MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
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GRAMMAR BANK

Reference Book

Посібник для студентів 2 курсу спеціальності 014.021 Середня освіта.
Англійська мова і література факультету іноземних мов
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The reference book includes grammatical rules and tasks on the topics "The Category of Mood", "The Modal verbs" and "The Non-finite Forms of the Verb" of the training course Practice of oral and written English. The purpose of the reference book is to provide students with theoretical material and practical tasks that will help to develop oral and written communication skills. For students studying English at foreign language faculties of higher education establishments, language schools, as well as for advanced self-studying of authentic English language.

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PREFACE

Grammar bank reference book is intended for students of higher education in the specialty 014.021 Secondary education. English language and literature of the faculties of foreign languages of higher education institutions for the work on the topics "The Category of Mood", "The Modal Verbs" and "The Non-finite Forms of the Verb" of the course Practice of Oral and Written English. The purpose of the reference book is to provide students with theoretical course material and practical tasks that will help them to develop oral and written communication skills. The material of the reference book is provided in a logical sequence, clearly structured and illustrated with appropriate examples. The criterion for the selection of theoretical material was its relevance to the tasks of language communication, as well as the frequency of use in both oral and written communication. The manual clearly outlines theoretical material taking into account modern trends in the development of English grammar, and also offers a system of exercises both from separate sections and for general revision, which are based on the material of authentic English-language artistic works of modern authors. In the corresponding sections, we consider the features of the formation and use of the Subjunctive Mood of the English verb, the forms of each modal verb, its main meanings, features of use with infinitive forms, as well as the origin of non-finite forms, features of use, syntactic functions, and predicative constructions. The manual is intended for classroom and individual work of students of higher education.

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THE CATEGORY OF MOOD

§ 1. The General Notion

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

There are three moods in Modern English:

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

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

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

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

The Imperative Mood expresses a command or a request.

E.g. **Visit** Ukraine!

Go for a walk. The weather is good.

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

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

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

§ 2. The Forms of the Subjunctive Mood

The forms of the Subjunctive Mood are:

- the Present Subjunctive
- the Past Subjunctive
- the Past Perfect Subjunctive
- the Analytical Subjunctive

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

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

Be he strong and brave, he'll never win.

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

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

I wish it **were** summer now.

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

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

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

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

The Analytical Subjunctive consists of the mood auxiliary and the infinitive of the notional verb.

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

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

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

§ 3. Complex Sentences of Unreal Condition

❖ The Main Types of Sentences

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

- the main clause
- the subordinate clause

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

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

If I were you – the subordinate clause which expresses an unreal condition;

I would do it – the main clause which shows an unreal consequence.

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

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

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

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

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

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

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

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

NOTE 2. Sometimes the unreal condition may be expressed by means of phrases ***'but for…'*** or ***'if it were not for/if it had not been for…'***.

E.g. **But for the rain** we should go for a walk.

Якби не дощ, ми пішли б на прогулянку.

If it were not for you, I would never be happy.

Якби не ти, я ніколи не був би щасливим.

❖ **The Mixed Types of Sentences**

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

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

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

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

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

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

E.g. If she **hated** sick people, she **wouldn't have become** a doctor.

THE PRESENT SUBJUNCTIVE

§ 1. The General Notion of the Present Subjunctive

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

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

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

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

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

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

Be they in time, everything might be all right.

The Present Subjunctive is seldom used in Modern English. It is mostly found in poetry and elevated prose, though these forms are archaic.

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

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

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

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

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

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

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

§ 2. The Use of the Present Subjunctive in Simple Sentences

In simple sentences the Present Subjunctive is used in:

1. **wishes**

E.g. Long **live** the Queen!

Success **attend** you!

2. **oaths and imprecations**

E.g. Manners **be hanged**!

Confound this weather!

3. **set expressions**

E.g. God **forbid**!

Боже бережи!

Suffice it to say that he never came back.

Достатньо сказати, що він так і не повернувся.

Far **be** it from me to contradict you.

Я і в думках не мав суперечити вам.

Be it so!

Нехай буде так!

Come what might, I'll try it again.

Будь що буде, я спробую знову.

§ 3. The Use of the Present Subjunctive in Complex Sentences

In complex sentences the Present Subjunctive is used in:

1. **adverbial clauses of concession** after the conjunctions THOUGH, ALTHOUGH, HOWEVER, WHATEVER, WHOEVER, NO MATTER
   E.g. ***Whatever*** you **say**, I will not follow your advice!
2. **adverbial clauses of time** after the conjunction WHENEVER
   E.g. ***Whenever*** she **come** back, wake me up.
3. **adverbial clauses of place** after the conjunction WHEREVER
   E.g. ***Wherever*** he **be**, I'll find him.
4. **adverbial clauses of purpose** after the conjunctions THAT, SO THAT, IN ORDER THAT
   E.g. Open the door ***so that*** she **come** in.
5. **subject clauses** after the clause of the type IT'S NECESSARY (IMPORTANT, VITAL, ESSENTIAL, etc.)
   E.g. ***It's necessary*** that you **come** in time.
6. **object clauses** after the predicate expressed by the verbs TO ORDER, TO INSIST, TO DEMAND, TO SUGGEST, TO PROPOSE, etc.
   E.g. Mother ***insisted*** that the child **go** to bed immediately.
7. **object clauses** after the conjunction LEST
   E.g. She fears ***lest*** the child **catch** cold.
8. **predicative clauses** after the subject expressed by the abstract nouns IDEA, SUGGESTION, WISH, PROPOSAL, etc. followed by the link-verb TO BE
   E.g. My ***suggestion is*** that we **leave** at once.

THE PAST SUBJUNCTIVE AND THE PAST PERFECT SUBJUNCTIVE

§ 1. The General Notion of the Past and Past Perfect Subjunctive

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

E.g. Oh, if you **knew** the truth!
I wish it **were** summer now.

NOTE 1. In modern English there is a tendency to use the verb TO BE in the form WAS for the singular and WERE for the plural.
E.g. I wish it **was** summer now.

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

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

§ 2. The Use of the Past Subjunctive and the Past Perfect Subjunctive in Simple Sentences

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

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

Oh, if you **understood** it better!

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

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

§ 3. The Use of the Past Subjunctive and the Past Perfect Subjunctive in Complex Sentences

These forms are used in complex sentences in:

1. **adverbial clauses of condition** after the conjunction IF
   - If the condition refers to the present, future or no particular time, we use the Past Subjunctive.
     E.g. ***If*** he **were** here now, he would help us.
     I would go there ***if*** he **asked** me.
   - If the condition refers to the past, we use the Past Perfect Subjunctive.
     E.g. ***If*** you **had listened** to me more attentively, you would know the answer.
2. **object clauses** after the predicate expressed by the verb TO WISH
   - If the action in the object clause is simultaneous with the action in the main clause, we use the Past Subjunctive.
     E.g. I ***wish*** I **were** young again.
     I ***wished*** he **felt** the way I did.
   - If the action in the object clause is prior to the action in the main clause, we use the Past Perfect Subjunctive.
     E.g. I ***wish*** I **had** never **known** you.

NOTE 2. As a rule, the sentences with the object clause after the predicate TO WISH are translated into Ukrainian antonymically using the phrases ***'жаль, шкода, даремно'***.

E.g. She **wished** she **knew** his address.

Вона **пожалкувала**, що **не знає** його адреси.

I **wish** it **<u>were not</u>** summer now.
Жаль, що зараз **<u>(є)</u>** літо.

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

- If the action in the predicative clause is simultaneous with the action in the main clause, we use the Past Subjunctive.
  E.g. I ***feel as if*** I **were** young again.
  He ***looked as if*** he **knew** something.
- If the action in the predicative clause is prior to the action in the main clause, we use the Past Perfect Subjunctive.
  E.g. He ***sounded as if*** he **had done** something wrong.

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

- If the action in the clause of comparison is simultaneous with the action in the main clause, we use the Past Subjunctive.
  E.g. You ***speak as if*** you **were** ill.
  He ***looked*** at us ***as if*** he **knew** everything.
- If the action in the clause of comparison is prior to the action in the main clause, we use the Past Perfect Subjunctive.
  E.g. She ***behaves as if*** they **had known** each other for years.

5. attributive clauses after the main clause IT'S (HIGH/ABOUT) TIME

- we use the Past Subjunctive as the action in the attributive clause is simultaneous with the action in the main clause
  E.g. ***It's high time*** we **were** there.
  It's time she **came** home.

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

THE ANALYTICAL SUBJUNCTIVE

§ 1. The General Notion of the Analytical Subjunctive

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

- Usually we can find the mood auxiliaries SHOULD, WOULD, MAY (MIGHT).

- The infinitive is usually used in the Indefinite or Perfect forms, though the Continuous and Perfect Continuous forms are also possible.
  E.g. I **should have been** glad to see you yesterday.
  Whoever he **might be**, I don't like him.

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

§ 2. The Use of the Analytical Subjunctive in Simple Sentences

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

- If the action refers to the present, future or no particular time, we use the Indefinite Infinitive.
  E.g. They **would *be*** glad to see you again.
- If the action refers to the past, we use the Perfect Infinitive.
  E.g. She **would *have done*** it last week.

§ 3. The Use of the Analytical Subjunctive in Compound Sentences

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

- If the action refers to the present, future or no particular time, we use the Indefinite Infinitive.
  E.g. He doesn't have time, ***otherwise*** he **would help** you.
- If the action refers to the past, we use the Perfect Infinitive.
  E.g. There was no piano there, ***because*** it **would have taken** much room.

§ 4. The Use of the Analytical Subjunctive in Complex Sentences

1. **The Analytical Subjunctive with SHOULD, WOULD, MAY (MIGHT)** is used in the main clause of complex sentences of unreal condition to express an unreal consequence.
   - If the consequence refers to the present, future or no particular time, we use the Indefinite Infinitive.
     E.g. If I were you, I **would *go*** there.
   - If the consequence refers to the past, we use the Perfect Infinitive.
     E.g. If you had left earlier, you **would *have caught*** the train.
2. **The Analytical Subjunctive with MAY (MIGHT)** is used in:

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

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

(b) adverbial clauses of time after the conjunction WHENEVER

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

(c) adverbial clauses of place after the conjunction WHEREVER

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

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

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

3. <u>The Analytical Subjunctive with SHOULD</u> is used in:

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

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

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

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

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

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

(c) object clauses after the predicate expresses by the verbs TO ORDER,

TO INSIST, TO DEMAND, TO SUGGEST, TO PROPOSE, etc.

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

(d) object clauses after the conjunction LEST

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

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

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

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

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

NOTE 2. SHOULD in such types of clauses has some modal colouring and is translated into Ukrainian by the phrases '***якщо (ж) раптом, якщо (ж) все-таки'***

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

Якщо ж все-таки він прийде, я буду дуже рада.

The same idea can be expressed by means of the phrase ***'If I were to + Infinitive'***.

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

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

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

4. <u>The Analytical Subjunctive with WOULD</u> is used in **object clauses** after the predicate TO WISH

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

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

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

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

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

1. <u>The Present Subjunctive and the Analytical Subjunctive with MAY (MIGHT)</u> can be used in:

(a) adverbial clauses of time after the conjunction WHENEVER

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

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

(b) adverbial clauses of place after the conjunction WHEREVER

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

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

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

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

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

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

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

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

2. <u>The Present Subjunctive and the Analytical Subjunctive with SHOULD</u> can be used in:

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

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

Hurry up ***lest*** you **should be** late.

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

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

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

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

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

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

(d) object clauses after the conjunction LEST

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

She fears ***lest*** the child **should catch** cold.

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

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

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

3. <u>The Past Subjunctive and the Analytical Subjunctive with SHOULD</u> can be used in **attributive clauses** after the phrase IT'S (HIGH/ABOUT) TIME

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

It's time he **should be** here.

4. <u>The Past Subjunctive and the Analytical Subjunctive with WOULD</u> can be used in **object clauses** after the predicate TO WISH

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

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

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

THE WAYS OF TRANSLATING THE FORMS OF THE SUBJUNCTIVE MOOD INTO UKRAINIAN

Table 1

Type of the sentence	Type of the clause	Peculiarities of Translation	English Examples	Ukrainian Examples

1.The Present Subjunctive (a) Simple sentences expressing wish, oaths, imprecations		the particle ***хай/нехай*** Ukrainian equivalents	Long **live** the Queen! Manners **be hanged**! **Be** it so!	**Хай живе** королева! **До біса** манери! **Хай/нехай** буде так!
(b) Complex sentences	adverbial clauses of concession, time, place	though, although, however, whatever, whenever, wherever, etc. ***хоч /хоча***, ***який би***, ***що б***, ***хто б***, ***коли б***, ***де б***, etc.	**Whatever** you **say**, I won't follow your advice. **Whenever** she **come,** wake me up.	**Що б** ти **не говорив**, я не слухатиму твоїх порад. **Коли б** вона **не прийшла,** збудіть мене.
	adverbial clauses of purpose	that, so that, in order that ***щоб***, ***для того щоб***, etc.	Open the door, **so that** she **come in**.	Відчини двері, **щоб** вона **зайшла**.
	subject clauses	after IT'S NECESSARY, IMPORTANT, ORDERED ***необхідно...***, ***важливо...***, ***наказано...***, etc.	**It is necessary that** you **come** in time.	**Необхідно**, щоб ви **прийшли** вчасно.
	object clauses	after the predicate of the main clause expressed by the verbs TO ORDER, TO SUGGEST,	Mother **insisted** that the child **go** to bed.	Мати **наполягла**, щоб дитина **йшла** спати.

		TO DEMAND, etc. ***наказувати***, ***пропонувати***, ***вимагати***, etc.		
	predicative clauses	after the main clause **abstract nouns** (idea, suggestion, plan, etc.) + **link verb**(to be) ***ідея полягає в тому, щоб...***, ***я пропоную...***, etc.	My **suggestion is** that we **leave** at once.	**Пропоную** одразу ж **піти**.

Table 2

Type of the sentence	**Type of the clause**	**Peculiarities of Translation**	**English Examples**	**Ukrainian Examples**
2.The Past Subjunctive, the Past Perfect Subjunctive (a) Simple sentences expressing unreal wish		IF ONLY ***якби тільки/лише***	**If only** he **were** here. **If only** he **had told** me the truth then.	**Якби тільки** він **був** тут. **Якби тільки** він тоді **сказав** мені правду.

(b) Complex sentences	adverbial clauses of unreal condition	***якби +verb in the past***	**If** he **were** here now, he would help us. **If** he **had been** there then, he would have helped us.	**Якби** він **був** тут, то допоміг би нам. **Якби** він тоді там **був**, то він би допоміг нам.
	object clauses	after the predicate expressed by the verb TO WISH ***жаль***, ***шкода***, ***мені б хотілося***, ***хотів би я***, etc.	I **wish** I **knew** where he is. I **wish** I **knew** how to help you.	**Шкода**, що я **не знаю** де він. **Хотів би** я **знати**, як допомогти тобі.
	predicative clauses, adverbial clauses of comparison and manner	link verbs or verbs other than link + AS IF, AS THOUGH ***неначе***, ***ніби***, etc.	I **feel as if** I **were** young again. She **speaks** about him **as if she had known** him for years.	Я **почуваюся, неначе** знову молодий. Вона **говорить** про нього так, **ніби знає** його багато років.
	attributive clauses	after the main clause of the type IT'S (HIGH/ABOUT) TIME ***давно вже час...***, ***давно вже повинні...***,	**It's high time** he **were** here. She was beginning to think **it was time** that people **left**.	**Давно вже час,** щоб він **був** тут. Вона починала думати, що **час би вже** людям **і розходитися**.

		час би вже..., etc.		

Table 3

Type of the sentence	**Type of the clause**	**Peculiarities of Translation**	**English Examples**	**Ukrainian Examples**
3.The Analytical Subjunctive (a) Simple sentences expressing unreal actions		***verb in the past + би/б***	It's a pity I have no time. We **would play** chess. Yesterday I **would have said** the same.	Шкода, що я не маю часу. Ми **зіграли б** в шахи. Вчора я **сказав би** те саме.
(b) Compound sentences	co-ordinate clauses	otherwise, or, because ***інакше(б)***, ***тому що***, etc.	He didn't have time; **otherwise** he **would have come**.	В нього не було часу, **інакше б** він **прийшов**.
(c) Complex sentences	main clauses	***verb in the past + би/б***	If I were you, I **would go** there. If you had left earlier, you **would have caught** the train.	На вашому місці, я **пішов би** туди. Якби ви вийшли раніше, ви **встигли б** на поїзд.

	adverbial clauses of concession, time, place	though, although, however, whatever, whenever, wherever, etc. ***хоч /хоча***, ***який би***, ***що б***, ***хто б***, ***коли б***, ***де б***, etc.	**Whatever** you **may say**, he is clever. **Whenever** she **may come**, wake me up. **Wherever** he **might be**, she swore to find him.	**Що б** ти **не говорив**, він кмітливий. **Коли б** вона **не прийшла**, збудіть мене. **Де б** він **не був,** вона заприсяглася знайти його.
	adverbial clauses of purpose	that, so that, in order that, lest… ***щоб***, ***для того щоб***, ***щоб не...***	Open the door **so that** she **may come** in. Close the door **lest** she **should come** in.	Відчини двері, **щоб** вона **увійшла**. Зачини двері, **щоб** вона **не увійшла**.
	subject clauses	after IT'S NECESSARY, IMPORTANT, ORDERED ***необхідно...***, ***важливо...***, ***наказано...*** etc.	**It's necessary that** everybody **should gather** in the hall.	**Необхідно, щоб** всі **зібралися** в холі.
	object clauses	after the predicate of the main clause expressed by the verbs TO ORDER, TO SUGGEST, TO DEMAND, etc.	She **insisted** that they **should leave** at once.	Вона **наполягла, щоб** вони одразу ж **пішли**.

		наказувати, ***пропонувати***, etc.		

Table 4

	Type of the clause	**Peculiarities of Translation**	**English Examples**	**Ukrainian Examples**
	predicative clauses	after the subject of the main clause expressed by **abstract nouns** (idea, wish, proposal)+ **link verb** (to be) ***моя ідея (план) полягає в тому, щоб...***, ***я пропоную...***, etc.	My **idea is** that we **should visit** her.	**Я пропоную відвідати** її. / **Давайте відвідаємо** її.
	attributive clauses	after the main clause of the type IT'S (HIGH/ABOUT) TIME ***давно вже час...***, ***давно вже повинні...***, ***час би вже...***, etc.	**It's high time** you **should go** to bed.	Тобі **вже давно час** спати.
	adverbial clauses of unreal condition with SHOULD	Should + infinitive ***якщо раптом***, ***на випадок***, ***якби***, ***у випадку якщо***, etc.	**If** you **should see** her, send her my best regards.	**Якщо раптом побачите** її, передайте мої найщиріші **побажання**.

	object clauses with WOULD	after the predicate of the main clause expressed by the verbs TO WISH ***жаль***, ***шкода***, ***мені б хотілося***, ***хотів би я***, etc.	He **wished** she **would stop** talking.	Йому **хотілося, щоб** вона нарешті **замовкла**.

MODAL VERBS

§ 1. The General Notion

Modal verbs are used to show the speaker's attitude towards the action or state indicated by the infinitive. They show that the action is considered as possible, impossible, probable, improbable, obligatory, necessary, advisable, doubtful, etc.

All modal verbs lack verbals and analytical forms (i.e. compound tenses, analytical forms of the Subjunctive Mood, the Passive Voice).

The modal verbs are:

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

§ 2. The Peculiarities of Modal Verbs

1. Modal verbs have no ending -S in the 3rd person singular of the present tense.

2. Modal verbs have no Infinitives, Gerunds, and Participles; accordingly they have no analytical tenses.

3. Modal verbs (except OUGHT) are followed by the bare infinitive.

4. Modal verbs form the interrogative and negative forms without auxiliary verbs:

- in the interrogative form the modal verb is placed before the subject;
- in the negative form the particle NOT is placed after the modal verb.

All modal verbs have two negative forms – a full one and a contracted one:

cannot – can't	should not – shouldn't
could not – couldn't	will not – won't
may not – mayn't (not in common use)	would not – wouldn't
might not – mightn't	ought not – oughtn't
must not – mustn't	need not – needn't
shall not – shan't	dare – daren't

THE MODAL VERB CAN

§ 1. The General Notion

The modal verb CAN is used to talk about ability and possibility, to ask for and to give permission, to offer to do things for people or to ask people to do something, and to express incredulity or astonishment.

The modal verb CAN has two forms:

- CAN for the present;
- COULD for the past.

COULD is the past form of CAN, though it is often used for the present or future in polite requests or to express a greater degree of uncertainty.

The full negative form of CAN is written as a single word CANNOT.

§ 2. The Meanings of the Modal Verb CAN

The modal verb CAN expresses:

1. physical or **mental ability/lack of ability/disability**

- Only the Indefinite Infinitive is used.
- CAN is used for the present.
- COULD is used for the past.

E.g. He **can run**.
Tom **can speak** English.
She **could read** when she was three.

2. possibility/lack of possibility

- Only the Indefinite Infinitive is used.
- CAN is used for the present.
- COULD is used for the past.

(a) due to circumstances

E.g. Nobody **can buy** health and happiness.
You **can buy** this book; it's on sale now.
She **couldn't buy** that book; it wasn't on sale yesterday.

(b) due to existing laws

E.g. You **can vote**. You are 18.
You **can't play** in the street.

NOTE 1. The expressions BE ABLE TO + Infinitive, MANAGE TO + Infinitive and SUCCEED IN + Gerund (formal) are used to talk about a ***specific achievement*** (especially if it is surprising, difficult or requires some effort).
Cf.: He **can run** (general ability).

He's recovered from his injury and **is able to run** again (specific achievement).

He said we **could cross** the river in that place (general possibility).

When the sun rose, we **managed to cross** the river (specific achievement).

She was a very talented actress: she **could make** everybody believe her. (general ability)

She talked to Tom for a long time, and in the end she **managed to make** him believe her (specific achievement).

BE ABLE TO + Infinitive is used to talk about ***future abilities*** and ***possibilities***. But when we make a decision in the process of speaking, we use the modal verb CAN.

E.g. You'll **be able to speak** English fluently by the end of the course.

Perhaps, I **can come** and see you tomorrow.

NOTE 2. The structure COULD + Perfect Infinitive is used to express an ***unrealized (unfulfilled) past possibility***.

E.g. You **could have passed** the exam but you didn't come in time.

Why didn't you come in time? You **could have talked** to John before he left.

3. permission, refusal, offer or **request** depending on circumstances

- Only the Indefinite Infinitive is used.
- CAN is the commonest and most informal.
- COULD is more hesitant and more polite.

E.g. **Can** I **carry** your bag?

Could I **give** you dinner one of these days?

Can I **borrow** this book? – Of course, you **can**. I've read it already.

Could we **stay** out till midnight? – I'm afraid you **can't** (NOT 'couldn't').

NOTE 3. The expression BE ALLOWED TO + Infinitive is used to talk about ***permission on a specific occasion in the past***.

E.g. We **were allowed to come** to the party (NOT 'could').

4. incredulity, doubt and **astonishment**

- All forms of the Infinitive can be used.
- CAN is used for the present.

- COULD is used for the present (expresses a greater degree of uncertainty) and for the past.

Incredulity or doubt is mostly expressed in negative sentences and is translated into Ukrainian by ***'не може бути'***.

E.g. She **can't have read** this book.

He said she **couldn't have read** this book.

Astonishment is mostly expressed in interrogative sentences and is translated into Ukrainian by '***невже***', '***хіба***'.

