

**ALFA BK UNIVERZITET  
FAKULTET ZA STRANE JEZIKE**

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# **Translation Practice Book 1**

**– Praktikum za vežbe prevođenja 1 –**

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**Translation Practice Book 1**  
**Praktikum za vežbe prevođenja 1**

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## Introduction

*Translation Practice Book 1* is designed for university students who for the first time, at an elementary level, face translation as a set of techniques and a field of study in itself. The approach to translation is based on Paul Ricoeur's definition of translation as presentation of an identical content in a different way, in other words, and in a different language. In light of this, the focus of the *Practice Book* is on **identifying and analysing different features of style** (whereby style is similarly understood as the possibility of expressing the same thing in a variety of ways) – decoding style, perhaps, and then encoding it in the other (English or Serbian) language, with a little help from **several basic translation techniques and strategies** that are outlined in the Book.

This is why this *Practice Book*, apart from a selection of texts for translation with accompanying questions, also contains a number of exercises that are on the surface not so readily linked with the process of translation. Beneath the surface, however, they certainly are. Reading comprehension questions are necessary in order to perfectly understand the meaning of the text; sentence transformation exercises (without a particular or guided focus on grammar) are crucial to the ability of rendering the same thing in different words; knowledge of the parts of speech and basic grammar<sup>1</sup> is required in order to grasp how translation techniques and strategies work. Lexical exercises in the *Book* are focused mostly on those segments that might pose a problem in translation, such as idioms or collocations, and whatever writing exercises this *Practice Book* contains aim at improving the student's fluency in English, for perfect knowledge of both Serbian and English is, after all, required for successful translation.

The *Practice Book* covers the following topics and corresponding vocabulary: appearances and ambitions, behaviour and relationships, culture and customs, tourism and travel, as well as the writing of formal letter, descriptive and argumentative essay, biography and diary. It contains texts of different genres and from different media so as to include spoken or poetic language too. It should be used with other referenced sources, particularly as listed in the Bibliography and Further Reference section. Key to all exercises is available in a separate document.

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<sup>1</sup> Basic grammar includes: use of articles, uncountable and countable nouns, plural of nouns, genitives, sequence and comparison of adverbs and adjectives, modal verbs, present simple tense, present continuous tense, present perfect tense, past simple tense, past continuous tense, past perfect tense, ways of expressing future.

## Uvod

*Praktikum za vežbe prevođenja 1* namenjen je studentima anglistike koji se po prvi put i na osnovnom nivou susreću sa prevođenjem kao skupom tehnika i zasebnim poljem izučavanja. Pristup prevođenju u *Praktikumu* zasnovan je na definiciji prevođenja Pola Rikera, koji prevođenje vidi kao predstavljanje identičnog sadržaja na drugačiji način, drugim rečima i na drugom jeziku. Ako to imamo u vidu, *Praktikum* se fokusira na **identifikovanje i analiziranje različitih osobitosti stila** (pri čemu pod stilom, slično kao i pod pojmom prevođenje, mislimo na mogućnosti izražavanja iste stvari na različite načine) – možemo čak reći, na dekodiranje stila i njegovo enkodiranje u drugom, engleskom ili srpskom, jeziku – uz oslanjanje na **opise nekoliko osnovnih prevodilačkih tehnika i strategija**.

Zbog toga ovaj *Praktikum*, pored odabranih tekstova za prevod i pratećih pitanja, takođe sadrži i više vežbanja koja na prvi pogled nije tako lako povezati sa procesom prevođenja. Pažljiviji pogled, međutim, ukazuje na to da i te kako jesu. Pitanja vezana za razumevanje pročitanoog teksta neophodna su kako bi se značenje teksta savršeno dobro shvatilo; vežbe rečeničnih (i rečnih) transformacija (bez jasnog i uskog fokusa na određenu gramatičku jedinicu) ključne su za sposobnost izražavanja istog sadržaja različitim rečima; poznavanje vrsta reči i osnovne gramatike<sup>2</sup> nužno je kako bi se dobro razumelo funkcionisanje prevodilačkih tehnika i strategija. Leksičke vežbe u *Praktikumu* fokusirane su uglavnom na one segmente koji bi mogli biti problematični u prevođenju, kao što su idiomi i kolokacije, a vežbe pisanja koje *Praktikum* sadrži imaju za cilj unapređenje tačnog znanja engleskog kod studenata jer savršeno poznavanje i srpskog i engleskog je, na kraju krajeva, neophodno za uspešan prevod.

*Praktikum* pokriva sledeće teme i njima pripadajući vokabular: izgled i ambicije, ponašanje i odnosi, kultura i običaji, turizam i putovanje, kao i pisanje formalnog pisma, opisnog i argumentativnog eseja, biografije i dnevnika. *Praktikum* sadrži tekstove različitih žanrova i u različitim medijima, tako da uključuje i govorni i poetski jezik. Trebalo bi ga koristiti zajedno sa izvorima navedenim u odeljku sa bibliografijom i upućivanjem na dodatnu literaturu. Ključ za sva vežbanja dostupan je u zasebnom dokumentu.

Tijana Parezanović

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<sup>2</sup> Pod osnovnom gramatikom misli se na upotrebu članova, brojivost/nebrojivost i množinu imenica, genitive, redosled i poređenje prideva i priloga, modalne glagole i vremena: sadašnje prosto, sadašnje trajno, sadašnje svršeno, prosto prošlo, prošlo trajno, prošlo svršeno, kao i na načine izražavanja budućnosti.

