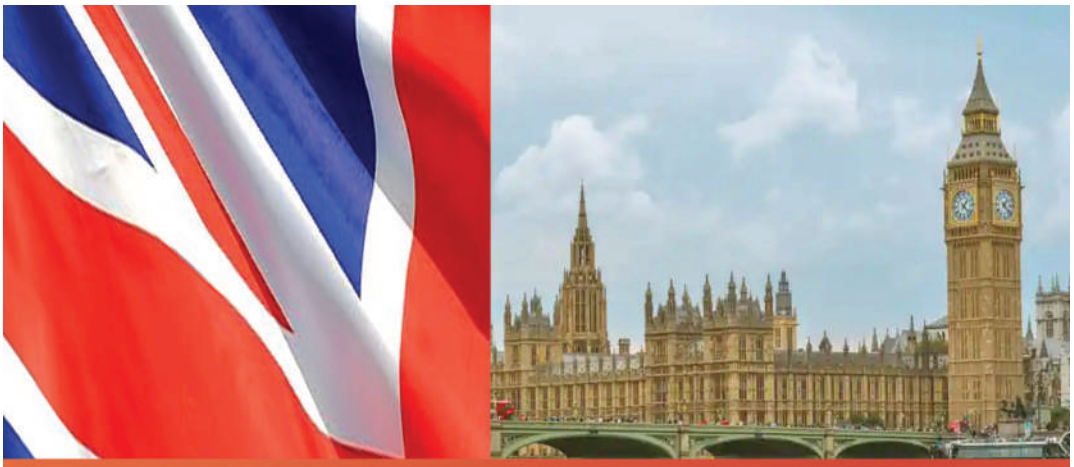
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ENGLISH GRAMMAR LEARNING



PART 2 (VERBALS)

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FOREWORD

The systemic nature of grammar is probably more evident than that of any other sphere of language, since grammar is responsible for very organisation of the informative content of utterances.

With or without a teacher, alone or in an organised group, it is necessary to know and master the grammatical norms and rules, if you want to learn a foreign language.

The present support treats important theoretical problems and their syntactical applications, which are to be known by anyone who has the desire to understand and speak accurately Modern English.

The didactical support „ENGLISH GRAMMAR LEARNING" PART 2 (VERBALS) is intended for the third and fourth year students, containing seven themes, supported by exercises flexible to adapt to particular needs of its users. Its purpose is to introduce the students into significant grammatical issues of up-to-date English. The support will enable the learners to form judgements of their own on questions of diverse intricacies, to foster their competence in facing academic controversies concerning problems of grammar; to develop in the learners the habit of trying to see deeper the lingual relations bearing on grammar.

If you want to master the English language and become skilful specialists, we recommend you to expand your horizon by persevering in grammar. We wish you a happy and fruitful learning experience!

1. THE VERBALS AND THEIR PECULIARITIES

The verb has finite and non-finite forms, the latter being also called **Verbals/ Verbids**. They, unlike the finite forms of the verb, do not express person, number or mood. Therefore they cannot be used as the predicate of a sentence. Like the finite forms of the verb, the verbals have *tense* and *voice distinctions*, but they differ greatly from those of the finite ones. There are three *non-finite* forms (*Verbals/Verbids*) in Modern English:

- THE INFINITIVE
- THE PARTICIPLE
- THE GERUND.

The *VERBALS* have the following peculiarities:

✓ Unlike finite forms which have 6 grammatical categories (person, number, tense, aspect, voice and mood) and can be used as simple verbal predicates without any additional words, the verbals only have *3 grammatical categories* (*tense, voice and aspect*). They do not express person, number or mood, and therefore they cannot be used as simple verbal predicates of a sentence without any additional words. They can only be used as part of predicate, for example:

➢ *part of a simple verbal predicate:*

- **I** am **reading** a book. (Participle **I)**
- They will **finish** the work on Friday. (Infinitive)
- I have **written** a letter. (Participle II)

➢ *part of a compound verbal modal predicate*:

- I can speak English. (Infinitive)
- I want **to learn** French. (Infinitive)
- You should **have helped** me. (Infinitive)
- You should **be studying** better. (Infinitive)
- **I** can't help **admiring** her. (Gerund)

➢ *part of a compound verbal aspect predicate:*

- **I** began **to learn** Chinese. (Infinitive)
- She started **crying.** (Gerund)

➢ *part of a compound nominal predicate:*

- My hobby is **to make** friends. (Infinitive)
- His remarks were **humiliating**. (Participle I)
- He felt **exhausted.** (Participle **II)**
- Seeing is **believing.** (Gerund)

✓ All the Verbals have a double nature - *nominal* and *verbal*. The *infinitive* and the *gerund* combine the features of a verb and a noun. The *participle* combines the features of a verb and an adjective or an adverb.

✓ The tense form of the verbals is not absolute. It does not show that the action refers to the present, past or future - it only indicates whether the action expressed by a verbal is *simultaneous* with the action expressed by the finite verb or *prior* to it:

- **I** am sorry **to trouble** you.(simultaneous)
- I am sorry **to have offended** you.(prior)

2. THE INFINITIVE

The formal sign of the English Infinitive is the particle *"to"* which in some cases may be omitted. This form corresponds to the Romanian infinitive "*a face*": e.g. **to** go – **a merge, to** break – **a sparge,** etc.

Like all the Verbals the Infinitive has a double nature. It combines the verbal and nominal properties and has the characteristics of a noun and a verb.

❒ THE NOMINAL CHARACTERISTICS OF THE INFINITIVE

The nominal characteristics of the infinitive are manifested in its functions. Like a noun, the infinitive can be used as a subject, a predicative (or part of the predicative), an object (or part of a complex object), and also as an attribute:

➢ SUBJECT:

- **To see** is to believe.
- Even **to think** of it was impossible.

➢ PREDICATIVE OR PART OF THE PREDICATIVE:

- His intention was **to get** into the Parliament.
- His house was not easy **to find.**

➢ OBJECT OR PART OF A COMPLEX OBJECT:

- **I** have never learnt **to sing or dance.**
- **I** want **you to tell** the truth.

➢ ATTRIBUTE:

- **I** have a question **to ask.**
- This is the problem **to be discussed** at the meeting.

❒ **THE VERBAL CHARACTERISTICS OF THE INFINITIVE**

The verbal characteristics of the infinitive are as follows: the infinitive of transitive verbs can take a direct object:

- He began **to feel** *some curiosity.*

✓ the infinitive can be modified by an adverb:

- **I** cannot **write** so *quickly.*

the Infinitive has tense and aspect distinctions: the infinitive of transitive verbs has also voice distinctions

❒ **THE FORMS OF THE INFINITIVE**

Tense Voice	**ACTIVE**	**PASSIVE**
INDEFINITE	*Writing*	*Being written*
PERFECT	*Having written*	*Having been written*

❒ **THE TENSE AND ASPECT DISTINCTIONS OF THE INFINITIVE**

✓ The *Indefinite Infinitive* expresses an action simultaneous with the action of the finite verb, so it may refer to the present, past or future:

- I am glad **to meet** you. (present)
- **I** was glad **to see** you at the party yesterday (past)
- **I'll** be **glad to see** you at the party tomorrow (future).

✓ The *Continuous Infinitive (Simple)* also denotes an action simultaneous with the action of the finite verb, but it is an action in progress.

✓ It is commonly used after such verbs as:

to seem, to appear; to pretend, to hope, to promise; also (but less often) after the verbs to agree, to arrange, to decide, to determine, to be determined, to plan, to undertake; and after the passive form of the verbs to believe, to think, to consider, to suppose in a complex subject construction.

- He pretended **to be listening** attentively, but **I** knew he was thinking,

- **I** promised **to be waiting** for him at the door.
- He is believed **to be living** in Mexico.

✓ The *Perfect Infinitive (Simple)* denotes an action prior to the action of the finite verb:

- I am sorry **to have disturbed** you.
- He seems **to have been** a good actor once.
- He pretended **to have read** the book.
- It is better **to have loved** and **lost** than never **to have loved** at all.

NOTE: After some verbs used in the Past Indefinite, e.g. ***to mean, to intend***, ***to hope, to expect*** and after *the modal expression* ***to be (to),*** the Perfect Infinitive shows that the intention, expectation, hope, agreement or plan was not carried out (was not realized). The same meaning can be rendered by the Past Perfect of these finite verbs followed by the Indefinite Infinitive.

- I meant **to have gone** (I had meant **to go)** from the party, (but I didn't).
- He hoped **to have married** (He had hoped **to marry)** Helen.
- The house was **to have been built** (The house had been to be **built)** by 1990.

NOTE: After ***could, might, should*** the Perfect Infinitive expresses a reproach; after ***can't*** and ***couldn't*** it expresses incredulity, after ***must*** it expresses supposition bordering on assurance, after ***needn't*** it expresses an unnecessary action in the past.

The infinitive of transitive verbs has special forms for the active and passive voice:

- It is so nice **to respect people** and **to be respected.**
- The bag is too heavy **to be carried** by a child.

✓ But in sentences with "***there is"*** construction the infinitive of some verbs can be active or passive without any change in the meaning:

- **There is** nothing **to fear (to be feared).**
- There was no time **to lose (to** be **lost).**

❒ THE USE OF THE BARE INFINITIVE

The infinitive used without the particle ***"to"*** is commonly called ***"the bare infinitive".*** The particle ***"to"*** is dropped in the following cases:

➢ after auxiliary verbs (in analytical and negative forms of the verb):

- I don't **understand** this rule.
- We shall **go** there at once.

➢ after modal verbs (except ***ought*** and sometimes ***need*** and ***dare):***

- You must **come** here at once.
- You needn't say anything. (You don't need ***to say*** anything.)
- I dared not **wake** him. (I didn't dare ***to wake*** him.)

➢ in a complex object construction after verbs denoting sense perception ***to see, to hear, to feet, to notice, to observe, to watch*** and after some verbs denoting compulsion: ***to make,***, ***to have*** in negative sentences after the modal verbs ***will*** *and* ***would***:

- We heard him come down the staircase.
- What makes you **think** so?

➢ after the verb ***to let*** (in the imperative mood and in a complex object construction):

- Let us be the best friends in the world.

➢ After the verb ***to bid*** (bade, bidden; bid. bid) :

- They thought she would bid me take a seat.

➢ After such expressions as ***had better***, ***would sooner***, ***cannot choose but***. ***nothing / anything / everything but***, ***nothing left but***, ***rather/sooner than***:

- I would rather not **speak** about it.
- You had better go to bed.
- I would sooner die here, at your feet than see you married to such a scoundrel.
- Rather than risk his career, he decided to agree to their proposal.
- I cannot but think so.
- I could not choose but look at the photo.

➢ In sentences of a special type (so called infinitive sentences) beginning with ***why***:

- Why **not** come and **talk** to her yourself?

➢ The particle ***"to"*** is optional after the verb ***help*** + *an object* and in the expressions ***the only thing to do is.... the only thing we could do was:***

- He helped me (to) **find** my luggage.
- The only thing to do (The only thing we could do) was (to) **dismiss** him.

> ***NOTE:*** The particle ***to*** is often used without the infinitive after another verb (to avoid repetition) if it is easily understood from the context (often in answers to somebody's

- Do you smoke? No, but I used to.
- Why did you take a taxi? I had to. I was late.
- Have you fed the dog? No, but I am just going to.
- Would you like to come with me? Yes, I would love to.
- We couldn't defend him even if we wanted to.

❒ **THE SPLIT INFINITIVE**

Usually we cannot put anything between the particle *to* and the infinitive, but sometimes in colloquial English we can place a degree adverb between them (e.g. *really, actually, completely, entirely, fully, duly, unduly,* etc.) Such an infinitive is called the split infinitive:

- It would take ages **to** really **master** this subject.
- There's no need **to** unduly **alarm** people.

❒ **THE FUNCTIONS OF THE INFINITIVE**

The infinitive can be used in different syntactical functions:

➢ *SUBJECT*

- **To tell** her the truth seemed impossible.

✓ Very often the infinitive in this function follows the compound nominal predicate (the link verb + an adjective or a noun) and is introduced by the formal subject *it* which is not translated:

- It was pleasant **to** be **driving** the car again.

➢ PREDICATIVE (when the subject is expressed by such nouns as ***aim, idea, matter, thought, offer, wish, task, result, way, method, hope, intention, possibility, philosophy***, and the like). The link verb to be in this case is usually translated as *constă/este/rezidă în*, or is not translated at all:

- His plan was **to keep** the idea secret.

➢ *PART OF THE PREDICATIVE:*

- The house was not easy **to find.**
- Her face was pleasant to **look** at.

✓ part of a simple verbal predicate:

- He will do it under any circumstances.
- Don't **talk** to me like that.

➢ PART OF A COMPOUND VERBAL MODAL PREDICATE: AFTER MODAL VERBS:

- We must not leave her alone.

✓ After verbs expressing modality, such as ***to hope, to intend, to mean, to try, to attempt, to endeavor, to seek, to want, to wish, to long),*** etc.

- He wanted to **marry** Helen.
- Try **to open** that window, will you?

✓ After modal expressions such as ***to be able, to be obliged, to be bound, to have (to), to be (to), to be willing, to be anxious, to be going (to).***

- We are anxious **to see** you at the party.
- She is going to **leave** for London.

➢ *PART OF A COMPOUND VERBAL ASPECT PREDICATE* (after verbs denoting the beginning, duration, repetition or end of an action, such as ***to begin, to start, to commence, to continue, to stop, to cease, to finish, to end*** and also after ***used to and would denoting a repeated or habitual action in the past).***

- We began **to understand** the idea at last.
- In summer, if the weather was fine, we used to **get** up early) and go for a swim.

➢ *OBJECT:*

- I forgot **to take** an umbrella and was caught in the rain.

✓ After such verbs as ***to allow, to order, to ask, to beg, to request, to implore, to teach, to instruct, and*** *the like* we may have 2 objects, one of which is expressed by an infinitive:

- We asked *him* **to read** the letter aloud.

✓ If the infinitive in the function of an object is used after such verbs as ***to find, to think, to consider***, ***to make*** *followed by an adjective*, the adjective is usually preceded by the introductory object ***it*** which is not translated:

- She found it difficult **to leave** the room without any explanation
- He thought it safer **to keep** silence.

✓ The infinitive used as an object after such verbs as ***to ask, to decide, to discover, to find out, to forget, to know, to learn,*** *to* ***remember, to see, to think, to show +*** *an object,* ***to understand, to realize, to wonder, to want to know,*** *and the like* may be preceded by conjunctions or relative pronouns, such as how, what, which, when, where, why, whether, etc.

- I tried to remember **how to** spell this word.
- She wondered **whether to laugh** or cry.

- The infinitive in the function of an object is often used in such phrases as: **It is kind/careless/foolish of you to do smth.,** or **I How kind/careless/foolish of you to do smth.** It usually occurs after adjectives denoting:

✓ character or estimation: *brave, cowardly, careless, rude, cruel, mean, wicked, wrong), generous, selfish), unfair, good / nice / kind, polite, impolite; fair / just / right* ***(in negative and interrogative sentences);*** *ridiculous, ludicrous* and the like:

- How kind of you **to let** me come!
- How nice of you **to invite** me to dinner!

✓ sense or intellect: *clever, intelligent, sensible /reasonable, foolish / silly / stupid / idiotic, unreasonable***:**

- How silly of him **to forget** their address!
- It's ridiculous of him **to deny** his fault.

➢ *ATTRIBUTE.*

As an attribute the infinitive can modify abstract and class nouns, sometimes preceded by an adjective in the superlative degree, indefinite pronouns ***(nowhere, somebody, anything, nobody***, etc.), ordinal numerals ***(the first, the second,*** etc.), and the adjective ***last:***

- We had no time **to check** your knowledge yet.
- Have you anything **to say?** There was nothing **to be afraid of.**
- He is not a person **to give up** hope.