E.g. **Can** she **be working** now?

THE MODAL VERB MAY

§ 1. The General Notion

The modal verb MAY is mostly used to talk about the chances of something happening and to grant or refuse permission.

MAY and MIGHT for request and permission are politer and more formal while CAN and COULD are characteristic of common everyday speech.

The modal verb MAY has two forms:

- MAY for the present;
- MIGHT for the past;

MIGHT is the past form of MAY, though it is often used for the present to express a greater degree of uncertainty. MIGHT is also used to reproach somebody for something.

§ 2. The Meanings of the Modal Verb MAY

The modal verb MAY expresses:

1. **personal permission** or **request**

- Only the Indefinite Infinitive is used.

One can grant or refuse permission in different ways:

E.g. '**May** I go?' – 'Yes, you **may**.' (I personally give you permission.)

'Yes, you **can**.' (There is nothing preventing you from doing it.)

'No, you **may not**.' (Impolite, even rude.)

'**Don't**, please.' (A kind of request not to do something; less strict than MAY NOT.)

'I'm afraid, you **can't**.' (Refusal due to existing facts, rules, circumstances.)

'No, you **mustn't**.' (Prohibition)

2. **possibility due to circumstances**
   - Only the Indefinite Infinitive is used.
   - Used only in affirmative sentences. CAN is also possible in this meaning in all types of sentences.

   E.g. You **may buy** this book. It's on sale now.
   You **can buy** this book. It's on sale now.
   You **can't buy** this book; it's not on sale now.
   Where **can** I **buy** this book?
3. **supposition with doubt, uncertainty**
   - All forms of the Infinitive are used.
   - MAY is used for the present. Is not possible in direct questions but can be found in indirect questions.
   - MIGHT is used for the present (expresses a greater degree of uncertainty) and for the past. In direct questions is rather formal.

   MAY and MIGHT are translated into Ukrainian by ***'може'***, ***'можливо'***, ***'мабуть'***.

   E.g. He **may be** busy now.
   He **may** still **be working** in Room 4.
   She **may have missed** the train.
   They **may have been waiting** for her for an hour.
   Do you think you **may go** to Ireland this year? (NOT 'May you go …?')

NOTE. MAY/MIGHT + Perfect Infinitive can sometimes refer to the future.

E.g. 'I **might have saved** some money by the end of this year', she said.

4. **reproach**
   - Only MIGHT is used in this meaning.
   - MIGHT + Indefinite Infinitive expresses a ***reproachful request***.
   - MIGHT + Perfect Infinitive expresses a ***pure reproach*** showing that the action was not carried out in the past.

   E.g. You **might be** more attentive. (*Будь же уважнішим!)*
   You **might have phoned** and **told** me not to wait for you.

POSSIBILITY WITH CAN AND MAY

Both CAN and MAY are used to express possibility, though sometimes it is quite problematic to differentiate between these two modal verbs.

CAN is used to talk about **theoretical (general) possibility** or possibility of the idea. But in scientific and academic English we use MAY in this meaning.

E.g. A man **can do** no more than he can.

Lightning **can be** dangerous.

The temperature **can** sometimes **reach** 30 degrees Centigrade in February.

Mr Johnson **could be** very rude at times

BUT: Exceeding the stated dose **may cause** drowsiness.

Besides CAN is often used to make **suggestions about possible solutions to a problem or possible actions.**

E.g. 'What will we do tonight?' – 'We **can go** to the cinema, we **can go** to the club or we **can stay** at home.'

British and American grammarians distinguish between **theoretical (general) possibility** expressed by CAN and **factual (specific) possibility** or possibility of the fact expressed by MAY. The modal verb in the latter case is used to talk about chances of something happening or being true. But it is also often called ***supposition with doubt*** as MAY in this meaning is very close to MAYBE or PERHAPS.

Cf.: The house **can be repaired**. (It is possible for the house to be repaired.)

*Будинок **може бути** відремонтований.*

The house **may be repaired**. (It is possible that the house will be repaired.)

*Будинок, **можливо**, **буде** відремонтовано.*

The sentence with CAN merely states that in theory the house is repairable, i.e. it is in bad condition. The sentence with MAY means that there is a plan for repairing.

THE MODAL VERB MUST

§ 1. The General Notion

The modal verb MUST is mostly used to talk about obligation or necessity, to speculate about present and past situations, to express orders and commands or to prohibit something.

The modal verb MUST has only one form.

- The expressions TO HAVE TO + Infinitive and TO BE OBLIGED TO + Infinitive are used to supply the missing forms of the verb MUST.

§ 2. The Meanings of the Modal Verb MUST

The modal verb MUST expresses:

1. obligation, necessity

(a) due to circumstances

- The Indefinite Infinitive is used.
- TO HAVE TO + Infinitive can also express the same meaning.

E.g. To catch the train I **must get** up at 6.
He helped me once. So I'**ll have to help** him.

NOTE 1. The lack of necessity is expressed by NEEDN'T.

E.g. '**Must** I **go** there tomorrow?' – 'No, you **needn't**.' (lack of necessity).
'No, you **mustn't**.' (prohibition)

(b) arising out of human nature and consequently inevitable

- The Indefinite Infinitive is used.

E.g. To live we **must eat**.
All experience shows that man **must die**.

2. prohibition

- The Indefinite Infinitive is used in negative sentences.

E.g. A driver **must not break** rules.
She's too weak after her illness. She **mustn't do** so much work about the house.

3. urgent request, command, strict order

- The Indefinite Infinitive is used.

E.g. You **must visit** us more often.

NOTE 2. MUST remains unchanged in indirect speech.

E.g. 'You **must be** more careful', she said.
She told him he **must be** more careful.

NOTE 3. MUST can be replaced by WAS TO + Infinitive if it expresses arrangement or a kind of order.

E.g. 'I **must ring** him up at 2 o'clock', she said.
She said she **was to ring** him up at 2 o'clock.

4. supposition with assurance

- All forms of the Infinitive are used only in affirmative sentences.

- MUST is rendered in Ukrainian by ***'напевно'***, ***'очевидно'***, ***'імовірно'***.

E.g. They **must be waiting** in the lab.
Mary **must have returned** already.

NOTE 4. Supposition in negative sentences is expressed by the word EVIDENTLY.

E.g. **Evidently** he didn't know her address.

NOTE 5. Supposition referring to the future is expressed by the word PROBABLY or modal expressions TO BE (UN)LIKELY, TO BE SURE.

E.g. He will **probably** come tomorrow.
They **are unlikely** to return so soon.

THE MODAL EXPRESSION TO HAVE TO + INFINITIVE

§ 1. The General Notion

The modal expression is used in three tense forms:

- the Present Indefinite
- the Past Indefinite
- the Future Indefinite

In interrogative and negative sentences the auxiliary verb TO DO is used (in the Present and Past tenses).

E.g. I **have to leave** at once.	**Do** I **have to leave** at once?
	I **don't have to leave** at once.
She **has to see** the doctor.	**Does** she **have to see** the doctor?
	She **doesn't have to see** the doctor.
He **had to buy** a new watch.	**Did** he **have to buy** a new watch?
	He **didn't have to buy** a new watch.
She**'ll have to come** tomorrow.	**Will** she **have to come** tomorrow?
	She **won't have to come** tomorrow.

§ 2. The Meanings of the Modal Expression TO HAVE TO+INFINITIVE

The modal expression TO HAVE TO + Infinitive denotes **obligation and necessity due to circumstances**.

E.g. Not to be late I **have to get up** at 6 o'clock.
It's very late. I**'ll have to go** home now.
Do you **have to do** all this work by tomorrow?

She**'ll have to tell** the truth, **won't** she?

NOTE 1. Mind the difference between the expressions TO BE TO + Infinitive and TO HAVE TO + Infinitive.

E.g. As I was to be at home I had to take a taxi.
at 5
(a part of agreement) (necessity due to circumstances)

NOTE 2. TO HAVE GOT TO + Infinitive is used in colloquial English and AmE and has the same meaning as TO HAVE TO + Infinitive. It can be used only in the present tense. The negative and interrogative sentences are formed with the help of HAVE, HAS.

E.g. She **hasn't got to leave** at once.
Has she **got to leave** at once?

OBLIGATION WITH MUST AND HAVE TO+INFINITIVE

Though MUST and HAVE TO + Infinitive both express obligation we can differentiate between them in this meaning.

MUST expresses **obligation imposed by the speaker** (internal obligation). With the 1st person MUST expresses **the speaker's authority over himself**, his sense of duty, social responsibility.

HAVE TO + Infinitive mostly denotes obligation that comes from 'outside', **imposed by an authority** (external obligation).

Cf.: I **must see** the teacher. (I want to discuss something with him.)
I **have to see** the teacher. (The teacher wants to discuss something with me.)

In formal contexts we can use the expressions BE OBLIGED TO + Infinitive (AmE: BE OBLIGATED TO + Infinitive) and BE REQUIRED TO + Infinitive.

E.g. The Minister **was obliged to report** at least every six month.
Tenants **are obligated to pay** their rent on time.
Students **are required to attend** at least 90% of the lectures.

In a legal context BE LIABLE + Infinitive is often used.

E.g. Anyone found trespassing **is liable to pay** a fine of $100.

THE DIFFERENCE BETWEEN HAVE TO + INFINITIVE AND HAVE GOT TO + INFINITIVE

In British English a distinction between habitual (repeated) and non-habitual obligation can be made.

HAVE TO + Infinitive is often used to talk about **habitual obligation**.

E.g. I don't usually **have to get up** at 6 at weekends.

Does he often **have to speak** English in his job?

HAVE GOT TO + Infinitive mostly expresses **non-habitual obligation**.

E.g. I **haven't got to get up** at 6 tomorrow.

THE MODAL EXPRESSION TO BE TO+INFINITIVE

§ 1. The General Notion

The modal expression TO BE TO + Infinitive can be used in two tenses:

- the Present Indefinite
- the Past Indefinite

§ 2. The Meanings of the Modal Expression TO BE TO + INFINITIVE

The modal expression TO BE TO + Infinitive denotes:

1. **weakened orders, official requirements,** and **instructions**
   - The Indefinite Infinitive is used.

   E.g. The chief says I **am to be** in charge of the operation.

   The students **are to hand in** their course papers by the 1st of May.
2. **an arrangement, part of a plan**
   - The Indefinite and Perfect Infinitives are used.
   - The Indefinite Infinitive shows that the action refers to the present or future.
   - The Perfect Infinitive shows that the action was not carried out.

   E.g. Who **is to arrange** the party?

   He **was to have come** at 5, but he never turned up.
3. **possibility due to circumstances**
   - The Passive Infinitive is used.

   E.g. This book is to be found in this shop.
   - The Active Infinitive is possible in questions with ***How …?*** and ***What …?***

   E.g. How **am** I **to find** the way?

What **am** I **to do**?

4. **an action which is considered to be unavoidable**
   - The Indefinite Infinitive is used.
   - It is rendered in Ukrainian by ***‘судилося’***, ***‘не судилося’***.

E.g. They exchanged letters but they **were not to meet**.
She wished to see him, but evidently it **was not to be**.

THE MODAL VERB NEED

§ 1. The General Notion

The verb NEED is mostly used to express **obligation** and **necessity** or the **lack of necessity**. In AmE (DON’T) HAVE TO is preferred.

Though both NEEDN’T and MUSTN’T can be translated into Ukrainian by ***‘не потрібно’***, the difference between them is quite obvious. NEEDN’T shows that there is **no obligation to do** something while MUSTN’T shows that there is an **obligation not to do** something.

Cf.: You **needn’t tel**l Tom about it. (= He already knows.)
You **mustn’t tell** Tom about it. (= I don’t want him to know.)

§ 2. The Difference between NEED as a Modal and as a Notional Verb

The verb NEED can be treated both as a **modal** and a **notional** verb.

NEED as a modal verb	NEED as a notional verb
1. has only one tense form – **the Present** E.g. You **needn’t take** an umbrella. I’ve got mine. She **needn’t have done** it alone.	1. has three tense forms – **the Present**, **Past**, **Future** E.g. I **need** this book today. I **needed** this book yesterday. I**’ll need** this book tomorrow.
2. can be followed by: • **the Indefinite Infinitive** (the action refers to the present) E.g. You **needn’t water** the flowers. It’s going to rain. • **the Perfect Infinitive** (the	2. can be followed by: • **the noun** E.g. He **needs** plenty of fresh **air**. • **the to-Infinitive** E.g. I **needed to go** see it with

action refers to the past) E.g. You **needn't have watered** the flowers. It rained at night. The **temporal meaning** is expressed by the **Infinitive.**	my own eyes. The **temporal meaning** is expressed by the **verb itself**.
3. questions and negations are formed **without any auxiliaries** E.g. **Need** she **stay** there? She **needn't stay** there if she doesn't' want to.	3. questions and negations are formed with the help of **auxiliaries** (**to do** in the Present and Past Indefinite, **will** in the Future Indefinite) E.g. He **doesn't need to stay** there. **Did** he **need to stay** there? You **won't need to stay** there.

NOTE. In positive answers to questions with NEED the modal verb ***MUST*** is used. In negative answers to questions with MUST ***NEEDN'T*** is used.

E.g. **Need** I go there at once? – Yes, you ***must.***
No, you ***needn't.***
Must I go there at once? – Yes, you ***must.***
No, you ***needn't.***

THE MODAL VERB DARE

§ 1. The General Notion

The verb DARE is not in common use in Modern English. Mainly it is used in questions introduced by ***How…?*** to express **outrage** and in negative sentences to express **lack of courage** to do something. However, we often come across I DARE SAY which has become a stock phrase and acquired a new meaning ***'I suppose'***. The verbs DARE and SAY can combine into a single word, DARESAY which is used in the first person singular and plural (present tense only).

E.g. I **daresay** you'll phone me if you're going to be late tonight.

§ 2. The Difference between DARE as a Modal and as a Notional Verb

The verb DARE can be treated both as a **modal** and **notional** verb.

DARE as a modal verb	DARE as a notional verb
1. has **two forms**: • DARE for the present • DARED for the past	1. has **all tense forms** (including verbals)
2. is followed by **Bare Infinitive** E.g. How **dare** you **talk** like this?	2. is followed by **To-Infinitive** E.g. No one **dares to refer** to it in his presence.
3. has **no -S in the 3rd person singular** E.g. How **dare** she **ask** me about it?	3. has **-S in the 3rd person singular** E.g. How does she **dare to ask** me about it?
4. questions and negations are formed **without any auxiliaries** (esp. in BrE) E.g. He **dared not speak** with her.	4. questions and negations are formed **with the help of the auxiliary to do** in the Present and Past Indefinite and **will** in the Future Indefinite E.g. Did he ever **dare to ask** you about it?

NOTE. DARE is also used for '**challenging**'. It's used as a full transitive verb especially by children when challenging each other to do something dangerous.

E.g. I **dare** you **to jump** off that wall.

I didn't want to do it, but he **dared** me **to**.

THE MODAL VERBS SHOULD and OUGHT

§ 1. The General Notion

The modal verbs SHOULD and OUGHT are mostly treated together as there is hardly any difference between them. Very often they are interchangeable. There is, however, a difference in construction:

- the modal verb **SHOULD** is followed by the **Bare Infinitive**
- the modal verb **OUGHT** is followed by the **To-Infinitive**

Each of these modal verbs has only one form.

- SHOULD/OUGHT TO + Indefinite Infinitive shows the reference to the present or future.

- SHOULD/OUGHT TO + Perfect Infinitive shows the reference to the past.

§ 2. The Meanings of the Modal Verbs SHOULD and OUGHT

The modal verbs SHOULD/OUGHT express:

1. moral obligation or duty

- All forms of the Infinitive are used.
- OUGHT is more often used.

E.g. He **oughtn't to show** his disrespect for her.
I know that promises **should** never **be broken**.

- SHOUL/OUGHT (TO) + Perfect Infinitive in affirmative sentences shows that an action was considered **desirable but it was not carried out**. It sounds as a **kind of reproach**.
  E.g. What a shame! We **ought to have helped** him.
- SHOUL/OUGHT (TO) + Perfect Infinitive in negative sentences shows that an action was **undesirable but it was carried out**.
  E.g. We have done things we **oughtn't have done**.

NOTE 1. The expression BE SUPPOSED TO + Infinitive is used to say what someone should or should not do, especially because of rules or what someone has said. This expression can denote a **lesser obligation that is frequently ignored**.
E.g. We **are supposed to check** out of the hotel by 11 o'clock.
They **were supposed to leave** their textbooks at school but they often took them home.

2. advisability

- The Indefinite Infinitive is used.
- SHOULD is more common. It shows some **personal interest**.
- OUGHT TO is more **matter-of-fact**.

E.g. You **should be** more careful.
You **ought to be** kinder to people.

NOTE 2. The expression HAD BETTER + Infinitive is also used to give advice and has the meaning of **'strong recommendation'**, but it has stronger advisability than SHOULD.
E.g. You'**d better go** there at once.

3. supposition with assurance/something which is **naturally expected**

- All forms of the Infinitive are used.
- It is rendered in Ukrainian by ***'обов'язково'***, ***'без сумніву'***, ***'не дивно'***, ***'очікується/-валось'***.

E.g. He is very clever. He **ought to get** an excellent mark.
She is a bright student. She **should have passed** her exam.

EMOTIONAL SHOULD

SHOULD can be used with emotional colouring to express **astonishment**, **surprise**, **indignation**

1. **in rhetorical questions beginning with *Why*, *How*, *What ...?***
   - The Indefinite and Perfect Infinitives can be used.

   E.g. Why **should** I **do** it? *(А чому власне я маю це робити?)*
   How **should** I **know**? *(Звідки мені це знати?)*
   Why **shouldn't** I **have done** it? *(А чому б мені було не зробити цього?)*
2. **in subject clauses**
   - after a principal clause of the type ***It is/was wonderful*** **(strange, terrible, amazing**, etc.**)**

   E.g. It is strange that he **should ask** such a question. = It is strange that he asks such a question. *(Дивно, що він задає таке запитання.)*
3. **after the expressions of the type *It surprised (puzzled, amazed, infuriated) me that …***

   E.g. It surprised me that he **should have come** alone. (*Мене здивувало, що він прийшов один.)*

SHOULD AS A MOOD AUXILIARY AND AS A MODAL VERB

Both emotional SHOULD and the mood auxiliary SHOULD can be used in subject clauses, but

- 'emotional' SHOULD is used with **emotionally coloured words** (***strange***, ***wonderful***, ***terrible***, etc.)
- the mood auxiliary SHOULD is used with words of **relatively neutral colouring** (***important***, ***obligatory***, ***necessary***, ***desirable***, etc.)

Cf.: It's **strange** that everybody **should gather** in the hall. *(Дивно, що всі збираються в залі.)*
It's **important** that everybody **should gather** in the hall. (*Важливо, щоб всі зібралися в залі.)*
It's **strange** that everybody **should have gathered** in the hall. *(Дивно, що всі зібралися в залі.)*

THE MODAL VERB SHALL

§ 1. The General Notion

SHALL is never a purely modal verb. It combines the modal meaning with the function of an auxiliary verb expressing futurity.

As a rule SHALL as a modal verb is not translated into Ukrainian, its meaning is rendered by emphatic intonation.

§ 2. The Meanings of the Modal Verb SHALL

The modal verb SHALL expresses:

1. **compulsion** or **strict order**
   - The Indefinite Infinitive is used.
   - ***In affirmative sentences*** with the ***2nd*** and ***3rd persons*** and is pronounced with a strong stress.

   E.g. You **shall not run** away before you answer.

   She **shall go** off tomorrow, that girl! (*Вона поїде завтра ж, те дівчисько!)*

   By God, you **shall do** nothing of the sort! (*Присягаюсь Богом, ви цього не зробите!)*

NOTE. Nowadays SHALL is rarely used to express compulsion. In most cases it can be found in official papers (contracts, treaties, etc.)

E.g. Goods manufactured by the Seller **shall be** of first quality.

(Продукція ,вироблена Продавцем, повинна бути першого сорту.)

The Seller **shall deliver** all goods within 2 weeks.

(Продавець зобов'язується доставити товари в межах двох тижнів.)

The book **shall not be reprinted** without the publisher's consent.

(*Ця книга не може бути передрукована без згоди видавця.)*

2. **suggestion / inquiry after the wish of the person addressed**
   - The Indefinite Infinitive is used.
   - Mostly ***in interrogative sentences*** with the ***1st*** and ***3rd persons***.

   E.g. **Shall** I **shut** the door?

   Shall she **come** to the blackboard?

   Shall we **listen** to some music?

3. **threat** or **warning**

- ***In affirmative*** and ***negative sentences*** with the ***2nd*** and ***3rd persons*** and is pronounced with a weak stress.

E.g. You **shall pay** for what you have said.
He **shall not leave** before he answers.
That's the last time! Do it again and you **shall never see** me again.

4. promise

- ***In affirmative*** and ***negative sentences*** with the ***2nd*** and ***3rd persons*** and is pronounced with a weak stress.

E.g. Don't be afraid. You **shall not be punished**.
I'll do my best to make you happy, see if I don't (*ось побачиш*).
You **shall have** all you want.
You **shall have** a car for your birthday.

THE MODAL VERBS WILL and WOULD

§ 1. The General Notion

The modal verbs WILL and WOULD are hardly ever purely modal verbs. They combine their modal meanings with the function of an auxiliary verb expressing futurity.

The difference between WILL and WOULD is only in their time reference. WILL shows the reference to the present and future while WOULD shows reference to the past.

§ 2. The Meanings of the Modal Verbs WILL and WOULD

The modal verbs express:

1. volition, intention

- With all persons but ***mostly with the 1st person***.
- In most cases this meaning is rendered in Ukrainian by emphatic intonation or by the verb ***'хотіти'***

E.g. 'You'd better keep silent.' – 'I **will speak**.'
(*Вам краще мовчати. – Ні, я буду говорити.)*
I've received her letter. But I **will not answer** it.
(Я отримав її листа, але на нього не відповідатиму.)

NOTE 1. Very often WILL/WOULD are used in conditional clauses after the conjunction IF to express volition.
E.g. You may laugh if you **will** but I'm sure I'll see her there.
(*Можете сміятися, якщо хочете = як ваша воля ...)*
We'll be glad if you **will come**. *(...захочете...)*

She said she could show me the way if I **would**.

2. **polite requests**
   - WOULD is more polite than WILL

   E.g. **Will** you **come** to the blackboard?
   Would you **help** me?
3. **persistence/ characteristics, habits** and **routines**

   E.g. She **will sit** for hours by the window.
   (*Вона любить годинами сидіти біля вікна.)*

NOTE 2. Note common fixed phrases ***'Boys will be boys.'***
'Accidents will happen.'

4. **criticism of inanimate objects**

   E.g. Don't try to open this door, it **will not open**.
   Give me your pen, please. Mine **won't write**.
   The car **won't start**!
   I pushed the door again but it **wouldn't open**.

5. Supposition with assurance referring to the past (close to the meaning of the verb MUST)

- The Perfect Infinitive is used.

E.g. You **will have heard** about their arrival.
(Ви, напевно, чули про їхній приїзд.)

