НА ДОПОМОГУ СТУДЕНТУ УДФСУ

Л. В. Онучак,
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ENGLISH GRAMMAR FOR PHILOLOGY STUDENTS



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СЕРІЯ «НА ДОПОМОГУ СТУДЕНТУ УДФСУ»

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«Бізнес-аналітика та моделювання»

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«Медичне право»

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«Організація бухгалтерського обліку»

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Навчальний посібник з практичної граматики англійської мови надає студентам можливість сформувати граматичну компетентність для вільного оперування набутими іншомовними навичками в різних ситуаціях соціального, навчально-академічного та професійного спілкування. Практичним матеріалом слугують вправи, розроблені на основі автентичних текстів з класичної та сучасної літератури, а також періодичних видань.

Розрахований на студентів другого курсу закладів вищої освіти філологічних спеціальностей, які вивчають англійську мову як першу іноземну.

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INTRODUCTION

LIKE I SAID, DON'T WORRY



As an 'expert', I find that people love words but grammar gives them the willies

BY PATRICIA T. O'CONNER

Now that I'm a *grammar maven*, everyone's afraid to talk to me. Well, not everyone. Since my grammar book was published this fall, my friends have discovered a new sport: gotcha! The object is to correct my speech, to catch me in the occasional "between you and I" (OK, I admit it). The winner gets to interrupt with a satisfied "aha!"

But people I meet for the first time often confess that speaking with an "authority" on language gives them the willies. Grammar, they say apologetically, was not their best subject. And they still don't get it: the subjunctives, the dependent clauses, the coordinating conjunctions. So their English is bound to be flawed, they warn, and I should make allowances. They relax when I tell them that I'm not perfect either, and that I don't use technical jargon when I write about grammar. You don't have to scare readers off with terms like *gerund* and *participle* to explain why an *-ing* word like *bowling* can play so many different roles in a sentence. With the intimidating terminology out of the way, most people express a lively, even passionate, interest in English and how it works. As a reader recently told me, "I don't need to know all the parts of a car to be a good driver."

Grammarians and hairsplitting wanna-bes have always loved to argue over the fine points of language. What surprises me these days is the number of grammatically insecure people who are discussing English with just as much fervor, though without the pedantry.

After years as an editor at The New York Times Book Review, I can vouch that almost everybody gets something wrong now and then – a dangler here, a spelling problem there, a runaway sentence,

beastly punctuation. Those who regularly screw up would like to do better, and even the whizzes admit they'd like to get rid of a weakness or two.

So, is grammar back? Has good English become ... cool?

Before you laugh, download this. Thanks to the computer, Americans are communicating with one another at a rate undreamed of a generation ago – and *in writing.* People who seldom wrote more than a memo or a shopping list are producing blizzards of words. Teenagers who once might have spent the evening on the phone are hunched over their computers, gossiping by e-mail and meeting in chat rooms. Wired college students are conferring with professors, carrying on romances and writing home for money, all from computer terminals in their dorm rooms. Many executives who once depended on secretaries to "put it in English" are now clicking on REPLY and winging it.

The downside of all this techno-wizardry is that our grammar isn't quite up to the mark. We're writing more, and worse, than ever before. (If you don't believe this, check out a chat room or an electronic bulletin board. It's not a pretty sight.) The ease and immediacy of electronic communication are forcing the computer-literate to think about their grammar for the first time in years, if ever. It's ironic that this back-to-basics message should come from cyberspace. Or is it? Amid the din of the information revolution, bombarded on all sides by technological wonders, we can hardly be blamed for finding in grammar one small sign of order amid the chaos.

There is evidence of this return to order elsewhere in our society, too. Perhaps the “family values” mantra, for better or worse, is nothing more than a call for order in a culture that seems to have lost its moral bearings. At any rate, laissez-faire grammar bashers who used to regard good English as an impediment to spontaneity and creativity are seeing the light.

But what about those of us whose “lex” education is a dim memory? The very word *grammar* evokes a visceral response – usually fear. If it makes your hair stand on end, you're part of a proud tradition. Surely no school subject has been more detested and reviled

by its victims than grammar. Some people would rather have a root canal than define the uninflected root of a word. At the same time, the ability to use language well appeals to our need to be understood, to participate, to be one of the tribe. It's no wonder so many of the people I meet confess to being grammatically inadequate, yet fascinated by words.

My message to these people, delivered from the lofty heights of my newly acquired mavenhood, is this: stop beating up on yourselves. It's only a grammatical error, not a drive-by shooting. Words are wonderful, but they're not sacred. And between you and I (aha!), nobody's perfect.

QUESTIONS FOR FURTHER DISCUSSIONS:

1. Why does grammar give some people the willies?
2. What grammar points present particular difficulty for learners?
3. What new tendencies in communication have become obvious today?
4. What conclusions have people made about their grammar?
5. How do technological wonders influence our grammar mentality?
6. Do you think the disorder in grammar is caused by disorder in society?

Module 1
The Infinitive

I. Insert the appropriate form of the infinitive.

1. I ought (*work*) right now.
2. Your watch will (*repair*) by Tuesday.
3. I'd like (*go*) home early today.
4. I'd like (*see*) her face when she opened the letter.
5. She must (*have*) a shower – I can hear the water running.
6. It's important (*listen*) to people.
7. She hopes (*choose*) for the national team.
8. Try (*not be*) back late.
9. You should (*tell*) me you were ill.
10. He doesn't like (*interrupt*) while he's working.

II. Rewrite the sentences using the appropriate form of the infinitive.

1. I'm glad I've met you.
2. I was sorry I had disturbed him.
3. I expect I'll have passed all my exams by June.
4. It seems that you made a mistake. (You seem ...)
5. I'm happy that I've had a chance to talk to you.
6. I was disappointed that I had missed the party.
7. It seems that she's got lost.
8. She was pleased that she had found the house.

III. 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 Master 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) 7. 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 there 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. Jelleby 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) 16. For the last few days she seemed __ to nobody but strange men. (to talk) 17. I lack the will-power __ anything with my life, __ my position by hard work. (to do, to better) 18. There's no time __. (to lose) 19. 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) 20. Roger Quaife was a youngish Concervative member who was beginning __ about. (to talk) 21. He is said __ a small fortune. (to put away) 22. That Jolyon seems __ in 1710, son of Jolyon and Mary. (to be born)

IV. Insert the particle *to* before the infinitive where required.

1. Father is willing … let us ... be independent.
2. David is known … have taken part in the campaign.
3. I won't have you … say it behind my back.
4. Ever since Simon came here he has been made ... look like a fool.
5. Why not ... buy something new and smashing?
6. Mother made everybody ... do some work about the house.
7. She is always seen ... walk with her grandchildren.
8. We suppose her ... be in her late fifties.
9. I've never seen anyone ... enjoy food so much.

10. I would sooner let myself ... be cut in a thousand pieces than ... betray my friends.

11. The team was announced ... have won the Cup.

12. Let's ... have a day off, shall we?

13. You'd better not ... say anything. I'd rather ... be left alone.

14. The Lovedays can't afford ... buy this house.

15. I was made … scrub the pans and pots.

16. Don't let's … go home yet.

17. He is known … be an expert on ecology.

18. There is nothing ... do but … risk it.

19. We have ... go now. We can't ... wait any more.

20. She felt her shoes ... pinch.

V. Make sentences about *Mary*, using … *want(s) her to* … State the function of the Infinitive Construction. Example:

Everybody wants her to do something.

Everybody	do something
Her boss	go to church
Her mother	buy him some new clothes
Her daughter	buy her a car
Her husband	cook supper
Her son	pay taxes
The butcher	work harder
The dog	leave her husband
The government	pay his bill
The vicar	take him for a walk

VI. Translate the following sentences into Ukrainian, paying attention to the use of the particle *to*, which implies the verb already mentioned.

1. He hadn't wanted to laugh then, nor did he want *to* now. 2. You needn't say anything if you don't want *to*. 3. Michael knew a lot, or seemed *to*. 4. Well, let's forget it, shall we? – I'm glad *to*, thanks very much. 5. She always kept her mouth shut when told *to*. 6. It was

my fault. I'm sorry. I didn't want *to,* I didn't mean *to.* 7. I know I should have come to you and told you about it, but I was afraid *to.* 8. I'd be glad to see you. Come any time you like. – Darling, you know I long *to.* But I can't. 9. You can't send that letter. – I am certainly going *to,* by air-mail from Port Said. 10. I couldn't do what I wanted *to.*

VII. Put the beginnings and ends together.

BEGINNINGS	ENDS
“Ann really upset Granny.”	but we can't afford to.
“Are you enjoying your new job?”	“He seems to.”
“Can I see you home?”	“I don't really want to – it's too cold.”
“Can you mend this by Tuesday?”	
“Did you get my coat from the cleaner's?”	“I intend to. They can't go on keeping the whole street awake every night.”
“Do you collect stamps?”	“I'd like to, but I'm working late.”
“Do you think he knows what he's doing?”	“I'll try to, but I can't promise.”
“Do you want to come out with us tonight?”	“I'm sure she didn't mean to.”
	“If you'd like to.”
“Does she think she'll win?”	“No, but I used to.”
“How would you and Sue like to spend the weekend with us?”	“Sorry, I forgot to.”
“I think you ought to see the police about the people next door.”	“We don't need to – there's always plenty of room.”
“Shall we go swimming?”	“We'd love to.”
“Should we book seats in advance?”	“Well, I'm starting to.”
We'd like to move to a bigger house,	“Yes, she expects to.”

VIII. Respond to the following questions or statements, using the phrases from the list in brackets:

1. They say you read a lot. 2. Why didn't you invite them? 3. 'Will you write a letter to her? 4. Why can't you go with us? 5. I'm afraid you can't come. 6. I see you haven't bought any oranges. 7. You must take better 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 test paper.

(Not as much as I used to; I simply didn't want to; Yes, if you want me to; But I'll try to; I'm not allowed to; I meant to, but I forgot; Yes, I ought to; I suppose I'll have to; He didn't ask me to; No, I forgot to).

IX. State the function of the infinitive in the sentences below.

1. The news-teller may not resort to conjecture or supposition.
2. Their task was to designate the boundaries of the region.
3. It is necessary to tap useful sources.
4. It is the story to hit the headlines.
5. The story is important enough to find its way into a stop press column.
6. He decided to attract readers' attention by including a sound bite in the article.
7. To tell the truth, you have got hold of some back copies.
8. He wrote to a chief editor to ask him for a job at his rag.
9. BBC-1 began to present more programmes of general interest.
10. Someone hacked into our company as if to destroy our files.
11. The aim is to raise the national media's analytical, informative, and aesthetic standards to the international level.
12. The journalist was glad to have got free access to the printed matter.

X. Complete the following sentences, using the infinitive

a) 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.

b) as predicative:

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

c) as object:

1. He asked ... . 2. In 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 ... .

d) 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 ... .

e) 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 ... .

f) 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 ... .

XI. Replace the subordinate clauses by attributive infinitives.

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

XII. 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 rule 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 be troubled 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.

XIII. Point out the Subjective-with-the-Infinitive and the Objective-with-the-Infinitive Constructions. Translate the sentences into Ukrainian.

1. The pills my doctor has given to me make me feel rather odd. 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 thought it to be the signal to start. 7. We didn't expect him to come back so soon and were wondering what had happened. 8. She felt somebody touch her gently by the hand. 9. I'd like it to be done as quietly as possible, without attracting anybody's attention. 10. She didn't seem to notice his unfriendly tone. 11. 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. 12. "He appears to be asleep, my lady," said the butler. 13. Lady Franklin seemed to expect an answer. 14. The boy was made to repeat his story twice. 15. Professor Lee was expected to join the expedition in North Africa, but he had fallen ill. 16. He was heard to say that it would rain and ordered the door to the balcony to be shut. 17. I looked at the house with suspicious curiosity, and it seemed to be looking back at me.

XIV. Change the sentences according to the example. State the function of the infinitive and Infinitive Constructions. Example:

I told John 'I think you should stop smoking'. *(advise)*
I advised John to stop smoking.

1 They said we couldn't look at the house. *(didn't allow)*
2 I said to Jake, 'Please be more careful.' *(ask)*
3 She said to me, 'Do try the exam.' *(encourage)*
4 I think he'll come soon. *(expect)*
5 I went away, so he had to solve the problem. *(left)*
6 Was it your idea that I should pay? *(Did you* mean …)
7 The captain told the men, 'Attack!' *(order)*
8 'Don't forget to buy coffee,' I told Sue. *(remind)*
9 She gave me lessons in cooking. *(teach)*
10 She mustn't tell anybody. *(I don't want ...)*

XV. State the function of the Infinitive Constructions in the following sentences.

1. We believe this magazine to be an example of a famous fashion glossy.
2. Everybody wanted the speaker to get down to brass tacks.
3. It is important for pensioners to get special concessions on busses and trains.
4. We are anxious for this channel to place greater emphasis on minority interests.
5. It is just the paper for me to subscribe to.
6. If you subscribe to newspapers you are certain to get hundreds of messages.
7. Some ISP's let the users screen out unwanted mail.
8. They happened to install update anti-virus software.
9. He seemed to have written to agony column.
10. It is interesting for me to read the obituaries about the lives of well-known people.
11. I find the classified ads to be very helpful if you want to sell something.
12. They are expected to join chat rooms.

XVI. Translate into English using the infinitive and Infinitive Constructions.

1. Здавалося, що Саманта підтримує думку своїх батьків.
2. Міст був недостатньо широким, щоб через нього проїхав джип.
3. Маленькому Саймону немає з ким гратися.
4. Вільяму нічого було більше сказати. Йому не залишалося нічого, як визнати себе винним.
5. Не можна змусити Стена гарно вчитися тільки тим, що сварити його. Очевидно, що йому це не подобається.
6. Очікують, що весна буде теплою цього року.
7. Джоанна не була винною. Вона досить досвідчена, щоб так не помилитися.

8. Не сміши мене. Мені не подобається, коли ти говориш нісенітниці.

9. Нам краще не залишатися в такому загазованому середовищі. Ти досить розумна людина, щоб це зрозуміти.

10. Браунам там зовсім немає що робити, вечірка закінчується пізно, і немає чим дістатися до готелю.

11. Нарешті стало досить тепло, щоб купатися в морі та лежати на пляжі.

12. Це не таке вже й легке питання, щоб ми могли його обговорити без начальника.

13. Єдине, що я могла б зробити, це повідомити своїх колег про те, що трапилося в неділю.

14. Здається, старий Ватсон її не почув. Їй нічого не залишається, як повернутися додому.

15. Барбара була першою, хто склав скаргу на туристичну компанію.

16. Вважають, що уряд змінює свою політику.

17. Я бачив, як кишеньковий злодій украв її гаманець і втік.

18. Очікують, що влада прийме правильні рішення.

19. Доповідають, що учасники тендеру запрошені з декількох будівельних компаній.

20. Найкраще, що ти можеш зробити, це поїхати у круїз із повним забезпеченням.

XVII. Translate into English using the infinitive and Infinitive Constructions.

1. Припускали, що це зробив Майкл.

2. Випадково (Сталося так, що) Мері прочитала його думки. Його рішення її розчарувало.

3. Не схоже, що Джон втратить таку можливість, яка дається раз у житті.

4. Роджер полетів до Лондона і з’ясував лише те, що його син був на Карибах.

5. Доллі любить Карла не настільки, щоб вийти за нього заміж.

6. Коли пишеш книгу, то розпочати її писати легко, а закінчити – важко.

7. Багато часу потрібно, щоб вилікувати цю хворобу.

8. Із моїм начальником важко мати справу. Треба багато часу, щоб його переконати зробити щось нове, але я здатний на оригінальні ідеї.

9. Із Філіпом легко вирішувати справи.

10. Не очікували, що Генрі покине свою роботу. Він був досить досвідченим, щоб виконувати цю роботу ретельно, і його начальник не хотів, щоб він звільнявся.

11. Не схоже, що С'юзі припускає, що бачила його. Це змушує мене думати, що вона щось приховує від усіх.

12. Думають, що Деніел ховається в лісі, але я випадково його вчора бачив на околиці міста.

13. Джек виявився вольовою та амбітною людиною.

14. Я бачила, як Скот ударив м'яча та впав на землю.

15. Мама Кевіна дозволяє йому ходити, куди він хоче. Із її боку так чинити нерозумно.

16. Вважають, що стара жінка мала магічні здібності і здатність віщувати, що трапиться в майбутньому. Кажуть, що вона була віщункою.

17. Трапилось так, що Меріон побачила у будинку привида. Кажуть, що вона зомліла.

18. Вважають, що поліція розслідує пограбування банку.

19. Ти б краще перестала перебивати свою маму, коли вона розповідає важливі новини.

20. Підозрюваного змусили зізнатися. Кажуть, що його засудили до п'яти років ув'язнення.

XVIII. Translate into English using the infinitive and Infinitive Constructions.

1. Джейкоб віддає перевагу плаванню перед пірнанням.

2. Син містера Блека не настільки дорослий, щоб отримати права на водіння авто. На днях сталося так, що ми бачили, як він небезпечно вів автомобіль.

3. Захоплення літака вважається найбільшим злочином.

4. Я бачив, що Денніс обідав у ресторані, але він, здавалося, мене не помітив.

5. Відомо, що поліція знайшла дуже мало доказів.

6. У Елейн пішло два дні на підготовку до іспиту. Вона, напевно, здасть його без проблем.

7. Стена змусили тримати це в секреті.

8. Було б краще, якби я не витратив час даремно на перегляд тієї нудної телевізійної програми.

9. Кажуть, що Стефані заробляє досить, щоб утримувати авто.

10. Бачили, як Сем мив свій автомобіль і поставив його у гараж.

11. Як відомо, у Люка гарні стосунки з однокурсниками.

12. Думають, що містер Джонсон втратив зв'язок зі своїми родичами.

13. Здається, цей відвідувач отримує задоволення від створення проблем.

14. Томмі завжди відрекомендовується останнім.

15. Джейн ніколи не випускає свою доньку з поля зору.

XIX. Match the idioms with their explanations.

to be in high spirits	to become fond of smb.
What's up?	to be in contact with
to make a fuss	to make a new start
to take to smb.	not to look for trouble
to put smb. right	in a word, in short
to make allowances	to restore to a good condition, order
to lose one's temper	What's the matter?
to kill two birds with one stone	to be cheerful
to make one's mouth water	to excuse, to make an exception
to do smb. credit	to become angry
to cut a long story short	to gain two results by one
to keep in touch	

to let sleeping dogs lie to turn over a new leaf	exertion to show that one deserves honour to fill one with desire or envy to be active, agitated, to complain

XX. Read the sentences. Translate them into Ukrainian. Remember the meaning of the underlined expressions. State the function of the infinitive and Infinitive Constructions in the sentences.

1. This is Dr. Bulcastle. He'll see what can be done to put you right again (S. Sheldon).
2. But nobody is going to make a fuss (K. Prichard).
3. What's up? You seem to be in high spirits (S. Sheldon).
4. I've never seen him lose his temper (M. Wilson).
5. She wished to kill two birds with one stone (J. Galsworthy).
6. I wanted to ask you to keep in touch with us (J. Galsworthy).
7. To cut a long story short, I want you back (A. Cronin).
8. I was possible to make allowances for a man who did such work (A. Cronin).
9. His second impulse was to let sleeping dogs lie (J. Galsworthy).
10. I want you to do me credit (A James).
11. He had a warm, cheerful air which made me take to him at once (A. Cronin).
12. He means for you to take it easy (M. Wilson).
13. The delicious sniffs of salt and vinegar and frying fat made our mouths water (S. Sheldon).

XXI. Rephrase the following sentences, using the idioms you've learned. State the function of the infinitive and Infinitive Constructions in the sentences.

1. In a word, the book did not produce any impression on me.

2. The student promised to gain two results by one exertion.

3. I haven't been in contact with them for a long time.

4. Oh, I am not right. Forgive me, but really at heart I meant nothing bad.

5. What's the matter?

6. You look so cheerful.

7. He is really determined to make a new start.

8. You look so tired but a good rest and fresh air will do you good.

9. I can't stand women complaining so much.

10. The very thought of a steak filled him with great desire.

11. Peter is always ready to lend a hand. He deserves to be praised.

12. That boy will never be fond of cricket.

13. You'd better not look for trouble.

14. What made you become so angry?

XXII. State the function of the infinitive and Infinitive Constructions in the following sentences.

1. She began secretly to wonder if she were some kind of maniac (S. Sheldon).

2. I'll make arrangements for them to stay here at the house (S. Sheldon).

3. Toby was booked to appear at the Bolshoi Theatre for three performances (S. Sheldon).

4. It was easier to sit in the dark with his thoughts (S. Sheldon).

5. I found it necessary to expand certain time elements (S. Sheldon).

6. It was time to rehearse again (S. Sheldon).

7. He saw her touch things on the table (John Galsworthy).

8. It was too late to call off the party (S. Sheldon).

9. The first thing she did was to put up a sign (S. Sheldon).

10. I told you to ignore it (S. Sheldon).

11. Antonio Granelli was reported to be in failing health (S. Sheldon).

12. To top it all off, he was arrogant (S. Sheldon).
13. “To blow the bridge is nothing”, Colz had said (E. Hemingway).
14. It was not hard to climb (E. Hemingway).
15. I must know that bridge is gone (E. Hemingway).
16. George’s eyes seemed to answer (John Galsworthy).
17. Just to be with Jan was enough (D. Cusack).

XXIII. Read the jokes. Comment on the functions of the infinitive and Infinitive Constructions.

◈ ‘I met a ghost once, as I was cycling down a lonely country lane at midnight. Not only did I see him plainly, but I heard him speak.’

‘What did he say to you?’

‘How do I know? I never studied dead languages.’

◈ A man on a train was heard to groan so frightfully that the passengers took pity on him, and one of them gave him a drink out of a whisky bottle.

‘Do you feel better?’ asked the giver.

‘I do’, said he who had groaned.

‘What ailed you, anyway?’

‘Ailed me?’

‘Yes, what made you groan so?’

‘Groan! Good Gracious! I was singing!’

◈ Peggy – ‘I want to help you, dad. I shall get the dressmaker to teach me to cut out gowns.’

Dad – ‘I don’t want you to go that far, Peg, but you might cut out cigarettes and taxi bills.’

◈ The quickest way to break a bad habit is to drop it.

◈ The best way to keep your friends is not to give them away.

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

1. Я відчував, що його розповідь правдива.

2. Я відчув, що хтось торкнув моє плече.

3. «Ви виглядаєте втомленим, ви б краще пішли додому». «Ні, я б віддав перевагу закінчити роботу».

4. Чому б не поговорити з деканом?

5. Йому нічого не залишалось робити, як визнати свою провину. (to admit one's fault)

6. Вона тільки і робить, що буркоче.

7. Я не можу не згодитись з вами.

8. ...Степан Аркадійович тонко (subtly) посміхався.

9. Вдягайте ж ковзани, і давайте кататися разом.

10. Ну що ж, він прекрасний наречений (match)... Чому б не вийти за нього?

11. ... Я три дні займався тільки тим, що... насолоджувався читанням якого-небудь роману...

12. «Ти знову заснеш, Миколко?» – говорить мені maman. – Ти б краще йшов нагору.

13. Я ніколи не бачив (to know), щоб ти казав неправду.

14. Я не міг не здивуватись дивному збігу (chain) обставин.

XXV. Translate into English, using the infinitive.

1. Було приємно гуляти в лісі в такий спекотний день.

2. Чесно кажучи, я читав цю книгу в перекладі.

3. Він досить гарно знає англійську мову, щоб перекласти цю статтю.

4. Перше, що треба зробити – це виписати нові слова з тексту.

5. Марно суперечити вам; ви дуже впертий, щоб не сказати більше.

6. Ніколи не пізно визнати свою помилку.

7. Вона поїхала на Далекий Схід і більше не повернулась у своє рідне місто.

8. М‘яко кажучи, він не сказав вам всієї правди.
9. Я почуваюсь надто погано, щоб поїхати з вами за місто.
10. Коротко кажучи, їх провина залишилась недоведеною.

XXVI. Read the text, search the text for the infinitive and comment on its form and function.

Police in Luxemburg have negotiated through the night with a heavily armed man who is holding up to 29 young children and three teachers at gun point. The Luxemburg national of North African descent has demanded 1,5 million dollars and a plane to fly him to Libya. Police have surrounded the nursery in the village on the German border saying they were staying in contact with the 39-year-old who has a history of psychiatric illness. He is originally from Tunisia separated from his wife and is said to have a grudge against a nursery director after losing custody of his children.

Throughout the night the negotiations went on. The aim is to resolve the siege without violence. A few parents were reunited with their children yesterday. A group aged under 5 were released after the man spoke to his psychiatrist. You can’t imagine the distressed state the children were in when they were freed. They came out shocked and shaken by what was going on. They are longing for this drama to be over.

Police have been talking to the man on his mobile telephone trying to persuade him to give up but he sticks to his demands. He is thought to be of Tunisian origin and wants a plane to be transferred to Libya.

It has to be said that Luxemburg authorities don’t have much experience in such things. They have been told to do everything softly because the man is mentally ill and may be unpredictable.

Luxemburg is a small town with about 2,5 thousand people. It is not the sort of thing they expect to happen here at all.

XXVII. Complete the following sentences with the infinitives from the box.

to persuade to be said to transfer to give up to be over to happen to resolve to do to fly to be

1. A heavily armed man demanded an air plane _____ him to Libya.
2. He wants a plane _____ to Libya.
3. The aim of the negotiations is _____ the siege without violence.
4. The man is thought _____ of Tunisian origin.
5. He is said _____ a grudge against the nursery director.
6. Police have been trying _____ him _____.
7. It has _____ that they have little experience in such things.
8. Police have been told _____ everything softly.
9. Everybody is longing for this drama _____.
10. It's not the sort of things Luxemburg expected _____.

XXVIII. Read the pieces of news, search the text for the infinitive, comment on its form and function.

a The Government of Singapore has ordered teachers to cut the amount of work school children have to get through. The researchers say the curriculum tries to teach too much leaving children with little time for creative thinking. The Government felt the need to take urgent measures to help children to cope with study stress. But according to the Education Minister, parents are often part of the problem. There is a growing trend among parents to force their children into extra work and hours of private tuition in a desperate attempt to achieve better exam results.

b The biggest cheating scandal ever has been uncovered in New York. At least 52 teachers and school heads across the city helped pupils pass public exams. Some handed out questions in advance,

others gave out the correct answers during exams. They were trying to improve the reputation of their schools. The Board of Education is taking the report of investigators very seriously. The report recommends to dismiss about 12 teachers and the rest must be disciplined. But the real losers are the students themselves who are given a false impression of their abilities.

c Health Ministers of the European Union have finally decided to ban tobacco advertising. They have argued over the issue for about 8 years. Now they have agreed to stop tobacco advertising sponsorship by the year 2006.

The Union is still divided. Germany is against any ban. They believe it's a matter of freedom of speech. Britain believes it's a matter of public health. Smoking kills people. There is no doubt about it. Tobacco advertising encourages young people to take up the habit.

The ban will be introduced in phases. By 2006 newspapers and magazines must stop tobacco advertising and sports and arts organizations must stop receiving money from tobacco sponsors.

d Mudslides in Peru have swept through 2 villages. More than 100 people may have been buried. Women and children are thought to be among those killed. Many People are reported to be missing.

A school and at least 40 homes have been destroyed. Telephone lines are down. Flooding has caused widespread damage.

XXIX. Read the article. Write out sentences with the infinitive. Translate them into Ukrainian. State the function of the infinitive and Infinitive Constructions in the sentences.

DUST UP

Jamie Oliver at centre of bitter spat over an unpaid £250 cleaner's bill at his £10 million north London mansion

Specialist cleaner said she was asked to clean Grade II-listed property at short notice on a Sunday before Christmas and had to hire two extra staff to do the job

BY GEORGE SANDEMAN

19th February 2017, 9:55 am

JAMIE Oliver's £10million home is at the centre of a row over a £250 cleaning bill that now looks to be heading to court.



The celebrity chef, who is thought to be worth £160 million with his wife Jools, bought the north London mansion in 2015 and has been renovating it since then.

The Oliver family's house is at the centre of a row over an unpaid cleaning bill.

However, a specialist cleaner employed to work on the eight-bedroom property at short notice claims she hasn't been paid properly, according to The Mail on Sunday.

Elena Stiglits says her firm was hired by the building contractors working on the renovation to clean the 17th century, Grade II-listed townhouse before Christmas.

But weeks after sending her invoice for £600 in return for 30 hours' worth of labour on a Sunday, she received a payment for just £350.

The 43-year-old, who had to hire two extra cleaners to do the job, also charged for materials and transport time and said a job at the Hampstead Heath house in September had paid the same rate.

After receiving the partial payment Stiglits, who owns Zest Cleaning Services in St Albans, Hertfordshire, contacted the builder who employed her, Allan Young, who instead passed her onto the design firm in charge.

Cool Luxury Designs said the sum in her invoice was too high and that they did not believe the work was up to scratch.

They claimed they had to hire a second cleaning company to complete the work.

Stiglits said: “I’m sure Jamie Oliver wouldn’t like the idea of someone being paid less than the proper rate for a hard day’s work before Christmas.

“I left my house at 6am and arrived home at 5pm. We worked non-stop without lunch. I included travelling time for the 40-mile round trip in my hours and this was understood.

“I have never had a complaint before. After the job, I went round with Allan, room by room, and he was delighted with the standard of cleaning.”

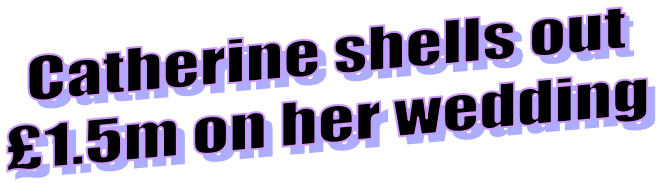
A spokesperson for Cool Luxury Designs claimed Stiglits had charged more because it was Mr Oliver’s house.

They said: “She didn’t charge the same rate as other jobs … The fact is she knew it was Jamie Oliver’s house – we didn’t tell her.”

Young said he told Stiglits the following week he thought the price was ‘inflated’.

A spokesman for Mr Oliver declined to comment and Stiglits now plans to take the case to a small claims court.

XXX. Read the article. Point out Infinitive Constructions. Comment on their types and functions.



Why the happiest day of Miss Zeta Jones’s life will also be the dearest

BY JAMES MORRISON
Daily Mail Showbusiness Reporter

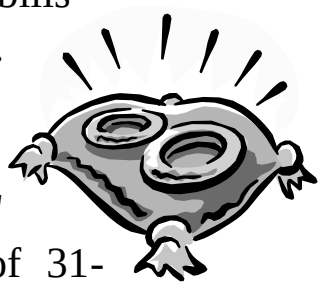
AS a millionaire veteran of countless Hollywood Emanuel, who with his wife Elizabeth designed the

blockbusters, Michael Douglas is no stranger to the big budget production.

But even he might be feeling a slight twinge in the wallet at the soaring cost of his forthcoming marriage to Catherine Zeta Jones.

Three weeks before the ceremony, the Welsh actress is believed to have spent almost £1.5 million on her big day.

And the bills keep on coming.



'There seems to be no stopping her,' said a friend of 31-year-old Miss Jones, who gave birth in August to Douglas's son Dylan.

The friend claimed she was paying £180,000 simply on decorations in the Grand Ballroom of the New York Plaza Hotel, where the wedding will take place. Another added that the bride's dress, which is being kept under wraps until the big day, is costing well over £100,000.

She's known to have met David

Last month Douglas, whose films include *The War of the Roses*, about a feuding couple, finally agreed that if the marriage wedding gown worn by the late Diana, Princess of Wales, in her native Swansea this month.

And while 56-year-old Douglas has just paid a relatively-modest £3,500 for his own Welsh gold wedding ring, his wife-to-be is expected to choose a far more costly option to complement her £500,000 engagement ring. Douglas has already promised to fly Miss Jones's entire family from Wales in a private jet for the wedding. The 200-plus guest list is said to include Sir Michael Caine, Sharon Stone, Sir Sean Connery, Brad Pitt and Jennifer Aniston.

The bridegroom originally set aside £350,000 for the nuptials, but doubled it after Miss Jones threatened to use her own money to make her 'dream day' complete. That figure now seems a distant memory.

Money matters have so far figured large in the couple's relationship.

Weeks after selling their first baby pictures to OK! magazine for a reported £600,000, they sent out wedding invitations urging guests to donate generously to the newly-

should end in divorce he will pay £l million-plus for every year it lasted.

Despite their cash wrangles, the couple have been keen to promote giving as one of the key themes of their union.

created Dylan Douglas Foundation.

They read: 'No personal gifts but try writing a cheque to infant Dylan Michael Douglas's charitable fund; a wonderful means of teaching him the joy of giving to others who are less fortunate.'

XXXI. Change the sentences using Infinitive Constructions.

1. It is known that Michael Douglas is no stranger to the big budget production.
2. It is believed that the Welsh actress has spent almost £1.5 m on her big day.
3. It is expected that his wife-to-be will choose a far more costly ring.
4. It is announced that the wedding will take place at the New York Plaza Hotel.
5. It is known that Catherine has met David Emanuel, who with his wife Elizabeth designed the wedding gown worn by the late Diana, Princess of Wales, in her native Swansea.
6. It is said that the guest list includes a lot of celebrities.
7. It is alleged that Michael will pay £l million-plus for every year of their marriage should it end in divorce.
8. It is expected that the guests will donate generously to the newly-created Dylan Douglas Foundation.
9. It is said that Michael will fly Catherine’s family from Wales in a private jet.
10. It is believed that the bridegroom set aside £350,000 for the nuptials.

XXXII. Read the article by NIC FLEMING from "THE TIMES". Insert the appropriate form of the infinitive below. Note that sometimes the bare infinitive is required.

to start to be(4) to punish to abandon to consign to place

The Saxon who lost his head at Stonehenge

A MAN who was beheaded and buried at Stonehenge could _____ one of the first victims of capital punishment in Britain.

Archaeologists were surprised when they dated the bones to around 650 AD as judicial executions were previously thought _____ in the 8th century.

The skeleton is now the subject of an archaeological murder mystery with some experts believing the man may _____ a political or religious figurehead or even a king.

Historians say it proves the Wiltshire stone circle was in use 1,350 years ago, 2,000 years after it was previously thought _____.

English Heritage, who used carbon dating techniques on the bones, could only _____ the date of the killing in Roman or Saxon times. But now they know it took place some time between 650 and 690 AD.

At that time Britain was divided into kingdoms which were frequently at war with each other. Christianity was being adopted by the Wessex kings as the official religion.

During early Saxon times, English was becoming established as the main language, and the rudiments of modern law and land ownership were taking shape. The Saxon period was from around 500 AD to 1066.

The skeleton was dug up in 1923 but then went missing until archaeologist Mike Pitts discovered it by chance last year in storage at the Natural History Museum in London. Mr. Pitts, author of Hengeworld, said yesterday: "Executions usually took place in prominent sites such as ridges or hilltops, and frequently at the

boundaries between communities. Archaeological evidence suggests they were far more common in the 8th and 9th centuries.

"This man's community obviously felt the need not only _____ him with execution but also _____ his body to a place that was considered _____ scary and unpleasant."

Mr. Pitts added the discovery of the body suggested later generations reinvented Stonehenge and its significance for their own purposes. He said: "We had thought that the last people to use Stonehenge left 4,000 years ago when it was built. This new find is very exciting as it suggests that each generation reinvented Stonehenge and its significance to them."

Human remains expert Jacqueline McKinley, of Wessex Archaeology, conducted a detailed examination of the remains of the 5ft 5in man who was believed _____ between 30 and 40 when he died.

The victim was probably kneeling with a straight back when he was beheaded from behind with a single blow from a sharp sword.

XXXIII. Read the text about the Internet. Point out the infinitive. Comment on its form and function.

Exclusion and communication in the information era



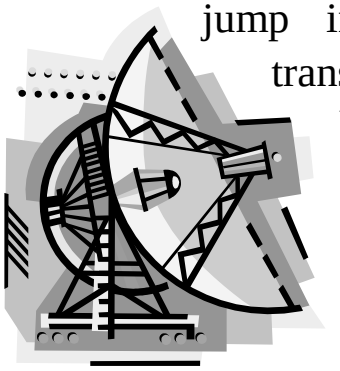
By Sohail Inayatullah and Ivana Milojevic

Can the Net be communicative, in the widest sense of the word? Reflections on the role of new technologies in creating greater world harmony.

Many claim that with the advent of the web and internet, the future has arrived. The dream of an interconnected planet where physical labour becomes minimally important and knowledge creation becomes the source of value and wealth appears to be here. For cyber-enthusiasts, the new information and communication technologies increase our choices. Bill Gates believes "it will affect the world seismically, rocking us in the same way the discovery of the scientific

method, the invention of printing, and the arrival of the Information Age did." The author of *Being Digital*, Nicholas Negroponte writes that "while the politicians struggle with the baggage of history, a new generation is emerging from the digital landscape free of many of the old prejudices. These kids are released from the limitation of geographic proximity as the sole basis of friendship, collaboration, play, and neighbourhood. Digital technology can be a natural force drawing people into greater world harmony."

For proponents, the new technologies reduce the power of Big business and Big State, creating a vast frontier for creative individuals to explore. "Cyberspace has the potential to be egalitarian, to bring everyone into a network arrangement. It has the capacity to create community; to provide untold opportunities for communication, exchange and keeping in touch." Cybertechnologies will allow more interaction creating a global ecumene. They create wealth, indeed, a jump in wealth. The new technologies promise a transformational society where the future is always beckoning, a new discovery is yearly.



Critics, however, argue it is not a communicative world that will transpire but a world of selves downloading their emotional confusion onto each other.

Social scientist Kevin Robbins is not convinced that our lives will be meaningfully changed by the information revolution; rather, he believes the information and communication technology (ICT) hype merely replaces the classical opiate of religion and the modernist idea of progress. Indeed, for Robbins, the new technologies impoverish our imagination of alternative futures, particularly our geographic imagination. Focusing on distance, Robbins quoting Heidegger reminds us that the end of distance is not the creation of nearness, of intimacy, of community. "We are content to live in a world of uniform distancelessness, that is, in an information space rather than a space of vivacity and experience." There is the illusion of community—in which we can create virtual communities far and away but still treat badly our neighbours, partners and children.

But, writes Robbins, more than destroying the beauty of geography, techno-optimists such as Bill Gates, Nicholas Negroponte and others take away space for critical commentary (personalising the discourse by seeing critics as merely imbued with too much negativity), that is, for the creation of futures that are different. Critical commentary, however, is not merely of being pessimistic or optimistic but a matter of survival.

Thus, while the internet helps connect many people and supplies much needed information it also represents a specific form of cultural violence. While it intends to create a global community of equals, making identification based on age, looks, race, (dis)ability, class or gender less relevant, it also, through promoting, enhancing and cementing current ways of communicating, silences billions of people.

XXXIV. Read the text. Translate the sentences with the infinitive into Ukrainian. Comment on the form of the infinitive. Explain why some of them are used without the particle to. State the function of the infinitives used in the text.

How we Kept Mother's Day
by Stephen Leacock

So we decided to have a special celebration of Mother's Day. We thought it a fine idea. It made us all realize how much Mother had done for us for years, and all the efforts and sacrifice that she had made for our sake.

We decided that we'd make it a great day, a holiday for all the family, and do everything we could to make Mother happy. Father decided to take a holiday from his office, so as to help in celebrating the day, and my sister Anne and I stayed home from college classes, and Mary and my brother Will stayed home from High School.

It was our plan to make it a day just like Xmas or any big holiday, and so we decided to decorate the house with flowers and with mottoes over the mantelpieces, and all that kind of thing. We got Mother to make mottoes and arrange the decorations, because she always does it at Xmas.

The two girls thought it would be a nice thing to dress in our very best for such a big occasion and so they both got new hats. Mother trimmed both the hats, and they looked fine, and Father had bought silk ties for himself and us boys as a souvenir of the day to remember Mother by. We were going to get Mother a new hat too, but it turned out that she seemed to really like her old grey bonnet better than a new one, and both the girls said that it was awfully becoming to her.

Well, after breakfast we had it arranged as a surprise for Mother that we would hire a motor car and take her for a beautiful drive away into the country. Mother is hardly ever able to have a treat like that because we can only afford to keep one maid and so Mother is busy in the house nearly all the time.

But on the very morning of the day we changed the plan a little bit, because it occurred to Father that a thing it would be better to do even than to take Mother for a motor drive would be to take her fishing; if you are going to fish, there is a definite purpose in front of you to heighten the enjoyment.

So we all felt that it would be nicer for Mother to have a definite purpose; and anyway, it turned out that Father had just got a new rod the day before.

So we got everything arranged for the trip, and we got Mother to cut up some sandwiches and make up a sort of lunch in case we got hungry, though of course we were to come back home again to a big dinner in the middle of the day, just like Xmas or New Year's Day. Mother packed it all up in a basket for us ready to go in the motor.

Well, when the car came to the door, it turned out that there hardly seemed as much room in it as we had supposed.

Father said not to mind him, he said that he could just as well stay home; and that he was sure that he could put in the time working in the garden; he said that we were not to let the fact of his not having had a real holiday for three years stand in our way; he wanted us to go right ahead and be happy and have a big day.

But of course we all felt that it would never do to let Father stay home, especially as we knew he would make trouble if he did. The two girls, Anne and Mary, would gladly have stayed and helped the

maid get dinner, only it seemed such a pity to, on a lovely day like this, having their new hats. But they both said that Mother had only to say the word, and they'd gladly stay home and work. Will and I would have dropped out, but unfortunately we wouldn't have been any use in getting the dinner.

So in the end it was decided that Mother would stay home and just have a lovely restful day round the house, and get the dinner. It turned out anyway that Mother doesn't care for fishing, and also it was just a little bit cold and fresh out of doors, though it was lovely and sunny, and Father was rather afraid that Mother might take cold if she came.