The infinitive used as an attribute often expresses an action considered as obligatory or possible and is rendered in Romanian by an attributive subordinate clause including a modal word like ***trebuie, poate.***

- There are a lot of things in the world **to make** you happy.
- I've got my wife and two children **to look after.**
- I have some letters **to write.**

NOTE: Sometimes the idea of purpose is implied!

- He had no courage **to face** the danger.

➢ AN ADVERBIAL MODIFIER of purpose, result (or consequence), comparison (or manner) and attendant circumstances.

➢ A.M. OF PURPOSE (the infinitive can be preceded by the conjunctions ***in order*** or ***so as*** which are not translated):

- **To have** a good command of a foreign language you must practice reading, writing, speaking and understanding
- Put on your heavy coat **(so as) not to catch** a cold.

➢ A.M. OF RESULT (or consequence) There are 4 types of sentences with the infinitive in this function:

❖ **too + an adjective + infinitive**

- You are too young **to understand.**

NOTE: Sometimes there is no difference in using the active or passive form of the infinitive in such sentences.

- The plate was too hot **to touch (to be touched).**

❖ **adjective /verb (+noun)/adverb + enough + infinitive**

- His eyes were sharp enough to see the smallest star in the sky.
- He ran quickly enough **to disappear** in the dark in no time.

❖ **so + adjective + as + infinitive**

- He was so weak as to **be** able to work.

❖ **such+ noun+ as + infinitive**

- He is not such a fool as **to think** you can help him.
- He proved to be such a scoundrel as **to** leave his wife and children without a penny.

➢ A.M. OF COMPARISON (OR MANNER) usually with the additional meaning of purpose and desire. It is introduced by the conjunctions *as if* or *as though*

- She touched him by the hand **as if to stop** him.

➢ A.M. OF ATTENDANT CIRCUMSTANCES, usually (but not always) after the adverbs ***never*** or ***only.*** It expresses a disappointing or unpleasant result or consequence:

- She left the house, never **to return** again.
- I am sorry to have raised your hope, only **to disappoint** you in the end.

Note: The infinitive of the verbs *to find, to hear, to learn, to think, to be told* may be used in this function without never or only and without any idea of misfortune:

- He returned home **to find** that his daughter had just become engaged.

➢ an infinitive or an infinitive phrase can be used as a parenthesis. Parentheses are not considered to be the parts of the sentence, in writing they are always separated from other parts of the sentence by a comma. Usually these phrases are set expressions to be remembered:

- **To cut** a long storv short, we think it would be more economical to live in the country.
- He was rude, **to say** the least of it.
- **To put** it mildly, he was not up to the mark.
- **To tell** the truth. I am a little troubled.

❒ INFINITIVES AND INFINITIVE PHRASES OFTEN USED AS PARENTHESES

to anticipate (a little), to be honest, to be (perfectly) frank, to be fair (to smb.), to be sure, to begin with, to cut a long story short, to go back to, needless to say, not to mention, to mention only (one), to put it another way, to put it mildly, to put it more exactly, to say the least (of it), to say nothing of, so to say, suffice it to say, to sum up, to summarize, that is to say, to tell (to speak) the truth, to take an example.

3 .THE PREDICATIVE CONSTRUCTIONS WITH THE INFINITIVE

There are *3 predicative constructions* with the infinitive. In these constructions the relation between the nominal element (expressed by a noun or a pronoun) and a verbal element (expressed by an infinitive) are similar to the relation of the subject and the predicate in a simple sentence.

1. *THE OBJECTIVE-WITH-THE-INFINITIVE CONSTRUCTION* (or a ***Complex Object*** with the Infinitive) = C.O.
2. *THE SUBJECTIVE INFINITIVE CONSTRUCTION* (or a ***Complex Subject*** with the Infinitive) = C.S.
3. *THE FOR - OBJECT - FULL-INFINITIVE CONSTRUCTION* (or a ***For-Phrase).***

❒ **GENERAL NOTES ON COMPLEX OBJECT AND COMPLEX SUBJECT**

The model of a sentence with a COMPLEX OBJECT is:

SUBJECT + PREDICATE (EXPRESSED BY A VERB OF ATTITUDE) + OBJECT + INFINITIVE

- They consider him **to** be the most quick-witted student of the group.

✓ Almost all (but not all!) sentences with *Complex Object* can be easily transformed into sentences with *Complex Subject*. We should just put the object at the beginning of the sentence making it the subject, and put the predicate into the passive voice:

- He is considered **to** be the most quick-witted student of the group.

The model of a sentence with a COMPLEX SUBJECT is:

SUBJECT + PREDICATE (EXPRESSED BY A VERB OF ATTITUDE IN THE PASSIVE OR ACTIVE VOICE) + INFINITIVE

Complex Object and Complex Subject are used when the predicate is expressed by certain verbs and expressions denoting different shades of the speaker s attitude to what he says. Mind the following:

➢ Both Complex Object and Complex Subject are used with the verbs denoting:

- sense perception (e.g.: ***to see, to hear)***
- compulsion (e.g.: ***to make, to cause)***
- order and permission (e.g.: ***to order, to allow)***
- declaring (e.g.: ***to declare, to report)***

- I saw him running fast.
- She made me laugh.

➢ Only Complex Object is used: after some verbs in the active voice denoting:

- *feeling and emotion (e.g.:* ***to like, to love)***
- *wish and intention (e.g.:* ***to want, to wish)***
- *hope: (e.g.:* ***to rely, to count, to depend on/upon***)

- I want her to be here.
- We wish you to become a good teacher.

➢ Only Complex Subject is used with some verbs and word combinations:

to say (in the passive voice), to seem, to appear, to happen, to chance, to prove, to turn out, to come out, to be likely, to be unlikely, to be not likely, to be sure, to be certain, to be bound (in the active voice).

- *He is said to be a good boy.*
- *The weather is likely to change.*

❖ **COMPLEX OBJECT**

SUBJECT + PREDICATE (EXPRESSED BY A VERB OF ATTITUDE) + OBJECT + INFINITIVE

✓ Complex Object is used: after verbs denoting sense perception: ***to hear, to see, to watch, to notice, to observe, to feel.***

- We watched him **drive off**
- I have never known him **tell** a lie.

NOTE: The bare infinitive is used after these verbs.

- Only the indefinite infinitive active is used after these verbs.
- If the meaning is passive. ***Participle II*** is used instead of the infinitive:

We saw the fire slowly **conquered.** Noi am văzut cum focul a fost stins.

- If a process is meant. ***Participle I*** indefinite active is used instead of the infinitive:

We saw her **approaching** the door. Noi o vedeam pe ea venind.

✓ after verbs denoting mental activity ***to think, to consider, to believe, to hold, to reckon, to take, to find, to imagine, to fancy, to know, to assume, to suppose, to expect, to reveal, to estimate, to feel, to prove and the like.***

- Everybody knew him **to be** a foreigner.
- They reckoned him **to have studied** at Cambridge.

NOTE: After the verbs ***to think, to consider, to find*** the link verb *to be* can be omitted:

- The jury found the prisoner **guilty.**

NOTE*:* Instead of the passive infinitive Participle I passive or Participle II can be used:

- **I** consider myself **to be engaged** to Helen. **(I** consider myself **being engaged** to Helen.) (I consider myself **engaged** to Helen.)

➢ after verbs denoting declaring: ***to pronounce, to declare*** *- used in high or official style, or ironically****; to report*** *- used in official style.* The link verb to be after these verbs can also be omitted.

- The teacher declared this student **(to be) the most absent-minded** in the group.

➢ after verbs denoting wish and intention: ***to want, to wish, to desire, to intend, to mean, to require, to choose .***

- **I** want you **to** come **and have** dinner with me

- I don't choose you **to go** to the hotel alone.

NOTE 1: After the verb ***to want*** the link verb to be can be omitted.
NOTE 2: Instead of the passive infinitive Participle II can be used.

- I want them **(to be) happy and content.**
- **I** require it **to be done** quick. **(I** require **it done** quick.)

➢ after verbs and expressions denoting feeling and emotion: ***to like, to love, to prefer, to hate, would love, cannot bear:***

- I hate him **to be frightened.**
- I would like you **to** read the sentence to the end.

NOTE: After the verbs *to like, to hate, to prefer* the link verb to be can be omitted:

- **I** like my tea **strong.**
- I hate my coffee **weak.**

➢ After verbs denoting order, permission or (in negative sentences) prohibition : *to order, to command, to allow, to permit, to let, to suffer* (in the affirmative – *a permite cu greu*; in the negative – *a nu admite;* ***to have*** (only in the negative after the modal verbs *will and would — a nu permite.*

- She suffered him **to come** to her place.
- She couldn't suffer her daughter **to leave** her house without a present.

NOTE: After the verb ***to have*** and ***to let*** the bare infinitive is used.

- I won't have you **speak** like that.
- He will never let me **marry** her daughter.

NOTE: We have a Complex Object after the verbs ***to order*** and ***to allow*** only if the object denotes a lifeless thing or when the infinitive is in the passive voice. Otherwise we have 2 direct objects, one of which is expressed by an infinitive:

- He ordered the car **to** be ready by 5 o'clock.

- He ordered the driver to get the car ready by 5 o'clock. (2 simple objects)

✓ After the verbs denoting compulsion: ***to make***, ***to cause***, ***to get***, ***to have***, ***to force***, ***to lead***, ***to press***, ***to induce***, ***to tell***.

- The noise caused him **to awake.**
- I can't get her **to finish** her lessons.

***NOTE** 1:* After the verbs *to make* and *to have* the bare infinitive is used.
***NOTE** 2:* After the verb *to have* Participle I indefinite active and Participle I can be used (C.O. with Participle II means that we do something with the help of other people, or that something unpleasant has happened to us):

- The sound of her steps made him **start.**
- I'll have you **obeying** my orders.
- Yesterday I had my car **stolen.**

➢ After the verbs denoting hope: ***to rely, to count, to depend (on/upon)****:*

- I rely on you **to come** on time.

SUBJECT + PREDICATE (EXPRESSED BY A VERB OF ATTITUDE IN THE PASSIVE OR ACTIVE VOICE) + INFINITIVE

It is interesting to note that *Complex Subject* does not serve as one part of the sentence: its nominal component (a noun or a pronoun) has the function of the subject while its verbal component (the infinitive) is part of a compound verbal modal predicate because it is used with the verbs showing the speaker's attitude towards the person or thing expressed by the subject.This construction is used when the predicate of the sentence is expressed by one of the verbs of attitude (either in the passive or in the active voice). Sentences with a Complex Subject used with the predicate in the passive voice can be easily transformed into sentences with a Complex Object, and vice versa. **The passive predicate** of a sentence with Complex Subject may be expressed by:

- verbs of sense perception:
  - He was seen **to disappear** at the distance.

NOTE 1: The particle *to* is not dropped after these verbs in the passive voice.
NOTE 2: If a process is underlined. Participle I indefinite active is used

  - She could be heard **laughing** heartily.
- verbs of mental activity:
  - He is assumed **to be** a good diplomat.
  - This manuscripts are believed **to have been written** in the **14th** century.

- verbs of compulsion, order, permission and (in negative sentences) prohibition:
  - He was made **to stay** at home.
  - We are allowed **to stay** here for a while.

- **verbs of declaring (+ the verb /o *say):***
  - A square chin is said to be the mark of a strong character.
  - The chairperson is reported **to have fallen** ill.

- **The active predicate** of the sentence with Complex Subject may be expressed by the following verbs of attitude: ***seem, appear, happen, chance, prove, turn out, come out:***

- This seemed (appeared) **to be** the only way out.
- Only yesterday he happened (chanced) **to see** her in town.

NOTE 1: **After the verbs *seem, prove, turn out, come out* the link verb to be can** be omitted.
NOTE 2: If the verb ***prove*** in Complex Subject is used in the active voice it **means if it is used in the passive voice it means "a dovedi" *:***

- **The experiment turned out (to be) a failure.**
- He proved **to be** innocent.

➢ Complex Subject is also used when the predicate is expressed by the following word-groups: ***he likely, be unlikely, be not likely, be sure, be certain, be bound :***

- The weather is likely **to change** today.
- They are sure (certain, bound) **to complete** their work by Friday.

NOTE: Only with these word-groups and also with the verb ***expect*** the infinitive in a Complex Subject construction can refer to a future action (otherwise it refers only to the present or to the past).

- He is expected **to give** us an answer tomorrow.
- We are certain **to get** to the core of the matter soon.

WAYS OF RENDERING COMPLEX SUBJECT INTO ROMANIAN

When translating sentences with Complex Subject into Romanian we should first translate the active or passive predicate by means of an indefinite-personal clause, for example: se spune, se crede, se presupune, neapărat, puţin probabil, etc, then comes the object subordinate clause usually introduced by the conjunction *că* or asyndetically, or a simple sentence, in which the infinitive becomes the predicate (except sometimes with the verbs ***make, happen chance, prove / turn out / come out):***

- She is said **to resemble** her mother. **- Se zice că ea seamănă cu mama sa.**

THE FOR-PHRASE

The For-Phrase is an infinitive construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the objective case, denoting the doer of the action, and preceded by the preposition ***for.***

This is the model of a sentence with a For-Phrase (the For-phrase may precede the subject or follow the predicate of the sentence):

Subject + Predicate + FOR + Noun/Pronoun + Infinitive
FOR + Noun/Pronoun + Infinitive + Subject + Predicate

When rendering this construction in Romanian we usually omit ***for*** and use an a.m. of purpose or an adverbial subordinate clause of purpose introduced by the conjunction *ca* in which the infinitive becomes the predicate, or a simple sentence with the infinitive:

- For your memory **to be** strong you should practice memorizing things.
- I opened the door for her **to come in.**

In the sentence the For-Phrase can have different syntactical functions:

- SUBJECT (often with the introductory *it):*
- For me **to ask** such a question would be impossible.
- It is a good idea for any student **to learn** at least 20 English words a day.

- PREDICATIVE (or part of the predicative):
- That was for my friend **to find out.**

- ATTRIBUTE:
- This was the only conclusion for us **to make.**

- COMPLEX OBJECT (after verbs and word combinations which require the preposition ***for,*** such as: ***wait , ask, think, be anxious, be impatient, be afraid, etc.:***
- We waited for her to **speak.**
- He asked for the papers **to be brought.**
- I am anxious for him **to succeed** in everything he undertakes.

- ADVERBIAL MODIFIER
- ✓ a.m. of purpose
- He stepped aside for me to pass. For the experiment to **be** a success we must use the modern equipment.
- a.m. of result (or consequence)
- It's too great a temptation for me **to resist.**
- You've given your consent, and it's too late for you now to **recede.**

4. EXERCISES

1. **FILL IN THE PARTICLE „TO" WHERE NECESSARY.**

1. Ann does not like ... dance. 2. I'd like ... play chess. 3. I shall do all I can ... help you. 4. She made me ... repeat my words several times. 5. I saw him ... enter the room. 6. She did not let her mother ... go away. 7. Do you like ... listen to good music? 8. Would you like ... listen to good music? 9. That funny scene made me ... laugh. 10. I like ... play the guitar. 11. My brother can ... speak French. 12. We had ... put on our overcoats because it was cold. 13. They wanted ... cross the river. 14. It is high time for you ... go to bed. 15. May I ... use your telephone? 16. They heard the girl... cry out with joy. 17. I would rather ... stay at home today. 18. He did not want ... play in the yard any more. 19. Would you like ... go to England? 20. You look tired. You had better ... go home. 21. I wanted ... speak to Nick, but could not ... find his telephone number. 22. It is time ... get up. 23. Let me ... help you with your homework. 24. I was planning ... do a lot of things yesterday. 25. I'd like ... speak to you. 26. I think I shall be able ... solve this problem. 27. What makes you ... think you are right?