## The Basics: Parts of Speech

*What are they, how many are there, and how do we tell them apart? Here we shall also revise some basic grammar.*

Parts of speech (also known as *word classes*) are categories of words in respect of the position and function these words have in a sentence. Basic categories include nouns, articles, pronouns, numbers, adjectives, prepositions, adverbs, verbs, and conjunctions.

**Nouns (n.)** usually refer to people, places, things; they are most often subjects, objects, or predicatives. According to what they refer to, nouns can be **proper** (*Belgrade, Penelope, Trafalgar Square*) and **common** (*dog, square, city, cousin*). Proper nouns refer to unique people or things, so they are uncountable and have no plural form. Common nouns can be countable or uncountable, and they can have either singular or plural form.

*Q1: How do we form plural in English? What are the exceptions to the basic rule? Which nouns have irregular plural?*

According to what they refer to, nouns can further be **abstract** (*love, passion, sympathy, anger, music, advice, knowledge*), **material** (*milk, honey, sand, paper*), **collective** (*team, board, government*). Abstract and material nouns are uncountable and always singular. Collective nouns can be plural.

*Q2: Some uncountable nouns can also be used in plural with a different meaning. For example: what is the difference between **paper** and **papers**? Can you think of any other similar examples?*

*Q3: How do we make uncountable nouns countable? For example, we can say **a grain of sand**. What can we do with the following nouns: **luggage, advice, money, bread, furniture, wine, cheese, soap, hair, paper**? How can we translate them?*

*Q4: The verb we use with the collective nouns can be either singular or plural. For example, we can say both: **Our team has won** and **Our team get drunk every time they win**. What is the difference?*

Nouns in English have three cases: nominative (this is the basic form), accusative (the form is the same as nominative), and genitive. Genitive can be **Saxon**, **Norman**, and **double** (Saxon and Norman combined). This is a possessive form – it denotes belonging. We form the Saxon genitive by adding an apostrophe and *s* for singular nouns (to the noun to which something belongs) and just an apostrophe for plural nouns.

***NB:** Be careful to differentiate between plural and Saxon genitive when writing a dictation.*

In the Norman genitive, belonging is expressed with the “of phrase.” For example: *my friend’s house* (Saxon singular), *my friends’ house* (Saxon plural), *the house of my friend* (Norman singular), *the house of my friends* (Norman plural). The Saxon genitive is usually used to express that something belongs to people, and the Norman genitive usually expresses belonging to an object.<sup>3</sup>

These are some of the more common suffixes that we can add to verbs to form nouns:

**-ance, -ence:** acceptance, admittance, difference (these suffixes can also be added to adjectives, e.g. elegance, negligence)

**-ion, -(a)tion, -sion:** extension, devotion, subscription, realization, admission

**-ment:** encouragement, accomplishment, improvement, engagement, embarrassment

**-age:** package, baggage, storage

**-al:** refusal, denial, proposal, arrival

**-ure:** departure, failure, pressure

To adjectives we can add the suffixes

**-(i)ty:** majority, property, intensity, difficulty, ability, probability

or **-ness:** harmfulness, viciousness, carelessness

There are also suffixes that have a certain meaning, such as **-er:** teacher (someone who teaches), employer (someone who employs), or **-ee** (someone who is employed; this is the passive meaning).

To make nouns with negative meaning, we can add prefixes such as:

**dis-:** discouragement, disuse (the state of not being used)

**mis-:** misunderstanding, misuse (the state of being used in a wrong way),

or others such as **anti-**, **counter-**, **a-**, etc. (which can also be used with other parts of speech – not only nouns).<sup>4</sup>

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<sup>3</sup> For more information on the form and use of genitives, you can visit [www.wallstreetenglish.com/blog/english-possessives-the-saxon-genitive/](http://www.wallstreetenglish.com/blog/english-possessives-the-saxon-genitive/).

<sup>4</sup> Make sure to visit and use this website: [www.grammar-quizzes.com/noun-forms.html](http://www.grammar-quizzes.com/noun-forms.html).

**Pronouns (pn.)** are used to replace nouns in sentences. They are not used next to nouns, but instead of nouns! Pn. + n. combination is not possible in English!

Pronouns can be:

- **personal.** These can further be subject pronouns (*I, you, he, she, it, we, they*) and object pronouns (*me, you, him, her, it, us, them*). In most cases they have different forms; only you and it have the same form as subject and object pronouns. This means that you can only decide from their position and function in a sentence if they are the former or the latter.
- **possessive:** *mine, yours, his, hers, its, ours, theirs.*
- **reflexive:** *myself, yourself, herself, himself, itself, ourselves, yourselves, themselves.*<sup>5</sup>
- **reciprocal:** *each other, one another.* Traditionally, *each other* refers to two people and *one another* to more than two, but the rule is not strictly followed.
- **indefinite:** *someone, somebody, something, anyone, anybody, anything;* also *some* and *any* when they are *not* followed by a noun
- **universal:** *everybody, everyone, everything;* also *all* and *each* when they are *not* followed by a noun
- **negative:** *nobody, no one, nothing.* There is no double negation in English (as there is in Serbian), so we always use the affirmative form of verbs with these pronouns. For example: No one talked to me.
- **relative:** *that, which, who, whose, whom.* Relative pronouns introduce **relative clauses**. *who, whose, whom* refer to people; *which* refers to objects; *that* can refer to both.
- **interrogative:** *who, what, which, where, why, how.* They introduce questions.
- **demonstrative:** *this* (closeness, singular), *these* (closeness, plural), *that* (distance, singular), *those* (distance, plural). Demonstrative pronouns have the same form as demonstrative adjectives. We differentiate them as follows: demonstrative pronouns stand on their own; demonstrative adjectives are followed by a noun!

