

К. А. Гузеева

THE PARTICIPLE

ПРИЧАСТИЕ

ENGLISH GRAMMAR

ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

Учебное пособие

*The
Participle*

On every hand, in every land,
It's thoroughly agreed —
The English language to explain
Is very hard, indeed.

Harry Hemsley

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Учебное пособие предназначено для студентов факультетов иностранных языков и широкого круга изучающих английский язык. Цель данного пособия состоит в том, чтобы дать максимально полное описание значений, форм и функций причастия, дать многочисленные примеры и на них показать особенности английского причастия, а также сформировать навыки его употребления.

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ОТ АВТОРА

Данное пособие является заключительным в серии, посвященной изучению неличных форм глагола, и представляет собой третью часть после первых двух: 1. Инфинитив и 2. Герундий

Цель пособия состоит в том, чтобы дать максимально полное описание форм, значений и функций причастия английского языка (как причастия I, так и причастия II). Автор показывает на многочисленных примерах особенности функционирования этой формы глагола, пытается достигнуть более глубокого понимания особенностей формирования причастия и своеобразия его употребления на основе большого количества упражнений, которые в конечном итоге должны активизировать навыки употребления этой формы в речи учащегося.

Текст объяснительной части дается на английском языке в соответствии с требованиями программы преподавания на факультетах иностранных языков, однако, для облегчения понимания и для расширения круга пользователей этой книгой почти все приводимые иллюстративные примеры переведены на русский язык. Иллюстративный материал почерпнут преимущественно из оригинальной литературы.

Таким образом пособие включает две основные части: *описательную (или теоретическую)* и *практическую*.

Каждый раздел описательной части сопровождается многочисленными упражнениями разной направленности — упражнениями на понимание, активизацию и развитие

речевых навыков. Большое количество упражнений должно обеспечить прочное усвоение описываемых явлений и способствовать выработке речевых навыков и умений у тех, кто будет работать с этим пособием. В связи с тем, что причастие — неличная форма глагола, менее характерная для разговорной речи, чем две предыдущие, количество упражнений, направленных на развитие навыков разговорной речи, в этой части значительно сокращено по сравнению с предыдущими двумя частями, зато увеличен удельный вес упражнений, направленных на понимание и перевод.

Упражнения располагаются в порядке постепенного нарастания сложностей — от узнавания явления и его понимания с переводом с английского на русский до условно-речевой и речевой стадии и перевода с русского языка на английский.

В речевых упражнениях делается попытка воссоздать коммуникативные ситуации, характерные для употребления определенных моделей.

Порядок выполнения упражнений может быть изменен по усмотрению преподавателя в зависимости от тех конкретных задач, которые преподаватель решает на данный конкретный момент.

Для удобства пользования пособием каждая тема / подтема пронумерованы и вынесены в общий заголовок страницы (*колонтитул*), а соответствующие ей упражнения даны под общим номером темы / подтемы.

В качестве иллюстративного материала в пособие введены три типа оригинальных текстов:

1. Различные высказывания (цитаты, пословицы, афоризмы) под общим названием *People say*, которые даны в рамке и содержат причастие в форме или функции, обсуждаемой в данном разделе. Они могут служить не только дополнительной иллюстрацией, но и материалом для практики перевода с английского на русский, что зачастую может представлять определенную сложность.

2. Второй тип текстов представлен также оригинальными текстами, носящими юмористический характер. Это шутки, анекдоты и т.д., под общим названием *Keep Smiling*. Они, как правило, замыкают тот или иной раздел описания причастия и так же, как и тексты первого типа демонстрируют употребление причастия в естественном контексте в речи.

3. Третий тип текстов — это поэтические отрывки или целые стихи. Этот раздел вводится впервые, он более сложный, чем первые два, но с другой стороны, студент уже должен быть подготовлен к пониманию таких текстов, учитывая, что это заключительный этап изучения неличных форм глагола.

В заключительной части пособия имеется два раздела обобщающих упражнений (*Revision Exercises*) обзорного характера. Первый раздел предполагает проведение итогового контроля полученных знаний и навыков по теме “Причастие”.

Второй раздел обобщающих упражнений отражает заключительный характер данного пособия по отношению ко всем трем пособиям по неличным формам глагола и представляет смешанные упражнения на понимание неличных форм глагола в целом.

INTRODUCTION

Verbals (non-finite verb forms)

The verb has finite and non-finite forms. Non-finite forms are also called verbals. There are **four verbals** in English: **the infinitive, the gerund, the participle (participle I and participle II)**. They differ from finite forms in that they lack some grammatical categories that finite verbs have: they have no category of person, number, tense, and mood, thus they cannot be used alone as the predicate of the sentence. They can be used only as part of the predicate — either as part of an analytical form in a simple predicate (is *doing*, has *been doing*, is *done*), or part of a compound predicate (has *to do*, can *do*, stop *doing*, seems *to do*). But in each case it is the verbal that names the action or state expressed by the predicate, that is it forms the notional part of the predicate.

I can't **understand** you.

understand is an infinitive, it is part of a compound verbal modal predicate.

He seemed **to see** nothing.

to see is an infinitive, it is part of a compound verbal predicate of double orientation.

She began **reading** the letter.

reading is a gerund, it is part of a compound verbal phasal predicate.

Are you **waiting** for someone?

waiting is participle I, it is part of the present continuous form and thus part of a simple verbal predicate.

I've **made** a shopping list.

made is participle II, it is part of the present perfect form and so part of a simple verbal predicate.

The double nature of the verbals

The **verbals** have much in common:

They all combine the characteristics of the verb with those of some nominal part of speech (either the noun or the adjective or the adverb). That's why grammarians usually speak of their double nature.

THE VERBAL CHARACTERISTICS OF THE NON-FINITE VERB FORMS

I. Similar to the verb the verbals possess **the morphological categories of voice** (with transitive verbs), **perfect** and **aspect**, thus

to face	is an active, non-perfect common (<i>non-continuous</i>) infinitive.
to have been facing	is an active perfect continuous infinitive.
to have been faced	is a passive perfect common infinitive.
facing	is an active non-perfect gerund (or ~ participle I).
having been faced	is a passive perfect gerund (or ~ participle I).

II. All the verbals have **the combinability of the verb**, that is they may combine with nouns, pronouns and adverbs in the same way as finite verbs:

I want to see *the new film tonight*.

Сегодня вечером я хочу посмотреть новый фильм.

(*the film* is a noun used as a direct object to the infinitive "to see," *tonight* is an adverb used as an adverbial modifier of time to the infinitive "to see")

I insist on meeting your *friend*.

Я настаиваю на том, чтобы встретить твоего друга.

(*friend* is a noun used as a direct object to the gerund "meeting")

We intend to give *him* a warm *welcome*.

Мы намерены оказать ему теплый прием.

(*him* is a pronoun used as an indirect object to the infinitive "to give," likewise *welcome* is a noun used as a direct object to the same infinitive)

The tourists kept complaining *about poor service*.

Туристы постоянно жаловались на плохое обслуживание.

(*about service* is a prepositional noun phrase used as a prepositional object to the gerund "complaining")

While talking *about the trip*, we discussed all the problems.

Разговаривая о поездке, мы обсудили все проблемы.

(*about the trip* is a prepositional noun phrase used as a prepositional object to the participle "talking")

As it is seen from the above examples, a non-finite verb form may take direct, indirect or prepositional objects or be modified by an adverbial modifier in the same way as a finite verb.

Note:

Verbals are seldom used alone, without some accompanying words, such as nouns that form different kinds of objects to the verbals, or adverbs forming adverbial modifiers to them. Together with these nouns, adverbs, prepositions and conjunctions verbals make *phrases*. In the English grammatical tradition (unlike the Russian one) in the syntactical analysis these phrases form one indivisible whole and are to be treated as one part of the sentence.

Sometimes the elements dependent on the non-finite verb form may be numerous (they may even include a clause), but nevertheless *they form one whole* which performs *one function in the sentence*.

Elizabeth was too young **to remember that scandal**.

Елизавета была слишком молода, чтобы помнить об этом скандале.

to remember that scandal makes a whole which functions as an adverbial modifier of consequence.

To be treated nastily for no reason at all seemed strange to him.

То, что с ним обращались так отвратительно без всякой на то причины, казалось ему странным.

To be treated nastily for no reason at all is an infinitive phrase used as the subject of the sentence.

He didn't have the brains **to see that it was not even in his own interest**.

Ему не хватало ума понять, что это было даже не в его интересах.

to see that it was not even in his own interest is an infinitive phrase used as an adverbial modifier of purpose.

Having promised Philip that he would be firm Tom could not plead for mercy.

Так как Том обещал Филиппу быть стойким, он не мог просить о пощаде.

Having promised Philip that he would be firm is a participial phrase used as an adverbial modifier or reason.

The idea **of going to him** scared me.

Мысль о том, что надо идти к нему, пугала меня.

of going to him is a gerundial phrase used as an attribute.

That meant **letting them into the secret**.

Это означало, что их посвятят в эту тайну.

letting them into the secret is a gerundial phrase used as a predicative.

Only in case a verbal forms **part of the compound verbal phasal or modal predicate it makes one whole with the predicate** and all the other words in the sentence function as different parts of this sentence: as objects and adverbial modifiers.

I can **see** this new film tonight.

see is an infinitive used as part of a compound verbal modal predicate, so the direct object "film" and the adverbial modifier of time "tonight" modify the whole predicate and not only the infinitive part of it.

III. **The non-perfect forms** of the verbals denote actions simultaneous with or posterior to those of the finite verb forms (that is simultaneous with or posterior to the present, past or future actions) while **the perfect forms** of the verbals denote actions prior to those of the

finite verb forms (that is prior to the present, past or future actions).

I'm glad **to see** you. = I see you and I'm glad.

I expect him **to come** here. = I expect that he will come here.

I'm glad **to have seen** the play. = I saw (have seen) the play and now I'm glad. (I'm glad that I have seen the play.)

She reproached herself for **having done** it. = She reproached herself that she had done it.

Being a student of the University I attend a lot of lectures. = As I'm a student of the University, I attend a lot of lectures.

Having read the book my friend advised me to read it. = When my friend had read the book, he advised me to read it.

IV. All verbals can form **predicative constructions**, that is syntactical units consisting of a noun or pronoun and a non-finite verb form, where **the verbal element is in predicate relation to the nominal element**, namely, in a relation similar to that between the subject and the predicate of the sentence. In constructions the verbal denotes an action performed by or to the person or non-person expressed by the nominal element. Such predicative constructions form syntactical units functioning as one part of the sentence. They usually correspond to Russian subordinate clauses.

Can you hear **someone playing the piano**? — an objective participial construction used as a complex object.

Вы слышите, как кто-то играет на рояле?

I heard **a car turn round the corner**. — an objective with the infinitive construction used as a complex object.

Я услышал, как за угол завернула машина.

It's difficult **for untrained people to find a job**. — a for-to-infinitive construction used as the subject.

Людам без профессии трудно найти работу.

I'll have **you punished**. — an objective participial construction used as a complex object.

Я добьюсь, чтобы вас наказали.

The difference between a verbal construction and a verbal phrase lies in the fact that the latter (the verbal phrase) has no nominal element denoting the doer of its action, but it denotes an action related to the subject of the sentence or some other part of the sentence.

Compare:

The subject *a verbal phrase*

She couldn't bear **to see the pain in his eyes**.

Видеть боль в его глазах было выше её сил.

a verbal construction

She couldn't bear **him to cry**.

Она не могла вынести его слезы.

THE NOMINAL CHARACTERISTICS OF THE NON-FINITE VERB FORMS

The **non-verbal (nominal) character** of the verbals reveals itself in their syntactical functions:

The participle (both I and II) like an adjective may be used as *an attribute* — a **smiling** girl, a **flying** object, a **ruined** project or as *an adverbial* like an adverb.

I fell asleep **listening to the radio**.

Я заснул, слушая радио.

The infinitive and the gerund may be used in the same syntactical functions as the noun: as *subject*, *predicative* or *object*.

the subject *a predicative*

To decide is **to act**.

Принимать решение значит действовать.

Learning a foreign language is a pleasure.

Учить иностранный язык — удовольствие.

an object

He does not like **to bother people about such trifles**.

Ему не нравится беспокоить людей по таким пустякам.

I enjoy **reading English books in the original**.

Я с удовольствием читаю английские книги в оригинале.

THE PARTICIPLE

The participle is a non-finite form of the verb. There are two participles in English: participle I and participle II.*

Both the participles have a double nature, that is, they have verbal properties together with adjectival and adverbial ones. In other words they combine the character of the verb with that of the adjective and the adverb.

*Traditionally these participles used to be called the present participle (that is participle I) and the past participle (that is participle II). These terms are ambiguous because the present participle does not always denote an action referring to the present and likewise the past participle does not always denote a past action.

PARTICIPLE I

A **creaking** door hangs long on its hinges.

An English proverb

An honest tale speeds best, **being** plainly told.

W. Shakespeare

The formation of participle I and spelling rules

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

In writing the following spelling rules are observed:

1. If the stem of the verb ends in a mute **-e**, the mute **-e** is dropped before adding the suffix **-ing**.

to choose	choosing
to drive	driving

But: to see → **seeing**, to agree → **agreeing**

2. If the stem of the verb ends in a consonant letter preceded by a stressed syllable with a short vowel, the consonant letter is doubled.

to sit	sitting
to nod	nodding
to permit	permitting

3. If the stem of the verb ends in a stressed syllable **-ar**, **-er**, **-ir**, or **-ur** the final **-r** is doubled.

to stir	stirring
to star	starring
to refer	referring
to occur	occurring

4. If the final **-l**, **-m** or **-p** are preceded by an unstressed syllable with a short vowel they are doubled in British English (but remain single in American English, though the letter **-m** in American English may also be doubled).

to travel	travelling (British English)	(but in U.S. English traveling)
to cancel	cancelling (British English)	(but in U.S. English canceling)
to worship	worshipping (British English)	(but in U.S. English worshipping)
to program	programming	

3. The verbs ending in **-ie** change **i** into **y** and drop their final **e**.

to die	dying
to lie	lying
to tie	tying

4. The final **-y** is not changed before the suffix **-ing**.

to try	trying
to say	saying

Participle I passive is formed by Participle I of the auxiliary verb *to be* and participle II of the notional verb: *being described*, *being translated*.

Perfect participle I active is formed by participle I of the auxiliary verb *to have* and participle II of the notional verb: *having described*, *having translated*.

Perfect participle I passive is formed by perfect participle I of the auxiliary verb *to be* and participle II of the notional verb: *having been described*, *having been translated*.

Exercises

Exercise 1

Make non-perfect first participles active of the following verbs, write them down.

A. to fit, to cut, to set, to refer, to star, to drive, to get, to admit, to quarrel, to upset, to confer, to occur, to transmit, to fly, to run, to bite, to win, to slip

B.	to dye	to die
	to compete	to compel
	to permeate	to permit
	to wear	to war
	to try	to tie
	to wean	to win
	to tear	to tar
	to weep	to whip
	to flee	to fly
	to star	to start
	to conceal	to cancel
	to stoop	to stop
	to cure	to occur
	to shuffle	to shut
	to beat	to bet
	to reveal	to quarrel
	to sleep	to slip

to steer	to stir
to bare	to bar
to bonnet	to net
to forgive	to forbid
to swim	to mean

Exercise 2

Make first participles active and passive of the following infinitives.

to play, to bend, to shut, to bite, to give, to forget, to buy, to lose, to rise, to dig, to spin, to feed.

Exercise 3

Make perfect participles active of the verbs in exercise 2.

Exercise 4

Make perfect participles passive of the verbs in exercise 2.

Exercise 5

Define the form of the participle.

being read	having seen	finding
having read	being seen	having found
having been read	seeing	having been found
reading	having been seen	being found

having spoken
being spoken to
speaking
having been spoken to

Exercise 6

Define the categorical meaning of each set of forms and cross out the form that does not belong to the category.

having woken up	being seen
having answered	being read
having asked	being interesting
having been heard	being left
having been seen	striking
having shot	sleeping
having been struck	being spent
having been swept	being

The double nature of participle I

Banking establishments are more dangerous than standing armies.

Thomas Jefferson

But the real lasting victories are those of peace, and not of war.

R. W. Emerson

As has been mentioned above, the participle has the properties of the verb and the adjective or the adverb.

The adjectival and adverbial character of participle I is manifested in its syntactical functions.

A. Like an adjective participle I may function in the sentence as

1. **an attribute** both in a) preposition to the noun it modifies and b) in postposition to it.

a) He spoke in a furious, Он говорил взбешенным, even **threatening** voice. даже угрожающим голосом.

- b) His voice, **threatening** and furious, sounded hoarse. Его голос, угрожающий и взбешенный, звучал хрипло.

People say



Pride, the **never-failing** vice of fools.

Alexander Pope

Freedom! Yet thy banner, torn, but **fly-ing**, streams like the thunder-storm against the wind.

G. G. Byron

Nationalism is a silly cock **crowing on its own dunghill**.

Richard Aldington

2. a predicative

She looks **fascinating**. Она выглядит обворожительно.

The situation has always been **terrifying**. Ситуация всегда была ужасающей.

Some of non-perfect first participles active have completely lost their verbal character and become adjectives (that is they behave like true adjectives and can be used in all the ways that *beautiful* and *unusual*, for instance, can be used): *alarming* (тревожный), *charming* (обаятельный, очаровательный), *interesting* (интересный).

When first participles lose their verbal character they may be modified by the same adverbs of degree (intensifiers) as adjectives — *very* (and its synonyms: *extremely*, *greatly*, etc.), *quite*, *so*, *too*, *most*.

That would be **very boring**. Это было бы очень скучно. Why is it **so shocking**? Почему это так ужасно?

The whole story is **most exciting**. Вся эта история чрезвычайно увлекательна.

Like an adjective participle I may form adverbs with the help of the suffix **-ly**:

appealing	—	appealingly
admiring	—	admiringly
feeling	—	feelingly
fleeting	—	fleetingly
joking	—	jokingly

People say



Art is long, and time is **fleeting**.

Henry Longfellow

B. Like an adverb participle I can function as an **adverbial modifier**:

Waiting in the street (while waiting...), I could not but watch the traffic. (when?) Ожидая на улице (когда я ждала), я не могла не следить за уличным движением.

Being very tired I couldn't join the party. (why?) Так как я очень устала, я не смогла пойти на вечер.

People say



Diogenes lighted a candle in the daytime, and went round **saying** "I am looking for a man."

Being asked whether it was better to marry or not Diogenes replied, "Which ever you do, you will repent it."

Exercise 1

Point out the *ing*-forms and prove that they have lost their verbal character and have become adjectives.

MODEL

The news sounds **very (awfully) alarming**.

The participle "alarming" loses its verbal character as it's modified by an adverb of degree (an intensifier) which is typical of adjectives.

1. Then came the most shocking thing of all.
2. Suddenly we could see extremely exciting blue flames.
3. It's very gratifying to me.
4. It will be an awfully tiring evening.
5. I didn't want any too boring scenes.
6. This seems a very promising explanation.
7. We have most fascinating things to talk about.

The verbal character of participle I manifests itself 1) syntactically and 2) morphologically.

I. The syntactical manifestations of verbal features of participle I

Like a finite verb participle I

1) **can be modified by** an adverbial modifier

<p><i>Coming home late</i> he tiptoed upstairs to his bedroom. (Where? Home When? Late)</p>	<p>Придя домой поздно, он на цыпочках прошел к себе в спальню.</p>
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2) **can take a direct object (if it is formed by a transitive verb):**

She should spend more time *studying music*.
(What? Music)

Ей следует больше заниматься музыкой.

3) **can combine with a predicative noun or adjective**

Being a clergyman he comes over soft on some issues.

Будучи священником, он очень деликатен в некоторых вопросах.

Being late he didn't dare to enter the classroom.

Опоздав, он не решился войти в класс.

People say



The world is full of **willing** people, Some **willing to work**, the rest **willing to let them**.

Robert Frost

Home-keeping youth have ever homely wits.

W. Shakespeare

II. The morphological categories of participle I also manifest its verbal character.

Participle I has two morphological categories: the category of perfect and the category of voice for transitive verbs.

Participle I may be perfect and non-perfect. Thus there are four forms of participle I for transitive verbs and two for intransitive verbs.

Perfect \ Voice	Active	Passive
Non-perfect	translating walking	being translated —
Perfect	having translated having walked	having been translated —

The category of voice of participle I has the same meaning as that of the finite verb forms: it shows the direction of the action from its doer (the active voice) or towards its receiver (the passive voice)

The doer of the action may not coincide with the subject. It may also be expressed:

1) by another noun modified by participle I

She stood among the sway- Она стояла среди движу-
ing crowd. (...the crowd that щейся толпы.
was swaying).

2) by a nominal element of a predicative construction

I was surprised to see Я удивился, когда увидел,
her wearing glasses. (...that что она в очках.
she was wearing glasses.)

Participle I passive may denote a process:

The issue being discussed Вопрос, обсуждаемый на
at the conference is of pri- конференции, чрезвычайно
mary importance. (The issue важен.
that is being discussed...)

Participle II in this case may be ambiguous as it can denote an action simultaneous with that of the finite verb or prior to it. Thus the sentence "the issue discussed at the meeting is of primary importance" may have two

meanings: Вопрос, обсужденный... where participle II denotes priority to the state expressed by "is", or Вопрос, обсуждаемый..., where participle II denotes an action simultaneous with the state expressed by "is".

Perfect and non-perfect forms of participle I denote different relations to the action expressed by the finite verb:

Non-perfect forms as a rule denote actions simultaneous with (or posterior to) the action of the finite verb while a *perfect form* of participle I always denotes an action prior to that of the finite verb. Thus the time reference of participle I is relative, it is related to the time expressed by the finite verb and can be understood only from the context while the time reference of the finite verb is absolute as the form of the verb itself points to the time of action (present, past or future):

(While) translating the texts Переводя тексты,	we improve our translation techniques. мы улучшаем наши переводческие навыки.	The action expressed by non-perfect parti- ciple I refers to the present.
	we improved our translation techniques. мы улучшили наши переводческие навыки.	The action expressed by non-perfect parti- ciple I refers to the past.
	we'll improve our translation techniques. мы улучшим наши переводческие навыки.	The action expressed by non-perfect parti- ciple I refers to the future.

Thus in all the above cases the action expressed by non-perfect participle I is simultaneous with the action of the finite verb and may refer to the present, past or future. That's why the term "present participle" that used to be applied to it and is sometimes still used by some grammarians is inaccurate.

Having done my home-work Закончив домашнее задание,	I usually go for a walk. я обычно гуляю.	The perfect participle denotes an action prior to that of the finite verb, that is prior to a present action.
	I went for a walk. я пошла гулять.	The perfect participle denotes an action prior to that of the finite verb, that is prior to a past action.
	I will go for a walk. я пойду гулять.	The perfect participle denotes an action prior to that of the finite verb, that is prior to a future action.

As is seen from the above table in all the cases perfect participle I denotes an action prior to the action expressed by the finite verb whether it is present, past or future.

The following examples illustrate the difference in the meaning of a non-perfect participle and perfect participle.

While **reaching** the village we began to feel the smell of flowers. Подъезжая к деревне, мы стали ощущать аромат цветов.

Having reached the village we began to travel through the dark meadows. Подъехав к деревне, мы поехали по темным лугам.

Having heard my voice Norman was edging backwards but **seeing** me approach he changed his mind. Услышав мой голос, Норман стал пятиться назад, но видя, что я приближаюсь, передумал.

Having taken a deep breath and **taking** no notice of those present I announced the news. Глубоко вздохнув и не обращая никакого внимания на присутствующих, я огласил это известие.

Perfect participle I always denotes priority but the meaning of non-perfect participle I may vary. Besides its main meaning of simultaneity with the action expressed by the finite verb, the non-perfect participle may denote:

1) an action referring to **no particular time**

In the room there was a long bar counter **extending** beyond a part wall. В комнате была длинная стойка, выходящая за пределы перегородки.

2) an action **prior to that of the finite verb of**
a) **verbs of sense perception** (to see, to hear, to notice, to find etc.);
b) **verbs of motion** (to come, to arrive, to enter, to leave, to turn, to reach, etc.);

c) *verbs of actions associated with motion* (to close, to drop, to grasp, to grip, to open, to put, to put on, to seize, to take, to take off, to tie etc.)

A. **Seeing** his opponent disappear Philip **wound up** with a few formal phrases.

Увидев, что его противник ушел, Филипп закончил речь несколькими официальными фразами.

Finding that he wasn't at home I **left** him a message.

Обнаружив, что его нет дома, я оставил ему записку.

B. **Returning** to the kitchen I **tried** to recite the poem but got lost after 5 minutes.

Вернувшись на кухню, я попытался прочитать стихотворение, но запутался через пять минут.

Reaching the station we **went** straight to the platform.

Подъехав к вокзалу, мы сразу прошли на платформу.

C. **Opening** the door I **saw** a lot of familiar faces.

Открыв дверь, я увидел много знакомых лиц.

Taking off his coat he **rushed** up the staircase.

Сняв пальто, он помчался вверх по лестнице.

In all these cases the two actions follow each other almost immediately, but when there is a lapse of time between the two actions or when priority is emphasized a perfect participle is used.

Seeing the fire I **stopped** dumbfounded.

Увидев пожар, я остановился пораженный.

But: Having seen a great fire in my childhood, I **dread** any kind of fire.

Так как я видел страшный пожар в детстве, я боюсь любого пожара.

He asked the exact location of the back entrance, and **having been told** he **proposed** that he move his car there.

Он спросил, где точно находится черный вход, и, когда ему сказали, предложил переставить свою машину туда.

3) Non-perfect participle I may denote a **posterior action** which either follows or is its result.

I may denote a **posterior action** which either follows the first action immediately or is its result.

"I've got to call on this old lady," he **said, rising** to his feet.

«Мне придется зайти к этой пожилой даме», — сказал он, вставая. (...и встал.)

The telephone rang and he **glanced** at Tom's back, **wondering** if he should answer it.

Зазвонил телефон, и он взглянул на спину Тома и подумал, следует ли ему взять трубку.

Ways of translating participle I

participle I	active	passive
non-perfect	leaving а) оставляющий б) оставляя	being left а) оставляемый б) будучи оставляем
perfect	having left а) — б) оставив	having been left а) — б) будучи оставлен

Exercises

Exercise 1

Read the following sentences and point out first participles. Comment on their verbal and adjectival or adverbial features. Translate into Russian.

MODEL

A land **flowing with milk and honey**.

"flowing" is a non-perfect first participle active, its verbal character manifests itself morphologically by two morphological categories, that of perfect and voice (non-perfect, active), it denotes an action referring to no particular time. Syntactically its verbal character manifests itself by being modified by an adverbial modifier of manner.

Земля, текущая млеком и медом. (ср. Кисельные берега и молочные реки)

1. These are good intentions paving the road to hell.
2. This seems a promising explanation.
3. Nearby was a shop defying the Sunday trading laws by selling tourist junk.
4. She stood up and came to take the chair facing Emily.
5. The windows were forever blackened with the smoke of the trains passing just beneath them.
6. I played the concluding bars with commanding sonority.
7. He sat in the growing darkness, smoking by the firelight, perhaps dozing.
8. I drank slowly the green bitter tea, shifting the cup from palm to palm.
9. While sleeping I never hear anything that's going on around me.

