

Министерство образования и науки Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»

Е. Ю. Першина

**ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА.
ГЛАГОЛЬНЫЕ ФОРМЫ И СИНТАКСИС**

Утверждено в качестве учебного пособия
Учёным советом Федерального государственного бюджетного
образовательного учреждения высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»

Комсомольск-на-Амуре
2015

УДК 811.111(07)
ББК 81.2Англ-9
П279

Рецензенты:

Кафедра иностранных языков Института педагогики и психологии
ФГБОУ ВПО «Амурский гуманитарно-педагогический государственный
университет», заведующая кафедрой кандидат филологических наук,
доцент И. Б. Косицына;

К. В. Боровикова, кандидат филологических наук, доцент, декан
факультета филологии и межкультурной коммуникации ФГБОУ ВПО
«Амурский гуманитарно-педагогический государственный университет»

Першина, Е. Ю.

П279 Практическая грамматика английского языка. Глагольные формы
и синтаксис : учеб. пособие / Е. Ю. Першина. – Комсомольск-на-
Амуре : ФГБОУ ВПО «КнАГТУ», 2015. – 169 с.
ISBN 978-5-7765-1157-8

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. Рекомендуется к использованию всеми, кто изучает грамматику английского языка.

УДК 811.111(07)
ББК 81.2Англ-9

ISBN 978-5-7765-1157-8

© ФГБОУ ВПО «Комсомольский-на-Амуре
государственный технический
университет», 2015

CONTENTS

ВВЕДЕНИЕ.....	5
ТЕМА 1. ПАССИВНЫЙ ЗАЛОГ (THE PASSIVE VOICE).....	5
1.1. Времена неопределенной группы (the Indefinite Tenses) [<i>to be + V3(ed)</i>].....	5
1.2. Времена продленной группы (the Continuous Tenses) [<i>to be being + V3(ed)</i>]	11
1.3. Времена совершенной группы (the Perfect Tenses) [<i>to have been + V3(ed)</i>].....	13
ТЕМА 2. МОДАЛЬНЫЕ ГЛАГОЛЫ (THE MODAL VERBS).....	21
2.1. Образование отрицательных и вопросительных форм.....	22
2.2. Can (could) = to be able to.....	22
2.3. May (might) = to be allowed to	23
2.4. Must = to be to, to have to	25
2.5. Should, ought to	27
2.6. Need	29
2.7. Использование модальных глаголов в сочетании с инфинитивом пассивного залога.....	31
2.8. Использование модальных глаголов в сочетании с перфектным инфинитивом.....	32
ТЕМА 3. ПРИЧАСТИЕ (THE PARTICIPLE)	39
3.1. Способы образования причастия	39
3.2. Функции причастия	40
3.3. Независимый причастный оборот (The Absolute Participle Construction)	54
3.4. Абсолютный причастный оборот с предлогом (The Prepositional Absolute Participial Construction).....	57
3.5. Объектный причастный оборот с причастием настоящего времени (The Object Participial Construction with Participle I).....	57
3.6. Субъектный причастный оборот (The Subjective Participial Construction).....	58
3.7. Объектный причастный оборот с причастием прошедшего времени (The Object Participial Construction with Participle II)	59
ТЕМА 4. ГЕРУНДИЙ (THE GERUND)	63
4.1. Способы образования герундия.....	63
4.2. Функции герундия	64
4.3. Сложные формы герундия	71
4.4. Герундиальный оборот (The Gerundial Construction)	72
4.5. Сравнение герундия и причастия.....	73

ТЕМА 5. ОТГЛАГОЛЬНОЕ СУЩЕСТВИТЕЛЬНОЕ (THE VERBAL NOUN)	78
ТЕМА 6. ИНФИНИТИВ (THE INFINITIVE)	82
6.1. Способы образования инфинитива	82
6.2. Функции инфинитива в предложении	83
6.3. Употребление инфинитива без частицы 'to'	88
6.4. Объектный инфинитивный оборот (The Objective Infinitive Construction)	91
6.5. Субъектный инфинитивный оборот (The Subjective Infinitive Construction)	95
6.6. Инфинитивный оборот <i>for</i> + существительное (местоимение) (<i>for</i> + <i>to</i> – Infinitive Construction).....	100
ТЕМА 7. ПОВЕЛИТЕЛЬНОЕ НАКЛОНЕНИЕ (THE IMPERATIVE MOOD)	110
ТЕМА 8. СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ (THE SUBJUNCTIVE MOOD).....	112
ТЕМА 9. ВОПРОСИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ (INTERROGATIVE SENTENCES).....	116
ТЕМА 10. УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ (CONDITIONAL SENTENCES).....	126
ТЕМА 11. СЛОВООБРАЗОВАНИЕ.....	135
11.1. Словообразовательные суффиксы глаголов	135
11.2. Словообразовательные префиксы	138
11.3. Интернациональная лексика.....	141
ТЕМА 12. ФРАЗОВЫЕ ГЛАГОЛЫ	143
ТЕМА 13. ПРИДАТОЧНОЕ ПРЕДЛОЖЕНИЕ (THE SUBORDINATE CLAUSE).....	146
TESTS	149
KEYS TO TESTS	166
ЗАКЛЮЧЕНИЕ	168
БИБЛИОГРАФИЧЕСКИЙ СПИСОК	168

ВВЕДЕНИЕ

Данное учебное пособие является продолжением путешествия в удивительный мир английской грамматики. Она состоит из 13 тем. Здесь вы познакомитесь и с модальными глаголами английского языка, и с неличными формами английского глагола; узнаете, что такое герундий, ведь ему нет аналогов ни в одном языке мира; научитесь задавать вопросы и высказывать удивление или сомнение. Другими словами, вы научитесь грамотно изъясняться на изучаемом языке.

В учебное пособие включены лексические и грамматические упражнения на развитие и закрепление навыков перевода с английского языка на русский, а также с русского языка на английский и закрепление специальной лексики.

Упражнения, входящие в учебное пособие, способствуют лучшему усвоению и закреплению грамматического и лексического материала.

Удачи и успехов в овладении английским языком!

ТЕМА 1. ПАССИВНЫЙ ЗАЛОГ (THE PASSIVE VOICE)

Пассивный залог показывает, что подлежащее пассивно, т.е. оно подвергается воздействию со стороны другого лица или предмета.

Пассивный залог широко употребляется для научных описаний, для описаний технических процессов, в отчетах, объявлениях и т.д.

1.1. Времена неопределенной группы (the Indefinite Tenses) [to be + V3(ed)]

Пассивный залог времен группы Indefinite образуется при помощи вспомогательного глагола **to be** в соответствующем времени Indefinite и 3-й формы смыслового глагола (Participle II). Показателем времени, лица и числа является вспомогательный глагол **to be**. Смысловой глагол не изменяется:

The ships are made of steel. – Эти суда **делаются (изготавливаются)** из стали.

The ships were made of steel. – Эти суда **были изготовлены** из стали.

The ships will be made of steel. – Эти суда **будут изготовлены** из стали.

В отрицательной форме отрицание **not** ставится после глагола **to be**. При наличии двух вспомогательных глаголов отрицание **not** ставится после первого глагола:

The ships are made of steel. – *The ships are not made of ore.*

The ships will be built in the yard. – The ships will not be built in port.

В вопросительной форме глагол **to be** ставится перед подлежащим. При наличии двух вспомогательных глаголов в вопросительной форме перед подлежащим ставится первый вспомогательный глагол:

The ships are made of steel. – Are the ships made of steel?

The ships will be built in the yard. – Will the ships be built in the yard?

Сказуемое в пассивном залоге переводится:

1. сочетанием глагола **БЫТЬ** (в прошедшем и будущем времени) и краткой формой причастия пассивного залога:

The ships were made ... – Эти суда были изготовлены ...

The ships will be made ... – Эти суда будут изготовлены ...

Глагол-связка **БЫТЬ** в настоящем времени в русском языке опускается:

The ships are made ... – Эти суда делаются ...

2. возвратным глаголом с окончанием **-ся, -сь**:

The ships will be built here. – Здесь будут строиться суда.

3. неопределенно-личной формой глагола (3-е лицо множественного числа):

The ships were built a week ago. – Эти суда построили неделю назад.

4. глаголом в активном залоге, если в предложении говорится о лице или предмете, воздействующем на подлежащее, которое выражено существительным (или местоимением) с предлогом **by**. Причем это лицо или предмет становится подлежащим русского предложения:

The design of the ship was changed by the engineer. – Инженер изменил проект судна.

Подлежащее в пассивном залоге переводится:

1. существительным (или местоимением) в именительном падеже и во всех косвенных падежах:

It was built in the yard. – Он (им.п.) был построен на верфи.

It was seen in the port of London. – Его (вин. п.) видели в порту Лондона.

It was given the name of Peter the Great. – Ему (дат. п.) дали имя Петр Великий.

2. существительным (или местоимением) с предлогом, который ставится перед ним, если за сказуемым в пассивном залоге следует предлог, относящийся к глаголу:

The design of the ship was much worked at. – Над проектом этого судна много работали.

Такие пассивные обороты возможны только с некоторыми глаголами. Наиболее употребительные из них:

to act on (upon) – влиять, воздействовать на;
to deal with – иметь дело с, рассматривать;
to experiment on (upon) – экспериментировать над;
to insist on – настаивать на;
to look at – смотреть на;
to refer to – ссылаться на;
to rely on (upon) – полагаться на;
to send for – посылать за;
to speak about (of) – говорить о;
to work at – работать над.

У некоторых глаголов предлог не переводится:

to comment on (upon) – комментировать, рецензировать;
to listen to – слушать;
to look for – искать;
to look upon – считать, рассматривать.

Тренировочные упражнения

Ex. 1. Translate the sentences and compare their translations.

1. The director *signed* the letter.
The letter *was signed* by the director.
2. The scientists *solved* the problem.
The problem *was solved* by the scientists.
3. The secretary *types* all the letters.
All the letters *are typed* by the secretary.
4. The teacher usually *corrects* students' compositions at home.
Students' compositions *are usually corrected* by the teacher at home.
5. They *will discuss* a very important question at the conference.
A very important question *will be discussed* at the conference.
6. Our Institute *will carry on* important scientific work.
Important scientific work *will be carried on* by our Institute.
7. The engineer *showed* the new device to the students.
The new device *was shown* to the students.
The students *were shown* the new device.
8. This magazine often *publishes* scientific articles.
Scientific articles *are often published* in this magazine.
9. The professor *gave* me a new task.
A new task *was given* to me by the professor.
I *was given* a new task by the professor.

10. They *will offer* him several jobs.
Several jobs *will be offered* to him.
He *will be offered* several jobs.

Ex. 2. Translate the sentences paying attention to the predicates in the Indefinite Passive.

1. Many interesting experiments are carried out in our laboratory.
2. The other day I was given a new task.
3. He was never forgiven by his friends.
4. Many goods are exported from China.
5. Many foreign books are translated and published in our country.
6. The telegram was received late at night.
7. The design was finally approved.
8. The theatre was designed by the famous architect.
9. The student's composition will be corrected by the teacher.
10. Large quantities of coal will be produced by the mine this year.
11. The village will be connected with the town when the railway is built.
12. She hopes she will not be refused a job.
13. I was offered several jobs by the management.
14. You will be promised much, but don't imagine you will be given everything you are promised.
15. The students were shown some recently devised apparatus.
16. Were you asked questions during the examination?
17. They were given necessary help.
18. The article is written by a well-known scientist.
19. The letter will be signed by the director.
20. Such questions are often discussed at our meetings.

Ex. 3. Put the sentences into the Passive Voice where possible.

1. Someone will drive you to the airport. – _____

2. Goldfish live in fresh water. – _____
3. The Egyptians built pyramids. – _____
4. We walked 4 miles yesterday. – _____
5. They arrived at 7 last night. – _____
6. They informed me about it. – _____
7. I slept till 8. – _____
8. It's raining. – _____
9. He's sneezing again. – _____
10. They have sold their car to pay the debts. – _____

11. They hold a meeting in the village hall once a week. – _____

12. They have proved that there is no life on the Moon. – _____

13. They owe a lot of money to the bank. – _____

Ex. 4. Translate the sentences paying attention to the predicates with prepositions.

1. His proposal *was objected to* by everybody.
2. The secretary must *be sent for* at once.
3. This information can *be relied on*.
4. This article *is* often *referred to*.
5. He *will be listened to* with interest.
6. This event *is* much *spoken about*.
7. He *is* often *laughed at*.
8. This book should *be referred to* more often.
9. This matter must *be looked into*.
10. All the advertisements *were looked through* attentively.
11. These conditions *are insisted on*.
12. All the terms *were agreed upon*.
13. Her children *will be looked after*.
14. They *were looked at* with great curiosity.
15. The child *was looked for* everywhere.
16. Why *was she laughed at*?
17. He can *be relied upon*.
18. This book *is* never *referred to*.
19. This film *is* much *spoken about*.
20. This question *is paid* great attention *to*.
21. You *are* always *waited for*.
22. The fact *was not taken notice of*.
23. This material *will be made use of*.
24. These useless arguments should *be put an end to*.
25. The children should *be taken* better care *of*.

Ex. 5. Put the sentences into the Passive.

1. The president signed the document. – _____
2. An unknown author wrote the poem. – _____

3. They construct a new railway line across the desert. – _____

4. They will plant the flowers next week. – _____

5. This plant produces a lot of cars every year. – _____

6. The student translated the text. – _____

7. The scientist discovered a new substance. – _____

8. The secretary sends letters every morning. – _____

9. The committee discusses various questions. – _____

10. The engineer will check all the devices. – _____

11. The reporter will give necessary information. – _____

12. He said that they would test the equipment in time. – _____

13. They paid him regularly. – _____

14. They teach children French and German. – _____

15. They promised me a very interesting book. – _____

Ex. 6. Translate into English. Use the model.

Model:

		told	
	is	given	
smb	was	offered	smth
	will be	promised	
		shown	

1. Мне показали, как это делается. – _____

2. Ей пообещали хорошую работу. – _____

3. Ему дали новое задание (mission). – _____

4. В отеле вам будут давать завтрак и ужин. – _____

5. Вам покажут эту статью. – _____

6. Никаких объяснений мне не дали. – _____

7. Эту работу дали кому-то другому. – _____

8. Новая модель была показана на выставке. – _____

9. Нам картину не показали. – _____

10. Мне даже ничего не обещали. – _____

11. Когда вам рассказали эту историю? – _____

12. Вам показали этот каталог? – _____

13. Вам предложили что-нибудь поесть? – _____

14. Почему мне предложили эту работу? – _____

15. Почему нам этого не сказали? – _____

16. Когда будет показан этот фильм? – _____

17. Почему мне не дали словаря в библиотеке? – _____

18. Каждому студенту дадут стипендию. – _____

Ex. 7. Complete the story with the verbs in passive given in the box:

were injured, were delayed, was derailed, were taken, have been interviewed

TRAIN CRASH AT 80 MPH

The London-Edinburgh express _____ yesterday morning as it was passing through York station. Ten people _____ and four people _____ to hospital, but no one was seriously hurt. Trains _____ for the rest of the day. Several eye witnesses _____, but it is not yet clear how the crash happened.

1.2. Времена продленной группы (the Continuous Tenses) [to be being + V3(ed)]

Пассивный залог времен группы Continuous образуется при помощи вспомогательного глагола **to be** в Present или Past Continuous и 3-й формы (Participle II) смыслового глагола и переводится по общим правилам перевода глагола в пассивном залоге, но глаголом несовершенного вида:

The ships were being built during three years. – Эти корабли строили в течение трех лет.

Формы **Future Continuous Passive** не существует.

Тренировочные упражнения [1, с. 303]

Ex. 8. Compare the translation of the sentences.

1. They *are designing* a new device now.

A new device *is being designed* now.

2. The workers *are unloading* the ship.

The ship *is being unloaded*.

3. All the big cinemas *are demonstrating* the new film.

The new film *is being demonstrated* by all the big cinemas.

4. Our laboratory *is carrying on* an important experiment now.

An important experiment *is being carried on* by our laboratory.

5. We *are analyzing* the experimental data.
The experimental data *are being analyzed*.
6. We *were making* preparations for the experiment for a whole day yesterday.
Preparations for the experiment *were being made* for a whole day yesterday.
7. The engineer *was checking* the equipment when it suddenly broke down.
The equipment *was being checked* by the engineer when it suddenly broke down.
8. They *were recording* the data for 2 hours.
The data *were being recorded* for 2 hours.
9. When I rang them up they *were adjusting* new machine-tools.
When I rang up the new machine-tools *were being adjusted*.

Ex. 9. Find the difference between these sentences.

1. Many important questions *are* usually *discussed* at our meetings.
Many important questions *are being discussed* at the meeting now.
2. The goods *were packed* yesterday.
The goods *were being packed* all day yesterday.
3. The documents *are* usually *looked through* by the director.
The documents *are being looked through* by the director now.
4. This kind of machinery *is produced* by our plant.
This kind of machinery *is being produced* by our plant.
5. The talks *were conducted* on a high level.
The talks *were being conducted* for 2 weeks.
6. The agreement *was signed* yesterday.
The agreement *was being signed* when new problems appeared.

Ex. 10. Translate the sentences with the Continuous Passive.

1. A new metro line is being constructed now. One of its stations is being built in our street.
2. Wonderful discoveries are being made by our scientists.
3. Don't enter the room! Students are being examined there.
4. The question which is being discussed at the conference is very important.
5. Important scientific work is being carried on by that Institute now.
6. The letter was being typed by the typist when I came in.
7. The documents were being checked for two hours.
8. When he came to the clinic, an operation was being performed by a famous surgeon.
9. The operation was being watched by medical students.
10. These books were being published for a whole year.

Ex. 11. Change the active sentences to the passive ones.

1. The head engineer is conducting negotiations. – _____

2. The laboratory assistant is making all the necessary measurements. – _____

3. The workers are installing various apparatus and devices. – _____

4. We are preparing instruments. – _____
5. The computer is processing the data. – _____

6. They were building the house for 5 years. – _____

7. The device was making computations at that moment. – _____

8. They were registering the voters from 3 to 5 yesterday. – _____

9. When we entered the room they were checking the contract. – _____

10. The specialists were studying new materials for many years. – _____

**1.3. Времена совершенной группы (the Perfect Tenses)
[to have been + V3(ed)]**

Пассивный залог времен группы Perfect образуется при помощи вспомогательного глагола **to be** в соответствующем времени Perfect и 3-й формы (Participle II) смыслового глагола.

Пассивный залог времен группы Perfect переводится по общим правилам перевода глагола в пассивном залоге:

*The goods **had been delivered** before the navigation ended.* – *Товары были доставлены прежде, чем закончилась навигация.*

Времена группы **Perfect Continuous** не имеют формы пассивного залога. В табл. 1.1 представлены времена пассивного залога на примере правильного глагола to ask – asked – asked (спрашивать) и неправильного глагола to take – took – taken (брать).

Таблица 1.1

Времена пассивного залога (Passive Voice Tenses)

Группа	Present	Past	Future
Indefinite	am + V3(ed) are + V3(ed) is + V3(ed) The student <i>is asked</i> . Студента спрашивают. The books <i>are taken</i> . Книги берут(ся).	was + V3(ed) were + V3(ed) The student <i>was asked</i> . Студента спросили. The books <i>were taken</i> . Книги были взяты.	will be + V3(ed) The student <i>will be asked</i> . Студента спросят. The books <i>will be taken</i> . Книги возьмут.
Continuous	am being + V3(ed) are being + V3(ed) is being + V3(ed) The student <i>is being asked</i> . Студента спрашивают. The books <i>are being taken</i> . Книги берут(ся).	was being + V3(ed) were being + V3(ed) The student <i>was being asked</i> . Студента спрашивали. The books <i>were being taken</i> . Книги брали.	-----
Perfect	have been + V3(ed) has been + V3(ed) The student <i>has been asked</i> . Студента спросили. The books <i>have been taken</i> . Книги взяли.	had been + V3(ed) The student <i>had been asked</i> . Студент был опрошен. The books <i>had been taken</i> . Книги были взяты.	will have been + V3(ed) The student <i>will have been asked</i> . Студента спросят. The books <i>will have been taken</i> . Книги возьмут.

Тренировочные упражнения [2, с. 441]

Ex. 12. Compare the translation of the sentences.

- We *have finished* the work.
The work *has been finished*.
- He *has written* a new book.
A new book *has been written* by him.

3. They *have changed* their plans.
Their plans *have been changed*.
4. They *had installed* the new apparatus by yesterday evening.
The new apparatus *had been installed* by yesterday evening.
5. They *had reequipped* the plant before the reconstruction began.
The plant *had been reequipped* before the reconstruction began.
6. The group *will have carried out* the plan by next summer.
The plan *will have been carried out* by next summer.
7. They *will have made* necessary calculations before the experiment begins.
Necessary calculations *will have been made* before the experiment begins.
8. The workers *have built* a new house.
A new house *has been built* by workers.
9. The workers *had built* a new house by last month.
A new house *had been built* by the workers by last month.
10. The workers *will have built* a new house by next month.
A new house *will have been built* by workers by next month.
11. They *have offered* him an interesting job.
He *has been offered* an interesting job.
An interesting job *has been offered* to him.
12. They *have shown* us all necessary documents.
We *have been shown* all necessary documents.
All necessary documents *have been shown* to us.

Ex. 13. Find the difference between these sentences.

1. The experiment *was completed* a month ago.
The experiment *had been completed* by last month.
2. Her plans *are changed* every day.
Her plans *have been* already *changed*.
3. The explanation of this fact *was given* long ago.
The explanation of this fact *hasn't been given* yet.
4. This book *is written* by a famous scientist.
Many new books *have been written* by this scientist lately.
5. The text *will be translated* tomorrow.
The text *will have been translated* by tomorrow.
6. The theory *was developed* in 1920.
The theory *has been* just *developed*.
7. New theories *are developed* very often.
New theories *have been developed* by our team.
8. The documents *are* usually *signed* in the morning.
The documents *are being signed*.
The documents *have been signed*.

Ex. 14. Translate the sentences in the Perfect Passive.

1. Our room has been papered lately.
2. The house was built in place of the old one that had been destroyed by fire.
3. He shows much better results since he has been trained by this coach.
4. All the business letters will have been signed by noon.
5. No objections to the plan have been offered so far.
6. I have never been spoken to in such a way.
7. The event had been reported by the newspapers before the investigation began.
8. Some new journals have been just brought.
9. The work will have been completed by the end of the year.
10. All the students had been examined by 5 o'clock.
11. When the director came everything was ready: the documents had been checked and the letters had been typed.
12. When you rang us up the work had been already finished.
13. When you come the documents will have been checked and the letters will have been typed.
14. The equipment will have been delivered by next month.
15. The article will have been written by tomorrow.
16. At the publishing house I was told that the book would have been published by the end of the year.
17. I was sure that the letter would have been registered by Monday.
18. I was told that the machines would have been ordered by next year.
19. He said that the work would have been done by the appointed time.
20. It was evident that the talks would have been finished before the arrival of the commission.

Ex. 15. Change the active sentences to the passive ones.

1. We have obtained necessary results. – _____

2. They have determined the main properties of the substance. – _____

3. He has done everything properly. – _____
4. They had carried out the plan by last week. – _____

5. They had solved all the problems by the beginning of the negotiations. – _____

6. He had presented the report before the conference began. – _____

7. We will have recorded the data by 5 o'clock. – _____

8. They will have checked the devices by tomorrow. – _____

9. He will have tested the equipment before it starts working. – _____

10. He said that he would have prepared instruments by the following month. – _____

Обзорные упражнения

Ex. 16. Complete the text with the passive form of the verbs. Use the Present Simple, Past Simple, or Present Perfect.

FASTER THAN THE SPEED OF SOUND

Concorde, the world's fastest passenger plane, (to develop) _____ by France and Britain together. In the 1950s, both countries dreamed of having a supersonic plane and the project (to start) _____ in 1962. £1.5 billion (to spend) _____ on developing Concorde and it (to test) _____ for over 5 000 hours, which makes it the most tested plane in history. The first passenger plane (to introduce) _____ by British Airways and Air France in 1976. Concorde holds many world records, including the fastest crossing of the Atlantic from New York to London, which (to achieve) _____ in 2 hours 45 seconds! Flying at twice the speed of sound means that flying time (to reduce) _____ by half, which is why the Concorde flight between London and New York (to use) _____ a lot by business people and film stars – you can leave Britain at 10.30 and arrive in New York an hour earlier! Twenty planes (to build) _____ up to the present day. But there are no plans to build any more. Each plane (to produce) _____ at a cost of £55 million, which makes them very expensive!