ENGLISH MODAL VERBS

Modal Verb	Meaning	Translation	English Examples	Ukrainian Examples
CAN COULD to be able	physical or mental ability	могти, вміти, мати змогу, бути в змозі/мати силу	I **can read** English He **couldn't take** his eyes off her.	Я **можу**/**вмію читати** англійською. Він **не міг**/**не мав сили** очей відірвати від неї.
	possibility due to circumstances	могти	You **can buy** this book; it is on sale now.	Ти **можеш придбати** цю книгу; вона є в продажі.

	permission or request due to circumstances	можна	**Can** I **take** your pen? – Yes, you **can**. I've got another.	Чи **можу** я **взяти** вашу ручку? – Так/звісно **можете**. У мене є інша.
	incredulity, doubt, astonishment	невже, хіба, не може бути, навряд, як можна...	**Can't** you **believe** me, mum? It **can't be** the same man. How **can** one **promise** that?	**Невже**/**хіба** ти мені **не віриш**, мамо? **Навряд** чи це той самий чоловік. **Як можна** таке **обіцяти**?
	NOTE. ***Mind the translation of the following expressions with the modal verb CAN/COULD.*** He **couldn't help** laughing. Він **не міг утриматися, щоб не** засміятися. I **can't but** ask him about it. Мені **нічого не залишається, як** запитати його про це. It **can't be possibly true**. **Не може бути, щоб це була правда**. She **can't do without** traveling. Вона **не мислить своє життя/не може без** подорожей. I **could do with** a drink and some rest. Я **хотів би** перехилити **/б** перехилив чарчину і відпочив. ***Sometimes sentences with CAN are translated without its equivalents as there is none in Ukrainian.*** **Can** you **see** me? Ти мене **бачиш**? I **can hear** you well. Я тебе добре **чую**.			
MAY **MIGHT** **to be permitted** **to be allowed**	possibility/ lack of possibility due to circumstances	могти	You **may buy** this book; it is on sale now.	Ти **можеш придбати** цю книгу; вона є в продажу.
	personal permission or request	можна, дозволяти, не	**May** I **go**? – Yes, you **may**.	Чи **можна** мені **піти**? – Так, **можна**/так,

		заперечувати		ідіть./ Так, я вам **дозволяю**.
MIGHT+ Perf. Inf.	supposition with doubt	може, можливо, може ще й	She **may come back**. She **might have come back**.	**Можливо**, вона **повернеться**. **Можливо**, вона **повернулася**.
	reproach	могти + би /б	You **might have helped** him.	Ти **міг би допомогти** йому.
MUST **to be (un) likely, to be sure, probably, evidently**	obligation, necessity due to circumstances; urgent requests, orders, commands	мусити, повинен, потрібно	To catch the train I **must get** up at 6. You **must be** more careful. Take it easy. You **mustn't cry**.	Щоб сісти на поїзд, я **мушу вставати** о 6-й. Ти **повинен бути** більш обережним. Спокійно. **Не потрібно плакати**.
	prohibition	(не) повинен, заборонено	A driver **mustn't break** the rules.	Водій **не повинен порушувати** правила.
	supposition with assurance	напевно, певне, імовірно, очевидно, мабуть, схоже	He **must be** 70. She **must have caught** cold. **Evidently** she **didn't know** him. He **is unlikely to come**.	Йому **напевно** 70. **Схоже**, вона **застудилася**. **Певне**, вона **не знала** його. **Схоже**, він **не повернеться**.
TO BE (TO)	orders, official arrangements, instructions	мати, повинен, мусити, треба or the infinitive of	The students **are to hand in** their term projects by 1st May. Who **is to**	Студенти **мають / повинні здати** курсові роботи до 1-го травня. Хто **має /**

		the notional verb	**arrange** the party? We **were to have met** but he didn't come. It **was to be expected**. What **am** I **to do** now?	**повинен / мусить організувати** вечірку? Ми **мали / повинні були зустрітися,** та він не прийшов. Цього **треба було чекати.** Що мені тепер **робити**?
	possibility due to circumstances	можна	This book **is to be found** in that shop.	Цю книгу **можна знайти** в тій крамниці.
	something which is considered unavoidable	(не) илося...	He didn't know at that time that he **was** never **to see** his son again.	Тоді він ще не знав, що йому **не судилося** знову **побачити** сина.
TO HAVE (TO) TO HAVE GOT (TO)	obligation, necessity due to circumstances	мати, повинен, мусити, треба, потрібно, необхідно	His partner is on leave; he **has to work** alone. I have no time. I'**ve got to leave** at once.	Його напарник у відпустці; він **мусить** один. У мене не має часу. Я **маю** зараз же **йти.**
NEED	lack of necessity	не повинен, не мусити, не треба , не потрібно	You **needn't hurry**. We have plenty of time. You **needn't have hurried**. He **needs** that **car**.	**Не треба поспішати**. У нас досить часу. **Не потрібно було поспішати.** Йому **потрібна** та **машина.**

DARE **daresay**	lack of courage to do something	сміти, наважуватися / відважуватися / насмілюватися	How **dare** she **come** here? No one **dared to ask** him about it.	Як вона **сміє приходити** сюди? Жоден **не відважився запитати** його про це.
	= “I suppose”	вважати, допускати	I **daresay** you’ll phone me if you’re going to be late tonight.	**Гадаю**, ти зателефонуєш, щоб попередити мене, якщо ти будеш затримуватися сьогодні ввечері.
SHOULD OUGHT (TO)	moral obligation or duty	повинен, мати, потрібно, слід	You **ought to know** that one must not steal. What a shame! We **ought to have helped** him. The word **should be spelled** with a capital letter.	Ти **повинен / мусиш знати**, що красти не можна. Який сором! Ми **повинні були допомогти** йому. Це слово **слід писати** з великої літери.
	supposition with assurance	мабуть, напевно, певне, імовірно, очевидно, мати, очікується/-лось	You **ought to be** a happy wife. She is a bright student. She **should pass** her exam.	Ви **певне / очевидно** щаслива дружина. Вона розумна студентка. Вона **напевно/ має скласти** іспит.
	advice	повинен, мати, треба, потрібно, слід	You **should be** more attentive.	Тобі **слід** / Ти **повинен / маєш бути** уважнішим

	“emotional” SHOULD	logical emphatic stress, intonation, particles, some modal verbs	I don’t know. How **should** I? Why **should** I **wait**? It’s strange that he **should ask** such a question. It surprised me that he **should have come** alone.	Я не знаю. Та **й звідки** мені **знати**? **Чому б це мені** чекати? Чому я **маю чекати**? **Дивно**, що він **задає** таке запитання. Мене **здивувало**, що він **прийшов** один.
SHALL	strict order, compulsion or obligation according to law or a prearranged agreement	повинен, (не) може бути; a strong stress, intonation, Imperative or Indicative verb forms	You **shall not go** before you answer. The seller **shall deliver** all goods within 2 weeks. This book **shall not be reprinted** without the publisher’s consent.	**Не підеш**, доки не відповіси. Продавець **повинен доставити / доставляє** всі вироби в межах 2-х тижнів. Ця книга **не може бути передрукована** без згоди видавця.
	inquiry after wish or will of the person addressed	хотіти; logical stress	**Shall** I shut the door? **Shall** we **say** four pounds a week?	**Хочете**, щоб я **зачинив** двері? **Погодитеся** (працювати) за 4 фунти на тиждень?
	promise, threat or warning	Imperative or Indicative verb forms	You **shall have** all you want. You **shall pay** for what	У тебе **буде** все /**Матимеш / отримаєш** усе, чого бажаєш. Ти **поплатишся**

			you've said.	/ **відповіси** за сказане.
WILL WOULD	volition, intention	хотіти, бажати; emphatic intonation	Drink your milk. – I **won't**! I offered Tom some milk, but he **wouldn't drink** it. You may laugh **if you will** but I'm sure I'll see her there. We'll be glad **if you will come**.	Пий молоко. – А я **не хочу**! Я запропонував Тому молока, але він **не захотів** його пити. Можете сміятися, **якщо хочете/ як ваша воля**, та я впевнений, що побачу її там. Ми будемо раді, **якщо ви захочете прийти**.
	polite requests	хотіти, бажати; emphatic intonation, Imperative verb forms	**Will** you **have** a cup of tea? **Would** you **help** me?	**Хочете** чаю?/ **Випийте** чаю./ Чи не **бажаєте** чаю? **Допоможіть** мені, будь ласка./ Чи не **допоможете** мені?
	persistence, habits, routines	бувало + verb in the past; emphatic intonation	She **will sit** for hours by the window. In the afternoon he **would go out** alone and **walk** for hours.	Вона **любить годинами сидіти / сидить** біля вікна. Після полудня він, **бувало, йшов** з дому і **гуляв** годинами.

	criticism of inanimate objects	хотіти; emphatic intonation	Don’t try to open this door, it **will not open**. The car **won’t start**! I pushed the door again but it **wouldn’t open**.	Не намагайся відчинити ці двері. Вони все одно **не відчиняться**. Машина **не хоче заводитися**! Я штовхнув двері ще раз, але вони **не хотіли відчинятися**.
	supposition with assurance	напевно, очевидно	You will have heard about their arrival.	Ви, напевно, чули про їхній приїзд.

THE NON-FINITE FORMS OF THE VERB
(The Verbals)

§ 1. The General Notion

The Verb has ***finite*** forms and ***non-finite*** forms (the verbals).

The finite forms can perform the function of the ***predicate*** in the sentence. The non-finite forms do not express person, number, and mood; therefore they cannot be used as the ***predicate*** in the sentence.

In English there are three verbals:

- the Infinitive
- the Gerund
- the Participle

In Ukrainian we also have three non-finite forms of the verb, but they do not fully coincide with those in English:

інфінітив	инфинитив
дієприкметник	причастие
дієприслівник	деепричастие

§ 2. The Characteristic Traits of the Verbals

1. All the verbals have a double nature, i.e. nominal and verbal characteristics.

- The Infinitive and the Gerund have the characteristics of the Noun and the Verb.
- The Participle combines the characteristics of the Verb and the Adjective.

2. The tense distinctions of verbals are not absolute (like those of the finite forms), but relative.

- The form of the finite verb shows whether the action it denotes refers to the present, past or future
- The form of the verbal shows only whether the action expressed by the verbal is simultaneous with the action expressed by the finite verb or prior to it

3. All the verbals can form predicative constructions, consisting of a nominal element (a noun or a pronoun) and a verbal element (an infinitive, a gerund, or a participle).

In most cases predicative constructions (infinitive, gerundial or participial constructions) form syntactic units, serving as one part of the sentence. Verbals may also occur in the sentence singly.

§ 3. The Difference between Predicative Constructions and Phrases

A ***predicative construction*** consists of two elements: -the nominal element which denotes the doer of the action; -the verbal element which denotes the action. E.g. I saw **him crossing** the street. **-him crossing** is a predicative construction **-him** is a doer of the action **-crossing** is the action performed by the doer.	A ***phrase*** (infinitive, gerundial, participial) consists of a verbal and one or several accompanying words (there is no doer of the action: E.g. He is fond of **reading historical books.** **-reading historical books** is a phrase **-reading** is the Gerund **-historical books** are the accompanying words.

THE INFINITIVE

§ 1. The General Notion

The Infinitive is a non-finite form of the verb which names an action without denoting person, number, and mood.

In Modern English the Infinitive is chiefly used with **the particle TO** which is its **formal sign.**

§ 2. A Double Nature of the Infinitive

The Infinitive has a double nature, i.e. it has ***nominal*** and ***verbal characteristics***.

The Nominal Characteristics of the Infinitive

The Infinitive can be used as:

2. **a subject**
   E.g. **To study** is useful.
3. **a predicative**
   E.g. Our duty is **to study**.
4. **an object**
   E.g. He asked me **to study**.

The Verbal Characteristics of the Infinitive

1. The Infinitive of transitive verbs can take ***a direct object***.
E.g. He asked me **to study *English***.
2. The Infinitive can be modified by ***an adverb***.
E.g. He asked me **to study *harder***.
3. The Infinitive has ***tense*** and ***aspect distinctions***; the Infinitive of transitive verbs has also ***voice distinctions***.
The Infinitive of transitive dynamic verbs has **6 forms**.

FORMS OF THE INFINITIVE	ACTIVE	PASSIVE
INDEFINITE	to write (transitive) to come (intransitive)	to be written
CONTINUOUS	to be writing to be coming	
PERFECT	to have written to have come	to have been written
PERFECT CONTINUOUS	to have been writing to have been coming	

§ 3. The Tense Distinctions of the Infinitive

The tense distinctions of the Infinitive are not absolute but relative. It means that the Infinitive shows whether the action expressed by it is simultaneous with the action of the finite verb or prior to it. The Infinitive does not show whether the action refers to the present, past, or future.

1. The Indefinite Infinitive denotes:

(a) an action simultaneous with the action of the finite verb which can refer to the present, past, or future
E.g. It is/was/will be pleasant **to walk** in the garden.

(b) an action future with regard to the action of the finite verb

- after verbs denoting **hope**, **intention**, **wish** (**to *hope*, *to intend*, *to expect*, *to decide***, etc.).

E.g. I ***hope* to see** you tomorrow.

- after modal verbs

E.g. He ***may*** **come** on Friday.

2. The Continuous Infinitive denotes an action in its progress which is simultaneous with the action of the finite verb.

E.g. It is/was/will be pleasant **to be driving** a car.

3. The Perfect Infinitive denotes an action prior to the action of the finite verb.

E.g. I'm glad **to have seen** you.

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

E.g. He is known **to have been working** upon this problem for many years.

§ 4. The Voice Distinctions of the Infinitive

The Infinitive of transitive verbs has special forms for the Active and the Passive Voice.

The Infinitive is used in the Active Voice if the noun or pronoun it refers to denotes the doer of the action expressed by the Infinitive.

E.g. I want **to inform** you of her arrival.

The Infinitive is used in the Passive Voice if the noun or pronoun it refers to denotes an object of the action expressed by the Infinitive.

E.g. I want **to be informed** of her arrival.

- **In sentences with the construction '*There is/was/will be'*** the Infinitive of some verbs can be active or passive without any change in the meaning.

  E.g. There is no time **to be lost/to lose**.

§ 5. The Use of the To-Infinitive

The particle TO is a formal sign of the Infinitive. In most cases the Infinitive is used with the particle TO.

E.g. He wanted **to help** us.

The TO-Infinitive is used:

1. according to the general rule with the particle TO as its formal sign

E.g. I like **to read**.

2. after the expression WOULD/SHOULD LIKE

E.g. ***I'd like*** **to have** a talk with you.

- The particle TO can be used at the end of the sentence singly **to avoid repeating** after the verbs:
  TO WANT, TO WISH, TO MEAN, TO TRY, TO ALLOW, TO BE GOING, TO HAVE, OUGHT, SHOULD / WOULD LIKE, etc.
  E.g. He wants me to go there, but I don't want **to** (go).
  I was asked to take part in the trip, but I'm not going **to** (take part).

§ 6. The Use of the Bare Infinitive

The Bare Infinitive is an infinitive which is not preceded by the particle TO.

It is used in the following cases:

1. after **auxiliary verbs**
E.g. I ***don't*** **understand** this word.
We ***shall*** **go** there at once.

2. after **modal verbs** (except the modal verb ***ought***)
E.g. I ***can*** **speak** Spanish and German.
May I **come** in?

3. after **verbs of sense perception**
TO SEE, TO HEAR, TO FEEL, etc.
- in the Objective with the Infinitive Construction

E.g. I ***heard*** **her sing**.
I ***felt*** **her put** her hand on my shoulder.

4. after the verbs TO MAKE (змушувати), TO HAVE (змушувати, допускати, веліти), and TO LET (дозволяти)
- in the Objective with the Infinitive Construction

E.g. He ***made*** **me read** this book.

5. after the verb TO KNOW (= to see, to observe)
The verb ***to know*** is mostly used in the Perfect form. However, the particle TO is sometimes used.
E.g. I have never ***known*** her (to) **weep** before.

6. after the verb TO HELP (esp. in AmE)
E.g. ***Help*** me (to) **do** it.

7. after the verb TO BID (bid/bade/bidden)
- the verb ***to bid*** is obsolete.

E.g. I thought she would ***bid*** me **take** a seat.

8. after the expressions HAD BETTER, WOULD RATHER, WOULD SOONER } belong to colloquial English

CANNOT BUT
CANNOT CHOOSE BUT } belong to elevated style

E.g. You ***had better*** **go** there at once.
He said he ***would sooner/would rather*** **stay** at home.
I ***cannot but*** **ask** him.

9. in (one-member) sentences of a special type beginning with WHY …?
E.g. ***Why*** **go** there so late?
Why not **come** and **talk** to her yourself?

10. before the 2nd infinitive in the group of infinitives connected by the conjunctions AND, OR, BUT, EXCEPT, THAN, etc.
E.g. I want ***to call*** on him ***and*** **discuss** this matter.

NOTE 1. **"*Split Infinitive*"**. The particle TO can often be separated from the Infinitive in spoken English. This is often the case with adverbs like ***completely***, ***fully***, ***really***, ***truly***, etc.
E.g. It's difficult **to *really* understand** the theory of relativity.
He was afraid, but anyway he was unable **to *long* keep** silence.

§ 7. The Syntactic Functions of the Infinitive

The Infinitive can be used as:

1. a subject
E.g. **To walk** in the garden is pleasant.
To take him seriously would be absurd.
- In case the subject follows the predicate, the sentence is introduced by the introductory IT which serves as an ***introductory (formal) subject***. As a rule the introductory IT is not translated into Ukrainian.

E.g. ***It*** was pleasant **to walk** in the garden.
It would be absurd **to take** him seriously.

2. part of a predicative
E.g. He ***is*** easy **to please**.
She ***is*** difficult **to frighten**.
Their house ***is*** not easy **to find**.

3. a predicative
- The subject in such sentences is mostly expressed by abstract nouns: ***advice***, ***aim***, ***business***, ***custom***, ***desire***, ***difficulty***, ***duty***, ***function***,

habit, ***hope***, ***idea***, ***instruction***, ***method***, ***plan***, ***policy***, ***problem***, ***reason***, ***role***, ***thing***, ***thought***, ***way***, ***wish***, ***work***, etc.

E.g. My ***plan*** is **to spend** a year in Canada.
His ***desire*** was **to be sent** to Scotland.

- The subject group can be introduced by the words ALL, THE LEAST, THE MOST. In such sentences the Infinitive is used either with the particle TO or without.

E.g. The ***most/least*** you can do is (**to**) **leave** me alone.
All we can do is **to stick** to our decision.

4. part of a compound verbal predicate

(a) ***a pure part of a compound verbal predicate***

- after link expressions: TO SEEM, TO HAPPEN, TO BE (UN)LIKELY, TO BE CERTAIN, etc. in the Subjective Infinitive Construction

E.g. He ***seems*** **to know** everything.
We ***happened*** **to meet** last year.

(b) ***part of a compound verbal modal predicate***

- after modal verbs and modal expressions

CAN (COULD), MAY (MIGHT), MUST, SHOULD, SHALL, OUGHT (TO), WOULD, WILL, DARE, NEED, TO BE TO, TO HAVE GOT TO, TO BE ABLE TO, TO BE OBLIGED, etc.

E.g. I ***can*** **help** you.
She ***has*** **to get up** early.
You ***are*** **to hand in** your tests in 5 minutes.

(c) ***part of a compound verbal aspect predicate***

- after verbs denoting the beginning, duration, or end of the action TO BEGIN, TO START, TO CONTINUE, TO COMMENCE, USED TO +INFINITIVE, WOULD + INFINITIVE, etc.

E.g. She ***began*** **to talk**.
They ***continued*** **to play** football.

5. an object

(a) ***a simple object***

E.g. I asked him **to come in**.

(b) ***an object with the introductory IT***

The introductory IT can be followed by an adjective or a noun.

E.g. I find ***it*** hard **to believe** the story.
I thought ***it*** silly **to refuse** the job.
He made ***it*** a rule **to get up** at sunrise.

(c) ***part of a complex object***

E.g. I want ***her*** **<u>to help</u>** me.
He never saw ***her*** **<u>act</u>** that way before.

6. an attribute

In English an attribute can refer to:

- abstract nouns ***(time***, ***intention***, ***right***, etc.)
  E.g. You have no ***right*** **<u>to do</u>** it.
- class nouns ***(man***, ***book***, ***knife***, etc.)
  E.g. He is not the ***man*** **<u>to ask</u>** for help.
- indefinite pronouns ***(somebody***, ***something***, ***anybody***, ***anything***, etc.)
  E.g. Finally he found ***somebody*** **<u>to help</u>** him.
- negative pronouns ***(nobody***, ***nothing***, etc.)
  E.g. She had ***nothing*** **<u>to do</u>**.
- ordinal numerals ***(the first***, ***the second***, etc.)
  E.g. He is always the ***first*** **<u>to come</u>**.
- the adjective ***last***
  E.g. She is the ***last*** **<u>to leave</u>**.

7. an adverbial modifier

(a) *of purpose*

E.g. I came **<u>to help</u>** you.
<u>To see</u> what will happen I must stay here.

- The Infinitive as an adverbial modifier of purpose can be introduced by the conjunctions IN ORDER, SO AS.
  E.g. I came ***so as (in order)*** **<u>to help</u>** you.
  I must stay here ***so as (in order)*** **<u>to see</u>** what will happen.

(b) *of result*

- after adjectives modified by the adverbs TOO (занадто), ENOUGH, (достатньо)
- after the conjunction SO … AS (настільки…, щоб)

E.g. It is ***too*** cold **<u>to bathe</u>** today.
He is strong ***enough*** **<u>to fight</u>**.
She is not ***so*** stupid ***as*** **<u>to believe</u>** such nonsense.

(c) *of comparison and manner*

- after the conjunctions THAN, AS IF, AS THOUGH

E.g. I've got more important things to do ***than*** **<u>wait</u>** for him.
She waved her hand ***as if (as though)*** **<u>to say</u>** good-bye.

(d) *of attendant circumstances*

E.g. He left his house never **<u>to come back</u>** again.
She opened the door **<u>to see</u>** the stranger.

NOTE 2. Some grammarians consider that this is the function of ***an adverbial modifier of result.***

❖ ***parenthesis***

Parentheses do not perform any function.

to tell / speak the truth	правду кажучи
to put it mildly	м'яко кажучи
to say the least of it	щоб не сказати більше
to be quite frank	якщо бути відвертим
to make matters worse	на довершення до всього
to cut a long story shot	коротше кажучи
to crown it all	щоб підвести підсумок, підсумовуючи
to say nothing of	не говорячи вже про

E.g. **To put it mildly**, he was not up to the mark.

He was rude, **to say the least of** it.

He brought with him ten historical books, **to say nothing of** a big map and pictures.

THE PREDICATIVE CONSTRUCTIONS WITH THE INFINITIVE

In Modern English there are the following predicative constructions with the Infinitive:

- the Objective with the Infinitive Construction
- the Subjective Infinitive Construction
- the Prepositional Infinitive Construction

THE OBJECTIVE WITH THE INFINITIVE CONSTRUCTION

§ 1. The General Notion

The Objective with the Infinitive Construction (OWIC) is a construction which consists of two elements; **the nominal element** is expressed by ***the noun in the Common Case*** or ***the pronoun in the Objective Case*** and the **verbal element** is expressed by ***the Infinitive***.

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

E.g. I want ***you*** **to help** me.

What do I want? I want ***you* to help** me. (NOT "I want you")

§ 2. The Ways of Translation

There is no corresponding construction in Ukrainian that is why this construction can be translated into Ukrainian as:

1. **part of a simple sentence**

E.g. The teacher made **us stay** at school after classes.

Учитель змусив **нас залишитися** в школі після занять.

2. **a subordinate clause**

E.g. I want **her to help** me.

Я хочу, **щоб вона допомогла** мені.

§ 3. The Use of the Objective with the Infinitive Construction

The OWIC is used:

1. after **verbs of sense perception**

TO HEAR, TO SEE, TO WATCH, TO OBSERVE, TO NOTICE, TO FEEL, etc.

