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высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»

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**ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА.
МОРФОЛОГИЯ**

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Главная цель учебного пособия – способствовать овладению знаниями английской грамматики и развитию навыков перевода аутентичных профессионально-ориентированных текстов.

В учебное пособие включены грамматические и лексические упражнения, направленные на формирование и развитие навыков перевода, закрепление профессиональной лексики, лексико-грамматический материал для самоконтроля и самопроверки.

Предназначено для студентов, обучающихся по направлению «Переводчик в профессиональной сфере», и представляет собой сборник теоретического материала и упражнений по грамматике английского языка. Рекомендуются к использованию всеми, кто изучает грамматику английского языка.

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ВВЕДЕНИЕ

It's a teacher who can open the door, but it's a pupil who must enter it.
Confucius

Очень часто англичане или американцы слышат от нас следующие выражения: «Сообщите, пожалуйста, какому-нибудь мистеру Смигу, что ему звонил какой-то мистер Иванов». Замечательно, не правда ли? Или «Пилот является членом самолета». Фантастика! «Если есть время, будем почитать». Ну а это уже из переводческой «оперы». И это ещё самые безобидные ошибки, на которые нам указывают (или не указывают, посмеиваясь между собой, и увозя «на память»), чтобы поделиться со своими родными или коллегами). Нам может быть обидно, что в глазах иностранцев мы выглядим смешными, но кого в этом винить? Недогадливых иностранцев, не умеющих выявить суть сказанного? Или себя, к сожалению, не учитывающих нюансы чужого языка. Ведь мы в свою очередь искренне веселимся, когда иностранец «блуждает» в поисках правильного падежного окончания для русского слова или произношения самого слова. Достаточно только вспомнить фильм «Осенний марафон», где иностранный гость героя переводчика Бузыкина с трудом выговаривает слово «вытрезвиватель» и называет его местом, где он провел ночь.

Другой язык – это другой мир со своей системой и правилами, со своими особенностями и сложностями, со своими неожиданными поворотами и уступами [4, с. 55]. И если вы всерьёз надумали «посетить» этот мир, а может быть, и покорить (как знать?), то эта книга для вас. Она послужит проводником в мир активной и правильной английской речи. Грамматика английского языка – явление не случайное, как зачастую кажется тем, кто обращается достаточно вольно с непонятными «лишними» словами. От правильного применения грамматики зависит весь логический строй вашей мысли, вся красота английской речи в ваших устах. Ничто не раздражает англичанина или американца сильнее, чем неправильное употребление грамматических явлений. Вас просто перестают слушать, устав от бесплотных попыток понять, что же вы все-таки имели в виду.

Что же делать? Просто взять и проштудировать эту книгу. Образные примеры, легкость подачи и восприятия оригинального материала, отображение современного состояния разговорного языка превратят утомительный процесс обучения в увлекательное путешествие в мир английской грамматики.

Внимательно изучая эту книгу, следуя рекомендациям автора, вы усовершенствуете знания английской грамматики, полностью избавитесь от типичных ошибок в разговоре и приобретёте уверенность в общении.

ТЕМА 1. ГЛАГОЛ 'TO BE' (THE VERB 'TO BE')

Глагол 'to be' переводится на русский язык *быть, есть, находиться*, относится к группе неправильных глаголов (**to be – was, were – been**) и спрягается по лицам и числам [6, с. 230].

1.1. Спряжение глагола 'to be'

Present	Past	Future
I am	I was	I will be
you are	you were	you will be
he, she, it is	he, she, it was	he, she, it will be
we are	we were	we will be
you are	you were	you will be
they are	they were	they will be

Существуют следующие краткие формы: I'm, I'm not, you're, you aren't, he's, she's, it's, he isn't, she isn't, it isn't, we're, we aren't, they're, they aren't, wasn't, weren't, I'll be, I'll not be, won't be.

1.2. Функции глагола 'to be'

1. Смысловый глагол (переводится *быть, есть, находиться*). В настоящем времени глагол часто не переводится:

*The book **is** on the table.* – Книга (**лежит**) на столе.

2. Глагол-связка (переводится *являться, быть* или не переводится вообще):

*You **are** students.* – Вы – студенты.

*You **were** pupils.* – Вы **были** школьниками.

3. Модальный глагол (переводится *должен*):

*She **is to** study well.* – Она **должна** хорошо учиться.

4. Вспомогательный глагол для образования времен группы Continuous и пассивного залога (the Passive Voice) (не переводится):

*They **are** writing now.* – Они **сейчас** пишут.

*The ship **was** built last year.* – Корабль **построили** в прошлом году.

Тренировочные упражнения

Ex. 1. Put the sentences into the Past Indefinite and the Future Indefinite Tenses.

1. He is very busy. – _____
 2. She is in London on business trip. – _____
 3. I am a post-graduate at the University. – _____
 4. It is very kind of you. – _____
 5. You are a good mathematician. – _____
 6. We are glad to meet you. – _____
 7. They are at the lecture. – _____
 8. This method is correct and reliable. – _____
 9. Universities are great educational and scientific centres. – _____
-
10. New experiments are always interesting. – _____
 11. All shops are open on week-ends. – _____
 12. He is interested in mathematics. – _____
 13. They are good at English. – _____
 14. She is fond of tennis. – _____

1.3. Образование вопросительных и отрицательных форм

Вопросительная форма образуется с помощью соответствующей формы глагола **'to be'**, которая ставится перед подлежащим:

*Are you students? – Yes, we **are**. (No, we **aren't**.)*

*Were they workers? – Yes, they **were**. (No, they **weren't**.)*

*Will she **be** a teacher? – Yes, she **will**. (No, she **won't**.)*

Отрицательная форма образуется с помощью отрицательной частицы **'not'**, которая ставится сразу же после глагола **'to be'**:

*I **am not** an engineer. He **was not** a doctor. We **will not be** workers.*

Тренировочные упражнения

Ex. 2. Put the sentences into interrogative and negative forms.

1. He is a post-graduate. – _____
 2. They are in the workshop now. – _____
 3. She was in the chemical laboratory a week ago. – _____
-
4. You were there last year. – _____
 5. They will be at the plant tomorrow. – _____
 6. I will be an engineer in 5 years. – _____

7. They will be good at chemistry. – _____
8. The new shop was open yesterday. – _____
9. She is fond of tennis. – _____

Обзорные упражнения

Ex. 3. Translate the sentences paying attention to the different forms of the verb 'to be'.

1. He is usually at home on Sundays.
2. I am not sure that he is right.
3. You are always late.
4. She is very happy in her family life.
5. We are good friends now, but only a year ago we were on bad terms.
6. They are sociable and easy to deal with.
7. Computer is one of the most important developments of our century.
8. Computers are electronic systems.
9. Second generation computers were smaller than their earlier types.
10. The invention was of great importance for the whole mankind.
11. He was on business trip last month.
12. The main task was to choose the proper equipment.
13. I will be very grateful to you if you accept my invitation.
14. They will be here in time.
15. The equipment will be safe here.
16. Robots are ideal workers.
17. In ancient Rus monasteries were centres of theoretical knowledge.
18. We will be glad to visit you.
19. Will you be so kind as to show me to the theatre?
20. This kind of work will be both interesting and helpful.

Ex. 4. Fill in the blanks with the suitable form of the verb 'to be'.

1. His father _____ a well-known actor.
2. I _____ an engineer now, but ten years ago I _____ a student at the Technical University.
3. My new flat _____ big and comfortable.
4. Last year he _____ in the USA.
5. Our laboratories _____ new and modern, but some equipment _____ quite out-of-date.
6. In the past they ___ close friends, but now their relations ___ rather cool.
7. I _____ an engineer in five years.
8. Next month our delegation _____ in France.
9. In future our contacts _____ permanent and stable.
10. Yesterday the meeting _____ long and boring, but I hope it _____ more interesting tomorrow.

11. I don't know what the results of the last experiment _____, but I _____ quite sure they _____ correct next time.
12. Who _____ responsible for this kind of work today?
13. I _____ very glad to see you next Sunday.
14. You _____ as beautiful as you _____ many years ago.

Ex. 5. Make up sentences, using the verb 'to be' in different forms according to the model.

Model: Columbus, a sailor, became, when, 14, he, (*to be*).
Columbus became a sailor when he was 14.

1. America, an unknown land, earlier, (*to be*). – _____
2. Columbus, a tall man, (*to be*). – _____
3. Young men, the University, entered, this year. Now, students, they, (*to be*). – _____
4. The experiments, last week, were carried out. The results, unexpected, of the experiments, (*to be*). – _____
5. Engineers, they, in 5 years, (*to be*). – _____
6. The world, round, (*to be*). – _____
7. I, he, sure, a nice man, (*to be*), (*to be*). – _____
8. Hope, the weather, I, good, on Sunday, (*to be*). – _____
9. In 1999, she, a stewardess, (*to be*). – _____
10. He, of a shipbuilding plant, the manager, (*to be*). – _____

Ex. 6. Translate into English.

1. Её нет здесь сейчас, она дома. – _____
2. Его не было дома вчера вечером. – _____
3. Он один из лучших врачей нашей больницы. – _____
4. Его задача заключается в том, чтобы собрать необходимые данные по этому вопросу к 1 июня. – _____
5. Он находится сейчас в Крыму. – _____
6. Они будут там в 5 часов. – _____
7. Пароход должен прийти в 6 часов вечера. – _____
8. Его брат инженер. – _____
9. Я должен был встретиться с ним в 8 вечера. – _____
10. Мы будем рады вас видеть. – _____
11. Через пять лет они будут высококвалифицированными специалистами в области машиностроения. – _____

Ex. 7. Translate into Russian.

1. Everything is in constant motion.
2. The solution was in its stable state.
3. Our task is to raise temperature.
4. To do this to spoil the device.
5. This proposition was true.
6. The main problem will be controlling temperature.
7. The number of participants was twenty-five.
8. This approach will be promising.
9. This was not surprising.
10. They are interested in his work.
11. This chapter is devoted to system analysis.
12. In the presence of this compound there was formed a mixture of two products.
13. Laughter is the best medicine.
14. The golden age was never the present age.
15. There were only students in our trade-team.
16. In any case the usefulness of these correlations is questionable.
17. The amino group is in the β – position.
18. A simpler method is to render the aqueous solution more acidic.
19. The plus or minus sign is to be chosen in each of these equations.
20. Symbolism is not only of practical use but of great interest.
21. We are trying to do our best.
22. This was due to the noise disturbances.
23. Intuitive conclusions based on immediate observation are not always to be trusted, for they are often misleading.
24. A different method of procedure would be to list all the known geometric facts.
25. The components of a functional diagram are interconnected logical modules.

ТЕМА 2. ГЛАГОЛ ‘TO HAVE’ (THE VERB ‘TO HAVE’)

Глагол ‘**to have**’ переводится на русский язык *иметь, обладать* и относится к группе неправильных глаголов (**to have – had – had**).

2.1. Формы глагола ‘to have’

Глагол ‘**to have**’ только во времени Present Indefinite в 3-м лице единственного числа имеет форму ‘**has**’. В остальных временах глагол изменяется по обычным правилам:

*I **have** a son. He **has** a daughter. They **had** a nice cottage.*
*She **will have** a fashionable car.*

Существуют следующие краткие формы: I've, you've, we've, they've, you haven't, you've not.

2.2. Функции глагола 'to have'

1. Смысловой глагол (переводится *иметь, есть, обладать*):

He has a dog. – У него **есть** собака.

2. Модальный глагол (переводится *должен*):

You have to consult a doctor. – Ты **должен** проконсультироваться у врача.

3. Вспомогательный глагол для образования времен группы Perfect (не переводится):

I have read this book recently. – Я недавно прочитала эту книгу.

Тренировочные упражнения

Ex. 1. Put the sentences into the Past Indefinite and the Future Indefinite Tenses.

1. They have a big and comfortable flat. – _____

2. My friend has much work. – _____

3. His mother has a very interesting job. – _____

4. She has a dog and a cat. – _____

5. We have many interesting books. – _____

6. I have a car. – _____

7. These students have 5 lectures every day. – _____

8. All people have equal rights. – _____

9. Each party has its own committees. – _____

10. The laboratories have up-to-date equipment. – _____

2.3. Образование вопросительных и отрицательных форм

Вопросительная форма глагола 'to have' образуется с помощью вспомогательных глаголов соответствующих временных форм (см. тема 14.1. Времена неопределенной группы):

Do you have any classes today? – Yes, I do. (No, I don't.)

Did you have any classes yesterday? – Yes, I did. (No, I didn't.)

Отрицательная форма образуется с помощью отрицательной частицы 'no', которая ставится сразу же после глагола 'to have':

I have no classes today.

I had no (not any) classes yesterday.

Тренировочные упражнения [3, с. 56]

Ex. 2. Put the sentences into interrogative and negative forms.

1. They have seminars every day. – _____

2. They had a lot of flowers in the garden last summer. – _____

3. We'll have letters from home next week. – _____

4. He often has a sore throat. – _____

5. I usually have warm shoes in the winter. – _____

6. She had a new dress previous summer. – _____

7. We have many laboratories at the Institute. – _____

8. This system has some advantages. – _____

9. They had some problems with their work. – _____

10. They will have a light supper tonight. – _____

Ex. 3. Translate the sentences paying attention to the different forms of the verb 'to have'.

1. We usually have many lectures every day.

2. I have neither time nor desire to discuss this problem.

3. I have a wife and two children.

4. He has a large family.

5. She has many things to do.

6. It has no real value for me.

7. They had many subjects last term.

8. At the end of the 18th century the USA had a population of about 3 million people.

9. We will have 5 exams next term.

10. In the nearest future this party will have a majority in our Parliament.

Ex. 4. Fill in blanks with the suitable form of the verb 'to have'.

1. We usually _____ breakfast at 9 o'clock.
2. This teacher _____ two lectures every day.
3. Our University library _____ a big specialized book collection.
4. Now his parents _____ a nice house in the country.
5. Yesterday they _____ no lecture on physics.
6. I _____ no time to visit you last week.
7. Two days ago we _____ a very interesting talk with Prof. D.
8. We _____ a meeting tomorrow.
9. Next year our students _____ practical training at industrial enterprises of our city.
10. I hope I _____ more free time in a couple of days.

REMEMBER!!!

to have dinner / breakfast – обедать, завтракать
to have tea / coffee, etc. – пить чай, кофе и т.д.
to have a bath / a shower – принять ванну, душ
to have a shave / a wash – побриться, помыться
to have a rest / a sleep / a dream, etc. – отдохнуть, поспать, помечтать и т.д.
to have a holiday / a good time, etc. – отдохнуть, хорошо провести время и т.д.

Ex. 5. Make up 3-5 sentences with the above mentioned set-expressions.

1. _____
2. _____
3. _____
4. _____
5. _____

2.4. Выражение 'have got'

Глагол **'to have'** может употребляться наравне с выражением **'to have got'**, которое имеет тоже лексическое значение, но является разговорной формой:

;HAVE = HAVE GOT!

*They've got savings in the bank. – У них **есть** сбережения в банке.*

Вопросительная и отрицательная формы выражения **'to have got'** образуется по правилам совершенной группы времен (см. тема 14.3. Времена совершенной группы):

*Have you got any classes to day? – Yes, I have. (No, I haven't.)
I haven't got any classes today.*

Тренировочные упражнения

Ex. 6. Here's Bob's timetable. Write 10 sentences beginning with "He has got... / He doesn't have...".

Model: Bob has got High Maths at 8:15 o'clock on Monday.
He doesn't have French on Wednesday.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 9:35	High Maths	Introduction to the speciality	Statistics	High Maths	English
9:45 – 11:05	Drawing	Physical Training	English	Physics	Drawing
11:15 – 12:35	English	High Maths	Sociology	History	High Maths
13:00 – 14:20	Physics	Economics	Strength of Materials	Study of Culture	Chemistry
14:30 – 15:50	Chemistry	Philosophy	High Maths	Russian	Physical Training

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Ex. 7. Translate into English.

1. У меня нет её адреса. – _____
2. У него был вчера очень интересный разговор с профессором Д. – _____
3. У них есть очень интересные книги по радиоэлектронике. – _____
4. Мы должны будем пойти туда еще раз. – _____
5. У вас завтра будет собрание. – _____
6. Я должна вставать теперь очень рано. – _____

7. Вы вчера обедали в ресторане? – _____
8. Есть ли у вас красный карандаш? – _____
9. У меня не было времени навестить его вчера. – _____

10. Нужно ли вам идти в библиотеку сегодня? – _____

11. Вы должны усердно учиться, чтобы получить высшее образование. – _____

Обзорные упражнения [1, с. 386]

Ex. 8. Translate into Russian.

1. Never spend money before you have it.
2. Nothing venture nothing have.
3. They have had to have many assistants.
4. Overdocumentation has two dangers.
5. We may have the systems produce the same result.
6. The student will have five exams and seven final tests this examination period.
7. A computer has only one monitor.
8. Much will have more.
9. The scheme has the disadvantage of usage.
10. Some important issues have not any description.
11. One part of the organization has control over and responsibility for documentation.
12. Minus one has no square root.
13. The chemist is often anxious to have the first type of information.
14. The library had an excellent subject catalogue.
15. He had perfect knowledge of all the aspects of the situation.
16. These factors had to be taken into account.
17. He had only himself to thank.
18. He had led me to believe that.
19. It is better to have loved and lost than never to have loved at all.
(A. Tennyson)
20. Recent experiment has produced conflicting results.

ТЕМА 3. ОБОРОТ 'THERE + TO BE' (THE CONSTRUCTION 'THERE + TO BE')

Оборот **'there + to be'** переводится *быть, находиться, существовать*, употребляется для выражения наличия (или отсутствия) в определенном месте еще неизвестного лица или предмета. Данный оборот стоит в

начале предложения, за ним следует подлежащее, выраженное существительным.

1. Если в предложении с оборотом **'there + to be'** имеется обстоятельство места, то перевод начинается с этого обстоятельства:

There is a magazine on the desk. – На письменном столе есть (лежит) журнал.

2. При отсутствии обстоятельства места перевод предложения начинается с самого оборота:

There are different kinds of vessels. – Имеются (существуют) различные типы судов.

3. В обороте **'there + to be'** вместо глагола **'to be'** могут употребляться глаголы: **to stand, to exist, to hang, to live** и др.:

There exist many types of cargoes. – Существует много типов грузов.

Тренировочные упражнения

Ex. 1. Put the sentences into the Past Indefinite and the Future Indefinite Tenses.

1. There is a big scientific library at our University. – _____

2. There is a telephone in this room. – _____

3. There are many children there. – _____

4. There is a concert in the concert hall. – _____

5. There is a book-shop in this street. – _____

6. There are many pictures on the wall. – _____

7. How many students are there in your group? – _____

8. There are many foreign books in this library. – _____

9. There is nobody at home. – _____

10. There are 15 sentences in this exercise. – _____

11. There is a beautiful garden near our house. – _____

12. There is no theatre in our city. – _____

13. There is a new department-store in the centre of the city. – _____

14. There are some mistakes in my work. – _____

15. There are many plants and factories in our region. – _____

Образование вопросительных и отрицательных форм

Вопросительная форма образуется с помощью соответствующей формы глагола 'to be', которая ставится перед 'there':

Are there many types of ships? – Yes, there are. (No, there aren't.)

Отрицательная форма образуется с помощью отрицательной частицы **not**, которая ставится сразу же после глагола 'to be':

There isn't much fuel in the tank.

Тренировочные упражнения

Ex. 2. Put the sentences into interrogative and negative forms.

1. There is a difference between these two departments. – _____

2. There are many scientific workers at our University. – _____

3. There was only a primary school at our village 10 years ago. – _____

4. There were many industrial enterprises in our city in the past. – _____

5. There will be a new computing centre at our faculty. – _____

Обзорные упражнения

Ex. 3. Translate the sentences paying attention to the different forms of the construction 'there + to be'.

1. There are many interesting articles in this journal.
2. There are 10 students in our group.
3. There are two windows in my room.
4. There are no mistakes in your test-paper.
5. There is some bread and some butter on the table.
6. There is a post-office in this street.
7. There is a Computing centre at every faculty of our University.
8. There will be a telephone in this room in several days.
9. There were many people in the room when I came in.
10. There was nobody there.
11. There will be a new department at our University next year.
12. There was no time left.
13. There is no sense to waste time talking about it.
14. There was a great difference between them.
15. There are different ways of making this experiment.

16. There were two other reasons for the use of such a device.
17. There will be many problems to be discussed.
18. There will be some weak points in his proposal, but we hope to iron out the differences.
19. There are different forms of energy and there are many methods of converting it from one kind into another.
20. There was nothing to be done as there were no means to change the situation; there will be hardly any changes in future.

Ex. 4. Translate from Russian into English.

1. В этом журнале много интересных статей. – _____

2. В нашем городе много музеев и театров. – _____

3. В этой комнате есть телефон? – _____
4. В этой комнате два окна. – _____
5. В чашке не было чая. – _____
6. – Сколько статей было в этом журнале? – Там было несколько статей. – _____
7. – Сколько студентов в аудитории? – Двадцать. – _____

8. Рядом с нашим домом будет парк. – _____

9. На этой улице была школа? – _____
10. На столе лежит несколько книг. – _____

Ex. 5. a) Compare two sentences.

На стене висит картина. – There is a picture on the wall.
Фотографии семьи висят на стене. – The family pictures are on the wall.

b) Translate the following sentences using the construction 'there + to be' and the verb 'to be' in suitable tense forms.

1. Рядом с нашим домом есть школа. Школа находится рядом с нашим домом. – _____
2. В городе несколько театров. Театры находятся в центре города. – _____

3. В вазе стояли цветы. Цветы стояли в красивой вазе. – _____

4. В театре много детей. Дети сейчас в театре. – _____

5. Существует несколько способов решения этой задачи. Способы решения этой задачи приведены на странице 5. – _____

Ex. 6. Translate into Russian.

1. There is an assumption underlying all moral estimates.
2. There is no end to evolutionary process.
3. There are no necessary one to one relationships between the elements on these levels of description.
4. Is there any new evidence available as to these reactions?
5. There has been a renewed interest in this technique in recent years.
6. There will never be a set of processes which are waiting for each other.
7. How many solutions of the problem are there?
8. Is there any difference between the canons of deduction and induction?
9. There is hardly any chance of there being a mistake in these calculations.
10. There were various reasons, internal as well as external, to account for the actions.
11. There are not many formal results concerning path testing.
12. There was not a single man who could decipher the inscription.
13. Was there any way out?
14. Is there anyone so wise as to learn by experience of others? (*F. Voltair*)
15. What is there in the drying chamber?

ТЕМА 4. АРТИКЛЬ (THE ARTICLE)¹

Артикль является одним из определителей имени существительного и ставится перед существительным или перед словами, являющимися определениями к нему.

4.1. Неопределенный артикль (The Indefinite Article)

Неопределенный артикль ‘a’ (‘an’ – перед словами, начинающимися с гласной) происходит от числительного ‘one’ и означает *один из многих, какой-то, любой*:

I am a student. – Я студент (*один из многих*).

He is an English engineer. – Он английский инженер.

Если перед существительным в единственном числе стоит неопределенный артикль, то во множественном числе он опускается:

This is a book. – *These are books.*

¹ Текст составлен по материалам книги: Экономакис Э., Жуковский А. Артикли. СПб.: ООО ИПЦ «КАРО», 2008. С. 33.

Иногда артикль ‘a’ (‘an’) переводится словом *один*:

in a month – через (**один**) *месяц*.

Неопределенный артикль употребляется в устойчивых выражениях:

in a hurry – *второпях*; *it’s a pity* – *жаль*;
it’s a shame – *стыдно, жалко*; *it’s a pleasure* – *приятно*;
to have a good time – *хорошо провести время*.

Тренировочные упражнения

Ex. 1. Insert the indefinite article where necessary.

1. Excuse me! Is there _____ drug store nearby?
2. Do you have _____ light?
3. Could you change _____ pound for me?
4. I need to make _____ phone call.
5. Would you mind if I made _____ quick call?
6. Could you do me _____ favor?
7. Have you got _____ few minutes?
8. It’s _____ present. Could you gift-wrap it, please?
9. Could you give me _____ hand? These bags are too heavy.
10. Do you have access to _____ computer?
11. – Are you tired? – Not _____ bit.
12. Did you have _____ pleasant flight?
13. I want to buy _____ present for my son.
14. Would you like to get _____ bite to eat??
15. I could eat _____ horse.
16. I’m as hungry as _____ wolf.

4.2. Определенный артикль (The Definite Article)

Определенный артикль ‘the’ переводится словами *этот, эта, это, эти*. Употребляется перед существительными как в единственном, так и во множественном числе.

Определенный артикль употребляется:

1. Когда речь идет об определенном лице или предмете:

*Where is **the** professor?* – *Где профессор? (известный нам)*

2. Перед существительным, если ему предшествует прилагательное в превосходной степени или порядковое числительное:

*The Moscow Metro is **the** longest in Russia.* – *Московское метро – самое протяженное в России.*

***The** first examination will be in mathematics.* – *Первый экзамен будет по математике.*

3. Перед географическими названиями (названиями океанов, морей, рек, горных хребтов, частей света и т.д.):

the Pacific – Тихий океан; *the Volga* – Волга;
the Black Sea – Черное море; *the Urals* – Уральские горы;
the North – север; *the South* – юг.

4. Перед названиями ряда стран и местностей (с определяемыми словами – States, Federation, Republic и т.д.):

the United States of America – Соединенные Штаты Америки;
the Crimea – Крым.

5. Перед существительными, единственными в своем роде:

the Sun – солнце; *the Moon* – луна.

6. Перед фамилиями, употребленными во множественном числе для обозначения членов одной и той же семьи:

the Petrovs – Петровы; *the Hutts* – семья Хаттов.

7. В устойчивых выражениях:

in the morning – утром; *in the evening* – вечером;
to keep the house – сидеть дома; *to tell the truth* – говорить правду;
in the afternoon (in the day-time) – днем;
to play the piano – играть на пианино.

Определенный артикль **не употребляется**:

1. Перед именами собственными:

England, St. Petersburg, London, Smith, Petrov.

2. Перед названиями времен года, месяцев и дней недели:

We have our exam periods in winter and in summer. – У нас сессии зимой и летом.

English classes are on Monday. – Занятия по английскому языку состоятся в понедельник.

3. В устойчивых выражениях:

from morning till night – с утра до вечера; *by chance* – случайно;
from head to foot – с головы до ног; *by sea* – морем;
at first sight – с первого взгляда; *for hours* – часами;
to play football – играть в футбол; *on deck* – на палубе.

Тренировочные упражнения

Ex. 2. Insert the definite article if necessary.

1. Do you often go out in _____ evenings?
2. We're going to _____ cinema.
3. Could you turn _____ television down, please?
4. Could I have _____ receipt, please?
5. By the way, what did you do on _____ weekend?
6. Will you come along with us to _____ theater?
7. What's _____ difference?
8. Could you put a word for me at _____ meeting?
9. Did you raise _____ question of _____ salary increase?
10. Could you turn _____ radio up, please?
11. Where did _____ crime take place?
12. Would you mind if I open _____ window?
13. Waiter, could I have _____ check (bill), please?
14. Keep _____ change.
15. Please pass _____ salt.

4.3. Употребление артиклей с именами

Можно ли использовать артикли с именами людей? В школе на уроках английского нам говорили, что этого ни в коем случае нельзя делать. Однако на самом деле это не совсем так.

В английском языке есть ряд случаев, в которых определенные и неопределенные артикли очень даже *можно и нужно* использовать с именами людей.

Но сначала повторим несколько общих правил, касающихся имен, фамилий, кличек, титулов и названий должностей:

1. *Имена.* Да, как правило, артикли не употребляются с именами, фамилиями, прозвищами и кличками домашних животных:

My name is Bond. James Bond. I'm Joseph. People call me Joey.

My given name is Benjamin Buford Blue, but people call me "Bubba".

2. *Титулы, звания, должности* вместе с именем тоже используется без артикля:

Queen Elizabeth;

President Putin;

Senator Kennedy;

Governor Schwarzenegger;

King Henry VIII;

Lieutenant Nelson;

Captain Jack Sparrow;

Rector Dmitriev.

3. *Титулы, звания, должности* и тому подобное *без имени* употребляются с определённым артиклем:

the Queen of England;
the President of the United States;
the Prime Minister;
the governor;
the professor;
the inspector;

the Princess of Wales;
the Chancellor of Germany;
the senator;
the mayor;
the managing director;
the rector.

Хотя после таких глаголов, как ‘to become’, ‘to elect’, ‘to appoint’ определенный артикль часто опускается.

Сравните:

The CEO personally congratulated me on my appointment. – *Генеральный директор* лично поздравил меня с назначением (на должность).

Dieter Zetsche became **Chairman** of the Board of Directors of Daimler AG in 2006. – В 2006 Дитер Цэтше стал *председателем* Совета директоров компании Даймлер.

Last year he was appointed **director** of the art museum. – В прошлом году его назначили *директором* художественного музея.

4. Определенный артикль ‘**the**’ с именами используется в значении *тот, тот самый*, как, например, в песне “I feel pretty” из мюзикла “West Side Story”:

*This is not **the** Maria we know.* – *Это не **та** Мария, которую мы знаем.*
Или:

***The** Tracey I knew five years ago turned into a cynical bitch.* – *(Та самая) Трейси, которую я знала пять лет назад, превратилась в циничную стерву.*

5. Неопределённый артикль ‘**a**’ с именами используется в значении *некий*.

*There is **a** John Atkinson came to visit you.* – *К вам пришел **некий** Джон Аткинсон.*

A Patricia Clingman called and was particularly interested in you. Do you know her? – ***Некая** Патриция Клингман звонила и интересовалась тобой. Ты знаешь такую?*

Тренировочные упражнения [7, с. 151]

Ex. 3. Correct mistakes if any.

1. Duke of York left county of Yorkshire. – _____
2. Mayor of Moscow is Sergey Sabjanin. – _____
3. The Lord Cromwell was a very famous person. – _____

4. The Captain Cook was eaten by aborigines. – _____

5. Colonel gave an order to his soldiers. – _____

6. King arrived late. – _____

7. The King Edward was fifth son in royal family. – _____

8. Queen is vacationing in the Italian Riviera. – _____

9. Prime Minister is ill. – _____

Обзорные упражнения

Ex. 4. Fill in the blanks with the articles if necessary.

1. I'm going to _____ bed. I've got _____ headache.
2. Their son has two dogs and _____ bird.
3. We live on _____ bank of _____ Amur.
4. _____ Moscow is _____ capital of _____ Russian Federation.
5. _____ Russia is our native country.
6. _____ captain always stays on _____ deck when _____ ship leaves _____ port.
7. There is _____ bridge over _____ river.
8. I saw _____ very nice girl yesterday.
9. _____ lake Baikal is _____ biggest lake all over _____ global.
10. I am _____ first-year student.

Ex. 5. Fill in the blanks with the articles 'a', 'the' or 'zero' article.

1. _____ Thames flows through London.
2. Freda's _____ astronaut. There are six of them on this mission.
3. There is _____ good chance we'll be late for the train.
4. _____ Coca-cola is enjoyed all over the world.
5. We're having dinner with _____ Smiths at the weekend.
6. _____ Everest is the highest mountain in the world.
7. He was _____ only person to disagree.
8. I have _____ appointment at the dentist's this afternoon.
9. Bats and owls generally hunt at _____ night.
10. Many people were waiting for more information about the accident in _____ Swiss Alps.
11. He knows _____ history of French Revolution well.
12. _____ Tower of London is a popular tourist attraction.
13. Last year we went to _____ Greece.
14. _____ book you gave me is very interesting.
15. They went for a stroll around _____ St. James' Park.
16. Here's _____ book you asked to borrow.
17. _____ large steel bridge joins the two banks of the river.

18. There will be _____ delay of at least six weeks in the delivery of your order.

19. The National Health Service provides the majority of healthcare in _____ UK.

20. That picture is _____ real work of art.

21. We may be going skiing at _____ Christmas, but it's still all up in the air.

22. Jeff comes from a small town in _____ Texas.

23. There are three chairs and _____ armchair in the room.

24. A lot of teenagers enjoy _____ computer games.

25. _____ bananas are a good source of energy.

26. Newcastle is a town in _____ north of England.

27. I applied for _____ job last week.

28. _____ Americans are keen to win the race to send human beings to Mars.

29. Alan's father is furious because he has had _____ accident with his new car.

30. Mark Twain said: "When in doubt tell _____ truth".

31. It's rather dark in here. Could you switch on _____ light?

32. She is going to see her daughter who has come from _____ Canada.

33. A thermometer is _____ instrument for measuring the temperature.

34. I often listen to _____ radio.

35. It's _____ good idea to go for a walk.

36. Twice a month we play _____ match in another town.

37. In _____ centre of the town you can find a lot of shops selling nice clothes.

38. The oldest living tree in the world grows in _____ California.

39. We went for a walk along _____ coast.

Ex. 6. Translate into English.

1. Прошлым летом мы жили в деревне, расположенной на берегу Амура, в маленьком домике, окруженном большим садом. – _____

2. Дом, в котором мы жили летом, был окружен большим садом. – _____

3. Вчера я разговаривал с человеком, который провел несколько лет в Лондоне. – _____

4. Я не помню цифр, которые он упомянул в своем докладе. – _____

5. В своем докладе он упомянул цифры, которые ясно иллюстрируют быстрое развитие нашей тяжелой промышленности. – _____

6. Человек, который хочет овладеть иностранным языком, должен работать очень усердно и систематически. – _____

7. Документы, указывающие количество, род и вес груза, отправленного из Киева, получены банком. – _____

8. Я только что перевел рассказ, который мне очень понравился. – _____

9. Рассказ, который я только что прочел, мне очень понравился. – _____

10. Вчера я разговаривал с директором, который сказал мне, что он поможет мне в этом деле. – _____

11. Люди, которые занимаются физкультурой, обычно очень здоровые. – _____

12. Пароход, специально построенный для прокладывания пути сквозь льды, называется ледоколом. – _____

13. Дом, который строится на нашей улице, будет одним из самых высоких домов в Новокузнецке. – _____

14. В прошлом году, когда я был на Кавказе, я познакомился с одним писателем. – _____

15. Писатель, который был высокообразованным человеком и много путешествовал по России, часто рассказывал студентам о жизни людей в различных частях нашей страны. – _____

16. Образование в Российской Федерации гарантировано Конституцией. – _____

ТЕМА 5. ИМЯ СУЩЕСТВИТЕЛЬНОЕ (THE NOUN)

Имя существительное – это название лица (**designer** – *конструктор*), предмета (**design** – *проект*), явления (**light** – *свет*) или процесса (**development** – *развитие*).

Род существительного в английском языке, в отличие от русского, определяется только по значению существительного.

Название лица мужского пола относится к мужскому роду; вместо него употребляется местоимение **'he'**.

Название лица женского пола относится к женскому роду; вместо него употребляется местоимение **'she'**.

Название неодушевленного предмета относится к среднему роду; вместо него употребляется местоимение 'it'.

This is a door. It is white. – Это дверь. Она белая.

This is a table. It is big. – Это стол. Он большой.

This is the Sun. It is hot. – Это солнце. Оно горячее.

5.1. Исчисляемые и неисчисляемые существительные (The Count and Non-count Nouns)

К **исчисляемым** существительным относятся названия предметов и лиц, которые можно пересчитать, поэтому они употребляются как в единственном, так и во множественном числе:

a room (комната) – two rooms; a worker (рабочий) – many workers.

К **неисчисляемым** существительным относятся названия предметов, которые не подлежат счету. Они употребляются только в единственном числе и без артикля:

– вещественные существительные: **steel** – сталь, **oil** – нефть, **air** – воздух и др.;

– отвлеченные существительные, обозначающие состояния, действия, науки, процессы и т.п.: **freedom** – свобода, **labour** – труд, **mathematics** – математика и др.

Тренировочные упражнения

Ex. 1. Divide into the count nouns and non-count nouns.

Snow, mistake, salt, water, friend, house, meat, jam, furniture, glass, money, book, advice, room, ball.

Ex. 2. Compare the sentences and choose the right ones. Write down 'right' or 'wrong' opposite each sentence.

1. He gave me a good advice. – _____

He gave me good advice. – _____

2. He has good information about which hotels to stay in. – _____

He has a good information about which hotels to stay in. – _____

3. He leaves for a work at 8:30 a.m. – _____

He leaves for work at 8:30 a.m. – _____

4. It's nice weather. – _____

It's a nice weather. – _____

5.2. Число существительных (The Number)

Множественное (the plural) число существительных образуется путем прибавления окончания **-s** или **-es** к форме единственного числа (табл. 5.1).

Таблица 5.1

Образование множественного числа существительных

Правила	Примеры
Существительные образуют множественное число прибавлением окончания -s к форме единственного числа	scientist – scientists, science – sciences, day – days, radio – radios
Существительные, оканчивающиеся на свистящий или шипящий звук, принимают окончание -es	class – classes, box – boxes, match – matches
В существительных, оканчивающихся на -y с предшествующей согласной, y переходит в i и прибавляется окончание -es	city – cities, library – libraries, <i>no</i> key – keys, play – plays
Существительные, оканчивающиеся на -o с предшествующей согласной, принимают окончание -es	negro – negroes, tomato – tomatoes <i>no</i> piano – pianos
В существительных, оканчивающихся на -f или -fe , f обычно переходит в v и прибавляется окончание -es	leaf – leaves, life – lives, <i>no</i> roof – roofs
Существительные, заимствованные из греческого и латинского языков, сохранили форму множественного числа этих языков	basis – bases, crisis – crises, datum – data, phenomenon – phenomena
Некоторые существительные латинского происхождения имеют две формы множественного числа	medium – media – mediums, memorandum – memoranda – memorandums
Несколько существительных сохранили древнюю форму образования множественного числа и являются исключениями	man – men, woman – women, child – children, tooth – teeth, foot – feet
Сложные имена существительные образуют множественное число путем добавления окончания к основному слову	sister-in-law – sisters-in-law, editor-in-chief – editors-in-chief, carpet-sweeper – carpet-sweepers

Тренировочные упражнения

Ex. 3. Put the nouns into the plural.

pen – _____	window – _____	wall – _____
week – _____	ship – _____	library – _____
clock – _____	watch – _____	dress – _____
country – _____	glass – _____	play – _____
bus – _____	leaf – _____	life – _____
colony – _____	hero – _____	fox – _____
language – _____	shelf – _____	roof – _____
ray – _____	bush – _____	copy – _____
brush – _____	fox – _____	dictionary – _____
factory – _____	mouse – _____	foot – _____
tooth – _____	man – _____	woman – _____
child – _____	postman – _____	schoolgirl – _____
text-book – _____	phenomenon – _____	nucleus – _____
datum – _____	basis – _____	comedy – _____
quantity – _____	discovery – _____	date – _____

Ex. 4. Translate the sentences paying attention to the nouns in the single and in the plural.

1. My friend works at the factory. – _____
2. My friends work at the factory. – _____
3. The students of our Academy study many subjects. – _____

4. This student studies English at Moscow University. – _____

5. The teacher wants to ask you some questions. – _____

6. At the English lessons we read many texts. – _____

7. The Parliament of the country passes new laws. – _____

8. Knowledge is power. – _____
9. Bad news doesn't make people happy. – _____

10. The scientist is always busy with his experiments. – _____

Ex. 5. Put the sentences into the plural.

1. He is a student of our University. – _____
2. Put the box on the shelf. – _____

3. Where is the English dictionary? – _____
 4. This factory has a good laboratory. – _____
 5. The speech was very long. – _____
 6. This story is very interesting. – _____
 7. I don't like this play. – _____
 8. The roof of the house was covered with snow. – _____
-
9. The key to the box was lost. – _____
 10. I need a new copy of the letter. – _____

Ex. 6. Translate the sentences from Russian into English.

1. Этот завод производит корабли. – _____
 2. Копии документов находятся в файле компьютера. – _____
-
3. На столе лежат полученные данные. – _____
 4. В этой комнате два окна. – _____
 5. Дети играют в саду каждый день. – _____
 6. Сколько статей было в этих журналах? – _____
-
7. В парке гуляли женщины с детьми. – _____
-
8. В музее висят картины Веласкеса. – _____
-
9. Осень. На земле лежат красные и желтые листья. – _____
-
10. У наших детей много друзей. – _____

Ex. 7. Translate the sentences with words formed with the exception to the rule.