So we all drove away with three cheers for Mother, and father waved his hand back to her every few minutes till he hit his hand on the back edge of the car, and then said that he didn't think that Mother could see us any longer.

Well, – we had the loveliest day up among the hills that you could possibly imagine.

It was quite late when we got back, nearly seven o'clock in the evening, but Mother had guessed that we would be late, so she had kept back the dinner so as to have it just nicely ready and hot for us. Only first she had to get towels and soap for Father and clean things for him to put on, because he always gets so messed up with fishing, and that kept Mother busy for a little while, that and helping the girls get ready.

But at last everything was ready, and we sat down to the grandest kind of dinner – roast turkey and all sorts of things like on Xmas Day. Mother had to get up and down a good bit during the meal fetching things back and forward.

The dinner lasted a long while, and was great fun, and when it was over all of us wanted to help clear the things up and wash the dishes, only Mother said that she would really much rather do it, and so we let her, because we wanted just for once to humour her. It was quite late when it was all over, and when we all kissed Mother before going to bed, she said it had been the most wonderful day in her life, and I think there were tears in her eyes. So we all felt awfully repaid for all that we had done.

XXXV. Translate into English, using the Objective-with-the-Infinitive Construction where possible.

(A) 1. Я не очікував, що ви поїдете так скоро. 2. Я терпіти не можу, коли з дітьми погано поводяться. 3. Вона відчула, що хтось торкнувся її плеча. 4. Вона відчула, що його слова нещирі. 5. Він попросив подати машину. 6. Я завжди вважав їх своїми друзями. 7. Бібліотекар дозволив переписати рукопис. 8. Батько хотів, щоб його син став лікарем. 9. Я не люблю, коли дитина залишається одна. 10. Я чув, як декан кілька разів згадав ваше ім'я на зборах. 11. Вчора на зборах я чула, як ваше ім'я згадали кілька разів. 12. Я ніколи не чув, як вона говорить англійською. 13. Я чув, що вона говорить англійською дуже добре. 14. Я бачив, як вона увійшла в читальний зал, взяла книги і взялася до роботи (to set to work). 15. Я бачив, що вона не зрозуміла правило, і пояснив його ще раз. 16. Переконайте його, щоб він звернувся до лікаря (to consult a doctor). 17, Дощ змусив їх повернутися додому. 18. Я змусив його зняти пальто і випити чашку чаю. 19. Він розпорядився, щоб телеграму послали негайно. 20. Викладач сказав, щоб студенти виписали слова з тексту.

(A) Based on an episode from David Copperfield by Ch. Dickens.

1. Пеготті знала, що містер Мердстон черствий і жорстокий чоловік, і не хотіла, щоб місіс Копперфільд виходила за нього заміж. 2. Містер Мердстон змусив дружину коритися йому в усьому. 3. Давид відчував, що рука його матінки тремтить. 4. Пеготті не могла виносити, щоб з Давидом погано поводилися. 5. Містер Мердстон і його сестра вважали Давида ледачим і впертим хлопчиком. 6. Містер Мердстон наказав, щоб Давида замкнули в його кімнаті. 7. Давид прокинувся, почувши, що хтось пошепки кличе його. 8. Пеготті чула, що містер Мердстон збирається віддати Давида в школу. 9. Містер Мердстон не хотів, щоб Давид жив удома, і домігся того, що місіс Копперфільд віддала його в школу. 10. Пеготті бачила, що місіс Копперфільд

нещасна, але не могла нічого зробити, щоб допомогти їй. 11. Містер Мердстон хотів, щоб Пеготті звільнили (to dismiss), але місіс Копперфільд не могла допустити, щоб її вірна служниця пішла від неї. 12. Міс Бетсі побачила, що в сад увійшов брудний обірваний хлопчик. 13. Міс Бетсі відчувала, що Давид говорить правду (що розповідь Давида є правдивою).

XXXVI. Translate into English, using the infinitive or Infinitive Constructions where possible.

(A) Based on an episode from The Old Curiosity Shop by Ch. Dickens.

1. Маленька Нелл і її дідусь були дуже самотні (to lead a solitary life); у них не було нікого, хто міг би про них подбати. 2. Говорили, що старий був колись багатий. 3. Припускали, що він програв усі свої статки в карти (to lose one's fortune in gambling). 4. Коли дід Нелл розорився, він вирішив піти з дівчинкою з дому. Вони виїхали з Лондона з тим, щоб ніколи туди більше не повертатися. 5. Вони довго ходили з села в село і, нарешті, випадково прийшли в велике промислове місто. 6. Настав вечір, а вони все ще бродили по місту (all about the town). Здавалося, вони бродили вже цілу вічність. 7. Вогні в будинках і магазинах, здавалося, насміхалися (to mock) над ними, і від цього вони відчували (це змушувало їх відчувати) себе ще більш самотніми. 8. Вони шкодували, що прийшли в це місто, де вони нікого не знали і де не було нікого, хто міг би їм допомогти. 9. Побачивши темний під'їзд (doorway), вони вирішили провести там ніч; вони знали, що навряд чи знайдуть кращий притулок. 10. У цей момент вони побачили, що якийсь чоловік вийшов з дому. 11. Він був першим, хто звернув на них увагу в цьому великому промисловому місті. 12. Він сам був дуже бідний, але у Нелл і її діда, був такий нещасний і втомлений вигляд (вони виглядали такими нещасними і втомленими), що він не міг допустити, щоб вони провели ніч на вулиці. 13. «Погода така погана, що дитина не може залишатися на вулиці (погода занадто

погана, щоб дитина залишалася на вулиці)», – сказав він. 14. Він не став чекати, поки вони дадуть відповідь йому, і взяв Нелл на руки. 15. Нелл не заперечувала: вона відчувала, що він добра людина, і вона була дуже стомлена, щоб йти далі. 16. Незнайомець привів їх на фабрику, де він працював. Він поправив (to arrange) купу теплої золи, яка лежала в кутку, щоб вони могли провести на ній ніч. 17. Вранці Нелл і старий пішли з фабрики. Вони не пройшли і декількох кроків, коли почули, що хтось біжить за ними. 18. Нелл відчула, як хтось торкнувся її руки. 19. Їх новий друг виявився дуже великодушною людиною: він віддав їм всі гроші, які у нього були.

(B) Based on an episode from Vanity Fair by W. Thackeray.

1. Було відомо, що містер Осборн зобов'язаний (to owe) своїм багатством містеру Седлі. 2. Містер Осборн хотів, щоб його син одружився на Емілії, батько якої був дуже багатий. 3. Коли містер Седлі розорився, містер Осборн наказав, щоб його ім'я ніколи не згадувалося в його будинку. 4. Він шкодував, що дозволяв синові залицятися до Емілії, і наказав йому забути її. 5. Він не міг допустити, щоб його син одружився на дівчині, у якої не було ні зв'язків (connections), ні статків. 6. Осборни випадково познайомилися з багатою спадкоємицею, і батько вирішив, що було б добре, якби Джордж одружився на ній. 7. Його дочки робили все, що могли, щоб змусити Джорджа забути Емілію. 8. Вони тільки те й робили, що звеличували міс Роду Сварц до небес (to praise somebody to the skies). 9. З ранку до ночі Джордж чув, як вони говорили про заслуги і таланти (perfections and accomplishments) міс Пологи. 10. Вони вмовляли брата одружитися на ній. «Ти, безсумнівно, будеш щасливий з нею», – не раз говорили вони. 11. Міс Рода вважала Джорджа дуже милим хлопцем, і їй дуже хотілося (to be anxious), щоб він одружився на ній. 12. Одного разу трапилося так, що Рода співала улюблену пісеньку Емілії. 13. Вона чекала, що Джордж попросить її повторити пісню, і сиділа, перегортаючи сторінки нот (music). 14. Раптом Рода побачила, що на обкладинці нот

написано ім'я Емілії. 15. Вона не знала, що це було ім'я, яке не можна було вимовляти в будинку Осборнів, і попросила дівчат розповісти їй все, що вони знали про Емілію. 16. «Краще не згадуйте її імені! – закричали перелякані дівиці. – Її батько зганьбив себе і всю свою сім'ю». 17. Коли Джордж почув, що його сестри погано відгукуються про Емілію (to speak ill of somebody), він обурився і сказав, що вона найдобріша і найгарніша дівчина у всій Англії. 18. Він не помітив, що містер Осборн увійшов до кімнати. 19. Старий був дуже незадоволений тим, що Джордж не послухався його наказу. 20. За обідом він багато пив і з нетерпінням чекав, коли дами підуть з кімнати. 21. Джордж відкрив дамам двері і, повернувшись до столу, сказав, що його сестри перші заговорили про Емілію. 22. Містер Осборн наказав синові, порвати з Емілією (to break with somebody altogether). «Міс Сварц – ось дівчина, на якій тобі слід одружитися», – сказав він. 23. «Вісім тисяч на рік – це занадто велика сума, щоб ти міг відмовитися від неї», – продовжував старий. 24. "Я краще залишуся холостяком на все життя, ніж одружуся з міс Сварц», – відповів Джордж. 25. Старий розлютився і закричав, що позбавить сина спадку (to disinherit). Він був упевнений, що, знаючи це, Джордж чи послухається його.

XXXVII. Translate into. English using the Subjective Infinitive Construction.

1. Відомо, що римляни побудували на Британських островах гарні дороги і багато фортець.

2. Вважають, що поема «Боевульф» була написала у 8 столітті.

3. Вальтер Скотт вважається творцем історичного роману.

4. Повідомляють, що експедиція досягла місця призначення.

5. Навряд чи його призначать головним інженером, адже він закінчив інститут лише два роки тому.

6. Він, вочевидь, гарно знає англійську мову; мабуть, він вивчав її в дитинстві?

7. Я випадково знаю номер його телефону.

8. Він виявився гарним спортсменом.

9. Шум, здавалось, все наближається.

10. Співачку змусили повторити арію.

11. Він, здається, пише нову статтю; здається, він працює над нею уже два тижні.

12. Його стаття, безсумнівно, буде надрукована.

13. Обов‘язково прочитайте цю книжку; вона вам, безсумнівно, сподобається.

14. Кажуть, що ця будівля була збудована в 17 столітті.

XXXVIII. Translate into English, using the infinitive or Infinitive Constructions where possible. (Based on the Uncle Tom’s Cabin by H.E. Beecher-Stowe).

1. Коли Джордж тікав від свого господаря і пробирався до Канади, він випадково зустрів містера Вільсона, власника фабрики, де він раніше працював, і розповів йому всю історію свого життя. 2. Говорили, що покійний батько Джорджа був багатий знатний джентльмен. 3. Здавалося, він любив своїх дітей, але він був занадто легковажною людиною, щоб подумати про їхнє майбутнє, і після його смерті всі його діти були продані, щоб сплатити його борги. 4. Джордж чув, як кричала і плакала його мати, коли його забирали від неї. 5. Джордж і його старша сестра були випадково куплені одним і тим же рабовласником, і перший час дитина не почувалася самотньою. 6. Але він часто бачив, як господар б'є його сестру, і від цього хлопчик жорстоко страждав (і це змушувало хлопчика жорстоко страждати). 7. Він не міг не плакати, коли чув стогони і ридання нещасної дівчини. 8. Незабаром господар наказав відвезти сестру Джорджа в Новий Орлеан і продати її там на ринку. 9. Хлопчик залишився один: не було нікого, хто міг би подбати про нього, хто міг би сказати йому ласкаве слово. 10. Коли Джордж виріс, його послали працювати на фабрику містера Вільсона, який виявився дуже доброю людиною і добре поводився зі своїми робітниками. 11. Джордж винайшов дуже цінну машину, яка, як було відомо,

приносила його господареві більший прибуток. 12. Незабаром Джордж зустрів Елізу і одружився на ній. Вона була дуже красива і добра, і Джордж вважав себе найщасливішою людиною на землі. 13. Але щастя його було недовговічним (to be of short duration): його господар був не таким чоловіком, який міг би допустити, щоб його негр був щасливим. 14. Джорджа змусили піти з фабрики, кинути роботу, яку він так любив, і повернутися до господаря. 15. Щоб принизити Джорджа ще більше, господар наказав йому кинути Елізу і одружитися з іншою жінкою. Цього Джордж вже винести не міг і вирішив втекти до Канади.

Module 2
The Gerund

I. State the form of the gerund in the sentences below.

1. The public got accustomed to seeing the two names on the same bill.
2. We object to the memorial complex being erected outside the jurisdiction of the city authorities.
3. I remember having been blamed for hindering the process.
4. John mentioned having provoked a polite enthusiasm from the public.
5. She denied having concealed the truth from her husband
6. They can't forget having been highly appreciated by critics.
7. The producer suggested staging William Shakespeare's '*King Lear'.*
8. He couldn't stand having a walk-on part.

II. Insert the appropriate form of the gerund.

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

(to treat) 14. I know everyone who's worth __. (to know) 15. After __ this, he cursed himself for not __ the opposite, so that he might have used the expected guest as a lever to get rid of Misha. (to say, to say) 16. There is vivid happiness in merely __ alive. (to be) 17. "Your tie needs __," Mrs. Simpson said. (to straighten) 18. The attempt is at least worth __ (to make). 19. Mr. Creakle then caned Tommy Traddles for __ in tears, instead of cheers, on account of Mr. Mell's departure... (to discover) 20. He apologized to Hooker for __ so late, (to be down) 21. One could not walk or drive about Philadelphia without __ and __ with the general tendency toward a more cultivated and selective social life. (to see, to impress) 22. I just couldn't stand __ away from you any longer. (to be) 23. I remember __ him with her and Marner going away from church. (to see) 24. When I told him that I meant to live in Paris for a while, and had taken an apartment, he reproached me bitterly for not __ him know. (to let) 25. He had a flat smooth face with heavy-lidded green eyes that gave the impression of __ at a slant. (to set) 26. His latest craze was to discover her age, which he cursed himself for not __ when he had her passport in his hands. (to observe) 27. Let me tell you whose house you've come into without __ or __ (to ask, to want). 28. I'm tired of __ to you. (to talk)

III. Insert the correct preposition before the gerund where required.

1. "I hated the idea __ your going," he said simply. 2. She said: "Excuse me __ coming in __ knocking". 3. The others insisted __ accompanying them. 4. I am tired __ being old and wise. 5. We'll look forward __ seeing you. 6. Why were you so anxious to prevent anybody __ leaving the house? 7. I'm afraid I shan't succeed __ being as sympathetic as you have the right to expect. 8. I was afraid __ saying the wrong thing. 9. Look here, it may sound funny, but I'm terrifically grateful to you __ saying it. 10. Both windows needed __ cleaning. 11. I've paid very heavily __ being a romantic girl. 12. She could not bear __ lying. 13. I suppose nothing is gained __ delaying. 14. They were in the habit __ coming up to London for the season. 15. We wouldn't mind __ being poor again. 16. I didn't at all like the

idea __ going to the station in the luggage cart. 17. He looked at me for a long time __ answering. 18. He felt he was going to be denounced __ daring to suggest such a thing. 19. I thought you had just been blaming me __ being neutral. 20. If you won't tell me what's wrong, what's the use __ my being here?

IV. Complete the sentences with the non-finite form of the verbs in the box. State the function of the gerund in the sentences.

answer climb pay say ski drink type forget watch hear learn lie

1. ___ too much alcohol is very bad for you.
2. I don't like ___ bills.
3. He really enjoys ___ his own voice.
4. What's wrong with ___ in bed all day?
5. Her favourite sports are ___ and ___ mountains.
6. ___ languages is hard work.
7. I hate ___ goodbye.
8. ___ is better than remembering.
9. ___ animals can teach you a lot.
10. 'What's your job?' ___ the phone and ___ letters.

V. Translate into English using the gerund where possible.

1. Побачивши карикатури, всі розсміялися. 2. Ви нічого не маєте проти того, щоб я відкрив вікно? 3. Лікар наказав хворому кинути палити. 4. Хлопчик не заперечував, що загубив книжку, взяту в бібліотеці. 5. Вибачте, що змусив вас чекати. 6. Дітям приносило задоволення грати в саду. 7. Цю книжку варто прочитати. 8. Читаючи цю розповідь, ми не могли не сміятись. 9. Я віддаю перевагу зробити цю роботу сьогодні. 10. Я сподіваюсь, що нічого не завадить мені піти на концерт. 11. Викладач заперечував проти того, щоб студенти користувались словником, перекладаючи цей текст. 12. Викладач наполягав, щоб нові вирази записувались. 13. Викладач наполягав, щоб студенти

записували нові вирази.14. Я втомилась від того, що зі мною поводяться як з дитиною.15. Я не заперечую проти того, щоб допомогти вам, але я проти того, щоб мені заважали, коли я занятий. 16. Ми чули, що ваша сестра поїхала в Англію. 17. Мені не хочеться (to feel like) гуляти. 18. Було неможливо дістати квиток, і мені довелося відмовитись від задуму послухати відомого піаніста. 19. Я не схвалюю те, що ви пропускаєте лекції. 20. Схоже на те, що буде дощ. 21. Ви можете розраховувати на те, що я дістану вам цю книжку. 22. Декан не погодився, щоб збори відклали. 23. Мати гаряче дякувала лікарю за те, що він врятував її дитину. 24. Не втратьте нагоду подивитись цю виставку. 25. Всі були здивовані, що це складне питання було вирішено так швидко. 26. Ми впевнені, що лист буде отримано вчасно. 27. Ми впевнені, що лист було отримано вчасно. 28. Я пишаюсь тим, що була взмозі домопогти вам. 29. Мені соромно, що я зробила так багато помилок в останньому диктанті.

VI. Make ten or more sentences from the table. You can use the same preposition in more than one sentence. Example:

Are you interested in coming to Greece with us?

Are you interested		answering that child's
Do you feel		questions.
Do you have time to do anything else		changing her job, but I don't think she will.
He insisted		coming to Greece with us?
He passed his exams	about	convincing the police that she
How	as well as	was not a burglar.
I apologize	at	
I like walking	besides	cooking.
I sometimes dream	for	disturbing you.
I'm fed up	in	eating.
I'm not capable	in spite of	going out to a restaurant

I'm tired She succeeded She talked She's keen She's very good Thank you We're excited We're thinking Why don't you come out with us You can't live	instead of like of on with without	tonight? having time to read all my books. helping me? looking after the children? moving to Canada. not doing any work. paying for everything. playing football. seeing George next week. selling things. staying at home? swimming and dancing. telling me the truth. understanding this – it's too difficult.

VII. Here are some sentences taken from real conversations. Open the brackets and put together the beginnings and ends. State the function of the gerund.

BEGINNINGS	ENDS
Aren't you used *(walk)* Starting at half four's no problem – I look forward *(receive)* I look forward *(see)* you again I object *(pay)* for it. I'll never get used *(sleep)* I'm not looking forward *(go)* I'm not sure where to turn. If you're used *(have)* money, Sean's used *(deal)* with	back to school. difficult kids. I'm not used *(come)* this way. I'm used *(get up)* early. in six months' time. It should be free. it's hard to be without it. on the floor. this far? your comments.

VIII. Translate into English using the gerund where possible.

1. Том ніколи не втрачав нагоди втекти зі школи і погратися товаришами. 2. Він був впевнений, що зможе приховати від тітки Поллі свої пустощі. 3. Том заперечував, що ходив купатись, але тітка Поллі дізналась про це. 4. Вона була незадоволена тим, що Том збрехав їй. 5. Том був єдиним сином її покійної сестри; вона дуже любила хлопчика і уникала карати його. 6. Проте цього разу вона вирішила покарати Тома за те, що він ходив купатись без її дозволу. 7. Треба було побілити паркан, і тітка Поллі веліла Тому білити його в суботу. 8. Хлопчику не сподобалася перспектива працювати в такий чудовий ранок, і він попросив тітку Поллі вибачити його за те, що він її не послухав. 9. Тому не вдалося змусити Джима працювати замість себе: прийшла тітка Поллі і заборонила Джиму білити паркан. 10. Він оглянув свої скарби, але їх було небагато, і йому довелося відмовитись від думки вмовити хлопчиків допомогти йому білити паркан. 11. Але незабаром йому прийшла в голову блискуча ідея, і він взявся за роботу (set to work) з таким виглядом, неначе він нічого не мав проти (to mind) того, щоб білити паркан в цей сонячний ранок. 12. Коли прийшов Бен, Том продовжував працювати, не звертаючи уваги на товариша. 13. Бен був здивований, що Том працював в суботу, і Бену здавалось, що він працює із задоволенням (to enjoy). 14. Нарешті, Том повернувся до Бена і сказав, що все залежить від того, чи подобається тобі робота чи ні. 15. Після цього справа постала в новому світлі (that put the things in a new light), і Бен не міг не позаздрити приятелю. 16. Він попросив Тома дозволити йому попрацювати. «Ти можеш покластися на те, що я зроблю це гарно», – сказав він. 17. Том відповів, що тітка Поллі буде проти того, щоб Бен білив паркан. 18. Але Бен наполегливо просив (to keep on) Тома дати йому попрацювати, і той, нарешті, погодився. 19. Бен пишався тим, що робить таку важку роботу. 20. Тітка Поллі була впевнена, що Том давно вже перестав (to leave off) працювати і побіг на річку. 21. Вона була дуже здивована, що Том так гарно і швидко побілив паркан. 22. Вона сказала, що хлопчик заслуговує на нагороду, і дала йому велике яблуко.

IX. Complete the sentences with a suitable gerund. Insert the correct preposition before the gerund where required. State the function of the gerund in the sentences.

1. If you seriously want to save money, you'd better …
2. I don't mind most housework but I can't stand …
3. The puppies looked so sweet that I couldn't resist …
4. If you want to learn to ride a horse, you won't be able to avoid …
5. Must you keep ... ? It's really annoying!
6. I'd hate to be a miner. Can you imagine ... ?
7. Can I have the newspaper if you've finished … ?
8. The man the police caught finally admitted …
9. When he said he'd forgotten the phone number, I suggested....
10. My job as a tourist guide involves ...
11. Nobody suspects you ...
12. Sue never takes the trouble ....
13. Is it worth … ?
14. I can't help …
15. Ted hesitated before ...
16. What he loves best in the world is ...
17. There is little hope ...
18. Don't insist ...
19. Why do you persist ... ?
20. At the reception I had the pleasure ...

X. Fill in the gaps with the gerund and answer the questions.

a) Is it good ___ (give) your career a boost by libel and defamation?

b) Are you for or against ___ (erect) skyscrapers in the centre of Kyiv? (Give your reasons.)

c) Do you prefer ___ (get) tickets in advance? Why?

d) Are you proud of ___ (follow) in your parents' footsteps?

e) What methods of ___ (improve) your grammar do you find most effective?

f) After what event did England become a first-rate naval power?

g) When did Shakespeare stop ___ (act and write)?

h) Shakespeare is known as a distinguished playwright. What else was he engaged in besides ___ (write)?

i) What did Shakespearian audience amuse itself by?

j) Did Danchenko realize his dream of ___ (preserve) the integrity of Ukrainian theatre?

k) Is it great ___ (bring) spiritual dimension to people's lives?

l) Did Danchenko take every opportunity of ___ (raise) artistic standards of Ukrainian theatre after ___ (become) the artistic director of the Ivan Franco Theatre?

XI. State the function of the gerund in the sentences below.

1. It's no good concealing your background.
2. It's dangerous participating in piracy today.
3. The main thing is revealing no emotions in public.
4. The manager was against fulfilling the solo with much dramatism.
5. The contract needs renewing.
6. The producer objected to holding the performance in day light.
7. They insisted on announcing the play well in advance on bills.
8. We were responsible for making arrangements for the dress rehearsal.
9. Julia had never had a chance of playing Rosalind.
10. Michael expressed his surprise at getting that picture for nothing.
11. The public amused itself by eating apples, nuts, smoking and drinking ale.
12. I have no reason for putting a word for you.
13. 'Kyivbud' began erecting a skyscraper in the centre of the city outside the jurisdiction of the authorities.
14. England turned into a first-rate naval power after defeating the Great Spanish Armada in 1588.

15. If the play is bad, no acting in the world will save it.

16. On leaving school he joined an amateur dramatic society.

17. He left the room without making a clean breast of the matter.

18. He flattered them by letting them think that he had discovered a remarkable actress.

19. Michael did it for the purpose of putting a stop to everything.

XII. Point out the gerund and state the function of the gerund in the sentences below.

1. Josephine had no intention of remaining at home (S. Sheldon).

2. I just felt like hearing the sound of your voice (S. Sheldon).

3. Although she had started playing a game with Toby, she was now beyond pretence (S. Sheldon).

4. He became famous for having the best buffet (S. Sheldon).

5. He was more interested in writing poetry than in making money (S. Sheldon).

6. He liked preparing exotic dishes (S. Sheldon).

7. Josephine took five dollars that she had earned by baby-sitting (S. Sheldon).

8. She lit on no plan by which she could see him without giving way the fact that she had schemed (S. Sheldon).

9. After spending five minutes with her, Sam knew how he was going to handle her (S. Sheldon).

10. But being engaged to Jan was different (D. Cusack).

11. He turned and went to the door without speaking (D. Cusack).

12. It was worth getting sick to have to find out that you loved me too (D. Cusack).

XIII. Translate into English using the gerund and Gerundial Constructions.

1. У Боба є хобі – колекціонування комп’ютерних ігор. Він захоплюється такими іграми.

2. Дитина продовжувала благати матір дати гроші на придбання нової іграшки. Том мав звичку так робити й знав, що мати буде змушена поступитися.

3. Не встигли новини просочитися, як задзвонив телефон Джека.

4. Мій дядько запропонував піти на прогулянку, щоб відпочити, але в мене не було можливості йти з ним, тому що я щойно почав готуватися до екзамену.

5. Мій начальник згадав, що вже зустрічав нашого головного конкурента в той час, як обідав.

6. Джон пам’ятає, що купив подарунок дружині, але не знає, куди його поклав.

7. Уявлення моєї дочки про релаксацію – це ходити до фітнес-центру. Але я люблю дивитися спорт по телевізору.

8. Хороші керівники мають досвід мотивування дій людей і пропозиції творчих ідей.

9. Головний менеджер пам’ятає, що відповів на скаргу, але не має чіткого уявлення про клієнта.

10. Метью припинив працювати над проектом через три місяці через поганий стан здоров’я.

11. Для проведення дослідження потрібно годинами користуватися Інтернетом.

12. Я ніколи не забуду, як уперше побачив башту Біг Бена.

13. Барбара віддає перевагу читанню матеріалів перед відвідуванням виставки.

14. Амелія не терпить відвідування музеїв, коли вона у відпустці. Вона віддає перевагу лежанню на пляжі та купанню в морі, і загалом вона любить ледарювати. Але я люблю відвідувати різні місця, оглядати їх та робити фото.

15. Я шкодую, що не прийняв запрошення Тома. Я мрію, що мене запросять знову.

16. Авто потребує поточного ремонту. Ти мені не допоможеш?

17. Моніка не мала наміру розповісти йому таємницю. Вона не хоче, щоб її звинуватили в передачі державних таємниць іншій країні.

18. Алан запропонував пошукати інший ресторан, тому що не було сенсу чекати на вільне місце.

19. Люсі порадили почати тренуватися у фітнес-центрі, але вона не могла собі дозволити відвідувати спортзал.

20. Софі не звикла до життя в Тасманії, тому що спека іноді була гнітючою та нестерпною.

XIV. Translate into English using the gerund and Gerundial Constructions.

1. Злодію винесли вирок – три роки ув'язнення за скоєння злочину. Він каже, що шкодує, що вдерся в будинок.

2. Мій найближчий сусід вибачився за клопіт. Він сказав, що не хотів цього робити.

3. Робота Ольги передбачає спілкування з багатьма людьми й численні роз'їзди. Але вона часто скаржиться, що не відчуває того, що її цінують на роботі.

4. День був такий буремний, що Сміти вирішили не виходити на вулицю. Вони віддали перевагу проведенню часу вдома перед прогулянкою.

5. За новою політикою турботи про клієнта треба віддавати більше часу та концентрувати більше сил на обслуговуванні.

6. Розуміння американської музики може допомогти тобі зрозуміти американців, їхню історію та культуру.

7. Ніхто не отримує задоволення від того, що над ним сміються. Більш того, ніхто не може звикнути до того, щоб над ним жартували.

8. Брауни пішли в ресторан швидкого харчування й утамували свій голод якоюсь некорисною для здоров'я їжею. Я не схвалюю того, що вони відвідують такі місця більше разу на тиждень.

9. Шейла пішла спати замість того, щоб готуватися до іспиту. Здається, вона не зацікавлена в тому, щоб отримати гарну оцінку.

10. Злодій був винен у викраденні авто. Коли його зловили, поліція його в цьому звинуватила. Злодій попрохав вибачити

його за те, що він це зробив, але не заперечував, що вчинив злочин.

11. У Коліна була поважна причина спізнення на збори колективу. Він поскаржився, що потрапив у транспортний «корок».

12. На додаток до роботи у страховій компанії Рональд працює в оздоровчому клубі. Він має дві роботи, щоб утримувати сім'ю.

13. Ніщо мене не зупинить від того, щоб піти на весілля. Я схвильована тим, що на власні очі побачу молоду пару, яка щойно одружилася. Я з нетерпінням очікую, коли зловлю букет, який кине наречена.

14. Хто відповідає за наймання та навчання нового персоналу?

15. Сара не здатна видати секрет. Що утримує тебе від того, щоб розповісти їй усю правду?

16. Джейн не звикла до злиденного життя, але їй, на жаль, ще не вдалося знайти роботу.

17. Томас не любить водити авто на великі відстані. Він шкодує, що не поїхав туди потягом.

18. Тейлори вирішили подорожувати після виходу на пенсію. Вони не можуть не мріяти про це.

19. Джон не може пригадати, що зустрічав Уотера, коли був дитиною, але Уотер ніколи не забуде, що грав у піжмурки з Джоном у дворі його тітки.

20. Стюарт обговорив відкриття нового бізнесу. Він завжди мріяв мати прибуткову компанію.

XV. Translate into English using the gerund and Gerundial Constructions.

1. Джо не заперечував проти того, щоб почекати. Він вже чекав багато років. Він продовжував сподіватися, що використає шанс, хоча це був один шанс із мільйона.

2. Неллі спробувала прийняти ліки, але біль не відступав. Вона розуміла: якщо викличе лікаря, це буде означати, що її заберуть у лікарню.

3. Я раджу тобі їсти більше свіжих фруктів і овочів, якщо не хочеш набрати вагу.

4. Не варто плакати. Врешті-решт усе владнається.

5. Не варто було заперечувати. Він зізнався, що таємно захоплений дівчиною свого друга.

6. Штормова погода зашкодила кораблю відчалити.

7. Чоловік Хелен наполягає на тому, щоб вона гарно одяглася. Вони збираються приймати гостей.

8. Батько Бернарда дуже пишався своїм сином через те, що він виграв забіг.

9. Колега поскаржився, що Бен працює надто повільно. Але Бен подумав, що на такі зауваження не варто зважати.

10. Розмовами справі не зарадиш. Судять не за словами, а за ділами.

11. Стену не вдалося уникнути розмов із менеджером щодо своєї поведінки.

12. Професор уникав відкрито висловлювати свою думку, тому що вона відрізнялася від загальноприйнятної.

13. Вона розповіла дійсно смішний жарт. Всі колеги не могли утриматися від сміху.

14. Я ціную, що вчора мала можливість зустріти кінозірку.

XVI. Read the sentences. Translate them into Ukrainian. Remember the meaning of the underlined expressions. Point out the gerund and Gerundial Constructions in the sentences and state their function.

1. It’s no use crying over spilt milk (J. Galsworthy).
2. He felt guilty at leaving the idiot to his own devices (I. Wain).
3. I want air. Are you up to walking? (J. Galsworthy).
4. There was no mistaking his nationality (I. Murdock).
5. You’ll probably get sick of me popping in (D. Cusack).

6. I just kept hoping against hope (M. Wilson).

7. There was that woman, she'd have shot down a regiment in cold blood, without turning a hair just to have her baby back (A. Christie).

8. He was so much afraid of others putting on airs with him (S. Maugham).

9. Mother, I'm all for Hubert sending the version to the papers (A. Cronin).

10. "Edna talked him into going," said Tony (M. Wilson).

11. He came back to town in a poor way and went about with a pathetic attempt at making the best of a bad job (J. Galsworthy).

XVII. Paraphrase the following sentences, using the idioms you've learned. State the function of the gerund and Gerundial Constructions in the sentences.

1. I set my mind on going to the south in July, but my friend set me off the idea to do so.

2. Do you feel like discussing this problem?

3. Peter had only two hours at his disposal and he did all he could within those two hours.

4. Though he was excited, he didn't show any signs of his feelings.

5. Now her son lives and works quite independently.

6. This is the General's idea. I'm strongly in favour of it.

7. It's impossible to deny that he is a good actor.

8. I'll just drop in at his place to find out everything.

9. The child was seriously ill, but still his mother expected him to pull through.

10. Why should you spend time in useless regrets now?

11. Don't you find it strange that he's always trying to look important?

XVIII. Read the jokes and comment on the function of the gerund. Act them out in pairs.

❖ ‘So she turned you down, eh?’

‘Yes, I made the mistake of confessing that my heart was in my mouth when I proposed’.

‘What did that have to do with it?’

‘Oh, she said she couldn’t think of marrying a man whose heart wasn’t in the right place.’

❖ On being asked to write down a definition of ‘capital punishment’, a Glasgow schoolboy submitted this: ‘Being locked in an ice-cream or chocolate factory for a week-end would, in my opinion, be capital punishment.’

❖ One of Kembles made his first appearance on the stage as an opera singer. His voice was, however, so bad that at a rehearsal the conductor of the orchestra called out: ‘Mr. Kemble! Mr. Kemble! You are murdering the music!’

‘My dear sir,’ was the quiet rejoinder, ‘it is far better to murder it outright, than to keep on beating it as you do.’

❖ A composer once brought a manuscript to Rossini, who, on listening, every minute took off his hat and put it on again. The composer asked whether he was so warm.

‘No,’ said Rossini, ‘but I am in the habit of taking off my hat whenever I meet an old acquaintance, and there are so many I remember in your composition, that I have continually to bow.’

❖ ‘Doctor, how is a man to tell a mushroom from a toadstool?’

‘By eating it. If you live, it’s a mushroom; if you die, it’s a toadstool.’

XIX. Read the article by Tim Woodward, a journalist from '*Daily Telegraph'*. Scan the article in search of the gerund. State its form and function.

DON'T TRY PASSING CHEEKY NOTES IN JUDY WATSON'S CLASS BECAUSE SHE'LL KNOW, EVEN THOUGH SHE CAN'T SEE



Like most good teachers, Judy Watson knows immediately when her pupils step out of line.

So acute is her awareness of their antics, she can hear gum being illicitly chewed at the other end of the corridor, or detect when written messages are being passed under desks.

But what is most remarkable about Mrs. Watson and her impressive teaching style is that she is completely blind and relies almost entirely on hearing and touch to get through the day.

Her quick-witted method of dealing with classroom discipline has brought the respect of her charges, who rarely cause any problems with rowdy behaviour.

It is an approach which has earned her school a national award.

Mrs. Watson, 46, who teaches English, has risen to the post of deputy head at a busy 680-pupil mixed comprehensive school, where she is the only blind person.

Yesterday, as she was held up as an inspiration to others, Mrs. Watson, a married mother-of-two, told how she had confounded her critics.

'When I first started out people said I would never be able to do it,' she said.

'I have built up a good rapport with the children, but of course they are not angels and I think they treat me just like any other teacher.'

Mrs. Watson takes her guide dog, Star, into class with her at Stanchester Community School.

She also has two part-time assistants – funded by the Education Service – who each work 15 hours a week converting school documents into Braille for her.

She reads a Braille register in class, with a pupil beside her to tick off the names, and shares marking with her husband – a 36-year-old social worker – at home.

The pupils assist her by always sitting in the same places and she has come to recognize everyone of their voices.

But, beyond that, she relies on her personal skills and instincts to teach unaided, occasionally summoning a pupil to write things on the blackboard for her.

Everyday, she is dropped halfway to the school, near her home in Stoke sub Hamdon, near Yeovil, Somerset, by her husband and walks the rest of the way with Star.

Her day consists of meeting parents and newly-qualified teachers and taking English classes with children aged between 11 and 16.

Mrs. Watson was born sighted but contracted glaucoma – which causes pressure on the eyes – and lost her sight when she was 20 while studying at Kent University.

One pupil at the school said yesterday: ‘Everybody loves her, she is a brilliant teacher. Nobody messes in her classes – she hears everything.’

Mrs. Watson was appointed in September. Shortly after taking up her post, she confronted potential doubters among her colleagues by holding a question-and-answer session.

‘We had a good chat and I think that put their minds at rest. They are all wonderful to me now and I have no problem,’ she said.

‘Many of the parents have also been very supportive and my husband is probably the most informed non-teacher in the country.’ ‘He is great. He works a ten-hour day then helps me with marking and paperwork in the evening.’

She added: ‘My biggest frustration is not being able to pick up a book and just read it. It is horrible having to wait for it to be transferred into Braille.’

Head teacher Glyn Ottery, whose school received an ‘investors in people’ award yesterday said: ‘Since she has been here she has proved we made the right decision in appointing her.’

‘She does as great a job as we had expected she would, if not even better.’

Kate Summerside of the Royal National Institute for the blind praised Mrs. Watson’s wonderful achievement. ‘Her story shows that despite the discrimination that blind and partially-sighted people face everyday, they can do many different jobs,’ she said.

‘We hope that her example encourages such people to seek their goals, whatever resistance they may face.’

XX. Read the article from "Daily Mail". Scan the article in search of the gerund. State its form and function.

Vienna Veg Band Is Really Cooking

By Michael Leidig
Vienna

In the home of classical music, it takes a lot to impress. However, a new Viennese ensemble, in which the instruments are made from garden vegetables, is playing to packed houses at venues such as the renowned Konzerthaus.

The Vienna Vegetable Orchestra delivers its idiosyncratic take on pieces ranging from the Radetzky



‘We have to buy new vegetables before each rehearsal and performance as the sound needs to be fresh,’ said Nikolaus Gansterer, another player. ‘It takes a few hours to make the instruments.’

Matthias Meinharter, who invented and plays the leek violin, said: ‘When I was young I was told not to play with my food. Now we’re playing with food, but we still eat it afterwards.’

Their music – a mix of hisses, squeaks and roars which,

March to Jazz, playing carved-out carrots, aubergines, pumpkins and other vegetables. The band – with 10 to 20 players, depending on venue and composer – developed the idea after studying the sounds of vegetables being chopped. Jörg Piringer, the lead musician, plays a "gurkophone" horn made from a hollowed cucumber, a green pepper and a carrot reed. Fresh vegetables are bought for each concert. Afterwards, a cook adds them to a big pot of soup or stew for the musicians and audience to eat.

say aficionados, bears comparison to the best electronic music – has received mixed reviews. 'With occasional help from mixers and juicers, the vegetable orchestra conjures up country music, marches and even free-core jazz to please even the most die-hard music fans,' wrote the *Standard* newspaper.

Another critic was less impressed. 'The combination of the carrot flute, leek violin and cabbage drum sounded more like a flock of mating geese than music as we know it,' he lamented.



XXI. Read the article on TV viewing and open the brackets using the appropriate verbal. State its function.

Child

Is TV_____(view) good for youngsters?
It all depends who you ask

By David Smith, The Express

Experts are at war over whether _____ (to watch) television is harmful to the development of a child. Researchers in the United States claim TV deprives youngsters of the social contact they need for mental and physical development and recommend that children under the age of two should not watch it at all.

But British scientists say other factors, such as home background and social environment, are far more significant to individual growth.

A seven-year project in the south Atlantic island of St. Helena – where TV was only introduced in 1995 – concludes that four years' TV has had no behavioural effects on young viewers.

Research leader Tony Charlton, professor of psychology at Cheltenham and Gloucester College of Higher Education, revealed the results exclusively to *The Express.* He said: 'All children are vulnerable but some are more vulnerable than others. It can depend on what they watch but more importantly on _____ (to parent) and community. We often use TV as a whipping boy but used prudently it has an enormous educational potential.'

He added: 'Our findings challenge claims that TV makes young viewers violent. _____ (to learn) violence from the TV becomes a problem only when family, community and school influences fail to check and control young viewers.

"Adults, not the TV, are responsible for youngsters' good behaviour or lack of it." However, Prof Charlton did concede that TV can affect concentration levels in children under the age of two.

Child psychologists and television experts criticized the latest study in the US by The American Academy of Paediatrics, which claimed that even innocent programmes have unfavourable long-term effects and that exposure to computers games, feature films and the Internet pose health risks to children.

Dr Brian Young, lecturer in psychology at Exeter University, said: "TV is one of many elements in the information mix. We live in a world of information and there's no point in _____ (to try) to remove children from it." He added: "This is not a problem with television, it's a problem with _____ (to parent). There is a temptation for parents to use the TV as a babysitter. But the way to deal with children is to allow them to watch programmes appropriate to their age group and then talk about them. The parent becomes a buffer in a very positive way."

Anna Home, who commissioned The Teletubbies when head of BBC children's programmes, said: "Children need a balanced diet and of course TV should not be treated as the only provider. This criticism comes in cycles and it's very easy to blame TV for society's ills."

Child psychologist Dr Anne Sheppard added: “Some programmes, like Teletubbies and Sesame Street, can have a real educational benefit.

“Children should not be plonked in front of the television for hours on end, but _____ (to stop) them from _____ (to watch) television altogether could be considered a form of deprivation.”