- Only the Indefinite Infinitive Active without ***the participle TO*** is used.

E.g. I ***saw* him cross** the street.

He ***heard* her sing.**

NOTE 1. After the verbs TO SEE (= to understand), TO HEAR (=to learn, to be told), and TO FEEL (=to realize) we use ***an object clause***, but not the OWIC.

E.g. I ***saw (=understood)* that he didn't realize the danger**.

I ***hear (=was told)* that he has left for the South**.

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

NOTE 2. The verb TO BE after the verbs of sense perception TO SEE, TO NOTICE is used in ***an object clause***, but not in the OWIC.

E.g. We ***saw* that all the guests were** in the hall.

She ***saw* that the room was** in disorder.

I ***noticed* that she was very angry**.

NOTE 3. Whether to translate Ukrainian sentences into English by the OWIC or an ***object clause,*** one can easily define in the following ways:

(a) A subordinate clause is translated into English ***by the OWIC*** if it is introduced by the conjunctions ЯК or ЩО (which can be

replaced by the conjunction ЯК without any change in the meaning).

E.g. *Я* чув, **як** він говорив англійською.

I ***heard*** **<u>him speak</u>** English.

Він бачив, **що(=як)** вона відчинила вікно.

He ***saw*** **<u>her open</u>** the window.

(b) A subordinate clause is translated into English ***by an object clause*** if it is introduced by the conjunction ЩО which cannot be replaced by the conjunction ЯК without any change in the meaning.

E.g. *Я* чув, **що (*not* як)** він поїхав до Києва.

I ***heard*** **<u>that he had left for Kyiv</u>**.

Він бачив, **що(*not* як)** кімната була в безладі.

He ***saw*** **<u>that the room was in disorder</u>**.

2. after **verbs denoting mental activity**

TO KNOW, TO THINK, TO CONSIDER, TO EXPECT, TO BELIEVE (вважати, гадати), TO IMAGINE, TO FIND (вважати), TO TRUST, TO FEEL, etc.

- As a rule the ***Indefinite Infinitive Active*** is used. The Perfect Infinitive can be used but seldom.
- The verb TO EXPECT can be followed by the Infinitive of any verb (which, in this case, expresses the future action).
- After the verbs TO CONSIDER, TO THINK, TO FIND the infinitive TO BE can be omitted.

E.g. I ***suppose*** **<u>him to be</u>** about 60.

The doctor ***found*** **<u>her heart to have stopped</u>** two hours before.

They ***find*** **<u>her (to be)</u>** a very clever woman.

NOTE 4. If the action expressed by the Infinitive is performed by the subject of the sentence, reflexive pronouns are placed before the Infinitive (except the verb TO EXPECT).

E.g. He ***knew*** **<u>himself to be</u>** strong enough to take part in the expedition.

They ***consider*** **<u>themselves to be</u>** right.

BUT: He ***expects*** **<u>to be invited</u>**.

3. after **verbs of declaring**

TO PRONOUNCE, TO DECLARE (заявляти), TO REPORT, etc.

- After the verb ***to declare*** the infinitive ***to be*** can be dropped.

E.g. The surgeon ***pronounced*** **<u>the wound to be</u>** a slight one.

The teacher ***declared*** **him (to be)** the most disobedient pupil in the school.

4. after **verbs denoting wish** and **intention**
TO WANT, TO WISH, TO DESIRE, TO MEAN, TO INTEND (хотіти), TO CHOOSE (хотіти), SHOULD/WOULD LIKE, etc.
E.g. I ***want*** **you to translate** the text.
I ***don't choose*** **you to stay** there alone.

5. after **verbs denoting feeling** and **emotion**
TO LIKE, TO DISLIKE, TO LOVE, TO HATE, CANNOT BEAR, etc.
E.g. I ***like*** **people to tell** the truth.
I ***cannot bear*** **you to speak** of that.

6. after **verbs denoting order** and **permission**
TO ORDER, TO ALLOW, TO SUFFER (in negative sentences *'допускати'*; in affirmative sentences *'неохоче дозволяти'*), TO COMMAND, TO ASK, TO LET, TO HAVE (denoting permission only in negative sentences *'допускати'*), etc.

- TO LET and TO HAVE are followed by the Bare Infinitive
- Usually, the nominal element of the construction is expressed by a noun or pronoun denoting a lifeless thing and the verbal part is expressed by the Passive Infinitive. This restriction does not apply to the verbs TO SUFFER and TO HAVE (followed by the Bare Infinitive).

E.g. He ***ordered*** **the letter to be sent** off.
He ***suffered*** **his son to play** with that boy.
I ***won't have*** **you leave** without speaking with her.

7. after **verbs denoting compulsion**
TO MAKE, TO CAUSE (змусити; розпоряджатися), TO GET (добитися), TO FORCE, TO HAVE (змусити; сказати щоб)

- TO MAKE and TO HAVE are followed by the Bare Infinitive

E.g. I ***made*** **her do** this work.
The noise ***caused*** **her to awake**.

NOTE 5. The OWIC can also be used after infinitives, gerunds, and participles.

E.g. You can't ***expect*** **me to fall down** dead just to please you.
Wanting **him to finish** the work in time, I decided to help him.
There is no reason for ***expecting*** **the steamer to arrive** tomorrow.

THE SUBJECTIVE INFINITIVE CONSTRUCTION

§ 1. The General Notion

The Subjective Infinitive Construction (SIC) is a construction which consists of two elements; **the nominal element** is expressed by ***the noun in the Common Case*** or ***the pronoun in the Nominative Case*** and **the verbal element** is expressed by ***the Infinitive.***

The peculiarity of this construction is that ***it does not serve as one part of the sentence***:

- **the nominal element** has the function of ***the subject***;
- **the verbal element** forms ***a part of a compound verbal predicate***.

E.g. ***He*** is said **to know** English very well.

- All forms of the Infinitive can be used in the SIC.

1. The Indefinite Infinitive Active or **Passive** denotes an action simultaneous with the action of the finite verb.

E.g**. He** is said **to live** in Kyiv.

Books in our country are known **to be published** in many languages.

2. The Continuous Infinitive Active denotes an action in progress simultaneous with the action of the finite verb.

E.g. **The water** seems **to be boiling**.

He was said **to be writing** a new play.

3. The Perfect Infinitive Active or **Passive** denotes an action prior to the action of the finite verb.

E.g. **He** is said **to have lived** in Kyiv.

He is said **to have been appointed** as director of a big plant.

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

E.g. **He** is said **to have been travelling** a great deal about the U.S.

The ship is reported **to have been awaiting** for several days.

§ 2.The Ways of Translation

Sentences with the SIC are translated into Ukrainian by:

1. complex sentences

The translation is begun with the predicate, which in Ukrainian is changed into an impersonal or indefinite-personal clause.

E.g. **His father** is said **to work** at this plant.

Кажуть, що його батько працює на цьому заводі.

He seemed **to be looking** for words.

Здавалося, що він добирав слова.

2. **simple impersonal** or **indefinite-personal sentences**
   - if an English sentence includes the predicate expressed by the verbs denoting ***order***, ***request***, ***permission*** and the verbs TO CONSIDER, TO BELIEVE, TO THINK

   E.g. **The pupils** were allowed **to use** dictionaries.
   Учням **дозволялося**/**дозволили** користуватися словниками.
   She is considered **to be** the best dancer.
   Вона **вважається**/Її **вважають** найкращою танцюристкою.
3. **simple personal sentences**
   - if an English sentence includes the predicate expressed by the verbs TO PROVE, TO TURN OUT

   E.g. **He** turned out **to be** a good chess player.
   Він **виявився** хорошим шахістом.
4. **simple sentences with parenthesis**
   - if an English sentence includes the predicate expressed by the word combinations TO BE (UN)LIKELY, TO BE SURE, TO BE CERTAIN and the verbs TO SEEM, TO APPEAR

   E.g. **He** is sure **to ring** you **up**.
   Він, **напевно**, зателефонує вам.
   They are likely **to be late**.
   Вони, **очевидно,** запізняться.

§ 3. The Use of the Subjective Infinitive Construction

The SIC is used:

1. with **verbs of sense perception**
   TO SEE, TO WATCH, TO OBSERVE, TO HEAR, TO FEEL, etc.
   E.g. **He** ***was seen*** **to enter** the house.
   The birds ***were heard*** **to sing**.
2. with **verbs denoting mental activity**
   TO THINK, TO CONSIDER, TO KNOW, TO EXPECT, TO BELIEVE, TO SUPPOSE, etc.
   E.g. **He** ***is thought*** **to be** honest and brave.
   My father ***was considered*** by many **(to be)** a great man.
   - The infinitive TO BE can be omitted after the verb TO CONSIDER.

   E.g. **He** is considered (**to be)** a good pilot.
3. with **verbs denoting compulsion**
   TO MAKE, TO CAUSE, TO FORCE, etc.
   E.g**. He** ***was made*** **to do** it.

They ***were forced*** **to act** that way.

4. with **verbs denoting order**, **request and permission**
TO ORDER, TO ASK, TO REQUEST, TO ALLOW, TO PERMIT, etc.
E.g. **They** ***were ordered*** **to leave** the meeting.
He ***is allowed*** **to stay** here.

5. with **the verbs** TO SAY and TO REPORT
E.g. **He** ***is said*** **to return** tonight.
The ship ***is reported*** **to have arrived** in Boston.

6. with **the verbs**
TO SEEM, TO APPEAR (здаватися)
TO HAPPEN, TO CHANCE (траплятися) only in the Active Voice
TO TURN OUT, TO PROVE (виявлятися)
E.g. **He** ***seemed*** **to be thinking** about something.
Her mother ***happened/chanced*** **to look into** her room.

NOTE 1. The verbs TO SEEM and TO APPEAR can be followed by an object with the preposition TO.
E.g. **He** ***seems TO me*** **to know** English well.
She ***appeared TO them*** **to have forgotten** her promise.

- **Interrogative sentences** with the predicate expressed by the verbs TO SEEM, TO APPEAR, TO PROVE, TO HAPPEN are formed with the help of the auxiliary verb TO DO; **negative sentences** – the auxiliary verb TO DO and the negative particle NOT.

E.g. **She** ***does not*** seem **to have heard** the news.
Does **she** seem **to have heard** the news?
He ***didn't*** prove **to be** a good pilot.
I ***didn't*** happen **to be** there at that time.

! Though sometimes the negative particle NOT can also be placed before the Infinitive.
E.g. **She** seems ***not*** **to have heard** the news.
He proved ***not*** **to be** a good pilot.
I happened ***not*** **to be** there at that time.

NOTE 2. The infinitive TO BE can be dropped after the verbs TO SEEM and TO APPEAR which are followed by an adjective or a noun with an adjective. In this case they have the meaning of 'виглядати', 'справляти враження'.
Cf.: He ***seems*** **to be ill**. **He** ***seems*** ill**.**
Він, **здається**, хворий. Він **здається** (**виглядає**) хворим.

The infinitive TO BE is often dropped after the verb TO PROVE if it is followed by an adjective or a noun with an adjective. But if the verb TO BE is followed by a noun, it is not dropped.

E.g. **She** ***proved*** **(to be)** very clever.

He ***proved*** **(to be)** a good pilot.

BUT: He ***proved*** **to be** a pilot.

7. with **word combinations**

TO BE SURE, TO BE CERTAIN, TO BE (UN)LIKELY

E.g. **He** ***is sure*** **to be asked** about it.

She ***is certain*** **to come** to London.

- **In negative sentences** the negative particle NOT is placed ***after*** the word combinations TO BE SURE, TO BE CERTAIN and ***before*** the word combination TO BE LIKELY.

E.g. **He** ***is sure not*** **to be asked** about it.

They are ***not*** likely **to come** soon.

THE PREPOSITIONAL INFINITIVE CONSTRUCTION

§ 1. The General Notion

The Prepositional Infinitive Construction (PIC) is a construction which consists of two elements; **the nominal element** is expressed by ***the noun in the Common Case*** or ***the pronoun in the Objective Case*** preceded by a preposition and **the verbal element** is expressed ***by the Infinitive***.

§ 2. The Ways of Translation

The PIC can be translated into Ukrainian:

1. by a **subordinate clause**

E.g. It is necessary **for you to come** in time.

Необхідно, **щоб ви прийшли вчасно**.

2. by **an Infinitive**

E.g. That was **for him to decide**.

Вирішити повинен був він.

§ 3. The Syntactic Functions of the Prepositional Infinitive Construction

The PIC can be used in the sentences as:

1. a complex subject

E.g. **For you to say** that is easy.

- It is often used with the introductory ***IT***

E.g. ***It*** is easy **for you to say** that.

2. **a complex predicative**
   E.g. This is **for you to decide**.
3. **a complex object**
   E.g. He waited **for her to speak**.
4. **a complex attribute**
   E.g. The best thing **for you to do** is to stay here.
5. **an adverbial modifier**
   (a) ***of purpose***
   E.g. He stepped aside **for me to pass**.
   (b) ***of result***
   E.g. The weather was ***too*** cold **for children to bathe**.
   She speaks loud ***enough*** **for you to hear**.

- Occasionally this construction can be used with the prepositions ***on***/***upon*** after the verbs ***to rely***, ***to count***.

E.g. I ***rely***/***count*** **on you to come** in time.

THE GERUND

§ 1. The General Notion

The Gerund is a non-finite form of the verb which has nominal (noun) and verbal characteristics.

The Gerund developed from the verbal noun, which in course of time became verbalized preserving at the same time its nominal character.

§ 2. A Double Nature of the Gerund

The Gerund has a double nature, i.e. it has **nominal** and **verbal characteristics**.

The Nominal Characteristics of the Gerund

1. The Gerund can perform the function of:
   (a) ***a subject***
   E.g. **Reading** is useful.
   (b) ***an object*** (direct or prepositional)
   E.g. He likes **reading** books.

He is fond of **reading**.

(c) ***predicative***

E.g. His hobby is **reading** books.

2. The Gerund can be preceded by a ***preposition***

E.g. I'm very tired ***of*** **reading**.

3. The Gerund can be modified by ***a noun in the Possessive Case*** or ***a possessive pronoun***.

E.g. I insist on my ***sister's*** **reading** that book.

Would you mind ***my*** **reading** this book?

The Verbal Characteristics of the Gerund

1. The Gerund of transitive verbs can take ***a direct object***

E.g. I like **reading** ***books***.

She began **preparing** ***food***.

2. The Gerund can be modified by ***an adverb***

E.g. He likes **reading** ***loudly/aloud***.

She continued **listening** ***attentively***.

3. The Gerund has ***tense distinctions***; the Gerund of transitive verbs has also ***voice distinctions***:

FORMS OF THE GERUND	ACTIVE	PASSIVE
INDEFINITE	writing coming	being written
PERFECT	having written having come	having been written

§ 3. The Tense Distinctions of the Gerund

The tense distinctions of the Gerund are not absolute but relative.

1. The Indefinite Gerund Active or **Passive** denotes:

(a) an action simultaneous with the action expressed by the finite verb; depending on the tense form of the finite verb the action expressed by the Gerund may refer to the present, past, or future

E.g. I am/was/will be surprised at **hearing** this.

(b) an action which is future with regard to the action of the finite verb after the verbs TO INTEND, TO SUGGEST, TO INSIST, TO THINK, TO DREAM, etc.

E.g. He ***intends*** **staying** there a few more days.

We ***think*** of **going** to the South.

She ***suggested*** our **going** to the cinema.

(c) an action which does not refer to any particular time

E.g. **Seeing** is **believing**.

Swimming is a good exercise.

(d) an action prior to the action of the finite verb

- after the verbs

TO THANK, TO FORGIVE, TO FORGET, TO REMEMBER, TO EXCUSE, etc.

- after the prepositions ON/UPON, AFTER, WITHOUT

E.g. I don't ***remember*** **hearing** this story before.

On **receiving** the telegram we decided to meet them.

! The Perfect Gerund may also be used after the above mentioned verbs and prepositions.

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

E.g. She ***denies*** **having spoken** with him.

He ***was ashamed*** of **having shown** his irritation.

§ 4. The Voice Distinctions of the Gerund

The Gerund of transitive verbs has special forms for the Active and Passive Voice.

The Gerund is used in the Active Voice if the noun or pronoun it refers to denotes the doer of the action.

E.g. He likes **inviting** people to his house.

The Gerund is used in the Passive Voice if the noun or pronoun it refers to denotes the object of the action.

E.g. He has no right to come without **being invited**.

- After the verbs TO WANT, TO NEED, TO DESERVE, TO REQUIRE and after the adjective WORTH the Active Gerund is used (though it is passive in meaning)

E.g. The book ***is worth*** **reading**.

The room ***needs*** **redecorating**.

§ 5. The Ways of Translation

There is no Gerund in Ukrainian that is why the English Gerund is rendered in Ukrainian by:

1. a noun

E.g. **Dancing** has not begun yet.

Танці ще не почалися.

2. **an infinitive**
   E.g. She had tea with him before **leaving**.
   Вона випила чаю з ним, перед тим як **піти**.
   It is not good **going** there.
   Марно туди **йти**.
3. **a participial phrase** (дієприслівниковий зворот)
   E.g. He left without **waiting** for her answer.
   Він пішов, **не дочекавшись** її відповіді.
   On **seeing** him she stopped.
   Побачивши його, вона зупинилася.
4. **a subordinate clause**
   E.g. He regretted now **having come**.
   Тепер він жалкував, **що прийшов**.
   The world is worth **saving**.
   Світ вартий, **щоб його врятувати**.

- ***The active forms*** can be translated in different ways, while ***the passive forms*** are nearly always translated by ***a clause***.
  E.g. He insisted on **being paid** for his work.
  Він наполягав, **щоб йому заплатили**.

§ 6. The Use of the Gerund *(See Table)*

1. With such verbs and word-groups as ***to forget***, ***to hate***, ***to (dis)like***, ***to prefer***, ***to be afraid***

- The Infinitive is mostly used with reference to a special occasion.
- The Gerund – to a general statement.
  Cf.: Don't ***forget*** **to shut** the windows when you leave.
  Don't ***forget*** **shutting** the windows.

2. With the verb ***to remember***

- The Infinitive usually refers to the future.
- The Gerund – to the past.
  Cf.: I ***remember*** **seeing** the book in the shop.
  Remember **to buy** the book.

3. With the verb ***to stop***

- The Infinitive has the function of an **adverbial modifier of purpose**.
- The Gerund – **a part of a compound verbal aspect predicate**.
  Cf.: He ***stopped*** **talking**.
  He ***stopped*** **to talk**.

The Use of the Gerund

Gerund			**Gerund or Infinitive**
With verbs and verbal phrases	***With verbs and verbal phrases used with prepositions or adverbs***	***With predicative word-groups (with or without a preposition)***	***With verbs and word-groups***
to avoid, to burst out, to deny, to enjoy, to excuse, to fancy (*in imperatives and exclamations*), to finish, to forgive, to give up, to go on, to keep (on), to leave off, to mind (*in negative and interrogative sentences*), to postpone, to put off, cannot help, etc.	to accuse of, to agree to, to approve of, to complain of, to depend on, to feel like, to insist on, to look like, to object to, to persist in, to prevent from, to rely on, to speak of, to succeed in, to suspect of, to thank for, to think of, to give up the idea of, to look forward to, not to like the idea of, to miss an (the) opportunity of, etc.	to be aware of, to be busy, to be capable of, to be fond of, to be guilty of, to be indignant at, to be (dis)pleased at*, to be proud of, to be sure of, to be surprised (astonished) at, to be worth (while), etc.	to be afraid, to begin, to cease, to continue, can(not) afford, to dread, to fear, to forget, to hate, to intend, to (dis)like, to neglect, to prefer, to remember, to recollect, to start, to stop, etc.
She **avoided** looking at him. She **burst out** crying. **Fancy** finding you here.		She didn't **approve of** my playing cards. I **don't feel like** going out. He **insisted on** being paid.	
He **wasn't aware of** her having returned. Mary **was pleased at** my coming.		She **was afraid of** being/to be alone. He **can afford** buying/to buy that	

BUT: *to be pleased with +noun. I'm **pleased with** your test.	car. Don't **forget** shutting/to shut the windows.

§ 7. The Syntactic Functions of the Gerund

In the sentence the Gerund can be used as:

1. **a subject**

E.g. **Waiting** for him was a lame excuse for doing nothing.
Talking about it is of no use.

- A subject with the introductory IT occurs:

(a) after the expressions IT IS (OF)NO USE
IT IS USELESS ***(не) варто, (не) потрібно***
IT IS NO GOOD
IT IS WORTH (WHILE)

E.g. ***It is of no use*** **talking** about it.
It is worth while **going** there.

(b) after the expression THERE IS/WAS/WILL BE + GERUND

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

2. **a predicative**

- after the combinations

to be + Gerund **to be for/against + Gerund**
to mean + Gerund **to be on the point of + Gerund**
to be like + Gerund **to be far from + Gerund**
to look like+ Gerund **to feel like + Gerund**

E.g. Her greatest pleasure ***was*** **travelling**.
Asking him for help will ***mean*** **telling** him everything.

3. **part of a compound verbal modal predicate**

E.g. She ***couldn't help*** **admiring** that man.
She ***can't afford*** **buying** that watch.

4. **part of a compound verbal aspect predicate**

- after verbs denoting the beginning, duration or the end of the action TO BEGIN, TO START, TO CONTINUE, TO GO ON, TO KEEP ON, TO LEAVE OFF, TO FINISH, TO GIVE UP, TO STOP, etc.

E.g. She ***began*** **reading**.
They ***kept on*** **writing**.

5. **an object**

(a) ***a direct simple object***

E.g. I ***like*** **hunting**.
I ***don't mind*** ***walking***.

(b) ***a prepositional simple object***

E.g. I'm fond ***of*** **reading**.
We insisted ***on*** **being informed** of her arrival.

(c) ***part of a direct complex object***

E.g. She liked ***his*** **playing** the piano.
He suggested ***our*** **going** to the theatre.

(d) ***part of a prepositional complex object***

E.g. He insisted ***on her*** **coming** in time.

(e) ***an object with the introductory IT***

E.g. She found ***it*** worth **doing** it.

6. an attribute

- The Gerund is mostly used after abstract nouns followed by prepositions:

astonishment at	art of	necessity of
disappointment at	chance of	pleasure of
surprise at	fear of	possibility of
apology for	opportunity of	problem of
plan for	habit of	way of
preparation for	hope of	objection to
reason for	idea of	result of
experience in	intention of	instruction for
interest in	means of	noise of
skill in	method of	

E.g. There are different ***ways of*** **solving** this problem.
He has no ***objection to*** **being sent** there.
Have you any ***reason for*** **saying** such a thing?

7. an adverbial modifier

(**a)** ***of time***

- after the prepositions ON/UPON, AFTER, BEFORE, IN, AT

E.g. ***On*** **coming** home she began washing up.
In **retreating** the enemy ruined the city.

(b) ***of manner***

- after the prepositions BY, IN

E.g. You will improve your pronunciation ***by*** **reading** aloud.
The day was spent ***in*** **packing**.

(c) ***of attendant circumstances***

- after the prepositions WITHOUT, BESIDES, APART FROM

E.g. He left the room ***without*** **saying** good-bye.
Besides **being** clever, he is very industrious.

(d) ***of purpose***

- after the prepositions FOR, FOR THE PURPOSE OF, WITH THE OBJECT OF, WITH THE VIEW TO

E.g. The Polish delegation arrived in Lviv ***with the object of*** **conducting** trade negotiations.