1. Women and children can easily do this work. – _____
-
2. I have bad teeth. – _____
 3. I have hurt both feet. – _____
 4. Input data are fed into the computer. – _____
 5. We can't explain these phenomena. – _____
 6. Political and economic crises form the basis for social conflicts. – _____
-
7. What criteria did they establish? – _____
 8. Atom nuclei are invisible to the naked eye. – _____
-
9. Postmen deliver newspapers in the morning. – _____
-

10. These formulae are difficult to explain. – _____

5.3. Падеж имен существительных (The Case)

В английском языке два падежа: общий и притяжательный.

Общий падеж (the Common Case) не имеет специальных окончаний: **an example** – пример, **drawings** – чертежи, **data** – данные.

Существительное в общем падеже может переводиться на русский язык разными падежами в зависимости от его функции в предложении. Функция существительного определяется:

- его местом в предложении;
- наличием перед ним предлогов **of, to, by, with, about**.

Подлежащее, выраженное одним словом (или группой слов) без предлога, стоит перед сказуемым и соответствует русскому именительному падежу (*кто? что?*).

The lecturer sees the students. – Лектор видит студентов.

Прямое дополнение, выраженное существительным без предлога, стоит после сказуемого и соответствует русскому винительному падежу (*кого? что?*).

The students see the lecturer. – Студенты видят лектора.

В табл. 5.2 приведены примеры сравнений падежных отношений в русском и английском языках.

Таблица 5.2

Сравнения падежных отношений в русском и английском языках

Падеж	В русском языке	В английском языке	Собственное лексическое значение предлогов
1	2	3	4
И.п.	(кто? что?) <i>друг</i>	Нет предлога. Место – перед сказуемым. <i>My friend met me</i>	
Р.п.	(кого? чего?) <i>друга</i>	of <i>The book of friend</i>	of – из <i>one of them</i> – один из них <i>is made of glass</i> – сделан из стекла
Д.п.	(кому? чему?) <i>другу</i>	to <i>I often write to my friend</i>	to – указывает направление <i>to the plant</i> – на завод <i>to Moscow</i> – в Москву

1	2	3	4
В.п.	(кого? что?) <i>друга</i>	Нет предлога. Место – после сказуемого. I met my friend	
Т.п.	(кем? чем?) <i>другом</i>	by The work is done by my friend. with (с неодушевленными предметами) I write with a pen	by – у, к, <i>посредством</i> by the window – у окна by summer – к лету by radio – <i>посредством</i> (no) радио with – с with my friend – с моим другом
П.п.	(о ком? о чем?) <i>о друге</i>	about – о, of – о I often think about (of) my friend	about – около, <i>приблизительно</i> About 45 students are pre- sent at the lecture. – На лекции присутствует око- ло 45 студентов

Тренировочные упражнения

Ex. 8. Insert the proper preposition where necessary.

- I lived in London for five years from 1980 _____ 1985.
- We'll begin ___ the solution of the present-day problems of our enterprise.
- A big pool _____ oil from a tanker has caused an ecological problem.
- Many people today are worried _____ global warming.
- My father has never been _____ London.
- The Pyramids were built _____ people who lived a long time ago.

5.4. Притяжательный падеж имен существительных

Притяжательный падеж (the Possessive Case) обозначает принадлежность предмета или лица и отвечает на вопрос **'whose'** (*чей*). Существительное в притяжательном падеже является определением к другому существительному и всегда стоит перед ним. Существительное в притяжательном падеже имеет окончание:

– **'s** (апостроф и буква **s**) в единственном числе:

our **teacher's** lectures – лекции нашего *преподавателя*;

– ’ (только апостроф) во множественном числе:

the **students**' drawings – чертежи *студентов*.

Примечание. Если существительное во множественном числе не имеет окончания **-s**, прибавляется **'-s**:

the **children**'s pictures – рисунки этих *детей*.

Притяжательный падеж в основном употребляется с одушевленными существительными, однако он может употребляться и с некоторыми неодушевленными, например:

the **sun**'s rays – *солнечные лучи* (лучи солнца);

the **country**'s economy – *экономика страны*.

Существительное в притяжательном падеже переводится на русский язык либо соответствующим прилагательным, либо существительным в родительном падеже.

Тренировочные упражнения

Ex. 9. Translate the word-combinations in the possessive case.

my brother's favourite sport – _____

that man's name – _____

University's computer center – _____

the deputies' reports – _____

the People's Militia – _____

the peoples' fight for their liberation – _____

the scientist's work – _____

these two countries' economy – _____

those women's children – _____

children's parents – _____

people's rights and duties – _____

two months' program – _____

scientists' work – _____

the dean's office – _____

Ex. 10. Change according to the model.

Model: the ball of the boy – the boy's ball

the new club of the workers – _____

the watch of my friend Peter – _____

the parents of all the other boys – _____

the opinion of the lawyer – _____

the house of Mr. Brown – _____

the surname of Helen and Peter – _____
the times of Peter the Great – _____
the clothes of the boys – _____
the voice of his sister – _____
the birthday of my daughter Helen – _____
the boats of the fishermen – _____
the conclusion of experts – _____
the books of his grandchildren – _____

Ex. 11. Do as in the model.

Model: Magellan's ships – the ships of Magellan

my father's library – _____
the doctor's advice – _____
the engineer's drawings – _____
Mr. Green's proposal – _____
the captain's order – _____
the directors' Council – _____
the teacher's questions – _____
the ship's crew – _____
the managers' instructions – _____
the lawyer's signature – _____
the director's decision – _____

Ex. 12. Translate the sentences with the nouns in the possessive case.

1. My father's parents are my grandparents.
2. His granddaughter's dream is to become a pianist.
3. Nobody could explain the young girl's behaviour.
4. The young man got his first month's salary and looked very proud.
5. You don't object to the speaker's proposal, do you?
6. The boy was looking through a children's magazine.
7. After an hour's break the committee resumed their work.
8. It was a typical student's mistake.
9. The river was at a mile's distance from the camp.
10. We couldn't tear our eyes off the pianist's hands.

5.5. Существительное в функции определения

Для английского языка характерно употребление в роли определения одного или нескольких существительных (в общем падеже), образующих цепочку слов. В такой цепочке последнее существительное является основным, а все предшествующие ему слова являются определениями к нему.

Существительное в функции определения переводится:

– прилагательным:

room temperature – **комнатная температура**;

limit pressure – **предельное давление**;

– существительным без предлога или с предлогом:

a physics teacher – **преподаватель физики**;

the institute radio equipment laboratory – **институтская лаборатория радиооборудования**;

the atomic energy conference – **конференция по проблемам атомной энергии**.

Тренировочные упражнения

Ex. 13. Translate the following word-combinations:

trade talks – _____

long-term credits – _____

world market conditions – _____

world copper supply and demand – _____

post Second-World-War prices – _____

UN member states – _____

an anniversary meeting – _____

the energy accumulation process – _____

the long-term research program result – _____

consumer goods – _____

power station equipment – _____

home and foreign policy – _____

London Metal Exchange copper price – _____

the Public Health Ministry – _____

labour council – _____

crime prevention problems – _____

the railway bridge reconstruction plan – _____

the temperature limit determination problem – _____

low-temperature physics development – _____

Ex. 14. Translate into English.

1. Летом мы едим много фруктов. – _____

2. Его волосы совсем темные. – _____

3. Я купил эти часы в Санкт-Петербурге. Они очень хорошие. – _____

4. Я не мог войти в сад, так как ворота были закрыты. – _____
-
5. Эти новости очень интересные. – _____
6. Ваши советы мне очень помогли сегодня. – _____
-
7. Кому принадлежат эти деньги? – _____
8. Он сделал большие успехи в английском языке. – _____
-
9. В этом году овощи очень дешевые. – _____
-
10. Санки стоят у ворот. – _____
11. Его одежда совсем новая. – _____
12. Его заработная плата очень высокая. – _____
-
13. Недалеко отсюда находится стекольный завод. – _____
-
14. Товар только что прибыл. – _____
15. Экспорт этого товара значительно увеличился. – _____
-
16. Содержание его письма было совсем неожиданным. – _____
-
17. В этой статье вы найдете данные по экспорту и импорту Италии за последние три месяца. – _____
-
18. Фирма сообщает, что на экспорт этого товара требуется лицензия. – _____
19. Мы получили важные сведения о положении рынка нефти. – _____
-
20. Дверь комнаты закрыта. – _____
21. Дайте этот словарь студенту. – _____
22. Я выпил стакан молока. – _____
23. Этот дом был построен известным архитектором. – _____
-
24. Разрежьте бумагу ножом. – _____
25. Письмо было подписано директором. – _____
-
26. Я вымыл лицо теплой водой. – _____
27. Он послал телеграмму своему другу. – _____
-
28. Покажите это письмо декану. – _____
29. Знаете ли вы адрес Иванова? – _____
30. Есть ли у вас карта Европы? – _____

31. Рабочий день моего брата начинается в 9 часов утра. – _____
-
32. Вы спросили мнение врача? – _____
33. Сестра жены моего брата работает на судостроительном заводе. – _____
-
34. Муж моей сестры Елены уехал в Хабаровск. – _____
-
35. Мы еще не получили ответа покупателей. – _____
-
36. Они сообщили нам о прибытии парохода. – _____
-
37. Матросы немедленно выполнили приказание капитана. – _____
-
38. Я еще не знаю решения ректора. – _____
39. Дети гостей друзей именинника сделали очень оригинальный подарок. – _____

5.6. Словообразовательные суффиксы имени существительного

Основными суффиксами имен существительных при словообразовании являются: **-er, -or, -ess, -ian (-an), -age, -ance (-ence), -ancy (-ency), -ion (-ation, -tion, -sion, -ssion), -ment, -ness, -th, -ty (-ity, -ability, -ibility), -ist (-yst), -ism, -ee, -al, -dom, -hood, -our, -or, -ship, -ure (-ture, -sure, -ssure, -zure).**

Тренировочные упражнения

Ex. 15. Form the nouns with the help of suffixes. Translate the words.

-age	-er, -or, -ess
to store – _____	to buy – _____
to break – _____	to direct – _____
to use – _____	to inspect – _____
to carry – _____	to invent – _____
to marry – _____	to produce – _____
to drain – _____	to translate – _____
to stop – _____	to visit – _____
to cover – _____	London – _____
short – _____	debt – _____
volt – _____	actor – _____
ton – _____	host – _____
bag – _____	lion – _____

-ion (-ation, -tion, -sion, -ssion)

to organize – _____
to educate – _____
to decide – _____
to form – _____
to attract – _____
to correct – _____
to generate – _____
transport – _____
to examine – _____
to protect – _____

-ist (-yst), -ism

art – _____
botany – _____
piano – _____
to type – _____
Marx – _____
material – _____
analysis – _____
telegraph – _____
social – _____

-ee

to pay – _____
to employ – _____
to draw – _____
address – _____
to test – _____
to consign – _____
to lease – _____
to trust – _____

-ty (-ity, -ability, -ibility)

active – _____
certain – _____
productive – _____
safe – _____
special – _____
available – _____
convertible – _____
incredible – _____
possible – _____
probable – _____
responsible – _____

-th

broad – _____
long – _____
deep – _____
wide – _____
strong – _____
dead – _____
true – _____
warm – _____
to grow – _____
to heal – _____

-ment

to arrange – _____
to employ – _____
to develop – _____
to ship – _____
to move – _____
to manage – _____
to equip – _____
to govern – _____
to announce – _____

-ness

happy – _____
smooth – _____
bright – _____
thick – _____
serious – _____
useful – _____
cool – _____

-ian (an)

Russia – _____
Ukraine – _____
Bulgaria – _____
history – _____
library – _____
music – _____
politics – _____

-dom

free – _____
wise – _____
king – _____

-al

to arrive – _____
 to approve – _____
 to deny – _____
 to propose – _____
 to refuse – _____
 to remove – _____

-hood

brother – _____
 child – _____
 man – _____
 mother – _____
 neighbour – _____

-ure (-ture, -sure, -ssure, -zure)

to create – _____
 to depart – _____
 to mix – _____
 to please – _____
 to press – _____
 to seize – _____

-ance (ence), -ancy (ency)

to differ – _____
 to insist – _____
 to resist – _____
 import(ant) – _____
 const(ant) – _____
 effici(ent) – _____

-our (BE), -or (AE)
 – *give the translation of the words*

colour (color) – _____
 harbour (harbor) – _____
 labour (labor) – _____
 humour (humor) – _____
 rumour (rumor) – _____

-ship

citizen – _____
 dictator – _____
 friend – _____
 leader – _____
 member – _____

Ex. 16. Underline the nouns and translate them.

coldly	softness	to wide	happiness
enlargement	equality	impatient	responsible
to stabilize	stabilization	possible	probably
freedom	harmful	harmlessness	aimless
attention	attentive	quantity	usage
glorious	measure	conversion	convertibility
resistance	attainable	payment	payee
desirable	limitation	addition	additionally
unrestricted	acceptance	consideration	indifference
explanatory	unexpectedness	to discontinue	disarmament
disappearance	undeveloped	significance	to compare
comparable	comparability	exclusion	unsatisfactory
relation	persistence	refusal	rectorship
length	assistance	useful	dangerous
physician	quality	universal	chemist
mathematician	reliable	effectiveness	

Обзорные упражнения

Ex. 17. Translate into Russian.

1. Events are stimuli that suspend or activate tasks in coordination with real-time constraints.
2. Are there procedures which govern engineering's response to such problem description?
3. The design of an interactive application should take into account its intended users' familiarity with computers.
4. Designers should be encouraged to use parts already documented and used in the organization's other products.
5. Larry, a member of Fred's computer club, is finding that his computer offers him a way to challenge the school's judgments of his child's abilities.
6. An accurate forecast of future events reaches from the office boy's requisition for stamps to the managing directors' budget.
7. One's left hand does not know what one's right hand is doing.
8. The reaction, if any, runs in vacuum.
9. As to the scientists' work, it is of great importance.
10. There are some methods at one's disposal of reaching this goal.
11. In spite of some objections this engineer's design was accepted.
12. It was implicit owing to comments about using the computer's power.
13. They attempt to continually enlarge the sphere of the program's local simplicity.
14. Pr. Beale's theoretical work has always been firmly grounded in practice.
15. Of all the values Pauling's estimates of the radii of these volumes are of utmost importance.
16. Argument force rather than force argument should dominate.
17. The class of regulators can be thought of as composed of three parts: a parameter estimator, a linear controller parameter and a block which determines the controller parameters.
18. They have used the conventional crystal growth method.
19. Here frequency dependent rate equations are applicable.
20. The approach is used for time and money saving purposes.
21. A cell growth rate increase has been observed.
22. They have constructed a gas-filled high pressure cell.
23. Such integrity has been achieved by a combination of manual and computer based controls.
24. An integrated absorption area value of all methyl groups is reasonably good.
25. Straumanis has built an elaborate temperature-control system.
26. They have used the temperature controlled system.
27. The uptake of oxygen is the rate-determining step of the reaction.

28. Procedure-oriented languages are usually related to a class of problem types.

29. They had a tendency to a risk prone behaviour.

30. The remaining concern is to take into account varying demand rates and cost variables.

31. The research team developed a new kind of information receiving system.

32. They presented the mass of data necessary for effective land use planning.

33. The cold light source lamps operate at low power levels.

34. Cocyclization of II produced a completely different product distribution.

35. Two additional large centrifugal type heat pump water heaters have been provided.

Ex. 18. Translate paying attention to the chain of nouns.

System identification has arisen in different areas of application where the system model is completely unspecified but one wants to predict the system response, to regulate the system, or to simulate the system. The only data available are a sequence of known input and a sequence of noise corrupted output. The intermediate objective is to specify a model which agrees with the statistical data. To perform system identification requires three steps: structure determination, parameter identification, and model verification. Before solving the parameter identification problem, one would address the problem of identifiability of parameters. With an assumed structure, is it ever possible to identify the unknown parameters by extracting information from deterministic input and stochastic output data? The capability of answering this question will facilitate the selection of an appropriate model structure. Clearly, one would not select a model structure whose parameters cannot be identified. Thus the question of parameters identifiability is central in the procedures for system identification.

ТЕМА 6. ИМЯ ПРИЛАГАТЕЛЬНОЕ (THE ADJECTIVE)

Прилагательное – часть речи, выражающая качество или свойство предмета (явления, лица). В английском языке прилагательные не изменяются ни по числам, ни по падежам, ни по родам и переводятся в соответствии с родом, числом и падежом существительного, к которому относятся:

a young man – **молодой** человек;

a young woman – **молодая** женщина;

young people – **молодые** люди.

В предложении прилагательное выполняет функцию определения или именной части сказуемого. В функции определения прилагательное стоит перед определяемым словом, а в функции составной части сказуемого – после глагола-связки:

*He used a new method in his work. – Он использовал **новый** метод в своей работе.*

*This method is **new**. – Этот метод – **новый**.*

Некоторые прилагательные (**present** – *присутствующий*, **dependent** – *зависящий*, **essential** – *существенный*, **different** – *различный*, **able** – *способный*) в функции именной части составного сказуемого переводятся на русский язык соответствующим глаголом.

*Water is always **present** in the air. – Вода всегда **присутствует** в воздухе.*

Тренировочные упражнения

Ex. 1. Translate the following word-combinations:

long-term educational program – _____

internal combustion engine – _____

modern automatic flight control equipment – _____

life-long hobby – _____

the most essential experimental results – _____

heavy industry growth – _____

the Moscow regional environmental protection Committee – _____

scientific and technological progress rapid development – _____

Electronic Research and Engineering Laboratory – _____

the high quality optical fiber articles – _____

current political events – _____

essential scientific research programme – _____

federal bureau of investigation – _____

a successful research program development – _____

high frequency long wave radio station – _____

light industry enterprises – _____

foreign aid programs – _____

6.1. Степени сравнения прилагательных (The Degrees of Comparison)

Сравнительная степень односложных и некоторых двусложных прилагательных образуется при помощи суффиксов **-er, -r**:

*high – higher – высокий – более высокий (выше);
late – later – поздний – более поздний (позже).*

Превосходная степень прилагательных образуется при помощи суффиксов **-est, -st**. Перед прилагательным в превосходной степени обычно стоит определенный артикль **the**:

*the highest – самый высокий, (наивысший, высочайший);
the latest – самый поздний.*

Многосложные прилагательные образуют сравнительную и превосходную степени при помощи наречий **more** и **most** соответственно:

more accurate – более точный; the most accurate – самый точный.

В английском языке есть ряд прилагательных, образующих степени сравнения не по правилам и являющиеся исключением (табл. 6.1).

Таблица 6.1

Степени сравнения прилагательных

Исходная форма	Сравнительная степень (the Comparative Degree)	Превосходная степень (the Superlative Degree)
Односложные прилагательные		
big young	bigger younger	the biggest the youngest
Многосложные прилагательные		
interesting beautiful	more interesting more beautiful	the most interesting the most beautiful
Исключения		
good / well bad many much little old far	better worse more more less older / elder farther / further	the best the worst the most the most the least the oldest / the eldest the farthest / the furthest

Тренировочные упражнения

Ex. 2. State the degrees of comparison and translate them.

most serious	worst	least	less important
best	most favourable	warmer	farthest
most essential	greatest	more attentive	better
lighter	highest	darker	worst
more difficult	younger	most interesting	furthest

Ex. 3. Put the following adjectives in the comparative and the superlative degrees.

big – _____	heavy – _____
short – _____	dirty – _____
clean – _____	near – _____
bad – _____	famous – _____
little – _____	good – _____
expensive – _____	cheap – _____
hot – _____	important – _____
beautiful – _____	large – _____
practical – _____	early – _____
happy – _____	bright – _____
dark – _____	fresh – _____
quick – _____	late – _____
nice – _____	rich – _____
thin – _____	thick – _____
weak – _____	easy – _____
lazy – _____	ugly – _____
comfortable – _____	far – _____
difficult – _____	wonderful – _____
popular – _____	serious – _____

Ex. 4. Translate the sentences paying attention to the degrees of comparison.

1. The Pacific Ocean is the greatest ocean in the world.
2. He is playing worse than usually.
3. The Supreme Court considers the most serious cases.
4. What is the highest legislative body in Great Britain?
5. Nothing is more pleasant than to sit in a comfortable chair and to read an interesting book.
6. The Sun is bigger than the Earth.
7. They will get better results if they work hard.
8. February is the shortest month in the year.

9. This is the most interesting book I have ever read.
10. Your report was much more interesting than mine.
11. My briefcase is much heavier than yours.
12. It is much colder today than it was yesterday.
13. We should discuss the most important questions today.
14. This is the most beautiful building of our city.
15. Iron is more useful than all other metals.
16. His radio-set is more powerful than ours.
17. The Trans-Siberian railway is the longest in the world.
18. The Neva is wider and deeper than the Moskva River.
19. He is one of the best engineers of our plant.
20. This is the worst film I've even seen.
21. He is the least, but not the last.
22. He is the most experienced teacher of our school.
23. The latest news confirmed our worst expectations.
24. They got down to business without further delay.
25. The eldest brother was 20 years older than the youngest.

Ex. 5. Put the adjective in the suitable comparison degree. Translate the sentences.

1. My brother is much (*young*) _____ than myself.
2. The first edition of the dictionary was good; the new one is still (*good*) _____.
3. That was his (*clever*) _____ step.
4. The sound grew (*faint*) _____ and (*faint*) _____.
5. The opera theatre is one of (*beautiful*) _____ buildings in the city.
6. He always chooses (*easy*) _____ way.
7. I don't like your behaviour; you ought to be (*respectful*) _____.
8. Which is (*high*) _____ mountain in the world?
9. David was (*talented*) _____ of the two brothers.
10. I can't imagine (*awkward*) _____ situation.
11. You have done me (*great*) _____ service that man can do his fellow-being.
12. She is (*kind*) _____ woman I have ever seen.
13. The situation was much (*bad*) _____ than I had expected.
14. He is (*courageous*) _____ man ever born.
15. It is (*cold*) _____ here than anywhere else.
16. This is (*good*) _____ poem ever written.
17. It was (*complicated*) _____ problem than the one I had solved before.
18. It is known that the diamond is (*hard*) _____ substance known.
19. Your brother is (*capable*) _____ of our young engineers.
20. This is (*bad*) _____ thing that can happen.

6.2. Сравнительные конструкции (The Comparative Constructions)

После сравнительной степени употребляется союз **'than'**, который соответствует русскому *чем*:

*The Earth is bigger **than** the Moon.* – Земля больше Луны (**чем** Луна).

*This task is more difficult **than** that one.* – Это задание труднее того.

Для усиления сравнительной степени употребляются наречия **'much'** и **'far'**, которые ставятся перед прилагательным в сравнительной степени и переводятся на русский язык словами *гораздо, значительно*:

*The distance from the Sun to the Earth is **much longer** than that from the Moon.* – Расстояние от Солнца до Земли **гораздо больше**, чем от Луны.

При сравнении двух предметов, которым в равной степени присуще одно и то же качество, употребляется сравнительный союз **'as ... as'** – *такой же ... как и*. Прилагательное употребляется в исходной форме:

*Water is **as necessary as** air.* – Вода **так же необходима, как и** воздух.

Если же степень качества различна, употребляется союз с отрицанием **'not so ... as'** – *не такой, ... как*:

*Gold is **not so light as** aluminium.* – Золото **не такое легкое, как** алюминий.

Сочетания типа **'as high as'**, **'as long as'** и подобные могут выражать не только сравнение. Если после такого сочетания стоит числительное, то это сочетание обычно не переводится.

Сравните:

The speed of this plane is **as high as** the speed of sound. – Скорость этого самолета *такая же высокая*, как скорость звука.

The speed of this plane is **as high as** 1,200 kilometers per hour. – Скорость этого самолета 1200 километров в час.

Сочетание типа **'as + прилагательное + as possible'** на русский язык переводится *как можно* + прилагательное в сравнительной степени:

*The speed of the rocket must be **as high as possible**.* – Скорость ракеты должна быть **как можно выше**.

Сочетание типа **'five metres + прилагательное'**, указывающее меру (**long** – *длинный*, **wide** – *широкий*, **high** – *высокий* и т.д.), на русский язык переводится *длиной (в) 5 метров* и т.д.:

*The walls of this experimental house are **ten centimeters thick**.* – Стены этого экспериментального дома имеют **толщину 10 см**.

В конструкции ‘**the (more) ... the (better)**’ артикли, стоящие перед прилагательными или наречиями в сравнительной степени, переводятся *чем ..., тем:*

The higher the temperature, the more rapid is the motion of the molecules. – **Чем выше температура, тем быстрее** движение молекул.

Тренировочные упражнения

Ex. 6. Translate the sentences paying attention to the comparison constructions ‘as ... as’, ‘not so ... as’, ‘the ... the’.

1. The problem is as serious as the others.
2. The conference was not so interesting as I had expected.
3. She is as beautiful as before.
4. This place is not so picturesque now as it used to be.
5. This problem is not so serious as you think.
6. The solution of this problem is twice as serious as they think.
7. It is as cold today as it was yesterday.
8. The temperature today is not so high as it was yesterday.
9. The better we study, the more we know.
10. The longer the night, the shorter the day.
11. The more we go into the thing, the more complex the matter becomes.
12. The more we know, the more we understand how little we know.
13. The less money you have, the less you spend it.
14. The question is not so easy as you imagine.
15. He is twice as old as my brother.

Ex. 7. Translate into English.

1. Россия – самая большая страна в мире. – _____

2. Новое здание Московского университета – одно из самых высоких зданий в Москве. – _____
3. Этот текст самый трудный из всех текстов, которые мы когда-либо переводили. – _____
4. Земля больше Луны. – _____
5. – Ваш брат старше Вас? – Нет, он моложе меня. – _____

6. Сегодня ветер не такой сильный, как вчера. – _____

7. Февраль – самый короткий месяц в году. – _____

8. Сегодня вы писали более трудный диктант, чем на прошлой неделе. – _____

9. Сегодня так же жарко, как и вчера. – _____
-
10. В прошлом году я тратил на английский язык меньше времени, чем в этом году. – _____
-
11. Эта аудитория меньше нашей. – _____
12. Это самая интересная книга, которую я когда-либо читал. – _____
-
13. Эта книга гораздо интереснее вашей. – _____
-
14. Сегодня не намного холоднее, чем вчера. – _____
-
15. Этот мальчик самый младший в этом классе. – _____
-
16. Вы должны теперь тратить на английский больше времени, чем в прошлом семестре. – _____
-
17. Авиастроительный завод выпускает больше продукции, чем металлургический. – _____
-
18. Ваш чемодан тяжелее моего. – _____
19. Продукция нашей швейной фабрики в этом году более разнообразна, чем в прошлом. – _____
-
20. Большая часть продукции кораблестроительного завода уходит на экспорт. – _____
-
21. Большинство студентов нашего факультета проходили практику в нотариальных конторах. – _____
-
22. В Думе на выборах меньшинство партий получили малое количество мест. – _____
-
23. При голосовании большинство голосов было отдано депутату от демократической партии. – _____
-
24. В английском Парламенте меньшинство партий создают Оппозицию. – _____
-

6.3. Словообразовательные суффиксы

Признаками прилагательного являются суффиксы: **-ful, -less, -ic (-ical), -al, -able, -ible, -ant (-ent), -ish, -ive (-ative), -ous (-ious, -uous), -y, -ary, -ory, -en.**

Тренировочные упражнения

Ex. 8. Form the adjectives with the help of the suffixes. Translate them.

-able, -ible	-ant (-ent)
to measure – _____	to depend – _____
to break – _____	to differ – _____
to read – _____	import(ance) – _____
to imagine – _____	emerg(ence) – _____
to control – _____	effici(ency) – _____
to compare – _____	-ary, -ory
to move – _____	reaction – _____
to wash – _____	custom – _____
access – _____	to advise – _____
comfort – _____	to prohibit – _____
-al	explanat(ion) – _____
season – _____	preparat(ion) – _____
continent – _____	-ous (-ious, -uous)
exception – _____	advantage – _____
condition – _____	mystery – _____
nation – _____	disaster – _____
education – _____	humour – _____
nature – _____	scandal – _____
universe – _____	instant – _____
practice – _____	-less
norm – _____	hope – _____
fundament – _____	aim – _____
profession – _____	limit – _____
person – _____	noise – _____
industry – _____	colour – _____
physics – _____	worth – _____
-en	-ish
wool – _____	Dane – _____
wood – _____	Scott – _____
wax – _____	red – _____
flax – _____	child – _____
gold – _____	fool – _____

-y	ful
health – _____	law – _____
storm – _____	harm – _____
earth – _____	tact – _____
noise – _____	success – _____
dream – _____	thank – _____
-ive (-ative)	-ic (-ical)
to create – _____	hero – _____
to talk – _____	atmosphere – _____
to inform – _____	metal – _____
to communicate – _____	base – _____
to protect – _____	climate – _____
affect – _____	geography – _____
atten(tion) – _____	academy – _____
expense – _____	

Ex. 9. Underline the adjectives and translate them.

darkness	resistant	importance	freely
different	important	to organize	backwards
rectorship	length	childhood	useful
kindly	to widen	active	resistance
comparative	dangerous	assistance	universal
principal	possibility	aimless	anywhere
strength	attentive	characteristic	thankful
physician	to know	quality	quantitative
chemist	mathematically	neighbourhood	various
considerable	numerous	reliable	effective
scientific	brotherhood	respective	productive
understandable	natural	physicist	useless
friendship	to realize	closed	economical

Ex. 10. Translate the following word-combinations:

good-natured – _____	kind-hearted – _____
old-fashioned – _____	light-minded – _____
strong-willed – _____	narrow-minded – _____
blue-eyed – _____	pale-faced – _____
red-haired – _____	absent-minded – _____

6.4. Неочевидные значения слова 'good'

1. Для начала, нужно отметить, что это прилагательное, т.е. *хорошИЙ*, а не *хорошО*:

good – *хорошИЙ*;

well – *хорошО*.

2. Существительное **goods** не является прилагательным и означает *товары*.

3. **Not good vs. no good:**

not good – нехороший, плохой; *no good* – бесполезный.

4. **For good (and all)** – навсегда, навеки.

5. **To be up to no good** – задумать недоброе.

6. **To come to no good** – плохо кончить.

Тренировочные упражнения

Ex. 11. Translate the following sentences:

1. He does *good*.
2. He does *well*.
3. I drive a bulldozer *well*.
4. I speak English *well*.
5. I speak *good* English.
6. Our light industry manufactures durable *goods*.
7. A service industry deals with rendering *goods* and services.
8. This car is *not good*, but it gets me to work.
9. That car is *no good*; it doesn't run at all.
10. – I'm moving to your house *for good*. Surprise! – It's *good* to know.
11. He has taken out his gun from the drawer. He *is up to no good*.
12. Yesterday I saw all Brad's ex-girlfriends gathering at the cafe and discussing something till late night. I think they *are up to no good*.
13. My jealous relatives thought that I would *come to no good*. But they can whistle (не дождутся) for it.

Обзорные упражнения

Ex. 12. Translate into Russian.

1. The condition M greater than or less than N ensures that the capacity C is satisfied at all the stages.
2. The less sharp the pulse the greater the path length.
3. Cellulose is the most abundant of all naturally occurring organic substances.
4. The easiest answer is not the most enlightening.
5. A compound is considered more stable the smaller its potential energy.
6. The number of plates needed for chromatography is much higher than that required for distillation.
7. The general problem is considerably more difficult.
8. Definitions of "greater than" and "less than" have been made.

9. As the strips become finer the values of the elements in the matrices become smaller and similar.
10. The higher the purity of titanium the easier it is to fabricate, but the lower is its strength.
11. Life began in water, and most probably in sea water.
12. Consequently, the calculated values give the upper bounds.
13. The most serious problem is that of finding much more precisely how long man can endure permanence in space.
14. There remains one more controversial phenomenon to describe.
15. The thinner the layers, the greater the stirring and the total area of contact and hence the greater the potential for heat and salt exchange.
16. Transistors do, however, hold out a promise for smaller, simpler and less expensive computers with the high performance for the future.
17. This demonstration is the more convincing the greater the variety of absorbate vapors.
18. More competent, but fewer people do the coding with carefully orchestrated teamwork.
19. In view of this fact I decided to place much greater emphasis on general principles, and less on the details of individual systems.
20. The more accurately the forecast of the future demand is made the less the requirement for safety stock.

ТЕМА 7. ЧИСЛИТЕЛЬНОЕ (THE NUMERAL)

Числительные обозначают количество или порядок предметов и делятся на количественные и порядковые.

7.1. Количественные и порядковые числительные (The Cardinal and Ordinal Numerals)

Количественные числительные обозначают количество и отвечают на вопрос **how many?** – *сколько?*

One – один, *five* – пять и т.д.

Порядковые числительные обозначают порядок предметов и отвечают на вопрос **which?** – *который?*

the first – первый, *the fifth* – пятый и т.д.

Обратите особое внимание на написание следующих числительных: thirteen, fifteen, twenty, thirty, forty, fifty (табл. 7.1).

Образование числительных

Количественные числительные			Порядковые числительные
1 – 12	13 – 19 (суффикс -teen)	20 – 90 (суффикс -ty)	
1 – one			1 – the first (1 st)
2 – two		20 – twenty	2 – the second (2 nd)
3 – three	13 – thirteen	30 – thirty	3 – the third (3 rd)
4 – four	14 – fourteen	40 – forty	4 – the fourth (4 th)
5 – five	15 – fifteen	50 – fifty	5 – the fifth (5 th)
6 – six	16 – sixteen	60 – sixty	13 – the thirteenth (13 th)
7 – seven	17 – seventeen	70 – seventy	15 – the fifteenth (15 th)
8 – eight	18 – eighteen	80 – eighty	20 – the twentieth (20 th)
9 – nine	19 – nineteen	90 – ninety	21 – the twenty-first (21 st)
10 – ten			30 – the thirtieth (30 th)
11 – eleven			40 – the fortieth (40 th)
12 – twelve			100 – the hundredth (100 th)
100 – a hundred 1 000 – a thousand			
1 000 000 – a million (BE), a billion (AE)			

7.2. Чтение числительных свыше ста

100 – a (one) hundred;

101 – a (one) hundred and one;

125 – one hundred and twenty-five;

200 – two hundred;

300 – three hundred;

1000 – a (one) thousand;

1005 – one thousand and five;

1235 – one thousand two hundred and thirty-five;

2000 – two thousand;

5345 – five thousand three hundred and forty-five;

1,000,000 – a (one) million;

1,000,000,000 – a (one) milliard (в Англии); one billion (в Америке).

В отличие от русского языка, числительные **hundred**, **thousand**, **million** не принимают окончания множественного числа (-s), когда перед ними стоит количественное числительное, которое является его определением:

three hundred students, five thousand houses, ten million books.

Hundred, **thousand** и **million** могут быть и существительными, когда после них употребляется существительное с предлогом **of**. В этом случае они принимают окончание -s:

hundreds of people – сотни людей;
thousands of houses – тысячи домов.

Тренировочные упражнения

Ex. 1. Name the cardinal numerals.

3	13	30	4	14	40	5
15	50	8	18	80	12	11
100	500	225	86	32	93	78
27	41	705	826	348	923	635
1000	2826	4568	6007	3829	5732	123
75 173	86 112	425 712	1 306 527	2 032 678	3 765 901	234 567 890

Ex. 2. Name the ordinal numerals formed from the cardinal ones.

1	11	21	2	12	20	3
13	30	4	14	40	5	15
50	6	16	60	8	18	80
9	19	90	100	103	300	425
705	1000	1015	2345	3789	32098	123

Ex. 3. Read in English and translate.

50 kilometers	300 cars	530 students	on the 5 th day
480 dollars	675 miles	4550 specialists	in the 2 nd text
5 400 000 books	3 mln tons	page 782	flight 01
bus 45	200 roubles	text 25	1100 persons
320 th km	1007 magazines	room 216	on the 3 ^d deck

Ex. 4. Translate into English.

- пятьдесят автомобилей – _____
 триста килограммов – _____
 шестьдесят один грамм – _____
 два миллиона тонн – _____
 сотни ящиков – _____
 тысячи книг – _____
 двести восемьдесят один доллар – _____
 три тысячи рублей – _____

7.3. Чтение дробей (The Fractions)

В простых дробях:

- числитель выражается количественным числительным, а знаменатель – порядковым;
- когда числитель больше единицы, знаменатель принимает окончание **-s**.

В десятичных дробях:

1. целое число отделяется от дроби точкой (а не запятой, как в русском языке);

2. каждая цифра читается отдельно. Точка, отделяющая целое число от дроби, читается *point*; 0 читается *o* [ou] (буква алфавита), (в Америке 0 читается *zero*). Если целое число равно нулю, то оно часто не читается.

Проценты обозначаются знаком % или словами **per cent**.

Простые дроби (Common Fractions)	Десятичные дроби (Decimal Fractions)
$\frac{1}{2}$ – a (one) half	0.1 – o point one <i>или</i> point one
$\frac{1}{3}$ – a (one) third	0.01 – o point o one <i>или</i> point o one
$\frac{2}{3}$ – two thirds	2.35 – two point three five
$\frac{3}{4}$ – three quarters <i>или</i> : three fourths	32.305 – three two (thirty-two) point three o five
$1\frac{1}{3}$ – one and a third	
$2\frac{5}{8}$ – two and five eighths	

Тренировочные упражнения

Ex. 5. Read in English.

5.4 tons	5 %	0.36 %	37.5°
$\frac{2}{3}$ of a kilometer	$2\frac{1}{2}$ hours	32°	800°
0.2 mile	28 %	3.7 tons	$\frac{5}{6}$ of a liter
2.75 kg	45 inches	0.5 km	$3\frac{3}{7}$ of a mile

Ex. 6. Translate into English. Give as many variants as possible.

- $\frac{3}{5}$ тонны – _____
- $\frac{1}{4}$ километра – _____
- $\frac{2}{3}$ процента – _____
- $1\frac{1}{2}$ часа – _____
- $\frac{1}{2}$ фунта – _____
- $4\frac{1}{2}$ пенса – _____
- $2\frac{3}{4}$ процента – _____
- $2\frac{2}{3}$ дюйма – _____
- 0.105 метра – _____
- 2.18 фунта – _____
- 17.562 тонны – _____
- 5 процентов – _____
- 23 процента – _____
- 0.36 процента – _____
- 2.5 процента – _____

7.4. Хронологические даты (The Dates)

Годы, в отличие от русского языка, обозначаются количественными числительными, причем слово **год** отсутствует:

1900 – **nineteen hundred** – тысяча девятисотый год;

in 1907 – **in nineteen o [ou] seven** – в тысяча девятьсот седьмом году;

1965 – **nineteen sixty-five** – тысяча девятьсот шестьдесят пятый год;

2000 – **two thousand** – двухтысячный год.

Даты обозначаются количественными или порядковыми числительными:

April 12, 1961

April the twelfth (April twelve),

April 12th, 1961 читаются

nineteen sixty-one или:

12th April, 1961

the twelfth of April, nineteen sixty-one.

При обозначении эры используются следующие аббревиатуры:

BC (before Christmas) = BCE (Before Common Era) – до н.э. (до нашей эры);

AD (Anno Domini) (лат.) = CE (Common Era) – н.э. (нашей эры).

Тренировочные упражнения

Ex. 7. Read the following dates.

1242	1848	1512	1783	1905	1900	2003
2000	1945	1306	1400	2010	1625	1903

on the 1st of May

on January 18th

on the 7th of November

at the beginning of 1980

at the end of 1899

in the middle of 1990s

12/I – 1946

22/X – 1983

31/III – 1995

27/XI – 1955

25/V – 1900

20/VIII – 1950

07/VI – 2014

31/XII – 2000

5 o'clock in the morning

2 p.m.

10 a.m.

3.15 p.m.

4.20 a.m.

6.30 in the evening

3 o'clock in the afternoon

12 noon

Ex. 8. Translate into English.

12 января 1946 г. – _____

31 марта 1950 г. – _____

12 мая 2014 г. – _____

24 апреля 1962 г. – _____

31 декабря 1999 г. – _____

01 января 2000 г. – _____

16 марта 2009 г. – _____

246 г. до н.э. – _____

V век до н.э. – _____

Обзорные упражнения

Ex.9. Read and translate the text.