XXII. Match the words from the left and right columns to restore the collocations from the text.

1. to blame TV	a) at war over
2. to pose health risks	b) to check and control
3. to be	c) of the social contact
4. appropriate	d) educational benefit
5. to fail	e) as a whipping boy
6. to have a real	f) for society ills
7. to use TV	g) to computer games
8. the findings	h) to children
9. to deprive youngsters	a) challenge claims
10. exposure	b) to one’s age group
11. to be plonked	c) a buffer
12. unfavourable	d) effects on
13. to become	e) educational potential
14. to have enormous	f) long-term effects
15. behavioural	g) in front of the television

XXIII. Translate the following sentences using the gerund and Gerundial Constructions.

a) Експерти наполягають, що телебачення не чинить жодного несприятливого й довготривалого впливу на вразливих дітей.

b) Звинувачувати телебачення у всіх хворобах сучасного суспільства – найлегше.

c) Основна проблема в тому, що батькам не вдається перевіряти й контролювати юних глядачів.

d) Те, що діти залишаються без нагляду перед телевізором, дає батькам змогу мати телебачення за цапа-відбувайла.

e) Перегляд телепрограм має надзвичайний освітній потенціал і приносить справжню освітню користь.

f) Використання телебачення батьками як няньки та виникнення залежності від комп'ютерних ігор у дітей ставлять під загрозу здоров'я останніх.

g) Те, що батьки виступають посередниками між телебаченням і дитиною, має надзвичайне значення для її розвитку.

h) Мені не подобається, що ти кидаєш виклик експертам.

i) Оскільки він вразливий, ми дозволяємо йому перегляд лише мультиків, що відповідають його віковій групі.

j) Ніхто не має права позбавляти дітей соціальних контактів, адже без розумного використання всіх каналів інформації дитина не зможе нормально розвиватися.

XXIV. Read the article. Write out sentences with the gerund. Translate them into Ukrainian. State the function of the gerund in the sentences.

Electronic trap
for the student copycats

By Clare Kitchen

UNIVERSITIES are recruiting an electronic sleuth in the war on plagiarism.

They plan to use a special computer program to trap students who copy their essays from the Internet.

Lecturers are concerned by the ease with which students, who might once have cribbed from textbooks or the work of fellow students, can surf the World Wide Web for ideas or even buy ready-made essays online for as little as & 7 a time.

They are investing in a search program which can sniff out the copycats by checking up to 30 essays at a time against its database at & 12 a go.

The program – developed at the University of California – searches for matching phrases and sentences and can highlight any striking similarities with existing work, even pinpointing the original source to allow lecturers to check for themselves.

Norman Wiseman, of the Joint Information Systems Committee, which provides the computing infrastructure for British universities and further education colleges, said he hoped the program would nip high-tech cheating in the bud.

“We want to put the systems in place so that institutions can address plagiarism before it becomes a serious issue,” he explained yesterday.

The program has been used successfully in the U.S., where professors are increasingly concerned about the growing problem of 'computer-aided cheating' by their students.

Copying work from the Internet is so commonplace amongst students there that officials at Boston University have even gone to court to try to stop companies selling essays online in Massachusetts.

With ready-made essays available from mainly U.S. websites – typically costing between & 7 and & 20 – some British universities have also been forced to put in place their own anti-cheating techniques.

The English department at Birmingham University set up its own system after it found students plagiarizing work from the Internet.

Edinburgh University professors turned to the American program to catch out students in its computer science department because of similar concerns.

Student leaders are concerned, however, that the search program could lead to false accusations against students who unconsciously repeat phrases they have read during the course of their research.

They argue that even the most sophisticated search engine would be unable to establish whether an idea is original or whether it has come from an essay on the Internet.

Mr. Wiseman said he was confident that most students would be happy for their work to be checked by the system.

“The U.S. experience shows they are generally positive about this because the majority work hard and want a level playing field,” he said.

A trial of the system is due to take place next year.

If it proves effective, it will be expanded nationwide.

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XXV. Read the article by Martin Bentham, an education correspondent from *"Daily Mail"*. Scan the text in search for the gerund. State its function.

For Every School

A handbook on teaching grammar is to be sent to every secondary school in the country.

The Government guide, *Not Whether But How: The Teaching of Grammar*, will explain the difference between active and passive verbs and spell out what terms, such as ‘abstract noun’, actually mean.

There will also be advice on the correct use of punctuation, sentence structure and sub-clauses, in addition to illustrations of how grammatical usage can alter the sense, pace and quality of prose.

The move was prompted by concern that many teachers, particularly those educated during the Seventies, were not taught grammar and are unable to impart it confidently. Teachers gave a mixed response to the initiative, accepting that grammar was important, but giving a warning that children’s creativity could be stifled.

However, officials at the Qualifications and Curriculum Authority, which is producing the handbook, insist that pupils’ English cannot be improved unless teachers master grammar. ‘Understanding grammar can allow a person to use much more sophisticated language,’ one insider said.

Grammar teaching disappeared in many schools during the Sixties and Seventies because of a view in the educational establishment that instruction in the mechanics of language was uninspiring for pupils.

Teachers concentrated instead on encouraging children to express their ‘creativity’, with the result that large numbers left school with little understanding of punctuation or structure.

Ministers have sought to redress the balance by introducing grammar tuition into the Government’s Literacy Hour.

Doug McAvoy, the general secretary of the National Union of Teachers, said the handbook would be helpful, but cautioned against making it too prescriptive.

But Michael Plumbe, the Chairman of the Queen’s English Society, welcomed the new guide. ‘We have a generation growing up with no knowledge of grammar because their teachers do not understand it,’ he said.

XXVI. Complete the sentences below with the gerund derived from a verb in the box.

to encourage to impart to introduce to alter to master to make to understand to teach

1. Ministers have sought to redress the balance by _____ grammar tuition into the Government’s Literacy Hour.
2. A Handbook on _____ grammar is to be sent to every secondary school.
3. The general secretary of the National Union of Teachers said the handbook would be helpful, but cautioned against _____ it too prescriptive.
4. Grammar _____ disappeared in many schools during the Sixties and Seventies.
5. Teachers concentrated on _____ children to express their ‘creativity’.
6. Since many teachers were not taught grammar they had difficulty in _____ it confidently.
7. _____ grammar can allow a person to use much more sophisticated language.
8. A Handbook will contain examples of _____ the sense, pace and quality of prose due to grammatical usage.

XXVII. Translate into English, using the gerund where possible.

Based on David Copperfield by Ch. Dickens.

1. Міс Бетсі не могла пробачити племіннику те, що він одружився на восковій ляльці (a wax doll), як вона називала місіс Коперфільд. 2. Одружившись, містер Коперфільд ніколи більше не зустрічався зі своєю тіткою. 3. Якось ввечері місіс Коперфільд сиділа біля каміну, думаючи про себе і про свого покійного чоловіка. 4. Підійшовши до вікна, вона побачила, що стежиною в саду (along the garden path) йде незнайома пані. 5. Проміння сонця, що вже сідало за обрій, осяяло (to glow on somebody) незнайомку, яка прямувала до дверей будинку. 6. Наблизившись до будинку, незнайомка, не подзвонивши, підійшла до вікна і почала дивитися в нього, притиснувши ніс до скла (against the glass). 7. Побачивши це, місіс Коперфільд зрозуміла, що це міс Бетсі: тільки вона могла поводитись таким чином. 8. Міс Бетсі почала розмову з того, що запитала, чому садиба називається «Граки» (Rookery). 9. Вона здивувалась тому, що садиба називається «Граки», адже жодного грака в саду не було. 10. Міс Бетсі приїхала з наміром всиновити дитину; вона сподівалась, що це буде дівчинка. 11. Дізнавшись, що у місіс Коперфільд народився хлопчик, вона відразу ж поїхала. 12. Своє раннє дитинство Давид провів з матусею і Пеготті. У зимові сутінки (in the winter twilight) місіс Коперфільд дуже любила грати та танцювати із своїм маленьким сином. 13. Одного разу ввечері Пеготті сиділа з Давидом у вітальні. Почувши голос матері, Давид побіг зустріти її. 14. Взявши хлопчика на руки, місіс Коперфільд подякувала джентльмену, який прийшов з нею, за те, що провів її додому. 15. Пеготті не схвалювала те, що місіс Коперфільд так часто шла з дому ввечері. 16. Вона звинувачувала місіс Коперфільд в тому, що вона забуває про свого маленького сина заради нового знайомого. 17. Слова вірної служанки не завадили місіс Коперфільд майже кожного вечора зустрічатись з містером Мардстоном.18. Місіс Коперфільд не була проти, щоб Давид поїхав з Пеготті в Ярмут. 19. Хлопчик поїхав туди, не

знаючи, що його матуся збирається вийти заміж. 20. Хем зустрів їх в Ярмуті, і вони вирушили в дорогу; Хем ніс Давида на спині. 21. На березі стояла стара чорна баржа; вказуючи на неї, Хем сказав, що це їх дім. 22. Давид був задоволений, що Пеготті взяла його в Ярмут; йому дуже подобалась думка, що він буде жити в старій баржі, яка ходила в море багато разів (to be in the open sea). 23. Хлопчику сподобались двері, вирізані в одному боці баржі. 24. Коли запалили свічки, в кімнаті стало дуже затишно. 25. Подолавши (to overcome) свою сором'язливість, маленька Емілі сіла біля Давида. 26. Давид чув, як завиває в морі вітер, і думав про те, як приємно в таку погоду сидіти в теплій, затишній кімнаті. 27. Гуляючи з маленькою Емілі по берегу моря (upon the beach), Давид часто розповідав їй про свою матусю. 28. Не знаючи, що місіс Коперфільд вийшла заміж, Давид повертався додому повен радісних очікувань. 29. Він був дуже здивований, що місіс Коперфільд не вийшла зустріти його. 30. Увійшовши до кімнати, хлопчик побачив, що біля його матусі сидить містер Мердстон. 31. Залишившись на самоті в своїй кімнатці, Давид вибухнув слізьми. 32. Місіс Коперфільд уникала пестити Давида в присутності чоловіка, який звинувачував її в тому, що вона розбещує дитину. 33. Містер Мердстон був не в змозі зрозуміти свою дружину, оскільки вона була черствою і жорстокою людиною. 34. Він був впевнений, що зможе змінити її характер і зробити її не такою черствою, як він сам. 35. Містер Мердстон надзвичайно незадоволений тим, що Пеготті називає його дружину місіс Коперфільд. 36. Йому довелося відмовитись від думки звільнити Пеготті, оскільки місіс Коперфільд була дуже прив'язана до неї. 37. Місіс Коперфільд скаржилась на те, що містер Мердстон веде хозяйство, не порадившись з нею. 38. Містер Мердстон наполягав на тому, щоб його дружина давала уроки Давиду в його присутності. 39. Хлопчику ніколи не вдавалось відповісти гарно на уроці в присутності вітчима. 40. Містер Мердстон намагався змусити Давида гарно вчитися тим, що карав його. 41. Бесідуючи з міс Бетсі, містер Мердстон заперечував, що з Давидом погано поводились.

XXVII. Translate into English, using the gerund where possible.

Based on Vanity Fair by W. Thackeray.

1. Беккі, що гостювала деякий час у своєї подруги, поїхала, нарешті, в маєток сера Пітта Кроулі, який запропонував їй місце гувернатки. 2. Отримавши листа, який сповіщав (to announce) про приїзд Беккі, сер Пітт поїхав в місто, щоб зустріти її. 3. По дорозі в місто з Беккі не сталося нічого цікавого, нічого вартого згадки. 4. Проїхавши велику площу, карета зупинилася біля великого похмурого будинку. 5. Двері відчинив старий, одягнений в брудний сюртук чоловік. Не знаючи, хто це, Беккі веліла йому взяти її речі. 6. Коли Беккі запитала, де сер Пітт, старий розсміявся і сказав, що він і є сер Пітт Кроулі. 7. Увійшовши до їдальні, Беккі з цікавістю озирнулася навколо. Це була велика похмура кімната з вікнами, що виходили на вулицю (to overlook the street). 8. Покриті коричневим папером портрети і картини, засунутий під буфет килим, зсунуті в кут стільці (to put all in a heap in a corner) – все це говорило про те, що сім'я Кроулі не живе тут. 9. Сер Пітт почав з того, що висловив надію, що Беккі вже пообідала. 10. Він був дуже задоволений, що Беккі відмовилася взяти участь в його мізерній трапезі. 11. Розмовляючи з Беккі, сер Пітт не робив жодної спроби (to make an attempt at) виправити перше враження, яке він справив на неї. 12. Її присутність не завадила йому вступити в суперечку (to start an argument) з місіс Тінкер з приводу якогось зниклого фартінга. 13. Сер Пітт наполягав на тому, щоб фартинг був йому негайно повернутий. 14. Наказавши Беккі бути готовою о 5 годині ранку, сер Пітт побажав їй солодких снів. 15. На світанку вони рушили в путь. Коли вони їхали в диліжансі (to drive in the coach), Беккі кілька разів чула, як згадувалося ім'я сера Пітта Кроулі. 16. Скоро вони доїхали до воріт Королівського Кроулі (Queen's Crawley), і Беккі побачила довгу алею, що веде до будинку. 17. Вона помітила церкву, яка здіймалася над старими в'язами парку, і червоний будинок, покритий плющем, з виблискуючими на сонці вікнами. 18. Містер Ходсон, що зустрів баронета біля воріт парку, озповів

йому про все, що сталося в маєтку в його відсутність. 19. Сер Пітт був дуже задоволений, що його старого орендаря відправили до робітного дому. 20. Побачивши, що два маленьких хлопчика збирають хмиз в парку, сер Пітт велів містеру Ходсону покарати їх. 21. Слухаючи розмову сера Пітта з містером Ходсоном, Беккі була здивована, що баронет говорить, як неписьменна людина. 22. Вночі, коли Беккі писала лист Емілії, вона почула стукіт у двері. 23. До кімнати увійшов сер Піггі. Схопивши свічку, він наказав дівчині негайно лягати спати. 24. Сер Пітт вимагав (to insist), щоб всі свічки гасилися не пізніше одинадцятої години. 25. Відчуваючи, що сперечатися з ним марно, Беккі не вимовила ні слова. 26. Дуже скоро Беккі вдалося завоювати прихильність сера Пітта (to win somebody's favour). 27. Коли баронет зробив їй пропозицію, вона зрозуміла, що зробила помилку, вийшовши заміж за Родона. Вона шкодувала, що прогавила можливість стати леді Кроулі.

XXVIII. Read the text. White out sentences with the gerund. Translate them into Ukrainian. Comment on the form of the gerund and state its function.

Bloodline

by Sidney Sheldon

Sidney Sheldon was born in Chicago and educated at Northwestern University. During the Second World War, he served in the Air Corps, where he earned pilot's wings. Upon his discharge, he began to write for Broadway and was a celebrated playwright by the age of twenty-five.

Returning to Hollywood, Mr. Sheldon embarked upon a career which saw the creation of more than twenty major films. He has won an Academy Award, the Screenwriters' Guild Award and a Tony Award.

His first novel *The Naked Face* was described by the New York Times as “the best first myself of the year”. There followed *The Other Side of Midnight, Stranger in the Mirror*, and *Bloodline,* all available

in Pan. By the massive and deserved success of these four novels, and by the following that they and their films have earned him, Sidney Sheldon has in a short time become one of the great international best sellers of all time.

Sidney Sheldon lives in Los Angeles.

ChapterVII

The birth of Elizabeth Rowane Roffe was a double tragedy. The minor tragedy was that Elizabeth's mother died on the delivery table. The major tragedy was that Elizabeth was born a girl.

For nine months, until she emerged from the darkness of her mother's womb, she was the most eagerly awaited child in the world, heir to a colossal empire, the multi-billion-dollar giant, Roffe and Sons.

Sam Roffe's wife, Patricia, was a dark-haired woman of surpassing beauty. Many women had tried to marry Sam Roffe, for his position, his prestige, his wealth. Patricia had married him because she had fallen in love with him. It had proved to be the worst of reasons. Sam Roffe had been looking for a business arrangement, and· Patricia had suited his requirements ideally. Sam had neither the time nor the temperament to be a family man. There was no room in his life for anything but Roffe and Sons. He was fanatically dedicated to the company, and he expected no less from those around him. Patricia's importance to him lay solely in the contribution she could make to the image of the company. By the time Patricia came to a realization of what kind of marriage she had made, it was too late. Sam gave her a role to play, and she played it beautifully. She was the perfect hostess, the perfect Mrs. Sam Roffe. She received no love from her husband and in time Patricia learned to give none. She served Sam, and was as much an employee of Roffe and Sons as the lowliest secretary. She was on call twenty-four hours a day, ready to fly wherever Sam needed her, capable of entertaining a small company of world leaders, serving a gourmet dinner to a hundred guests at a day's notice, with crisp, heavily embroidered table cloths, gleaming Baccarat crystal, heavy Georgian silverware. Patricia was

one of Roffe and Sons' unlisted assets. She worked at keeping herself beautiful, and exercised and dieted like a Spartan. Her life was busy and full and joyless and empty. Becoming pregnant had changed all that.

Sam Roffe was the last male heir of the Roffe dynasty, and Patricia knew how desperately he wanted a son. He was depending on her. And now she was the queen mother, busy with the baby within her, the young prince, who would one day inherit the kingdom. When they wheeled Patricia into the delivery room, Sam clasped her hand and said 'Thank you'.

She was dead of an embolism thirty minutes later, and the only blessing about Patricia's death was that she died without knowing that she had failed her husband.

One week after Elizabeth was born, she was taken home and turned over to a nanny, the beginning of a long series of nannies. During the first five years of her life, Elizabeth saw very little of her father. He was barely more than a blur, a stranger who was always arriving or leaving.

As Elizabeth grew older, she came to know what it meant to be daughter of Sam Roffe. Just as her mother had been an emotional victim of the company, so was Elizabeth. If she had no family life, it was because there was no family, only the paid surrogates and the distant figure of the man who had fathered her, who seemed to have no interest in her, only in the company. Patricia had been able to accept her situation, but for the child it was torment. Elizabeth felt unwanted and unloved, and did not know how to cope with her despair, and in the end she blamed herself for being unlovable. She tried desperately to win the affection of her father. When Elizabeth was old enough to go to school she made things for him in class, childish drawings and watercolor paintings and lopsided ashtrays, and she would guard them fiercely, waiting for him to return from one of his trips, so that she could surprise him, please him, hear him, *It's beautiful, Elizabeth. You're very talented.*

When he returned, Elizabeth would present her love offering, and her father would glance at it absently and nod, or shake his head. 'You'll never be an artist, will you?'

Sometimes Elizabeth would awaken in the middle of the night, and walk down the long winding staircase of the Beekman Place apartment and through the large cavernous hall that led to her father's study. She would step into the empty room as if she were entering a shrine. This was *his* room, where he worked and signed important pieces of paper and ran the world. Elizabeth would walk over to his enormous leather-topped desk and slowly rub her hands across it. Then she would move behind the desk and sit in his leather chair. She felt close to her father there. It was as though by being where he was, sitting where he sat, she could become a part of him. She would hold imaginary conversations with him, and he would listen, interested and caring as she poured out her problems. One night, as Elizabeth sat at his desk in the dark, the lights in the room suddenly came on. Her father was standing in the doorway.

GERUND VS INFINITIVE

I. Do you know which verbs are followed by the infinitive and which are followed by the gerund? Make two lists; then check them in the theory reference.

agree avoid can't help dare decide deny expect can't face fail fancy feel like finish give up happen hope imagine be keen on manage mean mind miss offer postpone practise prepare pretend promise put off refuse risk seem spend time can't stand suggest wish enjoy can't bare

II. Fill in the gaps with either the gerund or infinitive.

1. Jane remembers _____ (play) a leading part in an Oscar Wilde comedy of manners.
2. Actors must always remember _____ (bring) a spiritual dimension to people's lives.
3. Peter will never forget _____ (rival) that distinguished pianist.
4. Oh, no! We forgot _____ (renew) the contract.

5. We regret _____ (miss) the first night of Shakespeare's classic play.

6. I regret _____ (say) that tonight's performance will be cancelled.

7. Julia meant _____ (get) into the shoes of the woman she had to portray.

8. Being a pantomime actor means _____ (provoke) a polite enthusiasm from the public.

9. He went on _____ (beat) about the bush.

10. Michael made an appointment for Friday and went on _____ (talk) about his future plans.

11. He stopped _____ (watch) horror films because they gave him nightmares.

12. They stopped _____ (see) a poster.

13. Let's try _____ (let) bygones be bygones.

14. You will see the point if you try _____ (get) into my shoes.

15. Julia liked _____ (give) somebody a treat.

16. Tom liked _____ (keep) all business accounts in good form.

17. I'm sorry _____ (say) this, but you let them down.

18. We are sorry for _____ (stand) in your way.

III. Put in the correct form of the verb.

1 You can't help (*like*) him.

2 We decided *(stay)* at home.

3 We expect *(hear)* from Ann soon.

4 Do you fancy *(go)* out tonight?

5 I don't feel like *(cook).*

6 When do you finish *(study)*?

7 I've given up *(smoke).*

8 Imagine *(be)* married to her!

9 I managed *(find)* a taxi.

10 Would you mind *(pass)* the bread?

11 I missed *(see)* the beginning of the film.

12 She pretended *(be)* ill.
13 Don't put off *(see)* the doctor.
14 He spends ages *(talk)* on the phone.
15 I want *(see)* the manager.
16 Do you enjoy *(watch)* football?

IV. Put the verbs in brackets into the correct infinitive form or gerund.

1 Simon was the last person … (arrive) at the office.
2 She can't get used to … (work) for such a large company.
3 It's no use … (ask) Paul. He won't be able … (help) you.
4 Peter denied … (break) the classroom window.
5 I will … (feed) the dog this afternoon.
6 We had better … (run) or we will miss the train.
7 It was kind of him … (help) me tidy the house.
8 She refused … (answer) his questions.
9 He is far too young … (stay) out late at night.
10 Her teacher let her … (bring) her lunch into the classroom.
11 I don't mind … (help) you with your homework.
12 We don't allow students … (talk) to each other during exams.
13 She dislikes … (wear) suits to work.
14 It was a mistake … (leave) the door unlocked.
15 The thieves were seen … (drive) a stolen car.
16 I advise you … (look for) a new job.
17 There's no point in … (get) angry with him. It's not his fault.
18 I'll take a book … (read) on the plane.

V. Put the verbs in brackets into the correct infinitive form or gerund.

1. Jane went on … (sleep) for another two hours.
2. He told us his name and went on … (introduce) us to his wife.
3. We didn’t mean … (interrupt) you.
4. Being a doctor means … (work) long hours.
5. She tried … (finish) her homework, but it was too difficult.

6. You should try … (eat) more fruit. It’s good for your health.

7. He regrets … (argue) with his best friend.

8. We regret … (inform) you that tonight's performance will be cancelled.

9. Oh, no! I forgot … (lock) the front door.

10. I'll never forget … (meet) my favourite film star.

11. Claire likes … (ski). She says it's very exciting.

12. I like … (go) to the dentist every six months.

13. I must remember ... (post) these letters today.

14. I remember … (read) the book, but I don't know who wrote it.

15. I'm sorry for ... (forget) your birthday. It was awful of me.

16. I'm sorry … (say) that you have failed the exam.

17. She is afraid … (climb) the tree in case she falls.

18. Mary never wears her diamond ring. She is afraid of ... (lose) it.

19. I have stopped … (watch) horror films because they give me nightmares.

20. We stopped … (buy) some food before continuing our journey.

VI. Put the verbs in brackets into the correct form of the infinitive or gerund.

1. *A:* Have you decided where ... (spend) your holiday?

B: Yes. I would like … (go) to a Greek island.

2. *A:*I hate … (clean) the house.

B: Me too. I wish I could afford … (employ) a cleaner.

3. *A:* Jane seems … (sleep) for hours.

B: Yes. She must … (be) very tired.

4. *A:* What are you doing this weekend?

B: Well, Tom suggested … (drive) to the seaside.

5. *A:* Steve claims … (travel) around the world.

B: Yes. He seems … (go) to a lot of places.

6. *A:* It was nice of John … (visit) us yesterday.

B: Yes. I was happy … (see) him.

7. *A:* I'm sure I've failed my exam.

B: Well, there's no point in … (worry) until you get your results.

8. *A:* We should … (tell) Sue about the party.

B: Yes. We had better … (invite) Tony, too.

9. *A:* Did the police arrest that man?

B: Yes. He admitted to … (steal) a car.

10. *A:* Did you have a nice evening?

B: Not really. I arrived home only … (find) that I'd left my keys at work.

VII. Choose the correct way of completing each sentence.

1. Has she told you about her decision *(to go / of going)*?
2. I have difficulty *(to read / in reading)* quickly.
3. We have no hope *(to arrive / of arriving)* in time.
4. I have the idea *(to leave / of leaving)* you.
5. Is there any need *(to tell / of telling)* Peter?
6. She has a plan *(to spend / of spending)* three years studying.
7. I won't get married: I dislike the thought *(to lose / of losing)* my freedom.
8. It's time *(to go / for going)* home.
9. I have no wish *(to meet / of meeting)* him again.

VIII. Join the beginnings and ends. Put the verbs in brackets into the correct form of the infinitive or gerund. Put in prepositions where necessary. Example:

Who had the idea of moving to Berlin?

BEGINNINGS	ENDS
Has he got any hope *(pass)*	*(buy)* that car.
He made a decision *(start)*	*(get)* angry.
Does your fear *(f1y)*	*(get)* up!
Lucy has difficulty	*(keep)* her temper.
She hated the thought *(die)*	*(move)* to Berlin?
She was a fool	the exam?
There's no need	*(start)* a business.

They have a plan Time Who had the idea	a new life. stop you travelling? without seeing the world.

IX. Choose the right preposition and make sensible sentences. Example:

I'm annoyed at/about having to work tonight.

I'm	annoyed bad bored capable excited fed up fond good guilty tired	about at of with	studying. breaking the speed limit. listening to the children. going for a long time without sleep. seeing my family next weekend. having to work tonight. getting up early. seeing the same faces every day. repairing cars. dancing.

X. Put the verbs in brackets in the correct form, gerund or infinitive.

1. You must remember (call) at the bank on your way home because we need (order) some traveller's cheques.

2. Could you stop (type) for a moment? I need (concentrate) on this letter.

3. I hope you haven't forgotten (telephone) the garage because the car badly needs (service).

4. We could try (make) a dash for the car if it would only stop (rain) for a moment.

5. I'm sure you won't regret (buy) the house, even though it needs (paint) and (decorate).

6. I regret (say) that he's forgotten ever (promise) you a job.

7. I don't remember (take) my wallet out of my bag, but I must have done it when I stopped (buy) petrol.

8. As I told you, he's rather deaf, so don't forget (try) (shout) if he doesn't answer the door at first.

9. I've considered (ask) him (raise) my salary but I don't think he can afford (do) it.

10. If the machine happens (stop) (work), just telephone and arrange for the service engineer (call).

11. I can't help (think) that we shouldn't have agreed (lend) him our car.

Module 3
The Participle

I. Insert the appropriate form of the Participle.

1. Tomas, who had slept the sleep of the dead, __ none for two nights, woke __ of the injured. (to have, to think) 2. The street was full of people, __ and __ home. (to laugh, to go) 3. The gypsy smiled, __ his teeth. (to show) 4. While __ my directions, he glanced at me now and then, suspiciously, from under his frost-white eye-lashes. (to obey) 5. __ them, he raised his coffee cup. (to watch) 6. The letter contained very little matter, __ in haste; but the meaning was bulky enough. (to write) 7. He went upstairs again, __ past the door, and, __ his room, switched on the light. (to tiptoe, to enter) 8. The missionary, __ daily opportunities of looking at this seascape for thirty years or so, pays no heed to it, __ in trimming a huge red geranium bush. (to have, to absorb) 9. __ my back on him I started down the steps. (to turn) 10. At that moment he was plunged in the depth of an easy-chair, __ to by Mr. Vandernoodt. (to talk) 11. There was only one candle __ on the rough board table. (to ficker) 12. Boldwood, __ her comparatively isolated, came up to her side. (to see) 13. On the sultry platform of Grand Central he opened the bulky *Times...,* __ the valise on his feet. (to set) 14. Young Herndon had done preparatory work at Illinois College for a year but, not __ to the college proper, had returned home. (to admit) 15. __ his hands and __ a towel over his face, he followed her down the stairs of the hushed house. (to wash, to pass) 16. Frank __ the step on the gravel, turned sharply round. (to hear) 17. And __ this in her official and impersonal tone of voice, the chambermaid then grinned, winked and vanished. (to say) 18. The campaign progressed uneventfully, from day to day, no longer __ in news broadcasts. (to mention) 19. __ that no one else was coming, Mr. Lincoln rose. (to see) 20. __ dinner, Soames lighted the second of his two daily cigars, and took up the earpieces of the wireless. (to finish)

II. Translate into English, using Participle I where possible.

(A)

1. Отримавши телеграму, моя сестра негайно виїхала. 2. Увійшовши в клас, вчителька запитала чергового, хто відсутній. 3. Мати посміхалася, дивлячись на дітей, що грали в саду. 4. Взявши ручку і папір, хлопчик почав писати листа батькові, що виїхав в Німеччину. 5. Почувши голос товариша, я вийшов з кімнати, щоб зустріти його. 6. Побачивши незнайому людину, я вибачився і повернувся в свою кімнату. 7. Будьте обережні, переходячи вулицю. 8. Приїхавши в столицю, ми перш за все здали речі в камеру схову (to leave something in the left luggage room). 9. Проживши багато років в Англії, він добре говорить англійською. 10. Читаючи цю книгу, я натрапив на кілька цікавих виразів (to come across). 11. Прочитавши книгу, хлопчик повернув її в бібліотеку. 12. Провівши літо в селі, хворий абсолютно видужав (to be fully recovered). 13. Студенти, які читають англійські книги в оригіналі, легко опановують мову. 14. Побачивши своїх друзів, які прийшли попрощатися з ним, він підійшов до них.

(C)

Based on an episode from Uncle Tom's Cabin by H. E. Beecher-Stowe.

1. Закони, що існували в Америці, дозволяли купувати і продавати негрів. 2. Дізнавшись, що господар продав її єдину дитину, Еліза вирішила бігти і пробратися в Канаду. 3. Вийшовши з будинку, Еліза попрямувала в містечко Т., що лежало на березі річки Огайо. 4. Дістався річки Огайо, вона постукала в двері невеликої таверни (public house). 5. Жінка, яка відкрила їй двері, була господинею таверни. 6. Дитина Елізи заплакала, бо втомилася від довгої подорожі. 7. Еліза заспокоїла хлопчика, що плакав від втоми. 8. Поклавши дитину на ліжко, вона підійшла до вікна з на річку (to overlook the river). 9. Еліза стояла біля вікна і дивилася на річку Огайо, що пролягала між

нею і свободою. 10. Раптом вона побачила работорговця, який купив її дитину. 11. У кімнаті були двері, що виходили до річки (to open to the river). 12. Схопивши дитину, Еліза кинулася до річки. 13. З диким криком вона стрибнула на велику кригу (a slab of ice), що плила недалеко від берега. 14. Перескакуючи (to leap) з одного шматка криги на інший, Еліза дісталася до протилежного берега річки. 15. Вона подивилася на чоловіка, що стояв на березі, немов благаючи його про допомогу.

III. Insert Participle I or II and state the function of the Participle. Translate the sentences into Ukrainian.

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) 4. He reminded you of a __ sheep __ aimlessly hither and thither. (to frighten, to run) 5. Maxim stooped, and picked up a __ petal and gave it to me. (to fall) 6. 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) 7. She remained silent but her silence was like a question __ in the dark between them. (to hang) 8. With __ eyes he leaned back on the bench. (to close) 9. We walked down the hall and down the wide thickly __ stairs. (to carpet) 10. There were __ candles on the table. (to light) 11. There was a long line of __ trucks and carts on the road __ up the bridge. (to abandon, to lead) 12. A tall, thin man with a sharp pointed face sat at a table __ for dinner. (to lay) 13. The voice had something __ in it. (to appeal) 14. There was a balcony along the second floor __ by the columns. (to hold up) 15. On the next afternoon Horace went out to his sister's, again in a __ car. (to hire)

IV. Translate into English, using Participle II where possible.

1. На аркуші паперу було кілька рядків, написаних олівцем. 2. Якщо мене запитають, я скажу правду (to tell the truth). 3. У вазі було кілька зів'ялих троянд. 4. Я не люблю дивитися на

посаджених в клітку тварин (to cage). 5. Книга буде тут, поки її не попросять (to ask for). 6. Чоловік її був відставним полковником. 7. Хоча він був дуже здивований, він не сказав ні слова. 8. Ось нові підручники, надіслані для нашої школи. 9. Залишена одна в темряві, дитина заплакала. 10. Студенти писали твір про систему освіти в Англії, якою вона описана Діккенсом. 11. Сонце сіло, і дерева здавалися темними, неначе висіченими (to cut) з чорного мармуру.

V. Rewrite the sentences using the Participle. State the form and the function of Participle I and II.

1. As I had had a toothache for several days I decided to go to the dentist.
2. The doctor put a little mirror inside my mouth and poked about for a while.
3. When the doctor took my pulse and looked at my tongue, he deduced that I was worn-out.
4. The girl, who is standing by the window, is a bit off-colour.
5. Because I suffered from insomnia for a few months I was mentally and physically exhausted.
6. After the doctor had deadened the pain, he started to pull out the tooth.
7. The temperature was very high, so I called a doctor.
8. His arm was broken and he had to go on a sick leave.
9. Her health is improving rapidly and she will be all right soon.
10. When the prescription was written out I went to the chemist’s to have it made.
11. The child was born severely brain-damaged and it was decided to put an end to his suffering.
12. Joanna was shaking and looked unwell, so I asked her if she needed help.

VI. Use the appropriate form of the Participle.

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 upon Mr. Dennant (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. I spent about ten minutes (to turn) over the sixteen pages of "The Times" before I found the chief news and articles. 13. (to turn) to the main street, he ran into Donald and Mary (to return) from school. 14. (to return) from the expedition he wrote a book about Central Africa. 15. (to get) out of bed she ran to the window and drew the curtain aside. 16. (to confuse) by his joke, she blushed. 17. (to inform) of their arrival the day before, he was better prepared to meet them than anyone of us. 18. Sir Henry paused and then said, (to glance) down at his watch, "Edward's arriving by the 12.15."

VII. Translate into English.

(A)

Based on an episode from The Pickwick Papers by Ch. Dickens.

1. Джентльмена, який запросив містера Піквіка і його друзів, звали містер Уордль. 2. Розбуджений яскравим ранковим сонцем, містер Піквік встав дуже рано. 3. Він підійшов до вікна, яке виходило в сад (to overlook the garden). 4. Містер Піквік побачив, що в саду стоїть містер Уордль з рушницею в руці. 5. Чекаючи містера Піквіка і його друзів, містер Уордль ретельно оглянув рушницю. 6. Коли всі приготування були закінчені, друзі

вирушили в місце поселення граків. 7. Зарядивши рушницю, містер Уникль вистрілив (to fire). 8. Оскільки містер Тапмен виглянув у цей момент із-за дерева, заряд потрапив йому в руку (the charge hit his arm). 9. Містер Уінкль підбіг до містера Тапмена, який лежав на землі з закритими очима. 10. Рана містера Тапмена була серйозною, оскільки рушниця була заряджена дробом (small shot). 11. Містер Тапмен, якого підтримували всі його друзі, повільно йшов додому. 12. Побачивши містера Тапмена з перев'язаною рукою, міс Рейчел знепритомніла.

(B)

Based on an episode Irom David Copperfield by Ch. Dickens.

1. Оточений грубими і жорстокими людьми, Давид дуже страждав і, нарешті, вирішив втекти до своєї тітки, що жила в Дуврі (Dover). 2. Вийшовши з будинку, Давид побачив, що на вулиці стоїть високий хлопець з маленьким візком, запряженим віслюком (donkey-cart). 3. Схопивши валізу і гроші Давида, хлопець вскочив у візок і поїхав з такою швидкістю, що Давид не міг його наздогнати. 4. Коли Давид ішов у Дувр, він часто думав про свою матір і про те, що вона йому розповідала про міс Бетсн. 5. Залишившись без грошей (penniless), він дуже страждав від голоду і холоду. 6. Він провів ніч біля огорожі, що оточувала Салемську школу (Salem House). 7. Коли він прийшов, нарешті, в Дувр, він запитав у рибалки, де живе міс Бетсі Тротвуд. 8. Тремтячи від страху і втоми, Давид підійшов до гарненького будиночка, оточеного садом. 9. Побачивши брудного, одягненого в лахміття хлопчика, міс Бетсі веліла йому піти з її саду. 10. Підійшовши до неї, Давид боязко сказав, що він син її покійного племінника. 11. Почувши ці слова, міс Бетсі подивилася на нього з величезним здивуванням та так і присіла на доріжку. 12. Розповівши їй свою сумну історію, Давид не стримався і розплакався.

VIII. Translate into English, using the Participle where possible.

Based on an episode from Oliver Twist by Ch. Dickens.

1. Тримаючи Олівера за руку, Сайкс підійшов до напівзруйнованого, закинутого будинку. 2. Увійшовши до будинку, Сайкс привітався з Тобі, який вже чекав на нього. 3. Чоловік, який лежав на старому дивані, підняв голову і, побачивши Олівера, запитав Сайкса, навіщо він привів хлопчика. 4. Наляканий словами і жестами грабіжників, Олівер сидів у кутку, ледь усвідомлюючи (to know), де він знаходиться і що відбувається навколо нього. 5. Випивши трохи віскі, грабіжники лягли відпочити. 6. Проспавши годину або дві, вони вийшли з будинку, наказавши хлопцеві слідувати за ними. 7. Грабіжники мовчали, йдучи по головній вулиці містечка. 8. Пройшовши близько чверть милі, вони підійшли до великого красивого будинку, оточеного (to surround), стіною. 9. Один з грабіжників видерся на стіну, що оточувала будинок. 10. Коли Олівер зрозумів, що його супутники (Companions) збираються пограбувати будинок, він впав на коліна, благаючи їх відпустити його. 11. Проклинаючи Фегіна, що послав Олівера на таку справу (errand), Сайкс наказав хлопчикові залізти в будинок через вікно та відчинити двері. 12. Вирішивши, що він підніме в будинку шум (to raise an alarm), хлопчик послухався. 13. Почувши шум, слуги, які спали нагорі, почали стріляти і поранили Олівера.

IX. Point out the Objective Participial Constructions. Translate the sentences into Ukrainian.

1. I heard the visitor walking restlessly backwards and forwards. I also heard him talking to himself. 2. She turned and saw Sheila standing down there. 3. He felt his irritation mounting. 4. He found Dora reading a novel in their bedroom. 5. With amusement they watched them going. 6. We heard her walking on the stairs by the cellar. 7. At that moment I noticed Charil sitting a little farther in the

hall. 8. For the first time she found herself wondering about him. 9. The moon came fully through a cloud, and he was startled as he suddenly saw her face looking at him. 10. You can always find him handing round bread and butter at a tea party. 11. He felt the bridge shaking under his feet. 12. Then in the complete si1ence of the night he heard somebody opening the door quietly. 13. He looked at groups of young girls walking arm in arm. 14. Soams raised his hand to his forehead, where suddenly she saw moisture shining. 15. As I was looking this over I heard the doors which led on to the main corridor being opened.

X. a) Point out the Objective Participial Constructions. Translate the sentences into Ukrainian.

1. He had his luggage sent to the station. 2. How often do you have your carpets cleaned? 3. Have you got your watch repaired? 4. I want it done as soon as possible. 5. We decided to have our photos taken after the final exam. 6. Get the rooms dusted and aired by the time they arrive. 7. I haven't had my nails polished yet. 8. I'm having a new dress made. 9. He thought it necessary to have the ceiling of the room whitewashed. 10. They found the door locked. 11. Mrs. Mooney watched the table being cleared and the broken bread collected. 12. He heard his name called from behind.

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

1. Я переробила своє зимове пальто. 2. Коли ви, нарешті, налаштуєте свій рояль? Він зовсім розладжений (to be out of tune). 3. Я не полагодив вчора годинник, оскільки майстерні були закриті. 4. Коли ви обклеїли кімнату шпалерами? 5. Вам вже поладнали дах? 6. Де ви фотографувалися? 7. Вам краще зараз відремонтувати вікна. 8. Де ви шили собі це пальто? 9. Я пофарбувала свою сукню, і тепер вона зовсім як нова (Виглядає зовсім новою). 10. Де ви відремонтували велосипед?

XI. Point out the Nominative Absolute Construction and state its function. Translate the sentences into Ukrainian.

1. She had sunk into a chair and was sitting there, her small fingers curling and uncurling themselves nervously. 2. The door being opened, and Bunter having produced an electric torch, the party stepped into a Wide stone passage. 3. Mrs. Baddle made the round of the room, candle in hand, to point out all its beauties. 4. "You don't respect me," said Dora, her voice trembling. 5. Together they ran back down the road, Mor still gripping her arm in a tight grip. 6. Men, their caps pulled down, their collars turned up, passed by. 7. Before he moved himself Bertrand said, his eyes on Dixon: "That's quite clear, is it?" 8. Constantia lay like a statue, her hands by her sides, the sheet up to her chin. She stared at the ceiling. 9. The strain of his indecision over, he felt like a man recovering from an illness. 10. Four seconds later Dixon was on the way out of the hotel into the sunlight, his shilling in his pocket. 11. Another time when we were going through Ferne Bay on our way back from a long excursion, it being a hot day and all of us thirsty, she suggested that we should go into the Dolphin and have a glass of beer. 12. Dinner over, Carrie went into the bathroom where they could not disturb her, and wrote a little note. 13. The patient's leg having been amputated, there was no doubt of his recovering soon. 14. The voices had receded; and James was left alone; his ears standing up like a hare's; and fear creeping about his inwards.

