UNIT III

THE PARTICIPLE

Forms of the Participle

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Functions of the Participles in a Sentence

A) an Attribute – only Present and Past Participles
   e.g. a smiling child, a broken cup; The white house being built near the park is a new museum. They are reconstructing the house built in the 17th century.

   B) an Adverbial Modifier – all the forms of the Participle
      1. to express reason – e.g. Having been built of concrete, the house was always cold in winter.
      2. to express time – e.g. Having taken his degree, he applied for a job.
      3. to express manner or attending circumstances – e.g. He looked at me smiling.

SECTION I

Russian equivalents of the Present Participle

| 1.использующий, который использует (использовал тогда); используя | USING | (When) using this machine, follow the instructions. Look at the reading boy. We watched the singing girl. |
2. использовавший, который использовал (раньше) | WHO HAD USED | My friend who had used a new method wrote an article about it.

3. который будет использовать | WHO WILL USE | All those who will use this method should follow the instructions.

4. применяемый, который применяется | BEING USED | What do you think of the method being used?

The Present (or active) Participle is used:

1. as adjectives. It describes what smb or smth is (answers the question ‘What kind?’) e.g. an exciting trip, running water. The Past Participle used as an adjective describes how smb feels: a tired driver, an excited girl

2. after have+object. This expression is often used with a period of future time: I’ll have you driving in three days (As a result of my efforts, you’ll be driving in three days). It can also be used in the past or the present: He had them all dancing. (He taught/persuaded them all to dance). I have them all talking to each other. (I persuade them all to talk).

won’t have+object+doing normally means ‘I won’t/don’t allow this’: e.g. I won’t have him sitting down to dinner in his overalls. I make him change them. (I won’t allow him to sit down)
3. after verbs of sensation see, hear, smell, feel, notice, listen and watch. The action in the participle may be either complete or incomplete. e.g. I saw him passing my house every day. Didn’t you hear the clock striking? I felt the car skidding.

4. after catch, find, leave+object. e.g. I caught them stealing my apples (I found them doing this). He found a tree lying across the road. I left him talking to Bob (He was talking to Bob when I left).

5. after go, come (followed by the participles of verbs of physical activity and the verb shop), spend, waste (followed by an expression of time or money and present participle), be busy. e.g. They are going riding/skiing. Come dancing. He spends two hours traveling. He is/was busy packing.

Present Participle phrase may replace part of a main clause:

1. when we describe actions happening immediately one after another (the participle must be placed first) – e.g. She heard the news and fainted. Hearing the news, she fainted.
   2. when the second action is part of the first, or a result of it – e.g. She went out, slamming the door.
   3. to avoid repeating the past continuous in the same sentence – e.g. He was walking down the street whistling a tune.
   4. when two actions by the same subject occur simultaneously – e.g. He ran away. He cried as he ran. – He ran away crying.

Present Participle phrase may replace a subordinate clause if the subject of the clause and the subject of the main clause are the same:

1. when subordinate clauses begin with after, before, while and since (expressing time) – e.g. Since Maria came to the country,
she has made many friends. Since coming to this country, Maria has made many friends.

2. when subordinate clauses begin with **as, since, because** (expressing cause and effect) – e.g. *Because Chelsea is a vegetarian, she doesn’t eat meat. Being a vegetarian, she doesn’t eat meat.*

**Note:** These participle patterns are chiefly found in written English.

**Ex. 1. Read the article. Underline the participles in the text. Find as many participles as possible.**

**THE GREEN SHOOTS OF RECOVERY**

It is autumn in New York but the future looks green. At least it does if you start peering up at the 27 storeys of the Solaire, a new building on the tip of Manhattan that has pioneered environmentally friendly technology in tall residential buildings.

When the terror attacks of September 11 tore its vicinity apart, prospects for the Solaire, overlooking ground zero, were bleak. Many of the site’s workers were assisting rescue work after the World Trade Center collapsed. New construction seemed unimaginable amid the wreckage, the project being postponed for 10 months.

But today its home, Battery Park City, is vibrant again. Cyclists and joggers crowd the river path and commuters from New Jersey disembark at a ferry landing at the foot of the Solaire.

Situated in one of the most historic parts of New York, the Solaire enshrines the idea that green living and urban living are compatible – and that high-rise living may be embarking on a fresh course. Its apartments are airy and bright with wood floors, granite kitchen counters and marble bathrooms. It has a rooftop garden, 24-hour concierge and a palatial gym, as is common in luxury buildings in the area.

What makes the Solaire extraordinary is that every aspect – from the technologies and materials used, to its careful construction
was carried out with sustainability in mind, besides, claiming impressive energy savings. And sustainability does not need to compromise comfort. The Solaire claims its air and water filters, and use of natural materials, are good for the health. Even asthmatic residents are said to benefit.

Having benefited from a tax credit for green buildings brought in by New York Governor three years ago, the building meets environmental standards suggested by the local authorities.

Starting with the plumbing, the building has a water treatment facility in its basement that recycles water from toilets and washing machines back to toilets and the building’s cooling system. Rainwater is collected and recycled to irrigate its rooftop garden and can store up to 10,000 gallons for times of drought, at the same time the water system being estimated to use 9m gallons of water a year less than a similar, non-green building.

