

Lecture № 8.

The Theme: The non-finite forms of the verb (The Verbals): The Participle, The Gerund, The Infinitive, The Verbal noun, predicative constructions with the Verbals; *Used (to); to be used to; to get used to; to have (get) something done; to have somebody do; to get somebody to do; prefer to do/doing; Had better/would rather + non finite forms of the verb, would prefer (to do); Would rather someone did/had done something.*

Plan:

1. Introduction. General survey of the non-finite forms of the verb.
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4. The Infinitive.
5. The gerund and the participle.
6. The gerund and the infinitive.
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10. *Used (to); to be used to; to get used to; to have (get) something done; to have somebody do; to get somebody to do; prefer to do/doing; Had better/would rather + non finite forms of the verb, would prefer (to do); Would rather someone did/had done something.*
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1. Introduction. General survey of the non-finite forms of the verb.

The verb has finite and non-finite forms, the latter being also called verbals. The verbals, unlike the finite forms of the verb, do not express person, number or mood. Therefore they cannot be used as the predicate of a sentence.

Like the finite forms of the verb the verbals have tense and

voice distinctions, but their tense distinctions differ greatly from those of the finite verb.

There are three verbals in English: the participle, the gerund and the infinitive.

The characteristic traits of the verbals are as follows:

1. They have a double nature, nominal and verbal. The participle combines the characteristics of a verb with those of an adjective; the gerund and the infinitive combine the characteristics of a verb with those of a noun.
2. The tense distinctions of the verbals are not absolute (like those of the finite verb), but relative; the form of a verbal does not show whether the action it denotes refers to the present past or future; it shows only whether the action expressed by the verbal is simultaneous with the action expressed by the finite verb or . prior to it.
3. All the verbals can form predicative constructions, i. e. constructions consisting of two elements, a nominal (noun or pronoun) and a verbal (participle, gerund or infinitive); the verbal element stands in predicate relation to the nominal element, i. e. in a relation similar to that between the subject and the predicate of the sentence. In most cases predicative constructions form syntactic units, serving as one part of the sentence.

e.g. They sat down to supper, *Manston still talking cheerfully.*

Manston still talking cheerfully is a predicative construction with a participle: the participle *talking* stands in predicate relation to the noun *Manston*, which denotes the doer of the action expressed by the participle.:

In the sentence a verbal may occur:

- (a) singly, i. e. without accompanying words.

She... went away smiling.

Reading is useful.

Living is learning.

- (b) in phrases, i. e. with one or several accompanying words (an object or an adverbial modifier to the verbal). The phrases form syntactic units serving as one part of the sentence.

A phrase should not be confused with a predicative construction: between the elements of a phrase there is no predicate relation as it does not include a noun or pronoun denoting the doer of the action expressed by a verbal.

The windows of the drawing-room opened to a balcony *or looking the garden.*

Not to disquiet his sister, he had said nothing to her of the matter.

(c) in predicative constructions.

My mistress being dead..., I had to look out for a new place.

There is no mistake about (his) being a genius.

2. The Participle.

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

There are two participles in English — Participle I and Participle II, traditionally called the Present Participle and the Past Participle.

Note: - *Those traditional terms are open to objection on the ground that Participle I does not necessarily refer to the present, just as Participle II need not refer to the past. The difference between them is not a difference in tense, but chiefly a difference in voice.*

Participle I is formed by adding the suffix *-ing* to the stem of the verb; the following spelling rules should be observed:

(a) If a verb ends in a mute *e*, the mute *e* is dropped before adding the suffix *-ing*: *to give* — *giving*, *to close* — *closing*.

(b) If a verb ends in a consonant preceded by a vowel rendering a short stressed sound, the final consonant is doubled before adding the suffix *-ing*: *to run* — *running*, *to forget* — *forgetting*, *to admit* — *admitting*.

A final *i* is doubled if it is preceded by a vowel letter rendering a short vowel sound, stressed or unstressed: *to expel* — *expelling*, *to travel* — *travelling*.

(c) The verbs *to die*, *to lie* and *to tie* form Participle I in the following way: *dying*, *lying*, *tying*.

Note.—A final *y* is not changed before adding the suffix *-ing*: *to comply* — *complying*, *to deny* — *denying*.

As has already been stated, the participle has a verbal and an adjectival or adverbial character. Its adjectival or adverbial character is manifested in its syntactic functions, those of attribute or adverbial modifier.

I hated the hollow sound of the rain pattering on the roof. (ATTRIBUTE)

And then she turned to the title-page, and looked at the name written in the schoolboy hand. (ATTRIBUTE)

Having garaged his car, he remembered that he had not lunched.

(ADVERBIAL MODIFIER)

When left to herself she spent her time at her writing desk. (ADVERBIAL MODIFIER)

Note.—*Some participles have lost their verbality altogether and have become adjectives: interesting, charming, alarming, etc., complicated, distin-*

guished, furnished, etc. E. g. *an interesting book, a charming girl, the alarming news; a complicated problem, a distinguished writer, a furnished apartment.*

The verbal characteristics of the participle are as follows:

1. Participle I of a transitive verb can take a direct object.

Opening *the door*, he went out 011 to the terrace.

2. Participle I and Participle II can be modified by an adverb.

Leaving the room *hurriedly*, he ran out.

Deeply affected, she rose and left the room.

Participle I has tense distinctions; Participle I of transitive verbs has also voice distinctions. In Modern English Participle I has the following forms:

	Active	Passive
Indefinite	writing	being written
Perfect	having	having been

2.1. The tense distinctions of the participle.

Like the tense distinctions of all the verbals, those of the participle are not absolute but relative.

Participle I Indefinite Active and Passive usually denotes an action simultaneous with the action expressed by the finite verb; depending on the tense-form of the finite verb it may refer to the present, past, or future.

When reading *The Pickwick Papers*, one can't help laughing. When reading *The Pickwick Papers*, I couldn't help laughing. When reading *The Pickwick Papers*, you will roar with laughter. He looked at the carpet while waiting for her answer. He returned to the hut, bringing in his arms a new-born lamb.

Not being able to read, think, or work, Bathsheba asked Liddy to stay and breakfast with her.

Being left alone, Pauline and I kept silence for some time.

She did not speak, being filled with the sense of silent confidence.

Sometimes Participle I Indefinite denotes an action referring to no particular time.

The last turning had brought them into the high-road leading to Bath.

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

Mr. Bumble, having spread a handkerchief over his knees..., began to eat and drink

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

Having already been informed that he always slept with a light in the room, I placed one of the two lighted candles on a little table at the head of the bed...

It should be noted that a prior action is not always expressed by Participle I Perfect: with some verbs of sense perception and motion, such as *to see, to hear, to come, to arrive, to seize, to look, to turn* and some others, Participle I Indefinite is used even when priority is meant.

Turning down an obscure street and entering an obscurer lane, he went up to a smith's shop.

Hearing a footstep below he rose and went to the top of the stairs.

Participle II has no tense distinctions; it has only one form which can express both an action simultaneous with, and prior to, the action expressed by the finite verb; the latter case is more frequent.

His sister's eyes fixed on him with a certain astonishment, obliged him at last to look at Fleur.

I was reminded of a portrait seen in a gallery.

In some cases Participle II denotes an action referring to no particular time.

He is a man loved and admired by everybody.

2.2. The voice distinctions of the participle.

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

When writing letters he does not like to be disturbed.

Being written in pencil the letter was difficult to make out.

Having written some letters he went to post them.

Having been written long ago the manuscript was illegible.

Participle II of transitive verbs has a passive meaning, e. g. *a broken glass, a caged bird!*. Participle II of intransitive verbs has no passive meaning; it is used only in compound tense-forms and has no independent function in the sentence unless it belongs to a verb which denotes passing into a new state, e. g. *a withered flower, a faded leaf*.

2.3. The functions of Participle I in the sentence.

Participle I may have different syntactic functions.

1. Participle I as an attribute.

Participle I Indefinite Active can be used as an attribute.

The fence surrounding the garden is newly painted.

We admired the stars twinkling in the sky.

He came back and stood irresolute on the steps leading down to the street.

In the function of an attribute Participle I can be in pre-position and in post-position, i. e. it can precede the noun it modifies and follow it. Participle I in pre-position hardly ever has accompanying words.

The gate-keeper surveyed the retreating vehicle.

Participle I in post position as a rule has one or several accompanying words.

They dined outside upon the terrace facing *Vesuvius*.

Through the massive sunlight illuminating *the hall at Robin Hill*, the July sunlight at five o'clock fell just where the broad staircase turned.

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

There was one line being laid out to within a few blocks of his new home... which interested him greatly.

Participle I Perfect Active!, and Passive is not used attributively. Attention should be paid to the fact that Participle I in the function of an attribute cannot express priority.

Tatyana, who had until that moment borne all the ups and downs of her life with great indifference, broke down, however, on this and burst into tears.

Bulba made his sons follow him into the little guest-chamber, whence two pretty serving-wenches, who had been arranging the room, ran out.

In many cases an attribute expressed by Participle I is detached, i. e. it acquires a certain independence in the sentence; the connection between the attribute and the word it modifies is loose. A detached attribute is usually separated by a comma.

It was the entrance to a large family vault, extending under the north aisle.

2. Participle I as an adverbial modifier.

All the forms of Participle I may be used as an adverbial modifier. Participle I Indefinite expresses an action simultaneous with the action expressed by the finite verb. Participle I Perfect expresses an action prior to the action expressed by the finite verb

Participle I can be an adverbial modifier:

(a) of time.

Approaching Malta Street, Soho, Soames thought with wonder of those years in Brighton.

Having closed the drawing-room door on him, Isabel awaited a little, absorbed in her own thoughts.

Having reached the classroom, she became the object of many questions.

As has already been stated, with some verbs of sense perception and motion, such as *to see, to hear, to come, to arrive, to enter, to seize, to look out, to turn* and some others, Participle I Indefinite is used even when priority is meant

Anna... hearing his step, ran to the foot of the stairs to meet him.

Arriving there the visitor found everything that should be found at old manors

Entering her room that evening, she found a packet for herself of the dressing-table.

Seizing ink and writing paper, she began to write...

Turning slowly she went to her room.

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

...it was possible for Urquhart, when making his toilet, to survey with pride an original willow pattern tea service.

While waiting for the water to boil, he held his face over the stove.

N o t e.—*Participle I Indefinite of the verb to be is not used as an adverbial modifier of time.*

(b) of cause.

Being of a more slender figure than Mr. Jarndyce, and having a richer complexion, Mr. Skimpole looked younger.

Having been a little in that line myself, I understood it.

(c) of manner and attendant circumstances. In this function Participle I Indefinite is mostly used.

She balanced herself on the curbstone and began to walk carefully, setting heel to toe, heel to toe, and counting her steps.

(ADVERBIAL MODIFIER OF MANNER)

Gwendolen was silent, again looking at her hands. (ADVERBIAL MODIFIER OF ATTENDANT CIRCUMSTANCES)

It is not always easy to discriminate between an adverbial modifier of manner and an adverbial modifier of attendant circumstances.

He has been in three revolutions fighting on the barricades.

(d) of comparison. In this function Participle I is introduced by the conjunction *as if* or *as though*.

This was said as if thinking aloud.

... he was still on his guard, as though waiting for a further question from me.

3. Participle I as a predicative.

In this function Participle I is used but seldom; it is usually rendered in Russian by an adjective.

The effect of her words was terrifying.

The whole damned day had been humiliating.

4. Participle I as part of a complex object.

I saw that young man and his wife talking to you on the *stairs*.

5. Participle I as part of a compound verbal predicate.

Presently other footsteps were heard crossing the room below.