XII. State the function of the Participle and Participial Constructions in the following sentences.

1. He disappeared into his dressing room and was heard whistling cheerfully (S. Maughm).

2. Strictly speaking, this was the responsibility of the attending physicians (A. Hailey).

3. Tessie had never had a singing lesson in her life (S. Sheldon).

4. Did you order the theatre locked? (S. Sheldon)

5. Michael Moretti sat alone at the bar, watching Jennifer Parker on television (S. Sheldon).

6. Rhys had found himself flattered and irritated (S. Sheldon).

7. Though taking regular exercises, he couldn't avoid stress (S. Sheldon).

8. Listening to Toby's monologue, Sandry found himself laughing aloud (S. Sheldon).

9. He went back to the window and suddenly saw her coming down to the park (John Galsworthy).

10. They passed her in silence, with their noses in the air (S. Maughm).

11. Your little star has become very feminist-minded (S. Sheldon).

12. The young boy knelt down on her side, his heart pounding wildly (S. Sheldon).

13. He saw George move the pink paper as if inviting him to ascend (John Galsworthy).

14. Jan glanced at him, the light going out of her face (D. Cusack).

XIII. Translate into English using the Participle or Participial Construction.

1. Пропрацювавши три роки у театрі, Діана може розповісти безліч історій.

2. Вражений спецефектами, Джон ходив дивитися кінофільм двічі.

3. Вони мене залишили чекати, поки відчиниться галерея, і пішли додому.

4. Ви знайдете два історичні пам'ятники, розташовані в центрі міста.

5. Брауни сиділи у вітальні, проглядаючи альбоми і розмовляючи з родичами. Містер Браун запитав свого сина Коліна, коли йому зробили ті фото.

6. Прибувши до офісу на десять хвилин пізніше, Джим виявив, що всі уже пішли.

7. Оскільки вона не хотіла проспати та знову спізнитися, Емма встановила свій будильник на ранній час.

8. Все ще почуваючись повністю спустошеним, оскільки напередодні вкрали його авто, Сем вирішив провести вечір удома.

9. Склавши останній іспит із перекладознавства на відмінно, Ніколас подав заяви на різні високооплачувані роботи і скоро знайшов те, що йому найбільше припало до вподоби.

10. Відчуваючи напруження, Чарльз пішов до лікаря, котрий його попередив, що такий стиль життя призведе до нервового зриву.

11. Він хоче, щоб це прорекламували у всіх національних газетах.

12. Купивши свій попкорн, Мегі зручно вмостилася, щоб отримати задоволення від фільму.

13. Не вміючи плавати, Айріс мусив покладатися на інших акторів, що виконувати трюки з плавання замість нього.

14. Оскільки трупу вже відібрали, вони змогли почати репетиції.

15. Бачили, як Сью стояла у кінці концертного залу.

16. Коли я поглянув на сцену, то побачив соліста, що вклонявся схвильованій публіці.

17. Тобі відремонтували ланцюг від велосипеда? – Ні, мені його зараз ремонтують.

18. Оскільки шоу було розрекламоване як слід, воно мало величезний успіх.

19. Оскільки Мейсон був одним із найдосвідченіших офіцерів у поліції, він був першим, що здогадався, хто був убивцею.

20. Коли начальниця увійшла в кімнату, вона побачила, що секретарка копіює офіційні документи.

XIV. Translate into English using the Participle or Participial Construction.

1. Почувши новини, Кейт відразу подзвонила друзям, щоб їх привітати.

2. Почуваючись недобре, Алан не зміг піти на збори колективу.

3. Закінчивши доповідь, доповідач сьорбнув ковток води.

4. Дорогою на роботу мій брат завжди читає газету.

5. З’явившись один раз на телебаченні, Кеті Тернер стала місцевою знаменитістю. З того часу про неї багато говорять.

6. Повільно п’ючи каву, містер Браун думав про свою проблему.

7. Оскільки Бет була доброю дівчинкою, вона згодилася допомогти.

8. Залишений на самоті, Біл не знав, що робити.

9. Після виходу на пенсію у Девіда з’явилося багато вільного часу.

10. Оскільки Джин вже бачила фільм, вона не пішла з усіма в кіно.

11. Виконавши роботу, Вільям почувався виснаженим. Як би там не було, враховуючи все, він почувався щасливим, що йому вдалося добре виконати роботу.

12. Їм почистили черевики після того, як вони пройшли по болоту.

13. Я бачив, як по обіді водій висаджував людей біля музею.

14. Коли Пола увійшла в студію, вона побачила художника, який малював картину.

15. Поліція шукає грабіжників, що втекли з великою сумою грошей після пограбування, що трапилося в Національному банку в Парижі.

16. Щорічна танцювальна вистава, організована професіоналами, була хвилюючим видовищем.

17. Коли почалася церемонія, ми почули, як співають національний гімн.

18. Оскільки батьки Джексона старі, вони дуже забудькуваті.

19. Оскільки погода штормова, пілоту важко посадити літак.

20. Важко пропрацювавши весь день, увечері Марк відчував потребу перепочити.

XV. Translate into English using the Participle or Participial Construction.

1. Пошкоджена нога змушувала його шкандибати.
2. Не бажаючи розбудити батьків, котрі вже спали, Сем прокрався нагору в спальню.
3. Стара жінка була знайдена, коли вона брела вулицями, не усвідомлюючи, де вона і що робить.
4. Пропрацювавши на компанію двадцять років і виходячи на пенсію, Кіт отримав велику премію. У результаті він зміг купити будинок на півдні Франції.
5. Залишивши палату по обіді, лікар хотів піти додому і про все забути. Він знав, що ніколи не зможе змиритися з людськими стражданнями.
6. Проподорожувавши світом три роки, Сінді вирішила осісти в Лондоні.
7. Оператор повинен бути вигадливим та творчим, коли знімає фільм, щоб його фільми були цікавими. Режисер повинен бути терплячим, якщо він хоче, щоб фільм був відзнятий вдало. І вони обидва мають гарно оплачувану роботу.
8. Людина, котра шукає роботу, зіштовхується з багатьма проблемами.
9. У центрі міста був прекрасний торговий район і декілька чудових парків. Крім цього, було багато інших речей, щоб подивитися. Це, безумовно, було захоплююче місце для відвідин.
10. Метеоролог сказав, що наступного тижня будуть дощ і туман, які зникнуть до обіду. Селянам слід буде скосити траву і висушити її на сіно, доки погода суха.
11. Жінка, що сидить за столом у кутку зали, – мама Шелтона.
12. Хлопчик, що сидів учора за столом навпроти нас, – брат Хіларі.
13. Саманта сиділа в аеропорту в шумному залі очікування, чекаючи на оголошення реєстрації на рейс.
14. Туристи стояли в черзі, чекаючи, коли музей буде відчинено.
15. Новий шпигунський трилер, написаний відомим автором, дуже захоплюючий.

XVI. Read the sentences. Translate them into Ukrainian. Remember the meaning of the underlined expressions.

1. He wrote a short note to the District Nurse, taking pains to be tactful (A. Cronin).
2. He came down into the drawing room and found them talking nineteen to the dozen (J. Galsworthy).
3. They motored up, taking Michael Mont, who, being in his seventh heaven, was found by Winifred very amusing (J. Galsworthy).
4. Making the best of a bad job, I unlocked the door and switched on the light (A. Cronin).
5. Clayton, who now owned the works, a busy go-ahead chap with his fingers already in several pies… (J. Lindsay).
6. The attack was so unprovoked that Strove, taken unawares, was defenseless.
7. The bedroom door was closed and he began to move towards it. Then he stopped. Let sleeping dogs lie (Gr. Green).

XVII. Paraphrase the following sentences, using the idioms you've learned. State the function of the Participle and Participial Constructions in the sentences.

1. I wanted to have it out with her, but then decided not to look for trouble.
2. Peter had only two hours at his disposal and did all he could within those two hours.
3. Their marriage was announced for the immediate future. Robert was very happy.
4. Once he begins talking about himself, there is no stopping him.
5. A polite titter took him by surprise.
6. June tried to have Jolyon buy the house at Robin Hill.
7. It was only because Fleur was concerned in the matter.

XVIII. Read the jokes and comment on the function of the Participle and Participial Constructions.

❖ The scene in the film was a tense one, and the audience sat enthralled. Suddenly the hero slapped the heroine in the face.

In the silence that followed, a young voice was heard asking: 'Why doesn't she hit back like you do, Mummy?'

❖ A lady in Vermont wrote to the Department of Agriculture and asked for advice on the care of chickens.

'Every morning for the past month,' she said, 'I have observed three or four of my hens lying on their backs with their feet in the air. What is the cause of this?'

The secretary of Agriculture consulted three assistants and some other specialists. They sent the lady a telegram: 'Your hens,' it read, 'are dead.'

❖ It being reported that Jaky Lamb had, in a moment of passion, knocked down one of her pages with a stool, the poet Moore, to whom this was told by Lord Stradford, observed: "Oh, nothing is more natural for a literary lady to double down a page.'

'I'd rather,' replied his lordship, 'advise her to turn over a new leaf.'

❖ The school inspector, who had been touring the classrooms, entered the headmaster's study accompanied by a pupil. 'I asked this boy who caused the walls of Rome to fall down, and he said it wasn't him.'

'Well,' said the headmaster, 'possibly it wasn't, he's a truthful boy, as a rule.'

Just then, the chairman of the school governors came along, the headmaster placed the matter before him. The chairman said: 'Have them repaired and say nothing further about it.'

XIX. Fill in the gaps with the missing Participle from the box below. State its form and function.

inhibited bleeding seeing×2 dressed×3 followed nursing swollen puzzled played

WHAT HAPPENED WHILE THE TRAIN WAS IN THE TUNNEL?

One day a few years ago, a train was travelling through the English countryside. This was in the days when trains had small compartments, and in one particular compartment there were four people. There was a young girl, quite pretty, who looked like a student or someone who was starting her first job; there was an old lady, _____ in black with bags and magazines and knitting; there was an army officer in his mid-thirties, immaculately _____ in his uniform and very stiff and proper in his manner; and finally there was a young cockney, casually _____ with a sparkle in his eyes and ever ready to have a joke. It was quite obvious that both the men were attracted to the young girl, though the officer certainly wouldn't show it and the cockney felt _____ by the presence of the others.

Suddenly the train went into a tunnel; the lights had not been put on, so for half a minute the carriage was in complete darkness, and in the darkness came the sound of a large kiss _____ almost immediately by a loud slap. What had taken place while the train was in the tunnel?

When the train finally emerged and it was light again in the carriage, there for all to see was the officer with a _____ nose and a _____ eye. And the old lady, _____ this, thought to herself, 'What a brave young lady, who dared to hit the officer for stealing a kiss in such a cowardly way!'

And the young girl, _____ the suffering of the officer, was _____. 'How strange,' she thought, 'that the officer should kiss the old lady, and not me!'

The poor officer, _____ two injuries that caused him more than a little pain and embarrassment, considered to himself 'That cockney's quite a clever chap! He kissed the girl, and the girl hit me!'

And the cockney laughed silently to himself at the trick he had _____. ‘I am a clever chap,’ he thought to himself. ‘I kissed the back of my hand, hit the officer in the face and nobody said a word!’

XX. Read the text and fill in the gaps with the Participles from the box in the appropriate form, state their form and function in the sentence.

to help, to kill, to write, to loom, to concern, to become, to use, to doom, to need, to use, to isolate, to study, to spend, to consider, to dedicate

One hundred years ago Ronald Ross discovered the role of the mosquito in the spread of malaria. However, the discovery hasn’t 1)_____ find a cure for the disease which is still 2)_____ people at a rate of 5 per minute; that’s more than a million a year.

But why is malaria so persistent?

Earlier that year a group of leading scientists, economists and politicians made an urgent plea for international action in the fight against malaria.

3)_____ a letter to the scientific journal *Nature* they described malaria as a disaster 4)_____ over Africa and said that the international community should now recognize malaria as a major challenge on the scale of the AIDS pandemic.

The authors of the letter were particularly 5)_____ about the crisis in malaria treatment. The malarian parasite is 6)_____ increasingly resistant to chloramines, the main anti-malaria drug 7)_____ in Africa. And the only cheap alternative seems 8)_____ to the same fate.

The experts made a strong plea for urgent research into new ways to tackle a disease. Malaria is a clever parasite that develops a resistance to drugs. “We need to develop new and better drugs and to expand the methods by which we can attack the parasite by vaccines. The next five years will be an important phase in the vaccine development.”

To develop vaccine against any parasite is a long-term effort which can take 20-30 years. Vaccines will be the most effective way to control malaria in the long term.

But progress has been slow. What is 9)_____ is more international cooperation between scientists in Africa and the rest of the world, perhaps 10)_____ computer link-ups. Modern sciences are much dependent on modern communications between scientists, they should not be 11)_____ from the rest of the world because of a lack of modern communication means like e-mail facilities.

A good example of how this can work is a collaboration 12)_____ the genetic make up of malaria parasites. That should speed the development of new drugs and vaccine. But scientific progress needs financial backing and at the moment spending on malaria research worldwide is half that 13)_____ on cancer research in the United Kingdom alone. The World Bank and other agencies are now 14)_____ launching a 30-year international program 15)_____to malaria control.

XXI. Read the article. Scan the text in search for the Participle. State its form and function.

THE SIX MILLION BRITONS KILLED BY SMOKING IN 50 YEARS

Daily Mail, Saturday, March 5, 2005

Death from tobacco add up to the population of London, say campaigners

SMOKING has killed 6.3 Britons – the equivalent of the population of London – over the past 50 years, according to a study.

Although increasing numbers are giving up, the death toll from tobacco is still high, Oxford University research has revealed.



The figures led to renewed calls from health experts for smokers to give up. Jean King, of Cancer Research UK, said the statistics were ‘startling’. She added: ‘The fact that tobacco’s death toll over the past 50 years equates to nearly the population of London is a graphic illustration of the devastation smoking causes. Smoking bereaves thousands of families every year. And it damages our economy by killing one of our greatest resources – people.’ Between 1950 and 2000, 42 per cent of deaths in men aged 35 to 69 were caused by tobacco, the study found. This peaked in the 1960s, when smoking caused half of all deaths in middle-aged men. Over the same period, tobacco caused 16 per cent of deaths in middle-aged women, peaking in the late 1980s at around one quarter of deaths. Smoking has killed a higher proportion of people in Scotland than in England and Wales, according to the study, conducted by Sir Richard Peto, professor of medical statistics at Oxford. In 2000 it caused 42 per cent of deaths among Scottish men from cancer, compared with 35 per cent in England and Wales. Among women, it caused 28 per cent of deaths from cancer in Scotland compared with 20 per cent in England and Wales.

The study also found that smoking has been a major cause of heart disease. One in five premature deaths from heart and circulatory disease in women in 2000 was caused by tobacco.

However the situation is improving. The proportion of deaths in middle-aged men linked to smoking fell from 48 per cent in 1965 to 25 per cent in 2000. The research, funded by the Medical Research Council, Cancer Research and the British Heart Foundation, was released in the run-up to No Smoking Day next Wednesday. Sir Richard said: ‘A lot of people have stopped smoking, which has led to rates of tobacco deaths falling faster in the UK than anywhere

else in the world. On average, those who continue to smoke lose ten years of life but stopping smoking at ages 60, 50, 40 or 30 gains three, six, nine or the full ten years of life expectancy. Of those who continue to smoke, half will be killed by their habit.

Maura Gillespie, of the British Heart Foundation, said: 'Stopping smoking is the single most important thing any smoker can do to stave off heart disease and seize back years of life. Medical Research Council chief executive Professor Colin Blakemore said: 'This study shows the value of long-term investment in clinical research to provide accurate information about disease prevention. With this information, people can then make positive choices to improve their health.'

XXII. Define the the form of the verbal. State the form and function of the verbals in the following sentences.

1) The figures led to renewed calls from health experts for smokers to quit.
2) The statistics were startling.
3) Smoking damages our economy by killing one of the greatest resources – the people.
4) According to the study, conducted by Sir Richard Peto, smoking has killed more people in Scotland than in England and Wales.
5) The proportion of deaths in middle-aged men linked to smoking fell from 48% in 1965 to 25% in 2000.
6) A lot of people have stopped smoking.
7) Those who continue to smoke lose 10 years of life.

XXIII. Read the text. Put the verbs in brackets into the appropriate form. State the form and function of the Participle in the text.

NEW GEL COULD REDUCE SKIN CANCER DEATHS

By Rachel Ellis
MEDICAL CORRESPONDENT

NEW treatment which could help prevent thousands of skin cancer cases a year will be _____ (launch) in Britain this week.

The gel, _____ (develop) by scientists at King's College in London, treats a common condition _____ (call) solar keratosis which, if _____ (leave) _____ (untreat), can develop into skin cancer.

Over the past 20 years the number of people _____ (suffer) from skin cancer in this country has _____ (double).

The most dangerous form – melanoma – affects 5,372 people a year and kills 1,640. Non-melanoma skin cancers are responsible for 40,000 cases and 267 deaths.

More than 230 people a day develop solar keratosis – dry, scaly or dark patches of skin, usually on the scalp, face, forearms and backs of hands. While the lesions present no real danger, they may become a squamous cell carcinoma – the second most common form of skin cancer – if _____ (untreat).

Research has _____ (show) that three out of four people who use the gel, _____ (call) Solaraze, have significant or complete improvement in their condition.

Professor Rona MacKie, a consultant dermatologist at Glasgow Western Infirmary, said: 'Early and effective treatment of solar keratosis is desirable to try to prevent the potential progression to skin cancer.

'With more cases _____ (diagnose) every year, this offers another useful approach to prevention.'

Until now, treatment of solar keratosis has _____ (involve) procedures such as freezing the lesion with liquid nitrogen or chemotherapy _____ (apply) to the skin. While the treatments are usually effective, they can cause inflammation and blistering.

The elderly and outdoor workers are at greatest risk of developing the condition, which is more common in men.

The key ingredient in Solaraze is diclofenac, which has _____ (use) to treat rheumatism, according to makers Hertfordshire-based Bioglan Laboratories**.**

Britain is the first country to benefit from the gel, which will be available on prescription. It will _____**(**launch) in other European countries and the United States later this year.

XXIV. Translate the following sentences into Ukrainian.

1. The gel, developed by scientists at King's College in London, treats a common condition called solar keratosis which, if left untreated, can develop into skin cancer.
2. 'With more cases being diagnosed every year, this offers another useful approach to prevention.'
3. While the lesions present no real danger, they may become a squamous cell carcinoma – the second most common form of skin cancer – if untreated.
4. Over the past 20 years the number of people suffering from skin cancer in this country has doubled.

XXV. Put the verbs in brackets into the appropriate form. State its function.

HELP ME, DOCTOR, I'M TOO WEALTHY

It’s an illness many of us might well bear with fortitude.

But Internet firm millionaires and lottery winners in America are seeking therapy for the new ailment _____ (afflict) them… *Sudden Wealth Syndrome*.



It hit people who overnight find themselves rich beyond their wildest dreams and cannot ___(cope).

Symptoms include a sense of isolation and uncertainty, fear of _____ (lose) the fortune and alienation from friends and family.

‘We live in a society that is very much _____ (govern) by work,’ explained San Francisco psychologist Dr. Stephen Goldbart, one of two therapists who coined the phrase.

‘All of a sudden, you wake up one day and realize you don’t have ____(worry) any more. That’s when people start _____ (experience) the symptoms.

‘When you ask the rich, they will be the first _____(tell) you that wealth doesn’t buy happiness.’

One newly-rich executive said: ‘In a lot of ways I was happier _____ (live) a simpler life.

‘I’m not saying I’m a miserable guy, but it is hard _____ (talk) about _____ (make) this transition.’

However, Dr Golgbart and his colleague Joan DiFuria have a simple treatment for the syndrome… they tell sufferers ____(give) a large chunk of their money away to charity.

XXVI. Read the article, put the verbs in brackets into the appropriate form. State the function of the verbals.

Tragedy of the boy who wanted to be Braveheart

Daily Mail Reporter

A boy of ten hanged himself apparently ____ (re-enact) a scene from a film.

Tony Green was found ____ (suspend) by his dressing gown cord from the post of his bunk bed.

A few days earlier, he had ____ (watch) a video of Braveheart with his family. The movie, which has a 15 certificate, stars Mel Gibson as William Wallace, the 13th-century leader of the Scots against the English. It included ferocious battle scenes and ends with its hero ____ (hang, draw and quarter).

Tony’s mother, Geraldine, told an inquest yesterday: ‘I think it might have affected him. He loved anything to do with soldiers.’

Tony was found ____ (hang) at his home in Middlesbrough by his eldest brother Brad, 16. Neighbours revived him with the kiss of

life. But his brain was ____ (damage) by lack of oxygen during the hanging and he died in hospital seven days later.

Coroner Michael Sheffield recorded a verdict of accidental death, ____ (say): 'Perhaps because he had watched Braveheart he decided to experiment – as ____ (spirit) children do – and it went fatally wrong.

'There can be no blame ____ (attach) to his mother.'

XXVII. Read the text. White out sentences with the Participle. Translate them into Ukrainian. Comment on the form of the Participle. State the function of the Participles used in the text.

The Final Diagnosis

by Arthur Hailey

Arthur Hailey was born in 1920 at Luton, England, where he attended school and then worked as an office boy and clerk. At the outbreak of World War II he joined the Royal Air Force. He served in the flying corps successfully throughout the war and towards the end of it rose to the rank of a Flight Lieutenant.

In 1947 he emigrated to Canada where he lived for almost two decades. The year 1956 was a turning-point in his life. It marked the beginning of his career as a full-time author. Before that he had changed a number of jobs working successively as a real·estate salesman, business magazine editor and a sales and advertising executive. After the success of his widely acclaimed television play *Flight into Danger* he decided that his work was not compatible with an author's life and devoted himself completely to literature.

A. Hailey is a prolific writer. He has published novels and plays, he has written for the theatre and for the television.

In 1965 he moved to California where he lived for four years and since 1969 he has made his home in the Bahamas.

A series of successful novels has established his reputation as one of the most popular writers of today. These novels are: *The Final Diagnosis* (1959), *In High Places* (1962), *Hotel (1965), Airport*

(1968), *Wheels* (1971), *The Money-changers (1975).* His novels have been filmed, his plays have been staged in the theatre and on the TV, his books have been translated into 27 languages.

A. Hailey is the winner of several awards for creative achievements. His books are completely absorbing and present a closely-knit web of fiction and reality. The world-wide fame of his novels is largely due to his being a brilliant story-teller. He knows how to keep the reader in suspense. Apart from that his books provide a great deal of accurate and interesting information. Whatever sphere of life is in the limelight in his novel, whether a hotel or an airport, a hospital or a major bank: he is well informed and knows what he is writing about.

His books are peopled with men and women whose private pressure and passions are unfolded against the background of contemporary life palpitating with dynamic rhythm, presented in all its complexity.

The scene of his novel *The Final Diagnosis* is set in a provincial hospital. Interwoven with medical problems and financial difficulties of the hospital are the dreams, passions, rivalries of the staff and the sufferings of those whom illness has imprisoned within its walls as patients.

One of the main characters of the book – O'Donnell wins the sympathy of the reader by his dedication to medicine, by his analytical mind and straightforward manner. But even he is not entirely free from the influence of the city tycoons. The reader sees what foul role the money plays even in governing a hospital. Its financial position is largely dependent on the whims of a city tycoon who controls the nomination of the medical staff and sets his own laws.

Another personage – Joe Pearson has been wedded to medicine for over 30 years but has to retire because he could not keep abreast of the achievements of modern science. His conservatism caused the death of a newly-born child. But at the same time it was he who shouldered the responsibility when "the final diagnosis" had to be pronounced.

It can be expected that the novel will hold the reader's attention from the first to the last page.

Chapter V

A week and a half had passed since Harry Tomaselli had told O'Donnell that construction of the hospital's extension was planned to begin in the spring. Now, in the administrator's office, he, Kent O'Donnell, and Orden Brown, the board chairman, were meeting to discuss immediate things to be done.

Months before, with an architect at their elbows, the three had worked over the detailed plans for each section which would have its home in the new wing. The wishes of heads of medical departments had had to be balanced against the money likely to be available.

But now, with the main planning completed, the focus of attention was on the practical matter of getting the money. Strictly speaking, this was the responsibility of the board of directors, but the medical staff was expected to help.

Orden Brown said "We're suggesting some quotas for the doctors – six thousand dollars for senior attending physicians, four thousand for associates, two thousand for assistants".

O'Donnell whistled softly. He told the chairman, "I'm afraid there'll be some complaining".

Brown smiled “We must do our best to endure it”.

Harry Tomaselli put in, “The money can be spread over four years, Kent. As we have written pledges we can use them to borrow from the bank”.

“There's another thing,” Brown said. “When word gets around town that this is what the doctors themselves are giving, it will help our general fund raising a good deal".

O'Donnell reflected that it would be his job to break the news at a medical staff meeting. He could visualize the pained expressions he would face. Most medical men he knew, like the majority of people nowadays, lived right up to their incomes. Of course, there would be no compulsion about the quotas, but it would be hard for an individual to take a stand against them, especially since the medical staff had a lot to gain from the hospital's growth.

"By the way," Orden Brown was saying, "are you free for dinner the day after tomorrow?"

"Yes, I am," O'Donnell answered promptly. He always enjoyed the quiet, formal dignity of dinner at the house on the hill.

"I'd like you to come with me to Eustance Swayne's". Seeing O'Donnell's surprise, the chairman added, "It's all right – you're invited. He asked me if I'd tell you".

"Yes, I'll be glad to come". All the same, the invitation to the home of the board of directors' most die-hard member was unexpected. Naturally O'Donnell had met Swayne a few times but had not come to know him well.

"As a matter of fact, it's my suggestion," Brown said. "I'd like to talk with him about the hospital generally. Let him absorb some of your ideas if you can. Frankly, at times he's a problem on the board, but you know that, of course".

"I'll do what I can". Now that he knew what was involved, O'Donnell did not relish the thought of getting close to board politics. So·far he had managed to steer clear of them. But he could not say no to Orden Brown.

The chairman picked up his briefcase and prepared to leave. Tomaselli and O'Donnell rose with him.

"It will be just a small party," Orden Brown said. "Probably half a dozen people. Why don't we pick you up on the way across town? I'll phone before we leave".

O'Donnell murmured his thanks as, nodding pleasantly, the chairman went out.

The door had scarcely closed on Orden Brown when tall, slim Kathy Cohen, Tomaselli's secretary, came in. "I'm sorry to interrupt," she said.

"What is it, Kathy?"

She told the administrator, 'There's a man on the phone who insists on talking to you. A Mr. Bryan".

"I'm busy with Dr. O'Donnell now. I'll call him back".·Tomaselli sounded surprised. Normally he would not have to tell Kathy anything so elementary.

"I told him that, Mr. Tomaselli". She sounded doubtful. “But he's very insistent. He says he's the husband of a patient. I thought you ought to know”.

"Maybe you should talk with him, Harry". O'Donnell smiled at the girl. "Take him off Kathy's mind. I don't mind waiting".

"All right". The administrator reached for one of his two telephones.

XXVIII. Read the headlines, translate them into Ukrainian. State the form and function of the Participle and Participial Construction in the headlines. Think of the possible contents of the articles under the headlines above. What could the articles be about?

Medical student battered to death by gang acting like pack of animals	I'M INTIMIDATED, OR WE ARE DETERMINED TO START A NEW LIFE IN BRITAIN	Airbrushed stars leave young girls stressed and wanting a drink
PAINKILLERS LINKED TO DEAFNESS IN WOMEN	IT WAS INTIMIDATING WALKING IN THE FIRST TIME	**Sarah has a brain tumour but she is too afraid of surgery to have it cut out**
Boozing with Amy Winehouse and dating Daisy Lowe Ronson set the gossip columns alight	**Labour reforms leave pupils lagging behind**	***ASSISTED DYING IS A DANGER TO OUR SOCIETY***
Hodson faces defining period with sterling rising in value	WITH PRINCE WILLIAM AND HARRY AT HER SIDE, THE DERBY DUCHESS	**A life-saving op? No thanks, doctor, I'm far too scared**

	DAZZLES ON A DAY AT THE RACES	
EXCLUSIVE FIRST PHOTOS LISA MARIE PRESLEY AND HUSBAND MICHAEL INTRODUCE THEIR PRECIOUS TWIN GIRLS 'WE SPEND OUR DAYS STARING AT THEM IN AMAZEMENT. I HAVE NEVER BEEN HAPPIER'		

XXIX. Your friend is a passionate advocate of drinking beer. He has found an article that can help him a lot but he doesn't know Ukrainian. He asked you to render the article into English. Display your knowledge using the Participle and Participial Constructions where possible.

Уживання безалкогольного пива забезпечить здорову старість

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Іспанське товариство дієтології та харчування разом із групою вчених університету Валенсії провели дослідження, у результаті якого з'ясували, що помірне споживання безалкогольного пива дає змогу знизити ризик виникнення серцево-судинних захворювань у старості.

У дослідженні, яким керувала доктор факультету медицини університету Валенсії Вікторія Вальс, брали участь ченці іспанського міста Леон, що саме й допомогли вченим підтвердити корисні властивості пива.

50 священнослужителів віком до 68 років протягом 45 днів щодня одержували по дві пляшки безалкогольного пива на

кожного. А після півріччної перерви вони протягом місяця одержували концентровану витяжку хмелю.

Зробивши необхідні аналізи, фахівці заявили, що експеримент видався успішним, тому що загальний рівень холестерину в крові ченців упав на шість відсотків, також знизився вміст інших речовин, пов'язаних із підвищеним ризиком виникнення серцево-судинних захворювань і запальних процесів.

Тому лікар Вальс вважає, що помірне споживання безалкогольного пива, а це близько 400 мілілітрів на добу, може сприяти скороченню патологій у старості.

On the other hand, you have prepared another article related to the topic. Render the article into English. Provide your friend with arguments against drinking beer. While rendering the article use the Participle and Participial Constructions where possible.

КОРИСНОГО ПИВА НЕ БУВАЄ

Будь-який спиртний напій, якщо його споживати регулярно, призводить до залежності. Байдуже, через які саме напої людина захворіла на алкоголізм. Щодо пива, то нині випускають марки міцністю до 10 градусів, що дорівнює міцності, приміром, натурального вина. Звісно, має значення кількість випитого й частота споживання.

Проведені в багатьох країнах дослідження свідчать, що хронічний алкоголізм розвивається у 3–4 рази швидше від уживання пива, ніж від міцніших алкогольних виробів.

Пиво несе ризик не лише тому, що містить алкоголь. У ньому є й інші шкідливі речовини. Наприклад, жіночі статеві гормони – естрогени, дарма що рослинного походження. Але ж їх дія на чоловічий організм така сама, що й тих, які виробляє ендокринна система людини: порушуючи гормональний баланс, ці речовини призводять до фізіологічних і навіть анатомічних змін – розростаються грудні залози, стає ширшим таз.

Крім того, при виробництві цього популярного напою як стабілізатор пивної піни застосовують кобальт, що спричиняє запальні процеси в серцевому м’язі, судинах, стравоході, шлунку. А ще, підвищуючи діурез (сечовиділення), пиво створює додаткове навантаження на нирки.

Інна ПОПОВА,
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Module 4
Modal Verbs

I. Fill in the gaps with *can, can't, could, couldn't or was/wasn't able to.*

1. I had my hands full, so I *couldn't/wasn't able to* open the door.
2. When I was young, I ___ stand on my head.
3. Although he felt ill, he ___ finish all the paperwork.
4. Tony is clever. He ___ speak three languages.
5. I ___ afford that bag. It's too expensive.
6. Although it was dark, he ___ find his way through the woods.
7. I heard his voice calling me, but I ___ see him.
8. We're busy tonight, so we ___ come to the party.
9. When I entered the house, I ___ smell fresh bread baking.
10. I ___ drive a car. I learnt when I was eighteen.

II. Translate into English using the verbs can and may whenever possible.

1. Не може бути, щоб вона прочитала цю книгу за два дні; вона, можливо, тільки переглянула її. 2. «Не може бути, щоб ви загубили квиток, ви могли покласти його в кишеню». – «Ні, я могла загубити його в трамваї». 3. Не може бути, щоб він уже приїхав, я отримала телеграму тільки вчора. 4. Невже він уже отримав мого листа? 5. Невже він не отримав мого листа? 6. Ваш годинник, можливо, поспішає; не може бути, щоб зараз була дев'ята година. 7. Він не міг отримати книгу, тому що бібліотека була закрита. 8. Не може бути, щоб він отримав книгу, адже бібліотека була закрита. 9. Чи не могли б ви дати мені цю книгу на два дні? 10. Ні, я в це не вірю, не може бути, щоб вона мене обдурила. Я залишуся вдома; вона, можливо, буде мені дзвонити. 12. Ти міг би допомогти мені нести цю важку валізу, хіба ти не бачиш, як мені це важко? 13. «Де ключ?» – «Не знаю, Ольга

могла взяти його з собою помилково». – «Не може бути, щоб вона його взяла, у неї нічого не було в руках, коли вона йшла». 14. Нарешті ви прийшли! Ви могли б прийти раніше, адже ви ж знали, що я хвора.

III. Fill in the gaps with *must, mustn't or needn't/don't have to*.

1. A: You *must* study hard to pass the exams.
   B: I know. I study every evening.
2. A: You ___ be late for your job interview.
   B: I know. I'll leave early so as to get there on time.
3. A: Shall I collect the children from the party?
   B: No, you ___ collect them. Mrs Shaw is giving them a lift home.
4. A: Do you want me to wait for you after work?
   B: No, you ___ wait. I can walk home by myself.
5. A: You ___ interrupt while people are talking.
   B: No. It's very bad manners to do that.
6. A: My dog has been ill all week.
   B: Oh dear! You ___ take him to the vet.
7. A: It's Sally's birthday on Wednesday.
   B: I know. I ___ remember to buy her a present.
8. A: Shall I wash the dishes for you?
   B: No, you ___ do that. I'll do them later.

IV. Translate into English using the verbs can, may, must.

1. Уже п'ята година. Збори могли вже закінчитися; почекаємо трішки, він може скоро прийти. 2. Петро, мабуть, захворів, інакше він був би вже в театрі, він ніколи не приходить в останній момент. 3. Не може бути, щоб вона забула про концерт, це зовсім на неї не схоже. 4. Я сьогодні його не чекаю; але, хто знає, можливо, він і прийде. 5. «Хотіла б я знати, де вона дістала цю книгу?». – «Вона могла взяти її в нашій бібліотеці». – «Не може бути, щоб вона взяла її в нашій бібліотеці: Ліза вчора взяла останній екземпляр». – «Ну, мабуть, вона взяла її в іншій

бібліотеці». 6. «Де Павло?» – «Не знаю, він, можливо, пішов до філармонії". – «Ну, це не дуже люб'язно з його боку; він міг би взяти квиток і для мене». – «Подивіться-но, на столі щось лежить, він, мабуть, залишив вам квиток і записку». 7. Не може бути, щоб вона тут була вчора. Якби вона була тут, вона залишила б мені записку. 8. Не повертайте поки що книгу в бібліотеку; вона може вам знадобитися для доповіді. 9. Може мені взяти вашу книгу? 10. Можна вжити тут теперішній тривалий час? 11. Він сказав, що у нього вже готова доповідь і він може прочитати її завтра на зборах. 12. «Він, мабуть, уже пішов». – «Не може бути, щоб він пішов, не побачивши мене». 13. «Де Марія?» – «Вона, мабуть, ще спить». 14. Ви, мабуть, помиляєтесь, на двадцять п'ятій сторінці немає таких слів.

V. Complete the sentences using *must* or *can't*, as in the example.

1. I'm sure she has gone on holiday.
   She *must have gone on holiday* .
2. I'm certain he doesn't know the secret.
   He ___ .
3. I'm certain Mike hasn't got a new car.
   Mike ___ .
4. I'm sure Susan has paid the phone bill.
   Susan ___ .
5. I'm sure they don't live here.
   They ___ .

6 I'm sure they left the party early.
   They ___ .

7. I'm certain he didn't call me.
   He ___ .
8. I'm certain Marie sent you a birthday card.
   Marie ___ .
9. I'm sure she has been keeping secrets from me.
   She ___ .
10. I'm certain she is looking for a new job.

She ___ .

11. I’m sure David didn’t go to the supermarket.
David ___ .

12. I’m certain he is working at the library.
He ___ .

VI. Rephrase the following sentences in as many ways as possible.

It’s likely she has forgotten about the meeting.
She *may/might/could have forgotten about the meeting.*

1. Perhaps he will be home soon.
He ___ .

2. Perhaps we won’t stay in a hotel.
We ___ .

3. It’s possible she has been delayed in traffic.
She ___ .

4. It’s likely they have gone to the cinema.
They ___ .

5. Perhaps they are asleep already.
They ___ .

6. It’s likely he hasn’t been promoted.
He ___ .

7. It’s possible she called while we were out.
She ___ .

8. It’s likely we will go shopping this afternoon.
We ___ .

9. Perhaps he is outside in the garden.
He ___ .

10. It’s possible they didn’t receive our message.
They ___ .

11. Perhaps she is visiting a friend.
She ___ .

VII. Fill in the gaps with *can, can't, must, mustn't, needn't* or *have to.*

1. A: Is Jason at work today?
   B: He ...*can't* ... be. His car isn't in the car park.
2. A: I can't do my German homework. It's too difficult.
   B: I'll help you. I ___ speak German.
3. A: I'm going to watch television.
   B: Alright, but you ___ stay up too late.
4. A: We ___ book a taxi to take us to the airport.
   B: I'll do it now.
5. A: I didn't know Rachel was in the choir.
   B: Oh yes, she ___ sing beautifully.
6. A: Shall I cook dinner tonight?
   B: No, you ___ . We're going to a restaurant.
7. A: Has Tim bought a car yet?
   B: He ___ have. I saw him on the bus yesterday.
8. A: She ___ be very rich.
   B: Yes. She's got a huge house and an expensive car.
9. A: I did the washing-up for you.
   B: Oh. you ___ have, but it was kind of you.
10. A: Would you like to come to my party on Saturday night?
    B: I'd like to, but Mum says I ___ visit my grandparents.

VII.Translate into English using the verbs can, may, must. (Based on an episode from To Let by J. Galsworthy.)

1. Сомс зупинився перед картиною одного з художників-початківців, розглядаючи її з цікавістю. «Що б це могло зображати?» – думав він. «Вони могли б, принаймні, зробити напис. Судячи з каталогу, це, напевно, картина, що зображає "Місто майбутнього". А що означають ці вертикальні чорні смуги? Можливо, це літаки? Джун знову влаштовує виставки творів молодих художників. Вона, мабуть, все ще сповнена ілюзій і думає, що з часом вони можуть стати відомими. Але де ж Флер? Що могло її затримати? Не могла ж вона забути про свою обіцянку? Та ні, вона, напевно, знову пішла до Імоджин

Кардиган. Ці жінки! На них ніколи не можна покластися!» Раптом він помітив жінку і юнака. Щось в ній здалося йому знайомим. «Невже це Ірен? Після стількох років!» І вона його побачила. У його очах, мабуть, відбилася саркастична посмішка Джорджа Форсайта, оскільки її обличчя набуло жорстокого виразу, і вона пройшла повз.

VIII. Complete the sentences with *shall* or *will.*

1. A: *Shall* I help you with the washing-up?
   B: No, I can manage by myself.
2. A: ____ we have pizza for dinner tonight?
   B: I'd rather have steak.
3. A: ___ you carry this for me, please?
   B: Certainly. It looks heavy.
4. A What ___ we buy for Bob's birthday?
   B I think he'd like a book.
5. A: ___ you answer the phone, please?
   B: Of course.
6. A Where ___ we sit in the classroom?
   B: Next to the window.
7. A: ___ you take the rubbish outside for me, please?
   B: Yes, in a minute.
8. A: ___ we have a barbecue next weekend?
   B: Yes, if the weather's fine.
9. A: ___ you babysit for me tonight?
   B: I'm sorry, but I can't.
10. A: ___ we try this new recipe tonight?
    B: Yes. We've got all the ingredients.

IX. Read the situations and complete the sentences with *should/shouldn't, ought to/ought not to* and the appropriate form of the infinitive.

1. Your friend didn't see the film on TV last night. You saw it and it was very good.

You *should/ought to have seen* (see) the film.

2. Liz bought an expensive jacket yesterday and now she hasn't got enough money for the rest of the week.

She ___ (buy) such an expensive jacket.

3. Your sister eats a lot of junk food which is bad for her health.

You ___ (eat) so much junk food.

4. Mr. Jackson had a stiff back. He lifted some heavy boxes and now his back is worse.

He ___ (lift) those heavy boxes.

5. Tony always drives too fast. Yesterday, he was arrested for speeding.

He ___ (drive) more slowly.

6. Sally is clumsy. She is always breaking things.

She ___ (be) more careful.

7. Paul didn't do his homework. The teacher punished him.

He ___ (do) his homework

8. Amy borrowed her brother's car without asking. He was very angry.

She ___ (borrow) his car without asking.

X. Underline the correct word(s) in bold.

1. A: I found a briefcase on the train.

B: You **ought to/can** take it to the police station as soon as possible.

2. A: Did you get some money from the bank?

B: No, I **didn't need to/needn't.** I had enough in my wallet.

3. A: Sorry I'm late again.

B: You **should/might** wear a watch.

4. A: **Couldn't/May** I speak to Claire, please?

B: Just a moment, please. I'll call her.

5. A: We **could/must** go out for a meal this evening, if you like.

B: Oh, yes. That would be nice.

6. A: I wonder if Paul and Jim have got lost.

B: They **can't/mustn't** have got lost because I gave them a map.

7. A: **Could/Would** I use your telephone, please?

B: Yes, of course.

8. A: Was the exam very difficult?

B: Yes, but I **can/was able to** answer all the questions.

9. A: We **mustn't/needn't** go shopping this week. We've got plenty of food.

B: Alright. We'll go next week instead.

10. A: **Should/May** I sit down, please?

B: Yes, of course. Make yourself at home.

11. A: When **will/shall** I visit you next?

B: You **can/must** call in tomorrow, if you like.

12. A: Helen should be here by now.

B: She **ought to/could** have missed the train.

XI. Match the items in column A to their synonyms in column B.

A	B
You mustn't…	You are supposed to ...
You can't be…	It wasn't necessary for us to ...
You needn't…	(but we did)
They ought to…	Let's…
She didn't need to…	He managed to ...
You should ...	They had better…
May I ...?	It is forbidden...
We needn't have …	I'm sure they are…
He was able to …	Do you mind if I …?
Shall we ...?	You are to ...
You must…	It isn't necessary for you to…
They must be…	I'm certain you aren't…
	It wasn't necessary for her to ...