2. **REPLACE THE HIGHLIGHTED PARTS OF THE SENTENCE BY INFINITIVE CONSTRUCTIONS.**

- E.*g. The boy had many toys which he could play with. The boy had many toys to play with.*

1. Here is something which will warm you up. 2. Here is a new brush which you will clean your teeth with. 3. Here are some more facts which will prove that your theory is correct. 4. Here is something which you can rub on your hands. It will soften them. 5. Here are some screws with which you can fasten the shelves to the wall. 6. Here are some tablets which will relieve your headache. 7. Here are some articles which must be translated for tomorrow. 8. Who has a pen or a pencil to spare? I need something I could write with.

3. **REPLACE THE HIGHLIGHTED PARTS OF THE SENTENCE BY INFINITIVE CONSTRUCTIONS.**

- E.g. *He is so old that he cannot skate. He is too old to skate.*

1. The issue is so difficult that it is impossible to solve it. 2. The bag is so heavy that nobody can carry it. 3. The baby is so little that it cannot walk. 4. He is so weak that he cannot lift this weight. 5. She is so busy that she cannot talk with you. 6. She was so inattentive that she did not notice the mistake. 7. The rule was so difficult that they did not understand it. 8. He was so stupid that he did not see the joke. 9. She has got so fat that she cannot wear this dress now. 10. The accident was so terrible that I don't want to talk about it. 11. They were so empty-headed that they could not learn a single thing. 12. The window was so dirty that they could not see through it. 13. She was so foolish that she could not understand my explanation. 14. I have very little wool: it won't make a sweater.

4. **TRANSLATE INTO ROMANIAN PAYING ATTENTION TO ACTIVE AND PASSIVE INFINITIVE.**

1. To play chess was his greatest pleasure. 2. The child did not like to be washed. 3. Isn't it natural that we like to be praised and don't like to be scolded? 4. Which is more pleasant: to give or to be given presents? 5. Nature has many secrets to be discovered yet. 6. To improve your pronunciation you should record yourself and analyse your speech. 7. This is the book to be read during the summer holidays. 8. To be instructed by such a good specialist was a great advantage. 9. He is very forgetful, but he doesn't like to be reminded of his duties.

5. **TRANSLATE INTO ROMANIAN PAYING ATTENTION TO PERFECT INFINITIVE.**

1. The children were happy to have been brought home. 2. Jane remembered to have been told a lot about Mr. Rochester. 3. The children were delighted to have been taken to the circus. 4. We are sorry to have spoilt your mood. 5. Mary was very sorry to have forgotten to feed the rabbits. 6. I am awfully glad to have met you. 7. Sorry to have placed you in this disagreeable situation. 8. I am very happy to have had the pleasure of making your acquaintance. 9. I am sorry to have kept you waiting. 10. Clyde was awfully glad to have renewed his acquaintance with Sondra. 11. Sorry not to have noticed you. 12. I am sorry to have added some more trouble by what I have told you. 13. When Clyde looked at the girl closely, he remembered to have seen her in Sondra's company. 14. I remembered to have been moved by the scene I witnessed.

6. REPLACE THE HIGHLIGHTED PARTS OF THE SENTENCE BY INFINITIVE CONSTRUCTIONS.

- E.g. He is sorry that he has said it. He is sorry **to have said** it.

1. It is certain that it will rain if you don't take your umbrella. 2. Don't promise that you will do it, if you are not sure that you can. 3. He was happy that he was praised by everybody. 4. He was very proud that he had helped his elder brother. 5. She was sorry that she had missed the beginning of the concert. 6. I am glad that I see all my friends here. 7. I was afraid of going past that place alone. 8. My sister will be thrilled when she is wearing a dress as lovely as that. 9. We must wait till we hear the exam results. 10. She is happy that she has found such a nice place to live in. 11. I should be delighted if I could join you. 12. He hopes that he will know everything by tomorrow.

7. **OPEN THE BRACKETS USING THE CORRECT FORM OF THE INFINITIVE.**

1. Jane seems (to read) a lot. 2. The girl seems (to read) now. 3. He seems (to read) since morning. 4. He seems (to read) all the books in the library. 5. I want (to take) you to the concert. 6. I want (to take) to the concert by my father. 7. She hoped (to help) her friends. 8. She hoped (to help) by her friends. 9. I hope (to see) you soon. 10. We expect (to be) back in two days. 11. He expected (to help) by the teacher. 12. The children seem (to play) since morning. 13. I am glad (to do) all the homework yesterday. 14. She seems (to work) at this problem ever since she came here. 15. I am sorry (to break) your pen. 16. I hate (to bother) you, but the students are still waiting (to give) books for their work. 17. He seized every opportunity (to appear) in public: he was so anxious (to talk) about. 18. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother. 19. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget). 20. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings. 21. He seems (to know) French very well: he is said (to spend) his youth in Paris. 22. The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city. 23. The woman pretended (to read) and (not to hear) the bell.

***8.* PARAPHRASE THE FOLLOWING SENTENCES USING COMPLEX OBJECT CONSTRUCTION.**

- E.g. *He dropped his bag. I saw it. I saw him drop his bag.*

1. The curious boys noticed a beautiful bird. It flew on to the bush near the window. 2. Jack saw his charming neighbour. She opened the door of his flat and went in. 3. I saw him. He pointed to a picture on the wall. 4. I heard him. He shut the door of the study. 5. We saw that the children climbed to the tops of the trees. 6. I noticed that Henry went up and spoke to the stranger. 7. He slipped and fell. I saw it. 8. I heard that she suddenly cried out loudly. 9. She bent and picked up something from the floor. The policemen saw it. 10. I saw that he opened the door and left the room.

9. **PARAPHRASE THE FOLLOWING SENTENCES USING COMPLEX SUBJECT CONSTRUCTION.**

- E.g. *It appeared that they had lost the way.*
  They appeared to have lost the way.

1. She appeared to have lost the way. 1. It seems they know all about it. 2. It seems they have heard all about it. 3. It seemed that the discussion was coming to an end. 4. It seems that you don't approve of the idea. 5. It seemed that the house had not been lived in for a long time. 6. It appeared that he was losing patience. 7. It appeared that he had not heard what had been said. 8. It happened that I was present at the opening session. 9. It so happened that I overheard their conversation. 10. It turned out that my prediction was correct. 11. It turned out that the language of the article was quite easy.

REMEMBER the following examples containing Complex Subject:

He **is likely** to win the prize. (probabil)
He **is sure** to come. (neapărat, cu certitudine)

10. **TRANSLATE PAYING ATTENTION TO THE CONSTRUCTIONS** *TO BE LIKELY TO, TO BE SURE TO.*

1. We most of us want a good many things that we are not likely to get. 2. He is sure to tell me all about this even if I don't ask him. 3. When Sondra said that they were sure to meet again, she saw Clyde's face suddenly brighten. 4. If we go on arguing, we are sure to quarrel. 5. They are sure to acknowledge your talent. 6. He is sure to give us some useful information. 7. The article is likely to appear in the next issue of the journal. 8. Mr. Smith is sure to be back soon. 9. These two young people are sure to be very good friends. 10. You are sure to be there tomorrow night,

aren't you? 11. She is not likely to change her opinion. 12. They were sure to come to an understanding. 13. Don't worry: everything is sure to turn out all right. 14. This new course of treatment is sure to help your grandmother.

11. INSERT THE APPROPRIATE FORM OF THE INFINITIVE.

1. But there was nothing now _____for. (to wait) *2.* She put on the cape, and turned round_____(to admire). *3.* He appeared — (to listen). 4. He appeared plenty of money, which was said _____ in the Californian goldfields, (to have, to gain). 5. When I seemed — a long while, the aster of Salem House unscrewed his flute into the three pieces, put them up as before, and took me away, (to doze*)*. 6. Every feature seemed _____since he saw her last, (to sharpen). This fellow seemed _____ a famous explorer or something of that sort, (to be) 8. The house appeared _____ _____ recently_____(to repair). 9. Nobody seemed _____ _____ his entry, but here he certainly was. (to perceive). 10. Paula would be the first concentration camp _____ by American troops, (to liberate). 11. Willoughby was not the man — the lessons of his predecessor, (to overlook). 12. A twelve year old girl, Patience Barlow, was the first — his attention or by him. (to attract, to attract). 13. One might guess Mr. George ____ a trooper once upon a time, (to be). 14. I suppose Mr. Jell had been more talkative and lively once; but he seemed _____ long before I knew him. (to exhaust). 15. Dave seemed _____ Stephanie, waiting for her to make the first move, (to watch). For the last few days she seemed _____ to nobody but strange men. (to talk). 16. There's no time _____(to lose). 17. And, in a very little while, the Murdstone and Grinby life became so strange to me that I hardly believed in it, while my present life grew so familiar, that I seemed it a long time, (to lead). John was a young conservative member who was beginning _____ about, (to talk). 18. He is said — a small fortune, (to put away). 19. That Jolyon seems _____in 1710, son of Jolyon and Mary, (to be born).

12. STATE THE FUNCTION OF THE INFINITIVE. TRANSLATE INTO ROMANIAN.

1. A man must have something bigger than himself to believe in. 2. It was impossible not to invite the Butlers for both afternoon and evening. 3. The heat and dust were enough to strangle you. 4. To cut a long story short, the infant that's just gone out of the room is not your son. 5. He paused as if to find a way to phrase his next thoughts. *6.* Nobody asked you to come out here. I didn't ask you to stay. I told you to go while it was daylight. 7. It was too hot to go out into the town. *8.* The prospective buyer is someone who is not, to put it mildly, a supporter of female emancipation. To consent to this sale would be to consent to change the character of

the newspaper altogether. *9.* He had been one of the first to become interested in the development of the street car system. *10.* The floor of the forest was soft to walk on... 11. He was a man to attract immediate sympathy. 12. He knew he must say anything at all in order to establish communication with her. 13. After all, you are young enough to be my son. *14.* To begin with, he did not like the way his editor... had spoken to him that morning. 15. To make the real decisions, one's got to have the real power. *16.* To know all is to forgive all. 17. Other people, men particularly, found it difficult to face Cowperwood's glazed stare. 18. It must be awful to have a brilliant future behind you. *19.* Indeed, she had nowhere to go. *20.* To speak frankly, I am not in favour of long engagements.

13. **POINT OUT THE OBJECTIVE-WITH-THE-INFINITIVE AND THE SUBJECTIVE INFINITIVE CONSTRUCTIONS. TRANSLATE INTO ROMANIAN.**

1. Never once had she been seen to cry. 2. It was the first time he had ever seen her weep. 3. He didn't mean this to be a long meeting. 4. There was a rumour that at last they were likely to be married. 5. Without remonstrance she suffered me to have my own way. Irving proved to be a long, sallow-faced butler chap, solemn as an undertaker. 7. Mr. Worthing is sure to be back soon. 8. I came to get someone to tell me the truth. 9. I'll have Bertha bring you breakfast. Unfortunately, at this moment he chances to catch sight of Judith's face. 11. I have never known Hector Rose behave like this. 12. His "office" turned out to be in one of the back streets close by Olympia. 13. Conrad pulled out a chair and made her sit down. 14. He looked at his watch, rang the bell, and ordered the vehicle to be brought round immediately. 15. Paul felt his heart lift as at a great victory. 16. ... people took an oath, a pledge, when they were married, and that was supposed to hold them together. 17. You make me think of spring flowers. 18. At thirteen he began to read books that were said to be evil. She watched him go up the street and enter a door. 19. He said he wouldn't suffer a word to be uttered to him in his uncle's dispar-agement. *20*. She doesn't seem to want to do anything I suggest.

14. **USE THE APPROPRIATE FORM OF THE INFINITIVES IN BRACKETS:**

1. I am so dreadfully sorry (to bother) you in this stupid way. 2. He kept late hours last night, he may still (to sleep). 3. "She must (to be) very beautiful years ago," Maren thought. 4. It's a secret, and no one else must (to tell). 5. Good-bye. So pleased (to meet) you. 6. He's a talented engineer. He's supposed (to work) at a new invention. 7. Oh, my Margaret, my daughter. You should never (to go). It was all your father's fault. 8. She seems (to work) at her course paper since spring and

says she has still a lot (to do). 9. I've just seen him passing the entrance door, so he can't (to work) at the laboratory as you say. 10. The next morning he seemed (to forget) it all. 11. It ought (to do) long ago; at least before their leaving Blackstable. 12. She seemed at times (to seize) with an uncontrolled irritation and would say sharp and wounding things. 13. You probably think that I must (to live) a very gay life in France, but it wasn't so. 14. No words can describe it: it must (to see).

15. **RESPOND TO THE FOLLOWING QUESTIONS OR STATEMENTS, USING THE PHRASES FROM THE LIST IN BRACKETS**:

1. They say you work too much. 2. Why didn't you invite them to the party? 3. Will you write a letter to her? 4. Why can't you join us tonight? 5. I'm afraid you can't come. 6. I see you haven't bought any oranges. 7, You must take more care of it. 8. She says you are going to help her. 9. Why didn't you dance with him? 10. You didn't sign your paper.

(Nor so much as I used to; I simply didn't want to; Yes, if you wish me to; But I will try to; It not allowed to; I mount to, but I forgot; Yes, I ought to; I suppose I'll have to; He didn't ask me to; No, I forgot to.)

16. **COMPLETE THE FOLLOWING, USING THE INFINITIVE**

■ as subject:

1. ... would be unjust. 2. ... was very pleasant, 3. ... is the only thing to do. 4. ... would be much more useful. 5. ... is not an easy matter.

■ as predicative:

1. My hobby is ... . 2. The best way to master a foreign language is v.. . 3. The next thing to be done is .... 4. Our aim was ... . 5. To say so means ... . 6. His only wish is ... .

■ as object:

1. He asked ... . 2. In the kindergarten children are taught ... . 3. I am so glad ... . 4. We are awfully sorry ... . 5. The doctor advised ... . 6. The child is afraid ... . 7. I've clean forgotten ... . 8. Everybody promised ... . 9. Would you like ... ? 10. Who has allowed you ... ? 11. Aunt Polly instructed Jim ... .

■ as attribute;

1. He was always the first ... . 2. We have nothing .... 3. This is a chance ... . 4. Benny has no friends ... . 5. He is not a man ... . 6. She made an attempt ... . 7. Is there anybody ... ? 8. He always finds something ... . 9. This is the information .... 10. He spoke of his wish ... .

■ as adverbial modifier of purpose:

1. He came immediately ... . 2. We'll stay after the lecture ... . 3. They stopped ... . 4. Write down this rule ... . 5. I've opened the door ... . 6. He stepped aside

politely .... 7. ... you must work hard. 8. The boy ran out....

■ as adverbial modifier of result:

1. She was too frightened .... 2. The article is too difficult ... . 3. The fence is high enough ... . 4. The baby is too restless ... . 5. The weather is warm enough ... . 6. We are too busy ... . 7. She was grown-up enough ... . 8. The night was too dark... .

17. **MAKE UP SENTENCES, USING THE FOLLOWING PHRASES WITH ATTRIBUTIVE INFINITIVES:**

a lot to do, no time to lose, a passage to translate, a man to trust, a rale to remember, the work to do, the distance to cover, a chance not to be missed, a nice town to live in, an easy person to deal with, nobody to speak to, nothing to trouble about, mistakes to be corrected, nobody to rely on, nothing to be afraid of, a poem to learn, the first to break the silence, the last to hand in the test.