10. Only while shaving did he suddenly remember that she called herself by her maiden name of Heron.

11. Later on they found the little boy happily eating an ice cream at the police station.

12. Crossing the narrow hall, she opened the parlour door.

Exercise 2

Choose the sentences where the forms of participle I denote actions

- 1) simultaneous with those of the finite verbs;
- 2) referring to no particular time;
- 3) prior to those of finite verbs;
- 4) following the action of the finite verb immediately (posterior to it) or may be its result.

MODEL 1

The lake **glittering in the moonlight** was a wonderful sight.

Glittering is participle I denoting an action simultaneous with that of the finite verb **was**.

MODEL 2

The Chinese screen **separating the bed** divided the room into two unequal parts.

Separating is participle I denoting an action referring to no particular time.

MODEL 3

Opening the door I had a glimpse of what was going on inside.

Opening is participle I denoting an action prior to that of the finite verbal phrase **had a glimpse**.

MODEL 4

He hurriedly passed the letter to me ***closing the door at once.***

Closing is participle I denoting an action that follows that of the finite verb ***passed.***

Mark the numbers of the sentences with the number of the model according to your choice: Silently ***closing*** the door, she tiptoed to her room. (Model 3)

1. The plane landing at 7.30 a.m. will take off again at 9.30 a.m.
2. The man standing at the corner whistled at the girl walking past him.
3. The wall surrounding the garden looked half ruined.
4. Opening the window she said something of it being very stuffy in the room.
5. Grasping the bag the boy ran for his life.
6. Taking no notice of my objection the lady locked the room and put the key into her pocket.
7. Returning home I ransacked the room for the keys but all in vain.
8. Reaching for the broach I found the box empty.
9. Playing hide-and-seek the children enjoyed themselves greatly.
10. She looked at him in surprise coming to the window to see if he was right.
11. The birds singing in the garden made the whole picture fantastic.
12. Finding the body she phoned the police at once.
13. Travelling all over the world we change our idea of it completely.
14. Putting on my hat and gloves I felt ready to go out.

Exercise 3

Make up sentences using the verbs suggested in brackets to show that participle I denotes an action simultaneous with the finite verb.

MODEL

He was admiring the picture. (to stand) → He stood *admiring the picture.*

1. The cat was watching the mouse. (to lie)
2. I was sitting in the armchair. (to remain)
3. I was looking at the beautiful roses. (to sit)
4. Charles was working at his desk the whole evening. (to sit)
5. They were laughing in front of our window. (to stand)
6. The passers-by were listening to the beautiful song coming out of the open window. (to stand)
7. The ships were sailing into the port. (to come)
8. Anne was watching the clouds. (to lie)
9. The dog was sleeping under the table. (to lie)
10. The children were sitting along the pier. (to watch the in-coming and out-going ships)

Exercise 4

Read the following sentences and comment on the time relation of the first participles to the finite verb.

MODEL

Opening the door, I looked in.

"Opening" is a non-perfect first participle, expressed by a verb of action associated with motion, it denotes an action prior to that of the finite verb. It is the so-called "immediate priority".

1. Putting the check in my pocket, I started for the door.
2. There was a hawk circling slowly in the sky overhead.
3. It seems I speak most of the time answering questions.
4. The door leading out to the road was open.
5. Hiding his fat face in his greasy hands, he called himself a fool.
6. Pyle cleared his throat and it was a signal for an approaching intimacy.
7. Unfortunately I never dared to ask this mind-bending question.
8. Hearing the steps the man turned with a start.
9. Talking about race, wasn't it terrible about Martin Luther King?
10. Finding that he wasn't at home I left him a message.
11. Nick, hearing voices in the passage, wondered where Lightfoot could be.
12. Staggering out into the diesel fumes of Parliament Square I leant against the railings by St. Margaret's church.
13. Reaching my Mini-Cooper I slumped into the driver's seat.
14. Crossing the narrow hall, she opened the parlour door.
15. Stepping into the punt I picked up the pole.
16. Putting through the next call I found Dinkie at home.
17. "Hi, Dinkie," I said, somehow suppressing my horror.
18. Accepting the last complement Charles closed the door.
19. Untying the string round my ankle I left my bedroom.

Exercise 5

Replace participle I with a corresponding clause to show the time relations between the finite verb form of the predicate and the participle.

MODEL

Having examined all the pictures, the owner of the gallery was ready to make a list of them. → When / After he had examined all the pictures, the owner of the gallery was ready to make a list of them.

The transformation proves that perfect participle I denotes an action prior to the finite verb **was ready**.

In the square there is a roofed colonnade **connecting** the square to the museum. → In the square there is a roofed colonnade which connects the square to the museum.

The transformation demonstrates the fact that participle I denotes an action simultaneous with that of the finite verb **is**, in fact in this case participle I refers to no particular time.

1. When you enter the staircase a man kneeling in front of the statue will at once catch your eye.
2. Having lived so long in this country I think I can tell you much about it.
3. Having listened to the sounds upstairs for some time, she locked the door and went away.
4. When talking of her work, she always mentioned her last invention.
5. Having had a sleepless night, she didn't feel fit to work.
6. Having been checked our papers were returned to us.
7. Having heard your side of the story, I'm at a loss whose side to take.

8. Having been warned of rainy Indian Summer, we thought better of staying in the country and went to Spain.

9. Having had her hair dyed, she found that her hair began to grow very well.

10. Playing computer games, don't forget that it's not very good for your eyes.

11. Hearing the footsteps, I rushed to open the door.

12. Turning round the corner they almost bumped into their friends.

Exercise 6

Open the brackets. Mind the voice distinctions of participle I.

1. Not (to tell) the time of the flight, we missed our plane.

2. (to make to order) my dress looked gorgeous.

3. (to ask) about my new business I couldn't but feel very proud.

4. (to impress) by some pictures at the exhibition, I couldn't but go there several times more.

5. (to train) to surf, I like to ride over breaking waves on a surfboard.

6. (to forbid) to take up tennis I went in for swimming.

7. (to introduce) to a famous writer, she felt embarrassed.

8. (to examine) by a very experienced doctor, she felt calm.

9. (to fire), she couldn't find a new job for a long time and remained unemployed.

10. (not to know) the poem by heart, I failed at the examination.

11. (not to know) by anybody at the party, I felt lonely and out of place.

12. (to speak to and to ask questions), she is always at her best.

Exercise 7

Use the proper form of the participles of the verbs in brackets. Give your reasons.

In his youth John Donne (the famous English XVI-century poet) married the daughter of a rich family without waiting for her father's consent. (to learn) of his daughter's elopement, the father flew into a violent rage. He not only denied his daughter any allowance but threatened to cut her off with a shilling. (to tell) that the father refused to see them and that they were now penniless, the young couple returned home in very low spirits. The young husband in despair sat down at the table and wrote the following note: "John Donne, Anne Donne, undone." The note, (to give) to the angry father, had the desired effect and the young people were restored to his favour.

Exercise 7

Make the following sentences simple by changing clauses into participial phrases. Mind the form of the participles.

MODEL

After Mr. Carter had drunk some glasses of beer, he lost control of his car. → **Having drunk some glasses of beer**, Mr. Carter lost control of his car.

1. When we had climbed the mountain, we had a wonderful view of the Alps.

2. I think any parent would have felt as I did if he'd been told a thing like that.

3. As I had seen the man before, I recognized him at once.
4. After they locked the door, they felt safe.
5. After I had read so many books on Italy, I thought I could go on a trip there.
6. Since the burglar had not left any fingerprints, he couldn't be caught.
7. As I didn't get through to him on the cell, I sent him a telegram.
8. When he had lost all his money, he was at a loss who to turn to for help.
9. When we had driven a hundred miles, we ran out of petrol.
10. Since we don't often go to the theatre, we can't discuss new performances.
11. As she has been on a diet, she looks slim and attractive.
12. When the driver lost control of his car, he hit a tree.

Exercise 8

Translate the sentences into English using participle I where possible.

1. Играя в гольф, игрок должен забить (to drive) мяч в лунку (a hole).
2. Ударяя битой (a club) по мячу, игрок посылает мяч в лунку.
3. Ведя (to drive) мяч через все поле (golf course) от лунки к лунке, игрок выигрывает, сделав наименьшее количество ударов для попадания в каждую лунку. (to take the fewest number of strokes for each hole).
4. В гольф играют на поле, используя любое количество различных бит.
5. Проиграв несколько партий в гольф, спортсмен очень огорчился и ушел с поля.

6. Посылая сообщение по телефону, вы должны сперва выбрать шифр.
7. Послав сообщение, человек обычно ждет ответа.
8. Пользуясь мобильным телефоном, не рекомендуется сидеть за рулем (to drive).
9. Потеряв свой мобильный телефон, человек не мог позвонить своим друзьям.
10. Получив несколько сообщений, я отключил свой телефон.
11. Не подписав свое сообщение, я не был уверен в том, что оно будет понятно.
12. Слушая сигнал моего телефона, я всегда получаю удовольствие от красивой мелодии.
13. Услышав сигнал своего телефона, я вдруг понял, что не знаю, где он лежит.
14. Объяснив моему другу все, что я знал по этому вопросу, я выключил телефон.
15. Дважды набрав номер моего друга и не получив ответа, я понял, что его телефон отключен.
16. Каждый раз, набирая ее номер телефона, я испытывал волнение.
17. Купив телефон всего несколько дней тому назад, я еще плохо знаю, как им пользоваться.
18. Нажав на кнопку, я сразу услышал гудок.

Exercise 9

Translate the following sentences into English. Pay special attention to the use of first participles.

1. После того как компьютер привезли из магазина, его почти сразу включили в сеть.
2. Когда компьютер работает, он почти не шумит.
3. Когда компьютер выключают, он издает слабый щелчок.

4. После того как текст набрали на компьютере, его печатают на принтере.
5. Набирая текст, оператор следил за текстом.
6. Будучи набран, текст оказался очень трудным.
7. Когда текст набрали, его разбили на части разными видами шрифта. (font)
8. Когда текст был отпечатан на принтере, его передали председателю комиссии.
9. Когда компьютер наладили (to fix), он заработал как новый.
10. Когда компьютер налаживали, он вдруг включился сам.
11. Поскольку компьютером пользуются почти круглосуточно (day and night), он иногда ломается.
12. Будучи хорошо отредактирован, текст постановления был принят единогласно.

The syntactical functions of participle I

Pride is therefore pleasure **arising** from a man's thinking too highly of himself.

B. Spinoza

Arm! Arm! It is the cannon's **opening** roar.

G. G. Byron

Yet, Freedom! Yet thy banner, torn, but **flying**, streams like the thunderstorm against the wind.

G. G. Byron

The syntactical functions of participle I are similar to those of the adjective or the adverb. Thus it can be used as

- 1) an attribute,
- 2) an adverbial modifier,
- 3) part of a compound verbal predicate,
- 4) a predicative,
- 5) a parenthesis.

When used like an adjective or an adverb participle I may function

a) alone (though the single participle occurs seldom, mostly as an attribute)

It was with a melting eye that I gazed at her.	Я смотрел на нее взглядом, полным умиления.
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b) at the head of a participial phrase (that is a participle accompanied by words referring to it). A participial phrase functions in the sentence as one whole.

It was the colour of the metal melting in the pot that surprised me.	Меня поразило как раз цвет плавящегося в котле металла.
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a) as part of a participial construction. A participial construction is a syntactical unit consisting of a nominal element (a noun or a pronoun) and a verbal element (a participle). In a participial construction the participle is in predicate relation to the nominal element, that is in the construction the participle denotes an action performed by or to the person or non-person expressed by the nominal element. Like a participial phrase a participial construction functions in the sentence as one indivisible whole.

At the steel works I saw metal melting in an enormous melting pot .	На сталелитейном заводе я увидел, как плавится металл в огромной плавильной печи.
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PARTICIPLE I AS ATTRIBUTE

Man is a **tool-using** animal... Without tools he is nothing, with tools he is all.

Th. Carlyle

The real **lasting** victories are those of peace and not of war.

R. Emerson

In this function **only non-perfect** participle I denoting an action simultaneous with that of the finite verb is used. Both active and passive forms of participle I can be used in this function but the passive forms though possible are rare. Both forms of non-perfect participle I in this syntactical function are translated into Russian by an imperfective present participle (причастие настоящего времени несовершенного вида): a reading boy — читающий мальчик, a barking dog — лающая собака, a student being taught — обучаемый студент, the dance being danced — танцующийся танец (танец, который танцуют).

People say



"What is truth?" said **jesting** Pilate and would not stay for an answer.

F. Bacon

A likely impossibility is always preferable to an **unconvincing possibility**.

Aristotle

Get used to thinking that there is nothing Nature loves so well as to change **existing forms** and to make new ones like them.

M. Aurelius

As an attribute a single participle I active is used in preposition to the noun it modifies (a pre-modifying attribute when it precedes the noun), but participle I passive or (in most cases) a participial phrase are used in postposition to the noun they modify (a post-modifying attribute when it follows the noun).

Macon talked to him in what was an **unalarming** voice.

Мейкон разговаривал с ним в **успокаивающем** (успокоительном) тоне.

The conference **being held** at the University is devoted to urgent problems of the day.

Конференция, **проходящая** в университете, посвящена насущным проблемам сегодняшнего дня.

People **taking** business trips fly into cities and out again and don't see the countryside at all.

Люди, **едущие** в командировку, летят в город и обратно и совсем не обращают внимания на пейзаж.

People say



To put into the **melting pot**.

An English proverb

To come off with **flying colours**.

An English proverb

The use of single participle I in pre-position may present a problem: not every participle can function in this way. It is possible only for those pre-modifying participles that indicate a permanent or characteristic feature. The noun with a pre-modifying participial attribute is commonly used with the indefinite article.

Thus *a reassuring smile* or *a reassuring face* are possible, as that is something characterizing, classifying the face and the smile, while a woman cannot be reassuring, (**a reassuring woman*) as no person can be permanently reassuring. The same may be said about *wandering tribes* (these are tribes that are moving from place to place without staying in any one place very long, that is their way of life) but it cannot be said about *a girl* (**a wandering girl* — as no girl can wander habitually). So we may say that participle I in preposition cannot have the meaning of anything taking place or being true only at the moment of speaking or over a short period of time.

Participial phrases with participle I are widely used as attribute in post-position instead of attributive clauses. **But** we cannot replace a clause by a participial phrase when the clause refers to a repeated action or a habit or when it contains a verb that describes a mental state — *to know, to believe, to like*.

People who read morning papers always know the weather forecast. (*People reading morning papers always know...)

Those who believe in UFO (*believing) may believe in ghosts too.

There are many combinations of first participles (used as attributes) with nouns and other parts of speech to make compound modifiers. Nouns so compounded are usually the objects of the participle and adverbs so compounded are usually adverbial modifiers to the participle.

A man-eating tiger	тигр-людоед
Fur-bearing animals	пушные звери
A never-biting dog	не кусающаяся собака
An ever-complaining woman	вечно ноющая (жалующаяся) женщина

A pre-modifying participial attribute differs from the pre-modifying gerundial attribute. The noun modified by a participial attribute denotes the doer of the action expressed by the participle while the premodifying gerundial attribute denotes the object of the action expressed by the gerund or the person's occupation, the noun modified by a gerundial attribute never denotes the doer of the action expressed by the gerund.

A dancing girl — a girl who is dancing	Dancing music — music for dancing
A sleeping girl — a girl who is sleeping	A sleeping pill — a pill for sleeping
A writing author — an author who writes	Writing paper — paper for writing on

This difference in meaning reflects itself in the stress patterns: in the pattern with the participle there are two stresses, that is both the participial attribute and the modified noun are stressed: *a 'sleeping 'girl, a 'writing 'man*. In the gerundial attributive phrase there is only one stressed element and it is the gerundial element: *a 'sleeping ward, a 'writing desk*.

Compare participial attributive phrases and gerundial attributive phrases.

A 'driving 'car	a 'driving license
A 'landing 'plane	'landing time
A 'swimming 'man	a 'swimming pool
A 'reading 'student	a 'reading lamp
A 'hunting 'party	a 'hunting season

People say



Let **sleeping dogs** lie.

An English proverb

No **living man** all things can.

An English proverb

I would rather be exposed to the **inconveniences attending too much liberty** than to **those attending too small a degree of it.**

Thomas Jefferson

Participial attributes always denote actions simultaneous with those of the finite verb, when a prior action is meant participle I **can't be used** as an attribute. In such cases an attributive clause is used:

I congratulated the young people **who had entered the universities.** Я поздравил молодых людей, поступивших в университеты.

Thus the Russian perfective participles active (действительные причастия прошедшего времени) with the suffix *-вш* can be translated into English **only** by an attributive clause if they denote an action prior to that of the finite verb: *думавший* — *who thought*, *знавший* ранее — *who knew*, *носивший* — *who wore*.

Человек, **взявший** у меня книгу, не вернул мне ее. The man who took my book hasn't returned it to me.

Молодежь, **сидевшая** в баре, отправилась на дискотеку. The young people who had been in the bar went to a disco.

But even when the Russian perfective participle active (действительное причастие прошедшего времени) denotes an action simultaneous with that of the finite verb a clause is preferable, though a non-perfect participle I is sometimes possible.

He sat looking at the picture **hanging on the opposite wall.**

Он сидел и смотрел на картину, **висевшую** на противоположной стене.

Participle I in the function of an attribute is rather often detached. In this case its connection with the noun it modifies becomes looser and it is usually separated by a comma.

Emily, **eating soup**, understood little.

Эмили, которая ела суп, мало что понимала.

"My name's Mont — Michael." And he took off his hat. Soames, **already regretting his impulse**, raised his own slightly in response.

Я — Монт — Майкл. И он снял шляпу. Сомс, который уже сожалел о своем порыве, в ответ слегка приподнял свою.

People say



Nothing is impossible to a **willing heart.**

An English proverb

Keep smiling

— Is Glenshaw getting ready for the **fishing season**?

— Well, I saw him buying an **enlarging device** for the camera.

Mistress: "You will cut and roll the lawn, weed the gravel path, pot some chrysanthemums, plant all those rose-bushes, clean out the greenhouse, and see to the **heating apparatus** and..."

New gardener: "Excuse me, madam, but is this a day's work or a five-year plan?"

The visitor was examining the class. "Can you, little boy, tell me what a fish-net is made of?" he inquired.

"A lot of little holes tied together with strings," smiled the **never-failing** bright boy.



Exercises

Exercise 1

Paraphrase the following phrases in such a way as to show if the **-ing-form** is a participle or a gerund. Translate into Russian.

MODEL

The students *listening to the tape* are getting ready for their test. → The students *who are listening to the tape* are getting ready for their test.

Listening is a participle. Студенты, слушающие пленку...

The *listening* tapes could be found on the shelf. → The tapes *for listening* could be found on the shelf.

Listening is a gerund. Пленки для прослушивания...

A travelling party, travelling luggage, increasing responsibility, a rambling rose, astonishing calmness, a healing centre, healing ointment, embarrassing memories, a corrupting influence, a passing fashion, a losing team, a flattering smile, a swimming pool, varying tastes, a swimming man, a recurring feature, mind-blowing boredom, my doting parents, a shrimping net, a trading law, a trading business, a trading firm / company, blotting paper, frightening thoughts, stimulating conversation, breathtaking clothes, a demanding behaviour

Exercise 2

Point out participial attributes and say 1) whether they are pre-modifying or post-modifying, 2) what their time reference is 3) whether they are expressed by a single participle or by a participial phrase. Translate into Russian.

MODEL

"He's coming," she said with *dawning* hope.

Dawning is a pre-modifying attribute expressed by a single participle denoting an action simultaneous with the action of the predicate "said".

«Он придет», — сказала она с робкой надеждой.

These are only good intentions *paving the road to hell*.

Paving the road to hell is a post-modifying attribute expressed by a participial phrase. The participle denotes an action simultaneous with that of the finite verb.

Это всего лишь хорошие намерения, мостящие дорогу в ад.

1. I could only suppose that this was the manager's spirit bobbing up again.
2. Then a sudden blinding light seemed to flash upon me.
3. He threw a questioning look at his aunt.
4. Her departure was accompanied by a melting glance of admiration and esteem.
5. The delicate colour still touching the cheeks deepened to a vivid scarlet.
6. What an intriguing theory!
7. I suffered the annihilating shaft (*вспышка*) of foreknowledge.
8. He was having a blazing row with Marina.
9. I was no longer an undergraduate messing about with girls.
10. There was nothing going on in his life.
11. I thought you were some joker trying to cut in.
12. A passer-by walking her poodle looked at me as if I were drunk.
13. The monster walking around and being bloody awful wasn't the Christian I knew any more.

Exercise 3

Paraphrase participial phrases used as attributes into attributive clauses.

MODEL

Look at the man *walking down the street*. → Look at the man *who is walking down the street*.

1. That seemed to be an exciting spiritual alternative.
2. It's only the wind shaking the house, rattling the windows.

3. There is a loud roaring sound from the trees in the garden.
4. He was filled with an appalling sense of her vulnerability.
5. John frightened her with his unwinking gaze.
6. The peace and kindness reigning now in their hearts surprised him.
7. Rose and Macon sat on the seat in matching playsuits.
8. He waited for the usually annoying rejoinder.
9. The really worrying thing was that Adam was unreliable.
10. I opened the door leading into the cellar.
11. We came up to a group of small boys quarrelling over something.
12. I could not recognize the man coming up to me and smiling so amiably at me.

Exercise 4

Change the attributive clauses into participial phrases where possible. Explain why it is impossible in some cases.

MODEL

The uniform of the gentleman *who was standing in front of his unit* caught my eye. → The uniform of the gentleman *standing in front of his unit* caught my eye.

The gentleman *who had astonished him so much* was wearing the same uniform as the others. The sentence cannot be changed as the action in the attributive clause precedes that of the principal one.

1. They were good partners who trained every weekend and very close friends besides.

2. At last the lady who was chatting with her friend turned her attention to me.
3. I suddenly recognized the girl who had been playing the piano when I entered.
4. I suddenly recognized the girl who was playing the piano.
5. In the garden I met the professor who lived next door.
6. In the garden I saw the professor who I had met some time before.
7. I admired the face of the woman who was standing on the porch.
8. The face of the woman who was standing on the porch seemed strangely familiar.
9. We were watching the star that was falling.
10. We never know the names of the stars that fell down.
11. The sun that was just rising lit the dark room.
12. The sun that rose some time ago is making us feel happy and bright.
13. The teacher who teaches us English on Wednesday won't come next Wednesday as he has gone away on business for a week.
14. The singer who usually sings folk songs is going to change her programme today.
15. People who know much are interesting to talk to.
16. My friend who likes to play the piano played a beautiful old folk song to me.

Exercise 5

Translate into Russian.

1. tree-dwelling creatures
2. a fast-changing situation
3. a self-perpetuating problem
4. a mind-blowing conversation

5. soap-smelling linen
6. a mind-bending question
7. a mind-sketching conversation
8. a breath-taking jump
9. a never-ending climb
10. an always-complaining bore

Exercise 6

Translate from Russian into English using participle I where possible.

A.

1. Человек, пишущий стихи, не обязательно поэт.
2. Этот человек, писавший когда-то стихи, не был поэтом.
3. Я поняла, что человек, писавший что-то, писал на самом деле стихи.
4. Этот человек, писавший в молодости стихи, теперь забыл об этом.
5. Мой друг, написавший такие красивые стихи, теперь живет в другом городе.
6. Этот поэт, писавший так много о русской природе, теперь живет в Канаде.
7. Художник, живущий в соседнем доме, пишет пейзажи.
8. Художник, живший в соседнем доме, был портретистом.
9. Художник, живший раньше в нашем городе, теперь куда-то переехал.
10. Я не был знаком с художником, жившим в соседнем доме.
11. Я раньше не был знаком с художником, живущим в соседнем доме, и только теперь познакомился.
12. Художник, живший в соседнем доме, написал замечательный портрет моей дочери.

13. Знаете ли Вы девушку, читающую стихи Бернса?
 14. Я не знаю студентку, читавшую стихотворение Бернса.

15. Я не видел лица девушки, читавшей стихотворение Бернса.

16. Девушка, читавшая Бернса, аккомпанировала себе на гитаре.

17. Девушка, читавшая стихи Бернса, — студентка нашей группы.

В.

1. Поэт, написавший это стихотворение, — мой большой друг.

2. Поэт, написавший это стихотворение в прошлом году, живет в Европе.

3. Поэт, написавший это стихотворение, послал его в журнал.

4. Сапожник, делающий такую обувь, известен во всем мире.

5. Сапожник, сделавший туфли многим выдающимся актрисам, известен во всем мире.

6. Хирург, выполняющий такие сложные операции, имеет право (to be entitled to) на всеобщее признание.

7. Хирург, выполнивший такую необычную операцию, должен описать ее в медицинском журнале.

8. Студент, закончивший работу раньше всех, может быть свободен.

9. Студенты, кончающие работу раньше других, обычно покидают аудиторию.

10. Дети, игравшие в прятки, получали большое удовольствие.

11. Мальчик, катавшийся на качелях (see-saw), неожиданно упал на землю.

12. Студентка, стоявшая у окна, повернулась и ушла, не сказав ни слова.

Exercise 7

Translate into English using participle I where possible.

1. Этот лаборант, делающий сложные опыты, использует новейшее оборудование.

2. Прodelывая сложный эксперимент, наш лаборант пользуется новейшим электронным оборудованием.

3. Лаборант, проделавший этот опыт, считает необходимым повторить его еще один раз.

4. Прodelав опыт, лаборант считал необходимым повторить его еще один раз.

5. Профессор подошел к студенту, делавшему интересный опыт.

6. Так как опыты делаются в лабораторных условиях, они не всегда дают правильные результаты.

7. Так как эти опыты не совсем корректны, их нужно повторить.

8. Студент, делающий этот опыт, видимо, очень талантлив.

9. Студент, сделавший этот опыт, видимо, очень талантлив.

10. Я люблю знать все о студентах, делающих опыты.

11. Я всегда хорошо знала студентов, делавших сложные опыты.

12. Опыты, делающиеся в этой лаборатории, сложны и интересны.

Exercise 8

Translate into Russian. Use a simple sentence with a participle instead of the complex one where possible.

1. The girl who carried a large basket was stopped by a boy who had been sent to meet her half way.

2. It was an old watch which had been worn by three generations and which looked nice nevertheless.

3. The windows of the room opened on to the balcony which was overlooking the garden.

4. I'd like to see the man who had spoken to you.

5. Then Harris, who was sitting next to the window, drew aside the curtain and looked out upon the street.

6. She was very much afraid of her husband, who treated her with harshness

7. Perhaps, he was just killed by someone who wanted his money.

8. Ben was having trouble with the valve that supplied the right amount of air.

9. He had all the qualities which his rival so conspicuously lacked.

10. Again Denny laughed. His laugh was an insult which made Andrew want to hit him.

11. I didn't notice the person who had left the purse here.

12. I'm still under the impression of the concert which took place yesterday.

PARTICIPLE I AS ADVERBIAL MODIFIER

Look at a day when you are supremely satisfied at the end. It is not a day when you lounge around **doing** nothing. It's when you've had everything to do, and you've done it.

Margaret Thatcher

Possessing the character of the adverb participle I may function as an adverbial modifier modifying the action expressed by the finite verb of the predicate of the sentence. All the four forms of participle I can be used

in this function, though the non-perfect active form is most recurrent. Perfect participle I occurs (though not often) mostly in the function of an adverbial modifier of time and reason.

Having retrieved the bottle Заполучив обратно бутылку, я нашел еще одну кружку для чистки зубов и налил себе немного водки.

Having assumed he'd be incapable of performing any task, I gave the order about coffee. Поняв, что он будет неспособен что-либо выполнить, я приказал принести кофе.