(e) ***of condition***

- after the prepositions WITHOUT, IN CASE OF, IN THE EVENT OF

E.g. You will never speak good English ***without*** **learning** Grammar.

(f) ***of cause***

- after the prepositions FOR, FOR FEAR OF, OWING TO

E.g. I feel better ***for*** **having taken** this medicine.
He cut the lecture ***for fear of*** **being asked**.

(g) ***of concession***

- after the prepositions IN SPITE OF, DESPITE

E.g. ***In spite of/despite*** **being** busy, he did all he could to help her.

§ 8. The Difference between the Gerund and the Verbal Noun

The Gerund	The Verbal Noun
1.has nominal and verbal characteristics	1.has only nominal characteristics
2.is not used with the articles E.g. They started **loading** the ship.	2.can be used with the articles E.g. They started ***the*** **loading** of the ship.
3.has no plural form	3.can be used in the plural E.g. I don't like her early **comings**.
4.of transitive verbs can take a direct object E.g. He began **unpacking** ***the luggage***.	4.takes a prepositional object with the preposition of E.g. He began **the unpacking** ***of the luggage***.
5.can be modified by an adverb E.g. I was awakened by their **talking** ***loudly***.	5.can be modified by an adjective E.g. I was awakened by their ***loud*** **talking**.

PREDICATIVE CONSTRUCTIONS WITH THE GERUND

§ 1. The General Notion

A predicative construction with the Gerund is a construction consisting of two elements; **the verbal element** stands in predicate relation to the **nominal element** expressed by ***the noun*** or ***the pronoun***.

§ 2. The Ways of Expressing the Nominal Element

The nominal element can denote:

- a living being
- a lifeless thing

1. ***The nominal element denoting a living being can be expressed by:***

- a noun in the Possessive Case
- a possessive pronoun

E.g. He objected to **Mary's staying** here.
He objected to **her staying** here.

- a noun in the Common Case
- a pronoun in the Objective Case

E.g. He objected to **Mary staying** here.
Excuse **me interrupting** you.

NOTE 1. If the nominal element is expressed by a group of nouns, they are used only in the Common Case.
E.g. He objected to **Mary and Jane staying** here.

NOTE 2. In Modern English there are two parallel constructions of the type:

Cf.: I don't like **Mary's singing**. (=…спів Мері)
I don't like **Mary singing**. (=…коли Мері співає)

The difference (though slight) between these sentences is that
- in the first example we focus on the action (= the verbal element is emphasized);
- in the second example we focus on the doer of the action (= the nominal element is emphasized).

2. ***The nominal element denoting a lifeless thing can be expressed by:***

- a noun in the Common Case
- a possessive pronoun

E.g. The authorities insisted on **the ship leaving** the port.
The authorities insisted on **its/her leaving** the port.

3. ***The nominal element*** can be expressed by pronouns which have no case indications: ***all***, ***this***, ***that***, ***both***, ***each***, ***something***.

E.g. I insist on **both of them coming**.

I insist on **both of the books being returned**.

§ 3. The Ways of Translation

A gerundial construction can be translated by:

1. **a verbal noun**

   E.g. **His coming** early surprised us.

   Його ранній **прихід** здивував нас.

2. **a clause** introduced by the conjunctions ***те, що***; ***тим, що***; ***як***

   E.g. Their conversation was interrupted by **his coming** early.

   Їхня розмова була перервана **тим, що він повернувся завчасно**.

   I imagined **her leaving** forever and began to feel much better.

   Я уявив, **як вона залишить мене назавжди** і відчув себе набагато краще.

§ 4. The Syntactic Functions of a Gerundial Construction

A gerundial construction can be used as:

1. **a complex subject**

   E.g. **The student's knowing** English well helped him to find a good job.

2. **a complex predicative**

   E.g. What surprised me most of all was **his accepting** the invitation readily.

3. **a complex object**

   E.g. He insisted on **my returning** in time.

4. **a complex attribute**

   E.g. There was no hope of **our getting** the tickets.

5. **a complex adverbial modifier** of different types

   E.g. **On the teacher's appearing in the class-room**, the pupils stopped talking.

THE PARTICIPLE

§ 1. The General Notion

The Participle is a non-finite form of the verb which has adjectival, verbal, and adverbial characteristics.

There are two participles in English:

- Participle I
- Participle II

Participle I is formed by adding the suffix -ING to the stem of the verb (to write – writ**ing**) or with the help of auxiliary verbs (to write – **being** written, **having** written, **having been** written)

Participle II can be formed in different ways:

- by adding –ED(-D) to the stem of the verb;
- by changing the root vowel or the final letter, etc.

§ 2. A Double Nature of the Participle

The Adjectival and Adverbial Characteristics

Like the adverb and the adjective the Participle can perform the functions of:

1. **an attribute**
   E.g. We visited a plant **producing** computers.
   A **broken** cup lay on the table.
2. **an adverbial modifier**
   E.g. He sat at the table **thinking**.
   Though **distressed**, she didn't show it.

The Verbal Characteristics

1. **Participle I** of transitive verbs can take ***a direct object***.
   E.g. He sat at the table **reading *the book***.
2. **Participle I** and **Participle II** can be modified by ***an adverb***.
   E.g. He ran up to me **breathing *heavily***.
   ***Deeply* surprised**, he couldn't say a word.
3. **Participle I** has ***tense distinctions***; **Participle I** of transitive verbs has also ***voice distinctions***.

FORMS OF PARTICIPLE I	ACTIVE	PASSIVE
INDEFINITE	writing going	being written

PERFECT	having written having gone	having been written

4. **Participle II** has only one form which is passive in meaning.

§ 3. The Tense Distinctions of the Participle

The tense distinctions of the Participle are not absolute but relative.

1. **Participle I Indefinite Active** and **Passive** can express:

(a) an action simultaneous with the action of the finite verb

E.g. **Reading** English books I write/wrote/will write out new words.

(b) an action referring to the present irrespective of the time of the action of the finite verb

E.g. The students **studying** here entered the University last year.

(c) an action referring to no particular time

E.g. At last they found the road **leading** to the town.

(d) an action prior to the action of the finite verb with:

- verbs of sense perception TO SEE, TO HEAR, etc.
- verbs of motion TO ARRIVE, TO COME, TO ENTER, TO TURN, etc.

E.g. **Hearing** the footsteps below, she closed the door.

Entering the room, he began looking around.

2. Participle I Perfect Active and **Passive** denote an action prior to the action of the finite verb.

E.g. **Having given** his word, he ought to keep it.

Having been informed of his arrival, I asked Ann to meet him at the station.

3. Participle II has no tense distinctions; it has only one form which can express both an action simultaneous or prior to the action of the finite verb. The latter is more frequent.

E.g. She was a mystery for him, an **unsolved** problem.

They looked at the **destroyed** building of the World Trade Organization.

- Sometimes Participle II can express ***an action referring to no particular time.***

E.g. Participle II is a non-finite form of the verb **formed** by adding -ED (-D) to the stem of the verb.

§ 4. The Voice Distinctions of the Participle

Participle I of transitive verbs has special active and passive forms.

E.g. He sat at the table **writing** a letter.

Being written in pencil, the letter was difficult to read.

Having been written, the letter was sent off.

Participle II of transitive verbs has a passive meaning (a **broken** tree, a **caged** bird).

§ 5. The Syntactic Functions of Participle I

Participle I can be used in the sentence as:

1. **an attribute**

(a) ***in pre-position*** (the attribute precedes the word it refers to)

E.g. The **shining** ***sun*** was hidden by the clouds.

(b) ***in post-position*** (the attribute follows the word it refers to)

E.g. The ***sun*** **shining** in the sky is so dazzling.

(c) ***a detached attribute*** (the attribute is separated from the word it refers to by other words)

E.g. **Shining** high in the sky the ***sun*** is so bright.

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

E.g. There was one ***house*** **being built** in this street that interested him greatly.

! Participle I Perfect Active and **Passive** are not used as an attribute. To express priority attributive clauses are used.

E.g. The ***boy*** **who had been reading a book** suddenly stood up and ran out.

2. **an adverbial modifier**

- All forms of Participle I are used.

(a) ***of time***

E.g. **Approaching** England, he dreamed of his future holidays.

Having done his homework, he decided to have some rest.

If the action expressed by Participle I Indefinite Active is simultaneous with the action of the finite verb, the conjunctions WHEN or WHILE can be used.

E.g. ***When*** **going home**, I met my friends.

While **translating** the text, he made some notes.

(b) ***of cause***

E.g. **Being** tired, he went home.

Knowing English well, he translated the text without mistakes.

Having known Tom before, she couldn't understand why he had done it.

(c) *of concession*

- after the conjunction THOUGH

E.g. ***Though*** **knowing** English well, he made some mistakes in his translation.

NOTE 1. Participle I Indefinite Active of the verb TO BE – ***being*** is not used as an **adverbial modifier of time**. Clauses of the type *"Коли він був дитиною..." "Коли він був у Лондоні…",* are translated into English as *"When a boy…", "When he was a boy…", "When in London…", "When he was in London…"*

E.g. **Коли я був у Лондоні**, я відвідав багато визначних місць.
When in London/When I was in London, I visited a lot of places of interest.

! Mind the difference !

Participle I Indefinite Active to denote prior actions	Indefinite Gerund Active to denote prior actions
Arriving at the station …	**On** arriving at the station …
Hearing the footsteps …	**At** hearing the footsteps …

(d) *of attendant circumstances*

- Participle I Indefinite is mostly used.

E.g. He sat in the armchair **reading** the newspaper.

(e) *of manner*

- Participle I Indefinite Active is mostly used.

E.g. He ran up to me **breathing** heavily.

(f) *of comparison*

- after the conjunctions AS IF, AS THOUGH

E.g. He was still in the room, ***as if*** **waiting** for the answer.
This was said ***as if*** **thinking** aloud.

3. part of a complex object

E.g. I saw ***him*** **crossing** the street.
He heard ***her*** **reading**.

4. part of a compound verbal predicate

E.g. He ***was seen*** **crossing** the street.
She ***was heard*** **reading** aloud.

5. a predicative

- Participle I is used but seldom. It is generally adjectivized.

E.g. The effect of her words **was** **terrifying**.
It **is** very **distressing** to me to inform you about this.

❖ **parenthesis**

Here we always find a ***participial phrase***; a single participle is not used as parenthesis.

Generally speaking	власне кажучи
Speaking frankly	відверто/щиро кажучи
Telling the truth	правду кажучи
Judging by appearances	судячи з зовнішності

E.g. **Telling the truth**, I don't want to go there.

§ 6. The Syntactic Functions of Participle II

Participle II can be used in the sentence as:

1. **an attribute**
   - **(a)** ***in pre-position*** (without accompanying words)
     E.g. The **broken** ***vase*** was lying on the floor.
   - **(b)** ***in post-position*** (with one or more accompanying words)
     E.g. The ***vase*** **broken** by the children was lying on the floor.
   - **(c)** ***a detached attribute*** (very often with an additional meaning of an adverbial modifier)
     E.g. **Broken** by the children the ***vase*** was lying on the floor.
2. **an adverbial modifier**
   - **(a)** ***of time***
     - The conjunction WHEN can be used.

     E.g. ***When*** **asked** he told them all about it.
   - **(b)** ***of cause***
     E.g. **Beaten by his father**, the boy cried bitterly.

NOTE 2. Participle I Indefinite Passive can also be used in the function of the adverbial modifier of cause or time.

Participle II	Participle I Indefinite Passive
When asked he said …	Being asked he said …
Beaten by his father …	Being beaten by his father …

   - **(c)** ***of condition***
     - The conjunction IF can be used.

     E.g. ***If*** **asked,** he will tell them all about it.
   - **(d)** ***of comparison***
     - after the conjunctions AS IF, AS THOUGH

     E.g. She looked at me ***as if*** **struck** by the news.

(e) ***of concession***

- after the conjunction THOUGH

E.g. ***Though*** **expected** on Saturday**,** he only arrived on Monday.

3. **a part of a complex object**
   - It is used in the Objective Participial Construction

   E.g. I found ***her*** **changed**.
4. **a predicative**
   - after link-verbs TO BE, TO LOOK, TO SEEM, TO GET, etc.

   E.g. His name **is known** among newspaper reporters.
   He ***seems*** **tired**.
   She ***looks*** **exhausted**.
5. **part of a compound verbal predicate**
   - It is used in the Subjective Participial Construction

   E.g. The problem ***is considered*** **solved**.

§ 7. The Difference between the Gerund and the Participle

The Gerund	The Participle
1. has a nominal character and as a result can perform the function of the subject and simple object E.g. **Swimming** is useful. I am fond of **swimming**.	1. has no nominal character and never performs the function of the subject and simple object
2. as an attribute is always preceded by prepositions E.g. I dislike the idea ***of*** **going** there.	2. as an attribute is never preceded by prepositions or conjunctions E.g. The girl **going** along the street is Betty's sister.
3. can be used with prepositions E.g. ***At*** **working** he was always attentive and concentrated.	3. can be used with conjunctions E.g. ***While*** **working** he was always attentive and concentrated.
4. can be followed by a noun and it is used as a part of a compound noun. This noun denotes an object of an action E.g. They were practising in a **dancing-*hall***. (a hall used for dancing)	4. can be followed by a noun and it is used as an attribute in pre-position. The noun it modifies denotes a doer of an action E.g. The **dancing** girl is so beautiful. (the girl who is dancing)

PREDICATIVE CONSTRUCTIONS WITH THE PARTICIPLE

In Modern English there are the following constructions with the Participle:

- the Objective Participial Construction
- the Subjective Participial Construction
- the Nominative Absolute Participial Construction
- the Prepositional Absolute Participial Construction

THE OBJECTIVE PARTICIPIAL CONSTRUCTION

§ 1. The General Notion

The Objective Participial Construction (OPC) is a construction which consists of two elements; **the nominal element** is expressed by ***a noun in the Common Case*** or ***a pronoun in the Objective Case*** and **the verbal element** is expressed by ***the Participle***.

In the sentence the OPC has the function of **a complex object**.

§ 2. The Ways of Translation

The OPC is translated into Ukrainian by:

1. **a subordinate clause** introduced by the conjunctions ЯК, ЩО and ЩОБ

   E.g. I watched **Tom playing** football.
   Я спостерігав за тим, **як Том грає в футбол**.
   She heard **him explaining** the rule.
   Вона чула, **що він пояснював правило**.
   The teacher wanted **the test handed** in immediately.
   Учитель хотів, **щоб контрольну здали негайно**.

2. **a simple personal** or **impersonal sentence**

   E.g. I had **my hair cut** yesterday.
   Я **постригся** вчора.
   He had **a new suit made**.
   Йому **пошили** новий костюм.

§ 3. The Use of the Objective Participial Construction

The Objective Participial Construction (OPC) can be found:

1. after **verbs of sense perception**

   TO SEE, TO HEAR, TO FEEL, TO FIND (= to see), etc.

- Participle I Indefinite Active/Passive and Participle II can be used.

E.g. I ***saw*** **him crossing** the street.
We ***watched*** **our things being** carefully **packed**.
I ***heard*** **his name mentioned** several times.

2. after **some verbs of mental activity**
TO CONSIDER, TO UNDERSTAND, TO THINK, etc.

- Participle II is used.

E.g. She ***considered herself*** **engaged** to John.

3. after **verbs denoting wish**
TO WISH, TO WANT, TO DESIRE, etc.

- Only Participle II is used. The OWIC is also possible.

E.g. He ***wants*** **the work done** immediately. (= He ***wants*** **the work to be done** immediately.)

4. after **the verbs denoting compulsion** TO HAVE and TO GET

- Only Participle II is used.

E.g. He ***had*** his **hair cut** yesterday.
You can ***get*** **your clothes made** in that shop.

THE SUBJECTIVE PARTICIPIAL CONSTRUCTION

§ 1. The General Notion

The Subjective Participial Construction (SPC) is a construction consisting of two elements; **the nominal element** is expressed by ***a noun in the Common Case*** or ***a pronoun in the Nominative Case*** and **the verbal element** is expressed by ***the Participle***.

- The nominal element serves as ***the subject***.
- The Participle (the verbal element) forms ***part of a compound verbal predicate***.

§ 2. The Ways of Translation

The SPC is translated into Ukrainian by **indefinite-personal sentences**.

E.g. **She** was seen **crossing** the street.
Бачили, як вона переходила вулицю.

§ 3. The Use of the Subjective Participial Construction

The SPC is mostly used:

1. with **verbs of sense perception**

TO SEE, TO HEAR, TO FEEL, TO WATCH, etc.

- Participle I is used.

E.g. **He** ***was seen*** **crossing** the street.
She ***was heard*** **singing** in the next room.

2. with **verbs denoting mental activity**
TO CONSIDER, TO BELIEVE, TO FIND**,** etc.

- Participle II is used.

E.g. **The work** ***was considered*** **finished**.

THE NOMINATIVE ABSOLUTE PARTICIPIAL CONSTRUTION

§ 1. The General Notion

The Nominative Absolute Participial Construction (NAPC) is a construction consisting of two elements; **the nominal element** is expressed by ***a noun in the Common Case*** or ***a pronoun in the Nominative Case*** and **the verbal element** is expressed by ***the Participle***.

- The noun or pronoun is not the subject of the sentence.
- The NAPC is separated from the principal clause by a comma.
- This construction is mostly used in fiction and scientific literature.

§ 2. The Ways of Translation

The NAPC is translated into Ukrainian by **an adverbial** or **co-ordinate clause**.

E.g. **The signal given**, the train started.
Коли подали сигнал, поїзд рушив.
She left the room, **her father following her**.
Вона вийшла з кімнати, **а батько прослідував за нею**.

§ 3. The Use of the Nominative Absolute Participial Construction

In the sentence the NAPC performs the functions of **an adverbial modifier**:

1. ***of time***

E.g. **The sun having risen**, they continued their way.
The work finished, we went home.

2. ***of cause***

- Participle I of the verb TO BE is mostly used.

E.g. **The professor being** ill, the lecture was postponed.

It being Sunday, the library was closed.

3. ***of attendant circumstances***
   - It is used mostly at the end of the sentence.

   E.g. He came into the room, **his face smiling**.
   Tom went out, **Jane following him**.
   Julia sat on the couch, **her legs crossed**.
4. ***of condition*** (rarely used)
   - Mostly with the participles PERMITTING, FAILING.

   E.g. **Weather permitting**, we'll go for a walk.
   Time permitting, I'll help you.
   Conciliation failing, force remains.

THE PREPOSITIONAL ABSOLUTE PARTICIPIAL CONSTRUCTION

§ 1. The General Notion

The Prepositional Absolute Participial Construction (PAPC) is a construction consisting of two elements; **the nominal element** is expressed by ***a noun in the Common Case*** or ***a pronoun in the Objective Case*** and **the verbal element** is expressed by ***the Participle***.

It is normally introduced by the preposition WITH.

§ 2. The Ways of Translation

The Prepositional Absolute Participial Construction is translated into Ukrainian by **a participial phrase** (дієприслівниковий зворот).

E.g. Tom was sitting **with his head bent**.
Том сидів, **опустивши голову**.

§ 3. The Use of the Prepositional Absolute Participial Construction

The PAPC in most cases is used in the function of ***an adverbial modifier of attendant circumstances***.

E.g. She sat silent and still, **with her eyes fixed** on the ground.
He went along the platform **with the porter following** him.

NOTE 1. **The Nominative Absolute** and **the Prepositional Absolute Constructions** structurally look very much like corresponding participial constructions. The main difference is that the second part of the construction is not expressed by the Participle, and consequently it cannot be called a verbal part.

- In the **Nominative Absolute Construction (NAC) the nominal element** is expressed by ***a noun in the Common Case*** or ***a pronoun in the Nominative Case*** and **the second element** is expressed by ***an adverb***, ***adjective***, or ***a prepositional phrase***.
  E.g. **The reception over**, guests left.
  The children thirsty, mother gave them some water.
  She sat quietly, **her eyes on the fire**.
  In the sentence this construction performs the function of **adverbial modifier** of:
  (a) ***time***
  E.g. **The work over**, she could have a rest.
  (b) ***attendant circumstances***
  E.g. He stood **his hand on Jack's shoulder**.
  !**Mind** the difference between the NAC and NAPC!
  Cf.: The lesson ***over***, the children went home.
  Коли урок закінчився, діти пішли додому.
  The lesson ***being over***, the children went home.
  Оскільки урок закінчився, діти пішли додому.
  The Nominative Absolute Construction has a ***temporal meaning*** and is rendered in Ukrainian by means of a clause introduced by the conjunction ***коли***, while the Nominative Absolute Participial Construction has a ***causal meaning*** and is translated into Ukrainian by a clause introduced by the conjunction ***оскільки***.

- In the **Prepositional Absolute Construction (PAC) the nominal element** is expressed by ***a noun in the Common Case*** or ***a pronoun in the Objective Case***, and **the second element** is expressed by ***an adverb***, ***adjective***, or ***a prepositional phrase***.
  This construction is introduced by the conjunction ***WITH***.
  E.g. He stood still, ***with* his eyes on the fire**.
  In the sentence this construction has the function of ***an adverbial modifier of attendant circumstances***.
  E.g. He left the room, ***with* his stick in his hand**.

EXERCISES

THE SUBJUNCTIVE MOOD

Exercise 1

Comment on the mood of the verbs. Translate the sentences into Ukrainian.

Model. **Leave** the room immediately!

leave is a verb in the Imperative Mood.

He **had come** before we **left**.

had come and **left** are verbs in the Indicative Mood.

Oh, if I **had known** about it before.

had known is a verb in the Subjunctive Mood.

1. I knew that he had come back a few weeks before.
2. Don't keep silent, do tell me something.
3. If you had sent me a telegram, I would have come immediately.
4. She looks as if my words had shocked her.
5. She said she would see him next week.
6. I would never forgive him those terrible words.
7. He didn't understand why she had done it.
8. I don't believe a single word of hers.
9. Please, tell me the truth, I have the right to know it.
10. You behave as though we had been friends for years.

Exercise 2

State the forms of the Subjunctive Mood. Translate the sentences into Ukrainian.

Model. Whatever he **do**, she'll never accept him.

do is a form of the Present Subjunctive.

She **would help** you if she **knew** about your problem.

would help is a form of the Analytical Subjunctive;

knew is a form of the Past Subjunctive.

1. Suffice it to say that the man looks very suspicious.
2. If you were older, you would understand me better.
3. I would have done it yesterday, not now.
4. 'Be it so,' he said with a sigh.
5. She ordered that the horses be saddled.
6. It's important that you understand me in the right way.
7. What would you answer if he asked you about it?

8. Step aside so that she might pass.
9. I wish she would be more tolerant.
10. Oh, if only I were stronger!

Exercise 3

State the forms of the Subjunctive Mood. Say what they are expressed by.

Model. He **would have come** last week if you **had informed** him.

would have come is a form of the Analytical Subjunctive expressed by the mood auxiliary WOULD and the Perfect Infinitive;

had informed is a form of the Past Perfect Subjunctive.

1. He wished she had never told him about it.
2. It's necessary that he should know all the details.
3. Oh, if only he tried to understand me!
4. Wherever he might go, she's sure to follow him.
5. He looked at me as if I had said something very funny.
6. What would you do if you had a million?
7. She would have never told him that old legend if she hadn't had to.
8. If Paul had come to the party, we'd have had a better time.
9. It's time they started doing something.
10. You are panting as if you had been running.

Exercise 4

State the forms of the Subjunctive Mood. Comment on their use. Translate the sentences into Ukrainian.

