работу.
2. Ты легко всему этому научишься, когда немного потренируешься.
3. Я дам тебе другую книгу после того, как ты вернешь мне эту.
4. Я смогу назвать диагноз, только когда осмотрю больного.
5. Мы сможем назвать диагноз только после того, как больной побудет в больнице неделю.
6. Сообщи мне, как только получишь от него письмо.
7. Я всегда начинаю нервничать, когда долго не получаю от тебя писем.
8. Вас туда не впустят, пока вы не покажете пропуск.
9. Вас будут впускать без пропуска, когда вы немного здесь поработаете.

**XIX. Translate into English:**

1. Мы выйдем из дома, только когда дождь совсем перестанет.
2. Я не скажу тебе ничего, пока не получу разрешения.
3. Я уйду отсюда, только когда все от тебя узнаю.
4. Я поговорю с тобой об этом, когда немного посплю.
5. Пока ты будешь обедать, я поглажу белье.
6. Я кое-что тебе скажу, если ты пообещаешь держать это в секрете.
7. Он вечно все забывает и сам постоянно жалуется на память.
8. Наконец-то завтра воскресенье, я буду отдыхать весь день.
9. Где ты был на перемене? – Мы писали контрольную.
10. Мы вчера три часа писали контрольную, и к концу все очень устали; думаю, я сделал там очень много ошибок.

11. С утра у него было очень много дел. Он работал весь день и закончил только к вечеру. Он очень устал, но был доволен, что сделал так много.

12. Бальзак всю жизнь описывал богачей, а сам жил в нищете.

13. Спектакль давно закончился, а мы еще долго сидели и размышляли о том, что видели.

14. Ты не слышал, о чем он говорил на собрании? – Слышал. Он произнес большую речь, так долго говорил, что я чуть не уснул.

15. Пока я делал уроки, мать готовила ужин.

16. Пока я делал уроки, мать приготовила ужин.

17. Что ты делал в субботу? – Весь день играл в футбол.

18. Мы весь день играли в футбол, а потом пошли в кино, и пожалели об этом: фильм был скучный, играть в футбол было намного интереснее.

19. Значит, ты так и не нашел наш дом? – Так и не нашел, хотя искал его весь вечер.

20. Великий художник работал над картиной много лет и кончил ее, когда был уже стариком.

21. Петр здесь? – Он приходил сегодня, но уже ушел.

22. Так ты уже сходил в магазин? Как быстро ты это проделал. И что же ты купил?

23. Я уже много раз просила тебя рассказать мне, что случилось с тобой в Лондоне. Почему ты мне не рассказываешь?

24. Обо всем этом он мне рассказал на том вечере.

25. У вас такой испуганный вид. Что они вам сказали?

26. Вам кто-нибудь говорил, что вы очень красивы?

27. Ты видел сегодня Петра? – Да, видел в столовой.

28. Я всего один раз был на море и пробыл там только неделю.

29. Кто это на фото? – Это человек, который убил Леннона.

30. Я с детства люблю музыку. Когда-то я несколько лет учился играть на рояле, но уже давно это забросил и сейчас забыл все, чему научился

31. Вы давно ее знаете? – С детства. – Я тоже ее когда-то знала, но мы давно поссорились и с тех пор не встречаемся.

32. Я много думал об этом и в последнее время и понял, что он поступил правильно в этой ситуации. Он сделал все, что было необходимо.

33. Я много в жизни путешествовал, бывал в разных частях света, встречался с разными людьми. Я даже разговаривал с Циолковским, он рассказывал мне о своих проектах. Мы проговорили больше часа.

34. Что за странный дом! Весь вечер кто-то выбрасывает кошек из окна!

35. К тому времени, как мы добрались до дома, дождь уже закончился.

36. Как только мы пришли домой, пошел дождь.

37. Поезд уже ушел, когда я приехал на станцию.

38. Когда я проснулся, солнце еще не встало, и было темно.

39. Я вошел в зал, когда лекция уже началась.

40. Я не входил в аудиторию, пока лекция не закончилась.

41. Когда часы пробили двенадцать, Золушка выбежала из дворца, но споткнулась на лестнице и потеряла хрустальную туфельку.

42. Я отдал ему книгу только после того, как дважды ее прочитал.

43. Он долго об этом размышлял, пока, наконец, не понял, в чем дело.

44. Перед тем, как он вышел из комнаты, он проверил, все ли выключил.

45. До того как началась война, мы много лет жили в Ленинграде, потом переехали сюда.



46. Уже совсем стемнело, когда я подошел к дому: солнце зашло, а луна еще не появилась.

47. Я спросил его, давно ли он стал заниматься языком и какие сделал в нем успехи. Он ответил, что учит язык давно, но мало чему научился.

48. Как странно! Мне казалось, что ты давно все знаешь.

49. Я обдумывал то, что он мне рассказал; я сам давно это подозревал, но все оказалось еще хуже, чем я ожидал.

50. Он нам всем сразу понравился, но, к сожалению, он проработал с нами совсем недолго и ушел.

## **XX. Complete the test:**

1. *The telephone ... for almost a minute. Why doesn't someone answer it?*

- 1) has rung
- 2) is ringing
- 3) has been ringing
- 4) rings
- 5) rang

2. *It was midnight. I...for five straight hours. No wonder I was getting tired.*

- 1) studied
- 2) was studying
- 3) had studied
- 4) had been studying

3. *I haven't had bad dreams ....*

- 1) ever 2) so far 3) already 4) never 5) still

4. *The meaning expressed by the italicized verbs.*

- 1) in the future      a) When I **graduate**, I am going to return home.  
2) now                      b) Students **take** 4 courses every semester.  
3) habitually              c) When students **graduate**, they receive diplomas.  
d) I **am taking** 4 courses this semester.  
e) I **am taking** 4 courses next semester.

5. *The correct question tags to the statements.*

- 1) They used to work together,      a) shall we?  
2) Nobody called on the phone,      b) didn't they?  
3) Everyone took the test,      c) did they?  
4) Let him use your phone,      d) will you?  
5) Let's make a snowman,      e) don't you?  
f) doesn't it?

6. *It is midnight. I ... for five straight hours. No wonder I am getting tired.*

- 1) am studying    2) had studied    3) study    4) have been studying  
5) had been studying

7. *He seems to...all the books in the library.*

- 1) read    2) be reading    3) have read    4) has read  
5) has been reading

8. *I want to...to the concert by my father.*

- 1) take    2) have taken    3) be taken    4) have been taken  
5) be taking

9. *Walt Disney \_\_\_\_\_ his first cartoon film before 1928.*

a) making e) has been had made b) has made c) made d) was making

10. *He \_\_\_\_\_ waiting for the manager at 10 before I finally arrived at 11.*

a) had started b) started c) has started d) was started e) has been waiting

11. *Only if the client \_\_\_\_\_ the service, you can offer it.*

a) will want b) is waiting c) wanted d) has wanted e) would want

12. *Have they arrived? – Yes.*

*When \_\_\_\_\_?*

a) did they arrive b) have they arrived c) were they arriving  
d) they arrived e) arrive they

13. *When I \_\_\_\_\_ my boss we'll have dinner.*

a) will phone b) phone c) have phoned d) phoned e) would phone

14. *He returned to that tiny green island where he \_\_\_\_\_ years before.*

a) was living b) had been living c) had lived d) lived e) would live

15. To talk about planned future actions when a future time expression is mentioned ... tense is used.

16. To talk about habitual and repeated actions in the present ... tense is used.

17. To talk about actions in the progress at this moment ... tense is used.

18. To express an activity that was completed before another activity or time in the past ... tense is used.

19. To make a prediction, come to a spontaneous decision ... tense is used.

20. To talk about single or repeated actions that began and ended in the past ... tense is used.

21. To talk about single or repeated actions and states that occurred at an unspecified time in the past but connected to the present in some way ... tense is used.

22. To talk about future actions or states that are on a calendar or timetable ... tense is used. The actions usually have been previously scheduled and are not likely to change.

23. To talk about actions in progress at a particular moment or over a period in the past... tense is used.

24. To express a general activity in progress recently without any specific mention of time... tense is used.

# THE NON FINITE FORMS OF THE VERB

## THE INFINITIVE

### Section I. The Morphology of the Infinitive

**1.1. The Origin of the Infinitive** is said to go back to two case forms of the verbal noun.

|      | OE             | Mod E        |
|------|----------------|--------------|
| Nom. | – drincan      | → drink      |
| Acc. | – drincan      | → (to) drink |
| Dat. | – to drincenne | → to drink   |

**Note.** The Infinitive in Russian has also developed from the Dative case of the noun: Дат.пад. – “кости, печи, вести”. Инф. – “нести, печь (печи)”. In Mod E the Infinitive is treated as a zero-inflected non-finite form of the verb with both nominal and verbal characteristics. The original meaning of the OE preposition “to” (purpose) has almost completely faded away, and the partical “to” now is nothing but a formal marker of the Infinitive. Due to all this the Infinitive is a non-predicative form which cannot be a predicate of a sentence for it lacks Number and Person, Tense and Mood distinctions.

**1.2. Verbal Characteristics of the Infinitive** are first and foremost morphological, i.e. the Infinitive can be Indefinite, Continuous, Passive, Perfect, Perfect Continuous and Perfect Passive: Ср. русск.

|                                 |                |
|---------------------------------|----------------|
| to do                           | делать/сделать |
| to be done (tr.)                | быть сделанным |
| to have done                    | to be doing    |
| to have been done (tr.)         |                |
| to have been doing              |                |
| * to be being done (tr.)        |                |
| * to have been being done (tr.) |                |

**Note:** The forms marked by an asterisk (\*) do not occur actually, though built up in full accord with Grammar. Syntactically the Infinitive acquired but only one verbal characteristic: it com-

bines with an “ly-adverb” (and a noun or pronoun on the right if the verb is transitive):

1. I want you to leave *secretly*. 2. I have forgotten to buy some cigarettes.

**1.3. Meaning and Semantic Functions** of the forms of the Infinitive are within the scope and scale of the corresponding grammatical category: Aspect, Voice, Time Correlation.

**1.3.1. The Indefinite Infinitive** (to do) normally represents an action neutrally, as a fact simultaneous with the action of the finite verb. Only with modal verbs the Infinitival action is future-oriented:

1. He asks you *to go* – present time reference
2. He asked you *to go* – past time reference
3. He’ll ask you *to go* – future time reference
4. You surely *must come* and *see* us – future time orientation

**Note:** Remember to differentiate between *tense and time reference*.

**1.3.2. The Continuous Infinitive** denotes an action in progress and simultaneous with the action of the finite verb or taking place at a definite moment specified by the context:

1. She seemed *to be listening*.
2. He must *be reading* in the library (now).

It should be noted that the Cont. Inf. has an additional semantic function with the modals *must, can*, i.e. the Cont. Inf. indicates that these modals realise their “secondary” meanings: *must* – supposition bordering on assurance and *can* – supposition bordering on doubt:

1. He must *read* this book right now. 1а. Он должен читать эту книгу сейчас.

2. He must *be reading* this book right now. 2а. Он, должно быть, читает эту книгу сейчас.

3. Can he *wait* for her downstairs? 3а. Может ли он подождать ее внизу?

4. Can he still *be waiting* for her downstairs?

4а. Неужели он все еще ждет ее внизу?

**1.3.3. The Perfect Infinitive** has the same meaning as other perfect forms, i.e. it indicates that the action in question is prior to the finite verb action or some other moment. E.g.1. It's good *to have finished* work for the day.

2. I hope *to have seen* him by dinner time.

Note again additional semantic functions of the Perfect Infinitive with the modals *must, be to, can*:

1. He *must leave* this place at once.

1. a. He *must have left* that place at once.

2. He *can't leave* the place right now.

2.a. He *can't have left* the place at once (supposition-disbelief). There is another additional semantic function of the Perf. Inf. with the verbs of definitely modal lexical meaning, such as *to be to, mean, expect, intend, hope*. With the past forms of these verbs the Perf. Inf. indicates that the Infinitive action was not carried out, though it was intended, meant, expected, etc.

1. He *was to arrive* with the evening train. 1.a. He *was to have arrived*... (but never did).

2. I *meant to telephone* him.

2.a. I *meant to have telephoned* him (but failed).

**1.3.4. The Perfect Continuous Infinitive** is usually employed to mean that the action in question was *prior* to some moment or the finite verb action and that it was *in progress* for a certain period of time.

1. The cat seemed *to have been missing* for a week.

2. He *must have been starving* for a long time.

**1.3.5. The Passive Infinitive** is possible of only transitive verbs and its occurrence in a sentence is structurally determined, i.e. when it is impossible to place the noun or pronoun denoting *the patient* of the Infinitive action in a position after the Infinitive:

1. There is no time *to be lost*.

2. I didn't expect *to be invited*.

3. Nothing seems to have been forgotten.

Normally only two forms of the passive Infinitive can be found in practical use – they Indefinite Inf. and the Perfect Inf.;

whose usage is determined by their grammatical meanings (*simultaneity* or *priority*).

It should be noted that in a number of cases one needn't trouble with the choice between the active or the passive forms because either any will do or the active form predominates like "in good old times".

1. They were not *to blame* / *to be blamed*.
2. There is a lot of work *to do* / *to be done*.
3. Give me the names of people *to contact* / *to be contacted*.

It is possible, however, to suggest a hint or two of practical guidance in how to choose.

**Rule 1.** If the noun (pronoun) which the Infinitive refers to denotes *the patient* (thing acted upon) – the passive Infinitive is used:

These sheets are *to be washed* (not:... *to wash*).

**Rule 2.** If the word (very often it is the subject of the sentence) the Infinitive refers to denote *the agent*, i.e. the person who has to do the action – the active Infinitive is used;

1. I have work *to do*. (I'll have *to do* this work).
2. She ought *to tell* me about it.
3. There are no *birds to sing*.

**Rule 3.** "The speaker's free will" makes the choice in some cases when both active and passive infinitives are possible. The choice depends on what is in the focus of the speakers mind; if he thinks more about the person (denoted or implied, (by the context)) who'll have to do the action – we shall find the active infinitive; if the speakers attention is concentrated on the action itself or the thing to be acted upon – we shall find the passive infinitive.

1. I've got three letters *to type* (I'll have to do it).
2. I've got three letters *to be typed*\_(The letters have to be typed, but not by me, I'm simply responsible that they are to be typed).



## EXERCISES

**I. State the Form of the Infinitive:** to be mentioned, to have known, to have been dealt, to be shouting, to have been wanting, to smile, to have said, to have been told.

**II. Give the Perfect Infinitive (Active) of the Following Verbs:**

to say, to grow, to get, to rise, to raise, to lie, to lay, to ring, to bend; to have.

**III. Give the Continuous Form of the Infinitive (Perfect and Non-Perfect Active):**

to go, to run, to swim, to listen, to tie; to copy, to sleep, to stop, to complain, to stand.

**IV. Give the Passive Infinitive (Perfect and Non-Perfect) of the Following Verbs (if possible):**

to write, to give, to believe, to prove, to buy, to look for, to rely on, to take care of; to play, to beat, to ring.

**V. Give All the Possible Infinitival Forms of the following:**

to work, to carry, to choose, to use, to break, to show, to lay, to laugh, to look at.

**VI. Give the Required Infinitive Forms of the Verbs *take* and *run*:**

1. Passive Indefinite –
2. Perfect Continuous Active –
3. Active Non-Perfect Continuous –
4. Active Indefinite –
5. Perfect Passive –
6. Perfect Active –

**VII. Insert the appropriate form of the infinitive. Translate the sentences into Russian and prepare them for back translation:**

1. But there was nothing now \_\_\_ for (to wait). 2. This fellow seemed \_\_\_ a famous explorer or something of that sort (to be). 3. The house appeared \_\_\_ recently ... (to repair). 4. Nobody seemed \_\_\_ his entry, but there he certainly was (to perceive). 5. Willoughby was not the man \_\_\_ the lessons of his predecessor (to overlook). 6. A twelve year old girl, Patience Barlow, was the first \_\_\_ his attention or \_\_\_ by him (to attract, to attract). 7. I suppose Mr. Jelleby had been more talkative and lively once; but he seemed \_\_\_ long before I knew him (to exhaust). 8. For the last few days she seemed \_\_\_ to nobody but strange men (to talk). 9. There's no time (to lose). 10. In front of one window there was a small table and Harry was sitting at it, peering at a pile of papers which he seemed \_\_\_ (to copy, to translate). 11. When I arrived there I didn't see the dog. Not much else seemed \_\_\_ (to change). 12. Then I caught sight of her on the far side of the square. She seemed \_\_\_ good-bye to someone (to say). 13. From now on I would wish us \_\_\_ this job all our time and attention (to give). It has proved \_\_\_ than I first expected (to be more difficult). 14. I've seen him \_\_\_ the office early (to leave). He seemed \_\_\_ about something (to be unhappy). I wish I knew what happened.

**VIII. Comment on the active and passive meaning of the infinitive. Translate the sentences into Russian and prepare them for back translation:**

1. He was glad to teach such a clever boy.  
2. Every student ought to be taught two foreign languages.  
3. This young teacher seems to have taught English at an English school.  
4. This violinist seems to have been taught by a great master.  
5. The house is to let! Goodbye, sir ...  
6. Make haste! There is no time to lose. There is not a minute to be lost.

7. Hilary believed there was nothing to be done.
8. There was nothing more to do.
9. I am glad to teach English.
10. My daughter is glad to be taught English.

**IX. Comment upon the forms of the infinitive. Translate the sentences into Russian and prepare them for back translation.**

1. I'm awfully glad to have met him.
2. "Joe", Alice said, "do have a sandwich. They are there to be eaten".
3. It was pleasant to be driving a car again.
4. "I'm sorry to-have heard bad news of Mr. Barkis", said I.
5. "You seem to me to be living entirely for pleasure."
6. I opened my bottle of whisky to try to warm us a little.
7. I seem to nave walked along a path of flowers ... and to have been cheered by the gentleness of my mother's voice and manner all the way.

**1.4. The Use of the Infinitive without the Particle *to* (the bare infinitive)**

In Modern English the Infinitive is chiefly used with the particle *to*. Still there are cases when the so-called *bare infinitive* (the infinitive without the particle *to*) is used. They are as follows:

1. After auxiliary verbs:  
**I don't understand the meaning of this passage.**  
**We shall go there at once.**
2. After modal verbs except the verb *ought to*:  
**If one cannot have what one loves one must love what one has.**
3. After verbs denoting sense perception, such as *to hear, to see, to feel*, etc.:  
**In a few minutes, they heard him ascend the ladderto his own room, I felt my heart jump.**

**Note:** the verb *to be* after the verb *to feel* is used with the particle *to*:

**I felt this to be very true.**

4. After the verb *to make* in the meaning of *заставлять* and the verb *to have* in the meaning of *позволять, заставлять что-либо сделать*:

**What makes you think so? I had them take my baggage; I will not have you call him Daniel any more.**

5. After the verb *to let*:

**Let us be the best friends in the world.**

6. After the expressions *had better, would rather, would sooner, cannot but, nothing but, cannot choose but*.

**You had better go to bed; I would rather not speak upon the subject; I cannot but think so.**

7. In sentences of a “special type” (infinitive sentences) beginning with *why*.

**Why not come and talk to her yourself.**

The particle *to* may be separated from the infinitive by an adverb; this is the so-called *split infinitive*. It is hardly ever used in colloquial English.