Technology – a Resource

We find ourselves today between a forest and an ocean – a forest of new knowledge and an ocean of need. We are generating more new knowledge in one year than we generated in a full decade less than half a life-span ago. In fact, if you look upon the last 50,000 years of man’s existence in terms of life-spans, the speed of our progress – the pace of change is readily apparent. Because 800 modern life-spans would bridge more than 50,000 years. But of those 800 people 650 would have spent their lives in caves or something worse; only the last 70 had any truly effective means of communicating with one another; only the last six ever saw a printed word; only the last six had any real means of measuring heat and cold; only the last four could measure time with any precision; only the last two used an electric motor; and many of the items that make up our material world were developed within the life-span of the 800th person.

ТЕМА 8. МЕСТОИМЕНИЕ (THE PRONOUN)

Местоимение – это часть речи, которая употребляется вместо имени существительного или прилагательного. Местоимения делятся на личные, притяжательные и возвратно-усилительные (табл. 8.1).

Таблица 8.1

Образование местоимений

Личные		Притяжательные			Возвратно-усилительные
и. п. (кто? что?)	объект. п. (кому? кого?)	простая форма (чей?)	перевод	абсолют- ная фор- ма (чей?)	
I	me <i>мне, меня</i>	my	<i>мой</i>	mine	myself
you	you <i>тебе, тебя</i>	your	<i>твой</i>	yours	yourself
he	him <i>ему, его</i>	his	<i>его</i>	his	himself
she	her <i>ей, её</i>	her	<i>её</i>	hers	herself
it	it <i>ему, его, ей, её</i>	its	<i>его, её</i>	its	itself
we	us <i>нам, нас</i>	our	<i>наш</i>	ours	ourselves
you	you <i>вам, вас</i>	your	<i>ваш</i>	yours	yourselves
they	them <i>им, их</i>	their	<i>их</i>	theirs	themselves

8.1. Личные местоимения (The Personal Pronouns)

Личные местоимения имеют формы двух падежей: именительного и объектного. Объектный падеж соответствует русским косвенным падежам.

Личные местоимения в именительном падеже выполняют в предложении функцию подлежащего и, следовательно, стоят непосредственно перед сказуемым:

He is an engineer. – **Он** инженер.

They work at our plant. – **Они** работают на нашем заводе.

Местоимение **it** заменяет неодушевленные существительные и соответствует местоимениям *он, она, оно* в зависимости от рода существительного в русском языке:

A line has one dimension. It has length. – **Линия** имеет одно измерение.
Она имеет длину.

Местоимение **they** заменяет и одушевленные и неодушевленные существительные.

Личные местоимения в объектном падеже являются дополнением (прямым, косвенным, предложным) и всегда стоят после глагола-сказуемого:

I know him well. – Я хорошо знаю **его**.

He usually shows me his books. – Он обычно показывает **мне** свои книги.

They often talk with her. – Они часто беседуют с **ней**.

8.2. Притяжательные местоимения (The Possessive Pronouns)

Притяжательные местоимения выражают принадлежность и отвечают на вопрос **whose?** *чей? чья? чьё? чьи?* Притяжательные местоимения имеют две формы:

1. **Простую**, которая употребляется в функции определения перед существительным:

Show me your drawing. – Покажите мне **ваш** чертеж.

Если перед существительным есть другие определяющие слова, то притяжательное местоимение стоит перед ними:

Show me your two last drawings. – Покажите мне **ваши** два последних чертежа.

2. **Абсолютную**, которая употребляется вместо ранее упомянутого существительного и выполняет в предложении функцию подлежащего, дополнения или именной части сказуемого:

*This book is **mine**. – Это моя книга.*

Притяжательные местоимения, как правило, переводятся на русский язык местоимениями *свой, своя, свое, свои*, если они стоят в том же лице, что и подлежащее:

*I help **my** friend in his work. – Я помогаю **своему** другу в работе.*

*They completed **their** experiments. – Они завершили **свои** опыты.*

Притяжательные местоимения английского предложения не всегда переводятся на русский язык:

*He raised **his** hand. – Он поднял руку.*

8.3. Возвратно-усилительные местоимения (The Reflexive Pronouns)

Все личные местоимения в английском языке имеют соответствующие возвратные местоимения, которые имеют окончание **-self** в единственном числе и **-selves** во множественном числе.

Возвратные местоимения обычно стоят после глагола-сказуемого и переводятся:

1. Возвратным глаголом:

*Be careful! Don't hurt **yourself**! – Осторожно! Не ушибитесь!*

2. Русским местоимением *себя (себе, собой)*:

*He never speaks about **himself**. – Он никогда не говорит о **себе**.*

Усилительные местоимения, которые совпадают по форме с возвратными, употребляются для усиления значения существительного или местоимения и соответствуют русским местоимениям *сам, сама, само, сами*. В этом случае они стоят в конце предложения или после слова, которое они усиливают:

*We will solve this problem **ourselves**. – Мы решим эту задачу **сами**.*

*The new **crane itself** turns the derrick. – Новый **кран сам** поворачивает стрелу.*

Тренировочные упражнения

Ex. 1. Translate the sentences paying attention to the personal, object and possessive pronouns.

1. We saw them at the Institute.
2. He knows you very well.
3. Tell us a few words about your work.
4. As a rule we finish our work at 5 o'clock.

5. I have never seen him and his friends.
6. Give them their textbooks on history of transport.
7. This student is a friend of mine.
8. I put my copy-book on his table.
9. Ann took our notes and showed them to her scientific adviser.
10. Will you give me your notebook?
11. What is he? – He is a shipbuilding student.
12. Put your textbook on the table and open it.
13. This is your textbook. It is new. Take it, please.
14. I saw him yesterday and took his notes.
15. Ask them about their work.

Ex. 2. Change the underlined words to the pronouns.

1. The teacher is helping the students to translate the article. – _____

2. Mother will send Mary to buy the tickets. – _____
3. The man gave the books to the boy. – _____
4. My friend gave this book to his wife. – _____
5. The book is not suitable for children. – _____
6. Peter worked hard at mathematics. – _____

Ex. 3. Fill in the blanks with the personal pronouns.

1. Australia is one of the five continents, but _____ is much smaller than the other four.
2. I'm afraid it's none of your business. May I ask _____ not to bother _____ anymore?
3. My father works at the plant; _____ is a chief engineer.
4. My sister entered the University last year and now _____ is a second-year student.
5. The exam will be tomorrow, but _____ am not ready for _____ yet.
6. Our engineers are busy now; _____ are engaged in making a series of experiments.
7. Our work is connected closely with yours, and _____ are ready to help _____.

Ex. 4. Fill in the blanks with the possessive pronouns.

1. Tell him not to forget _____ ticket; she mustn't forget _____ tickets either.
2. Can you lend me _____ dictionary? I've left mine at home.
3. I am an engineer. _____ name is Petrov.
4. Ann and Mary are students. _____ friends are students too.

5. – What are _____ names? – _____ name is Nick and _____ name is Jack.
6. This car is very small, but _____ motor is rather powerful.
7. I prefer the Crimea to the Caucasus because of _____ dry climate.
8. We came late and _____ turn was the last.
9. She likes to tell us about _____ children.
10. They always do _____ lessons at home.

Ex. 5. Fill in the blanks with the personal pronouns in the objective case.

1. When I met _____ several years ago he was quite a young man.
2. Do you remember _____? What a beautiful girl she was!
3. I received the news which you sent _____. But I don't consider _____ to be important.
4. Your watch is 5 minutes slow, what's the matter with _____?
5. He is one of our students. I saw _____ somewhere.
6. I don't believe _____ because she always tells lies.
7. These are very good books. Where do you get _____?
8. Is he going to speak to _____ about his new work?
9. Read these words and translate _____ into Russian.
10. Listen to _____! I brought _____ the latest news.
11. We are tired. Let _____ have a break.
12. We ask you to forgive _____ for our behaviour.
13. Do you recognize _____? I was your student ten years ago.
14. Tell _____ not to repeat their mistakes any more.

Ex. 6. Put in the possessive pronouns in the absolute form.

1. His composition is much more interesting than (*your*) _____ or (*my*) _____.
2. It was through no fault of (*her*) _____.
3. You can very well do without my help, but not without (*their*) _____.
4. His radio-set is always out of order. But so is (*your*) _____!
5. (*Our*) _____ was the last turn.
6. The pleasure was all (*my*) _____.

Ex. 7. Choose the suitable pronoun from the given in brackets.

1. Would you like to see some of (*her, hers*) latest sketches?
2. He hasn't read a line of (*you, yours*), how can he criticize (*your, yours*) poems?
3. If this book is neither (*her, hers*) nor (*he, his*), it should be (*my, mine*).
4. (*Their, theirs*) knowledge of the subject is not much superior to (*our, ours*).
5. I am afraid they will believe (*her, hers*) words rather than (*your, yours*).
6. All (*our, ours*) clothes were extremely dirty, and (*my, mine*) especially so.

7. Will you help me to sort out the things? I cannot tell which are (*your, yours*) and which are (*our, ours*).
8. (*Their, theirs*) boat was faster than (*our, ours*).

Ex. 8. Translate the sentences with the reflexive pronouns.

1. I will translate the article myself.
2. The students corrected their mistakes themselves.
3. We have to discuss this problem ourselves.
4. The computer corrected all the mistakes itself.
5. She bought this book for herself.
6. He wants to do it himself.
7. Put on a raincoat to protect yourself from the rain.
8. Be careful! You will hurt yourselves.
9. The villagers built themselves new houses.
10. They built the houses themselves.
11. Would you mind keeping your opinion to yourself?
12. I heard it from a man who himself was present there.
13. She noticed that there was someone standing between herself and the door.
14. He was in a still worse position than (we) ourselves.
15. Go and see it for yourself.
16. You can trust him. He is honesty itself.
17. And then they left me to myself.
18. If one wants a thing done, one had better to do it oneself.
19. She thinks too much of herself.
20. He looked in the mirror and could not recognize himself.

Ex. 9. Finish these sentences using reflexive pronouns.

Model: If you want a job done well, do it _____.
If you want a job done well, do it *yourself*.

1. The girl stood at the fire, warming _____.
2. He made a mistake, and then he corrected _____.
3. The man was badly hurt, but he tried to raise _____.
4. They went swimming, but they didn't enjoy _____.
5. How will we entertain _____?
6. I hope you didn't hurt _____.
7. What on earth do you mean? Explain _____!

8.4. Указательные местоимения (The Demonstrative Pronouns)

К указательным местоимениям относятся местоимения **this, that, it, such, same**.

Указательные местоимения **this, that** имеют формы единственного и множественного числа:

this – *этот, эта, это*, **these** – *эти*;
that – *тот, та, то*, **those** – *те*.

В предложении они выполняют функцию подлежащего или определения:

Подлежащее: **This is our plant.** – *Это наш завод.*

Определение: **We work at this plant.** – *Мы работаем на этом заводе.*

Если перед существительным есть несколько определений, то указательное местоимение занимает первое место в цепочке определений:

We work at this large steel plant. – *Мы работаем на этом большом металлургическом заводе.*

В значении указательного местоимения употребляется также местоимение **it**, соответствующее русскому местоимению *это*:

– *What is this?* – **It is a new vehicle.** – *Что это?* – **Это** новое транспортное средство.

К указательным местоимениям относятся также местоимения **such** *такой* и местоимение **same**, которое всегда употребляется с определенным артиклем и переводится на русский язык *тот же самый, такой же*.

Род, число, падеж указательных местоимений зависит от рода, числа и падежа соответствующих русских существительных:

such an instrument – *такой прибор*;
the same instrument – *тот же самый прибор*;
such a length – *такая длина*;
the same length – *та же самая длина*.

Тренировочные упражнения

Ex. 10. Translate the sentences paying attention to the demonstrative pronouns.

1. This is a good story.
2. These are textbooks on history.
3. That was his first lecture.
4. This textbook is new and that one is old.

5. You will read all these articles at home.
6. Yesterday that group of students had two lectures.
7. These criminal cases will be tried by the Crown Court.
8. Those specialists were very experienced.
9. This is my dictionary and that is yours.
10. These are my dictionaries and those are yours.
11. – What is this? – This is my copy-book.
12. – What are these? – These are my copy-books.
13. I am not going anywhere this summer.
14. It happened in 1980. He was abroad that year.
15. I know these people, but I don't know those ones.

8.5. **Вопросительные и относительные местоимения** (The Interrogative and Relative Pronouns)

Вопросительные и относительные местоимения в английском языке, в основном, совпадают по форме. Это местоимения **who (whom)** – *кто (кому, кого)*, **whose** – *чей*, **which** – *который*, **what** – *что*, а перед существительным – *какой*:

Whose discovery is this? – Чье это открытие?

What is this? – Что это?

What institute do you go to? – В каком институте вы учитесь?

Относительные местоимения служат для присоединения придаточного предложения к главному и являются союзными словами, т.е. не только связывают придаточное предложение с главным, но и являются членами придаточного предложения:

*This is the element **whose** properties we are interested in. – Это элемент, свойства **которого** нас интересуют.*

*I am explaining to him **what** we are working at. – Я объясняю ему, над **чем** мы работаем.*

Тренировочные упражнения

Ex. 11. Insert the interrogative pronouns given in the box.

who, whom, whose, what, which

1. _____ will help me?
2. _____ of you will help me?
3. _____ of these girls is the youngest?
4. _____ is your telephone number?
5. _____ notebook is this, Helen's or Ann's?

6. _____ are you drinking?
7. _____ are you expecting?
8. _____ understands this rule?
9. _____ teaches you English?
10. – _____ is he? – He is an engineer.
11. _____ English books have you read this term?
12. _____ do you know about him?
13. – _____ gloves are these? – They are mine.
14. _____ would you like to drink?
15. _____ is the coldest season of the year?
16. _____ is he waiting for?

8.6. Неопределенные местоимения и их производные (The Indefinite Pronouns and their Derivatives)

К неопределенным местоимениям относятся местоимения **some**, **any**, **every** (и их производные) и местоимение **one**.

Some употребляется в утвердительных предложениях и имеет следующие значения:

1. *Несколько, некоторые*, если стоит перед исчисляемым существительным во множественном числе:

*I have **some** friends here. – У меня здесь есть **несколько** друзей.*

2. *Некоторое количество, немного* – перед неисчисляемыми существительными. В этом случае **some** обычно не переводится на русский язык:

*There is **some** water in the tank. – В танке есть вода.*

Местоимение **some**, как правило, не употребляется в вопросительных и отрицательных предложениях. Оно заменяется местоимением **any** *какой-нибудь*:

*I have **some** friends here.*

*There is **some** water in the tank.*

*Have you **any** friends here?*

*Is there **any** water in the tank?*

*I have **no (not any)** friends here.*

*There is **no (not any)** oil in the tank.*

3. *Какой-то* – перед исчисляемыми существительными в единственном числе:

*The engineer read about this mode in **some** magazine. – Инженер читал об этой модели в **каком-то** журнале.*

4. *Приблизительно, около* – перед числительным:

*There are **some** 30 students at the lecture. – На лекции присутствует **приблизительно** 30 студентов.*

Местоимение **any** употребляется также в утвердительных предложениях со значением *любой, всякий*:

*You can find this book in **any** shop.* – *Вы можете найти эту книгу в любом магазине.*

Неопределенные местоимения **each** и **every** – *каждый* стоят перед существительным в единственном числе и исключают употребление артикля, поскольку являются определителями существительного:

Every engineer must learn foreign languages. – *Каждый инженер должен изучать иностранные языки.*

Each student of our group takes part in some research. – *Каждый студент нашей группы принимает участие в каком-нибудь исследовании.*

Отрицательное местоимение **no** – *никакой, нет* имеет то же значение, что и **not any**, и употребляется перед существительным как в единственном, так и во множественном числе. При наличии **no** артикль перед существительным не употребляется, а глагол стоит в утвердительной форме, так как в английском предложении может быть только одно отрицание:

*He has **no** lectures today.* – *У него сегодня **нет** лекций.*

Перед существительным в функции подлежащего обычно употребляется **no**, которое переводится как *никакой, ни один*:

No magazine writes about this discovery. – *Ни один (никакой) журнал не пишет об этом открытии.*

No information comes from him. – *От него **не** поступает никакой информации.*

Отрицательное местоимение **none** заменяет как исчисляемое, так и неисчисляемое существительное:

None of them answered this question. – *Никто из них **не** ответил на этот вопрос.*

Is there any liquid in the tank? – *Есть в резервуаре какая-нибудь жидкость?*

*No, there is **none**.* – *Нет. (Там **нет** никакой жидкости.)*

Местоимения **some**, **any**, **every**, **no** употребляются в сочетаниях со словами: **thing** – для обозначения неодушевленных предметов, **body** и **one** – для одушевленных. В сочетании со словом **where** они образуют неопределенные наречия (табл. 8.2).

В функции подлежащего могут употребляться только **nobody (no one)**, **nothing**, а не **not ... anybody** или **not ... anything**, причем глагол-сказуемое употребляется с ними в 3-м лице единственного числа в утвердительной форме:

Nobody has read this article yet. – Никто еще не читал этой статьи.

С отрицательными местоимениями и наречиями может быть два варианта построения предложения, т.к. в английском предложении возможно только одно отрицание:

*He knows **nothing** about it. – Он ничего не знает об этом.*

*He does **not** know **anything** about it. – Он ничего не знает об этом.*

Таблица 8.2

Образование производных слов

Местоимения	+ thing	+ body + one	+ where	Употребление
some <i>некоторый</i> <i>какой-то</i> <i>какой-нибудь</i>	something <i>что-то</i> <i>что-нибудь</i>	somebody someone <i>кто-то</i> <i>кто-нибудь</i>	somewhere <i>где-то</i> <i>куда-нибудь</i> <i>куда-то</i> <i>где-нибудь</i>	в утвердительном предложении
any <i>всякий</i> <i>любой</i>	anything <i>всё</i>	anybody anyone <i>всякий</i> <i>все</i>	anywhere <i>езде</i> <i>повсюду</i>	в утвердительном предложении
not any = no <i>никакой</i>	not ... anything = nothing <i>ничто</i> <i>ничего</i>	not ... anybody = nobody no one, none <i>никто</i>	not ... anywhere = nowhere <i>нигде</i> <i>никуда</i>	в отрицательном предложении
any? <i>какой-нибудь?</i>	anything? <i>что-то?</i> <i>что-нибудь?</i>	anybody? <i>кто-то?</i> <i>кто-нибудь?</i>	anywhere? <i>где-то?</i> <i>куда-то?</i> <i>где-нибудь?</i> <i>куда-нибудь?</i>	в вопросительном предложении
every <i>каждый</i> <i>всякий</i>	everything <i>всё</i>	everybody everyone <i>все</i>	everywhere <i>езде</i> <i>повсюду</i>	во всех трёх типах предложений

Местоимение **one** употребляется в качестве подлежащего для обозначения неопределенного лица.

Как правило, оно употребляется в сочетании с модальными глаголами **must, should, can**. Такое сочетание переводится *нужно, следует, мож-*

но в зависимости от модального глагола. Иногда само местоимение **one** переводится словами *каждый, всякий*:

One cannot always find time for reading. – Не всегда **можно** найти время для чтения.

One should always come to the classes in time. – **Следует** всегда приходить на занятия вовремя.

One can do it easily. – **Можно (Каждый может)** легко сделать это.

Тренировочные упражнения

Ex. 12. Translate the sentences paying attention to the pronouns 'some', 'any', 'no'.

1. There is some book on the table.
2. They discovered some new facts.
3. There was some water in the glass.
4. Are there any mistakes in his text?
5. There must be some explanation for any phenomenon.
6. Does this article contain any useful information?
7. There is no water in the vase.
8. There isn't any atmosphere on the Moon.
9. Have you noticed any changes?
10. Did they touch upon any new problem?
11. Let's meet some other day.
12. Is there any difference between them?
13. I don't see any difference and I think there is no difference at all.
14. He can answer any question on the subject.
15. Any doctor will tell you that it is harmful to your health.
16. There is no other choice.
17. Is any additional proof necessary?
18. Can we have some milk?
19. Why are some people so boring?
20. Were there any objections?
21. – What material do you need? – Any that is available.

Ex. 13. Give short answers according to the pattern. Work in pairs.

Model: A) – Have you got any magazines? – Yes, _____.
– Have you got any magazines? – Yes, I've got some.

B) – Has Jane got any change for the bus? – No, _____.
– Has Jane got any change for the bus? – No, she hasn't got any.

1. Have you got any letters for me? – Yes, _____.
2. Have you got any roses in the garden? – No, _____.

3. Has he got any ink in his pen? – Yes, _____.
4. Has she got any books in the bag? – No, _____.
5. Have they got any children? – No, _____.
6. Have you got any sugar in your tea? – Yes, _____.
7. Has John got any relative here? – No, _____.
8. Has she got any money in her pocket? – Yes, _____.

Ex. 14. Put in the pronouns 'some', 'any', and 'no'.

1. Put _____ sugar in your tea, there is _____ sugar in it.
2. Was there _____ cause for complaint?
3. He took out _____ strange instrument from his bag.
4. I can do it without _____ outside help.
5. – Did _____ student answer better than he? – _____ did.
6. – Have _____ more ice-cream. – Thanks, I don't want _____ more.
7. The hall was full, so she could find _____ vacant seat.
8. They told me _____ strange stories.
9. – What book shall I bring you? – _____ you like.
10. I can answer now only _____ questions on the subject.

Ex. 15. Ask questions according to the pattern. Substitute 'any'-forms for 'no'-forms.

Model: – There's *nobody* here. (in that room) – Is there *anybody* in that room?

1. The book is nowhere in the house. – _____ in the garden.
2. She has got nothing in her hand. – _____ in her pocket.
3. The child has got nobody to play with here. – _____ at home.
4. No one is ready for the test-paper. – _____ for a dictation.
5. There's nothing in the box. – _____ near the box.
6. We must go nowhere today. – _____ tomorrow.
7. Nobody can do it at once. – _____ by the evening.

Ex. 16. Translate the sentences paying attention to the derivative pronouns.

1. I saw somebody at the window.
2. Is there anything new?
3. There is somebody in the next room who wants to speak to you.
4. Has anybody called?
5. I want somebody to copy this text.
6. We have not told anyone about it.
7. Give me something to eat, I am hungry.
8. I haven't any more money with me, so I cannot buy anything else.
9. Was there anybody absent?
10. Let me know if something happens.

11. Nobody knew his address.
12. He wrote nothing about it.
13. I will give the book to nobody else.
14. Nothing is known about this fact.
15. There was nobody at home when I came back.

Ex. 17. Reword the following sentences using the word 'else' and the derivatives of 'some', 'any', 'no'.

Model: Put the money in *some other* place.
Put the money *somewhere else*.

1. Give the ticket to some other person. – _____
2. Jane wants some other thing. – _____
3. There's no other job to do now. – _____
4. I don't want to go to any other place. – _____
5. Have they got any other things for us? – _____
6. I can't be in any other place. – _____
7. He doesn't want to see any other person. – _____
8. The director wants to talk to no other man. – _____
9. She has to go to some other place. – _____
10. They needn't go to any other place tonight. – _____

Ex. 18. Fill in the blanks with the derivative pronouns.

1. He has _____ important to tell you.
2. _____ entered the room.
3. Can I do _____ for you?
4. I know _____ about the trial.
5. You may invite _____ you want.
6. Is _____ absent today?
7. _____ left the door open.
8. Has _____ come here while I was away?
9. Can you tell me _____ about the life of this writer?
10. Did you speak to _____ about it?

8.7. Количественные местоимения (The Quantitative Pronouns)

К количественным местоимениям относятся местоимения **many**, **few**, **much**, **little**.

Many *много* и **few** *мало* употребляются с исчисляемыми существительными:

He has many (few) mistakes in his test-paper. – У него в контрольной работе много (мало) ошибок.

Much *много* и **little** *мало* употребляются с неисчисляемыми существительными:

*He has **much (little)** work today. – У него сегодня много (мало) работы.*

Much и **many** могут заменяться синонимами: **a lot (of)**, **lots (of)**, **plenty (of)**. Кроме того, в утвердительном предложении сочетания **a great many**, **a great number (of)** употребляются вместо **many**; **a great deal (of)**, **a great amount (of)** – вместо **much**:

*I have **plenty of** work. – У меня много работы.*

Little и **few** могут употребляться с неопределенным артиклем – **a little** – *немного*, **a few** – *немного, несколько*:

*He has **little** time. – У него мало времени.*

*We have **a little** time, let's go to the cinema. – У нас есть немного времени, пошли в кино.*

*There are **few** English magazines in the library. – В библиотеке мало английских журналов.*

*There are **a few** chemical magazines on that shelf. – На той полке есть несколько журналов по химии.*

Тренировочные упражнения

Ex. 19. Translate the sentences with the pronouns 'many', 'much', 'little', 'few', 'a little', 'a few'.

1. I haven't got much time.
2. Were there many guests at the party?
3. There isn't much snow this winter.
4. Do you know many students at your faculty?
5. I have too little money to buy such expensive things.
6. – Do you speak English? – Yes, a little.
7. Very few people knew about it.
8. My parents are going away for a few days.
9. He has little experience in this matter.
10. How much does it cost?
11. Many people want to see this play.
12. You made few mistakes in your test-paper.
13. How much time does it take to go there?
14. How many times have you been there?
15. He had very few friends.
16. He had a few friends.
17. He drank a little water and felt much better.
18. There was very little water in the glass.

19. The chairman said a few words.
20. Hurry up! We have very little time.

Ex. 20. Express the same, idea more emphatically using 'very few', 'very little' in your sentences.

Model: There aren't *many* people in the shops.
There are *very few* people in the shops.

1. There isn't much I can do to help you. – _____
2. There isn't much lemonade in the bottle. – _____
3. There aren't many eggs in the basket. – _____
4. She hasn't got many dresses. – _____
5. I can't spend much time on the report. – _____
6. They don't have many dishes to cook for dinner. – _____

Ex. 21. Insert the pronouns 'many', 'much', 'little', 'few', 'a little', 'a few'.

1. How _____ sheets of paper do you want?
2. We haven't had _____ rain this summer.
3. He hasn't got _____ work to do today.
4. Have you invited _____ people to the party?
5. Did the storm do _____ damage to the crops?
6. I haven't got _____ books in my library.
7. It's no use asking him about it. He has too _____ experience in this field.
8. Your test-paper is much better this time. You made very _____ mistakes.
9. May I have _____ wine, please?
10. He is a man of _____ words.
11. He has very _____ knowledge of the matter.

Ex. 22. Choose the necessary pronoun in brackets.

1. A good speaker can say much in (*few, a few*) words.
2. Can you retell the story in (*few, a few*) words?
3. Why do you eat so (*little, a little*)? Try (*little, a little*) of everything.
4. The street looked almost deserted. There were (*few, a few*) people in it.
5. I have only (*few, a few*) things left undone.
6. He takes very (*little, a little*) trouble with his work.
7. It has given me not (*little, a little*) trouble.
8. (*Little, a little*) did I know what awaited me!
9. (*Few, a few*) are as capable at languages as he is.
10. – Can you speak French? – Yes, (*little, a little*).
11. – Are there many mistakes in my translation? – Very (*few, a few*).

8.8. Многофункциональность местоимения *it*

Местоимение *it* может выступать в роли:

1. Личного местоимения (подлежащее, дополнение):

Your solution is correct. Explain it, please. – Ваше решение правильно. Объясните его, пожалуйста.

2. Указательного местоимения (подлежащее):

What is this? It is a new device. – Что это? Это новый прибор.

3. Безличного местоимения (подлежащее):

It is said that he is an experienced engineer. – Говорят, что он опытный инженер.

4. Усилительного местоимения (для выделения отдельных членов предложения):

It is Popov who invented the radio. – Радио изобрел не кто иной, как Попов.

Тренировочные упражнения

Ex. 23. Translate the following sentences.

1. A crime is a dangerous antisocial act. It affects the interests of the whole society even when it is directed against an individual person.

2. It is easy to answer this question.

3. I have a very good book on Economy. You may take it if you need it.

4. It is this country that strongly opposes the arms race.

5. Elections are equal. It means that each citizen has one vote.

6. The House of Commons plays the major role in law-making. It consists of Members of Parliament.

7. It is a famous picture. It was painted by John Constable. The artist was awarded a golden medal for it.

8. The City is situated in the center of London. It occupies about one square mile in area.

9. It is the country that applies nuclear energy for peaceful purposes.

10. It is necessary to do everything possible to prevent crime.

11. It is the Parliament that passes new laws.

12. Elections are universal. It means that all citizens at the age of 18 have the right to elect and be elected.

13. This committee has a wide range of activities. First of all it sees to it that all laws are observed.

14. It is autumn now. It often rains in autumns. It is getting dark though it is only 6 o'clock now.

15. It is known that administrative law is connected closely with constitutional law.

16. It is also the duty of district courts to protect the electoral rights of citizens.

17. It is said that all experiments are going on successfully.

18. It is obvious that this problem has become problem number one.

19. It is to be noted that the new discovery is of primary importance in this field of science.

20. It is known that the laser has become a multipurpose tool. It has caused a real revolution in science.

21. It was your brother who brought me the letter yesterday.

22. It is the people's interests that determine the policy of our government.

23. I cannot translate texts without a dictionary. It is very difficult.

24. It was only with the establishing of Moscow University that legal science began to develop in Russia. It was a great progress.

25. I cannot understand it. It is beyond me.

26. It is a new text-book; it is devoted to financial problems.

27. It is a new law; it was adopted by the Parliament last week.

28. It often snows in winter and sometimes it rains. It usually happens in sea-side areas.

29. It is known that all bodies possess weight.

30. It is necessary to do everything possible to reduce crime level.

31. It should be taken into consideration that it is a very delicate matter and it must be given considerable thought.

32. It was he who made so many discoveries.

33. It is this article that I recommend you to read.

34. It is the function of Parliament to make and adopt new laws.

35. It is getting dark, thought it is only 6 o'clock.

8.9. Многофункциональность слова 'that'

Слово **that** выполняет в предложении функции:

1. Местоимения:

а) указательного (подлежащее, определение):

That new instrument is very precise. – Этим (тем) новый прибор очень точный.

б) относительного – вводит придаточные определительные предложения и завершает усиленную конструкцию:

An equation that states a rule in brief form is called a formula. – Уравнение, которое кратко выражает правило, называется формулой.

2. Союза:

а) для присоединения придаточных дополнительных предложений:

*D. I. Mendeleev was sure **that** the missing elements would be found. – Д. И. Менделеев был уверен, **что** недостающие элементы будут открыты.*

b) для присоединения придаточных подлежащих:

***That** it is possible to convert heat to energy and energy back to heat can be demonstrated in a number of ways. – **То, что** тепло можно преобразовать в энергию и энергию обратно в тепло, можно продемонстрировать разными способами.*

c) для присоединения придаточных сказуемых:

*The main difficulty is **that** the experiments haven't shown good results yet. – Главная трудность заключается в **том, что** эксперименты еще не дали положительных результатов.*

3. Слова-заместителя:

*The power of atomic ice-breaker is much greater than **that** of tanker. – Мощность атомного ледокола гораздо больше **мощности** танкера.*

Тренировочные упражнения

Ex. 24. Translate the following sentences.

1. I don't know that man.
2. At that moment I heard some strange noise.
3. I was in that country 5 years ago.
4. My brother lives in that red house.
5. I didn't agree with him and that made him angry.
6. "I don't think we should do it." That is what he said.
7. The price of iron is higher than that of copper.
8. The main problem is that of finding a suitable place for our equipment.
9. The year on the Earth is twice as short as that on Mars.
10. He said that the question should be answered at once.
11. They knew that the experiment was a failure.
12. The remark that he made was very important.
13. That was the distance that they covered for half an hour.
14. I am afraid that he won't be able to come.
15. That he is a famous writer is known to everybody.
16. That he agreed to help his comrades is only natural.
17. That happened the year I graduated from the University.
18. She said that she would return in two days.
19. The question that was discussed at the conference is of great significance.
20. That was the thing that we needed.
21. The unit of mass and that of weight are different physical units.

22. The victory of our state in the Great Patriotic war was not only that of the army, but also the victory of the whole people.

23. Each state in the USA has its own system of courts similar to that of the Federal courts.

24. We want to have friendly relations with all governments and with that of the US as well.

25. That law was adopted 5 years ago.

26. The problem that we discussed yesterday is of great international significance.

27. That problem was discussed at the previous conference.

28. The population of India is greater than that of Japan.

Обзорные упражнения

Ex. 25. Translate into English.

1. Не покупайте красных карандашей, купите синие. – _____

2. Это перо очень плохое. Дайте мне хорошее. – _____

3. Мне не нравится это зеленое яблоко. Дайте мне красное. – _____

4. Мой брат прислал мне несколько английских книг и несколько итальянских. – _____

5. Каждый студент знает это положение. – _____

6. Каждый из студентов будет получать стипендию за отличные оценки за экзамены. – _____

7. Я уже читала этот реферат. Дайте мне другой. – _____

8. Почему так мало студентов в аудитории? – _____

9. Никогда не следует откладывать на завтра то, что можно сделать сегодня. – _____

10. Есть ли у вас корабль для перевозки крупногабаритных грузов? – _____

11. Он принес нам книги, необходимые для подготовки к зачету. – _____

12. Они могут купить в том магазине все, что нам нужно. А мы пока сходим в этот. – _____

Ex. 26. Translate into Russian

1. No satisfactory explanation of this observation has been offered.
2. These solids show no basic properties.
3. He gave me some good advice.
4. Any discussion is useful.
5. The halogen must be ionized to some extent.
6. The product alone with no admixtures weighed 20 g.
7. No increase of human happiness comes from increase of wealth.
8. As a rule, calculation of the value presents no special difficulties.
9. No doubt some 200 people will attend the symposium.
10. The solvent exerts no influence on any of the constants.
11. The book is available at any library.
12. Every science generalizes the facts.
13. Any map may be drawn either in the plane or on the surface of a sphere.
14. Some proofs are neither difficult nor interesting – merely a little tiresome.
15. No damage occurred during any of the tests.
16. This is certainly no longer a system for any discussion.
17. No matter how complicated the map, four colours suffice.
18. Trying to minimize the importance of the discovery was of no use.
19. The train was no longer visible.
20. These metallic ions account for no more than 9 % of dimer.

ТЕМА 9. НАРЕЧИЕ (THE ADVERB)

Наречие – это часть речи, указывающая на признак действия или качества. По форме наречия делятся на две группы: простые и производные.

Простые наречия: **here** – *здесь, сюда*, **now** – *теперь*, **soon** – *скоро* и др.

Производные наречия образуются от прилагательных или других частей речи при помощи суффикса **-ly**: **easily** *легко*, **daily** *ежедневно*.

9.1. Место наречия в предложении

Наречия неопределенного времени **always** – *всегда*, **often** – *часто*, **seldom** – *редко*, **already** – *уже*, **usually** – *обычно*, **sometimes** – *иногда*, **soon** – *скоро*, **never** – *никогда* и другие ставятся перед смысловым глаголом:

We often make experiments. – Мы часто проводим опыты.

Когда сказуемое состоит из нескольких компонентов, наречие неопределенного времени ставится после первого глагола:

We have already made this experiment. – Мы уже провели этот опыт.

Но эти наречия ставятся после глагола **to be**:

He is always present at the lectures. – Он всегда присутствует на лекциях.

Наречия, являющиеся в предложении обстоятельством места или времени, стоят либо в начале предложения перед подлежащим, либо в конце предложения:

Tomorrow I will go to the library. – **Завтра** я пойду в библиотеку.

Наречия, относящиеся к прилагательному, причастию-определению или другому наречию, обозначают признак или степень качества и всегда стоят перед словом, к которому относятся:

highly important problem – **чрезвычайно** важная проблема;
quickly moving vehicle – **быстро** движущийся транспорт.

Тренировочные упражнения

Ex. 1. Give the short answers using the adverbs suggested.

Model: A) – Do you ever forget to do your homework? (Yes / sometimes) – *Yes, I sometimes do.*

B) – Is Bob busy? (Yes / often) – *Yes, he often is.*

1. Are cartoon films interesting? (Yes / usually) – _____
2. Does Nina help you with mathematics? (Yes / often) – _____
3. Are your pupils lazy? (Yes / sometimes) – _____
4. Do they go to the country for week-ends? (Yes / usually) – _____
5. Does your bicycle often need mending? (No / seldom) – _____
6. Do you lend money to your friends? (Yes / often) – _____
7. Does he ring you up every day? (No / rarely) – _____
8. Do you understand English speakers? (Yes / usually) – _____
9. Is Mary tired? (No / seldom) – _____
10. Can you get a good breakfast here? (Yes / generally) – _____
11. Is your sister ever wrong? (Yes / frequently) – _____
12. Does your friend miss classes of Grammar? (No / never) – _____
13. Do you understand your teacher of English? (Yes / always) – _____

Ex. 2. Reword the sentences according to the models. Use the verbs suggested and the corresponding adverb instead of the adjective in the given sentence. Make all the necessary changes.

Model A: – Mike is a *quick* worker. (works) – Mike works *quickly*.

1. Fred is a *quick* runner. (*runs*) – _____
2. Ben is a *careful* driver. (*drives*) – _____
3. Your brother is an *excellent* speaker. (*speaks*) – _____
4. She's a *beautiful* singer. (*sings*) – _____
5. My granny is a *slow* walker. (*walks*) – _____

6. She always gives a *prompt* reply. (*replies*) – _____
7. He's a *bad* swimmer. (*swims*) – _____
8. Leonov is a *wonderful* actor. (*acts*) – _____

Model B: – That is a *fast* train. (*goes*) – That train goes *fast*.

1. Your cousin is a *hard* worker. (*works*) – _____
2. Jane is a *fast* driver. (*drives*) – _____
3. Kate is an *early* riser. (*rises*) – _____
4. This is a *daily* paper. (*comes out*) – _____
5. This girl is always a *late* comer. (*comes*) – _____
6. He always gives a *straight* answer. (*answers*) – _____

Ex. 3. State whether the underlined word is an adjective, pronoun or adverb. Translate the sentences.

1. The questions were so easy that everybody could answer them.
2. I can easily answer all the questions.
3. They spoke loudly.
4. He spoke in a loud voice.
5. He went straight home.
6. The street is quite straight.
7. You would write better if you had a better pen.
8. He has little knowledge of English.
9. I little thought about this problem.
10. We hope to stay here for a long time.
11. I don't think I'll stay here long.
12. He works more and better now than he did last year.
13. I have more books than you and they are in a better condition than yours.
14. He is playing worse than usual.
15. This film is much worse than the one I saw last month.

Ex. 4. Choose the suitable form of the words in brackets.

1. I didn't sleep (*good, well*) last night.
2. I always get (*good, well*) marks.
3. He was (*angry, angrily*) with me.
4. He spoke (*angry, angrily*) with me.
5. Smoking is a (*bad, badly*) habit.
6. You passed all the exams (*bad, badly*).
7. The soldier behaved (*brave, bravely*).
8. He is a (*brave, bravely*) soldier.
9. This is quite (*clear, clearly*).
10. This (*clear, clearly*) shows the difference.
11. They received me (*cold, coldly*).

12. The weather was (*cold, coldly*) yesterday.
13. This is a (*comfortable, comfortably*) flat.
14. We travelled (*comfortable, comfortably*).
15. My daughter is (*dangerous, dangerously*) ill.
16. Smoking is (*dangerous, dangerously*).

9.2. Степени сравнения наречий (The Degrees of Comparison)

Односложные наречия образуют степени сравнения путем прибавления к исходной форме наречия суффиксов **-er** (в сравнительной степени) и **-est** (в превосходной). Двусложное наречие **early** образует степени сравнения таким же образом:

late – later – latest; early – earlier – earliest.

Двусложные и многосложные наречия образуют степени сравнения путем прибавления слов **more** и **most**:

clearly – more clearly – most clearly.

Некоторые наречия образуют степени сравнения не по правилу (табл. 9.1).