Model. If it **were** winter now, we **would go** skiing.

were is a form of the Past Subjunctive used in a complex sentence, in a subordinate clause to express an unreal condition referring to the present;

would go is a form of the Analytical Subjunctive used in a complex sentence, in the main clause to express an unreal consequence referring to the present.

If I **had known** about it then, I **would have called** you.

had known is a form of the Past Perfect Subjunctive used in a complex sentence, in a subordinate clause to express an unreal condition referring to the past;

would have called is a form of the Analytical Subjunctive used in a complex sentence, in the main clause to express an unreal consequence referring to the past.

1. I would be very glad if I had a chance to see you tomorrow.
2. They would have finished all the work if you had helped them.
3. If she hadn't caught a cold, she would have joined us.
4. If you were more hard-working, you would get better marks.
5. What would you do if you were in my place?
6. Jane wouldn't have made such a silly mistake, if she had learned all the rules.
7. He wouldn't be surprised if he heard the news.
8. Mary would understand you better if she were older.
9. What would you do if you had a million?
10. He wouldn't have acted this way, if he had realized the danger at that moment.

Exercise 5

Complete the sentences using the forms of the Subjunctive Mood. Comment on their use. (Use the Model of Exercise 4.)

1. He wouldn't have done such a thing if … .
2. If … , she would have got an excellent mark.
3. She would have applied for the job if … .
4. If you hadn't eaten so much ice-cream, you … .
5. I wonder what he would say if … .
6. What would you have done if …?
7. I don't know how she would have reacted to your suggestion if … .
8. If I knew English perfectly well, … .
9. You wouldn't make so many grammar mistakes if … .
10. If she had taken the necessary medicine, … .

Exercise 6

Open the brackets using the appropriate forms of the Subjunctive Mood. Comment on their use. (Use the Model of Exercise 4.)

1. I'm sure she didn't know about your problem. If she (to know) about it, she (to help) you.
2. If you (to follow) the doctor's directions then, you (to be) all right now.
3. If she (to be) an A-student, she (not to fail) in her French.
4. Thanks God, we're back home. We (to lose) our way if he (not to help) us.

5. Unfortunately he hasn't got good education. Last month he (to get) the job if he (to have) the necessary qualifications.
6. He isn't well-off at all. If he (to have) enough money, he (to buy) a good car long ago.
7. If she (not to be) absent-minded, she (not to lose) her umbrella last week.
8. If it (to be) warmer now, we (to swim) in the river.
9. You (to go) with us tomorrow if your mother (to let) you?
10. They used to live very far from my place. If they (to live) closer, I (to visit) them more often.

Exercise 7

Translate the following sentences into English using the appropriate forms of the Subjunctive Mood. Comment on their use. (Use the Model of Exercise 4.)

1. Якби ти була уважною на тому занятті, ти б не зробила стільки помилок.
2. Що б ви сказали, якби почули таку новину?
3. Якби ми взагалі були знайомі, я б давно поговорила з ним про це.
4. Я впевнена, що зараз він скористався б цією нагодою, якби отримав інформацію раніше.
5. Якби вона знала граматику, вона б не робила стільки помилок.
6. Він діяв би по-іншому, якби усвідомив небезпеку.
7. Джон не наговорив би таких образливих речей, якби він був у доброму гуморі.
8. Якби я мала нагоду, я відвідала б Лондон.
9. А як би ви тоді реагували на його слова, якби це стосувалося вас особисто?
10. Якби я мала більше вільного часу, я б частіше ходила до театру.

Exercise 8

Differentiate between the forms of the Present Indefinite and the Present Subjunctive. Translate the sentences into Ukrainian.

Model. It's vital that he **take** the medicine regularly.

take is a form of the Present Subjunctive.

They **take** the mixture twice a day.

take is a form of the Present Indefinite.

1. We seldom have more than four classes a day.
2. My idea is that he join us next Monday.

3. Come what might, I'll try my experiment again.
4. It's necessary that they have more free time.
5. They usually come home rather late.
6. They sometimes join us when we have picnics.
7. He suggested that I stay with them for some time.
8. I often stay with my friends when I come to Liverpool.
9. Whatever you do, I'll stand my ground.
10. You do your morning exercises every day, don't you?

Exercise 9

Point out the forms of the Present Subjunctive. Comment on their use. Translate the sentences into Ukrainian.

Model. **Come** what might, I'll tell him the truth.

come is a form of the Present Subjunctive used in a simple sentence in a set expression.

Call your mother so that she **know** where you are.

know is a form of the Present Subjunctive used in a complex sentence in a clause of purpose.

1. Far be it from me to discuss such questions with them.
2. Come what might, I'll do what I want.
3. It's vital that you complete the task in time.
4. I insist that everyone take part in the discussion.
5. Wherever he put the thing, she is sure to find it.
6. No matter what they tell me, I don't believe a word.
7. Leave home a bit earlier so that you come in time.
8. Long live the Queen!
9. Their proposal was that we join them.
10. Be it so!

Exercise 10

Open the brackets using the forms of the Present Subjunctive. Comment on their use.

Model. He ordered that we (to leave) the classroom. – He ordered that we **leave** the classroom.

leave is a form of the Present Subjunctive used in a complex sentence in an object clause after the predicate TO ORDER.

1. It's important that he (to explain) everything.
2. My plan is that we (to start) early in the morning.
3. (To suffice) it to say that they were not to see each other again.

4. She said it in a loud voice so that I (to hear) everything.
5. Whenever the problem (to be touched upon), he refuses to discuss it.
6. We suggested that they (to work) together with us.
7. Whoever he (to be), he will tell us the truth.
8. It's essential that all the items (to be considered).
9. See that everyone (to know) about the meeting.
10. Their suggestion was that the children (to stay) with Granny.

Exercise 11

Translate the following sentences into Ukrainian using the Present Subjunctive. Comment on its use. (Use the Model of Exercise 10.)

1. Я і в думках не мав говорити вам такі образливі речі.
2. Необхідно, щоб всі усвідомили важливість цього завдання.
3. Напишіть це слово на дошці, щоб усі побачили його.
4. Де б я не був, я завжди пам'ятатиму про нашу зустріч.
5. Будь що буде, але я більше не можу чекати.
6. Я пропоную, щоб він зачекав на мене вдома.
7. Наша ідея полягала в тому, щоб тримати цю справу в секреті.
8. Що б не сталося, вона повернеться вчасно.
9. Важливо, щоб ви зробили всі вправи належним чином.
10. Достатньо сказати, що він так і не повернувся.

Exercise 12

Comment on the use of the Past Subjunctive and the Past Perfect Subjunctive. Translate the sentences into Ukrainian.

Model. Oh, if it **were** spring now.

were is a form of the Past Subjunctive used in a simple sentence to express an unreal wish which refers to the present;

I wish you **understood** me better.

understood is a form of the Past Subjunctive used in a complex sentence, in an object clause after the predicate TO WISH to express an action simultaneous with the action of the main clause;

He looks as if he **had done** something wrong.

had done is a form of the Past Perfect Subjunctive used in a complex sentence, in a predicative clause after the link-verb TO LOOK to express an action prior to the action of the main clause.

1. It's time you started your story.
2. He spoke as if he knew some fatal secret.
3. If she had been more insistent, I would have followed her advice.

4. It looked as if it were not a surprise to him.
5. I wish you were more attentive.
6. Jane behaves as though she had known all these things long ago.
7. Didn't you wish you had come earlier?
8. Oh, if we were back home now.
9. It sounded as if it were the first time they met.
10. Would you help me if I asked you about it?

Exercise 13

Open the brackets using the Past Subjunctive or the Past Perfect Subjunctive. Comment on their use. (Use the Model of Exercise 12)

1. Why are you looking at me as if it (to be) our first meeting?
2. If you (to call) me yesterday, I would have got everything ready.
3. They wished they (to start) much earlier but it was too late to regret it.
4. It's time the students (to finish) writing their composition.
5. They went on talking as if nothing strange (to happen).
6. She looked so pale as though she (to be) ill for a long time.
7. I wish you (to be) more considerate to other people.
8. Mary wished she (to discuss) it with John beforehand.
9. She sounded a bit annoyed as if she (to hear) something irritating.
10. Why do you behave as if you never (to hear) about table manners?

Exercise 14

Translate into English using the Past Subjunctive or the Past Perfect Subjunctive. (Use the Model of Exercise 12)

1. Жаль, що ми не поговорили про це раніше.
2. Якби тільки вона повернулась вчасно!
3. Якби ви почали ваш переклад вчасно, ви б давно уже закінчили його.
4. Вони розмовляють так, ніби знають один одного все життя.
5. Ми не змогли б розв'язати цю проблему, якби вони не допомогли нам.
6. Він виглядає так, ніби не спав всю ніч.
7. Час їм уже повернутися додому.
8. Шкода, що ви не залишитеся тут трохи довше.
9. Він був би успішнішим студентом, якби працював старанніше.
10. Шкода, що зараз не літо.

Exercise 15

Comment on the use of the Analytical Subjunctive. Translate the sentences into Ukrainian.

Model. I **would be** glad to discuss it with you.

would be is a form of the Analytical Subjunctive used in a simple sentence to express an unreal action which refers to the future;

Stand up so that I **may see** you better.

may see is a form of the Analytical Subjunctive used in a complex sentence, in a clause of purpose.

1. I really didn't notice him, or I would have greeted with him.
2. They would have talked about it yesterday, not now.
3. I wish she would be more polite.
4. You would have recovered long ago if you had followed all the doctor's prescriptions.
5. It's quite important that you shouldn't tell anybody about our plans.
6. The examiner insisted that the student should hand in the test immediately.
7. Wherever they might travel, they always take lots of pictures.
8. My suggestion was that they should wait a bit.
9. Nobody can touch this old vase. If one should touch it, it may break into pieces.
10. It's time you should start listening to the text.

Exercise 16

Open the brackets using the forms of the Analytical Subjunctive. Comment on their use. (Use the model of Exercise 15.)

1. Speak quietly so that they (not to hear) us.
2. It's vital that John (to stand) his ground.
3. Whatever she (to say), nobody considered her clever.
4. Mother wished her children (not to quarrel) with each other.
5. I'm sure you'll never see her again. But if you (to meet) her, ask her about it.
6. What you (to do) if you saw it with your own eyes?
7. The doctor insisted that the patient (to take) the medicine regularly.
8. There is no writing-table here because it (to take) too much room.
9. I (to be) ready to continue the experiment next week.
10. I fear lest they (to know) about our hiding-place.

Exercise 17

Translate into English using the forms of the Analytical Subjunctive. Comment on their use. (Use the model of Exercise 15.)

1. Як чудово ми б провели час тоді!
2. Необхідно, щоб всі прийшли вчасно.
3. Відійдіть, щоб студенти краще бачили речення, написане на дошці.
4. Він наказав, щоб усі зібралися у вітальні.
5. Їхній план полягає у тому, щоб ніхто не знав про наш приїзд.
6. Час вам почати працювати сумлінніше.
7. Шкода, що вона не знає всіх деталей нашої подорожі.
8. Що б вони не казали, я стоятиму на своєму.
9. Сер Генрі навіть не глянув на них, а то б вони підійшли і привіталися.
10. Куди б я не поїхав, я завжди пам'ятатиму нашу зустріч.

Exercise 18

Open the brackets using the appropriate forms of the Subjunctive Mood. Give two alternatives in each case. Comment on their use.

Model. It's important that everybody (to know) about it.

It's important that everybody **know/should know** about it.

know is a form of the Present Subjunctive;

should know is a form of the Analytical Subjunctive used in a complex sentence, in a subject clause.

1. He fears lest his enemies (to see) him.
2. It's essential that you (to remember) every detail.
3. I insist that you (to obey) all my instructions.
4. It's high time they (to finish) their work.
5. Stop talking so loudly so that they (not to hear) about our plans.
6. I can't agree with him whatever he (to say).
7. Mary wishes John (not to come) again.
8. Whoever he (to be), I won't talk to him about my private business.
9. Their suggestion was that we (to have) a tour of the city together.
10. Wherever you (to place) that thing, the dog is sure to find it.

Exercise 19

Open the brackets using the forms of the Subjunctive Mood. Give the alternatives where possible.

Model. I wish you (to come) as soon as possible.

I wish you **came /would come** as soon as possible.

came is a form of the Past Subjunctive ;

would come is a form of the Analytical Subjunctive used in a complex sentence, in an object clause after the predicate TO WISH.

Long (to live) the Queen!

Long **live** the Queen!

live is a form of the Present Subjunctive used to express wish; no alternative is possible in this case.

1. They spoke as if nothing strange (to happen).
2. Our suggestion was that everything (to be done) in secret.
3. It was time they (to start) putting their plan into practice.
4. '(To be) it so', he returned angrily.
5. If you (to follow) my advice then you (not to be) in trouble now.
6. His parents demanded that he never (to do) it again.
7. He didn't take notice of me; otherwise I (to try) to talk to him.
8. Far (to be) it from me to share this information with him.
9. Oh, if you (to inform) me of it beforehand.
10. I wish you (not to be) so shy.

Exercise 20

Comment on the use of forms of the Subjunctive Mood. Give the alternatives where possible. (Use the Model of Exercise 19.)

1. They would have easily done it a couple of days ago, not now.
2. If you should see her tomorrow ask her to call on me.
3. She didn't look at me and it was as if we weren't acquainted at all.
4. It's proper that you should ask your friends for advice.
5. She would be a bright student but she is often ill and misses classes.
6. Whenever it might happen they are always ready for it.
7. No matter how tired she be she never refused to help us.
8. Step aside so that you shouldn't be in the way.
9. My request was that they shouldn't disturb me any more.
10. I should never have thought of it if they hadn't reminded me.

REVISION EXERCISES

Exercise 21

Comment oh the use of the forms of the Subjunctive Mood. Translate the sentences into Ukrainian.

1. Suffice it to say that he doesn't know it himself.
2. I wish you had not put yourself to so much trouble.
3. If you had been in love with him, you wouldn't want three days to think it over.

4. I would have it as a gift.
5. Look into my eyes so that I might know that you are telling the truth.
6. The girls wouldn't have thought so much of him if they had seen him then.
7. It's vital that you repeat it word for word.
8. But for your wise advice I should have been in trouble.
9. If Joe were only with him!
10. If you should change your mind, I'm always ready to help you.

Exercise 22

Open the brackets using the appropriate forms of the Subjunctive Mood. Give the alternatives where possible. Comment on their use. (Use the Model of Exercise 19.)

1. I (to be) so happy if you (to come) again next week.
2. '(To be) it so,' he said with some relief.
3. It's really important that you (to memorize) all the rules.
4. But for these wounding words she (to forgive) him but she didn't.
5. They let me know at once, otherwise I (to call) you.
6. The Count ordered that the carriage (to be sent) for.
7. Oh, how I wish she (to keep) her word in the future.
8. He looked at Jane as if he (to see) her for the first time in his life.
9. Why do you look as though something (to upset) you?
10. Whenever she (to pronounce) those words, he'll know the answer.

Exercise 23

Complete the sentences using the appropriate forms of the Subjunctive Mood. Comment on their use.

1. How would you react if … ?
2. I wish … .
3. I won't go there whatever … .
4. It's necessary that … .
5. If … , they would have readily accept your invitation.
6. Call me tomorrow so that … .
7. The father insisted that … .
8. It's just the time … .
9. No matter … , he will never be a success.
10. She fears lest … .

Exercise 24

Translate the following sentences into English using the forms of the Subjunctive Mood. Comment on their use.

1. Що я робив би тоді, якби не ваша допомога?
2. Дуже суттєво, щоб експеримент був закінчений вчасно.
3. Ми ніколи не зустрічалися, інакше я знала б як він виглядає.
4. Запиши це слово у словник, щоб запам'ятати його написання.
5. Я так хвилююсь. Час їм уже бути дома.
6. Як би наполегливо вона не працювала, їй ніколи не вдавалося закінчити роботу вчасно.
7. Він виглядає так, ніби знає якусь страшну таємницю.
8. Якби лише ми зрозуміли це тоді!
9. Я впевнена, що він би ніколи не передумав.
10. Його пропозиція полягала в тому, щоб нам усім знову зустрітися наступного понеділка.

Exercise 25

Translate the following sentences into Ukrainian. Mind the use of the Subjunctive Mood.

1. Should Carry come, ask her to wait. (Dreiser)
2. Had any stranger been prowling round the house, he would have been seen by the servant or the keepers. (Wilde)
3. But for your help, the old woman would not have risked crossing the street. (Kerr)
4. Most people, Mr. Poirot, would let this business go. (Christie)
5. It wouldn't have happened if Douglas hadn't come here. (Spark)
6. He suggested that they should have a stroll through the Luxembourg. (Maugham)
7. She wished she had an opportunity of a few words with him so that she might have told him not to worry. (Maugham)
8. Even if they had wanted me to stay, I would have refused. (Maugham)
9. If only one were like birds! (Galsworthy)
10. If I had been you, mother, I might have done as you did. (B. Shaw)

THE MODAL VERBS

THE MODAL VERBS CAN AND MAY

Exercise 26

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verb CAN (COULD) and the expressions TO BE ABLE TO + Infinitive and TO MANAGE TO + Infinitive.

(a)

1. Any one of these failings is sufficient, so that not one world in a hundred thousand **can be lived** on.
2. How **can** you **say** such things? It's shameful.
3. **Can** I **help** you in any other way?
4. How **can** I **pay** attention to matters when you distract me?
5. But, before he could say a word, there came a pounding at the door.
6. All right, then leave. They **can't do** anything to stop you.
7. He **couldn't** very well **neglect** a little matter of two unconscious guards and an escaped prisoner.
8. Biron **could** only **stare** stupidly. The wall was quite blank.
9. You **can recognize** a guard as far as you can see him by his uniform alone.
10. Why **can't** we **fight** then? They have no reason to suspect trouble, and we're armed.

(b)

1. Only fear **could insure** absolute loyalty. That and nothing else.
2. It was the first time she had used his first name. She **could be** quite pleasant, when she tried.
3. I **couldn't tell** where I was, but I **managed to maneuver** the visiplate so that I **could** tell there was a planet close enough to show a disk in the ship telescope.
4. There were men from all over the Kingdoms. I **could tell** by the accents.
5. But I don't know how long I was unconscious and what they **managed to find out** for themselves.
6. I **can** only **tell** you that my father thought it to be the most valuable single item in the Galaxy, and the deadliest.
7. Don't feel any obligations. You **can leave** any time.
8. He **had managed to take off** without actual accident, though that was more luck than design.
9. In another ten minutes Biron **was able to lean** back and say, "They're going to send a man aboard."
10. Biron felt that he had done enough for her, gone sufficiently out of his way. Why **couldn't** she **be pleasant** about it and **smile** once in a while?

Exercise 27

Fill in the gaps using the verb CAN in the correct form followed by the appropriate infinitive.

1. I know for sure that Ann … (to type) fast.
2. She … (to play) the piano when she was six.
3. I got home early last night, so I … (to watch) my favourite programme on TV.
4. You are talking nonsense! She … (to do) it in a day. It's physically impossible.
5. Is she still in the library? What she … (to do) there so long?
6. Don't drive so fast! You … (to kill) that boy!
7. I … (to interrupt) you for a second?
8. When I opened the kitchen door I … (to smell) something burning.
9. She … (to be) rich. Her house is too small.
10. The system of education … (to improve).

Exercise 28

Translate the following sentences into English using the correct form of the modal verb CAN, the expressions TO BE ABLE TO or TO MANAGE TO followed by the appropriate infinitive.

1. Можна було побачити, що він схвильований, хоча і намагався виглядати спокійним. Отже, йому вдалося дістати квитки на концерт.
2. Мері така розумна дівчинка, вона вміла читати ще в чотири роки.
3. Шкода, що ти не прийшов вчора. Ти міг зустрітися з одним відомим актором.
4. Як дивно! Не може бути, що він сам розповів тобі про це.
5. Було так темно, що я нічого не могла роздивитися.
6. Якщо ви не скажете мені, в чому полягає ваша проблема, я не зможу допомогти вам.
7. Вона вміє розмовляти іспанською, хоча і робить це з помітним акцентом.
8. Невже містер Сміт лікар? Він навіть не вміє виписати рецепт.
9. Чи не могли б ви допомогти мені з моєю валізою?
10. Я змогла зробити це лише завдяки вашій допомозі.

Exercise 29

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verb MAY (MIGHT).

1. **May** I **ask** you who you are? How do I know you are authorized to speak for the Director?
2. He **might hide** behind the skirts. It was what he was doing, really.
3. Besides, he **may not be** so anxious to contact his superiors as you might think.
4. "Might I make a suggestion?" asked Gillbret mildly.
5. Each new year I've thought to myself: This **may be** the one.
6. He **may have built** himself a daydream and, over the years, gradually **come** to believe in it.
7. I thought there **might have been** a certain lack of caution on your part.
8. But I did meet Gillbret, as he **may have told** you.
9. "**May** I **speak** to Your Excellency in private?" said the captain abruptly.
10. Space is big, you might say, and they [ships] **might** simply **be lost**, but what if they were captured by the rebels?

Exercise 30

Fill in the gaps using the verb MAY in the correct form followed by the appropriate infinitive.

1. I … (to come) tonight? I'll be very sorry to miss the party.
2. You … (to find) him in the park every morning. He usually walks his dog.
3. Poor Mom! She is so tired. You … (to help) her with the cooking!
4. Jenny asked me if she … (to use) my pen.
5. Where are they at the moment? – I don't know for sure, they … (to wait) for us downstairs.
6. He didn't know if Jean … (to be) in at that time.
7. Such kind of work takes up quite a lot of time. He … (to work) for a week or so.
8. I … (to ask) you a few questions?
9. I know nothing about that meeting. You … (to inform) us at least a couple of days before.
10. Hand luggage … (to leave) there.

Exercise 31

Translate the following sentences into English using the correct form of the modal verb MAY or the expression TO BE ALLOWED TO followed by the appropriate infinitive.

1. Нарешті репортеру дозволили сфотографувати популярного співака.
2. Чи можу я скористатися вашими записами?
3. Учням дозволяється користуватися шкільною бібліотекою безкоштовно.
4. Я не маю жодного уявлення, де Мері. Можливо, вона в саду, але я не впевнена.
5. Доктора Сендфорда можна застати дома кожного дня після четвертої години.
6. Джейн запитала у матері, чи можна їй залишитися на вечірці до десятої години.
7. Вона, можливо, ніколи не повернеться.
8. Який ти неуважний! Ти міг би і згадати про день народження тітки Емілі!
9. Іноземцям не дозволяється в'їзд до країни без візи.
10. Джек страждав від думки, що люди, можливо, здогадуються про його проблему.

Exercise 32

Fill in the gaps using the verbs CAN or MAY in the correct form followed by the appropriate infinitive.

1. You are really thoughtless! How you … (to be) so foolish as to allow him to take those papers?
2. Old buildings … (to repair), though no one is going to do it as it's too expensive.
3. I am sure that he was not there at that time. He … (not to see) it with his own eyes.
4. What they … (to discuss) for a better part of an hour?
5. I … (to borrow) your pen for a moment? – Of course, you … .
6. I don't know for sure, but I think this old house … (to repair) next year.
7. I … (to see) the bank manager? – Sorry, you …not. He is busy at the moment.
8. It's strange that such a little boy … (to swim) so well.
9. He … (not to be) an interpreter! He …hardly (to speak) English.
10. She wondered if she … (to stay) a bit longer.

Exercise 33

Translate the following sentences into English using the correct form of the modal verbs CAN or MAY followed by the appropriate infinitive.