Participle I can function as different adverbial modifiers — an adverbial modifier of

- 1) time;
- 2) reason;
- 3) manner;
- 4) attendant circumstances;
- 5) condition;
- 6) concession;
- 7) comparison.

The last three are rare.

The semantic type of the adverbial modifier becomes clear from the context and the meaning of the predicate verb.

Having no word to say, I said not a word. (an adverbial modifier of reason) Поскольку мне нечего было сказать, я молчал.

Macon gave a lot of thought to that **now** Теперь, когда Макон ночью лежал в своей постели и

lying sleepless in his bed at night. (an adverbial modifier of time) не спал, он много думал об этом.

Sometimes though we may observe a blending of the two meanings, then the functional meaning of the participle is not quite clear.

Anticipating the news he stayed in his office. (He stayed in his office *because* he anticipated the news... Or *when* he anticipated the news.) Ожидая известий, он остался в офисе.

Seeing his opponent disappear Philip wound up with a few formal phrases. (*When* he saw his opponent disappear... Or *As* he saw his opponent disappear...) Видя, что его противник ушел, Филипп завершил свое выступление несколькими незначительными предложениями.

This ambiguity is sometimes eliminated with the help of such conjunctions as *when*, *while*, *though*, *as if*, *as though*, *if*, *unless*, *once*.

1) As an adverbial modifier of time participle I may function in any of its forms and thus it may denote a simultaneous action or a prior action in reference to the action of the finite verb.

Having helped myself to coffee, I sat down beside her on the sofa. Налив себе кофе, я сел рядом с ней на диван.

Looking back I can see he was secretly frightened. Оглядываясь назад, я вижу, что в глубине души он был напуган.

People say



Loving and **being loved** you feel the sun from both sides.

Unknown

I never learn anything **talking**.
I only learn things when I ask questions.

Lou Holtz

To emphasize the idea of simultaneity the conjunctions *when* and *while* are used.

While speaking to the dean I couldn't but mention the problem of financing our project. Разговаривая с деканом, я не мог не упомянуть проблему финансирования нашего проекта.

He pushed open the door and held it, **while looking across** at the girl. Он толчком открыл дверь и придерживал ее, глядя на девушку.

People say



When preparing for battle, I have always found that plans are useless, but planning is indispensable.

Dwight D. Eisenhower

Keep Smiling

Convinced

"I'm afraid you think me a humbug!" says a quack-doctor, while feeling the pulse of his patient. "Sir," replies the sick man, "**hearing you say so** I get convinced that holding your patient's hand you can discover his thoughts."

Profitable Juggling

A juggler entertained an audience of colliers in a village.

Having astonished the "natives" with his tricks, he asked them to lend him a halfpenny [heɪpni]. One of the men, with some hesitation, handed him out a coin. The juggler made a few gestures and exhibited a shilling, which according to him was the halfpenny miraculously turned into a shilling.

"Is that my halfpenny?" exclaimed the collier. "No doubt whatever, it is," answered the juggler. "Let me see it," begged the collier. And **having turned it round and round with delight and admiration** he put it into his pocket. "Thank you for your kindness," he said, "but I won't give it back, for I don't want you to turn it into a halfpenny again."



Exercises

Exercise 1

Replace the participial phrases with participle I by adverbial clauses of time.

MODEL

Reading his book Mr. Pickwick looked up from time to time. → *While Mr. Pickwick was reading his book*, he looked up from time to time.

1. Entering the room Mr. Pickwick and his companions saw a gentleman there sitting near the fire reading a newspaper.
2. Having exchanged usual greetings with Mr. Pickwick, Mr. Pott again got quite absorbed in his newspaper.
3. Having obtained the necessary information you will let us know, I hope.
4. Seeing his master in danger Sam immediately interfered.
5. While reading his newspaper Mr. Pott now and then expressed his dissatisfaction and indignation.
6. Having had a good rest Mr. Pickwick and his companions started on their way again.
7. Rushing between his two infuriated editors Mr. Pickwick cried out for help.
8. Seeing Mr. Pott Mr. Slurk gave a start.
9. While speaking to Slurk, Bob Sawyer was very polite.
10. Rushing into the kitchen the hotel landlord saw the gentlemen fighting.
11. Hearing Mr. Pickwick crying for help Mr. Weller hurried to the kitchen.

12. When receiving the answer that the kitchen was the only warm place in the house, Mr Slurk rose from his seat and directed his steps there.

Exercise 2

Replace the adverbial clauses of time with participial phrases making the sentences simple. Use the appropriate form of participle I.

MODEL

As soon as the landlord saw Mr. Pickwick he invited him in. → *Seeing Mr. Pickwick* the landlord invited him in at once.

1. As soon as they entered the kitchen Mr. Pott caught sight of Slurk.
2. When Mr. Pickwick was on the point of retiring, he invited Mr. Pott to withdraw too.
3. When Mr. Pickwick heard the statement, he yielded his fullest assent to it.
4. When he heard the insulting words, Mr. Pickwick expressed his indignation to Mr. Slurk.
5. When he heard that strange sound, Slurk gave a start.
6. When I touched her hand, I could feel the coldness of it.
7. While he was making his speech, his voice was quivering with emotion.
8. When I came back home, I was still shivering with cold.
9. As soon as I had finished reading the book, I returned it to the library.

Exercise 3

Respond to the questions beginning with the adverbial modifier of time used in the question.

MODEL

What will you say when admitting that you are beaten in the argument?

—When admitting it, I'll say: "All right, you win," or "I admit I was wrong."

1. What will you think about while applying for a job?
2. Where will you make a stop while travelling in Europe: in Paris or in London?
3. Who will you invite for an outing when staying in Paris?
4. Who will you ask for help when losing your way in London?
5. What will you bear in mind when discussing plans for the future with a) your parents, b) your boy/girlfriend?
6. What will you begin with when outlining your point of view? (Come to think of that..., I take it for granted that...)
7. What words can you begin with when considering different aspects of some problem? (Suppose..., As a matter of fact..., Actually..., On the one hand..., on the other hand...)
8. What can you speak about when dancing with a stranger?
9. What can your feelings be when being asked personal questions?
10. What will your response be when being praised after doing some work?

11. What tone of voice do you use when greeting somebody? (the falling tone)

12. What tone of voice do you use when parting with somebody? (the rising tone)

Exercise 4

Translate into English using participle I as an adverbial modifier of time.

1. Войдя в комнату, он сразу же увидел незнакомца.
2. Открыв окно, она с наслаждением вдыхала свежий утренний воздух.
3. Сняв пальто, он вошел в комнату.
4. Когда он выходил из дома, он увидел, что идет дождь.
5. Взглянув на девушку, молодой человек почувствовал непреодолимое желание подойти к ней.
6. Закрывая за собой дверь, он вдруг вспомнил про ключи.
7. Посмотрев вниз с обрыва, она почувствовала, что у нее закружилась голова.

2) As an adverbial modifier of reason participle I may be used in any of its four forms and may occupy the position before and after the predicate.

Feeling his presence, she lifted her eyes and saw him. Чувствуя, что он рядом, она подняла взор и увидела его.

It was much the nicest room, **having been lately redecorated and having really quite large casement windows**. Это действительно была самая лучшая комната, так как ее недавно отремонтировали и так как в ней были очень большие окна со старинными рамами.

Having forgotten my tethered ankle I nearly fell flat on my face. Забыв, что я привязан за ногу (за лодыжку), я чуть не растянулся лицом вниз.

In this function non-perfect participles I are most frequently formed by the verbs *to be* and *to have* and also by those denoting *mental perception*.

At that point, **being 25 years old and no fool**, I realized I was about to crash into the biggest mess of my life. В это момент, так как мне было уже двадцать пять и я был отнюдь не глуп, я понял, что вот-вот вляпаюсь в самую ужасную историю в жизни.

Having excellent health and a strong will, he avoided facing up to the fact that he was old. Будучи очень здоровым человеком и обладая сильной волей, он не думал о том, что он стар.

That month ruined the film-star books. But women, **being women**, obviously found it very interesting. В тот месяц пришел конец книгам о кинозвездах. Но так как женщины есть женщины, они сочли это очень интересным.

Knowing my father would be worried, I created a smoke screen. Зная, что отец будет волноваться, я пустил дымовую завесу.

It is also characteristic of participle I used as an adverbial of reason to combine with a negation.

She held her back partly out of delicacy, **not wishing to hurt Edward's pride**. Она стояла к нему спиной отчасти из деликатности, так как не хотела задеть его гордость.

Westinghouse, **seeing nothing about to dislike**, offered to meet within a month of their first meeting.

Так как Вестингхаус не видел ничего неприятного, он предложил встретиться снова в течение следующего месяца после их первой встречи.

Keep Smiling



A Polite Letter

Dear Sir,
In reply to your letter of the 20th July, I beg to inform you that my secretary, **being a lady**, can't stand what I think of you. I, **being a gentleman**, can't either say or write it. You, **being what you are**, can imagine what I do think of you.

Yours truly, Benjamin Tailor

Exercises

Exercise 1

Replace adverbial clauses of reason by participial phrases with participle I.

MODEL

As he was unwell, John didn't go out. → *Being unwell* John didn't go out.

1. As she didn't have time to read up for the examination, she decided to put it off.
2. As he felt offended, he turned and walked away.
3. I threw caution to the winds as I was reassured by the absence of criticism.

4. She gave a start because she suddenly felt him touch her shoulder.

5. I slowly walked away because I was not prepared to meet my ex-husband.

6. He felt infinitely happy because he saw her again.

7. As he didn't expect to encounter his old enemy, he was not quite himself at the moment.

8. As they had no telephone at home, they had to go to the corner of the street to phone.

Exercise 2

Translate into Russian using participles I as adverbials.

1. Видя, что уже поздно, я поспешил домой.
2. Не понимая всей сложности положения, мы не могли им помочь.
3. Не зная языка, я чувствовала себя неуверенно в этой заграничной поездке.
4. Зная о его затруднениях (*predicaments*), я не решилась просить его о помощи.
5. Не боясь никаких трудностей, мы отправились в горы.
6. В темноте не видя ступеньку, она споткнулась и упала.

3) As an adverbial modifier of attendant circumstances. This function is the most typical of participle I, but unlike the previous two functions in this one only non-perfect participle I is used as an adverbial of attendant circumstances. It denotes an action either simultaneous or posterior to that of the predicate verb. For the same reason the position of this adverbial modifier is also limited to the postposition with regard to the predicate.

He went away, **telling himself that he had no more right to judge the situation.** (Both the actions are simultaneous.)

Он ушел, убеждая себя, что у него больше нет права судить об этой ситуации.

Pinks grew in the bed below the window **filling the room with their scent.** (The actions are simultaneous.)

Под окном росли гвоздики и наполняли комнату своим ароматом.

He walked into the hall, **unhooking the coat from the pegs.** (The action expressed by the participle follows that of the predicate.)

Он вышел в прихожую и снял пальто с вешалки.

A participial phrase in this function may be changed into a finite verb in the function of a homogeneous predicate, as its main meaning is some additional information.

He sat silently **watching her face.** → He sat silently and watched her face.

People say



Seize the present day, **trusting the morrow as little as may be.**

Horace

Exercises

Exercise 1

Translate into Russian.

1. He pushed the door open looking at her.

2. Ten minutes afterwards I was in my study, opening the letter with unsteady hands.

3. I announced the news taking no notice of the presents on the table.

4. "You intrigue me," said Martin, setting out cups and saucers on a tray.

5. Lightfoot's bland stare lingered on him, taking all in.

6. I prayed briefly, shuddering for Marina.

7. "It's o'kay," she answered kindly, abandoning all her hostility.

Exercise 2

Define the function of the participial phrase and change the participle into a finite form.

MODEL

He watched the child saying nothing.

Saying nothing is a participial phrase in the function of an adverbial modifier of attendant circumstances. → He watched the child *and said nothing*.

1. He went out leaving the door open.
2. I was dressing hearing the rain on the windows.
3. "I'm satisfied," said the woman, wiping her nose with a handkerchief.
4. She led the way towards the staircase, talking all the time without stopping once.
5. "Ha!" said Mr. Banks, drawing in his head very quickly.
6. "Advertise, my dear," said Mr. Banks, putting on his shoes.
7. Mary Poppins regarded them steadily, looking from one to the other.

8. "There he is!" — said Michael, pointing suddenly to a shape that banged heavily against the gate.

9. I sat at the window with a friend and two glasses, drinking a bottle of Asti and looking out at the snow.

10. Mrs. Banks went into the drawing room and sat there all day long, writing letters to newspapers and begging them to send some Nannies to her at once as she was waiting.

11. His face was thoughtful and he sat considering a little before he answered.

12. Jane and Michael sat at the window, watching for Mr. Banks to come home and listening to the sound of the East wind.

Exercise 3

Combine any two sentences in the two columns into one simple sentence. Translate the sentence into Russian.

MODEL

He was standing on the porch. He was talking to some stranger. → He stood on the porch *talking to a stranger*.

- | | |
|---------------------------------------|---------------------------------------|
| 1. He was lying (on the sofa). | 1. He was watching TV. |
| 2. She was sitting (in an armchair). | 2. She was looking out of the window. |
| 3. He was walking (along the alley). | 3. He was singing a song. |
| 4. He was standing (near the door). | 4. He was smoking a pipe. |
| 5. The flowers grew below the window. | 5. She was watching the plane. |
| 6. He went away. | 6. She was doing nothing. |
| 7. Edward said something. | 7. He was enjoying the view. |

8. She was looking across the field.

9. She was setting out cups and saucers on a tray.

10. He was telling himself that he was not guilty.

11. They were filling the room with their scent.

12. He was stretching out his hands.

13. She was watching his face.

Exercise 4

Translate into English using participles where possible.

1. Мы стояли на балконе и глядели на море.

2. Мне нравится сидеть здесь и быть в центре внимания.

3. Он стоял перед театром и ждал ее без всякой надежды увидеть.

4. Его поступки могли только ухудшить ситуацию, подтверждая, что он действительно виноват.

5. Я понимал, что я на пороге интересного приключения и страстно ждал его приближения.

6. Он был переполнен чувством ответственности, боясь, что не справится с этим делом.

7. Анна пила чай, оглядываясь по сторонам и плохо понимая, что происходит.

8. Он писал свою модель, трепеща (*to palpitate*) от счастья созидания прекрасного.

9. Он набивал трубку табаком, рассуждая сам с собой о дальнейших действиях.

10. Шерли перекинула сумку через плечо и повернулась к выходу.

11. Филипп закрутился (*to wind up*), сказав несколько слов на прощание.

12. Она прогуливала своего пуделя (*to walk the poodle*) и с опаской поглядывала на пьяного.

4) As an **adverbial modifier of manner** participle I is also frequently used, though sometimes it isn't easy to discriminate between this function and that of the adverbial of attendant circumstances.

She continued to sit by the window, **leaning her head against the window curtain.**

Она по-прежнему сидела у окна, прислонившись к занавеске.

She spent her time **shopping.**

Она проводила время за покупками.

People say



A life spent **making mistakes** is not only more honorable, but more useful than a life spent **doing nothing.**

George Bernard Shaw

Better die standing than live **kneeling.**

An English proverb

We are born **crying**, live **complaining**, and die disappointed.

Thomas Fuller

5) As an **adverbial modifier of condition** participle I is not often used. But when used, it may be both in preposition and postposition to the predicate.

Now **using the simplest possible language**, how would you describe Perry as he appeared tonight?

Теперь, если говорить самым простым языком, как бы Вы описали Перри таким, каким он предстал сегодня вечером?

You'll rot your brain **reading that stuff.**

У тебя крыша поедет, если будешь читать эту чушь.

As is seen from the above examples participle I in this function combines with a verb-predicate which is either in some future tense or in an analytical subjunctive mood form.

People say



It's a funny thing about life. **Refusing to accept anything but the best**, you'll very often get it.

after W. Somerset Maugham

Life is like riding a bicycle. You don't fall off unless **planning to stop pedalling.**

Claude Pepper

6) As an **adverbial modifier of comparison** participle I is rare and it is introduced by comparative conjunctions *as if, as though*.

Shirley swung her bag by its straps **as though marking the end of the discussion.**

Ширли махнула сумкой, как бы давая понять, что обсуждение закончено.

His fingers stuffed tobacco into the bowl of his pipe with nervous clumsiness, **as if doing something unknown to him.**

Его пальцы заталкивали табак в трубку нервно и неуклюже, как будто делая что-то незнакомое.

7) As an **adverbial modifier of concession** participle I is very seldom used. In this case the conjunction *though* is used though it is not obligatory, but it may be necessary to make the meaning clearer.

Though not understanding Хотя и не понимая, о чем **what it was all about,** идет речь, я пыталась слушать очень внимательно.
I tried to listen to his speech very attentively.

Exercises

Exercise 1

Translate into Russian.

1. Though not seeing the end of the journey, they didn't lose heart.
2. Though constantly thinking of his misfortune, he looked cheerful.
3. Though foreseeing the imminent danger of the storm, the sailors continued their work.
4. Though understanding Russian badly, the Englishman tried to help Masha as well as he could.
5. Seeing no way out, he still kept bumping on the door.
6. Though knowing nothing of the incident, he spoke with passion about the thing.
7. Though seeing that the wind was strong, we didn't feel the ship rolling.

When the participles (or participial phrases) come at the beginning of the sentence, the subject of the sentence (the doer of the predicate-verb) is the logical subject of the participle (that is the doer of the verb expressed by the participle).

Approaching the house, they *met* Mary.

They ⇒ (the subject) *met* ⇒ (the predicate)

↓ (the doer of the action expressed by the participle) *approaching*

If the participle occurs later in the sentence not only the subject but some other noun may denote the doer of the action of the participle.

Later on they *met* May *talking* to a stranger. (the subject "they" performed the action of the verb-predicate "met", and the second action "talking" was being performed by an object, expressed by another noun (May))

They ⇒ (the subject) *met* ⇒ (the predicate)

Mary ⇒ (a direct object) *talking* ⇒ (a participle denoting an action performed by Mary — a direct object)

In the function of an adverbial modifier both the participle and the gerund are very common, but compared to the participle the gerund in this function is always used with a preposition due to its nominal character.

The functions of the participle and the gerund (non-perfect and perfect) may be interchangeable as adverbial modifiers of time, cause, manner and attendant circumstances.

(While) Crossing the street Переходя улицу, надо быть one should be careful. осторожным.

In crossing the street one should be careful.

Putting the check in my pocket, I started for the door.
Having put the check into my pocket, I started for the door.

After putting the check into my pocket, I started for the door.

We spent the day packing.

We spent the day in packing.

Mr. D. even avoided reading newspapers fearing to find there anything unpleasant.

Mr. D. even avoided reading newspapers for fear of finding there anything unpleasant.

The meaning of the adverbial modifier is sometimes made clearer by the use of a preposition and a gerund:

Sending for us you'd have shown your concern better.

You'd have shown your concern better by sending for us.

You'd have shown your concern better in case of sending for us.

In the above three sentences the first one with a participial phrase is ambiguous as the participial phrase may be understood in two ways: as the manner of the action of the predicate and as the condition of the action of the predicate. In case of the gerund there is no ambiguity, as the meaning is made clear by the prepositions.

Keep smiling



— You say he left no money.
— No. You see, he lost his health **getting wealthy**, but then he lost his wealth **trying to get healthy**.

Artist — "That, sir, is a cow **grazing**."
Visitor — "Where's the grass?"
Artist — "The cow's eaten it."
Visitor — "But where's the cow?"
Artist — "You don't suppose she'd be fool enough to stay there **having eaten all the grass**, do you?"

Having been elected governor of New York for the first time Al Smith went to Sing Sing to visit the state's prison. **Having been shown the buildings by the warden** the governor was asked to speak to the inmates. He was embarrassed, **having never spoken to the inmates of a prison before**, and did not know quite how to begin. Finally he said: "My fellow citizens!" **Then remembering that when one goes to state's prison, he is no longer a citizen**, he was even more embarrassed and said: "My fellow convicts!" **Finding that it did not sound just right**, Al said; "Well, anyhow, I'm glad to see so many of you here."

Fellow-citizen — согражданин

Convict — заключенный, осужденный

Paderevski (a well known Polish pianist, 1860—1941) once visited a small town in upstate New York. **While strolling along one afternoon** he heard a piano, and **following the sound** came to a house on which was a sign reading: "Miss Smith. Piano lessons 25 cents an hour."

Pausing to listen he heard the young woman trying to play one of Chopin's nocturnes, and not succeeding very well. Paderevski walked up to the house and knocked. Miss Smith came to the door, **recognizing him at once**. Delighted, she





invited him in, and he sat down and played the nocturne as only he could, afterwards **spending an hour correcting her mistakes**. Miss Smith thanked him and he departed.

Some months later he returned to the town, and again he took the same walk. He soon came to the house of Miss Smith, and **looking at the sign**, he read: "Miss Smith (pupil of Paderevski). Piano lessons \$1.00 an hour."

Enjoy the poem

Speak on the use of the participles

LISTEN TO MACHINES

Machines, machines, machines, machines,
Everywhere, everywhere, even in dreams.
Clanging, banging, whirring and gurring,
Crashing, thrashing, cracking and whacking.

On the roadways and railways,
On seaways and airways.

All we can hear are machines, machines,
The world is metal and plastic it seems.

Munch, crunch, clickety, clackety,
Whirr, churr, bong, bang,
Grrr, whishity, zip, zap,
Listen to machines, listen to them rap!

Machine, machine, machine, machine,
Everyone uses them even the Queen.

Washing, cooking, cleaning and preening*,
Digging, jiggling*, repairing, and blaring.
Pumping, thumping, sprawling*, stalling,
Thunderous, blunderous*, furious, curious.
Stereo, washing machines, car, bus
Soon there'll be no need for any of us!

Ian Souter

*preening — cleaning and smartening

jiggling — moving jerkily up and down

sprawling — spreading out

blunderous — clumsy (from *to blunder*, to move clumsily)

Exercises

Exercise 1

State the syntactical function of the participle or participial phrase in the following sentences. Define the form of the participle. Translate the sentences into Russian.

MODEL

Having retrieved the bottle I found yet another tooth-mug and poured out a shot that was moderate. "having retrieved the bottle" is a participial phrase used in the function of an adverbial modifier of time. *having retrieved* is perfect participle I active.

Снова заполучив бутылку, я нашел кружку для чистки зубов и налил себе немного виски.

1. Meanwhile Norman, having heard my voice, was edging backwards.

2. He pushed open the door and held it, looking across at her before she, feeling his presence, lifted her eyes and saw him.

3. Ten minutes afterwards I was in my study, opening the letter with unsteady hands.
4. He left the hotel using the back entrance.
5. She couldn't spend the rest of her life walking her uncle's hound puppies, occasionally having tea with the vicar and his wife.
6. Reading his mind I knew he was ready to die.
7. He was quiet, knowing perhaps more than he ever acknowledged but making no reference to that.
8. Having found some string in the kitchen, I tied my ankle to the bed.
9. Having allowed my voice to travel away I absent-mindedly disposed of a cucumber sandwich.
10. Having reviewed my limited knowledge of the subject, I finally managed to compose a sentence.
11. She presented herself at Mr. Edwards's door, and, being admitted, took over the running of his life from that moment.
12. He asked the exact location of the back entrance, and having been told it faced up the next street, he proposed that he moved his car there.
13. "I never liked Dinkie," she said, sinking down beside me.

Exercise 2

Define the functions of the participial phrases and transform the sentences using clauses or homogeneous predicates instead of participial phrases.

MODEL

You prefer not to stay at home *doing nothing*. → You prefer not to stay at home *and do nothing*.

Having cried by this time as much as I possibly could I began to think it was no use to cry at all. → *When I had cried as much as I possibly could*, I began to think...

1. It was possible while hunting four times a week to forget any trouble, however piercing.
2. What would I do while treading his mystical paths?
3. But seeing me, she called me her dear Davy, her dear boy.
4. Having taken a ticket for the 5 o'clock train, I went home to pack.
5. Having taken the pony to a neighbouring stable, Uriah was at work at his desk.
6. Having no choice I withdrew.
7. Bearing all that in mind why don't we try to replay that previous scene?
8. Recoiling from all these harsh truths I tried to focus my mind on Christian.
9. Having retrieved the brandy bottle from its home behind the kitchen sink I led Lewis upstairs.
10. Taking a deep breath I tried to grab some patience out of thin air.
11. Raising herself a little on toes and craning her neck, Emily could read a few lines.
12. Looking back I can see so clearly that the act had nothing to do with love.
13. He changed his mind realizing how useless it all was.
14. Having once heard him lie, she could never believe him again.
15. She ran as fast as she could as if trying to escape.
16. Though being fond of dogs he never let them into the house.

Exercise 3

Change the following complex sentences into simple ones by using participial phrases instead of the subordinate clauses.

MODEL

When we see her, we say "Glad to see you". → *Seeing her*, we say ...

1. When she saw me, she suddenly had a very embarrassed look.
2. As she had forgotten my address, she couldn't visit me.
3. Though she listened attentively, she pretended not to.
4. As I'm often sent to the North on business, I have seen Aurora Borealis (*северное сияние*) several times.
5. When I entered the forest, I caught a glimpse of a rabbit running away.
6. She looked at me in a strange way, as if she didn't see me.
7. When she was skiing downhill, she had a bad fall.
8. If she were asked whether she liked the performance, she would say she was delighted.
9. While she was waking past the shop, she noticed her friend's reflection in the shop window.
10. Though she was discouraged by the lack of support, she went on trying.
11. When she came into the room, she noticed that somebody had broken the window.
12. As he was ill, he couldn't take part in the performance.
13. When the tourist was asked if he had been to Siberia, he explained that unfortunately he had never travelled through the whole nation.
14. After the goods had been examined by the customs, they were let through.

Exercise 4

Insert suitable conjunctions where possible (*when, while, though, although, as if, if, unless, once, as*).

MODEL

..... being asked at the examination, I always feel nervous. *When* being asked...

1. She blushed being ashamed of the situation.
2. not knowing him very well we gave him a very warm reception.
3. heaving myself to my feet I drew the shower curtain.
4. He never lost the attention of the listeners explaining to them the merits and demerits of the picture.
5. feeling absolutely exhausted the guide continued her excursion.
6. being sure she could manage the ascent, she would never have started the expedition.
7. Even being whispered his words were heard by everybody.
8. They were filled with delight watching the figure skating stars.
9. Mr. Grog not looking his best that day, still cut a very impressive figure.
10. I think we now may regard the matter being under inspection by the board of experts.
11. The newspaper described the writer being extremely pleased with the interview.
12. being present at the conference I decided to make the most of it.

Exercise 5

Join the following pairs of sentences into simple ones with participial phrases.

MODEL

He opened the door. He saw Ann. → *Opening the door* he saw Ann.

1. He heard some strange noise. He rushed to the window.

2. He put through the next call. He found Betsy at home.
3. I stepped into the lake. I found the water very cold.
4. Mary crossed the narrow hall. She opened the parlour door.
5. I said "Good bye." I and closed the door.
6. Charles returned to the kitchen. He tried to find the lost bottle of gin.
7. Walter staggered out into the Parliament Square. He saw St. Margaret's Church.
8. The delicate colour was still touching her cheeks. The colour deepened to a vivid scarlet.
9. I was no longer an undergraduate. I was not messing with girls.
10. The trains blackened the windows with smoke. They passed just beneath them.
11. The shop defied the Sunday trading laws. They were selling tourist junk on Sundays.
12. Rachel greeted us. She spoke in a low voice.