XII. Rephrase the following sentences in as many ways as possible.

1. It is possible that Sue will be late this evening.

Sue may/might/could be late this evening./ Sue is likely to be late this evening.

2. I’m sure David isn’t going to the party tonight.
3. The guests are supposed to arrive at 8 o’clock.
4. It wasn’t necessary for Toby to go to the university today.
5. I advise you to book a table in advance.
6. They are obliged to wear helmets at work.
7. You are to wait here until the manager arrives.
8. Steve managed to repair the bike after trying for two hours.
9. Perhaps we will go to Italy for a holiday next summer.
10. We were obliged to wear a uniform for school.
11. You aren’t allowed to run in the moving staircases.
12. How about inviting some friends over to dinner?
13. It isn’t necessary for you to buy me a present.
14. Do you mind if I use your telephone?
15. Would you like me to clean the windows for you?
16. How about going for a walk this afternoon?

XIII. Rephrase the following sentences in as many ways as possible.

1. You had better ask your teacher to help you with your studies.

You ought to/ should ask your teacher to help you with your studies.

2. Can you hold this bag for me, please?
3. Why don’t we go for a picnic this weekend?
4. It wasn’t necessary for John to go to work because it was Sunday.
5. We managed to do the puzzle, although it was difficult.
6. You are to report to the manager as soon as you reach Manchester.
7. You are forbidden to enter this area.
8. Do you mind if I take this chair?
9. You don’t need to feed the dog. I’ve already done it.
10. You ought to have locked the doors when you went out.
11. I strongly advise you to take legal action.
12. We are supposed to obey the law.

XIV. Choose the correct answer.

1. Shall I make you a cup of tea?
A Yes, please. B No, you won't.
2. Would you help me please? My car won't start.
A I'd be happy to. B Yes, I would.
3. Could you open the door for me, please?
A Yes, I could. B Of course.
4. Can you do the washing-up for me, please?
A No, I may not. B No problem.
5. We could go for a walk this afternoon.
A That's a nice idea. B No, we might not.
6. Could I sit down for a minute, please?
A Yes, of course. B No, you couldn't.
7. Can I get you anything, madam?
A No, you can't. B No, thank you. I'm just looking.
8. Can I go and play football now, please?
A Not at all. B Yes, if you like.
9. Shall I pick you up from work this evening?
A Yes, please. B No, you won't.
10. Will you hold this box for me, please?
A Yes, I may. B Certainly.

XV. Complete the sentences, as in the example. Sometimes more than one answer is possible.

MODAL	USE
You *CAN* go to the cinema.	giving permission
You ___ have any sweets.	refusing permission
___ we go for a walk?	making a suggestion
___ I stay at Paul's house tonight, please?	asking for permission
You ___ have worked harder.	expressing criticism
You ___ talk in the library.	expressing prohibition
	expressing possibility

Sally ___ invite us to her party.	expressing a positive logical assumption
They ___ be lost.	expressing obligation
You ___ do your homework before you go out.	expressing a negative logical assumption
She ___ be older than me.	expressing lack of ability
Steve ___ walk. He's broken his leg.	making an offer
___ I paint the fence for you?	

XVI. Write three questions asking for advice for yourself. If you can work with other students, ask them your questions and get their advice.

What shall I say
when our neighbours
want us to come to tea?
They don't know you're not with me.
What shall I say?
What shall I say
when the phone rings
and someone asks for you?
They don't know I ask for you too.
What shall I say?
How can I hide the tears inside?
How can I face the crowd?
I can make lips of mine be still,
but my heart sighs too loud.
I could explain that
you're gone for only a week to shop.
But after the week is up
What shall I say?
Peter Tinturin

XVII. Here are some laws of nature. Join the beginnings and the ends.

BEGINNINGS	ENDS
After you have bought something,	it will.
If anything can go wrong,	somebody will.
If there are two good TV shows,	they will both be on at the same time.
If you explain so clearly that nobody can misunderstand,	you will find it somewhere else cheaper.
If you throw something away,	will always move faster.
No matter how much you do,	will fall asleep first.
The one who snores	you'll need it the next day.
The other queue	you'll never do enough.

XVIII. Choose the best form. (Sometimes both may be possible.)

1 We ___ win, but I don't think there's much chance. *(may, might)*

2 I ___ ask you to help me later. *(may, might)*

3 That ___ be her daughter – they're nearly the same age. *(can't, mustn't)*

4 We ___ decide to go camping again at Easter. *(can, may)*

5 There ___ be enough room for everybody on the bus – we'll have to wait and see. *(may not, can't)*

6 You ___ get in without a ticket – not a chance. *(may not, can't*)

7 You absolutely ___ go and see Liz. *(should, must)*

8 I think you ___ try to relax more. *(should, must)*

9 You ___ pass a special exam to be a teacher. *(must, have to)*

10 In this country, boys ___ do military service. *(must not, don't have to)*

11 I ___ see you at eight tomorrow. *(can, will be able to)*

12 One day, everybody ___ say what they like. *(can, will be able to)*

13 It took a long time, but I ___ repair the car. *(could, managed to)*

14 When I was younger I ___ sing quite well. *(could, was able to)*

15 At what age ___ you get a driving licence? *(can, may)*

16 I promise I ___ smoking. *(stop, will stop)*

17 I don't know why she's not here. She ___ have got my message. *(may not, can't)*

18 He's not answering the phone. He ___ have got home yet. *(may not, can't)*

19 When I was eighteen we ___ two years in the army. *(had to do, must have done)*

20 She ___ very quietly – I didn't hear her go. *(had to leave, must have left)*

XIX. Write sentences about three things that you should have done last week but didn't, and three things that you shouldn't have done but did.

XX. Comment on the meaning of the modal verbs. Translate the sentences into Ukrainian.

1. On the fourth day, feeling that she could bear the suspense no longer, she telephoned to Fleur and asked if she might come up to them. 2. I should be grateful if you would keep your hands off my business in future. 3. You know you didn't dare give the order to charge the bridge until you saw us on the other side. 4. Mitch Poker shouldn't be played in a house with women. 5. They didn't have to worry about money. 6. Although his residence and his family were in the country, he was frequently to be found about the restaurants and resorts of the radical section of the city. 7. She would not answer me, of course, but went on loading the crate. And when I thought it was done with, she found a volume slipped under a chair and she would open up the crate and put it in. 8. "I suppose you know what I've been through since that bag came this morning," said mother. "You might have had some consideration for me. There is simply no excuse for all

this." 9. You need not meet him unless you like. 10. He’s... let me see... He can’t be more than thirty, dear. 11. Mischa followed her, and they were to be seen a moment later in conversation. 12. Meanwhile, Margaret seemed to hear knocking, but as no one appeared to hear it, she thought she must be mistaken. 13. And of course, you should have introduced us long ago. 14. I could not, and would not, believe that she was becoming interested in me. That could not be. 15. Anyhow, Callendar won’t hear of you seeing her. 16. And here now was this young and promising doctor, who could, if he would, keep her supplied with work, and might even eventually marry her. 17. Aubrey: What is to be her future? It is in my hands; what am I to do? 18. Your family may object to me; and then it will be all over between us. 19. Rosa reflected, as the train was leaving Naples, that perhaps she ought not to have left Hunter alone. 20. How dare he speak so to me? 21. I need hardly say I would do anything in the world to ensure Gwendolen’s happiness. 22. How dare you address me as dear Sir, Sir? How dare you look me in the face and do it, Sir? 23. Mama came down, and in a voice which was both astonished and distraught, exclaimed: "Grandpa is not upstairs. Where can he have gone?" 24. But you might have been firing away at the Australians still if we cavalry fellows hadn’t found the ford and got across. 25. You must be dying with curiosity. Take a peep. 26. Madam, may I speak to you a moment? 27. But you’ve got to finish college. We can’t get married for a long time. 28. Cain said: "I don’t have to pay to find that out. I could have asked anybody at the meeting, and found out." 29. Soames would often come down to watch with secret pride the building of the house which was to have been his home. 30. "What are we to do?" she gasped. "Can’t we stay here? Lock the door?" 31. I felt suddenly dizzy with pain and unable to face whatever scene was to follow. 32. But Sally, with a towel round her, went down to the water’s edge. "You’re to come out this minute, Philip," she called, as though he were a small boy under her charge. 33. It seemed like an age, but I suppose the whole thing can’t have lasted thirty seconds really. 34. "Land ought to be very dear about there," he said.

XXI. Comment on the meaning of the modal verbs. Translate the sentences into Ukrainian.

1. I can't throw away all his hand work (S. Sheldon).
2. You'll have to pay in advance (S. Sheldon).
3. "I must make a call", Tracy said (S. Sheldon).
4. Can I help you in some way? (S. Sheldon).
5. I think we should continue the advertising campaign (S. Sheldon).
6. Anna Roffe Gassner did not know how much longer she would be able to stand it (S. Sheldon).
7. He might as well drown himself in the fountains (S. Sheldon).
8. There was a rule that every detective had to work as Brandtour Offizier (S. Sheldon).
9. Tracy could have drawn a picture of her (S. Sheldon).
10. Why would I go anywhere? (D. Steel)
11. It was Frieda who decided how their money was to be invested (S. Sheldon).
12. You or somebody ought to give him a look up (John Galsworthy).

XXII. Translate the following sentences into English using modal verbs.

1. Невже ця космічна подорож справила вирішальний вплив на ваш стиль життя?
2. Неперевершена краса цього краєвиду може привернути будь-чию увагу.
3. Не може бути, щоб вона була виснажена після такої захоплюючої подорожі!
4. Невже її життя стало одноманітним після того, як її коханий став першим космічним туристом у світі?
5. Очевидно, він стоїть у черзі за квитком.
6. Ви можете запізнитися на потяг, якщо не візьмете таксі.
7. Ти міг би допомогти мені нести ці важкі валізи!

8. Ви могли б помітити деякі недоліки цього проекту, адже вони просто очевидні!

9. Вам не потрібно було стояти в черзі за квитками. Ми замовили їх по телефону.

10. Вам не слід пливти проти течії, будьте насторожі!

11. Я повинна задекларувати всі речі, коли буду проходити митний огляд?

12. Ви маєте сплатити за надмірну вагу вашого багажу.

XXIII. Translate the following sentences into English using modal verbs.

1. Корабель може набратися води і затонути.

2. Елісон могла б вийти заміж за будь-кого, кого вибрала.

3. Ти повинен дати нам трішки простору.

4. Деканові слід оголосити збори старшокурсників.

5. Майра була дуже нещасна, але, щоб викликати мою симпатію, вона була здатна зробити виставу зі свого нещастя.

6. Валері мусила працювати дванадцять годин на добу, щоб її діти були нагодовані та одягнені.

7. Уряду слід планувати зростаючу кількість людей, що виходять на пенсію. В іншому разі в найближчому майбутньому не вистачатиме грошей на систему соціального забезпечення.

8. Мій начальник, можливо, забув, що обіцяв мене підвищити.

9. Злодії змогли втекти після пограбування банку. Поліція буде вимушена їх шукати.

10. Вони, вочевидь, отримали наші гроші. Ми в цьому абсолютно впевнені.

11. Брауни повернулися з відпустки на тиждень раніше. Можливо, погода була поганою в селі, і вони мусили повернутися додому.

12. Не може бути, що Бернард удома, тому що світло вимкнене, і ніхто не відповідає на телефонні дзвінки.

13. Я думаю, Бетсі й Стену десь під п’ятдесят. Не може бути, що вони на пенсії.

14. Люди повинні дотримуватися законів, інакше в країні буде безлад.

15. Джон покинув роботу. Йому, очевидно, погано платили.

16. Не може бути, щоб вона тебе бачила. Вона сиділа в готелі весь ранок.

17. Хлопчик схожий на Томаса. Він, напевно, його син.

18. Джейк тільки те й робить, що спить, коли приходить додому. Його дружина Пола мусить виконувати всю хатню роботу сама.

19. На Трейсі напав великий лютий собака. Вона, напевно, перелякалася.

20. Залишивши окуляри вдома, Джейн погано бачила й не отримала задоволення від фільму.

XXIV. Translate the following sentences into English using modal verbs.

1. Тревора визнали винним за те, що він небезпечно вів авто. Йому не слід було вести авто з шаленою швидкістю.

2. Ти думаєш, Клара могла б виконати переклад тексту до кінця дня?

3. Ричард добре плавав і зміг легко перепливти річку, хоча йшов сильний дощ.

4. Вчора Доллі цілий день носила парасольку, але дощу не було. У неї не було потреби брати парасольку.

5. Авто Джесіки було брудне, але потім годину ішов дощ, отже, їй не треба мити авто.

6. Пасажири в метро не повинні курити.

7. Увечері може піти дощ. Якщо піде, ми проведемо вечірку в приміщенні.

8. Алан боявся, що сусід по кімнаті загубив його книжку, але він її вчора приніс, отже, йому не треба було турбуватися.

9. Я ніде не можу знайти мій мобільний телефон. Я, напевно, його загубив чи хтось міг його вкрасти.

10. Анна відмовилася йти на корпоративну вечірку. Цей тиждень вона важко працювала і, напевно, втомилася.

11. Не може бути, щоб Ніколас не впізнав начальника. Він, напевно, був у сонцезахисних окулярах.

12. Малим дітям не можна гратися з сірниками.

13. Чи не могли б ви мені дати ту зв'язку ключів, тому що я залишив свої в офісі і не можу увійти в свою квартиру?

14. Я ніде не можу побачити Лінду. Вона, можливо, працює в саду.

15. Не може бути, щоб книга справила на нього велике враження. Вона не захоплююча.

16. Коли ми прийшли, Моніки не було вдома. Вона, можливо, грала в теніс.

17. Чи не знаєте ви, в якому готелі зупинився містер Тернер? – Він, можливо, знаходиться у готелі «Ритц», але я не впевнена.

18. Віллі не було вчора на лекції. Він, напевно, захворів.

19. Остіну вчора не було потреби іти в університет, оскільки було свято. Але завтра він мусить туди піти знову.

20. Тобі слід було прочитати ту статтю. Ти зараз мав би уявлення про цю проблему.

XXV. Translate the following sentences into English using modal verbs.

1. Софі вибачилася за те, що пропустила частину презентації. Їй слід було прийти раніше.

2. Цього ранку Меріон треба зателефонувати своєму агенту, що займається подорожами, і обговорити деталі своєї поїздки.

3. Соня витратила годину, вибираючи сукню для вечірки. Їй не слід було так витрачати час.

4. Мармурова статуя може бути продана на аукціоні за понад мільйон доларів.

5. Ніколас шукав свою книгу з граматики всюди, але так її і не знайшов. Він, напевно, залишив її в спортзалі.

6. Покрівля Джейсонового будинку протікає. Її слід відремонтувати.

7. Твою машину можуть відтягнути, якщо твій паркінг не в цьому місці. Тобі не можна тут паркуватися.

8. Майкл втратив свідомість. Він, напевно, вдарився об щось тверде.

9. Продано мільйон екземплярів цієї платівки. Вона, напевно, була надзвичайно популярною серед поціновувачів музики.

10. До почуття гідності в'язнів слід ставитися з повагою.

11. Тобі не потрібно було викликати поліцію. Твій найближчий сусід вже це зробив.

12. Чи не могли б ви мені допомогти застібнути ремені для сидіння?

13. Водії не повинні перевищувати швидкість.

14. Моргани мусили чекати півгодини на зупинці автобуса, бо він затримався. Врешті-решт їм не було потреби поспішати.

15. Деніел не збирається завтра йти в університет, отже, йому немає потреби вставати рано.

XXVI. Read the sentences. Translate them into Ukrainian. Remember the meaning of the underlined expressions.

1. In this business you have to take the rough with the smooth (S. Maugham).
2. Anybody will be able to see through it (J. Galsworthy).
3. I suppose you may take it for granted that this unnatural marriage will take place (J. Galsworthy).
4. "What do you think of her?" – "Fascinating!" – "I'll tell her that, she won't turn a hair" (J. Galsworthy).
5. I had to hold myself in check (A. Cronin).
6. I suspected that it ought to be up to me whether we fought or not (I. Murdock).
7. The idea might work (I. Murdock).
8. But bygones must be bygones. That's the spirit for Christmas (A. Cronin).
9. She could have been fed up with Dencote (I. Murdock).
10. You should make a clean breast of it (S. Maugham).

XXVII. Translate into English using the verbs can, may, must and the expressions to be + infinitive and to have + infinitive.

1. Тепер усьому світу доведеться повірити, що людству судилося заселити якщо не всі, то багато планет сонячної системи.

2. Якби хто-небудь сказав це років сто тому, йому відповіли б, що про таке і думати не можна.

3. Скептикам, які говорили, що цього не може бути, доводиться визнати, що нам судилося стати свідками міжпланетних польотів.

4. Для того щоб здійснити запуск космічної ракети в міжпланетний простір, вченим довелося зробити точні розрахунки, щоб знати, куди направити ракету. Вони вирішили, що вона повинна пройти в безпосередній близькості від Місяця.

5. Місяць, можливо, слугуватиме базою для міжпланетних польотів.

6. Вчені думають, що на Місяці, мабуть, немає атмосфери.

7. Труднощі, які нам доведеться подолати для того, щоб створити пасажирські міжпланетні ракети, дуже великі. Але ми, безсумнівно, подолаємо їх.

XXVIII. Translate into English using modal verbs and expressions (should, ought, to have to, to be to).

1. Вам слід було давно прочитати цю статтю. Ви ж мали підготуватися до семінару.

2. Як це ви загубили книгу? Ви повинні були покласти її в сумку, тоді ви б її не загубили. Тепер вам доведеться заплатити гроші за загублену книгу.

3. Збори повинні були відбутися вчора, але не відбулися.

4. Мені доведеться піти до неї, у неї не працює телефон.

5. Вам би слід було зробити те, що я вам казала, тоді ви не опинилися б у такому незручному становищі.

6. Як ми і домовлялися, я повинна була зайти до неї і привести її сюди.

7. Ви повинні були мені сказати, що ви хворіли.

8. Це сталося якраз тоді, коли вона повинна була вирушити на південь.

9. Я повинен був прийти до неї о другій годині, але я залишив удома її адресу, і мені довелося повернутися; тому я запізнився.

10. Вам слід допомогти їй, адже вона дуже втомилася.

XXIX. Read the jokes and define the meaning of the modal verbs.

❖ 'Your office is as hot as an oven,' said a client to his lawyer.
'So it ought to be. I make my bread here.'

❖ 'So all your daughters are married now.'
'Yes, the last one left us last week.'
'It must be nice to have them all off your hands.'
'Well, it's nice enough to get your daughters off your hands; but what we don't like is having to keep our sons-in-law on their feet.'

❖ When a group of women got on the car, every seat was already occupied. The conductor noticed a man who seemed to be asleep. Fearing that the man might miss his stop, the conductor nudged him and said: 'Wake up!'
'I wasn't asleep,' the man protested.
'Not asleep? But you had your eyes closed.'
'I know. I just hate to look at ladies standing up in a crowded car.'

XXX. Read the text abridged from the article by Peter Sheridan. Scan the text in search for modal verbs and modal expressions. Define their meaning.

When Dennis Tito became the world's first space tourist, he also made his partner the first woman to experience the emotions of the future... and they are deep and different. Now, she doesn't know what kind of man is coming down.



From the balcony of her million-dollar, ocean-front apartment in Los Angeles, Dawn Abraham looks out across the vast blackness of the Pacific and gazes up at the starry night sky. Slowly, a tear rolls down her cheek. She has lost count of how many times she has wept this week.

'He's up there, somewhere,' says the girlfriend of the world's first paying space tourist, Californian millionaire Dennis Tito. While other women may fret about their men going off to football matches or fishing weekends, Dawn is a pioneer of the conflicting emotions of the future: man in space, woman on Earth. This is surely how it will be in centuries to come. And those emotions are as deep – and dark – as space itself.

'I just wish I had him safe in my arms now, back here on Earth,' she sighs heavily. 'This past week he's been in space, and the past year he's been training, it's been so emotional. Dennis is risking his life pursuing a dream, and is driven by the adrenaline of the excitement and activity. But I have all the time in the world to wait and worry if I'll ever see him again. I sometimes wonder if this is harder on him, or me.'

Today, she will wait again, heart in mouth, for word that Tito has safely undocked from the £67 billion International Space Station that has been his home for the past six days, and that his ageing Russian Soyuz capsule – to be retired to a museum after the flight – has landed on Russian soil.

The strain of the separations caused by Tito's months of training may prove difficult to overcome. 'The emotional toll of worrying about Dennis all the time became overwhelming. I tried to detach myself from him emotionally, so that I could get on with my life and not feel I was waiting for him all the time.' Tito's plan to be the first civilian in space first came up at Christmas in 1999. 'Our families were gathered together when Dennis started talking about building his own rocket and flying into space. Dennis became interested in experiencing weightlessness in a zero gravity plane flight in Russia. While he was

over there, somebody told him, “The Russian economy’s not too good: if you pay enough, they may let you go up in the Mir space station.” ‘Dennis is very safety-minded, and will only take risks when he knows they’ll pan out. But his heart is in space exploration.’

‘Dennis made enquiries and became passionate about the idea. He signed a contract to go up in Mir, and I knew he was serious when he began training last August in Star City – Russia’s cosmonaut base about 50 miles outside Moscow. I didn’t really like the idea of him going to Mir and, frankly, neither did Dennis after all its problems. The Russians invited Dennis to go up and help fix it, but he said, “I’m not paying $20 million to be a repairman.” Yet it appeared to be his only hope of space travel.’

Last November, it seemed Tito’s dream would never be fulfilled. Mir had already come crashing down to earth and a prospect of a visitor being welcomed on the ISS, a joint venture with the United States, Canada, Europe and Japan, looked increasingly slim. The United States had put up the strongest resistance to Tito joining the station, in spite of the fact that he’d actually worked for NASA as an aerospace engineer in the Sixties. The Americans said his inexperience might jeopardize the safety of other crew members. However, the Russians stood firm.

‘At the end of January, Russia said he could go up in the ISS, and Dennis returned to training,’ says Dawn. ‘Some have criticized him for spending so much on a week’s space flight, but $20 million (£14 million) to Dennis is like spending $2,000 (£1,400) to most people. I don’t think about the things he could have bought with it.’

Tito’s space flight training took him to Russia for months, with Dawn surviving between visits every six weeks. ‘Our separations have been really hard,’ she confesses. ‘I could call Dennis every morning and every night, and at first that was good. But after a while it got very lonely. I was also worried he might die pursuing his dream. For a long time all I could think about was Christa McAuliffe, the teacher who died when the Shuttle Challenger exploded after blast-off in 1986.’

Launch day finally arrived a week last Saturday with Dawn and Tito facing their apprehension in different ways. ‘Dennis was very pensive and subdued before the launch,’ she recalls. ‘He fitted into his

space suit, and when the time came to go he waved and said, “I love you.” He reached out his gloved hand and touched me. It was a very moving moment.’

Taking a CD player and opera collection as an in-flight entertainment, Tito and his fellow cosmonauts left the pad at the Baikonur Cosmodrome in Kazakhstan at 3.37am local time. Dawn looked on nervously, ‘I thought I was going to throw up and miss the launch, I was so frightened,’ she recalls. ‘With my boyfriend sitting on tons of explosive fuel, ready to blast into space, it was the most terrifying thing I’ve ever experienced. First I heard the noise, then everything started shaking, and I watched this fireball lift into the sky. All I could say was, “Oh my God! Oh my God! Oh my God!” People were clapping and cheering, but I was devastated, crying.’

Tito may have finally achieved his ambition but Dawn was unable to enjoy the moment for long. ‘I was so worried he may have passed out, or had a heart attack. I know he’s fit: he jogs four days a week, and works out every other day, but you never know. He is 60. I was in total shock. I couldn’t speak for hours. I felt very vulnerable.’

Tito confessed in an early transmission from the orbiting Space Station: ‘This experience will be unsurpassed by any experience, and I think it will be part of what makes me who I am.’ When I remind Dawn of these words she pauses, and stares skyward once more. ‘I find myself looking up at the night sky and wondering if he’s passing overhead. I think he’s crazy to go to space, but then I look at what Tito has achieved by showing the world that space travel should be open to anyone, and that’s admirable.

XXXI. Read the article focusing on the modality.

Balloon adventurer to tackle Atlantic in a wicker basket

BY ROBERT UHLIG

DAVID Hempleman-Adams, the British adventurer, is to attempt another record with a solo crossing of the North Atlantic by balloon in an open wicker basket.

If successful, he will become the first Briton to complete the crossing alone.

Mr Hempleman-Adams, 45, a businessman from Box, near Bath, believes he will also be the first person to attempt the journey in an open basket rather than in the heated, pressurised gondolas used by most long-distance balloonists.

"I want to do it the old-fashioned way, at the mercy of the elements rather than lying back in a leather seat, listening to a CD in the air-conditioned comfort of an aluminium capsule," he said yesterday.

"It is one of the classic journeys from the era of Jules Verne. Crossing the Atlantic has always been associated with romance and adventure, and I want to do it by balloon in a fitting way,"

By using a wicker basket and a standard balloon, Mr Hempleman-Adams said his record bid will cost a fraction of the several multi-million pound attempts to balloon across the Atlantic.

Instead of relying on technology, the polar explorer and mountaineer will depend on his proven ability to survive extreme conditions and on his flying skills.

If all goes to plan and the winds perform as expected, Mr Hempleman-Adams will take off from Pittsburgh in ‘America next month in *Chase De Vere Atlantic Challenger,* a 100ft-high helium and hot air balloon.

The father of three turned to ballooning after he became the first person to reach the north and south geographic and magnetic poles and climb the highest mountain on each of the seven continents.

He expects to land "somewhere in Europe" about a week later.

Flying at up to 25,000ft, he expects the temperature to drop to -40F at night.

Give a short account of the article using as many modal verbs and modal expressions as possible.

XXXII. Read the article from Daily Mail, find modal verbs in it and state their function.

‘Home Alone’
Mother who went to Spain gets 6 months

A mother who left her two young children at home alone while she went on holiday with her boyfriend was jailed for six months. The 34-year-old, who cannot be named for legal reasons, admitted abandoning the youngsters, aged six and twelve, at the family’s second floor flat at Birmingham.



She also pleaded guilty to leaving them for long periods at night while she worked as a barmaid The woman, who sat sobbing in the dock and clutching a teddy bear throughout the hearing, left for Spain on November 16 and intended to return four days later. She left the children notes about the daily routine, including how to boil water for spaghetti Bolognese and who to call in an emergency.

In interviews with police, the older child said she was ‘scared’ at night, while the younger said he thought his mother was ‘stupid’ for leaving.

He mistakenly thought she had gone to watch England’s football friendly with Spain in Madrid but she was staying at a villa belonging to her boyfriend’s parents, Birmingham Crown Court heard.

The woman, who returned early after police were contacted anonymously about the children’s situation, made a ‘full and frank’ admission following her arrest.

She claimed to have thought it was acceptable to leave them because her daughter was mature.

Alan Parker, defending, urged the judge not to jail her because of the punishment she had already suffered. He said she had missed her daughter’s 13th birthday earlier this week because she has been banned from having unsupervised contact with either child. He added: ‘The real punishment in this case is not her appearance here but the loss of her good name, the shame that has been, quite rightly, heaped upon her and will, no doubt, follow her to her dying day.’

The children will spend Christmas with their father who

split from their mother two years ago. Before the incident, he would see the children every weekend.

He found out his children had been abandoned after police contacted him to say his daughter had refused to open the door to child protection officers.

Prosecuting, Harpinder Lally said: 'The police found the children by themselves. The daughter said that she knew her mum was going on holiday. She was to look after her brother on the Tuesday, Wednesday, Thursday and Friday.

'She said that her mother had told her that if there was an emergency there were some mobile phone numbers to call or she could just climb over the balcony.'

Sentencing, Judge Alan Taylor told the mother: 'You are a person hitherto of good character doing your best, no doubt, to earn your living and look after your children.

You must realize that my duty is not only to think of your needs, but to act on behalf of society who must disapprove most vehemently of this type of conduct.'

The children's father said after the hearing: 'I thought she would have been given a stronger sentence.

'But it sends an important message out to parents that this sort of behaviour cannot be tolerated.'

He added: 'The children are with me at the moment and it will stay that way until she comes out of prison and contests the matter. But now all we are going to concentrate on is enjoying Christmas together.'

XXXIII. Match the left and right columns to restore the collocations from the text.

1. not to be named	a) of one's good name
2. to tolerate	b) protection officers
3. to heap	c) out to parents
4. to split	d) the matter
5. to be contacted	e) for legal reasons
6. to abandon	f) friendly with Spain

7. to urge the judge	g) contact with children
8. to disapprove vehemently	h) from smb
9. to be banned	i) ‘a full and frank’ admission
10. to act	j) in an emergency
11. to plead guilty	k) on behalf of society
12. to follow smb	l) a strong sentence
13. football	m) the youngsters
14. to give	n) to one’s dying day
15. to have unsupervised	o) a sort of behaviour
16. to make	p) not to jail
17. to call	q) to leaving children
18. to contest	r) anonymously
19. the loss	s) from doing smth
20. child	t) the shame upon smb
21. to send an important message	u) of some kind of conduct

XXXIV. Translate the following sentences using the new vocabulary, modal verbs and expressions.

1. Ви повинні зробити щиросердне зізнання, і тоді я зможу наполягати, щоб суддя не ув’язнював вас.
2. Не може бути, щоб вона залишила неповнолітніх дітей самих удома.
3. Мабуть, втрата доброго імені і той сором, що впав на неї, були дуже болісними для неї.
4. Ця провина буде переслідувати тебе до самої смерті.
5. Вам не треба було терпіти таку поведінку.
6. Оскільки ваш чоловік пішов від вас, йому слід заборонити бачитися з дітьми без нагляду.
7. Напевно, у поліцію зателефонували анонімно.
8. Мені дозволено діяти від імені суспільства.
9. Наш інформатор не може бути названий з огляду на закон.
10. Поведінка футболістів у товариському матчі з Іспанією має бути різко засуджена.

XXXV. Read the article below. Write out the sentences with modal verbs and modal expressions from the article. Identify the meaning of the modals and modal expressions in the sentences.

WHY PRAISING YOUR CHILD MAY DO MORE HARM THAN GOOD

*by **Sophie Borland***
Health Reporter

PRAISING children with phrases such as ‘well done darling’ **may** damage their confidence, a leading psychologist warned.

Stephen Grosz claims that comments such as ‘you’re so clever’ or ‘you’re such an artist’ **could** also hinder their future performance at school.

He says that such ‘empty phrase’ causes children to be unhappy as they feel they **cannot** live up to the false expectations.

Instead he advises parents and teachers to bestow compliments less frequently and use phrases that congratulate children for ‘trying really hard’.

Mr. Grosz – who has practiced as a psychoanalyst, a type of psychologist, for 25 years – said: ‘Empty praise is as bad as thoughtless criticism – it expresses indifference to the child’s feelings and thoughts.

Admiring our children **may** temporarily lift our sense of self-esteem but it isn’t doing much for a child’s sense of self.’

He also cites research showing that children who were heavily praised were likely to perform worse at school.

Psychologists from Columbia University asked 128 pupils aged ten and eleven to solve a number of maths problems.

Afterwards, some were told: ‘You did really well – you’re so clever.’

But the researchers told the other group, ‘You did really well – you must have tried really hard.’

Both groups of children were then given more difficult questions and those who have been told they were clever did not do as well as the others.

In fact, the researchers found they even tried to lie about their results when asked about the experiment. Mr. Grosz has written a book about human behaviour, *The Examined Life*, which includes a chapter entitled *How Praise Can Cause Loss of Confidence*.

He says that when collecting his daughter from a nursery near their home in North London, he heard an assistant tell her: 'You've drawn the most beautiful tree. Well done.' Later, after she had done another drawing, the same assistant said: 'Wow, you really are an artist.'

In his book, Mr. Grosz writes: 'My heart sank. How **could** I explain to the nursery assistant that I would prefer it if she didn't praise my daughter?'

He added: 'If you go to the local nursery you'll hear this kind of stuff sometimes mixed in with teaching: 'Oh, your drawing looks so like a Miro, darling' (the Spanish painter and sculptor).

"And so you get this mix of praise and teaching. I find it, to be blunt, aggressive. Because it's saying: I don't want to engage with you as a person; I want to just praise you."

Mr. Grosz believes that many adults were heavily criticised when they were young and are now anxious to show they are different.

But instead of overpraising children, he said parents **should** try to build their confidence gently. "Just listen to what your child wants to tell you, about what they're interested in and what they're passionate about,' he added.

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XXXVI. Translate into English, using modal verbs.

1. «Допомогти вам?» – «Ні, дякую, я зроблю все сама».«Не знаю, чи впораюся я з цією роботою за такий короткий час». – «Ви повинні були подумати про це раніше». 3. Не може бути, щоб він уже повернувся, адже він тільки вчора поїхав у Київ. Ви, напевно, помилилися. 4. Ви не повинні дозволяти їй читати в сутінках, це може погіршити їй зір. 5. Ви не повинні були

залишати горіти газ, з такими речами не можна жартувати, адже могла розпочатися пожежа! 6. Він повинен був поїхати до Києва минулого тижня, але конференція затримала його на кілька днів. 7. Я тисячу разів просила її не грюкати дверима, коли я займаюся, але вона все одно грюкає. 8. Я вас, мабуть, неправильно зрозумів і тому прийшов так рано. 9. Вам не варто брати парасольку, на небі немає жодної хмаринки. 10. Мені доведеться залишити їй записку, я її, напевно, не побачу. 11. «Чому вони її тоді не бачили?» – «Вона могла залишити університет до їх приходу». 12. Вам нема чого йти на пошту, я відправлю ваш лист. 13. Олександр мав вчора у нас обідати, але він не прийшов. 14. Погода була чудова; ми пішли в сад, усюди можна було бачити щасливі обличчя дітей. 15. «Купити вам цей підручник?» – «Ні, не треба; моя сестра була вчора в книжковому магазині, вона, напевно, купила його». 16. Лікар наказав їй лежати в ліжку, але вона і чути про це не хотіла. 17. Зазвичай я ходжу в фітнес клуб пішки, але вчора я вийшов пізно, і мені довелося сісти в маршрутку.

XXXVII. Translate into English, using modal verbs. (Based on an episode irom The Citadel by A. Cronin).

1. Крістін дивувалася змінам, що відбулися з Ендрю. 2. «Не може бути, щоб він втратив інтерес до роботи, не може бути, щоб він думав тільки про гроші», – думала вона. 3. Ендрю в свою чергу не розумів, чому Крістін стала такою нервовою і чому вона ні за що не хоче сказати, що з нею таке. 4. Він думав, що замість того, щоб сердитися на нього, їй варто було б радіти його успіху. 5. «Вона могла б подумати про те, як краще облаштувати нашу квартиру тепер, коли ми можемо дозволити собі це», – думав він. 6. Але він не міг довго думати про це, тому що був дуже зайнятий: йому треба було оглянути всіх своїх пацієнтів, тому він вирішив, що її дивна поведінка – лише каприз, на який він не повинен звертати уваги. 7. Одного разу місіс Лоренс подзвонила йому і, сказавши, що її чоловік виїхав порибалити в Ірландію, і вона, можливо, через кілька днів поїде до нього, покликала його

на сніданок. 8. Він прийняв її запрошення, хоча і подумав, що вона могла б запросити й Крістін. 9. Потім він дійшов висновку, що це візит скоріше діловий, ніж світський, і що йому слід бувати в компаніях і заводити знайомства, які можуть бути корисними для його кар'єри, і що їй ні до чого говорити про це Крістін.

XXXVIII. Translate into English, using modal verbs whenever possible. (Based on episodes from David Copperfield by Ch. Dickens).

A)

1. Містер Копперфільд часто думав, що його тітонька могла б приїхати познайомитися з його дружиною. 2. Невже вона забула, як вона любила мене? 3. Не може бути, щоб вона мене забула. 4. «Це, мабуть, міс Бетсі», – подумала місіс Копперфільд, побачивши незнайому пані, яка йшла по саду. 5. «Вона не повинна була так лякати вас», – сказала Пеготті, відводячи свою пані наверх. 6. Вона могла б проявити більше чуйності. 7. «Хто це може бути?» – подумав містер Чілліп, побачивши міс Бетсі. 8. Можливо, це якась родичка місіс Копперфільд. 9. Але він зараз же прогнав цю думку. «Не може бути, щоб ця дама була родичкою, у неї такий дивний вигляд». 10. Невже вона поїхала, не побачивши дитину? 11. «Вона не могла так вчинити, якою б дивною вона не була», – сказала місіс Копперфільд. 12. Пеготти відповіла, що міс Бетсі, мабуть, дуже розсердилася на місіс Копперфільд за те, що у неї народився син. 13. «Але, можливо, вона не поїхала, може бути, вона пішла прогулятися і скоро повернеться», – відповіла місіс Копперфільд. 14. Пеготті, однак, сказала рішуче, що вона, мабуть, поїхала, і поїхала назавжди. 15. «Вона могла б попрощатися зі мною і поглянути на мого крихітку», – зауважила місіс Копперфільд.

B)

1. Де ж може бути місіс Копперфільд?» – думала Пеготті, яка не лягала спати, чекаючи на свою господиню. 2. Вона, мабуть, знову пішла до тих сусідів, де вона завжди зустрічає

цього пана із зловісними чорними очима. 3. Потім вона подумала, що, можливо, місіс Копперфільд у будинку, що вона, напевно, не бачила, як та прийшла. 4. «Невже вона закохана в цього пана, невже вона забула свого чоловіка?» – думала вона. 5. Вона не могла зрозуміти, як її пані може допустити, щоб цей джентльмен з чорними бакенбардами залицявся до неї. 6. Коли місіс Копперфільд прийшла, Пеготті сказала їй, що їй не слід було так надовго залишати дитину, що їй слід було б повернутися раніше. 7. «Ви могли б повернутися раніше і провести вечір з дитиною», – сказала вона. 8. Але місіс Копперфільд не чула, що говорить Пеготті, вона сиділа, занурена в думки. 9. Вона думала про містера Мердстона. «Він, напевно, полюбить Девіда, він, здається, дуже добра людина, не може бути, щоб він мене обманював».

Module 5

The Subjunctive Mood

I. Insert the appropriate form of the Subjunctive Mood. Comment on the form and the use of the Subjunctive Mood. Translate the sentences into Ukrainian (simple sentences, conditional sentences, adverbial clauses of purpose and concession).

1. If we were one, you and I, together we ___ a universe to shake the stars and move the heavens (to make). 2. She wanted him to be a member of Parliament only that he ___ a claim on the gratitude of his party (to have). 3. God ___ me from such friends in future (to save). 4. If I were you, gentlemen, I ___ (to refuse). 5. I would have been better for him if he ___ actually uglier (to be). 6. Andrews turned up the collar of his coat, lest he ___ (to recognize – passive). 7. I am prepared to gratify all your whims, however unreasonable they ___ (to be). 8. Do you think she ___ and have lunch with me if I ___ her? (to come, to telephone) 9. If your attention had been called to him, you ___ him one glance (to give). 10. “Oh God ___ you! How could you strike an old woman like that?” (to forgive) 11. Tell them I leave my country that I ___ free, and it is the end and the beginning (to be). 12. I keep a diary in order to enter the wonderful secrets of my life. If I ___ them down, I ___ probably ___ all about them (to write – negative, to forget). 13. He seemed to be dozing when she returned, and she put the low fire together very softly lest she ___ him (to awake). 14. If God ___ those oaths seriously, there would have been a serious decline in population (to take). 15. Whatever your father ___ once ___, to day he’s decay; he’s age; he’s everything that’s corrupt and evil (to be).

II. Comment on the form and the use of the Subjunctive Mood. Translate the sentences into Ukrainian.

1. God be thanked for her kind heart. 2. If necessary, I could cable her to tell her his address in order that she might not leave

Australia without seeing him. 3. Sometimes Joe wished it had been the other way round. 4. I wouldn't press you if I saw a way out, but there isn't one. 5. And, fearful lest he should be seen Soames turned away and mounted slowly to his room. 6. I'm sorry about the dinner. If it hadn't been for Chris. 7. This was true, and he would have paused to meditate on this sad confession if he hadn't been otherwise engaged. 8. He had to admit to himself that whatever Miss Dobb's faults might be, she was the right sort of girl to take to a restaurant. 9. I wish you didn't have King Kong for a client. 10. If not for him I'd be back. 11. I remember wishing they'd stop writing about it. 12. If a bomb were dropped here tonight Federal Government of the United States would be leaderless. 13. She took up her work and began to sew, as if it had always been her custom to work in this room. 14. Have you realized that though you may occupy towns and win battles, you cannot conquer a nation. 15. I thought it was necessary that we had a short conversation before I left this house.

III. Insert the appropriate form of the Subjunctive Mood. Comment on the form and the use of the Subjunctive Mood. Translate the sentences into Ukrainian. (simple sentences, conditional sentences, adverbial clauses of purpose, concession and comparison, predicative clauses, and subject clauses).

1. It's important that he ___ what he wants (to have) 2. It was not Sir Edgar's intention that such a remarkable performance ___ (to curtail – passive). 3. You ___ to carry so much weight if you ___ the proper exercise (to have – negative, to take) 4. Mrs. Strickland was taking her family to the coast of Norfolk, so that the children ___ the sea and her husband ___ golf (to have). 5. You look as if you ___ toothache... (to have) 6. Then he looked at his hands; he looked at them as if he ___ just ___ he had them and ___ yet ___ what they were for (to discover, to puzzle out – negative) 7. The poor little woman will stand up for her brother, whatever he ___ (to be). 8. You are as right as can be and far ___ it from me to tell you otherwise (to be). 9. He sounded as though he ___ us to see, ___ himself to see, that he was happy (to want – negative, to want – negative). 10. I dared

not express my anxiety, lest it __ her offence (to give).11. Without his help she ___ never ___ able to achieve an independent establishment and a clientele (to be).12. After a while she saw Tommy. She went straight towards him, as if she ___ for him all the while (to look). 13. We must remember that though she ___ grievously in leaving her home, she is still our sister (to err). 14. If only he ___ free (to be). 15. Letters came to her from the family worded with a sort of anxious astonishment that Soames ___ such a thing happen to him (to have).