1. Невже це Джон Браун? Він так змінився!
2. Я не знаю, чи зможу взяти участь у цій конференції.
3. Старі будинки можуть бути відремонтовані, але кому це потрібно?
4. Цей будинок, можливо, буде відремонтований через пару років.
5. Можна взяти ваш олівець? – На жаль, ні. Він поламаний.
6. Шкода, що вчора у мене не було достатньо грошей. Я міг купити цю книгу.
7. Чи могли б ви позичити мені десять доларів?
8. Ви можете зустрітися з ним щодня о 10.
9. Його немає уже близько години. Що вони можуть обговорювати так довго?
10. Чи можу я задати вам декілька питань наодинці?

THE MODAL VERB MUST AND THE EXPRESSIONS TO HAVE TO+INFINITIVE AND TO BE TO+INFINITIVE

Exercise 34

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verb MUST.

1. Your Excellency, I have come on behalf of my father's good name. You **must know** his execution was unjust.
2. What about the Jumps through hyperspace? You **must have managed** those, or you wouldn't be here.
3. I had been too frightened to eat much - it's a terrible thing, being marooned in space - and I **must have looked** worse than I really was.
4. They took me to what **must have been** a hospital.
5. I passed research laboratories in that hospital that **must have been** better than anything we have in Rhodia.
6. "What!" cried Biron. "But that **must have been** an even greater risk. How did they do that?"
7. Somewhere in the last centuries of prehistoric Earth there **must have been** such a document.
8. It **must take** an awful lot of power to keep an artificial gravity going.
9. Complaint **must be made** within 21 days from the date the baggage was delivered.

10. Passengers **must pay** extra charges for baggage in excess of free baggage allowance indicated on the appropriate coupon of the flight ticket.

Exercise 35

Translate the following sentences into Ukrainian. Comment on the meaning of the modal expression TO HAVE (GOT) TO + Infinitive.

1. I don't mind lovers. I'll probably **have to have** them if I'm forced to marry for reasons of state, but there are limits.
2. You'**ll have to get used** to the fact that nobody takes me seriously.
3. He buried his head in his hands to quiet and deaden the pounding, and then he knew what he **had to do**.
4. I'm not interested in discussing it. We'**ll have to leave** in a hurry, before more of your father's precious guards come.
5. You **don't have to say** the things you do about my father. He's working for his people whatever you may think.
6. 'What's the matter?' Artemisia **did not have to feign** uneasiness.
7. Well, she **would have to get used** to it.
8. Chemically cycling was a sensible procedure, but one **has to be educated** into that sort of thing.
9. But if you're caught in a situation, you'**ve got to make** the best of it.
10. "I don't know about you," said Biron at once, "but I'**ve got to get** my Ranch back and do a little something about my father's murder."

Exercise 36

Translate the following sentences into Ukrainian. Comment on the meaning of the modal expression TO BE TO + Infinitive.

1. Of course she **was not to blame** for the faults of her father.
2. "I didn't mean," said Artemisia, "that we **were to leave** forever; only till the worst of the search was over."
3. But how **was** I **to return**? I was quite helpless.
4. I **was to have gotten** it (a document) for him, but I left Earth too soon, and in any case - his voice faltered - he died too soon.
5. Arms, ammunition and special facilities of passengers authorized to posses and carry such facilities **are to be returned** at the airport of destination.
6. All this **was** perhaps **to be expected** when one travelled on a luxury space liner, first class, but it was too good for Biron Malaine.
7. Where **am** I **to go** after all the work is done?

8. Such kind of information **is to be found** in the Enquiry Office.
9. According to his order, the suspect **was to be** thoroughly searched.
10. He **was to have done** it yesterday, not today.

Exercise 37

Fill in the gaps using the verb MUST or the expression TO HAVE TO followed by the appropriate infinitive.

1. Old people … (to support).
2. He looks so tired. He … (to work) for a long time.
3. I … (to see) John. I have something really important to discuss with him.
4. You … (to come and see) us every weekend.
5. Drivers … (not to break) traffic rules.
6. I … (to visit Jane). She wants to discuss something with me.
7. She told me she … (to get up) so early yesterday.
8. Sooner or later man … (to die).
9. Is Doctor Sandford in? – No, he isn't. He … still (to be) in the hospital.
10. Living beings … (to breathe) to live.

Exercise 38

Translate the following sentences into English using the modal verb MUST or the expression TO HAVE TO followed by the appropriate infinitive.

1. Діти, напевно, все ще у школі.
2. Для того щоб підтримувати життєві функції людина повинна харчуватись.
3. Ви обов'язково повинні знову відвідати нас наступного літа.
4. Мені довелося чекати півгодини, перш ніж вони закінчать розмову.
5. Співбесіда розпочнеться рівно о десятій і тобі не доведеться чекати більше, ніж півгодини.
6. Вони поводяться так, ніби це для них не сюрприз. Очевидно, Дік все розповів їм раніше.
7. Я повинен зустрітися з управляючим. У мене є декілька важливих пропозицій.
8. Я повинен зустрітися з Мері. Їй потрібна моя порада.
9. Її обличчя здається знайомим. Ми, напевно, зустрічалися раніше.
10. В їхній пропозиції, напевно, щось є.

Exercise 39

Translate the following sentences into English using MUST, MAY, EVIDENTLY, PROBABLY, TO BE SURE to express supposition.

1. Очевидно, батьки повернуться не раніше наступного понеділка.
2. Вони, напевно, нічого не знали про ваш приїзд.
3. Вам обов'язково сподобається цей концерт.
4. Мері виглядає такою стомленою. Вона, мабуть, давно не відпочивала.
5. Джейн поводиться так, ніби вони знають один одного. Напевно, вони познайомилися ще до нашої зустрічі.
6. Де Нік? – Не знаю. Можливо, він пішов до бібліотеки, але я зовсім не впевнена.
7. Напевно, ви зустрінетеся з ними дещо пізніше.
8. Я не знаю, хто вона по професії. – Невже не знаєте? Вона, напевно, лікар. Я не маю в цьому жодного сумніву.
9. Можливо, діти все ще граються в саду.
10. Кейт поводиться дуже спокійно. – Мабуть, вона просто нічого не знає про останні новини.

Exercise 40

Fill in the gaps with the correct form of the modal expression TO HAVE TO + Infinitive.

1. My work starts at 10, so I …not (to get up) early in the morning.
2. He made so many mistakes that he … (to copy) the whole exercise again.
3. If I don't see him today, I … (to come) again next Monday.
4. The dinner was completely burned, so we … (to go) to a restaurant.
5. We sometimes … (to discuss) such questions in private.
6. John … (to ask) for your help?
7. It's impossible to do this work in a day or two, so I … (to complete) it next week.
8. I … (to do) my house chores, though I absolutely hate them.
9. I … (to ask) for his advice as I was at bay.
10. Tomorrow Jack … (to buy) a new hat as his old one was completely spoiled by yesterday's rain.

Exercise 41

Fill in the gaps using the correct form of the modal expressions TO HAVE TO or TO BE TO followed by the appropriate infinitive.

1. The doctor says that I … (to take) a spoonful of mixture every six hours.
2. Usually I …not (to get up) so early. It was only yesterday that I … (to get up) at 6 o'clock.
3. It was very disappointing to know that they … not (to meet) again.
4. How strange! He … (to come) at 6 yesterday, but he never turned up.
5. How I … (to find) the way to that place if I don't know the address?
6. When I came to his place he was out, so I … (to wait) till he returned.
7. Put down your homework, please. You … (to retell) the text in indirect speech and do exercise 12 in writing.
8. If I don't find this book in the reading room today, I … (to look) for it in the library tomorrow.
9. Such dictionaries … (to find) only in the reading room.
10. I knew that according to their plan they… (to start) at 7 o'clock.

THE MODAL VERBS NEED AND DARE

Exercise 42

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verbs NEED and DARE.

1. "No, no," Gilbert assured her, "nothing has happened that **need concern** you at all. Were you asleep?"
2. He looked over at his daughter. "I don't know what a father **needs to hear** this," he said.
3. I **need to see** the judge on business, and my truck's down. You headed to town?
4. "You **need a wife**," Pattian said. - "You find me one can stand me."
5. He **needs his car** to get to work, he says, and may lose his job as well as his car.
6. "He **dared to kidnap** them?" Hinrik was on his feet.
7. I **dare say** you would find the situation very comfortable, my lady.
8. We **need** privacy for this.
9. How **dare** you raise your voice?
10. He **needed** no encouragement in doing that.

Exercise 43

Fill in the gaps using NEED or HAVE TO in the negative form followed by the appropriate infinitive.

1. When we came, he was in, so we … (to wait).
2. You … (to bring) so much food. I've got enough for everyone.

3. Tomorrow you … (to water) the flowers in the garden. They say it's going to rain.
4. He had learned the news by that time, so I … (to inform) him.
5. You … (to listen) to his stories. I'm sure he was telling fibs.
6. If you don't like it, you … (to stay) there long.
7. We … (to wait) long as the bus came almost at once.
8. I … (to translate) the letter for him. He knows German, he easily did it himself.
9. You … (to take along) your umbrella. The weather was really nice and sunny.
10. You … (to take) a taxi. If you walk, you will easily cover this distance in ten minutes.

Exercise 44

Translate the following sentences into Ukrainian. State whether NEED and DARE are modal or normal verbs.

1. How dare you behave like that in my presence?
2. I can't wait till tomorrow. I need his advice desperately.
3. I know that he never dared to say such things before.
4. I didn't mean to do it. He dared me to.
5. You needn't have come yourself; you could have sent somebody else.
6. That naughty boy dared me to climb over the wall.
7. Who are you that you dare speak to me in such a tone?
8. Come what might, he needs to see everything with his own eyes.
9. John doesn't dare even to look at her.
10. You needn't listen to him if it really bothers you.

THE MODAL VERBS SHOULD/OUGHT

Exercise 45

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verbs SHOULD and OUGHT

1. Why **should** it **be** suspicious? You weren't involved with him, were you?
2. There is a young man who wants an audience. I don't know him. Why **should** he **come** here? He's from Earth.
3. Why **should** you **be** so concerned about me?
4. It [a pounding] was repeated, and Gillbret said, "You'**d better open** the door."
5. We **had better go** now. Don't say a word if we meet anyone, but let me do the talking.

6. “Of course not,” he snapped at her, as nearly as one could snap in a whisper, “but why is the Field Tower lit up? It **should be** dark.”
7. He took silence of consent, and went on, “Then suppose I tell you where we **ought to go**, and exactly what we **ought to do** to help to break the Empire to pieces, just as Arta said.”
8. He **shouldn’t tell** her; there was no point in telling her; it would be cowardly to frighten her.
9. A tremendous message of one word that we **were supposed to bring** directly to you; a thing we did not do of course.
10. “No,” he said, “they’re not moving. Why **should they**? They’re watching us, and they’ll keep on watching us.”

Exercise 46

Translate the following sentences into English using the modal verbs SHOULD (OUGHT TO) followed by the appropriate infinitive.

1. Студенти повинні наполегливо працювати, щоб оволодіти мовою.
2. Вона така талановита. Не дивно, що всі захоплюються її співом.
3. Наступного разу вам слід бути обережнішою, щоб уникнути проблем.
4. Вечір, безумовно, буде вдалим. Студенти так довго готували його.
5. Вам слід бути стриманішим при розмові з відвідувачами.
6. Йому не слід було ділитися своїми таємницями з незнайомцем.
7. Вся розмова не повинна зайняти у вас більше, ніж півгодини. Адже основні факти уже давно відомі.
8. Ти не повинен був слідувати лінією найменшого опору. Тобі слід було діяти більш активно.
9. Діти завжди повинні ставитися до батьків з повагою.
10. Мері працювала так наполегливо протягом семестру. Вона обов’язково отримає відмінну оцінку на іспиті.

Exercise 47

Translate the following sentences into Ukrainian. State whether SHOULD is a mood auxiliary or it expresses emotional colouring.

1. It’s ironical that he should have started discussing this matter with you.
2. It’s essential that everyone should be warned beforehand.
3. It was necessary that Jean shouldn’t go back on her word.
4. I suppose it will be important that you should keep all the preparations in secret.
5. How weird that he should come here alone!
6. It’s vital that no one should know about their meeting.

7. It’s funny that Lady Blackwell should have forgotten about her title and position.
8. It’s strange that he should have told you nothing about his plans.
9. It was so surprising that Jenny should be absolutely calm and reserved.
10. It’s obligatory that all the students should be informed about these terms.

Exercise 48
Translate the following sentences into English using MUST, HAVE TO + Infinitive, BE TO + Infinitive, SHOULD, and OUGHT TO to express obligation of different kinds.
1. Вам не слід було казати їй такі образливі речі.
2. Я повинна зустрітися з Томом, для мене це життєво необхідно.
3. Діти повинні слухатися батьків.
4. Згідно з планом, ми повинні були зустрітися о 7, але він не прийшов. Щось, напевно, завадило йому.
5. Я повинна зустрітися з Мері, вона хоче розповісти мені щось важливе.
6. Вам слід обговорити це питання з доктором Смітом.
7. Вчора я не застала їх дома, а тому мені доведеться знову піти сьогодні.
8. Рано чи пізно людина повинна піти з життя.
9. Ви повинні наполегливо працювати, оскільки вивчення мови вимагає чималих зусиль.
10. Ви повинні перекласти цей текст і поставити до нього запитання.

THE MODAL VERBS SHALL AND WILL/WOULD

Exercise 49
Translate the following sentences into English. Comment on the meaning of the modal verb SHALL.
1. **Shall** I **cross** the fingers of my left hand while signing the contract with my right?
2. **Shall** I **stay** and **get** you into trouble, or **shall** I **go** out and **give** myself up.
3. “He **shall satisfy** himself,” said Mary coldly, “in locking my door and retiring.”

4. I know you arrived last week but you **shall leave** in a matter of days again.
5. Passengers **shall comply** with Government travel requirements.
6. All mail addressed to me **shall be received** by me.
7. He **shall pay** for everything he has done to me!
8. You **shall get** my answer by the end of the week.
9. You **shall stay** here, whatever may happen.
10. He has offended our family and he **shall suffer** for it.

Exercise 50

Translate the following sentences into English. Comment on the meaning of the modal verb WILL.

1. "Don't ever say anything like that again." – "I **will** if I feel like it."
2. Well, that's what it is, and I **won't do** it. I'd rather die. I'd rather do anything. And I **will**.
3. **Will** you **tell** His Excellency, at least, that I am Biron Farrill and claim my sanctuary right?
4. Uncle Gil, will you remain with Mr. Farrill? Lieutenant, **will** you **come** with me?
5. I forget! You haven't seen him yet. But you **will**!
6. I haven't the slightest idea why the ship's screen had failed. It was just one of those things to which no one **will** ever **know** the answer, but it had failed.
7. The animal's nose drooped into the snow. He pushed, but it **wouldn't be roused**.
8. But he **wouldn't ask**. What she would say might be more that he cared to hear.
9. He **would come** to the harbour and **would stay** there for ours.
10. I can fetch a chair if you **will wait** a moment.

Exercise 51

Fill in the blanks with SHALL and WILL (WOULD).

1. I asked her lots of questions but she … not answer.
2. … we go there right now?
3. Something has gone wrong with the CD player. It … not play.
4. … you wait a moment?
5. … I pay in cash or by credit card?
6. He … never come again! I'll take care of it.
7. You … get all the information you need by tomorrow morning.

8. … you have something to drink?
9. When … the next lecture begin?
10. You … stay here. It's my order and it is not to be discussed.

REVISION EXERCISES

Exercise 52

Translate the following sentences into Ukrainian. Comment on the meaning of the modal verbs.

(a)

1. She said again, "I **can't do** it! I **won't do** it!"
2. Hinrik said, "But, Arta, Arta, this is unreasonable. What **am** I **to do**? What **can** I **do**?"
3. I **can say** it. I am a man, a mature man. A girl like you **ought not to repeat** it.
4. You'll find that very little business **can be done** with the Director. Why do you suppose you **had to deal** with his daughter just now?
5. He **had to get** away; he **might** never **have** another chance.
6. He **has managed to escape** and is now at large. We **must search** the Palace for him, room by room.
7. You'**ll have to do** your part first. You'**ll need** other clothes yourself.
8. He said, "You'**ll have to carry** one of these whips. I **can't handle** three."
9. It meant crowding; it meant a complete absence of privacy; and it meant that Artemisia would have to adjust herself to the fact that there were no women's clothes aboard, no mirrors, no washing facilities.
10. After all, water **could be** neither **concentrated** nor **dehydrated**, but **had to be carried** in bulk.

(b)

1. It couldn't have taken more than a fraction of a minute to come to a halt, but at an original velocity of a hundred miles a minute, it [the meteor] **must have crisscrossed** the room a hundred times.
2. There was no way I **could run** the ship, and there was nothing I **dared try** there in the depths of interstellar space.
3. These things take time, Biron, and the men of the rebellion world **must know** they **will have to be** completely ready before beginning. They **won't be able to strike** twice.
4. "What did he tell you?" – "Practically nothing. But, then he **had to be** cautious too. **Could** he **trust** me? I **might have been working** for the Tyranni. How **could** he **know**?"

5. You **must keep** this stub. It **may be required** for any claim related to your journey.
6. I know God **can forgive** any sin, but you **have to be** sorry.
7. And they [policemen] say they **can seize** the cars because like drug smugglers with their Cigarette boats, drunk drivers are using their cars as instruments of crime.
8. "You believe the sins of the father **can be visited** upon the son?" Ike asked.
9. Further information **may be obtained** from the Carrier or agents.
10. He could still imagine how his turned back **must have looked** to his dad.

(c)

1. For aviation security reasons dangerous articles such as those listed below, **must not be carried** in a cabin and a passenger's baggage.
2. Pets **can be transported** by prior consent of the Carrier and **to be carried** in the baggage hold of the aircraft.
3. Failure to comply with the restrictions **may result** in an increase in fare and/or additional expenses.
4. **Could** it be just another angle of the joke?
5. If you don't mind, I'**ve got to sit** down somewhere.
6. '**May** I **speak** to Biron Farril?' The voice was urgent.
7. There **had to be** something there that was sending radiation.
8. Jonti said, 'Well, there is no reason you **should trust** me, other than I am risking my own life for you!'
9. There **will be** other attempts on your life, and the next one **will succeed**. From this moment on, Farril, you are a dead man.
10. They **would sit** at the head of the table at mealtimes, and they **would be** served first.

Exercise 53

Fill in the gaps using the appropriate modal verb or expression followed by the correct form of the infinitive.

1. This old bridge … (be repaired) but I don't think they are planning the reconstruction.
2. He has done the evil thing and he … (be punished) for it, I promise!
3. I … see the Dean. I have a really urgent matter to discuss.
4. The girl is so bright and pretty. She … (to win) the beauty contest.
5. Time passed and they … (to be) good friends.

6. What …I (to do)? I haven't completed the test and my pen … not (to write)!
7. The train was due to arrive at 8, so I … (to leave) home at 6 to meet Jane.
8. He looks so exhausted. He … (to drive) all night long.
9. You are so thoughtless! You … (to remember) your friend's birthday.
10. You … (to take) two pills three times a day.

Exercise 54

State whether the verbs in bold type are modals or (mood) auxiliaries.

1. You **should** have remembered about it in time.
2. Come up closer so that I **may** hear you better.
3. It's ironical that she **should** have been asked about exactly the same thing.
4. I **shall** return tomorrow if nothing interferes.
5. Jack **might** have visited that place before, though I am not sure.
6. They **shall** be revenged for all they've done.
7. The lesson **will** begin as soon as the instructor comes in.
8. I can give you my notes if you **will**.
9. It was necessary that she **should** sign all those documents.
10. Whoever she **might** be, I am not going to discuss this matter with her.

Exercise 55

Translate the following sentences into English using appropriate modal verbs and expressions.

1. Я не можу знайти цю фотографію. Невже хтось взяв її?
2. Вам часто доводиться відвідувати лікаря?
3. Даремно я сказала йому всю правду. Напевно, він дуже засмутився.
4. Він обов'язково повернеться наступного тижня.
5. Вона повинна була принести мені конспекти після лекції, але так і не з'явилась.
6. Не хвилюйтесь, вам скажуть, що ви повинні робити.
7. Не може бути, щоб Джон пішов без мене. Він же обіцяв зачекати на мене.
8. Її немає уже близько трьох годин. Що вона може так довго робити в магазині?
9. Я зовсім не впевнена, що Джейн в бібліотеці, однак, можливо, вона і працює там зараз.

10. Я обіцяю, що ви знатимете всі деталі цієї справи ще до її повернення.

THE VERBALS

THE INFINITIVE

Exercise 56
Open the brackets using the appropriate form of the infinitive.

1. The first question (to consider) is whether the offer must (to accept).
2. You can (to improve) your pronunciation by reading aloud.
3. Make him (to speak) louder, please.
4. It was necessary for him (to return) immediately.
5. Why is he so upset? The results of the test seem (to disappoint) him.
6. It was such a relief (to discuss) it with him beforehand.
7. I don't know where he is at the moment. He may (to wait) downstairs.
8. This secret is (not to tell) to anyone.
9. Judging from the mess in the room they must (to work) all night long.
10. They seem (to see) all this some time before.

Exercise 57
Insert the particle TO where necessary. Comment on the use of the Bare Infinitive.

1. But there had … be some way out.
2. He couldn't … let them … get away with it.
3. It was impossible not … recognize it.
4. There was no way of telling when the threshold would … be reached.
5. The bomb might … be on the point of letting loose even now.
6. 'Come with me', said Jonti. 'I think you had better … sit down too'.
7. Why …be so upset about the things of no importance?
8. I was really astonished when he bade me …take his seat.
9. How can I … help you …do it?
10. It is better … let events …answer your question.

Exercise 58
State the functions of the Infinitive.

1. His idea was to build a beach, but this was midwinter and the lake was closed in ice.

2. Sometimes God’s jokes leave something to be desired.
3. It pleased her to think of her niece learning the instrument.
4. They walked past the house to hear her niece practising the fiddle.
5. John started to walk away slowly.
6. She reached over, patted her husband’s free hand, as she must have patted her children many years ago.
7. Some years were enough to give men a load of wisdom.
8. Nearing the town limits, Ike called Harley over the radio and told him to stop at the dinner.
9. He told them about it as if to caution against something unpleasant.
10. The things to eat were really delicious but he could hardly feel their taste.

Exercise 59

Point out infinitive constructions. State their syntactic function.

1. He will never choose you to join him, whatever may happen.
2. This problem is for you to solve and no one else can help you.
3. They are sure to return pretty soon, and I’m waiting for them to come.
4. I really find this task to be impossible.
5. For me to say such a thing means to betray my friend.
6. She stretched out her hand with the letter for me to see it better.
7. The atmosphere seemed to become oppressive even as he realized the situation.
8. I hate you to say such nasty things.
9. The night was too dark for me to see anything around.
10. You will hardly make him go there.

Exercise 60

Translate into English using the infinitive.

1. Я радий, що мав нагоду зустрітися з ним.
2. Не дивно, що дитина любить, щоб їй розповідали казки.
3. Забути цей день неможливо.
4. Наше завдання полягало в тому, щоб закінчити роботу до кінця семестру.
5. Ми взяли таксі, щоб встигнути на поїзд.
6. Цей фільм, безсумнівно, сподобається вам.
7. Вважають, що ця фортеця була збудована в X столітті.
8. Мені не подобається, коли він говорить так повільно і нечітко.
9. Було видно, як високо в небі летів літак.

10. Ця стаття надто складна, щоб вони переклали її без вашої допомоги.