**Q5:** *Reflexive pronouns are usually used as objects when the subject is the same as the object. For example, we might say: **I am amusing myself with some films.** Can you think of an example when we should not use the reflexive pronoun in such situations? Sometimes, reflexive pronouns are used for emphasis. For example: **I repaired the machine myself.** How should we translate the reflexive pronoun in each of the cases?*

**Q6:** *What part of speech is **both**? For example, in these sentences: **Both sisters were successful** and **Both were successful**?*

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<sup>5</sup> Note on the use of reflexive pronouns: [learnenglish.britishcouncil.org/english-grammar-reference/reflexive-pronouns](http://learnenglish.britishcouncil.org/english-grammar-reference/reflexive-pronouns).

Q7: Determine what part of speech **who** is in the following sentences: *Who are you?* and: *The man who called this morning is my friend.*

**Numbers (num.)** express how many of something there is (**cardinal numbers**) or the order of things (**ordinal numbers**). If numbers are compound, such as *twenty-one* or *twenty-first*, we use a hyphen (-). Numbers are followed by nouns, or adjective + noun. They can also be followed with preposition *of* + object pronoun.

Q8: How are ordinal numbers formed?

Q9: The difference an article can make. What is the difference between *The two of them went on a picnic* and *Two of them went on a picnic*?

Ordinal numbers are always used with the definite article (*the*). After ordinal numbers we usually use the Present Perfect Tense: *This is the first time I have done this* (the use of the Present Perfect Tense here refers to experience).

Q10: What parts of speech are words such as **hundred, thousand, million**. For example, in the following sentences: *Belgrade has a population of two million (people)* and *There are millions of people in Belgrade?* In which sentence is the numeral (more or less) precise? What does the fact that the form used in the second sentence is **millions** – with the final **s** – indicate?

Q11: What do we call the four mathematical operations in English? How will you translate the following: *forty-seven divided by eleven equals four, with three remaining?*

## Translating punctuation

**NB:** When writing decimal numbers in English, we use a point: 3.14 (in Serbian, we use a comma: 3,14). When separating groups of digits (periods) in large numbers, we use commas in English (3,000,000 – three million) and points in Serbian (3.000.000).

**Articles (art.)** are words used before a noun to specify its grammatical definiteness. In English there is the **definite article** (*the*) and **indefinite article** (*a/an*). *an* is used instead of *a* if the word after the article is pronounced with the initial vowel (*an hour, an inadequate tip, an instant*). *a* and *an* can only be used with singular nouns!!! People sometimes also speak of **zero article**: this refers to the situations in which you should not use any of the articles. Articles are always followed by nouns, or adjective + noun.

There are many specific rules concerning the use of the definite and indefinite article. To name some:

- **the** is used with ordinal numbers and superlative form of adjectives, with *only* and *same* (it is always *the only*, *the same*): *I want to paint you so that that picture will be **the** finest thing I've ever done.*

**NB:** *With superlatives we usually use Present Perfect Tense.*

- rule of thumb is that the definite article is used to denote something that is specified, **clearly defined** (either syntactically – when it has already been mentioned in the sentence or the text, or by its meaning – when the speakers know exactly what is being referred to) or **unique**. Indefinite article is used when something is referred to for the first time and can sometimes have the same meaning as “some, any, one.”

**Q12:** *How, if at all, do we translate articles in Serbian, in which there are no articles? For example, what could we do in the following sentences:*

- *I suppose I might say that for **the** next few weeks we were very happy. But happiness isn't quite **the** word.*
- *He told me that he wanted me to come down to Devonshire – he'd got **the** very place there that he wanted for a background.*
- *From each of his hip pockets he fished **a** flask and laid it on the table before me.*
- *I had scarcely started before **a** man came up to me and asked me if he was right in thinking my name was so and so.*
- *Her eyes rested for an instant on **the miserable tip** I left for the waiter.*

**Q13:** *How do the English articles and Serbian (somewhat obsolete and only recognizable in the adjectives of masculine gender) aspect of adjectives correlate?<sup>6</sup> In the following example, are we going to translate **humorous** as **vickast** or **vickasti**?*

*You're quite **a** humorous man!*

**Q14:** *How would you translate the following sentences into English? Both **neki** and **jedan** denote indefiniteness, but is there any difference between the two?*

- *Volela bih da upoznam **nekog** hirurga iz Švajcarske.*
  - *Volela bih da upoznam **jednog** hirurga iz Švajcarske.*
- indefinite article is used to state someone's profession, or otherwise define someone. This is frequently the case in sentences formed with the subject, the verb *to be*, and a complement to the verb, such as: *Foyot's is **a** restaurant at which the French senators eat.*

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<sup>6</sup> Određeni i neodređeni pridevski vid: [www.pismenica.rs/gramatika/odredjeni-i-neodredjeni-vid-prideva/](http://www.pismenica.rs/gramatika/odredjeni-i-neodredjeni-vid-prideva/)

- indefinite article is used with fractions (*a third, a fifth, a half*), large numbers (*a thousand miles*), quantifying nouns (*a pack of cards*), possessive pronouns (*a book of mine*), or to replace *per* (*fifty miles **an/per** hour*).