18. PARAPHRASE THE FOLLOWING SENTENCES, MAKING THE OBJECT OF THE INFINITIVE THE SUBJECT OF THE SENTENCE:

- *e.g. It is hard to please him. He is hard to please.*
- *It is pleasant to look at her. She is pleasant to look at.*

1. It is not difficult to remember this grammar rule. It is simple. 2. It's very comfortable to sit in my Grandfather's armchair. 3. She's a kind person. It's easy to deal with her. 4. He's very stubborn. It's difficult to persuade him. 5. It's not very easy to translate this passage. It contains some idiomatic expressions. 6. It is pleasant to look at the girl, but not at all pleasant to talk to her. She's pretty, but not very clever. 7. It was unpleasant to watch their quarrel. 8. It's always funny to listen to his stories. 9. It would be useful to follow Uncle Jack's advice. 10. It's not so very easy to answer this question.

19. MAKE UP SENTENCES, USING THE FOLLOWING ADJECTIVES WITH INFINITIVES (FOLLOW THE EXAMPLES OF THE PREVIOUS EXERCISE):

easy to deal with, difficult to understand, pleasant to look at, hard to please, useful to remember, amusing to watch, easy to answer, uncomfortable to sit on, easy to follow, difficult to avoid, pleasant to talk to, not far to seek, not easy to find.

20. POINT OUT THE COMPLEX OBJECT AND THE COMPLEX SUBJECT WITH THE INFINITIVE. TRANSLATE THE SENTENCES INTO ROMANIAN:

1. The drugs the doctor has prescribed me make me feel rather strange. 2. I want you to say to yourself that he died a gallant death in the service of his country, and we must be proud of him. 3. I had seen my father leave the house that very morning. 4. Just as he was falling into unconsciousness he heard his door open and quickly shut. 5. George was sure that fresh air and exercise would make us sleep well. 6. I've never known a fellow spend so much time on radiograms. 7. I thought it to be the signal to start. 8. We did not expect him to come back so soon and were wondering what had happened. 9. She felt somebody touch her gently by the hand. 10. I'd like it to be done as quietly as possible, without attracting anybody's attention, 11. She didn't seem to notice his unfriendly tone. 12. The number to which I had been directed turned out to be a house standing a little by itself, with its back to the river. 13. "He appears to be asleep, my lady," said the butler. 14. Lady Franklin seemed to expect an answer. 15. The boy was made to repeat his story twice.

21. **PARAPHRASE, USING "FOR-PHRASES" WITH INFINITIVES:**

1. She held out the telegram so that I might see it. 2. It's quite natural that you should think so. 3. The first thing he must do is to ring them up. 4. Let us wait till they settle this matter. 5. This is a problem you should solve all by yourself. 6.1 shall bring you the article that you may read. 7. I gave an umbrella to the children lest they should get wet through. 8. I've put on weight. I can't wear this dress any longer. 9. It is unbelievable that a man should go so far beyond his limit. 10. He spoke loudly so that everyone might hear him. 11. There is nothing that I may add. 12. It is very unusual that he should have said such a thing. 13. It's high time you knew Grammar well. 14. This is a boy you can play with.

22. **COMPLETE THE FOLLOWING, USING A SUITABLE INFINITIVE PHRASE**:

1. Can you advise me...? 2. I can't make up my mind ... . 3. She hesitated ... . 4. I am at a loss ... .5. The trouble is ... . 6. ... is the first thing to decide. 7. His chief difficulty was ... . 8. I didn't know.... 9. Show me .... 10. Nobody could tell... .

23. **MAKE UP SENTENCES, USING THE FOLLOWING INFINITIVE PHRASES PARENTHETICALLY**:

- e.g. *To cut a long story short I am really delighted to be working with you.*

1. to cut a long story short; 2. to put it mildly; 3. to crown all; 4. to tell you the truth; 5. to say the least of it; 6. to say nothing of ...; 7. to begin with; 8, to judge by her appearance.

24. COMPLETE THE FOLLOWING SENTENCES, USING INFINITIVES OR INFINITIVE CONSTRUCTIONS:

1. I didn't expect.... 2. Oh, how nice of you ... . 3. We are all very glad ... . 4. She doesn't like ... . 5. What would you do if you saw ... . 6. I'm so sorry ... .7. The book seems ... . 8. It would be of great use ... . 9. What is done ... . 10. There's nothing ... . 11. The difficulty is ... . 12. I'm not quite sure... . 13. It hasn't yet been decided .... 14. He is unlikely ... . 15. Nobody will ever make ... . 16. You are too inexperienced ... . 17. She appeared ... . 18. She is old enough ... . 19. It's too late, he can't ... . 20. Judging from the shadows under his eyes, he must... .

5. THE PARTICIPLE

There are 2 participles in Modern English:

- Participle **I** (also called the Present Participle) which is active in meaning (= P I)
- Participle **II** (also called the Past Participle, or the 3rd form of the verb) which is usually passive in meaning (= P **II).**

The English Participle combines the verbal and nominal features and has the characteristics of a verb and of an adjective or an adverb.

❒ THE VERBAL CHARACTERISTICS OF THE PARTICIPLE

➢ Participle I of transitive verbs can take a direct object:

- **Opening** the door, he went out of the room.

➢ Both Participle I and Participle II can be modified by an adverb:

- **Leaving** the room silently, he ran to the station.

➢ Both Participle I and Participle II can be part of analytical tense forms of the verb (part of a simple verbal predicate or compound modal verbal predicate). Participle I can be part of Continuous Tenses (active and passive):

- Present Continuous - am/is/are **writing** / am/is/are being written
- Past Continuous - was/were **written** was/were **being written**
- Participle II can be part of Perfect Simple Tenses (active and passive) and of the Passive form of the verb (in Present and Past Indefinite)
- Present Perfect - have/has **written** / have/has **been written**
- Past Perfect - had **written** / had **been written**
- Present Indefinite Passive - is/are **written**

Participle I has tense distinctions. Participle I of transitive verbs has also voice distinctions, but there are no aspect distinctions. Therefore there are only 4 forms of Participle I and only 1 form of Participle II

❒ THE FORMS OF THE PARTICIPLE

Participle I and the Gerund have the same tense and aspect forms but most of their functions are different. Therefore they are treated in different sections of grammar.

TENSE VOICE	ACTIVE	PASSIVE
INDEFINITE	Reading	being read
PERFECT	having read	having been read

❒ THE TENSE DISTINCTIONS OF THE PARTICIPLE

The tense distinctions of the Participle are not absolute but relative. *Participle I Indefinite* (active or passive) usually denotes an action simultaneous with the action expressed by a finite verb. It may refer to the present, past or future depending on the tense-form of the finite verb:

- **Reading** this book, I can't help laughing. (present)
- **Reading** this book, I couldn't help laughing. (past)
- **Reading** this book, you will roar with laughter. (future)

➢ Sometimes this form denotes an action referring to no particular time:

- He saw a narrow path **leading** to the bottom of the hill.

➢ *Participle I Perfect Simple* (active or passive) denotes an action prior to the action expressed by a finite verb:

- They were indeed old friends, **having been** at school together.

NOTE: With some verbs of sense perception and motion *(e g. see, hear, look, come, arrive, seize, turn, etc.)* Participle I Indefinite is used even if priority is meant:

- **Turning** down a dark narrow street he entered a small shop.
- **Hearing** footsteps below he rose and went to the top of the stairs.

➢ *Participle II* has no tense distinctions. It has only I form which can express both an action simultaneous with or prior to the action of the finite verb; the latter case being

more frequent.

- They entered a large hall **lit up** with Chinese lamps. (simultaneous)
- She spoke about her little child **lost** in the large unfriendly city. (prior)

Sometimes Participle II denotes an action referring to no particular time:

- He is a man **loved and admired** by everybody.

❒ THE VOICE DISTINCTIONS OF THE PARTICIPLE

Participle *I* of transitive verbs has special forms to denote the active and the passive voice:

- When writing letters she doesn't like to be disturbed.
- Being written in pencil, the letter was difficult to make out.
- **Having** written some letters he went out to post them.
- Having been written long ago. the manuscript was illegible.

➢ ***Participle II*** of transitive verbs has a passive meaning and may be used as an independent part of a sentence, e.g.as an attribute, or in a passive or perfect predicate:

- a broken glass (= a glass that is broken)
- a caged bird (= a bird that was caged, put in a cage)

➢ ***Participle II*** of intransitive verbs has no passive meaning. It is used only in analytical verb forms (Perfect forms) and has no independent function in the sentence - it is part of a simple verbal predicate.

- I have just come home.

But if the intransitive verb denotes into a new state passing Participle II of such a verb can be used as an attribute (e.g. of the verbs ***fade, wither, retire, fall, vanish,*** etc.):

- a fallen leaf – o frunză căzută
- a withered flower – o floare ofilită

❒ **THE NOMINAL CHARACTERISTICS OF THE PARTICIPLE. THE FUNCTIONS OF THE PARTICIPLE**

The nominal characteristics of the Participle are manifested in its *syntaxical functions:* Like an adjective, the Participle can be *attribute, predicative, subject* and *object.*

Like an adverb, the Participle can be used as an ***adverbial modifier*** (of time, comparison, cause, manner or attendant circumstances, condition and concession).

➢ ATTRIBUTE. Only Participle I indefinite active (and very rarely passive) and Participle II are used in this function - both in pre-position and in post-position.

- Moldova is a **developing** country.
- There are a lot of people **needing** medical care.
- The question **answered** in such a manner did not satisfy anybody.
- **Crushed** at first by his imprisonment, he soon found a dull relief in it.

➢ PREDICATIVE (rarely). Participle **I** indefinite active and Participle II are chiefly used in this function:

- The news was **shocking.**
- He looked **bored.**

➢ SUBJECT (very rarely) and object (very rarely). Substantivized Participle 1 and Participle II may be used in these functions.

- The **dying** should be paid attention to, but more care should be given to the still **living.** - (subject, prepositional object)
- The battle was over. The **wounded** were taken to hospital. (subject)

➢ ADVERBIAL MODIFIER:

➢ A.m. of time (sometimes preceded by the conjunctions *when* and *while* which are usually not translated into Romanian). Both Participle I in all forms and Participle II can be used in this function.

- **Asking** him a question, she looked aside.
- **While writing** your tests, do not forget to leave a wide left margin.
- **Asked** whether he would take part in the conference, he said nothing

➢ A.M. OF CAUSE. Only Participle I (indefinite or perfect) is used in this function:

- **Being** a stranger in the town, he had to ask the way.

- **Being** very busy he had to refuse your invitation.
- **Not knowing** the answer. I felt ill at ease.

➢ A.M. OF MANNER OF ATTENDANT CIRCUMSTANCES. Only Participle I (and very rarely Participle it) is used in this function to show that the actions of the predicate and the participle are either parallel or successive:

- He spent a whole afternoon **trying** to repair his car.
- She went out. **slamming** the door.
- She looked at him **smiling.**

➢ A.M. OF CONDITION. Only Participle II preceded by the conjunctions *if* or *unless* is used in this function (the conjunction ***if*** can be omitted):

- **If asked** to do it again, he will not make the same mistake
- His fault, **if proved,** will bring him to prison.
- He would have considered her to be in poor circumstances, unless told the contrary.

➢ A.M. OF CONCESSION. Only Participle II (and very rarely Participle I) can be used in this function preceded by the conjunctions *though* or *although* (sometimes the conjunctions may be omitted):

- **Though given** my consent to do it, he did not believe me.
- Her spirit, **though crushed,** was not broken.

- Both Participle I and Participle II can also be parentheses in the sentence.

- Strictly **speaking.** I know the truth already.
- **Judging** by his behaviour, he might as well be unware of the event.

❒ **PARTICIPLES I OFTEN USED AS PARENTHESES**

broadly speaking, generally speaking, frankly speaking , strictly speaking, roughly speaking, legally speaking, judging by, considering, passing to, turning to, returning to, putting it another way.

❒ **PARTICIPLES USED AS PARENTHESES**

as emphasized above, as mentioned above, as mentioned earlier, as mentioned previously, as already mentioned, as pointed out above, as pointed out previously . as pointed out earlier, as stated earlier, as stated previously as stated above as stated in, put another way.

6. THE PREDICATIVE CONSTRUCTIONS WITH THE PARTICIPLE

There are 4 predicative construction with the Participle in Modern English:

- THE OBJECTIVE PARTICIPIAL CONSTRUCTION, OR *COMPLEX OBJECT* WITH THE PARTICIPLE (= C.O.)
- THE SUBJECTIVE PARTICIPIAL CONSTRUCTION, OR *COMPLEX SUBJECT* WITH THE PARTICIPLE (= C.S.)
- THE NOMINATIVE ABSOLUTE PARTICIPIAL CONSTRUCTION (= NAPC)
- THE PREPOSITIONAL ABSOLUTE PARTICIPIAL CONSTRUCTION (= PAPC)

All these constructions can be regarded as contracted (or compressed, shortened) subordinate or coordinate clauses and therefore are usually rendered in Romanian by a subordinate or coordinate clause.

COMPLEX OBJECT WITH THE PARTICIPLE

Participle I indefinite active and Participle II can be used in a Complex Object construction instead of the Infinitive after:

- the verbs of sense perception (+ *to find = to see, to catch, to smell, to listen to)* when a process is underlined (Participle 1) or when the action is passive (Participle il):

- Then he looked out of the window and saw clouds **gathering** in the sky.
- She found him waiting for her at the entrance to the theatre.
- She smelt something **burning** and saw smoke **rising.**

- some verbs of mental activity: *to consider, to understand, to find* (Participle II and Participle I indefinite passive only are used):

- They found her completely **changed.**
- I consider him driven into a corner.

- Some verbs of compulsion: *to have* and *to get*. Only Participle II (and very rarely Participle I) can be used after these verbs.
- Participle II in a C.O. construction show's that the action expressed by Participle II is performed at the request or on the demand of the person denoted by the subject of the sentence or that something (usually unpleasant) happened to someone:
  - **I** had my piano **tuned** (= I made someone tune my piano)..
  - He had all his money **stolen,** when he was on holiday.

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COMPLEX SUBJECT WITH THE PARTICIPLE

Only Participle I indefinite active and Participle II can be used in Complex Subject instead of the Infinitive after the verbs of sense perception (+ *to catch*) in the passive voice:

- The cabriolet was seen **descending** the hill.
- He was caught **using** a crib.

THE NOMINATIVE ABSOLUTE PARTICIPIAL CONSTRUCTION

The Nominative Absolute Participial Construction (NAPC) (as well as the other absolute constructions) is widely used in fiction and scientific literature, and in written speech in general. It is rarely used in colloquial speech.

In this construction the Participle stands in predicate relation to a noun in the common case or a pronoun in the nominative case. Both Participle I (in all forms) and Participle II can be used in this construction.

This is the model of the sentence with an NAPC (the construction may precede or follow the principal part of the sentence):

NOUN/PRONOUN + PARTICIPLE, + SUBJECT + PREDICATE

Subject + Predicate, noun/pronoun + Participle

- Circumstances **permitting,** we'll solve the problem.
  - The plane crashed, its bombs **exploding** as it hit the ground.

The formal sign of the NAPC (and of the other absolute constructions) is a *comma* separating it from the principal part of the sentence.

❒ **THE FUNCTIONS OF THE NAPC IN THE SENTENCE**

When the NAPC stands at the beginning of the sentence (i.e. before its principal part) it usually has the function of an adverbial modifier of time, cause or condition.

➢ A.M. OF TIME (the actions of the participle and the predicate usually refer to the past). Participle 1 perfect and more often Participle II are used in this function:

- The lamp **(having been) lit** we began to read his lener.
- The letters (having been) read, he put it on the shelf.
- The problem solved, he had an opportunity to rest.

➢ A.M. OF CAUSE (the actions expressed by the finite verb and the Participle are either simultaneous or the action of the participle is prior). Participle I in all forms and Participle II can be used in this function. Do not forget that *being* can be only an a. m. of cause, and not of time:

- It **being** pretty late, we took our candles and went upstairs.
- George **having** already **told** you the truth. I can do nothing but confirm it.