PARTICIPLE I AS PART OF THE COMPOUND VERBAL PREDICATE

The change of the climate is a process that is regarded *as becoming dramatic*.

Unknown

Non-perfect participle I can form the second part of the compound verbal predicate of double orientation (that is the first part of the predicate is a finite verb denoting some attitude to or comment on the content of the sentence expressed by somebody not mentioned in the sentence. This first part is translated into Russian by an

indefinite-personal or impersonal verb-form (видели, слышали, чувствовали, было слышно, и т. д.)

The second part of this predicate expressed by non-perfect participle I denotes the action performed by the person or non-person expressed by the subject.

In this kind of predicate participle I follows some verbs in the passive voice: 1) chiefly they are verbs of sense perception (*to see, to hear, to feel, to find*) and 2) some causative verbs such as *to keep, to leave, etc.*

Jack was seen **sneaking** out of the monastery on that day. (Somebody saw that Jack was sneaking out of the monastery.) Видели, как Джек тайком убежал из монастыря в тот день.

Jane was heard **feeding** the horse. (Somebody heard that Jane was feeding the horse.) Было слышно (слышали), как Джейн кормит лошадь.

They were kept **working** all day long. (Somebody kept them working all day long.) Их заставили работать целый день.

In this function participle I can be preceded by the conjunction *as*. In such cases the finite verb of the predicate is usually one of the following verbs in the passive voice: *to accept, to consider, to explain, to regard, to speak of, to take, to treat, to understand*.

He could be regarded as **enduring** a profound spiritual crisis. Можно было считать, что он испытывает глубокий душевный кризис.

He was considered as **being** in the Intelligence Service. Считалось, что он служит в разведке.

Exercises

Exercise 1

Change the following sentences in such a way as to use participles I as part of a compound verbal predicate of double orientation.

MODEL

They found the boy stealing food in the kitchen. → The boy was found *stealing* food in the kitchen.

1. They heard the actor reciting the poem.
2. Nobody ever heard the baby crying.
3. They found that the river was overflowing its banks.
4. First they felt that the earth was shaking.
5. They report that the average temperature is slowly rising.
6. They think that the climate is changing. (The climate is considered as...)
7. They think that the process is becoming general. (The process is regarded as...)
8. We heard people descending the stairs though it was too late to go out.

Exercise 2

Translate into Russian.

1. The girl was found going out with different boys every other day.
2. The ship was felt shaking.
3. The storm was reported as approaching.
4. The river was seen flooding the city.
5. The ice in the river was heard breaking in spring.

6. The performance was spoken of as being a great event in theatre life.

7. The task was understood as being too difficult for the children.

8. This writer is treated as an outstanding one in present-day literature.

PARTICIPLE I AS PREDICATIVE

A conversation with an old wise woman **may seem** *edifying*.

After Walter Scott

Only **non-perfect participle I active** occurs in this function. The choice of link verbs with participle I as predicative is limited, they are the following link-verbs: *to look* — *выглядеть, казаться*, *to remain* — *оставаться*, *to seem* — *казаться*.

The idea seemed both **shattering** and **revolting**.

Сама мысль казалось, потрясала и вызывала отвращение.

His leadership remained **stimulating** during all our work together.

Его руководство оставалось стимулирующим фактором на протяжении всей нашей совместной работы.

With the link-verb 'to be' participle I as predicative becomes adjectivized and loses its verbal character.

You are rich and **fascinating**, and he is **terrifying**. Вы богаты и привлекательны, а он ужасен.

The same happens with participle I as an objective predicative.

I found it spiritually **exhausting** to lead a double life.

Я понял, что двойная жизнь духовно изнурительна.

In this function participle I occurs but seldom.

People say



No woman should ever be quite accurate about her age. It looks so **calculating**.

Oscar Wilde

Exercises

Exercise 1

Point out participle I, define its function and translate the sentences into Russian.

MODEL

His behaviour remained depressing.

"depressing" is participle I used as part of a compound nominal predicate (a predicative). It characterizes the state of the subject.

Его поведение продолжало угнетать. (...оставалось угнетающим).

1. His soul seemed palpitating with love.
2. His powerful psyche seemed enfolding mine.
3. Christian seemed enduring a profound spiritual crisis.
4. You seem falling into that awful trap.
5. You seem wanting to get out of it.
6. You remain slaving away and having no rest.

7. Perry looked considering the new facts.
8. Kate looked enjoying the situation.

Exercise 2

Translate into English.

1. Его ругательства были унижительны.
2. Впечатление (*effect*) от его слов было страшным. (*terrifying*)
3. Все это происшествие казалось унижительным.
4. Он по-прежнему (*to remain*) сражался на баррикадах.
5. Новые материалы оставались стимулирующим фактором в его работе над романом.
6. Она выглядела такой привлекательной, что я не мог оторвать от нее глаз.
7. От этой красоты (от этого зрелища) у меня перехватило дыхание (*breathtaking*).
8. Ее присутствие на репетициях имело для меня стимулирующее значение.
9. Его вид был отвратительным (*disgusting*).

PARTICIPLE I AS PARENTHESIS (INDEPENDENT ELEMENT)

Speaking of beauty, it's a problem of taste.

Unknown

In this function we always find a **participial phrase**, never a single participle. Participle I is the headword of this phrase, the meaning of which is a comment on the whole sentence or some part of it. They are such phrases as:

Allowing for — делая поправку на

Generally speaking — вообще говоря (properly speaking — собственно говоря, roughly speaking — грубо говоря, legally speaking — с точки зрения закона, strictly speaking — строго говоря)

Judging by/from — судя по

Joking aside — кроме шуток, шутки в сторону

Leaving aside — не говоря о

Putting it mildly — мягко выражаясь

Speaking personally for myself / as a trade union member... — выражая свое собственное мнение / как член профсоюза, я...

Taking into consideration — принимая во внимание,

Talking / speaking of — к вопросу о, говоря о

Talking of the devil / angel — легок на помине

Talking of charming young women, I hear you've just got engaged to Rosalind.

К вопросу об очаровательных молоденьких женщинах, я слышал, что Вы только что обручились с Розалиндой.

Judging by appearances, the board of directors was not inclined to pass the resolution.

Судя по внешнему виду, совет директоров не был склонен утверждать резолюцию.

Exercises

Exercise 1

Translate into Russian.

1. Strictly speaking, it's your duty to find the thief.
2. Judging by what the witness says, I think we are right.
3. Taking into consideration your point of view, we can start the discussion.
4. Talking of him, did you know that he is in England now?

5. Leaving aside financial considerations, I must say that it all depends on his position.

6. Speaking personally, I must admit that I have little respect for the man.

7. Speaking of poetry, we should consider our great poets of the 19th century.

8. Speaking for myself, I'm fond of the poets of the so-called "Silver Age".

9. Here he comes, talking of the devil.

Exercise 2

Translate into English.

1. Грубо говоря, общая сумма равняется миллиону.
2. Говоря о новом романе, я считаю его очень интересным.
3. Мягко выражаясь, вы поступили плохо.
4. С точки зрения закона, можно считать, что он прав.
5. Собственно говоря, я даже не знаю, как это выглядит.
6. Судя по его виду, он был очень взволнован.
7. Принимая во внимание то, что Вы говорите, я Вас прощаю.
8. К вопросу о законе, я думаю, что он на Вашей стороне.
9. Честно говоря, я ничего про это не знаю.

People say



Speaking of the government deficit, it is the difference between the amount of money the government spends and the amount it has the nerve to collect.

Sam Ewing

Keep smiling**The Most Terrible Storm**

Journalist (interviewing an old sea captain): Which of the numerous storms you have experienced was the most terrible?

Captain: **Putting it mildly**, I'm sure it was the day when I missed the spittoon and spat right on the floor my wife had just cleaned.

A Mistake Corrected

Young artist: Do you think it's the worst picture I have ever painted? Don't you?

His friend: No, I don't. **Strictly speaking**, I don't think anything of the kind. For I'm sure it is the worst picture anybody in the world has ever painted.

**Enjoy the poem****Comment on the use of participle I****HOW THE WATER COMES DOWN AT LODORE**

Here it comes sparkling,
And there it lies darkling,
Now striking and raging,
As if a war waging,
Rising and leaping,
Sinking and creeping,
Turning and twisting,
Around and around,
Collecting and disjecting,
With endless rebound;

Receding, and speeding,
And shocking, and 'rocking,
And darting, and parting,
And threading, and spreading,
And brightening, and whitening,
And quivering, and shivering,
And foaming, and roaming,
And working, and jerking,
And falling, and crawling, and sprawling,
And sounding, and bounding, and rounding,
And grumbling, and rumbling, and tumbling,
And clattering, and battering, and shattering,
And gleaming, and streaming, and beaming,
And ruling, and flushing, and brushing, and gushing,
And flapping, and rapping, and clapping, and slapping,
And curling, and whirling, and purling, and twirling,
Retreating, and meeting, and beating, and sheeting,
Delaying and straying, and playing, and spraying,
Advancing, and prancing, and glancing, and dancing,
Recoiling, turmoiling, and toiling, and boiling,
And thumping, and plumping, and bumping, and jumping,
And dashing, and flashing, and splashing, and clashing,
And so never ending, and always descending,
All at once, and all o'er, with a mighty uproar,
And in this way the water comes down at Lodore.

R. Southey

There are three participial constructions with participle I in English*:

1. The objective participial construction
2. The nominative absolute participial construction
3. The prepositional absolute participial construction.

PREDICATIVE CONSTRUCTIONS WITH PARTICIPLE I

A **participial construction** is a syntactical unit consisting of a nominal element (a noun or a pronoun) and a participle. The participle is in predicate relation to the nominal element of the construction, that is in the construction the participle denotes an action performed by or to the person or non-person expressed by the nominal element. Thus the relations between the elements of the construction resemble those between the subject and the predicate of the sentence, that's why participial constructions can be transformed into clauses with finite verbs as predicates.

Edward saw **Emily looking at him**. → Edward saw **that Emily was looking at him**.

The boy being ill, we couldn't start on our journey. → **As the boy was ill**, we couldn't start on our journey.

Participial constructions are used when the doer of the action of the participle does not coincide with the subject of the sentence.

Participial constructions function in the sentence as one indivisible part of the sentence.

THE OBJECTIVE PARTICIPIAL CONSTRUCTION WITH PARTICIPLE I

Once you get **people laughing**, they're listening and you can tell them almost anything.

H. Gardner

The objective participial construction consists of a noun in the common case or a pronoun in the objective case and participle I which is in predicate relation to the nominal element of the construction. This construction always follows a transitive verb and forms a **complex object** which is an indivisible part of the sentence and corresponds to a subordinate clause that is it can be transformed into an object clause.

I saw **Jim swimming across the river**. → I saw **how Jim was swimming across the river**.

The construction is generally translated into Russian by a Russian subordinate clause: Я видел, как Джим переплывает реку.

*Some grammarians point out one more construction, namely, the subjective participial construction (or in other terminology The Nominative with Participle I Construction). In this book, however, it is not treated as a construction, the participle being understood in this case as part of a compound verbal predicate of double orientation. (See above, p. 88.)

subject	predicate	complex object	
		The objective participial construction with participle I	
		The Nominal Element 1. A noun in the common case 2. A pronoun in the objective case	The Verbal Element non-perfect Participle I
I Я	saw ВИДЕЛ	1. a man как какой-то человек 2. him как он	writing something. пишет что-то.

The nominal element usually denotes a person or thing different from that of the subject of the sentence. But if it denotes the same person or thing as the subject, it is expressed by a reflexive pronoun.

I visualized *myself* selling up the cracks, painting over the chips and attending to each detail with immense care.

Я отчетливо представил себе, как я продаю то, что растрескалось, раскрашиваю осколки и очень внимательно слежу за каждой мелочью.

I tried to picture *myself* being such a parish priest.

Я пытался представить, что я такой приходской священник.

Only **non-perfect participle I** is used in this construction and mainly in its active form though occasionally passive forms occur too.

I was glad to see her *being looked after* for a change. Я рад был видеть, что о ней на сей раз заботятся.

The objective participial construction is used after certain groups of verbs:

1) **verbs of sense perception**, such as *to see, to notice, to observe, to perceive, to find* — *обнаружить, увидеть, to catch* — *увидеть, to discover* — *обнаружить, увидеть, to spot* — *увидеть (разг.)*, *to hear, to feel, to smell*.

Here also belong two intransitive verbs followed by a preposition: *to listen to, to look at*.

I We You	see notice observe perceive find catch discover hear feel smell look at listen to	my friends them	doing something
----------------	--	--------------------	-----------------

Then he *saw* the maid standing at the door. Затем он увидел, что в дверях стоит горничная.

She *heard* his footsteps clacking along the concrete pavement. Она слышала, как стучат его шаги по цементной мостовой.

I feel my heart glowing
with an enthusiasm which
elevates me to heaven.

Edward caught Emily
looking at him.

I listened to my friends
discussing the merits and
demerits of the latest
version of my book.

Я чувствую, как сердце мое
горит энтузиазмом, который
возносит меня до небес.

Эдвард увидел, что Эмилия
смотрит на него.

Я слушал, как мои друзья
обсуждают достоинства и
недостатки последней версии
моей книги.

People say



There is nothing so bad or so good
that you will not find **an Englishman doing**;
but you will never find an Englishman
in the wrong. He does everything on
principle. He fights you on patriotic prin-
ciples; he robs you on business principles;
he enslaves you on imperial principles.

George Bernard Shaw

English Rhymes

SNOW

Look at the snow
Falling gently down,
Falling on the houses
All around the town.

Listen to the wind
Blowing all the snow,
Blowing round the houses
All down the row.

Unknown

If the verb followed by this construction is used in a
continuous form, the participle is changed into the corre-
sponding infinitive:

I watch the boys driving, but I'm watching the boys
drive.

Or as in the above example if we change the form of
the finite verb, we change the participle into the infin-
itive: I was listening to my friends discuss...

Though "I was listening to my friends discussing..." is
also possible, but very rare.

The difference in meaning between the objective parti-
cipial construction and the objective infinitive construc-
tion is the same as the difference between the simple
present tense (he speaks English) and the present con-
tinuous form (he is speaking English). The participle
expresses an action that is (or was) in progress, while
the infinitive expresses an action that is completed, has
not yet occurred, or happens habitually or characteris-
tically.

I heard him opening
the door.

Я слышал, как он открыв-
ает дверь.

I heard him open the door.

Я слышал, как он открыл
дверь.

I have seen him making
this jump.

Я видел, как он прыгает.
(...делает этот прыжок.)

I have never seen him
make such a jump.

Я никогда не видел, чтоб
он сделал такой прыжок.

2) verbs of mental perception, such as
to believe, to consider, to discover, to fancy, to find —
считать, to imagine — представлять себе, to under-
stand

I	believe consider discover fancy find imagine understand	my friends them	helping everyone.
We			
You			

I *believed* them annoying their hospitable host. Я считала, что они раздражают своего гостеприимного хозяина.

It's hard *to imagine* her looking seriously at anyone else. Трудно представить себе, что она серьезно относится к кому-нибудь еще.

3) verbs expressing emotions, such as *to hate, to like, (to dislike), to love, to loathe, etc.*

I	hate like dislike fancy love loathe	my friends them	asking questions.
We			
You			

I *don't like* people coming too close. Не люблю, когда ко мне подходят слишком близко.

4) verbs expressing wish, such as *to want, to wish, to like*

I	want wish like	my friends them	thinking that way.
We			
You			

I *don't want* you falling into that particular trap. Я не хочу, чтоб ты попал именно в такую ловушку.

I *wouldn't like* anyone thinking I was unsuitable. Я бы не хотел, чтоб кто-нибудь считал, что я не подхожу.

5) verbs of inducement or of causative meaning, such as *to have, to get, to keep, to leave, to start, to set*

I	have get keep leave start	my friend them	saying the same thing.
We			
You			

You and them together, you *will soon have* her saying I kept her against her will. Ты и они вместе, вы скоро заставите ее говорить, что я удерживал ее силой.

I'd be wrong, indeed, if I selfishly *kept* you hanging around here. Я был бы не прав, если бы эгоистично заставлял тебя торчать здесь.

The event *started* her thinking about her future. Из-за этого события она стала думать о будущем.

I *won't have* you smoking in the room. Я не допущу, чтобы ты курил в комнате.

The verbs *to have* and *to get* can be used in the construction without their causative meaning.

Changing wave-lengths
I got the Rolling Stones
shouting the same old
drivel.

Я перешел на другую вол-
ну и услышал, что «Рол-
линг-Стоунз» орут ту же
самую бессмыслицу.

People say



Heredity is what sets **the parents of a teenager wondering about each other.**

Laurence J. Peter

Keep smiling

A Cheap Secret

Young John: I saw **you kissing my sister**, Mr. Brown. Would you like me to keep silent on the subject?

Mr. Brown: Certainly, my boy! Here's a sixpence. And I expect you to keep it a secret.

Young John: A sixpence? Do you really mean I have to keep it a secret for a sixpence? I got two shillings for not telling I saw **Mr. Jones kissing her.**



The Best Ways

Once two young teachers had a heated argument on the best ways of bring-

ing up children. They were walking along the corridor when they saw **two boys approaching** and heard one of them say: "Sometimes my granny makes me feel like cutting her t'roat." At once one of the teachers stopped the boy and looking him sternly in the face said: "I expect my pupils to know that the word is not 't'roat' but 'throat'."

Tragedy MS*

An actor of Drury Lane Theatre saw a parcel lie on the table in the entrance hall. One side of it was smeared with blood as it had travelled to London side by side with some game. "There's a tragedy manuscript in this parcel," said he. Somebody overheard **him saying so** and asked how he could have guessed it.

"Well," answered the actor, "don't you see **the fifth act peeping out at the corner of it?**"

*MS — manuscript

"Why is your car painted blue on the right side and red on the other?" "It's a great scheme. You should hear **the witnesses contradicting each other.**"

When a group of women got on the car, every seat was already occupied. The conductor noticed a man who seemed to be asleep, and, fearing that he might miss his stop, he nudged (*to nudge* — *слегка подтолкнуть*) him and said.

"Wake up!"

"I wasn't asleep," the man protested.

"Not asleep? But you had your eyes closed."

"I know. I just hate to look at **ladies standing up in a crowded car.**"

Exercises

Exercise 1

Point out the objective participial construction. What are the component parts of the construction? Say what verb it follows, to which group it belongs. Define the form of the participle and the syntactical function the construction is used in. Translate the sentence into Russian.

MODEL

I looked up and saw him watching my reflection in the looking glass.

"him watching my reflection in the looking glass" is an objective participial construction which consists of a personal pronoun in the objective case and non-perfect participle I active. It follows the verb of sense perception "to see". It is used as a complex object.

Я подняла глаза и увидела, что он следит за моим отражением в зеркале.

1. She found Dinny sitting by an old sundial in front of a bed of delphinium.

2. It seemed to me so shocking to see the precious hours of a man's life being wasted in mere brutish sleep.

3. June watched her (the girl) removing with cold water the traces of emotion.

4. I didn't want them writing home.

5. I won't have those fellows ringing up and asking questions.

6. I found him opening the letter with unsteady hands.

7. I feel my heart beating violently.

8. She trembled as she heard again her mother's voice saying constantly: "How awful!"

9. I felt a big enough drag leaving when I had poured my heart out to her.

10. I won't have you smoking at your age.

11. It's hard to imagine her flirting with anyone.

12. I understood her wanting to get out.

Exercise 2

Complete the following sentences by using the objective participial construction. Translate the sentences into Russian.

MODEL

They caught (he, open) your letter. → They caught *him opening your letter.*

1. We didn't mean to keep (they, stand) so long waiting for us.

2. Just look at (all those dogs, run) across our garden.

3. This little boy is said to be a piano prodigy. Let's listen to (he, play) the piano.

4. I noticed (the children, talk) together, and later caught (they, climb) an apple-tree in my garden.

5. As we were passing your house in the car, we noticed (you, work) in the garden.

6. They are always late. I've never seen (they, get) to school in time.

7. For a short time he watched (we, peel) potatoes, then he looked at (the meat, roast) in the oven and smiled happily.

8. We must get (they, work) on a new play while their enthusiasm lasts. I hope we'll have (they, act) in a real theatre before long.

9. We observed (an ant, get) up my sleeve.

10. I didn't notice (you, watch) (we, have) a swim.

11. They caught (we, gossip) about them.

12. First I smelt (fish, cook), but then I thought I could smell (something, burn).

Exercise 3

Define the construction. State the difference in the meaning between the following pairs of sentences. Translate the sentences into Russian, explain the difference in the translation.

MODEL

1. I saw him cross the street.

2. I saw him crossing the street.

I. "him cross the street" is an objective with the infinitive construction. The infinitive denotes an action that is completed, that's why it is translated by the Russian perfective aspect of the past tense. Я видел, как он перешел улицу.

II. "him crossing the street" is an objective participial construction.

Participle I denotes an action that was in progress when "I saw" it. It is translated by the imperfective aspect of the Russian past or present tense.

Я видел, как он переходил / переходит улицу.

1. I watched him recite the poem.

I watched him reciting the poem.

2. I heard the child scream loudly.

I heard the child screaming loudly.

3. We noticed the man putting the note into the bag.

We noticed the man put the note into the bag.

4. The woman watched the kitten licking the milk.

The woman watched the kitten lick the milk.

5. The students listened to the teacher explaining the rule.

6. The students listened to the teacher explain the rule.

Exercise 4

Use the verb in brackets in the appropriate form of participle I or an infinitive. Give reasons for your choice.

One morning Oliver was allowed to go out to work with his other two companions, the Dodger (*нлут*) and Charley. He was very glad to be out. But then he saw the Dodger (to torture) little boys and Charley (to steal) vegetables and fruits and (to put) them into his pockets. So he decided to leave them at once and return home. But at that moment he was stunned by the following event. He could see his companions (to walk) stealthily towards a bookstall where a very respectable-looking old gentleman was reading a book with great interest.

What was Oliver's awe to see the Dodger (to put) his hand into the old gentleman's pocket, (to take out) a handkerchief, (to give) it to Charley and then see them, both, (to run) away round the corner at full speed!

In an instant the whole mystery of the handkerchiefs and watches he had seen at Fagin's rushed upon Oliver's mind and he, confused and frightened, took to his heels.

At that moment the old gentleman put his hand into his pocket and missing the handkerchief turned round and (to see) the boy (to scud) away at such a rapid pace, he very naturally concluded him (to be) the thief and shouting "Stop thief!" with all his might, made after him, book in hand.

Exercise 5

Make the following complex sentences simple by using an objective participial construction.

MODEL

I saw how he was packing his things. → I saw him packing his things.

1. I felt that she was leaving the room.
2. We saw that Mabel was weeding the garden.
3. I felt that he was pulling me by the sleeve.
4. I saw that Mother was watering the flowers.
5. Nobody heard that she was crying bitterly.
6. I noticed that the milk on the stove was rising slowly.
7. We saw that the master of the house was cleaning the table.
8. It was a pleasure to watch how the girl was dancing to the music.
9. I do enjoy listening to how my friend is playing the piano.
10. I suddenly heard that Father was already locking the door.
11. To my horror I felt that somebody was touching me on the shoulder.
12. Entering the room I saw that the students were already translating the text.

Exercise 6

Complete the following sentences using suggested variants in the right-hand column. Translate the sentences into Russian.

I won't / 'll / have	him doing it.
We cannot have her	speaking like that.
He (she, they) must get	you working so much.
	me doing such a thing.
	them teasing the dog.
	the child going out so late.
	the children watching TV so much.
	them making so much noise and waking everybody.

Exercise 7

Change the sentences with a compound verbal predicate of double orientation into sentences with a simple predicate and a complex object expressed by an objective participial construction. If necessary, use the subject *They*. Translate both the sentences into Russian.

MODEL

The shoemaker was watched repairing the little boy's shoe. → The little boy watched *the shoemaker repairing his shoe*.

Мальш наблюдал, как сапожник чинит его туфлю.

1. The boy was seen awkwardly drawing a picture of a car.
2. The girls were seen knitting something.
3. I thought my heart could be heard beating.
4. She was found laying the table for a large group of people.

5. The porridge could be smelt burning.
6. I was left waiting in the reception room.
7. He was heard groaning with pain.
8. People were watched taking their seats in the stalls.
9. I was caught humming the aria I had just heard.
10. The boiling milk was watched rising slowly.
11. The children were seen playing in the garden.
12. The dancers were watched performing a folk dance.

Exercise 8

Imagine you are looking out of the window facing the street. Who and what do you see? What are they doing? Describing the situation in the street begin with the words *I see...*, *Now I observe...* and then use an objective participial construction.

MODEL

At the corner I see a small child running away from her mother and terrifying her mother.

Suggested verbs: to walk along, to smile at each other, to carry something heavy, to limp, to embrace, to kiss, to cross the street, to watch something, to drive, to stop in front of the traffic lights, etc.

Exercise 9

Describe the picture of the park. Say what you see using objective participial constructions and if possible some objective infinitive constructions. Explain the difference.

Say who you can't see, but see what he or she is doing.



Exercise 10

Respond to the following. Try to use the objective participial construction with such verbs of sense perception as *to see*, *to hear*, *to watch*, *to feel*, *to find*, *to smell*. Add some other sentences if necessary to make the situation clear.

MODEL

- There's nobody at home. Where's Mary, I wonder?
- But she must be at home. She must be in the kitchen, I smell *the fish cooking*.
- What's up? Where are you rushing?
- I hear *the dog barking in the garden*. Someone is coming.

1. — Was Janet busy yesterday? — Oh, yes. (to find, to cook all day long).
2. — What a smell! It's delicious! — It's Mother! You will find (to bake an apple pie).
3. — Hurry up, or we'll be late. — Yes, I (to hear, the orchestra to tune up).
4. — Has the rehearsal started? — Yes, I think so. Don't you (to hear, to sing).
5. — Has professor B. already spoken? — No, you will (to hear, to make his report in a few minutes).
6. — What's up, where are you rushing to? — To the kitchen, I can smell (something to burn).
7. — I'd like to speak to Miss Fox. Do you think she is still in her office? — No, I (to see, to talk with somebody in the hall).
8. — I can't find the secretary. Where could she be? — But here she is. I can (to hear, to type).
9. — Is anybody coming to see us? I hear (the bell, to ring).
10. — Be quick! We may miss the train! I (to see, to come in).
11. — I can't find my group. Where can they be? — Don't you hear (to discuss the results of the examination)?
12. — Have you found the teacher at last? — Yes, I found (to examine Michael).

Exercise 11

Translate into English using an objective participial construction.

1. Я наблюдал, как фигуристы выезжали на лед.
2. Скарлет видела, что ее дочь падает с лошади.
3. Я не хотела смотреть на то, как он упаковывает вещи.
4. Мы слышали, как он звонил в больницу и справлялся о здоровье своей жены.

5. Мы чувствовали, что они наблюдают за нами.
6. Она любила наблюдать, как заходит солнце.
7. Я видел, как парикмахер делает ей прическу.
8. Наверное, интересно наблюдать, как хороший шахматист обдумывает свой следующий ход.
9. Я люблю слушать, как она поет.
10. Ты чувствуешь, когда на тебя кто-то смотрит?
11. Было страшно смотреть, как он поднимает этот огромный ящик.
12. Они вошли и увидели, что мы уже накрываем на стол.

Exercise 12

Choose the correct version of translation. Prove your point.