**He was unable, however, to long keep silence; I want to still be me when I wake up one morning and have breakfast at Tiffany’s.**

## EXERCISES

**I. Insert *to* before the infinitive where required. Translate the sentences into Russian.**

1. Do you think I plan \_\_\_ spend the rest of my life in the same situation? I would rather \_\_\_ die! 2. She could not help but \_\_\_ feel a little choked for breath. 3. Why not \_\_\_ come down to my place? 4. He gave a quick grin that made his lean twisted face \_\_\_ look more lean and twisted than ever. 5. You’d better \_\_\_ take me back to Oxford. 6. They ought \_\_\_ have asked my advice. 7. The poor boy was absolutely broken up. It made my heart \_\_\_ bleed.

I could not let him go without a word of comfort. 8. She opened the iron gateway and bade me \_\_ enter. 9. Then why not \_\_ try\_\_ save yourself? 10. You'd better \_\_ get some sleep. 11. I felt my blood \_\_\_\_ freeze. 12. When she reached the front steps, she heard the taxi drive away. She turned around and watched the red tail light \_\_ disappear in the darkness. 13. Why not \_\_\_\_ write to her? 14. English women in our station have duties ... but we, strangers in a strange land, have nothing \_\_ do but \_\_ enjoy ourselves. 15. I want \_\_ look at him and hear him \_\_\_\_ talk.

**II. Translate into English, using the *to-infinitive* or the *bare infinitive*.**

( A )

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.
8. Степан Аркадьевич тонко улыбался. Левин тоже не мог не улыбнуться.
9. Надевайте же коньки и давайте кататься вместе.
10. Что ж, он прекрасный жених. Зачем не выйти за него?
11. Я никогда не видел, чтобы ты сказал неправду.
12. Я не мог не подивиться странному стечению обстоятельств.

( B )

13. Что заставило Стива изменить свое решение?
14. Что заставило вас вмешаться?
15. Что заставило Максвелов переехать на другую квартиру?

16. Что заставило министра уйти в отставку.
17. Что заставило мистера Брэдни подписать это заявление?
18. Не смешите меня (не заставляйте меня смеяться).
19. Мы заставили их замолчать.
20. Его заставили действовать.
21. Джона заставили извиниться перед нами.

### III. Change the questions to use the verb *make*.

#### **Model:**

*Why did the firm reinstate the dismissed workers?*

*What made the firm reinstate the dismissed workers?*

1. Why did you ask it?
2. Why do you suspect Thomas?
3. Why did you cross out these words?
4. Why do you think Ann knows her way around?
5. Why did Evans change his mind?
6. Why did they recall Bryan from leave?
7. Why did Mary break off her engagement to Alex?
8. Why did Florence divorce her husband?
9. Why did the Hiltons move to a new flat?
10. Why did you laugh?
11. Why did you fight a losing battle?

## Section II. The syntactic functions of the infinitive

### 1. THE SUBJECT.

1.1. The simplest (basic) pattern with the Infinitive as Subject is the following: *Inf – V/V link – A/N/Inf*. The Predicate is either a notional verb (V) or a link-verb with predicative adjective, noun, etc.

1. *To tell* her about it will be a mistake.
2. *To have been told* so would have upset him greatly.
3. To do it unseen was impossible.
4. *To help him* means to do everything myself.

### 1.2. *It – V/V link – A/N – INF*

1. It will be a mistake *to tell* her about it.
2. It would have upset him greatly *to have been told* so.
3. It was impossible *to do* it unseen.
4. It means to do everything myself *to help* him.

This pattern is actually derived from pattern (1.1.) by shifting the infinitive phrase from the opening subject position over to the end of the sentence. Instead of the shifted infinitive the actual subject position is filled with the structural, auxiliary “pro-form” which is sometimes called the introductory or anticipatory *It*. Being semantically empty, it anticipates and introduces the “lexical centre of the the subject” – the infinitive phrase with which it forms up what may be called the “analytical form of the subject” (analytical subject).

This “introducer – transformation” effectively changes the actual division or functional perspective of the sentence by switching the infinitive from the “theme-position” over to the the “rheme-position”, increasing commicative dynamism of the sentence.

**Pragmatic effect:** the speaker’s judgment in this case is considered to be less rigorous more unobtrusive, unintruding, impersonal and “diplomatic”.

### 1.3. For – N/Pron – INF – V/V link + A/N

*IT – V-link + A/N – for N/Pron – INF*. These are further modifications of patterns (1.1.) and (1.2.) The introduction of *for – N/Pron* before the *INF* makes it possible to denote the agent of the infinitive action. Such extension of the infinitive phrase is often referred to as a “for-complex with the infinitive” (sometimes the preposition *for* is substituted by *of*).

1. *For you to go* is madness,
2. It is madness *for you to go alone*.
3. It is nice of you to have invited me.
4. *Of you to have invited me* is nice

To have invited me, is nice of you. Note: *for* → *of* after the adjectives *nice, kind, sensible, silly, stupid, clever, generous, tactful, foolish*, etc.

**1.4. N/Pron – be + A-INF** (INF – *to look at, to deal with, to talk to*).

1. *She* is pretty *to look at*.
2. *He* is difficult *to deal with*.
- 3\* *The girl* is pleasant *to talk to*.
4. *The diamond* is hard *to polish*.

The distinguishing feature of this pattern is that the opening **N/Pron** denotes an object of the infinitive action which is easily seen if pattern (1.4.) is transformed into (1.2.):

1. It is difficult *to deal with him*.
2. It is pleasant *to talk to this girl*.
- (3)\* It is hard *to polish the diamond*.
- (4)\* It is pretty *to look at her*.

The last two sentences (3) and (4) are not considered to be acceptable because *hard* and *pretty* in the initial sentences denoted internal features of the **N/Pron** rather than characterized the situation of “looking” or “polishing”.

**1.5. N/Pron – be Ven – Inf** (V= *see, hear, observe, watch; tell, ask, orders report, announce; allow, make, force; know, suppose, believe, think, consider*).

1. *She* was seen *to leave* the house
2. *She* was told *to wait* in the outer office.
3. *He* was heard *to say* it.
4. *She* is supposed *to have been taken* to hospital.

This pattern is very often referred to in Grammars as the Nominative with the Infinitive (and the Complex Subject, at that) and is considered to have been derived from the Accusative with the Infinitive (the Complex Object) with the agent unknown or generalized to the extent of being universal.

Somebody saw her *leave* the house. – *She* was seen *to leave* the house.



## EXERCISES

### I. Translate the following into Russian:

1. To sound a man as to "his intentions" was peculiarly unpleasant to him. 2. It was dangerous to go against the majority. 3. To get Irene out of London is the main thing – thought Soames. 4. It was a fixed principle with him never to allude to June. 5. To get round to this window from the road on a night like last night would be a difficult and unpleasant proceeding. 6. To speak with her was impossible. 7. ... they thought it was better for me to live in a place like this. 8. To know him was one of the two greatest gifts of my life. 9. It was not easy to write like this. 10. To understand all is to forgive all. 11. It would not be possible for a human and intelligent person to invent a rational excuse for slavery. 12. A young man was reported to be ... completely under the thumb of his mother. 13. The lady turned out to be nice, and the chrysanthemums were enormous and extraordinary beautiful. 14. For Tom to win was going to be a difficult thing.

### II. Complete the following so as to use *the complex subject*.

1. You are supposed ... 2. He said somebody was supposed ... 3. Several thousand people are expected ... 4. I will not deny that several times I was tempted ... 5. What time are you supposed ...? 6. The train was seen ... 7. This was supposed ...

### III. Paraphrase the following using the complex subject.

1. The Crimea was visited by numerous hikers last summer (to know). 2. She is busy to day (to suppose). 3. This path is used often nowadays (to know). 4. She arrived in the evening (to expect). 5. His hobby often keeps him up (to say). 6. He is a good specialist (to believe).

### IV. Complete the following sentences so as to use a *For-complex with the Infinitive*.

It was bad experience for me ...

It took a moment for ...  
It would be more sensible for ...  
It would be better ...  
It took ten minutes for ...  
It is a joy for him ...  
It would be hard for her ...  
It is time for me ...  
It is unusual for a person ...

## V. Translate into English using the Infinitive as the subject.

1. Говорят, что он живет где-то на крайнем Севере.  
2. Считали, что она прекрасно играет в теннис. 3. Приятно находиться вне помещения в такую погоду. 4. Стихи трудно переводить. 5. Было известно, что он принимал участие в экспедиции. 6. Говорят, что его старшая сестра занимается художественной гимнастикой уже три года. 7. Было бы просто великолепно, чтобы Барт был с нами.

**2. THE PREDICATIVE.** It is worth while distinguishing two types of compound predicates: *BE – Predicates* and *V – Predicates*. The difference is too evident to be missed: the predicative Infinitive in *BE – Predicates* and the subject of the sentence can easily exchange their positions and functions, which is not the case with *V – Predicates*.

1. Her dream was *to become an actress*. – *To become an actress* was her dream.

2. He began to paint when a boy of ten. – \* *To paint* began he ...

### A. *BE – PREDICATES*

There is one basic pattern to illustrate the predicative function of the Infinitive in *BE – Predicates*: *N/Clause – BE – to Inf*

1. The only thing to do was *to keep* quiet.

2. What I want is *to be left* alone.

And two modified variants to follow:

a) *N/CI – BE – wh – to Inf* (wh= *when, where, which, what, who*)

1. The problem is *where to raise* some money.

2. What is important is *which to choose*.

*N/CI – BE – for N2 – to Inf*

1. The best way out is *for you to tell everything*.

2. My only wish was *for you to be happy*.

The “for – N” denotes here the subject of the action denoted by the Infinitive, the subject other than the subject of the whole sentence. All sentences with the *for-N* can be easily traced back to two initial elementary structures like in “*My only wish was for you to be happy*”:

1. My only wish was – N/A/Inf

2. You should be happy

## B. *V – PREDICATES*

1. Modal Predicates:

1.1. *N – V mod – (to) Inf* (V mod – *must, should, ought, have, be, need, can, may, might, would, will, shall*).

1. She may *come* yet.

2. She might still *be waiting*.

3. You don’t have *to go*, if you don’t want to.

1.2. *N – had better – Inf* – Advice

*N – would rather – Inf* – Preference.

1. You’d better *go* there.

2. I’d rather not.

1.3. *N – cannot but – Inf* – Absence of choice

I cannot but *agree* with you.

1.4. *N – V seem – to Inf* (V = *seem*)

1.4. *N – V seem – to Inf* (*appear, happen, prove, turn out*).

1. He seems *to have written* a good poem.

2. I happen *to have told* him about it.

3. He appeared *to be enjoying* the concert.

2. Aspective Predicates:

2.1. *N – begin/start – to Inf* (Ingressive action)

*N – continue – to Inf* (Progressive action)

*N – finish/cease – to Inf* (Egressive action)

Some of the phase verbs like *begin, start, continue, go on* can be followed by both the Infinitive and the Gerund. The difference, in general, seems to be as follows:

Begin / start + G – uninterrupted, processive action;

Begin / start + Inf – factual or restricted action

Continue / go on + G – uninterrupted processive or intensive action

Continue / go on + Inf – a) factual or restricted action; b) resumed action after interruption.

2.2. *N – would – Inf* (Iterative action)

*N – used to – Inf* (Iterative and “long passed” action).

## EXERCISES

**1. Translate the following into Russian.**

1. Old Jolyon said simply, “I suppose I ought not to have come here, Jo!”

2. “I thought a nice visit might cheer you up”, said Miss Packard.

3. She had to be at seven the next morning.

4. You ought to have learnt by now that I know my own mind.

5. ... I am to be given more food and drink.

6. Mrs Davers began to cry

7. Pyle continued to unpack.

8. You know all I can tell you about Pyle.

9. I could have crumpled them (the papers) up and thrown them at him, only they would not have hurt.

10. I fancy he must have belonged to some society...

11. You must see that I cannot take the responsibility.
12. The loss of his job meant to be poor again.
13. All I wanted to do was to cut the formalities short.
14. I ceased to be afraid of her as I had really been all day.
15. The only service you can do him is to keep quiet.
16. All he wanted was for me to get out of his sight.
17. My job is to please my guests.
18. The least I can do is to give them a chance.
19. The last thing I want is for him to think I'm deceiving him.
20. The rector was obliged to take up the money at a ruinous interest.

**II. Complete the following using the infinitive as predicative.**

1. All they do ...
2. To get straight to the best is ...
3. The only safe and sane thing to do was ...
4. What my father should do is ...
5. My original idea was ...
6. All I wanted to do was...

**III. Ask questions and give answers as in the model:**

***Model:***

*What is the best way to master a foreign language?*

*The best way to master a foreign language is to speak it as much as possible. It is to speak it as much as possible.*

1. What is your occupation?
2. What are your plans for summer?
3. What's the young peoples' favorite entertainment?
4. What's the best way to preserve one's health up to old age?
5. What's your purpose of learning English?
6. What's the best way to become a good tennis player?

7. What's the best way to solve the problem?
8. What's your decision?
9. What's the best thing for me to do?

**3. THE ATTRIBUTE.** There is not very much to say about the attributive function of the Infinitive from the paradigmatic angle except, perhaps, for the few constituent features:

a) The Infinitive must immediately follow the noun it modifies allowing no words to cut in between the noun and itself except for a *for-N* phrase which may appear before the Infinitive to denote its subject (or agent) explicitly if necessary:

1. There's no *need to tell* her about it.
2. There's no need *for you to tell* her about it. (You needn't tell her about it, she knows it).

b) Of the morphological forms the most common in this function is the Indefinite Active Infinitive (the Indefinite Passive, the Continuous Active forms are by far less common than the Indefinite Active form):

1. I have no *time to lose*,
2. We made a list of things *to be taken*.
3. For a moment I had a fierce longing *to be drinking* Old (a beer) at the St. Clair with Alice.

The Perfect Infinitive is a rarity in the attributive function due to its meaning of priority which sets the attributive feature and its bearer apart.

1. I am one of the very few *to have witnessed* a multitude of barbaric crime.
2. They are one of the four teams *to have defeated* the "Dynamo".

c). Attributive relations between the Infinitive and modified noun (... – *N – to Inf* ...) have been derived from predicative deep structures with *Vf* (finite verb) or *BE*-structures with the Infinitive as Predicatives *N – Vf* or *N – BE – to Inf*.

1. You are the man *to do* it. – You are the man. You *will (can)* do it.

2. They made another attempt to rob the bank. – The attempt was to rob. – They *attempted to rob* the bank.

When it comes to syntagmatic implementation of paradigmatic properties of the attributive Infinitive a thousand factors seem to begin to matter: the structural meaning of the sentence pattern, the subclass semantics of the verb and the noun which is modified and many others.

And yet a certain summary of syntagmatic relation of the attributive usage of the Infinitive is not absolutely impossible.

The basic structural pattern seems to be .smaller than a sentence – it's an attributive phrases:... – *N – to Inf – ...* which can occur in an *N –* position of a sentence. And yet it stands to reason to set out the following sentence patterns according to the subclass of nouns or their substitutes which are being modified by the Infinitive.

1. *N1 – Va/ be – N2 – to Inf*

a) There's a very strong covert modal meaning of "necessity/possibility" when the *N2+ Inf* can be transformed back (denominalized) to a sentence containing modals *can, should, must*. Very often the *N2 –* is a countable class noun.

1. I have a book *to read*. – I have a book which I can read.

2. I have nothing *to say*. – I have nothing which I can say.

3. There were no sons *to carry on* his business. – There were no sons who could carry on his business.

4. Whenever there's any packing *to be done*. – Whenever there's any packing that must be done.

5. I told him there was nothing *to worry about*. – I told him there was nothing we should worry about.

b) When the noun modified by the Infinitive is a direct derivation from the corresponding verb or a 'state' adjective there is no modal meaning and the attributive phrase can be denominalized to a sentence with verb–complement relation (*wish, permission, desire, promises, urge, temptation, determination, recommendation, tendency, obligation, etc.*).

1. I have no wish *to change*. – I don't wish to change.

2. He's got permission *to leave*. – He was permitted to leave.

3. His reluctance *to go* surprised me. – He was reluctant to go which surprised me.

4. His willingness *to help* was suspicious. – He was willing to help which was suspicious.

c) There seems to be a strong causative meaning implied by the *N – to Inf* construction with the nouns like *impulse, feelings, ignorance, patience, power, nerve, cheek, sense, taste, spirit, imagination, decency, courages* ... etc. The semantic interpretation of the attributive phrase may run as follows; the presence of the quality or property denoted by the noun enables the agent to perform the action denoted by the Infinitives i.e. “causes the action to take place”.

1. She had the courage *to tell* the truth. – ... which enabled her to tell the truth = ... that's why she told the truth.

2. I had an impulse *to run away*. – ... which made me run away = which caused me to run away.

3. You've no right to ask these questions. – ... which makes you ask these questions.

2. *N1 – Vf/be – N2 – for -N3 – to Inf*. Practically this is an extended variant of the previous sentence pattern in which the attributive Infinitive is preceded by the *for-N* phrase denoting the agent of the Infinitive action when the agent is other than the subject of the sentence.

1. I told him there was nothing *for him to worry about* (not for me or for us).

2. a. There's only one way *to do it*. b. There's only one way *for me to do it*.

c. There's only one way *for us to do it*.

a. There's only one way *for them to do it*.

The *for-N* never occurs before the Infinitive if the Infinitive's agent coincides with the subject of the sentence or is not specified at all (in the latter case the sentence is a so called universal truths meaning “for any one or every one”).



3. ***N- be – the first/last – to Inf***

1. Andrew was the third to be interviewed.
2. She was the last to leave.
3. I'll be the last to say this to you.

4. ***N/Pr – is/isn't – a/the -man – to Inf type***

1. Marion was not the type to put on weight – ... who could put on weight.
2. He was not the man to do rash things → ... who could do rash things.
3. Remember, Roger is a man to be watched (to watch) – ... who must / should be watched.

*Note:* Prove that sentence (3) with the active infinitive is ambiguous: Remember, Roger is a man to watch ...

5. ***N/Pr – have/have got – N subst – to Inf***

N subst = *much, little, enough, no more, a lot, a great deal; nothing, something, something else, something awful, nobody.*

1. I have a lot to do for tomorrow.
2. I have nothing to do until after three.
3. There's something else to be considered.
4. He's got something awful to tell you.

6. ***There – be – no – N – to Inf***

1. There was no sound to be heard.
2. There were no birds to sing.

## EXERCISES

### I. Translate the following into Russian

1. It's the only thing *to do*.
2. He is not the man *to do it*.
3. There was nothing *to be done*.
4. There was nothing *to do*.
5. There wasn't a sound *to be heard*.
6. There were no birds *to sing*.
7. There was nothing *to say*.
8. There was nothing *to be said*.
9. It's a book *to read and remember*.
10. I'll be the last *to speak* bad of him.

## II. Recast attributive clauses into attributive infinitive phrases (follow patterns 1 – 6)

1. He's the only man *who can do it better*. 2. She will always find something *she can complain about*. 3. There is simply nothing *anyone can do about it*. 4. His mother was the first *who kissed her and wished her good luck*. 5. He said he had no courage *which could enable him to do that*. 6. There was nothing *which was to be done*. 7. He had a strong impulse *which was making him stand up and say "no"*. 8. The best thing *which they could do* was to leave everything intact. 9. Have you got anything *which can add*?

## III. Complete the following sentences by attributive infinitives. Give variants where possible.

1. Is there anything \_\_\_\_ in the ice- box? 2. I wonder if you're the man \_\_\_\_\_. 3. Who was the last \_\_\_\_\_? 4. I have no time \_\_\_\_\_. 5. She is not a girl \_\_\_\_\_. 6. It was just the thing \_\_\_\_\_ under the circumstances. 7. It's not a dress \_\_\_\_\_ with flat heels. 8. It's a film \_\_\_\_\_. 9. Was there anything else \_\_\_\_\_? 10. I'll give you something \_\_\_\_\_ on the train.