**Q15:** *What is the difference between saying **little** and **a little**? What is the difference between saying **few** and **a few**? With what kind of nouns do we use **little**, and with what kind do we use **few**?*

**Q16:** *How will you translate the following sentence: **Few** men learn this until they are too old to make it of any consequence to a woman what they say.*

- definite article is used when there are descriptive phrases following the noun, such as phrases beginning with *of*, or relative clauses: *Then came **the** question of drink. They had **the** blush of an innocent girl; they had **the** rich tone of an Italian landscape. The fact is, you ruin your palate by all **the** meat which you eat.*
- definite article is used with adjectives to transform them into nouns, for example, nationality adjectives: *British – britanski; the British – Britanci*. The nouns thus created refer to classes of people (*the poor, the rich*).
- definite article is also used with some common nouns to represent a whole class (*the lion*).
- definite article is used with the names of body parts: *He took me by **the** shoulders and turned me towards the light and looked me over*. Alternatively, we can use possessive adjectives: *He took me by **my** shoulders*. **Such adjectives are not translated into Serbian.**
- some geographical names (all are proper nouns) require definite article, and some are used without any article (or, with the so-called “zero article”). Zero article appears with cities, countries, continents, mountains (*Paris, Luxembourg, Europe, Mount Everest*). There are exceptions, however (*the Hague*), and geographical names in plural form usually require the article (*the Netherlands, the Balkans, the Alps*). The definite article is also used with the names of rivers, seas, and oceans (*the Thames, the Mediterranean, the Pacific*), as well as with official names such as *the Czech Republic*.

**Prepositions (prep.)** are followed by nouns or pronouns, and they express the relation of these nouns to another word in the sentence. Prepositions include the following words: *in, at, on, for, with, without, by, from, to, towards, despite, etc.*<sup>7</sup>

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<sup>7</sup> See more about prepositions expressing movement and transportation here: [languageavenue.com/learn-english/intermediate-english/intermediate-grammar/item/prepositions-of-travel-and-movement](http://languageavenue.com/learn-english/intermediate-english/intermediate-grammar/item/prepositions-of-travel-and-movement)

Q17: *In, at and on have special use for time and place reference.<sup>8</sup> Which of these prepositions should you use before:*

- \_\_\_\_\_ *one o'clock*
- \_\_\_\_\_ *Sunday*
- \_\_\_\_\_ *the evening*
- \_\_\_\_\_ *October*
- \_\_\_\_\_ *2020*
- \_\_\_\_\_ *Christmas*
- \_\_\_\_\_ *home*
- \_\_\_\_\_ *Helen's (house)*
- \_\_\_\_\_ *London*
- \_\_\_\_\_ *university*
- \_\_\_\_\_ *the corner of King's Street*

Q18: *What is the difference between **in the end** and **at the end**?*

**Adjectives (adj.)** are used before nouns to express the quality of these nouns. Adjectives can be:

- **indefinite:** *some, any, many, much, most, several, few, little, each, other, another, every* (also: **universal**), *no* (also: **negative**), *which* (can also be **interrogative**, in interrogative sentences). Remember that *any* is used in negative and interrogative sentences; *some* is used with the same meaning in the affirmative ones. *Every* requires a singular noun and verb in the third person singular (*Every cat meows.*). *Much* and *many* are rarely used in the affirmative sentences (*a lot of* is used instead). *Much* is used with uncountable nouns; *many* is used with countable nouns.
- **possessive:** *my, your, his, her, its, our, their*
- **demonstrative:** *this, that, these, those* (they are used in the same way as demonstrative pronouns but always followed by a noun)
- **descriptive.** This is the largest group. Descriptive adjectives 1) have comparison, and 2) have to be distributed in the sentence in a certain order.

Descriptive adjectives are usually formed when the following suffixes are added to nouns:

**-y or -ly:** *lovely, likely, unlikely, friendly, messy, spooky, healthy*

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<sup>8</sup> For more details see [www.onestopenglish.com/grammar/grammar-reference/nouns-and-phrases/prepositions-of-time-and-place-article/152825.article](http://www.onestopenglish.com/grammar/grammar-reference/nouns-and-phrases/prepositions-of-time-and-place-article/152825.article).

- ful**: beautiful, harmful, wonderful, healthful, thoughtful
- less**: helpless, measureless, thoughtless (-less has a negative meaning)
- ish**: hellish, babyish (similar to hell or a baby); British, Cornish (belonging to Britain, Cornwall), fiftyish, yellowish (approximately fifty or yellow)
- ese**: (nationality adjective): Lebanese, Japanese, Portuguese, Guyanese, Burmese
- (i)ous**: mischievous, ambitious, dangerous, adventurous
- ic(al)**: magic(al), classic(al), economic(al) (there are usually differences in either meaning or usage)
- (i)al: special, spectral, normal, musical, industrial
- ary**: customary, momentary
- able and -ible** are added to verbs: reliable, readable, available, visible, breakable (meaning: that can be relied on, read, used, seen, broken)

*Q19: What is the difference between **economic** and **economical**?*

Comparison is the category of adjectives by which we determine to what degree the quality is present. This degree can be **comparative** or **superlative**.