Ex. 17. Correct the sentences, making them negative.

Model: Paper is made from plastic. – Paper isn't made from plastic.
It's made from wood.

1. President Kennedy was killed in New York. – _____

2. Walkman cassette players were developed by the Russians. – _____

3. The Berlin Wall was knocked down in 1982. – _____

4. The 2000 Olympic Games were held in New Zealand. – _____

5. Rolls-Royce cars are made in Japan. – _____

6. Coca-Cola has been produced for over 200 years. – _____

7. Coffee is grown in Scotland. – _____

8. 'Sunflowers' was painted by Renoir. – _____

Ex. 18. Supply the required passive forms of the verbs in brackets.

1. Meg (*to look*) _____ upon as a perfect wife for a clergyman.

2. After his brother's departure Paul sat for long time thinking about what (*to say*) _____.

3. "I'm not prepared," my father said, "to listen to your suggestions that you never (*to treat*) _____ fairly at school."

4. "Remember I (*to pay*) _____ by an hour," grumbled the driver.

5. But there were signs that order (*to restore*) _____ in the town.

6. Well, what (*to do*) _____ about it, Ted?

7. He went into the bedroom. The bed (*to turn*) _____ down for the night by the maid many hours before.

8. Please find out if our father (*to see*) _____ to leave.

9. She could have gone to Cambridge if she had wanted, she (*to offer*) _____ a scholarship.

10. On Friday she (*to give*) _____ two weeks' notice at the Works.

11. Then the voice announced that the passengers (*to ask*) _____ to pass through the Customs.

12. I wondered to what extent she (*to influence*) _____ by his name to accept his offer.

13. Such are the matters that (*to deal*) _____ with in Mr. Burroughs's book.

14. I found the idea of going to Hereford very upsetting because I (*to promise*) _____ a very nice job a couple of weeks before.

15. Not far away she noticed the film manager in whose office she once (*to make*) _____ to feel so ridiculous.

16. – You must be very prosperous, Eustace, to own a car like that. – This car (*to lend*) _____ to me by an American woman.

Ex. 19. Translate into Russian.

1. Mathematics is loved by many, disliked by a few, admired and respected by all.

2. Facts alone are wanted in life. (Ch. Dickens)

3. These parts are made of steel throughout.

4. At this point the material under examination is fed.

5. The treatment of this theory was modified.

6. The possibilities under consideration will be discussed in detail.

7. The invasion of armies is resisted; the invasion of ideas is not. (V. Hugo)

8. The initiative was supported by everybody.

9. As far as this theory is concerned there are different views.
10. The machine was tried under severe conditions.
11. With a catalyst the reaction was accelerated tenfold.
12. This stage was preceded by careful study of the results.
13. Little was known about subsequent negotiations except that no agreement was reached.
14. In an inductive argument data about past and future are taken as “reasons”.
15. Considerably less was written about mechanisms for effecting state changes.

Ex. 20. Translate paying attention to the passive forms.

1. This phenomenon *has been dealt with* by several researches.
2. During the experiment the air in the laboratory *was being purified* by two ventilators.
3. Great deposits of coal *have been discovered* in our region.
4. The construction of this hydroelectric plant *had been finished* by the end of the last year.
5. An interesting research in the field of electronics *is being done* at our University.
6. The information about weather conditions *was being studied* by meteorologists.
7. One machine-tool *is being worked at* in our laboratory.
8. Now solar energy and its usage *are being studied* by a lot of research groups.
9. In present day organic chemistry new compounds *are being synthesized* daily.
10. This work *will have been done* by 7 o'clock.
11. New methods of obtaining polymers *have been applied* at our plant.
12. The flexible line that *has been* recently *developed* at our plant has greatly improved the production process.
13. A great number of experiments at the designing institute *have been made* before the flood defense system *was worked out*.
14. Our workshop *will have been equipped* with new multipurpose machine-tools by the time when the reconstruction of the plant is over.
15. Almost all chemical elements which *have been found* on Earth *have been discovered* in the Sun and the planets of solar system.

Ex. 21. Translate the text marking out the predicates in passive.

Research that is directed toward the solution of problems can be divided into two major classes: evaluative and developmental. An evaluative problem is one in which the alternative courses of action are completely specified in advance and the solution consists of selecting the “best” of these. A developmental

problem is concerned with the search for (and perhaps construction or synthesis of) instruments which yield a course of action that is better than any available at the time.

In discussing the phases of research we shall consider each of the types of research that have been identified and explore their methodological differences and similarities. But the basis of these comparisons will be laid throughout by a detailed consideration of evaluative problem solving.

As it will be seen in some detail, applied research has the advantage of being able to formulate criteria of its own efficiency in terms of the objectives for which the problem is being investigated. Because of lack of specific objectives, in pure research such criteria cannot be formulated as explicit. Consequently, in pure research many implicit assumptions are made about the conditions under which its results will be applied. In applied research these assumptions are frequently found to be unrealistic. To elaborate a previous example, in pure research the seriousness of various errors can seldom be measured. In applied problems, however, there are few cases in which this condition holds. Hence, different estimation procedures are required in applied science, and serious questions about the estimating procedures of pure science are raised. This fact is not generally appreciated; to the contrary, it is commonly believed that pure research tends to be methodologically superior to applied research. Hence, the general approach of this book may be contrary to the intuition and beliefs of many.

We shall first discuss the methodological aspects of each phase of research in an applied context, and then consider what can be learned from this representation that can be used in the pure research context.

Ex. 22. Translate the text marking out the predicates in passive.

Automation is often referred to as a new subject and its various aspects have not yet all been paid adequate attention to. Thus, for example, its commercial aspects have been only recently fully appreciated. Many problems arising from the impact of automation on national and world economy have not even been dealt with. It is, therefore, of paramount importance that general public should be informed both of its technological and social aspects.

There is hardly any aspect of human life that would not be affected by the changes that automation will bring about. Unfortunately, there is relatively little factual material available for analyzing the consequences of automatization. Indeed, most economists are not yet fully aware of the problems that might arise in the process of automatization. The effect of these developments on the trend of prices, capital investments, and balance of payments has not yet been fully appreciated. These subjects should be adequately dealt with in foreseeable future.

Ex. 23. Translate into English.

1. Исследовательская работа ведется во всех научно-исследовательских институтах нашей страны. – _____

2. Русский Музей в Санкт-Петербурге, пострадавший во время Великой Отечественной войны, теперь восстановлен полностью. – _____

3. Строительный лес перевозится на специальных судах, называемых лесовозами. – _____

4. Мне сказали вчера, что его пригласили работать на кафедре кораблестроения. – _____

5. Молодые семьи, пожелавшие участвовать в программе восстановления сельского хозяйства, обеспечиваются комфортным и недорогим жильем. – _____

6. Соглашение о перемирии было достигнуто только после продолжительных переговоров. – _____

7. На полученные в лаборатории данные можно сослаться в научной статье. – _____

8. Открытие в области нанотехнологий широко освещалось во всех средствах массовой информации. – _____

9. По решению Правительства всем предпринимателям малого и среднего бизнеса будут предоставлены благоприятные преференции. – _____

10. После развала страны многие предприятия тяжелого машиностроения обанкротились и требовали крупных инвестиций для восстановления производства. – _____

11. Многие лаборатории нашего университета планомерно оборудуются новыми мощностями в соответствии с программой стратегического развития. – _____

ТЕМА 2. МОДАЛЬНЫЕ ГЛАГОЛЫ (THE MODAL VERBS)

Модальные глаголы не обозначают действия, а выражают отношение к нему, т.е. возможность, вероятность или необходимость совершения действия. Само действие выражается инфинитивом смыслового глагола без частицы **to**, следующим за модальным глаголом.

2.1. Образование отрицательных и вопросительных форм¹

Для образования отрицательной формы после модального глагола ставится отрицательная частица **not**.

Примечание. Отрицание **not** с глаголом **can** пишется слитно: **cannot**.

We cannot handle the cargo with the help of crane. – Мы не можем обрабатывать груз с помощью крана.

Для образования вопросительной формы модальный глагол ставится перед подлежащим:

Must they provide us with all necessary data? – Они должны снабдить нас всеми необходимыми данными?

Yes, they must. – Да, должны.

No, they need not (needn't). – Нет, не должны (не нужно).

Примечания:

1. Для выражения необходимости (*не нужно, не надо*) в отрицательной форме употребляется глагол **needn't**.

2. В ответе на вопрос, начинающийся с **may**, употребляется глагол **mustn't** в значении *запрещается*:

May I take this book? – No, you **mustn't**. *I need it myself.* – Можно мне взять эту книгу? – Нет, **нельзя**. Она мне нужна самому.

Итак, в английском языке следующие глаголы выражают **долженствование**:

must – должен, нужно, необходимо;

to have to – должен, вынужден, придется;

to be to – должен, нужно;

should – следовало бы, следует (реже должен);

ought to – следовало бы, следует (реже должен).

2.2. Can (could) = to be able to

Глагол **can** выражает возможность, способность и разрешение совершить действие и переводится на русский язык глаголами *могу (может, можешь и т.д.)*, *умею (умеет, умеешь и т.д.)*, *можете (вам разрешено)* и т.п.:

We can handle the cargo with the help of crane. – Мы можем обрабатывать груз с помощью крана.

¹ Текст раздела составлен по материалам учебного пособия: Тарануха Н. А., Першина Е. Ю. Английский язык для транспортных специальностей вузов. В 2 т. Т. 1. Базовый профессиональный курс. М., 2011. С. 198.

Глагол **can** в прошедшем времени имеет форму **could**.

У модального глагола **can** есть эквивалент, который употребляется наряду с соответствующим модальным глаголом и, кроме того, используется взамен отсутствующих временных форм этого модального глагола: **can = to be able to**:

We are able to handle the cargo with the help of crane.

We were able to handle the cargo with the help of crane.

We will be able to handle the cargo with the help of crane.

Тренировочные упражнения

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

1. I can help you. – _____
2. We can wait for you. – _____
3. You can do it yourself. – _____
4. He can read English books without a dictionary. – _____

5. She can play the piano very well. – _____

6. They can finish their work today. – _____

7. He can return in time. – _____

Ex. 2. Translate the sentences.

1. I cannot do it at once.
2. Can you translate this text into French?
3. I think we can help you.
4. Last year he could speak English fluently.
5. He could repair his radio-set himself.
6. When he came to London he could carry on talks without an interpreter.
7. We were able to finish our work for 5 days.
8. I am afraid he won't be able to return in time.
9. We will be able to fulfill all the terms of the agreement.
10. I knew he would be able to do this work.

2.3. May (might) = to be allowed to

Глагол **may** выражает разрешение или предположение и переводится *могу, можно, возможно*:

You may use these facilities in handling cargo. – Вы можете (вам разрешено) использовать эти устройства при обработке груза.

Глагол **may** имеет форму прошедшего времени **might**, которая употребляется в соответствии с правилом согласования времен, а также для образования сослагательного наклонения.

У модального глагола **may** есть эквивалент, который употребляется наряду с соответствующим модальным глаголом и, кроме того, используется взамен отсутствующих временных форм этого модального глагола: **may = to be allowed to**:

*You **are allowed to** use these facilities in handling cargo.*

*You **were allowed to** use these facilities in handling cargo.*

*You **will be allowed to** use these facilities in handling cargo.*

Тренировочные упражнения

Ex. 3. Put the sentences into the Past and Future Tenses.

1. You may use my dictionary. – _____
2. They may start the experiment. – _____
3. I may work in the library. – _____
4. He may go on holiday. – _____
5. She may take any things here. – _____
6. You may remain in this room. – _____
7. Children may play in the garden. – _____

Ex. 4. Translate the sentences.

1. May I take your dictionary?
2. They may be at home now.
3. The weather may change tomorrow.
4. He may be sleeping now.
5. You may have another cup of tea.
6. May I smoke here?
7. He might do it yesterday.
8. We were allowed to work in this laboratory.
9. She will be allowed to take another examination.
10. Students are allowed to miss classes only in case of an illness.

Ex. 5. Fill in the blanks with 'can' / 'could' or 'may' / 'might' (or the negative forms).

1. _____ we leave the room? Is the lesson over?
2. – _____ you stand on your head? – I _____ when I was at school but I _____ now.
3. – _____ I smoke here? – No, you _____, smoking is not allowed.
4. – _____ you type? – Yes, I _____ type but I _____ do shorthand.
5. – _____ I come in? – Please, do.
6. Where _____ I buy fruit?

7. He _____ answer the teacher's questions yesterday, but he _____ answer the same questions today.
8. – _____ I come and see you this evening? – Of course you _____.
9. When I first went to Spain I _____ read Spanish but I _____ speak it.
10. He said that we _____ use his flat whenever we liked.
11. There was a lot of noise in the street last night, and I _____ sleep.
12. _____ I borrow your umbrella?
13. The boys _____ wait for him, they have no time for that.
14. It's very cold. _____ I shut the windows?

2.4. Must = to be to, to have to

Глагол **must** выражает необходимость, обязательность или вероятность совершения действия и переводится *должен, нужно, надо, вероятно*:

*They **must** provide us with all necessary data. – Они **должны** снабдить нас всеми необходимыми данными.*

Глагол **must** не имеет формы прошедшего времени.

У модального глагола **must** есть эквиваленты, которые употребляются наряду с соответствующим модальным глаголом и, кроме того, используются взамен отсутствующих временных форм этого модального глагола: **must = to be to, to have to**.

Когда речь идет о необходимости совершения действия в силу предварительной договоренности или заранее намеченного плана или расписания, употребляется эквивалент **to be to** с последующим инфинитивом основного глагола. Глагол **to be to** в модальном значении употребляется в настоящем или прошедшем времени группы Indefinite; для выражения действия в будущем употребляется настоящее время глагола **to be**:

*Old engine **is to be replaced** next month. – Старый двигатель **должен** быть заменен в следующем месяце.*

*Old engine **was to be replaced** last month. – Старый двигатель **должен был** быть заменен в прошлом месяце.*

Если же речь идет о необходимости совершения действия в силу обстоятельств, то употребляется эквивалент **to have to** в значении *должен, вынужден, приходится* с последующим инфинитивом основного глагола. Глагол **to have to** в модальном значении употребляется в настоящем или прошедшем времени группы Indefinite:

*As the engine is old you **have to** replace it. – Так как этот двигатель старый, вам **придется** его заменить.*

Тренировочные упражнения

Ex. 6. Put the sentences into the Past and Future Tenses.

1. We must go home. – _____
2. He must be at the factory in the morning. – _____

3. You must come to the lessons in time. – _____
4. I must learn the poem by heart. – _____
5. She must do it at once. – _____
6. They must pass their exams. – _____
7. You must do your exercises at home. – _____

Ex. 7. Translate the sentences.

1. I must go there immediately.
2. Her English is very poor, she must study very hard.
3. You must always think twice before you say anything.
4. He must read much to improve his pronunciation.
5. She must wait for us in the Institute.
6. She must be waiting for us in the Institute.
7. They must be in the Institute now.
8. You must follow my advice.
9. It must be raining now.
10. She must be ill, otherwise she would come.
11. I have to get up very early.
12. Mother has to cook dinner after work.
13. They had to cover the whole distance on foot.
14. He had to wait for a while as the director was late.
15. I had to stay at home yesterday because I had much work.
16. You will have to speak to him personally.
17. You will have to leave at six to catch the train.
18. She will have to do it once over again.
19. I have to do it myself.
20. He said that you would have to go there on your own.
21. They were to sign the contract last week.
22. He is to come tonight.
23. He was to leave on Monday.
24. Our meeting is to take place next week.
25. We are to finish this work in summer.
26. We were to meet at the station at 6 o'clock.
27. The train is to arrive late at night.

Ex. 8. Replace the infinitives in brackets by the modal verbs 'must', 'to have to' if the action is only necessary; by to be to – if it is expected.

1. This is Dora. She (to share) _____ your room.
2. I must leave you now. I (to do) _____ the cooking.
3. Who (to meet) _____ you there?
4. My feet are wet. I (to change) _____ my stockings.
5. I'm afraid you (to go) _____ there alone, darling. I've such a headache!
6. When the lecture (to begin) _____?
7. Two more apartment houses (to be built) _____ here.
8. Well, children, who (to do) _____ the dishes tonight?
9. Sorry, I've got to rush. I (to meet) _____ mother at the metro station at 6 sharp.
10. You (to leave) _____ at six to catch the train.
11. I (to write) _____ a letter to my sister. I am worried about her.
12. She (to wear) _____ glasses as her eyesight is very weak.
13. It is raining. You (to put on) _____ your raincoat.
14. It was planned that we should wait for them after the performance. We (to wait) _____ for them at the entrance.

Ex. 9. Translate the words in brackets.

1. Of course, I (могу) _____ translate this article.
2. I think I (мог бы) _____ show you how to do it.
3. You (можно) _____ go and tell her about it.
4. (Можно) _____ I see the doctor now?
5. He (мог бы помочь) _____ you but he didn't want to bother.
6. You (можете) _____ easily get there in 20 minutes.
7. You (сможете) _____ do it directly on return.
8. (Можно) _____ I have some cream with my tea?
9. You (нельзя) _____ discuss the subject with your friends.
10. She was in a hurry, she (не могла) _____ wait for us.
11. There is a sign. You (нельзя) _____ take pictures here.
12. The swimmer was very tired but he (смог) _____ reach the shore.
13. Before her illness, she (могла) _____ work fourteen hours a day.
14. When they buy a car, they (смогут) _____ visit their friends more often.

2.5. Should, ought to

Глаголы **should** и **ought to** употребляются для выражения морального долга или совета и переводятся *должен, следует*. Являясь модальным глаголом, **should** употребляется со всеми лицами единственного и множественного числа.

Глагол **ought to** употребляется во всех лицах единственного и множественного числа:

*Young men **should** serve in the army.* – Юноши **должны** служить в армии.

*You **ought to** be careful when handling cargo.* – Вы **должны** быть осторожны при обработке груза.

Глагол **should** в модальном значении часто употребляется в инструкциях:

*These machines **should** be handled with great care.* – С этими машинами **следует** обращаться с большой осторожностью.

Тренировочные упражнения

Ex. 10. Translate the sentences.

1. He should be more careful about his health.
2. You shouldn't speak to him in such a manner.
3. You shouldn't behave like that.
4. You should help him in his work.
5. They should visit their grandparents more often.
6. The young ought to respect old age.
7. I have done what I ought to do.
8. Why do you ask my opinion? You ought to know better.
9. You can't change anything, so you ought to put up with it.
10. He feels that he ought to do something about it without any delay.

Ex. 11. Fill in the blanks with either 'should' or 'must'. Translate into Russian.

1. a) You look fresh! You _____ have had a good sleep at night.
b) You look tired! You _____ have a good sleep at night.
2. a) They _____ have studied the subject more thoroughly; they will regret it later on.
b) They _____ have studied the subject thoroughly; they answered every question.
3. a) You _____ have ignored the traffic regulations. That's why you were fined.
b) You _____ have followed the traffic regulations, and then you would not have been fined.
4. a) He _____ be working at his problem now.
b) He _____ work at the problem, it hasn't been solved yet.
5. a) I _____ have taken Grandfather's spectacles. I cannot see anything through them.
b) I _____ have taken my opera-glasses. I don't see anything.

2.6. Need

Модальный глагол **need** выражает необходимость совершения действия. Так как модальный глагол **need** употребляется только в вопросительных и отрицательных предложениях, то он чаще всего переводится *не нужно, нет необходимости*:

Need the cargo be transported in container? – Нужно этот груз перевозить в контейнере?

You needn't use the crane while handling. – Нет необходимости использовать кран при обработке груза.

Примечание. Глагол **need** в значении *нуждаться в чем-либо* является смысловым, все временные формы образуются по соответствующим правилам.

You need a long rest. – Ты нуждаешься в длительном отдыхе.

Do you need a long rest? – Yes, I do.

Тренировочные упражнения

Ex.12. Translate the sentences.

1. I need this book for my report.
2. – Do you need my help? – No, thank you. I don't need it yet.
3. You needn't come here every day.

Ex. 13. Paraphrase the following using the modal verb 'need'.

Model: Was it quite necessary for you to do the work instead of him?
Need you do the work instead of him?

1. It is not necessary to copy the composition. I can read it as it is. –

2. It was not necessary for her to carry the bags all by herself: there were porters at the station. – _____

3. Why do you want to buy a new bag? I could have lent you mine. –

4. There is no use worrying about her; she is quite able to take care of herself. – _____

5. What's the use of reproaching yourself? – _____

-
6. I don't think there is any need to bother them. – _____
-

Ex. 14. Give an advice or make a recommendation. Use the modal verbs.

1. I overslept again this morning. – _____

2. Someone's stolen my wallet. – _____

3. Betty got terribly sunburn yesterday. – _____

4. We're spending our holidays in Florida next summer. – _____

5. You've always late for work. – _____
6. We're hopelessly lost. – _____
7. There's someone knocking at the door. – _____

8. The road is icy this morning. – _____
9. Our train leaves in a few minutes. – _____

10. The rain is coming through the roof. – _____

В табл. 2.1 приведены модальные глаголы и их эквиваленты, а также способы употребления модальных глаголов.

Таблица 2.1

Модальные глаголы

Модальный глагол	Случаи употребления	Перевод	Примеры
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
can (could) = = to be able to	1. возможность 2. разрешение 3. запрещение	1. могу, умею, возможно 2. можно 3. нельзя	1. I <i>can</i> speak English. 2. You <i>can</i> read aloud. 3. You <i>can't</i> cross street here
may (might) = = to be allowed to	1. разрешение 2. строгое запрещение 3. предположение	1. можно, разрешается 2. не смей 3. возможно, может быть	1. <i>May</i> I come in? 2. You <i>may not</i> smoke here. 3. He <i>may</i> know her address

1	2	3	4
must = to have to to be to	1. долг, обязательство 2. настоятельный совет, приказ 3. запрещение 4. в связи с обстоятельствами 5. с планом, по договорённости	1. должен 2. должен 3. запрещено, нельзя 4. приходится, вынужден 5. должен	1. We <i>must</i> study hard. 2. You <i>must</i> consult a doctor. 3. You <i>mustn't</i> run here. 4. You <i>have to</i> go to hospital. 5. He <i>is to</i> meet us at 7 o'clock
should ought to	моральный долг, обязательство, совет, рекомендация, порицание	должен, следует, нужно (было бы), следовало бы	You <i>should</i> stop smoking. You <i>ought to</i> help your friends
need (-,?)	1. необходимость 2. отсутствие необходимости 3. разрешение <u>не</u> делать ч.-л. 4. смысловой глагол	1. нужно, есть ли необходимость 2. не надо, нет необходимости 3. можно не 4. нуждаться в чём-либо	1. <i>Need</i> I do it today? 2. He <i>needn't</i> hurry. 3. You <i>needn't</i> copy the text. 4. He <i>needs</i> a long rest

2.7. Употребление модальных глаголов в сочетании с инфинитивом пассивного залога

Инфинитив пассивного залога Indefinite Passive после модальных глаголов **can**, **may**, **must** и **should** переводится неопределенной формой глагола:

*Today lathes **can be found** in any shop. – В настоящее время токарные станки **можно найти** в любом цехе.*

В отрицательной форме модальные глаголы **can** и **may** с инфинитивом пассивного залога переводятся *нельзя*, **must**, **should** – *не следует*:

*This device **may not be switched on** here. – Этот прибор **нельзя** здесь **включать**.*

The batteries should not be kept uncharged. – Батареи не следует держать разряженными.

Тренировочные упражнения

Ex. 15. Translate the sentences with the modal verbs and the Passive Infinitives.

1. This book *can be taken* in the library.
2. This work *cannot be finished* today.
3. These data *could be obtained* only in Moscow.
4. This work *must be done* thoroughly.
5. This work *has to be done* every day.
6. The question *will have to be considered* again.
7. The article *had to be divided* into two parts.
8. The documents *must be checked*.
9. The permission *may be obtained* very soon.
10. According to the contract goods *are to be delivered* in September.
11. The letter *should be sent* immediately.
12. This question *should be discussed* at the next meeting.
13. He *needn't be asked* about it.
14. This book *should be translated* into Russian.
15. The goods *ought to be examined* before loading.

2.8. Употребление модальных глаголов в сочетании с перфектным инфинитивом

Модальный глагол **must** в сочетании с перфектным инфинитивом выражает предположение, относящееся к прошлому, и переводится *должно быть, вероятно*:

Originally the Earth's temperature must have been extremely high. – Вначале температура Земли была, вероятно, чрезвычайно высокой.