## IV. Translate into English using the patterns with attributive infinitives.

1. Он был не таким человеком, чтобы передумать. 2. Ему больше нечего было сказать. 3. Кто последний выходил из комнаты? 4. Вот план кинотеатра, который будет построен на этой площади. 5. Думать было некогда. 6. У меня нет желания спорить с вами. 7. Нам нужно отпечатать еще пять писем (два варианта). 8. Я так занят, у меня так много дел. 9. Нет никакой необходимости, чтобы мы еще здесь оставались. 10. Он сказал предложение, чтобы этот доклад был прочитан (сделан) еще раз, чтобы его услышал каждый. 11. Он говорил о желании написать книгу.

#### 4. THE COMPLEMENT

I. The Infinitive which “completes” the predicative core of a sentence is called a complement. Normally it occurs after transitive verbs like *afford, agree, arrange, ask, attempt, beg, decide, expect, fail, forget, hate, prefer, remember, regret*, etc. 1. The basic pattern is **N – Vtr – to Inf**:

1. I cannot afford *to spend so much*,
2. He didn't want *to be left alone*.

**Note 1.** Be careful about the verbs *regret, forget, remember* which admit of either the Infinitive or the Gerund which depends on the kind of meaning realized by these verbs:

a) **remember + G** – retrospective meaning, referring to smth that took place in the past or before the moment of speech.

1. I shall always *remember meeting*\_you for the first time.
2. Now I *regret telling* him this sad news.

Cf. Russ. *сожалею / помню / забыл, что / как видел, оказался, повстречал ...*

b) **remember + Inf** – perspective meaning, referring to what will happen in future, after the moment of speech.

1. Don't worry, I shall *remember to post* your letter.
2. I regret *to tell* you this, but I have to.
3. She always forgets *to give* me my pocket money.

Typical Mistakes:

\*1. I don't remember *to have said it* (I don't remember saying it).

\*2. Please remember *posting my letter*\_(Please remember to post my letter).

\*3. Don't forget *writing to your parents* (Don't forget to write to your parents).

**Note 2.** The verb *like* combines with both the Gerund and the Infinitive:

a) **like + G** – “enjoy doing smth”:

I like *walking* in the rain.

b) *like* + *Inf* – “choose to , be in the habit of”

I like *to get up* early. I didn't like *to disturb* you.

**Note 3.** Both Gerundial and Infinitival complements can occur after the following verbs: *allow, advise, forbid, permit...* etc.

G – when no personal agent of the action is implied:

1. We don't allow smoking here.

2. I wouldn't advise taking a car – there's no place to park.

## II. *N – V tr – (N) who – to Inf*

The Infinitival complement is expanded by a “wh-” word after the verbs *know, wonder, consider, thinks understand, find, ask, tell, explain, ...* etc.

1. I wonder *who (m) to invite*.

2. Show us *what to do*.

## III. *N – V tr – N/pr – (to) Inf*

This pattern illustrates the use of the Infinitive as part of what is conventionally called “Complex Object” (or Accusative with the the Infinitive construction). The combination *N/Pr – (to) Inf* is actually derived from an elementary sentence pattern *N/Pr – Vf* by converting the *Vf* into the *Inf (Vf – V to)*, which ruined the initial overt predicative relations between the *N/P* and the *Vf* turning them into covert, “secondary” predication. So the “Complex Object” pattern can be said to constitute a specific syntactic structure which may be called “semi – complex”. The mechanism of derivation runs as follows:

1. He expected – N.

2. She was happy – her to be happy. He expected *her to be happy*.

3. He helped – N

4.1 moved in – me (to) move in

He helped *me (to) move in*.

After a number of verbs the infinitive in the Complex Object is used without the particle *to*:

(a) the verbs of physical perception – *see, hear, feel, notice, watch*:

1. He saw his brother's face change.
2. They made me do it.
3. Have the porter bring the luggage, please.

(b) With verbs expressing *permission, request, order and compulsion, intention, liking, and disliking, planning, mental perception* the Infinitive is marked with the particle *to*:

1. She caused a telegram to be sent to him.
2. The officer ordered the soldiers to line up.
3. He advised his brother to stay.
4. Would you like me to stay?
5. I arranged for them to meet next day.
6. We allowed a little time to pass before we went in ...

#### IV. *N – Vtr – IT – A/N – to Inf*

In this pattern a transitive verb (*V tr*) is followed by a very Complex Complement (*it – A/A – to Inf*) derived from the pattern *It – be – A/N – to Inf* which has been treated above as “analytical subject” (*It ... to Inf*).

1. I found it difficult to concentrate on my work that morning.

a) I found – NP,

b) It was difficult to concentrate on my work that morning  
(← To concentrate on my work that morning was difficult)

The number of verbs in the *Vtr* – position is limited: *find, think, believe, consider, feel* (= understand), *make*.

#### V. *N – be – A – to Inf*

This may be called “situational complement” for the Infinitive specifies and completes the situation (*N – be – A*) in a very much the same way as after a transitive verb (*N – V tr – to Inf*). The compound nominal predicate here is semantically too general

and unspecified “to express a complete thought” and requires an infinitive phrase to complete the sentence structurally and semantically.

1. I am sorry to have done you harm.
2. Dinner was ready to be served.
3. The language is difficult to understand.
4. She was not easy to convince.

#### VI. *N – be A – for N – to Inf*

The *for-N* appears before the Infinitive if its subject is other than the subject of the *be – A* predicate.

1. Re was impatient for me to meet them.
  - a) He was impatient – NP.
  - b) I (should) meet them → for me to meet them.
2. I am prepared for everyone to accuse me of being foolish.
  - a) I am prepared – NP.
  - b) Everyone will accuse me of being foolish → for everyone to accuse me of being foolish.

### EXERCISES

#### 1. Translate the following into Russian:

1. I mean to get it all right.
2. He refused to take money because he could not give any guarantee that the treatment would help.
3. Certainly you yourself considered it important enough to come down here last fall to testify for us.
4. I know you find it difficult to remember Chinese names.
5. I saw her sharp glance soften and her smile become quite gentle...
6. I heard her put a tray down on the end of the bed.
7. Dinny wrote a letter to her brother ... and asked him to come over for her in the car.
8. Why don't you phone the girl and ask her to go out with you.

9. ... “What if Mr Hoylake comes in?” – “He’ll order me to leave you alone”...

10. The doctor advised my sister to keep her bed for some days more.

11. He waited for Bert to say something.

12. Young men of this class never do anything for themselves that they can get other people to do for them.

13. Bow she waited for Frank to speak.

14. “My love”, he observed, “perhaps, you will allow me to remark that it is barely possible that I do feel my position at the present moment”.

15. You make me think of spring flowers.

16. Conrad pulled out a chair and made her sit down.

## **II. Form complex object with the infinitive put of the elements in brackets.**

1. I don’t wish (you, to understand) me.

2. When he came in he wanted to call you, but I persuaded (he to wait, until morning).

3. I cannot allow (you, to throw) away an enormous property like this.

4. Soames must have been pressing (she, to go) back to him again, with public opinion and the law on his side, too!

5. She laughed and I heard (she, to strike) a match.

6. He flushed indignantly but forced (oneself, to answer).

7. I felt they expected (I, to say) clever things and I never could think of any till after the party was over.

8. Maybe I could get (he; to pay) her seventy-five a week.

9. Then she turned to the window and asked (me, to open) it.

10. The daughter turned uneasily not because it irritated her to work but because she hated (people, to guess) at the poverty that made it necessary.

### **III. Substitute complex object with the infinitive for the subordinate clause.**

1. They supposed that the man was the captain of the steamer.
2. They expected that I should come soon.
3. We saw that they were looking the catalogue through.
4. Do you know that he is a good specialist in heart diseases?
5. When I am feverish I feel that all my body shivers with cold.
6. The doctor declared that the case was a serious one.
7. I don't like when people behave like that.
8. She thought that he was well-read in history.
9. They found that the report was rather interesting.
10. I consider that he is very clever.
11. She did not mean that I should return so soon.

### **IV. Translate the following into English using infinitives as objects in sentences with a formal *It*.**

1. Мне было трудно сосредоточиться все утро (to find – difficult).
2. Тебе будет нелегко забыть этот случай (to find – hard).
3. Он решил, что очень хорошо спать в своей собственной кровати (to find – good).
4. Я считал возможным задать еще один вопрос (to think – possible).
5. Я решил, что с ним нельзя быть откровенным (to find – impossible).
6. Сочтете ли вы это удобным, если я зайду к вам в понедельник? (to find – convenient).
7. Настроение Хью не позволило мне обратиться к нему с просьбой (to make – impossible).
8. Я почувствовал, что было несколько неразумно продолжать разговор на ту же тему (to feel – unwise).
9. Заботливость тетки дала ей возможность привыкнуть к новому образу жизни (to make – possible).
10. Он считал странным, что Том пришел (to think – odd).



## V. Translate the following into English.

1. Я не хочу, чтобы вы приходили так рано.
2. Она видела, что он взял эту книгу.
3. Мы видели, что студенты разговаривали с деканом.
4. Вы заметили, как она ушла?
5. Я ожидаю, что она вернется около пяти.
6. Он видел, что она сидела в кресле и просматривала журналы.
7. Он не слышал, как его дочь вошла в комнату.
8. Когда я вошла в комнату, я увидела, что он писал письмо.
9. Его мать хочет, чтобы он стал врачом.
10. Все считают её умной и трудолюбивой.
11. Мы любим, когда он нам рассказывает интересные истории о своих путешествиях.
12. Я не ожидала, что они вернутся так скоро.
13. Она пропустила много занятий по болезни. Но мы предполагаем, что она быстро догонит группу.

**V. ADVERBIAL MODIFIER.** As an adverbial modifier the infinitive is widely used to express the following circumstantial characteristics of the finite verb predicate: purpose, result (consequence), manner (through comparison) and condition. The first two semantic types seem “to attract” the infinitive much more than manner and condition.

**V.1. The Adverbial Modifier of Purpose.** This universal semantic piece of the sentence is rendered by the no less universal syntactic pattern *N – Vf – X – to Inf* which may be strengthened and specified by purpose conjunctions *in order* and *so as* which serve as formal signals of purpose, differentiating this pattern from the structurally identical one which is used to express result or consequence (see below).

- a) I stopped for a minute *to rest*.
- b) I got up early *in order* to have time *to pack*.
- c) I ‘m going to start right now *so as not to miss the train*.

The conjunctions *in order* and *so as* tend to become obligatory in case the infinitive is negative (see (c) above). So the explicit pattern to express only purpose looks *N -Va. - X - in order /so as - to Inf*. The inquisitive reader may have noticed already a specific semantic feature of the above patterns – the actions of the *Vf*, and the *Inf* are ascribed to one and the same agent.

If the actions of the *Va* and the *Inf* are performed by different agents the *For-N2* is introduced to denote the agent of the infinitive which turns the above pattern into the following structure: *N - Vf - X - for - N2 - to Inf*:

- a) They took us to the stadium for us to watch a football match;
- b) He moved to the left for Marian to have a better view of the stage.

## **V.2. The Adverbial Modifier of Result (Consequence).**

Undoubtedly this semantic type of adverbial modifiers has the widest and most varied set of syntactic constructions and at least six of them are worth while mentioning here.

### **1. N - be - so - A - as - to Inf**

The wind was so strong as to rattle the window panes.

### **2. N - be - such as - to Inf**

- a) The wind was such as to rattle the window panes;
- b) The fog was such as to blur the opposite houses.

### **3. N - be - A/N - enough - to Inf**

- a) I'm old enough to be your father.
- b) He was quick enough to catch the criminal by the elbow.

These three patterns seem to be close and similar semantically and one can roughly interpret them as “N has so much of a certain property that it results in another action or state denoted by the infinitive.”

Syntactic structure (4) with the intensifier *too* is semantically close too (3) but differs from the latter in that that its result is so to say negative though there is no explicit negation whatsoever.

#### 4. *N – be – too – A – to Inf*

a) He is *too* lazy to get through the examinations – ... and (that is why) he cannot (will not) get through the examinations.

b) She is *too* young to marry yet – ... and (that is why) she cannot marry yet.

More often than not both the finite verb predicate and the adverbial infinitive refer to the same subject (agent) which occurs only once before the finitive verb (and is zeroed before the infinitive). However the adverbial infinitive may have an agent different from that of the finite verb. Normally it is introduced into the pattern by means of the preposition *for*:

#### 4a. *N.. – be – too A – for N – to Inf*

a) It was too far for me to recognize any one there.

b) The wind is too strong for the boat to go out to sea – ... and the boat cannot go out to sea.

**Note.** If the agent of the adverbial infinitive is indefinite personal (like *any one, every one*, etc.) it is, of course, zeroed and the 4a. – pattern coincides with the 4 pattern:

a) The wind was too strong (*for any one, for any boat*) to go out to see.

b) The problem is too difficult to solve (*for any one*).

#### 5. *N – Vf – ... – to Inf*

a) He went to Africa *to die of malaria* – ... and died of malaria.

b) They met at last never *to part again* – ... and never parted again.

The point about this pattern is that it looks like the universal “purpose–pattern” discussed above in V.1. The difference in meaning, however, is not too difficult to tell either by the context or by different transformations. Confer, for instance,

a) She came downstairs to find nobody in the hall →

\*... *in order* to find nobody in the hall (purpose is nonsensical here) – ... and found nobody in the hall (She came downstairs. She found nobody in the hall).

b) I did my best to stop her but failed → \* and stopped her but failed (I did my best. I stopped her. I failed) – nonsense.

– ... in order to stop her but failed

– ... in order that I might/could stop her but (I) failed.

The differentiating mechanism is clear enough to need further comment.

#### 6. *N- have- only/but- to Inf – ... – to Inf*

a) I had only to look at Mother to know the answer → ... and (I) knew / could know the answer.

b) You had but to stretch out your arm to take it → ... and you would/could take it.

There is not much to be said about the pattern in question except that it may as well be viewed as a variant of pattern (5) in which the simple verbal predicate *V-* is expanded by the modal verb *have* with the intensifier *only/but*.

### **V.3. The Adverbial Modifier of Manner (Comparison).**

This semantic type of the adverbial modifier may be interpreted as “N performs the action of the finite verb predicate in such a way which makes it similar to the action of the infinitive (or which resembles the action of the infinitive), though the action of the infinitive verb is not actually carried out”.

The infinitive is introduced into the pattern by the unreal conjunctions *as if/as though N – Va – X – as if/as though – to Inf:*

a) He opened his mouth wide *as if to speak (to say something)*.

b) She smiled and turned away *as though to go out*.

Strictly speaking, the semantics of this adverbial modifier is not simple and clear enough for it overlaps on the meanings of intention and hypothetical purpose. This conclusion is strongly imposed by the possibility of denominalizing the infinitive phrase, i.e. transforming it back to the initial subordinate clause.

a)... → He opened his mouth wide *as if he were going to speak*.

b) ... → She smiled and turned away as though *she were going to go out*.

The above speculations may well be quite plausible, and yet one cannot but admit that the meaning of manner here is the strongest, because the semantic function of the infinitive phrase is certainly to show the way and manner in which the predicative action is performed.

To get convinced that it is really so one has but make use of the good old traditional “question test”, i.e. put a question logically compatible with the semantic function of the infinitive phrase (adverbial modifier).

a) \* *What* did he open his mouth wide *for*?

– ... as if to speak-incompatible

b) *In what way/manner* (How) did he open his mouth wide?

– ... as if to speak (as if he were going to speak) – compatible and plausible.

This semantic function is realized by means of comparing the predicative action to that of the infinitive. The unreality of the comparison arises from the fact that the actions are entirely different and incomparable.

**V.4. The Adverbial Modifier of Condition.** This semantic function of the infinitive is rare enough and has no syntactic pattern of its own. Basically it is again the universal pattern *N – Va – X – to Inf* in which the infinitive occurs rather in the opening position than in the (final) closing (one), i.e. *To Inf -N- Vf – X*:

a) *To hear him talk*, one might think he was a celebrity.

b) *To look at his pictures*, one would have thought that he was a genius.

The number of the verbs to occur in the infinitive position here is limited. Usually they are the verbs of physical perception *look, hear; listen*: the *N* – subject is very often either the indefinite pronoun *one* or the personal pronoun *you* in a generic meaning.

The infinitive phrase can easily be transformed back to a conditional clause with real, problematic or unreal condition, as the case may be:

To hear him talk,... → If you hear him talk ... → If you *should hear* him talk, ... → If you *heard/had heard* him talk ...

## EXERCISES

**1. Define the type of the adverbial modifier expressed by the infinitive. Translate the sentences into Russian.**

1. I came home to tell you something, Dad.
2. Erick would glance up from his work from time to time to watch his son.
3. Write down my address not to forget it.
4. It (the tower) was large enough to contain a narrow winding staircase of stone ...
5. Andy had been too restless to spend month after month in the backwoods.
6. ... only at odd moments was Erick able to glance back ... and wonder how he could have been so blind as not to see that he would get himself involved in endless work.
7. He turned away from her warm embrace to stare at the ceiling.
8. He took the advantage of this confusion to escape and ran up the stairs to the studio.
9. To hear him one would think he was as poor as a church mouse.
10. Soft as a tom-cat, he crossed the room to press the bell
11. He rarely went out except to take part in the social life of the town.
12. To avoid my mother's questions, I went up to my room.
13. He took the picture down from the easel only to put it back against the wall.
14. You had only to look round to find a man to do the job.

15. He put his suitcase down and put his two hands to his face as if to cool it.

16. You ought to know better than to ask questions like that.

17. He sneaked out of the house through the back door so as not to explain anything.

18. But I did not come here in order to gain anything.

19. He ran his hand through his hair as though to tidy it.

## **II. Combine the sentences so as to use the infinitive.**

*Model I: Mr Simpson is very old. He can't work → Mr Simpson is too old to work.*

*Model II: My cousin plays the violin well. He can give a concert. → My cousin plays the violin well enough to give a concert.*

1. She is still young. She can't travel to London alone.

2. John doesn't earn much. He can't buy it.

3. He was very late. He didn't catch the 12:30 train.

4. I can see you aren't clever. You can't do these calculations in your head.

5. You don't know the poem well. You can't recite it in front of the class tomorrow.

6. He was very far. He couldn't see what they were doing.

7. The water in the lake is Very cold. I can't bathe.

8. You are very quick. You can easily catch up with the group.

9. You don't understand it. You are too young.

10. You are clever. You can answer any question.

11. The weather is warm. We can go out.

12. This tea is too hot. I can't drink it.

13. You are too angry. You couldn't speak.

14. It is so foggy to day. I can't drive the car there.

15. My cousin plays the piano very well. He can perform at a concert.

16. He has recovered. He can attend classes.

17. He is strong enough. He can climb up this mountain.

**III. Complete the following using the infinitive as adverbial modifier of**

***a) purpose:***

1. The family had gathered ...
2. She might have dropped in ...
3. She bowed graciously and turned ...
4. We climbed up the mountain ...
5. He rose from his chair ...

***b) result:***

1. The novel was easy enough ...
2. She was too sad ...
3. He couldn't do enough ...
4. He knew enough of the country ...
5. We are too aware of the fact not ...
6. He was too astonished ...

**IV. Translate the following into English using infinitives as adverbial modifier.**

1. Я был слишком возбужден, чтобы есть.
2. Мой сын был достаточно взрослым, чтобы заметить мое настроение.
3. Будь добр, закрой дверь.
4. Я сказал, что я слишком занят, чтобы разговаривать, и положил трубку.
5. Он был слишком ленив, чтобы относиться к своей профессии серьезно.
6. Всегда легко найти основание для того, чтобы ничего не делать.
7. Он так устал, что был не в состоянии раздеться.
8. Я был слишком робок, чтобы заговорить с девушкой или даже посмотреть на нее как следует.
9. Жена фермера приходила каждый день, чтобы убирать комнаты и готовить еду.
10. Он позвал Лолу назад, как будто для того, чтобы извиниться за что-то.