*Q20: How do we form the comparative and superlative forms of monosyllabic adjectives such as **tall**? What happens to polysyllabic adjectives such as **complex**?*

*Q21: What are the comparative and superlative forms of **good, well, bad, ill, far, little, much, many, old**? What is the difference between **further** and **farther, elder** and **older**?*

There are some special forms of the comparative degree. We can, for example, use two comparatives with the definite article: *The more, the better* (*Što više, to bolje*).

When there are two or more descriptive adjectives preceding a noun, they have to put in a defined order. This is called the order of adjectives. The order is as follows:

<b>10 is closest to the noun</b>	describing...	example
1	<i>these are numbers and indefinite adjectives</i>	two, ten, several
2	opinion	unusual, lovely, beautiful
3	size	big, small, tall
4	physical quality	thin, rough, untidy, hot
5	shape	round, square, rectangular

6 age	young, old, youthful
7 colour	blue, reddish, pink
8 origin	Dutch, Japanese, Turkish
9 material	metal, wood, plastic

10 frequently present participles – purpose                      sewing, cooking, cleaning

**Q22:** *If a cat is **fat**, **grumpy**, **yellow**, **Persian**, **round**, and **old**, how will you order these adjectives in a sequence?*

**Q23:** *What parts of speech are the words in bold?*

- ***Some** people are happy, and **some** are not.*
- *I like **these** shoes; I don't like **those**.*

**NB:** *the difference between **last** and **the last**, **next** and **the next**. For example, **last year** is the previous calendar year (*prošla godina*). **Last year** requires that we use the Past Simple Tense. **The last year** is 12 months up to now (*poslednja godina*). It requires that we use the Present Perfect Tense. What about **the next year** and **next year**?*

**Conjunctions (conj.)**, similarly to prepositions, are used to form a connection between two or more clauses (parts of a sentence that have their own subject and predicate). They can be **coordinating**: *and, but, or*, and **subordinating**: *if, unless* (condition), *since, as, when, while* (time/cause), *because* (reason), *until, after, before* (time). Many of them can also be prepositions, depending on the position they take in a sentence. For example:

- Look around **as** you walk down that street. (this is a conjunction because it introduces an independent part of the sentence – a clause)
- **As** a tourist, you should try and see as many things as possible. (this is a preposition because it is followed by a noun; the second *as* and the third *as* are adverbs)

**NB:** *As prepositions, **as** and **like** are very similar – they both denote similarity. But they are different. If you say that someone acts **like a boss**, the person is just similar to a boss, or bossy, and not really a boss. If you say that someone acts **as a boss**, that means that the person really is a boss and acts accordingly.*

**Adverbs (adv.)** describe how, when, why, where an activity is performed or a state experienced.

If they describe how something is done or experienced, they are called **adverbs of manner**. Adverbs of manner are usually formed when suffix -ly is added to an adjective (although some adjectives, such as *friendly*, can also end in -ly): *marvellously, stupidly, steadily, interestingly*. If the adjective ends in -ic, the adverb is formed with the suffix -ally: *tragically, fantastically*. (only -ly is pronounced). There are some exceptions to that, too, such as *publicly*.

Adverbs of manner can be compared in the same way as adjectives: they have the comparative and superlative degree. The former (comparative) is formed with *more*; the latter (superlative) with *most* (without the article) – which makes sense because all adverbs are polysyllabic: *possibly – more possibly – most possibly*.

If adverbs describe when something is done or experienced, they are called **adverbs of time**: *yesterday, soon, today*. Among them, there are also **adverbs of frequency**. They express how frequently something is done, and they are usually used with simple tenses: *never, seldom, rarely, occasionally, sometimes, frequently, usually, always* (they are here listed in the order of frequency).

If adverbs describe where something is done or experienced, they are called **adverbs of place**: *here, there, everywhere, nowhere, anywhere, nearby*.

**Q24:** *There are words that are sometimes prepositions and other times different parts of speech. Determine what part of speech **before** is in the following examples:*

- *Please come home **before** dark.*
- *Please come home **before** it gets dark.*
- *Have we met **before**?*

**Q25:** *What part of speech is **outside** in the following sentences:*

- *I'll see you **outside** in a couple of minutes.*
- *There were a lot of people **outside** the cinema.*

When more different adverbs (or adverbial expressions) are used together, the order they take is MPT: manner, place, time.

Adverbs are usually used with adjectives (surprisingly beautiful) or verbs (sing beautifully). However, there are some verbs that require that adjectives should be used with them instead of adverbs. These are called **verbs of senses**. Sense verbs are: *look, seem, taste, feel, smell, and sound*. The correct way to use them is:

- You look stunning.
- The film seems interesting.
- The soup tastes sour.

- I feel good. I feel well. (*well* here is also adjective, the opposite of *ill*)

**Q26:** When verbs such as *see, notice, hear, watch* are used to describe an object and, more precisely, what the object does, they are followed by this object and either an infinitive without *to* (bare infinitive) or the *-ing* form of the verb. There is, however, a difference in meaning. We could, for example, say:

- I never heard John say that. (*heard* + Object: John + *say*: bare inf.) or
  - I heard John *talki*ng about how the machine works. (*heard* + Object: John + *talki*ng)
  - We noticed a woman steal something from the stand. (*noticed* + Object: a woman + *steal*: bare inf.)  
or
  - We noticed a woman wearing the same hat as Jane's. (*noticed* + Object: woman + *weari*ng)
- What is the difference in meaning?