Модальный глагол **may** также выражает предположение, но переводится *возможно*:

He may have finished his experiment, but we don't know about it yet. – Он, возможно, закончил свой опыт, но мы еще ничего об этом не знаем.

Модальные глаголы **could, should, might, ought to** в сочетании с перфектным инфинитивом употребляются для выражения действия, которое могло бы произойти, но не произошло:

You could have done this work yourself. – Вы могли бы сделать эту работу сами (но не сделали).

They should have tested the new equipment. – Они должны были проверить новое оборудование (но не проверили).

The student ought to have been careful while working with this instrument. Now the instrument is broken. – Студенту следовало быть осторожным, работая с этим прибором. Теперь прибор сломан.

Тренировочные упражнения

Ex. 16. Translate the sentences with the modal verbs and the Perfect Infinitives.

1. He *can't have done* it, it's very unlike him.
2. They *can't have left* without saying good-bye.
3. He *may have forgotten* about our appointment.
4. She *may have* already returned home.
5. He *must have missed* the train.
6. They *must have lost* your address.
7. She *must have left* her bag at home.
8. Some mistakes *must have been made* in the translation.
9. The goods *may have been damaged* in transit.
10. – *Can he have said* it? – He *must have been* very angry with you.
11. You *should have done* it yesterday.
12. They *shouldn't have helped* her. She could do it herself.
13. You *needn't have gone* there.
14. You *ought to have done* it properly.
15. They *should have been informed* about it some days ago.

Ex. 17. Open the brackets using the correct form of the infinitive. Translate the sentences into Russian.

1. I don't feel well now. I should (*to remember*) _____ to take the medicine yesterday.
2. Children should (*to obey*) _____ their parents.
3. It's three o'clock and I'm feeling very hungry; I should (*to eat*) _____ more for lunch.
4. The little boy was playing with his father's typewriter and of course he broke it; he shouldn't (*to allow*) _____ him to play with it.
5. You have a weak heart. You shouldn't (*to run*) _____.
6. I was very tired last summer and I should (*to take*) _____ a holiday, but there was too much work to do.
7. When he went for a walk he should (*to take*) _____ his umbrella, it looked like rain (but he didn't).
8. The workmen are very slow; the job should (*to finish*) _____ a week ago.

9. You shouldn't (*to eat*) _____ so much bread, now you've gained weight.

10. You shouldn't (*to go*) _____ out yesterday without a coat. No wonder you caught cold.

11. You should (*to cross*) _____ the road by the subway (but you didn't).

12. He should (*to check*) _____ that his brakes were working properly (but he didn't).

13. You should (*to warn*) _____ him that the ice was dangerous (but you didn't).

14. Tom's had another accident. It sounds like Tom's fault. He should (*to wait*) _____ till the main road was clear.

Ex. 18. Use 'should' or 'had to' with the correct form of the Infinitive in brackets.

1. I (*to send*) _____ a telegram because it was too late to send a letter. You (*to remind*) _____ me to do it earlier.

2. I (*not to tell*) _____ him the news; he was so much upset, but I really (*to do*) _____ so, for the circumstances demanded it.

3. The agreement was that if Johnny White could not repay the money he had borrowed, then Luke Flint (*to have*) _____ the right to sell the land.

4. It was very hard work but we (*to do*) _____ it.

5. She (*not to let*) _____ it pass like that, she (*to explain*) _____ to him that he was wrong.

6. Although it was unpleasant to her, she (*to tell*) _____ him that he was wrong.

Обзорные упражнения

Ex. 19. Choose the correct answer according to tense and meaning. Translate the sentences.

1. If I had a car I (*would drive / will drive*) to my office every day.

2. Gregory (*would have gone / would go*) on a boating trip to Lake Michigan if he had been free.

3. Lora wasn't at school yesterday. She (*will have / may have had*) an accident.

4. He said he could manage for the time being but he (*needed / would need*) some help later.

5. Bet was supposed to be home at 7 o'clock. She (*must forget / must have forgotten*) about Sharon's visit.

6. Where do you think he is today? He (*should have slept / may have slept*) late.

7. Lora missed her classes today. She (*might have fallen / might had fallen*) ill.
8. Robert arrived without his book. He (*could have lost / would have lost*) it.
9. Mary received a warning for speeding. She (*should have driven / shouldn't have driven*) so fast.
10. His car stopped on the way to the bank. It (*may run / may have run*) out of petrol.

Ex. 20. Translate the sentences with the modal verbs.

1. I can do everything for you.
2. The project was so expensive that it could not be continued.
3. This procedure can help to solve the problem more efficiently.
4. Using radioactive isotopes the scientists will be able to carry out many experiments.
5. The compass used by a pilot has to be small and light in weight.
6. You ought to know that these terms may be used as synonyms.
7. It should be noted that in all cases the same devices must be used.
8. The two ends cannot have had the same polarity.
9. Careful attention must be paid to the construction of the diagram.
10. The engines should be as simple as possible.
11. We will have to work out an experiment in which we will be able to use the new substance.
12. Heat is a form of energy and may be measured in the units in which energy is measured.
13. As to the technician, several times a day he has to make an important decision: can a TV set be properly repaired at home or should it be taken to the shop? To make the right decision he must know the kind of repair needed.
14. That apparatus was to be used for testing the means of communication.
15. These two units of power may be used to define two units of work.
16. Water might be used for this purpose, but oil is more convenient.
17. He cannot have made such a serious mistake.
18. You should have recorded the data in time.
19. The devices must have been tested and adjusted, but they are to be examined again.

Ex. 21. Insert the modal verbs in the appropriate form.

1. You _____ be careful when crossing the street.
2. The bus was not going that direction, so he _____ to change.
3. You _____ work hard to improve your English.
4. When I asked him why he was so late, he explained that he had missed the bus and _____ wait for another one.
5. There is nobody to help me, and I _____ do all the work myself.

6. There was no choice and he _____ to agree.
7. The work _____ be finished as soon as possible, it's your duty.
8. According to the time-table the lecture _____ take place next Monday.
9. Why are you so late? Didn't you get my letter saying that we _____ meet at 4 o'clock.
10. The train _____ arrive at 6, but evidently something unexpected has happened.
11. You _____ not give the child so much money, it will spoil him.
12. You _____ not come so early, you will have to wait.
13. You _____ speak to him, it will cheer him up.
14. If you want to be healthy, you _____ give up smoking.
15. You _____ not get upset over trifles, you _____ pull yourself together.
16. You _____ not return the money so soon, I can wait.
17. Don't contradict her, you _____ respect her age.
18. You _____ read this text quite easily, you knowledge is well enough.
19. You _____ take this book, I don't need it.
20. _____ I be of any service to you?
21. _____ I open the window?
22. _____ you do me a favour?
23. Buy this dictionary. You _____ want it one day.
24. I _____ not imagine her teaching children, she is so impatient.
25. Something was wrong with the telephone, I _____ not hear anything.
26. _____ I come to you tonight?
27. I _____ easily do without you.
28. He _____ manage the task by himself, it is beyond his powers.
29. _____ I ask you to explain the rule once more?

Ex. 22. Translate the sentences.

1. It must be done at once.
2. This material can be used for your work.
3. The telegram can't be sent today.
4. The work couldn't be finished in time.
5. The books may be left on the table.
6. This work has to be done every day.
7. Your article should be changed.
8. The question must be discussed immediately.
9. He must be given support.
10. A railway should be constructed across the desert.

Ex. 23. Translate the winged words into Russian.

1. The longest day must have an end.
2. Little friends may prove great friends. (*Aesop*)
3. They who lose today may win tomorrow.
4. A fool may ask more questions than a wise man can answer.
5. Everything must have a beginning.
6. A man can do no more than he can.
7. Any blind man can see it.
8. Do as you may if you cannot do as you would.
9. The bird that can sing and will not sing must be made to sing.
10. They must often change who would be constant in happiness or wisdom. (*Confucius*)
11. He that can have patience can have what he will.
12. Life can be understood backwards, but it must be lived forwards.
13. What the businessman needs to know is how the new developments can be applied to industry.
14. Children should be seen not heard.
15. Books and friends should be few but good.
16. He has made his bed, and he has to lie on it.
17. He that would eat the fruit must climb the tree.
18. He who would write heroic poems should make his whole life a heroic poem. (*T. Carlyle*)
19. All would live long, but none would be old. (*B. Franklin*)
20. We shall be able to correct the program.
21. He was allowed to perform the operation.
22. These problems were to be considered together.
23. Such a search will have to be undertaken.
24. Unfortunately, some things just have to be learned by rote.
25. I am to go to the conference.
26. I have to go to the conference.
27. The full five names do not have to be specified.
28. For other types of signals the carrier level may have to be increased.
29. The women were not allowed to take their tea breaks until she had left.
30. Bad news should be broken gently and good news all at once.

Ex. 24. Translate the text paying attention to the modal verbs and their equivalents.

THE PLAN FOR IMPLEMENTATION

Planning for the implementation of research results should begin when the research itself begins; it should not wait until the results are obtained. Specifically, the technical abilities of those who will use the results and the facilities at their disposal should be taken into account in determining the form and nature of

the research results which should be sought. It would be foolish to expect a clerk to solve an equation requiring the calculus of variations; a monograph or a table may be necessary. But a monograph or a table may be able to provide only very approximate solutions to equations. An approximation which is used, however, will produce better results than an exact solution which is ignored. In order to assure that the research results are carried out as intended, it is necessary to develop a detailed plan for their implementation. This need is generally acknowledged where the action ultimately to be taken is to be performed by a computer. In such a situation the researcher recognizes his responsibility for developing a program for the computer. What is not so well recognized is that almost as detailed a program is required for human operators. It is necessary to specify exactly who is to do what, when they are to do it, and how. The *who* and *when* can normally be shown on a flow chart which indicates the way that the relevant operations are to be conducted. The *what* requires detailed instructions in terms of operations that can be performed by the kinds of people involved.

Ex. 25. Translate the sentences into English.

1. Может быть, он и вернулся в Москву, но я его еще не видел. – _____
2. Он очень бледен. Вероятно, он очень устал. – _____
3. Эта статья, должно быть, была написана для выступления на конференции. – _____
4. Декан сказал мне, что я могу приходить в лабораторию в любое время. – _____
5. Студенты, возможно, придут только завтра, так как они не знают об изменении расписания. – _____
6. Я не думал, что это может случиться очень скоро. – _____
7. Это произведение, может быть, и было не актуально, но они, вероятно, прочли его внимательно, так как смогли воспроизвести всё в деталях. – _____
8. Можно здесь заниматься с руководителем? – _____
9. Товары, должно быть, были упакованы очень небрежно, так как получили повреждения при перевозке. – _____
10. Ему сказали, что, возможно, ему придется вернуться раньше. – _____

11. Она, должно быть, была очень рада встрече с вами. – _____

12. Я не мог найти этот журнал в библиотеке, мне пришлось пойти в читальный зал. – _____

13. Нам удалось перевезти все товары в течение десяти дней. – _____

14. Неужели вам не сказали об этом? – _____

15. Мы могли бы сделать этот перевод более грамотно, если бы у нас было больше времени. – _____

16. Если бы все меры предосторожности были предприняты, авария могла и не произойти. – _____

ТЕМА 3. ПРИЧАСТИЕ (THE PARTICIPLE)

Причастие – это неличная форма глагола, имеющая признаки как прилагательного, так и глагола. Существуют простые и сложные формы причастия.

3.1. Способы образования причастия

Причастия имеют следующие формы:

Типы причастий	Active	Passive	Действие
Participle I	building	being built	Выражает действие, одновременное с действием глагола-сказуемого
Participle II	-----	built	Выражает действие, одновременное с действием глагола-сказуемого или предшествующее ему
Perfect Participle	having built	having been built	Выражает действие, предшествующее действию глагола-сказуемого

Participle I образуется путем прибавления **-ing** к основе глагола.

Participle II – это 3-я форма глагола.

Perfect Participle образуется по всем правилам образования временной формы Perfect.

3.2. Функции причастия

Функции **Participle I** в предложении:

1. *Определение.* Переводится причастием активного залога с суффиксами *-ущ, -ющ, -ащ, -ящ, -вш, -ш* или определительным придаточным предложением. В функции определения Participle I может стоять перед определяемым словом или после него:

The building ship is standing in the yard. – Строящееся судно стоит на верфи.

The ship building in the yard is called 'Peter the Great'. – Судно, строящееся на верфи, называется «Петр Великий».

2. *Обстоятельство.* Переводится деепричастием с суффиксами *-а, -я, -ав, -ив* или обстоятельственным придаточным предложением:

Handling cargo one must take precautions. – Обрабатывая грузы необходимо соблюдать осторожность.

Air transportation, being one of the means of transportation, is considered to be the fastest one. – Авианперевозки, являясь одним из средств транспортировки, считаются самыми быстрыми.

3. *Часть сказуемого* во временах группы Continuous и Perfect Continuous. Переводится глаголом в личной форме:

The shipbuilders are applying the most progressive methods of constructing vessels. – Судостроители применяют самые прогрессивные методы строительства судов.

Participle I с союзами **when** – *когда* и **while** – *в то время как* переводится:

а) деепричастием (или деепричастным оборотом), при этом союз опускается;

б) придаточным предложением с союзами *когда, в то время как*;

с) предлогом *при* + существительное:

When (while) loading goods they use different handling cargoes facilities. – Загружая (когда загружали, при загрузке) товара, они использовали различные средства обработки груза.

В предложении **Participle II** может быть:

1. *Определением.* Переводится причастием пассивного залога с суффиксами-окончаниями, *-нный, -емый, -имый, -тый, -шийся, -вишийся*. В функции определения Participle II может стоять перед определяемым словом или после него:

The ships produced by our shop are of improved quality. – Суда, выпускаемые нашим цехом, улучшенного качества.

Обратите особое внимание на перевод предложений, в которых за подлежащим следуют два слова с окончанием **-ed**. Первое из них обычно является определением в форме Participle II и при переводе ставится перед определяемым словом, второе является сказуемым в Past Indefinite:

*The cargo **transported handled** by crane.* – **Перевозимый груз обрабатывался** краном.

Однако первым словом может быть сказуемое в Past Indefinite, а вторым – Participle II в функции определения:

*Yesterday the engineer **demonstrated improved** mechanisms.* – **Вчера инженер показал усовершенствованные** механизмы.

2. *Обстоятельством.* Перед Participle II в функции обстоятельства обычно стоят союзы **when** – *когда*, **if** – *если*, **unless** – *если не*, **as** – *как*. Такой причастный оборот переводится, как правило, придаточным обстоятельством предложением, а иногда – предлогом *при* + существительное:

*As **seen** from the article these ships are produced at our works.* – **Как видно из статьи, эти суда изготавливаются** на нашем заводе.

***Unless tested** the mechanisms must not be put into operation.* – **Если механизм не испытан (не прошел испытаний), его нельзя эксплуатировать.**

3. *Частью сказуемого* в пассивном залоге и во временах группы Perfect; переводится глаголом в личной форме:

*I **was told** about this discovery only a few days ago.* – **Мне сказали об этом открытии только несколько дней назад.**

*They have considerably **developed** the engine.* – **Они значительно усовершенствовали** двигатель.

Participle I Passive в предложении может быть:

1. *Определением.* Переводится причастием пассивного залога с суффиксами-окончаниями *-щийся, -вшийся, -мый* или определительным придаточным предложением:

*The plant **being built** in our town will produce ice-breakers.* – **Завод, строящийся в нашем городе, будет выпускать** ледоколы.

2. *Обстоятельством* времени или причины. Обычно переводится обстоятельством предложением времени или причины (реже причастным оборотом со словом *будучи*):

***Being built** in our town, the ship will be called the name of one of the first builders.* – **Так как корабль строится в нашем городе, он будет назван именем одного из первостроителей.**

Perfect Participle Active и **Passive** в предложении являются только *обстоятельством* (времени или причины) и переводятся:

1. Perfect Participle Active – деепричастием совершенного вида с суффиксами *-ав, -ив* или придаточным предложением:

Having repaired the engine, the mechanic showed it to the engineer. – Отремонтировав мотор, механик показал его инженеру. (После того как механик отремонтировал мотор, он ...).

2. Perfect Participle Passive – придаточным предложением с союзами *так как, после того как, когда*:

Having been repaired, the engine began operating better. – После того как мотор был отремонтирован, он начал работать лучше.

Тренировочные упражнения

Ex. 1. Form the Participle I from the following verbs and translate them.

to bring – _____
to begin – _____
to think – _____
to give – _____
to read – _____
to produce – _____
to move – _____
to refuse – _____
to make – _____
to keep – _____
to study – _____
to divide – _____
to work – _____
to obtain – _____
to do – _____

to build – _____
to use – _____
to receive – _____
to write – _____
to develop – _____
to play – _____
to return – _____
to get – _____
to meet – _____
to decide – _____
to achieve – _____
to enter – _____
to discover – _____
to take – _____
to speak – _____

Ex. 2. Form the Participle II from the following verbs and translate them.

to translate – _____
to install – _____
to change – _____
to equip – _____
to include – _____
to construct – _____
to test – _____
to develop – _____
to make – _____

to add – _____
to contain – _____
to save – _____
to divide – _____
to offer – _____
to adjust – _____
to collect – _____
to take – _____
to know – _____

to leave – _____
to show – _____
to teach – _____
to write – _____
to grow – _____
to put – _____

to see – _____
to tell – _____
to pay – _____
to find – _____
to cut – _____
to say – _____

Ex. 3. Translate the word-combinations paying attention to the different forms of the Participles.

a) Participle I в функции определения:

the student taking examinations – _____
the workers building a house – _____
the plant producing new equipment – _____
the engineer designing optical devices – _____
the scientist carrying out research – _____
the man studying foreign languages – _____
the professor delivering a lecture – _____
the road connecting two villages – _____
the boy playing in the garden – _____
the student knowing everything – _____

b) Participle I в функции обстоятельства:

using new equipment – _____
entering the Institute – _____
obtaining new data – _____
building a house – _____
moving at high speed – _____
translating a text – _____
staying at home – _____
doing an experiment – _____
attending all the lectures – _____
graduating from the University – _____

c) Perfect Participle Active в функции обстоятельства:

having graduated from the University – _____
having done the work – _____
having written the article – _____
having developed a new method – _____
having installed the equipment – _____
having read the text – _____
having passed the exam – _____
having lost the key – _____

having missed the lectures – _____
having taken necessary measures – _____
having constructed the road – _____
having discovered a new substance – _____
having crossed the street – _____
having solved the problem – _____
having discussed the question – _____

d) Participle II в функции определения:

the translated text – _____
the obtained information – _____
the installed devices – _____
the exported goods – _____
the signed documents – _____
the article published in this journal – _____
the telegram sent yesterday – _____
the machinery produced by the plant – _____
the facts mentioned in this article – _____
the book written by the scientist – _____
the newspapers brought in the morning – _____
mistakes made by the students – _____
the writer known all over the world – _____
the poem read aloud – _____
the film shown after the lecture – _____

Ex. 4. Translate into English.

a) Participle I в функции определения:

студент, знающий три иностранных языка – _____
инженер, использующий новые методы – _____
ученый, разрабатывающий новую теорию – _____
профессор, читающий лекцию – _____
мужчина, курящий у окна – _____
люди, работающие на фабрике – _____
рабочие, строящие туннель – _____
канал, соединяющий два моря – _____
человек, предлагающий свою помощь – _____
завод, производящий автомобили – _____

b) Participle II в функции определения:

текст, переведенный студентом – _____
усовершенствованные методы – _____
вопрос, обсуждаемый на собрании – _____

книга, найденная в аудитории – _____
университет, основанный Ломоносовым – _____
поэма, написанная Пушкиным – _____
данные, полученные компьютером – _____
прибор, сконструированный в нашей лаборатории – _____

история, рассказанная на уроке – _____
книга, взятая в библиотеке – _____

c) Participle I в функции обстоятельства:

читая книгу – _____
рассказывая историю – _____
строя дома – _____
используя новые методы – _____
сдавая экзамены – _____
проводя эксперимент – _____
изучая физику – _____
улучшая исследовательскую работу – _____
думая о будущем – _____
работая эффективно – _____

d) Perfect Participle Active в функции обстоятельства:

прочитав книгу – _____
переведя статью – _____
окончив работу – _____
окончив университет – _____
получив данные – _____
построив завод – _____
обсудив предложение – _____
открыв новые земли – _____
решив все проблемы – _____
изучив три иностранных языка – _____
сдав все экзамены – _____
установив оборудование – _____
написав диссертацию – _____
получив диплом – _____
повторив эксперимент – _____

Ex. 5. Translate the sentences.

a) Participle I в функции определения:

1. The engineer making an experiment must take all safety measures.
2. The electric current passing through a wire will heat that wire.

3. All the students taking part in this work must come to the laboratory tomorrow.
4. I've read an interesting book describing important historical events.
5. We came up to the man standing at the corner and asked him the way.
6. The people waiting for you are factory workers.
7. The conference taking place at the University is devoted to problems of nuclear physics.
8. The documents lying on the table must be signed today.
9. Gases are composed of particles moving at great speed.
10. The melting snow keeps constant temperature.

b) Participle I в функции обстоятельства:

1. Reading the book I knew many interesting facts.
2. Crossing the street he was caught into an accident.
3. Mildly speaking, you are wrong.
4. Going to the Institute I met an old friend of mine.
5. Having much time he decided to put off the experiment.
6. Being a good engineer he managed to do this work in a short time.
7. He was sitting at the table looking through the morning mail.
8. Comparing the facts we can make the following conclusions.
9. Inspecting the apparatus we found it to be out of order.
10. Revolving around the Sun, the Earth also revolves around its axis.

c) Participle II в функции определения:

1. The machinery ordered from abroad will be delivered soon.
2. The opinions expressed by critics greatly differ.
3. New methods used in machine-building will be discussed at the conference.
4. I cannot forget the story told by him.
5. Here are newspapers and magazines received by our library.
6. I hope you won't repeat the mistakes made in your last dictation.
7. I haven't yet looked through all the journals sent to us from abroad.
8. I have read the article translated from English.
9. The dictionaries taken from the library must be returned by 6 o'clock.
10. The goods produced by this factory are of very high quality.
11. The decision arrived at was to everybody's satisfaction.
12. Defeated, he did not feel discouraged.
13. Some problems touched upon in the report are of great importance.
14. The news received yesterday upset everybody.
15. The method mentioned is worth using.
16. The article referred to will be published soon.
17. The lecture followed by a number of experiments was delivered by a famous scientist.

18. The analysis influenced by several factors was made thoroughly.
 19. The body acted on by a number of forces is shown in the figure below.
 20. The film followed by the lecture was of great interest to everybody.

Ex. 6. Replace the italicized adverbial clauses of time by the appropriate form of the Participle using the models.

Model 1:	читаю		
	когда читаю		(when, while) reading
	когда читал		

Model 2:	прочитав		
	когда прочитал		having read
	потому что прочитал		

1. *As she had been walking most of the night*, she felt tired and sleepy. – _____

2. *When I take a child to the circus*, I always know I'm going to enjoy myself. – _____
3. *As I had never seen anything like that before*, I was eager to see the performance. – _____

4. *When he had passed the last examination*, he began to look round for a job. – _____
5. *When he had drunk his second cup of coffee*, he folded the newspaper and rose. – _____
6. *Whenever she spoke on the subject*, she was liable to get all hot and bothered. – _____
7. *When I had finally made up my mind*, I told my parents about my new plans. – _____
8. *As she had spent most of her housekeeping money*, she reluctantly decided to go home. – _____

9. *As she had not had any lunch*, she wanted her tea badly. – _____

10. *When I spoke to her* I always tried to make my meaning clear. – _____

11. *When we were playing chess that evening*, we kept watching each other. – _____
12. *When she had taken the children to school*, she could go and do her weekly shopping. – _____

Ex. 7. Translate the sentences paying attention to the Passive and Perfect Participles.

a) Perfect Participle Active в функции обстоятельства:

1. Having got what he wanted he went away.
2. Having told all he knew the witness left the box.
3. I felt tired having worked all day in the sun.
4. Having passed the exams he went on holiday.
5. Having completed all our preparations we started a new series of experiments.
6. Never having experienced such difficulties, he was at a loss.
7. Having lived in France for a long time, she knows French perfectly.
8. Having arranged everything he went home.
9. Having lost the address of his friend, he could not send him a telegram.
10. Having received the information the computer could process the data obtained.

b) Participle I Passive в функции обстоятельства:

1. Being heated, most substances expand.
2. Being asked the student could not give an answer.
3. Being very absent-minded he made many mistakes in the dictation.
4. Being published in the journal, the article attracted everybody's attention.
5. Being told of his arrival I went to see him.
6. These machines will be sent to the plant being constructed in this region.
7. This plant will produce the new types of machines being imported now from abroad.
8. The method of work being employed at the factory is quite new and very effective.
9. Being checked with great care, the report had no errors.
10. The house being built now will be a drama theatre.

c) Perfect Participle Passive в функции обстоятельства:

1. Having been trained by a good teacher, he could easily pass all the exams.
2. Having been warned of the danger, they took all necessary measures.
3. Having been examined at the customs, the goods were taken to the warehouse.
4. Having been well prepared for the examination, the student got an excellent mark.
5. Having been tested, the new equipment was installed in the laboratory.
6. Having been conducted thoroughly, the experiment gave good results.
7. Having been studied carefully, the new method was finally adopted.
8. Having been done properly, the work was a success.