1. We watched the boys swimming in the pool.
 - a) Мы наблюдали за мальчиками, плавающими в бассейне.
 - б) Мы наблюдали, как мальчики плавают в бассейне.
2. I heard her singing a wonderful song.
 - a) Я слышал ее поющей замечательную песню.
 - б) Я слышал, как она пела замечательную песню.
3. We found them playing cards.
 - a) Мы обнаружили, что они играли в карты.
 - б) Мы нашли их играющими в карты.
4. I noticed the smoke coming through the roof.
 - a) Я заметил, что через крышу пробивается дым.
 - б) Я заметил дым, идущий через крышу.
5. George saw the key hanging on the hook.
 - a) Джордж увидел ключ, висящий на крючке.
 - б) Джордж увидел, что ключ висит на крючке.
6. I caught him bathing in the river.
 - a) Я заметил, как он купался в реке.
 - б) Я заметил его купающимся в реке.

7. I heard the child crying.
 а) Я услышал, что ребенок плачет.
 б) Я услышал ребенка плачущего.
8. She could feel her heart beating wildly.
 а) Она чувствовала свое сердце сильно бьющимся.
 б) Она чувствовала, как у нее сильно бьется сердце.
9. We saw the snow-flakes falling down.
 а) Мы видели снежинки, падающие вниз.
 б) Мы видели, как снежинки падали вниз.
10. We found them lying in the grass.
 а) Мы обнаружили, что они лежат на траве.
 б) Мы нашли их лежащими на траве.

THE NOMINATIVE ABSOLUTE PARTICIPIAL COSTRUCTION WITH PARTICIPLE I

Life *being* very short and the quiet hours of it few, we ought to waste none of them in reading valueless books.

John Ruskin

The nominative absolute participial construction (независимый причастный оборот) consists of two interdependent elements, that is of a noun in the common case or a pronoun in the nominative case and participle I. The participle in this construction may have any of its forms though the most common is the non-perfect active form and the least common is the perfect passive form. The nominal and verbal parts of the construction are in predicate relation, that is the participle denotes the action performed by or to the person or non-person expressed by the nominal element. The construction makes one whole — a syntactical complex and it functions as **an adverbial**

A

adverbial modifier		subject predicate
The nominative absolute participial construction with participle I		The subject-predicate unit
The nominal element	The verbal element	
<i>The room</i> <i>The room</i> <i>The party</i> <i>The room</i>	<i>being empty</i> <i>being unlocked</i> <i>having entered the room</i> <i>having been entered</i>	all the people stayed there.
<i>Так как в комнату вошли,</i>		все остались там.

B

subject predicate	adverbial modifier	
The subject-predicate unit	The nominative absolute participial construction with participle I	
	The nominal element	The verbal element
All the people stayed in the room	<i>it</i> <i>it</i> <i>they</i> <i>it</i>	<i>being empty.</i> <i>being unlocked</i> <i>having entered the room.</i> <i>having been entered.</i>
Все остались в комнате,	<i>так как она была пуста.</i>	

modifier. As it is always detached it is separated by a comma. The construction is typical of literary style.

His soul *palpitating* with love of art, he painted the models. Его душа трепетала от любви к искусству и он писал портреты своих моделей.

The complication which the doctor had feared *having ensued*, the recovery was impossible. Так как осложнение, которого опасался доктор, наступило, выздоровление было невозможно.

The difference between a participial phrase and a nominative absolute participial construction lies in the fact that in a participial phrase both the predicate-verb of the sentence and, as a rule, the participle of the participial phrase denote actions performed by or directed to the subject of the sentence whereas in a nominative absolute participial construction the doer of the action expressed by the participle is different, the action does not refer to the subject of the sentence, it refers to the nominal element of the construction.

Cooking dinner I *enjoyed* delicious smells.

Both the actions *enjoyed* and *cooking* refer to the subject of the sentence. (Готовя обед, я наслаждалась замечательными ароматами.)

Dinner *being cooked*, I enjoyed the smells. *Enjoyed* refers to the subject, whereas *being cooked* is directed to the nominal element of the construction. (Когда готовился обед, я наслаждалась замечательными ароматами.)

The nominative participial construction functions in the sentence as an adverbial modifier of

- 1) attendant circumstances;
- 2) reason;
- 3) time;
- 4) condition.

1) **an adverbial modifier of attendant circumstances.** In this function the construction is widely used mostly in postposition to the predicate.

I went out, *my gun hanging awkwardly, the dogs sniffing and growling.* Я вышел, ружье болталось на мне, собаки принюхивались и рычали.

He was always late on principle, *his principle being that punctuality is the thief of time.* Он всегда опаздывал из принципа, а принцип его заключался в том, что пунктуальность — вор времени.

When the construction is used in this function, it is usually translated by a coordinate clause.

People say



You cannot hold back a good laugh any more than you can the tide, **both being forces of nature.**

William Rotsler

I wash everything on the gentle cycle, **it being much more humane.**

Unknown

2) **an adverbial modifier of reason.** In this function the construction stands mainly in preposition to the predicate of the sentence.

The boy being your son, you're responsible for whatever he does. Так как мальчик Ваш сын, Вы отвечаете за все то, что он делает.

It being now pretty late, we decided to turn back. Так как было уже очень поздно, мы решили повернуть обратно.

There being a strong wind Так как в тот день было *that day*, it was dangerous очень ветрено, идти на яхте to go yachting. было опасно.

When the construction is used as an adverbial modifier of reason, it is translated into Russian by a subordinate adverbial clause of reason.

3) an adverbial modifier of time.

A chapter having been read through twice, the books were closed and the girls examined. Когда главу прочитывали дважды, книжки закрывали и девочек экзаменовали.

The rule having been answered, we passed on to analyzing the sentences. Когда правило ответили, мы перешли к анализу предложений.

The construction in this function is translated into Russian by an adverbial clause of time.

4) an adverbial modifier of condition. In this function the construction occurs but rarely. It mainly occurs with the verbs *to permit* and *to fail*.

Weather permitting, we'll go boating tomorrow. Если погода позволит, мы поедем на лодках завтра.

Keep smiling

A Bit of Backbiting

Dr. Crisp was invited to a party in a country place. **The dinner being late** and the company not quite to his taste, the doctor strolled out into the garden and then to the nearby churchyard. When the

dinner was served at last and the doctor had not yet returned, one of the guests wondered where he could have gone. The master of the house, annoyed by Mr. Crisp's absence, explained that **the churchyard being not far from there**, the doctor had gone to visit his former patients.

A Price Fairly Won

This is the only practical joke in which my grandfather is said to have been personally engaged when a boy at school. He entered a Quakers' meeting house, **only one of his school-fellows keeping him company**. At first nobody paid any attention to them, a **very grave meeting being held there at the moment**. The boys entered the room, looked round at the solemn faces and then one of them held up a penny bun and cried out loud, "He who speaks first, shall have this pie!" "Go thy way, boy," said an angry gentleman rising slowly and menacingly from his seat. "The pie is yours, sir!" exclaimed the boy, put the bun before a stupefied speaker and rushed out of the room, **the audience being in too great a confusion to pursue the naughty rogues**.

A Terrible Threat

An Englishman, driving in a hackney-coach through France, was annoyed at



the slowness of the pace. He tried to make the coachman drive faster but all in vain, the man couldn't understand either his English or his broken French. Then it occurred to the Englishman, **both his English and his French being Greek to the coachman**, to use high-sounding words that might frighten the fellow. So he roared into his ear: "Westmorland, Cumberland, Northumberland, Durham*!" which had the desired effect, **the coachman taking these words as some terrible threat**.

*These are the names of English counties. The words being unknown to the coachman, he was frightened.

Exercises

Exercise 1

Point out the nominative absolute participial construction. Define its function and translate the sentence into Russian.

MODEL

I went up, the dogs sniffing and growling.
 "the dogs sniffing and growling" is the nominative absolute participial construction, it consists of a plural noun in the common case and two non-perfect first participles active. It is used in the function of an adverbial modifier of attendant circumstances.

Я пошел наверх, а собаки принюхивались и рычали.

1. This was unknown to Dean Miller, it having happened twenty-seven years before he was born.
2. There was no money, Hilbert having used all he possessed.
3. He reminds me a bit of Dave, he being on the lorries too.
4. She stood glaring straight in front of her, the driver escalating into curses, horns blowing, other drivers shouting.
5. After a light supper they adjourned to the library for coffee and liqueurs, their conversation revolving round the war.
6. He passed a line of cars, their gleaming surfaces bouncing back the rain in shallow explosions.
7. Ann sitting in the crook of his arm, he picked up the paper, stomach clutching, heart making it apparent to him that he possessed a heart in there in the cage of his ribs, the sensation he had every morning now.
8. It being Thursday afternoon, scarce a soul was about.
9. The door being opened, a sturdy man got out of the coach and stationed himself on one side of the steps.
10. Bessie and Abbot having retreated, Mrs. Reed abruptly thrust me back and locked me in.
11. Several soldiers mounted the narrow stairs, their carabines clanking against the wall.
12. Our plans being thus arranged to our mutual satisfaction, the Doctor took me into the house to present me to Mrs. Strong.
13. The car having stopped, the boys jumped out onto the grass.
14. Nobody having anything more to say, he went out.
15. There being nothing else to do, we went home.
16. There being no time like the present, I resolved to act at once.

17. It being piercingly cold, he decided to hurry back home.

18. There was now visible a house or houses with many windows, lights burning in some.

19. A short distance away lookouts were set, their task being to watch the lighted ends of the bridge.

20. The young musician having been awarded the first prize, the jury sent him to the Festival.

Exercise 2

Compare the following pairs of sentences and comment on the difference between them. Analyze the difference in the structure of an ordinary participial phrase and the nominative absolute participial construction, their function, position and say whether there is a corresponding Russian structure. Translate into Russian.

MODEL

a) Having explained the rule to the students the teacher gave them an exercise.

a) The students having understood the rule, the teacher gave them an exercise.

Answer the following questions:

1. Where is the subject of the the sentence?
2. What verb-form expresses the action performed by the subject?
3. Where is another action?
4. What does the word "teacher" express with regard to the other action?

1. Where is the subject of sentence?
2. What verb-form expresses the action of the subject?
3. Do you see any other secondary action?
4. What is it expressed by?

5. Does the participial phrase depend on any part of the sentence?

6. What does the participial phrase correspond to in Russian?

5. What word does it refer to? (What word denotes the doer of this action?)

6. Is it the same doer as that of the predicate of the sentence "gave"?

7. What kind of sentence is it: simple or composite?

8. Where is the construction? Does it depend on any part of the sentence?

9. Is there a corresponding Russian construction? What does the construction correspond to in Russian?

Объяснив студентам правило, преподаватель дал им упражнение.

После того (Так как) студенты поняли правило, преподаватель дал им упражнение.

1. a) Running into the room he shouted, "Fire!"
b) The man shouting "Fire!", everyone rushed out of the room.
2. a) The carrier having come before his usual time, we had not expected our guest so soon.
b) Having come before the appointed time I had not been expected so soon.
3. a) I put on my raincoat seeing that it was raining.
b) I put on my raincoat, it raining cats and dogs.
4. a) Having received the letter I went up to show it to my mother.
b) The letter having been received, I went up to show it to my mother.

5. a) Hearing the knock at the door the host went to open it.
 b) The knock at the door sounding through the whole house, the host went to open it.
6. a) He not knowing what to do, we let him go home.
 b) Not knowing what to do he went home.
7. a) Being in my mother's lap the baby stopped crying.
 b) The baby being in my mother's lap, I took it carefully in my arms.
8. a) Finding out your blood pressure I immediately sent for the doctor.
 b) Your blood pressure being very high, I immediately sent for the doctor.
9. a) Being rejected by *the Times* the story was accepted by some other newspaper.
 b) *The Times* having rejected the story, it was offered to some other newspaper.

Exercise 3

Make one simple sentence out of two, using the nominative absolute participial construction.

MODEL

Ivanhoe was lying helpless in the burning castle. His friends arrived in time to save him. → Ivanhoe's friends arrived in time to save him, *he lying helpless in the burning castle.*

1. Oliver sank near the door. All his strength failed him.
 2. They lit a fire for the weary travellers to warm themselves by. It was very cold and damp.

3. The snow had thawed and the day was finer and warmer than the previous one. We decided to climb up the hill.
 4. He stood up and looked at her. A bitter smile was curling his lips.
 5. The bridge had been swept away by the flood. The train was late.
 6. We took a taxi to get to the station in time. There was little time left.
 7. The speaker faced the audience. His face looked tired and drawn.
 8. They walked quickly through street after street. Mr. Mell was leading the way.
 9. The girl looked hurt. Tears were streaming down her cheeks.
 10. The Baskerville hound barked in the dead of night. The people in the neighbourhood were terrified by the sound.
 11. The boy was running high temperature. The doctor prescribed some medicine.
 12. The weather was fine. We went for an outing.

Exercise 4

Change the following complex sentences into simple ones by using the nominative absolute participial construction. State the stylistic difference between the two sentences.

MODEL

As it was cold and damp, we lit up the fire to warm ourselves by it. → *It being cold and damp*, we lit the fire to warm ourselves by it. (The second sentence sounds more bookish or literary while the first one is more colloquial or neutral from the stylistic point of view.)

1. When the third bell had gone, the curtain slowly rose.
2. As my friend was busy yesterday, I went to the theater alone.
3. As the weather was fine, we had dinner outdoors.
4. If time permits, we'll visit the new exhibition.
5. I couldn't sleep the whole night as the heat was stifling.
6. As it is late, we must make haste.
7. As there were no mistakes in the test-paper, the student got a good mark.
8. As there is much work to do, I'll stay up late tonight.
9. As it was dangerous to cross the stormy river in a boat, we had to wait for a ship.
10. As it was after five, all the shops were closed.
11. If the weather permits, we'll go canoeing tomorrow.
12. When the operation was over, the patient felt the pain leave him.

Exercise 5

Translate into English using simple sentences with a nominative absolute participial construction.

MODEL

Поскольку делать было нечего, они стали играть в карты. → There being nothing to do, they began playing cards.

1. Так как нельзя было терять времени, он сразу взялся за дело.
2. Так как было уже довольно поздно, они отложили свой визит.

3. Так как солнце зашло уже час тому назад, становилось темно.
4. Было холодно, и он надел теплое пальто.
5. Обед был окончен, и мы снова собрались в гостиную.
6. Если обстоятельства позволят, мы отправимся завтра.
7. Так как работы было много, мы остались в офисе.
8. Было воскресенье и магазины были закрыты.
9. Так как было темно, мы не пошли через лес.
10. Так как больному не становилось лучше, врач прописал ему уколы.
11. Так как денег оставалось мало, мы решили идти за покупками в другой день.
12. Если погода будет хорошая, завтра мы поедem на дачу.

THE PREPOSITIONAL ABSOLUTE PARTICIPIAL CONSTRUCTION WITH PARTICIPLE I

Unlike any other construction with participle I the prepositional absolute participial construction (независимый предложный причастный оборот) begins with the preposition *with*. Its nominal element is most often expressed by a noun in the common case and only very seldom by a pronoun in the objective case. It is mainly used in the function of **an adverbial modifier of attendant circumstances**, especially when it occupies the position after the predicate. It is not always separated by a comma.

The wind rose in the night **with the rain coming in sheets**.

Ночью ветер усилился, и дождь лил сплошной пеленой.

A

subject predicate	adverbial modifier		
	preposition	the nominal element	the verbal element
It was hard to make both ends meet	<i>with</i>	<i>the prices</i>	<i>going up.</i>
Трудно было сводить концы с концами,		<i>при том что цены вздувались.</i>	

B

adverbial modifier			subject predicate
preposition	the nominal element	the verbal element	
<i>With</i>	<i>the prices</i>	<i>going up</i>	it was hard to make both ends meet.
<i>При том что цены вздувались,</i>			трудно было сводить концы с концами.

Maggie sat up again **with** Мэгги снова села, (и) сердце **her heart *beating* violently.** ее сильно билось.

It is translated into Russian either by a coordinate clause, or by “деепричастный оборот”, or by a noun phrase. («С сильно бьющимся сердцем Мэгги снова села».)

The preposition *with* in the construction is usually not translated into Russian, though sometimes it is possible to translate it (see the above examples).

Exercises

Exercise 1

Point out the prepositional absolute participial construction. State its function. Translate the sentences into Russian.

MODEL

With one wall being destroyed by a bazooka, canvas doors couldn't shut out the draughts.

“With one wall being destroyed by a bazooka” is a prepositional absolute participial construction used in the function of an adverbial modifier of reason.

Так как одна стена была разрушена пушкой, матерчатая занавеска не могла предотвратить сквозняки.

1. He had ceased to gesticulate and was standing, with his dog looking at him and wagging its tail.
2. With Mrs. D. having gone, I had to learn bit by bit to control the house.
3. There was a bottle lying down on the table, with stuff coming out of it on to the cloth.
4. We went our way through the still evening and the dying light, with sweet scents rising up around us.
5. Westminster last night saw the government in complete chaos, with the Prime Minister first trying to pass the Bill, then taking it back and finally closing the debate.
6. Stupendous storms can rage in these areas, with no one knowing of them approaching.
7. With the dollar showing its recovery on the foreign exchanges, the markets lost sight of what was happening to the economy.
8. He recalled his childhood as a glassed-in place, with grown-ups rushing past, talking to him, making changes.
9. It was a gloomy, gray November day with leaves trailing about everywhere.

10. I recognized every hedgerow as a refuge where I had panted my lungs out, with the grass going in and out of focus.

11. With the prices going higher and the economic crisis expanding the general economic situation in the country became critical.

12. And I'm so frightened that they are afterwards obliged to take me out of bed and show me the quiet churchyard out of the bedroom window, with the dead all lying in their graves at rest below the solemn moon.

13. I took that opportunity, with my voice sticking in my throat and my sight failing as I uttered the words, to express my hope that Miss Spenlow was quite well.

14. A quick glance of her eye towards the spot where Steerforth was walking, with his mother leaning on his arm, showed me whom she meant.

15. Mr. Micawber, humming a tune to show that he was quite at ease, subsided into his chair, with a handle of a hastily concealed fork sticking out of the bosom of his coat as if he had stabbed himself.

16. And now I see the outside of the house, with the latticed bedroom windows standing open to let in the sweet-smelling air.

Exercise 2

Join the following pairs of sentences into one simple sentence using prepositional absolute participial constructions. Translate the sentences into Russian.

MODEL

The sun was shining brightly. We stayed sunbathing on the beach all day long. → *With the sun shining brightly*, we stayed sunbathing on the beach all day long.

Так как солнце ярко светило, мы весь день загорали на пляже.

1. The room was too small. We moved into a larger one.

2. The day was piercingly cold. He had no desire to loiter outside.

3. Then she started down the road towards the house. The heavy basket was cutting into her flesh.

4. She leant from the window. Her heart was racing.

5. There was nothing else to do. We went home.

6. She sat on the sofa. Mary was playing with her doll.

7. The old gentleman insisted that he had been insulted and hurried away. The monkeys were screaming to his back.

8. She crept into the room on tiptoes. Her heart was beating at twice its usual speed.

9. I saw a market-place and an open wine shop. A girl was sweeping out the wine shop.

10. The wind rose in the night and at three o'clock in the morning there was a bombardment. The rain came in sheets.

11. He was slowly walking in the direction of the lake. His dog was following him.

12. They went around, one after the other, their heads down. The grooms were leading them.

Exercise 3

Translate into English. Use prepositional absolute participial constructions if possible.

1. Теперь, когда рост цен стоит очень остро (to be a crisis issue), правительство принимает различные экстренные меры для решения этого вопроса.

2. Так как груз был сильно поврежден столкновением с другим судном, хозяева оказались на грани банкротства (to go bankrupt).

3. Так как количество жертв войны в Ираке растет, марши протеста становятся обычным явлением.

4. При том, что Прибалтийские республики стали членами Европейского сообщества, их влияние на развитие сельскохозяйственного сектора пока не ощущается.

5. В связи с тем, что экономический кризис в Германии растёт, увеличение безработицы принимает тревожный оборот (to become alarming).

6. При том, что многие заводы и шахты Германии закрываются (to close up), промышленный кризис трудно остановить.

7. При том, что продажа импортных автомобилей все время увеличивается, внутренний рынок (domestic market) машин уменьшается (to sag).

8. Премьер-министр заявил, что новые рынки и дальнейшее развитие связаны с промышленностью, а банки последуют за ней.

9. Неожиданностью было то, что правительство ушло в отставку, и премьер-министр последовал за ним.

10. При том, что производство нефти в нашей стране превысило (to exceed) многие показатели, темпы промышленного развития повышаются.

Note

Besides absolute participial constructions there exist **absolute constructions without any participle**. In these constructions the second element may be expressed either 1) by a prepositional noun phrase, or 2) by an adjective or stative, or 3) by an adverb, or 4) more seldom by an infinitive.

- | | |
|---|---|
| 1) The captain stood on the deck, his pipe in hand . | Капитан стоял на палубе, держа трубку в руке. |
| 2) Then, his wallet empty , he went shopping. | Затем он отправился с пустым кошельком за покупками. |
| 3) Mopsa, her bedroom door open , looked the epitome of an ordinary housewife. | В открытую дверь Мопса казалась воплощением обыкновенной домохозяйки. |

He sat next to Macon, **his keg-shaped body alert with expectation**.

Он сидел рядом с Мейконом, и все его толстое как бочка тело было напряжено от ожидания.

3) **His exams over**, Adam came home.

Экзамены окончились, и Адам вернулся домой. / Когда экзамены окончились, Адам вернулся домой.

4) You will lose everything, **without someone to take care of you**.

Ты потеряешь все, если о тебе никто не позаботится.

As is seen from the above examples absolute constructions without a participle may also be *nominative* or *prepositional*, that is in the former case (in the nominative absolute construction) their first element may be expressed either by the nominative case of a personal pronoun (which is rare) or by the common case of a noun. In the latter case (in the prepositional absolute construction) the first element of the construction is preceded by the preposition *with* (or sometimes *without*).

She turned away **with her eyes full of tears**.

Она отвернулась, глаза ее были полны слез.

She began throwing things about in a violent temper, **with her face ablaze**.

В ярости она стала разбрасывать вещи, лицо ее пылало.

The nominative absolute construction is separated by a comma, while with the prepositional absolute construction the comma is not obligatory.

Exercises

Exercise 1

Point out absolute constructions (both nominative and prepositional), define their syntactical functions and translate the sentences into Russian.

1. He prayed quietly, his elbow on the table, his head bowed upon his hand.
2. She stood just aside the door, one hand against it for support, the other pressed to her side.
3. He staggered into his room and sat down on the bed, the envelope still in his hand.
4. He lay on the ground, his bag under him.
5. I liked sitting there, with my head against the sofa back.
6. Frank came back into the room. He stood in the entrance, his hand on the door.
7. Maxim turned round to me, his face pale and ghostly in the darkness of the car.
8. Breakfast over, we went back to the classroom.
9. He stood at the top of the hill, his cap in his hand, inhaling the fragrance of the flowers.
10. I found him waiting for me, with his stick in his hand.
11. He went home alone, his heart full of strange emotions.
12. Then he went out to get a cup of coffee, his bag and overcoat in hand.
13. The strange greetings over, Old Jolyon seated himself in a chair.

Exercise 2

Read the following paragraphs carefully. Which of the two variants is written in the better style? A better style is attained either by joining short sentences into longer ones or

on the contrary by shortening long sentences by means of participles.

A

Mr. B., the Rector of the University of Foreign Languages, returned from Moscow where he had been present at the All-Federation Conference of Higher School Workers and held a great meeting. The meeting was organized for all the students and teachers of the Institute and was, therefore, very numerous. So it was held in the big conference hall.

First the Rector spoke about the great importance of the conference and the problems discussed there and the favourable influence it would exercise upon the further work of foreign language departments of the universities. He had said, however, that although our achievements were great, we were not to rest on our laurels, for there were still certain drawbacks in our work.

The chief of them were the lack of good text-books and the insufficiency of general education in High Schools.

B

Mr. B., the Rector of the University of Foreign Languages, having returned from Moscow where he had been present at the All-Federation Conference of Higher School Workers, held a great meeting. Having been organized for all the students and teachers of the Institute and being, therefore, very numerous, the meeting was held in the big conference hall.

Having first spoken about the great importance of the conference and the problems discussed there and the favourable influence it would exercise upon the further work of foreign language departments of the universities, the Rector said, however, that although our achievements were great, we were not to rest on our laurels, there still being certain drawbacks in our work.

The chief of them being the lack of good text-books and the insufficiency of general education in High

Our chief task, therefore, was to create new, up-to-date text-books and to improve and spread general education among students.

The audience *were impressed* by the Rector's speech and came to the conclusion that we all should work better to meet the requirements of the present day.

Schools, our main task was to create new, up-to-date text-books and to improve and spread general education among students.

Being much impressed by the Rector's speech, the audience came to the conclusion that we all should work better to meet the requirements of the present day.

Rewrite the following stories according to the above examples.

The Fox and the Crow

A crow had taken a piece of cheese out of a cottage window. She flew up into a high tree with it. She wanted to eat it. A fox came, sat down underneath the tree and began to complement the crow upon her appearance and said she could no doubt sing beautifully. The crow, puffed up with pride at this flattery, tried to sing and let the cheese drop out of her mouth. This was what the fox wanted. He snapped it up in a moment and trotted away laughing to himself at the crow's folly.

The Dog and the Shadow

A dog was crossing a stream with a piece of meat in his mouth. He saw his own reflection in the water. He believed he saw another dog which was carrying a larger piece of meat than his own. He snatched at it, but dropped the piece he had in his mouth. It immediately sank to the bottom and was lost.

Was Bobby to Blame?

Brown is very proud of his young son. He was talking to a visitor about the wonderful intellectual development and future possibilities of the little fellow.

"Not two years old yet, and he knows all the animals by proper scientific classification. He's going to be a great naturalist. Here, let me show you."

He took a book of natural history from the book-shelf, placed Bobby on his knee, opened the book and showed him a picture of a giraffe.

"What's that, Bobby?"

"Horsey," said Bobby.

Next a tiger was exhibited, and Bobby said, "Pussy." Then a picture of a lion was shown, and Bobby said, "Doggy."

And when a full-page picture of a chimpanzee was displayed, Bobby exclaimed, enthusiastically, "Daddy!"

Exercise 3

Translate into English. Use participles whenever possible.

1. Спев свою песню, девушка спросила, понравилась ли она нам.
2. Она делала что-то у окна, напевая песню.
3. Мы слышали, что кто-то пел английские песни в соседней комнате.
4. Девушка, спевшая новые английские песни, обещала нам дать их слова.
5. После того, как студенты спели песни, они начали танцевать.
6. После того, как все песни были спеты, студенты начали танцевать.
7. Все внимательно слушали девушку, певшую английские песни.
8. Было слышно, как она напевала какую-то английскую песню.
9. Мне нравится девушка, певшая эти песни.
10. Я знаю девушку, певшую эти песни.

PARTICIPLE II

Every man is the builder of a temple called his body.

Henry David Thoreau

A fault **confessed** is half **redressed**.

An English proverb

To go for wool and come home **shorn**.

An English proverb

Gold, Gold, Gold, Gold!
Bright and yellow, hard and cold;
Molten, graven, hammer'd, and roll'd;
Heavy to get and light to hold;
Hoarded, barter'd, bought and sold,
Stolen, borrow'd, squander'd, doled;
Spurn'd by the young, but **hugg'd** by the old,
To the very verge of the churchyard mould;
Price of many a crime **untold:**
Gold! Gold! Gold! Gold!

