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КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ**

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**АНГЛІЙСЬКА ГРАМАТИКА:
ТЕОРІЯ І ПРАКТИКА**

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Модальні дієслова**

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Посібник складається з двох розділів:

- “Безособові форми дієслова”, який містить теоретичний матеріал за темами: “Інфінітив” (The Infinitive), “Предикативні конструкції з інфінітивом” (Predicative Constructions with the Infinitive), “Дієприкметник” (The Participle), “Предикативні конструкції з дієприкметником” (Predicative Constructions with the Participle), “Герундій” (The Gerund), “Предикативні конструкції з герундієм” (Predicative Constructions with the Gerund);
- “Модальні дієслова”, у якому розглядаються теми: Can, May, Must, Ought (to), Shall, Will, Should, Would, Dare, Need.

Кожний розділ містить:

- виклад теоретичного матеріалу за темами “Безособові форми дієслова” і “Модальні дієслова”;
- практичні завдання (Practical Assignments) для опрацювання відповідних тем на практичних заняттях.

Зразок модульної контрольної роботи (Sample Module Test) передбачено у посібнику для визначення рівня сформованості умінь і знань студентів з курсу “Практичної граматики першої іноземної мови (англійської)”.

Навчально-методичний посібник призначено для студентів педагогічних і мовних вищих навчальних закладів III та IV рівня акредитації.

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UNIT 1

NON-FINITE FORMS OF THE VERB

There are four non-finite forms of the verb (or verbals) in English (*fig. 1*):

- the infinitive (**V₀**),
- the gerund (**V_{ing}**),
- participle I (**V_{ing}**), and
- participle II (**V_{2/-ed}**).

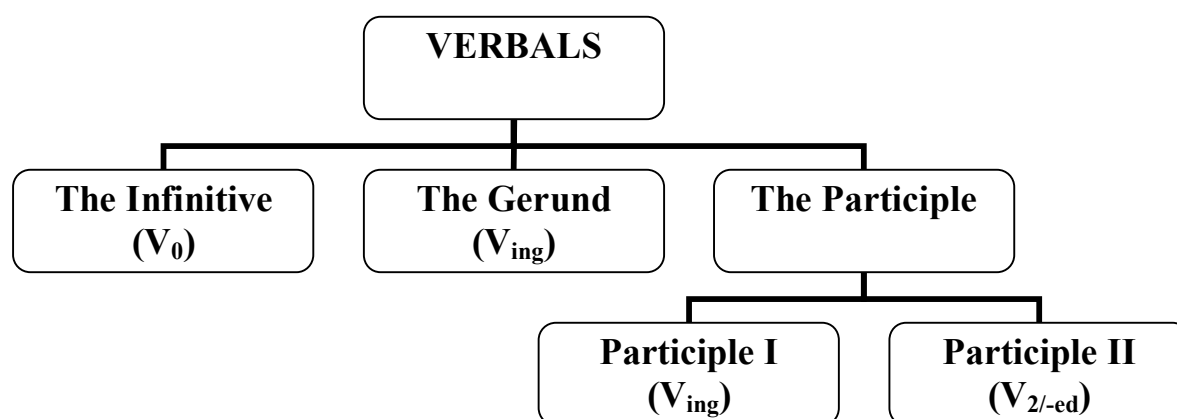


Fig. 1. Non-finite forms of the verb (verbals) in English

Lexically the non-finite forms of the verb (or verbals) do not differ from finite forms. Grammatically the non-finite forms of the verb are characterized by a **double nature**: they possess some verbal and some non-verbal features.

The **verbal features** of the non-finite forms of the verb are realized in the verb categories of voice and aspect. But the verbals cannot function as predicates in the sentences (whereas finite verbs typically have this function) as they lack the categories of person, number, mood, and tense. Thus, the verbals may denote only a secondary action or a process related to that expressed by the finite verb.

The **non-verbal features** of the non-finite forms of the verb are revealed in their functioning as nouns (infinitive and gerund) or adjectives (participle).

1.1. The Infinitive

The infinitive is a non-finite form of the verb that names a process in a most general way. The infinitive has a double nature, verbal and nominal.

The **verbal character** of the infinitive is manifested by voice and aspect distinctions which are realized by the 6 forms of the infinitive (*table 1*).

Forms of the Infinitive

Voice Distinctions	Aspect distinctions			
	Non-Perfect (Indefinite)	Perfect	Continuous	Perfect Continuous
Active Voice	to +V₀ <i>to adopt</i>	to have +V_{3, -ed} <i>to have adopted</i>	to be+V_{-ing} <i>to be adopting</i>	to have been+ V_{-ing} <i>to have been adopting</i>
Passive Voice	to be+V_{3, -ed} <i>to be adopted</i>	to have been+ V_{3, -ed} <i>to have been adopted</i>	absent	absent

Voice Distinctions of the Infinitive

It should be always born in mind that Non-Perfect (Indefinite) Infinitive and Perfect Infinitive are used both in the Active and Passive Voice. Continuous Infinitive and Perfect Continuous Infinitive are used only in the Active Voice.

NOTE:

- a) In sentences with the construction ***there is / are*** we can use either Active or Passive Infinitive without any change in the meaning. We use the Active Infinitive if the attention is paid to the action itself.

E.g.: *There is a lot of work to do / to be done.*

There are two books to read / to be read this week.

- b) We say ***nothing to do*** when we mean that we have no entertainment, when we don't have anything to do.

E.g.: *There is nothing to do – I am bored.*

(There is no entertainment that is why the speaker is bored).

- c) We say ***nothing to be done*** when we mean that there is no way to put something right.

E.g.: *There is nothing to be done – we will have to look for other suppliers.*

(There is no way of putting it right).

- d) After ***nobody / none***, the verb ***to blame*** is often used in the passive.

E.g.: *Nobody was to blame for that misdemeanor.*

Aspect Distinctions of the Infinitive

- The Non-Perfect (Indefinite) Infinitive Active or Passive** expresses an action simultaneous with the action expressed by the finite verb, so it may refer to the present, past or future.

E.g.: *I am all ears to listen to you. I was glad to inform you about this.*

2. **The Continuous Infinitive Active** expresses an action simultaneous with that expressed by the finite verb. The Continuous Infinitive is an aspect form, expressing the manner in which the action is presented – this action is in progress.

E.g.: *She seems / seemed / will seem to be paying no attention to what was going on around her.*

3. **The Perfect Infinitive Active or Passive** expresses an action prior to the action expressed by the finite verb.

E.g.: *I am / was on cloud nine to have graduated from the university with flying colours.*

NOTE:

- a) After such verbs as ***to mean, to expect, to intend, to hope*** when they are used in the Past Indefinite, the Perfect Infinitive shows that the hope, the intention, the expectation was not carried out.

E.g.: *She meant to have gone to the movies yesterday, but she failed. She intends to go there today.*

- b) The above mentioned meaning may also be conveyed by means of the Past Perfect of the finite verb; but then it will be followed by the Indefinite Infinitive.

Compare: *She meant to have gone to the movies yesterday, but she failed. She intends to go there today. – She had meant to go to the movies yesterday, but she failed. She intends to go there today.*

Functions of the Infinitive

The **verbal character** of the infinitive is manifested in the syntactic functions, such as: simple nominal predicate, part of the simple verbal predicate, part of the compound verbal predicate (modal or aspect).

1. **Simple Nominal Predicate.** The infinitive in this function may be used in exclamatory sentences expressing the speaker's rejection of the idea or in interrogative *why*-sentences, both affirmative and negative, where the infinitive expresses a suggestion.

E.g.: *You – of all your fellows – to behave like that!*

Me – to be his teacher! Why not do it together?

2. **Part of the Simple Verbal Predicate.** The infinitive in this function is used in interrogative and negative forms of Present, Past and Future Indefinite.

E.g.: *You will hear a radio report about a worldwide ban on smoking.*

To what extent do you agree?

3. **Part of the Compound Verbal Predicate:**

- a) With modal verbs *can, may, must, ought (to), shall, will, should, would, dare, need*; modal equivalents *to be (to), to have (to), to be allowed (to)*; modal

expressions *had better*, *would rather*, the infinitive forms part of the compound verbal modal predicate.

E.g.: *These can be dog days at times. You ought to have consulted the lawyer about this backbreaking matter. The train was to leave at midnight.*

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

E.g.: *She began to recite the poem and then she was interrupted. They continued to dance to the music.*

The **nominal character** of the infinitive is manifested in the syntactic functions, typical of the noun, such as: subject, object, predicative (a part of the compound nominal predicate), attribute, adverbial modifier, and parenthesis.

1. **Subject**, e.g.: *To write letters nowadays is something out of the ordinary.*

NOTE:

a) The infinitive may either precede the predicate or follow it. In the latter case it is introduced by the introductory **it**, which is placed at the beginning of the sentence.

E.g.: *It is easy to write e-mails nowadays.*

b) If there are two or more homogenous infinitive subjects in a sentence, all of them keep the particle **to**.

E.g.: *To be alone, to be free from the daily problems would be delight to him.*

2. **Object**, e.g.: *I have learned to speak Chinese in Beijing.* In the function of the object, the infinitive may be preceded by a conjunctive adverb or a pronoun.

I don't know } what to do.
 } where to go.
 } when to come.

The infinitive as an object can be preceded by the introductory object **it**, but it is not translated into Ukrainian / Russian.

E.g.: *I found it absolutely impossible to translate that text without a dictionary.*

NOTE:

The infinitive may be either the only object of the verb or one of two objects after the following verbs:

a) Verbs that take **only one object**: *to agree, to arrange, to attempt, to care, to like, to choose, to claim, to consent, to decide, to deserve, to determine, to expect, to fail, to fear, to forget, to hesitate, to hope, to intend, to learn, to like, to long, to love, to manage, to mean, to neglect, to plan, to omit, to prefer, to pretend, to refuse, to regret, to remember, to swear, to tend, etc.*

E.g.: *She agreed to come at noon. Looking back, Harry realizes that his parents tended to be over-protective.*

b) Verbs that take **two objects** (the first of which is a noun or a pronoun and the second one is the infinitive): *to advise, to allow, to ask, to beg, to cause, to command, to compel, to direct, to encourage, to forbid, to force, to have, to impel, to implore, to induce, to instruct, to invite, to leave, to let, to make to order, to permit, to persuade, to recommend, to request, to require, to tell, to urge, etc.*

E.g.: *Tell him to call me. He asked her to explain everything.*

3. **Predicative** (a part of the compound nominal predicate). In this function the infinitive may be introduced by the conjunctive pronouns or adverbs **what, whom, where, when, how**, etc.

E.g.: *The problem was what to do. Mark's wish is to embark upon the interpreter's career.*

4. **Attribute**. In this function the infinitive can modify:

a) Nouns, both abstract and concrete.

E.g.: *He needs an office to work in. I have plenty of work to do.*

b) Indefinite, negative pronouns (**somebody, something, anybody, anything, nothing, nobody, nowhere**, etc.).

E.g.: *We had nothing to read. She is somebody to look after.*

c) Ordinal numerals.

E.g.: *I was the first to notice your absence. He was the second to answer.*

d) Substantivized quantitative adjectives (**much, little, (no) more, (no) less, little more, enough, last**, etc.).

E.g.: *A man in your position has so much to lose. She was the last to hand in her notes. The request was difficult enough to be fulfilled at once.*

NOTE:

In the function of an attribute the infinitive may also be preceded by a conjunctive adverb or pronoun.

E.g.: *I have no idea what to utter.*

5. Adverbial Modifier:

a) **Of purpose**. In this function it might be introduced by **in order** and **so as**. In negative sentences **in order not to, so as not to** and **not to** are used.

E.g.: *It strikes me I will take up gym to keep fit. (what purpose? – to keep fit)*

I caught up on the missed material so as not to lag behind.

I left early in order to avoid traffic jams.

b) **Of result (consequence)**. This occurs after adjectives and adverbs modified by **enough** and **too**, adjectives modified by **so** and nouns modified by **such**. In the last two cases the infinitive is introduced by **as**.

E.g.: *My brother is not such a fool as to give up his job. You are too young to go there on your own. He is so kind as to help me.*

c) **Of comparison (manner).** Sometimes the infinitive can be introduced by the conjunction *as if/as though*. After adjectives or adverbs in the comparative degree the infinitive is introduced by *than*. In most cases the infinitive is used with an additional meaning of purpose.

E.g.: *He nervously took her hand as if to shake it. She bent down as if to look at the flowers. To do well is better than to say well.*

d) **Of attendant circumstances.** The infinitive shows what other actions take place at the same time as the action of the predicate.

E.g.: *I was sorry to come home only to find out that the door had been locked.*

NOTE:

Some grammarians maintain that in sentences of this type the infinitive performs the function of an adverbial modifier of result (consequence).

e) **Of time.** The infinitive indicates the time of the action or state of the predicate.

E.g.: *Mrs. Brown lived to be 92 (=till she was 92).*

I am terrified to see him (=when I see him).

f) **Of condition.** The infinitive denotes an action which pre-conditions the action expressed by the predicate.

E.g.: *To hear that from her you would never believe that she was her mother.*

6. **Parenthesis.** It is usually part of a collocation, as in: *to begin with, to be frank, to be sure, to make matters worse, to put it mildly, to tell the truth, needless to say, strange to say, so to speak, to cut a long story short, to say the least of it, to be more precise, etc.*

E.g.: *To begin with, we have been dating for 2 years.*

NOTE:

Performing its verbal and nominal functions, the infinitive may be used:

a) Alone, i.e. without any words depending on it.

E.g.: *I don't want to interfere.*

b) As the headword of an infinitive phrase with one or more words depending on it.

E.g.: *I would like to chitchat with you all night.*

c) As part of a predicative.

E.g.: *This book is extremely difficult to read.*

1.2. Predicative Constructions with the Infinitive

Predicative constructions are structures in which the syntactic functions of the component parts differ from the function of the phrase as a whole. The following predicative constructions with the infinitive are used in Modern English:

- a) the Objective-with-the-Infinitive construction;
- b) the Subjective-with-the-Infinitive construction;
- c) the for-to-Infinitive construction.

The Objective-with-the-Infinitive Construction

The Objective-with-the-Infinitive construction (or Complex Object) is a construction in which the infinitive is in predicate relation to a noun in the common case or a personal pronoun in the objective case.

$\text{N}_{\text{Common Case}} / \text{Pr}_{\text{Objective Case}} + \begin{cases} \text{to} + \text{V}_{\text{inf}} \text{ (in any form)} \\ \text{V}_0 \text{ (bare infinitive)} \end{cases}$

In the sentence, this construction has the function of a complex object.

Any form of the infinitive with particle *to* is used after the following verbs:

- 1) Verbs of **mental activity**, such as *to think, to believe, to consider, to expect, to suppose, to understand, to find, to consider, to imagine, to feel, to trust*, etc.

E.g.: *I thought her to be watching TV in the dining room. We can't believe him to have robbed the bank. I find him to have been sleeping in the dining-room all the afternoon.*

NOTE:

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

E.g.: *He thought her beautiful. She found the subject rather interesting. You consider yourself an impressive person.*

- 2) Verbs of **declaring**, such as *to pronounce, to declare, to report*, etc.

E.g.: *They reported the train to have arrived. The doctor declares the patient to be absolutely healthy.*

- 3) Verbs of **wish and intention**, such as *to want, to wish, to desire, to intend, to mean, to choose* (meaning *want*), etc.

E.g.: *I wanted the letter to be sent today. She desired me to follow her upstairs. I don't choose you to do it alone.*

- 4) Verbs of **emotion and feeling**, such as *to like, to love, to hate, to dislike, to detest, to adore, cannot bear, cannot stand*, etc.

E.g.: *She hated him to have behaved like that.*

- 5) Verbs denoting **order and permission**, such as *to order, to allow, to suffer, to have*, etc.

E.g.: *I won't have you speak like that, dear girl!*

Bare infinitive (V_0 without the particle *to*) is used after the following verbs:

- 1) Verbs of **sense perception**, such as *to see*, *to feel*, *to watch*, *to observe*, *to notice*, *to hear*, etc. This structure is used to express a complete action, something that one saw or heard from beginning to end.

E.g.: *I saw him throw rubbish out of the window.* (I saw all of the rubbish being thrown out of the window). *I watched her get up and walk slowly out of the room.* (I saw the action from beginning to end). *The witness saw the burglar break into the house and steal the television.* (The witness saw every precise detail of the action).

NOTE:

- a) To express an incomplete action, an action in progress or a long action the Objective-with-the-Present Participle (V_{ing}) construction is used.

E.g.: *I saw him throwing rubbish out of the window.* (I saw part of the action. I didn't wait until he had finished; perhaps he threw more rubbish). *Tim saw Jill standing outside the butcher's as he was driving to work.* (Tim saw only part of this action. He didn't wait until Jill left that place).

- b) If the verb *to see* is used with the meaning “to realize”, “to understand”, or the verb *to hear* with the meaning “to learn”, the Objective-with-the-Infinitive cannot be used. In this case subordinate object clause is used.

E.g.: *I saw that he didn't know anything.* *I hear you have dropped the idea of leaving him.*

- 2) Verbs denoting **compulsion**, such as *to make* (“to force”) or *to have* (“to ask somebody to do something for you”).

E.g.: *He had Liz send a fax.* (He asked Liz to send a fax). *She made me obey.* (She forced me to obey).

NOTE:

- a) The **full form** of the infinitive ($to+V_{inf}$) is used after the verbs *to cause* (“to give instructions”) or *to get* (“to persuade”).

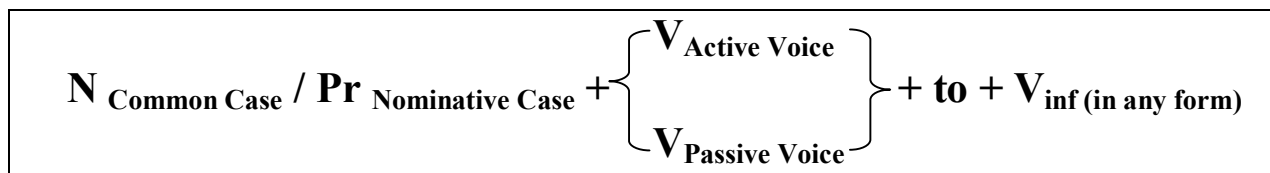
E.g.: *I can't get him to do it properly.* (I can't persuade him to do it well).

- b) The Objective-with-the-Infinitive construction also occurs after certain verbs requiring a prepositional object, e.g., *to count on / upon*, *to rely on/upon*, *to look for*, *to listen to*, *to wait for*, etc. After the verb *to listen to* the Infinitive is used without the particle *to*.

E.g.: *I rely on you to come in time.* *Can't I count upon you to help me? He was listening attentively to the chairman speak.*

The Subjective-with-the-Infinitive Construction

The Subjective-with-the-Infinitive construction (Complex Subject) is a construction in which the infinitive is in predicate relation to a noun in the common case or a personal pronoun in the nominative case.



In the sentence, this construction has the function of a complex subject.

The following verbs are used in **the Passive Voice** to introduce the Subjective-with-the-Infinitive construction:

1. Verbs denoting **sense of perception**, such as: *to see, to hear*, etc. Such structure is used to express a complete action, something that one saw or heard from beginning to end.

E.g.: He was seen to hand in a resignation letter. She was heard to have opened the concert with a perfect rendition of her new song. The rider was seen to be disappearing in the distance.

NOTE:

To express an incomplete action, an action in progress or a long action, we use the Subjective-with-the-First Participle construction.

E.g.: He was heard playing the guitar. Tom was seen leaving his lodge.

2. Verbs denoting **mental activity**, such as: *to think, to consider, to believe*, etc.

E.g.: The manuscript is believed to have been written in the 15th century.

3. The verb **to make** (“to force”).

E.g.: The boy was made to read the book.

4. Verbs **to see** and **to report**.

E.g.: He is reported to have returned at last.

5. The Subjective-with-the-Infinitive construction is used with the word groups **to be likely, to be sure, to be certain**, etc.

E.g.: She is likely to be late. He is sure to become your friend.

The following pairs of synonymous verbs are used in **the Active Voice** to introduce the Subjective-with-the-Infinitive construction: **to seem / to appear, to happen / to chance** (literary), **to prove / to turn out**.

E.g.: The strange little man seemed / appeared to read my thoughts. Nothing appeared / seemed to be happening there. He proved / turned out to be a

healthy child. The night turned out / proved to be cold. Don't you happen / chance to know her?

NOTE:

The infinitive in sentences with the Subjective-with-the-Infinitive construction cannot refer to a future action except with the verbs and word-groups whose meaning allows of it: **to expect, to be sure, to be certain, to be likely.**

E.g.: You are certain to like this white elephant. You are likely to fail your driving test, as you haven't put much effort into studying.

The for-to-Infinitive Construction

The for-to-Infinitive construction is a construction in which the infinitive is in predicate relation to a noun in the common case or personal pronoun in the objective case preceded by the preposition **for**:

for + N Common Case / Pr Objective Case + to + V_{inf}

The for-to-Infinitive construction can have different functions in the sentence. It can be:

1. Subject (often with the introductory *it*).

E.g.: For me to do it is rather hard.

Perhaps it would be best for me to come first.

2. Predicative.

E.g.: That was for him to find out.

3. Complex Object.

E.g.: We are eager for the concert to begin.

4. Attribute.

E.g.: It is the correct thing for you to do.

5. Adverbial modifiers:

a) Of purpose.

E.g.: I shall close the door for you not to sit in the draught.

b) Of result.

E.g.: The article is too long for the students to translate in an hour.

NOTE:

With the expressions **to be sorry, to be glad**, the infinitive is used only if the subject is at the same time the doer of the action expressed by the infinitive.

E.g.: I am glad (pleased) to have got a ticket for the concert.

In other cases, if there are different doers of the action, a clause is used with **to be sorry, to be glad**.

E.g.: I am glad you succeeded in that matter.

1.3. The Participle

The participle is a non-finite form of the verb which has a double character, verbal and adjectival or adverbial.

There are two participles in English:

- a) Participle I (the Present Participle) formed by adding the suffix **-ing** to the stem of the verb, e.g.: *to glow – glowing, to study – studying*, etc.
- b) Participle II (the Past Participle) formed by:
 - adding suffix **-ed** to the stem of **regular verbs**, e.g.: *to crash – crashed, to translate – translated*, etc.;
 - the third form of **irregular verbs**, e.g.: *to mistake – mistook – mistaken, to bring – brought – brought*, etc.

Participle I

The **verbal character** of Participle I is manifested by voice and aspect distinctions. These are realized by the 4 forms of the Present Participle (*table 2*).

Table 2

Forms of Participle I (the Present Participle)

Voice Distinctions	Aspect Distinctions	
	Non-Perfect (Indefinite)	Perfect
Active Voice	V_{-ing} <i>adopting</i>	having + V_{3, -ed} <i>having adopted</i>
Passive Voice	being + V_{3, -ed} <i>being adopted</i>	having been + V_{3, -ed} <i>having been adopted</i>

Tense and Voice Distinctions of Participle I

Participle I Non-Perfect Active or **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.

E.g.: *Learning English* } *you begin to know your native tongue better.*
 } *I used to begin my day by repeating new words.*
 } *you will find out a lot about your mother tongue.*

Participle I Perfect Active or **Passive** denotes an action prior to the action expressed by the finite verb.

E.g.: *Having reached great heights, he retired.*
 Having been written a long time ago, the manuscript was illegible.

NOTE:

A prior action is not always expressed by Participle I Perfect Active or Passive. With some verbs of sense perception and motion, such as *to see*, *to hear*, *to find*, *to come*, *to arrive*, *to seize*, *to take*, etc., Participle I Non-Perfect Active or Passive is used, even when a prior action is meant.

E.g.: *Entering the room that evening, she found the letter on her desk.*

Seizing ink and writing paper, she began to write.

Hearing the noise, he rose and went to the top of the stairs.

Functions of Participle I

The **verbal character** of Participle I is manifested in the syntactic functions, such as part of the simple verbal predicate or part of the compound nominal predicate.

1. Part of the Simple Verbal Predicate. In this function only Participle I Non-Perfect Active is used in the forms of the Present, Past and Future Continuous Active and the Present, Past and Future Perfect Continuous.

E.g.: *The letter which he was writing in pencil was difficult to make out.*

That woman is still sitting. She has been waiting for over an hour.

2. Part of the Compound Nominal Predicate. In this function Participle I Non-Perfect Active is used as predicative and its adjectival character is predominant.

E.g.: *The answer is surprising. Her eyes are appealing.*

The **non-verbal character** of Participle I is manifested in the syntactic functions, typical of the adjective and adverb, such as: attribute, adverbial modifier, and parenthesis.

1. Attribute. In this function Participle I Non-Perfect Active or Passive denotes a simultaneous action with that of a finite verb or an action.

E.g.: *The boy sitting at the window is / was my brother.*

There are / were / will be a lot of houses being built in the suburbs.

When a prior action is meant, Participle I cannot be used as an attribute. In this case an attributive clause is used in English.

E.g.: *Seeing her friends, who had come to see her off, she came up to them.*

In the function of an attribute, Participle I Non-Perfect can be in pre-position and in post-position, i.e. it can precede the word it modifies and follow it.

In **pre-position**, Participle I Non-Perfect Active is usually used. It hardly ever has accompanying words.

E.g.: *Let sleeping dogs lie. The streets were full of merry laughing people.*

In **post-position**, Participle I Non-Perfect Active or Passive can be used. As a rule, it has one or several accompanying words.

E.g.: *There were a lot of children playing in the garden.*

The question being discussed by the Board is of utmost importance.

2. Adverbial modifier:

a) Of time.

E.g.: *Having closed the door, she sighed with relief.*

If the action expressed by Participle I Non-Perfect Active or Passive is simultaneous with the action expressed by the finite verb, the conjunction **when** or **while** is often used.

E.g.: *While waiting for him, she walked along the room.*

Participle I Non-Perfect Passive in this function usually denotes priority.

E.g.: *Being left alone, she started to sing.*

b) Of cause (reason).

E.g.: *Being a little tired, she went to bed.*

Not knowing where to go I turned back.

c) Of manner. In this function Participle I Non-Perfect Active is mostly used and it characterizes the action of the finite verb.

E.g.: *Smiling happily he looked at me.*

Facing the window she sat in the armchair.

d) Of attendant circumstances. In this function Participle I Non-Perfect Active is often used and it denotes an action or event simultaneous with the action or state denoted by the finite verb.

E.g.: *She was silent, again looking at her hands.*

e) Of comparison. In this function Participle I Non-Perfect Active is introduced by the conjunction **as if** or **as though**.

E.g.: *He was answering the question as if not knowing the answer to it.*

f) Of concession. In this function Participle I Non-Perfect Active may be introduced by the conjunction **though**.

E.g.: *Though feeling sorry for him, I could not help laughing.*

3. Participle phrase as parenthesis. Here we always find a participial phrase. A single Participle I is not used in this function.

E.g.: *Generally speaking, I don't like soap operas.*

Other phrases: *generally (properly, roughly, legally, strictly) speaking, taking everything into consideration, putting it mildly, judging by (from), allowing for, etc.*

Participle II

Participle II (the Past Participle) has no aspect and voice distinctions. It has only one form – V₃, -ed which can express an action both simultaneous with, and prior to the action expressed by the finite verb; the latter case is more frequent.

E.g.: *I was reminded of a portrait seen in a gallery.*

Participle II of **transitive verbs** is always passive in meaning.