6. Participial phrase as parenthesis.

Here we always find a participial phrase; a single participle is not used in this function.

Generally speaking, I don't like boys.

Judging by appearances Mr. Bowmore looked like a man prematurely wasted and worn by the cares of a troubled life.

2.4. The functions of Participle II in the sentence.

1. Participle II as an attribute.

Participle II, as well as Participle I, can be used in pre-position (without any accompanying words) and in post-position (with one or more accompanying words).

He answered through the locked door.

They turned into the large conservatory beautifully lit up with Chinese lamps.

Participle II of intransitive verbs which denote passing into a new state, corresponds as an adjective. However, only in a few cases Participle II of an intransitive verb may be used attributively, mostly Participle II of the verbs *to fade*, *to wither*, *to retire*, *to fall*, *to vanish*, e. g. *faded leaves*, *a withered flower*, *a retired colonel*, *a fallen star*, *the vanished jewels*.

An attribute expressed by Participle II may be detached; in this case it often has an additional meaning of an adverbial modifier:

The housekeeper had come out of her room, attracted by the violent ringing of the bell.

Accompanied by his father and Steger, he (Cowperwood) ascended to his new room.

Crushed at first by his imprisonment, he had soon found a dull relief in it.

Participle II as an adverbial modifier.

In this function Participle II is preceded by the conjunctions *when*, *while*, *if*, *as if*, *as though*, *though*, etc. It is generally rendered as an adverbial clause.

Participle II can be an adverbial modifier:

(a) of time.

When questioned Annie had implied vaguely... that she was anxious about her brother-in-law.

b) of condition.

It was a dreadful thing that he now proposed a breach of the law which, if discovered, would bring them into the police court.

(b) of comparison.

As if torn with inner conflict and indecision, he cried.

Mr. Kantwise... shook his head as though lost in wonder and admiration.

(c) of concession.

... her spirit, though crushed, was not broken.

Note.—Other grammarians' view of the analysis of such word-groups as *when questioned...*, *if discovered...*, *as if torn...*, *though crushed...* is different. They consider such word-groups to be elliptical clauses and not participial phrases.

3. Participle II as a predicative.

In spite of himself, Val was impressed.

The inner gate was locked, and the lodge closed.

4. Participle II as part of a complex object.

She has found me unaltered; but I have found her changed.

3. THE GERUND

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

The gerund is formed by adding the suffix *-ing* to the stem of the verb, and coincides in form with Participle I.

3.2. The double nature of the gerund.

As a natural result of its origin and development the gerund has nominal and verbal properties. The nominal characteristics of the gerund are as follows:

1. The gerund can perform the function of subject, object and predicative.

They say smoking leads to meditation. (SUBJECT)

I like making people happy. (OBJECT)

The duty of all progressive mankind is fighting for peace.
(PREDICATIVE)

2. The gerund can be preceded by a preposition.

I am very, very tired *of* reading.

Like a noun the gerund can be modified by a noun in the possessive case or by a possessive pronoun.

“I wonder at *Jolyon's* allowing this engagement,” he said to Aunt Ann.
Is there any objection to *my* seeing her?

The verbal characteristics of the gerund are the same as those of the participle:

1. The gerund of transitive verbs can take a direct object.

I had now made a good progress in understanding and speaking *their language*.

The gerund can be modified by an adverb.

She burst out crying *bitterly*.

3. The gerund has tense distinctions; the gerund of transitive verbs has

also voice distinctions. The forms of the gerund in Modern English are as follows:

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

3.3. The tense distinctions of the gerund.

The tense distinctions of the gerund, like those of the participle, are not absolute but relative.

1. The Indefinite Gerund Active and Passive denotes an action simultaneous with the action expressed by the finite verb; depending on the tense form of the finite verb it may refer to the present, past, or future.

He can swim for any number of hours without tiring.

She walked on without turning her head.

Gwendolen will not rest without having the world at her feet.

No one could pass in or out without being seen.

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

She denies having spoken with him.

He was ashamed of having shown even the slightest irritation.

She really had been crying... out of anger at having been driven so hard.

(Heym)

However, a prior action is not always expressed by a Perfect Gerund; in some cases we find an Indefinite Gerund. This occurs after the verbs *to remember*, *to excuse*, *to forgive*, *to thank* and after the prepositions *on (upon)*, *after* and *without*.

I don't remember hearing the legend before.

You must excuse my not answering you before.

I thank you for restraining me just now.

On leaving the house we directed our steps to the nearest shade.

After walking about ten yards, he found the hat among the leaves.

She passes through and disappears in the pantry without noticing the young lady.

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

He did not remember having been in that room.

After having denied herself to everybody, Miss Rachel, to our astonishment, walked into the midst of us of her own accord.

They parted at Cohen's door without having spoken to each other again.

3.4. The voice distinctions of the gerund.

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

He liked neither reading aloud nor being read aloud to.

It is to be observed that after the verbs *to want*, *to need*, *to deserve*, *to require* and the adjective *worth* the gerund is used in the active form, though it is passive in meaning.

“The slums want attending to, no doubt,” he said.

He realized that his room needed painting.

The child deserves praising.

They were not worth saving.

3.5. The use of the gerund.

In Modern English the gerund is widely used and often competes with the infinitive.

In the following cases only the gerund is used:

1. *With the verbs and verbal phrases*: to avoid, to burst out, to deny, to enjoy, to excuse, to fancy (*in imperative sentences as an exclamation of surprise*), to finish, to forgive, to give up, to go on, to keep (on), to leave off, to mind (*in negative and interrogative sentences*), to postpone, to put off, cannot help, *and some others*.

He *avoided* looking at Savina. ... *she burst out crying*.

We all *burst out* laughing. She *denied* having been at the station that evening. ...He *enjoyed* thinking of her as his future wife.

Excuse my leaving you in the dark a moment.

Fancy finding you here at such an hour!

Forgive my speaking plainly.

When the Committee *had finished* deciding its politics, he had gone home. Willoughby *gave up* singing and looked at Karen and Yates from under drooping eyelids. They *went on* talking. Doctor *keeps* coming and having a look at me. It was quite rough; but I *kept on* rowing. I have *left off* shooting. Do you *mind* my asking you one or two more questions?

Would you *mind* waiting a week or two? I *don't mind* going and seeing her. We could *put off* going over the house. *She* couldn't help *smiling*.

2. *With the following verbs and verbal phrases used with a proposition*: to accuse of, to agree to, to approve of, to complain of, to depend on, to feel like, to insist on, to look like, to object to, to persist in, to prevent from, to rely on, to speak of, to succeed in, to suspect of, to thank for, to think of, to give up the idea of, to look forward to, not to like the idea of, to miss an (the) opportunity of *and some others*.

They *accuse* me *of* having dealt with the Germans.

It was clear now... that Abraham never *had agreed to* their being married to-day.

You *did not approve of* my playing at roulette.
 All the happiness of my life *depends on* your loving me.
 I *don't feel like* going out.
 I don't want to bore you with all this, but I *feel like* talking.
 I *insist on* being treated with a certain consideration.
 It *looks like* raining.
 I *object to* his having any acquaintance, at all with my sister.
 I rushed out *to prevent* her from seeing this dreadful sight.
 ... you may *rely on* my setting matters right.
 My medical adviser *succeeded in* saving my life...
 You *suspect me of* stealing your diamond.
 I resolved not *to think of* going abroad any more.
 I really *thank* you heartily *for* taking all this trouble.
 So he returned his straitened means to his pocket, and *gave up the idea of*
 trying to buy the boys.
 I think everybody *looked forward to* Ills coming back.
 He did not *like the idea of* being hunted down by Butler.
 Don't miss the opportunity of *hearing this pianist*.

2. *With the following predicative word-groups (with or without a preposition):* to be aware of, to be busy in, to be capable of, to be fond of, to be guilty of, to be indignant at, to be pleased (displeased) at, to be proud of, to be sure of, to be surprised (astonished) at, to be worth (while), *and some others*.

Sir Pitt Crawley *was not aware of* Becky's having married Rawdon.
 I *felt physically incapable of* remaining still in any one place and morally *incapable of*-speaking to any one human being.
 I *am very fond of* being looked at.
 You *are really guilty of* having connived with a German officer to help his escape.
 Mr. Osborne *was indignant at* his son's having disobeyed him.
 ... *she was not pleased at my coming*.
 Miss Crawley *was greatly displeased at* Rawdon's having married Becky.
 ...nobody knows better than I do that she (Mrs. Copperfield)... *is proud of* being so pretty.
Are you quite sure of those words referring to my mother?
The bridal party was worth seeing.

3.6. The functions of the gerund in the sentence.

The gerund may be used in various syntactic functions. A single gerund occurs but seldom; in most cases we find a gerundial phrase or a gerundial construction.

1. The gerund as a subject.

Talking mends no holes. (*proverb*)

Waiting for the Professor was a lame excuse for doing nothing.

My answering in the affirmative gave him great satisfaction.

The gerund used as a subject may follow the predicate; in these cases the sentence opens with the introductory *it* (which serves as an introductory subject) or with the construction *there is*.

It's no use talking like that to me.

There was no mistaking the expression on her face.

Note. —*There is another view according to which it is the subject and the rest of the sentence is the predicate.*

2. The gerund as a predicative.

The only remedy for such a headache as mine is going to bed.

The gerund as part of a compound verbal predicate.

(a) With verbs and verbal phrases denoting modality the gerund forms part of a compound verbal modal predicate.

We intend going to Switzerland, and climbing Mount Blanc.

Joseph could not help admiring the man.

With verbs denoting the beginning, the duration, or the end of an action, the gerund forms part of a compound verbal aspect predicate. *i*

She began sobbing and weeping.

In the night it started raining. Bathsheba continued walking.

Tom went on whitewashing.

She took my hand and kept on laughing.

Isabella ceased speaking.

3. The gerund as an object.

The gerund may be used as a direct object and as a prepositional indirect object.

I simply love riding. (DIRECT OBJECT)

She enjoyed singing and playing to him. (DIRECT OBJECT)

The times were good for building ... (Prepositional indirect object)

Charlie did not succeed in taking things easily.

(Prepositional indirect object)

Predicative constructions with the gerund form a complex object as they consist of two distinct elements, nominal and verbal.

Perhaps you wouldn't mind Richard's coming in?

(Complex Object)

Aunt Augusta won't quite approve of your being here.

(Prepositional Complex Object)

4. The gerund as an attribute.

In this function the gerund is always preceded by a preposition.

Swithin protruded his pale round eyes with the effort of hearing.

He was born with the gift of winning hearts.

She had a feeling of having been worsted ...

... there's no chance of their getting married for years.

Presently there was the sound of the car being brought to the door.

5. The gerund as an adverbial modifier.

In this function the gerund is always preceded by a preposition. It is used in the function of an adverbial modifier of time, manner, attendant circumstances, cause, condition, purpose and concession; the most common functions are those of adverbial modifiers of time, manner, and attendant circumstances.

(a) As an adverbial modifier of time the gerund is preceded by the prepositions *after, before, on (upon), in* or *at*.

After leaving her umbrella in the hall, she entered the living room.

He was to have three days at home before going back to farm.

On reaching Casterbridge he left the horse and trap at an inn.

Mr. Bumble's conduct on being left to himself was rather inexplicable.

Upon waking I found myself much recovered.

In quitting the room he paused once more at my desk.

Clare turned at hearing her footsteps...

Note. — *In the function of an adverbial modifier of time the gerund sometimes competes with the participle.*

George, on hearing the story, grinned.

The four girls, hearing him speak in the hall, rushed out of the library.

After reaching the second landing ... I heard a sound of quiet and regular breathing on my left-hand side.