Thomas Hood

The double nature of participle II

Participle II is the third main form of the verb. It is a non-finite verb form which has the features of the verb and the adjective (or the adverb).

Unlike other non-finite verb forms participle II has only one invariable form which coincides with the form of the past indefinite (past simple) for regular verbs

(called, finished, stopped) and has its separate form for irregular verbs (broken, seen, grown, told). As a pure verb form participle II is used in the formation of analytical finite verb forms — perfect forms and passive forms:

What *have* you *done*?

It *was done* properly.

The **adjectival** character of participle II manifests itself in

1) its syntactical functions in the sentence which are mainly those of

a) **attribute** and b) **predicative**

a) He laid a **typed** list on Mr. Ferraro's desk.

Он положил на стол мис-тера Ферраро напечатанный список.

She caught a glimpse of the black mass of the boat beside the quay wall **illuminated** portholes.

Я мельком увидела черный силуэт корабля с освещенными окнами у стенки причала.

With **renewed** panic I grabbed the next subject.

С вновь возникшим чувством паники я ухватился за следующую тему.

People say



Unbidden guests are often welcomest when they are gone.

William Shakespeare

b) I was too deeply **connected** with him.

Я слишком крепко был с ним связан.

I can't have you feeling shy and **left out**.

Не могу допустить, чтоб у тебя было чувство испуга, что тебя бросили.

People say



Lost time is never found again.

An English proverb

Like **greased** lightning.

An English proverb

To know on which side the bread is **buttered**.

An English proverb

2) Like an adjective participle II may combine with adverbs of degree (intensifiers): *very, too, slightly, much, more, so, quite*.

So vexed was the Prime Minister by yet another murder that she summoned the Home Secretary.

Премьер-министр была так раздражена еще одним убийством, что она вызвала министра внутренних дел.

You could still be feeling **too shocked** and **confused** by the catastrophe.

Может быть, ты все еще чувствуешь потрясение от этого несчастья.

Sorry I sounded **very irritated**.

Извините, что я была очень раздражена.

He was a well-born country gentleman **more accustomed** to being in command of any room he entered.

Он был помещиком хорошего происхождения, который больше привык, чтобы ему повсюду подчинялись.

I was **somewhat amazed** by his answer.

Я была несколько удивлена его ответом.

I'm **quite moved** by your appeal.

Меня очень тронул Ваш призыв.

Participle II may turn into adjectives with the same qualitative meaning as other adjectives and thus may have degrees of comparison:

Hemingway is one of the most celebrated/famous writers of the 20th century. Хемингуэй — один из самых знаменитых писателей XX-го века.

A kind of pseudo-participle II is often made from nouns and attributive adjectives.

A blue-eyed girl — голубоглазая девушка

A broad-brimmed hat — широкополая шляпа

A short-haired dog — короткошерстный пес

Occasionally, numerals function this way, too.

A six-sided figure — фигура, имеющая шесть сторон

People say



Fear is **sharp-sighted**, and can see things under ground and much more in the skies.

Miguel de Cervantes

It is with **narrow-souled** people as with **narrow-necked** bottles; the less they have in them the more noise they make in pouring out.

Alexander Pope

Exercises

Exercise 1

Translate into Russian.

1. *round-eyed* She was staring in round-eyed wonder.
2. *far-sighted* Far-sighted people can't read without spectacles.
3. *short-sighted* Is he short-sighted? He doesn't seem to distinguish things in the distance.
4. *round-shouldered* The boy is round-shouldered. You should see to it and make him do some exercises to become straight.
5. *long-legged* It's good for a dancer to be long-legged.
6. *long-necked* A swan is a beautiful long-necked bird.
7. *shallow-brained* John is believed to be shallow-brained.
8. *round-faced* Children are often round-faced.
9. *four-sided* A square is a four-sided figure.

3) Unlike other non-finites which can form their negatives only with the help of the negative particle *not* **participles II may form their negatives with the help of the prefix *un-* or *dis-*, *mis-*: *unknown, undoubted, dissatisfied, disfigured, disengaged, misunderstood, miscalculated.***

4) Similar to adjectives and participle I **participle II may form adverbs with the help of the suffix *-ly*: *markedly, undoubtedly, unhurriedly.***

The adverbial character of participle II manifests itself in its syntactical functions of adverbial modifiers.

If *spared* and well, we'll Если будем живы-здоровы,
come to see you on обязательно навестим Вас
Sunday. в воскресенье.

Don't speak until *spoken* Молчи, пока к тебе не
to. обратятся.

The verbal character of participle II manifests itself semantically and syntactically.

1) Semantically participle II mainly denotes either a state or the result of some action or an action itself.

2) Syntactically the verbal character is manifested by its **combinability**:

a) like a verb participle II of transitive verbs may combine with a *by-object*, denoting the doer of the action or a *with-object* denoting the instrument of the action.

I'm extremely *disappointed* Я страшно разочарована
by that speech. этой речью.

"Why?" asked Emily, *hurt* «Почему?» спросила Эми-
by their laughter. ли, задетая их смехом.

Reassured by the absence of criticism I threw caution
to the winds. Успокоенный отсутствием
критики, я отбросил всякую осторожность.

Four little, round, healthy Четыре круглых здоровых
faces **framed with curly** личика, обрамленных чер-
black hair, with the round, ными кудрями, смотрели с
bright-blue eyes could be древнего семейного порт-
seen staring out from рета своими круглыми,
ancestral portraits. ярко-голубыми глазками.

b) Like a verb participle II may combine with an indirect prepositional object.

Christian became *drawn* Кристиана стала привле-
to the idea of a suicide. кать мысль о самоубийстве.

He supported himself against the wall **terrified** now at the enormity of what he had done.

Он прислонился к стене, в ужасе от того, что он сделал.

c) Like a verb participle II may combine with adverbial modifiers expressed by different adverbs and adverbial prepositional phrases.

It's my moral duty to make sure he's **never upset**.

Мой моральный долг заключается в том, чтоб он никогда не был расстроен.

My mother and I became **somewhat overlooked**.

Нас с матушкой до некоторой степени забыли.

You're looking at it with a mind **rooted in 1968**.

Вы рассматриваете это с точки зрения взглядов 1968 года.

I knew that in Martin's words, **spoken in jest**, there lay the truth.

Я знал, что правда заключается в словах Мартина, сказанных в шутку.

Newly slaughtered sheep and pigs, still dripping blood, were hanging upon posts at every booth.

Свежезабитые туши свиней и овец, из которых еще капала кровь, свисали со столбов каждого прилавка.

People say



Once bitten, twice shy.

An English proverb

A **well-written** life is almost as rare as a **well-spent** one.

Thomas Carlyle

d) Participles II of phrasal verbs retain their composite structure.

The **longed-for** boy arrived. Появился юноша, которого с нетерпением ожидали.

So what happens? I find this **beaten-up** body in the gutter. Что происходит? Я нашел этого забитого до смерти человека в канаве.

He was like some wonderfully **brought to life** old statue. Он напоминал некую замечательно одухотворенную статую.

e) Participle II may combine with nouns in preposition to them.

These nouns often express the doer of the action of the participle.

Sun-dried brick = brick dried by the sun

Hand-written document = document written by hand

I suppose you're **honour-bound** to take that dreary view. (= your honour binds you to take that dreary view)

Participle II of transitive verbs is passive in meaning (*painted walls, a broken heart*), it corresponds to the Russian passive participle, often passive past participle (*окрашенные стены, разбитое сердце*). Participle II of intransitive verbs has an active meaning (*the risen sun, gone with the wind, a faded flower*) together with the idea of precedence, thus it corresponds to the Russian active past participle (*взошедшее солнце, ушедший с ветром, увядший цветок*). Evidently this is the reason why participle II was traditionally called past participle, though it may also denote actions simultaneous with that of the finite verb.

The part of the city **bombed by the enemy** was populated / is populated by civilians.

В части города, *подвергавшейся* / *подвергающейся* бомбежке *проживало* / *проживает* гражданское население.

Thus the term *past participle* is not accurate.

The **meaning of participle II** depends on two factors:

1. on the meaning of **transitivity** (переходность) and
2. on the the **aspectual** (видовое) **lexical** meaning of the verb.

The **aspectual** character (or meaning) implies that besides its specific meaning of some action or state the verb contains either

1. the idea that the action must come to an end, must reach some point where it has logically to stop: *to come, to close, to die, to fall, to find, to sit down, to stop, etc.*, such verbs are called **terminative** (предельные), or
2. the idea that the action or state expressed by the verb may go on indefinitely without having any logical end: *to go, to stand, to sit, to sleep, to talk, to walk, etc.* These are **non-terminative** (непредельные) verbs. This aspectual meaning influences the use of certain forms and their meaning.

With **intransitive verbs** (непереходные глаголы) the meaning is active and corresponds to the Russian past participle active (причастие действительного залога прошедшего времени): *gone* — *ушедший*, *arrived* — *прибывший*, *vanished* — *исчезнувший*. But participle II of intransitive verbs is hardly ever used alone as an attribute except participles II of verbs denoting motion or change of state which can function as attributes in preposition to the noun. These are such participles II as: *accumulated, decayed, departed, deceased, dated, escaped, faded, fallen, gone, grown, retired, swollen, vanished, wilted, withered*. These participles always have an active mean-

ing when they precede nouns they modify: *a fallen tree, a retired colonel, withered flowers*.

Participle II of an intransitive verb used as an attribute may be modified by an adverb: *newly-arrived*. In such cases it can be used in preposition to the noun it modifies:

The newly-arrived reporters — вновь прибывшие журналисты

The vanished papers — исчезнувшие документы

Faded flowers — увядшие цветы

Fallen leaves — опавшие листья

With **transitive verbs** (переходные глаголы) the meaning is always passive (unless it is part of a finite perfect verb form) and it corresponds to any passive participle in Russian (the Russian present or past participle passive (страдательное причастие настоящего или прошедшего времени):

given — даваемый, дающийся, данный, дававшийся;

broken — разбиваемый, разбитый;

built — строящийся, строившийся, построенный;

discussed — обсуждаемый, обсуждающийся, обсуждавшийся, обсужденный.

The passive meaning of participle II does not differ from the passive meaning of a finite verb: it denotes an action directed to the person or non-person expressed by the subject or object.

What a great exit line! cried Martin, genuinely **amused**.

«Какая великолепная заключительная реплика!» — воскликнул Мартин с искренним весельем.

I'm sure there was no harm **done**.

Я уверен, что никакого вреда причинено не было.

Didn't the tsar's **assassinated** grandfather try leaving them alone?

Разве убитый дедушка царя не пытался не трогать их (оставить их в покое)?

Not much for woman's value in other days. Goods **reared** for purchase, then **bought** and **sold** in the market place.

В старые времена женщина не очень ценилась: она была товаром, возвращенным на продажу, а затем покупаемым и продаваемым на рынке.

People say



Well begun is half done.

An English proverb

As **naked** as a **picked** bone.

An English proverb

The lexical aspectual meaning of participle II influences the meaning of priority or simultaneity which is also supported by the context.

Thus participle II of **terminative transitive verbs** may denote

a) a state or an action which is either prior or simultaneous with the action of the finite verb.

She used to come and say good-night to us children, sometimes **dressed for a ball or a dinner.**

(“dressed” denotes a state prior to the action expressed by the finite verb “used to come”.)

The choice **made**, he felt his thoughts cooling. (“made” denotes an action

Она обычно приходила к нам, детям, пожелать спокойной ночи, иногда уже одетая к балу или к обеду.

Когда выбор был сделан, он почувствовал, что остывает.

prior to that of the finite verb “felt”.)

Plates smash themselves to pieces apparently **unaided by a human hand.** (“unaided” denotes an action simultaneous with the action of the finite verb “smash”)

Тарелки разбиваются вдребезги очевидно без помощи человека.

b) participle II of **terminative verbs** may denote a state which is a result of some action.

Keep the front door **shut.** Держи входную дверь закрытой.

The case is **closed.** Дело закрыто.

c) participle II of **non-terminative verbs** denoting psychological state (such as *to offend*, *to amuse*, *to annoy*, *to excite*, *to please*, *to surprise*) may denote a pure state simultaneous with the finite verb.

He was **absolutely exhausted.**

Он был совершенно измотан.

He felt **deeply offended.**

Он был глубоко обижен. (Он испытывал чувство глубокой обиды.)

People say



Easier **said** than **done.**

An English proverb

Forewarned is **forearmed.**

An English proverb

Exercises

Exercise 1

Give all the possible ways of translating participle II. Give your own examples to illustrate the possible translations.

MODEL

translated — переводимый, переводящийся
переведенный, переводившийся

The essay translated in class today is famous. (Переводимый, переводящийся)

The essay translated in class yesterday is famous. (переведенный, переводившийся)

explained	described	made	written
read	promised	received	copied
taken	opened	heard	given

The syntactical functions of participle II

In the sentence participle II may function as

- 1) an attribute,
- 2) a predicative
- 3) part of a compound verbal predicate, or
- 4) an adverbial modifier.

In all these functions, except (3), it may stand alone or be the headword of a participial phrase.

PARTICIPLE II AS ATTRIBUTE

A burnt child dreads the fire.

An English proverb

A penny saved is a penny gained.

An English proverb

A watched pot never boils

An English proverb

Participle II as attribute may be either a premodifier or a postmodifier.

As a premodifying attribute participle II usually stands alone though attributive participial phrases are also possible in this position. (see p. 151)

There were **confused** sounds from the direction of Trafalgar Square.

Со стороны Трафальгарской площади раздавались беспорядочные звуки.

Perhaps, it was an **exaggerated** fancy.

Возможно, это были преувеличенные фантазии.

Nature repairs her ravages, but not all. The **uprooted** trees are not rooted again, the **parted** hills are left scarred.

Природа восстанавливает результаты своей разрушительной деятельности, но не все. Вырванные с корнем деревья не вырастают снова в землю, в разбомбленных горах остаются шрамы.

Participles II are more common in preposition when they have permanent reference, or when they are modified by an adverb.

a **married** man (permanent characteristic)

a **newly-born** baby

the **above-mentioned** writer
the **recently-built** house

Some participles are usually used in post-position: the money **sent** / **spent**, the letters **received**, the grant **obtained**.

People say



A **well-tied tie** is the first serious step in life.

Oscar Wilde

Unlimited powers apt to corrupt the minds

Of those who possess it.

William Pitt the Elder

For all **corrupted things** are buoy'd like corks

By their own rottenness, light as an eil.

George Gordon Byron

A **supressed resolve** will betray itself in the eyes.

George Eliot

Anger is one of the sinews of the soul,
He that wants it hath a **maimed mind**.

Thomas Fuller

As a postmodifying attribute participle II is seldom used alone, usually it combines with adverbs or prepositional phrases used as adverbials or objects to the participles, which demonstrate the verbal nature of participle II.

That was the explanation according to the psychiatrist **consulted** by Frank himself.

Таково было объяснение согласно психиатру, с которым Франк сам консультировался.

Miss Pennistone — **known as Mrs. Pennistone for diplomatic reasons** was at the head of the institution. Мисс Пеннистоун, известная как Миссис Пеннистоун из дипломатических соображений, возглавляла это учреждение.

But participle II as attribute in postposition can be used singly:

Money **lent** is money **spent** (*An English proverb*).

People say



A right **delayed** is a right **denied**.

Martin Luther King

An attribute expressed by participle II either alone or as part of a participial phrase may be detached (that is, it is separated by a comma in writing and by a pause in speech) and then its position is not fixed: it may be a) initial, b) mid-sentence or c) final.

When attributive participial phrases are used at the beginning of the sentence, they always modify the subject and are detached.

Blown by the wind, the trees all lean toward the south. Обдуваемые ветром, все деревья наклонены к югу.

Frightened at the sight of so many strange faces, the child burst into tears. Испуганный таким количеством незнакомых лиц, ребенок расплакался.

The fire, **stacked with turf and furze**, lay in a recess Жаровня, заполненная торфом и дровами, находилась

let into the wall, and a stew pot simmered above the smoke, **slung between two iron bars fixed to the earthen floor.**

They are emotional creatures, **swayed by their feelings.**

Participle II used as a postpositional attribute may keep the preposition joining the verb to the noun it is connected with.

The table seated *at* was large and round.

в углублении в стене, и над дымом потихоньку кипел котел с жарким, повешенный между двумя железными брусьями, вбитыми в земляной пол.

Они эмоциональные люди, управляемые своими чувствами.

Стол, за которым сидели, был большим и круглым.

People say



On one occasion Aristotle was asked how much **educated men** were superior to **those uneducated:**

"As much", he said, "as the living are to the dead."

Diogenes

Nothing except a **battle lost** can be half as melancholy as a **battle won.**

Arthur Wellesly, Duke of Wellington

Poetry is a criticism of life under **the conditions fixed for such criticism** by the laws of poetic truth and poetic beauty.

Mathew Arnold

There are **more enabled by study** than by nature.

Marcus Tullius Cicero

Keep smiling

"How is it," said a gentleman to Sheridan, "that your name has no **O attached** to it? Your family is Irish, and no doubt illustrious."

"No family has a better right to **O** than our family," said Sheridan, "for we owe everybody."

Booth Tarkington (an American writer, 1869—1946) told this story concerning himself.

"I was strolling around an artist "Red Cross" fair when two pretty girls of sixteen or so came up and one asked me for my autograph. "I haven't got a fountain-pen," I said much flattered. "Will a pencil do?"

"Yes," said the girl, and so I took out my pencil and signed my name in the **morocco-bound** book that she had given me.

The young girl studied the signature with a frown. Then she looked up and said:

"Aren't you Robert W. Chambers?" (an American writer, 1865—1933).

"No, said I, "I'm Booth Tarkington."

The **disgusted** girl turned to her friend with a shrug of the shoulders, and said: "Lend me your eraser, May!"

In one of college classes the professor was unable to stay for the class, so he



placed a sign on the door which read as follows: "Professor Blank will be unable to meet his classes to-day."

Some college lad, seeing his chance to display his sense of humour after reading the notice, walked up and erased the "c" in the word "classes." The professor, noticing the laughter, wheeled around, walked back, looked at the student, then at the sign with the letter "c" **erased** — calmly walked up and erased the letter "l" in "lasses", looked at the flabbergasted student and proceeded on his way.

Enjoy the poem

Comment on the use of participle II

A woman **moved** is like a fountain **troubled**,
Muddy, ill-seeming, thick, **bereft of beauty**;
And while it is so, none so dry and thirsty
Will deign to sip or touch one drop of it.

William Shakespeare

O man! Thou feeble tenant of an hour,
Debased by slavery, or corrupt by power,
Who knows thee well, must quit thee with disgust,
Degraded mass of **animated** duet!
Thy love is lust, thy friendship all a cheat.
Thy smile hypocrisy, thy words deceit!
By nature vile, **ennobled but by name**,
Each kindred brute might bid thee blush for shame!

George Gordon Noel Byron

How happy is he **born** and **taught**
That serveth not another's will,
Whose armour is his honest thought
And simple truth his utmost skill.

Henry Wattons

Exercises

Exercise 1

Point out the attributes expressed by participle II, speak on their structure. Explain the meaning of the first element. Translate into Russian.

MODEL

Her well-proportioned figure produced a favourable impression. "well-proportioned" is an attribute expressed by participle II modified by an adverb which stresses the verbal nature of the participle, the adverb being an adverbial modifier of manner to the participle.

Ее хорошо сложенная фигура производила приятное впечатление.

1. She regarded me with girlish wonder — the wide-eyed kind.
2. I, toughened and fortified by the routine of one damn thing after another, was unable to keep my head and face the issue.
3. Then, tight-lipped and pale, I came back to Jeeves.
4. There was a silence, and then a lavender-gloved hand was placed over hers, making her start.
5. At that time I was bent on a long-cherished project of serenading Linda.
6. His self-centered behaviour irritated her.

7. He ordered to buy some average-sized apples for dessert.

8. All those wild-eyed social workers descended like vultures on disaster victims.

9. The room was simply furnished, with two high-backed arm-chairs by the fireside.

10. He found this pub unwelcoming with its lino-covered floor and the stone-topped counter.

11. Being a hard-bitten realist and famed for my candour, I'm always ironing out any little difficulty.

12. Let's give him a well-earned rest.

13. I suppose you're honour-bound to take that dreary view.

Exercise 2

Point out attributes expressed by participles. Say whether they are premodifying or postmodifying, speak on their structure (whether they are expressed by a single participle or by a participial phrase). Translate the sentence into Russian.

MODEL

In that drawing-room, so civilized and elegant, a crime had been committed. "civilized" is part of the participial phrase "so civilized" used as a postmodifying attribute.

В этой гостиной, такой изысканной и элегантной, было совершено преступление.

A. a happily-married man
the newly-born baby
the above-mentioned poem
the recently-built theatre
a richly-dressed lady

B. the place visited
the items taken / left
the letter received / sent

all the people questioned
the people involved
the drawbacks discovered
the mistakes found

C.

1. An unspoken understanding existed between the two men.

2. Perry's uncorroborated evidence was not accepted by the court.

3. Everyone acquainted with Cambridge knows how beautiful the place is.

4. That was a world absolutely unknown to him.

5. I promised, pleased by the opportunity Christian had given me, to repay the kindness.

6. This was a tactful order not to stray from the area set aside for guests.

7. He had achieved perfect integration, something not possible in this world for human beings doomed to be imperfect.

8. Can the chosen life be substituted for given life?

9. I pictured an imaginary china doll, very beautiful but chipped and cracked.

10. I was a sinner, driven to make amends in the only way available to a woman.

11. I described Perry's celebrated museum piece.

12. This habit heightens the risk of making a mistaken identification.

13. I, somewhat discomposed, sat down.

Exercise 3

Use the verb in brackets as an attribute expressed by participle II.

1. The letter (to receive) yesterday may have a great influence on the coming events.

2. A fish (to take) out of water dies.
3. The dance (to perform) by the dancer is a well-known folk dance.
4. Pamela's (to wear with care) countenance, the (to swell) eyes could be ascribed to grief.
5. He sat in his (to furnish) bed-sitting room.
6. Now it looked like a Picasso (to imitate) by a skillful hand.
7. Privates (to give) half a chance could be cruel too.
8. The kitchen (to fit) with oak units and the big cupboard (to build) for James's toys and the floor (to carpet) in Florentine red looked gorgeous.
9. The words (to speak) cannot be changed.
10. He gave her an enormous bunch of flowers (to gather) in the field beyond the garden.

Exercise 4

Join the following pairs of sentences (or clauses) into one simple sentence with an attributive participial phrase.

MODEL

The film was a great success. It was produced by A. Herman. → The film *produced by A. Herman* was a great success.

1. People were sent invitation cards in good time. They all came without failure.
2. I handed in the paper. It was checked up before I handed it in.
3. Never jump to conclusions. They are not well thought over.
4. He regrets having blurted out the secret. It was kept carefully by him.
5. He was told some dirty rumour about his girlfriend. He took the news badly.

6. He had to take very bitter medicine. It was prescribed to him.
7. My friend has a fine collection of pictures. They were collected by his father.
8. At the lesson we read an interesting story. It was written by E. Hemingway.
9. What do you think of the man who was introduced to you yesterday?
10. You missed the chance. It was offered to you.
11. You didn't let the things take the course as they were planned.
12. Make sure you get the picture. It was shown to you.

Exercise 5

Form attributes with participle II to the following nouns and use the attributive phrases in sentences of your own.

MODEL

disturbed behaviour
It was clearly an example of disturbed behaviour.

Nouns

snow
behaviour
a desk
state
doll
relationship
opportunity
bread
advice
water
approval

Verbs

to disturb
to damage
to give
to qualify
to boil
to drive
to discard
to involve
to slice
to dress
to establish

Exercise 6

Paraphrase the sentences with attributive clauses into simple ones with attributive phrases with participle II.

MODEL

John *who was consulted by Frank himself* was not certain of the issue. → John *consulted by Frank himself* was not certain of the issue.

1. We put up an aerial to receive the signals which were unspoken.
2. He was afraid to get the approval which was unqualified.
3. She was proud of her childhood which in her opinion had been privileged.
4. The Fordite Order of St. Benedict and St. Bernard which was founded in the 1840s by an old rogue who was called Horatio Ford enjoyed popularity.
5. People who are acquainted with Oxford describe the magnificent beauty of the Wren Library.
6. The vast estates came with a staff which was so well trained that their owner didn't have to think about the management.
7. In the room there were a lot of bookcases against the walls which were panelled.
8. Eliza who was frightened out of her wits jumped on to the ice of the river.
9. Suddenly she saw a note which was thrust under the door.
10. At night she heard the car which had been parked in the bushes by the garden gate.

Exercise 7

Make the following sentences complex by rewording the attributive participial phrases into attributive clauses.

MODEL

A fault *confessed* is half redressed. → A fault *which is confessed* is half redressed.

1. A burnt child dreads the fire.
2. A cursed cow has short horns.
3. A penny saved is a penny gained.
4. A watched pot never boils.
5. As innocent as a babe unborn.
6. As naked as a picked bone.
7. To fish in troubled waters.

Exercise 8

Translate into English. Use second participles as attributes.

1. Дерево, сломанное ветром, упало на проезжавшую машину.
2. Конференция, проводившаяся вчера по поводу СПИДа, вызвала значительный интерес в обществе.
3. Куда ты положил письмо, написанное вчера?
4. Книги, прочитанные в детстве, остаются в памяти на всю жизнь.
5. Я люблю цветы, выращиваемые в нашем саду.
6. Мы так и не получили пакет, отправленный нам еще на прошлой неделе.
7. Вы видели фильмы, демонстрировавшиеся на последнем кинофестивале?

8. На этот вечер я надену платье, купленное на выставке.

9. Я бы хотела купить платье, сшитое этой портнихой.

10. Дороги, построенные римлянами в Англии, существуют по сей день.

11. Мы пытались склеить разбитую вазу, но ничего у нас не вышло.

12. Обеды, приготовляемые мамой, всегда очень вкусны.

13. Больной, которого навестили, чувствует себя лучше.

14. Полученный грант поможет нам закончить работу.

15. Обнаруженные недостатки могли бы вызвать разрушение всей конструкции.

16. Получаемые письма сразу передаются адресату.

17. Недавно построенный дом уже заселен людьми.

18. Вопросы, оставленные в повестке дня, уже обсуждаются.

19. Казалось, что новорожденный ребенок улыбается.

20. Упавшее дерево разбило машину.

PARTICIPLE II AS PREDICATIVE

A fault confessed is half **redressed**.

An English proverb

The cobbler's wife is the worst **shod**.

An English proverb

Blessed is he who expects nothing,
for he shall never be **disappointed**.

Alexander Pope

Participle II as predicative usually denotes **a state as the result of some action**. The variety of link verbs used with participle II as predicative is greater than that used

with participle I. Besides the link verb *to be* participle II combines in this function with different link verbs (*to feel, to look, to seem, to remain*).

You *are* gravely **wounded**. Вы серьезно ранены.

This place *is* so **crowded** tonight. Сегодня тут такая толкотня.

We *were* once slightly **acquainted**. Когда-то мы были немного знакомы.

I *feel* **insulted** and **confused**. Я чувствую себя оскорбленной и растерянной.

He tried *to look* deeply **impressed**. Он пытался делать вид, что он глубоко поражен.

She *looked* **embarrassed**. У нее был смущенный вид.

The first witness *seemed* **disappointed**. Первый свидетель казался разочарованным.

The question *remained* **unanswered**. Вопрос остался без ответа.