Таблица 9.1

Образование степеней сравнения наречий

Простая форма	Сравнительная степень	Превосходная степень
well – хорошо	better – лучше	best – лучше всего
badly – плохо	worse – хуже	worst – хуже всего
much – много	more – больше	most – больше всего
little – мало	less – меньше	least – меньше всего
far – далеко	farther (further) – дальше	farthest (furthest) – дальше всего

При сравнении двух действий, которым присущ один и тот же признак, употребляется, как и с прилагательными, парный союз **as ... as**:

*This plane moves **as** quickly **as** the sound does.* – Этот самолет движется **так же** быстро, как и звук (*т.е. со скоростью звука*).

Сочетание **as well as** может, наряду со сравнительной конструкцией, быть составным союзом *так же, как (и)*. Сравните:

*He knows mathematics **as well as** his friend does.* – Он знает математику **так же хорошо, как и** его друг.

*The English system of weights was used in England **as well as** in a number of other countries.* – Английская система весов применялась в Англии **также, как и** в ряде других стран.

Наречие **as well** имеет значение *также* и всегда стоит в конце предложения:

The plant produces cars. It produces vessels as well. – Этот завод выпускает автомобили. Он *также* выпускает корабли.

Тренировочные упражнения

Ex. 5. Form the comparative and the superlative degrees from the following adverbs:

often – _____	early – _____
easily – _____	well – _____
little – _____	late – _____
clearly – _____	slowly – _____
quickly – _____	much – _____
closely – _____	fast – _____

Ex. 6. Put the adverbs in brackets in the comparative or superlative degrees.

1. He works (*well*) than his assistant. – _____
2. She visits us (*frequently*) than them. – _____
3. We all ran fast, but Sam ran (*fast*) than I, Dick ran (*fast*) of all. – _____

4. Which of all these books did you enjoy (*much*)? – _____

5. Which of these two books did you enjoy (*much*)? – _____

6. You should have told me about it (*early*). – _____

7. He speaks English (*correctly*) of all in our group. – _____

9.3. Формы наречий

Некоторые наречия совпадают по форме с прилагательными, но часто отличаются от них по значению:

long (прил.) – *длинный, долгий*, *long* (нар.) – *давно*.

Некоторые наречия, образованные от прилагательных при помощи суффикса **-ly**, также отличаются по значению от соответствующих прилагательных:

real (прил.) – *настоящий*, *really* (нар.) – *действительно*.

Некоторые наречия имеют две формы: одну без суффикса, совпадающую с прилагательным, другую – с суффиксом **-ly**. Последние часто не совпадают по значению с соответствующими прилагательными (табл. 9.2):

high (прил.) – *высокий*;

high (нар.) – *высоко*;

highly (нар.) – *весьма, очень, чрезвычайно*.

Таблица 9.2

Формы наречий

Прилагательные	Наречия без суффикса	Наречия с суффиксом
long – длинный, долгий very – самый, тот самый only – единственный far – далекий	long – давно very – очень only – только far – далеко; намного	
direct – прямой		directly – сразу, непосредственно
ready – готовый large – большой		readily – быстро, легко largely – в основном, очень, главным образом
real – настоящий hard – трудный high – высокий	real – настоящий hard – упорно high – высоко	really – действительно hardly – едва highly – весьма, очень, чрезвычайно
wide – широкий near – близкий late – поздний	wide – широко near – близко late – поздно	widely – очень, значительно nearly – почти lately – за последнее время, недавно
close – близкий	close – близко, рядом	closely – тщательно, тесно, внимательно

9.4. Словообразовательные суффиксы

Наречия образуются с помощью суффиксов **-ly, -ward, -wards**.

Тренировочные упражнения

Ex. 7. Form the adverbs from the words given below with the help of the suffixes and translate them.

-ly	-ward, -wards
quiet – _____	up – _____
steady – _____	down – _____
day – _____	North – _____
month – _____	East – _____
loud – _____	South – _____
bright – _____	West – _____
cheap – _____	back – _____
recent – _____	for – _____

9.5. “Good” или “well”

Ранее мы уже рассказывали о различиях между **‘good’** и **‘well’**. Итак:

1. **Good** – это прилагательное и оно используется при описании существительного. Переводится как *хороший, добрый, приятный*.

2. **Well** – это наречие, и оно используется, когда нам необходима дополнительная информация о глаголе. Переводится как *хорошо*.

3. Но с глаголами **feel, taste, smell** – *пахнуть*, **look** – *выглядеть* используется слово **‘good’**, а не **‘well’**.

4. Когда мы говорим о ком-то, что он (она) **look good**, то это означает, что он (она) *выглядит привлекательно*. Но когда мы говорим о ком-то, что он (она) **look well**, то мы подразумеваем, что он (она) *выглядит здоровым(ой)*, т.е. *неболеющим(ей)*.

5. В современном английском, задавая вопрос: **«How are you?»** – мы частенько можем услышать в ответ: **«I’m good»**. Такой вариант ответа является грамматически неверным, но в последнее время в разговорной английской речи он используется все чаще и чаще.

6. Иногда вы можете услышать оба слова в одной фразе: **«Well and good»**. Эта фраза означает, что *в целом всё вроде бы хорошо, но есть одно «но»*. А также эта фраза может означать *ну что же, ну и прекрасно, ну и ладно, тем лучше*.

7. А еще слово **well** переводится как *колодец*, а выражение **oil well** – *нефтяная скважина*.

Тренировочные упражнения

Ex. 8. Translate into Russian.

1. The guy was renowned for his good deeds.
2. I don't speak very good English. My English isn't very good.
3. He usually behaves very well.
4. She didn't speak English very well.
5. – How do you like the soup? – It tastes good. My compliments to the chef!
6. It smells so good in this room.
7. This dress looks good on you.
8. It's all well and good that you've become keen on karate, but what about your pregnancy?
9. What you are saying is well and good, but I prefer to make my own living.
10. Those exotic dishes are all well and good but I like plain homemade pancakes.
11. The reception was well and good, but I had expected more from Judith and her cooking.
12. If you really want to get in trouble because of it, well and good.
13. You have no more complaints? Well and good. I won't take up any more of your time.
14. In Russian villages where there are no houses with running water, people take water out of wells.
15. A lot of oil wells are excavated in the Okhotsk Sea.

Обзорные упражнения

Ex. 9. Translate the sentences paying attention to the different meaning of some adverbs.

a) еще (still, yet, else, more, other, only, as early as):

1. She is still sleeping.
2. He is too young yet to get married.
3. He hasn't come yet.
4. What else can you tell me?
5. Where else are you going tomorrow?
6. Give me some more water.
7. What other books did you buy?
8. It's only 8 o'clock.
9. He was with us only yesterday.
10. It was known as early as in the 19th century.

в) давно (long, for a long time, long ago, a long time ago):

1. Have you been here long?
2. I have been waiting for you for a long time.
3. It happened long ago.
4. The accident took place a long time ago.
5. I have known him for a long time, since our first meeting which was quite a long time ago.

с) недавно (not ... long, not long ago, lately, recently):

1. I haven't been sitting here long.
2. This book came out not long ago.
3. It happened quite recently.
4. Have you seen him lately?
5. His new book was published recently, though I haven't heard anything about him lately.

д) очень (very, very much, too – слишком):

1. He is a very nice man.
2. The text is very difficult.
3. She is very much better.
4. I like this painting very much.
5. I am very much obliged to you.
6. The bus runs too slowly.
7. You are too young to grumble.
8. It is too late to do anything.
9. It is a very interesting work, but it is too responsible and too complicated.

е) почти (hardly, scarcely, nearly, almost):

1. There were hardly any people in the street.
2. I scarcely ever see him.
3. It is nearly 5 o'clock.
4. I have nearly finished my work.
5. I almost made a mistake.

ф) довольно (quite, fairly, rather):

1. The film is quite good.
2. The play is quite awful.
3. – What is his English like? – It's fairly good.
4. She is fairly pretty.
5. I'm afraid his health is rather poor.
6. Your words have been rather unpleasant.
7. The ice-cream is rather good.
8. Your pronunciation is rather good; it's quite correct and fairly audible.

g) *тоже, также* (too, also, either, as well):

1. I will be there too.
2. Have you read the story too?
3. They also agreed with me.
4. He has a dog, but he has also a cat.
5. He is clever and industrious too.
6. I was there as well.
7. Has she gone away as well?
8. I haven't seen him either.
9. She can't write yet, she can't read either.
10. I didn't know about it either.

Ex. 10. Translate into Russian:

a) the following adverbs:

somewhere – _____
nowhere – _____
sideways – _____
sidewise – _____
likewise – _____

everywhere – _____
anyway – _____
endways – _____
clockwise – _____

b) the following sentences:

1. I've seen her somewhere before.
2. This device is used everywhere.
3. You can find this book nowhere.
4. I'll try to do it anyway.
5. The ship was damaged and moved sideways.
6. Place the instrument endways.
7. You should move clockwise, not sidewise.
8. Look at me and do likewise.

Ex. 11. Reword the given sentences inserting either the adjective or the adverb suggested in the proper place.

Model: (bright, brightly) The sun was shining.
The sun was shining *brightly*.
(bright, brightly) There was a fire in the room.
There was a *bright* fire in the room.

1. (*regular, regularly*) He attends classes.
(*regular, regularly*) He has working hours.
2. (*real, really*) Do you want to go there?
(*real, really*) She has a lot of friends.

3. (*easy, easily*) This is an exercise.
(*easy, easily*) I can translate this article.
4. (*complete, completely*) These volumes contain the works of Pushkin.
(*complete, completely*) I am satisfied.
5. (*clear, clearly*) Give him an answer.
(*clear, clearly*) This shows the difference.
6. (*pretty, prettily*) Alice danced too.
(*pretty, prettily*) They've got a little garden.
7. (*terrible, terribly*) What weather we are having!
(*terrible, terribly*) It was a long war.
8. (*quick, quickly*) Peter ran off.
(*quick, quickly*) That's a reply!
9. (*pleasant, pleasantly*) We had a talk on Monday.
(*pleasant, pleasantly*) The days passed.
10. (*rare, rarely*) This is a postage stamp.
(*rare, rarely*) I see him.
11. (*angry, angrily*) She spoke to him.
(*angry, angrily*) That was an answer.

Ex. 12. Change the sentences using the adverb 'as ... as'. Make all the necessary changes according to the model.

Model: He speaks English fluently. (Nick)
Nick speaks English *as* fluently *as* he does.

1. Alec drives the car carefully. (his wife) – _____

2. He usually speaks calmly. (Bill) – _____

3. Your sister speaks English correctly. (you) – _____

4. Mary knows English History well. (Ann) – _____

5. They speak English beautifully. (Madge) – _____

6. We often go to the library. (you) – _____

7. My children will go camping willingly. (your children) – _____

8. I seldom went to the country. (you) – _____

9. My daughter reads a lot. (your son) – _____

10. Nelly and Paul live far from the University. (you) – _____

Ex. 13. Translate the text singling out adjectives and adverbs.

Arriving from Outer Space

Suppose that we were space travellers, visiting the earth from some distant planet. It would be difficult to detect much trace of the atmosphere until we were in the region of the lower part of the orbit of the first Sputnik, say between 200 and 300 miles up. At that distance from the earth the pressure of the atmosphere, which measures the weight of the air above us, is less than one millionth of that on the ground. This means we would be moving in what is called a “vacuum” on earth, for at this level, pressure is lower than that which can be reached by the finest laboratory pumps.

Having passed through the stratosphere, we would enter the troposphere, or region of weather. Meteorologists are interested in the whole atmosphere, but especially in the troposphere, because it is only in this relatively thin layer that we find weather, that is clouds, fogs, rain, hail and snow. In general the higher one goes in the atmosphere, the colder the air becomes. This seems odd at first, because by climbing up we are getting nearer the sun, from which we get all our heat. The explanation is that the rays of the sun are not very effective in heating air directly. Most of the energy in a sun beam passes through clear air with very little absorption. What happens is that the sun’s rays heat the surface of the earth, both the ground and the sea, and it is from the warm surface of the earth that the atmosphere receives most of the energy which appears as wind, and causes weather generally.

ТЕМА 10. ПРЕДЛОГ (THE PREPOSITION)

Предлоги – служебные слова, которые указывают на связь существительных (или местоимений) с другими словами в предложении (табл. 10.1).

Предлоги в английском языке бывают: предлоги **места (place)** и **направления (direction)**, предлоги **времени (time)**, **составные (compound)** предлоги, предлоги, передающие **падежные отношения (case)**. Помимо самих предлогов, существуют **устойчивые словосочетания с предлогами (prepositional phrases)**.

Предлоги **места** означают нахождение предмета на поверхности чего-либо, внутри какого-либо замкнутого пространства, под другим предметом или около другого предмета:

on the table – **на** столе;

in the room – **в** комнате;

under the book – **под** книгой;

at the desks – **у** столов.

Основные предлоги

Предлог	Значение
<i>1</i>	<i>2</i>
about	1. <i>вокруг, кругом</i> (расположение или движение вокруг ч.-л.); 2. <i>около, близ, у</i> (расположение вблизи ч.-л.); 3. <i>по</i> (место совершения действия); 4. <i>около, к</i> (приблизительность во времени); 5. <i>о, об; насчет, относительно</i>
above	1. <i>над</i> ; 2. <i>свыше, больше; выше</i>
according to	1. <i>согласно, в соответствии с</i> ; 2. <i>по утверждению, по словам, по мнению</i>
across	<i>сквозь, через; на другой стороне, по другую сторону</i>
after	1. <i>за, позади</i> (местонахождение позади предмета или движение вдогонку); 2. <i>после, за, через, спустя</i> (последовательность во времени, промежуток времени); 3. <i>по, с, согласно</i> (сходство с ч.-л. или подражание к.-л.)
against	1. <i>против</i> (противоположное направление или положение); 2. <i>о, об, по, на, к</i> (опора, фон, препятствие); 3. <i>рядом, у</i> (непосредственное соседство); 4. <i>на, с</i> (столкновение или соприкосновение)
along	<i>вдоль, по</i>
among	<i>среди, между</i>
around (round)	1. <i>вокруг</i> ; 2. <i>по; за; около</i> ; 3. <i>около; приблизительно</i>
at	1. <i>в, на, у, при</i> (местонахождение); 2. <i>в, к, на</i> (движение в определенном направлении); 3. <i>в, на</i> (момент, время действия); 4. <i>за</i> (действие, занятие); 5. <i>в, на</i> (состояние, положение)
before	1. <i>перед</i> (местонахождение); 2. <i>до, перед</i> (время)
behind	<i>за, сзади, позади; после</i>
below	<i>ниже, под</i>
beside	<i>рядом с; около, близ</i>
besides	<i>помимо, кроме</i>

<i>1</i>	<i>2</i>
between	<i>между</i>
beyond	1. <i>по ту сторону; за;</i> 2. <i>вне; сверх, выше</i>
by	1. <i>у, при, около</i> (близость); 2. <i>мимо</i> (прохождение мимо предмета или через определенное место); 3. <i>к</i> (приближение к определенному моменту, сроку и т.д.); 4. <i>a book by Tolstoy книга Толстого</i> (указание на автора; предложный оборот передается тв. или род. п.); 5. <i>by plane самолетом</i> (указание на средство передвижения; предложный оборот переводится тв. п.); 6. <i>через, посредством, от, по</i> (причина, источник)
by means of	<i>посредством</i>
concerning	<i>относительно, касательно</i>
down	<i>вниз, (вниз) по; вдоль по</i>
due to	<i>благодаря</i>
during	<i>в течение, в продолжение; во время</i>
except	<i>исключая, кроме</i>
except for	<i>за исключением, кроме</i>
for	1. <i>для, ради;</i> 2. <i>за;</i> 3. <i>к, в</i> (направление); 4. <i>из-за, за, по причине, вследствие;</i> 5. <i>в течение, в продолжение</i>
from	1. <i>от, из, с</i> (пространственное значение); 2. <i>с, от, из</i> (временное значение)
in	1. <i>в (о), на, у</i> (нахождение внутри или в пределах ч.-л.); 2. <i>в, на</i> (вхождение или внесение в пределы или внутрь ч.-л.; проникновение в к.-л. среду); 3. <i>в, во время, в течение, через</i> (временное значение); 4. <i>в, при, с, на</i> (условия, окружающая обстановка, обстоятельства совершения действия)
in accordance with	<i>в соответствии с, согласно</i>
in addition to	<i>вдобавок, в дополнение к, кроме того, к тому же</i>
in front of	<i>перед, впереди</i>
in spite of	<i>несмотря на, невзирая на</i>
instead of	<i>вместо</i>

<i>1</i>	<i>2</i>
into	<i>в, на</i> (движение или направление внутрь, в сферу или область ч.-л.)
like	<i>подобно, как</i>
near	<i>возле, у, около</i>
of	1. (указывает на принадлежность; предложный оборот переводится род. п.) <i>the wall of the room стена комнаты;</i> 2. <i>из</i> (указывает на отношение части и целого); 3. <i>о, об, относительно</i>
on	1. <i>на</i> (нахождение на поверхности); (то же upon); 2. <i>на</i> (направление); (то же upon); 3. <i>в</i> (временное значение); 4. <i>по, после</i> (последовательность наступления действий); 5. <i>в, на</i> (состояние, процесс, характер действия); 6. <i>из, на, в, по, у</i> (основание, причина, источник); 7. <i>о, об, относительно, касательно</i>
opposite	<i>против, напротив</i>
out of	<i>вне, за, из</i>
over	1. <i>над, выше;</i> 2. <i>по ту сторону, за, через;</i> 3. <i>через, о; поверх, на; по, по всей поверхности</i> (характер движения); 4. <i>за, в течение</i> (промежуток времени, в течение которого происходит действие); 5. <i>свыше, сверх, больше</i> (количественное или числовое превышение)
owing to	<i>из-за, вследствие, по причине, благодаря</i>
past	1. <i>мимо;</i> 2. <i>за, по ту сторону;</i> 3. <i>после, за, спустя, более</i> (о времени)
since	<i>с, после, спустя</i>
thanks to	<i>благодаря</i>
through	1. <i>через, сквозь, по</i> (пространственные отношения); 2. <i>в течение, в продолжение</i> (временные отношения); 3. <i>по причине, вследствие, из-за, благодаря</i>
throughout	1. <i>через, по всему;</i> 2. <i>в продолжение</i> (всего времени)
till (until)	<i>до, до тех пор, пока</i>

1	2
to	1. <i>к, в, на</i> (направление); 2. <i>на, до</i> (предел движения, расстояния, времени, количества); 3. a letter to a friend <i>письмо другу</i> (указание на лицо, по отношению к которому совершается действие; предложный оборот переводится дат. п.)
toward (s)	1. <i>к, по направлению к</i> ; 2. <i>к, около</i> (время)
under	1. <i>под, ниже</i> (положение одного предмета ниже другого, направление действия вниз); 2. <i>при, под, на</i> (условия, обстоятельства, при которых совершается действие)
until	см. till
up	1. <i>вверх, по, на</i> ; 2. <i>вдоль по; вглубь</i>
up to	<i>вплоть до</i>
upon	см. on
with	1. <i>с</i> (связь, совместность, согласованность); 2. to write with a pen <i>писать ручкой</i> (указание на предмет действия или орудие, при помощи которого совершается действие; предложный оборот переводится тв. п.); 3. <i>а, причем</i> (обстоятельство, сопутствующее действию): he fell asleep with his candle lit
within	1. <i>в, в пределах</i> ; 2. <i>в, внутри</i> ; 3. <i>не далее (как), не позднее, в течение</i>
without	1. <i>без</i> ; 2. <i>вне, за</i> ; 3. <i>без того, чтобы</i> (перед герундием или отглагольным сущ.)

Предлоги **направления** и **движения** обозначают движение по направлению к какому-либо предмету, внутрь замкнутого пространства, от одного лица к другому или из одного места в другое, из замкнутого пространства:

to the table – **к** столу;

into the room – **в** комнату;

from (off) the table – **со** стола;

from Kiev to Moscow – **из** Киева **в** Москву;

out of the bag – **из** портфеля.

Предлоги времени **at, on, in**.

Чаще всего предлог **'at'** используется, когда речь идёт о конкретном моменте в течение дня:

at 6 o'clock (at six o'clock);

at 10:30 (at half past ten OR at ten thirty);

at 7:15 (at quarter past seven OR at seven fifteen);

at 11:45 (at quarter to twelve OR at eleven forty-five);

at midnight – в полночь;

at lunchtime – в обеденное время;

at sunrise – на восходе солнца;

at dawn / at the crack/break of dawn – на рассвете, при первых лучах солнца;

at sunset – на закате;

at the weekend – в выходные, например, в эти выходные;

at weekends – по выходным;

at the moment / at present – в настоящее время;

at the same time – в одно и то же время;

at Christmas – в период Рождественских праздников.

Предлог **'on'** служит для обозначения уже более продолжительного периода времени, чем предлог **'at'**.

on Sunday – в воскресенье;

on Sundays – по воскресеньям;

on Sunday morning – в воскресенье утром;

on Sunday evening – вечером в воскресенье;

on 21 July (on the twenty-first of July);

on New Year's Eve } в канун Нового года;

on New Year's Day }

on Christmas Day – в Рождество (в конкретный день Рождества);

on my birthday – в мой день рождения.

Предлог **'in'** употребляется, когда речь идет о месяцах, временах года, годах, и т.д.

in July, in (the) summer, in 1997, in the 1980s;

in the Middle Ages – в Средневековье;

in the past, in (the) future.

Тренировочные упражнения

Ex. 1. Translate the sentences paying attention to the place and direction prepositions.

a) at:

1. Let's meet *at* the bus stop.
2. The teacher is standing *at* the blackboard.
3. Two tables are *at* the window, and the third one is *at* the door.
4. We were *at* the airport *at* half past six.
5. My mother works *at* school.
6. *At* the lesson we do many exercises.
7. When I am *at* home I have no time for watching TV.
8. *At* work I have to meet many people.
9. Usually he is *at* the office from 9 to 11 a.m.
10. We were *at* Mike's house yesterday evening.
11. His signature is *at* the bottom of the page.
12. I saw him yesterday *at* the end of the street.
13. The car stopped *at* the traffic lights.
14. We had a good rest *at* the seaside.
15. I don't see anything *at* the top of the envelope.

b) in:

1. We visited several countries *in* Europe last year; we were *in* Spain, *in* France, *in* Italy and *in* the South of Germany.
2. I'd like to live *in* the country.
3. He lived *in* London *in* a small house, nearly *in* the center of the city.
4. All things were packed *in* boxes and *in* small parcels.
5. When walking *in* the park I have a feeling of being *in* a village.
6. He was sitting comfortably *in* an armchair.
7. They stood *in* queue for tickets.
8. I always look so funny *in* photographs.
9. You should stay *in* bed, you are seriously ill.
10. He is *in* hospital now.

c) on:

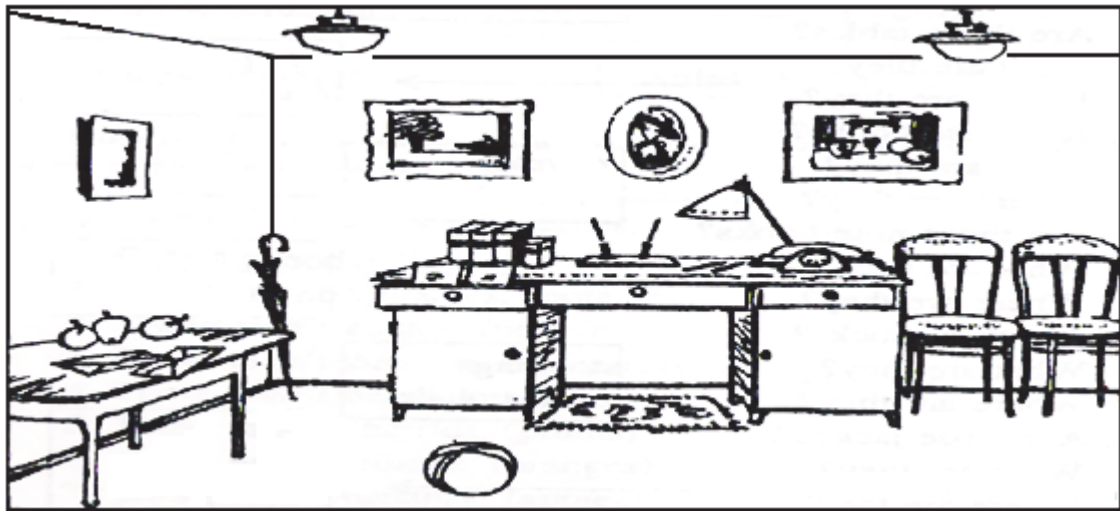
1. He is lying *on* the sofa all day long.
2. The vase stood *on* the top of the bookcase.
3. My native town is *on* the north coast of the Pacific Ocean.
4. Many cities *on* the Volga are very ancient.
5. *On* the right-hand side of the street there is a big shop.
6. I live *on* the ground floor of a multi-storey building.
7. They lived *on* a small island in the Indian Ocean.

8. *On* the way to my office I often meet my friends.
9. We were *on* a farm last month and are going to visit it again.
10. The address must be *on* the front of the envelope.

d) другие предлоги:

1. A car stopped *in front of* the house.
2. Please, go *in front of* me.
3. The boy was hiding *behind* a tree.
4. There was an orchard *behind* the house.
5. Walk close *behind* me.
6. Sit *beside* me.
7. The hotel is *near* the station.
8. My house is *by* the river.
9. We passed *under* a bridge.
10. It was 10° *below* zero.
11. The people *in* the rooms *below* are very noisy.
12. There was light *above (over)* my head.
13. The Mediterranean Sea is *between* Europe and Africa.
14. I saw him *among* the people *near* the bus stop.
15. He will go *to* America next year.
16. She goes *to* school every morning.
17. I usually go *to* bed *at* 11 o'clock.
18. He was taken *to* hospital yesterday.
19. *In* the evening I usually go *to* the park *near* my house.
20. Don't wait outside! Come *into* the house!
21. I took it *out of* the water.
22. He was walking slowly *towards* the sea.
23. He travelled *from* Rome *to* London.
24. He jumped *from* the wall.
25. Bees fly *from* flower *to* flower.
26. The ball rolled *off* the bench.
27. He got *off* the train.
28. I live *across* the road.
29. They went *across* the field.
30. He jumped *over* the wall.
31. The road went *through* a forest.
32. The burglar came *through* the window.
33. We went *along* the street.
34. There are trees *all along* the road.
35. We were walking *about* the town.
36. He has travelled *around* the world.
37. Ships moved *up and down* the river.
38. He came *up to* me.

Ex. 2. Look at the picture below and answer the following questions.



1. Are the pictures on the wall? – _____
2. Is the reading-lamp on the chair? – _____
3. Is the ball in the middle of the room? – _____
4. Are the apples on the table? – _____
5. Are the lights on the ceiling? – _____
6. Are the note-books in the drawer? – _____
7. Are the books on the desk? – _____
8. Is the telephone on the floor? – _____
9. Is the umbrella in the corner? – _____
10. Are the envelopes in the drawer? – _____
11. Are the pens and pencils on the desk? – _____
12. Is the rug under the desk? – _____
13. Is the table near the wall? – _____
14. Are the chairs behind the desk? – _____
15. Where is the desk? – _____
16. Where are the pictures? – _____
17. Where is the umbrella? – _____
18. Where is the table? – _____
19. Where are the apples? – _____
20. Where is the telephone? – _____
21. Where are the note-books? – _____
22. Where are the envelopes? – _____
23. Where is the ball? – _____
24. Where are the chairs? – _____
25. Where are the lights? – _____
26. Where is the reading-lamp? – _____
27. Where are the pens and pencils? – _____
28. Where is the rug? – _____

Ex. 3. Insert the appropriate place and direction prepositions.

1. My brother works _____ the factory.
2. I will be _____ the meeting tomorrow morning.
3. Go _____ the library!
4. My father returned _____ Moscow yesterday.
5. Your dictionary is _____ the shelf.
6. I didn't go _____ the lecture yesterday, because I had to go _____ hospital.
7. His table is _____ the window, mine is _____ the door.
8. He was sitting _____ the sofa and suddenly he stood up and ran _____ the room.
9. I'll be _____ the library all day tomorrow.
10. She came _____ the room and sat _____ the chair.

Ex. 4. Translate the prepositions in the brackets.

1. Put the letter (*в*) _____ the table.
2. Take the letter (*из*) _____ the table.
3. The ship sailed (*по направлению к*) _____ the south.
4. He returned (*из*) _____ Kiev.
5. You'd better get (*из*) _____ the tram (*на*) _____ the next stop.
6. They built a new bridge (*через*) _____ the river.
7. A lamp was hanging (*над*) _____ the table.
8. She looked (*через*) _____ the window.
9. Let us walk (*вдоль*) _____ the shore.
10. The steamer went (*вверх по*) _____ the river.
11. He walked (*по*) _____ the garden.
12. I usually go (*в*) _____ the Institute (*по*) _____ the street which leads (*от*) _____ my house (*до*) _____ the main building of the Institute.
13. He studies (*в*) _____ the University and lives (*возле*) _____ it.
14. It takes me 10 minutes to get (*до*) _____ my office.
15. He went (*из*) _____ the room, walked (*вдоль по*) _____ the corridor, then went (*вверх по*) _____ the stairs, looked (*в*) _____ the laboratory and stopped (*перед*) _____ the time-table.

Ex. 5. Translate the sentences paying attention to the time prepositions.

a) at:

1. I usually get up *at* 6 o'clock and go to bed *at* eleven.
2. The lesson began *at* a quarter past eight.
3. He came late *at* night, probably *at* midnight or even later.
4. Usually we all meet *at* lunch time.
5. I always stay *at* home *at* the week-end.
6. We were in Moscow *at* Christmas.

7. I can't help you *at* the moment.
8. *At* present there are 9 faculties *at* our University.
9. He is going on business trip *at* the end of January.
10. *At* the beginning of the 20th century people knew nothing about computers.
11. I need a really good reason to wake up *at* the crack of dawn, otherwise I'll sleep till noon.
12. – You should've told everyone about your plan *at* breakfast. – I should have, but I didn't. Now what? ... Ok, I'll announce it *at* dinner.
13. The meeting had been scheduled for Monday *at* 9:00 am. Hans was there *at* 9 o'clock sharp. As for Raquel, she showed up *at* 9:20.
14. – I don't sleep very well *at* night. What should I do? – I've heard that rubbing your belly in circles clockwise and then counter-clockwise really helps.
15. – Are you doing anything special *at* the weekend? – Not really. Any suggestions?

b) in:

1. He was born *in* 1964, *in* April.
2. The TV was invented *in* the 20th century.
3. *In* summer we usually go to the South.
4. I will return *in* a few minutes.
5. See you *in* a week's time.
6. I read newspapers *in* the morning.
7. I am always busy *in* the afternoon.
8. *In* the evening we usually go to the theatre or watch TV.
9. You will get all the necessary information *in* the end.
10. He will finish school *in* 2 years.
11. – Did people have the Internet *in* the seventies? – Yes, they did. And they had iPhones even earlier ... *in* the sixties. – Seriously? – Absolutely!
12. You've made so many mistakes *in* the past, but I'm ready to forgive you.
13. There are so many holidays *in* December.

c) on:

1. He is coming *on* Sunday, *on* the third of May.
2. I saw him *on* Friday morning.
3. He promised to have dinner with us *on* Sunday afternoon.
4. It happened *on* Christmas day.
5. *On* receiving your letter I telephoned to your brother.
6. *On* coming home I began to work.
7. You should've known by now that your aunt has no sense of humor. A harmless joke *on* 1 April can put her on edge.

8. What can be more seductive than a cup of hot chocolate *on* a cold winter morning?

9. She was born *on* a cold December morning.

d) другие предлоги:

1. I've lived *in* this house *for* 20 years.
2. We watched the game *for* 2 hours.
3. Are you going *away for* the weekend?
4. *During* the last three months he has made great progress *in* English.
5. It must have been raining *during* the night.
6. They arrived *before* holiday.
7. It happened *before* the war.
8. This event took place *in* the 2nd century BC.
9. Let's wait *till* tomorrow.
10. I'll wait *until* 5 o'clock.
11. Children *under* 16 are not allowed to see this film.
12. It has been known *from* ancient times *to* our days.
13. I was *at* the station *from* 3 *to* 5 waiting *for* you.
14. You should have done it *by* Monday.
15. *By* the time I finished my work I was very tired.
16. We will have finished the experiment *by* tomorrow.
17. I have been working *since* 12 o'clock.
18. I haven't seen him *since* childhood.
19. He works *from* eight *till* four. Tomorrow he'll work *from* ten.
20. He studied English *from* the age *of* five.
21. Come *to* me *after* 2 o'clock.
22. Everything got quiet *after* midnight.
23. It is half *past* three.
24. Payment will be made *within* 10 days.
25. We met him the day *before* yesterday.

Ex. 6. Insert the appropriate prepositions 'in', 'on', 'for', 'at', 'by'.

1. He was born _____ 1930, I think _____ May.
2. Our train stops here only _____ 5 minutes.
3. I can give you this book _____ a short time.
4. The train arrived _____ 6 o'clock.
5. Do you go to work _____ Thursdays?
6. I hope he will come back _____ five days.
7. I'll be back _____ a few minutes.
8. I think I'll have finished my report _____ next Friday.
9. I can't do it _____ an hour.
10. He read the story _____ two hours.

Ex. 7. Translate the time prepositions in brackets.

1. He will go abroad (*на*) _____ two months.
2. Everything must be ready (*к*) _____ 5 o'clock.
3. I lived in the South (*в течение*) _____ 10 years.
4. He was sleeping (*в течение*) _____ the whole lecture.
5. – Can you finish this work (*к*) _____ Saturday? – No, but I can finish it (*в*) _____ Monday or (*к*) _____ the beginning of February.
6. I expect to get an answer from him (*через*) _____ 2 days.
7. The accident took place (*в*) _____ Christmas day.
8. I haven't met him (*с*) _____ childhood.
9. I will stay here (*до*) _____ the evening.
10. Applicants seeking admission should be (*до*) _____ 35 years old.

Ex. 8. Translate the sentences with the compound prepositions.

1. *According to* the schedule the steamer arrives at 7 o'clock.
2. He acted *in accordance with* our instructions.
3. It can be done *by means of* heat treatment.
4. We achieved good results *due to* hard work.
5. We couldn't get there *owing to* the storm.
6. *Thanks to* his help we could finish the work in time.
7. Your essay is good *except for* a few mistakes.
8. We finished the work in time *in spite of* all the difficulties.
9. We bought a new car *instead of* the old one.
10. I am sending you this letter *in addition to* my telegram.
11. The post-office is just *in front of* our house.

Ex. 9. Translate the compound prepositions in brackets.

1. (*Согласно*) _____ the received information, the delegation is to arrive tomorrow.
2. The production of machinery in our country has greatly increased (*по сравнению с*) _____ the pre-war period.
3. You should walk (*до*) _____ the next turning.
4. You can achieve much (*благодаря*) _____ your good knowledge of English.
5. Your English is excellent (*за исключением*) _____ pronunciation.
6. We worked out our program (*в соответствии с*) _____ preset plans.
7. (*В дополнение к*) _____ the main task you'll have to solve some additional problems.
8. (*Что касается*) _____ me, I know nothing about it.
9. I cannot do it (*из-за*) _____ bad working conditions.

10. (В случае) _____ emergency you may use E-mail.
11. There is a beautiful garden (перед) _____ our house.
12. (Несмотря на) _____ hard living conditions he worked much and became a well-known scientist.
13. Give me a new dictionary (вместо) _____ the old one.
14. Every person in our country has the right to education (не зависимо от) _____ his social origin or his finance.
15. We had to put off our journey (из-за) _____ rainy weather.
16. (Благодаря) _____ your help all the experiments were carried out successfully.
17. I'd like to settle down all the problems (до) _____ the beginning of the conference.
18. (Невзирая на) _____ threats he investigated the criminal case thoroughly.
19. (Если бы не) _____ you, I couldn't have done the work in time.
20. In big ports ships are unloaded (при помощи) _____ cranes.

Ex. 10. Translate the sentences with the case prepositions.

1. The roof *of* the house was painted green.
2. I showed the picture *to* my brother.
3. The letter was signed *by* the director.
4. He cut the letter *with* a knife.
5. The lecture *on* civil law will be tomorrow.
6. He wrote a book *about* the judicial system *of* the USA.
7. The garden is surrounded *with* a high wall.
8. The port is connected *by* a system *of* waterways *with* several rivers and lakes.
9. The magazine was illustrated *with* very good pictures.
10. My brother lives on fourth floor *of* a big house in the center *of* the town.
11. The plant is equipped *with* machinery made *by* foreign firms.
12. I gave several books *on* history *to* my friend.
13. The child was washed *by* his mother *with* soap and warm water.
14. The lecture *on* international situation will take place tomorrow.
15. Yesterday he bought several books *on* transportation.
16. I must send a letter *to* my mother.
17. I explained everything *to* him and don't want to speak *about* it anymore.
18. Your report *about* the new discovery was rather exhaustive.
19. What are you talking *about*?
20. The house was destroyed *by* fire.
21. She paid ten roubles *for* this book.
22. His watch is made *of* gold.
23. My brother felt so bad that I sent *for* a doctor.

24. He was killed *by* lightning.
25. I can't write *with* this pen, it's very bad.
26. Whom was the theatre built *by*?
27. Wash your hands *with* warm water.
28. – Whom did you buy this book *for*? – I bought it *for* you.
29. He always illustrates his lectures *with* tables and diagrams.
30. – What is your case made *of*? – It's made *of* leather.
31. How much did you pay *for* your shoes?
32. Your shoes are made *of* very good leather.
33. Send *for* him immediately.
34. A thermometer is used *for* measuring temperature.
35. He telephoned *to* me yesterday.
36. What is your opinion *on* this subject?

Ex. 11. Translate the sentences with prepositional phrases. Use dictionary if necessary.

1. He *is about to* leave.
2. Labour law *above all* includes state and independent provisions.
3. His behaviour is tactless *above measure*.
4. She is *above suspicion*.
5. *After all*, it is *of no importance*.
6. I'll do it *the day after tomorrow*.
7. They came *soon after* you left.
8. The city was *named after* its first-builders.
9. The examination has already begun, *come along*.
10. How *are you getting along*?
11. They don't *get along*.
12. He finished school *at the age* of sixteen.
13. – Are you tired? – *Not at all*.
14. He is not old *at all*.
15. I'll try to do it *at all costs*.
16. Let's discuss it *at dinner* or *at lunch*.
17. He lives *at the experience* of his parents.
18. It happened either *at the end* of the 19th or *at the beginning* of the 20th century.
19. *At first* I didn't recognize him, but when I saw him next time he came up to me *at once* and said he could recognize me *at first sight*.
20. I am *at your service*.
21. I'll stay *at home* all day long or *at least* till 6 p.m.
22. *At last* they began to work; *at any rate* they stopped chatting.
23. I met him *the day before yesterday*.

24. I was officially introduced to him only yesterday, but I had known him *long before*.

25. I *am* always *behind* my group, but I hope *to catch up with* it next term.

26. It's *beyond my expectations*, it's just *beyond me*.

27. It happened *by accident*.

28. You should learn the poem *by heart*.

29. I never travel *by sea* or *by air*; I prefer travelling *by train* or *by bus*.

30. These devices are driven *by means of* electricity.

31. I'll do it *by all means*.

32. *By no means* switch the gas on!

33. I've done it *by mistake*.

34. *By the way*, this work should be done gradually, or *step by step*, it being hard and responsible *at the same time*.

35. He was walking *up and down the stairs*.

36. You should *bring down* the price for these goods.

37. Don't *turn* it *upside down*.

38. I haven't seen him *for ages*.

39. *For example*, you may *go for a walk* or have a rest *for a time*.

40. He has been well-known *for years* and is the most popular writer *for the time being*.

41. You should read this book *from the beginning to the end*.

42. They come to us *from time to time*.

43. They are making this dreadful noise *from day to day*, *from morning till night*.

44. *From my point of view* it's a very difficult subject.

45. I always do everything *in time*.

46. You'll know everything *in due course*.

47. *In the meantime* he was drawing something on the sand.

48. *In conclusion* I would like to add some more facts.

49. *In fact*, he made many attempts to solve the problem *in question*, but *all in vain*.

50. I like literature *in general*, but I prefer adventure stories *in particular*.

51. He finished the work *in the long run*.

52. *In my opinion* you should spend more time *in the open air*.