E.g.: *I like the subjects taught at the university.*

Participle II of **intransitive verbs**, which denote motion or passing into a new state (e.g., *to arrive, to fall, to go, to rise, to depart, to decease, to retire, to fade, to wither, to vanish*, etc.), is always active in meaning: *the risen sun, the fallen leaves, the retired colonel*, etc.

E.g.: *The fallen leaves covered the ground.*

Functions of Participle II

The **verbal character** of Participle II is manifested in the syntactic functions such as: part of the simple verbal predicate or part of the compound nominal predicate.

1. Part of the Simple Verbal Predicate. In this function Participle II is used to make the forms of the Present, Past and Future Perfect in the Active Voice and all the forms of the Passive Voice.

E.g.: *The house was very quiet when I got home. Everybody had gone to bed.
Fifty students were admitted to the department last August.*

2. Part of the Compound Nominal Predicate. In this function Participle II is used as predicative and its adjectival character is predominant.

E.g.: *The fence is painted, don't touch it. This cottage is built of wood.
In spite of himself, Val was impressed. She seemed surprised.*

The **non-verbal character** of Participle II manifests itself in the syntactic functions typical of the adjective and adverb such as: attribute or adverbial modifier.

1. Attribute. In this function Participle II can be in pre-position and in post-position, i.e. it can precede the word it modifies and follow it.

In **pre-position**, Participle II may stand alone, without accompanying words, or form a very short participial phrase containing an adverb.

E.g.: *He answered through the locked door. This was a neatly done job.*

In **post-position**, Participle II may be used alone, without accompanying words, or may be accompanied by a preposition, a by-object, an adverb and prepositional phrases as adverbial modifiers.

E.g.: *Things seen are mightier than things heard. The dictionary referred to is to be found in our library. There are cities inhabited by their creators. The women dimly seen in the shadows are talking softly.*

When Participle II or a participial phrase is detached, its position is not fixed. It may be used in the initial position, the mid-position or the final position in the sentence. Detached attributes are separated from the noun by a comma in writing and by a pause in speech. They are mostly confined to literary style.

E.g.: *Greatly excited, the children followed her into the garden. Johnson, left in charge of both officers, marched about for a little while. People hurried by, hidden under their umbrellas.*

NOTE:

a) As it has been mentioned above, Participle II of intransitive verbs can be used attributively mostly with the verbs denoting motion and passing into a new state.

E.g.: *a withered flower, a fallen star.*

b) A few participles change their meaning according to their position.

- **concerned**: *the people concerned* means “the people who were affected by what was happening”; *a concerned expression* means “a worried expression”;

- **involved**: *the people involved* means the same as *the people concerned*; *an involved explanation* means “a complicated explanation”;

- **adopted**: *the solution adopted* means “the solution chosen”; *an adopted child* lives with people who are not his biological parents.

2. Adverbial modifier. In this function, Participle II is preceded by the conjunctions: **when, while, as if, as though, though** and **until**.

a) Of time.

E.g.: *The book will remain in the library until asked for. When heated, ice turns to water. When asked, the editor said nothing.*

b) Of condition.

E.g.: *She was about to take a step, which, if mistaken, might lead to further complications. Your assistant called you, leaving a message where he could be found if needed.*

c) Of comparison.

E.g.: *He was in a hurry as though pressed for time. She screamed, as if badly hurt.*

d) Of concession.

E.g.: *He didn't hurry though pressed for time. She didn't scream though badly hurt. Though proofread several times, the text contained a number of misprints.*

e) Of cause (reason).

E.g.: *Wounded in the leg, he limped a little.*

1.4. Predicative Constructions with the Participle

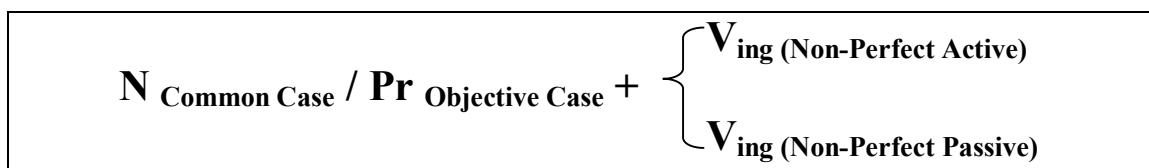
Predicative constructions are such structures in which the syntactic functions of the component parts differ from the function of the phrase as a whole. The following predicative constructions with the participle are used in Modern English:

- a) the Objective Participial construction,
- b) the Subjective Participial construction,
- c) the Nominative (Absolute) Participial construction,
- d) the Prepositional Nominative (Absolute) Participial construction.

Predicative Constructions with Participle I

The Objective Participial Construction with Participle I

The Objective Participial construction with Participle I is a construction in which Participle I is in predicate relation to a noun in the common case or a personal pronoun in the objective case. In the Objective Participial construction Participle I Non-Perfect Active is used. Occasionally it occurs with Participle I Non-Perfect Passive.



In the sentence, this construction has the function of a complex object.

The Objective Participial construction with Participle I is used:

- a) With verbs denoting **sense perception** such as: *to see, to hear, to feel, to watch, to notice, to observe, to perceive, to smell*, etc. In this function Participle I Non-Perfect Active is mainly used. Participle I Non-Perfect Passive occurs, but seldom.

E.g.: *I saw John playing tennis. We watched her running along the street. She could feel her hands trembling exceedingly. I saw the books being taken away. I watched the wind rustling the leaves on the trees.*

- b) With various verbs of **causative meaning** such as: *to have, to get, to keep, to leave, to start*, etc.

E.g.: *I won't have you arguing with me. They kept us waiting. Can you start this thing going?*

NOTE:

The verbs *to have, to get (to have got)* may be used in the construction without their causative meaning.

E.g.: *We have some people waiting for us. She has got some guests staying with her.*

c) Occasionally with verbs expressing **wish**, such as *to want, to like*.

E.g.: *We don't like you going away.*

The Subjective Participial Construction with Participle I

The Subjective Participial construction with Participle I is a construction in which Participle I stands in predicate relation to a noun in the common case or a personal pronoun in the nominative case.

N Common Case / **Pr** Nominative Case + **V** Passive Voice + **V** ing (Non-Perfect Active)

In the sentence, this construction has the function of a complex subject. The noun or the pronoun is the subject of the sentence.

The Subjective Participial construction with Participle I can be used with the following categories of notional verbs in the Passive Voice:

a) Verbs of **sense perception** such as: *to see, to hear, to notice, to watch*, etc.

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

b) The verbs of **information** such as: *to report, to inform, to quote*, etc. Here Participle I Non-Perfect Active is usually preceded by the conjunction *as*.

E.g.: *He has been reported as asking the court to diminish his term of imprisonment. The Russian president was quoted as saying that his talks with the Chinese leader will considerably improve the political situation in the Far East.*

c) With such verbs as *to keep* or *to leave* in the Passive Voice.

E.g.: *She was left sleeping soundly.*

They were kept waiting for several hours.

The Nominative (Absolute) Participial Construction with Participle I

The Nominative (Absolute) Participial construction with Participle I is a construction in which Participle I stands in predicate relation to a noun in the common case or a pronoun in the nominative case.

The noun or the pronoun is not the subject of the whole sentence. In this construction, Participle I in all its aspect and voice forms is used.

N Common Case / **Pr** Nominative Case + **V** ing (in any form)

The Nominative (Absolute) Participial Construction with Participle I is used in the function of an **adverbial modifier** of:

a) Time.

E.g.: *The novel having been read, Jane put it aside. The guests having left, the house became solitary again.*

b) Cause (reason).

E.g.: *The wind being favourable, our yacht will reach the island in no time. It being now pretty late, we took our candles and went upstairs.*

c) Attendant circumstances. In this function, the Nominative (Absolute) Participial construction with Participle I is mostly placed at the end of the sentence.

E.g.: *Mabel hurried out of the car and walked away, tears streaming down her face. Llewellyn looked through the window, his glance travelling towards the bridge.*

d) Condition. In this function, Nominative (Absolute) Participial construction occurs but seldom and is almost exclusively used with participles **permitting** and **failing**.

E.g.: *Weather (time, circumstances) permitting, we shall start tomorrow.*

The Nominative (Absolute) Participial construction often occurs in fiction and scientific literature. The use of this construction in Colloquial English is rare.

The Prepositional Nominative (Absolute) Participial Construction

The Prepositional Nominative (Absolute) Participial construction with Participle I is introduced by the preposition **with**. It is mostly used in the function of an adverbial modifier of **attendant circumstances**.

E.g.: *She was standing on the rock ready to dive, with the green water below inviting her. Many of the men stretched out full length on the wet grass, and with the rain falling steadily upon them, were sleeping the sleep of exhaustion.*

Predicative Constructions with Participle II

The Objective Participial Construction with Participle II

The Objective Participial construction with Participle II is a construction in which Participle II is in predicate relation to a noun in the common case or a pronoun in the objective case.

$V_{\text{Active Voice}} + N_{\text{Common Case}} / Pr_{\text{Objective Case}} + V_3, -ed$
--

The Objective Participial construction with Participle II functions as a complex object to transitive verbs.

The Objective Participial construction with Participle II is used after notional verbs in the Active Voice. These verbs belong to the following groups:

a) **Sense perception** such as: *to see, to hear, to feel, to watch*, etc.

E.g.: *I saw Jane addressed by a stranger.*

b) **Mental activity** such as: *to think, to believe, to consider, to remember*, etc.

E.g.: *I **considered** myself engaged to him. At first she **thought** him hurt.*

c) **Wish** such as: *to wish, to want, to like, to prefer*, etc.

E.g.: *I **want** it done by 5 o'clock. I'd **like** the letter answered immediately.*

d) The verbs *to have* and *to get (to have got)*. In this case the Objective Participial construction with Participle II shows that the action expressed by the participle is performed at the request of the person denoted by the subject of the sentence.

E.g.: *I **had** my coat altered. You **must have** your photo taken.*

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

In interrogative and negative sentences the auxiliary verb *to do* is used.

E.g.: *Where **did you have** your hair done? I **didn't have** my watch repaired.*

Occasionally the meaning of the construction differs: it may show that the person denoted by the subject of the sentence experiences the action expressed by the participle.

E.g.: *The wounded man **had** his leg amputated.*

The Nominative (Absolute) Participial Construction with Participle II

Participle II is used in the Nominative (Absolute) Participial construction, both non-prepositional and prepositional.

Non-Prepositional Nominative (Absolute) Participial construction with Participle II is a construction in which Participle II is in predicate relation to a noun in the common case or the pronoun in the nominative case. The noun or the pronoun is not the subject of the sentence.

E.g.: *The job finished, they went home.*

$\mathbf{N}_{\text{Common Case}} / \mathbf{Pr}_{\text{Nominative Case}} + \mathbf{V}_{3, -ed}$
--

Non-Prepositional Nominative (Absolute) Participial construction with Participle II can be used in the functions of an **adverbial modifier** of:

a) **Manner**.

E.g.: *Her legs crossed, she sat on the sofa.*

b) Time.

E.g.: *Dinner served, she rang the bell.*

c) Attendant circumstances.

E.g.: *She stood mute, her lips pressed together.*

Prepositional Nominative (Absolute) Participial construction with Participle II is introduced by the preposition **with**. Participle II is in predicate relation to a noun in the common case and its nominal element is hardly ever presented by a pronoun.

with + N <small>Common Case</small> + V _{3, -ed}
--

Prepositional Nominative (Absolute) Participial construction with Participle II can be used in the functions as an **adverbial modifier** of:

a) Manner.

E.g.: *Thoughtful, Andrew finished his omelette, with his eyes all the time fixed upon the microscope.*

b) Attendant circumstances.

E.g.: *Twenty minutes later he came out of number 7, pale, with his lips tightly compressed and an odd expression on his face.*

Absolute Participial Constructions without the Participle

In Absolute constructions in which we find no participle, the second element is an adjective, a prepositional phrase, or an adverb.

There are two types of Absolute constructions without participle: the Nominative Absolute construction and the Prepositional Absolute construction.

The Nominative Absolute construction is used in the function of an adverbial modifier of time or attendant circumstances.

E.g.: *The lecture over, all the students went home. He went homeward alone, his heart full of strange emotion.*

NOTE:

Mind the difference between the meanings of the following construction: “*The lesson / concert / lecture over ...*”, which has a temporal meaning, and “*The lesson / concert / lecture being over...*”, which has a causal meaning.

The Prepositional Absolute construction is used mostly as an adverbial modifier of attendant circumstances.

E.g.: *I found her ready, and waiting for me, with her handbag in her hand.*

1.5. The Gerund

The gerund is a non-finite form of the verb which has a double character, verbal and nominal. The gerund is formed by adding the suffix **-ing** to the stem of the verb, e.g.: *reading, interpreting*, etc.

The **verbal character** of the gerund is manifested by voice and aspect distinctions realized by the 4 forms of the gerund which coincide with the forms of Participle I (table 3).

Table 3

Forms of the Gerund

Voice Distinctions	Aspect Distinctions	
	Non-Perfect (Indefinite)	Perfect
Active Voice	V-ing <i>delivering</i>	having +V_{3, -ed} <i>having delivered</i>
Passive Voice	being +V_{3, -ed} <i>being delivered</i>	having been + V_{3, -ed} <i>having been delivered</i>

Tense Distinctions of the Gerund

The Non-Perfect Gerund Active or Passive 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.

E.g.: *He lived in the other studio without thinking of altering a thing.*

We think of going there in the summer.

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

E.g.: *Can you recall having mentioned the fact to anyone?*

After having been rejected by a dozen of magazines, the stories had come to rest in the Globe office.

NOTE:

A prior action is not always expressed by a Perfect Gerund. In some cases we find a Non-Perfect Gerund. This occurs after the verbs **to remember, to excuse, to forgive, to thank** and after prepositions **on, upon, after, without, for** and **at**.

E.g.: *On hearing the story, she burst into tears. She cut in without apologizing.*

I thanked him for buying me such interesting books.

Voice Distinctions of the Gerund

The gerund of transitive verbs has voice distinctions realized in special forms for the Active and Passive Voice.

E.g.: *I don't like singing, I prefer being sung to.*

It is to be observed that there are some verbs (e.g., **to need, to want, to require, to deserve**, etc.) and the adjective **worth**, which are followed by the Active Gerund, though the meaning is passive.

E.g.: *Your hair **needs** cutting. This car **wants** washing.*

*Your suggestion is **worth** talking over.*

Functions of the Gerund

The **verbal character** of the gerund is manifested by its functioning as a predicative in the compound nominal predicate and as a part of a compound verbal aspect predicate.

1. The **compound nominal predicate** always consists of a linking verb (the verb **to be** or other link verbs with different meanings, e.g., **to become, to get, to continue, to grow, to turn**, etc.) and a predicative.

E.g.: *John's hobby **is** collecting all sorts of bugs and butterflies.*

2. The **compound verbal aspect predicate** expresses the beginning, repetition, duration or cessation of the action denoted by the gerund.

E.g.: *She **kept** asking me questions. His bones **ceased** aching.*

*Again you **start** arguing. They **kept on** talking.*

The **nominal character** of the gerund manifests in the syntactic functions, typical of the noun such as: subject, object, attribute, adverbial modifier.

1. **Subject.**

E.g.: *Beating a child will do more harm than good. Growing roses or collecting stamps are hobbies.*

NOTE:

The gerund used as a subject may follow the predicate. In this case the sentence starts with the introductory **it** (which serves as an introductory subject) or with the construction **there is**. In the sentence with the introductory **there** the gerund is preceded by the negative pronoun **no**.

E.g.: ***It's** no use talking like that to me. **There** is no avoiding him now.*

2. **Object** – a direct object and a prepositional object.

E.g.: *They postponed giving a definite answer. (direct object)*

Roy accused me of disliking him. (prepositional object)

NOTE:

- a) As a **direct object**, the gerund is used after the following verbs: *to admit, to excuse, to postpone, to risk, to approach, to fancy, to practice, to suggest, to avoid, to imagine, to put off, to understand, to deny, to mention, to recollect, can't help, to detest, to mind, to resent, can't stand, to enjoy, to miss, to resist, etc.*

E.g.: *I really appreciate having time to relax. You mentioned having been in hospital last year. Have you considered getting a job abroad? She could not help smiling. Do you mind going for a walk?*

- b) As a **prepositional object**, the gerund is used after the following verb phrases: *to accuse of, to agree to, to approve of, to look forward to, to be / get used to, to be accustomed to, what's the use of, to feel like, to look like, to persist in, to suspect of, to prevent from, to burst out, to object to, to insist on, to keep on, to carry on, to give up the idea of, to miss the opportunity of, there is no point in, have difficulty in, get round to, and some others.*

E.g.: *I'm looking forward to seeing you at Christmas. I don't feel like joking. Jones insisted on shaking hands.*

- c) As a **prepositional object**, the gerund is used after the following predicative word-groups (with or without a preposition): *to be worth, to be surprised at, to be astonished at, to be sure of, to be proud of, to be (dis-)pleased at, to be guilty of, to be fond of, to be capable of, to be busy in, to be aware of.*

E.g.: *I am fond of doing stomach-churning activities. It is worth watching this tear-jerking film.*

3. **Attribute**. In this function the gerund is always preceded by a preposition and mainly modifies abstract nouns.

E.g.: *I had a pleasure of living with them the whole summer. Lucy had the impression of being carried upstairs.*

4. **Adverbial modifier**. In this function the gerund is always preceded by a preposition. It is used in the functions of the adverbial modifier of time, manner, attendant circumstances, cause, condition, purpose and concession:

- a) **Time**: the gerund is preceded by the prepositions **after, before, on / upon, in, at** or **since**.

E.g.: *One day, on returning to his hotel, he found a note in his room. And I'll wash the dishes and clean up before coming to bed.*

- b) **Manner**: the gerund is used with the prepositions **by, without** and **in**.

E.g.: *She dressed without making a sound. We reached the river by crossing the field. The day was spent in packing.*

- c) **Attendant circumstances**: the gerund is preceded by the preposition **without**.

E.g.: *They danced without speaking. They walked without realizing that they were followed.*

- d) **Purpose:** the gerund is chiefly used with the preposition *for*.
E.g.: *They took her to the station for interrogating.*
- e) **Condition:** the gerund is preceded by the prepositions *without, but for, in case of*.
E.g.: *He has no right to come bothering you without being invited. But for meeting John, I shouldn't have become an English teacher.*
- f) **Cause (reason):** the gerund is used with the prepositions *for, for fear of, from, owing to, because of, on account of* and *through*.
E.g.: *I couldn't speak for laughing. Through being left out all night in the rain, the metal had rusted. He dared not speak for fear of making a fool of himself.*
- g) **Concession:** the gerund is preceded by the preposition *in spite of*.
E.g.: *In spite of being busy, he did all he could to help her.*

1.6. Predicative Constructions with the Gerund

Like all the verbals, the gerund can form predicative constructions, i.e. constructions in which the verbal element expressed by the gerund is in predicate relation to the nominal element expressed by a noun or pronoun.

inanimate N Common Case	} + V _{ing} (in any form)
animate N Possessive Case	
possessive Pr (dependent form)	

The nominal element of the gerundial construction is expressed by:

- a) **A noun in the common case** if the noun denotes an inanimate (lifeless) thing.
E.g.: *I said something about my clock being slow. We knew nothing of the bridge having been destroyed at night.*
- b) **A noun in the possessive case** if the noun denotes a living being (animate).
E.g.: *I'm annoyed about John's forgetting to come. Do you mind John's closing of the window?*
- c) **A possessive pronoun** in the dependent form such as: *my, his, your, their*, etc.
E.g.: *We were surprised at your leaving the party. She spoke of my room, and of its being ready for me at night.*
- d) **A pronoun** which has no distinctions such as: *all, this, that, both, each, something*, etc.
E.g.: *I insist on both of them coming in time.*

NOTE:

There are cases when the nominal element of the construction, though denoting a living being, cannot be expressed by the noun in the possessive case, but only by a noun in the common case. It happens when the nominal element is presented by:

a) Two or more nouns.

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

b) A noun modified by an attribute in postposition.

E.g.: *Did you ever hear of a man of senses rejecting such an offer? I have a distinct recollection of Lady Chiltern always getting the good prize!*

Functions of the Gerundial Constructions

The gerundial constructions perform the following functions:

a) **Subject** which is expressed by the **Subjective Gerundial constructions**.

E.g.: *His being sent abroad was a surprise to everybody. Your being so indifferent irritates me a great deal.*

b) **Object** which is expressed by the **Objective Gerundial construction**.

E.g.: *We thought of their improving methods of production.*

The Gerund and the Infinitive

The gerund and the infinitive have much in common. They both have some nominal and some verbal features.

However, the gerund is more general whereas the infinitive is more specific and more bound to some particular occasion. When they combine with the same verb, the difference in their meaning and use should be fully realized.

Compare the following.

1. To like:

To like + the gerund = “enjoy”.

E.g.: *I like walking in the rain.*

To like + the infinitive = “choose to, be in the habit of, think it right to”.

E.g.: *I like to get up early so I can get plenty of work done before lunch.*

2. To love, to hate, to prefer:

To love, to hate, to prefer + the gerund = express a more general or a habitual action.

E.g.: *Personally I prefer working in the morning. Some people hate working in the early morning. I love lying on my back and staring at the sky.*

to love, to hate, to prefer + the infinitive = express a specific single action.

E.g.: *I hate to interrupt you but I have to. I'd love to come and see you soon.*

‘Can I give you a lift?’ – ‘No, thanks. I prefer to walk’.

3. To begin, to start:

To begin, to start + the gerund = express a general action.

E.g.: *She began singing when a child.*

To begin, to start + the infinitive:

a) When the finite verb is in the continuous form.

E.g.: *He is beginning to study French. It's beginning to rain.*

b) With the verbs **to understand, to realize, to see** (meaning “to understand”)

E.g.: *He began to understand how it was done.*

c) When the subject denotes a thing, not a living being.

E.g.: *The door began to creak. The clock began to strike.*

4. To remember:

To remember + the gerund = “remember what one has done, or what has happened”.

E.g.: *I will always remember meeting you for the first time.*

To remember + the infinitive = “remember what one has to do”.

E.g.: *Remember to go to the post office, won't you?*

5. To forget:

To forget + the gerund = “forget what one has done”.

E.g.: *I will never forget seeing the Queen.*

To forget + the infinitive = “forget what one has to do”.

E.g.: *She is always forgetting to give me my letters.*

6. To stop:

To stop + the gerund = “stop what one is doing or does”.

E.g.: *I really must stop smoking.*

To stop + the infinitive = “make a break or pause in order to do something”.

E.g.: *I stopped to write a message saying hello to my friend.*

7. To go on:

To go on + the gerund = “continue what one has been doing”.

E.g.: *The teacher went on explaining the use of the verbals.*

To go on + the infinitive = “change, move on to something new”.

E.g.: *The teacher went on to explain the use of the gerund after the verbals (explained one rule and then started another).*

8. To regret:

To regret + the gerund = “be sorry for what has happened”.

E.g.: *I don't regret telling her what I thought, even if it upset her.*

To regret + the infinitive = “be sorry for what one is going to say”.

E.g.: *I regret to inform you that we are unable to offer you employment.*

9. To allow, advise, forbid, permit:

To allow, advise, forbid, permit + the gerund are used when there is no object.

E.g.: *Sorry, we don't allow smoking in the lecture room. I wouldn't advise taking a car – there is nowhere to park.*

To allow, advise, forbid, permit + the infinitive are used when we say who is allowed, advised, forbidden, permitted to do something.

E.g.: *We don't allow people to smoke here. I wouldn't advise you to take your father's car.*

10. To try:

To try + the gerund = “make an experiment; do something to see what will happen”.

E.g.: *I tried sending her flowers but it didn't have any effect.*

To try + the infinitive = “make an effort; attempt to do something difficult”.

E.g.: *Please try to understand. I once tried to learn Japanese.*

The Gerund and the Participle

Unlike the participle, the gerund:

a) May be preceded by a preposition.

E.g.: *That was my last chance of seeing him.*

b) May be modified by a noun in the possessive case or by a possessive pronoun.

E.g.: *Do you mind my making a suggestion? I'm annoyed about John's forgetting to pay.*

c) Can be used in the function of a subject, object and predicative.

E.g.: *Talking mends no holes. I hate writing letters. One of my bad habits is biting my nails.*

d) Can be used as an attribute and adverbial modifier but it is always preceded by a preposition.

E.g.: *After discussing the plan we started to carry it out. He was born with the gift of winning hearts.*

The Gerund and the Verbal Noun

The gerund should not be confused with the verbal noun, which has the same suffix **-ing**. While being derived from verbs, verbal nouns behave grammatically entirely as nouns, not as verbs. For example, they do not take direct objects as verbs can and they are modified by adjectives rather than adverbs. The verbal nouns may also be used as countable nouns and pluralized.

E.g.: *The killing of the president was an atrocious crime. Most verses of the psalm have multiple readings.*

The main differences between the gerund and the verbal noun are shown on Table 4:

Comparison of the Gerund and the Verbal Noun

The Gerund	The Verbal Noun
<ul style="list-style-type: none"> • has a double character – nominal and verbal 	<ul style="list-style-type: none"> • has only a nominal character
<ul style="list-style-type: none"> • is not used with an article e.g.: <i>The cat enjoys <u>washing</u>.</i> 	<ul style="list-style-type: none"> • may be used with an article e.g.: <i><u>The opening</u> of the new stadium took place on Monday.</i>
<ul style="list-style-type: none"> • has no plural form e.g.: <i><u>Our liking him</u> helped John a lot.</i> 	<ul style="list-style-type: none"> • may be used in the plural e.g.: <i><u>Our likings</u> are regulated by our circumstances.</i>
<ul style="list-style-type: none"> • The gerund of a transitive verb takes a direct object e.g.: <i>He won so many Oscar awards that he had given up <u>counting them</u>.</i> 	<ul style="list-style-type: none"> • Cannot take a direct object It takes a prepositional object with the preposition <i>of</i>. e.g.: <i><u>The coming of the transistor</u> could not have been foreseen.</i>
<ul style="list-style-type: none"> • May be modified by an adverb e.g.: <i><u>Reading</u>, <u>even occasionally</u>, is a good thing.</i> 	<ul style="list-style-type: none"> • May be modified by an adjective e.g.: <i>Having arrived, he took <u>a good washing</u>.</i>

Practical Assignments on Verbals

The Infinitive

Ex. 1. Define the form of the infinitive: a) the Active / Passive non-Perfect form, b) the Active / Passive Perfect form, c) the Active Continuous form, d) the Active Perfect Continuous form.

1. Lady Franklin was horrified at herself. To have asked his name, to have been told his name, and to have forgotten it! 2. She seemed to be paying no attention to what was going on around her. 3. He suddenly awoke from his strange trance; there was a decision to be made. 4. Good-bye, Mr. Jackson. Glad to have been of service to you. 5. I say, don't you think you ought to be going? 6. He was very tired, and to have been caught napping had irritated him and hurt his pride. 7. There are a great many things to be taken into consideration. 8. She told them to take off their shoes so that their footsteps could not be heard in the flat below. 9. "We are very sorry to have disturbed you", began Peter. 10. There was nothing to be done, but to wait for the next express, which was due at four. 11. We seem to have been flying over the sea for quite a time and there is yet no land to be seen. 12. The book was believed to have been lost until the librarian happened to find it during the inventory.

Ex. 2. Use the infinitive in brackets in the Perfect or Non-Perfect form.