Lighting in common areas is controlled by motion censors and all light bulbs in the building are energy-saving. Tenants can use timed thermostats to switch heating or air conditioning on or off, depending on when someone will be at home. “Low-flow” toilets are installed in every apartment, as well as front-load washing machines that use less than half the water consumed by top-loaders.

Much within the Solaire is made from recycled materials or managed resources. Parquet floors are maple scrap. Cherry kitchen cabinets are made from wood from managed forests. Corridor carpets come from recycled material. At least 60 per cent of construction waste was collected and recycled, most materials being sourced within 500 miles of the site.

Architects and environmentalists agree that the Solaire building is ushering a new building trend promoting healthy and environmentally friendly living. The real estate community is beginning to realise that green attributes may be very attractive to tenants and a way to differentiate their products in a difficult economic climate.

Ex. 2. Answer the questions to the text. Use participles in your answers.

1. What is special about the Solaire building in New York?
2. Why were its prospects bleak a few years ago?
3. Where is it situated?
4. What two concepts of living are made compatible in the Solaire?
5. What makes the building extraordinary?
6. Why did it get a tax credit a few years ago?
7. What water- and energy-saving devices are used in the building?
8. What are the materials used in the construction?
9. What new trend is the Solaire starting?
10. Is it an alluring project for real estate agencies? And for tenants? Give your reasons.

**Ex. 3. Complete the sentences by adding participles.**

*Model.* After the terror attacks of September 11 new construction seemed unimaginable, … - the project being postponed for 10 months.

1. Today Battery Park City is again vibrant with cyclists and joggers… and commuters from New Jersey … at the foot of the Solaire building.
2. … , the Solaire enshrines the idea that green living and urban living are compatible.
3. It was carried out with sustainability in mind, …
4. The building benefited from a tax credit for green buildings, the first of its kind in the country, ….  
5. The building has a water treatment facility in its basement, … . Rainwater is … to irrigate its rooftop garden.
6. The water system is estimated to use less water than a non-green building, besides … .
7. Tenants can use timed thermostats for heating and air-conditioning systems, … .
8. Much within the Solaire is made from recycled materials ....
9. According to the environmentalists the Solaire building is ushering a new building trend ....

**Ex. 4. Answer the questions using participles and participle patterns.**

**Ex. 5. Paraphrase the sentences using the pattern ‘have smb/smth doing’:**

**Model.** As a result of my efforts, you will be driving in three days. – I'll have you driving in three days.
I won't allow him to sit down in his overalls. – I won't have him sitting down to dinner in his overalls.

1. The neighbours will complain if you give all-night parties. 
   *You'll have the neighbours complaining.*

2. Everyone would be ringing them up if film stars put their numbers in telephone books. *They would have everyone ringing them up.*

3. People will walk in and steal your fruit if you don’t put a fence round your garden. *You’ll have people walking in and stealing it.*

4. When they move that bus stop, people won’t sit on your steps waiting for the bus any more. *You won’t have people sitting on your doorstep.*

5. When he became famous, people stopped him in the street and asked for his autograph. *He had people stopping him in the street and asking for...*

6. Most parents won’t allow their children to waste money on expensive trinkets and computer games. *Most parents won’t have their children wasting their money on...*

7. Stephen persuaded his mother to buy sweets for him as there was no shop near his new school. *Stephen had his mother buying ...*
8. The father wouldn’t allow his 6-year-old daughter to spend her pocket money as she liked. *He wouldn’t have her spending her money ...*

**Ex. 6. Choose the correct participle.**

A. On Saturday, I took my children to the circus. I thought I would have a (1) boring/bored time, but actually I was quite (2) astonishing/astonished by the (3) amazing/amazed acts. We were (4) stunning/stunned by the acrobats. They balanced on top of each other with incredible ease. We were really (5) impressing/impressed by their performance. The children found the lion-tamer's act (6) exciting/excited. I felt (7) terrifying/terrified when he put his hands into the lion's mouth, but the children were (8) amusing/amused and they clapped loudly. A magician performed many incredible tricks; it was (9) fascinating/fascinated to watch him make various objects disappear and reappear. The children were more (10) interesting/interested in the elephant act. When the huge animals came into the arena, the audience cheered. The elephants were well-trained and their tricks were (11) entertaining/entertained. Some children from the audience were invited to ride on the elephants' backs. My children were (12) disappointing/disappointed when they were not chosen, but their disappointment faded when the clowns took the centre ring. It was quite a (13) captivating/captivated show. By the time we got home we all felt (14) exhausting/exhausted.

**Ex. 7. Complete the sentences with the present or past participles of the verbs in brackets.**

1. Success in one’s work is a (satisfy) experience. (..................)
2. The dragon was a (terrify) sight for the villagers. The (terrify) villagers ran for their lives. (..................)
3. I found myself in an (embarrass) situation last night. (..................)
4. I elbowed my way through the (crowd) room. (..................)
5. The thief tried to pry open the (lock) cabinet. (..................)
6. The (injure) woman was put into an ambulance.
(................)