9. Having been well organized, the talks were finished in time.
10. Not having been approved by the committee, the proposal was turned down.

d) Participle I с союзамu ‘when’ u ‘while’:

1. When writing a telegram we should use as few words as possible.
2. All electrical conductors dissipate heat when carrying current.
3. When inspecting the apparatus you must be very careful.
4. When making an experiment take all necessary precautions.
5. Be polite when addressing people.
6. While working in the laboratory yesterday he hurt himself.
7. While translating texts we learn many new words.
8. While crossing the Atlantic Ocean the ship met with a violent storm.
9. While waiting in the reception room he thought over what he would say to the manager.
10. While making calculations we found out many mistakes.
11. When doing this work you must observe safety rules.
12. While doing this work he got new data.
13. When studying foreign languages you should remember that it is necessary for your future work.
14. While studying English I was able to read many books in the original.
15. While solving the equation the student found the ratio between the numbers.

e) Participle II с союзамu ‘when’, ‘if’, ‘as’ u ‘though’:

1. When first shown at the exhibition, the telephone attracted very little attention.
2. When completed, the parts were transported to the assembly shop.
3. When discussed the proposal will be finally approved.
4. When explained the rule appeared quite simple.
5. When collected the data were fed into the computer.
6. If done properly the work will give good results.
7. If settled the matter will cause no complications.
8. If heated this material loses some of its properties.
9. If found necessary the question will be discussed again.
10. If supported I'll go on with my work.
11. As conducted thoroughly the experiment was a success.
12. As written in a foreign language the article could not be easily understood.
13. As transported carelessly some goods were damaged.
14. As approved by everybody, the agreement was signed.
15. I think we now may regard the matter as settled.
16. Though checked several times, the text had a number of mistakes.

17. Though pressed for time he didn't hurry.
18. Though carefully done the work was a failure.
19. Though received in time the data were of no use for further research.
20. Though agreed upon the plan requires certain changes.

Ex. 8. Open the brackets using the appropriate form of the Participle.

1. She went to work, *(to leave)* _____ the child with the nurse.
2. *(To lay)* _____ down on the soft couch, the child fell asleep at once.
3. *(To wait)* _____ in the hall, he thought over the problem he was planning to discuss with the old lady.
4. He left *(to say)* _____ he would be back in two hours.
5. *(To write)* _____ in very bad handwriting, the letter was difficult to read.
6. *(To write)* _____ his first book, he worked endless hours till dawn.
7. *(To spend)* _____ twenty years abroad, he was happy to be coming home.
8. *(To be)* _____ away from home, he still felt himself part of the family.
9. *(Not to wish)* _____ to discuss the problem, he changed the conversation.
10. *(To reject)* _____ by the publisher, the story was returned to the author.
11. *(To reject)* _____ by publishers several times, the story was accepted by a weekly magazine.
12. *(To wait)* _____ in the reception room, he thought over what he would say.
13. They reached the peak at dusk, *(to leave)* _____ their camp with the first light.
14. The friends went out into the city *(to leave)* _____ their cases at the left-luggage department.
15. *(To leave)* _____ a note with the porter, he said he would be back in a half an hour.
16. *(To write)* _____ in an archaic language, the book was difficult to read.
17. *(To write)* _____ his first book, he used his own experiences.
18. *(To be)* _____ away so long he was happy to be coming back.

Ex. 9. Fill in the blanks with the Passive Participles of the verb in brackets.

1. a) I cannot forget the story *(to tell)* _____ by him.
 b) They listened breathlessly to the story *(to tell)* _____ by the old man.

2. a) One can't fail to notice the progress (*to make*) _____ by our group during the last term.

b) These are only a few of the attempts now (*to make*) _____ to improve the methods of teaching adult students.

3. a) We could hear the noise of furniture (*to move*) _____ upstairs.

b) For a moment they sat silent (*to move*) _____ by the story.

4. a) The monument (*to erect*) _____ on this square has been recently unveiled.

b) The monument (*to erect*) _____ on this square will be soon unveiled.

Ex. 10. Translate the sentences paying attention to the words with the suffix '-ed'.

1. The plan accepted required many changes.
2. The data analyzed contained some errors.
3. The equipment transported proved to be damaged.
4. The article mentioned described recently discovered phenomena.
5. The instruments produced seemed unreliable.
6. The documents presented were carefully studied.
7. The article presented a review of materials studied.
8. The changed conditions caused decrease of goods produced.
9. The machine-tools adjusted worked properly.
10. The engineer adjusted the device and tested the machine-tool installed.
11. The machine-tool installed was tested by the engineer.
12. The machine-tool tested continued working.
13. We are satisfied with the quality of presented samples.
14. The machines ordered were delivered in time.
15. The machines delivered needed repair.

Ex. 11. Translate the sentences into Russian.

1. Concealed talent brings no reputation. (*D. Erasmus*)
2. A thing well said will be wise in all languages. (*I. Dryden*)
3. The idea as stated by the scientist is not of any interest.
4. The instrument used is very reliable.
5. A fault confessed is half redressed.
6. Some theoretical consideration only touched upon in the last chapter will be considered in detail in another work.
7. The lecture followed by a film was very interesting.
8. The method used facilitated the procedure.
9. Written in pencil the article was difficult to read.
10. Once said a word cannot be unsaid.
11. United we stand, divided we fall.
12. Danger foreseen is half avoided.

13. One cannot shut one's eyes to things not seen with eyes. (*Ch. Morgan*)
14. The results obtained disagreed with earlier data.
15. The set of basic operations provided is not, in general, suited to the execution of commonly needed procedures.
16. It was a standpoint shared by many philosophers.
17. Ethics is concerned with moral duties of a man.
18. Science accumulates examples foreseen and verified through practice.
19. Ethics is closely connected with feeling.
20. This expedition failed because undertaken in winter.

Ex. 12. Translate the sentences.

1. Conflicting reports have been published.
2. A number of animals living in the soil feed on plants.
3. Beauty of face is a frail ornament, a passing flower, a momentary brightness belonging only to the skin. (*J. Moliere*)
4. (When) reading books and make notes.
5. This universal motor was adopted (as) being more economical.
6. Water, having weight I occupying space, is a form of matter.
7. We have used the simpler method eliminating questioning.
8. Pride, the never-failing vice of fools. (*A. Pope*)
9. Coming events cast their shadows before them.
10. What is a friend? A single soul dwelling in two bodies. (*Aristotle*)
11. Another factor influencing the level of detail is the progress reporting requirements.
12. Using the energy of the atom we produce electric energy at atomic power plants.
13. Conversion from one oxidation state to another can be accomplished readily by common oxidizing and reducing agents.
14. The empirical evidence is lacking here.
15. This requirement is not restricting.
16. System design progresses through several stages, becoming more detailed in each stage.
17. Growing science accumulates examples of quantitative relations.
18. When being pure, water is a colourless liquid.
19. This tube is very similar to others, save being a bit wider.
20. The chemical and physical properties of these dimmers are being studied.

Ex. 13. Choose the appropriate form of the Participles.

1. That night, (*went, going, having gone*) up to his room he thought of his unpleasant duty.
2. She smiled (*remembered, to remember, remembering*) the joke.

3. (*Seeing, having seen, to see*) so little in the country, I am afraid I cannot answer all your questions.
4. A new road will soon be built (*connecting, having connected, to connect*) the plant with the railway station.
5. (*To arrive, arriving, having arrived*) two days before the conference he had a lot of time to see Edinburgh.
6. I felt very tired (*being worked, having worked, work*) the whole day in the sun.
7. He speaks like a man (*taking, takes*) his opinion of everything.
8. (*Not having known, knowing not, didn't know, not knowing*) that she could trust them she didn't know what to do.
9. (*Boughting, having bought, buying*) a pair of gloves we moved to the shoe department.
10. She left (*told, telling, having told*) us all she had found out.
11. The child (*leaving, left, leaves*) alone in the large room began screaming.
12. (*Bitten twice, biting twice, having been bitten twice*), the postman refused to deliver our letters unless we chained our dog up.
13. The centre of the cotton industry is Manchester (*connecting, connected*) with Liverpool by a canal.
14. The story (*tells, told, is telling*) by the old captain made the young girl cry.
15. He didn't doubt that the information (*receiving, has received, received*) by morning mail was of great interest for his competitors.
16. The equipment (*had installing, installing, installed*) in the shop is rather sophisticated.
17. We've got a great variety of products, which are in great demand. Here are some samples (*sent, sending, been sent, send*) to our distributors last month.
18. The methods (*applies, applying, applied, applied*) in the building of the new metro stations proved to be efficient.
19. She warmed over the dinner that she (*cooking, had cooked, has cooked*) the day before.
20. (*Having been weakened, weakened, weaking, had weakened*) by successive storms, the bridge was no longer safe.

3.3. Независимый причастный оборот (The Absolute Participle Construction)

Причастие с относящимися к нему словами образует **причастный оборот**.

Обстоятельственные причастные обороты могут быть зависимыми и независимыми. Когда обстоятельственный причастный оборот относится к подлежащему предложения, он называется **зависимым**:

Inspecting the motor, the engineer made some valuable remarks. – *Осматривая мотор, инженер сделал несколько ценных замечаний.*

Having done a given number of operations, the machine stopped automatically. – *Проделав заданное количество операций, машина автоматически остановилась.*

Когда причастие входит в состав **независимого причастного оборота**, оно выражает действие не самого подлежащего, а существительного (или местоимения), стоящего перед ним. Таким образом, такой причастный оборот не зависит от подлежащего в предложении.

Независимый причастный оборот в тексте можно узнать по следующим признакам:

1. перед причастием стоит существительное без предлога или местоимение в именительном падеже;
2. независимый причастный оборот всегда отделен запятой.

На русский язык независимый причастный оборот переводится:

1. придаточным обстоятельственным предложением времени или причины с союзами *когда, после того как, поскольку, так как* и др., когда сам причастный оборот стоит в начале предложения:

Some new devices having been obtained, the researchers could make more complex experiments. – *После того как были получены новые приборы, исследователи смогли делать более сложные опыты.*

It being late, we decided to stop working. – *Так как было поздно, мы решили прекратить работу.*

2. самостоятельным предложением бессоюзным или с союзами *причем, а, и, но*, если причастный оборот стоит в конце предложения:

The installation was automatized last year, its capacity rising by 25 per cent. – *Эта установка была автоматизирована в прошлом году, и ее производительность увеличилась на 25 %.*

Тренировочные упражнения

Ex. 14. Translate the sentences with the Absolute Participle Construction from English into Russian.

1. The weather being fine, we decided to go to the country.
2. The director being away, we had to wait for him.
3. The preparations being completed, we started the experiment.
4. The population increasing, housing construction should be paid much attention to.
5. The temperature rising, the speed of molecules also rises.
6. The pressure removed, the body returns to its original volume.
7. The experiment finished, we may have a break.
8. The problem having been settled, he could go on with his work.
9. The letter having been delayed, the news came to us too late.
10. The work having been done, they went home.
11. Specialists use computers widely, the latter helping them in many spheres.
12. He is a great scientist, his experiments and pedagogical activities being closely linked.
13. He translated the poem, his translation being a success.
14. There are different kinds of transport, the railroad being the most important.
15. The journal was brought yesterday, his article being published on the first page.
16. We had several lectures today, the last one being on physics.
17. New machine-tools were delivered to the plant, all of them being in good order.
18. The metal was heated, its temperature reaching the melting point.
19. The examination was over, most students getting good marks.
20. The experiment was a success, our group achieving the necessary results.

Ex. 15. Translate the sentences with the Absolute Participle Construction.

1. Many men preceded Newton in the field of mechanics, perhaps the most outstanding being Galileo.
2. Red phosphorus being a more stable form, its reaction is much less violent.
3. The fuel exhausted, the engine stopped.
4. Probably the first metals used by man were gold, silver, and copper, these metals being found in nature in the native or metallic state.
5. Mars has two satellites, Demos ("Horror") and Phobos ("Fear"), both discovered during the favourable opposition of 1877.

6. A magnet being broken in two, each piece becomes a magnet with its own pair of poles.

7. Many technical and scientific problems having been solved, the first space flight could be realized.

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

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

Ex. 16. Choose the right form using the Absolute Participle Construction.

1. He (*was thinking, is thinking*), his eyes closed.

2. The soldiers (*were aiming, aiming*) at the rebels, their fingers on triggers.

3. The man was drinking vodka with his hands (*were shaking, shaking*).

4. The children (*were eating, eating*) the desert, with their noses in cream.

5. The day (*was wonderful, wonderful*) with a breeze blowing from the sea.

6. The maniac (*was questioned, questioned*) with his hands tied.

7. (*Lighted out, lights out*), they went to sleep.

8. The computer programmer was working with his eyes (*fixed, were fixed*) on the screen.

9. After the “wild” party he lay on the sofa with his head (*ached, aching*).

10. The young man walked down the street “walkman” (*playing, played*) music.

Ex. 17. Replace the clauses with the Absolute Participial Construction.

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

1. As we were given dictionaries, we managed to translate the article easily. – _____

2. As soon as I have done my homework, I'll go for a walk. – _____

3. As soon as I have bought the book, I will begin reading it. – _____

4. As there was a severe storm at sea, the steamer couldn't leave the port. – _____

5. As it was Sunday, the library was closed. – _____

6. As the weather was fine, they went for a walk. – _____

7. As the professor was ill, the lecture was put off. – _____

3.4. Абсолютный причастный оборот с предлогом (The Prepositional Absolute Participial Construction)

Абсолютный причастный оборот с предлогом отличается от независимого причастного оборота лишь тем, что вводится в предложение при помощи предлога **with**. Данная конструкция обычно имеет функции обстоятельства образа действия. Однако это очень формальная конструкция, и она используется очень редко. Переводится данный оборот на русский язык отдельным или придаточным предложением:

The captain was standing on deck with the pipe being in his mouth. – Капитан стоял на палубе с трубкой во рту. (Капитан стоял на палубе; трубка была у него во рту. Капитан стоял на палубе, держа трубку во рту.)

Тренировочные упражнения

Ex. 18. Translate the sentences.

1. With Mrs. Jones going to New York, Mr. Smith took up her position.
2. The total value of Japan's export increased in 1993 as compared with 1992, with foodstuffs and manufactured goods occupying an important place in the exports of the country.
3. With agricultural surpluses in the USA rapidly increasing and exports declining, the agricultural situation in that country is becoming extremely tense.
4. With the shipping strike in the United States still going on, arrivals of American cotton in Liverpool were rather small.
5. The London market for Manila hemp was quiet, with demand from Western Europe restricted by the shortage of dollars for purchase.

3.5. Объектный причастный оборот с причастием настоящего времени (The Object Participial Construction with Participle I)

Объектный причастный оборот – сочетание определенных глаголов с некоторыми формами причастия. Этот оборот выполняет в предложении функцию сложного дополнения.

Объектный причастный оборот с причастием настоящего времени состоит из глаголов чувственного восприятия (**see, hear, feel, watch, notice**), существительного в общем падеже или местоимения в объектном падеже + причастие настоящего времени. В переводе этого оборота всегда присутствуют союзы *что* или *как*:

I heard her singing onse. – Однажды я слышал, как она поет (нела).

В этом обороте возможно употребление Present Participle Passive:

I like to watch roads being cleaned at night. – Мне нравится наблюдать, как по ночам моют(ся) дороги.

Тренировочные упражнения

Ex. 19. Put the verbs in brackets in the suitable form using the Object Participial Constructions with Participle I.

1. We saw Jack (*to go*) _____ home, but did not come up to him.
2. My boss was so excited, that I noticed his hands (*to shake*) _____.
3. I did not see him (*to jump*) _____ off the bridge. It must have happened very quickly.
4. Brazilian carnival is a great festivity! It was absolutely fantastic to watch all those people (*to dance*) _____.
5. They heard their favourite song (*to play*) _____ on the radio.
6. The boy did not notice his friend (*to hit*) _____ the ball and it broke the window.
7. Last year I saw the Niagara. It was amazing to see so much water (*to fall*) _____ down.
8. I felt his anger (*to grow*) _____ slowly.
9. We hear him (*to drop*) _____ something heavy on the floor.
10. The citizens saw the plane (*to crash*) _____ on the edge of the town. Then there came a big explosion.

3.6. Субъектный причастный оборот (The Subjective Participial Construction)

Субъектный причастный оборот также употребляется с глаголами чувственного восприятия, но только с причастием настоящего времени в пассивном залоге. В предложении этот оборот выполняет функцию сложного подлежащего:

They were seen kissing on the street. – Их видели целующимися на улице. (Видели, как они целовались на улице.)

Кроме традиционных глаголов чувственного восприятия в эту группу входит глагол **find**:

She was found lying on the ground. – Она была обнаружена лежащей на земле.

А вот при наличии в субъектном причастном обороте глаголов умственной деятельности (**think, consider, know, understand, believe**) а

также глагола **find** в пассивном залоге употребляется причастие прошедшего времени:

The meeting is considered finished. – Собрание **считается законченным**.

Субъектный причастный оборот обычно переводится на русский язык неопределенно-личным предложением.

Тренировочные упражнения

Ex. 20. Fill in the gaps with the verbs in the box using the Subjective Participial Construction.

*married, spreading, finished, smoking, buying,
heard, thought, ravaged, lying*

1. The pupil was seen _____ cigarettes on the street.
2. The tornado was believed _____.
3. She was thought happily _____.
4. They were watched _____ drugs.
5. The town was found _____.
6. The fire was watched _____.
7. The planes were _____ approaching.
8. The purse was found _____ on the grass.
9. The war was considered _____.
10. The car was _____ crashed.

3.7. Объектный причастный оборот с причастием прошедшего времени (The Object Participial Construction with Participle II)

С объектным причастным оборотом после глаголов чувственного восприятия может употребляться не только Participle I, но и Participle II. Этот оборот также выполняет функцию сложного дополнения. Действие, передаваемое этим оборотом, аналогично действию объектного оборота с инфинитивом. Сказуемое предложения с данным оборотом обычно не имеет форму Present Simple или Present Continuous:

We heard his name mentioned several times at the meeting. – Мы слышали, как (что) его имя было несколько раз упомянуто на собрании.

В рамках объектного причастного оборота после глаголов, выражающих желание (**want, would like**) и побуждение к действию (**get, have**), употребляется Participle II. Этот оборот нельзя передать по-другому, через

простое придаточное предложение. Аналогов этого причастного оборота, как и некоторых других, в русском языке не имеется:

My boss wants the work finished as soon as possible. – Мой босс хочет, чтобы работа была закончена как можно скорее.

После глаголов умственной деятельности в активном залоге употребляется причастие прошедшего времени:

We thought him lost in the forest. – Мы думали, что он потерялся в лесу.

Тренировочные упражнения

Ex. 21. Choose the right variant using the Object Participial Constructions with Participle II.

1. Boss wants this letter (*spent, spending*) immediately.
2. I believe this war (*loosing, lost*) to us.
3. Let's get all the windows (*opened, opening*). It is rather stuffy here.
4. Your room looks so boring! Let's have the walls (*painting, painted*) orange.
5. I would like this old furniture (*taken, being taken*) out of my room.
6. He thought the gas (*turning, turned*) off and left the house.
7. My wife wants to have her hair (*doing, done*) before going to the party.
8. I think we should get the car (*being fixed, fixed*) and hit the road.
9. Mother wants the flat (*cleaned, cleaning*) before the guests arrive.
10. He got all his things (*packing, packed*). He was ready for the journey.

Обзорные упражнения

Ex. 22. Complete the situation using 'have smth done'.

1. Sue is at the hairdresser's at the moment. She _____.
2. Ann's watch has been broken; she took it to a jeweler's. Now it is working. Ann _____.
3. – What are the workmen doing in your garden? – Oh, I _____.
4. – Can I see the holiday photographs you took? – I'm afraid not, I _____.

Ex. 23. Translate from Russian into English.

1. Прибыв до открытия конференции, они успели осмотреть город. – _____
2. Она сидела и улыбалась. – _____

3. Этот человек, сидящий у окна, вчера сделал интересный доклад. – _____

4. Когда я смотрел этот фильм, я вспоминал свое детство. – _____

5. Я прочел несколько книг этого автора, переведенных на русский язык. – _____

6. Люди, ожидавшие вас, только что ушли. – _____

7. Узнав его поближе, я понял, какой это хороший человек. – _____

8. Человек, только что стоявший здесь, ушел. – _____

9. Внимательно прочитав доклад, я нашел в нем несколько ошибок. – _____

10. Будучи очень расстроенным, он решил уйти не прощаясь. – _____

Ex. 24. Translate into Russian.

1. The idea can be pronounced true if tested by experience.

2. When speaking about the new projects the lecturer showed a map.

3. A barometer is an instrument measuring atmospheric pressure.

4. Unless otherwise stated the value will be considered constant.

5. The other conditions being equal, the acceleration will be the same.

6. We carried out a series of reactions the raw materials brought from their laboratory.

7. With water being cooled, the rate of the reaction was low.

8. Performance observations were recorded, with particular attention on the variables.

9. We know the problem having been solved long ago.

10. We know him working at this problem since 1990.

11. We consider the parameter as utilized to limit the number of questions asked.

12. We have the device repaired.

13. This phenomenon is postulated as having arisen from excessive heating.

14. The problem was recognized by many scientists as being of great importance.

15. The method considered as involving two stages has been tested at a pilot plant.

Ex. 25. Translate into English.

1. Я показал ему список литературы, использованной для написания реферата. – _____

2. Человек, писавший эту статью, хорошо разбирается в проблемах использования переработанного сырья. – _____

3. Потеряв самообладание, он не мог принять разумное решение. – _____

4. Повернув направо, мы увидели широкую поляну. – _____

5. Он показал нам список товаров, экспортируемых их фирмой. – _____

6. Изучив вопрос детально, он смог ответить на все вопросы, заданные профессором. – _____

7. На следующей неделе мы будем испытывать устройство, разработанное по современным нанотехнологиям. – _____

8. Он тихо вышел из комнаты, не желая нарушить её чуткий утренний сон. – _____

9. Студенты, окончившие перевод статьи, могут сдать работы и покинуть аудиторию. – _____

10. Не получив ответа от партнера, мы решили написать ему еще одно письмо. – _____

11. Я прочитал статью, содержащую сведения о многомиллионных сделках на нефтяном рынке. – _____

12. Во время защиты диссертации я обратил внимание на профессора, сидевшего на последнем ряду и внимательно писавшего что-то. – _____

13. Будучи очень рассеянным, он сделал несколько ошибок, переписывая текст. – _____

14. Ученые, принимавшие участие в исследовательской экспедиции в Антарктику, были награждены правительственными наградами и удостоены научных званий. – _____

15. Зная его очень хорошо, я мог рекомендовать его как очень ответственного работника. – _____

16. Все финансовые обязательства, выдаваемые внешнеторговыми организациями, должны быть подписаны руководителем и главным бух-

галтером. – _____

17. Споры, возникающие между внешнеторговыми организациями и иностранными корпорациями, разрешаются в арбитражном суде. – _____

18. Вы найдете отчет в прикрепленном файле. – _____

19. Обращаем ваше внимание на последний пункт договора, предусматривающий обязанности сторон. – _____

20. Мы не можем ориентироваться на информацию, полученную из сомнительных источников. – _____

21. Размер страховой премии выше за товары, перевозимые зимой, чем за перевозимые летом. – _____

Ex. 26. Translate the text defining types of Participle constructions.

When considered dynamically, the biosphere appears an arena of complex interactions among the essential natural cycles of its major constituents, with continuous fluxes of these constituents entering the biosphere, or being released by it. Once brought into being by evolution from an inorganic environment, the living matter has profoundly altered the primitive lifeless earth, gradually changing the composition of the atmosphere, the sea, and the top layers of the solid crust both on land and under the ocean. Since then, if one were to ascribe a single objective to evolution, it would be the perpetuation of life. This is the single end which the entire strategy of evolution is focused on, with evolution dividing the resources of any location, including its input of energy, among an ever increasing number of different kinds of users, which we recognize as plant and animal species.