(b) As an adverbial modifier of manner the gerund is used with the prepositions *by* or *in*.

She startled her father by bursting into tears.

The day was spent in packing.

(e) As an adverbial modifier of attendant circumstances the gerund is preceded by the preposition *without*.

She was not brilliant, not active, but rather peaceful and statuesque without knowing it.

(e) As an adverbial modifier of purpose, the gerund is chiefly used with the preposition *for*.

... one side of the gallery was used for dancing.

(f) As an adverbial modifier of condition the gerund is preceded by the preposition *without*.

He has no right to come bothering you and papa without being invited.

As an adverbial modifier of cause the gerund is used with the prepositions *for, for fear of, owing to*.

I feel the better myself for having spent a good deal of my time abroad.

I dared not attend the funeral for fear of making a fool of myself.

(g) As an adverbial modifier of concession the gerund is preceded by the preposition *in spite of*.

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

The above examples show that the gerund preceded by one and the same

preposition may be used in different functions: with the preposition *without*, it may perform the function of an adverbial modifier of attendant circumstances and of condition; with the preposition *in*, it may perform the function of an adverbial modifier of time and of manner; with the preposition *for*, it may perform the function of an adverbial modifier of purpose or of cause.

4. THE INFINITIVE

4.1. The infinitive developed from the verbal noun, which in course of time became verbalized, retaining at the same time some of its nominal properties. Thus in Modern English the infinitive, like the participle and the gerund, has a double nature, nominal and verbal. The nominal character of the infinitive is manifested in its syntactic functions. The infinitive can be used:

(a) as the subject of a sentence.

To go on like this was dangerous.

(b) as a predicative.

Her plan was now to drive to Bath during the night.

(c) as an object.

I have never learnt to read or write.

1. The verbal characteristics of the infinitive are as follows:

(a) the infinitive of transitive verbs can take a direct object.

He ... began to feel some curiosity ...

(b) the infinitive can be modified by an adverb.

I cannot write so *quickly*.

(c) the infinitive has tense and aspect distinctions; the infinitive of transitive verbs has also voice distinctions.

In Modern English the infinitive has the following forms:

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	-----
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-----

4.2. The tense and aspect distinctions of the infinitive.

Like the tense distinctions of all verbals those of the infinitive are not absolute but relative.

1. The Indefinite Infinitive expresses an action simultaneous with the action expressed by the finite verb, so it may refer to the present, past or future.

I am glad to meet you. I was glad to see Mr. Paul.

Mr. Forsyte will be very glad to see you.

2. The Continuous Infinitive also denotes an action simultaneous with that expressed by the finite verb, but it is an action in progress. Thus the continuous infinitive is not only a tense form, but also an aspect form, expressing both time relations and the manner in which the action is presented.

They happened, at the moment, to be standing near a small conservatory at the end of the garden.

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

“I’m glad to have seen you,” he said.

An intimate friend is said to have dined with him that day.

After such verbs as *to mean*, *to expect*, *to intend*, *to hope* used in the Past Indefinite, the Perfect Infinitive shows that the hope or intention was not carried out.

I meant to have gone there.

I meant to have given you five shillings this morning for a Christmas-box, Sam. I’ll give it you this afternoon, Sam.

The same meaning can be conveyed by the Past Perfect of the finite verb followed by the Indefinite Infinitive.

I had meant to go there.

He had meant to marry me. (Some English grammarians prefer the latter construction.)

Note. – *The idea, however, is often expressed in the following way:*

I meant to go there, but never did.

4. The Perfect Continuous Infinitive denotes an action which lasted a certain time before the action of the finite verb. It is not only a tense form, but also an aspect form.

For about ten days we seemed to have been living on nothing but cold meat, cake and bread and jam.

4.3. The voice distinctions of the infinitive.

The infinitive of transitive verbs has special forms for the Active and the Passive Voice:

It is so glorious to love and to be loved...

In sentences with the construction *there is* the infinitive of *some* verbs can be active or passive without any change in the meaning: There’s no time to lose.

There is no time to be lost.

There is nothing to fear (to be feared).

4.4. The use of the infinitive without the particle *to* (the bare infinitive).

In Modern English the infinitive is chiefly used with the particle *to*. In Old English *to* was a preposition used with the infinitive in the dative case to indicate purpose (*to writenne* meant ‘in order to write’). Later on *to* was re-interpreted as the formal sign of the infinitive and came to be used not

only to denote purpose but in other cases as well. Still there are cases when the so-called bare infinitive (the infinitive without the particle *to*) is used. They are as follows:

1. After auxiliary verbs.

I don't understand the meaning of this passage.

We shall go there at once.

2. After modal verbs except the verb *ought*.

If one cannot have what one loves, one must love what one has.

3. After verbs denoting sense perception, such as *to hear*, *to see*, *to feel*, etc.

In a few minutes they heard him ascend the ladder to his own room.

I never saw you look so before.

I felt my heart jump.

Note. - *The verb to be after the verb to feel is used with the particle to:*

I felt this to be very true.

4. After the verb *to let*.

Let us be the best friends in the world! (*Dickens*)

5. After the verb *to make* in the meaning of 'to force smb. to do smth.' and the verb *to have* in the meaning of 'to force smb. to do smth.', to allow.

What makes you think so?

I... had them take my luggage.

The verb *to have* in the meaning of 'to allow' is chiefly used after the modal verbs *will* and *would* in negative sentences.

I will not have you call him Daniel any more.

I would not have you think that I am selfish.

After the verb *to know* when its meaning approaches that of *to see*, *to observe* (the verb *to know* never has this meaning in the Present Indefinite).

I have so often known a change of medicine work wonders.

In this case, however, the particle *to* is sometimes used:

I have never known her to weep before.

Note. - *After the verbs to leave, to see, to make and to know in the Passive Voice the for-Infinitive is used.*

He was heard to mention your name several times.

They were seen to leave the house early in the morning.

The child was made to obey.

Sir Pitt Crawley was never known to give away a shilling or to do a good action.

6. After the verb *to bid*.

I bowed and waited, thinking she would bid me take a seat.

The verb *to bid* is obsolete and is not used in colloquial speech.

7. *After the expressions had better, would rather, would sooner, cannot but, nothing but, cannot choose but.*

You had better go to bed and leave the patient to me.

I would rather not speak upon the subject.

I would sooner die here, at your feet ... than see you married to such a one as that.

I cannot but think so.

There was nothing left for him to do but watch and wait.

She does nothing but make scenes from morning till night.

I looked long at that picture, and could not choose but look.

Had better, would rather, to do nothing but belong to colloquial English, whereas *cannot but* and *cannot choose but* are characteristic of elevated style.

8. In sentences of a special type (infinitive sentences) beginning with *why*.

Why not come and talk to her yourself?

The particle *to* is often used without the infinitive if it is easily understood from the context.

He and his three men could not defend Rollingen even if they wanted to.

The particle *to* may be separated from the infinitive by an adverb; this is the so-called split infinitive. It is hardly ever used in colloquial English.

He was unable, however, to long keep silence.

4.5. The functions of the infinitive in the sentence.

The infinitive can be used in different syntactic functions. A single infinitive occurs but seldom: in most cases we find an infinitive phrase, i. e. an infinitive with one or several accompanying words.

1. The infinitive as a subject.

To doubt, under the circumstances, is almost to insult.

To acquire knowledge and to acquire it unceasingly, is the first duty of the artist.

Even to think of it gave him ineffable torture.

To be recognized, greeted by some local personage afforded her a joy which was very great.

From these examples we can see that the infinitive as a subject can be rendered in Russian by an infinitive, by a noun, or by a clause.

Though the infinitive as the subject sometimes precedes the predicate, cases when it follows the predicate are far more common; with the infinitive in the latter position, the sentence opens with the introductory *it*, which serves as an introductory subject. The introductory *it* is not translated.

It is useless to discuss the question.

It was pleasant to be driving a car again.

2. The infinitive as a predicative.

My intention is to get into parliament.

The infinitive can also be used as part of a predicative.

The abode of Mrs. Betty was not easy to find.

3. The infinitive as part of a compound verbal predicate.

(a) With modal verbs, modal expressions, and verbs expressing

modality the infinitive forms part of a compound verbal modal predicate.

We must not leave him by himself any longer.

The train was to leave at midnight.

... I intend to lead a better life in the future.

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

Imprisonment began to tell upon him.

Before daylight it started to drizzle.

Clare continued to observe her.

... they gradually ceased to talk.

4. The infinitive as an object.

Leila had learned to dance at boarding school.

After the verbs *to allow*, *to order*, *to ask*, *to beg*, *to request*, *to implore*, *to teach*, *to instruct* we often find two objects, one of which is expressed by an infinitive.

After waiting some time, Mrs. Clements ... ordered the cabman to drive back to her lodgings.

He asked me to walk in.

And the curate does not teach you to read and to write then?

The infinitive used as an object can be preceded by the introductory object *it*. The introductory object is not translated.

He found *it* utterly impossible to leave the spot.

The infinitive as part of a complex object.

I never saw you act this way before.

5. The infinitive as an attribute.

The infinitive as an attribute is rendered by an infinitive (chiefly after abstract nouns), by a subordinate clause or by a finite verb serving as the predicate of a simple sentence (after ordinal numerals and the adjective *last*).

I have not had time to examine this room yet.

Bathsheba was not a woman ... to suffer in silence.

I have nobody to say a kind word to me.

He was the first to offer his hand to the Russians.

When his engine broke down, it was the last to be repaired.

The infinitive used as an attribute often has a modal significance - it expresses an action thought of as obligatory or possible.

I've got my wife and little boy to look after.

There must be a lot of things in this world to make you very unhappy.

Tess was no insignificant creature to toy with and dismiss.

Sometimes the infinitive used as an attribute implies a more or less prominent idea of purpose.

Here is a nice book to read before going to bed.

Here is a charming little cottage to spend the summer in.

... he had no courage to face danger.

There was no time now to think —there was only time to give the medicine.

7. The infinitive as an adverbial modifier.

(a) The infinitive can be an adverbial modifier of purpose.

Laws were not made to be broken, laws were made to stay within.

To pacify her, I held the window ajar a few seconds.

The infinitive as an adverbial modifier of purpose can be introduced by *in order* and *so as*.

Sometimes you retreat in order to advance.

Soames put on his coat so as not to be cold.

The infinitive can be used as an adverbial modifier of result. This chiefly occurs after adjectives modified by the adverbs *enough* and *too*.

His eyes were sharp enough to look after his own interest.

I was too busy to see anyone.

The infinitive as an adverbial modifier of result is also to be found in sentences of the following type:

He was so weak as to be unable to work.

Mr. Rokesn'th has been so polite as to place his sitting-room at our disposal to-day.

And he is such a fool as to think that his idle chatter can influence others.

As the above examples show the result expressed by the infinitive is often negative.

(b) The infinitive can be an adverbial modifier of comparison (manner); in most cases with an additional meaning of purpose. In this function it is introduced by the conjunction *as if* or *as though*.

She nervously moved her hand towards his lips as if to stop him ...

(c) The infinitive can be used as an adverbial modifier of attendant circumstances.

She was driven away, never to revisit this neighbourhood.

I am sorry to have raised your expectations, Mr. Blake, only to disappoint them.

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

8. The infinitive as parenthesis.

Well, to cut a long story short, they thought it would be more economical to live at the villa.

He was rude, to say the least of it.

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

To speak the truth, I have been a little troubled, but it is over.

He brought with him a collection of Indian curios, to say nothing of an independent fortune and several slaves.

5. The gerund and the participle.

In most cases the differentiation between the gerund and the participle does not present any difficulty.