53. The letter is written *in English*, but I don't speak in English and cannot translate it.

54. It is *in your interests* to study the subject *in full*; *in any case* it will do you a lot of good.

55. This fact must *be taken into account*.

56. He *got into the habit* of smoking at an early age.

57. It all happened *on account of* your carelessness.

58. It's about 5 mln roubles *on the average*.

59. *On behalf of* our company we congratulate you on your success.
60. He went to Moscow *on business*.
61. I'll do it *on condition* that you'll satisfy all our requirements.
62. *On the one hand* it was done on purpose; *on the other hand* they did it *out of necessity*.
63. They change some conditions *on demand on the ground* that they cannot be fulfilled *on the whole*.
64. This article deals with various atmospheric phenomena, weather conditions *and so on*.
65. It was very impolite *on the part of* my friend.
66. I haven't heard of him *of late*.
67. She is *out of danger* now.
68. All our devices are either *out of date* or *out of use*, some are *out of order*.
69. I did it *out of pity*.
70. He travelled *all over world*.
71. He tried to do it *over and over* again.
72. The meeting *is over*.
73. We have fine weather *all the year round*.
74. *To my disappointment* his ideas failed.
75. We'll pace the arm-chair *to the right* or *to the left* of the window.
76. The question is now *under consideration*.
77. The road has been *under repair* for three months.
78. *Under the circumstances* we can't satisfy your requirements.
79. *Under the contract* the work must be done within three weeks.
80. We need *up-to-date* equipment.
81. This phenomenon was completely unknown *up to the present time*.
82. I *was up* at six o'clock.
83. It's *up to you* to decide.
84. Your time *is up*.
85. *What's up?*
86. The port of destination was *within reach, at least within sight*.
87. The nearest village was *within three miles* of the station.
88. *Without doubt*, he is the brightest student in our group.
89. Try to do it *without fail*.
90. It *goes without saying*.
91. I cannot *do without* it.
92. *Once, upon a time* there lived a King and a Queen.

ТЕМА 11. СОЮЗЫ (THE CONJUNCTIONS)

Союзы – служебные слова, которые устанавливают связь между словами, словосочетаниями, частями предложения и предложениями (табл. 11.1).

Таблица 11.1

Основные союзы и союзные слова

Союз	Значение	Союз	Значение
after	<i>после того как</i>	once	<i>раз уж, стоит только ... как (и)</i>
although	<i>см. though</i>	or	<i>или, иначе</i>
and	<i>и, а, но</i>	(or) else	<i>в противном случае, иначе</i>
as	<i>когда, в то время как; так как; хотя</i>	otherwise	<i>в противном случае, иначе</i>
as ... as	<i>так же ... как и</i>	provided (that)	<i>при условии если</i>
as far as	<i>поскольку, насколько</i>	providing (that)	<i>при условии если</i>
as if (as though)	<i>как будто, как если бы</i>	seeing	<i>поскольку, так как</i>
as long as (so long as)	<i>(до тех пор) пока, если только, при условии что</i>	since	<i>с тех пор как; так как; хотя</i>
as soon as	<i>как только</i>	so	<i>так что, итак</i>
as though	<i>см. as if</i>	so as	<i>чтобы, для того чтобы</i>
as well as	<i>так же, как (и)</i>	so long as	<i>см. as long as</i>
because	<i>потому что, так как</i>	so ... that	<i>так что</i>
before	<i>прежде чем</i>	still	<i>тем не менее, все же</i>
both ... and	<i>и ... и, как ... так и</i>	supposing	<i>если, предположим (что); допустим (что)</i>
but	<i>но, а, однако, тем не менее</i>	than	<i>чем</i>
either ... or	<i>или ... или</i>	that	<i>что</i>
for	<i>так как, ибо; ввиду того, что</i>	that is why	<i>вот почему; поэтому</i>

Продолжение табл. 11.1

Союз	Значение	Союз	Значение
hardly (scarcely) ... when	<i>едва только ... как</i>	thence	см. hence
hence (thence)	<i>следовательно</i>	therefore	<i>поэтому</i>
how	<i>как</i>	though (although)	<i>хотя, несмотря на; даже если бы; хотя бы</i>
however	<i>однако</i>	thus	<i>таким образом</i>
if	<i>если, если бы; ли</i>	till (until)	<i>до тех пор пока</i>
in case	<i>если; в случае если</i>	unless	<i>если только не, разве только</i>
in order	<i>для того чтобы</i>	until	см. till
in order that	<i>для того чтобы</i>	what	<i>что</i>
lest	<i>чтобы не; как бы не</i>	when	<i>когда</i>
neither ... nor	<i>ни ... ни</i>	where	<i>где</i>
nevertheless	<i>тем не менее</i>	whereas	<i>тогда как; поскольку</i>
no sooner ... than	<i>как только, едва только ... как</i>	whether	<i>ли</i>
nor	<i>и ... не; также ... не</i>	which	<i>который</i>
not only ... but also	<i>не только ... но и</i>	while	<i>в то время как, пока</i>
notwithstanding	<i>несмотря на</i>	who	<i>кто, который</i>
now (that)	<i>теперь когда, поскольку</i>	whose	<i>чей</i>
on condition (that)	<i>при условии если</i>	yet	<i>тем не менее, все же</i>

Союзы в английском предложении выполняют соединительную функцию и называются сочинительными, если вводят сложносочиненное предложение; подчинительными, если вводят сложноподчиненное предложение.

Тренировочные упражнения

Ex. 1. Translate the sentences with the compose conjunctions 'and', 'but', 'or', 'while', 'as well as', 'whereas'.

1. The contract was concluded on the 15th of May *and* the sellers chartered a vessel immediately.
2. We agree to the terms of payment *but* object to the time of delivery.
3. This book is not very interesting *but* it is valuable as a historical document.
4. The village is about seven *or* eight kilometers from here.
5. Hurry up *or* you will miss the train.
6. Some people like strong coffee, *whereas* others don't.
7. The function of the Parliament is to make laws, *whereas* the government is to execute laws.
8. Ann works hard at her English *while* Kate doesn't.
9. Some experiments are successful *while* others are not.
10. *While* scientists were satisfied with the new material, it was difficult to work with.
11. We have received your telegram *as well as* your letter.
12. This instrument may be used for direct current *as well as* for alternating current.
13. They investigated the new substances *as well as* their components and compounds.

Ex. 2. Translate the sentences with the conjunctions 'either ... or', 'neither ... nor', 'both ... and', 'not only ... but also'.

1. The manager is *either* at the office *or* at the laboratory.
2. You may *either* come *or* ring me up.
3. This instrument can be used to measure *either* direct *or* alternating current.
4. The lecture will be *either* here *or* in the adjacent room.
5. You may *either* support *or* reject our proposals; you are kindly requested to put forward your own ones as well.
6. Two hundred years ago there were *neither* electric lamps, *nor* electric motors, telephone *nor* radio.
7. In an isolated system energy can *neither* be created *nor* destroyed.
8. He could *neither* speak *nor* move.
9. She moved slowly looking *neither* left *nor* right.
10. *Neither* students *nor* teachers were present at the conference.
11. This book is *both* interesting *and* instructive.
12. *Both* practical *and* theoretical work is very important for scientific research.

13. *Both* his friends *and* relatives tried to prevent him from taking that dangerous step.

14. Much was said *both* in favour of *and* against the proposal.

15. *Both* iron *and* coal can be found among natural resources of our district.

16. We object *not only* to the terms of payment, *but also* to the time of delivery.

17. The scientist *not only* made a number of experiments, *but also* developed a new theory.

18. *Not only* people, *but also* animals and plants suffer from environmental pollution.

19. I read *not only* fiction, *but also* scientific journals and other specialized literature.

20. The suggestion sounded *not only* strange *but also* quite unexpected.

Ex. 3. Insert with the right conjunction.

1. We decided to do our work separately _____ discuss each other's part when it was ready (*and, but*).

2. We tried to do our work together _____ soon decided to divide it for each to do his part separately (*and, but*).

3. The war took away all his friends _____ relatives. He remained quite alone without friends _____ relatives (*and, or*).

4. I couldn't find an answer to my question _____ in books _____ in lecture halls (*either ... or, neither ... nor*).

5. _____ the books I read _____ the people I spoke to could give me an answer to my question (*Either ... or, Neither ... nor*).

6. Much was said _____ in favour of _____ against the project (*neither ... nor, both ... and*).

7. Nothing was said _____ in favour of _____ against the project (*neither ... nor, either ... or*).

8. He spoke of the project in a round way _____ in favour of _____ against it (*either ... or, neither ... nor, both ... and*).

9. We study various substances _____ their properties (*as well as, while*).

10. Some substances are subject to heat treatment _____ others are not (*as well as, while*).

Ex. 4. Translate the sentences paying attention to the different meanings of the subordinate conjunctions. Mind the difference between the adverb and the preposition.

a) союз as – так как, когда, в то время как, по мере того как, (предлог **as** – как, в качестве); **as long as, as soon as, as if, as though, as ... as, not so ... as:**

1. I'll do it *as* you told me.
2. *As* I have not read the book, I cannot tell you anything about it.
3. *As* I was coming here I met my brother.
4. *As* winter approached the day became shorter.
5. *As long as* you insist on these terms, we shall not be able to come to an agreement with you.
6. He will do it *as soon as* he comes home.
7. I will send you a telegram *as soon as* we arrive.
8. She looks *as if* she were ill.
9. You answer *as though* you did not know this rule.
10. I get up *as early as* you do.
11. This book is *not so* interesting *as* I thought.
12. He promised to help her *as long as* she lived.
13. *As* you probably know, all bodies possess weight.
14. *As* I was not ready I couldn't pass the exam.
15. *As* I rang him up he was busy with visitors.
16. *As* I have told you, you should not treat him as a child.

b) союз since – с тех пор как, так как, (предлог **since** – с; наречие **since** – с тех пор):

1. What have you been doing *since* I last saw you?
2. *Since* the documents have not arrived we can't load these goods.
3. *Since* they haven't arrived yet, we cannot open the meeting.
4. The art of wood-carving has been known *since* ancient times.
5. The laser technique has greatly changed *since* its initial use.
6. He left Moscow last year and I haven't met him *since*.
7. *Since* the car is out of order we'll go by train.
8. *Since* you are ill I'll do the work for you.
9. *Since* the days of Peter I many reforms have been carried out in our country.

c) союз for – ибо, так как, (предлог **for** – для, из-за, за, в течение); союз **because** – потому что, так как, (предлог **because** – из-за):

1. He walked quickly, *for* he was in a great hurry.
2. This device cannot be called a machine, *for* it has no moving parts.
3. We will go to the lecture on mechanics, *for* it seems to be interesting.

4. This instrument is reliable enough, *for* it has been tested several times.
5. I am at a loss, *for* I don't know what to do.
6. He was working at that design *for* 2 days.
7. Substances *for* experiments should be chosen and tested thoroughly.
8. I have brought some articles *for* you to translate.
9. All progressive people fight *for* peace.
10. It is *for* this reason that we cannot finish the work.
11. I cannot do it *because* I am very busy.
12. I didn't come yesterday *because* I was ill.
13. She didn't go there *because* of the rain.
14. He didn't pass the exam *because* he wasn't ready.
15. He could not pass the exam *because* of illness.

d) after – *после, после того как* (союз, предлог, наречие); **before** – *до, перед, до того как, раньше* (союз, предлог, наречие); **when** – *когда* (союз или союзное слово); **while** – *в то время как, тогда как*; **until (till)** – *до, до того как*:

1. *After* the steamer had left the port, we sent a telegram to the buyers.
2. *After* the experiment was finished, its results were recorded and analyzed.
3. *After* he got home, somebody rang him up.
4. *After* the experiment it became clear that its results are of great significance.
5. What happened *after*?
6. The machines must be tested by our engineers *before* they are shipped.
7. Some scientific theories existed for many years *before* they were proved to be true or false.
8. I will leave Moscow *before* he returns.
9. We'll finish our work *before* 5 o'clock.
10. Have you been there *before*?
11. I'll speak to him *when* he comes.
12. I don't know *when* he will return.
13. *While* we are experimenting with substances we must be very careful.
14. *While* some people recognize this fact, others don't believe it to be true.
15. You may keep this book for a *while*.
16. I will stay here *until* I have finished my work.
17. Let's wait *till* the rain stops.
18. I'll wait *until* he comes.
19. I will work *till* dinner.
20. He didn't go there *until* after the war.

e) **if** – *если, ли*; **as if** – *как будто*; **in case** – *если, в случае*; **once** – *как только, если, однажды* (союз, наречие); **provided (providing)** – *если, при условии* (глагол to provide – обеспечивать, предоставлять); **unless** – *если не*; **whether** – *ли*:

1. He will get the letter tomorrow *if* you send it off now.
2. *If* I were you I would do it immediately.
3. *If* I only knew!
4. *If* you come in time we'll start the work at once.
5. He looked in the direction of the door *as if* he were waiting for somebody.
6. I don't know *if* he understands me.
7. He asked me *if* I had received his letter.
8. *If* I see him tomorrow I will ask him about it.
9. I will ask him about it *if* he comes.
10. I will ask him *if* he will come.
11. I cannot decide *whether* it is true or not.
12. *In case* you see him, tell him about it.
13. Put on your coat *in case* it rains.
14. I'll leave the message on the table *in case* he calls while I am out.
15. I left my address *in case* he should want to write to me.
16. I'll not open the window *in case* the wind breaks it out.
17. *Once* you have promised you must do it.
18. *Once* you show any fear the dog will attack you.
19. I saw him only *once*.
20. *Once* he understands he'll do his best.
21. We will be able to ship the goods at the end of May *provided* the order is received immediately.
22. The test will be carried out successfully *provided* all the equipment is in perfect order.
23. We can sign the agreement *providing* all our requirements are satisfied.
24. Ohm's law *provided* the possibility of determining the resistance provided the voltage and current are known.
25. They are *providing* us with necessary equipment *providing* we send them our specification.
26. The expedition *provided* with all the necessary equipment will start tomorrow.
27. They would finish the work in time, *provided* they had the necessary material.
28. The firm *providing* us with goods is on the verge of bankruptcy.
29. I will go there tomorrow *unless* I am too busy.
30. He never comes *unless* he is called.

f) that – *что, который, то что*; **so that** – *чтобы, так что*; **so ... that** – *такой ... что*; **such ... that** – *такой ... что*; **in order that** – *для того чтобы*; **though (although)** – *хотя*:

1. I am sure *that* he is right.
2. The difficulty is *that* it is impossible to carry out experiments in such a short time.
3. *That* the device stopped working surprised everyone.
4. They say *that* the report will be followed by a discussion.
5. Give us a material *that* can withstand very high temperature.
6. There is one reason *that* should be taken into account.
7. The most important uses of this device are those *that* provide greater reliability.
8. *That* Newton discovered the laws of motion is known to everybody.
9. I gave him the book *so that* he might study the subject at home.
10. The loading of the goods was completed on Monday *so that* on Tuesday the steamer was able to leave the port.
11. The sea was *so* stormy *that* the vessel could not leave the port.
12. I rang him up *so that* he knew about our arrival.
13. She is *so* beautiful *that* I can't find suitable words to describe her beauty.
14. Our students have passed all the examinations *so that* now they are free.
15. The device works automatically *so that* it can be easily controlled.
16. There was *such* a storm that day *that* the steamer could not leave the port.
17. She is *such* a beautiful girl *that* I can't put it into words.
18. There was *such* a noise outside *that* I couldn't get asleep till the morning.
19. The invitations were sent out early *in order that* the delegates might arrive in time for the conference.
20. The boxes were wrapped in waterproof paper *in order that* they didn't suffer from moisture.
21. *In order that* the atmosphere be clean we should not pollute it with harmful substances.
22. He knows English perfectly, *though* he has never been to England.
23. *Although* we are very busy, we'll try to come in time.
24. *Though* the matter is very simple, you'll have to work a great deal on it.
25. *Though* it's rather dangerous I will take the risk.

Обзорные упражнения

Ex. 5. Translate using the conjunctions 'as', 'because', 'because of', 'due to', 'for', 'since', 'both ... and', 'either ... or', 'neither ... nor'.

1. As to the thesis it holds for more general cases of isomerization.
2. Beyond doubt, people exhibit both adaptive learning and analytical understanding, and any theory that fails to incorporate both aspects is surely going to be wrong some day.

3. This was both inevitable and entirely justified.
4. Do not do as I do but do as I tell you.
5. Thus as temperature is raised less CO₂ is formed.
6. He has neither the time nor the will to do it.
7. Nothing seemed to matter very much either at home or abroad.
8. My preliminary ideas, however, have not yet reached either a general solution, or a practical application.
9. In this regime, efficiency changes only slightly due to changes in T.
10. After due consideration of the paper we proceeded to other items of the agenda.
11. It is important for a designer to reflect on the application from the user's standpoint.
12. Stay with us for the weekend.
13. Blessed is he who expects nothing, for he shall never be disappointed.
14. Facts do not cease to exist because they are ignored. (*A. Huxley*)
15. And we forget because we must, and not because we will. (*M. Arnold*)

ТЕМА 12. СЛОВА-ЗАМЕСТИТЕЛИ (THE NOUN-SUBSTITUTES)

В английском языке есть слова, которые употребляются в предложении, чтобы избежать повторения одного и того же слова. Такие слова называются **словами-заместителями**.

12.1. Местоимения 'one', 'ones'

Для замены существительного в единственном числе употребляется местоимение **one**. Местоимение **one** имеет форму множественного числа **ones**, когда оно употребляется вместо существительного во множественном числе:

*The new **laboratory** is equipped better than the old **one**.* – Новая лаборатория оборудована лучше, чем старая (лаборатория).

*There are many **diagrams** here.* – Здесь много диаграмм.

*The most interesting **ones** are on that wall.* – Самые интересные (диаграммы) – на той стене.

Местоимение **one** как слово-заместитель или совсем не переводится на русский язык или переводится тем существительным, которое оно заменяет.

Местоимение **one** как слово-заместитель не употребляется после притяжательных местоимений, т.к. в этом случае употребляется независимая форма притяжательных местоимений. Оно также не употребляется после существительных в притяжательном падеже:

This experiment is more complicated than yours. It will take more time. – Этот опыт более сложен, чем ваш. На него потребуется больше времени.

Your drawing is good, but Victor's is much better. – Ваш чертеж хороший, но чертеж Виктора гораздо лучше.

Тренировочные упражнения

Ex. 1. Translate sentences paying attention to the different meaning of the words 'one' and 'ones'.

1. He has given me *one* of his English books.
2. *One* must always observe traffic rules.
3. He hasn't got a radio-set, he wants to buy *one*.
4. Those texts are too long, we need shorter *ones*.
5. I will have to buy a new coat for myself and another *one* for my sister.
6. *One* thing is clear to everybody: *one* must study hard if *one* wants to pass *one's* examinations.
7. This TV set is very expensive, show me another *one*.
8. *One* never knows what may happen.
9. What other methods will they use? The *one* they are using now is not very effective.
10. The more *one* studies, the more *one* knows.
11. These trucks are too small; they will need bigger *ones*.
12. This apparatus is more powerful than the *one* installed in our lab.
13. He is *one* of the most experienced drivers.
14. This article is much more difficult than the *one* we translated yesterday.
15. There is only *one* way to do it.
16. I have only *one* copy of this book.
17. We will have *one* exam this winter.
18. She made two rooms into a large *one*.
19. This year was *one* of great scientific achievements.
20. I lost my watch and had to buy a new *one*.
21. There are two vacant tables here. Which *one* will you occupy?
22. This time the news is better than the *one* you brought me before.
23. These shoes are too small for me, I need bigger *ones*.
24. *One* should not neglect his duty.
25. *One* hardly knows what to do under these circumstances.
26. *One* sees other people's faults sooner than his own *ones*.
27. When *one* doesn't know grammar, *one* often makes mistakes.
28. His flat is good, but the *one* you live in is much better.
29. I liked this story very much, but I disliked the *one* you told us yesterday.
30. *One* should take into consideration that this problem is very difficult.
31. *One* can find these data quite easily.

32. *One* must always keep *one's* word.
33. *One* shouldn't put off till tomorrow what *one* can do today.
34. *One* never knows what he can do.
35. *One* can speak over the telephone at any distance now.
36. Take *one* of these dictionaries, I will take another *one*.
37. *One* should always answer the letters immediately.
38. A just war is *one* that is fought against aggressors.
39. The foreign policy of this country is *one* aimed at creating a world without war.
40. All bodies of state power in our country are elected *ones*.
41. A just war is *one* that is aimed against any violation of the rights of a nation.
42. In the United States the district courts are the lowest *ones* in the federal court system.
43. British Parliament can make new laws and repeal old *ones*.
44. The British Government education programme is a very modern *one*.
45. The legislative function of a government consists of making new laws and alteration of the old *ones*.
46. *One* should work regularly if *one* wants to master English.
47. *One* is always pleased to meet old friends.
48. *One* must take into account that scenes of violence in films encourage crimes.
49. *One* must stop the dangerous influence of violence in books, films, television and other mass media.
50. Read *one* of these articles.
51. The new law radically differs from the old *one*.
52. This article is difficult, take another *one*.
53. There are many branches of law and labour law is *one* of them.
54. The British Constitutional system is *one* which has developed over the centuries.
55. In the English legal system a practicing lawyer must hold *one* of two professions.
56. *One* must remember that our educational system was formed still in pre-revolutionary time and is considered to be *one* of the best in the world.
57. The presidency of the US is *one* of the many governmental offices.

12.2. Местоимения 'that', 'those'

Для замены предшествующего существительного, за которым следует какой-либо предложный оборот, употребляется местоимение **that** (множественное число **those**):

The speed of the TU-154 is greater than that of the TU-124. – Скорость самолета ТУ-154 больше, чем (скорость) самолета ТУ-124.

Слова **that, those** в этой функции переводятся существительными, которые они заменяют, или не переводятся совсем.

Тренировочные упражнения

Ex. 2. Translate sentences paying attention to the meanings of the words 'that' and 'those'.

1. Give me *that* textbook please.
2. Give me *those* textbooks.
3. *That* was a hard day.
4. *Those* were hard days.
5. He thought *that* they would arrive tomorrow.
6. I will show you the engine *that* we must test.
7. The year on the Earth is twice as short as *that* on Mars.
8. *That* he is a good driver is a well-known fact.
9. I am afraid *that* he has fallen ill.
10. *That* he agreed to help his friends is only natural.
11. She said *that* she would come back in ten minutes.
12. The book *that* you gave me is very interesting.
13. The question *that* was discussed at the meeting yesterday is very important.
14. I don't know *that* man.
15. *Those* devices are out-of-date.
16. At *that* moment I heard some strange noise.
17. I was in *that* country 5 years ago.
18. My brother lives in *that* red house.
19. He bought *those* dictionaries in England.
20. *Those* are French magazines.
21. *Those* who are late won't be allowed to enter the laboratory.
22. These are my books and *those* are yours.
23. I didn't agree with him and *that* made him angry.
24. "I don't think we should do it." *That* is what he said.
25. The price of iron is higher than *that* of copper.
26. At our part there are some machine-tools similar to *those* described in the catalogue.
27. The main problem is *that* of finding a suitable place for our equipment.
28. The properties of gold are different from *those* of iron.
29. The problems of goods transportation are as important as *those* of their storage.
30. These articles are referred to in *those* journals.
31. He said *that* the question should be answered at once.
32. They knew *that* the experiment was a failure.

33. The remark *that* he made was very important.
34. *That* was the distance *that* they covered for half an hour.
35. I am afraid *that* he won't be able to come.
36. *That* he is a famous writer is known to everybody.
37. *That* he agreed to help his comrades is only natural.
38. *That* happened the year I graduated from the University.
39. They said *that* she would return in two days.
40. The question *that* was discussed at the conference is of great significance.
41. *That* was the thing *that* we needed.
42. The unit of mass and *that* of weight are different physical units.
43. The units of mass and *those* of weight are dealt with in this article.

12.3. Глагол *to do*

Для того чтобы избежать повторения глагола, употребляется глагол **to do** в соответствующей форме:

Metals conduct electricity better than semiconductors do. – Металлы проводят электричество лучше, чем полупроводники.

The new computer works with greater precision than the old one did. – Новый компьютер работает с большей точностью, чем (работал) старый.

Тренировочные упражнения [5, с. 23]

Ex. 3. Translate sentences with the word 'do' in different meanings.

1. Our desires for what we do not have keep us from enjoying what we do have.
2. The book does not simply discuss what you must do, but gives you effective tools for how to do it.
3. Every force does its own job no matter how many other forces are acting.
4. The fact that the theory does not fail in some other cases is irrelevant.
5. It does indeed lead to problems.
6. People would agree that education has something to do with economic growth.
7. The difficulty has nothing to do with these changes.
8. The labour market does not work perfectly.
9. These effects can be done away with the help of the new model.
10. Only then did it work perfectly.
11. – Which of them lives in Kiev? – Ann does.
12. Do come to this conference.
13. They usually study English every day. And so does he.
14. Oxides and sulphides, some metal alloys as well as chemical elements are called semiconductors. All of them conduct electric current worse than met-

als do. It is from this fact that semiconductors derive their name. They do possess many wonderful properties. Some of the devices using semiconductors for example let electric current pass through them only in one direction and do not conduct it at all in the other. Russian scientists do all they can to make the utmost use of semiconductors.

15. A speed-up in the development of the chemical industry is a highly important factor in increasing the output of consumer goods at a much greater pace.

16. By 1965 it is planned to increase the output of automation to more than fivefold the present level.

17. In 1957 the output of consumer goods went up 13fold as compared with 1913. The variety of goods improved, and so did their quality.

18. Science has never before played such a role in the history of mankind as it does at present under socialism.

19. He stayed there much longer than he usually does.

Обзорные упражнения

Ex. 4. Translate into Russian.

1. It is no use to dispute the truth.
2. It was an underlying factor in their difference.
3. It is a purely ethical system.
4. It is difficult to see in what respect the programs are different.
5. We shall try to make it clear why we have this belief.
6. It concerns the conduct of human beings.
7. The danger of simplification is that it shelves complicated problems.
8. It is with these universal truths that metaphysics begins.
9. It results that this postulate is universally accepted.
10. The supposition was correct. It was scientifically proved.
11. Every man has three characters: that which he exhibits, that which he has, and that which he thinks he has.
12. The procedure that has been followed has many disadvantages.
13. The method investigated for solving these problems is that of combinatorial programming.
14. They did not ask us to prove that the symbols in question were effective.
15. That these patterns can be critical has been demonstrated by drawings.
16. It is necessary that the criteria should be made explicit.
17. It is imperative to good management that risks and costs be minimized.
18. We simply assume that names will be substituted by the expressions that define them.
19. This solution has the disadvantage that it is too complicated.
20. The Greeks in the fifth century B.C. had the idea that the Earth was a sphere.

21. One is never old to learn.
22. One should see the situation with one's own eyes.
23. The reduce problem has the same structure as the original one.
24. The problem to be solved is fundamentally a mathematical one.
25. One may postulate that this hypothesis hold under the circumstances.
26. The use of an analogue computer permits one to obtain such records quite rapidly.
27. Going one step further, a complementary operator might be added.
28. As one turn the pages one is impressed by two aspects of the work.
29. Such an overall approach is obviously a long-term one.
30. The largest countries are not as specialized as the smaller ones.

ТЕМА 13. ГЛАГОЛ (THE VERB)

Глагол – это часть речи, которая обозначает действие или состояние лица или предмета. Глагол отвечает на вопросы: *что делает лицо (предмет)? что делается с лицом (предметом)?*

Формы английского глагола делятся на личные и неличные:

1. Личные формы глагола выражают лицо, число, наклонение, время, залог. Сюда относятся формы глаголов во всех лицах единственного и множественного числа во всех временах активного и пассивного залога в изъявительном и сослагательном наклонении. Они служат в предложении сказуемым и согласуются с подлежащим в лице и числе.

2. Неличные формы глагола – инфинитив (the Infinitive), герундий (the Gerund) и причастие (the Participle), в отличие от личных форм, выражают действие без указания лица, числа и наклонения. Поэтому они не могут быть в предложении сказуемым.

По своему **значению** и **функции** в предложении глаголы делятся на смысловые, модальные, глаголы-связки и вспомогательные.

1. Смысловые глаголы имеют самостоятельное значение и в предложении являются сказуемым:

We study at the Technical Institute. – Мы учимся в техническом институте.

2. Модальные глаголы **can, may, must** и другие служат для выражения возможности, вероятности, необходимости или желательности совершения действия и употребляются в сочетании с инфинитивом смыслового глагола [9].

3. Глаголы-связки служат для образования составного именного сказуемого. К ним относятся глаголы: **to be** (который в настоящем времени на русский язык не переводится), **to become, to get, to turn, to grow** в значении *становиться* и др.:

My father is an engineer. – Мой отец – инженер.
*She will **become** a doctor. – Она **будет (станет)** врачом.*

4. Вспомогательные глаголы **to be, to have, to do, will (would)** служат для образования аналитических (сложных) глагольных форм. Они не имеют самостоятельного значения и поэтому на русский язык не переводятся:

*I **did** not like the article. – Мне не понравилась эта статья.*
*He **has** been to England. – Он был в Англии.*

Глаголы в английском языке имеют категории **наклонения, залога и времени**.

1. *Наклонение*. В английском языке три наклонения:

а) Изъявительное наклонение выражает действие как реальный факт во всех временах:

*Our studies **begin** in September and **end** in July. – Наши занятия **начинаются** в сентябре и **заканчиваются** в июле.*

б) Повелительное наклонение выражает побуждение к действию, т.е. просьбу, совет, приказание, запрещение:

***Measure** the temperature of the water. – **Измерьте** температуру воды.*

с) Сослагательное наклонение выражает действие не как реальный факт, а как действие предполагаемое или желательное:

*If she **were** present at the conference, she **would take** part in the discussion. – Если **бы** она **присутствовала** на конференции, она **бы приняла** участие в дискуссии.*

2. *Залог*. В английском языке имеются два залога:

а) Активный залог показывает, что лицо (или предмет), являющееся подлежащим, само производит действие:

*They **equipped** the port with modern facilities. – Они **оборудовали** порт современными средствами.*

б) Пассивный залог показывает, что лицо (или предмет), являющееся подлежащим, подвергается действию со стороны другого лица (или предмета):

*The port **was equipped** with modern facilities. – Порт **был оборудован** современными средствами.*

3. *Время*. В английском языке имеется четыре группы глагольных времен: Indefinite, Continuous, Perfect и Perfect Continuous.

Английский глагол имеет три основные **формы** (табл. 13.1).

Таблица 13.1

Список неправильных глаголов

Infinitive	Past Indefinite	Participle II	Перевод
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
to be	was, were	been	быть
to become	became	become	становиться
to begin	began	begun	начинать(ся)
to blow	blew	blown	дуть
to break	broke	broken	ломать, разбивать
to bring	brought	brought	приносить
to broadcast	broadcast; -ed	broadcast; -ed	передавать по радио
to build	built	built	строить
to buy	bought	bought	покупать
to choose	chose	chosen	выбирать
to come	came	come	приходить, приезжать
to cost	cost	cost	стоять
to cut	cut	cut	резать
to deal (with)	dealt (with)	dealt (with)	иметь дело с
to do	did	done	делать
to draw	drew	drawn	рисовать, чертить
to drink	drank	drunk	пить
to drive	drove	driven	везти, управлять
to eat	ate	eaten	есть (принимать пищу)
to fall	fell	fallen	падать
to feel	felt	felt	чувствовать
to find	found	found	находить
to fly	flew	flown	летать
to foresee	foresaw	foreseen	предвидеть
to forget	forgot	forgotten	забывать
to get	got	got	получать, становиться
to give	gave	given	давать
to go	went	gone	идти, ехать
to grow	grew	grown	расти, становиться
to hang	hung	hung	висеть, вешать
to have	had	had	иметь
to hear	heard	heard	слышать
to hold	held	held	держаться, владеть
to keep	kept	kept	держаться, хранить
to know	knew	known	знать
to lay	laid	laid	класть
to lead	led	led	вести

Продолжение табл. 13.1

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
to learn	learnt; ~-ed	learnt; ~-ed	учиться, узнавать
to leave	left	left	оставлять, уезжать
to let	let	let	позволять, пускать
to lose	lost	lost	терять
to make	made	made	делать
to mean	meant	meant	значить, предполагать
to meet	met	met	встречать
to pay	paid	paid	платить
to put	put	put	класть
to read	read	read	читать
to ring	rang	rung	звонить, звенеть
to rise	rose	risen	вставать
to run	ran	run	бежать
to say	said	said	говорить, сказать
to see	saw	seen	видеть
to sell	sold	sold	продавать
to send	sent	sent	посылать
to set	set	set	ставить, устанавливать
to show	showed	shown	показывать
to sit	sat	sat	сидеть
to speak	spoke	spoken	говорить
to spend	spent	spent	тратить, проводить
to spread	spread	spread	распространять(ся)
to stand	stood	stood	стоять
to swim	swam	swum	плавать
to take	took	taken	брать
to teach	taught	taught	учить, обучать
to tell	told	told	рассказывать
to think	thought	thought	думать
to understand	understood	understood	понимать
to wear	wore	worn	носить
to win	won	won	выигрывать
to write	wrote	written	писать

Эти формы служат для образования как простых, так и сложных (в сочетании с модальными и вспомогательными глаголами) глагольных форм.

ТЕМА 14. АКТИВНЫЙ ЗАЛОГ (THE ACTIVE VOICE)

Активный залог показывает, что лицо (или предмет), являющееся подлежащим, само производит действие, выраженное различными временными формами.

14.1. Времена неопределенной группы (the Indefinite Tenses)

Времена группы Indefinite употребляются:

1. для передачи констатации факта совершения действия;
2. для выражения обычно совершаемого действия в настоящем, прошедшем или будущем времени.

В эту группу входят три времени: Present, Past и Future Indefinite.

14.1.1. The Present Indefinite Tense [do (does), V1(s)]

Формы Present Indefinite совпадают с формами инфинитива глагола без частицы **to** для всех лиц, кроме формы 3-го лица единственного числа (he, she, it), которая принимает окончание **-s** или **-es**. На русский язык переводится настоящим временем:

*We **begin** our studies in September.* – Мы **начинаем** наши занятия в сентябре.

*He **works** at the port.* – Он **работает** в порту.

Present Indefinite употребляется со следующими наречиями или обстоятельствами времени: **usually** – *обычно*, **sometimes** – *иногда*, **seldom** – *редко*, **today** – *сегодня*, **often** – *часто*, **always** – *всегда* и т.д.

Отрицательная (Negative) и вопросительная (Interrogative) формы Present Indefinite образуются при помощи вспомогательного глагола **to do** (для 3-го лица единственного числа **does**) и смыслового глагола в форме инфинитива без частицы **to**.

При образовании отрицательной формы сохраняется порядок слов утвердительного предложения. Отрицание **not** ставится между вспомогательным и смысловым глаголом.

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим, а смысловой глагол следует за подлежащим [9].

Вопрос, начинающийся со вспомогательного глагола (общий вопрос), как правило, требует краткого ответа. Краткий ответ состоит из слов **Yes** или **No**, за которыми следует подлежащее, выраженное соответствующим личным местоимением, и вспомогательный глагол:

*The job **gives** her satisfaction.* – Работа **приносит** ей удовлетворение.

*The job **does not give** her satisfaction. – Работа **не приносит** ей удовлетворения.*

***Does the job give** her satisfaction? – **Приносит** ли ей работа удовлетворение?*

*Yes, it **does**. (No, it **does not**.) – Да. (Нет.)*

Показателем времени, лица и числа в вопросительной и отрицательной формах является вспомогательный глагол **do (does)**.

В ряде случаев глагол в Present Indefinite в утвердительной форме нельзя отличить от существительного, например:

*the **lectures** – лекции;*

*he **lectures** – он читает лекции;*

*the **load** – загрузка;*

*they **load** – они загружают.*

Поэтому необходимо знать следующие признаки, по которым можно опознать сказуемое:

1. Личное местоимение в именительном падеже (I, you, he, she, it, we, they) показывает, что следующее за ним слово – сказуемое:

***It (the bus) stops** at our house. – Он (автобус) **останавливается** у нашего дома.*

2. Личное местоимение в объектном падеже (me, you, him, her, it, us, them) показывает, что предшествующее ему слово – глагол-сказуемое:

*This vessel **interests us** greatly. – Это судно очень **интересует нас**.*

3. Существительное (или существительное с определением), стоящее в середине предложения без предлога (прямое дополнение), показывает, что предшествующее ему слово – глагол-сказуемое:

*We **change the data** in our table. – Мы **меняем данные** в нашей таблице.*

4. Наличие глаголов-связок, вспомогательных или модальных глаголов после подлежащего: **to be, to have, to do, shall (should), will (would), can (could), may (might), must**:

*My friend **is a student**. – Мой друг – **студент**.*

*The stevedore **must examine** the ship himself. – Стивидор **должен про-верить** судно сам.*

Тренировочные упражнения

Ex. 1. Put the verbs in brackets in the 3^d person singular in the Present Indefinite Tense.

1. He (to work) _____ hard at his English.

2. She (to speak) _____ many foreign languages.

3. It (*to take*) _____ me much time to cook dinner.
4. My friend (*to receive*) _____ many letters from England.
5. His father (*to write*) _____ articles on cargo transportation and
(*to send*) _____ them to many journals.
6. The lecture (*to begin*) _____ at 9 sharp.
7. The new equipment (*to cost*) _____ 5 million roubles.
8. The book (*to give*) _____ a good idea of this problem.
9. He (*to teach*) _____ German at the University.
10. The airplane (*to cross*) _____ the Pacific Ocean for about 2 hours.

Ex. 2. Put the following sentences in the interrogative and the negative forms.

1. He speaks French. – _____
2. She plays the piano. – _____
3. They often come here. – _____
4. We work in the library every day. – _____
5. I read newspapers in the morning. – _____

6. His parents always give him foreign magazines to read. – _____

7. You write new words before the lesson. – _____

8. His sister lives in Siberia. – _____
9. My friend goes to the theatre every week. – _____

10. Her son learns two foreign languages. – _____
11. He usually does English exercises at home. – _____

12. The article describes the new scientific discovery. – _____

13. The articles describe the newly discovered phenomena. – _____

14. I often meet this engineer here. – _____
15. He meets foreign delegations every month. – _____

Ex. 3. Answer the questions using the Present Indefinite. Use the adverbs in brackets.

1. What time do you go to the Institute? (generally, usually)
2. What do you do on Sunday mornings? (often)
3. How do you spend your leisure time? (usually, occasionally)
4. What sort of radio programmes do you listen to? (usually, often, always)

5. How do you help your parents? (always, sometimes, usually)
6. What sort of films do you enjoy? (nearly always)
7. Where do you read for your examinations? (normally, sometimes)
8. Where do you have your meals? (usually, sometimes)
9. What do you take if you have a headache? (generally, usually)
10. How do you celebrate your birthday? (nearly always, occasionally)

Ex. 4. Make up questions. Begin the questions using the given word(s).

Models: – Bob plays chess. – *How often* does Bob play chess?
 – I get up early. – *What time* do you *usually* get up?

1. Felix watches birds. – How often _____ ?
2. I write to my parents. – How often _____ ?
3. I have dinner in the evening. – What time _____ usually _____ ?
4. She works. – Where _____ ?
5. I go to the Zoo. – How often _____ ?
6. People do stupid things. – Why _____ ?
7. The motor breaks down. – How often _____ ?

14.1.2. The Past Indefinite Tense [did, V2(ed)]

По образованию Past Indefinite все глаголы делятся на две группы:

1. Правильные глаголы (Regular Verbs), которые образуют Past Indefinite для всех лиц единственного и множественного числа прибавлением к основе глагола окончания **-ed**:

to work – I worked, to play – he played.

2. Неправильные глаголы (Irregular Verbs), которые образуют Past Indefinite путем изменения корневой гласной, прибавлением окончания или другими способами, т.е. является второй формой глагола (см. табл. 13.1).

Глагол в Past Indefinite Tense на русский язык переводится глаголом в прошедшем времени как несовершенного, так и совершенного вида в зависимости от контекста:

He delivered cargoes. – Он доставил (доставлял) грузы.