IV. Underline the correct form of the verb.

My brother Kevin has always been a fitness fanatic. He believes that if you **1) look after/looked after** your body, it will look after you. Whenever anyone is ill, he **2) says/will say**, 'If they had taken care of themselves, they **3) wouldn't get/ wouldn't have got** ill. And the same thing **4) happens /will happen** to me if I **5) didn't keep fit/don't keep fit**. I would often say to him, 'If I were you, Kevin, **6) would try/would have tried** to slow down a little bit. You will wear yourself out. '

Last month, however, I went to the doctor's and he told me that I was unfit. He said that if **7) don't start/didn't start** taking regular exercise, I **8) would be/would have been** in danger of becoming ill. I started going to the gym with Kevin and, after a week, I said to him, 'I feel better already. If I **9) know/had known** how good it feels to exercise, I **10) would start/would have started** years ago.'

V. Put the verbs in brackets into the correct form.

1. She would have come to dinner if we ____ (invite) her.
2. If you had locked the door, the burglars ____ (not/get) in.
3. Were I you, I ____ (put on) some warmer clothes.
4. Joan ____ (be able to) come to the party if she wasn't working.
5. Had I heard any news, I ____ (tell) you immediately.
6. Paul ____ (ruin) his shirt if he climbs that tree.

7. If Mark ____ (be) younger, he could join the army.

8. She would have stayed at home if she ____ (know) there would be so much traffic.

9. Should he ____ (get) this job, he will be able to buy his own flat.

10. If you ____ (put) your keys in your pocket, you wouldn't have lost them.

11. She will be here at eight unless she ____ (lose) her way.

12. If I were you, I ____ (not/go) out in this weather.

13. Emily ____ (call) me if she had changed her mind.

14. If you like Tom Cruise, you ____ (love) this film.

15. Dave ____ (be) home at six o'clock, provided he catches the five o'clock bus.

VI. Underline the correct word or expression.

1. I'll lend you the money *on condition that/unless* you pay it back soon.

2. *Even if/But for* her help, I'd be in trouble now.

3. *Unless/Provided* it stops raining, we won't be going to the park.

4. I couldn't lend them the money *even if/or* I wanted to.

5. Try to be here on time, *and/otherwise* we'll miss the beginning of the film.

6. 'I'll wear Mum's necklace for the party.'

'What if/Otherwise you lose it?'

7. *Supposing/Providing* we went to London – what could we do there?

8. Be late again *provided/and* you'll have to see the manager.

9. *In case of/On condition that* an emergency, call this number.

10. You can go to the party *in case of/as long as* you are home before 11 pm.

11. Don't shout *or/what if* you'll wake the baby.

VII. Put the verbs in brackets into the appropriate form.

1. A: If you ____ (pass) a bakery, ____ (you/buy) some bread, please?
   B: Yes, of course. How much do you need?

2. A: Did you invite Tim to the party?
   B: No. but when I ____ (speak) to him, I ____ (invite) him.

3. A: May I go out now, please?
   B: Yes, provided you ____ (do) your homework.

4. A: Mum seems very busy at the moment.
   B: Were I you, I ____ (offer) to help her.

5. A: Hurry up, or else we ____ (miss) the train
   B: I know. I'm being as quick as I can.

6. A: Unless you ____ (work) hard, you ____ (fail) the exam.
   B: I know. I've been studying every evening.

7. A: I forgot to ask Simon for his phone number.
   B: If I ____ (see) him today, I ____ (ask) him for you.

8. A: Peter won't help me with my homework.
   B: I'm sure he ____ (help) you if he ____ (have) the time.

9. A: I'm not going to tell him what happened.
   B: What if he ____ (find out) on his own?

10. A: If I ____ (not/buy) that lottery ticket, I ____ (never/win) all this money.
    B: I know. Isn't it amazing!

11. A: Unless you ____ (go) to bed now, you ____ (be) tired in the morning.
    B: I know. I'm going.

12. A: I need some wrapping paper.

B: Well, if I ____ (find) any at the shop, I ____ (buy) some for you.

13. A: Can I have some chocolate cake, please?

B: Well, as long as you ____ (eat) all your dinner, you can have some chocolate cake.

14. A: I hate going into town.

B: So do I. Whenever I ____ (go) into town, I ____ (come back) with a headache.

15. A: You'd better apologise, otherwise he ____ (never/speak) to you again.

B: You're right. I will.

VIII. Choose the correct answer.

1. 'I can't find my wallet.'
'If I were you, I ____ in my jacket pocket.'
A would look B will look C am looking

2. 'Where is my bank book?'
'If you ____ in the drawer, you'll find it.'
A had looked B look C looked

3. "____ we get up on time, we will catch the train."
"I will set my alarm clock."
A Supposing B Providing C Unless

4. "Can I go and play football, please, Mum?"
"If you ____ your homework, you can go and play."
A finished B had finished C have finished

5. "Dad shouted at me today."
"Well, if you ____ the window, he wouldn't have shouted at you."
A didn't break B hadn't broken C don't break

6. “Why is the baby crying?”
“____ babies are tired or hungry, they cry.”
A When B Providing C Supposing

7. “When ice melts, it ____ water.”
“Everyone knows that!”
A becomes B will become C would become

8. “I’m going to a party tonight.”
“If I wasn’t ill, I ____ with you.”
A come B will come C would come

9. “____ we miss the bus, what will we do?”
“Call a taxi.”
A Supposing B Providing C When

10. “If I were rich, I ____ around the world.”
“Perhaps you will one day.”
A will sail B can sail C could sail

11. “Have you seen Daniel recently?”
“No. If I have time, I ____ him tomorrow.”
A would visit B might visit C visit

12. “Paul lost his watch.”
“Well, if he had looked after it, he ____ it.”
A wouldn’t lose B won’t lose C wouldn’t have lost

13. “____ you hurry, you will be late for school.”
“I’m nearly ready now.”
A Unless B Providing C Supposing

14. “If you hadn’t watched that film, you ____ nightmares.”
“You’re right.”
A wouldn’t have had B won’t have C don’t have

IX. Rewrite the following sentences as mixed conditionals.

1. She didn't study hard. She won't pass the exams.
   If she had studied hard, she would pass the exams.

2. You didn't wake me up. Now I'm late for my appointment.
3. She isn't well-qualified. She didn't get the job.
4. We didn't go to the restaurant. We don't like fast food.
5. She didn't bring her umbrella. Now, she's getting wet.
6. I don't know them very well, so I didn't go to the party.
7. He isn't at the lecture because he wasn't told about it.
8. They didn't take a map with them. They're lost now.
9. The driver isn't careful. He crashed his car into a wall.
10. I didn't buy tickets. We can't go to the theatre tonight.
11. He didn't reserve a table. He has to wait for an hour.
12. Sue forgot to go to the bank. Now she can't go shopping.
13. They missed their flight. They won't arrive until tomorrow.

X. Put the verbs in brackets into the appropriate form.

1. A: I wish Paul ___ (tell) me what is wrong with him.
   B: Yes. He seems very upset, doesn't he?
2. A: I wish I ___ (not/shout) at the children like that.
   B: Why? They were being very naughty.
3. A: I wish you ___ (tidy) your room more often.
   B: Sorry. I'll try to.
4. A: I wish I ___ (practise) harder before the concert.
   B: I thought you performed very well.
5. A: If only Stuart ___ call me.
   B: Don't worry. I'm sure he'll phone soon
6. A: I wish I ___ (be) back at school again.
   B: Those were great days, weren't they?
7. A: I wish Mark ___ (stop) playing his music so loudly.
   B: Why don't you ask him to turn it down?
8. A: If only I ___ (buy) those shoes we saw today.
   B: Why not go back and buy them tomorrow?

9. A: I wish you ___ (try) harder with your Maths homework.
B: Sorry, I find it very difficult.
10. A: If only we ___ (go) to France last summer.
B: We could go this year if you like.

XI. Fill in the gaps with the appropriate form of the verb in brackets.

a) I wish Kyiv _____ (continue) to grow in wealth and importance.
b) It is possible that lively trade and various crafts _____ (favour) the economic growth of Ukraine.
c) The suggestion is that we _____ (visit) the Palace of Westminster, which houses the British Parliament.
d) It's high time that we _____ (see) the Queen's gallery with its changing exhibitions.
e) The group went to Buckingham Palace so that they _____ (learn) more about a mixture of old and new.
f) If only our city authorities _____ (not erect) skyscrapers in the ancient part of Kyiv.
g) But for conversion to Christianity in 988 Kyiv Rus _____ (establish) closer links between Kyiv Rus and the European States.
h) I would rather they _____ (settle) on the heights above the Dnipro.
i) It looks as if you _____ (unearth) remnants of Roman pottery some hours ago.
j) The agency arranged that the tourists _____ (go) to Soho, rich in history and cultural mix.

XII. Comment on the form and the use of the Subjunctive Mood. Translate the sentences into Ukrainian.

a. If days were ships, today would be the Titanic (S. Sheldon).
b. She wished she could have slept the night before (S. Sheldon).

c. It was as if a swan had sung (J. Galsworthy).

d. If only he knew her for certain (J. Galsworthy).

e. John turned to the left, ran up through the field, towards the house as if it were still his own (J. Galsworthy).

f. If she were to be out I shouldn't mind having a look round her studio (J. Galsworthy).

g. I wish I deserved your compliments (S. Maugham).

h. He looks as if he had plenty of determination (S. Maugham).

i. If it would only stop raining of a single day, it wouldn't be so bad (S. Maugham).

j. If I weren't so confident of his love I should think ... I hardly know what I should think (S. Maugham).

k. I shouldn't think she'd find it exactly cheerful having her meals in her room (S. Maugham).

l. She might have been her daughter, if she had kept straight (J. Galsworthy).

m. If Bart were my brother, I'd be just as bitter about what life had done to him (D. Cusack).

n. It wouldn't matter if he had picked on the same type of a girl (D. Cusack).

o. If she hadn't come, I might never have met her (D. Cusack).

XIII. Translate the sentences into English.

1. Якби Брауни були багатими, вони б запропонували допомогу тим бідним людям, що страждають.

2. Дана хотіла б бути стрункішою. Окрім цього, вона хотіла б уміти плавати.

3. Шкода, що Джон не здав тест на водіння авто. Він дуже розчарований, що провалив його.

4. Барбара шкодує, що не вчилася в школі наполегливіше. Зараз вона мала б можливість вступити до будь-якого університету.

5. Якби Фред зустрів своїх друзів, він би не сидів зараз на вокзалі.

6. Якщо раптом вам буде потрібна інформація, будь-ласка, відразу ж нам зателефонуйте.

7. Шкода, що я не послухала порад брата. Я б зараз мала пристойну роботу.

8. Якби Роберт мав більше досвіду з медицини, він би спробував влаштуватися на ту роботу.

9. Якби не лінь Дені, він би тоді досяг значно більшого.

10. Якби Саманта тепло вдяглася, то вона б не застудилася.

11. Якби містер Андерсен не був успішним бізнесменом, він би пішов у політику.

12. Марко був би першим у класі, якби не був таким ледачим.

13. Якби оцінки Тома були гарними, він би намагався вступити до університету.

14. Якби я був художником, то намалював би мамин портрет. Тоді всі змогли б побачити, що я дуже схожий на неї.

15. Якби Сью була працелюбною, вона б не втратила свою роботу.

16. Якби Марта закінчила свою домашню роботу минулого вечора, вона б приєдналася до нас сьогодні.

17. Якби не впертість Джона, ми б не потрапили у халепу.

18. Я б не відвідувала лекції цього професора минулого року, якби не захоплювалася його підходом до викладання цього предмета.

19. Якби Хелен нас попросила, ми могли б підказати, як влаштувати зустріч, або, принаймні, ми могли б спробувати це зробити.

20. На твоєму місці я почала б шукати іншу роботу.

XIV. Translate the sentences into English.

1. Ми запалили ліхтарі, щоб не заблукати в повній темряві.

2. Навіть якби йшов дощ, вони б насолоджувалися прогулянкою в лісі.

3. Якби тільки Майкл одягнув мотоциклетний шолом! Він міг би уникнути травмування.

4. Якби не щільний рух транспорту, Сміти не приїхали б пізно.

5. Якби Анна скоротила кількість дзвінків, то не платила б стільки за телефонними рахунками.

6. Якби дочка не допомогла їй, вона б не змогла приготувати стільки страв.

7. Якби Лінда отримала роботу, вона б зараз жила в Нью-Йорку.

8. Він боявся, щоб Памела не розкрила секрет, і не міг не думати про це вдень і вночі.

9. Рональд не хотів казати їй правду, щоб не травмувати її почуттів.

10. Саймон шкодував, що продав своє авто. Якби він цього не зробив, то міг би зараз сісти в машину і поїхати будь-куди.

11. Якби Джон почувався краще, він би допоміг тобі помити посуд. Але він надто втомлений, щоб це робити.

12. Якби Мері прислухалася до моїх порад, вона не втратила б усі свої гроші

13. Якби не моя сусідка, яка живе поряд, я б не змогла врятувати собаку.

14. Я боюся, щоб ти не припустився помилки.

15. Потрібно скасувати збори колективу. Начальник почувається зле.

16. Важливо, щоб ми підписали юридичний контракт.

17. Я думаю, що настав час для того, щоб ви переїхали у новий будинок.

18. Якби Полі мала більше часу, вона б обрала собі хобі.

19. Уяви, що ти знайшла гаманець: що б ти робила?

20. Необхідно, щоб ти все організував до дня народження Катрусі.

XV. Match the idioms with their explanations.

to get smb./smth. out of one's head	to bear, to tolerate smb./smth.
to do smb. a favour	to be helpful
to have the cheek	if it hadn't been for smth.
	a weak, unsteady sense

to walk on air to have patience with smb. to bring oneself to do smth. to let bygones be bygones to work out smth. to do smb. a good turn but for smth. a glimmer of sense to put up with smb./smth.	to forgive and forget the past to be very happy not to be irritated to develop to make oneself do smth. to do smb. a service to forget to dare to do smth.

XVI. Read the sentences. Translate them into Ukrainian. Remember the meaning of the underlined expressions.

1. I wish you'd get Dr. Hasselbacker out of your head (G. Green).
2. It's as if he had done me a favour (A. Cronin).
3. If I had known, I shouldn't have had the cheek to ask you to lunch without him (J. Galsworthy).
4. He felt as though he were walking on air (Th. Dreiser).
5. If a man had a gangrenous foot would you have patience with anyone who hesitated to amputate it (S. Maugham).
6. There was a time when I wanted a divorce, but if you could bring yourself to let bygones be bygones, I think we might work out something (S. Sheldon).
7. Would you like to do someone a good turn when you have the chance? (S. Sheldon)
8. But for the war it might never have developed in Ferse (J. Galsworthy).
9. If you had a glimmer of sense, you'd see it if he had have done (J. Priestley).
10. If only he could be happy again she could put up with it (S. Sheldon).

XVII. Rephrase the following sentences, using the idioms you've learned. Mind the use of the Subjunctive Mood.

1. If it hadn't been for his friendship with Alan, Ted would never have been involved.
2. I'm too glad to do you a service.
3. I've been meaning to have a word with you. Let's forget everything.
4. Andrew was not bold enough to tell the head doctor what he thought of him.
5. The cry of the baby irritated Erik.
6. If Chris had a little sense he would have never done it.
7. She wondered how she was going to get herself to do it.
8. She is my sister. It's no problem for us to tolerate each other.
9. Try to do your best to forget him.
10. The marriage made her very happy.

XVIII. A DISASTROUS PARTY. Cindy decided to give a party last Saturday, but it was a disaster! Only one person came! Find out the name of that person matching the two halves of the sentences.

These are the people who were invited to the party:

Annie Mark Robin Sue Bruce Andy Jan Pauline Betty Robert Elizabeth Phillip

1. Andy hasn't got a car. Sue would have taken Andy to the party in her car,	a) if they hadn't argued that evening and Annie refused to go.
2. Jan would have gone to the party,	b) if her car hadn't broken down on the way to Andy's house.
3. Robin would have gone to the party by bicycle,	c) if Sue and Andy had picked her up.
	d) if Annie hadn't been invited.

4. Phillip would have gone with Pauline in Pauline's car, 5. Elizabeth doesn't like Annie. Elizabeth would have gone to the party, 6. Betty is a friend of Sue and Andy's. She would have gone to the party, 7. Bruce goes to University with Jan. Bruce would have gone to the party, 8. Robert is Annie's boyfriend. Robert would have gone with Annie,	e) if Jan hadn't given him the wrong address. f) if there hadn't been a bus strike that evening. g) if Pauline hadn't broken her leg on Friday evening. h) if someone hasn't stolen his bicycle that morning.

XIX. Translate into English, using the Subjunctive Mood where required (conditional sentences).

1. Ви би почувалися краще, якби не лягали спати так пізно (to keep late hours).

2. Ми б не запізнилися на потяг, якби взяли таксі.

3. Ми могли би піти на ковзанку, якби не було так холодно.

4. Якби вчора не було так холодно, ми, можливо, пішли б на ковзанку.

5. Якби ви не сиділи на протязі (to sit in the draught), ви б не застудилися.

6. Ви б сьогодні добре почувалися, якби прийняли вчора ліки.

7. Якби я був на вашому місці, я б більше проводив часу на відкритому повітрі.

8. Ви б краще знали мову, якби прочитали влітку декілька англійських книжок.

9. Якби не моя хвороба, я би вже закінчив університет.

10. Ви б не розбили вазу, якби були обережні.

11. Ми, можливо, не заблукали б, якби ніч не була такою темною.

12. Я повернуся не пізніше шостої, якщо мене не затримають в університеті.

13. Якби не дощ, ми могли би поїхати за місто.

14. Ви були б вже здорові, якби вчасно звернулися до лікаря.

15. Якби не ваша допомога, я б не зміг закінчити роботу вчора.

16. Припустимо, ми були б вільні сьогодні ввечері, куди б ми пішли?

17. У разі, якщо піде дощ, я залишуся вдома.

18. Я б не впав, якби не було так слизько.

19. Якби не таксі, я, можливо, запізнився б на потяг.

XX. Read the jokes and comment on the use of the Subjunctive Mood.

❖ Tom: 'What would you do if you were in my shoes?'

Tim: 'Polish them!'

❖ 'Darling, you would be a marvelous dancer but for two things.'

What are they, sweetheart?'

'Your feet.'

❖ Billings was taking a late holiday at the seaside. On the second morning of his arrival the manager came to his breakfast table.

'Everything satisfactory?" he asked.

'Well, I only wish I had come to this hotel a month ago,' replied the guest.

'Oh, sir,' smiled the manager, 'you flatter my place!'

'Not at all,' he replied. 'What I mean is that I'd rather have eaten these eggs then than now.'

❖ 'Mamma, I've got a stomach ache,' said the six-year-old Nellie.

'That's because your stomach is empty. You would feel better if you had something in it. You've been without your lunch.'

That afternoon Uncle John called and in a conversation complained of a severe headache.

'That's because it's empty,' said Nellie. 'You would feel better if you had something in it!'

XXI. Read the article and find out what could have happened to Mrs. Cox while unpacking the suitcases after a trip to Spain. Scan the text in search for the sentences expressing unreality. Comment on the form and the use of the Subjunctive Mood. Translate the sentences into Ukrainian.

THE SNAKE THAT PACKED ITSELF IN A SUITCASE

By Chris Brooke, Daily Mail

As she unpacked her suitcase, Jean Cox was startled to discover an unexpected – and unwelcome – souvenir of her trip to Spain.

There, curled up under a pair of trousers and apparently asleep, was a four-and-a-half feet long snake.

After one look at its black and yellow markings, a terrified Mrs. Cox decided on a tactical retreat.

She closed the suitcase and dashed out of the room, fearing her uninvited guest could be venomous.

'It was the shock of my life and I thought I was seeing things,' she said yesterday.

'I was about half way through unpacking and jumped when I saw it lying there.



'It looked asleep thankfully, because if it had been moving I would have died.'

Fortunately for 47-year-old Mrs. Cox, the creature turned out to be a harmless Californian King snake, more used to eating rodents and vermin – and other snakes – than attacking humans.

It is thought to have slithered into the suitcase as Mrs. Cox packed at her daughter's apartment in Madrid.

The reptile had survived four days and a plane journey locked in the suitcase without food, but was apparently none the worse for the experience when an RSPCA inspector arrived to take it away from Mrs. Cox's home in Gosport, Hampshire.

Mrs. Cox had travelled to Spain with her husband John and 17-year-old son Michael to collect their 19-year-old daughter Rachael, who had spent four months studying in the Spanish capital.

It was while she was helping her daughter to pack her belongings that the snake, probably the neighbour's exotic pet, made its move.

'I had packed the case myself in Rachael's apartment and then zipped and locked it up immediately,' said Mrs. Cox.

'I'm terrified of snakes so it sends a shiver down my spine thinking how long it might have been loose in the apartment before crawling inside the case.

'Rachael had actually been to the case before I unpacked to get a pair of jeans but decided to leave the rest to me.

'Thankfully she didn't see it in there. She is worse than me and I dread to think what would have happened if she had found it.'

The female Californian King, which can grow up to 8ft, has been passed to a specialist in exotic snakes.

RSPCA chief inspector Paul Williams said: 'We get calls about lizards, and spiders found in bunches of fruit which are not uncommon. But it is not every day that you have to deal with snakes in suitcases.

'It would have been a bit of a tricky one to explain to customs officers had the snake got out of the suitcase and made an appearance at the airport.

'It has done really well surviving during the flight. They go into a semi-hibernated state when they are cold and it must have experienced a big temperature drop in the plane's hold.'

Had the snake slipped off to try to start a new life in Gosport it could have fared quite well – the Californian King can tolerate temperatures of as low as 5c, making it one of the few that could survive in the wild in Britain.

History of the Californian King
⌗ The Californian King snake will eat any other snake, even the highly venomous rattlesnake. ⌗ It is not venomous, but kills prey by grabbing them with its small teeth and smothering them. ⌗ It can live for 15 years and go for two weeks without water and six months without food. ⌗ The snake comes in many colours, including chocolate, yellow, black and albino. ⌗ In April a Gloucestershire veterinary nurse gave a pet Californian King the kiss of life after it stopped breathing during an operation.

XXII. State the type of clauses with the Subjunctive Mood in the sentences below.

1. She feared her uninvited guest could be venomous.
2. If it had been moving I would have died.
3. She thought how long the snake might have been loose in the apartment before crawling inside the case.
4. She dreaded to think what would have happened if her daughter had found the snake.
5. It would have been a bit of a tricky problem to explain to customs officers had the snake got out of the suitcase at the airport.
6. The snake must have experienced a big temperature drop in the plane's hold.
7. Had the snake slipped off to try to start a new life it could have fared quite well.
8. The Californian King is one of the few that could survive in the wild in Britain.

XXIII. Read the text about the famous English painter Gainsborough and his love of music. Put the verbs in brackets in the appropriate form.

Gainsborough and Music

The famous English painter Gainsborough was passionately fond of music and he filled his house with all kinds of musical instruments, which he could play rather well. He considered them **(be)** the most beautiful works of human skill and sometimes even wished he **(be)** a professional musician.

Once Gainsborough saw a lute in a picture of Van Dyck's and concluded that it must be a fine instrument, because, perhaps, it was finely painted. He immediately decided that it was absolutely necessary that he **(have)** such an instrument in his collection. He also wished he **(can)** play it. So Gainsborough hurried to a professor of music famous for **(play)** this instrument very well. He found the professor **(dine)**, then **(smoke)** his pipe with his lute beside him. "I have come **(buy)** your lute, and I won't leave your house until you sell it to me. Name your price," said the painter. The professor was so astonished that he sold his lute. But on **(get)** the lute Gainsborough proposed that the professor **(sell)** him his book of music as well. The professor refused **(say)** that he couldn't really part with the book. But Gainsborough insisted that the book **(sell)** to him. Finally Gainsborough with the book of music and the lute left the house, but soon returned. This time he insisted on the professor's **(go)** with him and **(give)** the first lesson. The professor suggested that a lesson **(give)** some other time, as at the moment he couldn't go **(be)** in his dressing gown and without a wig. But Gainsborough wouldn't listen to any reason. A minute later the professor without a wig, in a dressing gown was walking with the painter.

In the unusual and eccentric way Gainsborough acquired all kinds of musical instruments and made the acquaintance of professors of music, many of whom became his best friends.

XXIV. Fill in the gaps with the appropriate form of the verb in brackets (conditionals).

The secret of a long life

Grygori Pilikian recently celebrated his 114th birthday and reporters visited him in his mountain village in Georgia to find out the secret of a long life. 'The secret of a long life', Grygori said, 'is happiness. If you _____ (be) happy, you will live a long time.' 'Are you married?' a reporter asked. 'Yes,' Grygori replied. 'I married my third wife when I was 102. If you are happily married, you _____ (live) for ever. But for my third wife, I _____ (die) years ago.'

'What about smoking and drinking?' a reporter asked. 'Yes, they are important,' Grygori said. 'Don't smoke at all and you _____ (feel) well. Drink two glasses of wine a day and you _____ (be) healthy and happy.' 'If you _____(can/live) your life again, what _____(you/do),' a reporter asked. 'I would do what I have done. If I had more sense, I _____ (eat) more yoghourt!' he chuckled. 'Supposing you _____(can change) one thing in your life what _____(you change)?' another reporter asked. 'Not much,' Grygori replied. 'So you don't have any regrets?' 'Yes, I have one regret,' Grygori replied. 'If I _____(know) I was going to live so long, I _____(look after) myself better!'

XXV. Read the article about the Concert for Diana organized by her sons. Focus on the cases of the Subjunctive Mood in the article.

Celebrating Di

by Laura A. Fahey

Ten years after her death, Princess Diana's sons, Princes William and Harry, are throwing their mother a birthday party. The two are staging The Concert for Diana on July 1 – which would have been her 46th. Her sons have invited some of her favourite artists to perform at

the new Wembley Stadium, including Duran Duran, Bryan Ferry and Elton John, who's rumored to be singing "Candle in the Wind 1997", which he composed for Diana's funeral and has not performed publicly since. A few of the princes' own picks will join them, including Pharrell Williams, Lily Allen, Joss Stone and Kanye West.



'We wanted to have this big concert, full of the sort of fun and happiness which I know she would have wanted,' says Prince William in an interview. 'It's got to be the best birthday present she ever had.'

Tickets for the concert were sold out just 30 minutes after they went on sale on Dec. 13, 2006, but some production seat tickets may become available in the weeks before the concert. Fittingly, the concertgoers will be supporting the charities which The Princess of Wales worked avidly during her own lifetime – proceeds will benefit her Memorial Fund and two charities the princes hold dear: the youth homelessness charity Centrepoint, of which Prince William is a patron and Sentebale, a program that Prince Harry co-founded in Lesotho.

XXVI. Translate the following sentences into English

Based on an episode from David Copperfield by Ch. Dickens.

1. Якби місіс Копперфільд не мала наміру вийти заміж, вона б не послала Давида до містера Пеготті.
2. Дивлячись на маленьку Емілі, Давид часто думав про те, що якби не містер Пеготті, вона була б нещасною безпритульною (homeless) дитиною.
3. Давид сказав Пеготті: «Я думаю, що ваш брат дуже добра людина; він би не удочерив (to adopt) маленьку Емілі, якби він не був такий добрий ».
4. Маленька Емілі часто говорила Давиду, що якби сталося так, що вона коли-небудь стала багатою дамою, вона подарувала б містеру Пеготті золотий годинник, срібну трубку і цілий ящик грошей.

5. Давид не знав, що його матінка вийшла заміж за містера Мердстона. Якби він знав про це, він не повертався б додому в такому гарному настрої.

6. Якби містер Мердстон сказав Давиду хоча б одне ласкаве (kind) слово, хлопчик, можливо, прив'язався б до нього.

7. Побачивши на обличчі Давида сліди сліз, містер Мердстон велів йому негайно вмитися. Хлопчик відразу зрозумів, що якби сталося так, що він не послухався вітчима, той би його жорстоко побив.

8. «Якими ми були б зараз щасливими, якби матінка не вийшла заміж за містера Мердстона», – часто думав Давид.

9. Давид був здібним хлопчиком і міг би добре вчитися, якби на уроках не були присутні Мердстони.

10. Давид став похмурою і млявою (dull) дитиною. Він, можливо, зовсім би отупів (to get stupefied), якби не книжки, які він читав годинами.

XXVII. Translate into English, using the Subjunctive Mood where required.

Based on an episode from Vanity Fair by W. Thackeray.

1. Мати Беккі була француженка, і дівчина говорила французькою так, немов вона все життя прожила в Парижі.

2. Коли Беккі було шістнадцять років, друзі її батька ставилися до неї, як до дорослої жінки (ніби вона була дорослою жінкою), і часто відмовлялися (to give up) від найвеселіших балів і вечірок (parties), щоб провести з нею вечір.

3. Після смерті батька Беккі переїхала в Чізік (Chiswick), в пансіон міс Пінкертон, яка взяла дівчину для того, щоб вона говорила французькою з її ученицями.

4. Коли міс Пінкертон почула, як Беккі грає на роялі, вона подумала, що бажано було б, щоб дівчина вчила її вихованок також і музиці.

5. Міс Пінкертон ніколи не була доброю до Беккі і всіляко (in every way possible) намагалася образити і принизити її. Вона

ставилася б до дівчини інакше, якби та була дочкою багатих батьків.

6. «Що б Емілія не говорила, – думала Беккі, – я знаю, що міс Пінкертон ненавидить мене. Вона ніколи не взяла б мене, якби моя робота не була для неї вигідною».

7. Беккі теж ненавиділа міс Пінкертон і ставилася до неї, як до свого найлютішого ворога (worst enemy).

8. Беккі поїхала б з Чізіка, але вона прекрасно розуміла, що для неї дуже важливо отримати гарну освіту. «Хоч би якою нещасною я почувалася у міс Пінкертон, мені доведеться залишитися тут на деякий час», – думала Беккі.

9. Хоч яка вигідна була для міс Пінкертон робота Беккі, вона вирішила, нарешті, що буде краще, якщо дівчина поїде з Чізіка. Вона розуміла, що для того, щоб Беккі не вплинула погано на її учениць, їм краще розлучитися.

10. Коли Беккі висловила бажання, щоб міс Пінкертон знайшла їй місце гувернантки, та негайно знайшла таке місце і таким чином позбулася дівчини.

XXVIII. Translate into English, using the Subjunctive Mood.

Based on an episode from David Copperfield by Ch. Dickens.

1. Міс Мердстон тримала себе так, немов вона була господинею будинку, немов вона прожила там все своє життя. 2. Вона ставилися до місіс Копперфільд, ніби та була дитиною і зовсім не знала життя. 3. «Вам давно пора віддати ключі моїй сестрі», – сказав містер Мердстон дружині. 4. Містер Мердстон не раз говорив, що дуже важливо, щоб місіс Копперфільд була суворою з Давидом. 5. Місіс Копперфільд ніколи не пестила Давида в присутності чоловіка, щоб не розсердити його. 6. «Дивно, що міс Бетсі жодного разу не написала нам, – сказала Пеготті. – Не може бути (it is impossible), щоб вона зовсім забула нас». 7. «З якого дива вона буде нам писати? – заперечила місіс Копперфільд. – Вона не любить ні мене, ні мою дитину!» 8. Містер Мердстон просив сестру подивитися за тим, щоб Давид

не був такий часто в товаристві Пеготті. 9. Давид боявся, як би містер Мердстон не побачив, що він пішов на кухню до Пеготті. 10. «Хоч би що говорила місіс Копперфільд, я знаю, що вона нещасна», – думала Пеготті. 11. Містер Мердстон наполягав на тому, щоб його дружина звільнила Пеготті. 12. «Хоч би як вмовляв мене містер Мердстон, я нізащо не звільню Пеготті», – думала місіс Копперфільд. 13. «Якби сталося так, що Пеготті пішла від нас, наше життя стало б нестерпним», – думав Давид. 14. Хоч би як гаряче (dearly) місіс Копперфільд любила Давида, вона допустила, щоб до нього погано ставилися. 15. Давид знав, що як би він не старався, він не зможе добре відповісти уроки в присутності вітчима. 16. Давид боявся, що місіс Копперфільд вважатиме його дурним і лінивим хлопчиком. 17. «Шкода, що матінка вийшла заміж за містера Мердстона, – неодноразово думав Давид. – Якби не він, ми були б дуже щасливі». 18. У Салемській школі (Salem House) Давид відчував себе дуже самотнім. «Як би я хотів бути зараз вдома з матінкою і Пеготті», – часто думав він. 19. Після смерті місіс Копперфільд Пеготті запропонувала, щоб Давид поїхав з нею в Ярмут. 20. Пеготті взяла хлопчика в Ярмут, щоб він відволікся там від своїх сумних думок (to divert oneself from something).

XXIX. Read the headlines, translate them into Ukrainian. Comment on the use of the Subjunctive Mood in the headlines. Think of the possible contents of the articles under the headlines above. What could the articles be about?

IF TOOLSTATION WERE A CINEMA... LOW PRICES WOULD BE EVERYDAY NOT JUST WEDNESDAY!	WE THINK IT'S TIME YOU GOT EXTRA FROM YOUR BANK	I wish you were dead: What knife killer mother told girl five years ago

"We've hurt people – I wish we'd got married properly"	IF MY MUM HADN'T BEEN A SIZE 24,1 WOULDN'T BE A DOUBLE WORLD CHAMPION..	**If her eyes had got any wider her head would be an eyeball**
RETIREMENT APARTMENTS FOR SALE "We wish we'd done it years ago! This is the best move we've ever made in our lives."		

XXX. Translate into English, using the Subjunctive Mood.

1. Шкода, що йде дощ. Я б хотів, щоб була хороша погода, тоді ми могли б поїхати за місто.

2. Я чув, що ви дуже добре граєте на роялі. Я б хотів, щоб ви пограли для мене.

3. Мені шкода, що він не приїхав до Львова на канікули.

4. Погода була такою поганою, що я пошкодував, що вийшов з дому.

5. Хотілося б мені, щоб ви не були таким розсіяним і не ставили одне і те ж питання декілька разів.

6. У дитини дуже хороший слух (to have a good ear for music). Шкода, що його не вчать музиці. Його давно пора віддати в музичну школу.

7. Хотілося б мені, щоб ви не перебивали мене кожну хвилину.

8. Мені дуже шкода, що я це сказав; мені здається, що він образився на моє зауваження.

9. Я пошкодував, що у мене не було часу, і я не міг поїхати з ними на виставку.

10. Я б хотів, щоб ви побули зі мною.

11. Шкода, що я не взяв участі в цій екскурсії; кажуть, вона була дуже цікава.

12. Я б хотів, щоб ви тримали свої речі в порядку.

13. Я почуваюся дуже погано. Боюся, як би мені не захворіти.

14. Було дуже пізно, і ми боялися, як би нам не запізнитися на потяг.

15. Погода була дуже гарна, і я запропонував поїхати за місто і провести день на свіжому повітрі.

16. Простежте за тим, щоб студентам повідомили про зміну розкладу.

17. Нам дуже хочеться (to be anxious), щоб ви взяли участь у концерті.

18. Він хотів одразу ж піти, але я наполягав, щоб він зняв пальто і випив чашку чаю.

19. Уже пізно, нам час йти (to be off).

20. Вам давно пора повернути книгу в бібліотеку.

XXXI. Translate into English, using the emotional should.

Based on an episode from Oliver Twist by Ch. Dickens.

1. «Як дивно, що Олівер не повернувся, – сказав містер Браунлоу. – Мені сумно думати, що хлопчик обдурив мене». 2. «Цілком природно, що Олівер втік від вас; він, мабуть, повернувся до своїх старих друзів, – відповів містер Грімвіг. – Навіщо йому повертатися до вас, адже у нього ваші гроші і книги?» 3.«Соромно вам так погано думати про дитину, адже ви його зовсім не знаєте, – заперечив містер Браунлоу. – Не може бути (it is impossible), щоб він вкрав мої гроші і книги, я цьому не вірю». 4. «Хоч би як неприємно вам це було, вам доведеться повірити, – сказав містер Грімвіг. – Мені дуже шкода, що ви так обманулися в дитині» (to be disappointed in somebody).

XXXII. Translate into English, using the Subjunctive Mood and modal verbs where required.

(A) *Based on an episode from In Chancery by J. Galsworthy.*

1. Сомс запросив Аннет і її мати в свій заміський будинок (country house), щоб вони бачили, наскільки він багатий. 2. Повертаючись додому, Сомс думав про Ірен. Дванадцять років

минуло відтоді, як вони розлучилися. «Вона, мабуть, відтоді дуже змінилася. Їй, мабуть, тепер близько сорока». 3. Він думав про те, що Ірен завжди була несправедлива до нього. «Вона могла б ставитися до мене інакше. Хіба я не давав їй все, що вона тільки забажає?» 4. «Дивно, що вона ніколи не відчувала себе щасливою зі мною, – подумав він з сумом. – Дивно, що вона пішла від мене. Якби вона не зробила цього, мені не довелося б зараз думати про розлучення». 5. Думка про розлучення здалася йому безглуздою після стількох років повної розлуки (after all these years of utter separation). «Я вже давно повинен був розлучитися з нею. Шкода, що я цього не зробив. Я був би тепер вільний і міг би одружитися з Аннет». 6. «Шкода, що у мене немає дитини», – думав Сомс: його гнітила думка, що йому нікому залишити свої статки. 7. Аннет з матір'ю повинні були приїхати потягом, і він поїхав на вокзал зустріти їх. 8. Була осінь, і всюди видно було (можна було бачити) жовте листя. 9. Аннет була така гарненька, що Сомс не міг не замилуватися нею. Її обличчя здавалося таким свіжим, немов його щойно збризнули (to be sprayed) росою. 10. За чаєм вони говорили про бурів. «З якого дива англійці втручаються в їхні справи (to interfere with somebody)? – сказала мадам Ламотт. – Вони могли б дати їм спокій». 11. Сомс посміхнувся: її слова здалися йому безглуздими. «Невже ви не розумієте, що Англії не слід відмовлятися від своїх законних прав (to abandon one's legitimate interest)?» – сказав він. 12. Після чаю Соме запропонував подивитися його картинну галерею. Йому дуже хотілося (to be anxious), щоб Аннет побачила всі його скарби. Він був упевнений, що хоч би якою молодою і гарною вона не була, вона вийде за нього заміж, коли побачить, наскільки він багатий.

(B)

Based on an episode irora Jane Eyre by Ch. Bronte.

1. «У неї такий вигляд, ніби вона маленька фея, як ніби вона прийшла сюди з казкової країни (the fairy land)», – подумав містер Рочестер, коли побачив Джейн вперше. 2. «Дивно, що вони прийшли сюди, – подумала Джейн, побачивши незнайомців у церкві. – Вони, мабуть, чули, що містер Рочестер збирається

одружитися. Так, напевно, чули». 3. Коли один з незнайомців зажадав, щоб церемонію одруження було перервано (to break off the ceremony), містер Рочестер здригнувся, немов перед ним розкрилася (to open) прірва. 4. Священик сказав, що неможливо, щоб місіс Рочестер всі ці роки жила в Торнфільді. «Не може бути, щоб вона жила тут стільки років. Ми б давно почули про це», – зауважив він. 5. Джейн пошкодувала, що приїхала в Торнфільд. «Було б краще, якби я ніколи не бачила містера Рочестера», – думала вона. 6. Містер Рочестер розумів, що скільки б він не вмовляв Джейк, вона не залишиться з ним. Він шкодував, що обманював дівчину. «Я повинен був сказати їй, що я одружений», – думав він. 7. Джейн залишила Торнфільд вночі, бо хотіла (to be anxious), щоб ніхто не дізнався, куди вона йде. 8. «Якими ми були б зараз щасливими, якби Джейн не покинула мене», – думав містер Рочестер. 9. Джейн не могла забути день, який повинен був бути днем її весілля (wedding day) і який закінчився так трагічно.

(C)

Based on Running for Governor by M. Twain.

У своїй розповіді «Як мене обирали в губернатори» М. Твен говорить про те, як проходила передвиборна кампанія (pre-election campaign), коли була висунута його кандидатура на пост губернатора (to be nominated for governor) штату Нью-Йорк. Одного разу, переглядаючи газети, Марк Твен побачив статтю, яка його надзвичайно здивувала. Автор статті говорив, що містеру Твену давно пора розповісти, за яких обставин він намагався відсудити (to gain by a lawsuit) у одній бідної вдови в Кохінхіні (Cochin-China) її жалюгідний клаптик землі (patch of land). М. Твен не вірив своїм очам – він ніколи не був в Кохінхіні і не мав жодного уявлення, про яку вдову йдеться. «Невже вони самі вірять у те, що написали про мене? – думав він. – Вони, мабуть, сплутали мене з кимось іншим? Напевно, є інша людина, яку звуть так само, як мене (to bear the same name)». У кожній газеті можна було знайти статтю, в якій говорилося про той чи інший злочин, вчинений М. Твеном. Автор однієї зі статей звинувачував М. Твена в тому, що він отруїв свого дядька з

метою заволодіти його майном, і наполягав на негайному розтині трупа. Автор іншої статті вимагав, щоб містер Твен роз'яснив своїм виборцям, яким чином у його товаришів (fellow-workers) в Монтані раз у раз пропадали (to lose) різні дрібні, але цінні речі, які вони завжди знаходили або в кишенях містера Твена, або в його валізі. Це суперники М. Твена зводили на нього різні безглузді звинувачення (to lay a charge upon somebody), боячись, як би його не обрали губернатором. Часом М. Твен відчував себе так, ніби він дійсно скоїв всі ці злочини. Керівники його партії просили М. Твена написати відповідь на звинувачення, щоб його політична кар'єра не була зруйнована (to ruin); вони говорили, що йому необхідно спростувати (to refute) пред'явлені йому звинувачення. Але М. Твен розумів: що б він не робив, він назавжди втратив своє добре ім'я. Нарешті суперники М. Твена дізналися, що він повинен виступити на передвиборчих зборах. Тільки-но він з'явився на трибуні (platform), як дев'ять малюків кинулися до нього, обхопили його за ноги (to clasp somebody around his legs), немов він був їхнім батьком, і стали кричати: «Тато!» Ніколи ще М. Твен не переживав такого приниження.