7. That (annoy) buzz is coming from the fluorescent light.
(................)

8. The teacher gave us a (challenge) assignment, but we all enjoyed doing it. (................)

9. The (expect) event didn’t occur. (................)

10. A (grow) child needs a (balance) diet. (................)

11. We had a (thrill) but hair-raising experience on our backpacking trip into the wilderness. (................)

12. The (abandon) car was towed away by a tow truck. (................)

13. I still have five more (require) courses to make. (................)

14. I don’t have any furniture of my own. Do you know where I can rent a (furnish) apartment? (................)

15. The invention of the (print) press was one of the most important events in the history of the world. (................)
Some –ed and –ing participles can be used as adjectives before a noun. They often collocate with particular nouns, for example: a convicted criminal, a contributing member of society.

Ex. 8. Complete these sentences using a verb in the correct form and a noun from each list.

help / swear / break / spoil / drive / steal / hide / rampage
enemies / child / catch / mob / hand / man / goods / glass

1. Stop behaving like a …… !
2. The police managed to recover the …… after a tip-off.
3. The two men are …… because of a dispute about land.
4. Neighbours should always be ready to lend a ………
5. He's a ……… - he never stops working.
6. The peaceful crowd had turned into a ……… .
7. It sounds like a great offer. There must be a ……… !
8. We heard the sound of ……… - someone had thrown a ball through the window.

Ex.9. Replace the attributive clauses by the participles (mind the word order).

Model: All the people who live in this house are students. All the people living in this house are students.

1. The man who is speaking now is our new secretary. 2. The apparatus that stands on the table in the corner of the laboratory is quite new. 3. The young man who helps the professor in his experiments studies at an evening school. 4. People who take books from the library must return them in time. 5. There are many pupils in our class who take part in the performance. 6. The windows that face the garden were open. 7. We drove up to the front door of a tall house which stood a little back from the road. 8. The demonstrator, who protested violently, was led away by the police. 9. Motorists
who intend to take their cars with them to the Continent are advised to make early reservations.

**Ex. 10. Replace the adverbial clauses of time by the participles.**

**Model 1.** When you speak English, pay attention to the intonation.
(When) Speaking English, pay attention to the intonation.

1. Be careful when you are crossing a street. 2. When you are leaving the room, don't forget to switch off the light. 3. When you begin to work with the dictionary, don't forget my instructions. 4. When they were travelling in Central Africa, the explorers met many wild animals. 5. When you are copying English texts, pay attention to the articles. 6. You must have much practice when you are learning to speak a foreign language. 7. When he arrived at the station, he didn't find anyone to meet him. 8. When you are taking risks, you should keep in mind the consequences you are to bear. 9. When the editor learned that his newspaper had been taken over by another publisher, he resigned from his position. 10. I declined his offer of a loan and said that I didn't like owing people money. 11. When the shop assistant discovered that he had a talent for music, he gave up his job to become a professional singer.

**Model 2.**

увидев  
когда увидел  
seeing  
having seen  
(тогда)  
(раньше)

1. When I entered the room, I at once felt some change in the atmosphere. 2. When we had finally reached the river, we decided to stay there and wait for the others. 3. When I reached out in the darkness, I felt a stone wall where I expected to find the door. 4. When she opened the parcel, she saw a large box of pencils. 5. When they had finally opened the safe, they found that most of the papers had gone. 6. When she closed the suitcase, she put it on the bed. 7. When she had closed and locked the suitcase, she rang for the porter to come and take it downstairs. 8. When she had cut the bread, she started to make the coffee. 9. Now that I have heard your side of the
question, I am more inclined to agree with you. 10. They found the treasure. They began quarrelling about how to divide it. 11. When he had passed the last examination, he began to look round for a job.

**Ex. 11. Replace the adverbial clauses of reason by the participles.**

*Model:* As I have seen the movie before, I don’t want to see it again.

Having seen the movie before, I don’t want to see it again.

1. As he had been warned that bad weather lay ahead, the ship's captain changed course. 2. As he had witnessed the crime, he was expected to give evidence in court. 3. He was exhausted by his work. He threw himself on the bed. 4. He offered to show us the way home. He thought we were lost. 5. As he was certain that he was right, he felt calm and unworried. 6. He decided to change his job because he was not fit for it. 7. She turned to me for help, not knowing how to deal with the problem. 8. As she had been walking most of the night she felt tired and sleepy. 9. As I had never seen anything like that before, I was eager to see the performance. 10. As the housekeeping money had run out, she reluctantly decided to go home.

**Ex. 12. Paraphrase the sentences with the simultaneous actions using the participles (replace the adverbial clauses of manner or attending circumstances).**

*Model:* He opened the drawer and took out the revolver. – Opening the drawer he took out the revolver.

1. He sat by the window and watched the people passing by. 2. She answered all my questions calmly and tried to keep the air of indifference about her. 3. They stood on the doorstep and watched the car as it drove away. 4. She lay on the sofa and listened to the radio. 5. We hiked through the woods yesterday and saw a bear.
6. John lacked the necessary qualifications and so he wasn’t considered for the job.
7. Sue needed some money to buy a book and so she cashed a check.
8. The teacher pointed to the sentence on the board and explained the meaning of modifying phrases.