11. Она не хотела оставаться наедине с мужем, чтобы не обсуждать с ним дел.

12. Свет был недостаточно сильным, чтобы я мог видеть выражение его лица.

13. В то время он недостаточно хорошо себя чувствовал, чтобы путешествовать.

14. Он ополоснул лицо и голову ледяной водой, словно для того, чтобы охладить лихорадку.

15. Затем он вернулся, чтобы поговорить с кем-то внутри дома.

16. Он делал все возможное, чтобы подружиться с нами.

17. Свет был недостаточно сильным, чтобы я мог видеть выражение его лица.

18. Он надеялся, что Филипп пришел, чтобы все объяснить.

19. Он начал о того, что вымел в коттедже.

20. Майкл был слишком раздражен, чтобы ответить сразу же.

**VI. PARENTHESIS.** Not infrequently the infinitive is used parenthetically, i.e. “freely” and independently, syntactically and semantically as well. In this case the infinitive has no fixed position in a sentence pattern nor is there a special syntactic pattern. And yet the infinitive seems to prefer the initial position rather though it may as well occur anywhere, in the middle or at the end of the sentence.

a) *To make a long story short*, the company broke up.

b) He is not too intelligent, *to put it mildly*.

The most frequent phrases which occur in this function (which is too indefinite and general to be properly interpreted) are as follows: to tell the truth, to put it plainly, to crown (it) all (up), to be more precise, to say nothing of ..., etc.

One cannot fail to see that in different contexts semantically the infinitival parenthesis comes very closely to condition, purpose

or result or presents a medley of them all, which is natural, it seems.

a) To make a long story short... → In order / so as to make a long story short (sounds like purpose)

b) He is not too intelligent, to *put it mildly* →... if you put it mildly / if you want to put it mildly (looks like condition, doesn't it?).

## EXERCISES

### **1. Point out infinitive phrases used as parenthesis. Translate the sentences into Russian.**

1. "I'm no angel!" And, to say the truth, she certainly was not.

2. "Pshau," replied Renwick. "To put it bluntly, it doesn't do to cry stinking fish..."

3. To cut a long story short, the infant that has just gone out of the room is not your son.

4. To begin with, he did not like the way his editor ... had spoken to him that morning.

5. Truth to tell, he wanted to say a great deal.

6. To speak frankly, I am not in favor of long engagements.

7. The prospective buyer is someone who is not, to put it mildly, a supporter of female emancipation.

8. Anyway, just to begin with, don't you think you might treat me as a moral equal?

9. To be frank with you, he didn't pay. That's the truth.

### **II. Make up sentences with the following infinitive phrases used as parenthesis.**

1. To tell the truth ...

2. To judge by her appearance ...

3. To put it mildly. ...

4. To begin with ...

5. To make a long story short ...

6. ... to say nothing of his valuable collection of old coins.

7. To speak candidly
8. To be more exact ...
9. To be quite truthful ...
10. To go into particulars ...

### III. Translate into English.

1. *По правде говоря*, я читал эту книгу в переводе.
2. Бесплезно противоречить вам; вы очень упрямы, *чтобы не сказать больше*.
3. *Мягко выражаясь*, он не сказал вам всей правды.
4. *Короче говоря*, их вина осталась недоказанной.
5. *По правде говоря*, я был несколько встревожен, но теперь это прошло.
6. Он привез с собой коллекцию индийских художественных вещей, *не говоря уже о значительном состоянии и нескольких рабах*.
7. *Строго говоря*, их присутствие не является необходимым.
8. *Если быть откровенным*, мне очень не нравится её поведение и отношение к делу.
9. В тот день я застрял в лифте и опоздал на важную встречу и, *к довершению всего*, сломал очки, поскользнувшись на тротуаре.
10. Он был груб, *чтобы не сказать больше*.

## THE PARTICIPLE

The participle is a non-finite form of the verb which has a verbal and an adjectival or an adverbial character. There are two participles in English – Participle I and Participle II, traditionally called the Present Participle and the Past Participle: *smiling*, *received*:

**He came in *smiling*.**

**The letters *received* today must be answered immediately.**

**Note:** These traditional terms are open to objection on the ground that Participle I does not necessarily refer to the present, just as Participle II need not refer to the past. The difference between them is not a difference in tense, but chiefly a difference in voice.

## Section I. The Morphology of Participle I

**1. The spelling rules of Participle I.** Participle I is formed by adding the suffix *-ing* to the stem of the verb. The following spelling rules should be observed:

1) If a verb ends in a mute *e* the mute *e* is dropped before adding the suffix *-ing*: *drive – driving, close – closing*.

2) If a verb ends in a consonant preceded by a vowel rendering a short-stressed sound, the final consonant is doubled before adding the suffix *-ing*: *to run – running, to stop – stopping*. A final *l* is doubled if it is preceded by a vowel letter rendering a short vowel sound, stressed or unstressed: *to travel – traveling, to expel – expelling*.

3) The verbs *to die, to lie, to tie* form Participle I in the following way: *ie + ing → y + ing: dying, lying, tying*.

**Note:** A final *y* is not changed before adding the suffix *to deny – denying, to comply – complying*.

**Verbal characteristics of Participle I.** The tense distinctions of Participle I are not absolute but relative. Participle I Indefinite Active and Passive usually denotes an action simultaneous with the action expressed by the finite verb. Depending on the tense-form of the finite verb it may refer to the present, past or future

Active Indefinite

Passive Indefinite

*seeing*

*being seen*

*writing*

*being written*

**Looking up he saw a wooden box.**

**When *reading* The Pickwick Papers, you will roar with laughter.**

***Being asked to help organize the meeting, Robert agreed at once.***

Participle I Perfect Active and Passive denotes an action prior to the action expressed by the finite verb.

Active Perfect

Passive Perfect

*having seen*

*having been seen*

*having written*

*having been written*

***Having read the newspaper, he wrote some business letters.***

***Having asked the secretary to bring the newspaper, Mr. Jones returned to his office.***

Sometimes Participle I Indefinite denotes an action referring to no particular time:

**The fence *surrounding* the garden is newly painted.**

Participle I of transitive verbs has special forms to denote the active and the passive voice:

Active

Passive

*seeing, writing*

*being seen, being written*

*having seen, having written*

*having been seen, having been written*

**When *writing* letters he does not like to be disturbed.**

*Being written* in pencil the letter was difficult to make out. *Having written* some letters he went to post them.

*Having been written* long ago the manuscript was illegible.

## EXERCISES

**I. Give Participle I of the following verbs:** to see, to stop, to write, to lie, to drive, to die, to open, to leave, to run, to forget, to admit, to expel, to give, to close, to travel, to deny, to comply, to tie.

**II. State the form of Participle I:** writing, having been written, having written, being written, being asked, having been forgotten, admitting, having arrived, smiling,

**III. Give the Passive Participle I (Perfect, Non-Perfect) of the following verbs (where possible):** to write, to ask, to smile, to laugh, to arrive, to die, to deny, to hear, to fill.

**IV. Give all possible forms of Participle I:** bringing, reading, hearing, leaving, leading, arranging, surrounding, closing.

**V. Insert the appropriate form of Participle. Translate the sentences into Russian:**

1. The street was full of people, \_\_\_ and \_\_\_ home, (to laugh, to go). 2. The gypsy smiled, \_\_\_ his teeth (to show). 3. While my directions, he glanced at me now and then, suspiciously, from under his frost-white eye-lashes (to obey). 4. \_\_\_ them, he raised his coffee cup (to watch). 5. He went upstairs again, \_\_\_ past the door, and, \_\_\_ his room, switched on the light (to tiptoe, to enter). 6. \_\_\_ my back on him I started down the steps (to turn). 7. At that moment he was plunged in the depth of an easy-chair, to Mr. Vandemoodt (to talk). 8. Boldwood, \_\_\_ her comparatively isolated, came up to her side (to see). 9. On the sultry platform of Grand Central he opened the bulky "Times", \_\_\_ the

valise on his feet (to set). 10. Young Herndon had done preparatory work at Illinois College for a year but, not \_\_\_\_\_ to the college proper, had returned home (to admit). 11. \_\_\_\_\_ his hands and \_\_\_\_\_ a towel over his face, he followed her down the stairs of the husked house, (to wash, to pass). 12. Frank the step on the gravel, turned sharply round (to hear). 13. She had not brought him money or position, \_\_\_\_\_ no more than the daughter of a Wortley doctor (be). 14. Abraham was back at the end of three weeks \_\_\_\_\_ an extra eighty miles (to ride). 15. Then swiftly \_\_\_\_\_ neither to left nor right, she returned to Adrian (to look). 16. \_\_\_\_\_ that no one else was coming, Mr. Lincoln rose (to see). 17. And \_\_\_\_\_ this in her official and impersonal tone of voice, the Chambermaid then grinned, winked and vanished (to say). 18. She sat down on the edge of the table, \_\_\_\_\_ her legs, \_\_\_\_\_ me (to swing, to watch). 19. \_\_\_\_\_ statement, he walked off into the bush after his father (to make). 20. \_\_\_\_\_ the corner of his forefinger he stole a cold, sharp look at his daughter-in-law (to bite).

## VI. Translate into English, using Participle.

1. Получив телеграмму, моя сестра немедленно выехала в Москву. 2. Мать улыбалась, глядя на детей, играющих в саду. 3. Взяв перо и бумагу, мальчик стал писать письмо отцу. 4. Прочитав книгу, мальчик вернул её в библиотеку. 5. Проведя лето в деревне, больной совершенно поправился. 6. Студенты, читающие английские книги в оригинале, легко овладевают языком. 7. Увидев своих друзей, пришедших проводить его, он подошел к ним. 8. Схватив ребенка, Элиза бросилась к реке. 9. Читая английские книги в оригинале, он обычно пользуется словарем. 10. Увидев автобус, я решила не ждать трамвая.

## VII. Change the following sentences using Participle I.

1. When he was walking up the street, he met a strange elderly man. 2. The officers who stood before him asked him to show them his things. 3. As he felt bad he decided to see a doctor.

4. The hostess came up to each guest and offered coffee. 5. The street, which runs east, is called Columbus Avenue. 6. As he had no sense of humor he couldn't enjoy the joke.

## Section II. The Syntactic Functions of Participle I

**1. The Attribute.** In the function of an Attribute Participle I can be both in pre-position and in post-position, i.e. it modifies and follows it. Hence there are two basic patterns with Participle I as an attribute:

1) *N/Pr V Part I N*

**The gate-keeper surveyed the *retreating* vehicle.**

2) *N/Pr V N' Part I*

**They stumbled on the snow *turning* to icy water.**

Sometimes Participle I in the function of an attribute is structurally limited to the construction *there is/are*.

**There were children *playing* out in the garden.**

In this case Participle I usually follows the noun it modifies.

In many cases an attribute expressed by Participle I is detached, i.e. it acquires a certain independence in the sentence, the connection between the attribute and the word it modifies is loose. A detached attribute is usually separated by a comma.

**It was a standard speech, *gaining* nothing, *losing* nothing.**

In the function of an attribute Participle I corresponds to the Russian действительное причастие:

**We admired the stars *twinkling* in the sky.** – Мы любовались звездами, мерцавшими на небе.



In some cases Participle I in the function of an attribute is rendered in Russian by a clause.

**The wardrobe was empty, except for one dress, *swinging on a hanger*.** – Шкаф был пуст, если не считать одного платья, которое болталось на вешалке.

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

**There was one line *being laid out* to within a few blocks of his hew home ... which interacted him greatly.**

Participle I in the function of an attribute cannot express priority, therefore when in Russian we have, причастие, In English we find a finite verb. Such is the case with the Russian действительное причастие прошедшего времени, expressing priority; it is rendered in English by an attributive clause.

Татьяна, с великим равнодушием *переносившая* до того времени все превратности своей жизни, тут, однако не вытерпела, прослезилась. – **Tatyana who had until that moment born all the ups and downs of her life with great indifference, broke down, however, on this and burst into tears.**

A clause, not a participle, is generally used in English even when the Russian действительное причастие прошедшего времени expresses an action simultaneous with that of the-finite verb.

Базаров закурил трубку и подошел к ямщику, отпрягавшему лошадей . – **Bazarov lit his pipe and went up to the driver who was un-harnessing the horses.**

Occasionally, however, in rendering the Russian действительное причастие прошедшего времени, a participle is used

in English. This is often the case when действительное причастие прошедшего времени refers to no particular time.

Потом он обратил внимание посетителей на висевшую над его головой картину, писанную масляными красками. — **Then he drew the attention of his guests to a picture *hanging* above his head, painted in oils.**

## EXERCISES

### **I. Comment upon the way Participle I ought to be translated into Russian.**

1. Look at the man crossing the street over there. 2. A car, crossing the street, knocked down a woman. 3. A car crossing the street knocked down a woman. 4. A car knocked down a woman crossing the street. 5. He came up to the kids waiting for the school bell to ring. 6. The clouds were lit up by the setting sun. 7. A barking dog ran out towards me. 8. I think of nothing but orphans supporting their little brothers and sisters. 9. This phenomenon was repeated every three minutes, and the supply of eagerly moving women in cloaks, bearing reticules and bundles renewed itself in the most liberal manner. 10. Next day came fine and fresh with only a few clouds streaking the blue sky.

### **II. Recast the following sentences so as to use constructions with Participle I in-stead of attributive clauses.**

1. To hide the tears which were coming from her eyes she turned away and walked homewards. 2. Going upstairs she woke the man who lived on the floor above her. 3. She went with her long, rigorous stride to the steps that led down from Oxford Street. 4. They got into the car which smelt of leather and petrol. 5. I don't suppose he ever lived in a house that had a bathroom till he was fifty. 6. I noticed as we walked along the street that sometimes the men who passed us stared at my girl-friend. 7. It was a long, wide, straight street that ran parallel with the vaux-hall Bridge.

8. He followed her across the lawn to the table which stood in the shade of a fine tree. 9. He saw in the garden a solemn young man in a brown suit who was striding up and down the lawn. 10. The ship which had arrived at the dock that afternoon, had taken fourteen days to cross the Atlantic. 11. He looked up over the fence which divided the garden from the one next door a familiar face was peering. 12. The photograph which had so excited the young man was the large one that stood in the centre of the mantelpiece. 13. I. caught sight of a lean man of mournful appearance, who was moving in the opposite direction. 14. It was very dark with a gusty wind and a fine spatter of rain, which blew into their faces at street corners.

**III. Recast the following sentences so as to use attributive clauses instead of the constructions with Participle I.**

1. It was quite dark and she didn't recognize the man standing in front of her. 2. We passed into a large sunny apartment looking out towards the sea. 3. A little way off he saw his wife in a long chair talking with the Davidsons and he strolled over her. 4. He picked up a chattering acquaintance with several persons living in his hotel and he was not lonely ... 5. When we were in the train, speeding towards Riga, my friend wrote busily for a few minutes. 6. Having nearly two hours to wait he made himself comfortable in the waiting room. 7. There is a taxi, waiting just round the corner. 8. And then, quite unexpectedly, he received a message from Mr Anderson, asking him to call at the Company offices. 9. I've just had a letter from my aunt asking me to go down to her place and stay. 10. Rising, he went to the parlour, where the doctor, standing on the hearthrug with his back to the fire, greeted him.

**IV. Translate the following into English, using Participle I in the function of an attribute.**

1. В вагоне был только один старин, который читал газету. 2. Дик налетел на молодую женщину, выходящую из зе-

ленного магазина. 3, Это была столовая, и за столом трое людей пили чай. 4. Терраса была заполнена женщинами, которые пили чай. 5. На столе его ждало письмо. 6. Дрожащими пальцами я пристегнул часы на запястье. Они попрощались и сели в ожидавшую машину. 8. Как раз тогда он услышал бегущие шаги. 9. Женщина посмотрела на спящего ребёнка. 10. В комнате было очень тихо; единственным звуком, нарушавшим тишину, было тиканье часов. 11. Студенты, принимающие участие в научных конференциях, всегда узнают много нового и интересного. 12. Идя по улице, Том Сойер заметил незнакомую девочку, глядевшую на него из окна дома Тэтчеров. 13. Нельзя не смеяться, читая о приключениях трех друзей, путешествующих вниз по Темзе.

#### **V. Make up sentences using Participle I in the function of an attribute:**

1) in a trembling voice; 2) a shining face; 3) with smiling eyes; 4) the children playing; 5) the people sitting; 6) the house standing; 7) the rain pouring; 8) the rising sun; 9) the conference taking place; 10) a letter announcing.

**The Adverbial Modifier.** As an adverbial modifier Participle I is used to express the following circumstantial characteristics of the finite verb predicate: time, cause, manner and attendant circumstances.

#### **1. The Adverbial Modifier of Time.**

*Part I N/PrV ; N/Pr V Part I:*

a) *Dipping his pen once more in the ink, he wrote on the last page of his diary: "He died a Roman death".*

b) *She wore spectacles when reading.*

All the forms of Participle I may be used as an adverbial modifier of Time. Participle I Indefinite expresses an action simul-

taneous with the action, expressed by the finite verb and corresponds to the Russian деепричастие несовершенного вида; Participle I Perfect expresses an action prior to the action expressed by the finite verb and corresponds to the Russian деепричастие совершенного вида. In some cases Participle I in the function of an adverbial modifier is rendered in Russian by an adverbial clause.

***Approaching Malta Street, Soho, Soams thought with wonder of those years in Brighton.*** – Приближаясь к Мальта Стрит, в Сохо, Сомс с удивлением думал о годах, проведенных в Брайтоне.

***Having reached the classroom, she became the object of many questions.*** – Когда она вошла в класс, её стали засыпать вопросами.

With some verbs of sense perception and motion, such as *to see, to hear, to come, to arrive, to enter, to seize, to look out, to turn* and some others. Participle I Indefinite is used even when priority is meant:

***Anna ... hearing his step, ran to the foot of the stairs to meet him.***

***Arriving there the visitor found everything that should be found at old manors.***

If the action expressed by Participle I Indefinite Active is simultaneous with the action expressed by the finite verb, the conjunction *when* or *while* is often used:

***He continued to speak while walking down the path.  
She wore spectacles when reading.***

***Note:*** Participle I Indefinite of the verb *to be* is not used as an adverbial modifier of time. Clauses of the type *Когда он был*

ребенком ..., Когда он был в Москве ... may be translated *When a boy ..., when he was in Moscow ...*

## **2. The Adverbial Modifier of Cause**

*Part I N/Pr V.*

***Being invited too late Morrison could not go to the Conference.***

The relations of cause can be expressed both by Participle I Indefinite and Perfect Active and Passive:

***Having been weighed with insufficient accuracy the substance could not be used in quantitative analysis.***

Participle I in the function of an adverbial modifier of cause is usually translated into Russian with the subordinate clauses beginning with the conjunction *поскольку, так как*.

## **3. The Adverbial Modifier of Manner and Attendant Circumstances.**

*N/Pr V N' Part I N'; Part I N/Pr V*

***Emeline sprang to her feet, uttering a cry.***

In this function Participle I Indefinite is mostly used:

***She got up from the deck-chair and leaning her elbows on the ballustrade of the terrace looked out over the valley.***

It is not always easy to differentiate an adverbial modifier of manner and an adverbial modifier of attendant circumstances. Therefore these types of the Adverbial Modifier are traditionally treated together.

#### **4. The Adverbial Modifier of Comparison.**

In this function Participle I is introduced by the conjunction *as if* or *as though* – *N/Pr V a/p as if/though PartI:*

**He looked at me *as though seeing me for the first time.***

**She stopped speaking *as if waiting for him to speak.***

*Note:* Some grammarians treat this type of an adverbial modifier as the adverbial modifier of manner.