1. She was relieved (to feel) she need not investigate, and probably would never know the reason for this quarrel. 2. She had tried (to give) her a ring for Christmas, and failing that, got her (to accept) a gold watch but that must (to cost) two hundred dollars. 3. I started (to walk) on tiptoe. 4. What happened is a very long time ago, I'm going (to ask) her to let bygones be bygones. 5. If she had done so, she would have been sure (to mention) the fact at once. 6. It had been the Christmas Eve custom of the Carters' (to hang up) their children's stockings and (to fill) them with inexpensive toys. 7. He promised (to come) and (to see) them before he left. 8. The big chandelier should (to be flooded) with light; but instead, the room remained in the darkness. 9. She watched him with lips parted ready (to speak) at any minute. 10. I had no cases of special interest (to attend). 11. Regret would ripen into guilt, until he remembered her mother, who took so much upon herself, would (to be taken) care of. 12. Irene's gone upstairs with a splitting headache. She wanted (to go) with you but I made her (to go) to bed.

Ex. 3. Use the infinitive in the required form of the Active / Passive Voice.

1. And now that she was going to live in the country, there was a chance for her (to turn) over a new leaf. 2. She would forgive him, because it was not a matter of any moment but rather something (to brush) aside lightly. 3. Henet was one of those people whose fate is (to devote) to others and to have no one devoted to her. 4. She asked this as she might (to ask) such a question a few years ago. 5. I wanted no one (to take) notice of me, so that I could observe these famous creatures at my ease. 6. Did he ever ask you (to engage) or talk about marrying? 7. I wanted (to persuade) her (to clear) things up. – I mean to let things (to clear) up by you. 8. 'Well', he said, 'there's nothing more (to see) here'. 9. Outside men's voices could (to hear). 10. The girl pretended (to read) a book and not (to notice) me. 11. How fortunate he is (to travel) all over the world and (to see) so much of it. 12. What he wanted was not (to earn) a living but a name. All he wanted was (to read) and not (to forget). 13. Is there anything else (to tell) him? I believe he deserves (to know) how the matter stands and (to tell) all about it. 14. The idea was too complicated (to express) in just one paragraph. It seemed it would take not less than a page (to put) it into words. 15. He hated (to bother) with trifling matters when he had more important questions (to decide). 16. It is so thoughtful of you (to book) the tickets well in advance. 17. I hate (to bother) you, but the man is still waiting (to give) a definite answer. 18. She would never miss a chance (to show) her efficiency, she was so anxious (to like) and (to praise). 19. The only sound (to hear) was the ticking of the grandfather's clock downstairs. 20. Perhaps it would bother him (to speak) about the quarrel. 21. Not (to answer) would have been a wrong step.

Ex. 4. Use either of the infinitives in brackets; give two variants where possible and explain the difference.

1. I really do believe I'll be able (to sleep, to be sleeping) tonight. 2. The things that Tuppence thought funny were, he knew by long experience, not really (to describe) by such an adjective at all. 3. They had not very long (to wait, to be waiting) however before the door opened and Miss Packard came in. 4. Behind the cupboard door there was a long list of rules, ending with: 'No nails (to drive, to be driven) into walls'. 5. You might (to change, to have changed) your mind about them. 6. If you were told (to do, to be doing) twice as much and by a superhuman effort achieved it, it would (to take, to be taken) as much for granted as your heart beat. 7. I am dropping with fatigue and would (to give, to have given) anything not (to go, to be going) out. 8. And what brings you (to see, to have seen) us so early? 9. He wished Chilla was still there, and he could (to point, to have pointed) her out to him. 10. Here was something (to hold, to be held) off. But there were also greetings (to make, to be made). 11. And then, by the sound of his voice, she knew that they should (to go, to be going).

Ex. 5. Change the structure of the following sentences so as to use the infinitive as the subject.

1. The question is not so easy to answer. 2. There was no necessity to re-do it. 3. The thought of it cheered him up. 4. I was amazed to see it. 5. He felt ashamed when he read the letter. 6. Worrying and fussing was useless. 7. All they wanted was to make themselves understood. 8. He wanted to see the play staged as soon as possible. 9. My companion was discreet enough not to mention it. 10. I must ask a few questions on the matter. It is my duty. 11. You say he kept his opinion to himself. Is it usual of him? 12. How greatly disappointed we were when we found that it was only a joke! 13. The sight of them made us laugh. 14. The sculpture was completely ruined. The restoration was impossible. 15. The car's engine is out of order. The repair will take not less than two days.

Ex. 6. Respond to the statements by giving advice or making recommendation.

Model: *I've got a toothache. (to go to the dentist)*

You'd better go to the dentist.

1. Sam is terribly overweight. (to go on a diet) 2. Our train leaves in a few minutes. (to take our seats) 3. The rain is coming through the roof. (to get a builder to look at it tomorrow) 4. We're spending our holidays in Bulgaria next summer. (to start learning some Bulgarian) 5. This coat of mine is just about done for! (to think about buying a new one) 6. I'm feeling ill. (to see a doctor if you're still feeling ill tomorrow) 7. I don't understand today's grammar. (to ask the teacher to explain the

rule once again) 8. Jim and Ada can't dance. They feel out of place at clubs. (to take dance lessons) 9. Max is putting on weight. (to cut down on bread and potatoes)

Ex. 7. Invite your friend to do something.

Model: *to walk to the hostel (to wait for a bus) Let's walk to the hostel.*

Or would you rather wait for a bus? – I'd rather walk to the hostel.

Prompts: to ring the dentist today (to put it off till tomorrow), to go to the party as we are (to change into evening dress), to stay with my aunt's (to stay in a hotel), to finish it tonight (to leave it till tomorrow), to stay at home next weekend (to go hiking), to go to Warsaw by train (to go there by plane), to mend our old TV set (to buy a new one), to fix the iron ourselves (to send for an electrician), to wash the sheets at home (to take them to the launderette), to do our own typing (to employ a secretary), to tune the piano ourselves (to get a piano tuner), to do exercise 12 in writing (to do it orally), to read dialogue 11 (to listen to the recording first).

Ex. 8. Replace the subordinate clauses by attributive infinitives.

1. There weren't many children in the neighbourhood with whom we could play. 2. He fell asleep with full determination that he would go and see for himself. 3. He is a man one can trust. 4. We didn't know the way to the station, and there wasn't anyone who we could ask. 5. He was the first person who came to the bar and the last who left it. 6. It isn't a thing you can joke about. It's a serious matter. 7. He will always find something that makes him laugh. 8. They decided that it was a nice little town where they could live quietly for a while. 9. He's not a man whom you can easily frighten. 10. There's nothing that we might discuss now. Everything is settled. 11. He was the first man who guessed what George was driving at. 12. No doubt it was the best time when he could find them all at home. 13. A good housewife will always find something that must be done about the house. 14. The old general wanted nothing but a grandson whom he could dandle on his knee.

Ex. 9. Say who was the first (the last) to do it.

Model A: *to arrive – Tom was the first (the last) to arrive.*

Model B: *to be invited – Ann was the first (the last) to be invited.*

Prompts: to complete his work, to finish the composition, to be operated on, to be examined, to offer his help, to notice them, to hear the noise, to be praised, to be told the news, to understand the problem, to learn the poem by heart, to leave the room, to refuse the invitation, to find the right answer.

Ex. 10. Insert the infinitives given in brackets. Use prepositions if necessary.

1. I have a lot of things ... and many problems ... (to think, to consider).
2. How many classes have you got ... this week? (to attend). 3. There were usually

hundreds of matters, big and small, ... (to attend). 4. He would never fail to find something ... even if there was little or nothing ... (to say, to speak). 5. She always came with some little story ... looking for somebody ... it (to tell). 6. Tell the child matches are a dangerous thing ... (to play). 7. There are two more games ..., and the tournament will be over (to play). 8. Mr. Snodgrass was the first ... the astonished silence (to break). 9. The first patient ... was a small boy in his early 'teens (to examine). 10. Safety is the first principle ... in shooting competitions (to observe). 11. He complained that he was always the last ... (to inform). 12. I am the last man ... a question of the kind (to ask). 13. Among the last ..., they attracted the attention of the entire gathering (to arrive). 14. He found that he was the only one ... the discrepancy (to notice). 15. If there is to be a vacancy I would like to be the one ... the job (to offer). 16. These houses were among the few ... (to survive).

Ex. 11. Answer the questions. Use the infinitive given in brackets as adverbial modifiers of purpose.

1. Why did you stop at the drug store on your way home from school? (to buy a piece of soap) 2. Why did Sally touch your shoulder? (to get my attention) 3. Why did Mike look in his dictionary? (to find the correct spelling of a word) 4. Why do you listen to the records every day? (to improve my pronunciation) 5. Why did Sally take an aspirin? (to get rid of her headache) 6. Why did you have to run to the bus stop? (to get to class on time) 7. Why did you stay after class? (to ask the teacher a question) 8. Why did you write a letter to your aunt? (to ask her for some money) 9. Why did you turn on the radio? (to listen to the news) 10. Why did you call on Betsy? (to invite her to my party) 11. Why were you standing in the doorway of the store? (to get out of the rain while I was waiting for the bus) 12. Why do we wear coats in winter? (to keep warm) 13. Why do you take long walks? (to relax)

Ex. 12. Ask your friend why he / she went there.

Model: *to go to the hospital (to visit a friend)*

Why did you go to the hospital? –

I went to the hospital (in order) to visit a friend.

Prompts: to the post office (to mail a letter), to the drug store (to buy some shampoo), to the cafeteria (to eat some lunch), downtown (to do shopping), to the dentist's office (to make an appointment), to the library (to study for a test), to the launderette (to wash my clothes), to the baker's (to buy a loaf of bread), to Warsaw (to visit my aunt and uncle).

Ex. 13. Say why Bill couldn't do it. Use infinitives as adverbial modifiers of result.

Model: *tired (to finish his homework)*

Bill was too tired to finish his homework.

Prompts: sleepy (to read the article to the end), busy (to help us), irritated (to speak calmly), angry with you (to invite you to the party), lazy (to look up the words in a dictionary), proud (to admit his mistake), fat (to get through the window), impatient (to wait for your answer quietly), weak (to walk upstairs), stupid (to understand what you meant), cautious (to lend Bob money), polite (to say that it was your fault).

Ex. 14. Say why they could do it.

Model: Peter got through the window (thin)

Peter was thin enough to get through the window.

Prompts: Tom went alone to school (old), Ann waited quietly (patient), Mary walked upstairs (strong), Peter ate something (well), James bought the house (rich), Frank understood what you meant (clever), Bill rode the pony (light), Sally wore your fur coat (tall), Jack became a jockey (small), Mary applied again (optimistic), Tom admitted his mistake (honest), Sam lent Bill money (rash), James sympathized with the younger generation (broad-minded), Roger said that it was your fault (impolite).

Ex. 15. Paraphrase the following sentences so as to use the infinitive as an adverbial modifier of result. Look at the model.

Model: The storm was so strong that I couldn't go out. – The storm was too strong (for me) to go out.

The text is so short that it can be translated in an hour. – The text is short enough to be translated in an hour.

1. It was so dark that he could see nothing before him. 2. You are so experienced, you ought to know better. 3. She was so excited that she couldn't utter a word. 4. He was so angry, he wouldn't speak to me. 5. His English vocabulary is very poor; he can't make himself understood. 6. She knows English so well that she can read Somerset Maugham in the original. 7. Mr. Burton was so cruel that he could send a man to death. 8. The story 'A Friend in Need' is so tragic, it can't be merely ironic. 9. The man was so down and out that he could not get a decent job. 10. The man was not very strong and so he was unable to swim the distance. 11. It was very late, nobody could save him.

Ex. 16. Point out the Objective-with-the Infinitive constructions.

1. Next day, though I pressed him to remain, Stroeve left me. 2. Rusty was so busy he didn't notice her coming in. 3. I am not at all sure that in her own interests I shan't require her to return to me. 4. I tried to induce your father to give him the authority he desired. 5. Your wife says that nothing you do will ever induce her to divorce you. 6. She was known very soon to be the perfect parlour-maid. 7. Soames, glanced at her beneath his eyelids, nodded, and he saw Irene steal at him one of her unfathomable looks. 8. So I think I'd like you to know that it's just well to be prepared, so that if she did go suddenly it wouldn't be any shock to you. 9. As we

walked out into the snowy yard we saw the tail light of a car turn the corner at the end of the black alley. 10. She wanted him to see Ede with the other children – to see how dignified and polite she was. 11. Paul watched him destroy the sheet. 12. You could hardly have expected me to go to the garage.

Ex. 17. Form Objective-with-the Infinitive constructions out 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. 5. Then she turned to the window and asked (me, to open) it. 6. Now, can I trouble (you, to come) in here? 7. I saw (my mother, to pause) and (to put) her hand to her forehead. 8. He controlled himself, and clenching his teeth, set (oneself, to read). 9. She laughed and I heard (she, to strike) a match. 10. Old Jolyon watching from his corner saw (his brother's face, to change). 11. Maybe I could get (he, to pay) her seventy-five a week. 12. He was well set up too, a good figure, blemished only by an accident at football, which caused (he, to turn) in his right foot slightly when he walked. 13. He flushed indignantly but forced (oneself, to answer). 14. He could trust his cook to send in a meal that his guests would take pleasure in eating and desired (his parlour-maid, to wait) with neatness and dispatch. 15. I felt they expected (I, to say) clever things, and I never could think of any till after the party was over. 16. It was a serene, quiet, satisfied smile – and again Renisent felt (a tide of revolt, to rise) in her. 17. That at all events she understood, and then she heard (he, to bolt) the door. 18. From now on I'll have (you, to know) this is my business. 19. That's the way I meant (it, to be).

Ex. 18. Insert the particle to in the Objective-with-the-Infinitive constructions where necessary.

1. The room made him ... feel embarrassed. 2. They want me ... run out. 3. When I heard him ... go downstairs I went down after him. 4. She could not bring herself ... tell him about Vesta. 5. Paul felt his heart ... melt. 6. Suddenly he saw her ... rise and ... turn away. 7. At first he had believed them ... be married. 8. The colonel ordered everyone ... wear a gas mask. 9. My feelings as a father and a husband compel me ... ask you yet again whether you will not reconsider your decision. 10. I forced him ... eat, and after luncheon I asked him ... lie down, but he couldn't sleep. 11. I told the driver ... take me to the hospital fast. 12. I never knew him ... stand and ... look at that beautiful, calm face. 13. She let her eyes ... rest on Jan's scarcely touched tray. 14. She made George ... acknowledge that it was no use to throw away all the beautiful things. 15. And, returning with the packet in her hand,

she suddenly observed Richard ... emerge from the drawing room. 16. Did you see Miss Perbmarch ... enter or ... leave the house?

Ex. 19. Put particle to where necessary before the infinitives.

1. The teacher made me ... repeat it all over again. 2. You needn't ... ask for permission, I let you ... take my books wherever you like. 3. Will you help me ... move the table? 4. He is expected ... arrive in a few days. 5. You seem ... know the places very well. 6. You had better ... make a note of it. 7. I heard the door ... open and saw a shadow ... move across the floor. 8. He told me ... try ... do it once again. 9. I'd rather ... walk a little before going to bed. 10. There is nothing ...do but ... wait till somebody comes ... let us out. 11. You ought not ... show your feelings. 12. Why not ... wait a little longer? 13. I felt her ... shiver with cold. 14. We should love you ... stay with us. 15. You are not ... mention this to anyone. 16. We got Mother ... make some sandwiches. 17. Rose wanted them ... stop laughing, wanted the curtain ... come down. 18. I'll have ... go there. 19. There doesn't seem ... be anything wrong with you. 20. She helped me ... get over my fear.

Ex. 20. Paraphrase the following sentences so as to use Objective-with-the Infinitive constructions.

1. I still consider we were right to resist them. 2. They required that I should arrive at 8 a.m. 3. The judge ordered that the prisoner should be remanded. 4. I believe they are very good in physics and other pure sciences. 5. He did what he could, though considered he got little thanks for it from his wife and five kids. 6. And she saw that the lower part of her face was twisted out of shape. 7. He felt that she was unreasonable and unjust. 8. He knew he was a bad leader. 9. I think his father is one of the heads in Universal Stores. 10. He thought I was just a kid to be ordered. 11. I don't expect you'll think of me.

Ex. 21. Ask your friend if he / she is sure somebody did it.

Model: *The students sang a song! Are you sure the students sang that song? – Yes, I heard them sing that song.*

1. Peter booked the tickets. 2. Mrs White accepted the invitation. 3. The driver apologized. 4. The official explained how to fill in the form. 5. George wound the clock. 6. Larry switched off the light. 7. Mary turned off the water. 8. Tom invited his neighbour to the party. 9. Jane locked the door. 10. Sally warned Mike of the danger.

Ex. 22. Explain why Larry didn't do it.

Model: *to go to the movies ! Why didn't Larry go to the movies? – I didn't let him go to the movies.*

Prompts: to leave early, to phone his brother, to join the club, to bring his passport, to tell Sam about it, to buy a used car, to grow a moustache, to leave on the two o'clock train, to travel around the city by taxi, to come home by plane, to plant carrots, to wear his blue suit today, to give his brother a watch for his birthday.

Ex. 23. Say what your parents made you do when you were a child.

Model: to air the room just before going to bed

My parents made me air the room just before going to bed.

Prompts: to get dressed as soon as I got up in the morning, to wash my hands before I ate my meals, to clean my teeth after I had eaten my meals, to accompany them to the park on Sunday mornings, to apologize if I was rude to someone, to write a 'thank you' letter when I was given presents, to tidy up my room if it was untidy, to go to the doctor whenever I felt ill, to work harder if my work at school was bad.

Ex. 24. Make dialogues by analogy.

Model: Mike (to answer the letter) – Mike answered the letter I hope.

– Yes, I made him answer the letter.

– Yes, he was made to answer the letter.

Prompts: Ann (to apologize to her teacher), Alice (to explain why she refused the invitation), Barbara (to write to the Smiths), Betsy (to clean the bath), Bridget (to take her medicine), Caroline (to wait for Doris), Eliza (to ring her parents), Emily (to make her bed), Ted (to clean his shoes), Walter (to wear his best suit), William (to insure his house), Oscar (to fasten his safety belt), Tom (to turn down the radio, Samuel (to shave off his beard).

Ex. 25. Paraphrase the following sentences using the Subjective-with-the Infinitive constructions as in the model.

Model: It was said that his sister had come on Sunday.

His sister was said to have come on Sunday.

1. It is believed that the expedition will return next Sunday. 2. It is supposed that the students have already submitted their term papers. 3. It was said that the performance had been a success. 4. It is supposed that the coming conference is of great importance for our work. 5. It is likely that the meeting will take place tomorrow. 6. It seems that he possesses a valuable collection of pictures. 7. It seems that he is seriously ill. 8. It is known that the coastline of the British Isles is irregular. 9. It is reported that great construction work is going on in their city. 10. It is likely that my watch is five minutes fast. 11. It is certain that he has done his best to find her address. 12. It was reported that our team had been invited to take part in the sports competition. 13. It seems that he is not in the habit of coming on time. 14. They say that he is honest. 15. A group of people at the gangway saw that the boat came into

harbour. 16. It appeared that he had done it well. 17. It was not likely that he was going to be drawn into an argument. 18. The man had read his papers, it seemed. 19. It is very unlikely they would allow her to see visitors at this time of night. 20. It was felt that she was perfectly capable of taking care of herself. 21. It is believed that his advice was ignored. 22. It appeared that Betty was delighted. 23. It is pretty unlikely that they would approve of it. 24. It appears that they have some difficulties with the car.

Ex. 26. Paraphrase the following sentences using the Subjective-with-the Infinitive constructions.

Model: *He was taken aback (to seem).* – *He seemed to be taken aback.*

1. She is busy today (to seem). 2. The situation has changed a lot (to appear). 3. The Crimea was visited by numerous hikers last summer (to know). 4. He didn't have any money with him (to happen). 5. This path is used quite often nowadays (to appear). 6. Nobody knew the way, so I had to return (to happen). 7. His plan is rather unrealistic (to appear). 8. She wasn't properly dressed (to happen). 9. Amy Driffield would never speak to me again (unlikely). 10. He was in high spirits when he got out of the train (to seem). 11. He lived with an uncle and aunt on the outskirts of a little Kentish town by the sea (to be known). 12. We filled in Driffield's study; it was a large room on the other side of the house (to appear).

Ex. 27. Use the correct form of the infinitive as a part of the Subjective-with-the Infinitive construction.

1. The puzzle seemed (to fit) itself together piece by piece. 2. Something seemed (to amuse) her immensely. 3. His red cheeks seemed (to fall) in and he looked a positive wreck of his usual jolly, healthy self. 4. Tea was at four and the bread was new and had (to cut). 5. Evant was supposed (to devote) to his master. 6. A great weight seemed (to lift) off my mind. 7. She seemed (to lose) heart in the business after that. 8. The man appears (to know) practically all the European languages; he is said (to learn) them while travelling. 9. The river was reported (to overflow) the banks and (to advance) towards the suburbs of the city. 10. You seem (to look) for trouble. 11. It seems (to rain) ever since we came here. 12. That woman is still sitting. She seems (to wait) for over an hour. 13. They happened, at the moment, (to stand) near a small conservatory at the end of the garden. 14. An intimate friend is said (to dine) with them that day. 15. For about ten days we seemed (to live) on nothing but cold meat, cake, bread, and jam. 16. The book is likely (to publish) and (to appear) on sale pretty soon. It is sure (to sell) well and (to sell) out in no time. 17. The man seemed (to study) me, and I felt uneasy in his presence. 18. He is supposed (to work) at the translation of the book for two years. 19. The strength of the metal proved (to overestimate) by the designer. The engineer claimed (to warn)

against its use for the purpose all along as he had been always sure it was likely (to deform) under great load. 20. We seem (to fly) over the sea for quite a time and there is yet no land (to see). 21. We don't seem (to acquaint), at least I can't remember ever (to meet) him. 22. The third key remained (to test). 23. We seem (to say) all there is (to say) – except good night. 24. She is not likely (to take) him into her confidence.

Ex. 28. Form for-to-Infinitive constructions using the words in brackets in the appropriate form.

1. Although it was a busy section, it would be hard for (I, to name) the business that comprised its activity. 2. I am going to ring the bell for (the visitors, to go). 3. It's a bit technical here and there for (I, to follow). 4. My friend motioned for (he, to come) in. 5. It is not necessary for (I, to explain) that we are twins. 6. Theodora waited for (she, to go). 7. It was easy enough for (the drivers, to get) in the way. 8. It is so unusual for (a man, to bring) home a thing like this. 9. It's no easy thing for (I, to get hold) of it. 10. He didn't answer and I waited for some time for (he, to speak). 11. She waited for (some act) that still had (to perform). 12. Often enough Theodora wondered whether it was time for (she, to go). 13. Theodora looked for (some other object, to concentrate). 14. It would be nice for (her folks, to have her back home) after so much travelling around. 15. He listened to her with what looked like polite interest, putting in a remark now and then in a voice too low for (I, to catch).

Ex. 29. Respond to the following questions using for-to-Infinitive constructions.

Model: *Whom is she waiting for?*

She is waiting for her daughter to come from school.

1. Why is it necessary for her to translate this article? 2. What is it for her to decide? 3. Why is it good experience for me to read books in the original? 4. Who told him to wait for them to return? 5. What do you think will be more sensible for him to do? 6. Why are you sure it'll be better for you to live in the country this summer? 7. What does she seem to be waiting for? 8. Why is it impossible for me to join them? 9. What have you arranged for her to do? 10. Wouldn't it be better for us to learn more about each other? 11. Why was it difficult for you to persuade him to come to see us? 12. When is it time for me to ring the bell? 13. Why was it not easy for the drivers to drive the cars that day? 14. Why does she long for them to return home?

Ex. 30. Use the infinitives with or without the particle to.

1. I helped him (to find) his things. 2. He made me (to do) all the work again. 3. My neighbour let me (to borrow) his own car. 4. When I was a child I was made (to go) to the doctor whenever I felt ill. 5. I can't (to think) what made him (to do)

such a thing. 6. I felt the insect (to crawl up) my arm. 7. Let's (to watch) the boys (to drive). 8. She heard him (to open) the door. 9. You'd better (to try) not (to think) about it. 10. I asked him if he was willing (to help) me (to do) the job. 11. She felt herself (to grow) red to the tips of her toes. 12. Why not (to allow) her (to do) as she likes? 13. Why not (to let) her (to do) as she likes? 14. They were seen (to come) to the corner and (to turn) to the left. 15. She was heard (to knock) on the door. 16. The boy helped him (to find) the way to the railway line in the dead of night. 17. He would rather (to die) than (to betray) his friends. 18. He was never known (to retreat). 19. Why not (to start) out now? We cannot wait for the weather (to change). 20. Have you ever heard him (to complain) of difficulties? 21. He was never heard (to complain) of difficulties. 22. You'll be lonely tomorrow. You'd better (to come) and (to dine) with us. 23. Don't let us (to waste) time. There are a hundred things (to be done). 24. I have never known him (to do) such things. 25. I know him (to have been) an actor once. 26. We had better (to make) haste. 27. You ought not (to sit up) so late. 28. What made you (to think) so? 29. 'Thanks', Andrew answered; 'I'd rather (to see) the cases for myself'. 30. He was made (to do) his work independently. 31. She seems (to know) a great deal about music. 32. I thought I would sooner (to go) to the gallery alone, but I was obliged (to accept) his company. 33. I'll have him (to tell) the truth. 34. Get them (to come) as early as possible. 35. There is hardly anything (to do) but (to work out) an alternative plan.

The Participle

Ex. 31. Replace the infinitives in brackets by the correct forms of Participle I.

1. Once (to make) up his mind, he never changed it. 2. I stood for a moment at the window (to look) at the beauty of the day. 3. (to finish) his toilet, he wrapped himself in a thick overcoat and wound a muffler round his neck. 4. (to reach) the conclusion, he gave no further thought to the matter. 5. Then when the table (to set) for and dinner brought in, he put aside his book and gave her a glance ... she was startled. 6. He peered at her, (to blink). 7. He got out of his seat and walked over and stood in front of Janet and Mary, (to look) down at them. 8. He writes a long letter to his critic, (to tell) him he is very sorry he thought his book was bad. 9. His father, (to retire), lived in an unpretentious, but not mean, house. 10. (to revolve) these and other matters in my mind, I went mechanically on my round. 11. It was about ten o'clock at night; I had been dining by myself at a restaurant, and (to return) to my small apartment, was sitting in my parlour, reading. 12. (to ruffle) his grizzled hair with an affectionate hand, she remained for a while in silent meditation. 13. He decided to speak to her in the train (to come) home. 14. The next minute the front door was flung open and he was in the lighted hall (to welcome) by a short, plump, smiling woman of about forty. 15. It was not so much the fact that, (to invite) down to this

place for a visit, he found himself requested by his host to go and tell his uncle bedtime stories. 16. I came down here, (to hope) that I would get over it. 17. She drank deeply, and, (to do) so, sighed with satisfaction. 18. Again the hands rose eloquently, (to express) better than words could do Mr. Hercule Poirot's sense of utter outrage. 19. Sam, feeling that the interview, (to reach) this point might be considered over, got up.