**Ex. 13. Translate the sentences into English using present participles.**

1. Он не придал значения мигающему знаку и проехал мимо нужного поворота. 2. Путешествуя по стране, мы познакомились со многими достопримечательностями. 3. Говорящая по телефону девушка наконец повесила трубку. 4. Это один из студентов, принимающих участие в конференции. 5. Он еще раз посмотрел на карту и сказал нам, что мы свернули не там. 6. Он сидел, облокотившись на стол. 7. Я не позволю ему разговаривать со мной таким тоном. 8. Преподаватель поймал студентов на переписывании упражнения из ключей. 9. Когда мы ушли, она разговаривала с ним. 10. Он потратил очень много денег на ремонт квартиры. 11. Она сейчас занята написанием статьи для научного журнала. 12. Будучи очень усталым, я решил остаться дома. 13. Она чувствовала, как дрожит ее голос. 14. Через некоторое время он заметил, что его преследует полицейская машина.

**SECTION 2**

**Russian equivalents of the Past Participle**

<table>
<thead>
<tr>
<th>1. применяющиеся, применяемые, которые применяются (обычно)</th>
<th>USED</th>
<th>These are the methods used for mental treatment</th>
</tr>
</thead>
</table>

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| 2. применявшиеся, которые применялись (раньше) | USED | There were several methods used before the invention. |
| 3. примененные, которые были применены (тогда) | USED | This is the method used in the first experiment. |
| 4. применяемые, которые применяются (в момент речи) | BEING USED | What do you think of the method being used? |
| 5. которые будут применяться (в будущем) | TO BE USED (the Infinitive) | The methods to be used in our new project are quite modern. |

The Past (or passive) Participle is used:

1. as an adjective - e.g. stolen money, broken glass, fallen trees. It describes how smb feels (it answers the question ‘How do you feel?’) - e.g. tired drivers, an embarrassed boy.

2. to replace a subject+passive verb when two actions by the same subject occur simultaneously – e.g. She enters. She is accompanied by her mother. She enters, accompanied by her mother.

   The bridge has been weakened by successive storms and was no longer safe. – Weakened by successive storms, the bridge was no longer safe.

   As he was convinced that they were trying to poison him, he refused to eat anything. – Convinced that they were trying to poison him, he refused to eat anything.
3. after have/get+object to express sentences of the type ‘I employed smb to do smth for me’ – e.g. *I had my car cleaned. We are having central heating put in.*

This construction can also be used colloquially to replace a passive verb, usually one concerning some accident or misfortune – e.g. *He had his fruit stolen before he had a chance to pick it. He had two of his teeth knocked out in the fight.*

**Ex. 14. Paraphrase the sentences, using past participles.**

**Model:** *As he was convinced that they were trying to poison him, he refused to eat anything. – Convinced that they were trying to...*

1. There were a lot of foreign guests at the conference that was held in May. 2. The first thing that attracted his attention was a big vase that was filled with beautiful roses. 3. We sat down on the ground that was covered with dry leaves. 4. I reached for the glass that was packed with people and moved to the table that was marked "Reserved". 6. Entering the station I saw a hurrying man who was followed by a porter. 7. They all had to obey the instructions that were given by the head clerk. 8. He acted on a plan that had been worked out a long time ago. 9. She didn't want to see him for reasons that have already been mentioned.

**Ex. 15. Translate the following sentences, using past participles.**

1. У него был очень испуганный вид. 2. Эта телеграмма пришла вместе с почтой, доставленной утром. 3. Я с трудом нес чемодан, набитый книгами. 4. Он ни за что не хотел тратить деньги, отложенные на поездку. 5. Метод, используемый этим рабочим, был подхвачен всеми. 6. У нее был взволнованный вид. 7. Он оглядел сад с довольной улыбкой. 8. Подходя к столу, он увидел письмо, адресованное ему. 9. Когда я вошел в
комнату, он собирал с пола кусочки разбитой чашки. 10. Хорошо одетый незнакомец сразу привлек наше внимание. 11. Вещи, которые были уже упакованы, лежали на полу около дверей. 12. Сделанный на заказ костюм сидел на нем очень хорошо.

Ex. 16. Read the situations, then write sentences using the causative form.

**Model:** The optician is testing her eyes. What is she doing? - She's having her eyes tested.

1. If he doesn't drive more carefully, the police will take away his licence. What will happen to him?
2. This time tomorrow an artist will be painting her son's portrait. What will she be doing?
3. Someone is cutting down the tree in our garden at the moment. What are we doing?
4. They can vaccinate your children against smallpox. What can you do?
5. She will hire someone to build a shed for her. What will she do?
6. The dentist is polishing Tom's teeth. What is Tom doing?
7. The police are towing away his car. What is happening to him?
8. Someone dry-cleans his suits every month. What does he do?
9. He has been paying a therapist to massage his back. What has he been doing?
10. Sally gets a hairdresser to dye her hair every month. What does she do?
Ex. 17. Change the sentences as in the model:

Model: Their wedding reception was organised by caterers. They had their wedding reception organised by caterers.

Ex. 18. Change sentences as in the model.

Model: Do you ask someone to type your essays? - Do you have your essays typed?