### **EXERCISES**

#### **1. Define the type of an adverbial modifier expressed by Participle I.**

1. The girl hesitated, as though not quite knowing what to do. 2. At about seven, he strolled about the garden, as if looking for something. 3. When laughing she half closed her eyes and a dimple danced on her cheek. 4. Though knowing what was there, he took the paper out and walked to the window to read. 5. He hardly looked at her while talking. 6. Mercury is used in barometers, having a great specific gravity. 7. The acceleration of a body when falling is constant. 8. Having thus established relations of interdependence among physical facts, modern physics tries to interpret these relations. 9. Manuel went in, carrying his suitcase. 10. Abraham appeared at noon the next day, bringing with him two hundred dollars in cash. 11. Much of the afternoon I looked out of the window, as though thinking, but not really thinking. 12. He was thoughtful for a moment while leaning perilously close to the fire. 13. Cecilia had heard very little being absorbed in her own reflections. 14. Having had breakfast, out I went. 15. A cold wind swept the pavement, bearing a scrap of silver paper from a chocolate box across the lamplight. 16. She recrossed her legs comfortably, as though preparing for a long session on the sofa. 17. Turning in anger she gave John a shove, spilling his tea. 18. When listening to her I had the impression that she actually had done what she claimed to do – worked a kind of gigantic miracle.

19. She felt as if she could sit there all through the night locking out into the cool dark street. 20. Clearly he wrote the letter keeping himself well in hand.

**II. Recast the following sentences so as to use constructions with Participle I instead of adverbial clauses.**

1. While Alec had many loyal friends, he also had enemies. 2. Liza, when she was left alone; began to turn things over in her mind. 3. I saw a light in your window as I was passing. 4. Though I felt sorry for him I could not help laughing. 5. When he had finished his tea, Andrew left his kitchen. 6. When I went upstairs, I found him asleep, with all his clothes on. 7. When I arrived a little late, I found the party already complete. 8. And while she waited for him to come, her pride began revolting. 9. When Jack reached Andrew he gave a theatrical start of recognition 10. As Andrew pulled on his coat he reflected miserably that he had not exchanged a word with Ada.

**III. Recast the following sentences so as to use adverbial clauses instead of constructions with Participle I.**

1. Accompanying him down the road, Annie told him as best she could about Dick. 2. Peter, meeting Andrew in the street, re-marked airily: "I never had a better case". 3. Closing the window, she went into the passage and opened the street door. 4. Andrew, hurrying home full of the triumph of the scientific method, kept everything he had to say to his wife. 5. He glanced quickly at Christine, hoping she had not observed the incident. 6. Liza did not answer, and Mrs. Webster, having nothing more to say, continued her supper in silence. 7. Advancing towards him, she held out her hand. 8. He generally used that language when talking to children. 9. I Bank down on the sofa, suddenly realizing what had happened. 10. He showed enthusiasm when talking about his books.



**IV. Complete the following using participial constructions from the list below:**

1. I remained in the garden ... 2. She came into the kitchen ...  
3. He shook my hand ... 4. Suddenly she rose and went to the front door ... 5. He held cut his hand ... 6. He left the room ... 7. I could not help laughing ... 8. He grasped her hand... 9. He laughed merrily ... 10. He got up... smiling happily, enjoying the gayety of the day, having nothing more to say, putting on her apron, reading that story, fancying that she heard a knock, feeling that the interview was over, turning to his sister, advancing towards me, shutting the door behind him.

**V. Make up sentences using the following constructions with Participle I in the function of an adverbial modifier.**

1. Working regularly; 2. Looking at his watch; 3. Wishing to get home in time; 4. Going straight to the telephone; 5. Laughing and singing; 6. Taking no notice; 7. Jumping up from her seat; 8. When speaking about his books; 9. Glancing up at the clock; 10. Enjoying the quiet of the evening.

**VI. Translate the following into English using Participle I as adverbial modifier.**

1. Ожидая, когда официант вернется со льдом, Джек зажег сигарету. 2. Она задумчиво посмотрела на меня, словно всерьез воспринимая то, что я сказал. 3. Он утонул во время купания. 4. Он двигался очень медленно, как будто плыл. 5. Чувствуя себя больным, Джо решил не ехать на работу. 6. Встретив Нэнси, Анна от радости заплакала. 7. Будучи занятым, Джек отказался от приглашения. 8. Когда Роберта попросили помочь организовать собрание, он сразу согласился. 9. Попросив секретаршу принести газету, г-н Джонс вернулся в свой кабинет. 10. Прочитав газету, он написал несколько деловых писем. 11. Играя в шахматы, Стрикленд обычно подсмеивался над своими партнерами. 12. Услышав чьи-то шаги и голоса, Том и Гек спрятались за деревом. Они были очень

испуганы, узнав в одном из приближающихся к ним мужчин индейца Джо. 13. Видя, что Чарли в отчаянии, мать всячески старалась успокоить его. 14. Когда Джо увидел, что Том крадет забор, он направился к нему. Заметив друга, Том начал весело работать, делая вид, что эта работа доставляет ему большое удовольствие. 15. Поссорившись со Стриклендом, Стрём несколько дней не видел его, но узнав, что Стрикленд болен, он пришел в отчаяние. 16. Успешно сдав все экзамены, студенты решили работать летом гидами. 17. Услышав слова Давида Копперфильда «Я ваш племянник», тетя Бетой была ошеломлена. 18. «Проходя мимо, я увидел свет в окне и решил заглянуть к вам и познакомиться», – сказал Денни. 19. Придя к заключению, что они серьезно больны, трое друзей решили, что они нуждаются в отдыхе. Уложив чемоданы и захватив собаку, они отправились вниз по Темзе. 20. Подходя к дому, мать увидела, что дети ждут её, стоя у калитки.

### 3. The Predicative

*N/Pr Vcop PartI; Part I Vcop N/Pr*

**The effect of her words was terrifying.**

**Sitting on the sofa was a little girl.**

Participle I is seldom used in this function. It is rendered in Russian by a) an adjective – Впечатление, *произведенное* её словами, было страшно; b) a verb (predicate): На диване *сидела* маленькая девочка.

**4. The Parenthesis** shows the speaker's attitude towards the information contained in the sentence. Here we always find a participial phrase; a single participle is not used in this function. The following word combinations are used as parenthesis:

*generally speaking* – вообще говоря *strictly speaking* – строго говоря *roughly speaking* – грубо говоря, приблизительно; *judging by appearance* – судя по внешности.

*Strictly speaking, he ought to have been punished.*

*Roughly speaking, collisions hardly alter electrons' energies.*

*Judging by his appearance and his movements, he was still young.*

## EXERCISES

**I. State the function of Participle I. Translate the sentences into Russian.**

1. The returning troops marched up Fifth Avenue. 2. It was a pleasant room overlooking the garden with French window that opened on it. 3. Ashenden, standing in front of the fire to warm himself, a cigarette between his lips, made no reply. 4. "Sit down, sit down", she said, waving her hand towards one of the couches. 5. Using a direct outside line, Mel dialed his home number. 6. Turning to his sister, he grasped her hand and said in a tone of command: "Well, Juley". 7. It was a small oil painting representing a pale pink house standing adjacent to a canal. 8. Coming out of the dining-room, we met the other day nurses coming in for the ordinary breakfast. 9. Being an actress, she was able to make her point. 10. I put on my hat and went out intending to buy a few souvenirs. 11. He sat for a long time watching the flames leap up into the darkness. 12. From it you looked down on the big waves lashing against the black rocks. 13. Desolate he stood in front of the automobile gate with a crowd of staring children, feeling that he had reached the end at last. 14. In this instance my attention wandered to the four people sitting at the next table. 15. Having shaken hands with them, he brought his own hands together with a sharp slap. 16. Having had breakfast I went out. 17. A cold wind swept the pavement, bearing a scrap of silver paper from a chocolate box across the lamplight. 18. There was sunlight coming in through the shutters. 19. Placing his drink upon the mantelpiece the ex-convict stood for a moment observing the young man out of the corner of his eye. 20. There was a tiny smile playing about the corners of his mouth.

## II. Translate what is given in brackets using Participle I. Pay attention to the form of Participle I.

1. Presently she came into the kitchen, (вытирая руки передником). 2. I felt I wanted to go out into the garden and remain there, (любуюсь бурей). 3. Lucy and Rose entered the train together (улыбаясь друг другу). 4. (Увидев, что я не пью чай) she brought a bottle of delicious yellow aerated water. 5. "Tea", I said (поставив большую белую чашку перед ним). 6. Snow was falling now in soft, large flakes, (покрывая красные крыши). 7. Men wandered about, looking at the women who sat at their windows reading or sewing (не обращая внимания на прохожих). 8. Daniel opened a letter glanced at it and laid it down (добавив его к небольшой стопке писем на столе). 9. (Вернувшись в свой номер), I opened a book and began reading it. 10. Henry, (услышав шум), came into the room. 11. (Промчавшись мимо Лотты), Teddy rushed at the door, 12. A middle-aged servant with a pale face brought in the sapper (бросив взгляд на Эндрю).

### Predicative Constructions with the Participle I

In Modern English we find the following predicative constructions with the participle:

- The Objective Participial Construction;
- The Subjective Participial Construction;
- The Nominative Absolute Participial Construction;
- The Prepositional Absolute Participial Construction.

**1. The Objective Participial Construction** (Complex Object, Objective Predicative) is a construction in which the participle is in predicate relation to a noun in the common case or a pronoun in the objective case: *N/Pr V N' /Pr' Part I:*

**I felt *him looking at me.***

The Objective Participial Construction may be found after verbs of sense perception, such as *to see, to hear, to feel, to find, to watch, to notice*, etc.:

**I heard *my wife coming*.**

**She could feel *her hands trembling exceedingly*.**

**I noticed *him talking with the police*.**

After some verbs of mental activity, such as *to consider, to think of, to understand, to regard* etc; after verbs *to explain, to treat, to guarantee, to mention*, etc., followed by *as*:

**They thought of him *as being a "promising" scientist*.**

## EXERCISES

**I. Point out the Objective Participial Construction. Translate the sentences into Russian.**

1. In the midday quiet of the bush she heard a small bird singing. 2. Temple heard the woman fumbling at the wall. 3. Two days after she heard sleigh bells coming up the drive. 4. Mary could feel Elizabeth reviewing their hopes and dreams, their relationship as sister. 5. She averted her eyes each time she found herself being stared at. 6. She heard the musicians tuning up in the back parlour. 7. They watched me walking away, wiping my nose on my arm. 8. I watched him hurrying down the path toward the other men. 9. I watched him leaving the hall. 10. He knew that, for the moment they must not hear him sobbing in the night. 11. Who was the man I saw you chatting with yesterday? 12. Through the car window I saw Rose and Dick walking together. 13. I stood there watching him walking down the street and turning round the corner.

**II. Define the meaning of the verb with which objective predicative constructions with Participle I are used.**

1. Passing into the picture gallery, as it was still called, he saw Irene standing nearby. 2. It set him thinking. 3. We may sup-

pose him representing the England of Napoleon's wars, and general unrest. 4. Well, I don't want you coming here and telling me I'm untidy. 5. I thought I saw something moving along the track. 6. But he found his traps 'waiting for him in the porter's lodge. 7. I opened the door with extreme reluctance and found Morton standing outside. 8. The four soldiers noticed Christian watching them. 9. She ran up the drive ... and I heard her fumbling for the key. 10. From where she stood she could hear everything going on at once. 11. I felt him looking at me now and again, but I took no notice.

### **III. Form objective predicative-constructions with Participle I out of the elements in brackets.**

1. ... he saw (a young girl, 'to be driven) away from the door in tears. 2. I turned my head over my shoulder and saw (she, to stand) in front of the house. 3. He felt (her eyes, to rest) on him with a strange, touching look. 4. Renata watched (he, to smoke). 5. That set (one's heart, to thump). 6. And Michael saw (his father-in-law, to stare up) at the Lincoln statue. 7. Wilkins had heard (we, to row), and looked at me, and motioned me on. 8. She thought she heard (he, to groan). 9. June saw (Soams, to stand) just behind her. 10. I could feel (my breath, to tremble) as we drove along and could feel (she, to look) at me too.

### **IV. 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. He found himself ... 4. She heard the footsteps ... 5. I saw the door ... 6. We imagine them ... 7. The blow sent the boy ... 8. He watched the theatre crowd ... 9. He found himself ... 10. He felt her ...

### **V. Recast the following sentences so as to use objective predicative constructions with Participle I.**

1. I noticed that now his eyes were resting on me with a faint smile of amusement. 2. At the corner of the street I now saw that a small crowd was collecting attracted by the fire. 3. I felt I was get-

ting hot under the collar, and all my romantic humour was gone. 4. When he got on the sand he saw that Arthur was looking at the boat. 5. When he opened the window he heard how the birds were singing in the garden. 6. I could feel that the room was rocking under my feet. 7. Then Frank's eyes lit up, he saw that Martha was cutting a cake, cutting an enormous wedge of plum cake. 8. He could see that a man standing on the pavement, facing the awing doors. 9. When I opened my eyes I saw the others were dozing so I sneaked out. 10. When he got on the sand he saw that Arthur was looking at the boat.

**VI. Recast the following sentences with the objective predicative construction with Participle I so as to use complex sentences.**

1. He found Harris waiting for him inside the main entrance. 2. On the sidewalk below he saw a man lighting a cigarette and slowly walking away. 3. He came back and found Jan waiting for him. 4. He heard someone coming very heavily up the stairs. 5. She heard someone groaning. 6. Suddenly he heard someone shouting loudly. He liked to watch them walking under the shade of the trees. 8. I saw Philip looking at me with a curious smile. 9. They left the room and a few seconds later I heard the water running in the bathroom. 10. Job felt his heart pounding and his mouth was dry again.

**VII. Translate the following into English.**

1. Он наблюдал, как люди торопились к поездам. 2. Он зажег себе сигару и постарался расслабиться, как вдруг он услышал, что открывается входная дверь. 3. Он нашел Фокса, разговаривающим в кухне. 4. Я помню, как он вслух читал свои стихи. 5. Его жена была в душе. Он слышал, как течет вода. 6. Он поднялся на холм и увидел, что машина ждет внизу. 7. Я застал Кэт, когда она ела ранний ленч, перед тем как идти встречать Энн. 8. Он видел, как Джон наливал себе чашку кофе. 9. Я увидел, что подходит мой автобус, и пошел, что-

бы успеть сесть на него. 10. На следующий день я увидел его в пивной за кружкой пива читающим газету. 11. Я услышал шаги в саду, которые приближались со стороны бассейна.

**2. The Subjective Participial Construction.** The Subjective Participial Construction 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 the subject of the sentence *N/Pr Vp Part I*:

*They were heard talking together.*

The peculiarity of this construction is that it does not serve as one part of the sentence; one of its component parts has the function of the subject, the other forms part of a compound verbal predicate. This construction is chiefly used after verbs of sense perception:

*The horse was seen descending the hill.*

In rendering this construction in Russian a complex sentence is generally used; the principal clause is of the type which in Russian syntax is called “indefinite personal” (неопределенно-личное предложение). – Видно было, как лошадь спускалась с холма.

## EXERCISES

**I. Point out the Subjective participle al constructions Translate the sentences into Russian.**

1. The taxi could be seen waiting outside. 2. Somewhere a long way off a telephone bell rang and a voice could be heard speaking. 3. The two men were heard descending. 4. The din in the entrance hall continued, and mo-re vehicles could be heard arriving at the door. 5. When the car was heard approaching the people



fled anywhere to avoid the police. 6. She may have found the note because she was seen looking through the book. 7. The strong currents were thought making bathing dangerous. 8. She was found warming herself by the fire. 9. Renny was heard whistling gaily in his room. 10. “You were seen taking the ring”. “I took it but I didn’t steal it”.

## II. Translate the following into English.

1. Слышали, как несколько минут тому назад они спорили на террасе. 2. Саймон и Дик остались разговаривать в гостиной. 3. Наблюдали, как протоны вылетают из различных элементов. 4. Слышали, как он разговаривал со служанкой тетушки. 5. Видели, как вы покупали книги. 6. Было слышно, как они спорили. 7. Слышно было голос Розы, возвышавшийся над остальным шумом. 8. Оказалось, что Фокс ждал нас на террасе. 9. Можно было видеть, как издалека к нам приближался какой-то мужчина. 10. Было слышно, как мужчина и женщина громко ругались в соседней комнате.

## ABSOLUTE PARTICIPIAL CONSTRUCTIONS

**1. The Nominative Absolute Participial Construction (NAPC).** The NAPC is a construction in which the participle stands in predicate relation to a noun in the common case or a pronoun in the nominative case; the noun or pronoun is not the subject of the sentence *N/Pr’ Part I (p), N/Pr V; N/Pr V; N’/Pr’ Part I(p)*:

*The door and window of the vacant room being open, we looked out.* – Так как дверь и окно пустой комнаты были открыты, мы заглянули в неё.

In the NAPC Participle I is used in all its forms. It is used in the function of an adverbial modifier:

1) Of time – *The lamps having been lit, Mrs. Macallan produced her son’s letter.*

2) Of cause – *It being now pretty late, we took our candles and went upstairs.*

3) Of attendant circumstances. In this function the NAPC is mostly placed at the end of the sentence. In rendering it in Russian a coordinate clause or деепричастный оборот is used. – **He turned and went, we, as before, following him.** – Он повернулся и вышел, как и прежде, мы последовали за ним.

4) Of condition. In this function the NAPC occurs but seldom and is almost exclusively used with the participle permitting and failing. – *Weather (time, circumstances) permitting, we shall start tomorrow.*

The NAPC very often occurs in fiction and scientific literature; the use of this construction in colloquial English is rare.

**2. The Prepositional Absolute Participial Construction. (PAPC).** The PAPC may be introduced by the preposition *with* and is then called the Prepositional Absolute Participial Construction (PAPC). It is in most cases used in the function of an adverbial modifier of attendant circumstances. This construction is rendered in Russian by a coordinate clause or деепричастный оборот *N/pr V, with N'/ Pr' Part I*:

*They were walking on again, with Hugh calmly drawing at his pipe.* – Они снова шли вперед; Хью спокойно покуривал свою трубку.

The Nominative Absolute Participial construction is separated from the rest of the sentence by a comma or a semicolon.

*Grandcourt ... rose and strolled out on the lawn, all the dogs following him.*

*Mr. Tulkinghorn comes and goes pretty often; there being estate business to do.*

The Prepositional Absolute Participial Construction is usually separated from the rest of the sentence by a comma.

**It was a balmy, radiant day, *with the trees and grass shining exceedingly green after the rain of the night before.***

## EXERCISES

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

1. The weather being dark and piercing cold, he had no great temptation to loiter. 2. This being understood, the conference was over and Lufkin got up to join his guests. 3. The next morning, it being Sunday, they all went to church. 4. There being nothing eatable within his reach, Oliver replied in the affirmative. 5. They went down the stairs together, Aileen lingering behind a little. 6. She paused listlessly, her head dropping upon her breast. 7. She looked at me, her eyes widening. 8. She said it in a low voice, a spasm of pain crossing her face. 9. Then his face lightening, he ran to the desk. 10. Dinner began in silence; the women facing one another and the man. 11. He glared at Tom with outrage, his eyes glittering ... with excitement. 12. Liza and Tom and the Blakestones had got a seat together, Liza being between the two men.

**II. Make up sentences using the following Nominative Absolute Participial Construction.**

1. ... the weather being fine, 2. It being a cold day ... 3. The night being fine... 4. ... his voice trembling . 5. The working day being over ... 6. ... his eyes widening . 7. ... his cheeks reddening. 8. My friend having declared ... 9. ... his hand reaching for a cigarette. 10. The child weeping bitterly...