Past Indefinite употребляется, как правило, с обстоятельствами времени: **yesterday** – *вчера*, **last month** (year, week) – *в прошлом месяце* (году, на прошлой неделе), а также с датами, относящимися к прошлому: **in 1960** и т.д.

Отрицательная и вопросительная формы Past Indefinite как правильных, так и неправильных глаголов образуются при помощи вспомогательного глагола **to do** в форме **did** для всех лиц единственного и множественного числа и инфинитива смыслового глагола без частицы **to**.

При образовании отрицательной формы сохраняется порядок слов утвердительного предложения; отрицание **not** ставится между вспомогательным и смысловым глаголом.

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим, а смысловой – после подлежащего [9]:

The ship left the port. – Корабль покинул порт.

The ship did not leave the port. – Корабль не покинул порт.

Did the ship leave the port? – Покинул корабль порт?

Yes, it did. (No, it didn't.) – Да. (Нет.)

Тренировочные упражнения

Ex. 5. Put the following sentences in the Past Tense.

a) with regular verbs

1. He plays tennis very well. – _____

2. She helps me in my work. – _____

3. They repeat new grammar rules before the lesson. – _____

4. I prepare my home-task in the evening. – _____

5. I watch TV every day. – _____

6. He asks many questions. – _____

7. I never listen to the radio. – _____

8. Our students always answer well at the lessons. – _____

9. I translate texts from Russian into English. – _____

10. My father returns home very late. – _____

b) with irregular verbs

1. The film begins at 6 p.m. – _____

2. He always comes in time. – _____

3. We go to the University by bus. – _____

4. They do everything properly. – _____

5. My friend gives me interesting books to read. – _____

6. I know English well. – _____

7. I see it with my own eyes. – _____

8. She takes books from the library. – _____

9. My son tells me everything. – _____

10. We write test-papers at the end of the term. – _____

11. He finds all the necessary data in reference books. – _____

12. Our manager leaves abroad. – _____

13. Our family spends summer holidays in the country. – _____

14. Our teacher speaks three foreign languages. – _____

15. I think about your suggestion. – _____

Ex. 6. Put the following sentences in the interrogative and the negative forms.

1. She translated many exercises yesterday. – _____

2. Last year he lived in Moscow. – _____

3. They returned home late. – _____

4. We discussed a lot of problems at the meeting. – _____

5. The scientist finished his experiment two days ago. – _____

6. My working day lasted eight hours. – _____

7. The students repeated the new grammar rules. – _____

8. He knew English when he was a child. – _____

9. She spoke to us about her plans. – _____

10. He went home after classes. – _____

11. My parents wrote to me very often last year. – _____

12. I got this letter yesterday morning. – _____

13. The commission took all the facts into account. – _____

14. The lesson began at 9 o'clock. – _____

15. She told the news to everyone. – _____

Ex. 7. Make up questions. A friend has just come back from Italy and you are asking him.

Models: – What place / go? – What place did you go to?
– The weather / fine? – Was the weather fine?

1. how long / stay there? – _____

2. stay in a hotel? – _____
3. go alone? – _____
4. how / travel? – _____
5. the food / good? – _____
6. what / do in the evenings? – _____
7. make any friends there? – _____

14.1.3. The Future Indefinite Tense [will + V1]

Future Indefinite образуется при помощи вспомогательного глагола **will** и инфинитива смыслового глагола без частицы **to**.

На русский язык переводится глаголом в будущем времени как несовершенного, так и совершенного вида в зависимости от контекста:

He will make a report next week. – Он **сделает (будет делать)** доклад на следующей неделе.

Future Indefinite употребляется, как правило, с обстоятельствами времени: **tomorrow** – *завтра*, **next month** (year, week) – *в следующем месяце (году, на следующей неделе)*, **in ... days** (years) – *через ... дней (лет)*, а также с датами, относящимися к будущему: **in 2020** и т.д.

При образовании отрицательной формы сохраняется порядок слов утвердительного предложения, отрицание **not** ставится между вспомогательным и смысловым глаголом.

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим, а смысловой – после подлежащего:

We will change our plans for Sunday. – Мы **изменим** свои планы на воскресенье.

We will not change our plans for Sunday. – Мы **не будем менять** свои планы на воскресенье.

Will you change your plans for Sunday? – Вы **измените** свои планы на воскресенье?

Yes, we will. (No, we won't.) – Да. (Нет.)

Future Indefinite заменяется временем Present Indefinite в придаточных предложениях времени и условия, которые вводятся, союзами: **if** – *если*, **when** – *когда*, **as soon as** – *как только*, **provided** – *при условии*, **before** – *перед*, **in case** – *в случае*, **after** – *после*, **till (until)** – *до тех пор пока*:

If he asks me, I will readily help him. – Если он **попросит** меня, я охотно помогу ему.

We will discuss her paper as soon as we get it. – Мы **обсудим** ее работу, как только получим ее.

Примечание. Есть несколько способов передачи **будущности** в английском языке:

1. С помощью времени the Present Indefinite, когда речь идет о расписании, графике и т.п.:

*The train **leaves** at 5 o'clock p.m. every day.* – Поезд **отправляется** в 5 часов вечера каждый день.

2. С помощью времени the Present Continuous, если речь идет о запланированном событии. Часто употребляется выражение **going to (do)** *собираться делать что-либо*:

*They **are visiting** us on week-end.* – Они **придут** к нам в выходной день.
*I **am going to** read all day long.* – Я **собираюсь** читать весь день.

3. С помощью выражений **be to, be about to, be due to** в официальной речи или исходя из договоренности и расписания:

*Summit **is to** take place in Brussels.* – Саммит **будет проходить** в Брюсселе.

*Hurry up! The ship **is about to** depart.* – Поторопись! Корабль **отправляется**.

*The plane **is due to** land at 2.15.* – Самолет **совершит посадку** в 2.15.

Тренировочные упражнения

Ex. 8. Put the following sentences in the Future Tense.

1. He plays tennis very well. – _____

2. She helps me in my work. – _____

3. They repeat new grammar rules before the lesson. – _____

4. I prepare my home-task in the evening. – _____

5. I watch TV every day. – _____

6. He asks many questions. – _____

7. I never listen to the radio. – _____

8. Our students always answer well at the lessons. – _____

9. I translate texts from Russian into English. – _____

10. My father returns home very late. – _____

11. The film begins at 6 p.m. – _____

12. He always comes in time. – _____

13. We go to the University by bus. – _____

14. They do everything properly. – _____

15. My friend gives me interesting books to read. – _____

16. I know English well. – _____

17. I see it with my own eyes. – _____

18. She takes books from the library. – _____

19. My son tells me everything. – _____

20. We write test-papers at the end of the term. – _____

21. He finds all the necessary data in reference books. – _____

22. Our manager leaves abroad. – _____

23. Our family spends summer holidays in the country. – _____

24. Our teacher speaks three foreign languages. – _____

25. I think about your suggestion. – _____

Ex. 9. Put the following sentences in the interrogative and the negative forms.

1. I'll do it tomorrow morning. – _____

2. He will go there by bus. – _____

3. It will take me two hours to get there. – _____

4. We will graduate in 5 years. – _____

5. My sister will stay with us for several days. – _____

6. She will forget about it. – _____

7. They will remember us. – _____

8. Our students will go to the UK next summer. – _____

9. The plant will produce new machinery. – _____

10. Our University will train specialists in shipbuilding. – _____

Ex. 10. Make one sentence from two sentences beginning with the conjunctions.

Model: – They are off soon. You must visit them before that. – You must visit them before they are off.

1. I'm going to finish my work. Then I'll go to the cinema. – When _____

2. He'll spend a week in Brussels. Then he'll go to England. – Before _____

3. He'll come to London in April. He can stay with us. – When _____

4. It's going to be dark soon. Let's leave before that. – When _____

Ex. 11. Say when you are going to do something. Use the suggested adverbs.

Model: to write to your parents (tomorrow) – I am going to write to my parents tomorrow.

1. to speak to the manager – _____ after lunch.

2. to take examination period – _____ in winter.

3. to build a ship – _____ next year.

4. to ring your sick friend – _____ in the evening.

5. to become a manager – _____ after graduating from the University.

6. to write the Christmas cards – _____ on the eve of the holiday.

7. to buy train tickets for Vladivostok – _____ in a week.

8. to get married – _____ soon.

9. to play with children – _____ just now.

Обзорные упражнения

Ex. 12. Translate the sentences paying attention to the tenses.

1. Our library supplies the students with all necessary books.

2. He worked hard and finished the work before the appointed time.

3. I am sure he will follow my advice.

4. We got a letter from him and everything became clear.

5. He will join the Students Scientific Society next term.

6. He did everything in his power to help us.

7. The train arrives in an hour and leaves tomorrow morning.

8. Water turns into ice when the temperature drops below zero.

9. I think you gave up the idea of learning French.

10. Practical work follows theoretical study.

11. Most English Universities combine faculties of engineering with science faculties.

12. The close contacts of higher schools with research Institutes help the students to learn modern research methods.

13. Our scientists and engineers work out new systems and new models of robots.

14. This professor graduated from Moscow University and obtained his doctor's degree two years ago.

15. Last year he published many works and took part in numerous conferences and symposia.

16. Next month he will make a report on cargo transportation.

17. The work will be difficult; it will probably take us a few years to complete.

18. We wrote an article on the results of the experiment.

19. Next week we will make all the necessary measurements and obtain additional data.

20. The experiments will help us to get reliable information.

Ex. 12. Translate the sentences into Russian.

1. Fear always springs from ignorance.

2. Tomorrow always comes.

3. All available data correlate well.

4. Some output resulted which obscured the situation.

5. This resulted in further reduction of echo magnitude.

6. Iron content in steel accounts for 99.9 per cent.

7. This sequence of strategies will do for our purpose.

8. This hypothesis lacked confirmation.

9. The problem goes beyond the subject matter of the work.

10. This means that the method of geometric means leads to more satisfactory results than that of arithmetic means.

11. Three times four equals twelve.

12. In this paper we will base the classification on two distinct criteria.

13. The line between emotion and reason seems rather sharp.

14. It took mathematicians a long time to realize that not all continuous functions have a derivate.

15. This suggests that such a process results in average spectrum.

16. The lattice distortions may result from mechanical polishing.

17. Several factors affected the quality of the broadcast signal.

18. We achieved the value by selecting F rather than G.

19. We shall concentrate, however, on the process which generates this knowledge rather than on the knowledge itself.

20. What are you going to do next if you solve this problem?

14.2. Времена продленной группы (the Continuous Tenses) [to be + Ving]

Continuous Tenses выражают длительные, незаконченные действия в процессе их совершения и переводятся на русский язык глаголами только несовершенного вида.

Continuous Tenses образуются при помощи вспомогательного глагола **to be** в соответствующем времени, лице и числе и смыслового глагола с окончанием **-ing** (эту форму глагола еще называют Participle I – причастием настоящего времени).

Во временах группы Continuous время, лицо и число глагола-сказуемого определяется по вспомогательному глаголу **to be**. Смысловый глагол в форме Participle I не изменяется:

*Students **are making** an experiment in the hydrodynamic research pool.* – Студенты **проводят** эксперимент в гидродинамическом опытном бассейне.

*The scientist **was making** a very interesting experiment when we entered the pool.* – Ученый **проводил** очень интересный эксперимент, когда мы вошли в бассейн.

С временами группы Continuous употребляются следующие наречия и обстоятельства времени: **now** – сейчас, **at present moment** – в настоящий момент, **from 5 to (till) 7 o'clock** – с 5 до 7 часов, **from morning till night** – с утра до вечера, **when he came** – когда он пришел, **while** – в то время, **during (for)** – в течение и др.

Группа глаголов, относящихся к категориям ментального и чувственного восприятия, не употребляется с временами группы Continuous: **to see** – видеть, **to hear** – слышать, **to know** – знать, **to think** – думать, **to feel** – чувствовать, **to wish** – желать, **to want** – хотеть, **to hate** – ненавидеть, **to understand** – понимать, **to consider** – считать и др.

При образовании отрицательной формы времен группы Continuous сохраняется порядок слов утвердительного предложения, отрицание **not** ставится между вспомогательным и смысловым глаголом:

*The gang **is not loading** the container with boxes.* – Бригада **не загружает** контейнер ящиками.

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим, а смысловой глагол – после подлежащего:

***Will we be preparing** for a very important experiment at 8 o'clock tomorrow?* – Завтра в 8 часов мы **будем готовиться** к очень важному эксперименту?

*Yes, **will be.** – Да. No, **won't be.** – Нет.*

14.2.1. The Present Continuous Tense [am, are, is + Ving]

Present Continuous переводится глаголом несовершенного вида в настоящем времени:

The gang is loading the container with boxes. – Бригада загружает контейнер ящиками.

Глагол **to be** можно использовать в Present Continuous в выражениях **to be being + прилагательное и/или существительное**:

You are being bad today, young man. Behave yourself. – Ты сегодня ведёшь себя плохо, молодой человек. Веди себя хорошо.

14.2.2. The Past Continuous Tense [was, were + Ving]

Past Continuous переводится глаголом несовершенного вида в прошедшем времени:

They were analyzing the results of their research from 4 to 6 o'clock yesterday. – Они анализировали результаты своей исследовательской работы с 4 до 6 часов вчера.

One student was carrying out the experiment while the other was putting down all the details. – Один студент проводил эксперимент, а другой подробно все записывал.

14.2.3. The Future Continuous Tense [will be + Ving]

Future Continuous переводится глаголом несовершенного вида в будущем времени:

At 8 o'clock tomorrow we'll be preparing for a very important experiment. – Завтра в 8 часов мы будем готовиться к очень важному эксперименту.

Тренировочные упражнения

Ex. 13. Translate the sentences paying attention to the tense forms of the predicates.

1. She usually translates new texts very quickly.
She is translating a new text now.
2. She translated the new text yesterday.
She was translating the new text all the evening yesterday.
3. She will translate the new text tomorrow.
She will be translating the new text from 5 to 7 o'clock tomorrow.
4. We write dictations every day.
We are writing a dictation now.

5. We wrote a dictation at the previous lesson.
We were writing a dictation for half an hour.
6. We will write a dictation next time.
We will be writing a dictation when you come.
7. They often make experiments in the laboratory.
They are making an experiment.
8. They made a number of experiments last week.
They were making experiments for a long time.
9. They will make an experiment in a week.
Tomorrow at 5 o'clock they will be making an experiment.

Ex. 14. Change the Indefinite tenses to the Continuous ones adding necessary adverbs or time attributives.

1. I prepare for examinations in the library. – _____

2. He reads scientific journals. – _____
3. My sister works at her thesis. – _____
4. The students study new words at the lesson. – _____

5. They have dinner at home. – _____
6. The engine rotated with high speed. – _____

7. They built a new metro line. – _____
8. The car went in the opposite direction. – _____

9. We discussed a very important problem. – _____

10. The scientist spoke about the discovery. – _____

11. They will listen to the lecture tomorrow. – _____

12. Tomorrow we shall have a laboratory work. – _____

13. The engineer will test the new equipment on Monday. – _____

14. They will show a new TV program next week. – _____

15. The plant will install the new safety system. – _____

Ex. 15. Put the following sentences into the Past Continuous and Future Continuous Tenses adding necessary adverbs or time attributives.

1. They are looking at the blackboard. – _____
2. I am listening to the concert from the Philharmonic Society. – _____

-
3. He is looking through a magazine. – _____
 4. The train is approaching the station. – _____
 5. We are speaking over the telephone for 10 minutes. – _____

-
6. The English students are writing their examination paper. – _____

-
7. The professor is delivering a lecture. – _____
 8. I am working in the laboratory. – _____
 9. The doctors are examining their patients. – _____

-
10. The director is making arrangements over the telephone. – _____
-

Ex. 16. Put the sentences into the interrogative and negative forms.

1. They are still discussing the first report. – _____

-
2. The secretary is looking through the morning mail. – _____

-
3. I am carrying out an experiment. – _____
 4. We are leaving the town tonight. – _____
 5. You are having a rest now. – _____
 6. The secretary was typing the report all the morning. – _____

-
7. People were hurrying to the station. – _____

-
8. We were packing our things when he came. – _____

-
9. He was waiting for us at 5 o'clock. – _____

-
10. I was having visitors at this time yesterday. – _____

-
11. We will be playing chess for half an hour. – _____

-
12. They will be still discussing our proposal when we come. – _____

-
13. I will be writing a report at 5 o'clock tomorrow. – _____
-

14. The laboratory assistant will be taking readings of the apparatus from 5 to 7 p.m. – _____
15. Tomorrow at this time you will be sailing across the English Channel. – _____
-

Ex. 17. Put the verbs in brackets in the appropriate Continuous tenses.

1. Now they (*to organize*) _____ another kind of experiments in the laboratory.
2. – Where is Peter? – He (*to play*) _____ volley-ball.
3. Listen! The telephone (*to ring*) _____.
4. The man who (*to smoke*) _____ a pipe at the window now is my brother.
5. Don't ring him up now! I think he still (*to work*) _____ in the laboratory.
6. I (*to read*) _____ all the evening yesterday.
7. When I came the secretary (*to type*) _____ the letters.
8. Large crowds of people (*to wait*) _____ at the station when the delegation arrived.
9. It (*to rain*) _____ from nine to eleven last night.
10. The train couldn't stop at once because it (*to travel*) _____ too fast.
11. I (*to wait*) _____ for him at 7 o'clock tomorrow.
12. At this time tomorrow I (*to have*) _____ an English lesson.
13. He (*to work*) _____ all day tomorrow.
14. The day after tomorrow we (*to install*) _____ the new equipment from 6 to 8 p.m.
15. When you come back they still (*to discuss*) _____ our proposal.

Ex. 18. Translate the sentences paying attention to the predicates.

1. He is planning to begin a new set of experiments on crystals.
2. We are analyzing the experimental data.
3. The laboratory staff is gathering for a meeting.
4. I am taking a post-graduate course in shipbuilding.
5. Our scientists are making a great contribution to the development of world science and technology.
6. The students were checking and adjusting the devices all day yesterday.
7. We were making measurements and recording the data for 2 hours.
8. He was making computations in the laboratory when the telephone rang.
9. My scientific adviser was working on a new theory when the conference began.
10. I was writing the article for a long time.
11. The department will be conducting tests on new materials for two weeks.

12. During the whole next year those specialists will be studying new substances.

13. At 5 o'clock tomorrow I will be testing this device.

14. When you come we will be making preparations for the departure.

15. The students will be making measurements and recording the data from 5 to 7 p.m.

Ex. 19. Put the verbs in brackets into the Present Indefinite and the Present Continuous.

1. Mr. Smith (*to teach*) _____ us at present. He (*to substitute*) _____ for Mr. Reese, who (*to be*) _____ our regular teacher.

2. – I (*to go*) _____ to visit Peter tonight. He (*to leave*) _____ tomorrow morning. – He (*to come*) _____ back the same day? – I (*not / to know*) _____.

3. John often (*to stay*) _____ in a hotel when he (*to come*) _____ to town, but tonight he (*to stay*) _____ with us.

4. The fourth class always (*to meet*) _____ on the 18th floor, but our class (*to meet*) _____ on the 17th floor. However, since they (*to paint*) _____ our regular classroom now, we (*to go*) _____ to meet in the club-room today.

5. – Nick (*to leave*) _____ today. – What train he (*to take*) _____ for his journey? – He (*to catch*) _____ the 5.50 train.

6. The mechanic (*to repair*) _____ my car today. So I must go to work by the underground.

7. – You (*to write*) _____ him tonight? – Yes, I always (*to write*) _____ him on his birthday. You (*to want*) _____ send any message? – Certainly.

8. John (*to say*) _____ he (*to leave*) _____ for Chicago on the fifteenth.

9. I (*to go*) _____ to the seaside on my holiday.

10. My brother (*to come*) _____ to see me next week.

11. Whenever I (*to call*) _____ at the Smiths' home, they (*to play*) _____ cards. I really (*to think*) _____ they (*to play*) _____ every night.

12. Jack (*to make*) _____ at least ten spelling errors in every lesson.

Ex. 20. Open the brackets. Use the Past Indefinite in case of permanent, repeated one-time actions. Use the Past Continuous if the action is a temporary one taking place at a given moment in the past.

1. I (*to open*) _____ the shutters and (*to look*) _____ out. The car (*to stand*) _____ where I had left it.

2. Suddenly I (*to realize*) _____ that they (*not / to pay attention*) _____ to me any longer. They (*to mutter*) _____ something and

all (to look) _____ in the same direction. I (to turn) _____ my head and (to look) _____ where they all (to look) _____. A man (to come) _____ slowly down a steep little street that (to lead) _____ uphill between the houses on my right.

3. On my left I (to see) _____ the lights of the first house of the village, and I (to hurry) _____ towards it through the wood when a sudden flash of light (to make) _____ me stop.

4. At that time I (to look) _____ for a job.

5. Miss Nobbs (not / to see) _____ him leave the office. At half past four she (to make) _____ herself a cup of tea in a small recess off the main corridor.

6. The idea first (to occur) _____ to me that afternoon as I (to back) _____ the car into the garage.

7. I probably (to drop) _____ the key when I (to fish) _____ for small change in my bag at the news-stand.

8. All through the night I (to hear) _____ them work, open drawers, drag cases over the floor. They (to pack) _____.

Ex. 21. Extend the statements in the Future Continuous Tense, using the words in brackets.

Model: Don't call for me at six. (have a bath) – Don't call for me at six; I will be having a bath.

1. Don't ring them up at seven in the morning. (sleep) – _____

2. Don't send us any letters in June. (travel) – _____

3. Don't call on us tonight. (pack) – _____

4. Don't come to see her after lunch. (type) – _____

5. Don't leave the child alone. (cry) – _____

6. Don't tell Granny about it. (grumble) – _____

7. Don't expect him to come next Saturday. (work) – _____

8. Don't wait for Maggie tomorrow. (keep to her room) – _____

Ex. 22. Put the verb in brackets into the Present Indefinite, the Future Indefinite and the Future Continuous Tenses.

1. When I (to get) _____ home, my animals (to sit) _____ at the door waiting for me.

2. It (to be) _____ the middle of June. They (to come) _____ soon.

3. If you (to want) _____ to see us, come to Tom's on Sunday. We (to wait) _____ for you there at midday.

4. At this time next week they (to board) _____ the plane to London.

5. They (to have) _____ English from nine to ten in this room.

6. I (to wait) _____ for you when you (to come) _____.

7. – I (to call) _____ for her at eight. – No, don't; she still (to sleep)

_____.

8. They are so angry. A few more words and they (to quarrel) _____ again.

Ex. 23. Read the story. Insert 'while', 'during', or 'for'.

A Disastrous Sailing Holiday

Bill and Simone Butler left Miami one summer weekend on their annual sailing holiday in their boat *Siboney*. They wanted to sail round the Caribbean Sea _____ two weeks.

_____ their holiday, they saw a large group of whales (киты). Bill and Simone were very excited. Unfortunately, _____ they were watching them, the whales began to hit the side of the boat.

Suddenly, water started flooding in (захлестывать), and they realized that they were in trouble. They quickly jumped into the lifeboat _____ the boat was sinking, and watched it disappear under the sea.

Fortunately, they had enough food and water _____ twenty days. They also had a fishing line and a machine which made salt water into drinking water. These two things helped them to survive _____ their terrible experience.

_____ the next 50 days they caught about ten fish a day and ate them raw. They saw about twenty ships, but although they waved and shouted _____ they were passing, nobody saw them. They were becoming weaker and weaker. Then, just as they were beginning to lose hope, a fishing boat rescued them. Their disastrous holiday was over.

Обзорные упражнения

Ex. 24. Translate into Russian.

1. The reaction was running smoothly.
2. Definite proof of that effect is presently lacking.
3. At that time the spherical joint was becoming more and more useful in the construction of glass equipment.
4. They will be making the experiment the whole day long.
5. In addition, rapid changes were, and still are, taking place in the relative economics of computing and communications.
6. The discussion of the problems was going on from 2 till 3 o'clock.
7. While delivering his lecture he will be demonstrating the map.
8. It should be stated that we are assuming throughout this chapter that the primary condition is already satisfied.
9. To understand how this is taking place it is not sufficient to know what science is doing now.

10. The men who gathered under the Pretender's banners were fighting not for, but against 'Something'.

11. You are being silly!

12. You are being ridiculous!

13. You are being a complete idiot!

14. I wonder why Hunter is being so nice to me today. Usually he doesn't even say "Hi".

15. – Your English is very good. – Thank you, but I think you are just being nice to me. – No, I really mean it.

16. I know that I'm being a selfish pig, but I'm not going to change my decision.

17. I am just being polite.

18. I'm just trying to be polite.

19. I'm just trying to be unbiased.

14.3. Времена совершенной группы (the Perfect Tenses) [to have + V3(ed)]

Perfect Tenses выражают действия, законченные к определенному моменту в настоящем, прошедшем или будущем.

Perfect Tenses образуются при помощи вспомогательного глагола **to have** в соответствующем времени, лице и числе и 3-й формы (или Participle II – причастия пассивного залога) смыслового глагола.

Во временах группы Perfect время, лицо и число глагола-сказуемого определяется по вспомогательному глаголу **to have**. Смысловый глагол не изменяется:

*A group of Moscow researchers **has developed** new equipment for cargo handling.* – *Группа московских исследователей **разработала** новое оборудование для обработки груза.*

*The scientists **had completed** their research by the beginning of the year.* – *Ученые **завершили** свои исследования к началу года.*

При образовании отрицательной формы времен группы Perfect сохраняется порядок слов утвердительного предложения, отрицание **not** ставится между вспомогательным и смысловым глаголом:

*We **had not finished** handling cargo by 5 o'clock.* – *Мы **не закончили** обрабатывать груз к пяти часам.*

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим, а смысловый глагол – после подлежащего:

***Had** we **finished** handling cargo by 5 o'clock?* – *Мы **не закончили** обрабатывать груз к пяти часам?*

*Yes, we **had**.* – *Да. No, we **hadn't**.* – *Нет.*

14.3.1. The Present Perfect Tense [have / has + V3(ed)]

Present Perfect употребляется:

1. Когда время совершения действия не указано, но действие явно закончено к настоящему моменту и связано с ЭТИМ МОМЕНТОМ:

We have finished handling cargo. – Мы закончили обрабатывать груз.

2. Со словами, выражающими период времени, не закончившийся к настоящему моменту: **this week** – на этой неделе, **this month** – в этом месяце, **this year** – в этом году, **today** – сегодня и т.д.:

I haven't seen him today. – Я не видел его сегодня (день еще не закончился).

3. С наречиями неопределенного времени, которые обычно стоят между вспомогательным и смысловым глаголом: **often** – часто, **seldom** – редко, **always** – всегда, **never** – никогда, **ever** – когда-нибудь, **just** – только что, **not yet** – еще не, **sometimes** – иногда:

We have just finished handling cargo. – Мы только что закончили обрабатывать груз.

4) С предлогом **since** – с (с какого-то момента в прошлом до настоящего времени) и с союзом **since** – с тех пор, как, а также с предлогом **for** – в течение:

I have not seen him for two years. – Я не видел его в течение двух лет.

I have not seen him since he finished handling cargo. – Я не видел его с тех пор, как он закончил обрабатывать груз.

Present Perfect переводится на русский язык прошедшим временем глагола совершенного вида, реже – несовершенного вида, в зависимости от контекста:

The astronomers have determined the distance between the Sun and the Earth. – Астрономы определили расстояние между Солнцем и Землей.

14.3.2. The Past Perfect Tense [had + V3(ed)]

Past Perfect переводится прошедшим временем. Чтобы подчеркнуть законченность действия к определенному моменту в прошлом, употребляется предлог **by** – к:

We had finished handling cargo by 5 o'clock. – Мы закончили обрабатывать груз к пяти часам.

We had finished our experiment before he came. – Мы уже закончили эксперимент, когда он пришел.

14.3.3. The Future Perfect Tense [will have + V3(ed)]

Future Perfect переводится на русский язык глаголами совершенного вида в будущем времени обычно с наречием *уже*, чтобы подчеркнуть, что действие закончится до определенного момента в будущем:

They will have completed handling cargo by the end of the week. – Они закончат обрабатывать груз уже к концу недели.

They will have completed handling cargo before you return. – Они закончат обрабатывать груз, прежде чем вы вернетесь.

Тренировочные упражнения

Ex. 25. Translate and compare the sentences paying attention to the use of tenses.

1. I read this book last year.
I have just read this book.
2. I was in London many years ago.
I have been to London many times.
3. He wrote the composition yesterday.
He has already written the composition.
4. I saw him last month.
I have never seen him.
5. I met her the day before yesterday.
I haven't met her since childhood.
6. They were discussing the new article when I entered the room.
They had already discussed the new article when I entered the room.
7. We were testing the equipment when the commission arrived.
We had already tested the equipment when the commission arrived.
8. They completed the experiment two days ago.
They had completed the experiment by the end of last month.
9. We checked the device yesterday.
We had checked the device by yesterday.
10. He made measurements yesterday and was making them for 2 hours.
He had made measurements before we started the experiment.
11. We will finish the work tomorrow.
We will have finished the work by 7 o'clock tomorrow.
12. We will equip the laboratory with modern devices.
We will have equipped the laboratory by September.
13. Tomorrow evening I will be making a report on environmental protection.
I will have made the report before the lecture starts.
14. The delegation will be conducting talks for a whole week.
The delegation will have conducted talks by the end of next week.

15. The secretary will look through all the documents.

The secretary will have looked through all the documents by the time the director comes.

Ex. 26. Put the sentences into the Present Perfect using the appropriate adverbial modifier of time.

Model A: I am making the experiment. (already) – I have already made the experiment.

1. He is writing a letter. (already) – _____

2. She spoke to the teacher. (just) – _____

3. I saw her. (just) – _____

4. They will go home. (already) – _____

5. He was translating the text. (just) – _____

Model B: I was in London 2 years ago. (never) – I have never been to London.

1. He was in Africa last year. (never) – _____

2. I met him yesterday. (never) – _____

3. They saw northern lights. (never) – _____

4. We were in the British Museum. (never) – _____

5. The plant produces ships. (never) – _____

Model C: I knew him in childhood. (since) – I have known him since childhood.

1. I didn't meet her last year. (since) – _____

2. We didn't see him in summer. (since) – _____

3. My brother was in hospital in September. (since) – _____

4. He didn't write any scientific works in 1990. (since) – _____

5. They didn't test the equipment last autumn. (since) – _____

Model D: I am learning grammar rules. (today) – I have learned grammar rules today.

1. We are writing a composition now. (this month) – _____

2. I am finishing reading *Vanity Fair*. (this week) – _____

3. They are completing the experiments. (this year) – _____

4. He is leaving abroad. (today) – _____

5. He is going to enter the University. (this year) – _____

Ex. 27. Translate the sentences and put them into the Past Perfect and the Future Perfect adding the suitable adverbial modifier of time.

1. I have made all the experiments. (by yesterday, by tomorrow) – _____

2. We have finished our work. (before he came, before he comes) – _____

3. He has written the article. (by last week, by next week) – _____

4. She has passed her exams. (before the new academic year began, before the new academic year begins) – _____

5. They have completed all the preparations. (by 5 o'clock yesterday, by 5 o'clock tomorrow) – _____

6. You have done the greater part of the work. (when we joined you, when we join you) – _____

7. The workers have studied all the instructions. (before they got to work, before they get to work) – _____

8. We have taken all the necessary steps. (by last autumn, by next summer) – _____

9. I have done all exercises. (by the time he came, by the time he comes) – _____

10. Our plant has produced new type of vessels. (by last year, when the reconstruction begins) – _____

11. The train has gone. (when we came to the station, by 5 o'clock) – _____

Ex. 28. Put the sentences into the interrogative and the negative forms.

1. I have been to the picture gallery. – _____

2. We have seen the new film. – _____

3. He has taken books from the library. – _____

4. She has changed very much. – _____

5. They have improved their behaviour. – _____

6. Our students have made great progress in English. – _____
-
7. Your friend has told me about the accident. – _____
8. He has rung me up. – _____
9. They had begun the experiment by last month. – _____
-
10. The secretary had typed the letters by 12 o'clock. – _____
-
11. The train had arrived before they came to the station. – _____
-
12. The committee will have drafted the plan by tomorrow. – _____
-
13. The librarian will have registered all the books by the end of the month. – _____
14. I'll have returned by the time of your departure. – _____
-
15. We will have obtained the necessary data by next week. – _____
-

Ex. 29. Put the verbs in brackets into the Present Indefinite and the Present Perfect Tenses.

1. Look! They (*to stop*) _____.
2. I (*to want*) _____ to see you. I (*not / to see*) _____ you for ages!
3. – What (*to be*) _____ your name? – My name (*to be*) _____ always Cole.
4. – You (*to read*) _____ this book? – Yes. – What you (*to think*) _____ of it?
5. I (*not / to be*) _____ to a zoo before. It (*to be*) _____ a nice feeling to go somewhere you never (*to be*) _____ before.
6. – You (*to know*) _____ Nick? – Yes. – How long you (*to know*) _____ him? – I (*to know*) _____ him for 10 years.
7. There (*to be*) _____ a lot of things I (*to want*) _____ to do for a long time and I (*not / to do*) _____ them.
8. You (*to realize*) _____ we (*to know*) _____ each other for quite a period of time now? And this (*to be*) _____ the first occasion you (*to ask*) _____ me to come with you.
9. – You (*to know*) _____ the girl who just (*to leave*) _____ the shop? – Yes, that (*to be*) _____ Bella York. – She (*to be*) _____ a customer of yours? – Not, exactly. She (*to be*) _____ here several times, but she never (*to buy*) _____ anything.
10. Come in, I (*to be*) _____ awake since sun-up.
11. I (*not / to see*) _____ your pictures for a long time. Can I look round?

12. It'll be good to see him again. How long he *(to be)* _____ away?
It *(to seem)* _____ ages.

13. I *(to know)* _____ you nearly all my life, but I never *(to see)* _____ you excited about anything.

Ex. 30. Put the verbs in brackets into the correct form of the Present Perfect or the Past Indefinite Tenses.

1. A: You ever *(to visit)* _____ Chicago?

B: Yes, I *(to be)* _____ there several times.

C: Yes, I *(to be)* _____ there a few years ago.

2. A: You *(to be)* _____ to the Ryan's lately?

B: Yes, I _____.

C: Yes, I *(to go)* _____ there last night.

3. A: He *(to speak)* _____ to you about his plans recently?

B: No, he _____.

C: No, he *(to go)* _____ to Vilnius last week and *(not / to arrive)* _____ yet.

4. A: You *(to see)* _____ your brother this morning?

B: Yes, I _____.

C: No, I *(not / to see)* _____ him since last Monday.

5. A: You *(to be)* _____ here before?

B: Yes, I _____.

C: Yes, I *(to be)* _____ here last year.

6. A: You *(to go)* _____ to the theatre last week?

B: Yes, I _____.

C: I *(to go)* _____ to the Bolshoi Theatre.

7. A: You *(to see)* _____ the new monument in that street?

B: No, I *(not / to see)* _____ it yet.

C: No, I *(to be)* _____ there on Friday but I *(not / to see)* _____ the monument.

8. A: You ever *(to show)* _____ your water-colours to anybody?

B: Yes, I _____.

C: Yes, I *(to show)* _____ them to my friends a few days ago.

Ex. 31. Open the brackets using the Present Indefinite, the Present Continuous, the Past Indefinite or the Present Perfect Tenses.

1. In the morning, coming down the stairs, Rosemary *(to see)* _____ Tony *(to lie)* _____ in the sitting room: – What you *(to do)* _____ here? – I *(to sleep)* _____ here. – I am sorry we *(to take)* _____ your room.

2. He's a night watchman. He works at night and *(to sleep)* _____ in the daytime. It's noon now, and he still *(to sleep)* _____.

3. I first *(to meet)* _____ Richard a month ago, and I *(to meet)* _____ him several times since then.
4. I usually *(to go)* _____ to bed before midnight.
5. I *(to sit)* _____ here all night and I swear I *(not / to doze)* _____ for a moment.
6. – What’s your brother doing? – He *(to play)* _____ tennis with our neighbour, they *(to play)* _____ it every day.
7. He wants to buy a car, but first he must learn how to drive, so he *(to take)* _____ driving lessons.
8. I *(to write)* _____ to my parents a fortnight ago, but I’ve not had a reply, so I just *(to write)* _____ again.
9. – Where is my daughter? – She *(to talk)* _____ to a policeman.
– What *(to happen)* _____? – She *(to drive)* _____ without a licence.
10. It’s 3 p.m. and he *(not / to eat)* _____ anything today, but he *(to eat)* _____ a good dinner last night.
11. – Is Mary ready to come out? – No, she still *(to dress)* _____.
12. I *(to read)* _____ this book several times. I first *(to read)* _____ it in 1990.
13. He often *(to read)* _____ detective stories; he *(to read)* _____ a very good one now.
14. She *(not / to have)* _____ a holiday since 2007, but she *(to have)* _____ a very long holiday in 2008.
15. – We *(to stay)* _____ here for nearly a week. – I hope you *(not / to think)* _____ of leaving.

Ex. 32. Put the verbs in brackets into the Past Indefinite and the Past Perfect.

1. We *(to sit)* _____ down to the table only when all the guests *(to arrive)* _____.
2. There *(to be)* _____ a curious expression on his face I never *(to see)* _____ before.
3. Almost opposite *(to be)* _____ that gallery where she first *(to meet)* _____ him and John.
4. He *(to be)* _____ a teacher at the University, as his father *(to be)* _____ before him.
5. There *(to be)* _____ silence after she *(to go)* _____.
6. From downstairs *(to come)* _____ the sound of a radio playing a song he never *(to hear)* _____ before.
7. And, paying for what he *(not / to eat)* _____, he *(to go)* _____ out, passing two acquaintances without sign of recognition.
8. Very deliberately and carefully Poirot *(to retell)* _____ the conversation he *(to hold)* _____ with Saitrana at Wessex House.

9. Julia, who (to go) _____ half way down one flight, (to come) _____ back.
10. There (to be) _____ something vaguely familiar about her face but I couldn't remember where I (to see) _____ her before.
11. He (to re-read) _____ what he (to write) _____.
12. When Val (to leave) _____ them, Soames and Winifred (to make) _____ their way to the Cheshire Cheese.
13. She (to be) _____ ill for two days when we (to learn) _____ about it.
14. About twenty people already (to arrive) _____ when they (to enter) _____ the hall.
15. We (not / to go) _____ far when we suddenly (to notice) _____ the dark clouds on the horizon.

Ex. 33. Put the verbs in brackets into the Past Indefinite, the Past Continuous or the Past Perfect Tenses.

1. He (to close) _____ the window and (to sit) _____ in his armchair, reading a newspaper.
2. When I (to arrive) _____ the lecture already (to start) _____.
3. The rain (to stop) _____ and the sun (to shine) _____ brightly.
4. Unfortunately when I arrived Ann just (to leave) _____, so we only had time for a few words.
5. I (to watch) _____ his eyes pretty closely while we (to exchange) _____ these remarks.
6. When we (to reach) _____ the field, the game already (to start) _____.
7. He suddenly (to realize) _____ that he (to travel) _____ in the wrong direction.
8. When I (to look) _____ for my passport, I (to find) _____ this old photograph.
9. You looked very busy when I saw you last night. What you (to do) _____?
10. He (not / to be) _____ there five minutes, when the storm (to begin) _____.
11. He (not / to allow) _____ us to go out in the boat yesterday as a strong wind (to blow) _____.
12. I (to call) _____ Paul at 7.00 but it wasn't necessary because he already (to get) _____ up.
13. When I (to hear) _____ his knock I (to go) _____ to the door and (to open) _____ it, but I (not / to recognize) _____ him at first because I (not / to wear) _____ my glasses.
14. When he (to seal and to stamp) _____ the envelope, he (to go) _____ back to the window and (to draw) _____ a long breath.

15. – I (to see) _____ you yesterday from the bus. Why you (to use) _____ a stick? – I (to use) _____ it because I (to hurt) _____ my leg that morning.

16. We (to return) _____ home at nightfall and we (to be) _____ very glad to get home again, but we (to have) _____ a wonderful day.

17. As they (to walk) _____ along the road they (to hear) _____ a car coming from behind them. Tom (to turn) _____ round and (to hold) _____ up his hand. The car (to stop) _____.