**Verbs (v.)** describe an action, state, or occurrence, and they form the main part of the predicate of a sentence. Without them, we would not have any tenses or, for that matter, sentences. Verbs can be **copulative, modal, lexical,** and **auxiliary**.

The basic **copulative verb** is *be*. It is used with a noun to make a predicate: *I am a teacher.* (am + n. = predicate)

Other copulative verbs, which are also called linking verbs, are used with adjectives: *become, grow, get, seem, appear, sound, taste, look, smell, feel.* For example: *Alice ate the cookie and grew tall.* (cop.v. grew + adj. = predicate) *We shall all grow old. It is getting cold. The cake tastes delicious. I feel fine. This seems inappropriate.*

**Modal verbs** do not express facts but permission, obligation, possibility, or necessity of action. Something happens or cannot happen or must happen: the action is the same, but the perspective on it differs. Modal verbs are *can, could, will, would, shall, should, may, might, ought.* Below are some guidelines as to what they express.

ability	advice	obligation necessity	permission prohibition	possibility
I <b>can</b> ( <i>can't</i> ) swim.	You <b>shouldn't/oughtn't to</b> work so hard.	I really <b>must</b> study tonight. ( <i>internally obliged</i> )	<b>May</b> I begin with my speech?  Yes you <b>may/can</b> .	I <b>can</b> do it if you ask me politely.
I <b>could</b> swim when I was five.	You don't look very well. You'd better not go to	You have to lock the door before you leave.	You <b>mustn't</b> speak when the teacher is	I <b>may/might</b> start looking for a new job. ( <b>slighter</b> )

	work today. ( <i>specific situation</i> )	( <i>imposed obligation: neophodno je da...</i> )	speaking. ( <b>it is not allowed</b> )	<b>possibility with might</b> He <i>may</i> have smiled, I am not sure.
I was able to swim all the way to the island.	You really <b>must</b> stop working so hard. ( <i>strong advice</i> )	We had to leave early. ( <b>obligation in the past</b> )	You <b>can</b> wear jeans but you <b>can't</b> wear trainers in that bar. ( <b>it is not allowed</b> )	If I were in Tom's position, I might look for another job. ( <b>if the situation is unreal, only might is possible</b> ) He <b>might</b> have smiled if he had seen it.
<i>Can/could</i> is often used with verbs such as: see, hear, smell, taste, feel, remember, understand		You <b>mustn't</b> tell anybody. It's a secret. ( <b>obliged not to</b> ) We've got plenty of time. We <b>needn't</b> hurry. ( <b>not obliged to</b> )		<b>positive certainty:</b> You've been travelling all day. You <b>must</b> be tired.
		Also in <b>instructions:</b> Applications for the job <b>must</b> be received by 18 May.		<b>negative certainty:</b> You've just had lunch. You <b>can't</b> be hungry already. ( <b>nemoguće je da si...</b> )

**Q27:** How can we translate *can/could* for ability? What else can we use instead of *moći*? What is the difference between *could* for past ability and *be able to* in the past? What can be used instead of *was able to*?

**NB:** We often do not translate *can/could* with verbs such as *see, hear, smell, taste, feel, remember, understand*.

**Q28:** How do we translate the possibility in *I may/might* start looking for a new job?

**Q29:** How do we translate the permission in *Yes, you may*?

**Q30:** How do we translate positive certainty in 'You've been travelling all day. You **must** be tired'?

**Q31:** Connect the modal verb with its use and the appropriate example.

<i>modal</i>	<i>use</i>	<i>example</i>
<i>shall</i>	<i>future in the past</i>	<i>In summer, if the weather was fine, we _____ all get up early and go for a swim.</i>
<i>would</i>	<i>offer</i>	<i>I _____ never forget you.</i>
<i>should</i>	<i>habit</i>	<i>_____ we move to the living-room?</i>
<i>would</i>	<i>promise</i>	<i>I demanded that he _____ apologize.</i>
<i>will</i>	<i>legal obligation</i>	<i>He said he _____ be there by ten.</i>
<i>shall</i>	<i>insistence</i>	<i>All information between persons involved in this project _____ be kept confidential</i>

**Q32:** To describe things that happened regularly in the past but do not happen any longer, we use the modal **would** or **used to**. What is the difference between the two forms?

Modal verbs are always followed by another verb (the main verb) in bare infinitive (except *ought*, which requires full infinitive).

**Auxiliary verbs** are *be*, *have*, and *do*. They are auxiliary when they are used in the formation of tenses. *Be* is used to form continuous tenses: Present Continuous is formed with the present tense of *be* and present participle; Past Continuous is formed with the past tense of *be* and present participle. *Have* is used to form perfect tenses: Present Perfect is formed with the present tense of *have* and past participle; Past Perfect is formed with the past tense of *have* and past participle. *Do* is used for interrogative and negative forms of simple tenses: Present Simple uses *do/does*; Past Simple uses *did*.

**Lexical verbs** are the ones that actually carry the meaning of the action or state. There are many lexical verbs and new ones are regularly created, while the number of auxiliary or

modal verbs is limited. Lexical verbs have different forms. These forms can be **non-finite** and **finite**.

**Q33:** Determine the type of the verb **to be** in the following sentences:

- I **was** working at that time yesterday.
- I **was** at the party.
- I **was** worried about that.