**III. Recast the following sentences so as to use the Nominative Absolute Participial Construction.**

1. The rain showed no sign of stopping, and at length with umbrellas and waterproofs they set out. 2. When the door bell rang, Lesley rose and left the room. 3. At last his preparations were completed – the flowers, the food the wine upon the ice; his eyes surveyed the scene with shining intensity. 4. Now that the examination was so close at hand, a queer calmness had settled upon him. 5. After Oscar had gone, Liza stood for a moment in the hall. 6. When the message was finished Yvie brought Julia a cup of tea. 7. After she had gone he got to thinking the matter over. 8. His brain was inactive, almost dull, he felt that he knew nothing. 9. When a fortnight of his notice to Mrs Grant had expired Mike really began to worry. 10. Now that the moment had come he found it difficult to speak.

**IV. Recast the following sentences so as to use the adverbial clauses instead of Nominative Absolute Participial Construction.**

1. In a moment Lewis leapt from the car, his eyes blazing with excitement. 2. Scarcely nodding to us, he went down the walk, his dog running after him. 3. It was Nancy herself who opened the door for Andrew, her face welcoming, smiling towards him. 4. “Yes”, said Maggie, the worried look receding from his face. 5. He woke during the still hot nights, his hand reaching automatically to his bedside table for a cigarette. 6. This having been settled, Bartolomeo left them. 7. Preliminary remarks being over, I now precede to the Reel. 8. She blushed, the hot, red colour running up to her neck and across her face. 9. It was Nancy herself who opened the door for Andrew, her face welcoming, towards him. 10. Andrew remained at the gate, his pulse racing suddenly as Alice came down the steps and walked toward him alone.

**V. Translate into English, using Absolute Constructions.**

1. Когда все приготовления были закончены, мы отправились в поход. 2. Корабль медленно плыл вдоль берегов моря; сотни птиц кружились над ним. 3. Было очень темно, так

как на небе не было ни одной звездочки. 4. Так как было очень тепло, дети спали на открытом воздухе. 5. Час спустя он уже лежал в постели с искусно забинтованной ногой. 6. Когда обед закончился, Анна попросила Лидди прийти и посидеть с ней. 7. Затем она поднялась по ступенькам и позвонила, сердце ее бешено стучало.

**Here are some poems with the participle to memorize.**

THE BROOK

Grumbling, stumbling,  
Fumbling all the day;  
Fluttering, stuttering,  
Muttering away;  
Rustling, hustling,  
Bustling as it flows,  
That is how the brook talks,  
Bubbling as it goes.

*Alfred Tennyson*

WATERS

Sprinkling  
Wrinkling  
Softly tinkling  
Twinkling  
Tiny brook,  
Running  
Funning  
Hiding, sunning  
Cunning baby brook,  
Joins a grownup brook.  
Dashing  
Splashing  
Sunlight flashing  
Stony grownup brook

Joins the river  
Broad smooth river  
Deep as deep can be  
Slower, slower, slower flowing,  
Wider – wider – wider – growing,  
Till it empties all its waters  
Out into the great huge sea.  
Rolling – rolling – tossing – rolling,  
Splashing waves forever rolling in the great wide sea.

#### TWELVE EASY LESSONS

Here am I learning First-Aid:  
Learning to bandage with care.  
Eyes on the book, I'm afraid,  
Knotting that bandage affair.  
Learning to bandage with care,  
Daily I practice the art,  
Knotting that bandage affair,  
Patiently pull it apart.  
Daily I practice the art,  
Tying a fracture in splints,  
Patiently pull it apart,  
Watching the textbook for hints.

*Sheila Pritchard*

#### LONDON SNOW (fragment)

When men were all asleep the snow  
came flying,  
In large white flakes falling on  
the city brown,  
Stealthily and perpetually settling and loosely  
lying,  
Hushing the latest traffic of the  
drowsy town;  
Deadening, muffling, stifling its

murmurs failing;  
Lazily and incessantly floating  
down and down;  
Silently sifting and veiling road,  
roof and railing;  
Hiding difference, making uneven  
ness even,  
Into angles and crevices softly  
drifting and sailing.  
*Robert Bridges*

#### NIGHT IS ENDED

March in mighty millions pouring  
Forges flaring, cannon roaring,  
Life and Death in final warning  
Call you, Workingmen!  
At your benches planning, speeding,  
In the trenches battling, bleeding,  
Yours the help the world is needing,  
Answer, Workingmen!  
*Joe Wallace*

#### DAWN

Ecstatic bird songs pound  
the hollow vastness of the sky  
with metallic clinkings –  
beating color up into it  
at a far edge, – beating it, beating  
it with rising triumphant ardor,-  
stirring it into warmth,  
quickenning in it a spreading change, –  
burst in wildly against it as ..  
dividing the horizon, a heavy sun  
lifts himself – is lifted -  
bit by bit above the edge

of things, – runs free at last  
out into the open – lumbering  
glorified in full release upward-songs cease.  
*William C. Williams*

### SPEECH EXERCISES

1. Read the texts carefully and comment on the grammatical form made use of.
2. Review your knowledge of Participle I.
3. Retell the poems briefly in your own words. Avoid rhyming.
4. State the central idea of the poem.
5. Describe the feelings you have and the thought occurring to you when reading the poems.
6. Close your eyes and imagine you are lying in a small boat on a quiet summer day. Describe what you feel, and smell, and hear.
7. Memorize the poem or poems you like best.

### Section III. The Morphology of Participle II

**1. The spelling rules of Participle II.** According to the way in which the Participle II is formed, verbs are divided into three groups: regular verbs, irregular verbs and mixed verbs.

**Regular verbs.** They form Participle II by adding *-ed* to the stem of the verb or only *-d* if the stem of the verb ends in *-e*: *to want – wanted*; *to open – opened*; *to unite – united*; *to live – lived*. The pronunciation of *-ed* (*-d*) depends on the sound preceding it. It is pronounced: /ɪd/ after t,d: *wanted* /wɒntɪd/, *landed* /lændɪd/; /d/ after voiced consonants except *d* and after vowels: *opened* /oʊpnd/, *played* /pleɪd/; /t/ after voiceless consonants except *t*: *worked* /wɜ:kɪt/.

The following spelling rules should be observed:

1. Final *y* is changed into *i* before the addition of *-ed* if it is preceded by a consonant:  
to carry – carried



to reply – replied

y remains unchanged if it is preceded by a vowel

to enjoy – enjoyed

2. If a verb ends in a consonant preceded by a short stressed vowel, the final consonant is doubled:

to stop – stopped

to plan – planned

to sob – sobbed

to stir – stirred

to submit – submitted.

Final *r* is doubled if it is preceded by a stressed vowel:

to occur – occurred

to prefer – preferred

to refer – referred

Final *r* is not doubled when preceded by diphthong:

to appear – appeared .

Final *l* is doubled if it is preceded by a short vowel, stressed or unstressed:

to compel – compelled

to quarrel – quarrelled

***Irregular verbs.*** Here belong the following groups of verbs:

1) verbs which change their root vowel

to sing – sung

to meet – met

to win – won

2) verbs which change their root vowel and add *-en* for Participle II

to speak – spoken

to write – written

to take – taken;

3) verbs which change their root vowel and add *-d* or *-t*

to sell – sold

to bring – brought;

4) verbs which change their final *-d* into *-t*

to send – sent

to build – built;

5) verbs which have the same form for the Participle II

to put – put

to shut – shut

to set – set;

6) verbs whose forms come from different stems

to be – been

to go – gone;

7) special irregular verbs

to have – had

to make – made

to do – done

**Mixed verbs.** Their Past Indefinite is of the regular type, and their participle II is of the irregular type:

to show – showed – shown

to sow – sowed – sown

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

**I was reminded of a portrait *seen* in a gallery.**

**Sam looked up, *relieved*. Dear Old Bates was standing in the lighted doorway.**

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

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

## EXERCISES

**I. Give all possible ways of translating Participle II into Russian.**

**Model:**

*The test-papers corrected by the teacher will be returned to the students at the next lesson (исправленные, исправляемые).*

1. A book taken from the library must be returned in time. 2. Magazines published 50 years ago look different from those published now. 3. The goods sold at this big shop are of the best quality. 4. The yellow leaves driven by the wind along the road remind-ed me of autumn. 5. The goods imported to our country and exported abroad are sent from and received at the port. 6. The colour of the material washed in hot water will run if the dye is not fast.

**II. Give all possible ways of translating Participle II into Russian. Use the Participle in sentences, giving the corresponding form of the Russian participle.**

**Model:**

*discussed* *обсуждаемый, обсуждающийся, обсужденный, обсуждавшийся.*

The question discussed at the meeting now interests me greatly (*обсуждаемый, обсуждающийся*).

The question discussed at the meeting yesterday, interests me greatly (*обсужденный, обсуждавшийся*).

Organized, translated, studied, described, written, read, pronounced, opened, explained.

**IV. Translate the Russian Participles in brackets by English Participle II.**

1. I lay there with my eyes (*закрытые*). 2. She kept her eyes (*устремлённые*) upon her plate. 3. It was a room (*предназначенная*) not to live in but for purposes of prestige, and it had a musty melancholy air. 4. I had that door (*покрашенная*) only last week. 5. Meditatively he took from his pocket a neatly (*сложенная*) telegram which he opened and re-read. 6. Bill wheeled round. His face was set. He spoke through (*стиснутые*) teeth. 7. Bob moved up and down searching for Bette, and at last found her (*спрятанной*) behind a large placard. 8. Andrew stood with his head (*склоненной*).

## Section IV. The Functions of Participle II in the Sentence

**1. The Attribute.** When used as an attribute Participle II of transitive verbs corresponds to the Russian страдательное причастие or действительное причастие of some verbs ending in *-ed*, e.g. *a broken chair* (сломанный стул), *a broken cup* (разбитая чашка), *a newspaper published in Moscow* (газета, издаваемая в Москве), *the problem discussed at the meeting* (вопрос, обсуждавшийся на собрании).

Participle II can be used in pre- position and in post-position:

**I went toward the *lighted* window.**

**I rode about the countryside on a horse *lent* me by a friend.**

Participle II of intransitive verbs which denote passing into a new state, corresponds to the Russian действительное причастие or to an adjective. However, only in a few cases Participle II of an intransitive verb may be used attributively, mostly Participle II of the verbs *to fade*, *to wither*, *to retire*, *to fall*, *to vanish*, e.g. *faded leaves*, *a withered flower*, *a retired colonel*, *a fallen star*, *the vanished jewels*.

An attribute expressed by Participle II may be detached; in this case it often has an additional meaning of an adverbial modifier:

**The house-keeper had come out of her room, *attracted* by the violent ringing of the bell.**

***Accompanied* by his father he ascended to his room.**

**2. The Adverbial Modifier.** In this function Participle II is preceded by the conjunctions *when*, *while*, *if*, *as if*, *as though*, *though*, etc. It is generally rendered in Russian by an adverbial clause. Participle II can be an adverbial modifier:

a) of time

**He may be very rude *when roused*.**

b) of condition

**He did not usually say a word *unless spoken to*.  
*If cornered*, he can tell us a lie.**

c) of comparison

**“Does he know it?” said Dan, *as though surprised*.**

d) of concession

**... her spirit, *though crushed*, was not broken.**

*Note.* Other grammarians' view of the analysis of such word-groups as *when questioned ...*, *if discovered ...*, *as if torn ...*, *though crushed* is different. They consider such word-groups to be elliptical clauses and not participial phrases.

**3. Part of a Complex Object.** In this function Participle II may be found after verbs denoting sense perception, such as *to see*, *to hear*, *to feel*, *to find*, etc.

**He felt *himself clutched* by the collar.**

**You will probably find *your sister grown*, Bella.**

After some verbs of mental activity, such as *to consider*, *to understand*, etc.

**I consider *myself engaged* to Herr Kleamer.**

After verbs denoting wish, such as *to want*, *to wish*, *to desire*.

**The governor wants *it done* quick.**

After the verbs *to have* and *to get*: after these verbs only Participle II is used. In this case the action expressed by the participle is performed at the request of the person denoted by the subject of the sentence. Thus *I had the piano tuned* means *I made someone tune the piano*.

**I had my coat *altered*.**

**You can't get your clothes *made* in Europe.**

**The wounded man had his leg *amputated*.**

In interrogative and negative sentences the auxiliary verb *to do* is used.

**Why don't you have your hair *waved*?**

Occasionally the meaning of the construction is different: it may show that the person denoted by the subject of the sentence experiences the action expressed by the participle.

**4. Part of a compound verbal predicate.** In this function Participle II is used after verbs *to sit*, *to stand*, *to lie*, etc.

**He stood *surprised* in front of his house.**

**Joe sat *hunched* in the corner.**

## **5. The Predicative.**

**In spite of himself, Val was *impressed*.**

**The inner gate was *locked*, and the lodge *closed*.**

## EXERCISES

### **I. State the function of Participle II. Translate the sentences into Russian.**

1. Stirred by the beauty of the twilight, he strolled away from the hotel. 2. All the country near him was broken and wooded. 3. For a moment the trio stood as if turned to stone. 4. Through the dark hall, guarded by a large black stove ... I followed her into the Saloon. 5. If left to myself, I should infallibly have let this chance slip. 6. He spoke when spoken to, politely and without much relevance. 7. He cast upon her one more look, and was gone. 8. Miss Brodrick, though not personally well known in the country, had been spoken well by all men. 9. Prepared, then for any consequences I formed a project. 10. Thus absorbed, he would sit for hours defying interruption. 11. As directed, I took the lead, almost happily. 12. He looked at her for a moment as though amazed at her friendliness. 13. Fancy a married woman doomed to live on from day to day without one single quarrel with her husband. 14. He bowed low when presented to Dinny. 15. Displeased and uncertain Brande gazed from his son to the Spanish gardener.

### **II. Change the following sentences using Participle II.**

1. The things, which are left behind by passengers, are taken to the Lost Property Office. 2. The audience, who were greatly impressed by the acting, repeatedly called the actors. 3. The new job, which has been offered to me, seems more interesting. 4. I could hardly recognize the street which was reconstructed while I was away. 5. The exploration work, which is carried on in this region, is of great importance for science. 6. Food which is served at this restaurant is usually very good.

### **III. Translate into English, using Participle II.**

1. На листе бумаги было несколько строк, написанных карандашом. 2. Если меня и спросят, я скажу правду. 3. В вазе было несколько увядших роз. 4. Я не люблю смотреть на по-

саженных в клетку животных. 5. Хотя он был очень удивлен, он не сказал ни слова. 6. Я считаю работу завершённой.

**IV. Make up your sentences, using the following words. Translate the sentences into Russian.**

Bill, Richard, Rebecca, the Browns, the passengers, the tourist(s);

got; will get; had, don't like, to have, is (are) having, couldn't have;

their things, his suit, her dress, the car, her clothes, their photos, his shoes;

washed, made, carried by the porter, pressed, taken, polished, fixed.

**V. Translate the following sentences 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, настроите свой рояль? Он совсем расстроен. 3. Я не починил вчера часы, так как мастерские были закрыты. 4. Когда вы оклеили комнату? 5. Вы уже побелили потолок? 6. Вам следует переплести свои книги. 7. Где вы делали себе это платье? 8. Я выкрасила свое платье, и теперь оно совсем как новое (выглядит совсем новым). 9. Где вы починили велосипед? 10. Я подстригла волосы и сделала причёску.

**VI. Read the following story. Find the constructions *have (get) + Participle II* and translate them. Explain the difference between the constructions *I want to brush my coat* and *I want to have my coat brushed*. Retell the story.**

Some months ago Mr. X went to England on a business trip. When he returned he told me the following story.

When I came to England I was very nervous, as I wasn't sure that I would be able to make English people understand. I put up at a hotel and understood the reception clerk when he asked me to



fill in an arrival form. Then I asked the porter to take my luggage up to my room. So far I made myself understood quite well.

When I came up to my room I said to the maid: "I want to brush my shoes and coat and to press my shirt." I couldn't understand why my words made her smile. A few minutes later I said: "I don't want to brush my coat and shoes and press the shirt myself." I wanted her to make my things clean but I didn't know how to make it clear. I got tired and angry trying to get her to understand what I meant. Finally the maid said: "I suppose you want to have your shoes and coat brushed and your shirt pressed." "Yes", said I, "that's just what I wanted you to do." I was glad I didn't say "I want to wash my handkerchief." If I did, she could bring a wash-tub into my room.

**Here are some poems with the participle to memorize.**

A DREAM

Troubled, wildered, and forlorn,  
Dark, benighted, travel-worn,  
Over many a tangled spray,  
All heart-broke I heard her say.

*William Blake*

THE MOATED GRANGE

With blackest moss the flower-plots  
Were thickly crusted, one and all;  
The rusted nails fell from the knots  
That held the pear to the garden wall.  
The broken sheds looked sad and strange:  
Unlifted was the clinking latch;  
Weeded and worn the ancient thatch  
Upon the lovely moated grange.

*Alfred Tennyson*

## THE BARN

Rain-sunken roof, grown green and thin  
For sparrows' nests and starlings' nests;  
Dishevelled eaves; unwieldy doors,  
Cracked rusty pump, and oaken floors,  
And idly-pencilled names and jests  
Upon the posts within.

The light pales at the spider's lust  
The wind tangs through the shattered pane:  
An empty hop-poke spreads across  
The gaping frame to mend the loss  
And keeps out sun as well as rain,  
Mildewed with clammy dust.  
The smell of apples stored in hay  
And homely cattle-cake is there.  
Use and disuse have come to terms,  
The walls are hollowed out by worms,  
But men's feet keep the mid-floor bare  
And free from worse decay.

*Edmund Blunden*

## THE GERUND

### Section I. The Morphology of the Gerund

1.1 The gerund developed from the verbal noun which in course of time became verbalized preserving at the same time its nominal character.

The gerund is formed by adding the suffix – ing to the stem of the verb, and coincides in form with Participle I.

The gerund has nominal and verbal properties.

**1.2. *The nominal characteristics of the gerund*** are as follows:

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

**They say *smoking* leads to meditation** (subject).

**I like *making* people happy** (object).

**His ambition was *marrying* her** (predicative).

2. The gerund can be preceded by a preposition:

**Instead of *worrying* he took a deep breath of the crisp air.**

3. The gerund can be modified by a noun in the possessive case or by a possessive pronoun:

**Is there any objection to *my seeing* her?**

**I wonder at *Jolyon's allowing* the engagement.**

**1.3. *The verbal characteristics of the gerund* are as follows:**

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

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

2. The gerund can be modified by an adverb.

**She burst out *crying bitterly*.**

The gerund has tense and voice distinctions

Active Indefinite

*writing*

Passive Indefinite

*being written*

Active Perfect

*having written*

Passive Perfect

*having been written*

**1.3. *The tense distinctions of the gerund* are not absolute but relative.**

1. The Indefinite gerund Active and Passive denotes an action simultaneous with the action expressed by the finite verb; de-

pending on the tense form of the finite verb it may refer to the present, past and future.

**He can swim for any number of hours without *tiring*.** – Он может плыть много часов подряд, не уставая.

**She walked on without *turning her head*.** – Она шла, не поворачивая головы.

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

**She denies *having spoken to him*.** – Она отрицает, что говорила о нем.

**He was ashamed of *having shown even the slightest irritation*.**

However, a prior action is not always expressed by a Perfect gerund; in some cases we find an Indefinite gerund. This occurs after the verbs *to remember*, *to excuse*, *to forgive*, *to thank* and after the prepositions *on (upon)*, *after* and *without*.