Ex. 19. Use the nouns in brackets and the verbs from the list, putting them in the causative form.
cut, do, develop and print, fill, install, repair, service, test, x-ray

The more you own, the more there is to go wrong. You invest in a new hi-fi system and in no time you have to (it) …get it repaired. You (a new washing machine) … and you have to buy expensive insurance to maintain it. You buy a car and need to (it) … regularly. You buy a camera and then spend a fortune (films) … . It’s not only things that need constant attention. How often we have to (our eyes) … , (our teeth) … and (our chests) … ! But I had to smile last time I went to (my hair) … . A bold voice in the window announced: “All our customers promptly executed!” You certainly wouldn’t need to (any jobs) … after that!

Ex. 20. Translate the sentences into English using the pattern ‘to have smth. done’.

Model: 1) Я делаю прическу в парикмахерской каждую пятницу. I have my hair done every Friday.

2) Здесь вам почистят пальто за одни сутки. Here you can have your coat cleaned overnight.
1. Вам надо отгладить и почистить костюм. 2. Мне надо сфотографироваться. 3. Здесь можно отдать в чистку плащ? 4. Вам не починят кран до понедельника. 5. Где вам шьют? 6. Где вам они это плаще? 7. У него украли документы в прошлом году. 8. Ей выкрасили кухню в светло-зеленый цвет. 9. Она сшила себе новое пальто. 10. Мне нужно сделать причёску.

SECTION 3

Russian equivalents of the Perfect Participle

<table>
<thead>
<tr>
<th>прочитав, когда прочитал, потому что прочитал (раньше)</th>
<th>HAVING READ</th>
<th>Having read this book I can tell you my opinion of it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>будучи предупрежденным, поскольку он был предупрежден</td>
<td>HAVING BEEN WARNED</td>
<td>Having been warned about the bandits, he left the valuables at home.</td>
</tr>
</tbody>
</table>
The Perfect Participle is used:

1. as an adverbial modifier. It emphasizes that the first action is complete before the second one starts: e.g. *Having read the letter, he tore it to pieces.* (The use of the Present Participle might give the impression that the two actions were simultaneous).

2. The Perfect Participle can be used instead of the Present Participle in sentences where one action immediately followed another with the same subject: e.g. *Tying one end of the rope to his bed, he threw the other end out of the window.* = *Having tied one end of the rope..., he threw the other end...*

3. The Perfect Participle is necessary when there is an interval of time between the two actions: e.g. *Having failed twice, he didn’t want to try again.*

4. It is used when the first action covered a period of time: e.g. *Having been his own boss for such a long time, he found it hard to accept orders from another.*

5. The Perfect Participle Passive is used when it is necessary to emphasize that the action expressed by the participle happened before the action expressed by the next verb: e.g. *Having been bitten twice, the postman refused to deliver our letters.*

Ex. 21. Join each of the following pairs of sentences, using different types of participles (present, past and perfect).

*Model. The children had nothing to do. They were bored.* – *Having nothing to do, the children were bored.*

1. I knew that he was poor. I offered to pay his fare.
2. She became tired of my complaints about the programme. She turned it off.

3. The criminal removed all traces of his crime. He left the building.

4. He realized that he had missed the last train. He began to walk.

5. He was exhausted by his work. He threw himself on his bed.

6. He had spent all his money. He decided to go home and ask his father for a job.

7. He escaped from prison. He looked for a place where he could get food.

8. She didn’t want to hear the story again. She had heard it all before.

9. They found the money. They began quarrelling about how to divide it.

10. She entered the room suddenly. She found them smoking.

11. I turned on the light. I was astonished at what I saw.

12. He offered to show us the way home. He thought we were lost.

13. He found his revolver. He loaded it. He sat down facing the floor.

14. She asked me to help her. She realized that she couldn’t move it alone.

15. He addressed the congregation. He said he was sorry to see how few of them had been able to come.

16. He thought he must have made a mistake somewhere. He went through his calculations again.

17. I have looked through the fashion magazines. I realize that my clothes are hopelessly out of date.

18. The tree had fallen across the road. It had been uprooted by the gale.

19. People were sleeping in the next room. They were wakened by the sound of breaking glass.

20. I knew that the murderer was still at large. I was extremely reluctant to open the door.

21. We were soaked to the skin. We eventually reached the station.
22. I sat in the front row. I used opera glasses. I saw everything beautifully.
23. One evening you will be sitting by the fire. You will remember this day.
24. I didn’t like to sit down. I knew that there were ants in the grass.
25. She believed that she could trust him absolutely. She gave him a blank cheque.
26. Slates were ripped off by the gale. They fell on people passing below.
27. The lion found his cage door open. He saw no sign of his keeper. He left the cage and walked slowly towards the zoo entrance.
28. The government once tried to tax people according to the size of their houses. They put a tax on windows.
29. I had heard that the caves were dangerous. I didn’t like to go any further without a light.
30. She wore extremely fashionable clothes. She was surrounded by photographers and pressmen. She swept up to the microphone.

Remember! Sometimes we can’t use a participle clause:

A) when there is a noun between the relative pronoun and the verb in the defining relative clause: e.g. The man **who Tim is meeting** for lunch is from Taiwan. The speed at **which decisions are made** in the company is worrying.