**Q34:** Determine the types of **have** and **had** in: I **have had** enough time.

Non-finite verbs do not change depending on the person they refer to. Their form is unique and in order to make them relatable to a person or a situation, some extra elements need to be added. Non-finite forms are infinitives, gerunds, and participles. There are many subtypes of infinitives, gerunds, and participles. For example, from the verb *take*:

**present infinitive:** to take; **present bare infinitive:** take

**perfect infinitive:** to have taken; **perfect bare infinitive:** have taken (have + past participle of the main verb)

**simple gerund:** taking; **perfect gerund:** having taken

**present participle:** taking; **perfect participle:** having taken; **past participle:** taken (3<sup>rd</sup> column of irregular verbs)

With modal verbs we can use either present or perfect infinitive. Present infinitive refers to the present or future, while perfect infinitive refers to the past. For example: *I **may be** able to help you (možda ću moći da ti pomognem)* and *I **may have been** able to help you (možda sam mogla da ti pomognem)*.

Gerund (simple and perfect) and participle (present and perfect) have the same forms, but they are used differently in sentences, i.e., they are placed in them differently.

Gerund is a noun (a verbal noun), so it can stand where nouns stand in a sentence, for example, after prepositions: *I was accused of **smuggling**. I am not used to **lying**.*

**Q35:** Is **walking** gerund or present participle in the following sentence: *I have set people to **walking** in this woodland, enjoying the leaves and shadows and songs.*

Participle is an adjective. Both present and past participle can be used as (1) real adjectives: *interesting book* (which causes interest); *interested reader* (in whom interest is awoken). More examples with present participle include: ***flying** man, his **shouting** mouth, the smell of grass was **refreshing**, all the **sleeping** houses and gardens.*

Present participle is also used (2) after verbs such as *see* or *hear* and a direct object (see: **Q26**): *He saw the town beginning to waken*; (3) instead of adverbs: *The executioner came running*; (4) in the formation of continuous tenses; (5) to express time, condition, result, manner, or reason:<sup>9</sup> *The flier was on his knees, the tears **pouring** down his face (=while the tears were pouring down his face), Some other man, **seeing** you, will build a thing of bright papers and bamboo like this (=because/after he saw you)*

Non-finite verb forms are also used in the formation of tenses and other finite verb forms. Present participle is used to form continuous tenses; Past participle is used to form perfect tenses and the passive; Infinitive is used to form simple tenses.

**Finite** forms of verbs include **tenses**, the **imperative** form, and the **subjunctive**.

Imperative is used for expressing instructions, commands, advice, or invitations. It has one form for the second person singular and plural, which is the same as bare infinitive: *Sit down with me here. Tell me... Spare me! Burn the kite. Do not say a word of this to anyone.* For emphasis, we can use the verb *do* and the verb which carries the main meaning: *Do let me know what you think about this.*

**Q35:** *What is the meaning of the verb **let** when used with first person singular and plural, as in: **Let me** tell you a story, or **Let us (let's)** enjoy this beautiful evening? How would you translate these sentences?*

Subjunctive is used for expressing wishes and possibilities – something that is opposite to the real, actual situation at the moment of speaking. If these wishes and possibilities refer to the present, we use the verb in the form of the Past Simple Tense. If they refer to the future, modals such as *could* or *would* are used. If they refer to the past, the form of the Past Perfect Tense is used.

(I) wish	He <b>wishes I wasn't</b> so young. (refers to the present) He <b>wished I wasn't</b> so young. (refers to the same timeframe as the verb <i>wish</i> )
	I <b>wish I had insisted</b> on talking to her. (refers to the past) I <b>wished I had insisted</b> on talking to her. (refers to the past in relation to the timeframe of the verb <i>wish</i> )

<sup>9</sup> An overview of **participle clauses**: [learnenglish.britishcouncil.org/intermediate-grammar/participle-clauses](http://learnenglish.britishcouncil.org/intermediate-grammar/participle-clauses).

	He wishes <b>he could</b> stay for ever on this big safe yellow island. (refers to the future) I wish <b>she would</b> divorce him. (refers to the future; different subjects)	
If only	If only we <b>could</b> shake his alibi for that particular midnight!	
As if/as though	She proceeded as though I <b>had not</b> spoken. (refers to the past)	
It's (high) time	It <b>is</b> time we <b>got</b> on with this book. (refers to the present)	It <b>was</b> time we <b>got</b> on with this book. (refers to the past)
I'd (would) rather	used only with different subjects: <b>Jack would rather she went</b> over to his own wife. (refers to the present/future)	
(old-fashioned): with phrases such as <i>recommend that, it is important that, it is necessary that, insist that, suggest that</i> – subjunctive in the form of bare infinitive is used, and it refers to the present: <b>It is only necessary that he create.</b>		

**Q36:** Consider how the forms of subjunctive should be translated into Serbian. What phrases and sentence structures should you use?

**Q37:** What form should we use with **would rather** if the subject of **would rather** and the following verb are the same? For example: She **would rather** \_\_\_\_\_ to Jack's wife?

**Q38:** Put the verb **to fly** in Present Simple Tense (all persons singular and plural, affirmative, negative, and interrogative). Connect the rules of the Present Simple Tense usage with corresponding examples.