**I don't remember *hearing the legend before*.** – Я не помню, что слышала эту легенду когда-нибудь.

**You must excuse me *not answering you before*.**

The Perfect gerund may also be used after the above mentioned verbs and prepositions.

**He didn't remember *having been in that room*.**

**They parted at Cohen's door without *having spoken to each other again*.**

1.3.2. The voice distinctions of the gerund. The gerund has special forms for the active and the passive voice.

**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 in the active form, though it is passive in meaning:

**He realized that his room needed *painting*.**

**The child deserves *praising*.**

**The book is worth *reading*.**

## EXERCISES

**I. Comment on the verbal and nominal characteristics of the gerund. Translate the sentences into Russian.**

1. Talking to him was like playing upon an exquisite violin. 2. These natives had an air of dignity, of quietly following their own purpose. 3. There's nobody here, not even my daughter, capable of taking things seriously. 4. She had the air of admiring blue smoke rather than of making it. 5. I wanted to go with him, but he insisted on going alone. 6. I remarked that...when Mr. Quinion was talking, he looked at Mr. Murdstone sideways, as if make sure of his not being displeased...

**II. State the form of the gerund.**

1. When I had asked him what first gave him the idea of being a painter, he was unable or unwilling to tell me. 2. We happened then to cross the street and the traffic prevented us from speaking. I know you dislike being aroused early, but it is nine o'clock. Pagget insists on regarding 9 a.m. as practically the middle of the day. 4. The world is a fine place and worth fighting for. 5. He was accustomed to having all his thoughts sifted through his mother's mind. 6. After fifteen minutes she located a physician who sounded angry and sulky at being called out of bed. 7. Mrs. Barter couldn't help smiling at him. 8. The cook left, having heard that she could earn three times her present wages in London without being obliged to prepare more than two dinners in the week. 9. And as though in the habit of taking each other home every night they went out. 10. He reproached me for not being foresight-

ed enough to bring a picnic lunch. 11. I didn't at all like the prospect of having to break the bad news to him. 12. It was not until the crowd had cleaned away a bit that we got a chance of having a word together. 13. ...when she took a thing into her head there was no stopping her. 14. There was something in his personality which prevented him from being dull. 15. Almost without meaning to she put one of her own hands into his hand.

### **III. Translate the following into Russian paying attention to the form of the gerund.**

1. He spoke of being back by morning. 2. One minute he had the sense of being a trespasser. 3. He had practically given up sleeping, save on short vacations deliberately concentrated to simple pleasures. 4. I insisted on all relations with the Klausners being broken out. 5. The whole time I was conscious of being surrounded by a network of intrigue. 6. He had no intention of taking George any further into his confidence. 7. Hayson was by way of being interested in antiquarian matters and he talked to us with a great deal of energy and enthusiasm. 8. I ... present my apologies for leaving so soon. 9. He had kern blue eyes and a natural gift of pleasing people. 10. She had a happy knack of looking very busy about doing nothing. 11. I remember riding on top of a taxicab along deserted Fifth Avenue .... 12. ... the only thing that kept me from being really frightened was the conviction that Hugh would not become violent ....

### **IV. Use the gerund in the active or passive voice (non-perfect form) instead of the infinitive in brackets.**

1. This was an appeal to which Eleanor was incapable of (to turn) a deaf ear. 2. Mr. Davidson has a wonderful heart and no one who is in trouble has ever gone to him without (to comfort). 3. I eat very little myself, but I make a point of (to have) a proper dinner served to me every night. 4. We were in the habit of (to bathe) at a beach called the Baths of M.beriu. 5. Worst of all, he had no hope of (to shake) her resolution. 6. I think he was a little

ashamed of (to be) so successful. 7. ...I hate thus (to deprive) of the sweetness of youth.

**V. Use the gerund in the perfect or non-perfect form instead of the infinitive in brackets.**

1. Without (to ask) his advice I have taken an important step. 2. My sister stopped (to read) when there was something terrible in the story. 3. He disliked (to run) the whole department. 4. He spoke with an air of (to work) this out accurately. 5. Miss Marple had been shown every antique piece of furniture that contained or could be suspected (to contain) a secret drawer. 6. On behalf of my wife and myself we thank you for (to be) with us on this joyous occasion. 7. (to hear) them talk about bathing made me want to bathe too. 8. I think I am correct in (to say) that they have remained in the safe. 9. Mr. Kosak is tired of (to give) us credit. 10. He gave us sign of (to hear) them.

**VI. Use the gerund in the required form instead of the Infinitive in brackets.**

1. I wasn't keen on (to wash) this kind of dirty linen in public. 2. He'll be afraid (to think) ungrateful. 3. Warren wants me to go home and give up the idea of (to go) on the stage. 4. Here, they felt, was someone worth (to take) a little trouble over. 5. I beg the House's pardon for (to be) as long in (to fulfill) my task. 6. I seem honored in (to permit) to draw the attention of all the parties to this. 7. Martin Iden never looked at him without (to experience) a sense of repulsion. 8. Soames had the peculiar feeling of (to overdo) his own honesty. 9. Gil Tullock was never tired of (to look) at his wife. 10. He was as young, he laughed so merrily at other people's jokes that no one could help (to like) him.

## **Section II. The Syntactic Functions of the Gerund**

**1. The Subject.** The gerund may be used in various syntactic functions: a single gerund occurs but seldom; in most cases we find a gerundial phrase or gerundial construction.

1.1. The basic pattern with the gerund as subject is the following: **Ger – V/Vlink – A/N**. The Predicate is either a notional verb (**V**) or a link verb with predicative adjective, noun, etc.

**Talking mends no holes.**

**Riding with a drunk driver is dangerous.**

**Climbing to the top of a mountain isn't easy.**

**Falling is a case of motion at constant acceleration.**

1.2. 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*:  
**It – V/V link – A/N Ger ; There is – Ger :**

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

**It's no use talking like that to me.**

**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.

## EXERCISES

### I. Make up sentences, using the gerund as subject.

1. ... isn't easy.
2. ... is hard.
3. ... is usually a lot of fun.
4. ... is boring.
5. ... can be interesting.
6. ... was a good experience.
7. Does ... sound like fun to you?
8. ... is considered impolite in my country.

### II. Complete the following using the gerund as subject.

1. There's no use ... .
2. It was useless ...
3. It would be no good...
4. It is worth while...



**III. Translate into English, using the expressions:** *it is no use, it is useless, it is no good, it is worth, it is worthwhile.*

1. Бесплезно говорить об этом. Вопрос рещен. 2. Стоит ли писать ему? Он уже уехал. 3. Не стоит его ждать. Он не придет. 4. Стоит посмотреть этот фильм. 5. Бесплезно пытаться достать билеты. Все билеты проданы. 6. Стоит ли тратить время на письмо, если можно позвонить по телефону.

**IV. Translate the sentences into Russian. Make up similar pairs of examples.**

1. The book is worth reading. It is worth while reading this book. 2. The play is worth seeing. It is worth while seeing this play. 3. The question is worth discussing. It is worth while discussing the question.

**2. The Predicative.**

There is one basic pattern to illustrate the predicative function of the gerund (*Adj/Pr*)*N* – *Be* – *ger(N')*:

**The only remedy for such a headache as mine is *going* to bed.**

**3. The Part of a Compound Verbal Predicate.**

A) With verbs denoting the beginning, the duration or the end of an action, the gerund forms part of a compound verbal aspect predicate: *begin, start, continue, go on, keep on, cease*, etc.: *N/Pr* – *V(asp)* – *ger*:

**She began *sobbing* and *weeping*.**

**In the night it started *raining*.**

**Tom went on *whitewashing*.**

**She took my hand and kept on *laughing*.**

B) With verbs and verbal phrases denoting modality the gerund forms part of a compound verbal modal predicate: *to intend, to prefer, can't help*, etc. **Pr/N – V(m) – ger. – N'**:

**We intend *going* to Switzerland and *climbing* Mount Blanc.**

**Joseph couldn't help *admiring* the man.**

**4. The Object.** The gerund may be used as a direct and as a prepositional indirect object. As a direct object it occurs after verbs and verbal phrases: *to avoid, to deny, to excuse, to forgive, to give up, to leave off, to mind, to postpone, to put off*, etc. The basic pattern is: **N/Pr-Vi – ger.**

**He avoided *looking* at me.**

**I don't mind *going* and *seeing* her.**

As an indirect object it follows the verbs and verbal phrases used with a preposition: *to accuse of, to agree to, to approve of, to complain of, to depend on, to insist on, 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, to look forward, etc.* (to admit, anticipate, appreciate, consider, dislike, enjoy, give up, finish, involve, mention, mind, miss, postpone, practice, prevent, propose, put off, recall, recommend, report, resent, resist, risk, suggest). The pattern is: **N/Pr – Vi(N'/Pr')prep. – ger.**

**They accuse me of *having dealt* with the Germans.**

**I thank you for *taking* all this trouble.**

**5. The Attribute.** In this function the gerund is always preceded by a preposition **N/Pr-Vi-N' -prep. -ger: There-is/was-N-prep. ger:**

**He was born with the gift of *winning* hearts.**

**She had a feeling of *having been worsted*.**

**Presently there was the sound of the car *being brought* to the door.**

In the function of an attribute the gerund usually follows abstract nouns: *ability, advantage, chance, feeling, hope, idea, intention, merit, opportunity, possibility, probability, reputation, reason, way*, etc.

## EXERCISES

**I. Complete the following using the gerund as predicative or a part of a compound verbal predicate.**

1. His ambition was ... 2. Her aim is ... 3. My favorite occupations are ... 4. His temper kept ... 5. Doctor Flegg began ... 6. He kept ... 7. Now I will go on ... 8. The author started ... 9. All the time he was talking to me I went on ... 10. The officer finished ... 11. Suddenly he darted and began... 12. In the silence he started ... 13. He immediately stopped ... 14. When the ship goes down off their coast they cannot help ... 15. Her laughter was so infectious that I could not help ... 16. In spite of myself I could not help ... 17. She just continued ...

**II. Translate the following sentences into English, using the gerund in the function of a compound verbal predicate.**

1. Я начну работать на следующей неделе.
2. Мы продолжали обсуждать повестку дня собрания.
3. Джон любит играть в теннис.
4. Джек намеревается купить новый автомобиль.
5. Я предпочитаю встретиться с Вами возле Карнеги Холл.
6. Я закончил печатать деловое письмо.
7. Она не могла не улыбнуться.
8. Анна не в состоянии причинить зло.
9. Наконец он закончил писать и положил ручку.

10. Она продолжала смотреть на меня, ничего не понимая, столь велико было потрясение от трагического известия.

**III. Translate the sentences into Russian. Make up similar pairs of examples.**

1. The book is worth reading. It is worth while reading this book. 2. The play is worth seeing. It is worth while seeing this play. 3. The question is worth discussing. It is worth while discussing the question.

**IV. Point out the verbs and verbal phrases followed by a gerund: a) without a preposition, b) with a preposition. Translate the sentences into Russian.**

1. "A visitor who insists on seeing you, sir," said Jules and fled. 2. Maggie did not persist in objecting. 3. She thought of inviting him up here. 4. I wouldn't mind betting a thousand pounds on it. 5. I might take to gardening myself. 6. Pardon me for troubling you with my personal affairs. 7. Soams refrained from saying: "No, do I."

**V. Complete the following using the gerund as a non-prepositional object:**

1. He had practically given up ... 2. Her mother mentioned ... 3. I hate ... 4. I distinctly remember ... 5. It involved ... 6. Presently he suggested ...

**as a prepositional object:**

1. George wrote that he could not think of ... 2. Presently we were talking about ... 3. But that won't prevent you from ... 4. You would tell me anything to keep me from ... 5. Thank you for ... 6. They persisted in ... 7. You haven't thanked me yet for ... 8. He knew how to flatter her father into ... 9. He has not succeeded in ... 10. She was counting on ... 11. He insists on ... 12. My sister was never tired of ...

**VI. Translate the following sentences into Russian, paying special attention to the noun followed by the gerund.**

1. The device has the merit of being suitable for many purposes. 2. There is no necessity of making any corrections. 3. Old Jolyon came out of Lord's cricket ground that same afternoon with the intention of going home. 4. There is little probability of atmosphere being on that planet. 5. Presently there was the sound of the car being brought to the door. 6. He had early opportunity of becoming well acquainted with experimental work. 7. Don't miss the opportunity of hearing this pianist.

**VII. Complete the following using the gerund as an attribute:**

1. I have really had no intention of ...
2. She has planned a way of ...
3. He had some vague scheme of ...
4. She gave the impression of ...
5. It was clear the dog had no intention of ...
6. Not much in the habit of ...
7. The captain had the reputation of ...
8. He had an opportunity of ...
9. I found the cause of ...
10. It occurred to me that there was an easy way of ...
11. He was possessed with a wild notion of ...
12. There was a reason for not ...
13. Ralph spoke in the hope of ...
14. I had, of course, no means of ...
15. With him there, she stood a better chance of ...
16. He described the methods of ...
17. I have the idea of ...
18. They gave him a sense of ...

**6. The Adverbial Modifier.** In this function the gerund is always preceded by a preposition. It is in the function of an adverbial modifier of time, manner attendant circumstances, cause, con-

dition, purpose, concession; the most common functions are those of adverbial modifiers of time, manner and attendant circumstances *Prep.ger. – Pr/N-V-N’; N/Pr – V Prep.ger:*

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

**After leaving her umbrella in the hall, she entered the living room.**

**On reaching Casterbridge he left the horse and trap at an inn.**

*Note:* in the function of an adverbial modifier of time the gerund sometimes competes with the participle:

**George, on hearing the story, grinned.**

**The four girls, hearing him speak in the hall, rushed out of the library.**

b) As *an adverbial modifier of manner* the gerund is used with the prepositions *by* or *in* *N/Pr – V a/p Prep.ger:*

**She startled her father by bursting into tears.**

**The day was spent in packing.**

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

**She was not brilliant, not active, but, rather peaceful and statuesque without knowing.**

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

**One side of the gallery was used for dancing.**

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

**He has no right to come bothering you *without being invited*.**

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

**I dared not attend the funeral *for fear of making a fool of myself*.**

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

***In spite of being busy he did all he could to help her.***

The gerund preceded by one and the same preposition may be used in different functions with the preposition *without* it may perform the function of an adverbial modifier of attendant circumstances and of condition; with the preposition *in* it may perform the function of an adverbial modifier of time and of manner; with the preposition *for* it may perform the function of an adverbial modifier of purpose or of cause.

**Note:** The Russian не+деепричастие may correspond to the English *without* + **gerund** or *not* + **Participle**. It usually corresponds to *not* + **Participle** if it is used in the function of an adverbial modifier of cause.

Не зная адреса мисс Бетси, Давид не мог ей написать.

***Not knowing Miss Betsey's address, David couldn't write to her.***

If не + деепричастие is used in the function of adverbial modifier of attendant circumstances and of condition, it generally corresponds to *without* + **gerund**.

Давид уехал из Лондона, никому ничего не сказав.

**David left London *without telling anybody about it.***

Мальчики не могли уходить из Салем-Хауса, не спросив разрешения

**The boys could not leave Salem House *without asking for permission.***

## EXERCISES

**I. Define the type of the adverbial modifier expressed by the gerund. Translate the sentences into Russian.**

1. It didn't look as if it would be cleared until the next mealtime and perhaps not even then; if room could be made by pushing the dirty plates aside. 2. Baydz and his father entered the room. They looked at each other without speaking. 3. He was overwhelmingly generous, and his generosity was of that rare and excellent kind which makes you feel as if you are doing ... a favor by accepting it. 4. Without giving myself time to reflect, I walked straight to the house... 5. Instead of worrying he took a deep breath of the crisp air ... 6. When a little while ago, my publisher expressed a wish to reissue it (a novel). I felt, that I really should read it again. 7. The rain poured down without ceasing. 8. Ede had obtained Billy's teddybear by pulling it. 9. This morning the old servant Francaise, on descending to start her work, found the front door ajar. 10. You never realize that by lying back in an armchair, with the eyes closed, one can come nearer to the solution of any problem. 11. Without much searching, I found an apartment on the fifth floor. 12. Well, doubtless we'll come across that in looking through captain Trevelyan's papers. 13. That was soon established by comparing it with the memorandum from the desk. 14. Sometimes Lisa fell into light doze sad Jim would keep very still for fear of waking her.

**II. Complete the following using the gerund as an adverbial modifier:**



1. We walked without ... 2. You're trying to fight me in spite of ... 3. It would have been impossible to reach it without ... 4. He had to go there himself in spite of... 5. The pupil answered without ... 6. He jumped to his feet and muttered an apology without ... 7. Yesterday he had closed the greatest problem of his life by ... 8. It could be made by ... 9. They looked at each other without ... 10. We are in dreadful danger and you share it by ... 11. She didn't make a mistake because of ... 12. I shocked them by... 13. She finished up by ... 14. He proved it by ... 15. He lit a cigarette before ... 16. She went there immediately on ...

**III. Define the syntactical function of the marked phrases. Comment upon them. Translate the sentences into Russian.**

1. Without shaking hands, they put themselves at once into postures of defense. 2. I trembled without distinctly knowing why... 3. You can't spell properly without knowing the language. 4. Not having my spectacles about me, I could not read the address. 5. A mountaineer can't ascend a glacier without being adequately equipped. 6. Not having seen my friend yesterday, I could not let her know about the concert. 7. She dances delightfully without having ever been taught. 8. She skis without using the sticks. 9. We sat there together without saying anything. 10. Suddenly he observed that it was a quarter past eight and, without warning jumped out of bed.

**IV. Translate into English, using without+ger. or not + Participle. Give similar pairs of examples of your own.**

1. Не отвечая на мой вопрос, она вышла из конторы. Не зная, что ответить, она молчала. 2. Он уехал, никого не известив о своём решении. Не известив никого о своем приезде, он оказался в затруднительном положении. 3. Не посмотрев этого фильма, вы не можете судить о нём. Не посмотрев на светофор при переходе улицы, она чуть не попала под машину. 4. Вы не запомните этой мелодии, не прослушав пла-

стинку несколько раз. Не прослушав этой пластинки, я не знала, стоит ли её покупать. 5. Не спросив разрешения, я не решилась взять вашу книгу. Ваш сын, конечно, не поедет на юг, не спросив вашего разрешения.

## The Gerund and the Participle

In most cases the differentiation between the gerund and the participle does not present any difficulty.

Unlike the participle the gerund:

- 1) may be preceded by a preposition;
- 2) may be modified by a noun in the possessive case or by a possessive pronoun;
- 3) can be used in the function of a subject, object and predicative. In the function of an attribute and of an adverbial modifier both the gerund and the participle may be used, but the gerund in these functions is always preceded by a preposition.

There are cases, however, when the differentiation between the gerund and the participle presents some difficulty; for instance, it is not always easy to distinguish between a gerund as part of a compound noun and a participle used as an attribute to a noun.

One should bear in mind that if we have a gerund as part of a compound noun, the person or thing denoted by the noun does not perform the action expressed by the ing-form: e.g. *a dancing hall* (a hall for dancing), *a cooking-stove* (a stove for cooking), *walking shoes*, *a writing-table*, etc. If we have a participle used as an attribute the person denoted by the noun performs the action expressed by the ing – form: e.g. *a dancing girl* (a girl who dances), *a singing child*, etc. However, there are cases which admit of two interpretations; for example *a sewing machine* may be understood in two ways: a machine for sewing and a machine which sews; *a hunting dog* may be a dog for hunting and a dog that hunts.

## The Gerund and Verbal Noun

The gerund should not be confused with the verbal noun, which has the same suffix *-ing*. The main points of difference between the gerund and the verbal noun are as follows:

1. Like all the verbals *the gerund* has a double character – nominal and verbal. *The verbal noun* has only a nominal character.