Ex. 32. Recast the following sentences so as to use Participle I instead 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 woman 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 hot leather and petrol. 5. It was very dark with a gusty wind and a fine spatter of rain, which blew into their faces at street corners. 6. I don't suppose he ever lived in a house that had a bathroom till he was fifty. 7. I noticed as we walked along the street that sometimes the men who passed us stared at my girlfriend. 8. It was a long, wide, straight street that ran parallel with the Vauxhall Bridge. 9. He followed her across the lawn to the table, which stood in the shade of a fine tree. 10. He saw in the garden a solemn young man in a brown suit who was striding up and down the lawn. 11. The ship, which had arrived at the dock that afternoon, had taken fourteen days to cross the Atlantic. 12. I caught sight of a lean man of mournful appearance, who was moving in the opposite direction. 13. In the interval, which had elapsed since his parting from Mr. Brown a striking change had taken place in his appearance. 14. He looked up. Over the fence, which divided the garden from the one next door a familiar face was peering. 15. The photograph, which had so excited the young man, was the large one that stood in the centre of the mantelpiece. 16. He was never at a loss for a remark; he could discourse on any topic of the day with an ease that prevented his hearer from experiencing any sense of strain. 17. A channel is a stretch of water, which separates two bodies of land. 18. The Victoria Lane, which runs from Victoria to Walthamstow, was opened in March 1969. 19. Motorists who intend to take their cars with them to the Continent are advised to make early reservations. 20. All immigrants who are already living in this country have been asked to register with the police. 21. The school has now moved to new premises, which overlook the Thames. 22. We came up to the man who was standing at the corner and asked him the way. 23. Anyone who wished to leave early may do so. 24. The boy who is sitting in the corner is my nephew. 25. Anyone who knows anything about the crime is asked to contact the police. 26. The newspaper has now published an apology in which it was stated that their earlier reports were wrong. 27. The game keeper caught a man who was shooting ducks out of season.

Ex. 33. Join the pairs of sentences, using Participle I as an adverbial modifier of time.

Model: *The pilot was flying over the Channel. He saw what he thought to be a meteorite. – While flying over the Channel, the pilot saw what he thought to be a meteorite.*

1. He was taken ill. He was travelling by air from New York to London.
2. I visit a strange city. I like to have a guidebook with me. (Use: when).
3. He did his homework. Then he went to the skating-rink.
4. He was reading those books. He came across an old and valuable map.
5. The customer had picked up several articles as if he intended to buy them but he put them all down again.
6. The workmen were digging the foundation of a new office block. They unearthed the remains of a Roman villa.
7. She looked out of the window. She saw the neighbour's children planting a tree.
8. He seized a sheet of paper and a pen. He began to write.
9. She was thanked for her help. She said 'You are welcome'.
10. He entered the room. He took off his hat.

Ex. 34. Recast the following sentences so as to use Participle I instead of adverbial clauses.

1. While Alec had many loyal friends, he also had some 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 I heard he was in town, I used to send a boy to find him and make him come to dinner with me.
6. When he had finished his tea, Andrew left the kitchen.
7. When Jack reached Andrew he gave a theatrical start of recognition.
8. When he got to Euston he paid off the taxi and inquired for the next train to Dover.
9. When I went upstairs, I found him asleep, with all his clothes on.
10. 'I knew Tom well', he said, as he leaned back in his chair and lit the cigar I had offered him.
11. When I arrived, a little late, I found the party already complete.
12. When his first picture was exhibited, they came to Amsterdam to see it, his father and his sister and his mother, and his mother cried, when she saw it.
13. While she waited for him to come, her pride began to revolt.
14. After we left the bears, we left the zoo and crossed over this little street in the park.
15. As Andrew pulled on his coat he reflected miserably that he had not exchanged a word with Ada.
16. After the uncle had once consented to the boy's going out with the Browns, he made no further objection to his association with them.

Ex. 35. Join the pairs of sentences, using Participle I as an adverbial modifier of cause (reason).

Model: *They decided to re-visit London. They were struck by the beauty of its buildings on their previous visit. –*

They decided to revisit London having been struck by the beauty of its buildings on their previous visit.

1. You have promised to give him every assistance. You cannot go back on your word. 2. We decided not to go any further that day. We put up at the nearest hotel. 3. He had been forbidden to read the book. He was even more anxious to get hold of a copy. 4. He turned down the job he was offered. He was reluctant to commit himself to a long contract. 5. She had decided it was a proper thing to do. She was surprised when she got absolutely no results. 6. The champion decided to withdraw from the tennis tournament. He had decided that he had little chance of winning the competition. 7. We had heard nothing further from him. We assumed he wasn't coming. 8. I bear in mind the fact that he has never done anything wrong before. I think he should be let off with a caution.

Ex. 36. Say why Mary was treated so.

Model: *kind-hearted (to love and admire)*

Being a kind-hearted girl, she was loved and admired by everybody.

Prompts: clever (to respect), beautiful (to admire), good-natured (to love), generous (to praise), brave (to speak of with approval), friendly (to invite to dinner parties), reasonable (to respect), sensible (to praise).

Ex. 37. Say why you failed to do it.

Model: *her address (to visit her when I was in London)*

Not knowing her address, I couldn't visit her when I was in London.

Prompts: her telephone number (to ring her up), the contents of the book (to take part in the discussion), where they lived (to send them a telegram), French (to understand what they were talking about), how to get in touch with them (to invite them to the party), the contents of the film (to describe the main character).

Ex. 38 Replace the attributive clauses by phrases with Participle II in the function of an attribute.

Model: *Stress is the force which is given to a word or syllable in speech.*

Stress is the force given to a word or syllable in speech.

1. The great majority of examples which are included in this book are typical of spoken English. 2. The list which is given on page 275 includes numerous authoritative books on these subjects. 3. The symbols which are used in this book are explained below. 4. The key to exercises which is provided at the end of the book makes it unsuitable for students working on their own. 5. The aim which is set in this book is to provide a variety of material for foreign students at advanced level. 6. This book must be returned on the date which is last marked below. 7. The victory over

the fascists, which was gained at the cost of immense sacrifice, saved the world from slavery. 8. The suggestion which was made by the chairman was accepted unanimously.

Ex. 39. Change the sentences using Participle II in the subordinate adverbial clauses.

Model: *When they were told how much the trip would cost, they decided to stay at home.* – *When told how much the trip would cost, they decided to stay at home.*

1. Though she was surprised by his arrival, she did not show it. 2. When he was told the price, he put the shirt back on its place. 3. When he was asked for help, he feigned illness. 4. Though he was hurt by her attitude, he did not show it. 5. If he were given an opportunity, he would make a good pianist. 6. Her new dress fitted her as though it were made to her measurements. 7. When the modal verb *must* is used with the Perfect Infinitive of the main verb, it has a past time reference. 8. If he is given time, he'll make a first-class chess player. 9. When the boy was left to himself, he took his toys and began to play. 10. Though he was annoyed by his failure, he continued to work hard.

Ex. 40. Insert Participle I or II.

1. It was a windy day, and the air ... in Little Dorrit's face soon brightened it. (to stir) 2. He took a ... strip of paper from his vest and gave it to the reporter. (to fold) 3. There was one bright star ... in the sky. (to shine) 4. He reminded you of a ... sheep ... aimlessly hither and thither. (to frighten, to run) 5. At one end was a group of beautiful women exquisitely ... , ... diamonds on their heads and bosoms. (to gown, to wear) 6. Maxim stooped, and picked up a ... petal and gave it to me. (to fall) 7. They came to the quiet little station ... by a single bulb, almost ... in a mass of oleander and vines and palmettos. (to light, to hide) 8. She remained silent but her silence was like a question ... in the dark between them. (to hang) 9. With ... eyes he leaned back on the bench. (to close) 10. We walked down the hall and down the wide thickly ... stairs. (to carpet) 11. There were ... candles on the table. (to light) 12. There was a long line of ... trucks and carts on the road ... up the bridge. (to abandon, to lead) 13. A tall, thin man with a sharp pointed face sat at a table ... for dinner. (to lay) 14. The voice had something ... in it. (to appeal) 15. There was a balcony along the second floor ... by the columns. (to hold up) 16. On the next afternoon Horace went out to his sister's, again in a ... car (to hire)

Ex. 41. Fill in the blanks with Participle II or Participle I (Passive) of the verb in brackets.

1. a) The monument ... on this square has been recently unveiled. b) The monument ... on this square will be soon unveiled (to erect). 2. a) We could hear the noise of furniture ... upstairs. b) For a moment they sat silent ... by the story

(to move). 3. a) I cannot forget the story ... by him. b) They listened breathlessly to the story ... (to tell). 4. a) One can't fail to notice the progress ... by our group during the last term. b) These are only a few of the attempts now ... to improve the methods of teaching adult students (to make). 5. a) We live at a time of outer space ... by man. b) 'I wish I could live to see outer space ... by man', said the old professor (to conquer).

Ex. 42. Use Participle II instead of Participle I where possible.

1. Having been wounded in the leg, he limped a little. 2. Being badly wounded he recovered slowly. 3. The boy was wearing a cap similar to those being worn by other jockeys at the stables. 4. The importance of the experiment being made is that it may lead to a discovery of great consequence. 5. Having arrived in a big seaport, I started to look for a job. 6. By this time, having acclimated himself to the atmosphere of the new place, he no longer felt a stranger. 7. Having slept two hours, I felt refreshed and rested. 8. Having been once found on the beach, the stone served now as a paperweight and was one of the table's decorations. 9. Being sung by the voice of this unseen girl, the strain brought back to me long forgotten memories. 10. Having completed all our preparations, we hired a cab and hurried off. 11. Being completed, the parts were transported to the assembly shop. 12. When the young people, having returned from their day's outing, came into the dining room, they found dinner ready and served. 13. Not having been approved of by an overwhelming majority of the members of the committee, the proposal was turned down. 14. Never having experienced such difficulties, he was at a loss. 15. Rain is very rare in our parts, but having once begun, it won't stop for days on end.

Ex. 43. Point out objective predicative constructions with Participle I in the following sentences.

1. I saw him walking briskly through the crowd wearing a tan raincoat. 2. She could hear Bart moving about outside, whistling as he worked. 3. He felt his heart pounding and his mouth was dry again, but it was from excitement, not fear. 4. With a neat push Poirot sent him staggering down the steps. 5. 'I hear you've seen Blanch', he said. 'How on earth did you find out?' 'I was told by someone who saw you sitting with them'. 6. He felt Bill coming up to the fire. 7. He leaned back watching Jan working with passionate absorption on the pullover. 8. I could hear two people talking in the room. 9. Aswald could feel his heart beating. 10. Then I heard someone weeping. 11. In the silence I could hear the clock ticking. 12. Then she heard the stranger laughing quietly, and his footsteps came across the room. 13. He found her watering some plants, her face expressed her surprise at his unusual presence. 14. They could hear the Invisible Man breathing. 15. Then she noticed another figure standing looking after the barge that was making for Thebes. 16. Mike saw him

standing in the doorway. 17. Then her charming face grew eager, and glancing round, young Jolyon saw Bosinney striding across the grass.

Ex. 44. Paraphrase the following using objective predicative constructions with Participle I.

Model: *The children were running towards the forest (she, to see).*

She saw the children running towards the forest.

1. She was looking round eagerly (he, to see). 2. She was watching him (he, not to see). 3. Someone was shouting (I, to hear). 4. The water was sucking at the piles beneath the house (they, to hear). 5. She was scrutinizing me closely (I, to see). 6. My cheeks were going red (I, to feel). 7. His ears were glowing (he, to feel). 8. Her little maid was starching and pleating her linen dresses (she, to watch). 9. The gardeners were watering beds of young lettuce (he, to watch). 10. My sister was signalling to me from another table (I, to see). 11. The corner of a three-penny detective novel was protruding from Albert's pocket (he, to note). 12. The rain drops were pattering against the leaves (I, to hear). 13. His father was moving around in the living room (he, to hear). 14. He was hurrying through the hot June forenoon, up the hill and on to the open down land (they, to imagine). 15. He was standing there, the light glittering on his spectacles, his white cruel face expectant (they, to see). 16. He was waiting about five minutes (they, to keep). 17. They were sitting in the sunshine (she, to find).

Ex. 45. 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. So as I strode now along Bake street I felt that I was doing something useful. 4. Then Frank's eyes lit up, he saw that Martha was cutting a cake, cutting an enormous wedge of plum cake. 5. When I opened my eyes I saw the others were dozing so I sneaked out. 6. I could see that Dave was still standing in the doorway. 7. I felt I was getting hot under the collar, and all the romantic humour was gone. 8. When he got on the sand he saw that Arthur was looking at the boat. 9. He could see that a man was standing on the pavement, facing the swing doors. 10. When he opened the window he heard how the birds were singing in the garden. 11. After a minute or two I noticed that her eyes were stealthily peeping at me over the book. 12. I could feel that the room was rocking under my feet.

Ex. 46. Point out subjective predicative constructions with Participle I in the following sentences.

1. He was seen making his way to the house. 2. Here the nurse's voice was heard calling from the top landing. 3. Many students with blood streaming down their faces were seen running down the side streets to avoid arrest. 4. At times he was seen driving with her by people who knew him in a social and commercial way. 5. The boots of Albert could be heard racing upstairs. 6. You're found hanging around the grounds of a big house after dark. 8. In a few moments after the launching of the boats, Danvers was seen speaking to a young American girl. 7. Jennie was seen wearing a gold watch. 8. He could be seen walking with his eyes fixed anxiously on little Pablins Dartie's sailing boat.

Ex. 47. Point out the Nominative Absolute participial constructions in the following sentences.

1. She had sunk into a chair and was sitting there, her small fingers curling and uncurling themselves nervously. 2. The door being opened and Bunter having produced an electric torch, the party stepped into a wide stone passage. 3. 'You don't respect me', said Dora, her voice trembling. 4. Together they ran back down the road, Mor still gripping her arm in a tight grip. 5. Men, their caps pulled down, their collars turned up, passed by. 6. Another time when we were going through Ferre Bay on our way back from a long excursion, it being a hot day and all of us thirsty, she suggested that we should go into the Dolphin and have a glass of beer. 7. The patient's leg having been amputated, there was no doubt of his recovering soon. 8. The voices had receded and James was left alone, his ears standing up like a hare's and fear creeping about his inwards. 9. The door and window of the vacant room being open, we looked in. 10. The lamp having been lit, Mrs. Macallan produced her son's letter.

Ex. 48. Replace one of the given sentences by the Nominative Absolute participial construction as in the model.

Model: *The book was interesting. We read it with pleasure.*

The book being interesting, we read it with pleasure.

1. Our friend helped us. We could fulfill our obligations in time. 2. There were no trams at that late hour. We had to walk home. 3. The magazines have been brought. The students could start doing translations. 4. The experiment has been over. Everybody left the laboratory. 5. The speaker has finished the report. We began to discuss it. 6. The art exhibition has been visited by a lot of people. We were sure of its success. 7. The key has been found. We could enter the room. 8. There were a lot of people in the hall. We could not enter. 9. The text was not very difficult. Many words had been learned before. 10. The weather is fine. We shall start on a skiing trip.

Ex. 49. Point out the Complex Object with Participle II in the following sentences.

1. He had his luggage sent to the station. 2. How often do you have your carpets cleaned? 3. Did you get your watch repaired? 4. I want it done as soon as possible. 5. We decided to have our photos taken after the final exam. 6. Get the room dusted and aired by the time they arrive. 7. I haven't had my nails polished yet. 8. I'm having a new dress made. 9. He thought it necessary to have the ceiling of the room whitewashed. 10. Mrs. Mooney watched the table cleared and the bread crumbs collected. 11. He heard his name called from behind.

Ex. 50. Say that you want it done.

Model: *to mend my shoes – I'd like my shoes mended.*

Prompts: to repair my watch, to alter my coat, to fix my TV set, to paper the walls, to whitewash the ceiling, to bind the books, to repair my typewriter, to make my prescription, to repair my vacuum-cleaner, to clean my coat, to clean my carpet, to paint the house, to take our photograph, to finish the work by Wednesday.

Ex. 51. Make short dialogues by analogy.

Model: – *Do you want me to wave your hair?*

– *Yes, I'd like my hair waved. (No, I don't think so, thanks).*

Prompts: to cut my hair, to wash my hair, to shampoo my hair, to dye my hair, to spray my hair with hair spray, to paint my eyelashes, to paint my brows, to massage my hands.

Ex. 52. Advise your friend to do it.

Model: *to test your eyes – You should have your eyes tested.*

Prompts: to X-ray your chest, to X-ray your leg, to pull out that tooth, to fill that tooth, to test your ears, to bandage your hand, to remove your appendix, to test your blood pressure.

Ex. 53. Ask your friend when something took place.

Model: *When did John have his appendix removed? –*

He had his appendix removed three days ago.

Prompts: to have their photograph taken (yesterday), to have their house painted (last year), to have her bag stolen (two days ago), to have all our windows broken by hooligans (last week). To have his leg amputated (in 1978), to have the house broken into by the thieves (the day before yesterday), to have her medicine prepared (an hour ago), to have my eyes tested (two months ago), to have a street named after him (in 1987), to have the matter seen to (yesterday), to have his car repaired (a fortnight ago), to have your blood pressure tested (two hours ago).

The Gerund

Ex. 54. Use the gerund in the Active or Passive Voice (Non-Perfect Form) instead of the verb in brackets.

1. Why do you avoid (to see) me? 2. He tried to avoid (to see). 3. We insist on (to send) him there at once. 4. He insists on (to send) there instead of me. 5. Do you mind (to examine) the first? 6. He showed no sign of (to know) them. 7. She showed no sign of (to impress). 8. He had the most irritating habit of (to joke) at the wrong moment. 9. I was annoyed at (to interrupt) every other moment. 10. He hated (to remind) people of their duties or (to remind) of his. 11. On (to introduce) they easily fell to (to talk). 12. In (to discuss) the problem they touched upon some very interesting items. 13. The equipment must go through a number of tests before (to install). 14. The operator can set the machine in motion by (to push) the button or (to press) the pedal. 15. The water requires (to filter).

Ex. 55. Use any appropriate form of the gerund.

1. Excuse me for (to give) you so much trouble. 2. You never mentioned (to speak) to them on the subject. 3. He was proud of (to award) the prize. 4. I don't remember ever (to see) you. 5. I don't remember (to ask) this question. 6. The boys were punished for (to break) the window. 7. The boy was afraid of (to punish) and hid himself. 8. He was quite serious in (to say) that he was leaving the place for good. 9. She seemed sorry for (to be) rude to me. 10. He confessed to (to forget) that he was to come on Friday. 11. The old man could not stand (to make) fun of. 12. Letters were no use: he had no talent for (to express) himself on paper. 13. After thoroughly (to examine) by the doctor, the young man was admitted to the sports club. 14. Soon she could not help (to attract) by the fact that she was being looked at. 15. The camera wanted (to adjust). 16. They accused me of (to mislead) them. 17. She was so eagerly looking forward to (to give) the leading part to play that she was greatly disappointed at not even (to offer) it. 18. She reproached me for not (to keep) my promise. 19. We found him busy (to look) through the morning mail. 20. After (to look) through and (to sort) out, the letters were registered and filed. 21. He liked to do things without (to disturb) anyone or (to disturb). 22. This material wants (to look through) before being given to the students. 23. Her suggestion requires (to discuss) at the meeting. 24. Jane's opinions won't bear (to repeat) in public. 25. His brave action certainly deserves (to reward). 26. Your friend's idea is worth (to go into) more carefully. 27. It is well known that small children need (to look after) more than older ones. 28. Your hair wants (to cut). 29. The definition needed (to tidy up). 30. There is one kind of fiction that will not stand (to read). 31. Three points are worth (to quote) for our purpose.

Ex. 56. Insert the appropriate form of the gerund.

1. Stark sat down without ... (to speak). 2. He did not go without ... by Amy (to congratulate). 3. After ... more closely than usual and ... his hair, he ... took the bus uptown (to shave, to brush). 4. At South Square, on ... that Michael and Fleur were out, he did not dress for dinner, but went to the nursery (to discover). 5. I had to sound as if I didn't mind ... , as though I had no temper of my own (to insult). 6. She kept on ... , her voice low and controlled (to talk). 7. In the morning light, she was ashamed of herself for ... so ... the night before (to elate). 8. The house wanted ... (to do up). 9. Even a criminal must be told the nature of his crime before ... (to convict). 10. She showed none of the usual feminine pleasure at ... hard to understand, inscrutable, mysterious (to be). 11. I still reproached myself for not ... open with Douglas Osbaldiston from the start, when he had invited me to do so (to be). 12. No woman looks her best after ... up all night (to sit). 13. His legs were somewhat stiff from not ... or ... for days (to hike, to climb). 14. I'm tired of ... like a silly fat lamb (to treat). 15. I know everyone who's worth ... (to know). 16. After ... this, he cursed himself for not ... the opposite, so that he might have used the expected guest as a lever to get rid of Misha (to say, to say). 17. There is vivid happiness in merely ... alive (to be). 18. 'Your tie needs ...', Mrs. Simpson said (to straighten). 19. The attempt is at least worth ... (to make). 20. Mr. Creakle then caned Tommy Traddles for ... in tears, instead of cheers, on account of Mr. Mell's departure ... (to discover). 21. He apologized to Hooker for ... so late (to be down). 22. One could not walk or drive about Philadelphia without ... and ... with the general tendency toward a more cultivated and selective social life (to see, to impress). 23. I just couldn't stand ... away from you any longer (to be). 24. I remember ... him with her and Marnier going away from church (to see). 25. When I told him that I meant to live in Paris for a while, and had taken an apartment, he reproached me bitterly for not ... him know (to let). 26. He had a flat smooth face with heavy-lidded green eyes that gave the impression of ... at a slant (to set). 27. His latest craze was to discover her age, which he cursed himself for not ... when he had her passport in his hands (to observe). 28. Let me tell you whose house you've come into without ... or ... (to ask, to want). 29. I'm tired of ... to you (to talk). 30. They soon discovered that the gate was securely locked. They looked at one another in a mixed fashion, a trifle disappointed at ... , but still triumphant at ... the place (to hold up, to find).

Ex. 57. State the functions of the gerund.

1. I'm sure that we choose our own destinies; but I can't help feeling that once one's chosen a certain track, there's remarkably little opportunity of changing. 2. She kept on crying, burying her face in my chest. 3. I had no hope now of marrying her; but I saw no point in letting her go. 4. She was my selection at random with no hope

of winning. 5. Flying's fun, but being shot at is most disconcerting. 6. They gave me the sensation of being in the know, of being close to a wicked, exciting, and above all, wealthy world. 7. I'm sorry for keeping you waiting. 8. He looked utterly incapable of making a fool of himself. 9. I remember noticing with approval that she took the courtesy for granted. 10. Saying the wrong thing to the waiter, picking up the wrong fork or not being able to find the cloakroom immediately wouldn't have mattered in an ordinary café. 11. He would not demean himself by marrying a mill-hand or shop-girl; why should Miss Brown demean herself by marrying a minor municipal official? 12. We'd had the window open all the way but it only had the effect of stirring the air like porridge without bringing any fresh oxygen in. 13. Driving a car isn't as comfortable as traveling by train. 14. Then he mentioned having been in hospital last year. 15. Reading books enlarges one's horizons.

Ex. 58. Make sentences with the same meaning by using a gerundial phrase as the subject.

Model: *It is fun to play tennis. – Playing tennis is fun.*

1. It is important to have friends. 2. It's easy to learn how to cook. 3. It is dangerous to walk alone at night in that part of the city. 4. Is it difficult to learn a second foreign language? 5. It is important to be polite to other people. 6. It is interesting to learn about other cultures. 7. It is important to eat nutritious food.

*Ex. 59. Make sentences by using the gerund as subject after **it's no use (good), it's a waste of time.***

Model A: *to ring him up now – It's no use (good) ringing him up now.*

He is not at home yet.

Model B: *to persuade her to join us – It's a waste of time persuading her to join us. She's busy.*

Prompts: to argue with him, to try to get to the truth, to talk about it now, to complain to him of his son's rudeness, to remind him to answer that letter, to make a fuss, to warn him of the danger, to say that you are not satisfied, to tell him that he is wrong, to hope for help from the authorities, to complain to them, to cry over spilt milk, to lose your temper, to threaten him.

Ex. 60. Pick out the verbs and prepositions, after which the gerund is used as an object.

1. Thank you for helping me carry the packets to the post-office. 2. Alison is not interested in looking for a new job. 3. I am accustomed to having a big breakfast every morning. 4. The rain prevented us from completing the work. 5. Fred is always complaining about (of) having a headache. 6. I'm looking forward to seeing my family again. 7. Everyone in the neighbourhood participated in searching for the lost

child. 8. I apologized to Bill for making him wait for me. 9. The weather is terrible tonight. I don't blame you for preferring to stay at home (for not wanting to go to the meeting). 10. She insisted on knowing the whole truth. 11. Who is responsible for washing dishes after dinner? 12. Where should we go for dinner tonight? Would you object to going to an Italian restaurant? 13. The thief was accused of stealing a woman's purse. 14. Henry is excited about leaving for India. 15. The angry look on his face stopped me from speaking my mind. 16. They object to changing their plans at this late date. 17. I am used to (accustomed to) sleeping with the window open. 18. Sue is in charge of organizing the meeting.

Ex. 61. Use the required form of the gerund in its function of a prepositional object in the following sentences.

1. I was not used to (to entertain) by a sensitive and nervous host. 2. How proud I was of (to invent) the code. 3. I was tired of always (to wear) charity clothes. 4. In the morning she was ashamed of herself for (to be) so rude the night before. 5. He's merely used to (to tell) what he wants to know. 6. He was grateful to Finch for (to persuade) him to come. 7. But they are used to (to deal) with real men. 8. She wasn't fond of (to interview). 9. At the time I was very keen on (to get) an independent income. 10. The Government was unable to make any promises about (to lift restrictions in the nearest future). 11. You must be tired of (to do the same thing day after day). 12. The boy was severely reprimanded for (to bully younger boys). 13. He doesn't take any interest in (to bring up his children).

Ex. 62. Open the brackets using gerunds as objects; add prepositions where necessary.

1. She was afraid (to miss) Miller in the crowd. 2. He was fond (to say) "The superstition of today is the science of yesterday". 3. Thank you (to call). 4. On the way home Sally insisted (to stop) in front of our college. 5. I remember (to hear) her complain to Joe. 6. The box was stoutly made and resisted (to open). 7. I am sick and tired (to drink) tea without milk. 8. Surely that prevents the day (to be) ordinary. 9. I intend (to do) it tomorrow. 10. Would you mind (to sit) over there? 11. Now I resolved, if possible, to avoid (to be) alone with any of these men, these strangers. 12. I can prove I am quite capable (to deal) with the matter.

Ex. 63. Fill in the blanks with the necessary prepositions using gerunds as adverbial modifiers.

1. Cindy glanced up, then away, ... answering. 2. Lize was able to make her own living ... working at the factory. 3. Poirot looked up at the staircase ... passing, and shook his head in a dissatisfied manner. 4. Tom considered ... answering. 5. He found an endless excitement ... looking at their faces and hearing them speak.

6. Can't we even laugh properly ... having trouble? 7. Was he trying to escape ... disguising himself? 8. Mayor Pennymann went on ... noticing her interruption. 9. You might ruin all my life ... breaking your promise. 10. ... leaving the room Tom ran into his best friend Joe. 11. ... shaking hands with a stranger he wanted to show his friendliness. 12. We might be fined ... going too fast.

Ex. 64. Fill in the required prepositions wherever necessary.