(D)
Based on a fairy-tale.

Сестри Попелюшки (Cinderella) відносились до неї так, наче вона була їх служницею. «Шкода, що я не можу догодити (to please) сестрам, – не раз думала Попелюшка. – Як би я не старалася догодити їм, вони завжди незадоволені (to find fault with somebody)».

Одного разу було оголошено (to announce), що в королівському палаці має відбутися великий бал. Всім дуже хотілося піти туди. Сестри Попелюшки були запрошені, але Попелюшка так і не отримала запрошення. «Шкода, що мене не запросили!» – думала бідна дівчина. «Шкода, що я не зможу побачити Юного Принца! Він, мабуть, гарний! А якщо я попрошу сестер взяти мене на бал? Ні, марно навіть і намагатися. Вони мене не візьмуть, хоча б я благала їх про це цілий день».

Нарешті настав день, коли сестри Попелюшки повинні були поїхати на бал. Попелюшці довелося багато працювати, готуючи сестер до балу і намагаючись зробити їх якомога красивішими. Увечері сестри поїхали, і Попелюшка залишилася одна. «Які вони щасливі, – думала Попелюшка, сидячи біля каміна. – Якби у мене була гарна сукня, я б теж могла поїхати на бал». В цю хвилину з'явилася її хрещена мати і сказала: «У тебе буде гарна сукня. Ти підеш на бал. Але пам'ятай: як би ти не розважалася (to enjoy oneself), ти не повинна залишатися в палаці після півночі».

Попелюшка в своїй чарівній сукні, яка виглядала так, немов була зроблена з місячних променів (moonbeams), сіла (to step) в карету. Вона ніколи не бачила такої гарної карети. Кучер був просто чудовий; він виглядав так, немов ніколи і не був щуром. Коли Попелюшка приїхала до палацу, король подумав, що це, мабуть, якась іноземна принцеса. Вона тримала себе так, наче все життя прожила в королівському палаці. Попелюшка забула наказ хрещеної і залишилася на балу після о півночі. Ледве вона встигла вибігти з палацу, як знову перетворилася в бідну Попелюшку. «Шкода, що я не послухалася моєї доброї хрещеної матері. Якби я не залишилася в палаці після о півночі, я б зараз їхала (to drive) в кареті у своїй чарівній сукні».

Юний Принц всюди шукав Попелюшку, але її ніде не можна було знайти. «Де може бути ця прекрасна принцеса? – думав він. – Невже вона втрачена для мене назавжди (to be lost to somebody)? Боюся, що скільки б я не шукав, я не зможу її знайти».

Принц наказав, щоб всі дівчата в місті приміряли (to try on) кришталевий черевичок (glass slipper), який загубила Попелюшка. Він думав, що таким чином він, можливо, знайде прекрасну принцесу. Багато дівчат намагалися надіти черевичок, щоб вийти заміж за Юного Принца. Коли прийшла черга Попелюшки приміряти черевичок, сестри почали сміятися з неї. Але черевичок надівся на ногу Попелюшки з легкістю (to slip on with the greatest ease), і з жахом (dismay) сестри впізнали в дівчині прекрасну принцесу, яку вони бачили на балу. Вони пошкодували, що погано поводилися з Попелюшкою.

Module 6
Sentence Structure

I. Point out the subject. State what it is expressed by. Translate the sentences into Ukrainian.

1. You must study well. 2. There are plenty of historical places in our town. 3. Thousands of workers live in the East End of London. 4. Through the window I saw a little garden. 5. As a rule, she spends her free time in the park. 6. My daughter is glad to be taught English. 7. Everybody will be delighted to see you. 8. She is known to be a famous writer. 9. To teach pupils is a responsible task. 10. Swimming is my favourite kind of sport. 11. Nothing can be done in this situation. 12. "Five" is my favourite mark. 13. It's half past six.

II. State the nature of *it.* Translate into Ukrainian.

1. It was dusky in the dining-room and quite chilly. (Mansfield) 2 The bell rang. It was lean, pale Eddie Warren in a state of acute distress. (Mansfield) 3. Oh! Ohl Oh! It was a little house. It was a little pink house. (Mansfield) 4. But in her bosom there was still that bright glowing place. It was almost unbearable. (Mansfield) 5. She sat up, but she felt quite dizzy, quite drunk. It must have been the spring. (Mansfield) 6. It was marvellous to be made love to like that. (Prichard) 7. It is the moon that makes you talk to yourself in that silly way. (Shaw) 8. It is very distressing to me, Sir, to give this information. (Dickens) 9. He took the path through the fields: it was pleasanter than the road. (Huxley) 10. If this is liberty, it isn't going to mean a thing. (Heym) 11. It was now almost four-thirty in the afternoon. (Dreiser) 12. I took a good room. It was very big and light and looked out on the lake. (Hemingway)

III. Point out the subject of each sentence. State what it is expressed by. Translate the sentences into Ukrainian.

1. At that moment the postman, looking like a German army officer, came in with the mail. (Mansfield) 2. The clock struck eight. There was no sign of any of the other guests. (Huxley) 3. Now, there is something peculiarly intimate in sharing an umbrella. (Mansfield) 4. Together we walked through the mud and slush. (Mansfield) 5. Something impersonal and humble in that action seemed to reassure the Consul. (Cronin) 6. The sight of them, so intent and so quick, gave Bertha a curious shiver. (Mansflied) 7. Eight o'clock in the morning. Miss Ada Moss lay in a black iron bedstead, staring up at the ceiling. (Mansfield) 8. Still, the good of mankind was worth working for. (Galsworthy) 9. Sometimes the past injects itself into the present with a peculiar force. (Heym) 10. Forgetting some things is a difficult matter. (Voynich) 11. To cross from one end to the other was difficult because of the water. (Heym) 12. "A person doesn't have to be rich to be clean," Charles said. (Braine) 13. There was an eagerness and excitement in the faces of the men. (Heym) 14....and Timothy's was but one of hundreds of such homes in this City of London... (Galsworthy) 15. Let's get out quick. It's no good wasting time. (Maugham) 16. "Very well," said Soames, "then we know where we are." (Galsworthy) 17. Now, to go through a stormy night and with wet clothes, and, in addition, to be ill nourished and not to have tasted meat for a week or a month, is about as severe a hardship as a man can undergo. (London) 18. She did not know. The "No" was stronger than her craving to be in Frisco's arms and forget this dreary existence. (Prichard) 19. The mining industry might make wealth and power for a few men and women. But the many would always be smashed and battered beneath its giant treads. (Prichard) 20. Yes, that did sound rather far-fetched and absurd. (Mansfield) 21. This, of course, in her present mood, was so incredibly beautiful... She began to laugh. (Mansfield) 22. To live on good terms with people one must share their work and interests. (Prichard) 23. These three deemed themselves the queens of the school. (Ch. Bronte) 24. Who were these people? What are they? (Galsworthy) 25. His was the harsh world of

reality. No one could walk around his drawing. (Stone) 26. Governing the district of Cremmen wasn't turning out to be an easy and pleasant job. (Heym) 27. The firing increased in volume. (Heym) 28. High and low all made fun of him. (Thackeray) 29. For a woman to look at her best is a point of discipline. (James) 30. Your coming home has made me as foolish as a young girl of nineteen. (Abrahams) 31. And now his heir and nephew, Thomas Esmond, began to bid for his uncle's favour. (Thackeray)

IV. Define the type of predicate in the following sentences.

1. Princess Beatrice is set to become the first Royal to travel into space.
2. Mr. Clark had managed to persuade Beatrice to make that flight.
3. Beatrice is a very outgoing girl.
4. Dave is a decent chap.
5. I'm going to get Beatrice on board.
6. She was worried.
7. They are very close.
8. He would not reveal whether the Princess would be paying for the ticket.
9. More than 13,500 people have already signed up.
10. They were introduced by their cousin William.

V. Point out the link-verb of the compound nominal predicate. Translate the sentences into Ukrainian.

1. He looked pale and tired. (Du Maurier). 2. "He smokes one hundred and fifty pipes every day." – "That sounds a lot." (Greene). 3. Her mind was really getting muddled. (O'Casey). 4. The blanched skin was slowly turning pink. (Cronin). 5. He looked puzzled and suspicious. (Greene). 6. It was growing twilight. (Bates). 7. That peaceful sky hung arched over a desperate death-struggle of the nations. (Aldington). 8. … Her lips quivered as she sat silent. (O'Casey). 9. Davidson looked scared, and his yellow drawn face …

went paler. (Aldington). 10. “Good God, sir,” exclaimed the officer, “is it possible?” (Stevenson). 11. “You’re the kind of lad for us,” cried the sergeant, holding Joe’s hand in his, in the excess of his admiration. (Dreiser).

VI. Insert the appropriate link-verbs (to feel, to be, to look, to go, to stand, to break, to seem, to get, to become, to grow).

1. She … limp with her suppressed fear. (Coppard).
2. Michelangelo’s knees … weak. He sat down on his bed. (Stone).
3. She … to know the two elderly men better than any other member of Eden’s family. (London).
4. He now … only a confused ache of memory and a growing desire to be home. (Lindsay).
5. Then he was frightened: she … so pale … (Galsworthy).
6. Repton shrugged his shoulders, but he … happier. (Coppard).
7. “I … ten years,” replied the flustered boy. (Coppard).
8. Morning … quiet and hushed, subdued as if holding its breath. (Abrahams).
9. Yates … impatient. (Heym).
10. At my age I … nervous. (Galsworthy).
11. This … interesting, however, after a time. (Jerome K. Jerome).

VII. Point out the predicative and state what it is expressed by. Translate the sentences into Ukrainian.

1. My hand was hot, damp. (Du Maurier).
2. It was all gone; and he was forty-three. (Aldridge).
3. Johnny looked up. “It’s me,” he said. (Coppard).
4. He’s sticky sort of chap. (Du Maurier).
5. The air was full of thunder. (Du Maurier).
6. “I was asleep at first, and then I didn’t want to be disturbed. But I am disturbed, so come in.” (Greene).
7. “She’s no child. She’s tougher than you’ll ever be.” (Greene).

8. All morning he was in a mood of high satisfaction. (Cronin).

9. “Don’t be an old stay-at-home …” (Cronin).

10. “Mr. Poirot, this is Mr. Burt of the United States Secret Service.” (A. Christie).

11. “No, indeed, sir, he was one of the last off the boat.” (A. Christie).

12. “My name is Thomlinson and I am a friend of Mr. Raeburn’s.” “Indeed?” said Mr. Rolles. “The likeness is amazing.” (Stevenson).

13. “These old gentlemen,” thought he, “are no doubt very valuable writers, but they seem to me conspicuously ignorant of life.” (Stevenson).

14. It is a poor heart that never rejoices. (Dreiser).

VIII. Define the type of predicate in the following sentences.

1. Western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.
2. Britain is comparatively small.
3. Ukraine can save Europe from individual migrants.
4. The EU is a very young entity with many problems to solve.
5. The Minister of Foreign Affairs occupies an influential and key position.
6. Relations might become hard or get soft with somebody and they could become pragmatic or romantic with the others.
7. The western way of life was taken as a paragon which was to be blindly followed.
8. The committee started to discuss the problem of flooding and soil displacements in the Carpathian Ukraine.
9. To get all this you don’t have to travel from village to village.
10. The tourists stood amazed looking at the beautiful folk art objects.
11. The existing scientific and technological potential is still able to ensure economic progress of Ukraine.
12. The Ceremony of the Keys dates back 700 years and has taken place every night during that period.

IX. Point out the predicate in the sentences below and define its type.

1. St. Valentine's Day is neither a national holiday, nor especially religious.
2. Red roses are appropriate for this holiday.
3. Anonymous messages may be signed simply "from a secret admirer".
4. The person receiving them can easily guess who the sender is.
5. In the days leading up to St. Valentine's Day school children start making Valentines for their teachers and class mates.
6. The Roman festival 'Lupercalia' took place on February 14th or 15th.
7. The second Valentine was burned at stake.
8. Although Cupid remained a baby, he could fly and was equipped with a tiny bow.

X. Read the headlines, translate them into Ukrainian. Define the type of predicate in the headlines. Think of the possible contents of the articles under the headlines above. What could the articles be about?

AIR TRAVEL COULD BECOME TOO EMBARRASSING

Amorous woodpecker rattles the neighbours

THE GIRLS
WHO START SWIMMING
AGED 10

WHY WE MUST FORCE INTERNET GIANTS
TO STOP EXPLOITING OUR CHILDREN

We will not be swayed
Baby, you are just a daydream Belieber

BIN LADEN'S WIDOWS ARE DEPORTED

XI. Read the text and define the type of the predicate in each sentence.

Forbidden love

King George V's eldest son almost reversed his father's qualities. Edward was full of charm, easily moved to emotion, informal and approachable. However, he lacked steadiness, strength of will and sense of duty. As Prince of Wales he showed concern in the plight of the poor and unemployed. At the same time he led a glittering set of international socialites. Always susceptible, he lost his heart at a critical moment to an American divorcee, Mrs. Wallis Simpson.

In1986 the Duchess of Windsor died in Paris a lonely old woman. Yet fifty years earlier, as Mrs. Wallis Simpson, she had been at the centre of the abdication of Edward VIII.

Her father had been a wealthy American businessman but his sudden death meant she was brought up in relatively poor circumstances. Her mother remained socially ambitious and Wallis took after her. After a failed first marriage Wallis married Ernest Simpson, an Anglo-American who had come into a family fortune.

In 1929, they moved to London, where she became a successful high society hostess. She soon became bored with Ernest, and a firm friendship developed between her and Edward, the heir to the throne.

Out of loyalty to the Royal Family, the British press kept the story a secret and any foreign papers which reported it were kept out of Britain. In December 1935, Edward became King and the final crisis was near. Edward's mother, Queen Mary, looked down on Wallis and was completely against any idea of marriage. She and the Prime Minister tried to make Edward end the relationship.

The story finally became public when the Bishop of Bradford publicly denounced the affair. Wallis ran away to France. Public opinion would not let a twice-divorced American woman become Queen. The King would have to choose between Wallis and the throne. On 11th December ,1936,he abdicated, and left England for a life of exile with the woman he loved.

On Edward's death in 1972, his body was buried in St George's Chapel, Windsor.

XII. Read the text. Point out the subject and the predicate in the sentences. Define to what type the predicate belongs. Translate the text into Ukrainian.

If Tommorow Comes

by S. Sheldon

Time lost all meaning. There was never light in the cell, so there was no difference between night and day, and she had no idea how long she was kept in solitary confinement. From time to time cold meals were shoved through a slot in the bottom of the door. Tracy had no appetite, but she forced herself to eat every morsel. You gotta eat, or you won't last here. She understood that now; she knew she would need every bit of her strength for what she planned to do. She was in a situation that anyone else would have considered hopeless: she was locked away for fifteen years, with no money, no friends, no resources of any kind. But there was a wellspring of strength deep within her. I will survive, Tracy thought. I face mine enemies naked, and my courage is my shield. She would survive as her ancestors had survived. In her was the mixed blood of the English and the Irish and the Scots, and she had inherited the best of their qualities, the intelligence and the courage and the will. My ancestors survived famine and plagues and floods, and I'm going to survive this. They were with her now in her stygian cell: the shepherds and trappers, the farmers and shopkeepers, the doctors and teachers. The ghosts of the past, and every one was a part of her. I won't let you down, Tracy whispered in the darkness.

She began to plan her escape.

Tracy knew that the first thing she had to do was regain her physical strength. The cell was too cramped for extensive exercise, but it was large enough for t'ai chi ch'uan, the centuries-old martial art that was taught warriors to prepare them for combat. The exercises required little space, and they used every muscle in the body. Tracy

stood up and went through the opening moves. Each movement had a name and a significance. She started with the militant Punching the Demons, then into the softer Gathering the Light. The movements were fluid and graceful and done very slowly. Every gesture came from tan tien, the psychic centre, and all the movements were circular. Tracy could hear the voice of her teacher: Arouse your chi, your vital energy. It starts heavy as a mountain and becomes light as a bird's feather. Tracy could feel the chi flowing through her fingers, and she concentrated until her whole being was focused on her body moving through the timeless patterns.

Grasp the bird's tail, become the white stork, repulse the monkey, face the tiger, let your hands become clouds and circulate the water of life. Let the white snake creep down and ride the tiger. Shoot the tiger, gather your chi, and go back to tan tien, the centre.

The complete cycle took an hour, and when it was finished Tracy was exhausted. She went through the ritual each morning and afternoon until her body began to respond and grow strong.

When she was not exercising her body, Tracy exercised her mind. She lay in the dark doing complicated mathematical equations, mentally operating the computer at the bank, reciting poetry, recalling the lines of plays she had been in at college. She was a perfectionist, and when she had got a part in a school play where she had to use different accents, she had studied accents for weeks before the play went on. A talent scout had once approached her to offer her a screen test in Hollywood. "No, thank you. I don't want the limelight. That's not for me," Tracy had told him.

Charles's voice: You're the headline in this morning's Daily News.

Tracy pushed the memory of Charles away. There were doors in her mind that had to remain closed for now.

She played the teaching game: Name three absolutely impossible things to teach.

To teach an ant the difference between Catholics and Protestants.

To make a bee understand that it is the earth that travels around the Sun.

To explain to a cat the difference between communism and democracy.

But she concentrated mostly on how she was going to destroy her enemies, each of them in turn. She remembered a game she had played as a child. By holding up one hand towards the sky, it was possible to blot out the sun. That's what they had done to her. They had raised a hand and blotted out her life.

XIII. Comment on the kind of the object and say what it is expressed by

1. You can leave your homework in the meantime. (Cronin).
2. What have you got there? (Cronin).
3. She pretended not to hear. (Mansfield).
4. I know all about it, my son. (Douglas).
5. I have to show Dr. French his room. (Shaw).
6. I never heard you express that opinion before, sir. (Douglas).
7. But she died a dreadful death, poor soul… (Collins).
8. His new duties had kept him occupied. (Douglas).
9. He hated her to work in the boarding house. (Prichard).
10. He found it impossible to utter the next word. (Kahler).
11. He's going to live his own life and stop letting his mother boss him around like a baby. (Kahler).
12. I will suffer no priest to intrerfere in my business. (Shaw).
13. His part in the conversation consisted chiefly of yesses and noes. (Kahler).
14. Papa will never consent to my being absolutely dependent on you. (Shaw).
15. Mr. Heng sent a polite verbal reply. (Greene).
16. I was attempting to discuss with him the sensational news of that day… (A. Christie).
17. Poirot made a gesture of anger. (A. Christie)
18. After some time, they came and unlocked the door, and called to him to come out. (Dickens).

XIV. Point out the attribute and say what it is expressed by.

1. I received a long letter from my pen-friend last week. 2. She bought a nice straw hat. 3. The rising sun was bright and warm. 4. I am going to tell you something interesting. 5. It was a cold rainy day. 6. Some books and newspapers were laying on the table. 7. This is his discovery. 8. I've done only the first part of the task. 9. This article is worth reading. 10. She expressed a desire to come to us again. 11. I have no intention of going there. 12. Here is the village club. 13. I followed my aunt's advice. 14. The workshop of our school is very large. 15. Ships built for the transportation of oil are called tankers. 16. I have received a letter of great importance. 17. He is a conscious student. 18. She was the first to speak. 19. The students who study at Oxford pay much money for tuition.

XV. Point out and state the kind of the adverbial modifier. Say what the adverbial modifier is expressed by.

1. She has just arrived to Kyiv. 2. At 7.30 every morning the alarm-clock rings and wakes me up. 3. He visited England to see the famous Big Ben. 4. What nasty weather we are having today! 5. She couldn't come because of the rain. 6. The little child grew pale with pain. 7. It's too cold to go for a walk. 8. I'll come to you after classes. 9. I have come to talk to you. 10. "It is getting cold," said she closing the window. 11. On coming home I learned that somebody had called me up twice. 12. I'll ring you up when I come home. 13. It happened yesterday. 14. I often visit my old granny. 15. She spent her vacation in the Crimea. 16. While reading the text I found some unknown words. 17. She sat at the window looking through a newspaper. 18. This box is very heavy. 19. I called on her to discuss this matter. 20. She spoke slowly. 21. I met her by chance at the cinema a few days ago. 22. She cleaned the flat with great care.

XVI. Analyse the following sentences according to the model.

Model: Clarice was waiting for me in my bedroom. (Du Maurier).

It is a simple extended sentence.

"Clarice" is the subject expressed by a proper noun;

"was waiting" is a simple verbal predicate expressed by the verb "to wait" in the Past Continuous Tense, singular;

"for me" is a prepositional indirect object expressed by a personal pronoun, first person, singular, in the objective case, preceded by the preposition "for";

"in my bedroom" is an adverbial modifier of place expressed by a prepositional phrase.

1. Mary shook off her mantle with a shrug of her shoulders. (Cronin).

2. I opened the knife, and cut a length of twine, and came back into the room again. (Du Maurier).

3. Most of the western rivers flow down a steep slope near the sea and are short and rapid. (Wide World Reader).

4. The contrast between the south-east and the north-west of Britain depends on a fundamental distinction in rock structure.

5. His heart felt swollen in his chest. (Stone).

6. The girl (Aileen) was really beautiful and much above the average intelligence and force. (Dreiser).

7. The idleness made him cranky. (Stone).

8. Miss Fulton laid her moonbeam fingers on his cheeks and smiled her sleepy smile. (Mansfield).

9. Sally found it difficult to visit anybody herself. (Prichard).

10. Next morning brought no satisfaction to the locksmith's thoughts, … (Dickens).

11. He laughed rather bitterly. (A. Christie).

12. It was a week later. (A. Christie).

13. Up to that moment the banker had given no sign of life, … (Stevenson).

XVII. Define the type of the following sentences (simple, compound, complex). Define the kind of subordinate clauses in complex sentences above.

1. He packed his bags before he went downstairs to do his last show (S Sheldon).

2. Jennifer shifted in her seat so that she could study Inspector Touh (S. Sheldon).

3. If Al Caruso was really serious, Clifton Lawrence could straighten things out (S Sheldon).

4. Even though Elizabeth Roffe had not given him a specific deadline, Joeppli knew how important this project was to the company (S Sheldon).

5. She was the most beautiful woman Jennifer had ever seen (S. Sheldon).

6. The owner greeted her as though he knew her (D. Steel).

7. She asked him after she had sipped the tea (D. Steel).

8. It's whom I have selected that counts (S Sheldon).

9. It's important that he has the right wife (S Sheldon).

10. Charles had told them that they were going to be married (S. Sheldon).

11. But what stunned Inspector as he looked at this lump of humanity was the man's attitude of superiority (S Sheldon).

12. It was my liver that was out of order, because I had just been reading a patent liver-pill circular in which were detailed various symptoms.

13. Fleur's voice said: "Hallo, Father! Here you are!" precisely as if he had been keeping her waiting (J. Galsworthy).

14. What you need is what every working girl needs, a holiday that is a rest (D. Cusack).

15. It was as though someone had given him a hard blow (D. Cusack).

XVIII. Read the text in search for complex sentences. Define the kind of subordinate clauses.

A Visit to Australia

It's the Queens thirteenth visit to Australia and the first since the landmark referendum that rejected a plan to cut ties with the British Monarchy and make Australia a republic. After a long flight from London it was the Queen's only engagement today. She spent half an

hour with the Prime Minister and told him that she was very happy to be back in Australia. Her suite of rooms at the Government House overlooks a hundred and fifty acres of gardens in which kangaroos and cockatoos abound. As they chattered before the cameras the Queen said the birds hadn't troubled her sleep.

She was presented with a flower book to mark her visit which will be carefully timed between the referendum which retained her as Head of State and the Olympics in Sydney which she has not been invited to open. The Prime Minister doesn't believe the time will prove the source of any embarrassment to the Queen. But outside the gates a handful of republicans staged a token protest, the second since she arrived. According to the Prime Minister though, the Queen is widely regarded as a dedicated and committed Monarch.

Over the next fortnight, the Queen and Duke will visit all but two Australia's six states but the pace has been slow to take account of her age. There are fewer engagements than in the past and the weekends here at the Government House have been left largely free so that they can rest.

XIX. Read the text about Queen Elizabeth's tour to Australia. Find out the Queen's preferences in clothes and colours and the reasons for that.

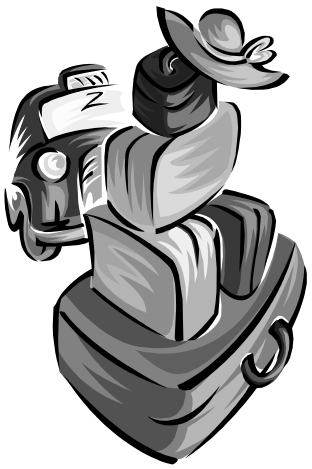
As Her Majesty visits Australia
with 30 aides in attendance…

Fifty pairs of white gloves, a photograph of 'Papa', a hot water bottle and some snake venom – the real secret of the Queen's three tons of royal tour luggage

Daily Mail, Thursday, March 16, 2000

By the time the Queen settles into her first-class cabin for the long flight to Australia today, her luggage — all three tons of it — will have been at Heathrow for 24 hours.

The trunks, hatboxes, and suitcases, together with boxes of official Government papers that travel with her everywhere, were moved there under cover of darkness and sealed in tamper-proof containers that even the Queen's Customs officers are not permitted to open. Marked with yellow labels bearing the words 'The Queen', her own belongings had been carefully sorted by the 'travelling yeoman', her personal baggage master. Those she would need for the 22-hour flight were marked 'Wanted on Aircraft'.



There is still something medieval about the great travelling circus — including 30 aides — that makes up a modern royal tour. Even the presents that the Queen and Prince Philip will exchange with their hosts over the next 16 days reflect a pecking order.

Photographs of the royal couple as gifts are framed, or not, to denote status. There is a silver frame for Australia's Prime Minister, John Howard, and his wife Jeanette.

This visit, the Queen's longest in recent years, is set to be one of the most divisive and political of her reign, coming just four months after Australians voted in a referendum to retain her as head of state. But all the finely tuned planning will ensure that, where possible, she has every comfort.

So the centerpiece of this extraordinary royal caravan is the Queen's luggage. Two six-foot wardrobe trunks contain her day outfits. With Australia in the grip of hot late summer temperatures, it could mean four changes a day. Each trunk, which folds out into two halves, contains 20 dresses. Some are recycled old favourites; others are newly made by designer Karl Rehse of the John Anderson Fashion House. Evening wear is packed separately, each item lovingly wrapped in acid-free tissue paper. Even the sleeves are stuffed with paper to prevent creasing.

To the Queen, clothes are props, part of her job, which is why she likes colours that stand out. 'I can't wear beige because

people won't know who I am,' she once said.

In another trunk labelled 'Hosiery', the Queen's dresser Angela Kelly will have packed up to 50 pairs of white gloves.

'It's always white for the tropics, although there will be long black gloves for evenings, too,' says a former royal valet.

Nothing is left to chance. On a visit to Pakistan two years ago, staff forgot to include a pair of socks, vital for a Queen expected to observe custom and go without shoes in mosques. British Airways came to her rescue with a pair.

Even shoe trees and hangers are brought along. And among her outfits there will also be a suit of mourning clothes in case of tragedy.

For every occasion there will be a handbag to correspond. Famously, of course, the Queen's never contains money. But along with a pair of reading glasses and a scented handkerchief, her handbags also include a small bunch of keys for the boxes of state papers she has to read. Despite the heat, her wardrobe for Australia also includes cashmere cardigans to ward off the chill of air conditioning. Taken on every trip is a hot water bottle, not for warming her bed but for airing it. The Queen and Philip dislike duvets and prefer their beds – they sleep separately – to be made with cotton sheets and blankets.

One box in particular will receive special attention. It contains the jewels the Queen and her dresser will have already chosen for her evening engagements, including a priceless brooch of yellow diamonds that was a Coronation gift from the people of Australia. To hand on board the aircraft will be a battered black box full of medicines many High Street chemists will never have heard of. Homeopathic treatments taken from bee stings, snake venom and poison drawn from a black widow spider lie alongside fragments of belladonna – or deadly nightshade – a cure for headaches, and even an onion for a runny nose.

There is one item, however, that the Queen herself packs and which is with her whenever she travels abroad. It is a photograph

of her father George VI. ‘Wherever she is in the world, everything stops for tea at 5pm,’ says a former royal aide. ‘She likes to plug in the kettle herself.’

Contrary to reports, one accessory that will not be going with her is a white kid-leather lavatory seat. ‘She never takes her own loo seat,’ says a royal official. ‘Only Prince Charles does that.’ A portable office of stationery, laptop computers and printers, now goes with her. The royal party includes the Queen’s private secretary Sir Robin Janvrin, assistant private secretary Tim Hitchens, five police bodyguards, three dressers, a page, three footmen, two ladies in waiting, maids and a valet for Philip, a Press attaché, clerical assistants (called lady clerks) and secretaries to the secretaries. There is even an Australian equerry, who has spent the past week learning the ropes at Buckingham Palace.

Her tour promises to be controversial and, for a couple long past normal retirement age, tiring. . Monarchists are hoping it will rekindle the spirit of the visit in 1954 when this young country fell in love with the young Queen. But those were more deferential times. Now, not only does she face the wrath of beaten republicans but also anger from Aborigines, who blame the Queen for signing legislation in 1954 that resulted in thousands of Aboriginal families being split up from their children, and they are demanding a meeting. No wonder then that the Queen likes to travel with the comforts of home.

XX. Define the kind of subordinate clauses in the following sentences.

1. By the time the Queen settles into her cabin for the long flight to Australia, her luggage will have been at Heathrow for 24 hours.
2. The trunks and hatboxes, suitcase and boxes of official papers that travel with her everywhere, were moved there and sealed in containers that even the Queen’s customs officers are not permitted to open.
3. Even the presents that the Queen and Prince Phillip will exchange with their hosts, reflect a packing order.

4. But all the finely tuned planning will ensure that she has every comfort.

5. She can't wear beige because people won't know who she is.

6. It's always white for the tropics, although there will be long black gloves for evenings.

7. There is one item that the Queen herself packs and which is with her whenever she travels abroad.

8. Wherever she is in the world, everything stops for tea at 5 p.m.

9. Monarchists are hoping it will rekindle the spirit of the visit in 1954 when this young country fell in love with the young Queen.

10. Now she faces the anger from Aborigines who blame the Queen for signing legislation in 1954 and they are demanding a meeting.

XXI. Translate the following sentences using the new vocabulary from the texts about the Queen's visit to Australia. Pay attention to the use of the subordinate clauses.

1. Тринадцятий візит королеви до Австралії обіцяє бути суперечливим, виснажливим і може розколоти суспільство, адже їй доведеться зустрітися із обуренням переможених республіканців і гнівом аборигенів, які звинувачують королеву в тому, що їхні сім'ї були розлучені.

2. Монархісти сподіваються, що візит королеви знову запалить дух любові до відданого монарха, незважаючи на символічний протест зграйки республіканців.

3. Оскільки королева знала, що ця подорож може бути однією з найважчих і найдовших за період її правління, ідеальна спланованість її візиту повинна гарантувати, що, де тільки можливо, королеві буде максимально комфортно.

4. Букет квітів, що подарували королеві, повинен заповнити прогалину в часі між доленосним референдумом, коли австралійці проголосували за те, щоб залишити королеву на чолі держави, і Олімпійськими іграми у Сіднеї, на відкриття яких її не запросили.

5. Королеву супроводжує австралійський офіцер кінноти, що провів попередній тиждень у Букінгемському палаці, входячи в курс справи.

6. Вечірні сукні королеви запаковані окремо, кожна з любов'ю загорнута в китайський шовковий папір.

7. Кожен рукав напхано папером, щоб запобігти зминанню.

8. Для королеви одяг – це її опора, частина її роботи, ось чому вона полюбляє кольори, що вирізняють її серед інших.

9. Одного разу королева хотіла дотриматися традиції і увійти до мечеті без взуття. Оскільки серед її багажу не знайшлося пари шкарпеток, їй на порятунок прийшли Британські Авіалінії, які доставили їх своїй королеві.

10. Де б у світі не знаходилася королева, все зупиняється о п'ятій на чашку чаю.

XXII. Define the kind of subordinate clauses in the following sentences.

1) The Constitution asserts that Ukraine is a sovereign, independent, democratic, legal state.

2) If you meet the Queen, you should call her 'Your Majesty'.

3) Although the Sovereign has very wide theoretical powers, they are seldom, if ever, used.

4) The Queen and her family are a symbol that people can identify with.

5) Ukrainians managed to preserve very ancient traditions as they have always been predominantly farmers.

6) You walk through the Open-Air Museum in Pyrohiv as if you walk through the whole Ukraine.

7) No sooner had we arrived at Pyrohiv, than we came into contact with the eternal beauty of the spirit of the Ukrainian nation.

8) Wherever the tourists went in Western Ukraine they were welcomed with bread-salt on an embroidered towel.

9) What they wanted to do was to eat foods of traditional Ukrainian cuisine and listen to folk songs.

10) The question is how Ukraine can become a prosperous country.

11) The Ecology Committee gathered so that they could solve the problem of contamination of the Black Sea and the Dnieper river basin.

12) There was such a riot of colour that we stood gaping in admiration at that ancient celebration.

XXIII. Read the article. Point out the subject and the predicate in each sentence. Point out subordinate clauses. Translate the text into Ukranian.

One's boldly going where no royal has gone before

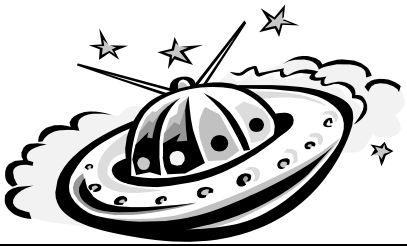
Out Of This World Exclusive: It's lust in space for Princess Beatrice as she accepts boyfriend's offer to make their romance an intergalactic affair

By Katie Nicholl, Diary Editor

PRINCESS BEATRICE is set to become the first royal to travel into space.

The 18-year-old daughter of the Duke and Duchess of York has agreed to fly on Richard Branson's Virgin Galactic mission, the first commercial spacecraft.

Beatrice – fifth in line to the throne – was persuaded to take part by new boyfriend David Clark, who works in the sales and marketing division of the tycoon's latest project.



Mr. Clark, an Edinburgh graduate, revealed how he had managed to persuade Beatrice to make the three-and-a-hour flight, despite her initial reservations.

He would not reveal whether the Princess would be paying for the £100, 000 ticket, but added: 'I'm absolutely going to get Beatrice on board and she's very keen to do it. I've been on at her about it and she took some persuasion, but she has agreed to do it.'

He continued: 'One of the most unpleasant things about going into space is the G-force. It's like having a 20-stone man sitting on top of you. At first Bea

The dashing 24-year-old has been stepping out with the Queen's granddaughter since the summer after they were introduced by her cousin Prince William.	said "no way". She was worried, but I've managed to convince her to do it.' The news will no doubt come as a surprise to Beatrice's parents. While the Duke and Duchess are privately said to approve of their daughter's current suitor, whether they will approve of her being launched into space on one of the first commercial flights remain to be seen.

It is envisaged Virgin Galactic will open for business in 2008 and – subject to safety and regulatory approvals – begin flights the following year. As well as the expensive price tag, passengers will have an intensive four-day training course at the Virgin space camp in the Mojave Desert in the United States. Then they board the mother ship Eve which will take them 70,000 feet into the Earth's stratosphere before launching the spacecraft – which according to Sir Richard is safer than a NASA spaceship. More than 13,500 people have already signed up. The tycoon has confirmed he will be	'Bea and Dave are very happy together and it's pretty serious. At first everyone thought he was a flash in the pan because she was very serious about her ex-boyfriend Paulo Liuzzo. But she and Dave are now at the stage where they're head over heels about one another.' The couple attended last week's Tatler Little Black Book party at new nightclub 24 in London where, according to guests, they were inseparable. One said: 'They are clearly very close. Beatrice looked totally besotted with Dave. At first she was reluctant to be pictured with him and just subtly brushed his hand and gave him some rather inviting looks. But as the night went on she lost her inhibitions.

on the first flight along with his parents. A friend of A-level student Beatrice told The Mail on Sunday last night: 'Beatrice is a very gregarious and outgoing girl. I imagine going down as the first Royal in space would be a huge incentive for her to go on the flight.'	By the end of the party they were openly kissing and canoodling in front of everyone.' David is the son of wealthy New Yorker Michael Clark. He lives with his family in £5 million mansion in Hampstead, North London. Another pal of Beatrice said: 'He is a thoroughly decent chap.'

XXIV. Read the headlines, translate them into Ukrainian. Define the type of sentences (simple, compound, complex). Define the kind of subordinate clauses in the complex sentences. Think of the possible contents of the articles under the headlines above. What could the articles be about?

This might be my last day in football @ I just want to enjoy as much as I can	IT'S RIGHT WE GIVE THEM SOME SUPPORT	Ring RIAS today to see if there's good news!
CHILDMINDERS CAN SMACK IF PARENTS GIVE PERMISSION	Pensioner dies after ambulance takes two hours to arrive despite **seven** *999* calls	**Old English is the NEW way forward**
We need to learn why women turn to violence	**I FEAR IT'S THE TIP OF THE ICEBERG**	***REFEREE BRIBE CLAIMS OF PEER WHOSE JOB WAS TO BE MR. CLEAN***
KATE QUITS TOPSHOP AS BOSS'S GIRL HAS DESIGNS ON HER JOB		

XXV. Read the text about St. Valentine's Day. Provide syntactic analysis of 20 sentences. Translate the sentences into Ukrainian.



St Valentine's Day is neither a national holiday nor especially religious, despite the fact that it is named in honor of two early Christian martyrs named Valentine. Still, it is hard to imagine the American holiday calendar without the heartfelt expressions of love exchanged on that day between sweethearts, good friends, acquaintances, and even spouses of many years. Whatever the appropriate sentiment and regardless of reciprocation, people take the time and trouble (and card, flower, perfume, and candy merchants help them!) to send a message to those people in the focus of their attention. Robert Burns sang his beloved *"My Luve is like a red, red rose,"* and to this day red roses are appropriate for that one special love. However, yellow roses are also popular on that day as a sign of friendship, and forget-me-nots always make sense.

Flowers or anonymous messages from someone shy or tender-hearted may be signed simply "from a secret admirer," in the relative certainty that the person receiving them can easily guess who the sender is.

Honestly speaking, with so much excitement and emotion in the air, few Americans have taken the time to find out much about the origins of St Valentine's Day. The celebration dates back to the ancient Roman festival called *"Lupercalia"* which took place on February 14th or 15th in honor of Juno, the Roman Goddess of women, and Pan, the god of nature. On that day a curious courting ritual was played out in which young men randomly drew from an urn love messages written and decorated by young women. Thus, "matched by fate," the two would be partners at the upcoming festival. This echoes the old folk tradition that the birds choose their mates on this day as well.

But merely imitating what the birds do could hardly justify the continuation and spread of this Roman custom throughout Christian Europe in the Middle Ages. It needed the sanction of the church and authority of some martyred saint. And two likely candidates were soon found. The first Valentine was a Christian priest who was imprisoned and executed in the third century for spreading the teachings of Christ. On February 14, he was beheaded, but not before he managed to heal the jailer's blind daughter and write her a farewell letter which he signed *"From Your Valentine."* The second Valentine was an Italian bishop who lived at about the same time and was imprisoned for secretly marrying couples, contrary to the laws of the Roman emperor. Legend has it that he was burned at the stake. The lives and deeds of these two men certainly fit in well with the theme needed to keep February 14th in the holiday calendar.

Among all the red hearts, birds, love letters, candies, chocolates and kisses which comprise Valentine symbolism and realia, Cupid or Eros is the unquestioned favorite in personifying the spirit of the day. According to Greek (and later Roman) tradition, Cupid was the eternally child-like son of Venus, the goddess of love. Although he remained a baby, he could fly and was equipped with a tiny bow and countless golden arrows forged for him by the god of fire Vulcan. His mother gave the arrows special power, and that is why if Cupid shot you with his arrow, you would fall in love with the first person you met.



GRAMMAR REFERENCE

Module 1 – The Infinitive

Forms of the Infinitive

Indefinite	to write	to be written
Continuous	to be writing	–
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	–

Functions of the Infinitive

Subject

A

is necessary
to do smth should be important
means a mistake
to do smth

To tell the truth is not necessary.
To think so would be a mistake.

Немає потреби говорити правду.
Було б помилкою так думати.

B

necessary to do smth
it is easy to be done
important to be doing
strange

It's necessary to study it.
It was nice to be speaking English again.

Необхідно вивчати це.
Було приємно знову розмовляти англійською.

Predicative

The main thing is to do smth
The idea was to be done
His job

The main thing is to be understood.
Your job is to look after the animals.

Головне, щоб тебе зрозуміли.
Ваша робота – доглядати за тваринами.

Object

A

to promise
offer
remember to do
forget to be done
decide

She didn't want to be seen there.
We decided to stay at home.
Don't forget to switch off the light.

Вона не хотіла, щоб її бачили там.
Ми вирішили залишитися вдома.
Не забудьте вимкнути світло.

B

to be glad to do smth
pleased to be doing smth
angry to have done smth
afraid to have been doing smth
delighted to be done
to have been done

We were glad to have invited him to dinner.
The girl was afraid to be taken to a dentist.

Ми були раді, що запросили його на обід.
Дівчинка боялася, що її поведуть до стоматолога.