➢ A.M. OF CONDITION. The most frequently used in this function are Participles I indefinite active of the verbs *to permit, to allow* and *to fail* which always refer to a future action: and of the verb *to be:*

- Weather (time, circumstances) permitting, we shall start tomorrow.
- Conciliation **failing,** force remains; but force **failing,** no other hope of conciliations is left.

➢ A.M. of CAUSE

- They went home, all the problems **having been solved.**

THE PREPOSITIONAL ABSOLUTE PARTICIPIAL CONSTRUCTION

The Nominative Absolute Participial Construction (NAPC) may be introduced by the preposition *with* which is usually not translated. Then it is called the Prepositional Absolute Participial Construction (PAPC). As a rule, it stands at the end of the sentence and is used as an adverbial modifier of attendant circumstances. But sometimes it may stand at the beginning of the sentence, then it may have the function of an adverbial modifier of cause.

- They were walking on again, with Max calmly **smoking** his pipe.
- With Ingrid **remembering** his birthday and **bringing** him a nice present, he couldn't help but feel touched and a little embarrassed.

❒ ABSOLUTE CONSTRUCTIONS WITHOUT A PARTICIPLE

There are 2 more absolute constructions which are similar to the NAPC and PAPC. but they are used without any participle. Instead of a participle we find an adjective, a prepositional phrase or an adverb.

❒ THE NOMINATIVE ABSOLUTE CONSTRUCTION

This is the model of a sentence with a Nominative Absolute Construction (NAC):

Noun/Pronoun + Prepositional Phrase/Adjective/Adverb + Subject + Predicate

The NAP is commonly used as an a.m, of time or an a.m. of attendant circumstances.

- Breakfast **over,** he went to his office.
- He went to Miss Brown's house, his heart **full** of strange emotions.

✓ Mind the difference between the absolute constructions with and without a participle:

- The lesson (concert/lecture/meeting) **being over,** we may go home. (NAPC. a. m. of cause)
- The lesson (concert/lecture/meeting) **over,** we went home. (AC, a. m. of time)

❑ **THE PREPOSITIONAL ABSOLUTE CONSTRUCTION**

The Prepositional Absolute Construction (PAC) is preceded by the preposition *with* (which is usually not translated) and is commonly used as an a. m. of attendant circumstances:

This is the model of the sentence with a PAC:

WITH + NOUN/PRONOUN + PREPOSITIONAL PHRASE/ADJECTIVE/ADVERB + SUBJECT + PREDICATE

- He stood there waiting for me, with his stick **in his hands.**
- With the watch **in her hand,** she came up to her husband and looked directly at him.

7. EXERCISES

1. INSERT THE APPROPRIATE FORM OF PARTICIPLE I.

1.The gypsy smiled, _____ his teeth, (to show). 2. While — my directions, he glanced at me now and then, suspiciously, from under his frost-white eyelashes, (to obey) *3*. _____them, he raised his coffee cup. (to watch). 4. He went upstairs again, — past the door, and, _____ his room, switched on the light, (to tiptoe, to enter). 5. The missionary, daily opportunities of looking at this seascape for thirty years ago, pays no heed to it, _____ in trimming a huge red geranium bush.(to have, to absorb). 6. _____ my back on him I started down the steps, (to turn). 7. At that moment he was plunged in the depth of an easy chair, _____ to by Mr. Derby. (to talk). 8. There was only one candle _____ on the rough board table. (to flicker). 9. Boldwood, _____ her comparatively isolated, came up to her side, (to see). 10. She had not brought him money or position, — no more than the daughter of a Wortley doctor, (to be). 11. Abraham was back at the end of three weeks, _____ an extra eighty miles, (to ride). 12. Then swiftly _____ neither to left nor right, she returned to Adrian, (to look). The campaign progressed uneventfully, from day to day, no longer — in news broadcasts, (to mention). 13. ___ that
no one else was coming, Mr. Lincoln rose, (to see). 23. — dinner, Soames lighted the second of his two daily cigars, and took up the earpieces of the wireless, (to finish).

2. **STATE THE FORM AND THE FUNCTION OF PARTICIPLE I. TRANSLATE INTO ROMANIAN**.

1. Having traversed seven hundred miles he was now travelling toward the border of the United States. 2. There was a tiny smile playing about the corners of his mouth. 3. He had a beautiful old house in Queen Anne Street, and being a man of taste he had furnished it admirably. 4. Dona Carlotta covered her face with her hand, as if swooning. 5. Turning in anger, she gave John a shove, spilling his tea. 6. To Maggie, the new protective gentleness of her son was sweet, and also very frightening. 7. Judging him by his figure and his movements, he was still young. 8. Placing his drink upon the mantelpiece the ex-convict stood for a moment observing the young man out of the corner of his eye. 9. Being very tired with his walk however, he soon fell asleep and forgot his troubles. 10. He raised his eyes, looked at her as though peering over the top of spectacles. 11. There were four girls sitting on the wooden benches of the agency's front room. 12. Having shaken hands with them, he brought his own hands together with a sharp slap. 13. Manuel went in, carrying his suitcase. 14. While pondering this problem, I sat in the dormitory window-seat. 15. I am going to Rome, having friends there. 16. There was sunlight coming in through the shutters. 17. Abraham appeared at noon the next day, bringing with him two hundred dollars in cash. 18. Much of the afternoon I looked out of the window, as though thinking, but not really thinking. 19. He was thoughtful for a moment while leaning perilously close to the fire. 20. Cecilia had heard very little being absorbed in her own reflections. 21. Having breakfasted, out I went. 22. He looked at his father listening with a kind of painful desperation. 23. She recrossed her legs comfortably, as though preparing for a long session on the sofa. 24. Never having encouraged friends to drop in spontaneously, she was almost totally alone. 25. A cold wind swept the pavement, bearing a scrap of silver paper from a chocolate box across the lamplight.

3.INSERT PARTICIPLE I OR II.

1. It was a windy day, and the air _____ on Little Dorrit's face soon brightened it. (to stir). *2.* He took a _____ strip of paper from his vest and gave it to the reporter, (to fold). 3. There was one bright star _____ in the sky. (to shine). 5. At one end was a group of beautiful women exquisitely _____, _____ diamonds on their heads and bosoms (to gown, to wear). 6. Maxim stooped, and picked up a _____ petal and gave it to me. (to fall). 7. They came to the quiet little station ____ by a single bulb, almost _____ in a mass of oleander and vines and palmettos, (to light, to hide). 8. She remained silent but her silence was like a question _____ in the dark between them. (to hang). 9.

With _____ eyes he leaned back on the bench, (to close). 10. We walked down the Hall and down the wide thickly _____ stairs, (to carpet). 11. There were candles on the table, (to light). 12. There was a long line of _____ trucks and carts on the road _____ up the ridge, (to abandon, to lead). 13. A tall, thin man with a sharp pointed face sat at a table for dinner, (to lay). 14. The voice had something _____in it. (to appeal).

4.**REPLACE THE SUBORDONATE ATTRIBUTIVE CLAUSES USING PARTICLE CONSTRUCTIONS.**

All the people who live in this house are students. 2. The women who are speaking now is our secretary. 3. The apparatus that stands on the table in the corner of the laboratory is quite new. 4. The young man who helps the professor in his experiments studies at our university. 5. People who borrow books from the library must return them in time. 6. There are many pupils in our class who take part in all kinds of extracurricular activities.

5. **REPLACE THE SUBORDONATE CLAUSES USING PARTICLE CONSTRUCTIONS**

1. As he now felt more at ease, the man spoke in a louder voice. 2. Since he knew who the man was, Robert was very pleased to have the chance of talking to him. 3. As he thought that it was his brother at the window, Steve decided to open it. 4. As the people were afraid of falling into a ditch in the darkness at any moment, they felt their way about very carefully. 5. Since he needed a shelter for the night, Peter decided to go to the neighbours' house**.**

6. CHOOSE THE CORRECT FORM OF THE PARTICIPLE

The girls (writing, written) on the blackboard are our best pupils. Everything (writing, written) here is quite right. We listened with such a delight to the girls (singing, sung) Romanian folk songs. We listened to the Romanian folk songs (singing, sung) by the girls. The boy (washing, washed) the floor is my brother. The floor (washing, washed) by Helen looked extremely clean. Who is that boy (doing, done) his homework at that table? The exercises (doing, done) by the pupils were easy. The house (surrounding, surrounded) by tall trees is very beautiful. The wall (surrounding, surrounded) the house was very high.

7.**OPEN THE BRACKETS USING EITHER PRESENT PARTICIPLE OR PERFECT PARTICIPLE.**

1. (to do) his homework, he was thinking hard. 2. (to do) his homework, he went for a walk. 3. (to sell) fruit, he looked back from time to time, hoping to see his

friends. 4. (to sell) all the fruit, he went to see his friends. 5. (to eat) all the potatoes, she drank a cup of tea. 6. (to drink) tea, she scalded her lips. 7. (to run) in the yard, I fell and hurt my knee. 8. (to look) through some magazines, I came across an interesting article about UFOs. 9. (to write) out and (to learn) all the new words, he was able to translate the text easily. 10. (to live) in the south of our country, he cannot enjoy the beauty of St. Petersburg's White Nights in summer. 11. (to talk) to her neighbour in the street, she did not notice how a thief stole her money. 12. (to read) the story, she closed the book and put it on the shelf. 13. (to buy) some juice and cakes, we went home. 14. (to sit) near the fire, he felt very warm.

8. **OPEN THE BRACKETS USING THE REQUIRED FORM OF THE PARTICIPLE.**

1. (to write) in very bad handwriting, the letter was difficult to read. 2. (to write) his first book, he could not help worrying about the reaction of the critics. 3. (to spend) twenty years abroad, he was happy to be coming home. 4. (to be) so far away from home, he still felt himself part of the family. 5. She looked at the enormous bunch of roses with a happy smile, never (to give) such a wonderful present before. 6. (not to wish) to discuss that difficult and painful problem, he changed the subject. 7. (to translate) by a good specialist, the story preserved all the sparkling humour of the original. 8. (to approve) by the critics, the young author's story was accepted by a thick magazine. 9. (to wait) for some time in the hall, he was invited into the drawing room. 10. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady. 11. They reached the oasis at last, (to walk) across the endless desert the whole day. 12. (to lie) down on the soft couch, the exhausted child fell asleep at once. 13. She went to work, (to leave) the child with the nurse. 14. (to phone) the agency, he left (to say) he would be back in two hours.

9. **REPLACE SOME PARTS OF THE SENTENCE USING PARTICIPIAL CONSTRUCTIONS**

1. When he arrived at the railway station, he bought a ticket, walked to the platform and boarded the train 2. As he was promised help, he felt calmer. 3. After he was shown in, he was told to take off his coat and wait for a while. 4. Robinson started the building of the house at once and finished it before the season of rains set in. 5. He poured out a cup of coffee, sat down in an armchair and looked at the woman who was sitting opposite him. 6. When he had left the house and was crossing the street, he suddenly stopped as he remembered that he had forgotten to phone his friend. 7. He looked at me and hesitated: he did not know what to say. 8. As he had

long lived in those parts and knew the place very well, he easily found his way to the marketplace. 9. He has no language problems, because he has been studying English for a long time. 10. After I had written this exercise, I began to doubt whether it was correct. 11. Take care when you cross the street. 12. Students should always be attentive when they are listening to the lecturer. 13. There are many students who study music. 14. Don't you feel tired after you have walked so much?

10. **TRANSLATE INTO ROMANIAN PAYING ATTENTION TO THE INDEPENDENT PARTICIPLE CONSTRUCTION**.

1. Then they heard the noise of the plane, its shadow passing over the open glade. 2. She remembered him talking, his glasses magnifying his round blue eyes. 3. She sat staring into the fire, the sock forgotten on her knee. 4. He heard the bathers coming up the sandy road, their voices ringing through the quiet. 5. They continued their way, the boy sobbing quietly, the man ashamed. 6. They went down the stairs together, Aileen lingering behind a little. 7. He lifted the lid and kept it in his hand while she was drinking, both standing. 8. She danced light as a feather, eyes shining, feet flying, her body bent a little forward. 9. We walked very slowly home, Agnes and I admiring the moonlight, and Mr. Wick-field scarcely rising his eyes from the ground. 10. They walked quickly through street after street, the Dodger leading and Oliver at his heels. 11. He was standing there silent, a bitter smile curling his lips. 12. The dog sat close to the table, his tail thumping now and again upon the floor, his eyes fixed expectantly on his master. 13. The electrons move with varying velocities, their velocity depending on the temperature and nature of the material.

11. **PARAPHRASE THE FOLLOWING SENTENCES USING PARTICIPLE CONSTRUCTIONS**

1. As our work was finished, we went home. 2. If the letter is posted today, the news will reach them tomorrow. 3. If mother permits us, we shall go to the theatre. 4. When the working day was over, she went straight home. 5. As a storm was arising, the ship entered the harbour. 6. When the packing had been done, the girls left for the station. 7. As the stop was a long one, the girls got off the train. 8. As the weather was perfect, Lydia played tennis every day. 9. As the last month was a very busy one, she could not answer her friend's letter. 10. If time permits, we shall come a few days earlier. 11. When the third bell had gone, the curtain slowly rose. 12. As the underground station was not far, we walked there. 13. Bill could not sleep the whole night, as there was something wrong with his eye. 14. As the rules were very strict, the doorkeeper did not permit Bill to enter. 15. As the front door was open, she could see straight through the house. 16. Rip had no desire to work on

his farm, for it was to his mind the worst piece of land in the neighborhood. 17. They stood there; the night wind was shaking the drying whispering leaves. 18. As the situation was urgent, we had to go ahead. 19. When the greetings were over, Old Jolyon seated himself in a wicker chair. 20. The town of Crewe is known to be one of the most busy junctions in England: many railway lines pass through it. 21. We set off; the rain was still coming down heavily. 22. After a private sitting room had been engaged, bedrooms inspected and dinner ordered, the party walked out to view the city.

12.TRANSLATE PAYING ATTENTION TO PARTICIPLE AND PARTICIPIAL CONSTRUCTIONS.

1. Simultaneous translation *provided* at the conference was excellent.
2. For further details the reader is referred to the paper *presented* by Mr. Brown.
3. The temperature of the liquid *obtained* remained constant.
4. The results *obtained* contained some errors.
5. *Translating* this text I did not consult the dictionary.
6. *Addressing* the young man he said he would like to speak with him.
7. *Weather permitting*, the astronomer will proceed with his observations.
8. *There being* many people in the conference hall, we could not enter it.
9. My friend *being ill*, we decided to go and see him.
10. *Time permitting*, we shall discuss one more question.
11. The specialist could continue his work, the defect *having been found*.
12. The boy could continue doing his homework, *with his mother helping him*.

13.**USE THE INFINITIVE OR THE FIRST PARTICIPLE OF THE VERBS IN BRACKETS TO FORM A COMPLEX OBJECT:**

1. A moment later they heard her bedroom door (to shut) with a bang. 2. I've never heard your canary (to sing). Is there anything the matter with the bird? 3. Would you like me (to make) you lunch, or have you had some? 4.1 want you (to explain) the disappointment we had this morning. 5. She watched him (to pass) the gate and (to walk) down the street. 6. Through the chink in the shutters she watched Emma (to pick) cherries in the orchard. 7. The captain said something which made them (to laugh), he did not hear what it was. 8. They had their own pattern of life and expected me (to fit) in. 9. You can see him (to work) in his little garden every day. 10. She had never heard philosophy (to pass) those lips before. 11. I saw him (to put) his suitcase right here. 12. During that moment Miss Pembroke told a lie, and made Rickie (to believe) it was the truth. 13. Together they watched the old oak (to drop) its leaves. 14. He found them (to sit) together and (to talk) peacefully. They did not notice him (to approach). 15. He felt the water (to reach) his knees.