Sometimes it combines with notional verbs that are used as link verbs (*to sit, to stand, to rise, to leave, to arrive*).

She *sat* **terrified** by what she heard. Она сидела в полном ужасе от того, что услышала.

He *left* **fascinated** by her beauty. Он ушел очарованный ее красотой.

When the search is over and they *are standing* there **baffled**, I shall get a bit of my own back. Когда обыск закончится и они будут стоять там с озадаченным видом, я отчасти отыграюсь.

People say



Even when laws have been written down,
They ought not always to remain **unaltered**.

Aristotle

Something is **rotten** in the state of Denmark.

W. Shakespeare

Keep smiling

Mrs. Brown was displaying a large
lampshade she had just bought.

"Isn't that perfectly lovely, my dear?
And it cost only two dollars!"

Her husband looked anything but
pleased.

"If you wear that to church, you'll go
alone," he said. "There's a limit to every-
thing, including hats."

Mark Twain, in making an afternoon
speech, once said: "Speaking of fresh
eggs, I am reminded of the town of
Squash. In my early lecturing days I went
to Squash to lecture in Temperance Hall,
arriving in the afternoon.

The town seemed very poorly **billed**.
I thought I'd find out if the people knew
anything at all about what was in store for
them. So I turned in at the general store.

"Good afternoon, friend," I said to the
general storekeeper. "Any entertainment
here tonight to help a stranger while away
his evening?"



The storekeeper, who was sorting
mackerel, straightened up, wiped his briny
hands on his apron, and said:

"I expect there's goin' to be a lecture.
I've been selling eggs all day."

The boxer returned to his dressing-
room looking **drawn** and haggard, for he
had had a terrible beating in the ring. He
felt absolutely **done** and looked it.

"Hard lines, Jack," said the promoter
as he gazed down at his battered charge,
I've got news for you!"

"Well, what's the good news?"

"I've been lucky enough to fix a re-
turn match for you!"



Exercises

Exercise 1

Point out participles II as predicatives and underline them
with one line. Underline participles II used as attributes with
two lines. Comment on their verbal features if possible. Trans-
late the sentences into Russian.

MODEL

"What sort of night was it?" "Unsettled, sir."

"Unsettled" is an attribute to the predicative "night"
expressed by participle II used alone.

Как прошла ночь? — Беспокойно.

My tongue seemed glued.

"glued" is a predicative expressed by a single participle.

Казалось, у меня язык присох к горлу.

1. There was a stunned silence.
2. I see no reason why Constable Oates should be deprived of his well-earned sleep merely to suit your convenience.
3. I'm not prepared to accept as conclusive evidence of your innocence the unsupported word of your manservant.
4. I suppose you're honour-bound to take that dreary view.
5. I had a feeling as of cramped limbs longing to be stretched.
6. I didn't feel entitled to consult.
7. I was no longer too panic-stricken.
8. Sorry I sounded a trifle irritated.
9. Alfred stepped aside quickly looking almost frightened.
10. By the time I met Marina the evening was far advanced.
11. It had made him feel called to hammer out repeated warnings about how dangerous immorality could be.
12. He stood there looking puff-faced (*надутый*).
13. "Shove this away somewhere," she panted seeming touched.
14. I sighed, for I was not unmoved.
15. I had slumped back onto the wall, and I sat there stunned.

Exercise 2

Answer the following questions. Choose one of the suggested participles for a predicative.

1. What did your friend look like after his date? (after the examination, after the trip, after the party, after the teacher's reprimand, etc.)
2. What is the weather like today? (was yesterday? is going to be tomorrow?)
3. Why didn't he speak to you? (He felt...)

4. Did you enjoy the party? What was it like? What did you feel like?
5. What does your dress look like after the alteration? Are you pleased with it?
6. What does the fish smell like? Is it fresh?
7. Have you changed your opinion about the film or does it remain unchanged?
8. What about this letter? Have you answered it? (No, it remains...)
9. Have you tidied up the flat? (Oh, yes! Everything is spick-and-span. It looks / seems...)
10. What does he feel like after your quarrel?
11. What about your new office? Is there enough space for everybody?
12. In what state did he arrive after the fight?

Continue with your own questions.

Suggested participles:

baffled, crowded, disappointed, displeased, driven to despair, done, embarrassed, fascinated, frightened, impressed, irritated, panic-stricken, pleased, rotten, terrified, unaltered, unanswered, unsettled, well-earned, well-tidied up, worried, wounded.

Exercise 3

Translate into English.

1. После выступления он чувствует себя разбитым.
2. Вечер казался плохо подготовленным.
3. Мое мнение остается неизменным (*unaltered*).
4. Он был в полной панике (*panic-stricken*).
5. До этого она никогда не выглядела испуганной.
6. Мясо плохо пахнет (стухло).
7. Вопрос остался без ответа.
8. Вечеринка была уже в полном разгаре (*well-advanced*), когда мы пришли.

9. Его голос звучал раздраженно.
 10. Мы почувствовали себя оскорбленными.
 11. У него был возбужденный (*excited*) вид.
 12. Он оставил эти проблемы нерешенными (*unsettled*).

PARTICIPLE II AS PART OF THE COMPOUND VERBAL PREDICATE

Like participle I participle II can form part of a compound verbal predicate of double orientation. In this case it combines with some groups of finite verbs in the passive voice:

1. verbs of sense perception: *to see, to hear, to find, etc.*;

He was heard ***spoken of*** in favourable terms. Слышали, как о нем высказывались в положительных тонах.

2. verbs of inducement: *to keep, to leave, to make*;

He was left ***locked*** in a dark room. Его заперли и оставили в темной комнате.

3. verbs of mental perception: *to believe, to consider, to think*;

The lock was believed ***strengthened*** with special bars. Считалось, что в замок добавлены специальные укрепляющие болты.

4. verbs of reporting: *to report*;

The count was reported ***wounded***. Сообщили, что граф ранен.

The peculiarity of this predicate is that the second participial part of it denotes either the action directed to

the subject or the state of the subject. The first part of the predicate besides indicating grammatically subject-predicate relations (as it is a finite form of the verb), denotes some judgement, comment on or attitude to the action or state expressed by the participle. This judgement or attitude or comment comes from somebody not mentioned in the sentence, therefore such sentences may be transformed into complex ones with the indefinite-personal subject in the principal clause and are translated into Russian by an indefinite-personal sentence.

The count *was reported wounded*. → They reported that the count was wounded. → Сообщили, что граф ранен.

The lock *was believed strengthened* with special bars. → They believed that the lock was strengthened with special bars. → Считалось, что...

Participle II in this function is not common.

Exercises

Exercise 1

Point out compound verbal predicate of double orientation, analyse its structure, say what each part of it denotes and translate the sentences into Russian.

MODEL

He was reported wounded.

"was reported wounded" is a compound predicate of double orientation, it consists of a verb of reporting in the past indefinite passive which denotes some comment on the action of someone outside the sentence and participle II which denotes the state of the person expressed by the subject.

Сообщили, что он ранен.

1. The berries are said gathered in the wood behind our house.

2. The young actress was reported praised by a famous producer.

3. The new film star was found kidnapped by guerrillas.

4. He was believed killed in action.

5. He was heard badly spoken of.

6. One night he was seen robbed and beaten by some burglars.

7. The little boy was found flushed and excited.

8. The patient is said taken care of.

9. The criminal is reported wanted.

10. She could be observed greatly worried by the event.

11. Her name was heard mentioned repeatedly in the report.

12. The girl was discovered crouched behind the door.

13. Her name was just heard mentioned.

14. The case was considered closed.

15. Their car could be observed serviced.

Exercise 2

Translate into English. Use compound verbal predicates of double orientation where possible.

1. Слышали, как об аварии сообщили по радио.

2. Казалось, он не был тронут тем, что случилось (*moved*).

3. Сообщалось, что битва проиграна (*lost*).

4. Видно было, что он сильно напуган.

5. Думали, что он раздражен происходящим (*irritated*).

6. Считали, что его охватила паника (*panic-stricken*).

7. Видели, что все ее лицо распухло от слез (*puff-faced*).

8. Слышали, как ее имя выкрикивали дважды, но она не откликнулась.

9. Можно было наблюдать, что они далеко продвинулись в технике танца (*far-advanced*).

10. Считалось, что его слава — вполне заслужена (*well-earned*).

PARTICIPLE II AS ADVERBIAL MODIFIER

As adverbial modifier participle II may render different adverbial meanings which are either understood from the context of the sentence or in case the participle is preceded by a conjunction from the semantic type of the conjunction.

Participle II may function as an adverbial modifier of

a) time;

b) reason;

c) condition;

d) comparison;

e) concession.

a) As an **adverbial modifier of time** Participle II is usually preceded by the conjunctions *when* or *until / till* or *while* or *once*.

When asked a direct question, he told them everything he knew about the accident.

Когда его спросили прямо о несчастном случае, он рассказал все, что знал о нем.

He won't stop arguing **until interrupted**.

Он не может перестать спорить, пока его не прервут.

Once interrupted, he couldn't go on.

Когда его прервали, он не смог продолжать.

Asked whether he intended to return soon, he replied that he would be away for some months.

Когда его спросили, собирается ли он скоро вернуться, он ответил, что будет отсутствовать несколько месяцев.

People say



Population, **when unchecked**, increases in a geometrical ratio. Subsistence only increases in an arithmetical ratio.

Thomas Robert Malthus

b) As an **adverbial modifier of reason** participle II is never preceded by a conjunction.

Invited by his colleagues he agreed to take part in the conference.

Так как его пригласили коллеги, он согласился участвовать в конференции.

c) As an **adverbial modifier of condition** participle II may be preceded by the conjunctions *if* or *unless* or may be joined asyndetically.

He would have been willing to do more, **if asked**.

Если бы его попросили, он готов был бы сделать и больше.

If elected, I shall spare no effort to serve you and justify your confidence in me.

Если меня выберут, я не пожалею сил, чтобы служить Вам и оправдать Ваше доверие.

Unless otherwise specified, the time of departure is the same.

Если время отправления особо не оговаривается, оно одно и то же.

When a magistrate takes five quid off you for what, **if properly looked at**, was a mere boyish peccadillo, it is always agreeable to make him jump.

Когда судья штрафует тебя на пять фунтов за то, что было всего лишь мальчишеством, если правильно на это посмотреть, всегда приятно заставить его поволноваться.

People say



The human heart has hidden treasures,
In secret kept, in silence sealed. —
The thoughts, the hopes, the dreams,
the pleasures
Whose charms were broken **if revealed**.

Charlotte Brontë

If found, an original is easy to recognize.

Unknown

d) As an **adverbial modifier of comparison** participle II may be introduced by the conjunctions *as if* or *as though*.

He stopped **as if struck by some idea**.

Он остановился, как будто его озарила какая-то мысль.

He shook his head **as though lost in wonder and admiration**.

Он покачал головой, как бы в растерянности и восхищении.

e) As an **adverbial modifier of concession** participle II combines with the conjunctions *though* and *although*.

Her spirit, though **crushed**, Она не была сломлена, хотя и была расстроена.
was not broken.

Although terribly **frightened** by the noise below, she put on her shoes and approached the top of the stairs. Хотя она и была ужасно напугана шумом внизу, она надела туфли и подошла к лестнице.

People say



The future has a way of arriving **though unannounced**.

Unknown

Keep smiling



In pre-Hitler days, in Berlin, Herr Remarque, the author of "All Quiet in the Western Front", was talking to an American girl.

When asked why he had never visited the United States, Remarque answered that he knew only a few sentences in English.

"What are the sentences?" inquired the girl.

Whereupon Remarque, speaking slowly in somewhat guttural English, said: "How do you do? I love you. Forgive me. Forget me. Ham and eggs, please."

"Sakes alive!" ejaculated the American girl. "Why, with that vocabulary you could tour my country from Maine to California."

"Bothered with time-wasting callers, why don't you try my plan?"

"What is your plan, Mrs. Jones?"

"Why, when the bell rings, I put on my hat and gloves before I press the button. If it proves to be some one I don't want to see, I simply say, "So sorry, but I'm just going out!"

"But suppose it's some one you want to see?"

"Oh, then I say, "So fortunate, I've just come in."

A French taxicab driver once played a joke on Sir Arthur Conan Doyle. The man had driven Sir Arthur from the station to a hotel, and **when given his fare**, he said: "Merci, Mr. Conan Doyle."

"Why, how do you know my name?"

"Well, sir, I have seen in the papers that you were coming from the South of France to Paris. Your general appearance told me that you were English; your hair had been clearly last cut by a barber of the South of France. I put these indications together and guessed at once that it was you."





"That is very remarkable. You have no other evidence to go upon?"

"Well, said the man, "there was also the fact that your name was on your luggage."

Exercises

Exercise 1

Point out the participles or participial phrases and define their function. Translate the sentences into Russian.

MODEL

Reassured by the absence of criticism I threw caution to the winds.

"Reassured by the absence of criticism" is a participial phrase used in the function of an adverbial modifier of reason.

Так как меня успокоило отсутствие критики, я отбросил всякую осторожность.

1. At his desk, seated so that he could see out of the window merely by lifting his eyes, Edward spent every day writing.

2. Concern grew in Simpkins as he looked at Shirly standing sullen-eyed just inside the door.

3. No milk, but tea tastes good naked.

4. Overcome by an embarrassed fury I bolted into the hall.

5. I couldn't talk to my father. He might have died tortured to death by his anxiety.

6. Edward came onto the room closely followed by Penny bearing a laden tea tray.

7. Left alone Emily pondered on what it was all about.

8. Martin watched them arguing, genuinely amused.

9. She started to weep again, unhealed, unhappy, wrecked, racked and wasted.

10. I give you my word that if invited I'll come at once.

11. I would do all I can, if asked.

12. When consulted by his teacher, he had no more questions.

Exercise 2

Change the following simple sentences into complex ones by using clauses instead of the participial phrases.

MODEL

When met in the street, he always gave a low bow. →
When he was met in the street, he gave a low bow.

1. A whole newspaper wags in the air like a lost kite and falls, as if spiked, on a pine tree.

2. I don't think that, if elected, he will justify our choice.

3. When left alone, Kate gave way to tears.

4. Though overcome by grief, I tried to look calm.

5. Tea tasted good, though unheated.

6. I would like to take part in the performance, if asked.

7. She looked so confident and self-pleased as if adored by everybody.

8. When passed by, she showed no sign of recognizing her enemy.

9. Though shocked by the situation, she looked unperturbed.
10. When invited, she never failed to come.
11. If drawn from the dark well, the water sparkled in the bright sun.
12. Until explained several times, the rule was beyond our understanding.

Exercise 3

Translate into English. Specify the syntactical function of the participles by using the corresponding conjunctions.

1. Если бы я ошибся, то этот шаг мог бы привести к дальнейшим осложнениям.
2. Поскольку у него было мало времени (*to be pressed for time*), он вынужден был торопиться.
3. Даже если у него было мало времени, он старался не торопиться.
4. Если статья не (*unless*) будет подписана главным редактором, она не появится в газете.
5. Поскольку статья подписана, мы сможем завтра прочесть ее в газете.
6. Хотя я был погружен (*to be occupied*) в эти раздумья, я все же заметил как кто-то вошел в дом.
7. Человек стоял неподвижно, как будто потрясенный случившимся.
8. Если обещание будет выполнено (*to keep a promise*), оно будет много значить.
9. Если он примет решение что-то сделать (*to resolve to do smth*), он не отступит (*to swerve*).
10. Хотя рукопись была дважды прочитана корректором (*to proofread*), в ней осталось много ошибок.
11. Если будет необходимо, мы пришлем вам специалиста.
12. Когда зал будет украшен (*to adorn*), у него будет очень нарядный вид.

PREDICATIVE CONSTRUCTIONS WITH PARTICIPLE II

Participle II forms three predicative constructions, that is it is the verbal element of the following constructions:

1. The objective with participle II construction
2. The nominative absolute participial construction
3. The prepositional absolute participial construction

THE OBJECTIVE PARTICIPIAL CONSTRUCTION WITH PARTICIPLE II

The objective participial construction with participle II consists of a noun in the common case or a pronoun in the objective case and participle II. The components are joined by predicative relations and form a syntactical complex.

		The objective participial construction with participle II	
I	heard	nominal element	verbal element
		<u>her name</u> it	mentioned.
Я	услышал,	как упомянули	ее имя.

The construction functions as a complex object to the predicate which can be expressed by transitive verbs of six semantic groups:

1. verbs of sense perception: *to see, to catch (= to see), to discover (= to see), to hear, to feel, to find, to observe, to watch.*

I	see catch hear feel find observe watch	<u>the piano</u> it	<i>moved to the corner.</i>
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I wouldn't like *to see a lady exposed to the rough and tumble of politics.*

Я бы не хотел видеть, как даму вынуждают испытывать грубость и сложность политической жизни.

I *watched the luggage registered.*

Я смотрел, как регистрируют багаж.

She *heard her father referred to.*

Она слышала, как ссылались на ее отца.

You'll *find yourself embarrassed.*

Ты почувствуешь себя неловко.

People say



A woman's preaching is like a dog walking on his hinder legs. It is not done well, but you are surprised to find it **done at all.**

William Pitt the Elder

2. verbs of emotion: *to like, to love, to hate, to prefer.*

We	like love hate prefer	<u>his poems</u> them	<i>recited.</i>
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I *hate my private affairs discussed by other people.*

Терпеть не могу, когда мою личную жизнь обсуждают посторонние.

I *prefer meat not overcooked.*

Я предпочитаю, чтоб мясо не было пережаренным.

3. verbs of mental perception: *to believe, to consider, to imagine, to understand.*

We	believe consider imagine understand	<u>the novel</u> it	<i>finished.</i>
----	--	------------------------	------------------

We *believed the work done.*

Мы считали, что работа сделана.

They *imagined the mountaineers caught in a storm.*

Они подумали, что альпинисты попали в шторм.

4. verbs of reporting: *to report.*

They	report	<u>the city</u> it	<i>ruined.</i>
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They *reported the moonstone stolen.*

Сообщили, что лунный камень украден.

5. verbs of wish: *to want, to wish, to desire.*

We	want wish desire	<u>the design</u> it	changed.
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I *don't want* you involved in this business. Я не хочу, чтоб ты был замешан в этом деле.

She *wished* the children properly dressed for the occasion. Она хотела, чтоб дети были одеты соответствующим образом по случаю торжества.

In all the cases mentioned above the construction is translated into Russian by a subordinate clause.

6. verbs of causative meaning: *to have, to get, to make, to keep, to leave.* These are the verbs showing that the subject is the cause of some action or state.

They'll	have get make keep leave	<u>their room</u> it	decorated.
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She refused *to have* him sent for. Она отказалась посылать за ним.

Get them packed. Пусть они пакуют вещи.

You should *keep* your anxiety buried deep in your mind. Тебе не следует показывать свое волнение.

You would *make* him upset. Вы его расстроите.

People say



I love such mirth as does not make friends **ashamed to look upon one another** next morning.

Izaak Walton

A man should keep **his brain attic stocked with all the furniture that he is likely to use.**

Conan Doyle

The question that arises is, what can be done to make the House of Commons a more workable institution where Members go to get **things done.**

William Gallacher

Besides causative meaning or the meaning of inducement sentences with the verb *to have* may sometimes express the resulting state of the action denoted by participle II.

Charles I *had* his head cut off. Карлу I отрубили голову.

Sentences with causative verbs are usually translated into Russian by simple sentences.

It should be noted that in Russian the difference between such two English sentences as *I have whitewashed the ceiling* and *I have the ceiling whitewashed* may not be as evident as in English, and the translation may not render the difference in meaning as both the sentences can be translated by the same sentence: *Я побелил потолок.*

People say



If you want a **thing well done**, do it yourself.

An English proverb

Keep smiling

Bad Luck

One bright summer morning people could see a young man whitewashing his garden gate. Though the man didn't seem to enjoy his job, he did his best to finish it up soon, for his wife expected **it done by dinner time**. He turned round when he heard his neighbour shout: "Hello, boy! How does the world treat you?" and had the satisfaction to see the old man painting the door of his house. "Aren't you lucky?" the old neighbour said. "You have only a fortnight's leave. As to poor me, I'll be free for two months and I'm afraid my wife will like to have **the whole house painted from top to bottom**."

The motorist was charged with driving his car while under the influence of liquor, and a traffic cop was giving evidence.



"When I came upon the scene, Your Worship," he said, "I found **the accused engaged in a heated argument with the Minister of Transport about the condition of the road**."

"Well," commented the magistrate, "that proves nothing, does it?"

"No," admitted the witness, "only, you see, the Minister of Transport wasn't there."

When P. J. Barnum*, later of circus fame, was running his famous museum in New York, he discovered that persons were paying admission and staying for hours. The place soon became so crowded each day that others could not get in. Barnum wondered how he could empty the museum without offending the patrons, so that the turnover would be greater. Finally, he hit upon a plan. He had a **sign made** which he put over a door leading to an exit into a rear street. It worked, for people soon began to follow the sign to see what new curiosity awaited them. The sign read: "To the Egress."**

*P. J. Barnum (1810-1891) owned a circus in the United States. He bought a museum in New York in 1848.

** egress [ˈɪɡres] выход





In a medical school, a student was having a hard time with his examination. It contained many questions that were too difficult for him. He was asked,

"How would you induce a copious perspiration?"

He wrote "I would have **the patient examined in this college.**"

Exercises

Exercise 1

Find the objective participial construction in the following sentences, define its syntactical function and the type of verb it follows. Translate the sentence into Russian.

MODEL

I would have him examined in this college.

"him examined in this college" is an objective participial construction used as a complex object after a causative verb.

Я бы заставил его сдавать экзамен в этом колледже.

A.

1. I saw the gates thrown open.
2. I saw the couple silhouetted against the sky-line.
3. I couldn't hear her mentioned disrespectfully.
4. I saw the road of the retreat stretched out far ahead.
5. I often hear his book discussed.
6. We found him murdered in his own house.
7. They watched the patient examined.

8. I heard the door shut.

9. I saw the door of the elevator closed.

B.

1. Get your lady dressed.
2. We got him excommunicated for six weeks and sentenced in no end of costs (*судебные издержки*).
3. I intend, Trotwood, to get that done immediately.
4. I had the hair curled for the occasion.
5. The manager had remembered me as a friend and refused payment in advance, but when he retired he had remembered to have the waiter stationed at the door so that I should not get out without paying.
6. You must first have the wounds exposed to the sun.
7. They telephoned to a Chinese restaurant and had food sent to their room.
8. After the battle he had his leg amputated.

C.

1. I don't want my wounded leg fooled with by a first captain.
2. After the quarrel he didn't want his daughter's name mentioned in his house.
3. He wants the picture done with the greatest speed.
4. Nobody wanted the work done in such a way.
5. I wish the scientist's name mentioned in the foreword of the book.

D.

1. You were telling me this afternoon that he would be unfrocked (*лишить священнослужителя сана*). I won't have him unfrocked.
2. Poor Philip, to have his personal commitment (*убеждения*) distorted into a po-faced (*чванливый, самодовольный*) begging for votes!
3. He left the body concealed in the coal-cellar.
4. He saw his own grandfather blown up.

5. He insisted on having justice done to him.
6. They kept their eyes fixed on the icon.
7. I had my desk drawn up near the window.
8. We'd like to see our proposals approved by the General Assembly.
9. They were surprised to find their problems dealt with at the conference.
10. The announcer reported the experiment completed.
11. She made the party arranged on Sunday.
12. The general had his horse killed in the battle.

Exercise 2

Translate into English.

1. Они видели, как его ранили.
2. Мы слышали, как Джона экзаменовали.
3. Мы наблюдали за тем, как его учили нырять.
4. Я слышала, как моего мужа позвали к телефону.
5. Доктор хочет, чтоб его рекомендации выполняли.
6. Учитель хотел, чтоб стихотворение было хорошо выучено.
7. Он не хочет, чтоб отсюда что-либо убрали.
8. Я услышал, как вдали протрубили в рог (*to sound a hunting horn*).
9. Мы видели, как его доставили (*to bring*) в зал суда.
10. Я обнаружила, что ребенка посадили (*to seat*) в кровать.
11. Мне нравится, когда все сделано хорошо.
12. Я считаю (*to believe*), что эта книга специально выбрана для экзамена.
13. Мне представилось (*to imagine*), что он пойман и тяжело ранен.
14. Полицейский сообщил, что вор пойман.
15. Она предпочла бы, чтобы ее хвалили, а не наказывали.

Exercise 3

Answer the following questions. Use the objective participial construction with participle II.

MODEL

- How do you like your linen? (to starch)
- I like *it starched*.

1. How do you want your sleeves? (to shorten)
2. How do you like your potatoes? (to fry)
3. How do you prefer your milk? (to boil)
4. How do you like your tea? (to sweeten)
5. How do you want your apple? (to cut)
6. How do you prefer your pears? (to peel)
7. How do you like cucumbers? (to pickle)
8. How do you like your chicken? (to fry)
9. How do you want your hair? (to cut, to do)
10. How do you like your coffee? (to boil)

Exercise 4

Explain the difference between the following sentences and translate the sentences into Russian.

MODEL

- My brother *repaired his boots*.
- My brother *had his boots repaired*.

In the first sentence the action was performed by the person expressed by the subject. In the second sentence the person expressed by the subject does not perform the action himself but makes someone not mentioned in the sentence perform the action, that is he makes or causes the action to be performed. But in the translation this difference is not reflected. Both the sentences are translated by the same simple sentence: Мой брат починил свои ботинки.

1. We want to repair our flat.
We want to have our flat repaired.
2. We moved all the furniture to the new flat.
We had all the furniture moved to the new flat.
3. We must clean the windows.
We must have the windows cleaned.
4. I want to have my dress altered.
I want to alter my dress.
5. I brought my luggage into the car.
I had my luggage brought into the car.
6. My husband wants to fix the cupboard door.
My husband wants to have the cupboard door fixed.
7. I wanted to fit glass into a frame.
I wanted to have glass fitted into a frame.

Exercise 5

Make as many sentences of your own as you can using suggested participles. Translate your sentences into Russian.

I've had	my hair my shoes my watch my room my ceiling the doors my dress my coat	— cut — mended — fixed — turned out — waved — shortened — set — altered — made
Have you had When did you have	your shoes your dress your room your hair, etc.	— heeled — trimmed — whitewashed — dyed — repaired — papered — suspended — cleaned — painted

He's had Where When Why	} did he have	his heart	— removed
		his lungs	— filled
		his blood pressure	— taken
		his chest	— felt
		his blood-count	— pulled out
		his pulse	— X-rayed
		his analyses	— checked
		his tooth	— sounded
his tonsils	— examined		

Exercise 6

Answer the following questions. Begin with the *if-* or *when-* clause.

1. What do you say if you want a thing started?
(Let's get down to..., Let's get started.)
2. What do you say if you want a thing finished?
(Let's get it over and done with.)
3. What do you say if you want something planned?
(What do we do next? I'm looking forward to..., I'll arrange it with...)
4. What do you say when you want things discussed?
(As things stand now..., (With) the way things are...)
5. What do you say if you want someone punished for what he did?
(You won't get away with it! You'll pay for it.)
6. What do you say if you want someone warned against taking risks?
(Don't look for trouble. Don't take rash steps. Don't risk it. Don't take chances.)
7. What do you say if you don't want things said regretted afterwards?
(You wait and see. Think twice before you say it.)

Exercise 7

Respond to the following questions. Use an objective participial construction after a causative verb.