1. Will you refrain ... making loose statements about the matter? 2. My friend is very good ... translating things from Latvian into English. 3. I hope you don't object ... out singing. 4. The old man insisted ... getting into the car. 5. Will you see ... the fire, while I see ... getting some water? 6. Of course he wouldn't dream ... being rude to you. 7. How much did they charge ... parking the car? 8. She was frightfully pleased ... being the first to hear the news. 9. Society as a whole is responsible ... bringing up children. 10. I had succeeded ... putting off the lecture. 11. Florence got used ... getting birthday presents from him. 12. He has become ill ... eating too much. 13. ... coming into the room she switched on the light. 14. My programme this morning consists ... writing two letters and attending a lecture. 15. She took ... typing his papers over for him because he was a poor and careless typist.

Ex. 65. Use the gerund instead of the subordinate clauses. Insert prepositions if necessary.

1. I remember Mother reprimanded me when I spoiled her favourite fishcake. 2. We recommended that work should start at once. 3. Thank you that you reminded me. 4. Nick suggested that we should dine at a restaurant to celebrate this little event. 5. He doesn't like when you interfere. 6. He prevents when I help him. 7. Nobody knew that they had agreed to take part in the expedition. 8. I insist that everything should be said in plain words so that there can't be any misunderstanding. 9. She dislikes when the children prompt one another and always gets angry. 10. He wrote he would stay in Paris another week but did not explain why he was obliged to do so. 11. I can't recollect that they ever invited me to stay a weekend with them. 12. He was afraid that the news might cause excitement among the girls. 13. She disliked that he was so stubborn and would never listen to her reasons. 14. Nell denies that he is a bore. 15. I prefer that we should make use of tape-recording before we read the text. 16. Nobody objects that Peter lives with us.

Ex. 66. Make a polite request.

Model: *to take me to the station – Would you mind taking me to the station? – I'm afraid I can't just at the moment.*

(Unfortunately I haven't time. I'm sorry, but I'm just going out).

Prompts: to make sandwiches, to fill the thermoses, to bring the luggage down to the hall, to lock the cases, to pack for the children, to defrost the fridge, to tell the neighbours we are going away, to book the rooms, to work out our route.

Ex. 67. Persuade your friend not to do it.

*Model: to read in a bad light – I read in a bad light and felt awful afterwards.
– Then try to avoid reading in a bad light.*

Prompts: to quarrel with my neighbours, to overeat, to drink coffee before going to bed, to go to bed too late, to carry heavy suitcases, to take sleeping pills, to travel by plane.

Ex. 68. Say that you suggested doing it.

Model: to leave at once – Why didn't you leave at once? –

Well, I suggested leaving at once but my friends wouldn't hear of it.

Prompts: to look for a cheaper hotel, to see the manager, to complain to your agency, to hire a taxi, to borrow a tent, to get a job at a factory, to offer to work as guides, to tell your parents, to consult a lawyer, to have another try, to give him a lift.

Ex. 69. Say that you share your neighbour's opinion.

Model: to miss the train – I expected he didn't want to miss the train. –

Yes, I suppose he was afraid of missing the train.

Prompts: to be seen there, to spoil his new suit, to shock the neighbours, to attract attention, to catch cold, to upset his parents, to cause a scandal, to press the wrong button, to annoy the teacher, to lose his job, to make things worse, to wake everyone up, to get wet.

Ex. 70. Say that your friend will have the chance of doing it in summer.

Model: to swim in the sea – In summer he will have the chance (the possibility) of swimming in the sea.

Prompts: to visit his parents, to meet his school friends, to travel abroad, to fish in the river, to work at the camp, to have a good holiday, to sunbathe, to redecorate his house, to visit St. Petersburg, to write a book about his experiences.

Ex. 71. Say that you don't know why he did it.

Model: to reject the offer – Why did Peter reject the offer? –

I can't make out the reason for his rejecting the offer.

Prompts: to refuse to stay in the hotel, to take the books back, to burn the letter, to refuse to organize the reception, to refuse to make a speech, to change his job, to forge the signature, to give false evidence, to get angry, to go to bed very late, to

quarrel with his neighbours, to invite everyone to his country house, to record their conversation, to leave at once, to refuse to join your company.

Ex. 72. Ask your neighbour if he (she) did it.

Model: *to accompany the delegation – Did you accompany the delegation? – Yes, I had the honour (the pleasure) of accompanying the delegation.*

Prompts: to open the meeting, to introduce the speaker, to make a speech at the meeting, to speak on behalf of the group, to meet the guests, to receive the delegation, to organize the reception, to lead the delegation, to head the delegation, to show the guests round the city, to accompany the guests to the Mound of Glory.

Ex. 73. Say what Nelly did at (on) hearing it.

Model: *The bell (to go to open the door) –*

At (on) hearing the bell she went to open the door.

Prompts: his footsteps (to stop), the news (to get excited), the news of his arrival (to hurry home), the story (to grin), the news (to decide to leave), his voice (to run to meet him), the news of his departure (to give way to despair), the noise (to look out of the window), the question (not to trouble herself to reply).

Ex. 74. Say what you saw (noticed, felt, did) yesterday on returning home from the Institute.

Model: *to go to the kitchen and prepare dinner –*

On returning home I went to the kitchen and prepared dinner.

Prompts: to see a telegram on our living-room table, to see a letter from my brother on the dining-room table, to write a letter to my aunt, to water the flowers and clean the room, to take my temperature and go to bed, to notice a small statuette on our living-room shelf, to help my younger brother with his English, to feel that my nerves were at breaking point, to feel that I was running a temperature, to see that my mother was taking down the old curtains.

Ex. 75. Ask your neighbour to change the sentences using the gerund as an adverbial modifier of time.

Model: *When I was doing the exercise I missed a sentence. –*

In doing the exercise I missed a sentence.

1. When she was reading, she missed a line. 2. When he came up to the desk he produced his pass. 3. She watched TV and went back to her room. 4. She seemed excited when she heard the news. 5. She paused for half a minute, and then she said 'Yes'. 6. Read the instructions carefully and then fill in the form. 7. When she saw us, she crossed the street. 8. When he entered the room, he saw a lot of familiar faces.

Ex. 76. Say in what way they got out of doing it.

Model: *Peter (to do the work, to pretend to be ill) –*

Peter got out of doing the work by pretending to be ill.

1. Mary (to wash up, to pretend to be busy). 2. Tom (to make the tea, to hide somewhere). 3. My sister (to cook breakfast, to go out). 4. My brother (to iron his shirts, to pretend to have a headache). 5. Alan (to sweep the room, to go to the toilet). 6. Bill (to peel potatoes, to pretend to have a toothache). 7. Hellen (to baby-sit, to pretend to be busy). 8. Jane (to mend her brother's socks, to pretend to be tired). 9. Susan (to lay the table, to pretend to be busy). 10. My cousin (to wash windows, to pretend to have a sore throat).

Ex. 77. Give responses to the following cues.

Model: *Tom lost your dictionary, but he promised to buy you a new one, didn't he? – Yes. He made up for it by promising to buy me a new dictionary.*

1. You lost your brother's book, but you bought him a new one, didn't you? 2. Mary was rude to her friend, but she apologized, didn't she? 3. You were impolite to your friend, but you apologized, didn't you? 4. You ate all your sister's sweets, but you bought her a bar of chocolate later, didn't you? 5. The waiter spilt some soup on your clothes, but he paid for the dry cleaning, didn't he? 6. Tom was very lazy in class, but he worked hard at home in the evening, didn't he?

Ex. 78. Point out gerundial complexes and comment on their functions in the following sentences.

1. I hate the idea of Larry's making such a mess of his life. 2. Later, in the night, I was awakened by the sound of someone moving softly about the room. 3. Do you think there is much chance of one seeing him here again? 4. Well, it was the same fellow. And do you remember me saying that I was sure I had seen him somewhere before? 5. 'Will you pay any attention if I forbid you to go?' 'No, darling', I said, 'none'. Then she said, 'That's what I imagined. In that case there doesn't seem to be much point in my forbidding it'. 6. What can be the possible use of Larry's learning dead languages? 7. Jane bit her lip till the blood came, and walked back to her seat without another word, but she couldn't help the tears of rage rolling down her face. 8. 'Well', he said, 'I couldn't help Irene's having no money'. 9. He had called there three times now without her being able to see him. 10. His having come home so late has caused her much anxiety. 11. I'm afraid that just at first he'll be rather lonely and I shall feel more comfortable if I can count on your keeping an eye on him. 12. I shan't mind its coming out a hundred or so over the mark.

Ex. 79. Use the gerund in the required form as the second part of the predicative gerundial complexes.

1. He had declared that his stepfather would not hear of his (to marry) a penniless girl. 2. I remember your father, Mr. James, (to come) into the office the morning the Franco-Prussian war was declared – quite in his prime then, hardly more than sixty, I should say. 3. My friend, Doctor Sheppard, said something of the butler (to suspect)? 4. He had a superstitious fear that if even one day passed without his (to add) to the book he would lose himself again in that drab labyrinth of un-doing. 5. There's no sense in your (to agonize) over me. I'm all right, do you hear? I just want to be left alone to run my own life without the family (to butt) in all the time. 6. I had reached a good point in my meditation, when I was aroused by the sound of the door (to open). 7. Ann did not mind her (to come) to see the baby, but she would not let her help with it. 8. They told me all about his (to be) there, and the questions he had asked. 9. I must beg, that in the case of my (to be able) to contribute something to the solution of the mystery, my name will not be mentioned. 10. I'm tired of people (to have) to be kind to me. 11. I'm eight years older than you are – oh! I don't mind M. Poirot (to know) that! 12. Louise had been going to say something diplomatic about women (to like) fat men, but was glad she did not. 13. 'I never dreamed of her (to be) the thief', I expostulated.

Ex. 80. Recast the following sentences so as to use predicative gerundial constructions. 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. 10. She insisted that he should drop his voice. 11. He was clever, no one had ever denied that.

Ex. 81. Form predicative gerundial constructions 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. 'It's not much good (me, to spend) half an hour writing to your uncle if he changes his mind the next letter he gets from you', said the headmaster irritably. 4. Kate smiled at (Anthony, to shift) on his chair. 5. 'I couldn't stop (she, to come here)'. He spread his hands helplessly. 6. If you don't object

to (me, to accompany) you as far as the door, sir? 7. Louise did not mind staying there, she was always glad to get away to a bath with hot water and a meal without (dogs, to clamour) round the table. 8. No one would dream of (he, to be) so near at hand. 9. Slipping into the room like a ghost, she crept into her grandmother's bed, and finished (she, to cry) unchided until she fell asleep. 10. 'You must not mind our (to be surprised),' she said. 11. 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. 12. There was still a chance of (Bart, to come). 13. Naturally, I realize that this bronchitis will put her back a bit, but I suppose it won't prevent (she, to be) out by the end of October?

Revision Exercises on the Verbals

Ex. 82. Supply the gerund or the infinitive in place of the verb in brackets according to the meaning of the sentence.

1. She wants to begin (to work) regularly next term. 2. It's time for us to start (to walk). 3. What made you decide to stop (to work) at the factory? 4. Why does he keep (to repeat) the same thing? 5. I can't bear (to be) alone for long. 6. We started (to load) our bags with food. 7. It seemed she would never stop (to run). 8. Soon she finished (to cook). 9. They left off (to study) at the library earlier in the afternoon. 10. He gave up (to smoke). 11. She turned and burst out (to laugh). 12. They paid no attention to the noise and went on (to walk). 13. Does your car need (to wash)? I certainly need (to wash) mine. 14. Just try (to be) a little more cooperative. 15. This room wants (to repair). 16. Please remember (to wipe) your feet before coming in. 17. I completely forgot (to lock) the frontdoor last night. 18. These stockings need (to mend). 19. We regret (to inform) you that your subscription is overdue. 20. Don't forget (to bring) your bathing suit with you. 21. What is he doing? He's just trying (to open) the tin. 22. Although he is only five, he learnt (to write) very quickly. 23. You should try (to use) petrol, if you can't get it off with water. 24. I've been learning (to skate) for three years and I still fall down all the time. 25. Do you remember (to meet) Anne in my office last year? 26. He had begun (to retrace) his steps when he at last caught sight of Bosinney. 27. Jan began (to walk) slowly down, her arm through Doreen's. 28. Then she began (to tremble), not that she was afraid, but at the thought of the people she would meet. 29. He finally refused (to eat) anything but boiled eggs. 30. The sun had begun (to sink) towards the high rim of the hills. 31. They began (to drive) across the island. 32. The game begins (to be) dangerous. 33. I really begin (to believe) she was Blenkisop. 34. Jane continued (to discuss) her problems with no appreciation of his presence. 35. He stopped (to chat) with Joe from the scenario department. 36. Please, tell her it is necessary (to keep) the patient under morphine. 37. Tired? Do you want (to stop)? 38. Then, he went on (to give) me details. 39. Mr. Tower paused (to take) breath.

Ex. 83. Choose between the infinitive and the gerund to use it as a direct object after verbs that admit of both forms.

1. I don't like (to read) very much. This book is dull. I don't like (to read) it.
2. Do you prefer (to travel), or (to stay) at home? We won't go, if you prefer (to stay) at home.
3. If you are going to buy a car, you'll have to learn (to drive). I'd learnt (to drive) the car long before I bought it.
4. I teach (to ride) in my spare time. I'll teach you (to ride) a horse.
5. I should hate (to break in) your conversation.
6. Do you like (to look) at pictures? Would you like (to look) at these photos of your holiday?
7. He is hungry; he wants (to finish up) the cold meat. Is anybody hungry? The cold meat wants (to finish up).
8. Surely you don't need (to work) so late at night. Those spoons need (to wash) in soap and water.
9. Do you mean (to take) this exam? If so, it means (to work) very hard.

*Ex. 84. State whether the **ing**-form is a participle, a gerund or a verbal noun.*

1. To my mind, the setting of the scene was beautiful.
2. If possible, give up smoking, at least for a while.
3. Having finished the work he seemed more pleased with himself than usual.
4. Pausing in his story Burton turned to me.
5. I admired the grounds and trees surrounding the house.
6. Colleges give a specialized training.
7. I want you to give my hair a good brushing.
8. While reading this book he came across many interesting expressions.
9. After reading this book the students organized a discussion.
10. We know of his beginning this work.
11. I am much pleased with my surroundings.
12. The boys could not go without asking permission.
13. When walked into the hall, I saw a group of people standing there.
14. Liza was able to make her own living by working at a factory.
15. When I thought that, on seeing his pictures, I should get a clue to the understanding of his strange character, I was mistaken.
16. He could feel that he was very close to a beginning of some sort, but he couldn't tell what kind it would be.
17. Helen doesn't jibe at the washing-up and Dong is so handy on the boat.
18. He translated quite mechanically, without paying attention to the words as he wrote them one after the other.
19. It was everywhere perfectly still, save for the rustling of leaves and birds.
20. The most striking thing about him was the feeling he gave you of suppressed fire.
21. You stay here, my man. No slipping off to warn your master.
22. A diary is useful for recording the idiosyncrasies of other people – but not one's own.
23. I didn't at all like the prospect of having to break the bad news to him.

Ex. 85. Insert the correct form of verbals (the participle, the gerund or the infinitive).

1. It was silly of her not (to think) of that beforehand.
2. She heard the slight sound of her curtains (to draw) back.
3. The teacher (to leave) the room, the chairs began to scrape on the parquet floor, as the students rose from their desks.
4. The weather is reported (to change) within the last two days.
5. The engineers were proud

of (to find) a way of (to solve) this problem. 6. I don't want my sister (to worry). 7. She caught sight of David (to walk) along the footpath. 8. You seemed (to get on) quite well with him. 9. I hate (to call) friends by their surnames. 10. James was aware of his work (to approve of) by the engineer. 11. That sort of news wants (to break) gently. 12. By the same letter I happened (to write) to my mother-in-law in New York about some family matters. 13. Her daughter was understood (to dress) in her room for the last two hours. 14. This request appeared in some mysterious way (to act) as the last straw. 15. The boy looked at his mother, his face (to redden). 16. She is for sure (to bring) her daughter back with her. 17. The young man proved (to be engaged) to her daughter.

*Ex. 86. Choose between the infinitive and the **ing**-form to use it as a part of the Complex Object in the following sentences.*

1. My will weakened. I wanted someone (to lean) on. 2. We stood for a while watching a man (to train) Alsatian puppy. 3. I can imagine people not (to like) him. 4. Although he was very tired, he made himself (to stand) up and (to move) into the bedroom. 5. He ordered a bottle of beer and some cheese (to send) up to his room. 6. There was a lot of noise all around now, and amongst it you could hear a plane (to fly) unusually low. 7. I heard Arthur (to make) a slight noise that may have been a sigh or a chuckle. 8. "Why do you always have him (to hang) around?" "He likes it". 9. I don't like girls (to smoke). It takes away the fragrance of youth. 10. After supper Willy switched on the radio and John left him (to dance) round the drawing room to the sound of Mozart's concerto. 11. We left him (to spend) the afternoon with his family. 12. I can't imagine you (to be) anything but what you are. 13. I saw Mother (to look) at me. 14. I saw Mother (to look) at me and (to turn) away. 15. He guessed her age (to be) about eighteen. 16. We left the others (to chat) outside the house.

*Ex. 87. Choose between the Infinitive and the **ing**-form to use it as a part of the Complex Subject in the following sentences.*

1. When the car was heard (to approach), people fled anywhere to avoid the police. 2. He was understood (to be) a teacher in his youth. 3. I was made (to stand) at the gate. 4. She may have found the note because she was seen (to look) through the book. 5. I think you'd like to know, sir, that the train has been heard (to whistle). 6. He was instructed (to apply) for a special grant. 7. From the hill a man could be seen (to run) half a mile away. 8. He was forced (to get) out of his present job. 9. His clothes were left (to lie) where they happened to fall. 10. Two constables were left (to await) his arrival. 11. People can feel satisfaction if they are made (to feel) they are doing a useful service. 12. From your story he is shown (to do) a lot for other people.

Ex. 88. Choose the appropriate verbal to use it as an attribute in these sentences.

1. She looked at a (to frame) photograph of Jimmy. 2. John busied himself with the complex problem of a (to grow) city. 3. There were infrequent visitors and her books (to keep) her occupied. 4. In the room there were four men (to chat) over their coffee. 5. In the theatre there was always a seat (to reserve) for him. 6. Late at night he received a telegram from his father (to ask) him to come home at once. 7. In the drawer he kept the envelopes (to contain) his children's letters. 8. He decided not to plant the fields because of the labour shortage (to create) by the war. 9. He outlined his plan (to obtain) the votes of the two men. 10. They were reluctant to fill out the small forms (to describe) the expenses they had made. 11. I helped him in handling problems (to create) by other departments. 12. I made one (to joke) remark after another in an effort (to be) friendly.

Ex. 89. Use the appropriate verbals in the following sentences.

A. 1. They stared at each other, Dan still (to stand) with his teacup and Willy (to stretch) out in the chair. 2. While (to wait) for a flight, and without ever (to leave) the terminal, a visitor could have his hair (to cut), and suit (to press) and shoes (to shine). 3. The snow never stopped (to fall) that afternoon. It was dreadful (to be) outdoors. 4. Then we strolled round the place (to watch) preparations (to make) (to set) up the tent. 5. The door did not open. She left off (to ring), and, (to sit) down at the top of the stairs, buried her face in her hands. 6. The thought came (to flash) in his mind. 7. (To find) them in so short a time would have been next to impossible. 8. She took up the egg-cup and held it to the light (to see) if it might be dirty. 9. I spent some time with Tom (to study) maps of the country. 10. He was accustomed to (to sleep) through the morning noises of the neighbour. 11. (To describe) the confusion that followed would be impossible. 12. She could not help (to bring) into her conversation the names of people she knew.

B. 1. I walked down the street, not (to know) where (to turn) or what (to do). 2. She woke at half past ten in the morning (to find) her husband (to go). 3. He went out through the window so as not (to leave) the front door (to unfasten). 4. The only thing (to do) was (to call) the police. 5. She opened the door just in time (to see) Tom (to disappear) round the corner. 6. He took the first opportunity (to apologize) for his rudeness. 7. The girl was only four but it delighted us (to talk) with her. 8. I had seen too many examples of the process (not to recognize) it now. 9. There were several ships (to anchor) in the harbour. 10. She tried (to insist) on (to come) with me but I finally managed (to talk) her out of it. 11. (To waste) gradually his small fortune, he preferred (to live) on the generosity of others rather than (to work). 12. I couldn't resist (to show) my money or (to spend) it (to treat) my friends. 13. He was sitting with his hands (to clasp) round his knee, (to stare) at the water. 14. When Hugh came in, he found the painter (to put) the (to finish) touches to a picture of a beggar-man.

UNIT 2

MODAL VERBS

2.1. General Features of Modal Verbs

The modal verbs make a small class of 10 verbs (*can, may, must, shall, should, will, would, ought (to), dare, need*). They are used mostly to express modality and properties such as: possibility, obligation, ability, advice, logical assumption, necessity, offer, obligation, permission, prohibition, request or suggestion, etc.

They can be distinguished from other verbs by their **defectiveness**.

- Modal verbs do not take the ending **-(e)s** in the 3rd person singular.
E.g.: *She may know his address.*
- Interrogative and negative forms are made without an auxiliary verb.
E.g.: *Can you swim? He shouldn't be doing that, should he?*
- After modal verbs, other verbs are used with the bare Infinitive (without particle **to**), except the modal verb **ought (to)**.
E.g.: *You may leave the book on the table. Children ought to obey grown-ups.*
- All modal verbs have two negative forms – a full one and a contracted one:
cannot – can't, may not – mayn't, must not – mustn't, ought not (to) – oughtn't (to), shall not – shan't, will not – won't, should not – shouldn't, would not – wouldn't, need not – needn't, dare not – daren't.
- All forms of the Infinitive are possible after modal verbs.
E.g.: *He must cook a lot. (Non-Perfect Active)*
This work ought to be done in time. (Non-Perfect Passive)
You might have told me about it. (Perfect Active)
The book can't have been studied so quickly. (Perfect Passive)
She may be studying a lot these days. (Continuous Active)
You may have been interpreting for 2 hours yesterday. (Perfect Continuous Active)
- Modal verbs do not have the Participle or Infinitive forms.
- Modal verbs do not have all the tense and aspect forms typical of notional verbs:
can has two forms: **can** (present) and **could** (past), *may* also has two forms: **may** (present) and **might** (past), *must* has only one form, etc.
- To supply the missing forms of modal verb **modal equivalents** are used: *can – to be able to; may – to be allowed to / to be permitted to; must – to have to / to be to.*

2.2. Can / Could / to Be Able (to)

The modal verb **can** has two forms: **can** and **could**. The expression **to be able (to)**, which has the same meaning, can be used to supply the missing forms of the modal verb **can**.

Can / could / to be able (to) have the following meanings:

1. Ability, skills, awareness. In this meaning **could** is used with the reference to the past, but future is generally indicated by **will be able (to)**.

E.g.: *She can dance. He could play football well. I can see this picture.*

Everyone in the classroom could hear his voice. He will be able to speak English well very soon.

NOTE:

The modal verbs **could / was able to** used for past ability have difference in meaning:

a) For general ability, to say that you could do something any time you wanted to, either of these forms can be used.

E.g.: *She could / was able to sing like an angel when she was a child.*

My mother could / was able to speak several languages.

b) For particular ability, to say you could do something on one occasion, **was able (to)** is commonly used.

E.g.: *Although the man was badly hurt in the accident, he was able to explain what had happened (he could and did explain).*

This rule, however, is relaxed in the negative when the action did not take place, and with verbs of senses:

E.g.: *She read the letter but she couldn't / wasn't able to understand it.*

I could / was able to see him through the window.

2. Possibility.

a) General possibility (it is possible, circumstances allow).

E.g.: *You can ski on the hill.*

b) Occasional possibility.

E.g.: *Scotland can be very warm in September (sometimes it is warm there).*

3. Permission (in this meaning it is replaced by **may**).

E.g.: *He can go now. The teacher said we could go home.*

4. Prohibition (only with the negative form of the modal verb).

E.g.: *You can't cross the street here.*

Can we stay here? – No, I'm afraid you can't.

5. Request (**could** suggests a greater degree of politeness).

E.g.: *Can I have some water? Could you come again tomorrow?*

6. Strong doubt, improbability, incredulity. In this meaning the modal verb **can** may be followed by any form of the Infinitive. Time reference is indicated not by

the form of the modal verb but by the form of the Infinitive (the Non-Perfect Infinitive refers to the present or future, the Perfect – to the past). This meaning occurs only with the negative form of the modal verb.

E.g.: *He can't be sleeping at this time* (it is impossible that he is sleeping...)

You can't have seen it. (it's impossible that you saw...)

NOTE:

Could is used to express greater doubt.

E.g.: *He can't / he couldn't be so old.*

7. Surprise, when **can / could** is used in questions and with all forms of the infinitive.

E.g.: *Can it be so late as all that? Can she be waiting for us?*

Could he have known her before?

8. Reproach, a suggestion that a person should have done something, behaved in a certain way. In this meaning only **could** is used and is interchangeable with **might**.

E.g.: *You could have met me at the station, couldn't you?*

2.3. May / Might / to Be Allowed (to) / to Be Permitted (to)

The modal verb **may** has two forms: **may** (present) and **might** (past).

The modal verb **may** expresses:

1. Permission (in this meaning **may** is more formal than **can**). The expressions **to be allowed (to)**, **to be permitted (to)** are used to refer the action to the past and future.

E.g.: *They were allowed to take the books in this library. You may take my book. You are to stay in bed until you are allowed to get up.*

NOTE:

To refuse permission (prohibition) we can use: **may not**, **must not**, **don't**.

Must not is more emphatic and it may mean that it is not the person who prohibits, but there are facts, rules or circumstances prohibiting it.

Don't is less strict than **may not**, it is rather asking somebody not to do something than actually prohibiting something.

E.g.: *May I switch the television on? – Yes, of course you **may**. (No, **don't**).*

*Visitors **may not** (or: **must not**) feed the animals.*

*You **must not** smoke in here.*

2. Request.

E.g.: *May I have a cigarette? May I ask what your name is?*

3. Offers of help.

E.g.: *May I help you? May I be of any service to you?*

4. Possibility of the fact, supposition, uncertainty. In this meaning the modal verb **may** can be followed by any form of the Infinitive. Time reference is indicated not

by the form of the verb but by that of the Infinitive (the Non-Perfect Infinitive refers to the present or future, the Perfect – to the past). In this meaning the modal verb **may** occurs in affirmative and negative statements but is not used in questions. In questions this meaning is rendered by: **Is it likely?** or: **Do you think?**

E.g.: *She may not know that you are here. It may rain tomorrow.*

He may / might be waiting at the station. Ann may / might have missed the train. Is it likely to snow tomorrow?

The modal verb **might** expresses:

1. Possibility (especially in the past).

E.g.: *He thought that she might have missed the train.*

She might be on the bus. I think her car is having problems.

She might have taken the bus. I'm not sure how she got to work.

2. Reproach (about the past and present actions).

E.g.: *You might at least offer to help.*

NOTE:

In combination with the Perfect Infinitive it renders irritation, annoyance that the action was not carried out.

E.g.: *You might have told me about it earlier (but you didn't).*

3. Polite requests for permission and suggestions.

E.g.: *I wonder if I might borrow your book. (polite request)*

You might visit the botanical gardens during your visit. (suggestion)

Might I borrow your pen? (polite request)

4. Unreal situation in conditionals.

E.g.: *If I were a bit smarter, I might go to college.*

(The speaker won't become smarter, so the situation is unreal).

2.4. Must / to Be (to) / to Have (to)

The modal verb **must** has only one form for the present tense. The modal expressions **to have (to)** and **to be (to)** may be used to supply the missing forms of **must** but there is some difference in their meaning.