14. **REPLACE THE PARTICIPLE PHRASES IN THE FOLLOWING SENTENCES BY ATTRIBUTIVE OR ADVERBIAL CLAUSES:**

1. A middle-aged woman, wearing a print apron, stood at the door of the cottage. 2. She looked down at the floor as though seeing something there. 3. On a sunny afternoon arriving at the house in Malta Street, Jacob found it deserted. 4. A snake sleeping in the grass will bite if anyone treads upon it. 5. Being seven, she often wore her favourite brown velvet frock barely reaching the knees of her thin legs. 6. Suddenly, while watching the fear she was trying to hide, he believed her story. 7. The golden light, still lying in sheets upon the water, dazzled Nan for a moment. 8. felt a bitter envy towards the two small boys walking along the path with their mother at that moment. 9. It's an old face for twenty-five, Jan thought, watching the wrinkles that fanned out from eyes to temples. 10. Jim, not being sure of her real intentions, merely looked at her and paused for a moment. 11. Having satisfied himself that each guest had a plate of food and a glass of water, he was anxious to make conversation. 12. Returning home late at night, he found everybody in bed. 13. Reaching the top of the hill my companion stopped. 14. Having filled his pockets with apples, the boy was about to run away when he saw the owner of the garden with a stick in his hand.

15. **REPLACE THE ATTRIBUTIVE CLAUSES IN THE FOLLOWING SENTENCES BY PHRASES WITH THE SECOND PARTICIPLE, WHERE POSSIBLE:**

I. By a residential college we mean a college with a hostel which is usually situated on the same grounds as the principal building. 2. The slogan which was made by Mike's brother attracted everybody's attention. 3. The child that was left alone in the large room began to scream. 4.1 have a letter for you which was received two days ago. 5. They were all pleased with the results which were achieved by the end of the month. 6. His words, which he uttered in an under-tonie, reached my ears. 7. The boy who had broken the windowpane ran away and did not appear till the evening. 8. The storm that caused a lot of harm to the crops abated late at night. 9. He said that the book which I had chosen belonged to his grandfather. 10. I asked the librarian to show me the magazines which were sent from the German Democratic Republic. 11. Everybody felt that in the farewell dinner there was sadness which was mingled with festivity. 12. We were all looking at his smiling face which was framed in the window of the railway-carriage. 13. There was another pause which was broken by a fit of laughing of one of the old men sitting in the first row. 14. There lay a loaf of brown bread which was divided into two halves. 15. The English

people love their green hedges which are covered with leaf and flower in summer, and a blaze of gold and red in autumn.

16. **USE THE APPROPRIATE FORM OF THE FIRST PARTICIPLE OF THE VERBS BRACKETS:**

1. (to look) out of the window, she saw there was a man working in the garden. 2. That night, (to go) up to his room Shelton thought of his unpleasant duty. 3. (to descend) to the hall, he came on Mr. Derby (to cross) to his study, with a handful of official-looking papers. 4. The carriage was almost full, and (to put) his bag up in the rack, he took his seat. 5. (to know) that she couldn't trust Jim, she sent Peter instead. 6. (to do) all that was required, he was the last to leave the office. 7. (to return) home in the afternoon, she became conscious of her mistake. 8. He couldn't join his friends (to be) still busy in the laboratory. 9. (to finish) his work, he seemed more pleased than usual. 10. (to step) inside, he found himself in what had once been a sort of office. 11. He left the room again, (to close) the door behind him with a bang. 12. spent about ten minutes (to turn) over the sixteen pages of "The Times" before I found the chief news and articles.

17. **STATE WHETHER THE -ING- FORM IS A PARTICIPLE, A GERUND OR A VERBAL NOUN:**

1. To my mind the setting of the scene was magnificent. 2. As to his stooping, it was natural when dancing with a small person like myself, so much shorter than he. 3. I found him in exactly the position I had left him, staring still at the foot of the bed. 4. If possible, give up smoking, at least for a time. 5. There you can see the Fire of London with the flames coming out of the windows of the houses. 6. Having finished the work, he seemed more pleased with himself than usual. 7. Pausing in his story, Burton turned to me. 8. I admired the grounds and trees surrounding the house. 9. Father said that we were not to let the fact of his not having had a real holiday for three years stand in our way. 10. I saw there wooden cabins with beds, electric light, running water. 11. Most Englishmen are not over fond of soup, remarking that it fills them without leaving sufficient room for the more important meat course. 12. The evening meal goes under various names: tea, "high tea," dinner or supper depending upon its size and also social standing of those eating it. 13. Colleges give a specialized training. 14.1 want you to give my hair a good brushing. 15. The boys could not go without asking permission.

8. THE GERUND

The *Gerund* developed from the verbal noun, which in the course of time became verbalized preserving at the same time its nominal character. The Gerund coincides in form with Participle I, but not in functions. The double nature of the gerund. As a natural result of its origin and development the gerund has nominal and verbal properties. The nominal characteristics of the gerund are as follows:

- ✓ The gerund can perform the function of *subject*, *object* and *predicative*.
- *Smoking* leads to diseases. (subject)
- I like *helping* people in difficulty. (object
- The duty of all progressive mankind is *fighting for peace*. (predicative)
- ✓ The gerund can be preceded by a preposition.
- *I am very fond of reading.*
- ✓ Like a noun the gerund can be modified by a noun in the possessive case or by a possessive pronoun.
- I am surprised at *Nick's working* so hard.
- Do you have any objection to *my coming* too?

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

- ✓ The gerund of transitive verbs can take a direct object.
- He made good progress in *understanding* and *speaking* English.
- ✓ The gerund can be modified by an adverb.
- She burst out *laughing loudly.*

The gerund has *tense* distinctions; the gerund of transitive verbs has also *voice* distinctions. The forms of the gerund in Modern English are as follows:

Voice Tense	**ACTIVE**	**PASSIVE**
INDEFINITE	*Writing*	*Being written*
PERFECT	*Having written*	*Having been written*

Having the same verbal characteristics as the participle has the Gerund has the nominal features of a noun (unlike the Participle which has the nominal features of an adjective or an adverb), because the gerund developed from the verbal noun which in the course of time became verbalized.

❑ **THE NOMINAL CHARACTERISTICS OF THE GERUND.**

- Like the noun, the gerund can be subject, object and predicative of a sentence:

- **Seeing** is **believing.** (subject + predicative)
- He gave up **smoking.** (object)

- It can be preceded by a preposition
- Thank you for coming.
- I am fond of **cycling.**

- It can be modified by another noun in the common or possessive case or bv a possessive pronoun:

  - I said something about my clock **being** slow.
  - Would you mind Richard's **coming in?**
  - Excuse my **leaving** you in the dark.

❑ **THE VERBAL CHARACTERISTICS OF THE GERUND**

- Like the verb the gerund of transitive verbs can take a direct object:

- The students have made a good progress **in understanding and speaking** English.

✓ the gerund can be modified by an adverb:

- She burst out **crying** bitterly.

- THE GERUND has tense distinctions; the gerund of transitive verbs has also voice distinctions:

- They went on **talking.** (indefinite active)
- He came to our place without **being invited.** (indefinite passive)
- He was indignant at his son's **having disobeyed** him. (perfect active)
- She had a feeling of **having been deceived.** (perfect passive)

❒ THE TENSE DISTINCTIONS OF THE GERUND

The tense distinctions of the Gerund are not absolute, but relative. ***The Indefinite Gerund*** denotes an action simultaneous with the action expressed by the finite verb; so it may refer to the present, past or future depending on the tense of the finite verb:

- He can swim for many hours without **tiring.** (present)
- He walked on without **turning** her head. (past)
- She will not rest without **having** the world at her feet. (future)
- No one could pass in or out **without being seen.** (past, gerund indefinite passive)

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

- She denies **having spoken** to him.
- The safe showed no signs **of having been touched.**

Note: In some cases the indefinite gerund can be used even if the priority is meant, e.g. after the verbs remember, excuse, forgive, thank and after the prepositions on/upon, after and without.

- You must excuse my **not answering** you before.
- **On leaving** the house we directed our steps to the nearest shade.
- She passes through and disappears in the kitchen **without noticing** the young lady.

In all these cases the perfect Gerund is also possible except after the preposition ***on/upon.*** After it only the indefinite Gerund is used but it always expresses priority.

❑ THE VOICE DISTINCTIONS OF THE GERUND

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

- He liked neither **reading** aloud nor **being read** aloud.

NOTE: After the verbs need, want (= need), require (= need), deserve and after the adjective worth the gerund active is used though its meaning is passive (after the above-mentioned verbs the gerund can be replaced by the passive infinitive without much difference in meaning):

- The ceiling <u>needed</u> **whitewashing.** (= to be whitewashed).
- My blouse <u>wants</u> **ironing.** (= to be ironed)
- The children <u>deserve</u> **praising.** (= to be praised).
- They were <u>not worth</u> **saving.**

9. THE PREDICATIVE CONSTRUCTIONS WITH THE GERUND

Like all the verbals, the gerund can form predicative constructions in which the verbal element expressed by the gerund is in predicate relation to the nominal element expressed by a noun in the common or possessive case, a pronoun in the possessive (or rarely objective) case, or a pronoun which has no case distinctions (e.g. ***all, this, that, both, each, something, nobody,*** etc.).

Gerundial constructions are nearly always rendered in Romanian by a subordinate clause introduced by the conjunctions ***că,*** etc.: the English noun or pronoun becomes the subject of the resulting Romanian clause, the gerund becomes its predicate:

- His **being** a foreigner is a well-known fact.
- Her thoughts were interrupted by the door **opening** gently.
- I object to Marv and John **going out** on such a windy day.
- She was greatly displeased at her daughters **having married** that boy.

❑ FUNCTIONS OF THE GERUND AND GERUNDIAL CONSTRUCTIONS

In the sentence the gerund can be:

- SUBJECT (in may be introduced by a formal subject ***it*** or ***there***, in that case it stands after the predicate):
  - **Smoking** leads to lungs cancer.
  - **Waiting** for help was a lame excuse for doing nothing.
  - My **answering** in the affirmative gave him great satisfaction.
  - It's no use **crying** over spilt milk.
  - **There** was no **mistaking** the expression on her face.

- PREDICATIVE
  - The only remedy for such a headache as mine was **going** to bed.

- PART OF A COMPOUND VERBAL MODAL OR ASPECT PREDICATE:
  - We couldn't help **admiring** her beauty). (modal)
  - They intended **going** to the Caucasus. (modal)
  - In the night it started **raining.** (aspect)

- OBJECT (DIRECT OR PREPOSITIONAL):

- I simply love **riding.** (direct object)
- He did not succeed **in taking** things easy. (prepositional object)

- COMPLEX OBJECT (DIRECT OR PREPOSITIONAL). A gerundial construction standing after the predicate usually is a Complex Object:

- Excuse my **speaking** frankly. (direct C.O.)
- We appreciate your **giving** me such good advice. (direct C.O.)
- We object to her **making** private calls on this phone. (prepositional C.O.)
- She didn't approve of his **being** there. (prepositional C.O.)
- The whole case depended upon the witness **telling** the truth. (prepositional C.O.)
- He was proud of his sister **being** so pretty. (prepositional C.O.)

- ATTRIBUTE (always preceded by the preposition ***of*** and sometimes ***for):***

- She was bom with the gift **of winning** hearts.
- Mary had a feeling **of having been betrayed.**

- ADVERBIAL MODIFIER (of time, manner, attendant circumstances, purpose, condition, cause, concession).

✓ a.m. of time (always preceded by the prepositions ***after, before, on/upon, at).***

- **After leaving** his umbrella in the hall he entered the living-room.
- **In quitting** the room he paused once more at my desk.
- Jane turned **at hearing** her footsteps.

NOTE: In this function the *Gerund sometimes competes with Participle I*, which in this case is used without any prepositions. So the second variant of the above sentences with Participle I instead of the Gerund is possible without any change in meaning (only with the preposition before there can be no variants):

- Jim turned **hearing** her footsteps.
- **Hearing** the story, George grinned.

✓ a.m. of manner (always preceded by the prepositions ***by*** or ***in)***

- She started her father **by bursting** into tears.
- The day was spent **in packing.**

✓ a.m. of attendant circumstances (always preceded by the preposition ***without***):

- He left the house **without saying** good-bye to anybody.

✓ a.m. of purpose (always preceded by the preposition ***for):***

- This room is used **for receiving** visitors.

✓ a.m. of condition (always preceded by the preposition ***without)-.***

- He has no right to come to our place ***without being invited.***

✓ a.m. of cause (always preceded by the prepositions ***for, for fear of due to / owing to /thanks to).***

- I feel much better now **for having** spent a good deal of my time by the sea.
- I dared not attend the party **for fear of making** a fool of myself.

✓ a.m. of concession (always preceded by the prepositions ***in spite of*** or ***despite).***

- **In spite of being** busy, he did all he could to help her.

❒ DISTINGUISHING BETWEEN THE GERUND AND PARTICIPLE I

Participle 1 and the Gerund coincide in form but differ in meaning and syntactical functions. Therefore it is necessary that we should distinguish between these so-called ***-ing-forms.*** There are some **formal signs** which help distinguish between these two verbals:

- the Gerund may be preceded by a preposition while Participle I cannot;
- the Gerund is often used in the function of subject, object and predicative. Participle I is hardly ever used as subject or object (only a couple of substantivized Participles I can be used in these functions, e.g. ***the dying***, ***the living).***
- Participle I is also very rarely used as a predicative, and in this case it behaves like a qualitative adjective while the Gerund behaves like a noun:

- My favourite sport is **swimming.** (gerund)
- The thought **was terrifying.** (Participle **I)**

- Both the Gerund and Participle I are frequently used in the function of attribute or adverbial modifier, but the Gerund in these functions is always preceded by a preposition:

- **After graduating** from school he left his home town and went to London. (Gerund)
- **Having graduated** from school he left his home town and went to London (Participle 1)

without + ***-ing-form*** = Gerund ***not*** + ***-ing-form*** = Participle I

There are cases, however, when distinguishing between the Gerund and Participle **I** presents **some difficulties:** It is not always easy to distinguish between a gerund as part of a compound noun and Participle I used as an attribute to a noun. These are the rules:

- If it is a compound noun (Model: ***Gerund*** + ***noun),*** the person or thing denoted by the noun does not perform the action expressed by the ***-ing-form***, it usually denotes a thing used for something. In this case only the first part of a compound noun (i.e. the gerund) is stressed, and the gerund is translated by a Romanian adjective or is not translated at all:

- a 'dancing hall (= a hall used for dancing).
- a 'cooking stove
- a 'writing table
- a 'reading hall
- a 'driving licence
- a 'swimming pool
- a 'walking tour
- a 'diving-board
- a 'dining room 'walking shoes

If it is a free word combination with Participle I used as an attribute to a noun, the person or thing denoted by the noun performs the action expressed by the ***-ing-form.*** In this case both words are stressed.

- a 'dancing 'girl (=a girl who dances)
- recreating 'steps (= the steps that retreat)

NOTE: There are cases, however, which admit of *two interpretations*:

- a sewing machine (= a machine for sewing or a machine that sews)
- a hunting dog (= a dog for hunting or a dog that hunts)

- The ***-ing-form*** at the beginning of a sentence may be either a gerund in the function of the subject or Participle 1 in the function of an adverbial modifier. These are the rules of distinguishing between them. If between an ***-ing-form*** and the nearest predicate there is no distinct subject, the ***-ing-form*** is sure to be the Gerund in the function of the subject:

- **Waiting** for her to speak was long enough.
- **Being** busy makes me unhappy.