MODEL

— Your bike needs repairing. (to fix).
 — Yes, I know. I'll have *it fixed* tomorrow.
 or I'm going to have *it fixed* tomorrow.
 or I must have *it fixed*.

1. Your shoes need cleaning. (to brush)
2. Your car is very dirty. (to wash)
3. My clock has stopped. (to wind up)
4. Our lock on the entrance door is not strong enough. (to strengthen)
5. This arm-chair looks very shabby. (to upholster)
6. The wall-paper is peeling in this room. (to change)
7. The electric kettle needs repairing. (to repair)
8. Your finger is cut and bleeds. (must, to bandage)
9. My hair is too long. (must, to cut)
10. My nails look awful. (to manicure)

Exercise 8

Change the sentence in such a way as to show the purpose of the action of the predicate-verb. Use the verb *to have* and an objective participial construction — *to have something done*.

MODEL

I've invited a watchmaker. (a clock, to wind up) →
 I've invited a watchmaker *to have our clock wound up*.

1. She's gone to the photo-shop. (the film, to develop)
2. She is going to the hairdresser's. (her nails, to manicure and her hair, to do)
3. He's going to visit his doctor. (his heart, to examine, his blood pressure, to take)
4. She's been to the dentist's. (her tooth, to fill in)
5. Kate's gone to the dress-maker's. (her dress, to alter)
6. John went to the radio-shop. (the radio set, to mend)
7. He is at the surgeon's now. (his wound, bandage)
8. He went to the hospital yesterday. (his appendicitis, to check)
9. He went to the travel agency. (an air ticket, to order)
10. Mr. Smith went to the barber's yesterday. (his hair, to trim)

Exercise 9

Respond to the following questions or statements and explain the situation using a sentence containing the objective participial construction of the type *to have something done*.

MODEL

— Don't you think my car looks as good as new? (it, to paint)
 — Yes, really. Have you had *it painted*? When did you have *it painted*?

1. What's happened to your watch? Where is it? (At the watchmaker's. It, to repair)
2. They say your brother met with an accident! How awful! Where's he now? (Still in hospital. His leg, to plaster)
3. Hello, Kate! Done a lot of shopping, I see? (Nothing of the kind. Only my coat, to clean. Where...?)

4. Oh, Mary, you do look pale. Is it your cough again? (Yes, it's getting from bad to worse. My chest, to X-ray one of these days)

5. What have you done to your blue dress? It looks new again! (Nothing much. It, to alter)

6. Hello, Lucy! Where are you coming from? (From the hospital. They wanted the blood-count, to take, and all sorts of tests, to take)

7. What's the matter with you? Anything wrong? (Nothing serious. Just a bad tooth, to pull out)

8. Why are you in such a hurry? Where are you going? (my hair, to do before the theatre)

9. My, you do look smart! Bought a new T-shirt? (the old pale blue one, to dye)

10. Where are you coming from? (my photo, to take)

11. What have you done to your old sofa? It looks new. (it, to upholster)

12. You shouldn't work so much, Jane. You look quite run down. (the rooms, to repair now, to have to do a lot of cleaning)

(after M. Khil. "Labwork, Practice Book" L. 1971)

Exercise 10

Respond to the following sentences expressing agreement, joy or admiration. Ask a question beginning with *How*, *When*, *Where*, *Why* containing the objective participial construction of the type *to have something done*.

MODEL

— Have you seen Nell? She looks so plain without her beautiful hairdo!

(Why, her hair, to cut in that awful way)

— She does look a fright, doesn't she? Why did she have *her hair cut* in that awful way?

1. — You haven't seen our furniture yet, have you? — But I have. And it's really lovely. (Where, it, to send from)

2. — Now you can call me any time in the evening. I've got a telephone at home. — How wonderful! (When, it, to install)

3. — My new fridge is a wonder, and so convenient! — That's really fine. (How, it, to send home)

4. — I saw Helen yesterday, she looks ever so much prettier with that new colour of her hair. — Does she, really? (When, her hair, to dye)

5. — What do you think of my new dress? Isn't it a bad fit? — Well, not so bad, but still better take it to the dressmaker's. (Why not, it, altered)

6. — Have a look at this photo. Isn't it good? — Very. (Where, it, to take)

7. — Why, you'll be surprised when you come to see me. The windows are all new. — Wow! (When, them, to install)

8. — How glad I am for Betty! Her computer has been repaired. — Has it? (Where it, to fix)

9. — You can't play this piano. It's absolutely out of tune. (When, it, to tune.) You must (it, to do)

10. — Isn't my sofa very soft and beautiful? — Sure. I'm even surprised. Why did you decide (it, to upholster)

Exercise 11

Answer the following questions. Give full answers.

(at the post-office)

1. Do you want your letter registered?
2. Must you have your parcel packed?
3. Do you want the telegram sent at once?

(at the hospital)

4. Have you had your blood pressure measured?

5. When did you have it measured?
6. How often do you have it measured?
7. Have you ever had your tooth pulled out?
8. When and where did you have it pulled out?
9. How often do you have your teeth examined?

(two friends are talking)

10. Where do you have your woolen things cleaned?
11. Do you wash your linen or do you have it washed?
12. Where do you have it washed?
13. Do you have it starched?
14. Do you have it ironed too?
15. Does your friend have his shirts washed and ironed or does he do it himself?
16. Do you have your coat cleaned at the cleaner's or do you clean it?

Exercise 12

Translate into English.

1. Я почистил ботинки у чистильщика на улице.
2. Я заказала билеты в Москву через агентство.
3. Вам уже принесли Ваши вещи?
4. На днях я поставила себе пломбу.
5. В прошлом году я сделала операцию по поводу аппендицита (*to remove the appendix*).
6. Я отдала туфли в починку. Мне надо поставить набойки (*to fix heels*).
7. У меня пятно на юбке. Я отнесу ее в чистку.
8. Мне предстоит завтра идти на свадьбу к подруге. Пойду в парикмахерскую и сделаю красивую прическу.
9. Что с твоими волосами? Пойди постригись.
10. Это платье слишком короткое. Теперь носят длиннее. Отдай его удлинить.
11. Мальчик хотел, чтоб ему пришили пуговицу.
12. Когда и где Вы фотографировались?

THE NOMINATIVE ABSOLUTE PARTICIPIAL CONSTRUCTION WITH PARTICIPLE II

The nominative absolute participial construction with participle II like the similar construction with participle I, consists of a noun in the common case or a pronoun in the nominative case and participle II. The components of the construction are in predicate relation (similar to subject-predicate relation) and form a syntactical complex.

A		
adverbial modifier		subject predicate
The nominative absolute participial construction with participle II		
The nominal element	The verbal element	
1. noun in the common case 2. pronoun in the nominative case	participle II	
<i>The work</i> <i>It</i>	<i>done,</i>	we could have a rest.
<i>Так как / Когда работа была закончена,</i>		мы могли отдохнуть.

B		
subject predicate	adverbial modifier	
	The nominative absolute participial construction with participle II	
	The nominal element	The verbal element
	1. noun in the common case 2. pronoun in the nominative case	participle II
	We could have a rest,	<i>the work it</i> <i>done.</i>
Мы могли отдохнуть,	<i>так как / когда работа была закончена.</i>	

It's nearly over now, *a whole night spent on the problem.* Все почти кончено, целая ночь ушла на все.

The construction is used as different adverbial modifiers. As they are always detached, they are separated by a comma in writing and by a pause in speech, though the use of the construction is mostly restricted to written speech.

The nominative absolute participial construction with participle II is used as:

1. **an adverbial modifier of attendant circumstances**, especially when used in final position.

He was genuinely concerned, *his old hostility forgotten.* Он был искренне обеспокоен, вся его прошлая неприязнь была забыта.

2. **an adverbial modifier of manner;**

She walked out, *her head held high.* Она вышла с высоко поднятой головой.

3. **an adverbial modifier of time;**

His tale told, we returned to the previous discussion. Когда его рассказ был закончен, мы вернулись к предыдущей теме.

4. **an adverbial modifier of reason;**

The question left unanswered, the teacher had to ask another boy. Так как вопрос остался без ответа, учителю пришлось вызвать другого ученика.

Everything done, we could leave at once. Так как все было сделано, мы могли сразу уходить.

5. **an adverbial modifier of condition.**

Everything done well, we'll be allowed to have some rest. Если все будет сделано хорошо, нам разрешат много отдохнуть.

Keep smiling



Not Insured against Fire

An ex-armyman with a wooden leg came to spend his winter holidays in the country, his friend having built there a house large enough to accommodate more than one guest. But he didn't find the place to his taste. For though the frost was hard, the fires were but very low in the fireplace and the man suffered a great deal from cold. So

one day he told his host he was going to leave. His stay in the house being profitable, the master of the house pressed him to postpone his departure.

"That's out of the question. I can't remain here any longer," said the man with the wooden leg. "You're so short of wood that I'm afraid lest you should one day light fire with my leg," and with a laugh he went out of the room, **his host put out of countenance** and at a loss for words.

The Latin for Cold

The outside temperature being ten degrees below zero, it was unusually cold in the school room.

"What is the Latin for cold?" asked the school-master addressing one of the boys, who seemed to be suffering from cold more than the others.

"Oh, sir," answered the lad, **his hands thrust in his trousers' pockets**,

"I can't tell you for the moment, although I have it at my fingers' ends."*



*The expression "to have something at my fingers' ends" is used here both in its direct and figurative meaning as in the phraseological unit it has the meaning similar to the Russian "вертеться на кончике языка".

Exercises

Exercise 1

Point out the nominative absolute participial construction, speak of its structure, define its function and translate the sentences into Russian.

MODEL

All the papers signed, we could begin the construction of the house. "All the papers signed" is the nominative absolute participial construction. It consists of the noun "the papers" in the common case and participle II "signed". The construction is used in the function of an adverbial modifier of reason.

Так как все документы были подписаны, мы могли начинать строительство дома.

1. The hair ruffled, the eyes wild, the nose twitching, he was like a rabbit pursued by a weasel (*ласка*).
2. She left alone at the piano, it suddenly struck me that it was an excellent opportunity to propose.
3. The missing jewel found, they stopped ransacking (*обыскивать*) the girls' room.
4. The cop's hot breath felt on the back of my neck, I understood that he would get me.
5. A tight hold kept on myself, I felt that I could shoot up to the ceiling.
6. The theft of an important document dealt with, the police decided to place it in full view in a letter rack.
7. The door barricaded, the siege began at once.
8. He was still standing there, his collar turned up, his dripping hat-brim turned down.
9. All day long she stayed in her room, her door bolted from within.

10. The marriage topic exhausted, Fred outlined his own plans.

11. My watch lost in the wood, I couldn't tell the exact time.

12. The discussion finished, everyone went to the canteen to have a bite.

Exercise 2

Translate the following sentences into English. Use the nominative absolute participial construction where possible.

1. Она шла впереди с высоко поднятой головой.

2. В красивом костюме, с шарфом повязанным на шее, гладко причесанный, он производил впечатление.

3. Наконец время подошло к концу (*to expire*), и он мог уезжать.

4. Рой опустил руки, кулаки его были сжаты (*to clench*).

5. Когда гости уже благополучно прибыли, дождь полил как из ведра.

6. Он сидел неподвижно, глаза его были закрыты.

7. Так как мой вопрос остался без ответа, мне пришлось его повторить.

8. Если дождливая погода установится, урожай погибнет.

9. Поскольку дети забыли о поручении, они оправились в кино.

10. Макс повернулся ко мне, лицо его страшно побледнело.

11. Когда все приготовления были закончены, мистер Квип огляделся с удовлетворенным видом.

12. Так как нужная информация была получена, мы могли продолжать работу.

**THE PREPOSITIONAL
ABSOLUTE PARTICIPIAL CONSTRUCTION
WITH PARTICIPLE II**

The prepositional absolute participial construction consists of the preposition *with* followed by a noun in the common case (or very rarely by a pronoun in the objective case) and participle II. The noun and the participle are in predicate relation and form a syntactical complex, functioning in the sentence either as

1. an adverbial modifier of attendant circumstances, or
2. an adverbial modifier of manner.

A			
adverbial modifier		subject predicate	
The prepositional absolute participial construction with participle II			
preposition	noun in the comon case	participle II	
<i>With</i>	<i>the table</i>	<i>laid</i>	
<i>Когда / Так как стол был накрыт,</i>			мы пригласили гостей в столовую.

B			
subject predicate	adverbial modifier		
We invited the guests into the dining room	The prepositional absolute participial construction with participle II		
	preposition	noun in the comon case	participle II
	<i>with</i>	<i>the table</i>	<i>laid.</i>
Мы пригласили гостей в столовую,	<i>когда / стол был накрыт. как так</i>		

1. She was standing at the gate **with the car parked by**. Она стояла у ворот, и машина была припаркована рядом.
2. He stood without moving **with his arms folded on his chest**. Он стоял неподвижно, сложив руки на груди.

The construction is closer related to the predicate than the previous one and is not separated by a comma. It can occupy both the initial and final position.

With her head held high she left the room.
She left the room with her head held high.

The construction may get some additional idea of time, reason, or condition, which becomes clear only through the context.

With the rooms cleaned Когда/так как комнаты were could have a rest. были убраны, мы могли отдохнуть.

With the papers signed Так как/ когда документы he could leave on his были подписаны, он мог business trip. ехать в командировку.

With the work done at Если работа будет наконец last they would be able завершена, мы бы могли to discuss the results обсудить результаты на at the conference. конференции.

Exercises

Exercise 1

Point out the prepositional absolute participial constructions. Define their syntactical functions and translate the sentences into Russian.

MODEL

We drove away amidst the cheers of the crowd with carrots thrown after us for luck. "... with carrots thrown after us for luck" is a prepositional absolute participial construction used in the function of an adverbial modifier of attendant circumstances to the predicate "drove away".

Мы уезжали под звуки приветственных криков толпы, а вслед нам бросали морковь на счастье.

1. Mr. Priestly went upstairs with his hat put on.
2. He was walking to-and-fro with his head bent low.
3. She sat writing a letter with the window opened wide and fresh air coming in.
4. With these words spoken she felt relieved and happy again.

5. He remained silent with his eyes fixed on the approaching figure.
6. She was lying on the beach enjoying the warm sun with her eyes shut.
7. With the work done and done well he felt free to go anywhere.
8. With his story untold he felt bound to go away.
9. He stood at the head of the stairs with his hands folded in front of him.
10. She came to the window with her back turned to all of them.
11. She was engrossed in thoughts with her chin cupped in her hands.
12. With the permission to use the country house obtained we left for the country.
13. Mary Poppins stood still as a post, with her hands folded in front of her.
14. "Ha! Poor Baby!" mused Miss Betsy with her frown still bent upon the fire.
15. They arrived to find an unknown lady sitting before the fire, with her bonnet tied over her left arm.
16. He was in his library with his clothes not particularly well brushed, his hair not particularly well combed, his knee-smalls unbraced, his long black gaiters unbuttoned.
17. Mr. Micawber, with his eyes still cast up at the ceiling, suggested something.
18. The room was stuffy with the window closed.

REVISION EXERCISES

Exercise 1

Point out participles, define their type, say whether the participle is used alone or in a participial phrase or in a participial construction. Define its function. Translate the sentences into Russian.

A.

1. The trees stood burning among the ruins.
2. The corridor divided in two parts formed a kind of antechamber.
3. My work done, I hurried home.
4. Generally speaking, some of you can do the work without assistance.
5. Thus abandoned by everybody, he tried to fight his way out alone.
6. A crowd came running in the direction of the station, the policeman trying to stop them.
7. Ringing bells sent their welcome to the neighbouring villages.
8. The remark is decidedly cutting.
9. The house still burning, the adjacent streets were full of smoke.
10. Chattering like children the squirrels jumped from branch to branch.
11. Smiling children ran out to meet him.
12. We saw a boy elbowing his way through the crowd.

B.

1. With Tudsbury's peaky questions yelled into his ear, with Aster and Pamela getting up to dance, with worry about Byron's disappearance plaguing him, Pug Henry was not having much fun.

2. Queeg went out of the courtroom in the same way that Mark had seen him passing through the factory — shoulders hunched, head down, feet scurrying, the balls rolling in his fingers.

3. Old Basset came back into the room, seeming displeased.

4. "Basset!" I bawled, making the sky ring. It was still ringing when he popped in looking annoyed.

5. You could go and engage him in conversation, keeping the instrument concealed behind your back.

6. Excuse me, sir. I think I hear somebody coming.

7. The butler breezed off, and old B., revolving on his axis, faced me with gleaming pince-nez.

8. "Some mistake," said Aunt Dahlia, taking the floor with the intrepidity which became her well. "Easy to get confused on a dark night."

9. This Butterfield of yours is the guilty man. He stole the helmet, and knowing that the hunt was up and detection imminent, decided to play a bold game trying to shove it off on Bertie.

10. You can't trust these saintly looking butlers an inch.

11. He had ceased to listen and was staring past me at something out of my range of vision. And so worth looking at did this spectacle, judging from his expression, appear to be that I turned in order to see it. I saw the butler standing in the doorway, holding in his right hand a silver tray.

12. I expressed my opinion to Jeeves that it would be entertaining to stand by and watch his colleague trying to trace his secret.

13. Let's keep calm and get all this straightened up. You can't dash about accusing people of nameless crimes without a shadow of evidence.

14. She pirouetted out of the room, and I could hear her steps dying away in the distance.

15. He stood listening. "I fancy I can hear the sound of footsteps approaching."

16. Entering the room she found Bertram confronting her with folded arms and a hard look. She appeared, however, not to notice his forbidding exterior. "You can't come searching my room!" he said. "But I couldn't have your uncle searching your room."

17. The pain had gone on and on with the legs bent and I could feel it going in and out of the bone.

18. In a short pause which ensued, she had a fancy that she felt Miss Betsy touch her hair, and that with no ungentle hand; but, looking at her, in the timid hope she found that lady sitting with the skirt of her dress tucked up, her hands folded on her knee, and her feet upon the tender, frowning at the fire.

19. When he had sliced enough to begin with, we fell to the food, with our sleeves still tucked up at the wrists, more slices sputtering and blazing on the fire, and our attention divided between the mutton on our plates and the mutton then preparing.

20. I noticed as he passed, looking at me with his handsome head a little thrown back, and his glass raised in his hand, that there were traces in his face made since I last saw it, as if he had applied himself to some habitual strain of the fervent energy, which, when roused, was so passionately roused within him.

C.**A Long Bill**

Having done a great deal of sight-seeing, two young tourists felt very hungry. One of them, being better off than his friend, decided to treat his friend to something

good to eat. He invited him to a restaurant where he ordered lunch for two and some wine so that they both got slightly tipsy after their meal. Seeing them so merry the host thought that if he made the bill a little longer they would not mind it and would pay the bill without discussing it. When the first tourist saw the exorbitant bill, his eyebrows rose, and he said to the host, "I'd like to know your name, my good man."

"My name is Partridge, sir," answered the host with some hesitation.

"Partridge? Judging by the length of your bill* it should have been Woodcock."

Exercise 2

Use the appropriate form of the participles (both I and II) instead of the infinitives in brackets.

You certainly know that a waterproof coat is often called a mackintosh.

But perhaps you don't know that the word is a surname.

In the year 1823 in Scotland there lived a man whose name was Charles Mackintosh. The climate of his country (to be) rainy, he would often get (to drench) to the skin and heartily disliked it. One day, (to have) some rubber at his disposal, he decided to rubberize his coat. Now he could walk outdoors in any weather, his rubberized coat (to protect) him from the rain. Most of his friends and the friends of his friends wanted to have their coats (to rubberize) likewise. Some tradesmen took up his invention.

* It's a play on the two meanings of the word "bill" – счет and клюв.

The partridge's bill (клюв куропатки) is much shorter than that of a woodcock (вальдишнен).

Waterproof coats became all the fashion and a staple product of the town, the name of the inventor, though not the inventor himself, (to get) a worldwide popularity.

Strong Arguments

A coffee house (to be) a place (to visit) by people of every description, the adherents of James the Second* and those of the Prince of Orange** met in its parlour one day. They became (to engage) in a fierce argument, (to shout) and (to bang) their fists on the table, their noisy behaviour (to disturb) everybody else in the parlour.

At length one of the Jacobites jumped up from his chair (to roar): "I will spit on your king William, that's what I'll do!" An Orangist, (not to want) to yield him an inch, jumped up (to roar) back to the Jacobite: "I will spit twice upon your James the Second!"

A scuffle (to be) imminent, an old man rose up at the opposite end of the room (to shout) at the top of his voice: "Silence, gentlemen!" and then, (to turn) to the servant: "Waiter, fetch them spittoons for two!" Everybody present (to burst out) into a loud derisive laughter, the opponents had to leave off quarrelling.

Oysters for a Horse

On a rainy day a traveller, (to drench) to the skin and (to benumb) with cold, arrived at the country inn. The living room was already full of people. (To realize) that there was hardly any hope to get near the fire-place our traveller took a seat at the table by the entrance door. From his place he cried in a loud voice (to address) the

*an English king (1685–1688) (Яков II), his adherents were called Jacobites.

**an English king (1689–1702) (Вильгельм Оранский), he became king having overthrown James II. His supporters were called Orangists.

landlord in the opposite corner of the room, "Pray, take two dozen oysters to my horse, and be quick about it; my horse is as hungry as death!" "Well, I never!" exclaimed the landlord. "Oysters to a horse!" "Do as you are told," said the traveller, "I know better!" (To hear) the strange order (to give) and (to see) the waiter about to execute it, all the people in the room rushed out to the stable to see a horse eat oysters. (To get) the whole room at his disposal the traveller sat down by the fire and warmed himself at his ease.

In a short time all the company returned into the room. "I had no doubt that your horse, though (to be) hungry, would refuse to eat oysters," said the landlord. "In that case you had better give him some hay," said the traveller (to smile). "As to the oysters I shall try and eat them myself as soon as I'm thoroughly dry."

An Aeolian Harp

An Aeolian harp is a string musical instrument (to play) by the wind. It is made by stretching strings of catgut over a wooden box. (To place) in a draught and thus (to expose) to the action of the wind it produces (to please) sounds of plaintive music, if the strings are properly tuned. The name *Aeolian harp* has been derived from classical mythology. Thus was called the harp (to belong) to Aeolus, the god of winds and the king of the islands in the Tyrrhenian Sea, the winds supposedly (to be confined) in the caverns of these islands.

Exercise 3

Convert the subordinate clauses into participial constructions and phrases.

1. As the house had long been abandoned, we could hardly hope to find anybody there.

2. As the house had long been abandoned, it looked lonely and desolate.

3. As the table had been set, we all hurried to take our seats at it.

4. There were a lot of books on the table which had been left undusted for some days.

5. We saw a dog that was running along the street.

6. When I came back I noticed that somebody was trying to break into my house.

7. It seemed that he was trying to ask her a question, but as he received no answer, he turned his back to her.

8. When the lesson was over, the children rushed out of the classroom.

9. When we looked at those pictures, we couldn't help laughing.

10. She had a fancy that she felt that Miss Betsy touched her hair.

Exercise 4

Translate into English.

1. Мальчик, бросивший камень, убежал куда-то.

2. Бросив камень, мальчик быстро убежал в дом.

3. Камень, брошенный мальчиком, разбил окно.

4. Мальчик, бросавший камешки в воду, громко смеялся.

5. Мальчик вовсе не думает, что камни, брошенные им, могут попасть в кого-то или во что-то.

6. Бросая в воду камни, мальчик восторженно кричал.

7. Так как мальчик бросался камнями, родители наказали его.

8. Так как мальчик бросался камнями, его наказали.

9. Мальчик наблюдал за тем, как брошенный им камень летит прямо в воду.

10. Было видно, что брошенный камень не попал в цель.

Exercise 3

Translate the following sentences into English using participles in the required form where possible.

1. Декламируя стихи, нужно каждый звук произносить отчетливо.
2. Знаете ли Вы студентку, декламирующую стихотворение Дилана Томаса?
3. Прочтя стихотворение Дилана Томаса, девушка вернулась на свое место.
4. Я не знаю стихотворения, продекламированного этой девушкой.
5. Так как стихи Дилана Томаса редко декламируют на телевидении, они мало известны.
6. Я никогда не слышал, как английские актеры декламируют стихи Дилана Томаса.
7. Так как трудно достать стихи Дилана Томаса в оригинале, я решил прочесть их в переводе.
8. Видели, как она переводила стихотворение Дилана Томаса.
9. Она будет читать стихи Дилана Томаса, переведенные ею на русский язык.
10. Все слушали девушку, читавшую стихотворение Дилана Томаса.
11. Ты видишь девушку, читавшую стихи Томаса?

REVISION OF ALL NON-FINITE VERB-FORMS

Translate into English using either an infinitive, or a gerund, or a participle.

1. Кажется, больной уже принял лекарство и, по-видимому, чувствует себя лучше.
2. Не видели, как он принимал лекарство.
3. Не видели, что он принял лекарство.
4. Я терпеть не могу принимать лекарство. Однако, я предпочитаю принимать лекарство и не болеть.
5. То, что он заболел, огорчает всех.
6. Я первая узнала о его болезни.
7. Брат огорчен, что уже неделю лежит в постели.
8. Доктор, осматривавший больного, ничего не говорил.
9. Доктор, осмотревший больного, поставил диагноз.
10. Доктор настаивал на том, чтобы больного отпустили в больницу.
11. Ребенка заставили принять лекарство. Он не мог удержаться, чтоб не расплакаться, принимая горькое лекарство.
12. Больного, конечно, уже отвезли в больницу.
13. Я уверен, что больного уже осмотрел профессор.
14. Есть еще надежда, что больного осмотрит еще один профессор.
15. Известно, что этот хирург спас много раненых во время войны.
16. Стоит посмотреть, как этот хирург оперирует больных.
17. Вот лекарство, которое Вам нужно принять немедленно.
18. Необходимо, чтобы больной принял лекарство сейчас же.
19. Лекарство слишком горькое, чтобы я могла принять его без воды.
20. Лекарство, прописанное доктором, оказалось горьким.

APPENDIX

A. The syntactical functions of participle I

functions	examples	translation
1. attribute a) pre-modifying	<i>Barking dogs seldom bite.</i>	Лающая собака редко кусается.
b) post-modifying	The dog <i>barking in the yard</i> can bite.	Собака, лающая во дворе, кусается.
2. part of the predicate a) compound verbal of double orientation	The dog was heard <i>barking</i> .	Слышно было, как лает собака.
b) compound nominal	The work was <i>exhausting</i> .	Работа была изнурительной.
3. adverbial modifier	<i>Having reached the top of the mountain</i> , we were fascinated by the view.	Добравшись до вершины горы, мы были очарованы видом сверху.
4. parenthesis	<i>Strictly speaking</i> , I find the work exhausting.	Строго говоря, я считаю эту работу изнурительной.

B. The syntactical functions of participle II

functions	examples	translation
1. attribute a) pre-modifying	The <i>uprooted</i> trees were the evidence of the last storm.	Вывернутые с корнем деревья свидетельствовали о последнем шторме.
b) post-modifying	The trees <i>uprooted by the storm</i> were everywhere.	Выврванные с корнем деревья валялись повсюду.
2. part of the predicate a) compound verbal of double orientation	The battle was reported <i>lost</i> .	Сообщили, что сражение проиграно.
b) compound nominal	The manuscript remained <i>unaltered</i> .	Рукопись осталась без изменений.
3. adverbial modifier	<i>When asked</i> , he would tell the truth.	Когда ему задавали вопрос, он всегда говорил правду.

Серия «Изучаем иностранные языки»

К. А. Гузеева

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