THE GERUND

Exercise 61

Open the brackets using the appropriate forms of the gerund. Insert prepositions where necessary.

1. I will never regret (to do) it.
2. He was not informed the article (to publish) last week.
3. (to gossip) and (to lie) go hand in hand.
4. I don’t believe that something can prevent him (to visit) his parents.
5. How can you read these words properly (to consult) a pronunciation dictionary?
6. (to have) breakfast he took his bag and ran to school.
7. What I need is (to send) this letter immediately.
8. She ran away (to bite) by that terrible dog.
9. I am surprised at his skill (to ride) a horse.
10. She agreed to help us (to be) being completely drained.

Exercise 62

Open the brackets using the infinitive or the gerund in the appropriate form. In some cases both are possible.

1. She was afraid (to be) alone.
2. They accused him of (to rob) the bank.
3. I don’t feel like (to go) out.
4. I want (to go) there right now.
5. Don’t forget (to shut) the windows.
6. I couldn’t (to believe) my eyes when I saw him there.
7. He denied (to be) there.
8. The British Museum is much too big (to see) in a day or two.
9. Fancy (to find) you here.
10. I can’t afford (to buy) such an expensive dictionary at the moment.

Exercise 63

State the syntactic function of the Gerund.

1. He felt much better for having had a lengthy conversation with her.
2. She had her eyes wide open at seeing her cousin there.

3. Their crazy plan was getting to the place before sunset.
4. She spent the day in doing the house.
5. His surprise at finding me in the lounge was really put on.
6. Children are so fond of skiing and skating.
7. They began discussing something in a lively manner.
8. Saying it now means destroying the whole plan.
9. One can't help admiring her graceful carriage.
10. She just looked at me without saying a word.

Exercise 64

Comment on the ways of expressing the nominal part of a gerundial construction. State the syntactic function of the construction.

1. Mary's coming so late didn't surprise anyone.
2. What annoyed me most of all was their behaving in such a silly way.
3. Mother objected to Peter going to town all by himself.
4. After the children's coming back home she began cooking dinner.
5. I object to your proposal of Mary and Jane visiting us tonight.
6. Excuse me leaving so early, but I really have some urgent business.
7. How can I prove it without her accepting the invitation?
8. For Dick's having disappeared so unexpectedly nobody knew what to do.
9. I know nothing of his having left the job without any notice.
10. Despite their arriving late they decided to phone us.

Exercise 65

Differentiate between '– ing' forms saying whether they are forms of the Gerund or the Verbal Noun. Prove it.

1. His unexpected comings are really unpleasant.
2. What is so special about reading such kind of books?
3. They began discussing their problems without noticing me.
4. Mary's late coming made him angry and irritated.
5. He thought that the beating of his heart was heard all over the room.
6. Is he really suspected of having robbed the bank?
7. School teaching is his vocation.
8. Nothing will ever keep me from visiting my old congenial friends.
9. Excuse my careless writing.
10. Writing carefully is so characteristic of him.

Exercise 66

Translate into English using the gerund.

1. Одержавши телеграму, він негайно виїхав з дому.
2. Ця стаття заслуговує на те, щоб її переклали на українську мову.
3. Вона зайнята прослуховуванням нового тексту.
4. Підлогу треба пофарбувати.
5. Існують різні способи перекладу герундія на українську мову.
6. Він краще запам'ятовує нові вирази, вживаючи їх у власних реченнях.
7. Ми не можемо піти на концерт, не купивши квитки заздалегідь.
8. Ми з нетерпінням чекаємо, коли буде виданий цей роман.
9. Я наполягаю на тому, щоб її послали на конференцію.
10. Мене зовсім не дивує, що вона робить так багато граматичних помилок.

THE PARTICIPLE

Exercise 67

Open the brackets using the appropriate form of Participle I or Participle II.

1. Trumpet Sergeant Major Kettleband was an artilleryman (to station) at the Fort.
2. 'Yes, returns', said Florence as the man broke the green ticket in two, (to keep) one half.
3. After supper they sat by the fire and had tea from Strawberry Fair cups (to pour) from a jug.
4. Next day (to walk) along the cliffs they met a girl (to carry) an (to injure) seagull.
5. Bombardier Sparrow spent the morning (to rehearse) the concert party.
6. (to look) out the window of his new home Rubin could see a playground.
7. The family (to live) next door to the east was Jewish.
8. (to astonish) at himself and calmness of his own voice, he heard one of the boys.
9. Over the desert the sun burned down (to make) it desolate and dry.
10. So the daisy, although (to imprison), was completely safe.

Exercise 68

State the syntactic functions of Participle I.

1. A stream runs southeast from the lake cutting a path through an area of high rolling hills.
2. His appearance was so frightening that I couldn't believe my eyes.
3. I heard her crying out those words.
4. Though realizing the danger she tried to look calm and quiet.
5. The child was heard crying bitterly.
6. Being shocked by the news she only helplessly looked around.
7. Walking through the park she spotted a suspiciously-looking man.
8. Shining high in the sky the sun is so dazzling.
9. Arriving at Sheik Othman they walked among the palm trees.
10. Leo's mother, Elizabeth, stood up, clutching papers of a prepared speech.

Exercise 69

State the syntactic functions of Participle II.

1. Hour after hour the rain came down in sheets driven by a cold wind.
2. Once again the daisy had to wait for the fairy to return and while it was waiting it gazed at the sky, amazed at the beautiful colour…
3. He still felt confused and uneasy about Jacob's last remark.
4. He heard his name called.
5. If done thoroughly and carefully, this kind of work can be really useful.
6. When asked about those details she wouldn't answer.
7. Stuck in the keyhole the key wouldn't move at all.
8. Though scared, she pretended to look quite calm.
9. Shakespeare's name is well-known all over the world.
10. This mission is considered completed.

Exercise 70

Point out predicative constructions with the Participle as well as the Nominative Absolute and the Prepositional Absolute Constructions. State their functions in the sentence.

1. Propelled by the crowd, and his mother pushing him by the shoulder, he entered the room.
2. He heard one of the boys speaking behind him.
3. That done, he started, 'Ladies and gentlemen…'
4. They fell asleep that night with the cool breeze from the porthole blowing into the cabin.
5. With this in mind he went to see the Captain.

6. In the lounge everyone assembled and with Florence at the piano, Leo leading the singing, the passengers sang all the festive carols.
7. The days were really cold now, the sea flat and calm like a tea tray.
8. Cool night air, a delightful, starry night with great clusters of stars looking like jewels pinned to a black velvet cloth: they agreed this trip was a dream of a lifetime.
9. The bargaining went on all the morning, more and more of the merchant boats swimming around the ship.
10. In the cabin she found Leo greatly surprised.

Exercise 71

Differentiate between '- ing' forms saying whether they are forms of the Gerund or Participle I.

1. The butterfly continued flying in its crazy way.
2. Walking through the woods in winter or summer didn't seem to make much difference.
3. They grew so close, forming a canopy overhead, shutting out the sun.
4. There was no fruit, no berries growing here…
5. The boy sat down, not knowing what to do.
6. There were fruit trees in abundance, the best he had ever seen and, after eating as many as he could, he filled the panniers right to the top.
7. That great mass of snow had broken free causing a terrific avalanche.
8. Running, swimming and lying in the sun made him exceptionally strong.
9. Carefully removing the nest from the bush he stood the daisy inside and gently covered its roots with soil.
10. The next time I come I shall be invisible so I shall make my presence known by whispering to you.

Exercise 72

Translate into English using the Participle.

1. Вони сиділи у вітальні, обговорюючи плани на майбутнє.
2. Мері дивилась на мене, ніби намагаючись сказати щось важливе.
3. Оскільки вітер дув з півночі, було дуже холодно.
4. Повернувшись до кімнати, я побачила, що Джон щось пише.
5. Було видно, як діти бігають по саду.
6. Я не зовсім розумію вас. Ви, напевно, говорите про лист, написаний вчора.
7. Коли батько прийшов, усі сіли за стіл обідати.

8. Якщо її попросять, вона обов’язково допоможе.
9. Її поведінка була просто вражаючою.
10. Джейн вибігла з кімнати, а її мати прослідувала за нею.

REVISION EXERCISES

Exercise 73
Point out verbals. State their syntactic functions.

1. He found Purvis working on his Chevy in the garage connected to the clinic.
2. He turned on a portable cassette player to cover the neighbour’s TV.
3. ‘You must be wondering what I am doing here’, Purvis said to her.
4. You cannot help being ready to fight them.
5. She patted his hand, her lips twitching to a side.
6. Lucy walked with her shoulders braced forward as if against a headwind.
7. There was nothing to keep him in town.
8. She hurried on, feeling oddly enough, guilty.
9. Ike leaned back, the sunshine warm. Reflecting brightly off the pin-striped cloth.
10. When she looked up, she saw Chas Stubblefield crossing the street in her direction.

Exercise 74
Open the brackets using the appropriate verbal. Comment on its syntactic function.

1. He let his gaze (to drift) where Patiann was standing.
2. He couldn’t help (to feel) that something was wrong about it.
3. (to find) herself in the lounge, she slowly looked around.
4. You can never rely on Peter (to do) anything in time.
5. Why (to be) so nervous in such an ordinary situation?
6. Dick went away without (to tell) anybody about his plans.
7. She made a gesture as if (to warn) of some invisible danger.
8. Dinner (to cook), she made a dessert.
9. Elizabeth has just had a new dress (to make).
10. In the morning I found Peter (to polish) his shoes in the corridor.

Exercise 75

Recast into correct English. Mind the use of verbals.

1. I would rather to stay at home on such a nasty day.
2. The girl, having done her homework, was playing in the garden.
3. This poem is worth being memorized.
4. Having heard the noise, the boy stopped and listened in.
5. Last night I found him to write something in his room.
6. What could prevent him from having coped with the task?
7. When being a child, she used to practise the piano every day.
8. I don't think that his surprise of seeing me there was natural.
9. After having listening to the text he finished to do his laboratory work.
10. I am so sorry not to tell you about it before.

Exercise 76

Differentiate between '– ing' forms saying whether they are the forms of the Gerund, Participle I, or the Verbal Noun. Prove it.

1. I do hate his late comings.
2. She waved to Steve, sitting in his own barber chair.
3. She could hardly feel his slight shivering.
4. His idea of starting immediately was not approved by the others.
5. While walking along the winding path he tried not to think of anything.
6. There is no coming back.
7. Stepping back, she rubbed her eyes with her hand.
8. We've bought a new writing-table quite recently.
9. The boy's face needs a good washing.
10. He looked at the girl writing something on the blackboard.

Exercise 77

Translate into English using verbals.

1. Для мене надзвичайно важливо обговорити це питання з вами.
2. Коли заняття закінчилось, діти пішли додому.
3. Ви не одужаєте так швидко, не проконсультувавшись з лікарем.
4. Відомо, що цей будинок збудований у минулому столітті.
5. Мені пошили нове пальто.
6. Вони обов'язково повернуться до кінця тижня.
7. Я не можу не погодитись на вашу пропозицію.
8. Ці черевики потрібно почистити.
9. Я не можу дозволити собі купувати такі дорогі речі.
10. Оскільки день був дуже холодний і вітряний, мені довелося одягнути пальто.

Exercise 78

Paraphrase the sentences substituting the clauses in bold type by verbals or predicative constructions with verbals.

1. We've made a list of things ***which must be taken along***.
2. The fair-haired girl, ***who is playing in the garden***, is Jane's elder daughter.
3. ***When she had translated the sentences,*** she began doing the next task.
4. ***As the weather was very cold and rainy,*** she took an umbrella.
5. You will hardly cope with the task ***if you don't consult a more experienced person***.
6. She looked through the compositions ***which were written yesterday***.
7. ***When she translates new texts,*** she always uses a dictionary.
8. He is not the man ***one can ask for help***.
9. He opened his mouth ***as if he were trying to pronounce something***.
10. She entered the room ***and her funny little dog was following her***.

Exercise 79

Translate into English using Participle I where possible.

1. Діти, які щойно гралися у дворі, кудись побігли.
2. Вони повільно йшли стежкою, що вела у гори.
3. Мати спостерігала за дітьми, які гралися у дворі.
4. Студенти, які складають іспит у понеділок, повинні зайти в деканат.
5. Студенти, які склали іспит минулого тижня, зараз вільні.
6. Вона милувалась горами, які простягалися вдалині.
7. Ми довго обговорювали фільм, який був показаний минулого тижня.
8. Студенти, які сумлінно працюють , обов'язково досягнуть успіху у вивченні мови.
9. Вони провели зустріч зі студентами, які сумлінно працювали у минулому семестрі.
10. Ваша подруга, яка чекала на вас близько години, уже пішла додому.

Exercise 80

Point out verbals in the text. Comment on them.

It was a cruel journey. With feet bruised, every minute seemed like an hour.

He slipped and slid but the two animals prevented him from falling. Eventually they reached grass covered slopes with stunted trees and shrubs.

That night they rested near a huge boulder where the ibex carrying the panniers was waiting patiently. But he was afraid to sleep. He was so tired he fell asleep almost before he had time to cover himself up.

When he awoke, aching in every limb, he felt warmer. He ate some fruit while looking back at the cruel snow covered mountain. A feeling of loneliness crept over him. Thoughts of the cave and the beautiful valley left far, far behind were constantly on his mind.

GRAMMAR TERMS

adjective

Identifies, describes, limits or qualifies a noun or pronoun. For example, *awesome*, *best*, *both*, *happy*, *our*, *this*, *three*, *whose* and *yellow* are adjectives.

adverb

Identifies, describes, limits or qualifies a verb, an adjective, another adverb or a group of words. For example, *almost*, *also*, *eloquently*, *not*, *often*, *rapidly*, *really*, *someday*, *thus* and *very* are adverbs.

antecedent

Is a noun, noun phrase or pronoun referred to by a pronoun. The antecedent usually comes before the pronoun replacing it. For example, *Lexus* is the antecedent of *one* in the sentence *I wanted a Lexus for my birthday, but did not get one.*

case

Indicates how a noun or pronoun functions in a sentence. Personal pronouns have three cases: subject (for a subject or subject complement), object (for the object of a verb or preposition) and possessive. For example, for the pronoun *he*, *he* is the subject case, *him* is the object case, and *his* is the possessive case. Nouns and indefinite pronouns generally have two cases: the common case for both subject and object (e.g. *writer*, *someone*) and the possessive (e.g. *writer's, someone's*).

clause

Consists of a group of related words containing a subject and a predicate. For example, there are two clauses in the sentence *Although we looked for errors, we found none.* Note that *Although we looked for errors* is a dependent clause (i.e. it cannot stand alone) and *we found none* is an independent clause (i.e. it can stand alone).

collective noun

Represents a group of people, animals or objects. Collective nouns are singular in form and take a singular verb when they refer to the group as a single unit. Common collective nouns include *audience*, *government*, *herd* and *public*.

compound adjective

Identifies, describes, limits or qualifies a noun or pronoun. Contains more than one word (e.g. *bone-chilling*).

compound noun

Combines two or more words that are then used as a single concept.

- **hyphenated compound** connects the words with a hyphen (e.g. *free-for-all*).
- **open compound** remains as separate words (e.g. *decision making*).
- **solid compound** fuses the words together (e.g. *housekeeper*).

compound subject

Consists of two or more parts joined by a conjunction (e.g. *Jack and Jill*, *either you or I*). If its parts are joined with *and*, the compound subject is usually plural, except when the parts form a single unit (e.g. *drinking and driving*) or refer to the same person or thing (e.g. *senior writer and editor*). If a compound subject contains *or* or *nor*, the verb agrees with the part nearest the verb.

conjunction

Links words, phrases or clauses.

- **coordinating conjunction** connects elements of equal rank such as two nouns (e.g. *bread and butter*), two adjectives (e.g. *short and sweet*), two clauses (e.g. *the party was over, so they went home*). *And*, *but*, *or*, *nor*, *for*, *so* and *yet* are the coordinating conjunctions.
- **correlative conjunction** consists of two elements that work together (e.g. *either…or*, *neither…nor*, *not only…but also*).

- **subordinating conjunction** begins a dependent (or subordinate) clause and joins it to an independent (or main) clause (e.g. *John woke the children after he ate breakfast*). *After*, *although*, *because*, *if*, *when* and *while* are a few examples of the many subordinating conjunctions.

conjunctive adverb

Joins two clauses together. Some of the most common conjunctive adverbs include *consequently*, *furthermore*, *hence*, *however*, *nevertheless*, *nonetheless* and *therefore*. Conjunctive adverbs are not strong enough to join two independent clauses without the aid of a semicolon.

definite article

Precedes a noun and restricts its meaning by referring to a specific thing (e.g. *the server crashed*) or person (e.g. *the minister spoke briefly*). The word *the* is the only definite article in the English language.

direct object

Receives the action of a transitive verb. The direct object answers the question *what?* or *whom?* after the verb. For example, the noun *report* is the direct object in the sentence *I handed in my monthly report*. It answers the question *I handed in what?*

ellipsis (plural: ellipses)

- The omission of a word or words needed to grammatically complete a phrase, clause or expression.
- Set of three dots […] indicating an omission.

elliptical clause

Is a grammatically incomplete clause because some key words have been omitted, usually to avoid repetition. Generally, the meaning can easily be understood from the context. For example, after reading that *Jean has five dollars; Mary, three*, most people will understand that Mary has three dollars, even though the words *has* and *dollars* have been omitted from the elliptical clause. When an ellipsis is marked by a comma within

the second clause, the clauses must be separated by a semicolon, as in the example given.

gender

Refers to the classification of nouns and pronouns as masculine (e.g. *man*, *he*), feminine (e.g. *woman*, *she*) and neuter (e.g. *laptop*, *it*).

gerund

Is a verb form ending in *-ing* that acts as a noun. For example, the gerund *smoking* acts as a noun in the sentence *Smoking can be hazardous to your health.*

indefinite article

Precedes a noun (either a thing or a person) whose specific identity is unknown to the reader (e.g. *a pilot project*, *an auditor*). The words *a* and *an* are the only two indefinite articles in the English language.

indirect object

Names the person or thing affected by the verb. The indirect object answers the question *to whom?*, *for whom?*, *to what?* or *for what?* For example, the noun *Liette* is the indirect object in the sentence *Don gave Liette a set of fishing lures.* It answers the question *To whom did Don give a set of fishing lures?*

infinitive

The unconjugated, uninflected base or stem form of a verb, often preceded by *to*. For example, *to consider*, *to extinguish*, *to be* and *to drink* are infinitives.

interjection

Expresses surprise or sudden, strong emotion. Some commonly used interjections are *darn*; *hey, you*; *oops*; *rats*; *uh-uh*; and *wow*. The interjection, which is generally followed by an exclamation or a question mark, is often placed at the beginning or the end of a sentence.

intransitive verb

Does not require a direct object to complete its meaning. Examples of intransitive verbs include *growl* (e.g. *The bear is growling*), *crash* (e.g. *My computer crashed*) and *ring* (e.g. *The bell rang*).

linking verb

Does not express an action. A linking verb connects the subject to its subject complement. The verbs *be* (e.g. *My team leader is efficient*), *become* (e.g. *Julia became a doctor*) and *seem* (e.g. *The customer seems satisfied*) are all examples of linking verbs. Verbs of sensing (*look*, *feel*, *smell*, *sound*, *taste*) can also be used as linking verbs: e.g. *This stew smells good*.

noun

Designates an idea (*immortality*), a person (*astronaut*, *Gretzky*), a place (*penalty box*), a thing (*canoe*), an entity (*Group of Seven*), a quality (*determination*) or a point in time (*tomorrow*).

noun phrase

Consists of a noun or pronoun and all of its modifiers, including articles, adjectives and other nouns (e.g. *a shiny new Lexus*, *a glass of chocolate milk*, *the emergency room*).

number

Refers to the form of a noun, pronoun, demonstrative adjective or verb indicating whether it is singular (e.g. *book*, *it*, *this*, *is*) or plural (e.g. *books*, *they*, *these*, *are*).

participle

Is a verb form that works with a helping (auxiliary) verb to create compound verb tenses or stands alone as an adjective.

- **past participle** often ends in *-ed* (e.g. *produced*), but may be formed irregularly (e.g. *eaten*).
- **present participle** ends in *-ing* (e.g. *reading*).

person

Refers to the form of a verb or pronoun indicating whether the subject is speaking (first person—*I am, we are*), spoken to (second person—*you are*) or spoken about (third person—*he, she,* or *it is; they are*).

phrase

Consists of a group of related words that does not have a subject, a predicate or both. Different types of phrases (e.g. noun phrase, verb phrase, prepositional phrase) frequently function as single parts of speech (e.g. noun, verb, adverb). In the sentence *They were arguing in a heated manner*, the prepositional phrase *in a heated manner* acts as an adverb modifying the verb phrase *were arguing*.

predicate

Makes a statement about the subject. The predicate consists of the verb and its objects, complements and modifiers. For example, *handed in my application for the job* is the predicate of the sentence *I handed in my application for the job.*

preposition

Precedes a noun or pronoun to form a phrase that identifies, describes, limits or qualifies a part of a sentence. Common prepositions include *about, before, except, for, into, near, of, to, underneath* and *via*. A preposition may follow a verb to form a phrasal verb: e.g. *make use of (something), run into (someone).*

prepositional phrase

Begins with a preposition; may include articles, adjectives or adverbs; and ends with a noun or pronoun (or a word or word group acting as a noun). Here are some examples: *for Sue, between us, in a surprisingly short time, without looking, by whatever means are available*.

pronoun

Generally acts as a substitute for a noun. The words *I*, *you*, *it*, *me*, *them*, *mine*, *yours*, *herself*, *ourselves*, *someone*, *anything*, *few*, *each other*, *who* and *which* are all examples of pronouns.

relative pronoun

Relates a clause to its antecedent. For example, in the sentence *The book that won the award is non-fiction*, the relative pronoun *that* introduces the relative clause *that won the award* and relates it to its antecedent *the book*. *That*, *which*, *who* and *whoever* are all relative pronouns.

subject

Names what or whom a sentence is about. A subject is always a noun (or noun phrase), a pronoun, or a word or word group acting as a noun (such as a gerund or a noun clause). For example, the pronoun *I* is the subject of the sentence *I handed in my application for the job*. The noun clause *Whatever you want to do* is the subject of the sentence *Whatever you want to do is fine with me*.

subject complement

Follows a linking verb (e.g. *be*, *become*, *seem*) and completes the meaning of the subject by renaming it (e.g. *supervisor* in *Janet is my supervisor*) or describing it (e.g. *tired* in *Jack seems tired*). A subject complement may be a noun, a pronoun or an adjective.

transitive verb

Requires a direct object to complete its meaning. Some transitive verbs may also take an indirect object. The verbs *find* (e.g. *You found your keys*), *glue* (e.g. *He glued the parts together*), and *put* (e.g. *I put the file on the desk*) are all examples of transitive verbs.

verb

Expresses an action (*break*, *call*, *tremble*, *skate*), an occurrence (*happen*, *occur*) or a state of being (*appear*, *become*, *seem*). Auxiliary (or helping) verbs are placed in front of a main verb to form a verb phrase. They have

several functions; for example, they may help to create a different tense (e.g. *will* and *be* in the verb phrase *will be going*) or add an idea (e.g. the idea of obligation expressed by *must* in the verb phrase *must go*).

verb phrase

Consists of a verb and its auxiliaries. A verb phrase may also act as a predicate. For example, *can swim* is a verb phrase made up of the verb *swim* and its auxiliary *can*. This verb phrase also functions as the predicate in the sentence *Ray can swim*.

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