The modal verb **must** is most commonly used to express certainty. It can also be used to express necessity or strong recommendation.

The modal verb **must** expresses:

1. Immediate obligation or necessity, an obligation referring to the future. In this meaning **must** is used in positive statements and questions.

E.g.: *You must do it yourself, I can't help you.*

Must we really read the whole book?

NOTE:

- a) In the 1st and 2nd person, **must** expresses obligation imposed by the speaker, **to have (to)** expresses external obligation which involves other authority than the speaker, such as official regulations, etc.

E.g.: *Mother: You must wipe your feet when you come in.*

Small boy: I have to wipe my feet every time I come in.

In the 3rd person, **must** is chiefly used in written orders or instructions. When we are merely stating or commenting on another person's obligations, we use **to have (to)**.

E.g.: *Railway company: Passengers must cross the line by the footbridge.*

Office manager: Staff must be at their desks by 9 o'clock.

In this office even the senior staff have to be at their desks by 9 o'clock.

She has to make her children's clothes. She can't afford to buy them.

- b) Future obligations can be made more precise with the future simple of the verb **to have (to)**.

E.g.: *I'll have to do it again.*

- c) Since a negative form of the modal verb **must** denotes a negative obligation or sometimes a prohibition, it cannot express absence of necessity. It is always expressed by **needn't**.

E.g.: *Must we read this book? – No, you needn't if you don't want to.*

2. **Command** (in the 2nd person).

E.g.: *You must leave the office at once. You must be careful.*

3. **Prohibition**. Such sentences are often negative commands.

E.g.: *You mustn't go home alone. It's late.*

4. **Emphasis**.

E.g.: *'Just when we were ready to go away for the holidays, the baby must catch measles.' Of course, after I gave her my advice she must go and do the opposite.*

5. **Invitations**.

E.g.: *You must come and see me sometime.*

You must come and have dinner with us.

6. **Probability, supposition, deduction, assumption**. In this meaning the modal verb **must** is used in affirmative sentences only and can take all forms of the infinitive. In questions and negatives we use **can** or **can't** instead. (See also Note 1 below).

E.g.: *He has a house in London and another in Paris. He must be rich.*

The police are stopping all the cars. They must be looking for the escaped prisoner. He must have taken sleeping pills last night. He didn't wake up till lunch time. I waited under the clock: – So did I, but I didn't see you! We must have been waiting under different clocks.

But: *Child: Can I have some sweets? I'm hungry.*

Mother: You can't/couldn't be hungry. You've just had dinner.

NOTE:

To express probability the modal verb **must** is not used:

- a) With reference to the future, instead of this modal verb, the adverbs **probably** and **evidently** are used:

E.g.: *He will probably come next week.*

- b) In interrogative and negative forms, there are several ways of expressing the negative meaning of probability in such sentences (by negative affixes, or negative pronouns or lexically).

E.g.: *You must have misunderstood me. They must have been inattentive.*

She must have failed to recognize you. He must have had no chance to warn you. The letter must have never reached them.

The letter must have been left unanswered. No one must have seen him there. He must be quite unaware of the circumstances.

The Modal Equivalent to **Be (to)**

The modal equivalent **to be (to)** is used in the past and present tenses.

E.g.: *We are to meet at six. We were to meet at six.*

The modal equivalent **to be (to)** expresses:

1. **An obligation** arising out of an arrangement or plan. It is found in statements and questions.

E.g.: *We are to complete this work by tomorrow. When am I to come?*

The ship was to dock on Sunday. Who was to speak at the meeting?

NOTE:

- a) The modal equivalent **to be (to)** in the past combined with the Non-Perfect Infinitive doesn't indicate whether the plan was carried out or not.

E.g.: *We were to meet at the entrance to the theatre at a quarter to 8.*

He was to go.

- b) The modal equivalent **to be (to)** in the past combined with the Perfect Infinitive is used for an unfulfilled plan.

E.g.: *She was to have graduated in June, but unfortunately she fell ill.*

I was to have come (but I failed to do it).

2. **A strict order or an instruction** given either by a speaker or (more usually) by some official authority.

E.g.: *He is to return to Liverpool tomorrow (has been given orders to return).*

You are to do it exactly the way you are told.

NOTE:

The difference between the modal equivalent **to be (to)** and **to have (to)**:

E.g.: *Soldiers have to salute their officers.*

(customary obligation, the general rule)

All junior officers are to report to the colonel at once.

(an order)

3. Strict prohibition (only in negative form).

E.g.: *You are not to do that. You are not to smoke in this room.*

4. Something that is destined to happen, that is unavoidable.

E.g.: *I didn't know at the time that she was to be my wife.*

He was to be my teacher and friend for many years to come.

5. Possibility / Impossibility. In this case the passive form of the Non-Perfect Infinitive is used, unless it is a question beginning with the interrogative adverb **how**.

E.g.: *They are not to be trusted. Nothing was to be done under circumstances.*

How am I to repay you for your kindness?

6. Arrangement (especially official) for the future, or referring to no particular time.

E.g.: *The German Chancellor is to visit France.*

NOTE:

Remember some set expressions with the modal equivalent **to be (to)**:

What am I to do?

What is to become of me?

Where am I to go?

The Modal Equivalent *to Have (to)*

The modal equivalent **to have (to)** can have the category of person and number and all tense-aspect forms, as well as the verbals. It is followed by a **to**-infinitive:

E.g.: *He is disabled and has to have a nurse. She knew what she had to do.*

I shall have to reconsider my position. I have had to remind you of writing to her several times. Having to work alone, he wanted all his time for his research. He didn't have to tell me that he already knew.

The modal equivalent **to have (to)** expresses:

1. Impersonal obligation or necessity arising out of circumstances. The subject of the modal equivalent **to have (to)** is obliged or forced to act by a separate, external power (for example, the Law or school rules). In this meaning it is found in all kinds of sentences – affirmative, interrogative and negative – and is combined only with the Non-Perfect Infinitive.

E.g.: *In France, you have to drive on the right. In England, most*

schoolchildren have to wear a uniform. John has to wear a tie at work.

In the past tense the modal equivalent **to have (to)** indicates a fulfilled obligation.

E.g.: *They made such a noise that I had to send one of the boys to make inquiries.*

NOTE:

The modal equivalent **to have (to)** replaces **must** where **must** cannot be used:

a) To express **past necessity or obligation**.

E.g.: *He had to do it again.*

b) To express **absence of necessity** (in the sense of **needn't**), since **must not** means prohibition.

E.g.: *You don't have to make another copy of the document, Miss Smith, this copy will be quite satisfactory.*

c) To express **a future obligation**, since the future tense of the modal equivalent **to have (to)** makes the obligation more precise.

E.g.: *You 'll have to take a taxi if you mean to catch the train.*

2. **Certainty or logical necessity.**

E.g.: *You have to be joking.*

NOTE:

The modal equivalent **to have (to)** has the same basic meaning as **to have got (to)** and it is more usual in spoken English. Besides, the modal equivalent **to have (to)** usually denotes a habitual action and as **to have got (to)** denotes a particular action (mainly in colloquial style).

E.g.: *Do you have to get up early every morning?* (a habitual action).

Have you got to get up early tomorrow morning? (a particular action)

I have got to be going now (a particular action).

2.5. Ought (to)

The modal verb **ought (to)** has only one form, which is used with reference to the present or future. It is not changed in the reported speech.

The modal verb **ought (to)** is always followed by the infinitive with **to**. When followed by the Non-Perfect or Continuous Infinitive, it indicates reference to the present or future. In indirect speech, it may also refer the action to the past.

E.g.: *I told him that he ought to do it and he did it.*

The modal verb **ought (to)** expresses:

1. **Moral duty, moral obligations** which are not always fulfilled.

E.g.: *You ought to say a word or two about yourself.*

You oughtn't to mention it to anybody.

You ought to look after your children better.

2. **Reproach.** In combination with the Perfect Infinitive, the modal verb **ought (to)** in the affirmative form shows that a desirable action was not fulfilled.

E.g.: *You ought to have helped him (but you did not).*

You ought to have put everything off.

In the negative form the modal verb **ought (to)** in combination with the Perfect Infinitive shows that an undesirable action happened.

E.g.: *You oughtn't to have married her, John* (it was a grave mistake).

3. Possibility / probability (something that can be naturally expected).

E.g.: *You ought to be hungry by now* (you probably are, but I'm not certain).

The new sanatorium ought to be very comfortable.

Apples ought to grow here.

4. Advisability (which is sometimes understood as desirability).

E.g.: *You ought to see a doctor.*

We really ought to buy a new car, oughtn't we?

5. Likelihood.

E.g.: *Black Beauty is the horse that ought to win the race* (is likely to win).

NOTE:

The modal verb **ought (to)** + **Infinitive** can be used when describing something exciting, funny or beautiful in the meaning of *I wish we could*.

E.g.: *We ought to hear the way he plays the piano!*

(I wish we could hear the way he plays the piano).

2.6. Shall

The modal verb **shall** expresses:

1. An offer.

E.g.: *Shall I carry your bag?* (do you want me to ...)

2. A suggestion about future, advice.

E.g.: *Shall we go out for lunch? I've lost my purse. What shall I do?*

3. Formal instructions.

E.g.: *All students shall attend classes regularly.*

4. A strong emotion (promise, threat). In this meaning the modal verb **shall** was common in the 2nd or 3rd persons, in older English.

E.g.: *You shall suffer for this! You shall have an answer by tomorrow.*

5. Volunteering and promising.

E.g.: *I shall take care of everything for you. I shall make the travel arrangements.* (There's no need to worry)

6. Inevitability.

E.g.: *Man shall explore the distant regions of the universe.*

We shall overcome oppression.

7. Promise, oath or strong intention. In this meaning the modal verb **shall** is used with the 2nd or 3rd person with a weak stress.

E.g.: *You shall never know a sad moment, Lenny, if I can help it.*

It shall be done as you wish. He shall get his money.

8. Threat or warning. The modal verb **shall** is used in this meaning in the 2nd or 3rd person).

E.g.: *The child shall be punished for it. I won't allow it.*

That day shall come. She shall pay for it, she shall.

2.7. Should

The modal verb **should** is used with reference to the present or future and it remains unchanged in the reported speech.

The modal verb **should** is nearly always interchangeable with the modal verb **ought (to)** as their meanings coincide.

The modal verb **should** expresses:

1. Moral obligation or duty, which in different contexts may acquire additional shades of meaning such as: advisability, desirability and recommendation.

E.g.: *If you see anything strange you should call the police.*

It's late. You should go to bed. You shouldn't be sitting in the sun.

You shouldn't feel unhappy over such trifles.

NOTE:

The modal verb **should** may be combined with the Perfect Infinitive:

a) In an affirmative sentence the modal verb **should** combined with the Perfect Infinitive indicates that a desirable action was not carried out.

E.g.: *You should have put more sugar in the pie. It isn't sweet enough.*

Your shoes are wet. You should have stayed at home.

b) In a negative sentence the modal verb **should** combined with the Perfect Infinitive shows that an undesirable action was carried out.

E.g.: *You shouldn't have done that. It was stupid.*

They should never have married. They are so unhappy.

2. Probability or expectation to indicate that we think something is probable (we expect it to happen, only with reference to the present or future).

E.g.: *The film should be very good as first-class actors are in it.*

We don't have to lay the table yet. The guests shouldn't come for another hour. Susan should be in New York by now.

3. Giving advice and opinions.

E.g.: *You should see the new James Bond movie. It's great!*

You should try to lose weight. John should get a haircut.

NOTE:

The modal verb **should** can also be used in such questions as

Why should..? How should..?

When we don't understand or agree with something, we may use ***Why should..?***

E.g.: *Why should it be illegal to commit suicide? It's your life.*

Why should..? and ***How should..?*** can also indicate anger or irritation.

E.g.: *Help me with this. – Why should I?*

Where are my keys? – How should I know?

2.8. Will / Would

The modal verb **will** has two forms: **will** and **would**.

The modal verb **will / would** expresses:

1. **Willingness, intention, determination.** The modal verb **would** in this meaning shows reference to the past.

E.g.: *I'll write to you as soon as I can. I will make money. I will help you.
I said I would do anything for you.*

When used in the negative, the modal verb **will / would** denotes a refusal to do something.

E.g.: *They won't go with us (they refuse to go with us).
They wouldn't listen to me (they refused to listen to me).
He wouldn't answer my question (he refused to answer my question).*

2. **A polite request or an offer.** This meaning occurs only in questions. The modal verb **would** renders a greater degree of politeness.

E.g.: *Will you bring me some paper, please? Will you have some tea?
Would you please pass me some sugar?
Would you please lend me your pencil?*

NOTE:

It is still more polite to use the combinations:

***Would you mind** (+ **-ing** form), **Would you be so kind as to...**
E.g.: *Would you be so kind as to lend me your book?**

3. **A command.**

E.g.: *You will do exactly as I say.*

NOTE:

An impatient command can begin with the interrogative form **will you**.

E.g.: *Will you be quiet!*

The interrogative form **will you** in the tag after a negative command can tone down the command (and is pronounced with the falling tone).

E.g.: *Don't be late, will you?*

But after a positive command the interrogative form **will you** has a rising intonation and expresses impatience.

E.g.: *Sit down, will you? Shut the door, will you? Shut the door, won't you?*

The modal verb **would** is never used in this meaning.

4. **Insistence, resistance.** **Will** and **would** are stressed when used in this meaning.

E.g.: *He will try to do it himself! (he insists on doing it himself).
He was wet through, but he wouldn't change.*

With inanimate objects **will / would** shows that a thing fails to perform its functions.

E.g.: *I tried to open the door, but it wouldn't open. The orange won't peel.
The wound wouldn't heal.*

5. Inevitability, characteristic behaviour, something naturally expected.

E.g.: *What will be will be. Boys will be boys. Truth will out.*

6. Characteristic quality.

E.g.: *Oil will float on water. This car will hold six people comfortably.*

7. Disapproval of something expected. In this meaning only the modal verb **would** is used. It is found mainly in responses.

E.g.: *'He refused to interfere.' – He would. (I didn't expect he would).
You would be late! You would forget.*

8. Prediction, certainty about the present or the future, something that is proved or expected.

E.g.: *This will be our train. That would be he!*

2.9. Need

The verb **need** has two sets of forms:

- that of a notional verb;
- that of a modal verb.

When **need** is used as the notional verb **to need**, it has **-s** in the 3rd person singular present. Questions and negatives are formed with the help of an auxiliary verb.

E.g.: *One needs to have a visa to go to the USA.
Did you need to read all those books?*

When **need** is used as a modal verb, it has no **-s** in the 3rd person singular, no verbals, no past tense. Questions and negatives are formed without an auxiliary verb and the modal verb **need** is followed by the infinitive without the particle **to**.

E.g.: *He needn't stay if he does not want to.*

The negation is not always combined with the modal verb **need**, but may be expressed by other parts of the sentence.

E.g.: ***I don't think** we need mention him at all.
I need hardly say that you are to blame.*

Present-tense forms of **need** can be used to talk about future, but **will need to** is often used to give advice.

E.g.: *Need I do it tomorrow? (or: Do I need to do it ...)*

You'll need to read several books if you want to take part in this discussion.

NOTE:

There is a slight difference in the usage of **need** as a notional verb and a modal verb:

- a) The notional verb **to need** is used to express a habitual general necessity mainly when the following infinitive denotes a habitual action.

E.g.: *Do you need to book tickets in advance?* (habitual general necessity).

Do I need to show my pass every time? You don't need to say it every time you see him.

- b) The modal verb **need** is more common when one particular occasion is referred to, when there is usually reference to immediate necessity.

E.g.: *We needn't book a table – the restaurant won't be full this evening*
(immediate necessity).

Need I do the washing up? I'm in a hurry (immediate necessity).

Need I do it? You needn't do it just now.

- c) The modal verb **need** is mainly restricted to negative and interrogative sentences, whereas the notional verb **to need** can be used in all types of sentences and is therefore more common.

The modal verb **need** expresses:

1. **Necessity.** It is mainly used in questions and negative statements, where it is a replacement for the modal verb **must** or for the modal equivalent **have to**.

E.g.: *You needn't try to explain.* (or: *You don't need to try to explain.*)

Need you work so hard? (or: *Do you need to work so hard?*)

2. **A strong negation or doubt** or the speaker's **expectation of a negative answer** is expressed by the modal verb **need** in questions.

E.g.: *Need she go there?* (hoping for a negative answer)

3. **Doubt or negative ideas** are expressed by affirmative forms of modal verb **need** after negative verbs in sentences of a formal style.

E.g.: *I don't think we need mention him at all.*

I wonder if I need go there (statement of doubt).

NOTE:

- a) **Don't need to / needn't + Non-Perfect Infinitive** denotes an action that is not necessary in the present or future.

E.g.: *You don't need to / needn't wear an evening dress. It's an informal party.*
(It's not necessary to wear...).

- b) **Didn't need to + Non-Perfect Infinitive** denotes an action that was not necessary in the past and we may not know if the action happened or not.

E.g.: *She did not need to hurry.*

(It wasn't necessary to hurry; we don't know whether she did).

She didn't need to wear an evening dress as it was an informal party.

(It wasn't necessary for her to wear an evening dress, and we don't know if she did it or not).

c) **Needn't + Perfect Infinitive** denotes an action that was carried out in the past but it was unnecessary to do it.

E.g.: *I needn't have bought all that wine – only three people came.*

(he bought, although it was not necessary).

She needn't have hurried (it was not necessary to hurry, but she did).

2.10. Dare

The verb **dare** has two sets of forms:

- That of a notional verb.

E.g.: *Do I dare to ask her?*

- That of a modal verb.

E.g.: *Dare he tell them what he knows?*

The verb **dare** has two forms: **dare** for the present tense and **dared** for the past tense. It is used chiefly in interrogative and negative sentences.

In interrogative **dare** has the meaning “to have the courage or independence to do something, to venture”. In the negative **dare** denotes “the lack of courage to do something”.

E.g.: *How dare he speak to you like that? (I wonder at such impudence.)*

How dare you sneak into my room like this?

He daren't write anything in case it isn't good (he hasn't got the courage).

Dare you ask him? (Are you brave enough to ask him?)

As the notional verb, **dare** has a limited set of finite forms and no verbals. It may have the following meanings:

1. To venture, to have the courage or impudence. In this case it is used mainly in negative statements.

E.g.: *He didn't dare to stop me (he didn't have the courage).*

She doesn't dare to answer. Don't you dare to touch me.

2. To challenge, to defy.

E.g.: *I dared him to jump (I challenged him to do it).*

I dare you to say this straight to her face.

I dare you to ride your bike through the gate with no hands.

3. With the expression **Don't you dare! which is used to discourage people from doing things they shouldn't.**

E.g.: *I'll tell her about it. – Don't you dare!*

As a modal verb, **dare** is common in an informal style.

1. In British English, the negative **daren't is frequent.**

E.g.: *I daren't ask her – will you do it for me?*

She daren't tell the boss because she does not want to make trouble.

2. With the expression **You dare!** which is used to discourage people from doing things they shouldn't.

E.g.: 'Mummy, can I draw a picture on the wall?' – 'You dare!'

3. **I dare say / I daresay** (old-fashioned) means:

- a) "I suppose", "I expect", "probably".

E.g.: *I daresay there will be a restaurant car on the train.*

I dare say you are right. I dare say he will come later.

It'll rain tomorrow, I dare say. I dare say you are right.

I dare say he will come later.

- b) "I accept what you say but it doesn't make any difference".

E.g.: *English tourist: But I drive on the left in England!*

Swiss policeman: I daresay you do, but we drive on the right here.

4. **How dare you** (he, she, etc)? as an indignant exclamation. (=How can you (he, she, etc.) be so rude and bold).

E.g.: *How dare you? Take your hands off me at once!*

How dare he speak to you like that? (I wonder at such impudence.)

How dare he accuse me of lying!

How dare you listen to a private conversation?

Practical Assignments on Modal Verbs

Can / Could, May / Might and their Equivalent

Ex. 1. Open the brackets using the appropriate form of the infinitive.

1. He can (to press) his suit himself, why should you do it? 2. The boy could not (to remain) sitting for such a long time, so he ran away. 3. He could not (to do) it, he is noble. 4. Can I (to sleep) for such a long time? It seems to me that I have just gone to bed. 5. He cannot (to skate), I know that he is in the reading room. 6. He could (to fall ill), as he was chilled to the bone. 7. I cannot (to catch a chill) because I am used to swimming all the year round. 8. Can I (to get) some cool drink here? 9. Could these people (to come) to our meeting? 10. They cannot (to overlook) the possibility of our joining them. I think they are ready to accept us. 11. How could they (to lock) the door when they left the house and (to forget) to leave the key for me? 12. She cannot (to take) treatment this year, even though she looks quite ill. 13. This story cannot (to be read) without a dictionary. 14. He cannot (to walk) in the park in his patent shoes, it is raining buckets.

*Ex. 2. Paraphrase the following sentences using the verb **can**.*

1. Is it possible that he is speaking about that particular day? 2. It is impossible that these discomforts have spoiled your journey. 3. I don't think that he is looking forward to travelling with you. I am sure that he intends to spend the vacation in a hostel. 4. I doubt greatly that they have gone to the county on such a nasty day. 5. I don't believe that this suit is so expensive, it looks quite cheap. 6. I can't believe it at all that he possesses such a keen sense of humour now, he was never known to possess it in his youth. 7. I am quite convinced that he has not made everything up to the same standard, that is why the machine will not work. 8. He was not able to find shoes that would match his new suit. 9. How is it possible for her to make up for the lost time? 10. Is it possible that I shall have my photo taken just now? 11. Is it true that the boy has been sleeping for four hours already? He never sleeps so long, he may have fallen ill. 12. Is it possible that the advertisement has been hanging here for two weeks already? I pass this street every day on my way home but I never saw it until now. 13. I can't believe that he was disconcerted by my remark. I did not say anything particular. 14. I doubt it greatly that she is overcome by sorrow, I saw her laughing ten minutes ago.

*Ex. 3. Fill in the blanks with **can**, **could** or **to be able (to)**. Some of the sentences are negative.*

1. In my country you ... get married when you are sixteen. 2. Speak up! I ... hear you! 3. ... I borrow your dictionary? 4. I'd love ... help you, but I ... I'm sorry. 5. I ... get into my house last night because I'd lost my key. 6. Women ... vote in England until 1922. 7. I'm learning Spanish because I want ... speak to people when I'm in Mexico. 8. The doctor says I ... walk again in two week's time. 9. It's cold today, you ... go without your coat on. 10. Have you a friend whom you ... trust? 11. He ... see me. I came when he had gone. 12. I am not a person who ... tell a lie. 13. It's raining today. We ... have a walk. 14. How ... you make such a mistake as to suppose that I was younger than you? 15. Say what you like but you ... do this work in two days. 16. The box was too heavy. He ... carry it himself. 17. Sh! She ... hear you! 18. How strange! ... you believe that? 19. The meat was underdone I ... eat it. 20. You ... tell me what he said. 21. The water is too dirty. You ... drink it. 22. I ... swim. I expect you Everyone ... except me. 23. The text was too difficult. We ... translate it without a dictionary.

*Ex. 4. Change the following sentences to express impossibility using the modal verb **can** and the proper form of the infinitive.*

Model: *I am sure it isn't true. (to be too silly)*

It can't (couldn't) be true. It is too silly.

A. 1. I am sure Margaret doesn't believe these lies (to be a clever girl). 2. I am sure Professor Leigh isn't at his office now (to leave an hour ago). 3. I am sure sensible people do not make such promises (to be impossible to keep them). 4. I am sure Michael isn't playing chess (to be busy). 5. I am sure Nora isn't working at her graduation paper (to take her exams now). 6. I am sure the Palmers aren't staying in town (to be too hot). 7. I am sure Mrs. Davis isn't making a cake now (to go to the shop five minutes ago). 8. I am sure Monica and her friends aren't listening to music (to have an examination tomorrow). 9. I am sure Mr. Carter doesn't remember such trifles (to be a busy man).

B. 1. I am sure the students haven't been writing the test for an hour (to be only nine o'clock) 2. I'm sure Roger hasn't spent so much money on clothes (to take only books). 3. I am sure the Jacksons haven't come back from their trip (not to answer the phone). 4. I am sure Stan didn't go to the football match yesterday (to see him at the Ansleys at the time). 5. I am sure Anne didn't get married last month (not to tell anybody about it) 6. I am sure Philip didn't stay at home last evening (to try to get in touch with him and fail). 7. I am sure Bess hasn't been working in the reading-room more than half an hour (not to see her there an hour ago). 8. I am sure the Blakes haven't been living in our town for ten years (to live in Boston five years ago). 9. I am sure they haven't been watching television so long (to be too boring) 10. I am sure she was not talking on the telephone with Mary when I came (to be at hospital).

Ex. 5. Form requests, expressions of permission, prohibition, using the following word combinations.

Model: *to leave the child with its grandparents*

1. request: *Can (could) you leave the child ...*

2. permission: *You can leave the child ...*

3. prohibition: *You can't leave the child ...*

To help smb. with his work; to do smth. directly one returns; to wait a minute; to take smb's picture; to take the child out walking; to have cream with one's tea; to drop in at a shop for some face-cream; to discuss the subject with one's friends.

Ex. 6. Express strong doubt and surprise about the statements made in the following sentences (give two variants in each case).

Model: 1. *He knows the language quite well.*

a) *Can (could) he know the language quite well?*

b) *He can't (couldn't) know the language quite well.*

2. *He is waiting for someone.*

a) *Can (could) he be waiting for someone?*

b) *He can't (couldn't) be waiting for someone.*

3. I *have done it*.

a) *Can (could) she have done it?*

b) *She can't (couldn't) have done it.*

1. He understands every word you say. 2. She is really fond of the child. 3. They know how to get there. 4. She is crying. 5. She is looking for somebody. 6. She is always interfering and criticizing every single thing we do. 7. They are always fighting. 8. They are very fond of each other. 9. She is trying so hard to please everybody. 10. Children like to play here. 11. He is speaking the truth. 12. Macomber saw the lion move. 13. There was one public meeting in the town itself. 14. The message had been pushed under the front-door. 15. On Friday morning Bill came to my office again. 16. She has gone down the garden path. 17. He has looked at the papers. 18. He feels real bad about it. 19. The children are playing by the pond. 20. She knows all about it by this time.

Ex. 7. Open the brackets using the appropriate form of the infinitive.

1. He thought that Jack might still (to be) in his office. 2. Brown was not feeling particularly happy that morning, and this may (to be) the reason that he was glad of Mary's company. 3. I don't mind admitting that if she gets herself unpleasantly talked about it might (to have) some effect on the takings. 4. Arthur may (to run away) from home and (to go) to South America. 5. However badly he may (to behave) in the past, he is still your brother. 6. Then you have no idea why anyone might (to send) this letter? 7. He is one of those ageless unchanging men on the farther side of fifty, who might (to be) thirty, who might (to be) anything. 8. Mr. Ackroyd himself might (to admit) the stranger. 9. He may (not to sleep) since 9 o'clock. 10. He was of the opinion that the rivalry of the two ladies might (to breed) a quarrel between them. 11. She may (to know) Henry since her university days. 12. 'You might (to spare) me that scene', she said. 13. They may (to wait) for you downstairs. 14. It's always tricky to go nosing around in waters where there may (to be) a nuclear explosion. Especially submerged. You never really know what you may (to run) into. You may (to tangle) with a sunken ship you didn't know was there. You've got to go in carefully and watch your step. 15. 'If you want to know where Eliza is, she is upstairs'. 'But I think you might (to tell) us this half an hour ago'. 16. 'Where are the two ladies that were here?' 'They walked to the bus when the rain stopped'. 'They might (to wait) for me. Left me with a cab on my hands!'