B) When the event or action talked about in the defining relative clause comes before the event or action in the rest of the sentence (except when the second event or action is the result of the first): e.g. The snow **which fell** overnight has turned to ice. (no change) – The snow **which fell** overnight has caused traffic chaos. (or The snow **falling** overnight has caused traffic chaos)
C) when we talk about a single, completed action in the defining relative clause: e.g. *The girl who fell over on the ice broke her arm.*

D) when the defining relative clause includes a modal verb other than will: e.g. *There are a number of people who should be asked.*

**Ex. 22. If possible, change the relative clauses to the participle clauses. If it is not possible, explain why.**

1. The people who are being asked to take early retirement are all over the age of 60.
2. The book that she wanted to borrow wasn’t available in the library.
3. The eye hospital has recently obtained new equipment which will allow far more patients to be treated.
4. The children who are being moved to another school all have learning difficulties.
5. The man who died in the accident came from Bulgaria.
6. An agreement has been signed to protect the forests which are being cut down all over the world.
7. I ran through the crowd of people who were hurrying to get to work.
8. If you know of anyone who would like to buy Maggie’s car, let me know.
9. The trees that were blown down in last night’s storm have been moved off the road.
10. The woman who visited us last week has sent us a present.

**Ex. 23. Read the text and combine the following sentences, using participle clauses. (sentences 3+4; 5+6 using *before*; 8+9; 10+11; 12+13 starting with *Despite*; 14+15)**

MAESTRO FOR THE MILLENNIUM
(1) Simon Rattle, born in Liverpool in 1955, is one of Britain’s most famous musicians and conductors. (2) He has changed the face of classical music in this country. (3) At a time when classical music was opening out to a new public, Rattle came along. (4) He caught the imagination of the public in a way no other British conductor of his generation has achieved.

(5) He worked with various symphony orchestras. (6) Then he joined the City of Birmingham Symphony Orchestra as principal conductor. (7) This was the start of a long and fruitful partnership. (8) He turned down offers from other orchestras at home and abroad. (9) He concentrated instead on transforming the CBSO’s standing and international reputation. (10) In partnership with Birmingham City council, he led the CBSO from the Victorian Town Hall to its ultramodern new concert hall in the International Convention Centre. (11) Thus he decisively expanded the classical music audience of the city.

(12) Rattle left his full-time post with the CBSO in 1998 and handed over the reins to his successor, Sakari Oramo. (13) Despite this, he returns regularly as guest conductor. (14) He also works with a number of other orchestras. (15) He divides his time between Birmingham, Vienna and Berlin.

Ex. 24. Improve this story, using present, perfect or past participle clauses to combine the ideas where possible.

Sarah had lost her compass and didn’t know which way to go. She looked up into the night sky and searched for the Pole star to find out which way north was. She was tired out as she has been walking all day. She decided to stop for a short rest. After a few minutes she felt better. She picked up her rucksack and set off again. She had not expected to get lost so she had not taken much food. She felt very hungry but she kept on going. She walked for two hours. Then she saw the lights of the Youth Hostel. She felt very relieved and quickened her pace.

Ex. 25. (to be done orally). Give a short account of something interesting that happened to you once, for example: a diffi-
cult journey, an unusual incident in the street, a memorable holiday. Include as many participles as you can.

Ex. 26. Read the text and paraphrase the sentences where possible using participle patterns, infinitives and gerunds.

MANAGERS UNDER FIRE

James Sullivan leaves home at 7 a.m. for his office in the City of London and returns every night just after 9 p.m. He is in his early forties and has three children who are aged eight, six and two. He fears that if he doesn’t work so hard he will lose his £90,000 a year job. But if he continues to put these hours in, he may lose his wife and his children. He is an unhappy and unwilling workaholic and he knows that these long hours threaten a happy family life.

Experts have warned that heavy workloads are pushing marriages towards divorce and turning the offspring of wealthy parents into deprived children. Research has shown that British managers work an average of 55 hours a week, in blatant disregard of their contracts, which specify between 35 and 40 hours. A survey of two hundred directors last year showed that nearly half started work before 8 a.m., and a quarter were still working after 6:30 p.m. About two-thirds worked at least one weekend in four, and more than a half found that they couldn’t take their full holidays.

Most middle managers have taken on new tasks because layers of management have disappeared and there are fewer people to do the work. In many companies there are half the number of managers as before, who are paid twice as much and expected that they will be three times as productive. It leads to stress. When a man gets home, he feels very stressed and has little left that he can give. He is often too tired and can’t talk to his wife. What makes matters worse is that more than two-thirds of managers have wives who work, and the day may have been equally stressful for them.

A) Answer the questions:
1. According to the writer, why are there so many people suffering from overwork?