ТЕМА 4. ГЕРУНДИЙ (THE GERUND)

Герундий – это неличная форма глагола, обладающая одновременно свойствами существительного и глагола. Герундий выражает процесс действия.

4.1. Способы образование герундия

Существуют простые и сложные формы герундия (табл. 4.1).

Характерным признаком герундия является наличие перед ним:

1. предлога;
2. притяжательного местоимения;
3. существительного в притяжательном или общем падеже.

Формы герундия

Группа	Active	Passive	Действие
Indefinite	reading	being read	Выражает действие, одновременное с действием глагола-сказуемого, или действие, относящееся к будущему
Perfect	having read	having been read	Выражает действие, предшествующее действию глагола-сказуемого

Gerund Indefinite Active образуется путем прибавления **-ing** к основе глагола. Другие формы герундия образуются по правилам образования временных форм.

4.2. Функции герундия

В предложении герундий может быть:

1. *Подлежащим*; переводится существительным или неопределенной формой глагола:

Measuring cargo weights has no difficulties. – *Измерение веса груза не представляет трудностей.*

2. *Частью сказуемого*; переводится существительным или неопределенной формой глагола:

*One of the effects of transportation is **handling** of cargo.* – *Одним из действий транспортировки является **обработка** груза.*

3. *Дополнением*, прямым или предложным; переводится существительным, неопределенной формой глагола или дополнительным придаточным предложением:

*He likes **reading**.* – *Он любит **читать**.*

*Thank you for **coming**.* – *Благодарю вас за то, что вы **пришли**.*

4. *Определением*; имеются два случая употребления герундия в функции определения:

а) герундий стоит перед определяемым словом (переводится прилагательным или существительным):

*a **smoking** room* – *курительная комната (т.е. комната для курения);*
*a **boiling** point* – *точка кипения;*

б) герундий с предлогом стоит после определяемого слова (переводится существительным):

*The idea of **utilizing** the energy of oceans and seas for man's needs is not new.* – *Идея (какая?) использования энергии океанов и морей для нужд человека не нова.*

5. *Обстоятельством* (всегда с предлогом). Употребление герундия с предлогом представлено в табл. 4.2.

Таблица 4.2

Употребление герундия с предлогом

Герундий с предлогом	Перевод
in <i>in designing the vessel</i>	1. деепричастием настоящего времени: <i>проектируя судно;</i> 2. сочетанием предлога <i>при</i> + существительное: <i>при проектировании судна</i>
on, upon <i>on (upon) reaching deck</i>	1. деепричастием прошедшего времени: <i>достигнув палубы;</i> 2. сочетанием <i>при (после)</i> + существительное: <i>при достижении палубы</i>
before, after <i>before (after) handling cargo</i>	1. сочетанием <i>перед (после)</i> + существительное: <i>перед (после) обработкой груза;</i> 2. придаточным обстоятельственным предложением: <i>до того (после того) как произойдет обработка груза</i>
by <i>by creating new transport</i>	1. деепричастием: <i>создавая новые виды транспорта;</i> 2. сочетанием <i>путем (с помощью)</i> + существительное: <i>путем создания новых видов транспорта</i>
without <i>without preheating</i>	1. сочетанием <i>не</i> + деепричастие: <i>не нагревая предварительно;</i> 2. сочетанием <i>без</i> + существительное: <i>без предварительного нагрева</i>

Тренировочные упражнения

Ex. 1. Translate the sentences paying attention to the Gerund.

a) в функции подлежащего:

1. Travelling abroad can be very interesting.
2. Going into every detail is of no use.
3. Keeping strict hours of meals must do you a lot of good.
4. Collecting postage stamps was his hobby.
5. Reading aloud can help you to improve pronunciation.
6. Making a program for the computer will be the next question of the discussion.

7. Acquiring knowledge is a long and hard process.
8. Pulling a rubber band increases its length.
9. Measuring the temperature was necessary for our further work.
10. Solving difficult problems is a pleasure for a good scientist.
11. Is it any good crying?
12. It is no use discussing the matter again.
13. It isn't worth while repairing the engine.
14. It is useless speaking to him; he would not listen to anybody.
15. It was quite unexpected finding you there.

b) в функции части сказуемого:

1. My greatest pleasure is reading science fiction.
2. The main point of the discussion is applying the new methods.
3. The purpose of the experiment was studying the new substances.
4. Our aim was preventing troubles.
5. Their task is collecting and processing data.
6. She stopped answering my letters.
7. Why do you avoid seeing me?
8. He likes inviting friends to his house.
9. He hates reminding people of their duties or being reminded of his.
10. The water requires filtering.
11. The idea is worth considering.
12. He was busy looking through the morning mail.
13. I cannot help accepting the obvious fact.
14. Our research group finished recording the results of the experiment.
15. We have just begun programming the computer.
16. Has it stopped raining?
17. We must go on working.
18. Everybody enjoyed exchanging opinions.
19. The camera wanted adjusting.
20. You'd better give up smoking.

c) в функции дополнения:

1. You never mentioned speaking to them on the subject.
2. Do you mind telling him everything?
3. I don't remember ever seeing you.
4. Who suggested discussing this question?
5. I don't mind taking part in the conference.
6. We insist on sending him there at once.
7. Excuse me for giving you so much trouble.
8. He is proud of being an academician.
9. The boy was punished for missing classes.
10. She felt sorry for being rude to me.

11. They accused me of deceiving them.
12. He never thought of going abroad.
13. You should prevent him from taking such a dangerous step.
14. I am not used to being treated in such a way.
15. Did you succeed in doing business?
16. They were surprised at hearing the news.
17. Our work resulted in studying new phenomena.
18. Who is responsible for making the experiment?
19. I found them engaged in assembling machine-tools.
20. Does anyone object to launching an investigation?

d) в функции определения:

1. He showed no sign of knowing them.
2. He had a bad habit of joking at the wrong moment.
3. The idea of using the new substance belongs to my scientific adviser.
4. He displayed no interest in solving the problem.
5. What is the most effective method of transmitting information?
6. There is no other way of getting out of the trouble.
7. There are various instruments for taking measurements.
8. The process of producing metal articles is rather long.
9. I have no intention of doing this work any longer.
10. There is no possibility of repairing the engine.

e) в функции обстоятельства:

1. In discussing the problem they touched upon some very interesting items.
2. After looking through the letters and sorting those out the secretary registered them.
3. He likes to do things without disturbing anyone.
4. Before writing an article I studied the subject thoroughly.
5. On coming to the office he started looking through the morning mail.
6. You can learn English by reading English books.
7. Numbers can be multiplied by using multiplication tables.
8. On hearing the telephone call he rushed to the telephone.
9. You can't learn a foreign language without knowing your own one.
10. Before coming to any conclusion you should thoroughly analyze all the facts.

Ex. 2. Read the sentences, state the function of the Gerund.

1. After *buying* a new car we all went to the restaurant.
2. We enjoyed *drinking* beer every weekend.
3. It is no use *reading* in the dark.
4. In case of *finding* that man, call the police.

5. He entered the house by *breaking* the window.
6. Russian masters built their houses without *using* nails.
7. Before *going* home he washed lipstick off his jacket.
8. Despite all the difficulties she kept on *smiling*.
9. I am thinking of *changing* my job.
10. *Sleeping* after lunch is the most pleasant thing in the world.

Ex. 3. Open the brackets using the Gerund.

Model: His hair is very long, it needs *cutting*.

1. This shirt is quite clean; it doesn't want (*to wash*) _____ yet.
2. The grass in the garden is very dry; it wants (*to water*) _____ badly.
3. The baby's crying; I think he needs (*to feed*) _____.
4. The house is old, and it badly wants (*to paint*) _____.
5. The windows are very dirty; they need (*to clean*) _____.
6. I know my hair wants (*to cut*) _____ but I never have time to go to the hairdresser's.
7. The famous man didn't need (*to introduce*) _____ himself.
8. Her shoes have a hole in them; they want (*to mend*) _____.
9. The floor is covered with dust; it needs (*to sweep*) _____.
10. – You should tidy the room. – Yes, it needs (*to tidy*) _____. The flowers want (*to water*) _____, and the shelves want (*to dust*) _____.

Ex. 4. Open the brackets using the correct form of the Gerund.

1. He remembered (*to cross*) _____ the road, but he didn't remember (*to knock down*) _____.
2. I am still hungry in spite of (*to eat*) _____ four sandwiches.
3. He got into the house by (*to climb*) _____ through a window, without (*to see*) _____ by anyone.
4. He woke up at 7 a.m. in spite of (*to work*) _____ late.
5. He complained of (*to give*) _____ a very small room at the back of the hotel.
6. The little girl isn't afraid of dogs in spite of (*to bite*) _____ twice.
7. The baby went to sleep a few minutes after (*to feed*) _____.
8. The little girl never gets tired of (*to ask*) _____ her mother questions, but her mother often gets tired of (*to ask*) _____ so many questions.
9. Mary was chosen to fill the vacancy. She was very pleased (*to choose*) _____.
10. I always treat people politely and I insist on (*to treat*) _____ politely.
11. The boy was very thirsty in spite of (*to drink*) _____ a big cup of tea.

Ex. 5. Replace the italicized parts of the sentence or clauses by the Gerundial phrases.

Model: He said all this *and he did not even smile*.
He said all this *without even smiling*.

1. We suspected *that the boy was lying*. – _____

2. *Nobody could tell* when they were going to return. – _____

3. She did not *want to make* an effort. – _____

4. *It is necessary to brush* the coat. – _____
5. *It was impossible to reason with her* when she felt like this. – _____

6. She was very clever; *she could turn* an old dress into a new one. – _____

7. He wouldn't say whether he meant to buy the car *before he took* it for a trial run. – _____

8. Let's go out for dinner. *I don't feel well enough to cook anything*. – _____

9. I don't like the idea *that I should do it all*. – _____

Ex. 6. Replace the parts in italicized type by the Gerundial phrases.

1. When she saw him she stopped reading at once and put the letter away *and even did not explain anything*. – _____

2. In this thick fog she was afraid *that she might be knocked down*. – _____

3. He preferred to keep silent for fear *that he might say something inopportune*. – _____

4. He felt much better *after he had been operated on*. – _____

5. *He was not only the author of brilliant short stories*, but he was also a talented playwright. – _____

6. *While he was writing his report*, he remembered that he had forgotten to mention some facts. – _____

7. Once he gets into his head an idea of doing something, *it is impossible to talk him out of it.* – _____

8. *When the girl entered the room, she glanced a little wonderingly at the faces of the three men.* – _____

9. The whole neighbourhood was so dreary and run-down that he hated the thought that *he would have to live there.* – _____

10. You will do nothing but irritate him *if you will nag him all the time.* – _____

11. *That I was on the spot* was a bit of luck for him. – _____

12. Samuel Griffiths came back from Chicago on this particular day, *after he had concluded several agreements there.* – _____

Ex. 7. Complete the following by translating what is given in brackets using the Gerund. Insert prepositions where necessary.

1. They prided themselves (что первыми изобрели этот прибор) _____

2. They accused him (в том, что он предал своих друзей) _____

3. I can't recall (чтобы меня с ним когда-нибудь познакомили) _____

_____ I even don't remember (что видел его) _____

4. He couldn't get used (к левостороннему движению / водить машину по левой стороне) _____

5. She was quite unconscious (что пришла в неудачный момент) _____

6. Excuse me (что я вошел не постучав) _____

7. I'm really ashamed (что так вел себя на вечере) _____

8. She denied (что обещала заглянуть к нам) _____

9. We hope he will succeed (найти свое место в жизни) _____

10. Why do you avoid (смотреть на меня) _____ ?

11. From the age of four, I had been used to (делать все по-своему) _____

12. I was not used to (когда меня развлекают дамы) _____

13. How proud I was of (что изобрел это замечательное устройство) _____

14. I was tired of always (носить чужую одежду) _____

15. In the morning she was ashamed of herself for (что была так груба вчера вечером) _____

16. He's merely used to (что за ним ухаживают) _____

17. He was grateful to Finch for (что уговорил его зайти) _____

18. But they are used to (иметь дело с настоящими бизнесменами) _____

4.3. Сложные формы герундия

Indefinite Gerund Passive обычно переводится глаголом в настоящем времени:

We knew nothing about her being sent to Moscow. – Мы ничего не знали о том, что ее посылают в Москву.

Perfect Gerund Active и **Perfect Gerund Passive** обычно переводятся глаголом в прошедшем времени:

The engineer mentioned his having tested these cargo handling facilities with an entirely satisfactory result. – Инженер упомянул о том, что он испытал эти устройства для обработки груза с вполне удовлетворительным результатом.

We knew nothing of her having been sent to Moscow. – Мы ничего не знали о том, что ее послали в Москву.

Тренировочные упражнения

Ex. 8. Translate paying attention to the Complex Gerund.

1. Due to the ice-breaker *being equipped* with up-to-date navigation devices, it will be able to sail in any weather.

2. In addition to its engine *being* very powerful, its hull is made stronger and heavier than that of a usual ice-breaker.

3. Because of the ship *being driven* by an atomic engine there are no stokers on it but push-button operators.

4. After the construction of the atomic ice-breaker *having been completed*, the Russian fleet got the most powerful ice-breaker in the world.

5. We know of the new atomic ice-breaker *being able to* force its way through ice of considerable thickness.

6. Due to the ship *being* much more lightly loaded, its hull can be made much stronger.

4.4. Герундиальный оборот (The Gerundial Construction)

Герундий с относящимися к нему словами образует **герундиальный оборот**. Особое внимание следует уделить переводу герундиальных оборотов с предшествующим притяжательным местоимением или существительным в притяжательном падеже. Герундиальный оборот в этом случае переводится придаточным предложением с союзами *что; то, что; о том, чтобы; в том, что*, причем герундий в русском предложении становится сказуемым этого придаточного предложения. Притяжательное местоимение (или существительное в притяжательном падеже) становится подлежащим придаточного предложения:

We all know of their designing a new type of vessel. – Мы все знаем, что они проектируют новый тип судна.

Smirnov's taking part in the development of the new cooling system was of great help to us. – То, что Смирнов принял участие в усовершенствовании новой системы охлаждения, очень помогло нам.

Тренировочные упражнения

Ex. 9. Translate the sentences paying attention to the complex forms of the Gerund and the Gerundial Construction.

1. On being told the news she was taken aback.
2. Do you mind being examined the first?
3. I was annoyed at being interrupted every moment.
4. The equipment must go through a number of tests before being installed.
5. On being introduced they easily started talking.
6. I don't remember being asked this question.
7. I don't remember having been asked this question.
8. He was proud of having been awarded the prize.
9. The old man could not stand being made a fun of.
10. She reproached me for not having kept my promise.
11. I remember having seen this actor in another film.
12. He reminded me of having once rejected that suggestion.
13. He was accused of having distorted the facts.
14. He was accused of having been engaged in espionage.
15. He was surprised at having been given such a high award.
16. His having read the article proves that he takes great interest in the subject.
17. We heard of Petrov's having been sent to the ship-building plant as a chief engineer.
18. The news of his having been sent abroad was a surprise to us.
19. We were informed of the ship having arrived at the port.
20. They insisted on the experiment being made to study new phenomena.

4.5. Сравнение герундия и причастия

Формы герундия совпадают с формами причастия. Герундий от причастия отличается:

1. По функции в предложении. Герундий может быть любым членом предложения, причастие – только определением, обстоятельством или частью сказуемого.

Если предложение начинается словом с окончанием **-ing**, следует помнить, что оно может быть герундием в функции подлежащего (если за ним идет глагол-сказуемое) или причастием в функции обстоятельства (если за ним следует подлежащее).

Герундий перед глаголом-сказуемым	Причастие перед подлежащим
<i>Testing the motor was necessary.</i> – <i>Испытать мотор</i> было необходимо	<i>Testing the motor, he saw...</i> – <i>Испытывая мотор, он увидел...</i>

2. По наличию перед герундием притяжательного местоимения или существительного в притяжательном или общем падеже:

We heard of his going to London. – Мы слышали, что он едет в Лондон.

We know of truck transportation being the cheapest type of transportation. – Мы знаем, что автотранспорт – самый дешевый вид перевозок.

3. По наличию предлога. Как герундий, так и причастие могут быть обстоятельством и определением. В отличие от причастия, перед герундием в этом случае, как правило, стоит предлог. Перед причастием может стоять союз **when** или **while**.

Герундий	Причастие
в функции обстоятельства	
<i>After testing the motor they put down the results.</i> – После испытания мотора они записали результаты.	<i>(While) testing the motor they put down the results.</i> – Испытывая мотор, они записывали результаты
в функции определения	
1. <i>There are several ways of producing electricity.</i> – Имеется несколько способов производства электричества.	1. <i>The plant producing electricity is very powerful.</i> – Эта установка, производящая электричество, очень мощная.
2. Герундий может употребляться без предлога, если стоит перед определяемым словом; <i>operating principle</i> – принцип действия; <i>reading hall</i> – читальный зал	2. Причастие перед определяемым словом означает, что действие выполняется самим предметом или лицом: <i>operating engine</i> – работающий двигатель; <i>reading man</i> – читающий человек

Тренировочные упражнения

Ex. 10. Translate the sentences.

1. Learning without thought is labour lost, thought without learning is perilous. (*Confucius*)
2. Seeing is believing.
3. Appetite comes with eating.
4. Upon switching off the current the pressure dropped.
5. Instead of using chlorine, they took bromine.
6. They continued experimenting with the substance.
7. Having access to the code was symbolic.
8. It is worthwhile thinking over the effects I have just described.
9. The new opportunities may take life on this planet much more worth living.
10. We were all for starting the experiment at once.
11. It is no use speaking of it.
12. Operating conditions differed widely.
13. They could not help seeing the importance of the process.
14. The purpose of the method is determining system stability.
15. We succeeded in building a flexible system.
16. The architects' aim is applying more plastics for interior decoration.
17. It may well be worthwhile considering the purpose of the investigation.
18. Search theory is potentially applicable to any sort of searching process.
19. Balancing is done by adjusting the position of the rods.
20. Getting several viewpoints is vital.

Обзорные упражнения

Ex. 11. State the function of the words with the '-ing', translate the sentences.

1. *Sailing* the arctic seas is very difficult.
2. Ice-breakers *consuming* more fuel than any other type of ship have to be supported by several other vessels for the purpose of *supplying* them with fuel.
3. After *having* discovered the secret of the atom scientists began *looking* for the ways of *applying* atomic energy for industrial purposes.
4. The atomic ice-breaker is equipped with an atomic installation, its capacity *being* 44,000 h.p.
5. The reactor of the ice-breaker will be able to operate without *refueling* for at least a year.
6. Besides *being* used for the purpose of *convoying* ships the atomic ice-breaker will at the same time be an Arctic research laboratory.

7. The ice-breaker will be capable of *sailing* even to the North Pole, *consuming* negligible quantities of nuclear fuel.

8. We know of the atomic reactor *being* fed with powdered uranium oxide 238, the latter *being* enriched by an isotope of uranium 235.

9. Nuclear fuel will be used in the reactor after its *having* been compressed in the form of rods.

10. An ordinary ice-breaker can remain at sea for less than a month, the length of time it can sail *depending* on the quantity of fuel consumed.

11. Reliable means of protection *having* been created, people are not affected by radioactive radiation.

Ex. 12. Translate using the Gerund.

1. Мы знаем, что ледоход снабжен атомным двигателем. – _____

2. Он может находиться в плавании, не пополняя запасов топлива в течение года. – _____

3. Он способен прокладывать путь через лед толщиной более двух метров. – _____

4. Благодаря тому, что атомный ледокол имеет более могучие, чем у обычного ледокола, двигатели, он обладает огромной пробивной способностью. – _____

5. Атомный ледокол потребляет незначительное количество топлива, несмотря на то что его двигатели очень мощные. – _____

Ex. 13. Choose the right variant.

1. Why do you insist _____ our returning back home?

a) at; b) in; c) on.

2. We had some difficulty _____ finding the right candidate for this job.

a) at; b) in; c) on.

3. My friend is really good _____ driving cars.

a) at; b) in; c) on.

4. I am sorry _____ keeping you waiting.

a) of; b) for; c) to.

5. The hungry boy was accused _____ stealing apples.

a) of; b) for; c) to.

6. Are you keen _____ singing?

a) of; b) on; c) with.

7. The poor teacher is fed up _____ repeating the same thing over and over again.

a) of; b) on; c) with.

8. We won _____ finding the shortest way out.
a) in; b) to; c) by.
9. There is no point _____ telling the truth.
a) in; b) to; c) by.
10. What does your mother have _____ our going to the club?
a) by; b) against; c) to.
11. I feel _____ going out. Would you like to join me?
a) like; b) to; c) for.
12. Touch your toes _____ bending your knees.
a) like; b) with; c) without.
13. This is a device _____ making coffee.
a) to; b) for; c) of.
14. In spite _____ facing problems he kept on smiling.
a) to b) for c) of.
15. I am sick and tired _____ doing this work.
a) of; b) for; c) with.
16. What would you say _____ making a barbecue?
a) for; b) to; c) of.
17. They are not interested _____ investing their money into our business.
a) on; b) at; c) in.
18. We are looking forward _____ hearing from you as soon as possible.
a) –; b) to; c) for.
19. What else can you do _____ mending cars?
a) to; b) like; c) besides.
20. I am thinking _____ finding a new job.
a) of; b) on; c) to.

Ex. 14. Translate into English.

1. Я слышал о том, что его выбрали ректором нашего университета. –

2. Я не возражаю, чтобы они у нас остановились. – _____
3. Они информировали нас о том, что груз застрахован. – _____
4. Я выполнил все калькуляции, о которых просил меня бухгалтер. –

5. Я был очень разочарован тем, что они отказались участвовать в гранте. – _____
6. Профессор настаивает на том, чтобы глава была скорректирована. –

7. Я слышал о том, что их отправляют на стажировку в Англию. –

8. Извините, что я не отправил вам документы сразу же. – _____
-
9. Вы можете рассчитывать на то, что они дадут вам точную информацию. – _____
-
10. Нет надежды, что они закончат эксперимент до его прихода. – _____
-
11. Вы не возражаете, если я прочту ваш перевод вслух? – _____
-
12. Мой преподаватель по фонетике настаивает, чтобы я читал как можно больше вслух. – _____
-
13. Вы ничего не имеете против того, чтобы установить в вашей лаборатории камеры видеонаблюдения? – _____
-
14. Мы настаивали на том, чтобы переговорный процесс начался как можно быстрее. – _____
-

Ex. 15. Translate the text defining the Gerund.

AUTOMATION IN THE RESEARCH PROCESS

Our goal should be automating the routine and thereby leave more time for the creative process.

With that word of caution, let's proceed by arbitrarily dividing research into three stages and examining each stage to find what functions of the research process might be automated without endangering creativity. Stage one includes the dreams, the ideas, the exploratory work, selecting the problem, setting the objective, testing technical feasibility, and searching the literature. Stage two involves planning the experiment, conducting the experiment, checking the alternatives, data taking, and data evaluation. Stage three is the solution of the problem – drawing conclusions and making recommendations.

Although there is a great deal of creativity involved in stage one, there are also opportunities for automation. The burden of keeping up with the literature even in one's own restricted field is becoming heavier with each passing year. The mass of reading necessary to make a literature search has increased immensely. Advances in computer technology have made possible storing and quick retrieving essentially all the scientific literature.

Ex. 16. Insert the right preposition 'to', 'into', 'of', 'at', 'from', 'in', 'without'.

1. The child persuaded his parents _____ buying a computer.
2. We did not object _____ paying money.

3. Bad weather prevented us _____ walking in the park.
4. I am very proud _____ getting this high-paid job.
5. They were surprised _____ finding the dog alive.
6. My son is good _____ skiing.
7. I am not interested _____ listening to your stories.
8. Our company succeeded _____ making good quality products.
9. Our children were disappointed _____ finding pirates' treasure.
10. We used _____ go fishing every weekend.

ТЕМА 5. ОТГЛАГОЛЬНОЕ СУЩЕСТВИТЕЛЬНОЕ (THE VERBAL NOUN)

Отглагольное существительное образуется путем прибавления к форме инфинитива суффикса-окончания **-ing**: **to meet** *встречать* – **meeting** *встреча, собрание, митинг*.

В отличие от герундия, отглагольное существительное обладает только свойствами существительного и поэтому:

1. употребляется с артиклем;
2. может иметь форму множественного числа;
3. может определяться прилагательным:

The readings of this device are correct. – **Показания** этого прибора *верны*.