Facts which are always true	I always look forward to seeing you.
Habitual actions (with adverbs of frequency)	The plane for Rome leaves at 8 p.m.
For a summary of events (e.g. paraphrasing films or books)	When I go out, I will close the window.
For future reference (in time clauses that begin with <b>when, as soon as, until</b> )	Juliet falls in love with Romeo despite the family feud.
For future reference (timetables, programmes, calendars)	Cats are animals.

**Q39:** Put the verb **to win** in Present Continuous Tense (all persons singular and plural, affirmative, negative, and interrogative). Connect the rules of the Present Continuous Tense usage with corresponding examples.

Actions in progress now

She is always making these embarrassing remarks.

Temporary situations

She is talking to a stranger in the street.

A repeated and usually annoying action (with **always**)

I am travelling to Rome tomorrow.

For definite, fixed arrangements in the future (usually with an adverb that makes the future time reference clear)

We are living next to a zoo at the moment.

**Q40:** *State verbs are not normally used in continuous forms: hear, smell, taste, sound, know, matter, believe, suppose, cost, depend... (or if they are, they have a different meaning). What is the meaning of see in the following sentences?*

- I **see** it clearly now.
- I **am seeing** my friends tomorrow.
- I think I'm **seeing** ghosts.

**Q41:** *What is the meaning of think in the following sentences:*

- I **am thinking** about going on a vacation.
- I **think** about the seaside frequently.

The **be going to** structure is used for future reference when we make conclusions about the future based on what we see (*The clouds are black. It is going to rain*). It is also used for future plans that have already been arranged (*We are going to get married next year in Rome*).

**Q42:** *Put the verb to manage in Present Perfect Tense (all persons singular and plural, affirmative, negative, and interrogative). Connect the rules of the Present Perfect Tense usage with corresponding examples.*

Reference to recent events and those that have result in the present

I have lost all my personal documents.

When no definite time is given

This is the second time we've been to London and we love it.

With it's the first time... and similar phrases, to talk about experiences

I've never expected this from you although you have already lied to me many times.

With adverbs such as *just, already, recently, yet* (with negative verb forms), *lately, ever, never, for, since*

The cat has been out in the rain and is all wet now.

Present Perfect can also have a continuous form, which indicates that the action has not been completed yet: *I've **been writing** this letter all afternoon* (and haven't finished it yet) vs. *I've **written** two letters this afternoon and it's only 3 o'clock* (these two letters are completed).

**Q43:** Put the verbs **to travel** and **to bring** in Past Simple Tense (all persons singular and plural, affirmative, negative, and interrogative). Connect the rules of the Past Simple Tense usage with corresponding examples.

Finished actions and events in the past	The cat purred, wiggled her tail, and disappeared under the table.
To describe a series of actions which follow one another	Ernest was born in 1899, which was more than a century ago.
When the exact time of a past event is known (e.g., <i>last month, in 1999, yesterday</i> )	We read the story but have not completed the exercises yet.

**Q44:** Put the verbs **to lie** and **to lay** in Past Continuous Tense (all persons singular and plural, affirmative, negative, and interrogative). Connect the rules of the Past Continuous Tense usage with corresponding examples.

Actions in progress at a particular moment in the past	At the time, we were living in our car and showering in the school gym.
Background situations – a description or setting for a story	I was hoping you'd be able to help me.
To express politeness or uncertainty (verbs such as <i>think, hope, wonder</i> )	The dog was eating my food while I was talking on the phone.
Several actions happening at the same time in the past (often with <i>while</i> )	I was living in Singapore during the 1990s.

Past Continuous Tense can be replaced by participle clauses when the subjects pertaining to the verb in the Past Continuous Tense and the other subject are the same: *While I was playing the piano, I suddenly came up with an idea* (*While playing the piano, I suddenly came up with an idea*).

**Q45:** Put the verbs **to lie** and **to lay** in Past Perfect Tense (all persons singular and plural, affirmative, negative, and interrogative). Connect the rules of the Past Perfect Tense usage with corresponding examples.

Action completed before another past action	It looked as though the winter had finally ended.
For the past subjunctive	She asked me if I had ever been to Mexico.
For the third conditional	I had eaten some oysters the night before.
For reported speech and in the sequence of tenses	If I hadn't had my umbrella with me, I'd have gotten soaking wet.

**As regards the first listed usage:** it is usually enough to stress this temporal distance with one verb in the Past Perfect Tense – the verbs following it can be put in the Past Simple Tense. Past Simple Tense can also be used instead of the Past Perfect when conjunctions *before* or *after* are used. These conjunctions clearly show that one past event happened before another: *We saw a movie after we finished dinner.*

**Q46:** Put the verbs **to travel** and **to stay** in Future Simple Tense (all persons singular and plural, affirmative, negative, and interrogative). Connect the rules of the Future Simple Tense usage with corresponding examples.

Spontaneous future decisions	I'm engaged! Will you come to my bachelorette party?
Future facts	There are lots of empty seats. Where shall we sit?
Predictions based on opinion	Shall I open the window? It's hot in here.
Willingness/unwillingness	The president will serve a four-year term.
Invitation	Do you think the plane will arrive on time?
Suggestion or offer ( <i>shall</i> )	My parents won't buy me a new phone.
Asking opinions and advice	Oh, and I'll also take a kilo of oranges please.

**Future Continuous Tense** is used to describe the situation that will be in progress at a particular time in the future. Provide a sentence as an example for Future Continuous Tense.

**Future Perfect Tense** describes an action or event that will look like the past from some moment in the future. Provide a sentence as an example for Future Perfect Tense.