2. What types of problems are caused by heavy workloads?

3. Can you suggest any solutions?

B) Write an essay about the situation in your country. Try to use as many participle and infinitive constructions as possible.
SECTION 4

Misrelated participles

A participle is considered to belong to the noun/pronoun which precedes it: e.g. *A man carrying a large parcel got out of the bus.*

Note that the participle may be separated from its noun/pronoun by a main verb: e.g. *Jones and Smith came in, followed by their wives.*

If there is no noun/pronoun in this position the participle is considered to belong to the subject of the following main verb: e.g. *Stunned by the blow, Peter fell heavily. (Peter had been stunned.)*

If this principle is disregarded confusion results; e.g. *Waiting for a bus a brick fell on my head* makes it appear that the brick was waiting for a bus, which is nonsense. The above sentence should be rewritten *As I was waiting for a bus a brick fell on my head.*

Other examples of misrelated participles:

*When using this machine it must be remembered...*
Correct form:
*When using this machine you must remember...*

*Believing that I was the only person who knew about this beach, the sight of someone else on it annoyed me very much.*
Correct form:
*As I believed I was the only person...*  
*or Believing I was the only person on the beach, I was annoyed by the sight of someone else.*
Ex. 27. Correct the sentences containing misrelated participles. Sometimes only a change of order is required.

Model: When carrying a gun it should never be pointed at anyone. – When carrying a gun you should never point it at anyone.

1. When leaving a car in this car park the brakes must be left off.
2. Wading across the river, the current swept me off my feet.
3. When filing a tank with petrol naked lights should be extinguished.
4. Running into the room, a rug caught her foot and she fell.
5. Reading a letter the second time, the meaning became clearer.
6. When planting these flowers care must be taken not to damage the roots.
7. Knowing me to be the fool of the family, the news that I had won a scholarship astonished him.
8. When paying by cheque, a bank card must be shown.
9. Believing that his last hour had come, his hands began to tremble.
10. Passing under a ladder, a pot of paint fell on his head.
11. Leaving the cinema, it seemed to him that the film had been exceptionally bad.
12. Having paid my taxes, the amount left in the bank is hardly worth mentioning.
13. Writing my name in the hotel register, a familiar voice attracted my attention.
14. Tied to a post, the sea was tossing the boat up and down.
15. Misunderstanding the question, the wrong answer was sent in.
16. When driving carelessly it is easy to have an accident.
17. Pinned to the door by a knife, the man saw a notice.
18. Written in large letters they read the words “No Entry”.
19. While cleaning his gun it went off unexpectedly.
20. Wondering where to go, an advertisement caught his eye.
21. Rushing out of the house, a lorry knocked me over.
22. Sitting by the fire, it all comes back to me.
23. Falling from such a height, we thought we would never survive.
24. When changing a fuse the electricity should first be switched off.
25. Towed behind the car, I saw a trailer with a boat on it.
26. While sitting at the foot of a cliff a stone fell on him.
27. Driving to work, the traffic jams infuriated him.
28. Dropped by parachute, the country seemed entirely unfamiliar.
29. Sitting in the dentist’s chair, an idea suddenly occurred to me.
30. Weakened by his last illness, I felt sure that another winter in this country would kill him.
## SECTION 5

### The Absolute Participial Construction

It is a construction in which the participle has the “subject” of its own. This subject is **not** the subject of the sentence.

- *e.g. The letter *having been written*, he went to post it.*
  - Письмо было написано, и он пошел на почту отправить его.

*The room being dark, I couldn’t see him.*
  - Так как в комнате было темно, я не видел его.

Though formally independent of the sentence the absolute construction is a logical adverbial modifier of time, cause, condition and is rendered in Russian by means of an adverbial clause *(так как, хотя, когда, после того, как…)*

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**Ex. 28. Translate the sentences from English into Russian paying attention to the absolute participial construction.**

1. Many men preceded Newton in the field of mechanics, perhaps the most outstanding being Galileo.
2. Red phosphorus being a more stable form, its reactions are much less violent.
3. The fuel exhausted, the engine stopped.
4. Probably the first metals used by man were gold, silver, and copper, these metals being found in nature in the native or metallic state.
5. Electrons moving through a wire, electrical energy is generated.
6. Mars has two satellites, Deimos ("Horror") and Phobos ("Fear"), both discovered during the favourable opposition of 1877.
7. A magnet being broken in two, each piece becomes a magnet with its own pair of poles.
8. Many technical and scientific problems having been solved, the first space flight could be realized.

9. An electron leaving the surface, the metal becomes positively charged.

10. The plant supplied with good raw materials, the quality of products has been much improved.

**Ex. 29. Replace the clauses with the Absolute Participial Construction.**

*Model:* As the book was translated into Russian, it could be read by everybody. - The book being translated into Russian, it could be read by everybody.

1. As we were given dictionaries, we managed to translate the article easily.
2. As soon as I have done my homework, I shall go for a walk.
3. As soon as I have bought the book, I shall begin reading it.
4. As there was a severe storm at sea, the steamer couldn't leave the port.
5. As it was Sunday, the library was closed.
6. As the weather was fine, they went for a walk.
7. As the Professor was ill, the lecture was put off.

**Ex. 30. Make up sentences or situations, using the following phrases.**

The weather being unusually hot, the situation being urgent, the experiment proving fruitless, there being no witnesses, the inspection revealing new details, the circumstances being favourable, it being rather frosty, such being the state of things, there being no way out, her mind turning again to business.
Ex. 31.
A) Complete the text with different forms of verbals.