Тренировочные упражнения

Ex. 1. Analyze the '-ing' forms in the sentences below. State which of them Gerunds are and which Verbal Nouns. Motivate your decision.

1. She read the first act between a *fitting* and a rehearsal, made up her mind to play Kate and there was no *persuading* her that the part was too young for her.
2. The *whirring* and *banging* of the lift kept her awoken most of the night.
3. She kept *repeating* the bright *sayings* of her children to bored friends and relations.
4. She insisted on my *showing* her the letter and *explaining* who Pat was.
5. On *getting* home she felt so faint and exhausted that she went to bed without *taking* off her makeup and *creaming* her face.
6. On *being* told to her face that she was a liar and a schemer Polly felt like *giggling* and restrained her with difficulty.
7. She broke the *fastening* of the purse in her hurry to get the papers out.
8. She looked with distaste at the toilet table. Dust, spilt powder and hair *combings* everywhere.

9. You have never learned the way of *treating* children kindly but without undue familiarity.
10. She promised to send me the *cutting* the moment she found it.
11. I could just see a faint *glimmering* of light in the distance.
12. For some time she said nothing and we could only hear the *clicking* of her false teeth – a certain sign of *growing* irritation.
13. On *being* asked what her plans were he gave a most evasive answer.
14. She lost this job through *falling* ill at the wrong time.
15. Her first big part was Catherine in “The *Taming* of the Shrew”.

Ex. 2. Translate the sentences paying attention to the ‘-ing’ forms.

1. *Reading* foreign journals is necessary for an engineer.
2. *Reading* foreign journals you can learn many new facts.
3. A student *reading* foreign journals must know the language well.
4. I think he is in the library now. He is *reading* foreign journals.
5. You can enlarge your vocabulary by *reading* foreign journals.
6. I remember *reading* this journal.
7. He is proud of *having* read many English books in the original.
8. *Having* read many English books in the original, he knows the language perfectly.
9. He has been *reading* the book for two hours already.
10. *Being* read in the original, the book made a great impression on everybody.
11. I don’t like your way of *talking*.
12. His time was up, but he still went on *speaking*.
13. Will we have a chance of ever *seeing* you again?
14. I need spectacles for *reading*.
15. *Looking* back upon that time was like *remembering* something that had happened long before.
16. *Looking* back upon that time I thought that all might have been different.
17. She never did a thing without *asking* somebody’s advice.
18. The man was *making* a speech not *paying* attention to the attempts to interrupt him.
19. The door stood ajar, and we entered without *knocking*.
20. Not *speaking* the language, he was asked through an interpreter.
21. What language is he *speaking*?
22. He received a letter *informing* him of their new address.
23. There is a visitor *waiting* for you.
24. She smiled to herself as if *remembering* something funny.
25. They had tried many other methods, finally *returning* to the initial one.

26. On *coming* home he switched on the light and pulled down the curtains.
27. When I was *examining* the machine I noticed its engine to be out of order.
28. He insisted on my *speaking* in public.
29. He couldn't help *laughing* when *seeing* me in such a strange dress.
30. *Having* stayed in the country long enough, I know the local customs.
31. *Being* applied in agriculture, such machines will save much time and labour.
32. The party *being* over, everybody went home.
33. He cannot give up *smoking*, this habit *telling* on his health.
34. We were informed of the new equipment *having* been delivered to our plant.
35. We heard of our chief engineer *having* been appointed director.

Ex. 3. State which of the sentences with '-ing' forms are the Gerund, the Participle and which the Verbal Noun.

1. The boys continued *playing* football.
2. He was *looking* at the plane *flying* overhead.
3. *Watching* the *playing* kittens was great fun for the children.
4. *Being* frightened by the dog, the cat climbed a high fence.
5. It is no use *going* there now.
6. *Coming* out of the wood, the travellers saw a ruined castle in the distance.
7. My greatest pleasure is *travelling*.
8. *Growing* tomatoes need a lot of sunshine.
9. *Growing* corn on his desert island, Robinson Crusoe hoped to eat bread one day.
10. *Growing* roses takes a lot of care and attention.
11. Just imagine his *coming* first in the race!
12. The children were tired of *running*.
13. *Wishing* to learn to skate, she bought herself a pair of skates.
14. *Having* prepared all the necessary equipment, they began the experiment.
15. Mary will stop for a few days at the seaside before *going* back home.
16. While *translating* the text I looked up many words in the dictionary.
17. I usually help mother by *washing* the dishes and *doing* the rooms.
18. *Entering* the room, I saw my friends *smiling* at me.
19. Instead of *phoning* his friend, he went to see him.

Ex. 4. Read and translate in the following order: a) the sentences with the Gerund; b) the sentences with the Verbal Noun.

1. Sleeping is necessary.
2. We felt so disappointed at your having missed nearly half the programme.
3. The building of this house will cost much money.
4. Are you dressed for going out?
5. I hate the idea of doing it once more.
6. Then came a general lighting of pipes and cigars.
7. But you don't mind being asked to help us, do you?
8. The forest resounded with the hooting of owls and the howling of wolves.
9. She blamed herself for having been a dull companion.
10. The singing of those beautiful folk songs impressed me greatly.
11. Your having written is really no excuse for your not coming on the day fixed.
12. Such doings can hardly be explained.
13. The motor was carefully examined before starting.
14. I am very pleased to meet you after hearing so much about you.
15. Your hair wants cutting.
16. I will look forward to seeing you again.
17. It was no use talking about it any longer.

Ex. 5. Match the Russian and the English sentences.

- | | |
|---|---|
| 1. Going to the cinema was a good idea. | a) Пойти в кино была хорошая идея. |
| 2. There is no smoking here. | b) Не хорошо шуметь в библиотеке. |
| 3. It is no good making noise in the library. | c) Здесь не курят. |
| 4. It is useless calling for help. | d) Бесплезно звать на помощь. |
| 5. Everybody started to smile on his entering the room. | e) Увидев это, она немедленно начала кричать. |
| 6. President's appearing in public surprised us. | f) Все начали улыбаться, когда он вошел в комнату. |
| 7. She is afraid of walking in the dark. | g) Если вы получите письмо, сообщите, пожалуйста, мне как можно скорее. |
| 8. I don't mind opening the window. | h) Мой отец был занят просмотром футбола. |
| 9. On seeing that she immediately started to cry. | i) Этот фильм стоит того, чтобы его посмотреть. |
| 10. He got the money by robbing a bank. | j) Я закончил работать в 7 часов и пошел домой. |

- | | |
|---|---|
| <p>11. The boy left the room without saying goodbye.</p> <p>12. In case of receiving the letter please inform me as soon as possible.</p> <p>13. He said about his experience for the purpose of getting that job.</p> <p>14. I finished working at 7 p.m. and went home.</p> <p>15. The music stopped but he kept on dancing.</p> <p>16. This film is worth seeing.</p> <p>17. My father was busy watching football.</p> | <p>k) Мальчик покинул комнату, не попрощавшись.</p> <p>l) Музыка прекратилась, но он продолжал танцевать.</p> <p>m) Появление президента на публике удивило нас.</p> <p>n) Он достал деньги, ограбив банк.</p> <p>o) Он сказал о своем опыте, чтобы получить ту работу.</p> <p>p) Она боится гулять в темноте.</p> <p>q) Я не возражаю против того, чтобы открыть окно.</p> |
|---|---|

ТЕМА 6. ИНФИНИТИВ (THE INFINITIVE)

Инфинитив, или неопределенная форма глагола, отвечает на вопрос *что делать?* или *что сделать?* Показателем инфинитива является частица **to**.

6.1. Способы образования инфинитива

Инфинитив имеет формы времени и залога. В английском языке существуют простая и сложная формы инфинитива (табл. 6.1).

Таблица 6.1

Формы инфинитива

Группа	Active	Passive	Действие
Indefinite	to write	to be written	Выражают действия, одновременные с действием глагола-сказуемого
Continuous	to be writing	_____	
Perfect	to have written	to have been written	Выражают действия, предшествующие действию глагола-сказуемого, и переводятся прошедшим временем
Perfect Continuous	to have been writing	_____	

Тренировочные упражнения

Ex. 1. Analyze the different forms of the Infinitives and state their meanings.

- | | |
|--|--|
| <p>to translate – to be translated</p> <p>to mention – to be mentioned</p> <p>to help – to be helped</p> | <p>to read – to be read</p> <p>to ask – to be asked</p> <p>to give – to be given</p> |
|--|--|

to write – to be written
to find – to be found
to know – to have known
to read – to have read
to get – to have got
to go – to have gone
to prove – to have proved
to shout – to be shouting
to dance – to be dancing
to listen – to be listening
to swim – to be swimming
to make – to be making
to do – to have been done
to ask – to have been asked
to forget – to have been forgotten
to work – to have been working
to smoke – to have been smoking

to produce – to be produced
to found – to be founded
to say – to have said
to do – to have done
to bring – to have brought
to show – to have shown
to study – to have studied
to smile – to be smiling
to run – to be running
to play – to be playing
to write – to be writing
to sleep – to be sleeping
to tell – to have been told
to buy – to have been bought
to ask – to have been asking
to talk – to have been talking
to spend – to have been spending

6.2. Функции инфинитива в предложении

Инфинитив выполняет следующие функции в предложении:

1. *Подлежащее*; переводится существительным или неопределенной формой глагола:

To operate the complex device is rather difficult. – *Управлять (управление) этим сложным механизмом довольно трудно.*

Признаком инфинитива-подлежащего является его положение в начале предложения перед сказуемым и отсутствие другого слова, являющегося подлежащим.

2. *Часть сказуемого*:

а) составного глагольного (переводится неопределенной формой глагола):

You must (had to) improve your methods of work. – *Вы должны (должны были) улучшить методы работы.*

This engineer is to design a new high-speed vessel. – *Этот инженер должен спроектировать новое скоростное судно.*

б) именной частью сказуемого после подлежащего, выраженного словами **aim, purpose** – *цель*, **duty** – *долг, обязанность*, **task** – *задача*, **method** – *метод*, **wish** – *желание*, **plan** – *план*, **function** – *назначение, функция*, **problem** – *проблема, задача* и др., и глагола-связки **to be**, причем глагол-связка либо совсем не переводится на русский язык, либо переводится словами *заключаться в том, что(бы), состоять в том, чтобы*:

Our aim is to fulfill our work in time. – Наша цель – выполнить работу в срок. (Наша цель заключается в том, чтобы; состоит в том, чтобы ...)

3. Дополнение; переводится неопределенной формой глагола:

We hope to obtain new cargo in a week or two. – Мы надеемся получить новый груз через неделю или две.

4. Определение; инфинитив в функции определения всегда стоит после определяемого существительного и переводится:

а) определительным придаточным предложением, сказуемое которого выражает долженствование, возможность или будущее время:

The crane to be used in our work is to be safe. – Кран, который будет использован (нужно, можно использовать) в нашей работе, должен быть безопасным.

б) неопределенной формой глагола:

I have no desire to go there. – У меня нет желания идти туда.

с) существительным:

The idea to use these new facilities didn't leave us. – Мысль об использовании (о том, чтобы использовать ...) этого нового оборудования не покидала нас.

5. Обстоятельство цели; стоит в начале предложения перед подлежащим или в конце предложения. Иногда вводится союзом **in order to** – для того чтобы. Переводится на русский язык неопределенной формой глагола с союзом *чтобы*, *для того чтобы* или существительным с предлогом *для*:

To handle cargo workers use deck facilities. – Чтобы обработать груз (для обработки ...), рабочие используют палубное оснащение.

A number of devices were used in order to handle cargo. – Было использовано несколько агрегатов для обработки (чтобы обработать ...) груза.

Итак, инфинитив переводится на русский язык:

1. неопределенной формой глагола;
2. существительным;
3. придаточным предложением.

Тренировочные упражнения [3, с. 78]

Ex. 2. Translate the word-combinations with the Infinitive in the attributive function.

the work to be done – _____

the phenomena to be studied – _____
 the letter to be signed – _____
 the text to be translated – _____
 the experiment to be continued – _____
 the task to be fulfilled – _____
 the information to be transmitted – _____
 the equipment to be tested – _____
 the words to be learnt – _____
 the story to be repeated – _____
 the instructions to be followed – _____
 the house to be built – _____
 the promise to be kept – _____
 the lecture to be delivered – _____
 the problem to be solved – _____
 the engine to be repaired – _____
 the monument to be restored – _____
 the question to be discussed – _____
 the meeting to be held – _____
 the talks to be conducted – _____
 the letter to inform them – _____
 the picture to speak of – _____
 the conference to open in Moscow – _____
 a book to read – _____
 some water to drink – _____
 the first to come – _____
 the last to leave – _____
 the second to arrive – _____
 the only one to get a good mark – _____
 a knife to cut the bread with – _____

Ex. 3. Translate the sentences with the Infinitive in different functions.

a) в функции подлежащего:

1. To translate this text is not at all easy.
2. To know the language well means to master it perfectly.
3. To go in for sports will do you a lot of good.
4. To restore the ruined sculpture was impossible.
5. To repair the car engine will take not less than two days.
6. To ask you questions is my duty.
7. To worry and to fuss was useless.
8. To construct such a machine requires much time.
9. To be properly understood is the only thing I want.
10. To collect and to process data is our usual task.

11. It is not necessary to go into details.
12. It is a great pleasure to make your acquaintance.
13. It will take you ten minutes to get there.
14. It is usual for him to keep his opinion to himself.
15. It must be very nice to go to the country every week-end.

b) в функции части сказуемого:

1. His first action was to visit memorial places.
2. The main problem is to change the original plan.
3. What I want is to get out of here.
4. Our plan was to carry out a number of experiments.
5. To act like this meant to betray our plans.
6. Our next step must be to consult an experienced lawyer.
7. Our only chance to see him is to visit him tonight.
8. To ask him a straight question means to offend him.
9. I hope to meet you again.
10. We decided to check the results of the experiment.
11. He doesn't like to be bothered with trifles.
12. I want to know everything and to be informed of all events happening at the plant.
13. He was happy to see you.
14. They are glad to be invited to the conference.
15. He is lucky to have travelled all over the world and to have seen so much of it.
16. Children like to be told fairy tales.
17. I didn't intend to take part in this work.
18. He hates to be laughed at.
19. I remember to have met this man.
20. We pretended not to notice his mistakes.

с) в функции дополнения:

1. They promised us to come in time.
2. The director advised me to go in for sports.
3. I told him to test the equipment.
4. She asked the children to help her.
5. The chairman asked the participants of the conference to keep to the subject.
6. The teacher told the students to translate the text.
7. I order you to do what has been told.
8. I ask you to keep silence.
9. We promise you to do everything properly.
10. I advise you to give up smoking.

d) в функции определения:

1. Here are the instructions to be followed.
2. The monument to be built here will add beauty to the place.
3. These are the letters to be answered.
4. There was nothing to be done.
5. Here is the article to be read.
6. This question will be discussed at the meeting to be held tomorrow.
7. Here is the list of books to be published this year.
8. The pictures to be displayed at the international exhibition are taken from many world-famous museums.
9. Safety is the first thing to be observed in shooting competitions.
10. There are some more facts to be explained.
11. I have a lot of things to think of.
12. He is just the man to help us.
13. I am very busy; I have many things to do.
14. He was the first to congratulate me.
15. I was the last to know the news.
16. Don't forget about your promise to visit us.
17. The first person to enter the room was my brother.
18. We refused his offer to help us.
19. I have no desire to change my mind.
20. We had no chance to speak to him.
21. Tell the child that matches are a dangerous thing to play with.
22. These houses were among the few to survive after a great fire.
23. I am always the last to be informed.
24. Do you know the station to get off?
25. This is not the subject to speak about.
26. Here is the knife to cut bread with.
27. He was the only one to get a good mark at the exam.
28. He is not the person to rely on.
29. He is not the person to discuss such things with.
30. This is the box to keep instruments in.

e) в функции обстоятельства:

1. Everything was done to save him.
2. He hired a taxi to take us to the railway station.
3. I got up at 6 o'clock so as not to miss the morning train.
4. I wrote him a letter to remind him of his promise.
5. Did you come to take part in the conference?
6. To do the work properly you must follow our instructions.
7. To take correct measurements it is necessary to use accurately adjusted instruments.

8. To meet the demand for motor cars, a new automobile plant was put into operation.

9. To pass exams well you must work hard.

10. To finish the experiment in time we had to work without any days off.

11. He returned to his Motherland never to leave it again.

12. The child is too small to understand your joke.

13. The question is too complicated to be solved at once.

14. The boy is clever enough to make his own decision.

15. I don't know him well enough to rely upon him.

16. The book is too long to be read in a day.

17. In order to hear the music well I left the window open.

18. The students kept silent in order not to miss a teacher's word.

19. I'll put down your address so as not to forget it.

20. To make a long story short, we stopped all arguments and started a new round of talks.

6.3. Использование инфинитива без частицы 'to'

В современном английском языке инфинитив в основном употребляется с частицей **to**. Но есть случаи, когда частица **to** не употребляется:

1. После вспомогательных глаголов:

We don't know the captain of the ship. – Мы не знаем капитана этого судна.

2. После модальных глаголов:

You can't overload the ship. – Вы не можете перегружать корабль сверх нормы.

3. После глаголов чувственного восприятия **to see**, **to hear**, **to feel** и др.:

I've never see the ship navigate in the sea. – Я никогда не видел, как судно идет по морю.

4. после глаголов **to let** – позволять, **to make** в значении заставлять, **to need** – нужно:

Let him take part in discharging the ship. – Позвольте ему участвовать в разгрузке судна.

5. После выражений **had better** ... лучше бы, **would rather / sooner** ... бы пожалуй, **cannot but** не могу не ... и др.:

You had better discharge the ship with crane. – Вам лучше бы разгрузить судно краном.

6. В предложениях, начинающихся с вопросительного слова **why (not)** почему бы (не) ...:

Why not discharge the ship with crane? – Почему бы не разгрузить корабль краном?

7. После слов **than, rather than, but, except**, означающих вместо того чтобы:

Rather than discharge the ship, the gang had a break. – Вместо того чтобы разгрузить корабль, бригада ушла на перерыв.

Тренировочные упражнения

Ex. 4. Insert 'to' where necessary.

1. I like ___ play the piano.
2. My brother can ___ write poems.
3. We had ___ put on our overcoats because it was cold.
4. They wanted ___ cross the river.
5. It is high time for you ___ go to bed.
6. May I ___ use your telephone?
7. They heard the girl ___ cry out with joy.
8. I would rather ___ stay at home today.
9. He did not want ___ play in the yard anymore.
10. Would you like ___ go to England?
11. You look tired. You had better ___ go home.
12. I wanted ___ speak to Nick, but could not ___ find his telephone number.
13. It is time ___ get up.
14. Let me ___ help you with your homework.
15. I was planning ___ do a lot of things yesterday.
16. I'd like ___ speak to you.
17. I think I will be able ___ solve this problem.
18. What makes you ___ think you are right?
19. I will ___ do all I can ___ help you.
20. I like ___ dance.
21. I'd like ___ dance.
22. She made me ___ repeat my words several times.
23. She did not let her mother ___ go away.
24. Do you like ___ listen to good music?
25. That funny scene made me ___ laugh.

10. Are you looking forward _____ on holiday?
 a) going; b) to go; c) to going; d) that you go.
11. When Lisa came to Britain, she had to get used _____ on the left.
 a) driving; b) to driving; c) to drive.
12. I am thinking _____ a house. Do you think that's a good idea?
 a) to buy; b) of to buy; c) of buying.
13. I had no _____ a place to live. In fact it was surprisingly easy.
 a) difficulty to find; b) difficulty finding; c) trouble to find.
14. A friend of mine phoned _____ me to a party.
 a) for invite; b) to invite; c) for inviting; d) for to invite.
15. Jim doesn't speak very clearly. _____.
 a) It is difficult to understand him. b) He is difficult to understand him.
16. The path was icy, so we walked very carefully. We were afraid _____.
 a) of falling; b) from falling; c) to fall; d) to falling.
17. I didn't hear you _____ in. You must have been very quiet.
 a) come; b) to come; c) came.
18. _____ a hotel, we looked for somewhere to have dinner.
 a) Finding; b) After finding; c) Having find; d) We found.
19. She noticed _____ away from the house.
 a) him to run; b) him run; c) him ran.
20. I'd advise _____ more exercise.
 a) to take; b) you to take; c) you taking.

6.4. Объектный инфинитивный оборот (The Objective Infinitive Construction)

Инфинитив с относящимися к нему словами образует инфинитивный оборот. Инфинитив может входить в состав сложного дополнения (объектный инфинитивный оборот) и сложного подлежащего (субъектный инфинитивный оборот).

Объектный инфинитивный оборот или сложное дополнение состоит из следующих составляющих:

существительного (в общем падеже) или местоимения (в объектном падеже: me, him, her, us, you, them)	+ инфинитив смыслового глагола
---	--------------------------------

We consider the results of transportation to be satisfactory. – Мы считаем, что **результаты перевозки** удовлетворительны.

Сложное дополнение употребляется после глаголов, выражающих:

1. желание, требование, просьбу: **to want** – *хотеть*, **to wish** – *желать*, **to like** – *нравиться*, **should (would) like** – *хотелось бы*, **to request** – *просить*, **to require, to demand** – *требовать*, **to command** – *приказывать*;

2. мнение, суждение, предположение: **to assume** – предполагать, допускать, **to believe** – полагать, считать, **to think** – думать, считать, **to consider**, **to take** – считать, **to expect** – ожидать, полагать, **to find** – находить, признавать, **to know** – знать, **to suppose** – полагать, **to show** – показывать, **to prove** – доказывать, оказываться;

3. чувственное восприятие: **to see** – видеть, **to hear** – слышать, **to feel** – чувствовать. После этих глаголов инфинитив стоит без частицы **to**.

На русский язык объектный инфинитивный оборот, как правило, переводится придаточным дополнительным предложением, подлежащим которого является дополнение, а сказуемым – инфинитив английского предложения:

*We wanted **him to take part in cargo handling**.* – Мы хотели, **чтобы он принял участие** в обработке груза.

*We know **television to be widely used in everyday life and in industry**.* – Мы знаем, **что телевидение широко используется** как в повседневной жизни, так и в промышленности.

*The students saw **the device begin to operate**.* – Студенты увидели, как **прибор начал работать**.

После глаголов **to make**, **to cause** в значении *заставлять, вызывать*, **to allow**, **to permit** – *разрешать*, **to enable** – *давать возможность* инфинитив объектного оборота может стоять в активном и пассивном залоге. При переводе можно:

1. сохранять порядок слов английского предложения;
2. переводить инфинитив существительным сразу после глагола или неопределенной формой глагола в активном залоге:

*The use of this crane **permits more complex handling to be carried out**.* – Применение этого крана **позволяет провести (проведение) более сложную обработку**.

Примечание. После глагола **to make** в значении *заставлять* инфинитив употребляется без частицы **to**:

*The stevedore can **make the gang use the crane if necessary**.* – Стивидор может **заставить бригаду использовать** кран в случае необходимости.

Но в пассивном залоге частица **to** остается:

*The gang **was made to use the crane**.* – Бригаду **заставили использовать** кран.

После глаголов, выражающих чувственное восприятие, в сложном дополнении вместо инфинитива можно употреблять Participle I, если необходимо подчеркнуть процесс действия:

We saw the experienced worker operating a new very complex machine with great skill. – Мы видели, как опытный рабочий умело управлял новой, очень сложной машиной.

Тренировочные упражнения

Ex. 7. Translate the sentences with the Objective Infinitive Constructions.

1. I expect the translation to be finished tomorrow.
2. I want the article to be translated right now.
3. I consider him to be the most outstanding actor of our days.
4. I want you to be happy.
5. I hate people to argue about trifles.
6. I know this medicine to work wonders.
7. I only want it to be done as soon as possible.
8. We think it to be wrong.
9. The scientists suppose these phenomena to be of great value.
10. They believed it to be a coincidence.
11. I felt somebody touch me.
12. What makes you think so?
13. He heard someone call his name.
14. Your enthusiasm makes me feel young again.
15. Nobody saw her face change.
16. We thought ourselves to be lucky.
17. She considered the question to be useless.
18. Further experiments proved the assumption to be wrong.
19. We all know him to be very punctual.
20. Which direction did you notice them go?
21. How did you let them know of it?
22. I'll have to make him re-do it.
23. I could hardly believe it to happen.
24. We didn't expect him to return so soon.
25. Let life go on as if nothing has changed.