Functions of the Infinitive				
Attribute	**A**	first the last to do smth second	He is the first to tell it.	Він перший, хто це говорить.
	B	somebody nobody anything to do smth someone	There is nobody to consult with.	Немає з ким порадитися.
	C	man time place to do smth thing	It's the story to hit the headlines.	Ця новина стане сенсацією.
Adverbial Modifier of Purpose	to give to do smth to be give smth in order to give so as to be given		I've come here to work. She pretended to be ill to stay at home.	Я прийшла сюди, щоб працювати. Вона вдавала хвору, щоб залишитися вдома.
Adverbial Modifier of Result	young to do (too) old (enough) to be done easy to have difficult been done		You are too young to wear black. She is old enough to be taken for her mother.	Ви надто молоді, щоб носити чорне. Вона досить доросла, щоб її можна було прийняти за її матір.
Adverbial Modifier of Comparison	to do smth as if to do smth as though		He paused as if to find a way to phrase his thought.	Він зупинився, неначе хотів підібрати слова, щоб висловити свою думку.

Functions of the Infinitive				
Secondary Predicative	smb / smth is	nice / hard / difficult / pleasant to do smth	Is she nice to work with? The book is difficult to read.	З нею приємно працювати? Цю книжку важко читати.
Part of Compound Verbal Predicate	**Modal**	can / must / ought to / should do smth	She could write at 3. You must do it at once.	Вона вміла писати в 3 роки. Ви повинні зробити це негайно.
	Aspect	begin / continue to do smth / cease	We began to discuss the text at 10. They continued to argue over the conflict.	Ми почали обговорювати текст о 10. Вони продовжували сперечатися через конфлікт.
Parenthesis	to cut a long story short to tell the truth to put it mildly to be frank to begin with		To begin with, we'll revise the grammar rules. To tell the truth, I dislike this suggestion.	Спочатку ми повторимо граматичні правила. Правду кажучи, мені не подобається ця пропозиція.

The Objective-with-the-Infinitive Construction			
Verbs of Mental Perception	to know, think, consider, believe, suppose, expect, understand	I know her to be right. I suppose him to be about 40. I consider him to be clever. I expect her to be at home. I expect her to come at 5.	Я знаю, що вона права. Я думаю, що йому близько 40 років. Я вважаю, що він розумний. Я сподіваюся, що вона вдома. Я очікую, що вона прийде о п’ятій.
Verbs of Physical Perception	to hear, see, watch, feel, observe, notice Note: to hear – дізнатися to see – розуміти to see – бачити	I saw Brown enter the room. We heard a car drive up. We heard that she had arrived. I see that you understand it. We saw that the seats had been occupied.	Я бачив, як Браун увійшов у кімнату. Ми почули, як під’їхала машина. Але: Ми почули, що вона приїхала. Я бачу, що ти розумієш це. Ми побачили, що місця були зайняті.
Verbs of Wish and Intention	to want, desire, mean, intend	He wants me to help him. I meant you to do it.	Він хоче, щоб я допомогла йому. Я мала на увазі, що ти зробиш це.
Verbs of Liking and Disliking	to like, dislike, hate, love, cannot bear	I dislike you to talk like that. He hated her to lies.	Я не люблю, коли ви так говорите. Він терпіти не міг, коли вона говорила неправду.
Verbs of Order and Permission	to order, allow, command, ask for, make, let, cause	He ordered the boxes to be loaded. He asked for the letter to be sent by mail. She made me do it.	Він наказав завантажити ящики. Він попросив, щоб лист відіслали поштою. Вона змусила мене зробити це.
Verbs of Declaring	to report, declare, announce, pronounce	They reported the ship to come at 5. The doctor announced the wound to be slight.	Вони повідомили, що корабель прибуває о 5. Лікар повідомив, що поранення легке.

The Subjective-with-the-Infinitive Construction			
Verbs of Physical Perception	to hear, see, watch, observe, feel, notice	He was heard to speak English. They were seen to play in the garden.	Чули, як він розмовляв англійською. Бачили, як вони гралися в садку.
Verbs of Mental Perception	to know, think, consider, believe, suppose, expect, understand, find	He is known to be bright. She was expected to make a report.	Відомо, що він дуже здібний. Очікували, що вона зробить доповідь.
Verbs of Wish and Intention	to want, desire, mean, intend	He was wanted to do it in time. You were meant to prepare it.	Бажали, щоб він зробив усе вчасно. Малось на увазі, що він приготує це.
Verbs of Declaring	to report, declare, say, announce	He is said to live in Kyiv. They are reported to have arrived.	Кажуть, що він живе в Києві. Повідомляють, що вони приїхали.
Verbs of Seeming and Hoping	to seem, appear – здаватися to happen, turn out, prove – виявлятися, трапитися	He seems to know French. She proved to be a good teacher.	Здається, він володіє французькою мовою. Вона виявилася хорошим педагогом.
Group of Probability	to be sure certain очевидно likely ймовірно unlikely навряд чи	He is certain to come to Kyiv. She is unlikely to enter the college.	Він обов'язково приїде до Києва. Навряд чи вона вступить до коледжу.

The For/To Phrase				
Subject	**A**	It is easy / hard for smb / for smth to do smth / to be done	It is easy for you to do the room. It will be best for her to go home.	Тобі легко прибрати кімнату. Їй краще поїхати додому.
	B	For smb to do smth is easy / hard	For me to say so is hard.	Мені важко сказати це.
		It is / was / will be nice / polite / tactless / silly of you to do smth	It was silly of you to ask it. It is nice of you to say so. It was tactless of him to stay there.	З твого боку було нерозумно запитувати про це. Дуже люб'язно з Вашого боку так говорити. Було нетактовно з його боку залишитись там.
Object	**A**	to long / to be anxious / to wait / to arrange / to mean for smb to do smth	I'm anxious for you to succeed. I've arranged for you to have a room. He didn't mean for you to stay there.	Я дуже хочу, щоб ви досягли успіху. Я домовився, щоб у тебе була кімната. Він не розраховував, що ви залишитесь там.
	B	to make / to think / to believe it hard / important / necessary / best for smb to do smth	He thinks it is best for you to do it. Your remark made it hard for me to tell everything	На його думку, вам краще зробити це. Мені було нелегко розповісти все через Ваше зауваження.
Attribute	**A**	somebody / nothing / anyone for smb to do smth	There's no one for the child to play with. There's nothing else for me to say.	Дитині ні з ким гратися. Мені більше нічого сказати.
	B	man / thing / time / place for smb to do smth	It's not the time for us to speak about it. It was the only thing for me to do.	Зараз не час нам про це говорити. Це було єдине, що я зміг зробити.

The For/To Phrase			
Adverbial Modifier of Purpose	to do smth for smb to do smth	He stood aside for me to pass. We switched the radio for everybody to hear the news.	Він відступив убік, щоб я могла пройти. Ми увімкнули радіо, щоб усі змогли почути новини.
Adverbial Modifier of Result	too easy / difficult / young / old enough for smb to do smth	The rain can last long enough for us to miss the train. The day was too cold for anyone to have a good time.	Дощ може йти так довго, що ми спізнимося на потяг. День був надто холодний, щоб хто-небудь міг гарно провести час.
Predicative	The main thing / The idea is / was for smb to do smth / to be done	The main thing was for her to keep the wedding under wraps.	Для неї було найважливішим тримати весілля у таємниці.

Forms of the Gerund				
		Active		**Passive**
Indefinite		reading		being read
Perfect		having read		having been read
Functions of the Gerund				
Subject	**A**	doing smth / pleasant / is / necessary / smb's duty	Reading is my hobby. Skating is pleasant.	Читання – це моє хобі. Кататися на ковзанах приємно.
	B	it / is / was + no use / useful / no good / worth while + doing smth	It's no use crying. It was no good objecting. It isn't worth (while) going there.	Плакати марно. Заперечувати не було сенсу. Не варто туди ходити.
	C	there / is / was + no doing smth	There is no hiding the facts. There is no going back	Ці факти не приховаєш. Дороги назад немає.
	D	doing smth / does / did / will do / would do + smth	Crying will do you no good. Reading love stories made her cry.	Сльози вам не допоможуть. Читання романів змушувало її плакати.
Predicative	**A**	The main thing / Smb's wish / job / duty + is / was + doing smth	The main thing is getting there in time. Her wish is going to England. My duty was looking after the children.	Головне – потрапити туди вчасно. Її бажання – поїхати в Англію. Моїм обов'язком було доглядати дітей.
	B	to feel like / to look like / to be for / to be against / to be on the point of / to be far from + doing smth	I don't feel like walking. Are you for or against staying here? He was on the point of leaving. The talks are far from being over. It looks like raining.	Мені не хочеться йти пішки. Ви за чи проти того, щоб залишитися тут? Він саме збирався піти. Перемовини ще далеко не закінчилися. Здається, йде дощ.

Functions of the Gerund				
Direct Object	**A**	want, need, require doing smth	The room wants whitewashing.	Кімнату слід побілити.
	B	to do some / a lot of / any doing	I have done a lot of gardening.	Я багато попрацював у саду.
	C	to avoid mind like love hate put off excuse admit can't help doing smth	You'd avoid speaking to her. Do you mind saying it again? He likes reading novels. I hate waiting. Excuse my being late. She admitted stealing. He couldn't help smiling.	Вам слід уникати розмов із нею. Повторіть, будь ласка. Йому подобається читати романи. Терпіти не можу чекати. Пробачте за запізнення. Вона зізналася в крадіжці. Він не міг не посміхнутися.
	D	smb is worth doing smth smth busy	The film is worth seeing. She is busy reading.	Цей фільм варто подивитися. Вона зайнята читанням.
Prepositional Object	**A**	to think approve suspect accuse hear to be fond afraid proud tired capable of doing smth	Do you think of going there? We suspect her of stealing. He was accused of committing crimes. I am fond of reading. We are tired of doing it.	Ви думаєте туди поїхати? Ми підозрюємо її в крадіжці. Його звинуватили у скоєнні злочинів. Мені подобається читати. Ми втомились це робити.

Functions of the Gerund				
Prepositional Object	**B**	to succed result persist to be engaged interested in doing smth	He succeeded in winning the case. They persisted in searching for proofs. They are engaged in cooking. She is interested in collecting stamps.	Йому вдалося виграти справу. Вони наполегливо шукали докази. Вони зайняті приготуванням їжі. Вона цікавиться колекціонуванням марок.
	C	to insist depend rely count on doing smth	He insisted on our coming at 5. Everything depends on doing it in time.	Він наполіг на тому, щоб ми прийшли о 5. Усе залежить від того, чи буде це зроблено вчасно.
	D	to object be used look forward to doing smth	He objected to discussing it. We are used to walking. I'm looking forward to going abroad.	Він був проти обговорення. Ми звикли ходити пішки. Я з нетерпінням чекаю поїздки за кордон.
	E	to apologize thank blame to be grateful responsible for doing smth	He apologized for coming late. They blame me for doing it. Who's responsible for meeting her?	Він перепросив за запізнення. Ви звинуватили мене в тому, що я це зробив. Хто відповідає за те, щоб її зустріти?
	F	satisfaction harm difficutly in doing smth	He felt satisfaction in helping her. I have difficulty in translating the text.	Він відчув задоволення від того, що допоміг їй. Мені складно перекладати цей текст.
	G	to be clever good surprised disappointed at doing smth	He is clever at finding finger prints. I was good at learning languages.	У нього хист знаходити відбитки пальців. Мені добре давались мови.
	H	to prevent/ keep/stop smb from doing smth	The rain prevented me from coming in time.	Дощ завадив мені прийти вчасно.

Functions of the Gerund				
Attribute	**A**	intention plan idea habit of doing hope way necessity sense	I have no intention of doing it. I don't like his habit of making people wait. There is no hope of our getting there in time. He had the sense of saying nothing.	У мене немає наміру робити це. Мені не подобається його звичка змушувати людей чекати. Немає надії дістатися туди вчасно. Йому вистачило розуму промовчати.
	B	There is no sense danger Smb sees point in doing harm smth difficulty	There is no harm in asking her. There is little point in refusing.	Нічого не станеться, якщо ми її запитаємо. Немає сенсу відмовлятися.
	C	astonishment disappointment at doing smth surprise	He expressed his surprise at meeting her.	Він виявив здивування, зустрівши її.
	D	reason apology for doing smth plan	I accept your apology for doing it. Have you any reason for saying it? I don't have any plan for solving this problem.	Я приймаю вибачення за те, що ти зробив. Ви маєте причини говорити це? Я не маю жодного плану вирішення цієї проблеми.
Adverbial Modifier	**of condition**	without	He can't enter the room without being invited.	Він не може зайти, якщо його не запросили.
	of concession	in spite of	In spite of being busy, he helped her.	Хоч він і був зайнятий, він допоміг їй.
	of manner	Prepositions: by in	He improved his spelling by writing a lot. We spent the day in packing.	Він покращив свій правопис тим, що багато писав. Ми провели день пакуючи речі.

Functions of the Gerund				
Adverbial Modifier	**of time**	Prepositions: on after before in	On arriving in Kyiv he put up at a hotel. After leaving school she entered the University. In retreating the enemy destroyed everything.	Приїхавши до Києва, він влаштувався у готелі. Закінчивши школу, вона вступила до університету. Відступаючи, ворог знищив усе.
	of attending circumstances	besides instead of without	Besides writing a composition they… Instead of writing a composition … He left without saying a word.	Крім того, що вони написали твір, … Замість того, щоб написати твір, … Він пішов, нічого не сказавши.
	of purpose	for the purpoe of with a view to	A new theatre has been built for the purpose of holding KVK parties. We did it with a view to improving the situation.	Новий театр був побудований з метою проведення вечорів КВК. Ми зробили це з метою покращення ситуації.
	of cause	for for fear of owing to	I feel happy for having visited England. He went to the party for fear of disappointing the girl.	Я щаслива від того, що відвідала Англію. Він прийшов на вечірку, оскільки боявся розчарувати дівчину.
Part of Compound Aspect Verbal Predicate		begin, start, continue, go on, keep (on), finish, stop	He began reading. They went on discussing the problem. She finished painting. They stopped arguing.	Він почав читати. Вони продовжували обговорювати проблему. Вона закінчила малювати. Вони припинили сперечатися.
Part of Compound Verbal Predicate		to go swimming hunting skating fishing	I usually go fishing in the morning.	Я завжди ходжу на риболовлю вранці.

Module 2 – The Gerund

Gerundial Constructions			
Complex Subject	**A**	It is important / necessary / advisable smb's doing smth	It's necessary his raising artistic standards.
	B	It is no use / no good / useless smb's doing smth	It's no use your getting an extra ticket.
	C	smb's doing does / did / will do smth	His renewing the contract will promote success.
Complex Predicative	The idea / The main thing / The only wish is smb's doing smth		The idea is our visiting this gallery.
Complex Direct Object	**A**	can / (not) afford / stand / help smb's doing smth	I can't stand your talking nonsense.
	B	like / love / hate / mind / to avoid / deny / imagine / finish / enjoy smb's doing smth	I don't mind your participating in the rehearsal.
Complex Prepositional Object	to object to / to be used to; to insist on / to depend on; to be grateful for / to be responsible for smb's doing smth		Everybody objects to your playing this part. We insist on Peter's succeeding the director.

Complex Attribute		plan idea method intention opportunity of smb's doing smth	Michael's parents didn't like the idea of his going on stage.
Complex Adverbial Modifier	**of time**	on after before in smb's doing smth	All that happened after the manager's cancelling the performance.
	of manner	by in smb's doing smth	You improved the solo by your fulfilling it with more dramatism.
	of condition	without smb's doing smth	You can't renew the contract without your boss approving it.
	of concession	in spite of smb's doing smth	In spite of the main hero being late, the performance started in time.
	of attendant circumstances	without smb's doing smth	The concert was postponed without the director being in the know.
	of purpose	for the purpose of with a view to smb's doing smth	They opened a cultural centre with a view to the actors interacting with composers.
	of cause	for smb's doing smth	I feel happy for your preserving the integrity of Ukrainian theatre.

Verbs + to Infinitive or Gerund

1 **forget + to Infinitive** (= forget to do smth) *I'm sorry, I* ***forgot to lock*** *the car.*
forget + Gerund (= forget a past event) *We'll never* ***forget visiting*** *Paris.*

2 **remember + to Infinitive** (= remember to do smth) ***Remember to read*** *the manual.*
remember + **Gerund** (= recall a past event) *I don't* ***remember meeting*** *Al before.*

3 **mean + to Infinitive** (= intend to) *He* ***means to move*** *to Newcastle.*
mean + Gerund (= involve) *Working harder* ***means getting*** *more money.*

4 **go on + to Infinitive** (= finish doing smth and start doing smth else) *After finishing her BA, she* ***went on to get*** *a master's degree.*
go on + Gerund (= continue) *She* ***went on watching*** *TV.*

5 **regret + to Infinitive** (= be sorry to) *I* ***regret to tell*** *you that you have failed.*
regret + Gerund (= have second thoughts about smth already done) *I* ***regret telling*** *lies.*

6 **would prefer + to Infinitive (specific preference)** ***I'd prefer to have*** *an early night tonight.*
prefer + Gerund (in general) *I* ***prefer reading*** *a book* ***to watching TV.***
prefer + to Infinitive + (rather) than + Infinitive without to *I* ***prefer to read*** *a book* ***(rather) than watch TV.***

7 **try** + **to Infinitive** (= do one's best; attempt) *She* ***tried*** *hard* ***to cope*** *with her new job.*
try + **Gerund** (= do smth as an experiment) ***Try adding*** *some more sauce to your pasta.*

8 **want + to Infinitive** (= wish) *I* ***want to find*** *a better job.*
want + Gerund (= smth needs to be done) *Your dress* ***wants cleaning.***

9 **stop + to Infinitive** (= pause temporarily) *He **stopped to buy** some milk on his way home.*

stop + Gerund (= finish; cease) ***Stop talking** to each other, please!*

10 **be sorry + to Infinitive** (= regret) *I'm **sorry to hear** he has been injured.*

be sorry for + Gerund (= apologize) ***I'm sorry for misunderstanding** /having misunderstood what you said.*

11 **hate** + **to Infinitive** (= hate what one is about to do) *I **hate to interrupt,** but I must talk to you.*

hate + Gerund (= feel sorry for what one is doing) *I **hate making** you feel uncomfortable.*

12 **be afraid + to Infinitive** (= be too frightened to do smth) *I'm **afraid to drive over** the old bridge.*

be afraid of + Gerund (= be afraid that what is referred to by the **Gerund** form may happen) *She **is afraid of breaking** her leg if she jumps over the wall.*

Module 3 – The Participle

Forms of the Participle

Participle I

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

Participle II

written

Functions of the Participle

Attribute	**Participle I**		1. They looked at the flying plane. 2. The girl, sitting at the window, is my sister.
	Participle II		1. A broken vase lay in the corner. 2. He saw a vase broken into small pieces.
Adverbial Modifier	**of time**	**Participle I** *Note:* to be (when) being (cause)	(When) going home I bought a newspaper. (While) walking in the park he met his old friend. 1. When I was in Kyiv (***not:*** *being in Kyiv*) I visited a lot of museums. 2. Being tired they went home.
		Participle II	(When) asked if he wanted to put up at a hotel he replied he would.
	of cause	**Participle I**	Knowing English well he translated the article without a dictionary.
		Participle II	Packed in cases the goods were in good condition.
	of comparison	**Participle I**	This was said as if thinking aloud.
		Participle II	He shook his head as though lost in wonder.
	of concession	**Participle I**	Though knowing English well he had difficulty in translating.

		Participle II	Though <u>expected</u> on Sunday he only arrived on Monday.
	of manner & atten. circum.m	**Participle I**	1. He sat in the armchair <u>reading</u> a newspaper. 2. He walked <u>limping.</u>
	of condition	**Participle II**	If <u>asked</u> he will tell them everything.
Predicative		**Participle I**	His conduct was <u>humiliating.</u>
		Participle II	1. The letters are <u>typed.</u> 2. She stood <u>amazed.</u>
Parenthesis			1. Generally speaking, you're a success. 2. Telling the truth, he is a flop.

The Subjective Participial Construction

I	smb is seen / heard / found / left / kept smth doing smth	1. <u>He</u> was seen <u>crossing</u> the street. 2. <u>She</u> was heard <u>singing</u> a Ukrainian song. 3. <u>She</u> was kept <u>waiting</u> too long. 4. <u>He</u> was found <u>typing</u> a letter.	1. Бачили, як він переходив вулицю. 2. Чули, як вона співає українську пісню. 3. Її змусили довго чекати. 4. Його застали за друкуванням листа.
II	smb / smth is believed / seen / found / left / considered done	1. <u>The boy</u> was seen <u>carried</u> by a stranger. 2. <u>He</u> was found <u>beaten.</u> 3. <u>The door</u> was left <u>unlocked.</u> 4. <u>This art</u> is believed <u>forgotten.</u>	1. Бачили, як хлопця ніс незнайомець. 2. Його знайшли побитим. 3. Двері залишили прочиненими. 4. Це мистецтво вважається забутим.

Module 3 – The Participle
The Objective Participial Construction

I	see hear feel to leave smb doing smth find imagine have keep	1. I saw her entering the room. 2. We heard him playing the piano. 3. He found them watching TV. 4. You had her crying in half an hour	1. Я бачив, як вона увійшла до кімнати. 2. Ми чули, як він грав на піаніно. 3. Вона застала їх за телевізором. 4. Ти за півгодини довів її до сліз
II	see hear leave to find smth done want smb wish have get consider	1. I saw the picture taken. 2. We found the window broken. 3. I had my hair done yesterday. 4. She got her coat made in Paris. 5. He heard his name mentioned. 6. We considered her engaged	1. Я бачив, як зняли цю картину. 2. Ми знайшли вікно розбитим. 3. Я зробила зачіску вчора. 4. Їй пошили пальто в Парижі. 5. Він чув, як згадали його ім'я. 6. Ми вважали її зарученою
III	to see hear find want wish have get make } oneself done	1. How did she get herself invited? 2. She heard herself mentioned. 3. She didn't want herself taken to the dentist	1. Як вона домоглася запрошення? 2. Вона чула, як її згадали. 3. Вона не хотіла, щоб її повели до дантиста.

Module 3 – The Participle
The Nominative Absolute Participial Construction

Adverbial Clause	**of time**	When the work was done they went home.	The work being done, they went home.	Коли робота була завершена, вони пішли додому.
	of cause	1. As it was late the children went to bed. 2. As there was a storm we stayed at home.	1. It being late, the children went to bed. 2. There being a storm, we stayed at home.	1. Оскільки було пізно, діти лягли спати. 2. Оскільки був шторм, ми залишилися вдома.
	of condition	If the weather permits we'll go for a walk.	The weather permitting, we'll go for a walk.	Якщо погода дозволить, ми підемо на прогулянку.
	of attend. circumst.	1. He turned and went out and we followed him. 2. We sat on the balcony and the moon was rising slowly above the hills.	1. He turned and went out, we following him. 2. We sat on the balcony, the moon rising slowly above the hills.	1. Він повернувся і вийшов, а ми пішли за ним. 2. Ми сиділи на балконі, а місяць повільно піднімався над горами.
Nominative Absolute		1. When the lecture was over we left the hall. 2. He stood on deck and his cape was in his hand.	1. The lecture over, we left the hall. 2. He stood on deck, (with) his cap in his hand.	1. Коли лекція закінчилася, ми пішли з зали. 2. Він стояв на палубі, з капелюхом в руці.

Module 3 – The Participle
TO HAVE SOMETHING DONE

Tense Form	*Active Voice*	*Passive Voice*
Present Simple	The doctor takes my pulse	I have my pulse taken
Present Continuous	The doctor is taking my pulse	I'm having my pulse taken
Past Simple	The doctor took my pulse	I had my pulse taken
Past Continuous	The doctor was taking my pulse	I was having my pulse taken
Future Simple	The doctor will take my pulse	I'll have my pulse taken
Future Continuous	The doctor will be taking my pulse	I'll be having my pulse taken
Present Perfect	The doctor has taken my pulse	I've had my pulse taken
Present Perfect Continuous	The doctor has been taking my pulse	I've been having my pulse taken
Past Perfect	The doctor had taken my pulse	I had my pulse taken
Past Perfect Continuous	The doctor had been taken my pulse	I had been having my pulse taken
Infinitive	The doctor must take my pulse	I must have my pulse taken
Gerund	It's worth taking my pulse	It's worth having my pulse taken

Module 4 – Modal Verbs

Sentence Patterns with Modal Verbs and Their Equivalents

Primary Meaning	*Imperative Meaning*	*Suppositional Meaning*
can *ability* smb **can/could** (not) do smth *може/ міг* smb **could (not) do** smth/ **could have done** smth *міг би/ міг би тоді*	*1. permission* you **can** do smth можете *2. request* **can** you do smth **could** you do smth **can't** you do smth **couldn't** you do smth чи не могли б ви *3. asking for permission* **Can** I (smb) do smth? *4. prohibition* you **can't** do smth не можна	*1. strong doubt* **can** smb be doing/ know smth **could** smb be doing/ know smth **can** smb have done **could** smb have been doing smth невже *2. very strong doubt* smb **can't** be doing smb **couldn't** know smth smb **can't** have done; smb **couldn't** have been doing smth; не може бути, щоб...
may *absence of obstacles to the action* smb **may** (not) do smth smb **might** (not) do smth *може, міг*	*1. asking for permission* **May** smb do smth? *2. permission* you **may** do smth можете *3. prohibition* you **may** not do smth не можна *4. request* you **might** do smth міг би *5. reproach* you **might** have done smth міг би (тоді)	*doubt* smb **may** (not) do smth smb **may** (not) be doing smth smb **might** (not) do smth smb **might** (not) be doing smth може бути, можливо (зараз) smb **may** have done smth smb **may** have been doing smth може бути, можливо (тоді)

must have to *necessity of the action* smb **must** do smth smb **has to** do smth повинен, треба smb **had to** do smth smb **will have to** do smth доведеться **must** **be to** *expected action* smb **is to** do smb **was to** do повинен, повинен був	*1. order* you **must** do smth повинен зробити *2. prohibition* you **must** not do smth *3. stricter order* you **are to** do smth *4. stricter prohibition* you **are not to** do smth не роби, не смій робити	*near certainty* smb **must** do smb **must** be doing smth напевно, очевидно робить smb **must** have been smth smb **must** have been doing smth smb **must** have done smth напевно/ очевидно робив/зробив
need have to *1. absence of necessity for the action* smb **needn't** do smth smb **does not have to** do smth не потрібно *2. absence of necessity for a performed action* smb **needn't** have done smth smb **does not have to** do smth можна було і не... даремно, марно... *3. absence of necessity in the past* smb **did not have to** do smth можна було не... не довелося	*permission not to do smth* you **needn't do** smth можете не	

shall *certainty* smb **shall** (not) do smth обов'язково	*1. asking for instructions* **Shall** I do smth? Мені робити щось? *2. advice* you (smb) **should** (not) do smth (не) треба, (не) слід *3. criticism of a past action* smb **should** (not) have done smth (не) слід було, (не) варто було	*near certainty* smb **should** be smb **should** become smb **should** do smth напевно, очевидно
will *volition* smb/smth **will/would** (not) do smth (не) хоче, (не) буде, smb **would** not have done smth не став би робити(тоді), не робив би	*1. order* you **will** (not) do smth (не) робіть *2. request* **will** you do smth **won't** you do smth **would** you do smth **wouldn't** you do smth будь ласка, зроби/ зробіть	*near certainty* smb/smth **will/would** be smth smb/smth **will/ would** be doing smth мабуть, очевидно smb/smth **will/ would** have been smb/smth **will/ would** have done smth мабуть, очевидно, було
ought (to)	*1. advice* you (smb) **ought** (not) to do smth (не) треба (б), (не) слід *2. criticism of a past action* smb **ought** (not) to have done smth (не) слід було, (не) треба було	*near certainty* smb **ought** to be smb **ought** to know smb **ought** to become мабуть, очевидно

Module 4 – Modal Verbs
Functions of Modal Verbs and Synonymous Expressions

Use	Present/Future	Past
Ability	He can read Arabic. She's able to run a marathon.	He could/was able to read Arabic when he was four (repeated action – ability in the past). He was able to escape (single action).
Possibility	He can win the race (90 % certain). They could still be at school (50 % certain; it's possible they are still at school.). Tom may be studying in his room, (perhaps; 50 % certain; it's possible that he's studying.) He might want some more food. (40 % certain; perhaps he wants some more food.) It is likely that he will arrive tonight. He is likely to arrive tonight.	She could have been killed in the car crash. (Luckily, she wasn't killed.) He may have spoken to Jenny yesterday. (Perhaps he spoke to Jenny.) He might have forgotten. (Perhaps he has forgotten.) It was likely that he had arrived the day before. He was likely to have arrived the day before.
Probability	They will be home soon. (100 % certain; prediction) Greg should win easily. (90 % certain; future only; he'll win easily.) They ought to be home by now. (90 % certain; they will probably be home.)	He should have received his prize by now. (He has probably received it by now.) They ought to have arrived an hour ago, (They have probably arrived.)
Logical assumption	She must be working. (90% certain – positive; I'm sure she's working.) She can't be over forty. (negative; I'm sure she isn't over forty.) He couldn't be at work (negative; I don't think he's at work.)	She must have been working, (positive, I'm sure she was working.) She can't have stolen the money, (negative; I'm sure she didn't steal the money.) He couldn't have been at work yesterday. (negative; I don't think he was at work yesterday.)

Permission	You can/can't borrow my car. (giving or refusing permission; informal) Could I use your phone? (more polite; asking for permission) You may use the phone. (formal; giving permission) Might I speak to Mr. Jones, please? (more formal; asking permission) I'm afraid you can't/mustn't see the patient. (informal; refusing permission) Children may not be left unaccompanied. (formal; refusing permission – written notice)	He wasn't allowed to/couldn't cross the border. He was allowed to enter the country, (not: could)
Necessity	I must buy a new jacket. (I say so.) He has to put some petrol in the car. (necessity coming from outside the speaker). I've got to go to the bank now. (informal) My car needs repairing. or My car needs to be repaired. (it's necessary) They don't have to/don't need to/needn't come if they don't want to. (it isn't necessary – absence of necessity) I ought to get my hair cut. (it's necessary)	I had to buy a new jacket. (I was obliged to.) Since his car was being repaired he had to go to York by train. I had to go to the bank yesterday. My car needed repairing. or My car needed to be repaired. (it was necessary) She didn't have to go. (it wasn't necessary – absence of necessity) He needn't have worn such heavy clothes. (It wasn't necessary for him to wear such heavy clothes but he did.) She didn't need to/didn't have to buy any apples. (It wasn't necessary for her to buy any apples and she didn't.)
Advice	You should drink more water, (general advice; I advise you) You ought to respect the elderly. (I advise you; most people believe this) You had better finish it. (it's a good idea; advice on a specific situation) It would have been better if you had finished it yesterday. (but you didn't) Shall I buy that car? (asking for advice)	You should have gone to bed earlier last night. (but you didn't) He ought to have seen a doctor earlier. (but he didn't)

Criticism	You could at least help me.	You could have at least helped me last night. They should have tried harder. (but they didn't) You ought to have behaved yourself yesterday. (It was the right thing to do but you didn't do it.)
Obligation	I must go on a diet. (I'm obliged to; I say so.) I have to go on a diet. (I'm obliged to; the doctor says so.) We ought to help the poor. (It's the right thing to do, but people don't always do it.)	I had to go on a diet a month ago.
Requests	Can I borrow your book? (informal) Could I borrow your book? (polite) May I have a cup of coffee, please? (formal) Might I use your phone? (very formal) Will you phone Jane tonight? (very friendly) Would you mind sending this fax? (polite)	
Offers	Can I/we do anything for you? (informal) Shall I/ we do it for you? (informal) Would you like me to help you?	
Suggestions	Shall we dance? I/we can go if you like. We could leave if you want.	He could have consulted a lawyer.
Prohibition	You can't smoke there. (you aren't allowed to) You mustn't smoke there. (it's forbidden) You may not smoke there. (formal)	They couldn't smoke there. (they weren't allowed)
Duty	Everyone must obey the law. People ought to be more tolerant. (It's the right thing to do but they do not always do it)	All the villagers had to obey the law. He ought to have been more tolerant. (It was the right thing to do but he didn't do it.)

Module 5 – The Subjunctive Mood

Mood	Example	It expresses
Indicative	The film is much talked about. He is swimming against the current.	**Real action in any tense and voice**
Imperative	Book tickets in advance. Fasten your belts, please. Let's travel round the world.	**Order** **Request** **Suggestion**
Subjunctive	I wish I were in London. If only he went sightseeing.	**Unreal action expressing doubt, possibility, advice, probability, etc.**

The Subjunctive Mood

	Principal Clauses	***Conj.***	***Subordinate Clauses***	***Examples***
Subject Clause introduced by "it"	It is important / necessary / advisable / urgent / requested / arranged	that	smb should do smth	1. It's urgent that he be there. 2. It's necessary that she should come. 3. It's arranged that the library supply (should supply) the students with the books.
	It is natural / strange / odd / curious / doubtful / impossible	that	smb should do / should have done smth	1. It's natural that she'd feel hurt. 2. It's strange that he'd have done it. 3. It's doubtful that they could have solved it. 4. It's impossible that they should have survived.

	It is possible	that	may do smb may have done smth might do	1. It's possible that she may know it. 2. It's possible that she may have heard it. 3. It's was possible that she might return.
Predicative Clause	smb looks / feels smth seems / is (not)	as if	did smb had done smth	1. You look as if you'd been running. 2. She felt as if she'd lost smth. 3. It looks as if they were out. 4. It's not as if I could help. 5. It seems as if he knew the way.
	The order / request / suggestion / demand / plan / idea	that	do smb should do smth	1. Her request was that we should do it in time. 2. The rule is that the students should not take the books away from the reading hall. 3. My suggestion is that we stay here.
Object Clause	smb demands / requests / suggests / insists / orders	that	do smb should do smth smth should be done	1. He demanded that all be present. 2. She suggests that it'd be done in time. 3. They insist that we'd come at once.
	smb fears / trembles / dreads / worries / is afraid	that / lest	smb does (did, had done) smb should do smth	1. I fear that she'll miss the train. 2. I fear lest she'd miss the train.

	smb wishes		that	smb did / had done / could do / would do smth	I wish I were at home / had made a report / could help you / you would go away / the music would stop / she would come and see me / you would help me
Attributive Clause	It is time / high time / about time		—	smb did / should do smth	1. It's time me went home. 2. It's time we'd go home.
Adverbial Clauses	of purpose	smb does smth	that / so that / in order that / lest	smb may / might / can / could / should do smth	1. She opens the window that she may (might) get a breath of fresh air. 2. She opens the window lest it should be stuffy.
	comparison	smb does smth	as if / as though	smb did / had done smth	1. You speak as if you knew it. 2. She flushes as if he had struck her.

		Subordinate Clauses		***Principal clauses***
	of concession	Though he … Tired though he… No matter how tired he … may However tired he… might be		he'll go to the concert
	of time	Whenever you may/might	come	you are welcome
	of place	Wherever he may/might	live	he'll always find friends

Conditionals

Real condition		If smb does smth	smb will do smth	If I book a ticket	I'll go to the cinema.
Unreal condition	*Present Future*	If smb did smth	smb would do smth	If I booked a ticket	I would go to the cinema.
	Past	If smb had done smth	smb would have done smth	If I had booked a ticket (then)	I would have gone to the cinema (then).
Mixed	*Present Past*	If smb did smth	smb would have done smth	If I were a cinema-goer	I would have gone to the cinema (then).
	Past Present	If smb had done smth	smb would do smth	If I had booked a ticket (then)	I would go to the cinema (now)
Якби не	*Present*	If it were not for smb/smth	smb would do smth	If it weren't for the rain	I would go to the cinema.
	Past	If it hadn't been for smb/smth	smb would have done smth	If it hadn't been for the rain (then)	I would have gone to the cinema (then).
	Present	But for smb/smth	smb would do smth	But for the rain (now)	I would go to the cinema.
	Past	But for smb/smth	smb would have done smth	But for the rain (then)	I would have gone to the cinema (then).
Якщо трапиться так, що		If smb should/would do smth Should smb do smth	smb will/would do smth do smth	If you should book a ticket Should you book a ticket	I will/would go to the cinema. call me at once.
Якби		If smb were to do smth	smb would do smth	If I were to book a ticket	I would go to the cinema.
Якби лише	*Present*	Oh, if Oh that If only	smb did smth	Oh, if	I booked a ticket! (now)
	Past		smb had done smth	Oh, if	I had booked a ticket! (then)

Set Expressions					
Я б краще/ радше	*Present*	Smb would rather	do smth	I'd rather	go to the cinema (now).
	Past	Smb would rather	have done smth	I'd rather	have gone to the cinema (then).
Краще б Ви/ Вам краще	*Present*	Smb would rather	smb did	I would rather	you went to the cinema(now).
	Past	Smb would rather	smb had done smth	I would rather	you had gone to the cinema (then).

Module 6 – Sentence Structure
The Simple Sentence

The Purpose of Utterance	**Declarative**	a. affirmative b. negative	She was absorbed in becoming a young lady. Stephen had not been able to answer.
	Interrogative	a. general b. special c. alternative d. disjunctive	Was she simply a pretty girl from New York State? Who else could have done it? Is it cold or warm today? Jane has been to Paris, hasn't she?
	Imperative	a. order b. request c. motive	Read! Don't read! Mind you! You sit here! Come to see us tonight, please. Do take care of the children. Bring me my cap, will you? Let him do it. Don't let them go there. Let them not go there.
	Exclamatory	a. declarative b.interrogative c. imperative d. what, how	At last you have returned! Have you ever seen such weather! Hurry up! What a lovely child she is! How quickly you walk!
the Structure	**two-member**	a. complete, extended b. incomplete (elliptical) unextended	The young lady paused in front of his bench, near the garden. "Where do you spend your holidays?" – "In the country."
	one-member	a. extended b. unextended	Involving more and more in politics. Winter! Freedom! Right!

Module 6 – Sentence Structure
The Complex Sentence

	Subordinating conjunctions or connectives	Sentences
Subject Clauses	a) that, whether, if; b) who, what, which; c) when, where, how, why	It is strange that he has taken it for granted. That he has taken it for granted is strange. It is possible that he may be in management. That he may be in management is possible. It is uncertain when he got into debt. When he got into debt is uncertain. It is a mystery why they have broken their engagement. Why they have broken their engagement is a mystery. It is not known whether she will come into money Whether she'll come into money is not known. It is his brother who let me down.
Predicative Clauses	a) that, whether, if, as if; b) who, what, which; c) when, where, how, why	She looks as if she feels inclined to come to his rescue. The idea is that we should give him a trial. This is why I've put in a word for you. The question was what there was on her mind.

Object Clauses		a) that, if, whether; b) who, what, which; c) when, where, how, why	I was surprised that she should have put on airs. Time will show whether they'll let bygones be bygones. He pointed to the fact that they were beating about the bush. She asked why he went out of his way to put a stop to everything. I wish you could take the rough with the smooth. He owed it to his first teacher that he had a good pronunciation.
Attributive Clauses		a) who, whose, that, which, as; b) where, when	She had a gift of mimicry which she kept in check. He came to that stage of life when he was bound to earn his living. She gave him such a treat as he had never had before.
Adverbial Clauses	**of time**	when, as, after, till, as soon as, until, since, as long as, before, now that, while, whenever, hardly… when, no sooner … than	When you get into my shoes, you won't turn a hair. You'll feel at home as soon as you confide your grief to smb. Now that she has turned the tables on him, she felt satisfied. Hardly had he got even with the boy when he got into another mischief.
	of place	where, wherever	Wherever he may be, he always acquires the reputation of a reliable man. Presently he returned to where he led a devil of a life.
	of cause	because, since, as, for fear that, on the ground that	Since you insist, I won't interfere with your private concerns. As the weather was gorgeous, we went for a stroll.
	of purpose	that, so that, lest, in order that	She took much pains so that he could be as pleased as Punch.

	of result	so that, so… that	I was so sharp with her that she was taken aback. Hills rose on every side, so that the valley was gloomy even in the day time.
	of condition	if, unless, suppose, supposing, provided, on condition	They will never trust him if he lets them down. Suppose he gives you away, what will you do?
	of comparison	as if, as though, than, as…as, not so…as	He'll do you an injustice sooner, than you expected. She looked concerned as if smb got her on the raw.
	of concession	though, although, whoever, whatever, however, in spite of, no matter how	Though he pulled himself together, he kept silence. Whatever you may do, I won't reproach you for it.
	of manner	as	She took him down a peg, as it was expected.

Types of Predicate		
Structure		**Example**
Simple	**a.** a finite verb in any tense and voice **b.** a phraseological unit 1. to have a smoke, to give a kiss, to take a look 2. to get rid of, to lose sight of, to make fun	He smokes a lot. The book has been read. He gave a start. He had a smoke. I lost sight of the coast. They made fun at the party.
Compound Nominal	**a.** a link verb + predicative link verbs 1. of being – be, seem, look, taste, smell 2. of becoming – become, get, turn, grow 3. of remaining- remain, continue, keep **b.** a finite verb + predicative f. v.: to lie, sit, stand, go, come, fall, leave.	He is a doctor. The milk smells sour. He became a doctor. I got nervous. She grew sad. She remained reserved. The weather continues fine. He sat amazed. She lay senseless. he came home angry.
Compound Verbal Modal	**a.** a modal verb + Infinitive can, must, may, shall, will, should, would, ought to **b.** a modal expression + Infinitive to be going, to be anxious, to be able, to have to **c.** a verb with a modal meaning + Infinitive to want, try, wish, hope, expect, intend	He can read English. You must stay here. They are going to visit England. I have to leave. He wanted to win. She expected to solve the problem.
Compound Verbal Aspect	an aspect verb + Infinitive **a.** to begin, start, commence, set about **b.** to continue, go on, keep (on) **c.** to finish, stop, give up	We began to discuss the text. They continued reading. He stopped smoking.

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