TEENAGE TV ADDICTS PRONE TO CRIME

Teenagers who watch more than four hours of television a night are more prone to crime, drug-taking and (become) isolated from society, according to the recent research. The warning followed publication of a report which found that TV addicts – those (spend) at least four hours a night in front of the television – are more likely (have) anti-social attitudes, (get) on badly with their parents and (feel) disillusioned. The researchers said that these youngsters developed spectator mentalities (prevent) them from (take) an active part in life.

Of the 20,000 teenagers aged between 13 and 15 who participated in the survey, more than a quarter said they watched at least four hours a night. After (compare) their answers with those of the other respondents, the researchers said that their findings showed a (disturb) picture. Almost 50 per cent of the addict group dismissed school as (bore) compared with fewer than 30 per cent of those (watch) less television. TV addicts were also happier (accept) that they might be unemployed after (leave) school and more than 20 per cent would prefer (stay) idle rather than (have) a job they didn’t like. More than one in ten condoned (shoplift), compared with one in twenty other teenagers, while one in five regarded graffiti as acceptable. TV addicts were also more tolerant of drug-taking.
B) Make statements about the matter using different participle patterns.

Model. Teenagers watching more than four hours television are more prone to crime.
The published report found that those addicted to TV are more likely to have anti-social attitudes.

C) Do you agree with the ideas expressed in the article? Can you give any examples from your own experience that would support these ideas?

Ex. 32. Translate the following sentences into English using different forms of participles and participle patterns.

1. Подвергая сомнению эту теорию, вы вынуждены будете отвечать за последствия своих поспешных выводов.
2. Землетрясение, унесшее сотни жизней, оказалось самым разрушительным за последние 10 лет.
3. Они решили навсегда уехать из города, спасая свою жизнь.
4. Жители, которые подвергались опасности наводнения, были немедленно эвакуированы.
5. Статья, опубликованная во вчерашней газете, привлекла всеобщее внимание.
6. В конце концов конкурирующие фирмы пошли на ценовое соглашение.
7. Скандал, вызвавший столько шума, закончился ничем..
8. Странно, что никто не заявил своих прав на потерянный бумажник.
9. Обратившись к ним за информацией, он рисковал своей репутацией.
10. Близнецы были очень похожи, и было очень трудно отличить одного от другого.
11. Утро было туманным, и трудно было что-либо рассмотреть.
12. Будучи выдающимся ученым, он считал личную жизнь несущественной.
13. Я не позволю ему распоряжаться семейными деньгами.
14. Он потратил очень много денег на модернизацию производства.
15. Он пренебрег нашими советами и поэтому теперь несет всю ответственность.
16. Обратившись к директору по поводу условий труда, рабочие получили отказ.
17. Вероятнее всего, что она провалится на экзамене, поскольку она к нему не готовилась.
18. Когда он ушел, они обсуждали бюджет на следующий год.
19. Поскольку его предупредили о превышении кредита в банке, он решил занять деньги у своего брата.
20. Будучи хорошо обеспеченной, Джейн никогда не работала.
HAPPY WORKERS ARE INCREASINGLY THE KEY TO SUCCESS, BUT THIS IS STILL WIDELY IGNORED

The award for the most dismal attempt at employee motivation in recent years must go to Neal Patterson, chief executive of Cerner Software.

In an e-mail entitled “Fix it or changes will be made” he told managers that he planned to increase productivity at the company’s headquarters by introducing a “clocking-on/clocking-off” procedure, closing the gym during working hours, cutting 5 per cent of the workforce and suspending all promotions.

You don’t need to be well versed in organisational psychology to see that such tactics are unlikely to succeed. This kind of management may produce “movement” in the short term but it will not result in the motivation required for sustained results.

Many companies behaving in a similar fashion, examples of such callous, small-minded and thoughtless management can be found on plenty of internet sites. The economic downturn has made matters worse: clumsily handled dismissals, intense pressure to perform, less feedback, fewer incentives.

Not surprising? Well, students of management have for 40 years been collecting data to show that treating people well leads to improved productivity, profits and stock market value.

“There are probably 100 studies out there showing that you get a 30 to 40 per cent productivity and profit advantage by treating people in the right way,” says Jeffrey Pfeffer, professor of organisational behaviour at Stanford business school.

The list of best practices included incentive plans, regular performance appraisals, extensive training and promotion based on merit rather than seniority. Companies implementing such practices appeared substantially to outperform those using only a few.

With such convincing evidence on hand, why do companies continue to treat people in ways that are not only painful for individuals but also damaging to their own long-term performance?
“The fundamental reason is that people have not changed their mindset,” says Prof. Pfeffer. “If you look for success in the wrong places you will not find it.”

Is this the fault of business schools for mis-educating modern managers? Says Prof. Pfeffer: “Before I would blame business schools I would blame business journalists. They contributed mightily to the cult of celebrity CEOs and the idea that you can achieve success through these quick fixes.”

Fortunately, it is still possible to find companies paying more than lip-service to the idea that people are their most important asset.

**B) Make statements about the matter using different participle patterns.**

*Model.* Introducing a “clocking-on/clocking-off” procedure, Neal Patterson planned to increase productivity.

The data collected by the students of management show that treating people well leads to increased productivity.

**C) Express your own point of view on the problem touched upon in the article.**