Unlike the participle the gerund may be preceded by a preposition, it may be modified by a noun in the possessive case or by a possessive pronoun; it can be used in the function of a subject, object, and predicative. In the function of an attribute and of an adverbial modifier both the gerund and the participle may be used, but the gerund in these functions is always preceded by a preposition.

There are cases, however, when the differentiation between the gerund and the participle presents some difficulty; for instance, it is not always easy to distinguish between a gerund as part of a compound noun and a participle used as an attribute to a noun. One should bear in mind that if we have a gerund as part of a compound noun, the person or thing denoted by the noun does not perform the action expressed by the mg-form: e. g. *a dancing-hall* (a hall for dancing), *a cooking-stove* (a stove for cooking), *walking shoes*, *a writing-table*, etc.

If we have a participle used as an attribute the person denoted by the noun performs the action expressed by the mg-form: e. g. *a dancing girl* (a girl who dances), *a singing child*, etc.

However, there are cases which admit of two interpretations; for example *a sewing machine* may be understood in two ways: a machine for sewing and a machine which sews; *a hunting dog* may be a dog for hunting and a dog that hunts.

6. The gerund and the infinitive.

With a number of verbs and word-groups both the gerund and the infinitive may be used. The most important of them are: to be afraid, to begin, to cease, to continue, can (cannot) afford, to dread, to fear, to forget, to hate, to intend, to like (dislike), to neglect, to prefer, to propose, to remember, to recollect, to start, to stop.

The young man *began* turning over the pages of a book.

At length she *began* to speak softly.

She *continued* standing near the piano.

She *continued* to look at him...

It is sometimes possible to find a reason for the use of a given form. With some verbs and word-groups, such as *to be afraid, to forget, to hate, to like (dislike), to prefer* the infinitive is mostly used with reference to a special occasion, the gerund being more appropriate to a general statement.

The child *was not afraid of* remaining alone, but he *was afraid* to remain alone on such a stormy night.

I *was* always *afraid of* losing his goodwill.

Gwendolen answered rather pettishly, and her mamma *was afraid* to say more.

Don't forget shutting the windows when you leave home.

Don't forget to shut the window when you leave home, it is very windy to-day.

I *don't like* interrupting people.

I *don't like* to interrupt him, he seems very busy.

With the verb *to remember* the infinitive usually refers to the future, and the gerund to the past.

I *remember* seeing the book in many bookshops.

Remember to buy the book.

With the verb *to stop* the infinitive and the gerund have different syntactical functions.

The gerund forms part of a compound verbal aspect predicate.

They stopped talking when he came in.

The infinitive has the function of an adverbial modifier of purpose.

She stopped to exchange a few words with a neighbour.

7. The gerund and a verbal noun.

The gerund should not be confused with the verbal noun, which has the same suffix *-ing*. The main points of difference between the gerund and the verbal noun are as follows:

Like all the verbals the gerund has a double character —nominal and-verbal.

2. The gerund is not used with an article. 3. The gerund has no plural form. 4. The gerund of a transitive verb takes a direct object. He received more and more letters, so many that he had given up reading *them*. 5. The gerund may be modified by an adverb. *Drinking, even temperately, was a sin*. 6. The verbal noun has only a nominal character. 7. The verbal noun may be used with an article. The making of a new humanity cannot be the privilege of a handful of bureaucrats. I want you to give my hair a good brushing. 8. The verbal noun may be used in the plural. Our likings are regulated by our circumstances. 9. A verbal

noun cannot take a direct object; it takes a prepositional object with the preposition *of*. Meanwhile Gwendolen was rallying her nerves to the reading *of the paper*. 10. The verbal noun may be modified by an adjective. He (Tom) took a *good* scolding about clodding Sid.

8. Predicative constructions with The Verbals.

8.1. Predicative constructions with the participle.

In Modern English we find the following predicative constructions with the participle:

- (1) the Objective Participial Construction;
- (2) the Subjective Participial Construction;
- (3) the Nominative Absolute Participial Construction;
- (4) the Prepositional Absolute Participial Construction.

8.1.1. The Objective Participial Construction.

The Objective Participial Construction is a construction in which the participle is in predicate relation to a noun in the common case or a pronoun in the objective case.

In the next berth she could hear her stepmother breathing heavily.

The participle *breathing* is in predicate relation to the noun *stepmother*, which denotes the doer of the action expressed by the participle.

In the Objective Participial Construction Participle I Indefinite Active or Participle II is used. In the sentence this instruction has the function of a complex object.

The Objective Participial Construction may be found:

(a) after verbs denoting sense perception, such as *to see, to hear, to feel, to find*, etc.

Then he looked out of the window and saw clouds gathering.

I heard my wife coming...

She could feel her hands trembling exceedingly.

She found him waiting for her at her journey's end...

I saw the pony harnessed myself.

The dog heard his name pronounced through the open door.

He felt himself clutched by the collar...

You will probably find your sister grown, Bella.

(b) after some verbs of mental activity, such as *to consider, to understand*.

I consider myself engaged to Herr Klesmer.

(c) after verbs denoting wish, such as *to want, to wish, to desire*. In this case only Participle II is used.

The governor wants it done quick.

(d) after the verbs *to have* and *to get*; after (these verbs only Participle II is used.

In this case the Objective Participial Construction shows that the action expressed by the participle is performed at the request of the person denoted by the subject of the sentence. Thus *I had the piano tuned* means 'I made someone tune the piano'.

I had my coat altered.

He ... had several bottles of wine brought ...

You can get your clothes made in Europe.

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

Why don't you have your hair waved?

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

The wounded man had his leg amputated.

8. 1.2. The Subjective Participial Construction.

The Subjective Participial Construction is a construction in which the participle (mostly Participle I) is in predicate relation to a noun in the common case or a pronoun in the nominative case, which is the subject of the sentence.

The peculiarity of this construction is that it does not serve as one part of the the sentence: one of its component parts has the function of the subject, the other forms part of a compound verbal predicate.

They were heard talking together...

This construction is chiefly used after verbs of sense perception.

The horse was seen descending the hill.

Then Bathsheba's footsteps were heard crossing the room.

8.1.3. The Nominative Absolute Participial Construction.

The Nominative Absolute Participial Construction is a construction in which the participle stands in predicate relation to a noun in the common case or a pronoun in the nominative case; the noun or pronoun is not the subject of the sentence.

The door and window of the vacant room being open, we looked in.

In the Nominative Absolute Participial Construction Participle I (in all its forms) or Participle II is used. This construction is generally rendered by means of an adverbial clause. It is used in the function of an adverbial modifier. It can be an adverbial modifier:

(a) of time.

The lamp having been lit, Mrs. Macallan produced her son's letter. This duty completed, he had three months' leave.

(b) of cause.

It being now pretty late, we took our candles and went upstairs.

A knock had come to the door, and there being nobody else to answer it, Clare went out.

We were walking by ourselves for an hour, George having remained behind in the hotel to write a letter to his aunt.

(c) of attendant circumstances. In this function the Nominative Absolute Participial Construction is mostly placed at the end of the sentence.

He turned and went, we, as before, following him. One morning he stood in front of the tank, his nose almost pressed to the glass.

(d) of condition. In this function the Nominative Absolute Participial Construction occurs but seldom and is almost exclusively used with the participles *permitting* and *failing*.

Weather (time, circumstances) permitting, we shall start tomorrow.

Conciliation failing, force remains; but force failing, no further hope of conciliation is left.

The Nominative Absolute Participial Construction very often occurs in fiction and scientific literature; the use of this construction in colloquial English is rare.

8.1.4. The Prepositional Absolute Participial Construction.

The Absolute Participial Construction may be introduced by the preposition *with* and is then called the Prepositional Absolute Participial Construction. It is in most cases used in the function of an adverbial modifier of attendant circumstances.

They were walking on again, with Hugh calmly drawing at his pipe.

The daughter sat quite silent and still, with her eyes fixed on the ground.

8.1.5. Absolute constructions without a participle.

There are two types of absolute constructions in which we find no participle. The second element of the construction is an adjective, a prepositional phrase, or an adverb.

1. *The Nominative Absolute Construction.* It is used in the function of an adverbial modifier of time or attendant circumstances.

Breakfast over, he went to his counting house.

Manston went homeward alone, his heart full of strange emotion.

I here lie stood, his lace to the south-east ... his cap in his hand.

Mind the difference between the meaning of the following constructions: *The lesson (concert, lecture) over...* and *The lesson (concert, lecture) being over...* *The lesson over* has a temporal meaning, whereas *the lesson being over* has as a rule a causal meaning.

2. *The Prepositional Absolute Construction.* It is mostly used in the function of an adverbial modifier of attendant circumstances.

I found him ready and waiting for me, with his stick in his *hand*.

Sikes, with Oliver's hand still in his, softly approached the low porch, and raised the latch.

8.1.6. The Nominative Absolute Participial Construction and the

Nominative Absolute Construction are separated from the rest of the sentence by a comma or a semicolon.

Grandcourt... rose and strolled out on the lawn, all the dogs following him.

Mr. Tulkinghorn comes and goes pretty often; there being estate business to do.

Then he started out, bag and overcoat in hand, to get his cup of coffee.

Prepositional Absolute Constructions are usually separated from the rest of the sentence by a comma.

It was a balmy, radiant day, with the trees and grass shining exceedingly green after the rain of the night before.

He was there, writing busily at a distant table, with his back towards the door.

8. 2. Predicative constructions with the gerund.

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

I don't like your going off without any money.

Here the gerund *going off* is in predicate' relation to the pronoun *your*, which denotes the doer of the action expressed by the gerund.

The nominal element of the construction can be expressed in different ways.

If it denotes a living being it may be expressed:

(a) by a noun in the genitive case or by a possessive pronoun.

His further consideration of the point was prevented by *Richard's* coming back to us in an excited state.

Do you mind *my* smoking?

(b) by a noun in the common case.

I have a distinct recollection of *Lady Chi/tern* always getting the good conduct prize!

Note. —*Thus in Modern English there are two parallel constructions of the type: Fancy David's courting Emily and Fancy David courting Emily! These two constructions may be used indifferently, but sometimes there is a slight difference in meaning: in the first example the action (the verbal element of the construction) is emphasized, whereas in the second the doer of the action (the nominal element of the construction) is emphasized.*

Occasionally examples are found where the nominal element of the construction is expressed by a pronoun in the objective case.

I hope you will forgive *me* disturbing you.

There are cases when the nominal element of the construction, though

denoting a living being, cannot be expressed by a noun in the possessive case, but only by a noun in the common case, namely when it consists of two or more nouns or when it is a noun modified by an attribute in post-position.

I object to *Mary and Jane* going out on such a windy day. He felt no uneasiness now in the thought of *the brother and) sister* being alone together.

Did you ever hear of *a man of sense* rejecting such an offer?

1. If the nominal element of the construction denotes a lifeless thing, it is expressed by a noun in the common case (such nouns, as a rule, are not used in the genitive case) or by a possessive pronoun.

... Peggotty spoke of... my room, and of *its* being ready for me.

The nominal element of the construction can also be expressed by a pronoun which has no case distinctions, such as *all, this, that, both, each, something*.

I insist on *both of them* coming in time.

Again Michael... was conscious of *something deep and private* stirring within himself.

Note. — *Some grammarians recognize the existence of two separate constructions: the gerundial construction (a construction whose nominal element is expressed by a noun in the genitive case or by a possessive pronoun) and a construction with a half gerund (a construction whose nominal element is expressed by a noun in the common case, a pronoun in the objective case, or a pronoun which has no case distinctions).*

A gerundial construction is nearly always rendered by a subordinate clause.