- If between an ***-ing-form*** and the nearest predicate there is a distinct subject, the ***-ing-form*** is sure to be Participle I in the function of an a.m. of time, cause, manner or attendant circumstances:

- **Waiting** for her to speak ***he*** kept silence. (a.m. of time)
- **Being** busy **I** had to refuse his invitation. (a.m. of cause)
- **Smiling** happily she came up to her fiance. (a.m. of manner or attendant circumstances).

❑ THE GERUND AND THE VERBAL NOUN

Apart from Participle I and the Gerund indefinite active in the English language there is one more –***ing - form*** called the ***Verbal Noun.*** In some aspects it is very much like the Gerund, but in other respects they are quite different. These are the rules of distinguishing between them:

- The Verbal Noun can have an article before it, the Gerund cannot:
  - She gave him a good **scolding.** (verbal noun)
  - There's no use **scolding** him. (gerund).
- The Verbal noun can be used in the plural, the gerund cannot:
  - Our **likings** are regulated by our circumstances. (verbal noun)
  - She never stopped reading novels. (gerund)
- The Verbal Noun can be followed by a prepositional object introduced by the preposition ***of*** (then it is preceded by the definite article), the Gerund is followed by a direct object only:
  - They have just finished the **building** of his yacht. (verbal noun)
  - My job is **building** roads and bridges. (gerund)
- The Verbal Noun can be modified by an adjective (and never by an adverb): the Gerund can be modified by an adverb (and never by an adjective):
  - Can you see this tad **building?** (verbal noun
  - **Building** safely and correctly is the objective of architecture. (gerund)

NOTE: One-syllable words ending in **-ing** are sure to be nouns (simple nouns. not verbal ones!) or verbs: *king, wing, ring, spring, thing, swing, bring, etc.*

❑ THE GERUND AND THE INFINITIVE

In Modern English the *Gerund* is widely used and it often competes with the infinitive, because both these verbals have similar nominal features - the features of the noun.

The general rules of using the Gerund or the Infinitive are as follows:

➢ We use the Gerund when we refer to a general statement or if the action

expressed by the verbal is prior to or simultaneous with the action of the finite verb.

- We use the Infinitive when we refer to a special occasion or if the action expressed by the verbal is posterior to the action (следует за действием) of the finite verb.

There are, however, some peculiarities in using the *Gerund or the Infinitive* - after certain verbs. The verbs after which the Gerund may be used can be divided into 3 groups.

- **VERBS AND WORD-GROUPS IMMEDIATELY FOLLOWED BY THE GERUND ONLY**

to admit ,to anticipate ,to appreciate, to avoid, to miss, to escape, to burst out, to consider, to defer, to postpone, to put off, to delay, to deny, to detest, to dislike, to loathe, to dread, to enjoy, to fancy, to imagine, to excuse, to forgive, to pardon, to carry on, to keep(on), to finish, to leave off, to involve, to imply, to mind, to practice, to prevent, to recollect, to suggest, to propose, to resent, to resist, to risk, to go (e.g. swimming), to be worth (while), it is no use, it is no good.

NOTES TO THE UNDERLINED WORDS

- ✓ <u>appreciate</u> is used only with a gerundial construction or is followed by a passive gerund:
  - I appreciate <u>your</u> **giving** me so much of your time.

- ✓ <u>excuse, forgive, pardon, prevent</u> are used only with a gerundial construction or are followed by an object + preposition ***(for*** or ***from)*** + Gerund:
  - Forgive my **ringing** (Forgive <u>me for</u> **ringing)** you up so early.
- ✓ <u>dread</u>. There is a set-expression with an infinitive:
- I **dread** <u>to think</u> (you may be right).

❑ VERBS AND WORD-GROUPS FOLLOWED BY A PREPOSITION + GERUND

to accuse smb of; to approve of; to complain (to smb) of; to think of; to dream of; to suspect smb of; to speak of/about; to talk about; to give up the idea of; to miss a/the chance of; to miss an/the opportunity of; to agree to smb's; to object to (smb's); to look forward to; to insist on/upon; to relv on/upon (smb's); to depend on/upon (smb's).; to count on/upon (smb's); to congratulate smb on; to look like; to feel like; to persist in; to succeed in; to have (a) difficulty (in); to have no difficulty (in); to surprise smb into; to pressure smb into, to thank smb for; to apologize (to smb) for; to decide against; to warn smb against; to be aware of; to be capable of; to be incapable of; to be fond of; to be guilty of; to be proud of; to be sure of; to be tired of.

❒ VERBS AND WORD-GROUPS FOLLOWED EITHER BY THE GERUND OR THE INFINITIVE

to be sick and tired of; to be busy (in); to be interested in; to be good at; to be xcellent/brilliant at; to be bad/hopeless at; to be indignant at; to be pleased at; to be displeased at; to be astonished at; to be angry with smb for; to be furious with smb for; to be annoyed with smb for; to be accustomed to; to be used to; to get used to; to become used to; to be keen on/upon; to be against; There's no point in; What's the point in...?; What about...?; How about...?

❒ NOTES TO THE UNDERLINED WORDS

✓ **Agree.** If there is no possessive pronoun or noun in the possessive case, this verb is followed by an infinitive:

- **I** agreed to his **leaving** early on Friday.
- I agreed **to wait.**

✓ **Rely, depend, count.** Complex Object with the infinitive is also possible.

✓ **Used to.** ***to be/get/become/grow used to + gerund*** (in this case ***to*** is a preposition) means: to be/get/become/grow accustomed to smth or to doing smth :

- **I** am used **to living** in a hot climate. (= **I** am used to heat)
- She got used **to working** in a noisy room. (= She got used to noise)

➢ ***used to + full infinitive*** (in this case ***to*** is a particle) expresses a past habit or routine, a habitual action in the past:

- I used **to swim** all year round.
- He used **to smoke** cigarettes; now he smokes a pipe.

✓ **Begin, start, continue, ceise, bother** There is little or no difference in meaning when using the Gerund or the Infinitive after these verbs. But the Infinitive is more usual with the verbs of knowing and understanding and also with the verb ***to matter*** (= to be of importance):

- Don't bother **locking/to lock** the door. (gerund or infinitive)
- I began **working/to work.** (gerund or infinitive)
- She never ceised **complaining/to complain.** (gerund or infinitive)
- I am beginning **to see/understand/realize** why he acted like that. (infinitive)
- It ceased **to matter** whether he had told the truth or a lie. (infinitive)

✓ **Stop**. This verb is followed by a gerund if it means "to cease'':

- He stopped **smoking.**It is followed by an infinitive if it means "to halt for some purpose":
- He stopped **to smoke**.
- it is followed by an object (+ from) + gerund, if it means "to prevent''

✓ He tries to stop me (from) **smoking.**

✓ **Go on**.

go on + gerund = to continue doing the same thing:

- The minister went on **talking** for 2 hours.

go on + ***infinitive*** = to do or say same thing new:

- After discussing the economy, the minister went on to **talk** about foreign policy.

✓ **Advise, allow, permit, recommend** are used with a gerund when there is no object; otherwise they are used with an infinitive.

- They don't allow **parking** here.
- They don't permit anybody to **park** here.

✓ **Need, require, want, deserve** are used with the gerund or the passive infinitive(but the gerund is more usual):

- The grass needs **cutting**
- The grass needs **to** be **cut.**

✓ **Regret; remember; forget.** These verbs are used with a gerund when the gerund expresses a prior action:

- I remember **seeing** this film before.
- **I** regret **spending** so much money.
- I'll never forget his voice **telling** me the sad news.

▪ They are followed by an infinitive when the infinitive expresses a future (subsequent, posterior) action.

- I remembered **to lock** the door (= I did not forget to lock it).
- I often forget to **sign** my letters.
- **I** regret **to say** that you have failed the exam.

NOTE 1: Regret + infinitive is usually used with the ***verbs to say, to tell, to inform, and the like*** (they are set expressions and are used in the present tense).
NOTE 2: Forget is used with the gerund only in negative and interrogative sentences.

✓ ***mean*** + ***infinitive*** = to involve, to imply. It is only used if the subject is a lifeless thing:

- **I** am determined to get to the concert, even if it means **standing** in a queue for hours.

✓ **Intend** is more usual with the infinitive, especially in Complex Object , but the gerund is also possible in a compound verbal modal predicate***:***

- **I** intend **to sell (I** intend **selling)** my car.
- I intend him **to sell** his car. (C.O.)

✓ **Try:** ***try*** + ***full infinitive*** = to attempt, to make an effort, it is often replaced by ***try and*** + ***bare infinitive***:

- We tried **to open** the door but it was locked.
- Try **to behave** (Try **and behave)** better.

✓ ***try*** + ***gerund*** = to do smth as an experiment or test to see whether it is satisfactory:

- If nobody hears you at the front door, try **knocking** at the back door.
- Have you tried **sleeping** on your back as a cure for snoring?

✓ **Like, love, hate, prefer, can't bear** can be followed by an infinitive or a gerund without much difference in meaning. But mind the following: ***like*** + ***gerund*** often means "to enjoy doing smth":

- Do you like **cooking?** (= do you enjoy it?)
- I like **living** there. (= I enjoy it).

✓ ***like*** + ***infinitive*** means "to think it good or right to do smth":

- I like **to clean** the kitchen as often as possible (though I do not really enjoy it).
- Mary likes people **to come** on time.

✓ ***Would like / would love / would prefer*** + ***infinitive*** only are used only for particular occasions and for present actions The verb ***to have*** may be omitted:

- **I'd** like **to be** rich.
- Would you like **to have** a cup of tea?
- Would you prefer tea or coffee?
- I'd prefer **to stay** at home rather **than go** to the restaurant.

NOTE 1: Prefer can be followed by infinitive or gerund without much difference. There is difference in the sentence-structure only (the preposition ***to*** before the second gerund, the conjunction ***than*** before the second infinitive):

- I prefer **driving** to **travelling** by train.
- I prefer **to drive** than **travel** by train.

NOTE 2: Would rather + bare infinitive only (colloquial) = would prefer + full infinitive (literary). In short answers the infinitive may be omitted:

- **I'd** rather **stay** at home tonight **than go** to the cinema.
- Shall we go by train? I'd rather **go** (I'd prefer **to go)** by car.
- - Do you want to go out this evening?

NOTE 3: I'd rather + he/she/vou/thev + Subjunctive H (non-perfect)

- I'd rather you **cooked** the dinner.
- I'd rather you **didn't tell** anybody what I said.

Be afraid: ***be afraid of + gerund*** expresses an action (usually an involuntary one - which the subject fears may happen:

- She avoids lonely streets. She **is** afraid **of being robbed.**
- He didn't tell her the truth because he was afraid **of upsetting** her.

be afraid + infinitive means that the subject was too frightened to perform the action (obviously a deliberate one:

- He was afraid to **jump.** (= so he did not jump).
- She was afraid **to protest.** (= so she kept silence).

be afraid + ***object subordinate clause*** expresses a fear (it is synonymous to <u>be afraid + gerund</u>).

- She was afraid **they'd blame** her for this. (= She was afraid **of being blamed** for this.).

But with the I[st] person it usually expresses fairly mild regret and is a formula of a polite uncertainty:

- I'm afraid **we haven't** any tea left.

<u>Be sorry</u>: ***be sorry for*** + ***gerund*** expresses apology or faint regret. The gerund refers to a previous action or an immediately follow –**ing-** action):

- I'm sorry **for making** such a noise last night.
- I'm sorry **for disturbing** you (now). (I am sorry **to disturb** you - is also possible, but it is considered to be more official)

be sorry + ***infinitive*** expresses sympathy with smb, apology, regret or sadness for a future or present action (for smth. we do now or will do in the future):

- I am sorry **to hear** that you've been ill.
- I was sorry **to** see him so ill.
- I am sorry to inform you that there has been an accident. (= I regret to inform).

be sorry + ***object subordinate dance*** (very often with the verb in the Subjunctive mood) expresses a strong emotion, a genuine regret, repent:

- I am sorry **I shouted** at you yesterday.
- 1 am sorry **that you should think** so.

<u>be ashamed:</u> be ashamed of + gerund, ***or*** be ashamed of oneself for + gerund. ***Here the gerund refers to a prior action:***

- You should be ashamed **of lying** (You should be ashamed **of yourself for lying)** to him.

  be ashamed + infinitive. Here the infinitive refers to a future (posterior, subsequent) action:
- I am ashamed **to tell** you what this dress cost.

10. EXERCISES

1. **COMPLETE USING THE NECESSARY FORMS OF THE GERUND**

1. Mr. Davis avoided ..... to them about that matter.
2. She was so upset and burst out .....
3. They burst out ..... at the lesson and felt like.....
4. She denied ....at home that evening.
5. He enjoyed ....of the pleasures of travelling.
6. Excuse my .... you at such a moment.
7. Please forgive my ... but I need some help desperately.
8. He gave up ... a few years ago.
9. They went on .... and enjoyed the conversation.
10. He keeps insisting on my ..... to the south.
11. Oh, please do stop .... at him.
12. Do you mind my ....you a difficult question?
13. Would you mind .... again in a day or two?
14. I don't mind ... this dress.
15. She could not help .....
16. I cannot put off .... this difficult translation.
17. Though David was tired, he went on .... in the direction of Dover.
18. Her husband used to smoke, but he stopped ... two years ago. But it was too late.
19. Have you finished ... the dishes yet?
20. Don't be nervous! Stop .... your nails!
21. He postponed .... to New York as he fell ill.

2.TRANSLATE INTO ENGLISH PAYING ATTENTION TO THE FORMS OF THE GERUND

1. He was afraid of waking her. 2. I'm looking forward to going on holiday. 3. She congratulated herself on having thought of such a good idea. 4. My friend succeeded in translating this difficult text. 5. She suspected him of deceiving her. 6. The poor peasant thanked Robin Hood heartily for having helped him. 7. He gave up the idea of ever hearing from her. 8. We are looking forward to seeing you again. 9. He has always dreamt of visiting other countries. 10. He persisted in trying to solve that difficult problem. 11. The cold weather prevented the girls from going for long walks. 12. Jane thought of leaving Lowood after Miss Temple's marriage. 13. They accuse him of having robbed the house. 14. He never agreed to their going on that dangerous voyage. 15. He did not approve of her drinking so much coffee.

3.OPEN THE BRACKETS USING THE REQUIRED FORM OF THE GERUND

1. Why do you avoid (to speak) to me? 2. She tried to avoid (to speak) to. 3. The doctor insisted on (to send) the sick man to hospital. 4. The child insisted on (to send) home at once. 5. Do you mind him (to examine) by a heart specialist? 6. He showed no sign of (to recognize) me. 7. She showed no sign of (to surprise). 8. He had a strange habit of (to interfere) in other people's business. 9. I was angry at (to interrupt) every other moment. 10. He is good at (to repair) cars. 11. He was very glad of (to help) in his difficulty. 12. On (to allow) to leave the room, the children immediately ran out into the yard and began (to play). 13. In (to make) this experiment, they came across some very interesting phenomena. 14. The results of the experiment must be checked and rechecked before (to publish). 15. David was tired of (to scold) all the time. 16. The watch requires (to repair). 17. The problem is not worth (to discuss). 18. Jane Eyre remembered (to lock) up in the red room for (to contradict) Mrs. Reed.

4.OPEN THE BRACKETS USING THE REQUIRED FORM OF THE GERUND

1. The machine needs (to clean). 2. I am quite serious in (to say) that I don't want to go abroad. 3. He seemed sorry for (to be) inattentive to his child. 4. She confessed to (to forget) to send the letter. 5. The old man could not stand (to tell) what he should do. 6. Going to the party was no use: he had no talent for (to dance). 7. The Bronze Horseman is worth (to see). 8. After thoroughly (to examine) the student, the professor gave him a satisfactory mark.