*Ex. 8. Use **may** in the correct form followed by the appropriate infinitive.*

1. ... I (to ask) you to explain the rule once more? 2. She asked me if she ... (to switch off) the radio. 3. I'm afraid it ... not (to stop) raining by the evening. 4. We wish your journey ... (to be) successful. 5. My neighbour lent me her opera-

glasses that I ... fully (to enjoy) the ballet. 6. No matter how bad the weather ... (to be) she never missed her everyday stroll after dinner. 7. Don't be angry with her. She ... (to do) it by mistake. 8. If nothing prevents them, they ... (to arrive) ahead of time. 9. It ... (to be taken) for a joke if his face had not been so serious. 10. You should not feel offended; they ... not (to notice) you. 11. Tell him he ... (to warn) me and not (to put) me in such an awkward position. He ... (to have) to walk a long distance; no wonder that he looks so tired.

*Ex. 9. Insert the correct form of **may** / **might** or **be allowed to**.*

1. ... I bring my sister to the party? 2. He asked if he ... bring his sister to the party. 3. After they had finished their homework, the children ... watch TV. 4. He ... join the sports section as soon as he is through with his medical examination. 5. Becky's mother said that everybody ... to take part in the picnic. 6. He ... go home if he likes. 7. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside. 8. The doctor says I am much better. I ... get up for a few hours every day. 9. It ... snow, you'd better take a warm coat. 10. He said that it ... snow. 11. We ... as well stay here till the weather improves. 12. When he was a child he ... do exactly what he liked. 13. I don't think I'll succeed but I ... as well try. 14. I ... never see you again. 15. ... I see your passport, please?

Ex. 10. Answer the questions according to the models.

Model A: *May I take your text-book?* –

Do, please. (You are welcome. Yes, you may. Certainly.)

Model B: *May I take your pencil?* –

No, please, don't. (No, you may not. No, you mustn't.)

1. May I have your pen for a moment? 2. May I use your dictionary? 3. May I ring you up in the evening? 4. May I come in? 5. May I take part in the competition? 6. May I visit the patient? 7. May I close the window? 8. May I go for a walk? 9. May I ask you a question? 10. May I stay here? 11. May I go to the cinema? 12. May I listen to your tape-recorder?

Model C: *May I smoke here?* –

Yes, you may. Everyone smokes here.

No, you may not. Look at the sign. 'No smoking'.

No, you mustn't. There are children in the room.

1. May we organize an amateur theatre at our Institute? 2. May I take your apron to do the washing up? 3. May I have my photo taken against the background of the school? 4. May I invite my friend to our discussion? 5. May I ask you to look after my child while I am doing some shopping? I'll be back in no time. 6. May we show the documentary film before our meeting? 7. May I park my car near your house for a couple of hours? 8. May I go for a walk with you this Sunday?

9. May I make a choice myself? I think I am grown up enough to settle my own matters. 10. May I speak to you in private? 11. May your son go to the theatre with me to see the play by Sheridan *The School for Scandal*?

*Ex. 11. Change the following sentences to express uncertainty using the modal verb **may** and the proper form of the infinitive.*

Model: *Perhaps (maybe) he is (not) having dinner.*

He may (might) (not) be having dinner.

A. 1. Perhaps Bess is making tea in the kitchen. 2. Maybe Paul sees him very often. 3. Maybe they are still having a holiday. 4. Perhaps his daughter is not studying in a teacher training college. 5. Maybe the doctor is examining the patient now. 6. Perhaps the manager is not busy. 7. Perhaps they are trying to persuade Jim to join the expedition. 8. Perhaps Sam is telling his friends about his adventures in the north. 9. Maybe Nancy is waiting for you in the hall. 10. Perhaps they are not taking part in the amateur theatricals. 11. Maybe Anne liked detective stories. 12. ‘Perhaps the thing is radio-active. Perhaps it is dangerous’. George was breathless.

B. 1. Perhaps the film will have a happy end. 2. Maybe he will not tell you the truth. 3. Maybe Jane will forgive him. 4. Perhaps the test will not be so difficult next time. 5. Maybe the Palmers will stay at home on Sunday. 6. Maybe the weather will not change for the worse. 7. Perhaps we shall get tickets for the play. 8. Maybe his parents will allow him to keep the dog. 9. We have quite a few noteworthy places of interest about the town that perhaps will interest you.

C. 1. Perhaps your neighbours have left the town. 2. Maybe Sam hasn’t made an appointment with the dentist. 3. Perhaps everybody has agreed to the plan. 4. Maybe they didn’t send him a letter. 5. Maybe the situation has changed. 6. Perhaps they have bought a new coat for the boy. 7. Perhaps the old man has lost his way. 8. Perhaps she was rude to him. 9. Maybe the tape recorder was out of order. 10. Meanwhile he wrote a film-script for an English company; perhaps it was a suitable film for Annabel, but the company put another actress in the part.

D. 1. Maybe the students have not been studying French long. 2. Maybe they have been staying at the hotel for more than a week. 3. Perhaps he has not been here long. 4. Perhaps Mr. Parker has been working in the garden since morning. 5. Perhaps Uncle Andrew has been having a nap since lunch-time. 6. Perhaps he hasn’t seen her since last spring. 7. Perhaps the child has been listening to our talk all the time. 8. Perhaps Jack has been collecting stamps for several years. 9. Maybe the boy has been delivering the papers since five o’clock. 10. Perhaps they have been watching television all evening.

Ex. 12. Express doubt about the statements made in the following sentences. Use the Perfect Infinitive to refer the situation to the past where necessary.

Model: 1. *There is no charge for admission.*

There may (might) be no charge for admission.

2. *They shifted the piano to the third floor.*

They may (might) have shifted the piano to the third floor.

1. They spent part of the summer here. 2. Bessie gripped the phone. 3. In the end Joe took on the job and went out with his wife. 4. She is not particular about such things. 5. She will devote all her life to it. 6. He does not believe it. 7. Here's where he went in. 8. He is lying in wait for you. 9. The woman was crying. 10. She is working in the garden. 11. There is a box of sweets in the cupboard. 12. He was at home yesterday evening. 13. They borrowed the books from the library. 14. The children will be taken to the cinema. 15. She will be away from school for a few days.

Ex. 13. Express your supposition about the following statements.

Model: *Ann is away from the classes.*

Student A: *She may come later.*

Student B: *She may be ill.*

Student C: *She may be sleeping.* (She may have overslept.)

1. Kate is running a high temperature. 2. Mary missed her train. 3. Pam sings well. 4. Bob is excited. 5. I can't find my book. 6. He couldn't recognize his friend. 7. It's late but the children have not returned from the forest yet. 8. Our trip depends on the weather on Sunday. 9. Her proposal can't be accepted. 10. She was not admitted to the Institute.

Ex. 14. Complete the following sentences using **may (might)** to express supposition.

1. It's raining cats and dogs now but 2. Trains usually run on schedule on this line but today because of the storm the 4.50 3. The weather is very fickle in our parts and 4. If we get hold of a taxi, we 5. Nick is always pressed for time but this time he 6. If we pass our exams well we 7. They are usually at home in the evenings but today they 8. The girl has not come to the English class, she 9. It was some special occasion. I don't remember what. It 10. If he walks from the station, he

Ex. 15. Express ironic requests based on the following sentences. Use the Perfect Infinitive to refer the situation to the past and in this way express reproach.

Model: 1. *You do not remember your child's birthday.*

You might have remembered your child's birthday.

2. *You did not switch off the lights before leaving.*

You might have switched off the lights before leaving.

1. You do not wear your new suit to the office. 2. You did not sew the buttons on, Alice. 3. You did not even notice how well she played. You do not pay enough attention to your child. 4. Do come and help me choose it. 5. You did not try hard enough. 6. You did not get up a little earlier and help me to clean up after the party. 7. You never let me know when something like this happens. 8. You didn't give a detailed account. 9. You did not meet her at the station.

Ex. 16. Express reproach, giving possible reasons.

Model: *to visit one's friend – to be ill – She might visit her friend as he is ill.*

Prompts: to tell all her friends – to help; to be more polite to the neighbor – to be good to smb; to be frank – to be friends; to write home regularly – to be excited; to explain the material – to need; to introduce one's friend – to be impolite; to ring up – to wait; to help to translate the article – to be difficult; to avoid the accident – to be careless.

*Ex. 17. Express your irritation using the modal verb **might**.*

Model: *When did he tell them?*

He told them a few minutes ago. He might have told them sooner!

1. 'When did he say he was cancelling it?' 'He phoned us a few minutes ago.'
2. 'When did he suggest he was having second thoughts?' 'He mentioned it a minute or two ago.'
3. 'When did you get to hear of it?' 'He brought it up at the meeting.'
4. 'When did it come to light?' 'He revealed it the day before yesterday.'
5. 'When did he eventually agree to it?' 'He gave his consent late this afternoon.'
6. 'When did he say he might have to go back on his decision?' 'He informed them a day or two ago.'
7. 'When did he own up to taking it?' 'He admitted it an hour or so ago.'

*Ex. 18. Fill in the blanks with **can** or **may** in the correct form.*

1. ... you play the piano? 2. ... Benny watch TV before going to bed?
3. I think I ... do the work myself. 4. ... your friend speak English? 5. ... I have another cup of tea? 6. You ... stay a little longer if you like. 7. I ... hear you. Speak louder, please. 8. You ... take the book home. 9. ... I visit you one of these days?
10. ...you lift this box? 11. When the fog lifted we ... see where we were. 12. She asked me if she ... use my dictionary. 13. The telephone is out of order. I ... not hear anything. 14. ... you help me a little? 15. ... he read the letter? 16. You ... think whatever you like. 17. I ... not walk so quickly. I have a weak heart. 18. You ... take the textbook. I don't need it any longer. 19. When you get there, tell them to wait. I ... be a little late. 20. I ... come at six. I'll be free by that time 21. None of us know what ... happen before it is finished. 22. This ... be a great idea. It ... also be

a trap in which England will perish. 23. I told them he ... be in the garden. 24. Don't send him away. We ... need his advice. 25. I fear they ... miss the train. They left rather late. 26. He ... be a medical student though I'm not sure. 27. It was a year or two ago, or it ... be three years ago. 28. She came to ask her mother if she ... stay and dance a little longer. 29. He ... be on the next train. Let's wait. 30. I wonder how the fire started. – Oh, someone ... drop a lighted cigarette or it ... be an electrical fault. 31. I wonder why they didn't go. The weather ... be too bad. 32. I ... (*negative*) think why they didn't try to help him. They ... (*negative*) realize that he was drowning. 33. He ... thank us. (*We are offended that he didn't*).

Ought (to), Must / to Be (to) / to Have (to)

Ex. 19. Use the appropriate form of the infinitive in the brackets.

1. It is 6 o'clock. They ought (to leave) already. 2. You are a big girl and you ought (to tidy up) our room yourself. 3. It was he who ought (to arrange) their trip. But he failed to do it. 4. They ought (to warn) their mother that they would return home late. 5. The pupils ought (to keep) their classroom clean. 6. You ought (to apologize) for having been so rude to her. She is offended. 7. You may be sure that he will do what he ought (to do). 8. Why should I do what I ought (not to do). 9. You ought (to show) respect for old people. 10. She ought (to write) to her parents as soon as she arrived in Moscow. 11. You ought (to write) to your mother at least once a week so that she should not worry. 12. Lucy said, rather uneasily: 'Do you think you ought (to say) what you did about Emma marrying?' 13. He absolutely abhors visiting and thinks there ought (to be) a law against invitations that go beyond dinner and bridge. 14. 'I'm sure you ought really not (to come) at all, Mr. Crackenthorpe', said Miss Ellis. 'You look quite pulled down still'. 15. And here I've been keeping you awake. Oh, madam, you ought (to stop) me. 16. You ought (to be careful), Rosie, if you go saying things like that where people can hear you, they'll think you're against the war, you'll get into trouble.

Ex. 20. Open the brackets using the appropriate form of the infinitive.

1. You must (not to smoke) here. This is a non-smoking compartment. 2. He has read many English books in the original. He must (to have) a good command of the language. 3. I can't find my pen anywhere. I must (to lose) it. 4. My friend was ill and missed many lessons. He must (to work) hard now to catch up with the group. 5. It's a pity that Nick did not go to the country with us. He must (to fall) ill. 6. Our friend is in trouble. We must (to help) him. 7. Your luggage is too heavy. You must (to take) a porter. 8. Ann refused to go to the cinema with us. She must (to see) this film already. 9. Look how sunburnt he is. He must (to spend) his vacation in the South. 10. Your whole future is concerned: you must (to decide) for yourself.

11. Mary must (to put on) her new dress: I don't see it in the wardrobe. 12. Peter spent his holiday in Brighton; that's where he must (to meet) Barbara. 13. The four o'clock bus must (to fail to arrive) on time; otherwise they would already be here. 14. They must (to discuss) something important when I came. 15. He must (to leave) the town; I haven't seen him of late. 16. I have heard you are staying in this hotel and I said to myself: I must (to look) him up. 17. Henry was so gloomy that I thought he must (to fail) his exam. 18. Judging by his paleness, he must (to work) too hard now. 19. We must (to ride) in the bus for more than half an hour, and we haven't reached even the suburbs. 20. He must (to live) next door to us for more than a decade, but we only have a nodding acquaintance with him. 21. 'People must (to know) things. I consider it my duty to tell them,' said Caroline. 22. You must (to forget) that she married very early. 23. I am sure you must (to know) why he did it. Tell me, I want to know all. 24. Sally must (to talk) on the telephone with a friend. Go on in. She'll be pleased to see you. 25. They must (to have) a holiday for a week now.

Ex. 21. Ask questions about the necessity of the actions expressed in the sentences below. Give negative answers as in the model.

Model: 1. *I'm afraid I must go now.*

a) *Must you really go? – I need not.*

b) *Do you have to go? – I don't have to.*

2. *I had to show her how to do it.*

Did you have to show her how to do it? –

I did not have to show her.

3. *I'll have to do some shopping.*

Will you have to do some shopping? –

I shan't have to do any shopping.

1. I must go and lay the table myself. 2. We had to walk all the way to the station. 3. She had to change her shoes after walking in the garden. 4. I have to speak to her about it. 5. Mother had to tell her plainly what she thought of it. 6. We'll have to run. 7. I must go to the shop and have the shoes changed. They're a size too small. 8. I had to put her to bed at once. 9. You'll have to do something about it. 10. Someone will have to stay and warn them.

*Ex. 22 Answer the following questions using the modal verb **must** to express probability in the present, the past and the future. Use the time indicators given in brackets.*

Model: *When did he paint this picture? (last summer)*

He must have painted it last summer.

1. When did she take her niece to London? (last week) 2. When did Joan learn French? (in her childhood) 3. Is Aunt Agatha staying with the Browns? (last week)

4. When will Harry return to his studies? (next week) 5. When did Stan repair his car? (yesterday) 6. Is he taking psychology? (this term) 7. When was he offered a new job? (about a month ago) 8. When will Ken visit us? (in winter) 9. When will he be given an opportunity to work there? (next term) 10. When did Susan make friends with the Smiths? (last summer) 11. Is Nicholas studying chemistry at Columbia University? (this year) 12. When did he teach literature? (about ten years ago) 13. When did he discover the truth? (only recently) 14. When will Frank receive a master's degree? (in spring) 15. When did his working day start? (at eight o'clock) 16. When will they leave Brussels? (in August) 17. Is Mary having lunch? (now)

*Ex. 23. Paraphrase the following sentences using **must** + **infinitive** to express near certainty. Use the Non-Perfect Infinitive when speaking about the present, the Perfect Infinitive when speaking about the past.*

Model: 1. *Of course, he is somewhere. – He must be somewhere here.*

2. *Certainly, she knew that something was wrong. –*

She must have known that something was wrong.

1. He probably recognized you by your photo in the papers. 2. He is sure to be in at this time. 3. Of course, she is trying to help you. 4. She is certain to be waiting for you at home. 5. Probably he was already ill. 6. There is little doubt that the first experiment failed. 7. No doubt she knew what she was about to do. 8. I'm sure she is very fond of the child. 9. They are sure to have taken the wrong turning. 10. Probably he was taken there by car.

*Ex. 24. Reconstruct the following situations into dialogues using **must** to express supposition.*

1. You are looking for your gloves. You can't find them anywhere. You suppose that you've lost them. Your sister, however, believes that you've put them in the place they didn't belong. 2. Your friend is indignant that you didn't write to her at all from the rest home. You protest saying that you wrote to her twice. She then supposes that you mixed up the address. 3. You look in at Mary's place and are astonished to find it in perfect order. Usually it's at sixes and sevens. 4. Mary comes to the station in the nick of time. She is evidently winded. You are almost sure she had to race against time. You reprimand her for it. 5. Bob and you don't find Nick at home on Sunday. You suppose that he went hiking. Bob protests saying that he could not have done it without so much as telling you about his plans first. He is sure that he is in town and will turn up in no time.

Ex. 25. Change the following sentences, making them opposite in meaning.

Model: *Roger must have understood the truth. –*

Roger must have failed to understand the truth.

1. Everybody must have noticed that he was not used to speaking in public. 2. He must have written to them of his arrival. 3. She must have bolted the door forgetting that I was to come later. 4. He must have a fair chance of winning, he is in good form. 5. The man must have understood me, for he nodded his head. 6. She must have been quite conscious of having made a mistake. 7. They must have given us the correct information about the road. I can see all landmarks of which they have spoken. 8. The telegram must have certainly come in time. 9. She must have been very careful. She did not spill a drop of milk. 10. He must have done something about it, I see some changes in the design. 11. The dog must have recognized his master. It did not bark as we approached the house. 12. He must have been very experienced in sailing navigation.

*Ex. 26. Replace the infinitives in brackets with **must, have or have got + infinitive** (give several variants where possible).*

Model: 1. Sorry, I (to leave) you for some minutes. I hear the baby crying. –

I must leave (or have to leave, or have got to leave) you for some minutes.

2. She couldn't attend. She was driving and (to watch) the road. –

She had to watch the road.

3. If we miss this train, we (to wait) for over an hour. –

We 'll have to wait for over an hour.

4. He said he (to see) you. –

He said he must see (or had to see) you.

1. I'm afraid I (to go) now. I (to do) some shopping before school. 2. Will you please, hold the line a minute, darling? I (to change) the baby before I can speak to you. 3. If you go there in the morning, you (not to wait). 4. We could not come, Henry (to take) some out-of-town relations to the theatre. 5. He's out. I'm afraid you (to come) another time. 6. I can't simply (to see) him to-night. If he is engaged, I (to wait). That's all. 7. There was only an old lady before us, so we (not to wait) long. 8. It was a small family affair, so we (not to change). 9. I (to tell) you it was not so simple after all. We (to tell) him all the details. 10. There's not a single room to be got at any of the hotels. I'm afraid we (to stay) at mother's. 11. He said he (to go) out and would come in after lunch.

*Ex. 27. Paraphrase the sentences using the verb **to have**.*

1. Peter has a toothache. It will be necessary for him to go to the dentist's. 2. How many exercises must he do? 3. I have lost my pen. It will be necessary for me to buy a new pen. 4. I have broken our sugar-basin. It will be necessary for me to buy a new one. 5. Peter was ill and missed many lessons, so it will be necessary for him to work hard in order to catch up with the group. 6. Peter had lost a book from the library. It will be necessary for him to buy another copy of this book.

7. My grandmother is shortsighted. It's necessary for her to wear eyeglasses.
8. We have missed the last tram. It will be necessary for us to walk home.
9. My watch is slow. It will be necessary for me to take it to the watchmaker.
10. He is going to see the play. It will be necessary for him to buy tickets beforehand.
11. He intends to put up at the hotel 'Rome'. It will be necessary for him to engage a room beforehand.
12. Peter was ill. It was necessary for him to stay in bed for two weeks.
13. It was necessary for him to go to the country though it was raining cats and dogs.
14. He looked so gloomy and disappointed. It was necessary for us to cheer him up.
15. My friend was in trouble. It was necessary for me to do everything in my power to help him.

Ex. 28. Combine the modal equivalent to be (to) with the proper form of the infinitive in brackets.

1. I stood at the window, looking at them disappear, and my heart kept repeating 'Good-bye!' I was not (to see) them for nearly five years.
2. You know Mako's Kraal on the other side there is land with water, that was the land Sam was (to buy). There they were (to live).
3. I was (to arrive) in Riga by the ten o'clock train, but I couldn't get a ticket for it and nobody met me when I came.
4. Remember that we are (to be) at his place not later than eight.
5. Why are you so late? Didn't you get my letter saying that we were (to meet) at 4?
6. There was a violent storm that night and the *Albatross*, which was (to arrive) at the port in the morning, had to drop anchor near an island a hundred miles off port.
7. You were (to stay) at home but I see your felt boots caked with snow.
8. No need to worry about the children. They were (to pass) the night in the country.
9. Mike was (to break) the news to his mother. She must know all about it already.
10. It's through your fault that father is in a fit of sulks again. You weren't (to mention) your failure in his presence.
11. The painting he worked at was (to be finished) by Sunday.

Ex. 29. Change and explain the following sentences as shown in the model.

Model: *He was to come in the evening. (not to feel well) –*

He was to come in the evening, but he didn't because he didn't feel well.

1. They were to go on a picnic on Sunday. (to rain)
2. Nancy was to go to the dentist that day. (to be detained at the office)
3. They were to ask Roger for dinner. (to leave the town)
4. I was to take part in the competition. (to sprain my ankle)
5. They were to go to the country by car. (to break)
6. They were to get to Detroit by the evening. (to have little petrol left)
7. Professor Simpson was to give us a lecture on French literature yesterday. (to be busy at the university)
8. The tourists were to visit the picture gallery last Thursday. (to be closed)
9. We were to spend the summer at the seaside. (not to be able to book accommodation in a hotel)
10. He was to see me at six. (to have an important meeting).

*Ex. 30. Respond to the following statements using **to be + Perfect Infinitive**.*

Model: A: *What a nuisance! The article is still not translated.*

B: *Bill was to have translated it long ago. It's all his fault.*

1. Mike is absent again. All the pupils are here. He is the only one missing.
2. I thought the taxi was already at the door and we could be going. 3. Why are you here? I thought you planned to stay overnight in the country. 4. Mary is late as always. If we wait for her much longer, we shall be late for the theatre. 5. Strange as it may seem, I called her up several times but did not find her in. 6. I did not expect to find you in town. I thought you had left for your country house. 7. What, you are still in your old quarters! It's high time you moved into the new house.

Ex. 31. Explain the difference in meaning between the two sentences in the following pairs:

1. a) The plane was not to take off at night as the weather was too bad. b) The plane was to have taken off at night, but the weather was too bad. 2. a) There was to be an interesting concert last night, but I didn't feel well and had to stay at home. b) There was to have been an interesting concert last night, but the singer fell ill and the concert had to be postponed. 3. a) The order came that we were not to leave the village before dawn. b) We were not to have left the village before dawn, but by the time the order came we were two miles away from it. 4. a) Roy was to make many friends in literary circles. b) Roy was to have made many friends in literary circles, but he failed. 5. a) He was to write a review to his fellow writer's book. b) He was to have written a review to his fellow writer's book, but he did not manage to do it. 6. a) He was not to criticize his friend's book. b) He was not to have criticized his friend's book, but he could not resist the temptation. 7. a) Roy was to get in touch with the editor. b) Roy was to have got in touch with the editor but he failed as the telephone was in disrepair.

Ex. 32. Ask questions about the phrases below to make sure that it was a planned action.

Model: *The delegation has not arrived yet! The visit was delayed, perhaps.*

– *Do you mean that the delegation was to have arrived already?*

– *I do, but something may have happened and the visit was delayed.*

1. The lecture on history didn't take place last week. 2. I haven't finished my course paper by the end of the term. 3. The secretary hasn't typed the report yet. 4. This problem has not been discussed at the conference. 5. Our monitor has not spoken to the dean yet. 6. This subject has not been included in the time-table. 7. Our country has not been represented at the conference. 8. This girl didn't apply for admission to our Institute. 9. These actors didn't take part in the concert. 10. The participants of the conference didn't discuss the agenda.

*Ex. 33. Fill in the blanks with the modal verb **must** or the correct forms of its equivalents **to be (to)** and **to have (to)**.*

1. She ... send a telegram because it was too late to send a letter. 2. They decided that she ... send a letter every tenth day. 3. Do you know this man? He ... be our new teacher of History. 4. It is raining. You ... put on your raincoat. 5. You ... go out today. It is too cold. 6. I ... wear glasses as my eyesight is very weak. 7. Where ... the lecture to take place? 8. Peter ... return the books to the library. We all want to read it. 9. It was raining hard and we ... wait until it stopped raining. 10. I ... ask him about it tomorrow as today he has already gone. 11. ... I go there right now? Yes, you 12. I'm glad the lessons will begin later now. The children ... get up so early. 13. Children ... play with matches. 14. It was late and they ... light the fire to cook their supper. 15. You ... give it back to me before you go. 16. I made a few mistakes, so I ... do the whole exercise again. 17. She ... be married next month. 18. You ... miss this film: it is extraordinary good. 19. Jim ... make a speech at the meeting but he had fallen ill, so Tom ... speak instead. 20. We ... be there at 12 sharp. 21. We ... wait long. The bus came almost at once.

Shall, Should, Will / Would

Ex. 34. Ask for instructions using the given word combination.

Model: *to sit down – Shall I sit down? – Why not. (Do, please)*

Prompts: to go straight up, to go and have coffee, to make a report, to come and see you again, to read a story to you, to tell everything, to open the window, to start reading, to sit by the fire, to have tea, to cross the street here, to tell mother about, to listen to music, to return the book immediately, to go to the cinema, to have a rest, to have a break.

Ex. 35. Change the following sentences into questions as in the model.

Model: *Let's buy some sweets. – Shall we buy any sweets? – Agreed.*

1. Let's exchange stamps. 2. Let's go to the park. 3. Let's go to the circus. 4. Let's buy flowers. 5. Let's ring him up. 6. Let's swim in this river. 7. Let's visit my uncle. 8. Let's go round and see him. 9. Let's stop here. 10. Let's drop in this bookshop.

Ex. 36. Express your determination or warning as in the model.

Model: *Shall I go there? –*

You shan't go there. It's dangerous. (It's not necessary)

1. Shall I cross the street here? 2. Shall I go downstairs? 3. Shall I pack your things? 4. Shall I leave tomorrow? 5. Shall I look through the papers? 6. Shall I see you off? 7. Shall I mention these facts? 8. Shall I give all the details? 9. Shall I tell this story to anybody? 10. Shall I ring him up?

Ex. 37. Use the appropriate form of the infinitive in the brackets.

1. He should not (to give) the choice – he should (to go) with you. 2. He should (to pass) the letter to her, as the letter was addressed to her. 3. You should (to take) more exercise to improve your pronunciation. 4. You should (to phone) them at once. Now it is late. 5. She shouldn't (to wear) the coat. It is warm today. 6. I shouldn't (to say) that, I am sure. 7. You should (to think) over this offer once more, before rejecting it. 8. This question should (to settle) long ago. 9. He should (to reject) the invitation. He was busy. 10. You should (to devote) much time to your studies. They are very important. 11. This sofa should (to take) away from here. It is too large for this room. 12. His offer should (to accept). 13. This work should (to praise). It's valuable. 14. The agreement should (to sign). 15. The question should (to settle) without delay. 16. You should (to tell) me first – before notifying the police. 17. It was a mistake to have come; she knew all along it was a mistake. Should she (to go) back even now? 18. John is glowing with anger. It is he who should (to ask), he is the older and the leader, and he can write. 19. Your father does not want to hamper your freedom. He thinks you should (to be allowed) to drive the car. 20. She can't be operated on now. It's too late. She should (to come) to me a year ago. 21. They discussed what mother and I should (to do) during the day.