His being a foreigner, an ex-enemy was bad enough.

Her thoughts were interrupted at last, by the door opening gently.

I began to picture to myself... my being found dead in a day or two, under some hedge.

8. 3. Infinitive constructions.

In Modern English we find the following predicative constructions with the Infinitive:

- (1) the Objective-with-the-Infinitive Construction;
- (2) the Subjective Infinitive Construction;
- (3) the *for-to*-Infinitive Construction.

8.3.1. The Objective-with-the-Infinitive Construction.

The Objective with the Infinitive is a construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the objective case. In the sentence this construction has the function of a complex object.

In translating the Objective-with-the-Infinitive Construction, we nearly always use a subordinate clause.

He's a wonderful teacher and I've never seen him lose his temper or get

angry about anything.

However, sometimes a sentence containing the Objective-with-the-Infinitive Construction is rendered by a simple sentence.

... the bombings at night made the old walls shake to their foundations.

THE USE OF THE OBJECTIVE-WITH-THE- INFINITIVE CONSTRUCTION

1. The Objective-with-the-Infinitive Construction is used after verbs denoting sense perception, such as *to hear, to see, to watch, to feel, to observe, to notice*, etc.

I haven't heard anyone call me.

I saw Brown enter the room.

I felt the blood rush into my cheeks, and then leave them again.

After verbs of sense perception only the Indefinite Infinitive Active is used. If the meaning is passive we use Participle II.

I saw the fire slowly conquered.

If a process is expressed Participle I Indefinite Active is used.

He saw Fleur coming.

Note 1. - The verb *to see* is followed by a clause and not by the Objective-with-the-Infinitive Construction when it is not really a verb of sense perception, i. e. when it means 'to understand'.

I saw that he did not realize the danger.

After the verbs *to see* and *to notice* the Objective-with-the- Infinitive Construction is not used with the verb *to be*; a subordinate clause is used in such cases. I saw that he was pale.

Note 2. - *When the verb to hear is not a verb of sense perception, i. e. when it means 'to learn', 'to be told', a clause or a gerund (and not the Objective-with-the-Infinitive) is used.*

I hear that he left for the South (of his having left for the South).

2. The Objective-with-the-Infinitive Construction is used after verbs denoting mental activity, such as *to know, to think, to consider, to believe, to suppose, to expect, to imagine, to find, to feel, to trust*, etc.

After verbs of mental activity in the Objective-with-the-Infinitive Construction the verb *to be* is generally used. (This restriction does not apply to the verb *to expect*.) The use of this construction after most verbs of mental activity is more characteristic of literary than of colloquial style.

I know you to be the most honest, spotless creature that ever lived.

I believe him to have no conscience at all.

If you suppose that boy to be friendless, you deceive yourself.

Everybody expected her to marry Pete.

After, verbs of mental activity the Perfect Infinitive is used but seldom.

The doctor found his heart to have stopped two hours before.

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

Boldwood thought her beautiful.
She found the subject rather interesting
You consider yourself an impressive person, eh?

3. The Objective-with-the-Infinitive Construction is used after verbs of declaring: *to pronounce, to declare, to report.*

The surgeon pronounced the wound to be a slight one.
She declared him to be the most disobedient child in existence.

4. The Objective-with-the-Infinitive Construction is used after verbs denoting wish and intention: *to want, to wish, to desire, to mean, to intend, to choose* (in the meaning of 'to wish').

I want you to come and dine with me.
I particularly wished those books to be returned to-night.
She desired me to follow her upstairs.
I did not mean you to learn the poem by heart.
He intended me to go with him to India.
I don't choose you to go by yourself to an hotel.

5. The Objective-with-the-Infinitive Construction is used after verbs and expressions denoting feeling and emotion: *to like, to dislike, to love, to hate, cannot bear, etc.*

I dislike you to talk like that. I hate him to be flogged.
I cannot bear you to speak of that.

6. The Objective-with-the-Infinitive Construction is used after verbs denoting order and permission: *to order, to allow, to suffer, to have, etc.*

Here we find the Objective with the Infinitive only if the object is expressed by a noun or pronoun denoting a lifeless thing or when the infinitive is passive. This restriction does not apply to the verbs *to suffer* and *to have*.

Mr. Merdle ordered his carriage to be ready early in the morning.
She ... had never allowed the name of John Gordon to pass her lips.
He ordered the boy to be put to bed.
The teacher ordered the room to be aired.

Note.- *After such verbs as "to order" and "to allow" the Infinitive in the Active Voice can be used only when these verbs are followed by an object denoting a person who is ordered or allowed to do something.*

The dean allowed the secretary to change the time-table.

(Here we find two direct objects and not the Objective-with-the-Infinitive Construction.)

Such sentences as "the dean ordered to change the time-table" are impossible in English.

So when translating such sentences into English we use the objective with the Infinitive Construction where the Infinitive is in the Passive Voice.

The dean allowed the time-table to be changed.

Mr. Dombey suffered Florence to play with Paul.

She suffered Mr. Franklin to' lead her back into the room. (Collins)
Miss Jemima could not suffer Becky to leave the Academy without a present.

I won't have you speak like it, dear Tess!

The verb to have denotes permission only in negative sentences; it is very close in meaning to the verb to suffer and is translated in the same way.

6. The Objective-with-the-Infinitive Construction is used after verbs denoting compulsion: *to make* (in the meaning of 'to force smb. to do smth'), *to cause* (in the meaning of 'to force smb. to do smth', 'распорядиться'), *to get* (in the meaning of 'to obtain'), *to have* (in the meaning of 'to force smb. to do smth'').

Light steps in the gravel made him turn his head.

The noise caused her to awake.

She caused a telegram to be sent to him.

I cannot get her to finish her lessons.

Mr. Dalrymple had the drayman bring in the soap.

8. Though the infinitive as a rule is not used with verbs requiring prepositions, the Objective with the Infinitive is widely used with the preposition *for* (see the *for-to-Infinitive Construction* used in the function of a complex object, §34). Occasionally it occurs with the preposition *on* or *upon* (after the verb *to rely*).

I rely on you to come in time.

I rely upon you not to go over to the opposition.

The gerund, however, is also possible here.

I rely on your coming in time.

8.3.2. The Subjective Infinitive Construction.

The Subjective Infinitive Construction (traditionally called the Nominative-with-the-Infinitive Construction) is a construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the nominative case.

The peculiarity of this construction is that it does not serve as one part of the sentence: one of its component parts has the function of the subject, the other forms part of a compound verbal predicate.

Edith is said **to resemble** me.

THE USE OF THE SUBJECTIVE INFINITIVE CONSTRUCTION

The Subjective Infinitive Construction is used with the following groups of verbs in the Passive Voice:

1. With verbs denoting sense perception: *to see*, *to hear*, etc.

Mr. Bob Sawyer was heard to laugh heartily.

The rider was seen to disappear in the distance.

If a process is expressed Participle I Indefinite Active is used.

Tess's father was heard approaching at that moment.

2. With verbs denoting mental activity: *to think, to consider, to know, to expect, to believe, to suppose.*

He was thought to be honest and kindly.

My father ... was considered by many to be a great man.

Philip Bosinney was known to be a young man without fortune.

I know that Priam Farll is supposed to have been buried in Westminster Abbey.

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

3. With the verb *to make.*

Little Abraham was aroused... and made to put on his clothes ...

4. With verbs *to say* and *to report.*

The gods had given Irene dark-brown eyes and golden liair, which is said to be the mark of a weak character.

From these examples we can see that in translating sentences containing the Subjective Infinitive Construction after verbs in the Passive Voice a complex sentence is mostly used: its principal clause is of the type which is called 'indefinite personal'.

After verbs in the Passive Voice the Subjective Infinitive Construction is more characteristic of literary than of colloquial style, except with the verbs *to suppose, to expect, to make*; with these verbs the Subjective Infinitive can be found both in fiction and in colloquial language.

The Subjective Infinitive Construction is used with the word- groups *to be likely, to be sure, and to be certain.*

The parish is not likely to quarrel with him for the right to keep the child.

But he is sure to marry her.

Senyences of this kind are rendered by a simple sentene with a modal word.

Note the difference between: He is sure to come. He is sure of coming.

The Subjective Infinitive Construction is used w'ith the following pairs of synonyms: *to seem* and *to appear*; *to happen* and *to chance* (the latter is literary); *to prove* and *to turn out.*

They seemed to have quite forgotten him already.

Her eyes appeared always to gaze beyond, and far beyond.

Mrs. Cowperwood, in spite of the difference in their years, appeared to be a fit mate for him at this time.

Only yesterday we happened to see Soames Forsyte.

By 11 o'clock her mother had chanced to look into her room.

The experiment proved to be a failure.

They all turned out to be good fighters.

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

We are sure to come at the heart of the matter.

He is expected to give us an answer to-morrow.

8.3.3. The For-to-Infinitive Construction.

The for-to-Infinitive Construction is a construction in which the infinitive is in predicate relation to a noun or pronoun preceded by the preposition *for*.

The construction can have different functions in the sentence.

It can be:

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

For me to ask would be treason, and **for me to be told** would be treason.

I sometimes think it is a shame **for people to spend so much money this way**.

2. Predicative.

That was for him to find out.

3. Complex object.

He waited for her to speak.

He asked for the papers to be brought.

I am very anxious for Mr. Headstone to succeed in all he undertakes.

Erik saw that she was impatient for him to be gone.

I hope you won't think it very odd for a perfect stranger to talk to you like this.

4. Attribute.

The best thing for you to do is to bide here with your load. I'll send somebody to help you.

There was really nothing for him to do but what he had done.

There's nobody here for him to play with.

He had even had a comfortable house for her (his niece) to live *in*.

5. Adverbial modifier:

(a) of purpose.

Here's the thermometer: they've left it for the doctor to see instead of shaking it down.

He stepped aside for me to pass.

(b) of result.

The pleasure of 'accompanying you was too great a temptation for me to resist.

But he had consented, and it was too late for him now to recede.

He spoke loud enough for you to hear.

His experience of women was great enough for him to be aware that the negative often meant nothing more than the preface to the affirmative.

9. THE USE OF VERBALS.

§1. PASSIVE AND PAST FORMS OF INFINITIVES AND GERUNDS

<p>PASSIVE INFINITIVE: to be + past participle</p> <p>a) I didn't expect to be invited to his Party.</p>	<p>In (a): <i>to be invited</i> is passive. The understood "by phrase" is "by him": <i>I didn't expect to be invited by him.</i></p>
<p>PASSIVE GERUND: <i>being</i> + past participle</p> <p>(b) I appreciated <i>being invited</i> to your home.</p>	<p>In (b) <i>being invited</i> is passive. The understood "by phrase" is "by you": <i>I appreciated being invited by you.</i></p>
<p>PAST INFINITIVE: <i>to have</i> + past participle</p> <p>(c) The rain seems to have stopped.</p>	<p>The event expressed by a past infinitive or past gerund happen before the time of the main verb. In (c): <i>The rain seems now to have stopped a few minutes ago.*</i></p>
<p>PAST GERUND: <i>having</i> + past participle</p> <p>(d) I appreciate having had the opportunity to meet the king.</p>	<p>In (d): I met the king yesterday. <i>I appreciate now having had the opportunity to meet the king yesterday.*</i></p>
<p>PAST-PASSIVE INFINITIVE: to have been + past participle</p> <p>(e) Jane is fortunate to have been given a scholarship.</p>	<p>In (e): Jane was given a scholarship last month by her government. She is fortunate. <i>Jane is fortunate now to have been given a scholarship last month by her government.</i></p>
<p>PAST- PASSIVE GERUND: having been + past participle</p> <p>(f) I appreciate having been told the news.</p>	<p>In (f): I was told the news yesterday by someone. <i>I appreciate now having been told the news yesterday by someone.</i></p>

*If the main verb is in the Past Indefinite form, the action of the past infinitive or gerund happened before a time in the past:

The rain seemed to have stopped. = The rain seemed at six P.M. to have stopped before six P.M.