Ex. 8. Fill in the blanks with suitable verbs. Give several variants where possible.

1. Why don't you _____ her to wear high heels?
2. The way she looks at me _____ me blush.
3. Do you _____ me to show you the place on the map?
4. No one had _____ her to return so early.
5. I have never _____ her look so sweet.
6. Who _____ you to miss lectures?
7. She _____ the children to be well behaved.
8. You can't _____ him come if he doesn't want to.

Ex. 9. Replace the words in italics by the Object Infinitive Construction.

Model: Members of the Government itself acknowledge *that many of their predictions* were over-optimistic. – Members of the Government itself acknowledge *many of their predictions to have been* over-optimistic.

1. The Court declared *that the book was* obscene. – _____

2. Teachers have found *that the overhead projector* is invaluable as a teaching aid. – _____

3. The majority of critics thought *that the film was* highly original. – _____

4. Many of the audience considered *that the speaker had overstated* his case. – _____

5. Evidence showed *that the man's alibi was* a complete fabrication. – _____

6. The architect's clients had assumed *that the construction of such a building was* impracticable, whereas the architect himself *believed that it was* perfectly feasible. – _____

7. At a very early age, Paderewski revealed *that he was* a master of the keyboard. – _____

8. Everyone knew *that he was* a man of integrity. – _____

9. Detectives investigating the robbery discovered *that £20,000 worth of precious stones was* missing. – _____

10. Although most people once thought *that it was* impossible, several climbers have now scaled the north face of the Eiger in winter. – _____

Ex. 10. Translate the sentences using the phrases:

let smb do smth – позволить; пусть (они) ...; дайте (мне) ...;

make smb do smth – заставить;

have smb do smth – распорядиться, чтобы ...

1. Мама не позволяет мне играть в футбол. – _____

2. Не заставляйте меня лгать. – _____

3. Распорядитесь, чтобы кто-нибудь принес мел. – _____

4. Не позволяй им так кричать. – _____

5. Заставь его выпить лекарство. – _____

6. Пусть они напишут диктант еще раз. – _____

7. Я не могу заставить его бросить курить. – _____

8. Он посторонился, чтобы дать ей пройти. – _____

9. Не смешите меня. – _____

10. Позвольте мне помочь вам. – _____

11. Дайте мне подумать. – _____

12. Распорядитесь, чтобы дети надели плащи. – _____

13. Дайте мне знать, когда она придет. – _____

14. Я велела ему объяснить, что это значит. – _____

15. Не позволяйте ему есть столько конфет. – _____

6.5. Субъектный инфинитивный оборот (The Subjective Infinitive Construction)

Субъектный инфинитивный оборот или сложное подлежащее состоит из следующих составляющих:

существительного (в общем падеже) или местоимения (в именительном падеже: I, you, he и т.д.)	+ инфинитив, стоящий после сказуемого
--	---------------------------------------

The cargo obtained is considered to be satisfactory. – *Считают, что полученный груз – удовлетворительный.*

Субъектный инфинитивный оборот употребляется:

1. Когда сказуемое выражено следующими глаголами в пассивном залоге: **to know** – *знать*, **to consider** – *считать, рассматривать*, **to say** – *говорить*, **to state** – *заявлять, сообщать*, **to report** – *сообщать*, **to think** – *думать, считать*, **to believe**, **to find** – *полагать, считать*, **to suppose**, **to assume** – *предполагать*, **to expect** – *ожидать* и др.:

The crane is known to use in cargo handling. – *Известно, что кран используется при обработке груза.*

Или:

Кран, как известно, используется при обработке груза.

2. Когда сказуемое выражено глаголами, которые употребляются в активном залоге: **to seem**, **to appear** – *казаться*, **to prove** – *оказываться*, **to happen** – *оказываться, случаться*:

The crane seems to be capable to lift 600 to 700 kilograms. – Оказывается, кран способен поднимать от 600 до 700 килограммов.

Глагол **to appear** в таких предложениях часто переводится *по-видимому*:

The crane appears to be capable to lift 600 to 700 kilograms. – По-видимому, кран способен поднимать от 600 до 700 килограммов.

3. Когда сказуемое выражено прилагательными **likely** – *вероятный*, **unlikely** – *маловероятный*, **certain** – *несомненный*, **sure** – *верный* в сочетании с глаголом **to be**:

Under these conditions the output of the plant is likely to increase. – При этих условиях производительность завода, вероятно, увеличится.

The application of this vessel is certain to give better results. – Применение этого судна, несомненно, даст лучшие результаты.

Предложение с субъектным инфинитивным оборотом переводится на русский язык:

1. сложноподчиненным предложением. Сказуемое английского предложения, которое стоит в пассивном залоге (**is said**, **was considered**), переводится на русский язык глаголом в 3-м лице множественного числа (*говорят*, *полагали* и т.д.), за которым следует придаточное дополнительное предложение с союзом *что*;

2. простым предложением с вводными словами *как известно*, *как считали*, *вероятно*, *по-видимому*.

Как уже говорилось, перфектные формы инфинитива выражают действие, предшествующее действию глагола-сказуемого, и переводятся на русский язык глаголом в прошедшем времени:

The new vessel is reported to have been put into mass production. – Сообщают, что это новое судно уже запущено в массовое производство.

Тренировочные упражнения

Ex. 11. Translate the sentences with the Subjective Infinitive Constructions.

1. He is known to be a very talented man.
2. The climate here is considered to be very healthful.

3. He is suspected to have committed a crime.
4. The performance is expected to be a success.
5. The book is said to be popular all over the world.
6. The poem is believed to have been written by an unknown author.
7. The playwright is supposed to be working at a new comedy.
8. The parties are reported to come to an agreement.
9. The problem was considered to be settled.
10. The new methods were found to have many disadvantages.
11. They seem to know all about it.
12. He seems to get tired.
13. The discussion seemed to be coming to an end.
14. He appeared not to know anything.
15. The working conditions appeared to be more difficult than it was supposed.
16. I happened to be present at the opening session.
17. We happened to have many mutual friends.
18. My prediction proved to be correct.
19. New cars proved to be very comfortable.
20. The language of the article turned out to be quite easy.
21. Do you happen to know him?
22. The article is likely to appear in the next issue of the journal.
23. He is unlikely to change his opinion.
24. The proposal is likely to cause his interest.
25. They are certain to come to an understanding.
26. The treatment is certain to help you.
27. They are sure to do all in their power.
28. The truth is sure to come out.
29. Complications were unlikely to appear.
30. The event is sure to be much spoken about.

Ex. 12. Paraphrase the following sentences using the Subjective Infinitive Construction.

Model 1: It seemed that he knew the subject well. – He seemed to know the subject well.

1. It happened that they met that very day. – _____

2. It proved that there was the case. – _____

3. It seems that the play has made a deep impression on him. – _____

4. It proved that he was a very experienced worker. – _____

5. It appears that the house was built in the 18th century. – _____

6. It happened that there was a doctor there at that time. – _____

7. It appears that there are different opinions on this subject. – _____

8. It happened that he was at home at that time. – _____

9. It seems that there is a great difference between these two samples. – _____

Model 2: It is reported that the delegation has left London. – The delegation is reported to have left London.

1. It is known that he has a large collection of pictures. – _____

2. It may be said that the new theatre is the most beautiful building in the town. – _____

3. It was reported that the ship had arrived in Odessa. – _____

4. It can't be considered that the results of the experiment are bad. – _____

5. It is expected that many people will attend the meeting. – _____

6. It is believed that there is hope of reaching an agreement. – _____

7. It is said that the expedition has reached Vladivostok. – _____

8. It is considered that this mine is the best in the district. – _____

9. It can be expected that the weather will improve soon. – _____

10. It can't be expected that the Petersburg football team will win. – _____

11. It is said that there are many difficulties in solving this problem. – _____

Ex. 13. Translate the words in brackets.

1. He is thought (*был*) _____ a very good singer.

2. They are expected (*поишлют*) _____ a replay today.

3. They are said (*переехали*) _____ to a new flat.

4. Who is supposed (*подпишет*) _____ the letter?

5. The doctor is supposed (*прописал*) _____ you something.

6. The results of the experiment (*были*) _____ very good.
7. The new instrument is expected (*поможет*) _____ scientists solve many important problems.
8. The members of the committee are understood (*пришли*) _____ to an agreement.
9. He is said (*предложил*) _____ them his services.
10. In the 19th century the dark areas on the Mars were thought (*были*) _____ seas.
11. We were supposed (*проведем*) _____ the day on board the ship.
12. The seamen were not supposed (*сойдут*) _____ ashore that day.
13. The expedition is said (*сделала*) _____ a very important discovery.
14. They were expected (*пройдут*) _____ 300 miles that day.
15. She is known (*интересовалась*) _____ in the subject.
16. They were heard (*согласились*) _____ to do it.
17. The ship is expected (*прибудет*) _____ here on Tuesday.
18. They are supposed (*преследовали*) _____ him.
19. They were believed (*знали*) _____ the secret at that time.

Ex. 14. Choose the Infinitive or the Gerund.

1. Is there anything in that new magazine worth _____.
- a) to read; b) reading.
2. Although I was in a hurry, I stopped _____ to him.
- a) to talk; b) talking.
3. I really must stop _____.
- a) to smoke; b) smoking.
4. Would you mind _____ the front door?
- a) to close; b) closing.
5. You should remember _____ him. He'll be at home.
- a) to phone; b) phoning.
6. Do you enjoy _____?
- a) to teach; b) teaching.
7. All parts of London seem _____ to different towns and epochs.
- a) to belong; b) belonging.
8. Why have you stopped? Go on _____.
- a) to read; b) reading.
9. The teacher asked us some questions and went on _____ us about the climate of England.
- a) to tell; b) telling.
10. When we had finished _____ the waiter brought the bill.
- a) to eat; b) eating.
11. My elder brother went to college, and I hope _____ there too.
- a) to go; b) going.

12. My car needs a service badly, and Tom offered _____ me with it.
a) to help; b) helping.
13. Avoid _____ and you'll feel better soon.
a) to overeat; b) overeating.
14. I can't help _____ about that awful accident.
a) to think; b) thinking.
15. The Brains want _____ Boston this week.
a) to leave for; b) leaving for.
16. I'll always remember _____ you for the first time.
a) to meet; b) meeting.
17. I decided _____ my holiday in France.
a) to spend; b) spending.
18. I enjoy _____ very much.
a) to travel; b) travelling.
19. We might manage _____ a lot of interesting places there.
a) to visit; b) visiting.
20. I dislike _____ around in the car.
a) to tour; b) touring.

6.6. Инфинитивный оборот *for* + существительное (местоимение) (*for* + *to* – Infinitive Construction)

Предложный инфинитивный оборот **for** + существительное (местоимение) + инфинитив с частицей **to** выполняет роль любого члена предложения – дополнения, обстоятельства, части сказуемого и т.д. и переводится придаточным предложением, вводимым союзами *что, чтобы, для того чтобы*, подлежащим которого становится существительное или местоимение, стоящее перед инфинитивом, а сказуемым – инфинитив:

Everybody waited for the new data of the experiment to be published. – Все ожидали, что новые данные эксперимента будут опубликованы.

Возможен перевод этого оборота существительным или инфинитивом:

It was important for us to solve this problem as soon as possible. – Нам было важно решить эту проблему как можно скорее.

Тренировочные упражнения

Ex. 15. Translate the sentences with 'for+to'-Infinitive Constructions.

1. It is necessary for you to go there.
2. This is for you to decide.
3. The first thing for me to do is to prepare for exams.

4. The weather was too cold for us to go to the country.
5. He explained the rule again for us to understand it better.
6. It is a suitable machine for them to use in their research work.
7. It is easy for him to do this work.
8. It was difficult for her to translate this article.
9. The text was too difficult for him to read it without a dictionary.
10. It is too late now for children to go for a walk.
11. It is quite natural for him to act like that.
12. The main thing for all of us to do is to work in close cooperation.
13. Let us wait for a definite answer to arrive.
14. This is the lesson for you to remember for the rest of your life.
15. He is just the man for you to consult.

Ex. 16. Complete the following sentences by adding 'for'-phrases to them.

Model: It would be better (you; to stay in bed). – It would be better for you to stay in bed.

1. It's very important (children; to play outdoors). – _____

2. It'll be best (she; to talk to the manager). – _____

3. It might be just possible (you; to make him see the doctor). – _____

4. It would be easy (I; to pretend). – _____

5. It's very bad (boys; to smoke). – _____

6. It's not (you; to carry that heavy bag). – _____

Ex. 17. Translate the sentences from Russian into English. Use the model.

Model: It is useful for you to follow his advice.

1. Вам полезно есть фрукты. – _____

2. Мне легче сделать это сегодня. – _____

3. Им будет проще поехать туда на метро. – _____

4. Ей было бы трудно решить эту задачу. – _____

5. Нам было приятно снова встретить наших друзей. – _____

6. Нам будет полезно отдохнуть. – _____

7. Вам вредно столько курить. – _____

8. Ей было трудно молчать. – _____
9. Не мне давать вам советы. – _____
10. Не им обсуждать этот вопрос. – _____

Ex. 18. Complete the following sentences by adding objective 'for'-phrases to them.

1. She is out playing. The doctor does not think it necessary _____
_____.
2. Under the circumstances I really think it best _____
_____.
3. All right, I'll go. Why are you so anxious _____
_____.
4. After a long telephone conversation with John we arranged _____
_____.
5. He stood there with a bunch of flowers waiting _____
_____.
6. The manager was very cross and said that he did not mean _____
_____.

Обзорные упражнения

Ex. 19. Put in the verbs in brackets in the Infinitive or the '-ing' form.

1. The child (*to sleep*) _____ on the sofa is sick.
2. They watched him (*to go*) _____ upstairs.
3. I would appreciate your (*to call*) _____ Alfred back.
4. I saw a taxi (*to stop*) _____ near my gate.
5. He is said (*to be*) _____ a good pupil.
6. I object to Lora's (*to drive*) _____ the car.
7. He made us (*to read*) _____ all the papers.
8. Help me (*to move*) _____ the table.
9. She is not capable of (*to do*) _____ any harm.
10. Please excuse me (*to disturb*) _____ you.

Ex. 20. Complete the sentences with the Infinitive or the '-ing' form of the verbs in the box:

know, leave, see, do, eat, learn, marry, wear, read, bomb

1. Mr. Brown wanted John _____ Ann.
2. I kept on _____ to play the violin.
3. _____ the newspaper he read the magazine.
4. He appeared _____ his car keys in his briefcase.

5. _____ me to be honest he was astonished to hear that.
6. The _____ of civilians horrified everyone.
7. I can't bear _____ raw cabbage.
8. I don't know what _____.
9. We enjoyed _____ you at our place.
10. _____ fashionable clothes is her dream.

Ex. 21. Tick the correct sentence.

1. a) I watched her go up the street and enter the house.
b) I watched her going up the street and entering the house.
2. a) Excuse my take your seat.
b) Excuse my taking your seat.
3. a) She couldn't help to laugh.
b) She couldn't help laughing.
4. a) Bob is said to resemble his dad.
b) Bob is said resemble his dad.
5. a) I hate the rain pouring all the time.
b) I hate the rain pour all the time.
6. a) I won't have you speaking like that.
b) I won't have you speak like that.
7. a) He heard the clock to strike 12.
b) He heard the clock strike 12.
8. a) Loud music didn't let George fall asleep.
b) Loud music didn't let George to fall asleep.
9. a) The plane is reported having landed on time.
b) The plane is reported to have landed on time.
10. a) You'd better to tell your parents the truth.
b) You'd better tell your parents the truth.

Ex. 22. Match the two parts of the sentences.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. I was always afraid of ... 2. I could feel her fingers trembling ... 3. The expedition is reported ... 4. She doesn't seem to want ... 5. I was tired ... 6. I don't remember ... 7. Nick is proud ... 8. I prefer ... 9. Let us be ... 10. He stepped aside ... | <ol style="list-style-type: none"> a) ... meeting you at 7 p.m. b) ... to have reached its destination. c) ... of being among the school leaders. d) ... losing his friendship. e) ... for me to pass. f) ... when she was putting her coat on. g) ... having seen such a picture. h) ... the best friends in the world. i) ... climbing the mountain. j) ... to do anything I suggest. |
|--|---|

Ex. 23. Correct the mistakes.

1. Did you hear me arriving? – _____
 2. I hope seeing you next week. – _____
 3. They made me to stay at home. – _____
 4. We enjoyed to see them again. – _____
 5. John decided not buying the new car. – _____
-
6. We are not looking forward to go back to school. – _____
-
7. We ordered him to appearing in the university. – _____
-
8. The grass needs to cut. – _____
 9. Lucy learned swimming when she was seven. – _____
-
10. Mary is accustomed to sleep late. – _____
-

Ex. 24. Choose the right variant.

1. I don't mind _____ Zac. It's a nice nickname.
a) calling; b) being called; c) having been called.
2. The safe showed no sign of _____.
a) touching; b) being touched; c) having been touched.
3. Our teacher suggests _____ test next week.
a) writing; b) being written; c) having been written.
4. I really appreciate _____ this opportunity. I'll do my best.
a) giving; b) being given; c) having been given.
5. She strongly objected to our _____ a fire.
a) making; b) being made; c) having been made.
6. The child was punished by _____ to bed without dinner.
a) sending; b) being sent; c) having been sent.
7. He was clever enough _____ in this delicate situation.
a) avoiding, speaking; b) to avoid, to speak;
c) avoiding, to speak; d) to avoid, speaking.
8. I wonder if there is any use _____ the results.
a) trying, improving; b) trying, to improve;
c) to try, to improve; d) to try, improving.
9. I used a car to get to work, and now I can't get used to _____ by bus.
a) go; b) going.
10. Do you remember _____ your last exam? Was it hard?
a) take; b) to take; c) taking.

11. I don't feel like _____ this article today.
 a) reading and to translate;
 b) to read and translating;
 c) reading and translating.
12. The little girl was really afraid of _____ lost in the forest.
 a) having been; b) getting; c) having got.
13. Is there anything here worth _____?
 a) buying; b) being bought; c) having been bought.
14. He disliked _____ coming home late.
 a) I; b) me; c) my.
15. Would you mind _____ smoking here?
 a) not; b) not to; c) no d) don't.
16. We stopped _____ some food in the store, because we'd run out of our supplies.
 a) buying; b) to buy; c) having bought.
17. What about _____ to the cinema tomorrow?
 a) to go; b) going; c) having gone.
18. _____ you here was a great surprise to me.
 a) Finding; b) Having found; c) To find.
19. The friends couldn't _____ laughing when they discovered the problem.
 a) assist; b) help; c) aid; d) support.
20. I can't _____ standing in queues.
 a) stand; b) fall; c) sit; d) lie.

Ex. 25. Insert the Infinitive in the appropriate form and translate the sentences into Russian.

1. Mr. Abbot was the first (*to break*) _____ the silence.
2. The next patient (*to examine*) _____ was a nice girl in her early teens.
3. Honesty is the first principle (*to observe*) _____ when working with us.
4. He complained that he was always the last (*to inform*) _____.
5. I am the last man (*to ask*) _____ a question of the kind.
6. They were among the last (*to arrive*) _____.
7. He found that he was the only one (*to notice*) _____ the discrepancy.
8. If there is to be a vacancy I would like to be the one (*to offer*) _____ the job.
9. These houses were among the few (*to survive*) _____ after a great fire.

10. Who was the youngest chess player (*to win*) _____ the title of All-Union Champion?

11. The Shakespeare Memorial Theatre players were the second British company (*to visit*) _____ Russia.

12. The Nuremberg trial was the biggest international trial (*to hold*) _____ ever.

Ex. 26. Translate the sentences.

1. To speak would sometimes do more harm than good.
2. To think otherwise would be a mistake.
3. To account for these variations is in principle straightforward.
4. To be a materialist means to accept the primacy of matter.
5. The first sentence must always be best, just to make people read the rest.
6. To live long it is necessary to live slowly. (M.T. Cicero).
7. The form of the equation should be simple so as to be useful for the calculation.
8. The postulates should be simple enough to seem almost obvious.
9. Some people are too proud to admit that they don't know.
10. The curves to be presented in Part V were obtained on single crystal samples.
11. There are many considerations to be taken into account in determining space velocity.
12. He was the first to realize the difficulty of the situation.
13. To do two things at once is to do neither.
14. Our task is to do this work properly.
15. The question of the procedure is yet to be settled.
16. These measurements have to be carried out repeatedly.
17. All such attempts will fail.
18. It is necessary that the model adequately represent the problem situation.
19. A decision maker must evaluate the research and its results.
20. These measurements can be used to classify textures.

Ex. 27. Translate the sentences defining the Infinitive or Participle constructions.

1. We are going to overcome this difficulty with various means to be tried.
2. It was like someone playing with only the family to listen.
3. Bernard Show wanted marriages to be based upon common sense and genies.
4. John Ball wanted all things to be used in common.
5. People's knowledge is assumed to be well-organized and to facilitate the understanding of new information.
6. This process was expected to be more effective.
7. The language of specialist is often difficult for the layman to read.

8. Two years were sufficient for the work to be done.
9. The other conditions being equal, the acceleration will be the same.
10. We have already mentioned this method as affording good results.
11. Bohr recognized the substance as having a condensing system.
12. The plant is found growing in the East Indies.
13. This data set should intuitively be considered as consisting of two clusters.
14. The results were interpreted by Arnauch as pointing to the formula mentioned.
15. The temperature being raised, the kinetic energy is increased.

Ex. 28. Translate the text paying attention to the Infinitive.

The design of an automatic computer is not a simple matter. To understand how to use a computer one must fully appreciate its design. Therefore, a brief introduction to the logical design is necessary for the users to understand the underlying idea. To present some background material on theoretical and philosophical aspects of information processing is to give the user more profound understanding of computers' application. From what has been said above, it is clear that a computer may be thought of both as a machine by which to handle information and a machine by which to transform one set of symbols into another. For the user it is a machine to process the information, a way to obtain an output by applying to an input a specified sequence of logical operations. The designer considers a computer to be a device for applying a sequence of logic operations to symbols representing information.

Since mathematical operations are a particular group of logic operations, the consideration of logic operations by definition includes mathematical operations. To appreciate the significance of the conventional character of logic, and to gain some understanding of computer logical design we must consider a few simple games. These games are to illustrate some significant factors.

Ex. 29. Translate the text with the modal verbs with the Perfect Infinitive.

DESIGN FOR DECISION

Throughout this book I must have been critical of people who produce beautiful thoughts with little or no data behind them. Some readers may have felt that the decision-maker is a cold-hearted, even grim, method of making decisions. These readers might admit that a machine may be all right for making the scientific decisions or even commercial decisions, but they may have felt that Statistical Decision had no place in their world, that it is meaningless insofar as personal, governmental, or international decisions are concerned.

I disagree with this point of view. I think that Statistical Decision must have played a useful role in a wider class of decisions which have a direct influence on all of us.

I certainly do not consider Statistical Decision to be a panacea. It is one method among many methods of reaching decisions. It is not necessarily the best method; there are situations in which intuitive procedures lead to more effective decisions than any existing Decision-Maker. In fact I think that most people must have already used many of the principles in making their decisions. You may have felt that such concepts as mathematical expectations were new and unfamiliar. However, I am sure that you have had to make decisions on the basis of expectations, when you have had to combine probabilities and desirabilities (though you may not have used these names).

Ex. 30. Translate the text paying attention to the Subject Infinitive Construction.

Benjamin Franklin (1706-1790) is acknowledged to be the founder of the theory of atmospheric electricity. At the time when theories to explain electricity were neither complete nor well founded the lightning was proved by him to be an electrical phenomenon. He was not the first to think of it but he was the first to prove it. His theory of electricity still appears to hold good. He is acknowledged to have invented a means of protection against the disastrous effects of lightning – the lightning rod. Franklin's theory at first seemed to be misunderstood both in his country and abroad. It is known to have been severely attacked by the leader of French scientist Abbé Nollet.

Franklin is recognized to have been a great public figure that did as much as he could for the good of his country. He is known to have been the editor of one of the newspapers enjoying a great popularity with his countrymen. He is sure to be one of the broadest as well as one of the most creative minds of his time.

Ex. 31. Translate the text paying attention to the Objective Infinitive Construction.

Men of science consider Lobachevsky to be a great mathematician. The whole world knows Lobachevsky to have strictly demonstrated and explained the principles of the theory of parallel lines. We consider him to be a great organizer of popular education, and we know him to have written much on the problems of education.