Ex. 38. Complete the following sentences, giving advice, recommendation or expressing reproach.

Model: *Her mother wrote to her long ago and still she hasn't heard from her.*

(to answer the letter) – She should have answered the letter.

1. Peter fell ill and missed many lessons. (to help him to catch up with the group) 2. Ann has low marks in English. (to improve one's work) 3. My friend is eager to know more about English art. (to recommend some literature) 4. Nick is short-sighted and still he hasn't got glasses. (to consult a doctor) 5. Lena is not a backward student but her English is very poor. (to read more in order to enrich her English) 6. I'm expecting visitors tonight. (to buy some cakes, sweets and sandwiches)

Ex. 39. Express your criticism of the past action.

Model: *I didn't visit my parents in summer! –*

You should have visited your parents in summer.

1. I didn't use a dictionary while translating this article. 2. I made a lot of mistakes. 3. I didn't correct all the mistakes. 4. I didn't consult a doctor. 5. I didn't go to the dean's office. 6. I didn't take the temperature. 7. I didn't telephone her. 8. I didn't tell him the truth. 9. I didn't warn my friend. 10. I didn't buy that frock. 11. I didn't try it on. 12. I didn't make any suggestions. 13. I didn't support his proposal. 14. I didn't come in time. 15. I didn't write to him.

*Ex. 40. Paraphrase the following sentences, using the verb **should** to express surprise, indignation, joy, etc.*

1. They put off their meeting till Monday. 2. Peter feels ill at ease. 3. His child is in floods of tears. 4. Peter is so shy and awkward with you. 5. He is so stubborn. 6. Someone is asking for you downstairs. 7. The young schoolmistress occupied Manson's thoughts continuously. 8. He refused to go to the cinema with us tonight. 9. They are planning to go to the country on Sunday, though the weather will be awful. 10. You blame him, but it was not his fault. 11. He intends to buy this hat, but it does not match his suit. 12. He thought of going to the cinema, but my friend has changed his mind and now insists on going to the park. 13. That stranger is casting curious glances at you. 14. Don't go to see this film. It is not worth seeing. 15. He keeps away from us. 16. He likes to laugh at other people's expense in an unpleasant manner. 17. She lets her children go to the forest alone. 18. She always blushes at the sight of this man. 19. He wears glasses though his eyesight is perfect.

*Ex. 41. Change the following sentences using the polite forms **Will you ...?** or **Would you mind ...?***

Model: *Help me do this work! – Will you help me do this work?*

(Would you mind helping me to do this work?)

1. Give me that book. 2. Switch on the light. 3. Drop my letter into the letter-box. 4. Wait a minute. 5. Explain the rule to me. 6. Help me to lift the bag. 7. See me off. 8. Speak louder. 9. Open the door. 10. Translate this story for me. 11. Have dinner with us. 12. Let's go for a walk. 13. Have a cup of tea. 14. Tell her about it.

Ex. 42. Make up dialogues according to the model.

Model: A: *Would you like to see the chairman?*

B: *What did you ask me?*

A: *I asked you, if you would like to see the chairman?*

1. Would you do me the honour of dining at my table? 2. Would you show us to our seats? 3. Would you learn about the cast of the actors? 4. Would you exchange

opinions about the play? 5. Would you like to visit the St Petersburg's Russian Museum? 6. Would you do me a favour? 7. Would you put up with it? 8. Would you set your mind on getting it done on time? 9. Would you keep an eye on the child? 10. Would you have the matter out with her? 11. Would you see me home? 12. Would you mind waiting a little longer?

*Ex. 43. Change the following sentences using **will** in the negative form.*

Model: *The door doesn't open. – The door won't open.*

1. My bag doesn't close. 2. She doesn't agree with anybody. 3. This child doesn't drink milk. 4. Your pen doesn't write. 5. The man doesn't talk with anybody. 6. The car doesn't start. 7. The machine doesn't work. 8. The boy doesn't do his homework. 9. The taxi-driver doesn't stop. 10. The traffic lights don't change. 11. The old lady doesn't answer my questions.

*Ex. 44. Change the following sentences using **would** in the negative form.*

Model: *The boy didn't go to bed. – The boy wouldn't go to bed.*

1. Tom didn't eat tomato soup. 2. The stamp didn't stick to the paper. 3. The doll didn't close its eyes. 4. Charles didn't write them a letter. 5. She didn't do what I asked her. 6. The bell didn't ring. 7. The drawer didn't open. 8. The girl didn't tell us why she was crying. 9. Eliza didn't say anything. 10. The radio set didn't work.

Ex. 45. Make a statement about something not functioning the way it should. Refer the situation to the past.

Model: *the kettle, to boil*

The kettle won't boil. – The kettle wouldn't boil.

1) the chair, to fold; 2) the pen, to write; 3) the engine, to start; 4) the key, to turn in the lock; 5) the figures, to add; 6) the words, to make sense; 7) the wood, to burn; 8) the sun, to rise; 9) the jelly, to jell; 10) the broken bone, to set properly.

*Ex. 46. Complete each sentence with **will, would, won't, wouldn't**.*

1. If you ... tell me the truth, I ... get your enemy to tell me lies. 2. I asked her several times to be careful but she ... listen to me. 3. Don't worry. I ... look after your garden. 4. I had two Indian girls to teach. Their parents were old-fashioned and ... send them to school. 5. He ... sit for hours reading, paying no attention to what was going on around him. 6. I'm always tired these days. – Well, you ... go to bed so late every night, it isn't surprising. 7. I ... be careful with the car, I promise. 8. I ... call you when I am ready. 9. I ... keep you any longer. 10. I've asked him until I'm blue in the face. He ... tell me anything. 11. But we ... win, we have to win. 12. He thought I was a freak because I... carry a weapon.

Need, Dare

Ex. 47. Change the following sentences expressing absence of necessity.

Model: *You must stay here till five. – You needn't stay here till five.*

1. He must be strict with the child. 2. Jane must wear her new dress. 3. The students must work in the library till six. 4. You must tell your brother all about it. 5. I must go shopping tomorrow. 6. She must go there on foot. 7. You must stay with the patient. 8. He must deliver the letter tonight. 9. You must take an appointment with the doctor today. 10. They must stay with their relatives. 11. We must start for the station at once. 12. I must go to the market now. 13. He must take the examination tomorrow.

*Ex. 48. Express the absence of necessity by using the verb **need**.*

Model: *They wasted money buying these books. Someone else had already bought some. They needn't have bought them at all.*

1. I wonder why they ordered biscuits. They were quite unnecessary. 2. What was the point of their having them delivered? There was no need for it, was there? 3. I could never make out why they went in person. They could just as easily have phoned. 4. I don't see why they bought the books on commission. They could have been bought in the normal way. 5. Why did you bring that subject up? Educated people should be capable of being objective! 6. 'Why did you tell them absolutely everything?' 'Probably because I'm not the secretive type'. 7. 'Why did you have to be so amused at my expense?' 'Can't you take a joke?' 8. I don't see why you couldn't have kept them in stock. There was no point in selling them off.

Ex. 49. Complete the sentences using the necessary tense.

1. You needn't get up very early tomorrow because ... 2. We needn't wait for him, he ... 3. You needn't change for another line, you can ... 4. You needn't tell me about the film, I ... 5. Tom needn't buy this book, he ... 6. You needn't take me home, it's very late, I ... 7. The students needn't continue to read the novel, they ... 8. He need not stay in Riga till I finish my work, I ...

Ex. 50. Use the appropriate form of the infinitive in the brackets.

1. You needn't (to get up) so early, I can cook my breakfast myself. 2. We needn't (to wait) for them for two hours, they did not seem very eager to join us in our trip. 3. Nick needn't (to read) this novel, if he doesn't like it. 4. You needn't (to worry) on my account, I told you I could come home late. 5. You needn't (to answer) the question, if you don't know what to say. 6. I was afraid that he had lost my book, but he brought it yesterday, so I needn't (to worry).

*Ex. 51. Paraphrase the following, using the modal verb **need**.*

1. I see no reason why we should argue. 2. It was not necessary for her to carry the bags all by herself; there were porters at the station. 3. Is it so very necessary that you should go there at all? 4. There is no use worrying about her; she is quite able to take care of herself. 5. What's the use of reproaching yourself. 6. I don't think there is any need to help them. 7. It was quite unnecessary for you to do the work instead of him.

*Ex. 52. Insert **didn't need to** or **needn't have** according to the context.*

1. You ... (to bring) the book. Didn't you know I had it? 2. I ... (to bring) the book because we always got it from the library. 3. We ... (to explain) it to him. He understood what had happened at once. 4. You ... (to explain) it to me, but since you did I shall try to calm him down. 5. I ... (to hurry), since I had plenty of time before the departure. 6. You ... (to hurry). Now you will have to sit long waiting for the train to come. 7. You ... (to write) to Mary and (to summon) her to London. Someone had already broken the news to her. 8. You ... (to write) to Mary and (to summon) her to Riga. Now we shall have to refund her expenses. 9. She ... (to clean) the room and had less work that morning. 10. We ... (to be) so rude to him. I think we hurt him. 11. As it was fine when I woke up I ... (to take) my umbrella to work. 12. You ... (to lock) the door. Didn't you know mother was in? 13. I ... (to lock) the door because somebody else had already done so. 14. We ... (to wait) for her. She rang us up to say she wouldn't come. 15. We ... (to wait) for her because she never came. 16. I ... (to answer) the questions and it saved me a lot of time. 17. I ... (to answer) the questions. If I had known it, it would have saved me a lot of time. 18. We ... (to tell) him. He understood what had happened at first glance. 19. You ... (to tell) me, but since you have, I'll do what I think proper.

*Ex. 53. Paraphrase the following sentences using the verb **dare**.*

1. You are impudent to speak to your mother so rudely. 2. I challenge you to tell the truth. 3. I haven't courage to reproach her for it. 4. I am not brave enough to speak to her about her daughter, she might get very angry. 5. How can you be so impudent as to sneak into his house in his absence? 6. How can you refuse to take part in our work?

Revision Exercises on Modal Verbs

*Ex. 54. Fill in the blanks with **can**, **may** or **must**.*

1. 'Will you know where to go?' 'Yes, thank you. I ... always ask my brother'.
2. 'Didn't she hear our shouting?' 'She says she heard nothing'. 'She ... have wandered a long way'.
3. What ... he have meant when he said it? 4. He hesitated and said, 'I ... go to South America. As a tea planter'. I said, 'I ... be wrong, Jason,

but I don't think they grow tea in South America'. 5. He ... have flown off after he dropped us. He ... not land here. Not in a plane with wheels. 6. 'I'd give anything to meet that fellow'. 'We ... see what ... be done'. 7. You ... hardly have been more surprised than I was. 8. The old man cupped his ear in his palm. 'I think I ... be getting deaf. I ... not hear you'. 9. Mr. Fox ... not come. He sent me to represent him. 10. I went straight from the station to the club and played billiards. It ... have been after eleven when I reached the flat. 11. Oh, you ... drink things steaming! ... you eat eggs with the shell on, too? 12. I've other things to attend to which ... be put through immediately. 13. I admire your mother's looks. She ... have been a lovely girl. 14. The apples are very good. You ... eat them all. 15. My wife ... leave the hospital in a week's time. 16. I'm trying to think where he ... have gone. 17. Of course it occurred to me that if he had found the watch as he said, it ... have been lying in the garden for more than a year. 18. A day or two later Mrs Strickland sent me a note asking if I ... go and see her that evening after dinner. 19. 'I don't know why he did it'. 'It ... have amused him.' 20. 'He's up in Barbie's room. He's decorating it with shells. He ... have brought in a ton'. 21. 'She's gone out. Something awful ... have happened'. 'How ... she have got out? The door is locked'. 22. I'm not going to tell him that he ... not do any building here. 23. They say the driver ... have been going fifty miles round that blind corner, for the body to have been thrown and injured like it was. 24. She looked unusually pale and gloomy. I wondered what ... have upset her. 25. '... you drive a car, honey?' 'Yes, indeed', he answered. 26. You ... be very prosperous, Eustace, to own a car like that. 27. Obviously Haviland had worked late night before, as he ... have gone for several night in a row, because he looked drawn and pale. 28. The water of the pool ... have been heated for it steamed gently in the beams of the lamps. 29. Mr Hardy takes a lot of aspirin. He ... have had at least twelve tablets during the day. 30. The man danced very well. He ... have spent hours taking lessons, Jack thought. 31. 'At least I want to keep my mind occupied'. 'You ... get a good book and read it'. 32. We ... not exaggerate the situation.

*Ex. 55. Fill in the blanks with **to be (to)**, **to have (to)** or **must**, using the correct form of the infinitive in the brackets.*

1. I did not know who ... (to be) my travelling companion. 2. According to the state plan, many new dwelling house ... (to build) this year. 3. We ... (to work) hard to achieve good results. 4. 'I think we ... (to drop) anchor in that bay until the storm quiets down', the captain said to his mate. 5. I ... (to say) your behaviour has been far from straightforward. 6. 'Mabel has gone', Lanny said in a flat, impersonal voice. The old woman went back to her chair and sat down heavily. 'It ... (to be). Where did she go, son?' 7. 'Have you been studying much law lately?' I asked, to change the subject. 'Oh, Master Copperfield', he said with an air of self-denial; 'My reading ... hardly (to call) study'. 8. *Sartorius*. If I give in now I ... (to give in) always.

9. *Mrs. Pearce*. What ... (to become) of the girl? ... she (to pay) anything? 10. This is serious; you ... (not to joke) about it. 11. 'It is eight o'clock. The children ... go to bed', Mr Hudson said to the nurse. 12. She ... go to bed at eight o'clock to be up in time for the first train. 13. At this boarding school the children ... go to bed at eight o'clock. 14. 'I've told my husband he ... (not) smoke in the drawing-room'. 'And I ... (not) tell my husband such things; he's a born gentleman'. 15. He ... stay the night with us. I won't let him drive to the country in this rain. 16. He ... stay the night with us because he has missed the last bus. 17. He ... stay the night with us and tomorrow he sets off on his tour to Europe. 18. We ... begin as early as possible or we shan't finish it today. 19. I ... start on my new job on Monday. 20. You ... take the dog away. I won't have it here any longer. 21. They ... take the dog along with them because there is no one who could look after it. 22. She ... learn to do things for herself. I refuse to help her in future. 23. What a pity you ... go. I know it's time for you to catch your train. 24. I ... be off. I want to go to bed. 25. You ... do your choice now, and she ... do hers when she comes in. 26. My mother says that I ... (not) be out after eleven o'clock, but I ... (not) hurry home because she herself is out playing bridge. 27. My bike is under repair and I ... walk here this morning. 28. My bike was under repair and I ... collect it that afternoon. 29. My bike is under repair and I ... have collected it yesterday. 30. He told me that I ... (not) repeat what I had heard. 31. He told me that I ... (not) use words, which I didn't know. 32. He told me that I ... learn by heart some twenty lines every day to know English well.

*Ex. 56. Use **should** or **had (to)** with the correct form of the infinitive in brackets.*

1. We ... (to call) on him yesterday, but we were too busy as we ... (to attend) an extra meeting. 2. I ... not (to tell) him this news; he was so much upset, but I really ... (to do) so, for the circumstances demanded that. 3. You ... (to see) him dance! You have missed a lot. I ... (to take) you to the concert. 4. It was very hard work but we ... (to do) it. 5. The mother ... (to punish) the boy severely to make him understand he was not right. The boy may repeat the same thing again. 6. Although it was very painful for the mother but she ... (to punish) the boy. 7. He was out when we came, and we (to wait) for over an hour. 8. It was raining hard. We (to wear) our raincoats. 9. I (to take) a taxi, otherwise I should have missed the train. 10. You walked all the way here carrying this heavy suitcase. You (to take) a taxi. 11. They won't be able to buy anything but lemonade on the train. You (to give) them some sandwiches at least. 12. Mother was coming to dinner, so I (to bake) her favourite cake. 13. You knew I was bringing people to dinner. You (to bake) a cake. 14. She's quite an authority. You (to ask) her. 15. I couldn't stand that noise any longer. I (to go out) and tell them to stop. 16. How can you work in that noise? You (to tell) the children to stop.

Ex. 57. Fill in the blanks with the correct form of the infinitive choosing the modal verb from those in brackets (or use both if possible).

1. Your questions surprise me, you ... (to know) this [ought, must]. 2. Children ... (to obey) their parents [must, should]. 3. Though it is a very unpleasant mission, I feel I ... (to tell) you the truth [should, ought]. 4. Why ... I (to know) where he is? [should, ought]. 5. Let's tell him all as it is. He ... (to understand) [must, ought]. 6. You ... (to apologize) when you saw that his feelings were hurt [must, ought]. 7. You ... (not to eat) so much bread; you will gain weight, which is not good for your heart [must, ought]. 8. She ... (not to speak) about such things in the child's presence. Now you see the result [must, ought]. 9. If they had been warned in time, they ... (to be) here by now [must, ought].

*Ex. 58. Replace the infinitive in brackets by **should, need, have + infinitive**.*

1. You (not to go out) in this rain, now you have a cold in your head. 2. But, darling, I have a copy of my own, you (not to bring) me another one. 3. It was Sunday, and I (not to go) to the office. 4. Everything's all right. You see you (not to worry). 5. You are out of breath. You (not to run), you know how bad it is for you. 6. It was really warm, and we (not to wear) our heavy coats. I was so glad. It made all the difference. 7. You (not to tell) her about it. Now she is sure not to sleep the whole night worrying. 8. You (not to go) with her. She knows the way perfectly well. 9. You (not to have put) so much sugar in the custard. No one will be able to eat it. 10. You (not to give) them any lunch. They can get coffee and sandwiches on the train.

*Ex. 59. Fill in the blanks with the verbs **will, shall, would, should** in positive or negative form.*

1. You ... have the book next week. 2. I ... listen to such foolish talk. 3. Mary, ... you marry me? – Yes, I 4. ... I tell our friends about our engagement? 5. I'm feeling cold, ... you close the window, David? 6. ... you have this cake, Mary? 7. ... you go to the cinema with me tomorrow afternoon, Mary? 8. Are you going to the theatre this week, David? – Yes, I am. ... you come with me? 9. You've got a bad cough, David. – Yes I often get coughs in the spring. – What can you expect? You ... go out without an overcoat, however cold the weather is. 10. Oh, David, make your dog stop barking, please. – Quiet, Trixie! Be quiet! She ... obey me. – Then take her out, please. 11. Can you lend me ten shillings? – Yes, David. Here you are. – Thank you, Mary. You ... have it back tomorrow. – I ... remind you about it, if you forget. 12. What are you doing on Sunday after breakfast? – Oh, I ... be taking the dog for a walk. – ... you take me with you?

*Ex. 60. Determine the meaning of the modal verbs **need** and **dare**.*

1. 'Mrs. Pierce, you needn't order the new clothes for Eliza. Throw her out', said Higgins. 2. I don't think we need give her any more of our attention. 3. I was doubtful of my reception, but I need have had no misgivings. He came forward to meet me, hand outstretched, a sunny smile lighting up his face. 4. 'How dare you come here and attempt to blackmail me?' Higgins asked Doolittle. 5. 'You needn't go to the Stag', said the landlady. 'We can put you up for the night here'. 6. Anyone who knows canine nature need hardly be told that by this time all the dogs in the place were fighting as if their hearths and homes depended on the fray. 7. George says he does not think I need trouble myself on the subject of food as I'll get more than my due. 8. 'The matter is of no importance, I daresay', he volunteered. 9. 'Need we go into all that again?' she asked irritably. 10. 'You needn't have brought so many clothes. We don't entertain much here', said Mrs. Finch. 11. I have never dared talk with him about his late wife. 12. The roads are so bad that we don't dare to go out much after dark. 13. You needn't go so early, need you? I'd like to have a talk with you. 14. I need hardly say that your help will be appreciated.

Ex. 61. Choose the most suitable modal verb in brackets.

1. I suppose the young ... (should, must, have to) learn for themselves. 2. It was inevitable that both Role and Noel ... (should, would) see a difference in Peri. 3. Why ... (should, shall) I be angry with the girl I love? 4. "I didn't know you were here", she began. "But I thought you ... (may, might, could) be". 5. I was afraid to go near the room window when I went upstairs lest I ... (should, would, might) see him. 6. Neither this foolish talk nor any other talk ... (shall, will) part us. 7. I tried to catch the bridle but the horse ... (would, will) not let me come near its head. 8. The fire alarm went and we ... (must, had to) be out of the building in two minutes. 9. The night-coach by which Susan ... (was, had to) go was on the point of departure. 10. And he says you ... (must, might) be in love for you sat on deck all night and scribbled verses all day in your table-book. 11. How (can, dare) you look me in the face and do it, sir? 12. We had enough foreign currency left, so I (couldn't, didn't have to) buy any more. 13. You (can, have to) wear a uniform in the army. 14. You (must, have to) keep out of the room. It's private. 15. It isn't cold outside. You (mustn't, needn't) wear a coat. 16. The doctor said it was appendicitis and she (ought to, should) operate on.

Ex. 62. Insert the appropriate modal verb.

1. He has insulted our family and he ... suffer for it! 2. You ... not have gone out without an umbrella in such rainy weather. 3. I'm afraid I ... have sounded a bit unfriendly over the phone. 4. "I ... to have told Soames," he thought, "that I think him comic". 5. We ... live to their age, perhaps. 6. Here she ... sit, sewing and knitting, while he worked at the table. 7. Why ... you be different from other people? 8. "Good morning", said the girl, "I believe you... Tony. Have I guessed right?" 9. If you ... read

without spectacles, and I believe you ... be so good, as to read this letter for me. 10. Captain Steerforth, ... I speak to you for a moment? 11. Ann felt she ... not stand much more of this discussion. She said she ... go on with her work and began to rise. 12. Why ... one make trouble for oneself when one is old? 13. ... you do me a favour and meet her at the station? 14. He was not old, he ... not have been more than forty. 15. The day we ... to start it rained worse than ever. 16. You ... not hurry. There is plenty of time. 17. Mother has fallen ill, so I ... to change my plans. 18. We didn't know what to do: the key ... not turn and we ... not get into the room. 19. I ... not to have left Cape Town last night. I wish I had not. 20. ... I speak to Mr. Pitt, please? – I'm afraid he's out at the moment you ring back later? 21. But remember this: what I can't have, no one else Do you understand? No one else! 22. 'What ... we do? She asked. 'The door ... not open. It is evidently locked. Where ... we spend the night?' 23. 'You ... not behave like this in the presence of my guests', his father said angrily. 'You ... stay in your room and you ... not come out until all of them have left'. 24. We should be so grateful to you, if you ... find us a taxi. 25. 'Come at once', he said. 'I can't explain it on the telephone, but you ... hear everything directly from me'. 26. He put the money in his pocket, and kindly told me not to make myself uneasy; he ... take care it ... be all right.

Sample Module Test

Task 1. Put the verbs in brackets into –ing form or the correct form of the infinitive.

1. The police allowed him _____ (leave) after he had made a statement.
2. She advised us _____ (take) the short cut through the woods to save time.
3. The doctor recommended _____ (follow) a diet of fresh fruit and vegetables.
4. There is no use _____ (postpone) your visit; you will have to go sooner or later.
5. I don't mind _____ (help) you with your homework.
6. This room needs _____ (tidy – provide 2 variants here) before we can use it.
7. Jane started _____ (have – provide 2 variants here) bad dreams after being in the car accident.
8. I'd rather you _____ (work) regular hours in the office.
9. I'd prefer _____ (not go) to the receptionist afterwards.
10. I suggest you _____ (stop – provide 2 variants here) complaining and count your blessings.
11. I don't like challenges, especially if it means _____ (jump) off a bridge with a rubber band round my ankles.
12. They began _____ (argue – provide 2 variants here) at breakfast and are still quarrelling now.
13. Daniel intends _____ (take) a gap year between school and university and wants to travel around Europe.
14. It was strange that the file went missing, because he distinctly remembered _____ (put) it in the cabinet before he left.
15. I don't remember _____ (meet) him in 1999 at a teaching seminar.
16. - Did you enjoy your picnic yesterday? – Yes, we had a great time and on the way home we stopped _____ (admire) the sunset.
17. - So, what did the president have to say? – He mentioned pension reform and went on _____ (add) that he would reduce unemployment figures.
18. – I'm sure you miss the island. – Yes, I often imagine _____ (see) it again.
19. I suggest _____ (make) a quick decision.
20. Ann is busy _____ (do) the washing up.
21. They have spent months _____ (debate) this issue.
22. No matter what Jo said she couldn't make him _____ (see) her point.
23. –She was great, wasn't she? – Absolutely. I can't recall the last time I heard her _____ (deliver) such an inspiring speech.
24. - I didn't enjoy the concert much. – Nor did I. I would rather they _____ (play) more modern music.
25. My brother prefers _____ (play) computer games to _____ (do) his homework.
26. – Did you enjoy the play last night? – No, I'd rather _____ (go) to the cinema.
27. I'd rather _____ (watch) a comedy than _____ (watch) a thriller.
28. He prefers _____ (paint) the flat on his own rather than _____ (hire) a professional.

Task 2. Put the verbs in brackets into the *-ing* form or the correct form of the infinitive.

Like many people, I dislike _____ (have) someone _____ (look) over my shoulder while _____ (read) my newspaper on the bus. I find it difficult _____ (prevent) myself from _____ (saying) something sarcastic to the onlooker as surely, _____ (peruse – уважно читати) one's newspaper is a private affair. It strikes me, _____ (invade) a reader's space is rather like _____ (invite) oneself _____ (join) a private conversation. We seldom seem _____ (tolerate) rudeness of this kind in ordinary circumstances. I consider my precious few minutes with a newspaper exactly that – mine!

Task 3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the given word. You must use between three and eight words, including the given word.

1. I refuse to pay the bill.

intention I have _____ the bill.

2. He is too irresponsible to run the department.

responsible He is not _____ the department.

3. Would you please keep your mobile phone switched off during the flight?

mind Would you _____ the plane is airborne?
(знаходиться у повітрі)

4. We waited on the bus for an hour before the engine was fixed.

took They _____ while we waited on the bus.

5. Ian was not used to doing such strenuous training.

habit Ian was _____ strenuously.

6. You should always wear a seatbelt.

unwise It is _____ a seatbelt.

7. You really need to renew your passport before you go on holiday.

needs Your passport _____ before you go on holiday.

8. Sonia's preference is for a nine-to-five job.

rather Sonia _____ from nine to five.

9. I need to have my car serviced.

be My car _____ serviced.

10. I don't really want to go to the reception.

feel I _____ to the reception.

11. Your sending her flowers in hospital was a thoughtful gesture.

kind It _____ in hospital!

12. I'm delighted to make your acquaintance.

pleasure It is _____ you.

13. You shouldn't go out tonight; you have to go to school tomorrow.

better You _____ out tonight; you have to go to school tomorrow.

14. Sam would prefer to go out rather than stay at home.

rather Sam _____ than stay at home.

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