5. OPEN THE BRACKETS USING THE REQUIRED FORM OF THE GERUND

1. The girls were busy (to pack) when one of them suddenly remembered (to leave) the milk on the stove which was probably boiling over. 2. Little David couldn't bear (to recite) his lessons in the presence of his stepfather and Miss Murdstone. They frightened him so that he couldn't help (to make) mistakes though he tried hard to avoid (to displease) them and (to scold). 3. I landed in London on an autumn evening. My friends expected me home for the holidays, but had no idea of my (to return) so soon. I had purposely not informed them of my (to come), that I might have the pleasure of (to take) them by surprise. And yet I had a feeling of disappointment in (to receive) no welcome. I even felt like (to cry). 4. The girl was proud of (to choose) to represent the sportsmen of the school at the coming

competition. She thanked her classmates for (to choose) her and promised to do her best to win.

6.REPLACE THE SUBORDONATE CLAUSES OF TIME BY THE GERUND WITH PREPOSITION AFTER

- e.g. *When she had bought everything she needed*, she went home.
  After buying everything she needed, she went home.

1. After she took the child to the kindergarten, she went to the library to prepare for her exam. 2. When he had made a thorough study of the subject, he found that it was a great deal more important than he had thought at first. 3. After I had hesitated some minutes whether to buy the hat or not, I finally decided that I might find one I liked better in another shop. 4. When she had graduated from the university, she left St. Petersburg and went to teach in her hometown. 5. When he had proved that his theory was correct, he started studying ways and means of improving the conditions of work in very deep coalmines.

7. **REPLACE THE SUBORDONATE CLAUSES BY THE GERUND WITH PREPOSITION *OF***

- E.g. She thought she would go to the country for the weekend.
  She thought **of** going to the country for the weekend.

1. Jane thought I would come and see her tomorrow. 2. I am thinking that I will go out to the country tomorrow to see my mother. 3. What do you think you will do tomorrow? — I don't know now; I thought I would go to the zoo, but the weather is so bad that probably I shan't go. 4. I hear there are some English books at our university bookstall now. — So you are thinking that you will buy some, aren't you? 5. I thought I would work in the library this evening, but as you have come, I won't go to the library. 6. We were thinking we would plant roses this year.

8. REPLACE PARTS OF THE SENTENCE BY THE GERUND PAYING ATTENTION TO PREPOSITIONS.

- e.g. Tom was afraid that he might be late.
  Tom was afraid **of being** late.

1. Bill remembered that he had walked about the factory gate for months. 3. When the young man graduated from Harvard, he returned to Moldova. 4. Mary asked John to forgive her that she had not answered his letter sooner. 5. After we had passed our examinations, we had a very entertaining evening. 6.Michael remembered that he had enjoyed the trip to the Bahamas. 7. They gave up the idea that they would find work. 8. The girls were afraid that they might miss the train. 9. I am thankful that I have been given a chance to hear this outstanding singer. 10. Helen insisted that she should be given that job. 11. I do not remember that I have ever seen anyone dance like Plisetskaya.

9. OPEN THE BRACKETS USING THE REQUIRED FORM OF THE GERUND

1. The girls were busy (to pack) when one of them suddenly remembered (to leave) the milk on the stove which was probably boiling over. 2. Little David couldn't bear (to recite) his lessons in the presence of his stepfather and Miss Murdstone. They frightened him so that he couldn't help (to make) mistakes though he tried hard to avoid (to displease) them and (to scold). 3. I landed in London on an autumn evening. My friends expected me home for the holidays, but had no idea of my (to return) so soon. I had purposely not informed them of my (to come), that I might have the pleasure of (to take) them by surprise. And yet I had a feeling of disappointment in (to receive) no welcome. I even felt like (to cry). 4. The girl was proud of (to choose) to represent the sportsmen of the school at the coming competition. She thanked her classmates for (to choose) her and promised to do her best to win.

10.OPEN THE BRACKETS USING THE REQUIRED FORM OF THE GERUND

1. The machine needs (to clean). 2. I am quite serious in (to say) that I don't want to go abroad. 3. He seemed sorry for (to be) inattentive to his child. 4. She confessed to (to forget) to send the letter. 5. The old man could not stand (to tell) what he should do. 6. Going to the party was no use: he had no talent for (to dance). 7. The Bronze Horseman is worth (to see). 8. After thoroughly (to examine) the student, the professor gave him a satisfactory mark. 9. After thoroughly (to examine) by the examination commission, the student was given a satisfactory mark. 10. She accused him of (to steal) her purse. 11. She reproached me for (not to write) to her. 12. This, job is not worth (to take).

11.REPLACE PARTS OF THE SENTENCE BY THE GERUND PAYING ATTENTION TO PREPOSITIONS.

- **E.g.** . Do you mind if I smoke here?
- Do you mind **my smoking** here?

1. Will you object if I close the door? 3. Thank you that you did it. 4. My teacher insists that I should read aloud every day. 5. Will Mary have anything against it if I take her umbrella for some time? 6. I remember that I have seen this picture somewhere. 7. That you are against John's proposal does not mean that I must decline it. 8. The fact that you took English lessons some years ago helps you in your studies now. 9. I am told that you are very busy.

12.TRANSLATE INTO ROMANIAN PAYING ATTENTION TO THE USE OF THR POSSESSIVE PRONOUNS WITH THE GERUND.

- I don't mind opening the window. I don't mind **his** opening the window.
- She did not object to doing the room. She did not object to **my** doing the room.
- She insisted on being allowed to go home. She insisted on **her** son being allowed to go home.

1. Mother was surprised at her daughter having tidied up the room so quickly. 2. My trying to convince him is of no use. 3. When asked why she had missed the train, she said something about her watch being slow. 4. She approached without my seeing her. 5. She stayed in town the whole summer because of her daughter being ill. 6. I had no idea of his leaving St. Petersburg so soon. 7. Aunt's coming here gives me much pleasure. 8. The librarian did not object to the reader keeping the book one day longer. 9. She said that she knew nothing about the door having been left open.

13.ANSWER THE QUESTIONS PAYING ATTENTION TO GERUND.

- e.g. *What are you thinking of?*
  I am thinking <u>of going</u> to London.

1. What are you fond of?
2. How do you feel like?
3. What do you accuse him of ?
4. What do you usually object to?

5. What do you avoid doing in life?
6. What are you afraid of?
7. What do you succeed in?
8. What are you looking forward to?
9. What do you insist on?
10. What do you persist in?

14. STATE THE FUNCTIONS OF THE GERUND.

- *e.g. Smoking is bad for health. (subject)*

1. *Falling* is a case of motion at constant acceleration.
2. He could not help *joining* the discussion.
3. In recent years man has succeeded *in controlling* chemical changes.
4. I think of *trying* another method.
5. *In solving* problems it is necessary to distinguish between fact and hypothesis.
6. The expansive force of water *in freezing* is enormous.
7. The device has the merit *of being suitable* for many purposes.
8. He had early opportunity *of becoming* well acquainted with experimental work.
9. Dr. Brown's *being absent* was very strange.
10. *In spite of not having* any university education, Faraday made his great discoveries.
11. To prevent the metal parts of ships from *being covered* with rust under water, various kinds of paint are being used.

15. USE THE APPROPRIATE FORM OF THE GERUND AND INSERT PREPOSITIONS WHERE NECESSARY:

1. Newton, the famous scientist, was sometimes engaged (to work out) difficult problems. 2. "There's no question (to forgive) you," he said quickly. 3. Of course, I should insist (to pay) for my work. 4. I wonder if there's any use (to try) to improve him. 5. We began to speak only when we were out (to hear) of the old man. 6. I insist (to go) there at once. 7. We all suspected him (to learn) it before and (to try) to conceal it from us. 8. They were all busy (to unpack) the books and (to put) them on the shelves. 9. (to hear) the news she ran over to the telephone to inform Gerald at once. 10. But (to make) this request Mr. Dennant avoided (to look) in his face. 11. spent'the rest of the time in the hall of the Station Hotel (to write) letters. 12. You can help me (to give) a piece of good advice, you' re old enough to know it better. 13. (to discuss) the plan ourselves we decided to consult Mike's eldest brother who

in our eyes was an expert. 14. He hesitated a little (to open) the door. He had a feeling that there was somebody waiting for him inside. 15. (to hear) the sound of the door opened downstairs he tiptoed into the corridor and bent over the banister.

16. USE THE APPROPRIATE FORM OF THE GERUND. INSERT PREPOSITIONS WHERE NECESSARY:

1. Now I can boast (to see) Rome and London, Paris and Athens. 2. How did you like the English rule (to drive) on the left side of the road instead of the right? 3. People hate (to be) ill and (to stay) in bed. 4. We all kissed Mother (to go) to bed. 5. Jane is not used (to receive) Christmas presents. 6.At every school she went to she learned drawing, besides (to teach) by her father at home. 7. My wife and I look forward (to see) you and Rosa. 8. The children had to help (to sweep) and (to clean) the rooms and (to wash up) after meals. 9. The doctor left three different medicines with instructions (to give) them. 10. You can improve your pronunciation (to read) aloud. 11. We went out for a while (to give) the boy the prescribed capsules. 12. You can't act (to feel). 13. I dislike the idea (to spend) a holiday with hundreds of other people. 14. (to ask) about it he said he knew nothing. 15. The silence was broken by the sound of a door (to lock).

17. MAKE UP SENTENCES, USING THE GERUND AFTER THE FOLLOWING VERBS:

- **e.g.** *Forgive me for having insulted you.*

stop, finish, prevent, avoid, dislike, risk, deny, remember, postpone, enjoy, fancy, imagine, forgive, excuse, suggest, keep, mind, rely, regret, it wants (needs).

18. COMPLETE THE FOLLOWING, USING THE GERUND:

1. We couldn't even dream of ... . 2. Everybody wished he stopped ... . 3. He is sure to boast of... . 4. You can't act without... . 5. Are Romanian people fond of...? 6. I hardly remember ... . 7. We don't often have the chance of ... . 8. My children are not used to ... . 9. Is there any use in ... ? 10. He didn't care for ... . 11. We all look, forward to ... . 12. Everybody disliked the idea of.... 13. He has given up .... 14. What kept you from ... ? 15. Is it worth while ... ? 16. The boy kept on ... 17. What prevented her from ...? 18. The audience enjoyed ... . 19. What do you mean by... ?

19. USE THE GERUND INSTEAD OF THE SUBORDINATE CLAUSES. INSERT PREPOSITIONS IF NECESSARY.

1.I remember Mother reprimanded me when I spoiled her favourite fish-cake. 2. We recommended that work should start at once. 3. Thank you that you reminded me. 4. Nick suggested that we should dine at a restaurant to celebrate this little event. 5. He doesn't like when you interfere. 6. He prevents when I help him. 7. Nobody knew that they had agreed to take part in the expedition. 8.1 insist that everything should be said in plain words so that there can't be any misunderstanding. 9. She dislikes when the children prompt one another and always gets very angry. 10. He wrote he would stay in Paris another week and did not explain why he was obliged to do so. 11.1 can't recollect that they ever invited me to stay a weekend with them. 12. He was afraid that the news might cause excitement among the girls. 13. She disliked that he was so stubborn and would never listen to her reasons. 14. Nell denies that he is a bore. 15. prefer that we should make use of tape-recording before we read the text. 16. Nobody objects that Peter lives with us. 17. We decided that we should join them in Glasgow.

20. POINT OUT COMPLEXES WITH THE GERUND AND COMMENT ON THEIR FUNCTION IN THE FOLLOWING SENTENCES. TRANSLATE THEM INTO ROMANIAN.

1. Do you agree to our taking her up to town and putting her under the best control? 2, His breathing heavily when he greeted her was the result of running up two flights of stairs. 3. Of course I should insist on your accepting the proper professional fee. 4. She was startled by the noise of the outer door being opened, 5. "You know Sven hates your standing down at the door alone," said Minnie. 6. I can't bear the thought of the children staying there alone. 7. We knew nothing of his being a humorous writer. 8. Your being so indifferent irritates me a great deal. 9. We've got a lot of questions to settle before your leaving. 10. What annoyed me most of all was his accepting their proposal quite readily. 11. Nick was very much excited about his favourite cake getting spoiled. 12. I remember in school days he couldn't answer the teacher's questions without my prompting him. 13. Don't think she'll approve of your telling me this. 14. His having failed at the entrance examination was a great disappointment to his mother. 15. Uncle Julius insists on my coming to keep him company.

21. USE THE GERUND OR THE INFINITIVE OF THE VERBS IN BRACKETS. FILL IN THE BLANKS WITH APPROPRIATE REPOSITIONS:

1. Ann was so young, so gay, she laughed so happily at other people's jokes that no one could help (like) her. 2. Chisinau is a nice town (live) ... . 3. He was on he point... (quarrel) with her. 4. I want you (help) me (pack) this suitcase. 5. I should love (go) to the party with you; I hate (go) out alone. 6. Don't forget (put) the book in the right place. 7. I forgot (put) the book on the top shelf and spent half an hour or so ... (look) for it. 8. She told me how (make) clothes (last) longer. 9. Mother says she often has occasion (complain) ... (he, come) late. 10. ... (do) the exercise you should carefully study the examples. 11. You must encourage him (start) (take) more exercise. 12. Bob was greatly ashamed ... (beat) in class by a smaller boy. 13. We heard ... (he, come) back today. 15. She could not bear the thought ... (he, stay) alone. 16. Are you going (keep) me (wait) all day? 17. He pushed the door with his toe ... (put) his suitcases down. 18. I should have gone (fetch) the doctor instead ... (remain) where I was. 19. Oh, Robert, dearest, it's not a thing (joke) about. I've so loved (be) with you. I'll miss you more than anyone. 20. His first impulse was (turn) back, but he suppressed it and walked in boldly.

22. POINT OUT THE VERBALS AND COMMENT ON THEM:

1. She often took care of my little sister Polly giving me a possibility to play with other boys in the neighbourhood. 2. Having bathed her face in cold water, she came up to the window and burst it open. 3. Renton Heath is a charming village, situated in the loveliest part of the West of England? 4. "I'm leaving for South America and have come to say good-bye," Jim said staring into her eyes. 5. She seemed to be asking not him but herself. 6.1 seated myself at the table and was on the point of filling my cup from the teapot when the sound of the door opening made me look up. 7. After spending the night in the farm, the weather remaining fine, they set out again on their journey in the same way. 8. He had to stand aside for the maid to carry in the luncheon. 9. I'm afraid I never seem to get any time for reading. 10. He began moving away down the drive, keeping his eyes on Dixon. 11. It's no use trying to argue with me. 12. Looking in Ferrand's face he saw to his dismay tears rolling down his cheeks. 13. He said it bending forward to be out of hearing of the girl. 14. Douglas sat down again, having evidently changed his mind about going. 15. When we had lain on the bank for some time without speaking I saw a man approaching from the far end of the field. 16. I know why I make you laugh. It's because you're so far above me in every way that I am somehow ridiculous. 17. It was past two o'clock when she heard the car return. There were steps on the gravel, the opening and shutting of the door, a brief murmur of voices — then silence. 18.

From room to room he went and, though each gave signs of having recently been occupied, it was clear that its inhabitants had departed. 19. Were it not for his aving asked me to spend a week with him in the country, I should certainly be very glad to go with you to Madrid. 20. Get a blanket spread and make them hold it tight.

23. RESPOND TO THE FOLLOWING SITUATIONS EITHER IN A SHORT STORY, USING A DIALOGUE AND A DESCRIPTION. USE THE PREDICATIVE CONSTRUCTIONS WITH THE GERUND.

1. The persistent disadvantages and advantages of being a woman.
2. The advantages and disadvantages of being an only child.
3. Superstition in our lives today.
4. Suppose you were writing an account of your childhood in such a way as to emphasize your relations with your family.
5. Write a short story to the magazine on one of the happenings in your childhood which much influenced you.
6. Crime and punishment. Give your views on juvenile deliquency. Should the punishment fit the crime?
7. Describe some customs of girls and boys in your country.

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