18. When I (to arrive) _____ at the station Mary (to wait) _____ for me. She (to wear) _____ a blue dress and (to look) _____ very pretty.

19. When I (to see) _____ him he (to paint) _____ a portrait of his wife.

20. While he (to water) _____ the flowers it (to begin) _____ to rain.

21. While I (to say) _____ goodbye to the rest of the guests Isabel (to take) _____ Sophie aside.

Ex. 34. Put the verbs in brackets into the Present Indefinite, the Future Indefinite and the Future Perfect Tenses.

1. He (to be) _____ here for two hours by the time you (to come) _____ back.

2. It (to be) _____ very late. They (to be) _____ back soon.

3. – There (to be) _____ no planes tonight. – Never mind, I (to go) _____ by train.

4. You (to be) _____ angry if I (to talk) _____ to you about it?

5. By the time you (to finish) _____ cooking they (to do) _____ their work.

6. – I (to be) _____ afraid, my train (to leave) _____ by that time. – (not / to worry) _____, I (to drive) _____ you home.

7. I hope it (to stop) _____ snowing by tomorrow morning.

8. If you (to think) _____ it over you (to see) _____ I am right.

9. If you (not / to take) _____ a taxi, you (to be) _____ late. By the time you (to get) _____ to the theatre the first act (to be) _____ over and you (to miss) _____ the most interesting dialogues.

Обзорные упражнения

Ex. 35. Translate into Russian.

1. Before the exhibition closes 80 to 90 thousand people will have attended it.

2. Therefore, when the acceleration is sufficiently large, the lag will have increased.

3. By 1947 they had decided that their work had uncovered and new field of scientific endeavour.

4. The once rich soils had turned into desert before they occupied the land.

5. I had been my father's assistant during the holidays for 12 years.

6. He settled down in India because he had made several earlier visits there.
7. We had agreed on these matters long before we had chosen the field of our joint investigations.
8. No one organization has been predominately successful in exploiting the design.
9. He has for many years been in the forefront of research into important areas of operation research methodology.
10. We have discussed an approach to adaptive control in this paper.

Ex. 36. Read and translate the text.

Scientific progress has been two-dimensional. First, the range of questions and problems to which science has been applied has been continuously extended. Second, science has continuously increased the efficiency with which inquiry can be conducted. The products of scientific inquiry then are: 1) a body of information and knowledge which enables us better to control the environment in which we live, and, 2) a body of procedures which enables us better to add to this body of information and knowledge.

Science both informs and instructs! The body of information generated by science and the knowledge of how to use it are two products of science. As already indicated, we will not be concerned here with the body of information and knowledge which it has generated: that is not with the specific theories, laws, and facts that have been developed in the various physical life, and behavioral science. Instead we will be concerned with the procedures by which science generates this body of knowledge, the process of inquiry.

Ex. 37. Translate the text.

Fifty years from now the wonders of the Cosmic Age will have unfolded before the eyes of mankind. Several expeditions already will have gone to Mars and Venus and exploratory voyages will have been extended as far as Jupiter and Saturn and their natural satellites.

Voyages to the Moon will have become commonplace. Not unlikely the exploratory work presently going on in Antarctica, the surface of the Moon will have been subdivided into spheres of interest by major powers, and much prospecting, surveying, and even a limited amount of actual mining operations of precious ores and minerals will be conducted.

At some particularly suitable spots on the Moon housing structures will have been established. They may be operated for the purpose of “attracting” more traffic of scientists and explorers to man laboratories and observatories.

14.4. Времена совершенной продленной группы (the Perfect Continuous Tenses) [*have been + Ving*]

Времена группы Perfect Continuous выражают длительное действие и переводятся на русский язык глаголом несовершенного вида в настоящем, прошедшем или будущем времени соответственно.

Времена группы Perfect Continuous образуются при помощи вспомогательного глагола **to be** в соответствующей форме Present, Past или Future Perfect и смыслового глагола с окончанием **-ing** (или Participle I).

Отрицательная и вопросительная формы образуются так же, как и в других сложных временах:

We have not been handling cargo for three hours. – Мы не обрабатываем груз уже три часа.

Had I been handling cargo for a long time when the captain came? – Я уже долго обрабатывал груз, когда пришел капитан?

Yes, I had been. – Да. *No, I hadn't been.* – Нет.

14.4.1. The Present Perfect Continuous Tense [*have / has been + Ving*]

Present Perfect Continuous выражает длительное действие, начавшееся до момента речи и все еще продолжающееся в момент речи. Present Perfect Continuous переводится на русский язык глаголом в настоящем времени часто с добавлением наречия *уже*:

They have been handling cargo for two hours. – Они обрабатывают груз уже 2 часа.

14.4.2. The Past Perfect Continuous Tense [*had been + Ving*]

Past Perfect Continuous выражает длительное действие, протекавшее до указанного момента в прошлом и часто продолжавшееся и после этого момента:

They had been handling cargo for two hours before you came. – Они обрабатывали груз в течение двух часов, до того как вы пришли.

14.4.3. The Future Perfect Continuous Tense [*will have been + Ving*]

Future Perfect Continuous выражает длительное будущее действие, которое начнется ранее другого будущего действия или момента и будет еще совершаться в момент его наступления:

When the ship return to the port, the sailors will have been waiting for several hours. – Когда корабль вернется в порт, моряки уже будут ждать в течение нескольких часов.

При употреблении времен группы Perfect Continuous всегда указывается, как долго совершается, совершалось, или будет совершаться действие.

Сравните:

Временная форма	Пример	Перевод
Present Perfect Continuous	We <i>have been handling</i> cargo for three hours	Мы <i>обрабатываем</i> груз уже три часа
Present Continuous	We <i>are handling</i> cargo now	Мы <i>обрабатываем</i> груз сейчас
Past Perfect Continuous	I <i>had been handling</i> cargo for a long time when the captain came	Я уже долго <i>обрабатывал</i> груз, когда пришел капитан
Past Continuous	I <i>was handling</i> cargo when the captain came	Я <i>обрабатывал</i> груз, когда пришел капитан

Далее в табл. 14.1 представлены все времена активного залога на примере правильного глагола to ask – asked – asked (спрашивать) и неправильного глагола to take – took – taken (брать).

Таблица 14.1

Времена активного залога (Active Voice Tenses)

Вид	Present	Past	Future	Временные указатели
1	2	3	4	5
Indefinite	do (does), V1(s) <i>ask(s)</i> <i>take(s)</i> <i>спрашивает</i> <i>берёт</i>	did, V2(ed) <i>asked</i> <i>took</i> <i>спрашивал</i> <i>брал</i>	will + V1 <i>will ask</i> <i>will take</i> <i>спросит</i> <i>возьмёт</i>	usually, seldom, ago, every day, always, today, yesterday, tomorrow
Continuous	am + V(ing) is + V(ing) are + V(ing) <i>am asking</i> <i>is taking</i> <i>are asking</i> <i>спрашивает</i> <i>берёт</i>	was + V(ing) were + V(ing) <i>was asking</i> <i>were taking</i> <i>спрашивал</i> <i>брал</i>	will be + V(ing) <i>will be asking</i> <i>will be taking</i> <i>будет спрашивать</i> <i>будет брать</i>	during, for, now, at this moment, at present, from 5 to 7

1	2	3	4	5
Perfect	have + V3(ed) has + V3(ed) <i>have asked</i> <i>has taken</i> <i>спросил</i> <i>взял</i>	had + V3(ed) <i>had asked</i> <i>had taken</i> <i>спросил</i> <i>взял</i>	will have + V3(ed) <i>will have asked</i> <i>will have taken</i> <i>спросит</i> <i>возьмёт</i>	ever, never, just, already, yet, lately, since, when he came
Perfect Continuous	have been + V(ing) has been + V(ing) <i>have been asking</i> <i>has been taking</i> <i>спрашивает,</i> <i>берёт</i>	had been + V(ing) <i>had been asking</i> <i>had been taking</i> <i>спрашивал</i> <i>брал</i>	will have been + V(ing) <i>will have been ask- ing</i> <i>will have been tak- ing</i> <i>будет спрашивать</i> <i>будет брать</i>	by the time, since morning, for 3 hours, since he came

Тренировочные упражнения

Ex. 38. Translate the sentences in the Perfect Continuous Tenses.

1. How long have you been working on your report?
2. Here you are at last! I have been waiting for you for twenty minutes.
3. She has been speaking over the telephone long enough; it's time for her to stop talking.
4. It has been snowing steadily the whole week and it is still snowing.
5. They have been discussing this question since I came here.
6. He has been working at the language all the time and has made great progress.
7. They had been driving in the car for many hours before they came to the cross-roads.
8. The scientists had been carrying out experiments for 2 years before they achieved satisfactory results.
9. It had been raining for two weeks before the weather cleared up.
10. The students had been writing the test paper for 2 hours when the bell rang.
11. We felt tired as we had been repairing the engine for a long time.
12. By next year he will have been working at the plant for 20 years.
13. When you come in the evening we will have been making the experiment for 7 hours.
16. He has been living in Moscow for 5 years.
18. For how long have you been doing your morning exercises?
19. Since when have you been making preparations?

20. I have been teaching at the Institute for 10 years and by next year I will have been writing my doctoral thesis for 5 years.

Ex. 39. Put the verb in brackets into the Future Perfect Continuous Tense.

1. By the end of this month we (*to learn*) _____ this language for ten years.

2. When my daughter goes to school we (*to live*) _____ here for over five years.

3. When the new century begins, they (*to reconstruct*) _____ this church for nearly 25 years.

4. If nobody stops him, he (*to grumble*) _____ for hours.

5. We can there at 7 at the earliest. They will be painting the fence. If we arrive at 8.30, they (*to paint*) _____ it for 3 hours at least; and if we come at 9.30, they will have probably finished the work.

Ex. 40. Use the Present Continuous or the Present Perfect Continuous Tense.

1. He had barely entered the room when his secretary said: "Somebody (*to ring*) _____ for you for the last five minutes."

2. I (*to read*) _____ Shakespeare in your absence and now I (*to try*) _____ to learn this beautiful sonnet.

3. – What the children (*to do*) _____? – They (*to play*) _____ games all morning and now they (*to learn*) _____ to tell time by the position of the sun.

4. – Our friends (*to leave*) _____. – How long they (*to stay*) _____ with you?

5. – What you (*to think*) _____ about? – I (*not / to think*) _____, I (*to count*) _____ the birds in the sky.

6. – Where's my daughter? – She (*to talk*) _____ to a policeman. – What's happened? – She (*to drive*) _____ without a license.

7. What you (*to do*) _____ to yourself since I've been away?

8. – Florence, dear, I (*to look*) _____ for you everywhere. – What's happened? – Mr. Cusak (*to wait*) _____ for you in the house.

Ex. 41. Put the verbs in brackets into the Present Perfect or the Present Perfect Continuous Tenses.

1. We (*to meet*) _____ before?

2. I often (*to see*) _____ his name in the papers this year.

3. I (*to try*) _____ to catch the waiter's attention for about 15 minutes now.

4. She (*to study*) _____ English for a year and (*to learn*) _____ many words and expressions.

5. I (*not / to hear*) _____ about him since yesterday.
6. I (*to look*) _____ for him since I finished my lesson but I (*not / to find*) _____ him. I (*to be*) _____ to his office and to the laboratory but he isn't there.
7. – Hello, Sven. You (*to see*) _____ Alex yet? – No, I (*not / to be*) _____ to the shop floor today. I (*to talk*) _____ on the phone to our clients all morning.
8. I (*to be*) _____ up here since about six. I (*to wander*) _____ around for hours.
9. I (*to come*) _____ to you to invite you for a ride in the car.
10. I expect these young men (*to inform*) _____ you who I am.
11. I really don't know what you (*to do*) _____ there all this time.
12. I (*to love*) _____ you ever since I first saw you.
13. And that's where they (*to stay*) _____ ever since.

Ex. 42. Put the verbs into the correct form, the Past Perfect Continuous or the Past Continuous.

Models: Their swimming suits were wet. – They had been swimming.
She was in the swimming pool. – She was swimming.

1. The boy was leaning against the tree, out of breath. He (*to run*) _____ very fast.
2. He came into the kitchen. His parents stopped talking. They (*to talk*) _____ about him.
3. She came into the room. Her husband was at his desk. He (*to write*) _____.
4. When the newlyweds arrived at the restaurant, their guests (*to wait*) _____ for them. They felt rather hungry because they (*to wait*) _____ for a long time.
5. Julia (*to stand*) _____ at the bus stop for twenty minutes when Ivo drove up and got out of the car.

Ex. 43. Put the verbs in brackets into the Past Indefinite, the Past Continuous, the Past Perfect and the Past Perfect Continuous Tenses.

1. How your chief (*to find out*) _____ that you (*to come*) _____ to work late?
2. I (*to leave*) _____ my house yesterday in a hurry, but I (*not / to go*) _____ far before I (*to discover*) _____ that it (*to be*) _____ going to rain and I (*to leave*) _____ my umbrella at home.
3. He told me that his aunt (*to live*) _____ with them for three months.
4. The discovery of the art of writing (*to enable*) _____ the Ancient Egyptians to remember what their ancestors (*to do*) _____ before them.

5. The Romans (*to destroy*) _____ Jerusalem with fire and (*to kill*) _____ many of the inhabitants.
6. He scarcely (*to get*) _____ outside the door when he (*to hear*) _____ Wardle's voice talking loudly.
7. I knew right away that that was the place I (*to look for*) _____ all my life.
8. At nine o'clock that evening a long black Packard roaster (*to draw*) _____ up to her door, and Arnie (*to step*) _____ out of the front seat where he (*to sit*) _____ with the driver and a girl between them.
9. Mrs. Monroe put down the telephone receiver. She (*to ring*) _____ twice and each time the answer (*to be*) _____ the same: Miss Marple was out.
10. I (*to shout*) _____ to him to stop, but at that moment he (*to run*) _____ too fast to hear.
11. He (*to pick*) _____ up the book he (*to read*) _____ before I (*to come*) _____ into the room, and (*to turn*) _____ the corner of the page to mark the place where he (*to stop*) _____ reading.
12. He (*not / to eat*) _____ since nine that morning and his stomach (*to growl*) _____ with hunger.
13. No sooner they (*to arrive*) _____ at this point than a most violent and startling knocking was heard at the door.

Ex. 44. Translate the sentences paying attention to the predicates.

1. The research team has put forward a new theory.
2. We have found the answer to the problem.
3. The group has completed the statistical analyses of the data.
4. Our students have revised a number of concepts on environmental protection.
5. You have succeeded in determining how the reaction took place.
6. The scientist has developed new and exact methods for obtaining low temperature.
7. The experiments have confirmed the hypotheses he had advanced.
8. We hadn't yet analyzed the results when the commission arrived.
9. The latest data we have obtained are very interesting.
10. He had taken readings from apparatus and recorded data when suddenly the equipment broke down.
11. The new model had passed all the tests by last month.
12. The labour productivity will have grown twice by next decade.
13. The conference will have considered all the questions by next week.
14. We will have installed the equipment by the time you come.
15. He will have tested the new approach to robot-making before it is factory-proved.
16. We have designed this electronic equipment to speed up production.

17. The scientist has chosen several possible solutions.
18. The engineer asked us if we had ever seen a jet engine in action.
19. The newspaper reported that some hours before there had taken place a launching of a new rocket.
20. They will have shipped the goods when the documents are received.

Обзорные упражнения

Ex. 45. Translate into English.

1. Завтра в это время мы будем подъезжать к городу.
2. Он уехал в Израиль в 1963 году и с тех пор живет там.
3. Он работал на этом заводе уже 15 лет, когда началась перестройка.
4. Мы пришли на ферму, когда солнце еще светило.
5. Все уже закончат эксперимент к тому времени, когда мы вернемся.
6. Закройте окно. Начался снегопад, и стало очень холодно. Погода сильно изменилась со вчерашнего вечера.
7. Когда я вошел в деканат, секретарь отложила документы, которые просматривала, и предложила пройти к декану.
8. Они не сделают успехов в английском языке до тех пор, пока не начнут работать более усердно.
9. Было жарко, так как солнце уже взошло.
10. Я напишу вам после того, как переговорю с профессором.
11. Я знаю его с детства и могу сказать, что он очень пунктуальный человек.
12. Собрание ученых нашего университета уже началось.
13. Если она придет после того, как я уйду, передайте ей те документы, что лежат у меня на столе.
14. Уже несколько дней море штормит, и с понедельника не было парама на Сахалин. Мы выедем из Ванино, как только будет паром.
15. Мы шли по горной тропе уже около часа, когда, наконец, увидели небольшую лачугу на вершине склона. Я сразу понял, что это то самое место, о котором мне говорил брат. Мы подошли к лачуге и постучали. Какая-то старуха сидела у окна и спала. Услышав стук, она проснулась, встала и пошла к двери.
16. Сегодня я пошел в министерство, чтобы встретиться с министром. Мы договорились встретиться в 4 часа дня. Когда я пришел в министерство, секретарь сказала мне, что министр еще не вернулся с конференции, и просила меня подождать немного. Я сел в кресло и начал читать журнал, который купил в метро по дороге в министерство. В то время как я читал журнал, пришел министр. Он извинился и сказал, что опоздал, так как конференция закончилась позже, чем он ожидал.

17. Вчера вечером я ожидал поезд на станции. Я заметил, что человек, который стоял рядом со мной, внимательно на меня смотрит. Присмотревшись, я узнал своего друга, с которым учился в школе. Мы не виделись уже десять лет и были очень рады, что наконец-то встретились.

ТЕМА 15. СОГЛАСОВАНИЕ ВРЕМЕН (THE SEQUENCE OF TENSES)

При употреблении сложных придаточных предложений следует придерживаться следующих правил согласования времен:

1. Если сказуемое главного предложения выражено глаголом в одной из форм настоящего или будущего времени, то сказуемое дополнительного придаточного предложения может быть выражено любым временем:

She says that her brother works at shipyard. – Она говорит, что ее брат **работает** на судовой верфи.

She says that her brother worked at shipyard. – Она говорит, что ее брат **работал** на судовой верфи.

She says that her brother will work at shipyard. – Она говорит, что ее брат **будет работать** на судовой верфи.

2. Если сказуемое главного предложения выражено глаголом в одной из форм прошедшего времени, то сказуемое дополнительного придаточного предложения выражается одним из прошедших времен:

а) Для выражения действия, одновременного с действием главного предложения, в придаточном предложении употребляются Past Indefinite и Past Continuous, которые переводятся на русский язык настоящим временем:

She knew that I worked at shipyard. – Она знала, что я **работаю** на судовой верфи.

He thought that I was working at shipyard for a year. – Он думал, что я **работаю** на судовой верфи в течение года.

б) Для выражения действия, предшествующего действию главного предложения, в придаточном предложении употребляется Past Perfect, которое переводится на русский язык прошедшим временем:

He said that he had worked at shipyard. – Он сказал, что **работал** на судовой верфи.

с) Для выражения действия, будущего по отношению к действию главного предложения, в придаточном предложении употребляется время **Future-in-the-Past**:

I said that I would work at shipyard. – Я сказал, что **буду работать** на судовой верфи.

Тренировочные упражнения [2, с. 644]

Ex. 1. Translate the sentences paying attention to the tenses.

1. He said he would take part in the conference.
2. She answered she would never forget us.
3. The professor said that he would deliver lectures on nuclear physics.
4. The student asked if he would have practical training at the plant.
5. The director assured us that he would consider all our proposals.
6. He said that he would be making computations for 2 hours.
7. The laboratory assistant confirmed that he would be taking readings of the apparatus all the evening.
8. She said she would be taking her exam from 9 to 11 a.m.
9. It was clear that the device would be functioning only for half an hour.
10. He asked if we would be still working during the break.
11. He said he would have passed exams by the beginning of the term.
12. She explained that she would have done everything by the appointed time.
13. It was evident that the talks wouldn't have ended by the following week.
14. I was sure they would have received the letter by Saturday.
15. He said that we would have finished the inspection of the new engine by 5 o'clock.
16. He said that by the 1st of September he would have been working at the plant for 20 years.
17. She answered that she would have been making the experiment for 7 hours by the time of our arrival.
18. He said that he had been living in the city for 5 years.

Обзорные упражнения

Ex. 2. Translate into English.

1. Мы не знали, что он болен. – _____
2. Они сказали, что вернутся очень скоро. – _____

3. Я знал, что она живет в Москве. – _____
4. Я знал, что она жила в Москве. – _____
5. Он сказал, что знает два иностранных языка. – _____

6. Нам только что сообщили, что паром прибыл в порт Ванино. – _____

7. Он сказал, что они отдыхают в Крыму с начала августа. – _____

8. Я думаю, что стороны придут к соглашению. – _____
-
9. Я думал, что он работает над докладом, и поэтому не заходил в комнату. – _____
10. Он сказал, что получает распоряжения директора каждую неделю. – _____
11. Я чувствовал, что она на меня сердится. – _____
-
12. Он сказал следователю, что видел подозреваемых накануне. – _____
-
13. Они сообщили нам, что их фирма занимается экспортом сырья. – _____
-
14. Мне сказали, что они вернулись с симпозиума вчера. – _____
-
15. Он сказал, что принимал душ, когда почтальон принес телеграмму. – _____
16. Декан сказал, что в этом журнале часто публикуются статьи по машиностроению. – _____
17. Мне сказали, что профессор избран ректором университета. – _____
-
18. Он сказал, что уже закончил эксперимент, когда комиссия вернулась. – _____
19. Секретарь сказала, что вопрос будет обсужден, когда декан вернется из командировки. – _____
20. Мы отправили факс нашим партнерам о том, что закажем у них моторы, если цена будет снижена вдвое. – _____
-
21. Мы подтвердили, что сможем написать отчет только после того, как мы получим все необходимые данные. – _____
-
22. Я сказал, что прочту эту книгу только после того, как сдам сессию. – _____
23. Я читала книгу, которую собираюсь вам порекомендовать, несколько лет назад. Я собираюсь снова ее перечитать. – _____
-
24. В прошлом году он учился лучше, чем в этом. – _____
-
25. В прошлом десятилетии выпуск продукции был гораздо ниже, чем в этом. – _____
-

TESTS

Тема 1. Глагол 'to be'

Ex. 1. Fill in the blanks with the suitable form of the verb 'to be'.

1. The sky _____ very blue today.
2. I _____ not tired.
3. This shelf _____ very heavy.
4. These shelves _____ very heavy.
5. The child _____ asleep.
6. Look ! This _____ Mabel.
7. I _____ cold. Can you shut the window, please!
8. The castle _____ one thousand years old.
9. My brother and I _____ good tennis players.
10. Amy _____ at home but her parents _____ in church.
11. I _____ a student.
12. My sister _____ an archeologist.
13. Last year their son _____ 26, so he _____ 27 now.
14. Today the weather _____ nice, but yesterday it _____ cold.
15. I _____ cold. Can I have something hot to drink?
16. I _____ hungry last night, so I had something to eat.
17. Where _____ you at 10 o'clock last Sunday morning?
18. Don't buy those shoes. They _____ too expensive.
19. Why _____ you so tired yesterday?
20. We must go now. It _____ very late.
21. This time last year I _____ in England.
22. We _____ tired when we arrived home, so we went to bed.
23. Anton Chekhov died in 1904. He _____ a famous Russian writer.
24. – Where _____ the dogs? – I don't know. They _____ in the garden ten minutes ago.

Ex. 2. Write full sentences. Use 'am', 'is', 'are' each time.

1. my grandparents, very old – _____
2. my desk, very comfortable – _____
3. your spectacles, in your bag – _____
4. I, not very clever today – _____
5. this house, very expensive – _____
6. the shops, not open today – _____
7. Mr. Wren's grandson, six years old – _____
8. the houses in this street, very big – _____
9. the examination, not difficult – _____
10. those flowers, very beautiful – _____

Ex. 3. Write positive or negative sentences with the verb 'to be'. Both variants are possible.

1. Brussels _____ the capital of Belgium.
2. Pavel Bure _____ interested in hockey.
3. I _____ angry.
4. It _____ cold today.
5. The Hague _____ in Switzerland.
6. I _____ afraid of dogs.
7. My hands _____ dirty.
8. Russia _____ a very big country.
9. The Amur _____ in Europe.
10. Diamonds _____ cheap.
11. Motor-racing _____ a dangerous sport.
12. Squirrels _____ big animals.
13. We didn't like that house. It _____ very old and it _____ large enough.
14. Helen got married when she _____ 21 years old.
15. I called you yesterday evening but you _____ at home. Where _____ you?
16. My son _____ at work last week because he _____ ill. He's better now.
17. The shops _____ open yesterday because it _____ a public holiday.
18. – _____ you _____ at home at 9.30? – No, I _____. I _____ at work.

Ex. 4. Translate from Russian into English.

1. Твой брат дома? – _____
2. Эта гостиница очень дорогая. – _____
3. Я интересуюсь искусством. – _____
4. Все магазины сегодня открыты. – _____
5. Моя сестра архитектор. – _____
6. Они не студенты, они врачи. – _____
7. Где они были вчера вечером? – _____
8. Его вчера не было в институте. – _____
9. Меня там не было. – _____
10. Ее не будет дома в 5 часов. – _____

Тема 2. Глагол 'to have'.

Ex. 1. Fill in the blanks with the suitable form of the verb 'to have'.

1. They _____ roses in the garden.
2. Students _____ many exams this term.
3. Magellan _____ a lot of ships for voyage.
4. Next academic year he _____ practical training at the shipyard.
5. The child _____ a blue ball.
6. Look! This plane _____ no wings.

7. I _____ a terrible toothache last week.
8. Our family _____ a nice flat.
9. My brother and I _____ good tennis rackets.
10. Amy _____ a home but her parents _____ no one.

Ex. 2. Make up sentences, using suitable forms of the verb 'to have'.

1. my grandparents, a very old house – _____
2. I, a very comfortable desk – _____
3. she, your spectacles, in my bag – _____
4. I, breakfast, yesterday – _____
5. the bag, no handle – _____
6. they, a car, next month – _____
7. Mr. Wren's grandson, six balls – _____
8. the houses in this street, no balconies – _____
9. the examination, last term, the students – _____
10. the woman, very beautiful flowers, in her garden – _____

Ex. 3. Translate from Russian into English.

1. У них есть три собаки и три кошки. – _____
 2. У нее большие зеленые глаза. – _____
 3. У моего брата в прошлом году была серая машина. – _____
-
4. Сколько у вас земли? – _____
 5. У моей сестры красная машина. – _____
 6. У меня вчера болела голова. – _____
 7. У вас есть книги по истории транспорта? – _____
-
8. Когда вы пьете чай? – _____
 9. Мы хорошо проведем завтра время. – _____
-
10. Она хорошо провела отпуск на юге. – _____

Тема 3. Оборот 'there + to be'.

Ex. 1. Read the text. Put the verbs in brackets in the necessary form.

One night in April 1912, a huge new ocean liner crossed the Atlantic. It (to be) _____ *The Titanic*. She carried 2 000 passengers. She went very fast, which (to be) _____ dangerous because there (to be) _____ icebergs around. The passengers (to have) _____ a good time when the ship suddenly struck one of these icebergs.

The ship began to sink and the passengers tried to escape, but there *(to be)* _____ not enough lifeboats. Another ship passed nearby. *The Titanic* fired rockets into the air in order to get the other ship's help. But it didn't stop. Two-thirds of the passengers went down with *The Titanic*. It *(to be)* _____ one of the greatest sea disasters of all time.

Ex. 2. Use the construction 'there + to be' in the necessary tense form.

1. Look! _____ their telephone number in the letter.
2. Kazan is a very old town. _____ many old buildings.
3. Excuse me, _____ a restaurant near here?
4. How many students _____ in your group?
5. I was hungry but _____ anything to eat.
6. _____ a football match on TV last night.
7. _____ many people at the meeting?
8. Look! _____ an accident. Call the ambulance!
9. _____ 24 hours in a day.
10. This box is empty. _____ nothing in it.
11. _____ somebody at the airport to meet you when you arrive tomorrow.
12. When we arrived at the cinema _____ a long queue outside.

Ex. 3. Ask questions to the following statements.

1. There is a cat in the window. – _____
2. There are a few changes in the text. – _____

3. There are plenty of glasses in the cupboard. – _____

4. There were a lot of people at the stadium. – _____

5. There isn't anything on the plate. – _____
6. There wasn't anybody in the room. – _____
7. There are difficult exercises in this book. – _____

8. There is something on the shelf. – _____
9. There will be some interesting programmes on TV tomorrow. – _____

10. There are several empty seats in the room. – _____

11. There weren't any pears on the plate. – _____

Тема 4. АРТИКЛЬ

Ex. 1. Fill in the blanks with suitable articles if necessary.

1. Don't come near me. I've got ___ sore throat.
2. Olive oil costs 20 rubles per ___ liter.
3. ___ voyages to unknown places are quite exciting.
4. We have ___ nice apartment in ___ centre of ___ Paris.
5. I like standing on ___ deck in ___ warm weather.
6. It is ___ autumn. It rains all ___ day long.
7. ___ Ancient Greeks believed in ___ gods.
8. Would you give me ___ hot tea?
9. ___ president of ___ country is ___ first person in ___ state.
10. All students have ___ telephones nowadays.

Ex. 2. Choose the right variant.

1. ___ Great Britain is washed by ___ Atlantic Ocean.
a) – / The; b) The / – ; c) The / The.
2. It is evident that ___ people want ___ peace.
a) a / the; b) the / –; c) – / –.
3. ___ music is the universal language of the world.
a) A; b) The; c) –.
4. ___ Tudors is the king family.
a) The; b) A; c) –.
5. Pushkin is ___ great Russian poet.
a) –; b) the; c) a.
6. The Petrovs has ___ daughter and ___ son.
a) a / a; b) the / the; c) – / –.
7. ___ *Titanic* disaster happened in 1912.
a) A; b) –; c) The.
8. I am hungry. Give me ___ sandwich, please.
a) –; b) the ; c) a.
9. Boris played ___ tennis very well.
a) a; b) –; c) the.
10. My English teacher brought me ___ good news. I passed test well.
a) a; b) the; c) –.

Тема 5. Имя существительное

Ex. 1. Fill in the table.

<i>Model:</i> man	men
_____	games
child	_____
_____	feet
shelf	_____
_____	sisters-in-law
tomato	_____
_____	data
key	_____
_____	lorries
office manager	_____
_____	boxes

Ex. 2. Form the plural from the following nouns:

fox – _____	name – _____	knife – _____
boy – _____	mouse – _____	city – _____
leaf – _____	roof – _____	child – _____
glass – _____	piano – _____	father – _____
sheep – _____	tomato – _____	hat – _____
man – _____	house – _____	brother-in-law – _____
tooth – _____	hospital – _____	town – _____

Тема 6. Имя прилагательное

Ex. 1. Choose the right forms in these sentences. In some cases both forms are right.

1. Is the station much (*further* / *farther*)?
2. You'll find the explanation (*further* / *farther*) on.
3. Your record is (*worse* / *worst*) than mine.
4. It's the (*less* / *lesser*) of two evils.
5. She always wears the (*last* / *latest*) fashion.
6. We have no (*further* / *farther*) information.
7. Nick skates (*good* / *well*).
8. His (*latest* / *last*) words were: "The end".
9. She is the (*oldest* / *eldest*) member of our family.
10. My flat is (*littler* / *smaller*) than yours.
11. I've got (*less* / *lesser*) patience than you.
12. He is much (*older* / *elder*) than his wife.
13. This is the (*more* / *most*) beautiful picture I've ever seen.

14. His English is (*best / better*) than mine.
15. She is (*better / best*) now.
16. It's the (*furthest / farthest*) point west.
17. It's the (*oldest / eldest*) building in the city.
18. He's my (*older / elder*) brother.
19. I'm not hurt in the (*least / less*)!
20. It is the (*more / most*) I can do for you.

Ex. 2. Translate the words in brackets.

1. This is (*самая интересная книга*) _____ I have ever read on this subject.
2. Swimming is (*самый популярный*) _____ summer sport.
3. Shakespeare is (*самый выдающийся*) _____ English poet and playwright of all the ages.
4. Coal is (*самый важный*) _____ natural resource.
5. He is (*самый умный*) _____ man.
6. This jacket is too small. I need (*большой размер*) _____.
7. He's not so keen on his studies. He's (*больше интересуется*) _____ in sports and music.
8. You'll find your way around the town (*легче*) _____ if you have a map.
9. You're making too much noise. Can you be (*потихше*) _____?
10. There were a lot of people on the bus. It was (*более заполненным*) _____ than usual.
11. You're late. I expected you to be here (*раньше*) _____.
12. You hardly ever write to me. Why don't you write (*чаще*) _____?
13. The hotel was surprisingly cheap. I expected it to be (*дороже*) _____.
14. It's a pity you live so far away. I wish you lived (*поближе*) _____.

Ex. 3. Make up sentences using 'not so ... as' or 'as ... as'.

1. The bus, the train, fast. – _____
2. My flat, her flat, big. – _____
3. His voice, Caruso's, brilliant. – _____
4. The pond, the river, deep. – _____
5. Your typing, hers, fast. – _____
6. This lecture, that lecture, interesting. – _____
7. This hat, that hat, beautiful. – _____
8. His article, her article, long. – _____

Ex. 4. Use the required form of the adjective in the following sentences:

1. The sound grew (*faint*) _____ and (*faint*) _____.
2. He's a far (*intelligent*) _____ person than my brother.
3. She was the (*practical*) _____ of the family.
4. He thought how much (*advanced*) _____ and broad-minded the (*young*) _____ generation was.
5. I wanted to ask you both what you thought of my (*late*) _____ film if you saw it.
6. The first edition of the dictionary is (*good*) _____, the new one is still (*good*) _____.
7. He turned out to be (*angry*) _____ than I had expected.
8. Today I'm not (*wise*) _____ than yesterday.
9. The (*much*) _____ we go into the matter, the much (*complex*) _____ it becomes.
10. Jack is the (*clever*) _____ of the three brothers.
11. They are (*good*) _____ people, far (*good*) _____ than you.
12. He felt (*bad*) _____ yesterday than the day before.
13. The (*near*) _____ house is three miles away.
14. He was the (*last*) _____ man to come.
15. The (*long*) _____ the night, the (*short*) _____ the day.
16. He is the (*tall*) _____ of the two.
17. She is (*amusing*) _____ in a small company.
18. My brother is much (*young*) _____ than myself.

Ex. 5. Translate into English.

1. Он больше занят, чем ты. – _____
2. Этот год был для нас самым трудным. – _____
3. Ты читал его последнюю статью? – _____
4. Ты такая же красивая, как и твоя мать. – _____
5. Мне гораздо легче знать правду. – _____
6. В прошлом году зима была не такая холодная, как в этом. – _____
7. Чем больше мы читаем, тем больше мы знаем о нашем мире. – _____
8. Я уже старый человек, я в два раза старше вас. – _____

Тема 7. Числительное

Ex. 1. Read and write down the numerals.

1. *The Titanic* was two hundred and sixty-eight metres long, fifty-five metres high and had nine docks. – _____
 2. Her cost was four hundred million American dollars. – _____
 3. The price of tickets was fifty thousand dollars for the first-class apartments; one thousand four hundred and twenty-four dollars for the first-class passengers; six hundred for the second-class passengers; four hundred and sixty dollars for the third-class passengers. – _____
 4. There were two thousand two hundred and twenty-seven people on board and there were only enough lifeboats for one thousand and one hundred of them. – _____
 5. *The Titanic* sank with a loss of about one thousand five hundred lives. – _____
-

Ex. 2. Choose the correct variant.

1. 150 _____ live in the Russian Federation.
a) millions people; b) millions of people;
c) million of people; d) million people.
2. _____ are starving in the world today.
a) Thousands people; b) Thousands of people;
c) Thousand of people; d) Thousand people.
3. You are _____ who asks me this stupid question.
a) fifth; b) the fiveth; c) the fifth; d) five.
4. Two _____ of my wage I spend on my food.
a) twelve; b) twelfth; c) twelves; d) twelfths.
5. Every _____ person in our company is not satisfied with his salary.
a) three; b) the third; c) third; d) the three.
6. Ok! See you on _____ of April.
a) the twentyth-seventh; b) twenty-seven;
c) the twenty-seventh; d) the twentieth-seven.
7. It is _____ hit. I like such songs.
a) his the third; b) his third; c) the third his; d) the his third.
8. _____ of the territory is covered with ice.
a) One thirds; b) One third; c) The first three; d) The one three.
9. This bouquet costs _____ dollars!
a) two hundreds; b) two hundred;
c) hundreds two; d) two hundred of.
10. A fortnight means _____ weeks.
a) two; b) three; c) four; d) five.

3. There are _____ parties that have nice music and pretty decorations.
a) a few; b) few; c) little.
4. _____ people are early risers.
a) Any; b) Some; c) No.
5. Have you got _____ objections?
a) no; b) some; c) any.
6. You can buy stamps at _____ post office.
a) any; b) some; c) no.
7. I don't know about it; ask _____ else.
a) nobody; b) anybody; c) somebody.
8. I got the book without _____ difficulty.
a) some; b) any; c) no.
9. There is _____ new under the sun.
a) no thing; b) nothing; c) anything.
10. Everybody should be able to defend _____.
a) him; b) himself; c) his own.
11. Selfish people think mainly of _____.
a) one another; b) themselves; c) each other.
12. I don't like _____ jokes.
a) hers; b) her; c) her's.
13. There is _____ uniform school organization or curriculum in the USA.
a) not; b) no; c) none.
14. _____ are so fond of secrets as those who do not mean to keep them.
a) None; b) Not anybody; c) No one.
15. It was reported that _____ were present at the meeting.
a) both; b) all; c) everybody.
16. _____ man has his faults.
a) Both; b) Both of; c) Every.

Ex. 2. Put the pronouns 'some', 'any', and 'no'.

1. Will you have _____ more tea?
2. Do you have _____ idea of what it is going to be?
3. The scientist was in _____ need of an interpreter, he knew the language perfectly.
4. I need _____ proof of your innocence, I am sure of it.
5. – Are there _____ illustrations in this book? – Yes, there are _____.
6. There aren't _____ matches left, we must buy _____.
7. Have you read _____ good books lately?
8. There is _____ water left in the glass, it's empty.
9. I am very busy and have _____ time for idle talks.
10. You may come at _____ time that is convenient to you.

Ex. 3. Put in the pronouns 'many', 'much', 'little', 'few', 'a little', 'a few'.

1. There isn't _____ harm in it.
2. _____ was said, but _____ done.
3. Say _____ and do _____.
4. Very _____ people were present at the conference, as nobody knew about it.
5. _____ is spoken about it, but _____ people believe it.
6. He knows _____, but the _____ he knows he knows well.
7. The forces were unequal, they were _____, we were _____.
8. Could you describe a situation in _____ words?
9. – Do you know the English language? – Just _____.
10. Please, don't make so _____ noise.

Ex. 4. Fill in the blanks with the derivative pronouns 'some', 'any', 'no', 'every'.

1. We didn't meet _____ in the corridor.
2. He doesn't know _____ about it.
3. He failed in the exam, because he knew _____.
4. He didn't come, _____ must have happened.
5. There was _____ else in the room except my sister.
6. The task is too difficult. I'm afraid _____ can do it.
7. We know _____ about it yet.
8. _____ expected that he would come.
9. _____ is waiting for you in the hall.
10. He told _____ that was quite unexpected for everybody.

Ex. 5. Change the following sentences substituting pronouns for the proper names and nouns.

Model: Tom likes the Browns. – *He likes them.*

1. Come with Kitty and me. – _____
2. Please read this letter. – _____
3. The letter is from Nelly. – _____
4. I don't know her husband. – _____
5. I'm glad to meet both you and Ann. – _____
6. We often see our friends. – _____
7. I don't like Ann's brother. – _____
8. Freddy likes to play with his dog. – _____

Ex. 6. Extend the statement showing possession. Follow the given model.

Model: This dress belongs to my sister. It's *hers*.

1. These things belong to my husband. – _____
2. This coat belongs to me. – _____
3. These shoes belong to my wife. – _____
4. These pens belong to Tom and Betty. – _____
5. This suit-case belongs to you. – _____
6. These books and magazines belong to us. – _____
7. These toys belong to those children. – _____
8. This basket belongs to my sister. – _____

Ex. 7. Finish these sentences using the reflexive pronouns.