2. *The gerund* is not used with an article. *The verbal noun* may be used with an article:

**The making of a new humanity can not be the privilege of bureaucrats.**

**I want you to give my hair a good brushing.**

3. The gerund has no plural form. The verbal noun may be used in the plural:

**Our likings are regulated by our circumstances.**

4. *The gerund* of a transitive verb takes a direct object.

*A verbal noun* cannot take a direct object it takes a prepositional object with the preposition of:

**He received more and more letters, so many that he had given up *reading them*.**

**Meanwhile Gwendolen was rallying her nerves to *the reading of the paper*.**

5. *The gerund* may be modified by an adverb.

*The verbal noun* may be modified by an adjective:

**Drinking, even *temperately*, was a sin.**

**He (Tom) took a *good* scolding about clodding Sid.**

## EXERCISES

**I. What is the difference in the use of the gerund and the participle in the function of an adverbial modifier and an attribute in the following sentences?**

1. On seeing the Master enter, the old woman stopped with the bellows on her knee ... 2. But seeing me; she called me her dear Davy, her own boy! 3. ... But at the thought of crying it was as though little Lennie leapt in his gran's arms. 4. The crying child

was comforted by his nurse. 5. ... by coming up through Roy's lake in Roy's canoe Scotty saved himself a twenty-mile trek. 6. And she, thinking of her coat again decided to be civil. 7. I... said ... I had the pleasure of seeing an old school fellow there. 8. "No!..." he replied firmly, carefully extinguishing the glowing and against the cold china of his wash-basin and preserving the stub in his waistcoat pocket.

## **II. Translate into English, using the gerund or the participle where possible,**

Игра в волейбол вам хорошо известна. Люди любого возраста (of any age) могут увлекаться (to enjoy) игрой (to play) в волейбол. Игра начинается с подачи (to make the serve) одним из играющих. Подавая мяч, следует стоять за линией подачи (back-line). Подача (the serve) состоит в том, что мяч ударяют рукой так, чтобы он перелетел через сетку. Когда принимающая команда (receiving team) отбивает мяч (to return the ball), она имеет право на три удара (pass). Если подающей команде не удастся снова перебросить мяч через сетку, мяч переходит (to pass into possession) первоначально (originally) принимавшей команде.

Согласно правилам игры, позиция игроков меняется, так что каждый участник имеет возможность играть в разных местах поля.

## **III. State whether the ing-form is the gerund or the verbal noun. Give your reasons.**

1. Lisa was able to make her own living by working at a factory. 2. When I imagined that on seeing his pictures I should get a clue to the understanding of his strange character I was mistaken. 3 He could feel that he was very close to a beginning of some sort, but he couldn't tell what sort it would be. 4. Helen doesn't jib at the washing-up and Dong is so handy on the boat. 5. He translated quite mechanically, without paying attention to the words as he wrote them one after the other. 6. It was everywhere perfectly still,

save for the rustling of leaves and birds. 7. But the most striking thing about him was the feeling he gave you of suppressed fire. 8. You stay here, my man. Ho slipping off to warn your Master. 5. ... He hadn't time for worrying about the weather. 10. The diary is useful for recording the idiosyncrasies of other people but not one's own. 11. I didn't at all like the prospect of having to break the bad hews to him.

## The Gerund and the Infinitive

In Modern English the gerund is widely used and often competes with the infinitive. 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 propose, to remember, to recollect, to start, to stop.*

**The young man began turning over the pages of a book.**

**At length she began to speak softly.**

**She continued standing near the piano.**

**She continued to look at him.**

It is sometimes possible to find a reason for the use of a given form. With some verbs and word-groups, such as *to be afraid, to forget, 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:

**Don't forget *shutting* the windows when you leave home.**

**Don't forget *to shut* the windows when you leave home, it is very windy today.**

**I don't like *interrupting* people.**

**I don't like *to interrupt* him, he seems very busy.**

With the verb *to remember*, the infinitive usually refers to the future, and the gerund to the past:

**I remember seeing the book in many bookshops.**

**Remember to buy the book.**

With the verbs *to stop*, *to pause*, etc. and the gerund have different syntactical functions. The gerund forms part of a compound verbal aspect predicate.

**They stopped talking when he came in.**

The infinitive has the function of an adverbial modifier of purpose:

**She stopped to exchange a few words with a neighbour.**

The gerund is mostly used:

1) with the verbs and verbal phrases: *to avoid*, *to burst out*, *to deny*, *to enjoy*, *to excuse*, *to fancy* (in imperative sentences as an exclamation of surprise: *Fancy speaking to a computer!*), *to finish*, *to forgive*, *to give up*, *to go on*, *to keep (on)*, *to leave off*, *to mind* (in negative and interrogative sentences), *to postpone*, *to put off*, *cannot help*, *to suggest*, etc.:

**He avoided answering my question.**

**She denied committing the crime.**

**We enjoyed visiting them.**

**We all burst out laughing.**

**They went on talking.**

**I don't mind going and seeing her.**

**Would you mind waiting a week or two?**

2) with the verbs and phrases used with a preposition: *to accuse of*, *to agree to*, *to approve of*, *to complain of*, *to depend on*, *to feel like*, *to insist on*, *to look like*, *to object to*, *to persist in*, *to prevent from*, *to rely on*, *to speak of*, *to thank for*, *to think of*, *to give up the idea of*, *to miss an (the) opportunity of* etc.:

**You suspect me of stealing your diamond.  
I don't feel like going out.  
It looks like raining.  
I insist on being treated with a certain consideration.**

3) with the following predicative workgroups (with or without a preposition): *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.:

**I felt physically incapable of remaining still in any one place and morally incapable of speaking to any one human being.**

**I'm fond of being looked at.**

## **EXERCISES**

**1. Point out verbs and verbal phrases followed by the gerund: a) without a preposition; b) with a preposition. Translate the sentences into Russian.**

1. "A visitor, who insists on seeing you, sir," said Jules, and fled. 2. "I keep telling her I am not married..." 3. I'm looking forward to Mary's coming. 4. Maggie did not persist in objecting. 5. He can't help howling. He's got a musical ear.... 6. She thought of inviting him up here. 7. He could not help liking the tall, graceful young man who was standing by him. 8. ... he felt like smashing the glass and cutting the body up into little bits. 9. I wouldn't mind betting a thousand pounds on it... 10. I might take to gardening myself. 11. Pardon me for troubling you with my personal affairs.

**II. Point out the predicative word-groups (with or without a preposition) followed by a gerund. Translate the sentences into Russian.**

1. Matthew was incapable of speaking. 2. He was tired of telling people to move on. 3. In the United States there is nothing worth spending money on ... 4. "I say! Why do you dislike me?" –

“Well, then, because you make me feel life isn’t worth living.”  
5. She had been right in assuming that her boy ... could not confront Levenford penniless ... 6. I was on the point of saying: “I thought you were a plain woman.” 8. Nobody knows better than I do that she likes to look so well, and is proud of being so pretty.  
9. I was tired of reading and dead sleepy.

### **III. Insert prepositions where necessary.**

1. What was the use ... keeping half a dozen servants eating their heads off. 2. That would have been much the easiest way ... doing it, he agreed. 3. He was a little hesitant about his reason ... wanting to get away so badly. 4. Yet, ironically, there was seldom any difficulty ... getting money for non-operational improvements. 5. You see a definite reason ... going down to Handborough? 6. I am not in the habit ... letting my judgment be influenced, as you call it, Hastings. 7. Her voice had become thrill, Ralph spoke in the hope ... restraining it. 8. You can tell how a man’s feeling just ... looking at him. 9. He was possessed with a wild notion ... rushing out into the streets and taking a train to Detroit. 10. Certain people, you see, have a gift... seeing things in a crystal. 11. She gave the impression ... being frail, innocent and very young. 12. “You haven’t thanked me yet... saving your life,” I said with false sweetness. 13. Naturally he wears glasses to conceal his eyes and is an invalid since he does not want to run the risk ... meeting Ridgeway. 14. She did not make a mistake ... fixing the night of Madame Daubrenil’s visit. 15. I never did succeed ... teaching hey to drive.

### **IV. Use the gerund or the infinitive of the verb in brackets. Insert prepositions where necessary.**

1. He had begun (to retrace) his steps when he at last caught sight of Bosinney. 2. Jan began (to walk) slowly down, her arm through Doreen’s. 3. It began (to get) dark. 4. Then she began (to tremble), not that she was afraid, but at the thought of the people she would meet. 5. He finally refused (to eat) anything but



boiled eggs. 6. The sun had begun (to sink) towards the high rim of the hills. 7. They began (to drive) across the island. 8. She began (to walk) up and down angrily. 9. The game begins (to be) dangerous. 10. I really begin (to believe) she was Blenkisop. 11. Jane continued (to discuss) her problem with no appreciation of his presence. 12. He stopped (to chat) with Joe from the scenario department. 13. Please, tell her it is necessary (to keep) the patient under morphia. 14. Tired? Do you want (to stop)? 15. Then, he went on (to give) me details. 16. Mr. Tower paused (to take) breath.

**V. Complete the following sentences trying to use the gerund or the infinitive Use them in situations.**

1. I'm tired of \_\_\_\_
2. What I like doing is \_\_\_\_
3. There is no getting away with \_\_\_\_
4. I'm no good at \_\_\_\_
5. I saw him \_\_\_\_
6. It's nice of you \_\_\_\_
7. Mike got read of \_\_\_\_
8. It's no use \_\_\_\_
9. His hair needs \_\_\_\_
10. You needn't \_\_\_\_

**Predicative Construcions with the Gerund**

The gerund forms 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:

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

Here the gerund *going off* is in predicate relation to the pronoun *your*, which denotes the doer of the action expressed by the gerund. 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 genitive case or by a possessive pronoun

**Do you mind *my smoking*?**

**His further consideration of the point was prevented by *Richard's coming back to us in an excited state*.**

b) by a noun in the common case

**I have a distinct recollection of *Lady Chiltern always getting the good contact prize*!**

*Note:* In Modern English there are two parallel constructions of the type:

**Fancy David's courting Emily!** and

**Fancy David courting Emily!**

These two constructions may be used indifferently, but sometimes there is a slight difference in meaning: in the first example the action (the verbal element of the construction) is emphasized, whereas in the second the doer of the action (the nominal element of the construction) is emphasized. Occasionally examples are found where the nominal element of the construction is expressed by a pronoun in the objective case.

**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.

**I object to Mary and Jane going out on such a windy day.  
Did you ever hear a man of sense rejecting such an offer?**

2. If the nominal element of the construction denotes a lifeless thing, it is expressed by a noun in the common case (such nouns, as a rule, are not used in the genitive case) or by a possessive pronoun.

**I said something about *my clock being* slow.**

**... Pegotty spoke of ... my room, and of *its being* ready for me.**

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

**I insist on *both of them coming* in time.**

**Note:** Some grammarians recognize the existence of two separate constructions: the *gerundial construction* (a construction where the nominal element is expressed by a noun in the genitive case or by a possessive pronoun) and a construction with *a half gerund* (a construction where the nominal element is expressed by a noun in the common case, a pronoun in the objective case, or a pronoun which has no case distinctions). A gerundial construction is nearly always translated into Russian by a subordinate clause, generally introduced by *то, что; тем, что; как* etc.

***His being a foreigner, an ex-enemy* was bad enough.** – *То, что он был иностранец, бывший неприятель, было плохо.*

***Her thoughts were interrupted at last, by the door opening gently.*** – *Её мысли были наконец прерваны тем, что дверь тихонько открылась.*

## EXERCISES

**I. Point out the gerundial constructions. Comment on the way the nominal element is expressed. Translate the sentences into Russian.**

1. From the moment of my knowing of the death of my mother, the idea of her as she had been of late vanished from me. 2. One strong reason for Flair's renting these rooms was her passion for cleanliness. 3. Old Dandy-Freud bored him stiff; and for once Michael did not mind old Danby being in the right. 4. From the circumstances of the latter article (an oyster-shell) having been much polished ... I conclude that Mr. Barkis had some general ideas about pearls ... 5. He mounted swinging the balloon on his finger. Curious how he had dreaded its having anything to do with her! 6. Louise could not imagine him not being nice about children. 7. What his new enterprise was, Louise barely knew, except that it was something to do with shares and companies, and necessitated his having lunches with mysterious sounding men in places like the Savoy which Louise did not think they could afford. 8. He disapproved, he didn't believe in girls drinking, he was full of the conceptions of a generation older than himself. 9. Monna Caterina told me it was no good my waiting, she gave me another drink of wine and sent me away. 10. The distressing commotion in the bedroom was ended by Arthur taking the picture away and saying that he would burn it.

## **II. Form predicative constructions with the gerund out of the elements in brackets.**

1. They might, she always felt, disapprove of (women, to smoke) in public halls. 2. ... I did ask her why she could not sleep and what kept (she, to think) so much as she listened to the nightingale. 3. Kate smiled at (Anthony, to shift) on his chair. 4. "I couldn't stop (she, to come here)." He spread his hands helplessly. 5. If you don't object to (me, to accompany) you as far as the door, sir...? 6. No one would dream of (he, to be) so near at hand. 7. "You must not mind our (to be surprised)," she said. 8. After all I'm partly to blame for (you, to miss) the train so the least I can do is to help you out of a jam. 9. ... there was still a chance of (Bart, to come). 10. Naturally, I realize that this pleurisy will put her back

a bit, but I suppose it won't prevent (she, to be) out by the end of October?

**III. Complete the following so as to use predicative constructions with the gerund.**

1. You don't seem to mind their ... . 2. What is the reason of his ... ? I don't understand what prevents her ... . 3. There's no sense in your .... 4. She finished her ... 5. He dropped the subject without my ... 6. Louise didn't like to run the risk of her ... 7. He liked the idea of their ... 8. They saved time by Tom's .... 9. There was no possibility of David's ... 10. I was awakened by the sound of someone ...

**IV. Substitute gerundial constructions for subordinate clauses, using the preposition *at*.**

*I am pleased*

that she will come to see me tomorrow;

that my friend will come to Moscow soon;

that my friends often write to me;

that George makes such progress in his work;

that Mr. Smith has been awarded a prize; that it is all over at last.

**V. Recast the following sentences with predicative constructions with the gerund so as to use complex sentences.**

1. Everyone was surprised at their being late. 2. I insist on your apologizing to them, you are very rude. 3. It was hard to keep your mind off illness with Doris and Edith talking about it all the time. 4. He went up the road with fear and anger fighting in him. 5. The thought of Helen being alone and waiting for him made Dan run the block. 6. He had never thought of Jean meeting his people before. 7. Is there any objection to my seeing her? 8. I don't like your going off so soon. 9. Who suggested their going to the country with us. 10. Dorothy had to agree, although she did not approve of Laura going to the cinema so often.

**VI. Recast the following sentences so as to use predicative constructions with the gerund. Use prepositions where required.**

1. Presently I became aware, that someone was moving softly about the room. 2. I was about to suggest that you should lunch with me. 3. For my part I had never before suspected that Kate had a deep vein of superstition in her nature. 4. I cut short his lamentations, by suggesting that we should start for the camp at once. 5. I like you so much because you are such a good cook. 6. I boasted that my father was different; he would understand that I was an artist. 7. She took a peculiar delight in the fact that he was Peter's son. 8. He felt proud of the fact that he had been able to win a woman whom everybody admired. 9. She gave no sign that she heard that he had slammed the door.

**Here are some poems, and rhymes with the gerund to memorize.**

Spades for digging; pens for writing;  
Ears for hearing; teeth for biting;  
Eyes for seeing; legs for walking;  
Tongues for tasting and for talking.  
*Old rhyme*

**THE DEAF WOMAN**

"Old woman, old woman, are you fond of smoking?"

Old woman, old woman, are you fond of smoking?"

"Speak a little louder, air, I'm rather hard of hearing.

Speak a little louder, air, I'm rather hard of hearing."

"Old woman, old woman, are you fond of

carding?"

Old woman, old woman, are you fond of  
carding?"

Speak a little louder, sir, I'm rather  
hard of hearing.

Speak a little louder, sir, I'm rather  
hard of hearing

*Nursery rhyme*

### MR. RABBIT'S TAIL

It's too small for wagging

When you are feeling gay.

It's too short keeping

Biting insects away.

It's too short for curling

Around you at night,

Too small for helping

To keep you upright.

*Laura Arlon*

### I LIKE HAVING A WALK

On Sunday afternoons in the middle of July

I like having a rest just looking at the sky.

I like listening to the birds singing in the trees

– In July ...

I like having a walk when the sun shines.

And walking in the rain.

I love thinking of you and all the things you do

- On Sunday afternoons.

On rainy April Sundays I like staying at home.

I like watching a film or listening to some music

- In April ...

*Song*

MRS. VANDERBILT

You never think of worrying  
What's the use of worrying  
When your bus has left the stop  
You'd better drop your hurrying  
What's the use of hurrying  
Leave me alone Mrs. Vanderbilt  
I've got plenty of the time of my own  
Just what's the use of worrying  
What's the use of hurrying  
What's the use of anything  
Ho Hey Ho  
Ho Hey Ho  
*Paul McCartney*



## APPENDIX

### SIMPLE

| Function  | Present  | Past   | Future  |
|---|--|--|---|
| <b>Факт,<br/>регулярность,<br/>постоянство,<br/>детализация</b> | <b>-s</b> (3 лицо ед. ч.)<br><b>do/does</b><br>(в вопросах и отрицаниях)<br><i>always, often,<br/>sometimes, seldom,<br/>every day (week,<br/>month, year),<br/>once a day (week,<br/>month, year),<br/>twice a (week,<br/>month, year),<br/>three times a (week,<br/>month, year)</i> | <b>- ed</b> или <b>II</b> форма<br><b>did</b><br>(в вопросах и отрицаниях)<br><i>last month (year,<br/>week),<br/>yesterday,<br/>a day (month,<br/>week) ago,<br/>on Monday,<br/>at 3 o'clock,<br/>in May,<br/>in 2005</i> | <b>will do</b><br><br><i>next year<br/>(week, century),<br/>tomorrow,<br/>in three days</i> |

### CONTINUOUS

| Function   | Present  | Past   | Future  |
|--|--|--|---|
| <b>Процесс, раз-<br/>витие, времен-<br/>ный характер</b> | <b>am/is/are + doing</b><br><br><i>now, at this mo-<br/>ment</i> | <b>was/were + doing</b><br><br><i>at that moment<br/>(time), while</i> | <b>will be + doing</b><br><br><i>at this time tomor-<br/>row,<br/>from 2 to 5</i> |

### PERFECT

| Function  | Present   | Past   | Future   |
|---|---|--|--|
| <b>Результатив-<br/>ность<br/>к определенному<br/>моменту</b> | <b>have/has + done</b><br>(III форма или –<br><b>ed</b> )<br><i>lately, recently,<br/>never, ever, yet,<br/>already, so far</i> | <b>had + done</b><br>(III форма или –<br><b>ed</b> )<br><i>by Monday, by the<br/>end of the week</i> | <b>will have + done</b><br>(III форма или –<br><b>ed</b> )<br><i>by Monday, by the<br/>end of the week</i> |

### PERFECT CONTINUOUS

| Function  | Present   | Past  | Future  |
|---|---|---|---|
| <b>Отсутствие<br/>четкого резуль-<br/>тата, нет ин-<br/>формации о за-<br/>конченности<br/>действия</b> | <b>have /<br/>has been +<br/>doing</b><br><br><i>for, since</i> | <b>had been + doing</b><br><br><i>by Monday, by the<br/>end of the week</i> | <b>will have been +<br/>doing</b><br><br><i>by Monday, by the<br/>end of the week</i> |

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