I appreciated having had the opportunity to meet the king. = I met the king 1985. I appreciated in 1987 having had the opportunity to meet the king in 1985.

§2. COMMON VERBS FOLLOWED BY GERUNDS

<p>VERB + GERUND</p> <p>(a) I enjoy playing tennis.</p>	<p>Gerunds are used as the objects of certain verbs. In (a), enjoy is followed by a gerund (playing). Enjoy is not followed by an infinitive.</p> <p>INCORRECT: I enjoy to play tennis.</p>
<p>(b) Joe quit smoking.</p> <p>(c) Joe gave up smoking.</p>	<p>(b) and (c) have the same meaning. Some two - word verbs, e.g., give up, are followed by gerunds.</p>

Stop can also be followed immediately by an infinitive of purpose (**in order to**).

Compare the following:

1) **stop+gerund**: When the professor entered the room, the students **stopped talking**. The room became quiet.

2) **stop+infinitive of purpose**: While I was walking down the street, I ran into an old friend. I **stopped to talk** to him (I stopped walking **in order to** talk to him.)

§3. REFERENCE LIST OF VERBS FOLLOWED BY GERUNDS

1. admit He admitted **stealing** the money.
2. advise She advised **waiting** until tomorrow,
3. anticipate I anticipate **having** a good time on vacation.
4. appreciate I appreciated **hearing** the news from them.
5. avoid He avoided **answering** my question.
6. can't help I can't help **worrying** about it.
7. complete I finally completed **writing** my term paper.

8. consider	I will consider going with you.
9. delay	He delayed leaving for school.
10. deny	She denied committing the crime.
11. discuss	They discussed opening a new business.
12. dislike	I dislike driving long distances.
13. dream	I dream of becoming a student.
14. enjoy	We enjoyed visiting them.
15. finish	She finished studying about ten.
16. forget	I'll never forget visiting Independence Square.
17. keep	I keep hoping he will come.
18. mention	She mentioned going to a movie.
19. mind	Would you mind helping me with this?
20. miss	I miss being with my family.
21. postpone	Let's postpone leaving until tomorrow.
22. practise	The athlete practised throwing the ball.
23. quit	He quit trying to solve the problem.
24. recall	I don't recall meeting him before.
25. recollect	I don't recollect meeting him before.
26. recommend	She recommended seeing the show.
27. regret	I regret telling him my secret.
28. remember	I can remember meeting him when I was a child.
29. resent	I resent her interfering in my business.
30. resist	I couldn't resist eating the dessert.
31. risk	She risks losing all of her money.
32. stop	She stopped going to classes when she got sick.
33. suggest	She suggested going to a movie.
34. tolerate	She won't tolerate cheating during the examination.
35. understand	I don't understand his leaving school.

§4. COMMON VERBS FOLLOWED BY INFINITIVES

<p style="text-align: center;">VERB + INFINITIVE</p> <p>a) I hope to see you again soon.</p> <p>b) He promised to be here by ten.</p> <p>c) He promised not to be late.</p>	<p>Some verbs are followed immediately by an infinitive, as in (a) and (b).</p> <p>See Group A below .</p> <p>Negative form: not precedes the infinitive.</p>
<p style="text-align: center;">VERB + (PRO)NOUN + INFINITIVE</p> <p>d) Mr. Lee told me to be here at ten o'clock.</p> <p>e) The police ordered the driver to stop.</p>	<p>Some verbs are followed by a (pro)noun and then an infinitive, as in (d) and (e).</p> <p>See Group B below.</p>
<p>f) I was told to be here at ten o'clock</p> <p>g) The driver was ordered to stop.</p>	<p>These verbs are followed immediately by an infinitive when they are used in the passive, as in (f) and (g).</p>
<p>h) I expect to pass the test.</p> <p>i) I expect Mary to pass the test</p>	<p>Ask, expect, would like, want and need may or may not be followed by a (pro)noun object. COMPARE:</p> <p>In (h): I think I will pass the test.</p> <p>In (i) : I think Ra'no will pass the test</p>
<p>GROUP A: VERB + INFINITIVE</p> <p><i>hope to promise to seem to ask to plan to agree</i></p> <p><i>to appear to expect to intend to* offer to pretend</i></p> <p><i>would like to decide to refuse to want to need</i></p>	
<p>GROUP B: VERB + (PRO) NOUN + INFINITIVE</p> <p><i>tell someone to; invite someone to; require someone to; ask someone to;</i></p> <p><i>advise someone to; permit someone to; order someone to; expect someone to;</i></p> <p><i>encourage someone to; allow someone to; force someone to; would like someone to;</i></p> <p><i>remind someone to; need someone to.</i></p>	

***Intend** is usually followed by an infinitive (**I intend to go** to the meeting), but sometimes may be followed by a gerund (**I intend going** to the meeting) with no change in meaning.

****A gerund is used after advise (active) if there is no (pro)noun object.**

Compare:

1. He advised **buying** a book. 2. He advised **me to buy** a book. 3. I was advised **to buy** a book.

§5. REFERENCE LIST OF VERBS FOLLOWED BY INFINITIVES

A. VERBS FOLLOWED IMMEDIATELY BY AN INFINITIVE

1. afford	I can't afford to buy it.
2. agree	They agreed to help us.
3. appear	She appears to be tired .
4. arrange	I'll arrange to meet you at the airport.
5. ask	He asked to come with us
6. beg	He begged to come with us.
7. care	I don't care to see that show.
8. claim	She claims to know a famous movie star.
9. consent	She finally consented to marry him.
10. decide	I have decided to leave on Monday.
11. demand	I demand to know who is responsible.
12. deserve	She deserves to win the prize.
13. expect	I expect to enter graduate school in the fall.
14. fail	She failed to return the book to the library in time.
15. forget	I forgot to mail the letter.
16. hesitate	Don't hesitate to ask for my help.
17. hope	Jack hopes to arrive next week.
18. learn	He learned to play the piano.
19. manage	She managed to finish her work early.
20. mean	I didn't mean to hurt your feelings.
21. need	I need to have your opinion.

22. offer	They offered to help us.
23. plan	I am planning to have a party.
24. prepare	We prepared to welcome them.
25. pretend	He pretends not to understand .
26. promise	I promise not to be late .
27. refuse	I refuse to believe his story.
28. regret	I regret to tell you that you failed in the exam.
29. remember	I remembered to lock the door.
30. seem	That cat seems to be friendly.
31. struggle	I struggled to stay awake.
32. swear	She swore to tell the truth.
33. threaten	She threatened to tell my parents.
34. try	I shall try to do my best.
35. think	I think him to be clever.
36. volunteer	He volunteered to help us.
37. wait	I will wait to hear from you.
38. want	I want to tell you something.
39. wish	She wishes to come with us.

B. VERB FOLLOWED BY A

(PRO)NOUN + AN INFINITIVE

38. advise	She advised me to wait until tomorrow.
39. allow	She allowed me to use her car.
40. ask	I asked John to help us.
41. beg	They begged us to come .
42. cause	Her laziness caused her to fail .
43. challenge	She challenged me to race her to the corner.
44. convince	I couldn't convince him to accept our help.
45. dare	He dared me to do better than he had done.
46. encourage	He encouraged me to try again.
47. expect	I expect you to be on(in) time.

48. forbid	I forbid you to tell him.
49. force	They forced him to tell the truth.
50. hire	She hired a boy to mow the lawn.
51. instruct	He instructed them to be careful.
52. invite	Harry invited the Sobirovs to come to his party.
53. need	We needed Akmal to help us figure out the solution.
54. order	The judge ordered me to pay a fine.
55. permit	He permitted the children to stay up late.
56. persuade	I persuaded him to come for a visit.
57. remind	She reminded me to lock the door.
58. require	Our teacher requires us to be on time.
59. teach	My brother taught me to swim .
60. tell	The doctor told me to take these pills.
61. urge	I urged her to apply for the job.
62. want	I want you to be happy.
63. warn	I warned you not to drive too fast.

§6. COMMON VERBS FOLLOWED BY EITHER INFINITIVE OR GERUND

Some verbs can be followed by either an infinitive or a gerund, sometimes with no difference in meaning, as in Group A below, and sometimes with a difference in meaning, as in Group B below._

GROUP A : VERB + INFINITIVE OR GERUND(WITH NO DIFFERENCE IN MEANING)

begin	like	hate	The verbs in Group A may be followed by either an infinitive or a gerund with little or no difference in meaning.
start	love	can't stand	
continue	prefer*	can't bear	

a) *It began to rain. / It began raining.*

In (a): There is no difference between "began to rain" and "began raining".

b) *I started to work. / I started working.*

If the main verb is in progressive, an

c) <i>It was beginning to rain.</i>	infinitive (not a Gerund) is usually used.
GROUP B: VERB + INFINITIVE OR GERUND (WITH A DIFFERENCE IN MEANING)	
remember regret forget try	The verbs in Group B may be followed by either an infinitive or a gerund, but the meaning is different.
d) Jalol always <i>remembers to lock</i> the door. e) Sobir often <i>forgets to lock</i> the door f) I <i>remember seeing</i> the Alps for the first time. The sight was impressive. g) <i>I'll never forget seeing</i> the Alps for the first time.	<u>Remembers + infinitive</u> == remember to perform responsibility, duty or task, as in (d) <u>Forget + infinitive</u> == forget to perform a responsibility, duty, or task, as in (e). <u>Remember + gerund</u> == remember (recall) something that happened in the past, as in (f). <u>Forget + gerund</u> == forget something that happened in the past, as in (g) **.
h) I regret to tell that you failed the test. i) I regret lending him some money. He never paid me back.	<u>Regret + infinitive</u> == regret to say , to tell someone, to inform someone of some bad news,as in(h). <u>Regret + gerund</u> == regret something that happened in the past , as in (g).
j) <i>I'm trying to learn</i> English. k) The room was hot. <i>I tried opening</i> the windows, but that didn't help. So <i>I tried turning</i> on the fan, but I was still hot. Finally, I turned on the air conditioner.	<u>Try + infinitive</u> == make an effort, as in (j) <u>Try + gerund</u> == experiment with a new or different approach to see if it works, as in (k).

*Notice the pattern with *Prefer*: **Prefer + gerund**: I prefer *staying* home **to** *going* to the concert. **Prefer + infinitive**: I prefer *to stay* home **than** *(to) go* to the concert.

****Forget** followed by a gerund usually occurs in a negative sentence or a question: e.g. **I'll never forget, I can't forget, Have you ever forgotten and Can you ever forget** can be followed by a gerundial phrase.

§7. GO + GERUND

(a) Did you go shopping ?(b) We went fishing yesterday.		
GO+GERUND		
go birdwatching	go hiking	go sightseeing
go boating	go hunting	go skating
go bowling	go jogging	go skiing
go camping	go mountain climbing	go sledding
go canoeing	go running	go swimming
go dancing	go sailing	go tobogganing
go fishing	go window shopping	go shopping

§8. ADJECTIVES FOLLOWED BY INFINITIVES

(a) We were sorry <i>to hear</i> the bad news.
(b) I was surprised <i>to see</i> him at the meeting.
glad to; sorry to*; ready to; careful to; surprised to*; happy to; sad to*; prepared to; hesitant to; amazed to*; pleased to; upset to*; anxious to; reluctant to; busy to; astonished to*; delighted to; disappointed to*; determined to; sure to; eager to; afraid to; shocked to*; content to; willing to; invited to; stunned to*; proud to; relieved to; motivated to; lucky to; ashamed to; fortunate to; believed to; happen to.