Model: If you want a job done well, do it _____. – If you want a job done well, do it *yourself*.

1. He cannot find anyone to repair the radio, so he will repair it _____.
2. I never buy anything until I have seen it _____.
3. They say John broke their table, but really they did it _____.
4. Next year we will live all by _____.
5. Did the boys build this boat _____?
6. You cannot leave the baby in the house all by _____.
7. In our canteen we have to serve _____.

Тема 9. Наречие

Ex. 1. Choose the suitable word from the given in brackets.

1. I have a (*different, differently*) opinion.
2. They were dressed quite (*different, differently*).
3. His description is not quite (*exact, exactly*).
4. I don't know (*exactly, exact*) what has happened.
5. The work was done (*perfect, perfectly*).
6. The weather in the country was (*perfect, perfectly*).
7. He moved (*slow, slowly*) and (*quiet, quietly*).
8. Her voice was (*quiet, quietly*) and her movements were (*slow, slowly*).
9. It is a very (*serious, seriously*) thing.
10. Do you (*serious, seriously*) wish to go there?
11. The task is quite (*simple, simply*).
12. The question can be answered quite (*simple, simply*).
13. You will have to work (*hard, hardly*) to achieve good results.
14. I could (*hard, hardly*) hear what he said.
15. He was (*near, nearly*) ready with the experiment.

16. He lives quite (*near, nearly*) my house.
17. I have seen very little of him (*late, lately*).
18. You've come too (*late, lately*).
19. His works are (*wide, widely*) known all over the world.

Ex. 2. Put the adverbs in brackets in the comparative and the superlative degrees.

1. The (*much*) _____ you read, the (*soon*) _____ you enlarge your vocabulary.
2. Yesterday he came home (*late*) _____ than usually.
3. I like this picture (*well*) _____ of all.
4. She was treated (*badly*) _____ than anybody else.
5. We were far from our homes, but she suggested that we should go still (*far*) _____.
6. She writes dictations (*badly*) _____ of all.
7. The fire was put out (*quickly*) _____ than we expected.
8. You work (*little*) _____ now than you did last year.

Ex. 3. Translate the adverbs in brackets from Russian into English.

1. I am (*глубоко*) _____ interested in the final settlement of this problem.
2. The equipment was tested (*тщательно*) _____.
3. He is a (*высоко*) _____ educated man.
4. She opened the door (*широко*) _____.
5. The wind was blowing so (*сильно*) _____ that I could (*едва*) _____ stand on my feet.
6. (*Вскоре*) _____ after graduating from the University I went to Siberia.
7. The only thing that was seen (*ясно*) _____ was his mother's face.
8. He was breathing (*тяжело*) _____.
9. He shouted (*громко*) _____ and (*долго*) _____ but no one came.
10. (*Легче*) _____ said than done.

Ex. 4. Reword the sentences, inserting one of the two adverbs suggested in the proper place.

1. (*pretty, prettily*) It is difficult to speak to her. – _____
(*pretty, prettily*) The hall was decorated. – _____
2. (*high, highly*) I saw a plane in the sky. – _____
(*high, highly*) The idea seems improbable. – _____
3. (*late, lately*) We have heard very little of him. – _____
(*late, lately*) He usually comes home after classes. – _____
4. (*hard, hardly*) I can understand what he is saying. – _____
(*hard, hardly*) You must work at your spelling. – _____
5. (*near, nearly*) We were late. – _____
(*near, nearly*) We made sure it was safe before we went. – _____

6. (*dear, dearly*) I love my son. – _____
 (*dear, dearly*) They sell these coats. – _____

Ex. 5. Choose the right answer.

- What _____ have you seen at the museum?
 a) still; b) more; c) else.
- Tom has _____ finished his work.
 a) still; b) already; c) yet.
- Don't make such a noise! – Are the children _____ sleeping?
 a) still; b) yet; c) more.
- Don't worry. He is _____ on the danger list.
 a) no more; b) not longer; c) no longer.
- I want to go for a walk. Has it stopped snowing _____?
 a) else; b) yet; c) still.
- Do you want _____ tea?
 a) any; b) some; c) any more.

Тема 10. Предлоги

Ex. 1. Insert the appropriate place and direction prepositions 'at', 'from', 'in', 'to', 'out', 'on', 'near' ('by'), 'out of'.

- The boy threw the stone _____ the river.
- He came _____ the room, sat _____ the table and took his papers _____ the brief-case.
- When the lesson was over, he put his books and copy-books _____ the brief-case and came _____ the classroom.
- Winters are usually very cold _____ the central part of our country.
- When do you want to go _____ Kiev?
- _____ the river there stood two big trees.
- I lived _____ the South for 5 years.
- I got this book _____ the library.
- Yesterday he got a letter _____ his brother.
- He took the watch _____ the pocket and put it _____ the table.

Ex. 2. Translate the time and direction prepositions in brackets.

- The post-office is just (*перед*) _____ our house.
- The garden is (*позади*) _____ the house.
- The house stood (*около*) _____ the river.
- He put the basket (*над*) _____ the table.
- The t° was (*ниже*) _____ zero.
- The t° was (*выше*) _____ zero.
- An aeroplane flew (*над*) _____ the city.

8. There were (*свыше*) _____ one hundred people at the conference.
9. The talks (*между*) _____ two countries were fruitful.
10. We couldn't find him (*среди*) _____ the students.
11. He travelled (*вокруг*) _____ the world.
12. They went either (*на*) _____ the Caucasus or (*в*) _____ the Crimea.
13. Send him (*к*) _____ the manager.
14. He has never been (*в*) _____ England.
15. In the evening I usually go (*в*) _____ the theatre, (*на*) _____ the parties or (*к*) _____ my friends.

Ex. 3. Insert the appropriate prepositions 'till', 'at', 'on', 'to', 'for', 'in'.

1. I will stay in Odessa _____ about two months.
2. I usually leave home _____ eight o'clock _____ the morning.
3. The lecture on international situation took place _____ the beginning of the month.
4. He came to Moscow _____ Saturday _____ 7 o'clock p.m.
5. Where are you going _____ the 1st of January?
6. They came to the station _____ a quarter _____ eight.
7. It happened _____ the 1st of June.
8. I saw her _____ June.
9. I haven't seen her _____ June.
10. We read texts and learn new words _____ our lessons.

Ex. 4. Translate the time prepositions in brackets.

1. I won't be at home (*в*) _____ 7 o'clock.
2. He will come back (*через*) _____ half an hour.
3. I hope you'll do this work (*за*) _____ a month.
4. My brother has English lessons (*но*) _____ Fridays.
5. I will be in the library (*с*) _____ 2 o'clock.
6. He returned home (*в*) _____ half past eleven.
7. The bridge was built (*за*) _____ several months.
8. I always repeat new words (*перед*) _____ the lesson and (*после*) _____ the lesson.
9. It is usually very cold (*в*) _____ January.
10. The Chinese delegation came (*в*) _____ the end of the month.

Ex. 5. Translate the compound prepositions given in brackets.

1. There is a beautiful garden (*перед*) _____ our house.
2. (*Несмотря на*) _____ hard living conditions he worked much and became a well-known scientist.
3. Give me a new dictionary (*вместо*) _____ the old one.
4. We had to put off our journey (*из-за*) _____ rainy weather.

5. (Невзирая на) _____ threats he investigated the criminal case thoroughly.

6. In big ports ships are unloaded (при помощи) _____ cranes.

Ex. 6. Choose the appropriate preposition.

1. The Prime Minister arrived _____ the capital on Monday.

a) to; b) in; c) at.

2. He came _____ a two-day official visit at the invitation of the Government.

a) with; b) for; c) on.

3. I heard it _____ the radio.

a) in; b) on; c) by.

4. I was busy and couldn't listen _____ the radio.

a) to; b) on; c) for.

5. I congratulate you _____ the event.

a) on; b) with; c) for.

6. The conference began _____ October 18.

a) at; b) in; c) on.

7. You will find the news _____ the bottom of the newspaper page.

a) at; b) in; c) on.

8. A glass vase is made _____ glass.

a) from; b) of; c) with.

9. Paper is made _____ wood-pulp.

a) from; b) with; c) out of.

10. What is the name of the sea _____ England and France?

a) among; b) between; c) of.

11. Two Italians were _____ the plane when it crashed.

a) on; b) in; c) by.

12. They were _____ business in London.

a) with; b) for; c) on.

13. We'll go to Rome _____ bus.

a) by; b) on; c) in.

Тема 11. Союзы

Ex. 1. Choose the right variant.

1. A man is _____ old _____ he feels.

a) so _____ as; b) as _____ as; c) as _____ that.

2. The fellow that agrees with everything you say is _____ a fool _____ he is getting to skin you.

a) both _____ and; b) not only _____ but; c) either _____ or.

3. Nothing _____ needs reforming _____ other people's habits.

a) so _____ as; b) as _____ that; c) as _____ as.

4. _____ your daughter _____ your niece have made great progress.
 a) As ___ as; b) So ___ as; c) Both ___ and.
 5. Her eyes were _____ large _____ small.
 a) either ___ or; b) neither ___ nor; c) nor ___ or.

Ex. 2. Insert the proper conjunction.

1. _____ he overslept, Clive wasn't late for work.
2. _____ they arrive, they'll want to have dinner.
3. I did it _____ he told me so.
4. We enjoyed our walk _____ the bad weather.
5. Ask him _____ he can do it tomorrow.
6. That is the house _____ Shakespeare was born.
7. She used an alarm clock _____ to wake up on time.
8. It's Sunday tomorrow, _____ I don't have to get up early.
9. You should eat more _____ you'll make yourself ill.
10. She went to work _____ she had a cold.
11. I'm used to getting up early now, _____ I didn't like it at first.
12. She was late _____ her car had broken down.
13. Mary ordered a taxi _____ she could get to the theatre on time.
14. I was listening to the radio _____ I heard the news.
15. I haven't written to them _____ I came to Moscow.
16. Ann is a very good singer, _____ she is going to take part in the school concert.
17. _____ he was rather young, he was very experienced.
18. The earthquake occurred _____ they were sleeping.
19. This car is fast _____ very noisy.
20. She looks _____ she is a model.
21. We'll stay in the house _____ it stops snowing.
22. I love tennis _____ I like swimming too.
23. He admitted _____ he hadn't studied at all.
24. You must tell _____ there is a problem.
25. Our planet is in grave danger _____ human activity.
26. _____ I were you I would stop smoking.
27. He ought to go to the dentist _____ he has a toothache.
28. This rule is _____ difficult _____ the one you've already learnt.
29. I cannot do it now _____ I am very busy.
30. He will do it _____ he comes home.
31. When she sees _____ you have done, she will be angry with you.
32. _____ I save some of my pocket money, I won't be able to buy a bicycle.
33. Begin with a minute _____ two of small talk.
34. It was such a boring film _____ I fell asleep in the middle of it.

Тема 12. Слова-заместители

Ex. 1. Answer the following questions according to the model. Use the words 'one' or 'ones' instead of the nouns to avoid repetition.

Model: a) Have you got a handbag? (*black*) – Yes, I've got a black *one*.
b) Has Nelly got winter gloves? (*red*) – Yes, she's got red *ones*.

1. Have you got a raincoat? (*brown*) – _____
2. Has she got a bathing-suit? (*yellow*) – _____
3. Have they got a car? (*blue*) – _____
4. Has she got a new suit? (*grey*) – _____
5. Has she got a watch? (*gold*) – _____
6. Has Peggy got a summer hat? (*white*) – _____
7. Have the boys got a boat? (*green*) – _____
8. Has Kate got a new dress? (*pink*) – _____
9. Has Jim got new shoes? (*brown*) – _____
10. Has Jane got a new pair of stockings? (*black*) – _____

11. Has Paul got silk ties? (*green and red*) – _____

Ex. 2. Ask the general questions replacing the noun by the words 'one', 'ones' to avoid repetition.

Model: He needs that pencil. (*red*) – Do you mean the red *one*?

1. He wants that bag. (*black*) – _____
 2. I need that plate. (*small*) – _____
 3. They want these dictionaries. (*English*) – _____
-
4. She wants that cup. (*yellow*) – _____
 5. We want those spoons. (*big*) – _____
 6. She needs these note-books. (*brown*) – _____
 7. I need that novel. (*new*) – _____
 8. He wants that knife. (*long*) – _____

Тема 14.1. The Indefinite Active Tenses

Ex. 1. Write down the following sentences in the singular in the Present Indefinite.

1. The students work in the laboratory every day. – _____
-
2. My children go to school. – _____

3. They get new books from the library every month. – _____

4. They usually visit their grandparents on week-ends. – _____

5. The postmen bring newspapers twice a day. – _____

6. They know many English words. – _____

7. My friends take English lessons three times a week. – _____

8. The pupils repeat new rules before the lesson. – _____

9. We usually read newspapers in the evening. – _____

10. The workers come to the factory at 8 o'clock. – _____

Ex. 2. Put the verbs in brackets in the appropriate tense form.

1. The delegation (*to start*) _____ for London two days ago.

2. The train (*to leave*) _____ at 5 p.m. every day.

3. I usually (*to stay*) _____ with my friends for the week-end.

4. He (*to finish*) _____ the experiment next week.

5. He (*to come*) _____ to us only yesterday.

6. He (*to write*) _____ letters to his parents every week.

7. He always (*to read*) _____ English books in the original.

8. I often (*to speak*) _____ with my friend about our plans.

9. He (*to put*) _____ the documents on the table and (*to go*) _____
out of the room.

10. Last year I often (*to go*) _____ to the theatre.

11. I (*to read*) _____ a lot in childhood.

12. I (*to wait*) _____ for you tomorrow.

13. I hope the next mail (*to bring*) _____ news from home.

14. He (*to work*) _____ in the laboratory the day after tomorrow.

15. He (*to become*) _____ an engineer in 5 years.

Ex. 3. Choose the right verb form.

1. There ___ not a passion so strongly rooted in the human heart as envy.

a) is; b) were; c) are.

2. _____ there millions of stars within our galaxy?

a) is; b) are; c) has ___ been.

3. Civilization will never flow backward while there _____ youth in
the world.

a) has been; b) are; c) is.

4. There is _____ in the garden waiting for you.
 a) Pete; b) your friend; c) a man.
5. There _____ ten pens and a magazine on the table.
 a) is; b) are; c) was.
6. _____ there _____ a lecture tomorrow?
 a) Will ___ be; b) Was ___ be; c) Would ___ be.
7. About 85 percent of American students _____ public schools
 which are supported by state and local taxes.
 a) attended; b) have attended; c) attend.
8. What _____ American public schools teach?
 a) are; b) do; c) does.
9. Wise kings generally _____ wise councilors.
 a) to have; b) has; c) have.
10. All historical places of London _____ in the West End.
 a) had been; b) were c) are.
11. The city of Montreal _____ 70 square miles.
 a) covering; b) covers; c) is covered.
12. Man _____ live by bread alone.
 a) do not; b) does not; c) is not.
13. Perhaps in the future men _____ on the sea, away from the
 crowded and noisy cities on land.
 a) will live; b) would live; c) are living.
14. The student _____ as an apprentice to a trained worker next week.
 a) works; b) will work; c) would work.
15. During the apprenticeship period the student _____ to earn money.
 a) begins; b) would begin; c) will begin.
16. We _____ take a vacation this month.
 a) is not; b) did not; c) will not.
17. Sir Walter was a proud knight and _____ to think that he had to
 submit to the commands of a tyrant lord.
 a) had hated; b) was hating; c) hated.
18. _____ you _____ the ancient stone carvings at the museum last week?
 a) Have ___ seen; b) Did ___ see; c) Had ___ seen.
19. Dinosaurs _____ millions of years ago.
 a) died out; b) had died out; c) were died out.
20. In the year 1620 a ship named *The Mayflower* _____ 120 English-
 men to the rocky coast of America.
 a) has brought; b) brought; c) had brought.

Tema 14.2. The Continuous Active Tenses

Ex. 1. Open the brackets, using the appropriate Continuous or Indefinite tense forms.

1. I wondered why he (*to laugh*) _____. I could see nothing funny in what (*to go on*) _____.
2. What you two (*to talk*) _____ about? You (*to discuss*) _____ his plan?
3. You (*to leave*) _____ the town early this summer?
4. When you (*to speak*) _____ to her about her lessons?
5. She (*to wear*) _____ dark spectacles. They are not just sun glasses. She (*not / to see*) _____ very well.
6. Why you (*to wear*) _____ sun glasses on a grey day like this?
7. He (*to live*) _____ with his parents now. I think, he (*to look*) _____ for a job.
8. I could not see his face, he (*to sit*) _____ so that his face was in shadow.
9. When I (*to see*) _____ her last she (*to try*) _____ on hats at Angela's.
10. For some fifteen minutes he (*to write*) _____ in silence without once raising his eyes from what he (*to write*) _____.
11. We (*to walk*) _____ for some time. The road (*to get*) _____ worse, just a narrow goat trail.
12. You (*to leave*) _____ us soon. It (*to get*) _____ colder every day.
13. We were friendly at school. I still (*to see*) _____ him from time to time.
14. You (*to hear*) _____ from me one of these days.
15. Phone as late as you can. I (*to be*) _____ up. I (*to watch*) _____ the football game on TV. It's the semi-finals tonight.
16. The rain started when I (*to wait*) _____ for my bus.
17. Why did you speak to him so? He only (*to try*) _____ to help.
18. I hate the place in autumn. It always (*to rain*) _____ there. It (*to rain*) _____ when we came and it (*to rain*) _____ when we left.

Ex. 2. Choose the right variant.

1. How much _____ this sweater cost?
a) is; b) does; c) do.
2. It often _____ in this part of the world.
a) is raining; b) rains.
3. I don't know Spanish, but I _____ it now.
a) am learning; b) learn.
4. I _____ stay at home on Sundays.
a) am not; b) doesn't; c) don't.
5. That hotel _____ expensive.
a) doesn't; b) isn't; c) don't.

6. He _____ have much money.
a) isn't; b) doesn't; c) don't.
7. Granny is in the kitchen. She _____ a plum-cake.
a) is making; b) makes.
8. Run downstairs. Your sister _____ for you.
a) is waiting; b) waits.
9. I saw a light in your window when I _____ by.
a) passed; b) was passing.
10. Yesterday as I was walking down Cherry Lane I _____ Thomas, an old friend of mine.
a) met; b) was meeting.
11. Liz's elder brother said that he _____ to enter Leeds University.
a) went; b) was going.
12. While my son _____ for my call somebody knocked at the door.
a) waited; b) was waiting.
13. We still _____ about him when he suddenly _____ in.
a) talked, was coming; b) were talking, came.
14. This time tomorrow they _____ in the train on their way to Chicago.
a) will sit; b) will be sitting.
15. Yesterday while Dad _____ he _____ himself slightly.
a) shaved, was cutting; b) was shaving, cut.
16. They _____ while they _____ their car.
a) quarreled, were washing; b) were quarreling, washed.
17. Don't phone Jim from 5 till 6, he _____ English.
a) will have; b) will be having.
18. Why are you in a hurry? If you arrive at 8 o'clock, they still _____ the meal.
a) will cook; b) will be cooking.
19. He _____ at eight in the evening.
a) will come; b) will be coming.
20. _____ you _____ with me on Friday?
a) Will ... have lunch; b) Will ... be having lunch.
21. – I'm not sure I'll recognize Eve. I haven't seen her for ages. – She _____ a dark blue pullover and jeans.
a) will wear; b) will be wearing.

Темы 14.3 и 14.4. The Perfect and Perfect Continuous Active

Ex. 1. Put the verbs in brackets into the appropriate Perfect tense forms.

1. I (*to do*) _____ my work and I am free now.
2. They (*to move*) _____ just into a new flat.
3. I don't know what (*to happen*) _____ here.

4. He (*to refuse*) _____ to make the experiment because he is very busy now.
5. She (*to finish*) _____ already translating the text.
6. – You (*to travel*) _____ ever to the North? – No, I (*to be*) _____ never there.
7. – You (*to be*) _____ to the Hermitage? – Yes, I (*to visit*) _____ it many times.
8. We (*to finish*) _____ our work before he came.
9. He said he (*to change*) _____ his plans.
10. The rain (*to stop*) _____ and the sun was shining brightly.
11. We (*to test*) _____ all the devices by yesterday.
12. By this time tomorrow I (*to make*) _____ all the necessary measurements.
13. The group (*to complete*) _____ the data analysis before the experiment begins.
14. He (*to repair*) _____ the engine when you come.
15. The device (*to stop*) _____ functioning by next week if you don't check it.

Ex. 2. Put the verbs in brackets into the appropriate Perfect Continuous tense forms.

1. It seems to me I (*to ring*) _____ for an hour at least.
2. They (*to play*) _____ chess for 2 days already.
3. He (*to work*) _____ at his thesis for 3 years.
4. They (*to discuss*) _____ this question for a long time and haven't yet come to any conclusion.
5. What you (*to do*) _____ since our last meeting?
6. It (*not / to rain*) _____ for more than two months when suddenly the storm broke out.
7. The musician (*to practice*) _____ the passage hour after hour until he mastered it at once.
8. The committee (*to work out*) _____ the program for several weeks before the final project was approved.
9. By next September we (*to test*) _____ the new equipment for 3 months.

Ex. 3. Choose the right form of the Indefinite, Continuous, Perfect and Perfect Continuous Tenses.

1. The world sea surrounds the earth and _____ to us all.
a) is belonging; b) belongs; c) has belonged.
2. Scientists in many different countries _____ to explain its mystery.
a) are working; b) have worked; c) worked.

3. _____ you _____ ever a film in which a train crashed or a ship sank?
 a) Did ___ see; b) Have ___ seen; c) Do ___ see.
4. It _____ since early morning.
 a) rained; b) had rained; c) has been raining.
5. You are a good foot-ball player. Since when _____ you _____ football?
 a) have _ been playing; b) did ___ play; c) had _____ been playing.
6. My brother _____ music lessons for three years now.
 a) have taken; b) has been taking; c) took.
7. What _____ you _____ at 4.30 tomorrow afternoon?
 a) would ___ do; b) were ___ do; c) will ___ be doing.
8. Probably, I _____ my friends at this time.
 a) will have visited; b) will be visiting; c) have visited.
9. – Have you finished the translation yet? – I _____ the translation by 9 o'clock tomorrow morning.
 a) will have finished; b) have finished; c) had finished.
10. In three months he _____ here a year.
 a) has been; b) will have been; c) was.
11. My friend _____ on the ship for 15 years by next year.
 a) was serving; b) have served; c) will have been serving.
12. By two o'clock the students will _____ the test translation for two hours.
 a) be doing; b) have been doing; c) do.
13. When Jim came out of the army he _____ what to do.
 a) is wondering; b) has wondered; c) was wondering.
14. Those who couldn't do it _____ TV or looking through the newspapers.
 a) were watching; b) have watched; c) are watching.
15. By the sixteenth century a new economic system _____ feudalism.
 a) replaced; b) was replacing; c) had replaced.
16. The war broke out in 1914. The European ruling classes _____ for it for 20 years.
 a) prepared; b) had prepared; c) had been preparing.
17. It _____ any more. Let's have some fun on the lawn.
 a) does not rain; b) is not raining;
 c) has not rained; d) did not rain.
18. I taught Italian for my Master's degree but now I _____ Chinese.
 a) will teach; b) have taught;
 c) am teaching; d) teach.
19. Your accent is not local. Where _____ come from?
 a) have you; b) do you;
 c) did you; d) you.
20. He _____ always me flowers for my birthday.
 a) is sending; b) sends;
 c) had send; d) sent.

21. She _____ always soup on her dress. Well, what do you expect from a child?
- a) is spilling; b) spills;
c) has spilt; d) spilt.
22. I _____ the boss tomorrow morning.
- a) will see; b) see;
c) am seeing; d) will have seen.
23. Why _____ so rude?
- a) you have been; b) are you being;
c) do you behave; d) you are.
24. She _____ very hard before the exam and passed it.
- a) had studied; b) did study;
c) was studying; d) studied.
25. – The travel was very enjoyable. – Where _____ to?
- a) did you go; b) have you gone;
c) were you going; d) had you gone.
26. After the party last night I _____ home.
- a) was walking; b) walked;
c) had walked; d) have walked.
27. Have you ever _____ a horse?
- a) ride; b) rode;
c) rid; d) ridden.
28. I _____ Sandra for a long time.
- a) have known; b) know;
c) am knowing; d) have been knowing.
29. It's ages since he _____ shopping. I am beginning to worry.
- a) went; b) was going;
c) had gone; d) has gone.
30. The Chinese _____ printing, not the Japanese. This invention is really great.
- a) have invented; b) had invented;
c) invented; d) were inventing.
31. Sarah had left the club before I _____.
- a) arrived; b) had arrived;
c) was arriving; d) have arrived.
32. I _____ breakfast this morning and it has been such a long day.
- a) did not have; b) have not had;
c) was not having; d) had not had.
33. I _____ always my holiday in France.
- a) have taken; b) take;
c) am taking; d) had taken.

34. After his mother _____ him, poor Tom was alone in the world.
 a) had abandoned; b) abandoned;
 c) has abandoned; d) did abandon.
35. Sally's eyes were still red because she _____ onions.
 a) was peeling; b) had been peeling;
 c) has been peeling; d) peeled.
36. Walt Disney _____ his first cartoon film before 1928.
 a) had made; b) has made;
 c) made; d) was making.

Тема 15. Согласование времен

Ex. Put the verbs in brackets into the appropriate verbal forms.

1. He said that he (*to return*) _____ very soon.
2. She knew that he (*to come*) _____ in a day or two.
3. He said that he (*to send*) _____ the telegram the following day.
4. They informed us that the delegation (*to arrive*) _____ next Sunday.
5. I was sure that he (*to join*) _____ us as soon as possible.
6. He said that by next September we (*to test*) _____ the new equipment for 3 months.
7. He wondered if she (*to translate*) _____ the article by noon.
8. I found out that by the year 1997 she (*to work*) _____ at the University for 20 years.

KEYS TO TESTS

Тема 1

Ex. 1: 1) is; 2) am; 3) is; 4) are; 5) is; 6) is; 7) am; 8) is; 9) are; 10) is, are; 11) am; 12) is; 13) was, is; 14) is, was; 15) am; 16) was; 17) were; 18) are; 19) were; 20) is; 21) was; 22) were; 23) was; 24) are, were.

Ex. 2: 1) My grandparents are very old. 2) My desk is very comfortable. 3) Your spectacles are in your bag. 4) I am not very clever today. 5) This house is very expensive. 6) The shops are not open today. 7) Mr. Wren's grandson is six years old. 8) The houses in this street are very big. 9) The examination is not difficult. 10) Those flowers are very beautiful.

Ex. 3: 1) is; 2) is; 3) am / am not; 4) is / isn't; 5) is; 6) am / am not; 7) are / aren't; 8) is; 9) isn't; 10) aren't; 11) is; 12) aren't; 13) was, wasn't; 14) was; 15) weren't, were; 16) wasn't, was; 17) weren't, was; 18) will be, won't, will be.

Ex. 4: 1) Is your brother at home? 2) This hotel is very expensive. 3) I am interested in art. 4) All shops are open today. 5) My sister is an architect. 6) They aren't students, they are doctors. 7) Where were they yesterday evening? 8) He wasn't at the Institute yesterday. 9) I wasn't there. 10) She won't be at home at 5.

Tema 2

Ex. 1: 1) have; 2) have; 3) had; 4) will have; 5) has; 6) has; 7) had; 8) has; 9) have; 10) has, have.

Ex. 2: 1) My grandparents have a very old house. 2) I have a very comfortable desk. 3) She has your spectacles in my bag. 4) I had breakfast yesterday. 5) The bag has no handle. 6) They will have a car next month. 7) Mr. Wren's grandson has six balls. 8) The houses in this street have no balconies. 9) The students had the examination last term. 10) The woman has very beautiful flowers in her garden.

Ex. 3: 1) They have three dogs and three cats. 2) She has large green eyes. 3) My brother had a grey car last year. 4) How much grounds have you got? 5) My sister has a red car. 6) I had a headache yesterday. 7) Have you got any books on transport history? 8) When do you have tea? 9) We'll have a good time tomorrow. 10) She had a good vacation on the south.

Tema 3

Ex. 1: was / was / were / had / were / was.

Ex. 2: 1) there is; 2) there are; 3) is there; 4) are there; 5) there wasn't; 6) there was; 7) were there; 8) there is; 9) there are; 10) there is; 11) there will be; 12) there was.

Ex. 3: 1) Is there a cat in the window? 2) Are there a few changes in the text? 3) Are there plenty of glasses in the cupboard? 4) Were there a lot of people at the stadium? 5) Is there anything on the plate? 6) Was there anybody in the room? 7) Are there difficult exercises in this book? 8) Is there anything on the shelf? 9) Will there be any interesting programmes on TV tomorrow? 10) Are there several empty seats in the room? 11) Were there any pears on the plate?

Tema 4

Ex. 1: 1) a; 2) –; 3) –; 4) a / the / –; 5) – / a; 6) – / –; 7) the, –; 8) –; 9) the / a / the / the; 10) –.

Ex. 2: 1) a; 2) b; 3) –; 4) a; 5) c; 6) a; 7) c; 8) c; 9) b; 10) a.

Tema 5

Ex. 1: game, children, foot, shelves, sister-in-law, tomatoes, datum, keys, lorry, office managers, box.

Ex. 2: foxes, knives, boys, cities, names, mice, leaves, roofs, children, glasses, pianos, fathers, sheep, tomatoes, hats, men, houses, brothers-in-law, teeth, hospitals, towns.

Tema 6

Ex. 1: 1) farther; 2) farther; 3) worse; 4) lesser; 5) last / latest; 6) further; 7) well; 8) last / latest; 9) eldest; 10) smaller; 11) less / lesser; 12) elder; 13) most; 14) better; 15) better; 16) farthest; 17) oldest; 18) elder; 19) least; 20) most.

Ex. 2: 1) the most interesting book; 2) the most popular; 3) the most outstanding; 4) the most important; 5) the cleverest; 6) bigger size; 7) more interested; 8) easier; 9) quieter; 10) more crowded; 11) earlier; 12) more often; 13) more expensive; 14) nearer.

Ex. 3: 1) The bus isn't so fast as the train. 2) My flat is as big as her flat. 3) His voice isn't so brilliant as Caruso's. 4) The pound isn't so deep as the river. 5) Your typing as fast as hers. 6) This lecture is as interesting as that lecture. 7) This hat isn't so beautiful as that hat. 8) His article isn't so long as her article.

Ex. 4: 1) fainter, fainter; 2) more intelligent; 3) most practical; 4) more advanced, young; 5) latest; 6) good, better; 7) more angry; 8) wiser; 9) more, more complex; 10) clever-

est; 11) good, better; 12) worse; 13) nearest; 14) last; 15) longer, shorter; 16) tallest; 17) more amusing; 18) younger.

Ex. 5: 1) He is more busy than you. 2) This year was the most difficult for us. 3) Have you read his last article? 4) You are as beautiful as your mother. 5) It's easier for me to know the truth. 6) Last winter wasn't so cold as this one. 7) The more we read, the more we know about our world. 8) I am an old man already; I'm twice older than you.

Tema 7

Ex. 1: 1) 268 metres long, 55 metres high, 9 docks; 2) 400 mln American dollars; 3) 50 000 dollars for the 1st-class apartments, 1 424 dollars for the 1st-class passengers, 600 for the 2nd-class passengers, 460 dollars for the 3^d-class passengers; 4) 2 227 people, lifeboats for 1 100; 5) about 1 500 lives.

Ex. 2: 1) b; 2) b; 3) c; 4) d; 5) c; 6) c; 7) b; 8) b; 9) b; 10) a; 11) c; 12) b.

Ex. 3: 1) a quarter; 2) a half; 3) a half; 4) three quarters.

Ex. 4: 1) c; 2) b; 3) a; 4) c; 5) a; 6) a; 7) b; 8) c; 9) a; 10) b.

Tema 8

Ex. 1: 1) b; 2) a; 3) a, b; 4) b; 5) a, c; 6) a; 7) c; 8) b; 9) b; 10) a, b; 11) b; 12) b; 13) b; 14) b; 15) c; 16) c.

Ex. 2: 1) any; 2) any; 3) no; 4) no; 5) any, some; 6) any, some; 7) any; 8) no; 9) no; 10) any.

Ex. 3: 1) much; 2) much, little; 3) little, much; 4) few; 5) much, few; 6) a little, little; 7) many, few; 8) a few; 9) a little; 10) much.

Ex. 4: 1) anybody; 2) anything; 3) nothing; 4) something; 5) somebody; 6) nobody; 7) nothing; 8) everybody; 9) somebody; 10) nothing.

Ex. 5: 1) her; 2) it; 3) it, her; 4) him; 5) her; 6) them; 7) him; 8) he, it.

Ex. 6: 1) They are his. 2) It's mine. 3) They are hers. 4) They are theirs. 5) It's yours. 6) They are ours. 7) They are theirs. 8) It's hers.

Ex. 7: 1) himself; 2) myself; 3) themselves; 4) ourselves; 5) themselves; 6) himself; 7) ourselves.

Tema 9

Ex. 1: 1) different; 2) differently; 3) exact; 4) exactly; 5) perfectly; 6) perfect; 7) slowly, quietly; 8) quiet, slow; 9) serious; 10) seriously; 11) simple; 12) simply; 13) hard; 14) hardly; 15) nearly; 16) near; 17) lately; 18) late; 19) widely.

Ex. 2: 1) more, sooner; 2) later; 3) the best; 4) worse; 5) farther; 6) the worst; 7) more quickly; 8) less.

Ex. 3: 1) deeply; 2) thoroughly; 3) highly; 4) wide; 5) strongly, hardly; 6) soon; 7) clearly; 8) heavily; 9) loudly, long; 10) easier.

Ex. 4: 1) It is *pretty* difficult to speak to her. The hall was *prettily* decorated. 2) I saw a plane *high* in the sky. The idea seems *highly* improbable. 3) We have heard very little of him *lately*. He usually comes home *late* after classes. 4) I can *hardly* understand what he is saying. You must work *hard* at your spelling. 5) We were *nearly* late. We made sure it was safe before we went *near*. 6) I love my son *dearly*. They sell these coats *dear*.

Ex. 5: 1) c; 2) b; 3) a; 4) c; 5) b; 6) b.

Tema 10

Ex. 1: 1) in; 2) in, at, out of; 3) in, out; 4) in; 5) to; 6) near (by); 7) in; 8) from; 9) from; 10) out of, on.

Ex. 2: 1) in front of; 2) behind; 3) near (by); 4) over; 5) below; 6) above; 7) over; 8) above; 9) between; 10) among; 11) round; 12) to, to; 13) to; 14) to; 15) to, to, to.

Ex. 3: 1) for; 2) at, in; 3) in; 4) on, at; 5) on; 6) at, to; 7) on; 8) in; 9) till; 10) at.

Ex. 4: 1) at; 2) in; 3) for (during); 4) on; 5) since; 6) at; 7) for (during); 8) before, after; 9) in; 10) at.

Ex. 5: 1) in front of; 2) in spite of; 3) instead of; 4) because of; 5) in spite of; 6) by means of.

Ex. 6: 1) b; 2) c; 3) b; 4) a; 5) a; 6) c; 7) a; 8) b; 9) a; 10) b; 11) a; 12) c; 13) a.

Tema 11

Ex. 1: 1) b; 2) c; 3) a; 4) c; 5) b.

Ex. 2: 1) although; 2) as soon as; 3) because; 4) despite; 5) whether; 6) where; 7) so as; 8) so; 9) or; 10) although; 11) but; 12) because; 13) so; 14) when; 15) since; 16) that's why; 17) though; 18) while; 19) but; 20) as if; 21) until; 22) but; 23) that; 24) that; 25) because of; 26) if; 27) because; 28) not so _ as; 29) because; 30) as soon as; 31) what; 32) unless; 33) or; 34) that.

Tema 12

Ex. 1: 1) Yes, I've got a brown one. 2) Yes, she's got a yellow one. 3) Yes, they've got a blue one. 4) Yes, she's got a new grey one. 5) Yes she's got a gold one. 6) Yes, Peggy's got a white one. 7) Yes, the boys have got a green one. 8) Yes, Kate's got a new pink one. 9) Yes, Jim's got new brown ones. 10) Yes, Jane's got a new pair of black ones. 11) Yes, Paul has got silk green and red ones.

Ex. 2: 1) Do you mean the black one? 2) Do you mean the small one? 3) Do you mean the English ones? 4) Do you mean the yellow one? 5) Do you mean the big ones? 6) Do you mean the brown ones? 7) Do you mean the new one? 8) Do you mean the long one?

Tema 14.1

Ex. 1: 1) The student works in the laboratory every day. 2) My child goes to school. 3) He gets new books from the library every month. 4) She usually visits her grandparents on week-ends. 5) The postman brings newspapers twice a day. 6) You know many English words. 7) My friend takes English lessons three times a week. 8) The pupil repeats new rules before the lesson. 9) I usually read newspapers in the evening. 10) The worker comes to the factory at 8 o'clock.

Ex. 2: 1) started; 2) leaves; 3) stay; 4) will finish; 5) came; 6) writes; 7) reads; 8) speak; 9) put, went; 10) went; 11) read; 12) will wait; 13) will bring; 14) will work; 15) will become.

Ex. 3: 1) a; 2) b; 3) c; 4) c; 5) b; 6) a; 7) c; 8) b; 9) c; 10) c; 11) b; 12) b; 13) a; 14) b; 15) c; 16) c; 17) c; 18) b; 19) a; 20) b.

Tema 14.2

Ex. 1: 1) was laughing, was going on; 2) are you talking, are you discussing; 3) are you leaving; 4) will you speak; 5) wears, doesn't see; 6) are you wearing; 7) is living, is looking; 8) was sitting; 9) saw, was trying; 10) was writing, wrote / was writing; 11) were walking, was getting; 12) are leaving, gets; 13) see; 14) will hear; 15) 'll be, 'll be watching; 16) was waiting; 17) was trying; 18) rains, was raining, was raining.

Ex. 2: 1) b; 2) b; 3) a; 4) c; 5) b; 6) b; 7) a; 8) a; 9) b; 10) a; 11) b; 12) b; 13) b; 14) b; 15) b; 16) a; 17) b; 18) b; 19) a; 20) a; 21) b.

Темы 14.3 и 14.4

Ex. 1: 1) have done; 2) have moved; 3) has happened; 4) has refused; 5) has finished; 6) have traveled, have been; 7) have been, have visited; 8) had finished; 9) had changed / would have changed; 10) had stopped; 11) had tested; 12) will have made; 13) will have completed; 14) will have repaired; 15) will have stopped.

Ex. 2: 1) have been ringing; 2) have been playing; 3) has been working; 4) have been discussing; 5) had been doing; 6) hadn't been raining; 7) had been practicing; 8) had been working out; 9) will have been testing.

Ex. 3: 1) b; 2) a; 3) b; 4) c; 5) a; 6) b; 7) c; 8) b; 9) a; 10) b; 11) c; 12) b; 13) c; 14) a; 15) c; 16) c; 17) c; 18) c; 19) b; 20) b; 21) b; 22) a; 23) b; 24) a; 25) b; 26) a; 27) d; 28) a; 29) a; 30) c; 31) a; 32) a; 33) b; 34) a; 35) b; 36) c.

Тема 15

Ex.: 1) would return; 2) would come; 3) would send; 4) would arrive; 5) would join; 6) would have been testing; 7) would have translated; 8) would have been working.

ЗАКЛЮЧЕНИЕ

Вы познакомились только с первой частью учебного пособия, которая должна помочь вам усвоить трудные вопросы английской грамматики. Так как студенты мыслят на родном языке, тесное взаимодействие родного и иностранного языков в процессе обучения играет исключительную роль. Автор стремился при этом отмечать как различие между грамматическими явлениями в обоих языках, так и их сходство. Учитывая, что студенты стремятся переносить в иностранную речь конструкции, свойственные русскому языку, автор делает в ряде разделов соответствующие предупреждения, чтобы предотвратить возникающие в связи с этим типичные ошибки. Впереди вас ожидает не менее интересное путешествие в грамматику английского языка, где вы встретитесь с такими понятиями, как пассивный залог, неличные формы глагола и многими другими.

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