*The expressions with asterisks are usually followed by infinitive phrases with verbs such as **see, learn, discover, find out, hear**.

**§9. SPECIAL EXPRESSIONS FOLLOWED BY THE “-ING” FORM
OF A VERB**

<p>a) We <i>had fun</i> } <i>playing</i> We <i>had a good time</i> } <i>volleyball.</i></p> <p>b) I <i>had trouble</i> } I <i>had difficulty</i> } <i>finding his</i> I <i>had a hard time</i> } <i>house.</i> I <i>had a difficult time</i></p>	<p><i>Have fun</i> + <i>ing</i> <i>have a good time</i> + <i>ing</i> <i>have trouble</i> + <i>ing</i> <i>have difficulty (in)</i> + <i>ing</i> <i>have a hard time</i> + <i>ing</i> <i>have a difficult time</i> + <i>ing</i> <i>have a desire</i> + <i>ing</i> <i>have opportunity</i> + <i>ing</i></p>
<p>c) Sam <i>spends</i> most of his time <i>studying.</i></p> <p>d) I <i>waste</i> a lot of time <i>watching</i> TV.</p>	<p>spend + expression of time or money + ing</p> <p>waste + expression of time or money + ing</p>
<p>e) She <i>sat</i> at her desk <i>writing</i> a letter. f) I <i>stood</i> there <i>wondering</i> what to do next. g) He <i>is lying</i> in bed <i>reading</i> a novel.</p>	<p>sit + expression of place + ing stand+expression of place+ing lie+ expression of place + ing</p>
<p>h) When I walked into my office, I found George using my telephone. i) When I walked into my office, I caught a thief looking through my desk drawers.</p>	<p>find + (pro)noun + -ing catch + (pro)noun + -ing In (h) and (i): Both find and catch mean discover. Catch expresses anger or displeasure.</p>

10. Used (to); to be used to; to get used to; to have (get) something done; to have somebody do; to get somebody to do; prefer to do/prefer doing (to prefer to do something (rather) than (to) do something else or to prefer (doing) to (doing) something else); would prefer (to do); Had better/would rather + non finite forms of the verb; Would rather someone did/had done something.

Used (to) expresses a repeated action or state in the past, i.e. it is used to talk about something that happened regularly or was the case in the past, but it is not now. **To** in **used to** is a part of infinitive, i.e. a particle, not a preposition. After **used to** “*to +infinitive*” is used.

When Davron was young, he **used to swim** once a day. - Davron yoshligida kunda bir marta cho‘milib turardi.

to be used to means “*to have a habit of doing something*” and it is the synonym of “*to be accustomed (to) something*”. **To** in **be used to** is a preposition, not a part of infinitive. After *to be used to* the gerund is used.

He **is used to** *writing* a letter to his parents every day. - U ota-onasiga har kuni xat yozishga odatlangan.

to get used to sth/doing sth is used to talk about something that someone is familiar with so that no longer seems new or strange to someone. **To** in **to get used to** is a preposition, not a part of infinitive. After *to get used to* the gerund is used.

My little brother **got used to** *going* to the kindergarten. – Ukam bog‘chaga borishga ko‘nikib qoldi.

to have (get) something done (Subject+have/get+direct object+PII) means that the action expressed by the Participle II is performed at the request of the person denoted by the subject of the sentence.

e.g. Usually I **have** my watch **repaired** here. – Odatda men soatimni shu yerda tuzattiraman.

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

- **Do** you usually **have** your watch **repaired** here? – Siz odatda soatingizni shu yerda tuzattirasizmi?

Usually I **don’t have** my watch **repaired** here. – Odatda men soatimni bu

yerda tuzattirmayman.

Yesterday I **had** my watch **repaired**. – Kecha men soatimni tuzattirdim.

Did you **have** your watch **repaired** yesterday? – Kecha siz soatingizni tuzattirdingizmi?

I **didn't** **have** my watch **repaired** yesterday. - Kech men soatimni tuzattirmadim.

Tomorrow I **shall have** my watch **repaired**. – Ertaga men soatimni tuzattiraman.

Will you **have** your watch **repaired** tomorrow? – Ertaga siz soatingizni tuzattirasizmi?

I **shan't** **have** my watch **repaired** tomorrow. – Ertaga men soatimni tuzattirmayman.

He **had** the car **washed**. (The car was washed by somebody at his request).

He **got** the car **washed**. (The car was washed by somebody at his request).

Note: *have something done* also means “to suffer the effects of what smb. else does to smb.”

She **had all his books lost** while he was at the camp (=Lagerdaligida u barcha kitoblarini yo‘qotib qo‘ydi.).

He **had his arm broken** in boxing (= U boksga qo‘lini sindirib oldi.).

to have somebody do (Subject+have+direct object+the Present Indefinite Tense) means to cause smb. **do** something.

He **had** his son **wash** the car. (His son washed the car). - U o‘g‘liga mashinani yuvdirdi.

to get somebody to do (Subject+get+direct object+infinitive) means *to cause smb. to do something*.

He **got** his son **to wash** the car. (His son washed the car). - U o‘g‘liga mashinani yuvdirdi.

Prefer to do/prefer doing.

Prefer to do or **prefer doing** to say what someone prefers in general. **Prefer to do** is more usual. The difference is in structure: To prefer (doing) **to** (doing)

something else. **But:** to prefer **to do** something (rather) **than (to)** do something else.

He prefers *listening* **to** *talking*. He prefers *to listen* (rather) **than** *(to) talk*.

Would prefer (to do).

Would prefer (to do) is a synonym of *Would rather (do)*. They are used to say what someone wants to do in a particular situation (not in general).

- *Would you prefer* milk with or without sugar? - Without sugar, please!

- Shall we have coffee or tea? – *I'd prefer to have tea* (not “**having**”).

Note the structure: **to prefer to do** something **rather than (do)** something else.

I'd prefer to read a book rather than watch TV tonight.

Had better/would rather + non-finite forms of the verb.

The meaning of *Had better/would rather* something is similar to *should*. *Had better/would rather do something* means “*it is advisable for smb. to do something*”. If smb. doesn't do this, something bad might happen.

He **had better/would rather** stay **at home** (Uni uyda qolgani yaxshi (afzal).

The negative form is *had better not/would rather not +infinitive* if the meaning refers to the present or future.

You **had better/would rather not go** there today. (U yerga bugun bormaganingiz yaxshi (afzal).

If the meaning of *Had better/would rather* refers to the past in the affirmative form *Had better/would rather have + PII* is used.

He **had better/rather have gone** to classes yesterday. - Uni darsga kecha borgani yaxshi (afzal) edi.

The negative form is *had better/would rather not have+PII* if the meaning of *had better/would rather* refers to the past.

She **had better/would rather not have gone** there yesterday (Uni kecha u yerga bormagani yaxshi (afzal) edi.

Would rather (that) someone did/had done something.

When somebody wants someone else to do something **Would rather (that) someone did/had done something** is used.

If the situation refers to the present or future and if it is in the affirmative form **Would rather (that) someone did something** is used.

I **would rather (that) you called** me tomorrow. – Menga qolsa uni ertaga chaqirib olganingiz afzal.

In the negative sentences **Would rather (that) someone didn't do something** is used.

I **would rather (that) you didn't go** there today. – Menga qolsa bugun u yerga bormaganinglar afzal.

If the situation refers to the past and if it is in the affirmative form **Would rather (that) someone had done something** is used.

I **would rather (that) you had done** it yesterday . – Menga qolsa uni kecha qilganingiz afzal edi.

In the negative sentences **Would rather (that) someone hadn't done something** is used.

I **would rather (that) you hadn't gone** there yesterday. – Menga qolsa kecha u yerga bormaganingiz afzal edi.

11. Exercises for the consolidation of the lecture.

Exercise 1

Choose the correct form of the participles used as adjectives in the following sentences.

1. The (**breaking/broken**) dishes lay on the floor. 2. The (**trembling/trembled**) children were given a blanket for warmth. 3. Compassionate friends tried to console the (crying/cried) victims of the accident. 4. The (**interesting/interested**) tennis match caused a great deal of excitement. 5. When Sobir noticed the (**burning/burnt**) building, he notified the fire Department immediately. 6. The (**exciting/excited**) passengers jumped into the life-boats when notified than the ship was sinking. 7. The (**smiling/smiled**) Mona Lisa is on display in the Louvre in Paris. 8. The wind made such (**frightening/frightened**) noises that the children ran to their parents' room. 9. The (**frightening/frightened**) hostages only wanted to be left alone. 10. We saw the (**advancing/advanced**)

army from across town. 11. Lola's (**approving/approved**) smile let us know that our speeches were well done. 12. Our representative presented the (**approving/approved**) plan to the public. 13. The (**blowing/blown**) wind of the hurricane damaged the waterfront property. 14. We were going to see the movie at the Center Theater, but our friends told us it was a (**boring/bored**) movie. 15. Lola's (**cleaning/cleaned**) service comes every Wednesday. 16. The (**cleaning/cleaned**) shoes were placed in the sun to dry. 17. We found it difficult to get through the (**closing/closed**) door without a key. 18. As we entered the (**crowding/crowded**) room, I noticed my cousins. 19. The doctor told my brother to elevate his (**aching/ached**) foot. 20. The police towed away the (**parking/parked**) cars because they were blocking the entrance.

Exercise 2

Change the following sentences using the construction *one can't help doing smth.*

Model: I laughed at the boy. --- I couldn't help *laughing* at the boy.

1. We love Repin, he is a great artist. 2. I went to my sister's yesterday, it was my niece's birthday. 3. I invited Halima. She is one of my best friends. 4. I entered a teachers' training institute, I love children. 5. I told her everything. She wanted to know all about her mother. 6. I smiled while looking at that funny animal.

Exercise 3

Choose the correct form of the verb in the following sentences.

1. The teacher decided (**accepting/to accept**) the paper. 2. They appreciate (**to have/having**) this information. 3. His father doesn't approve of his (**going/to go**) to Europe. 4. We found it very difficult (**reaching/to reach**) a decision. 5. Doniyor is interested in (**to open/opening**) a bar. 6. Bobur has no intention of (**to leave /leaving**) the city now. 7. We are eager (**to return/returning**) to school in the fall. 8. You would be better off (**to buy/buying**) this car. 9. She refused (**to accept/accepting**) the gift. 10. Mavluda regrets (**to be/being**) the one to have to tell him. 11. Gulnora pretended (**to be/being**) sick yesterday. 12. Komil hopes (**to finish/finishing**) his thesis this year. 13. They agreed (**to leave/leaving**)

early. 14. Halima was anxious (**to tell/telling**) her family about her promotion. 15. We are not ready (**to stop/stopping**) this research at this time. 16. Hamid shouldn't risk (**to drive/driving**) so fast. 17. He demands (**to know/knowing**) what is going on. 18. She is looking forward to (**return/returning**) to her country. 19. There is no excuse for (**to leave/leaving**) the room in this condition. 20. Tohir returned to his home after (**to leave/leaving**) the game.

Exercise 4

Make one sentence instead of the given two using complex objects:

Modal : I saw John. He spoke with his comrades.

I saw **John speak** with his comrades.

1. I watched the sun. It was rising 2. I heard him. He was singing an English song. 3. We noticed a man. The man was cleaning his Shoes. 4. He saw two girls. They danced on the stage. 5. She watched the children. They ran and played in the garden. 6. I saw her. She arranged her hair. 7. We saw our neighbour. He listened to the news. 8. Jasur heard his daughter. She talked loudly. 9. We saw Ravshan. He was crossing the square. 10. They heard their father. He played the piano.

Exercise 5

Translate the following sentences into English using the Predicative Constructions.

1. Biz quyosh chiqayotganini kuzatdik. 2. Men uning kitob o'qiyotganini ko'rdim. 3. U ukasini o'yinga tushayotganini kuzatib turadi. 4. Ularning matnni muhokama qilayotgani eshitildi. 5. Talabalarning gaplashib o'tirgani eshitildi. 6. Bolalar otlarning tepalikdan tushib ketayotganini kuzatishdi. 7. Darslar tugagach, biz biroz dam oldik. 8. U ko'rsatgich barmog'ini notanish so'zga qo'yib jim turdi. 9. Bola devordagi rasimga qarab yotardi. 10. U o'ng qo'lini tizzasiga qo'yib o'tirardi. 11. Majlis tugaganligi sababli xonada hech kim yo'q edi. 12. Qorong'u bo'lganligi sababli, hech nazsani ko'rmadik. 13.

Qorong‘u tushgach, hech narsani ko‘rmadik. 14. Menga sizni u yoqqa borishingiz yoqmaydi. 15. Men sizning kelishingizga qarshi emasman. 16. Siz bu ishni qilishimizga qarshi emasmisiz? 17. Men unga soatim orqada qolayotgani haqida gapirdim. 18. Onam ikkovimizni ham bu yerga kelishimizga qattiq turdi. 19. U qo‘lida kitob ushlab uxlab yotardi. 20. Ob-havo ruxsat bersa, biz ertaga toqqa sayrga chiqamiz. 21. Sobir tog‘ani to‘g‘riso‘z va xushmuomala odam deyishadi. 22. Bu talaba yaxshi o‘qishga majbur qilindi. 23. Men sizni buni bajarishingizga ishonaman. 23. Jeyms Joys buyuk Irland yozuvchisi hisoblanadi. 24. Men uchun bu ishni qilish oson emas. 25. U meni birinchi bo‘lib gapirishimni kutib turdi. 26. Men sizga bu kitobni o‘qish uchun bergandim. 27. Talaba o‘qituvchilarni o‘tib ketsin deb o‘zini chetga oldi. 28. Men uning o‘tirishi uchun joy berdim. 29. Ma‘ruzachi talabalarni yaxshiroq eshitishi uchun baland ovoz bilan gapiradi. 30. Ertalabda erta turish ukam uchun juda ham qiyin.

Exercise 6

Supply the *infinitive form* or [verb+ing] as required in the following sentences.

1. I was used to ___ (**eat**) at noon when I started school.
2. He used to ___ (**eat**) dinner at five o‘clock.
3. When I was young, I used to ___ (**swim**) every day.
4. He used to ___ (**like**) her, but he doesn't anymore.
5. Don't worry. Some day you will get used to ___ (**speak**) English.
6. Anvar can't get used to ___ (**study**).
7. He used to ___ (**dance**) every night, but now he studies.
8. Adham is used to ___ (**sleep**) late on weekends.
9. Farida is used to ___ (**eat**) American food now.
10. She finally sot used to ___ (**eat**) our food.

Exercise 7

Translate the following sentences into English.

1. U yolg‘on gapirishga odatlanib qolgan.
2. Ukam bog‘chaga borishga ko‘nikib qoldi.
3. Yoshligimda men haftada bir kinoga borib turardim.
4. U talabaligida futbol o‘ynab tyarmidi?
5. Yakshanba kunlari u kech turishga

odatlangan. 6. Tushdan so'ng o'qishga ko'nikib qoldingizmi? 7. U bizga yordam berib turardi. 8. Men akam bilan birga dars qilardim. 9. Men onam bilan dars qilishga odatlanib qolganman. 10. Nodir o'qishga ko'nika olmayapdi?

Exercise 8

Translate the following sentences into English.

1. Bugun ular mashinasini tuzattirishadi. 2. Kecha biz uyimizni oqlattirdik. 3. Uyingizni ta'mirlatdingizmi? 4. Ular hali daraxtlarni oqlattirishmadi. 5. Men paltoimni bo'yattirdim. 6. Siz ko'ylagingizni qayta tikdirdingizmi (to alter)? 7. - Ular televizorini tuzattirishdimi? – Yo'q, hali tuzattirishgani yo'q. 8. - Xonangizni tozalattirdingizmi? – Yo'q. Men o'zim tozaladim. 9. U mashinasini menga yuvdirdi. 10. Siz doimo soatingizni shu ustada tuzattirasizmi? 11. Ertaga men ko'ylagimni dazmol qildirishim kerak. 12. U ta'til paytida pulini yo'qotib qo'ydi. 13. U futbolda oyog'ini sindirib oldi. 14. U jangda burnini sindirib oldi.

Exercise 9

Use the correct form of the verb in parentheses in each of the following sentences.

1. The teacher made Akram ____ (**leave**) the room. 2. Temur had her car ____ (**repair**) by a mechanic. 3. Eldor got Mavluda ____ (**type**) her paper. 4. I made Jalol ____ (**call**) his friend on the telephone. 5. We got our house _____ (**paint**) last week. 6. The teacher is having the students _____ (**write**) a composition. 7. The policemen made the suspect ____ (**lie**) on the ground. 8. Malik got his transcripts ____ (**send**) to the university. 9. Marhabo is getting her hair ____ (**cut**) tomorrow. 10. We shall have to get the Dean ____ (**sign**) this form. 11. The teacher let the boy _____ (**leave**) the classroom. 12. Mashhura got Erkin ____ (**wash**) the pipettes. 13. She always has her car ____ (**fix**) by the same mechanic. 14. Gulnora got her book ____ (**publish**) by a subsidy publisher. 15. We have to help Jalol ____ (**find**) her keys.

Exercise 10

Translate the following sentences into English.

1. Bugun yaxshisi u yerga boring 2. Kecha Bahodirni bu yerga kelgani yaxshi edi. 3. Ertaga kutubxonaga borganimiz afzal. 4. Bugun yaxshisi Odiljon kinoga bormasin. 5. Bu kitobni o'qimaganingiz afzal. 6. Men Lolani ko'p gapirmasligini tarafdoriman. 7. Gripga qarshi yaxshisi antigrippin iching. 8. Ko'p tuz yemaganingiz afzal. 9. U yerga yaxshisi o'zingiz boring. 10. U qiz yaxshisi dekanga bu haqda ochig'ini aytsin.

Exercise 11

a) Make up sentences using the following tables:

Model: I'd better (I had better). I'd rather (I would rather)

I'd	}	better	try again
He'd			say nothing
She'd			wait for her
We'd			tell him the answer
You'd			go alone
They'd			

I'd	}	rather	stay at home
You'd			go on an excursion
He'd			take a taxi
She'd			have tea than coffee
We'd			take the book
They'd			

Exercise 12

Fill in the blanks with the correct form of the verb in the following sentences.

1. We should rather ____ (**stay**) home last tonight.
2. Karim would rather ____ (**stay**) home last night.
3. The policeman would rather _____ (**work**) on Saturday than on.
4. Salima would rather that we _____(**study**) more than we do.
5. Gulnora would rather _____ (**study; negative**) tonight.
6. The photographer would rather _____ (**have**) more light.
7. The photographer would rather that we _____ (**stand**) close together than we are standing.
8. Davron would rather _____ (**cook; negative**) for the entire family.
9. She would rather that you _____ (**arrive; negative**) last night.
10. Jalol would rather _____ (**sleep**) than worked last night.

12. Tests on the theme.

1. Nobody likes... for at night.
A) be sent B) is sent C) was sent D) to be sent E) sent
2. I study English again, because ... a foreign language is very important.
A) to speak B) spoken C) having spoken D) speaking E) spoke
3. When I came into the room she stopped... TV.
A) watching B) watch C) watched D) on watching E) watches
4. I can't help ... you about it.
A) to tell B) telling C) having told D) having been told E) being told
5. He enjoyed....
A) singing B) sing C) was singing D) to sing E) sung
6. I think....
A) if he is about fifty B) he is about fifty
C) her about fifty D) him about fifty E) him to be about fifty.
7. All the things ... we called a taxi.
A) packing B) to pack C) having packed D) had packed E) packed
8. ... the language he couldn't understand the conversation.
A) Know B) Knows C) Not to know D) Known E) Not knowing.
9. The horse ... the race ... the winner of the same event two years ago.
A) led/was B) leading/is C) leading/was D) to lead/was E) leads/being
10. Captain was the last... the ship.
A) leaving B) is leaving C) on leaving D) to leave E) left
11. Would you mind... the door, please?
A) to close B) being closed C) closing D) close E) closed
12. She tried to be serious but she couldn't help....
A) to laugh B) laughing C) laughed D) laugh E) having laughed
13. You are lucky you have not got a child

- A) to look after B) should look after C) looking after
D) having looked after E) is looking after
14. It... Sunday the children didn't go to school.
A) been B) being C) to be D) were E) is
15. He looked at the carpet while ... for her answer.
A) to wait B) be waiting C) waiting D) waited E) having waited
16. Which of these four young men... by the fire is your son?
A) sitting B) sit C) will sit D) sits E) sat
17. ... many books on history helps schoolchildren to get knowledge
about the past of different countries.
A) Read B) Reads C) Has read D) Will read E) Reading
18. After... my work I'll join you.
A) finish B) to finish C) have finished D) finishing E) finished
19. Working in the garden it is pleasant... to music.
A) listening B) listened C) to listen D) after listening E) having listened
20. We stopped at the motor way services ... something to eat.
A) to get B) to have got C) was getting D) get E) got
21. I saw a... cup on the floor.
A) to break B) broken C) breaking D) is broken E) has broken
22. The girls ... in the garden were my sisters.
A) played B) to play C) playing D) on playing E) are playing
23. If you are lost in a snow storm, it is best... a hole and sit in until it
stops
A) digging/snowing B) dig/snowed C) to dig/snowed
D) digging/snowed E) to dig/snowing
24. The pen ... by him is on the floor.
A) break B) breaking C) broke D) broken E) breaks
25. ... in Tashkent for many years he knew the city very well.
A) Living B) Lived C) Being lived D) To live E) Have lived
26. The man ... a cigarette was Tom's cousin.
A) smokes B) to smoke C) smoking D) have smoked E) had smoked
27. Nobody heard her... English.
A) spoke B) speaks C) speak D) was speaking E) had spoken
28. We saw them ... the street.
A) to cross B) crossing C) will cross D) had crossed E) would marry
29. He suggests our....
A) coming to see him B) to see him C) saw him D) of seeing him E) having
come to see him
30. Which of the boys... in the yard, is Ted?
A) play B) played C) plays D) are playing E) playing
31. I enjoy ... in the garden at week-ends.
A) work B) to work C) to be working D) working E) worked
32. I'm not really interested in ... to the University.
A) to go B) went C) going D) being gone E) have gone
33. The aim of the exhibition is ... experience.

- A) to be exchanged B) exchanging C) to have exchanged
D) to exchange E) being exchanged
34. She decided ... to Spain for her holidays.
A) to go B) going C) goes D) to be going E) to have gone
35. ... for better future many Negroes leave their native countries ... to Europe.
A) Hope/move B) Hoping/move C) Hoped/moving
D) Hoping/moving E) Hope/moving
36. - How do you feel if anyone laughs at you? - I hate people ... at me.
A) laughed B) laughing C) being laughed D) to be laughed E) to be laughing

13. Assessment.

In the assessment the quality of Lecture № 8 and magistrates' knowledge are evaluated.