Lobachevsky was born on December 1, 1792 near Nizhny Novgorod. His father died when he was only a child, leaving the family in extreme poverty. The family moved to Kazan where Lobachevsky was admitted to the gymnasium. We know his progress to have been extremely rapid in mathematics and classics. At the age of 14 he entered the University of Kazan where he is known to have spent 40 years as a student, assistant professor, and finally rector. Under his direction great improvements were made at the University. We know an ob-

servatory to have been founded and equipped and a mechanical workshop to have been established.

For 2200 years all the mankind believed Euclid to have discovered an absolute truth. Lobachevsky proved Euclid's axiom on parallel lines not to be true. He built a new geometrical theory quite different from that of Euclid. We know his ideas to have greatly influenced not only geometry, but mechanics, physics, astronomy as well. Like Galileo, Copernicus and Newton he is one of those who laid the foundation of science.

Ex. 32. Translate the sentences into English.

1. Я попросил вас прийти, чтобы сообщить об этом радостном событии. – _____

2. Он недостаточно силен, чтобы участвовать в этой экспедиции. – _____

3. Текст был слишком трудный, чтобы он смог перевести его без словаря. – _____

4. Он хочет, чтобы его приняли в группу экспертов по вопросам атомной энергетики. – _____

5. Мы не хотели, чтобы нас прерывали, и попросили дать больше времени для доклада. – _____

6. Ему не нравится, когда задают слишком много вопросов. – _____

7. Я никогда не слышал, как она говорит по-французски. – _____

8. Я никогда не видел, как работает это устройство, и попросил, чтобы продемонстрировали его работу еще раз. – _____

9. Просмотрев мельком текст, я понял, что не смогу перевести его без словаря. – _____

10. Он попросил сына открыть окно. Он попросил открыть окно. – _____

11. Капитан приказал матросам вымыть палубу. Капитан приказал вымыть палубу. – _____

12. Я видел, как ящики упаковали, положили в грузовик и увезли в неизвестном направлении. – _____

13. Покупатели просили продавцов предоставить им скидку. Покупатели попросили сделать скидку на товар. – _____

14. Я хотел, чтобы вы объяснили мне это правило еще раз. – _____

15. Я считаю, что Эйнштейн – лучший ученый 20 столетия. – _____

16. Мы не приняли предложение судовладельца, полагая, что фрахтовая цена чрезмерна завышена. – _____

17. Говорят, что в соседней аудитории будет проходить конференция молодых ученых. – _____

18. Считают, что Покрышкин – один из самых лучших летчиков советского периода. – _____

19. Он, по-видимому, удовлетворен результатами своего исследования. – _____

20. Кажется, он собирается выдвигать свою кандидатуру на пост мэра. – _____

21. Маловероятно, что погода завтра испортится. Посмотри, какое чистое небо! – _____

22. Известно, что Ломоносов был самым блестящим и выдающимся ученым своего времени. – _____

23. Известно, что доктор Чазов был специалистом по сердечным заболеваниям. – _____

ТЕМА 7. ПОВЕЛИТЕЛЬНОЕ НАКЛОНЕНИЕ (THE IMPERATIVE MOOD)

Повелительное наклонение выражает просьбу, приказание, совет, побуждение к действию. Простая форма повелительного наклонения (когда просьба или приказание обращены ко 2-му лицу единственного и множественного числа) совпадает с формой инфинитива без частицы **to**:

Be careful while handling cargo. – Будь(те) осторожен (осторожны) при обработке груза.

Отрицательная форма образуется при помощи вспомогательного глагола **to do** и отрицания **not**, которые ставятся перед глаголом в форме инфинитива без частицы **to**:

***Do not (Don't) carry cargo in this vessel.** – Не перевозите груз этим судном.*

По форме и по месту в предложении глагол в повелительном наклонении может совпадать с существительным, поэтому в сомнительных случаях необходимо определить, есть ли в предложении другой глагол-сказуемое:

***Help them, please.** – Помогите(те) им, пожалуйста.*

***Help came in time.** – Помощь пришла вовремя.*

Когда побуждение к действию относится ко всем остальным лицам, употребляется аналитическая (сложная) форма повелительного наклонения. Она образуется при помощи глагола **let** в повелительном наклонении, за которым следует существительное в общем падеже или личное местоимение в объектном падеже (me, him, her, it, us, them) и смысловой глагол в форме инфинитива без частицы **to**.

Сочетания такого типа переводятся на русский язык при помощи слов *пусть, давай(те), позволь(те)* в зависимости от лица:

***Let me help you.** – Позвольте мне помочь вам.*

***Let us deliver the parcel.** – Давайте доставим эту посылку.*

***Let the parcel be delivered to the manager.** – Пусть посылку доставят менеджеру.*

Тренировочные упражнения

Ex. 1. Translate the sentences.

1. Ask no questions and you will be told no lies.
2. Never judge by appearance.
3. If you want to be seen stand up, if you want to be heard speak up, if you want to be appreciated shut up.
4. Don't let age become your age.
5. Watch closely the rise in temperature!
6. Let me turn back in order to make my point of view a little clearer.
7. Don't look through the text once more!
8. Let the centres of the three given circles have coordinates (x_1, y_1) , (x_2, y_2) and (x_3, y_3) respectively.
9. And now let us try to explain.
10. To make sure that the result does agree with the expected one, check it.
11. Do not be so persistent!

12. Be content with little!
13. Let us project to another subject of consideration.
14. Do be careful with that device!
15. Don't expect to succeed at your first, or even your second, attempt.

Ex. 2. Translate into English.

1. Не закрывайте окна. – _____
2. Позовите носильщика, пожалуйста. – _____
3. Прочитайте эту статью. – _____
4. Покажите мне вашу курсовую работу. – _____

5. Пусть рабочие не закрывают склад до моего прихода. – _____

6. Попросите их принести словари из библиотеки. – _____

7. Разрешите ей участвовать вместе со мной в конкурсе. – _____

8. Покажите ему, где нужно поставить подпись. – _____

9. Не разрешайте ей сидеть много перед компьютером. У неё плохое зрение. – _____

10. Не давай детям много мороженого. – _____

11. Не учите людей тому, чего не знаете сами. – _____

12. Не допускайте пробелов в знаниях. – _____

13. Не отправляйте товары железной дорогой. – _____

**ТЕМА 8. СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ
(THE SUBJUNCTIVE MOOD)**

Сослагательное наклонение, в отличие от изъявительного, выражает действие не реальное, а предполагаемое или желательное.

В русском языке сослагательное наклонение выражается сочетанием формы прошедшего времени глагола с частицей *бы* и имеет одну форму для настоящего, прошедшего и будущего времени:

Если бы у меня было больше времени, я бы составил план погрузочных работ (сегодня, вчера, завтра).

В английском языке сослагательное наклонение может выражаться синтетически, т.е. простыми глагольными формами, или аналитически, т.е. при помощи сложных глагольных форм.

К **синтетическим формам** относятся:

1. Для глагола **to be**:

а) форма **be** для всех лиц единственного и множественного числа:

*It is necessary that the engine **be** light and highly efficient.* – Необходимо, чтобы двигатель **был** легким и очень эффективным.

б) форма **were** для всех лиц единственного и множественного числа:

*I wish the ship **were** here.* – Я хочу (хотел бы), чтобы корабль **был** здесь.

Форма **were** употребляется в придаточных предложениях, выражающих желание, сравнение или условие.

2. Для всех остальных глаголов – форма инфинитива без частицы **to** для всех лиц единственного и множественного числа: she **work**, he **study**, they **come**:

*We suggested that he **inform** us about ship's departure.* – Мы предложили, чтобы он **проинформировал** нас об отправлении корабля.

Синтетические формы, кроме формы **were**, употребляются довольно редко (за исключением языка художественной литературы); более обычным является употребление аналитических форм сослагательного наклонения.

Аналитические формы представляют собой сочетание глагола **would** с простым инфинитивом (если предполагаемое действие относится к настоящему или будущему) или с перфектным инфинитивом (если действие относится к прошлому):

*I **would like** to do it.* – Мне **бы хотелось** сделать это.

*He **would have come** here but he was busy.* – Он **бы пришел** сюда (раньше, тогда), но он был занят.

В английском языке сослагательное наклонение употребляется:

1. В простых предложениях, выражающих предположение или пожелание. В этом случае употребляется вспомогательный глагол **would**. В простых предложениях наряду с **would** употребляются глаголы **might** и **could**, которые сохраняют свое лексическое значение и переводятся на русский язык *мог(-ла, -ло, -ли) бы*:

*It **would be** interesting to farewell the ship.* – **Было бы** интересно проводить этот корабль.

*Atomic energy **might be used** in this ice-breaker.* – Атомная энергия **могла бы быть использована** в этом ледоколе.

В лозунгах и призывах употребляется чаще синтетическая (простая) форма сослагательного наклонения:

Be it so! – Пусть будет так!

2. В сложноподчиненных предложениях:

а) В придаточных предложениях подлежащих, начинающихся с союза **that** после оборотов типа: **it is required** – *требуется*, **it is necessary** – *необходимо*, **it is important** – *важно*, **it is possible** – *возможно*, **it is desirable** – *желательно*, **it is probable** – *вероятно*, **it is improbable** – *невероятно*:

It is necessary that the plan drawn up should be highly accurate. = *It is necessary that the plan drawn up be highly accurate.* – **Необходимо, чтобы составленный план был очень точным.**

б) В дополнительных придаточных, начинающихся с союза **that**, после глаголов, выражающих:

п р и к а з а н и е
to order – приказывать
to demand – требовать
to insist – настаивать

п р е д л о ж е н и е
to suggest – предлагать
to propose – предлагать
to recommend – рекомендовать

The stevedore suggested that the crane should be used for cargo handling. – **Стивидор предложил использовать** кран для обработки груза.

с) В обстоятельственных придаточных предложениях цели после союзов **so that** – *для того чтобы* и **lest** – *чтобы не*. В этом случае наряду с **should** употребляются также глаголы **might** и **could**, которые, как правило, сохраняют свое лексическое значение и переводятся на русский язык:

He must hurry lest he should be late. – **Он должен торопиться, чтобы не опоздать.**

The new design of the ship must be thoroughly tested so that we might use it in our construction. – **Новый дизайн корабля надо тщательно испытать, чтобы мы могли использовать его в нашем строительстве.**

д) В дополнительных придаточных предложениях после глагола **to wish**:

We wish our tests of this engine would give better results. – **Нам хотелось бы, чтобы испытания этого двигателя дали лучшие результаты.**

They wish this method were used in his work. – **Им хотелось бы, чтобы этот метод использовался в его работе.**

е) В обстоятельственных придаточных предложениях, выражающих нереальное сравнение, после союзов **as if** – *как если бы* и **as though** – *как будто бы*. В этом случае сослагательное наклонение передается формами, совпадающими с Past Indefinite и Past Perfect:

The Earth behaves as if it were a large magnet. – Земля ведет себя так, как если бы она была огромным магнитом (как огромный магнит).

He looked at this ship as though (as if) he had never seen it before. – Он смотрел на это судно, как будто никогда его раньше не видел.

f) В сложноподчиненных предложениях с придаточным условия (см. Тема 13. Придаточные предложения).

Примечание. В случаях а), b) и с) сослагательное наклонение выражается при помощи вспомогательного глагола **should** для всех лиц единственного и множественного числа и инфинитива смыслового глагола без частицы **to** или при помощи синтетической формы.

Тренировочные упражнения [5, с. 21]

Ex. 1. Translate the sentences paying attention to the different forms of the Subjunctive Mood.

1. It would not make much difference.
2. I would be only too glad to see you again.
3. They would gladly accept the invitation.
4. In other circumstances we would not pay attention to it.
5. It would be very nice of you to see us off.
6. What would I do here without you?
7. He would be very much pleased with the results.
8. Would you go to the country on Sunday?
9. Life would be impossible without water.
10. It would be unreasonable to refuse him.
11. He wouldn't have recognized me that time.
12. I should have given you a definite answer yesterday, but I can't do it now.
13. Nobody would have blamed them in those circumstances.
14. They didn't see anything. They would have noticed the slightest change.
15. I could do nothing. What steps would you have taken in my place?
16. The situation was difficult, and I should not have mentioned it in your place.
17. – What would you have done in my place? – I should have done the same.
18. She wouldn't have managed if herself, so I had to help her.
19. It would have been much better to tell her the truth right then.
20. Why didn't you ring me up? I should have come and helped you.

Ex. 2. Translate the text paying attention to the verb 'would' and 'will'.

THE HYGROMETER

Air saturated with water vapour, i.e. of 100 per cent relative humidity, at a temperature of 58 °F would contain 0.01 pound of water vapour per pound of dry air. The same amount of water vapour at 77 °F would correspond to a relative humidity of only 50 per cent. On the other hand, a hygroscopic material like human hair or nylon, as it is used in many hydrometers will absorb more moisture at 58 °F than at 77 °F. Consequently, the instrument using such an element would respond not to the amount of water vapour present but to the relative humidity. Instruments utilizing this absorption effect are called hygrometers. They are either of the mechanical or the electrical type. The most general form of the mechanical type uses the above mentioned human hair and nylon elements. The elements will contract when the humidity decreases and expand when it increases.

Ex. 3. Translate the text paying attention to the Subjunctive Mood in the indefinite form.

Why are frosts so important? Why does it matter more when the temperature falls below 0° Centigrade than when it falls below 20° or –20°? The answer is because water is the commonest substance which undergoes a change of state within the temperature range where human life is possible. If we could live at such temperatures, the boiling point of water would be equally important.

Ice is lighter than water. That is to say water expands when it freezes. It even starts to expand a little before it freezes. This has a number of consequences. If ice were heavier than water it would fall to the bottom of ponds and of the sea. Shallow ponds would freeze solid. So would the Arctic Ocean. And very likely there would be ice at the bottom of even the tropical oceans. In fact the whole earth would probably be a lot colder; and perhaps the Venus, which is a good deal warmer than the earth, would be a more suitable place for living beings.

ТЕМА 9. ВОПРОСИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ (INTERROGATIVE SENTENCES)

Порядок слов в вопросительных предложениях зависит от типа вопроса (табл. 9.1).

1. **Общий вопрос (The General Question)** – вопрос, относящийся ко всему предложению и требующий ответа **Yes** или **No**.

Порядок слов в общем вопросе следующий:

а)

СМЫСЛОВОЙ ГЛАГОЛ ИЛИ ГЛАГОЛ-СВЯЗКА	ПОДЛЕЖАЩЕЕ	ИМЕННАЯ ЧАСТЬ СКАЗУЕМОГО	ОСТАЛЬНЫЕ ЧЛЕНЫ ПРЕДЛОЖЕНИЯ
<i>Is</i>	<i>your friend</i>	_____	<i>in Moscow?</i>
<i>Is</i>	<i>your friend</i>	<i>an engineer?</i>	_____

b)

вспомогательный глагол	подлежащее	смысловой глагол	остальные члены предложения
<i>Does</i>	<i>your friend</i>	<i>work</i>	<i>at this plant?</i>

Разновидностью общего вопроса является **альтернативный вопрос (the Alternative Question)** – вопрос с союзом **or** или, представляющий возможность выбора (альтернативу). Ответ на него всегда полный:

– *Do you work at a plant or at an institute? – I work at an institute.*

2. **Вопрос к подлежащему или его определению (The Subject Question).** При вопросе к подлежащему или его определению сохраняется прямой порядок слов.

вопросительное слово (на месте подлежащего)	сказуемое	остальные члены предложения
<i>Who</i> <i>Whose journal</i>	<i>will make</i> <i>lies</i>	<i>a report?</i> <i>on the desk?</i>

3. **Специальный вопрос (The Special Question)** – вопрос, относящийся к какому-либо члену предложения. Специальный вопрос начинается с вопросительного слова (**who, what, when, where, why** и др.) и требует полного ответа.

Порядок слов в специальном вопросе следующий:

a)

вопросительное слово	основной глагол или глагол-связка	подлежащее	именная часть составного сказуемого	остальные члены предложения
<i>Where</i> <i>What</i>	<i>were</i> <i>is</i>	<i>your parents</i> _____	_____	<i>last week?</i> <i>your father?</i>

b)

вопросительное слово	вспомогательный глагол	подлежащее	смысловой глагол	остальные члены предложения
<i>Where</i>	<i>do</i>	<i>you</i>	<i>live</i>	<i>in summer?</i>

4. **Разделительный вопрос (The Tag Question)** представляет собой утвердительное или отрицательное повествовательное предложение, к которому присоединен общий вопрос, состоящий из соответствующего местоимения и того вспомогательного или модального глагола, который входит в состав сказуемого повествовательного предложения.

Утвердительное начало требует вопроса с отрицанием; отрицательное – вопроса без отрицания.

Ответы на разделительные вопросы обычно краткие. Они могут выражать как согласие, так и несогласие с говорящим:

*She is very busy, **isn't** she?* – Она очень занята, **не правда ли?**

Yes, she is. (No, she isn't.) – Да, очень. (Нет, не очень.)

*She isn't very busy, **is** she?* – Она не очень занята, **не правда ли?**

No, she isn't. (Yes, she is.) – Нет, не очень. (Очень занята.)

*Your friend can speak English, **can't** he?* – Ваш друг умеет говорить по-английски, **не правда ли?**

Yes, he can. (No, he can't.) – Да, умеет. (Нет, не умеет.)

*Your friend can't speak English, **can** he?* – Ваш друг не умеет говорить по-английски, **не правда ли?**

No, he can't. (Yes, he can.) – Да, не умеет. (Нет, умеет.)

*Your sister went to Moscow, **didn't** she?* – Ваша сестра поехала в Москву, **не так ли?**

Yes, she did. (No, she didn't.) – Да, поехала. (Нет, не поехала.)

*Your sister didn't go to Moscow, **did** she?* – Ваша сестра не поехала в Москву, **не так ли?**

No, she didn't. (Yes, she did.) – Да, не поехала. (Нет, поехала.)

Таблица 9.1

Порядок слов в вопросительном предложении

Пример	
1.	The chief engineer took part in the testing last month.
2.	The chief engineer took part in the testing last month, didn't he?
3.	Who took part in the testing last month?
4.	What engineer took part in the testing last month?
5.	Did the chief engineer take part in the testing last month?
6.	Did the chief engineer take part in the testing or in the party last month?
7.	What did the chief engineer take part ----- last month in?
8.	When did the chief engineer take part in the testing ----- ?
Тип вопроса: 1 – повествовательное предложение; 2 – разделительный вопрос; 3 – вопрос к подлежащему; 4 – вопрос к определению подлежащего; 5 – общий вопрос; 6 – альтернативный вопрос; 7 – специальный вопрос (к обстоятельству места); 8 – специальный вопрос (к обстоятельству времени)	

Тренировочные упражнения

Ex. 1. Make questions with 'who' or 'what'.

1. Somebody hit me. – _____
2. I hit somebody. – _____

3. Somebody gave me the key. – _____
4. Something happened. – _____
5. Diane told me something. – _____
6. This book belongs to somebody. – _____
7. Somebody lives in that house. – _____
8. I fell over something. – _____
9. Something fell on the floor. – _____
10. This word means something. – _____
11. I borrowed the money from somebody. – _____
12. I'm worried about something. – _____

Ex. 2. Ask Liz the questions. (Look at her answers before you ask the questions.)

where / from? where / live / now? married? how long / married? children? how old / they? what / husband / do? he / enjoy his job? arrest anyone yesterday? how often / go / on holiday? where / next year?	This is a young woman Liz	From London originally. In Manchester. Yes. 12 years. Yes, three boys. 4, 7 and 9. He's a policeman. Yes, very much. I don't know. Usually once a year. We don't know yet.
--	---------------------------	--

Ex. 3. Put the words in brackets in the correct order. All the sentences are questions.

1. when / was / built / this house – _____
2. how / cheese / is / made – _____
3. when / invented / the computer / was – _____
4. why / Sue / working / isn't / today – _____
5. what time / coming / your friends / are – _____
6. why / was / cancelled / the concert – _____
7. where / your mother / was / born – _____
8. why / you / to the party / didn't / come – _____
9. how / the accident / did / happen – _____
10. why / this machine / doesn't / work – _____

Ex. 4. Write the negative questions from the words in brackets. In each situation you are surprised.

1. A: We won't see Ann this evening.
B: Why not? (*she / not / come / to the party?*) – _____

2. A: I hope we don't meet Brian tonight.
 B: Why? (*you / not / like / him?*) – _____
3. A: Don't go and see that film.
 B: Why not? (*it / not / good?*) – _____
4. A: I'll have to borrow some money.
 B: Why? (*you / not / have / any?*) – _____

Ex. 5. Tony is being interviewed for a job. Look at the interviewer's notes and Tony's answers. Then make the questions she is asking Tony.

1. age?	I'm 18.	_____
2. live locally?	Yes, I do.	_____
3. address?	5, Flower Close.	_____
4. when / leave school?	Last year.	_____
5. which school / go?	Benham School.	_____
6. work / now?	Yes, I am.	_____
7. who / work for?	Millers Limited.	_____
8. how long?	For six months.	_____
9. enjoy / present job?	Yes, I do.	_____
10. why / want / leave?	The pay isn't good.	_____

Ex. 6. You are making a phone call. You want to speak to Sue but she isn't there. Somebody else answers the phone. You want to know three things: 1) Where has she gone? 2) When will she be back? and 3) Did she go out alone? Complete the conversation.

- A: Do you know where (1) _____?
- B: Sorry, I've got no idea.
- A: Never mind. I don't suppose you know (2) _____.
- B: No, I'm afraid not.
- A: One more thing. Do you happen to know (3) _____?
- B: I'm afraid I didn't see her go out.
- A: OK. Well, thank you anyway. Goodbye.

Ex. 7. Make a new sentence from the question.

- Where has Tom gone? – Do you know _____?
- Where is the post office? – Could you tell me where _____?
- What's the time? – I wonder _____.
- What does this word mean? – I want to know _____.
- What time did they leave? – Do you know _____?
- Is Sue going out tonight? – I don't know _____.
- Where does Carol live? – Have you any idea _____?
- Where did I park the car? – I can't remember _____.
- Is there a bank near here? – Can you tell me _____?

10. – What do you want? – Tell me _____.
11. – Why didn't Kay come to the party? – I don't know _____?
12. – Do you have to pay to park here? – Do you know _____?
13. – Who is that woman? – I've no idea _____.
14. – Did Ann receive my letter? – Do you know _____?
15. – How far is it to the airport? – Can you tell me _____?

Ex. 8. Sonia Schmidt is phoning to book a hotel room. Complete the conversation by putting the words in brackets in the correct order.

- Receptionist: Good morning. Blakeney Hotel.
 Sonia: Hello. My name's Schmidt. I'd like to book a room please.
 Receptionist: Certainly. (*Staying / how many nights / you / be / will?*) _____

 Sonia: Three. Starting next Thursday.
 Receptionist: Yes, we have rooms available. Double or single?
 Sonia: Double please. (*Available / is / one / with a sea view?*) _____

 Receptionist: Yes. By the way, (*have / about / the special offer / we are running / you / at the moment / heard?*) _____

 Sonia: No.
 Receptionist: It's four nights for the price of three. (*Don't / take / it / advantage / you / why / of?*) _____
 Sonia: (*Have / for it / what / I / to / do / to qualify / do?*) _____

 Receptionist: Just confirm your reservation in writing and pay a ten per cent deposit.
 Sonia: (*Be / much / would / that / how?*) _____
 Receptionist: £15.
 Sonia: Yes. I think I'll do that. (*To / make / the cheque / who / I / should / payable?*) _____

 Receptionist: The Blakeney Hotel.
 Sonia: OK. I'll post it today.
 Receptionist: Thank you very much. We'll look forward to seeing you.
 Sonia: Thank you. Goodbye.
 Receptionist: Thank you.

Ex. 9. Complete the sentences with the auxiliary verbs 'do', 'was', 'could', 'should', etc. Sometimes the verb must be negative 'don't', 'wasn't', etc.

1. I wasn't tired but my friends _____.
2. I like hot weather but Ann _____.
3. – Is Colin here? – He _____ five minutes ago but I think he's gone home now.

4. She might phone later this evening but I don't think she _____.
 5. – Are you and Chris coming to the party? – I _____ but Chris _____.
 6. I don't know whether to apply for the job or not. Do you think I _____?
-
7. – Please don't tell anybody what I said. – Don't worry. I _____.
 8. – You never listen to me. – Yes, I _____!
 9. – Can you play a musical instrument? – No, but I wish I _____.
 10. – Please help me. – I'm sorry. I _____ if I _____ but I _____.

Ex. 10. You never agree with Sue. Answer in the way shown.

Model: – I'm clever. – Are you? I'm not.

- Sue:
1. – I'm hungry. – _____
 2. – I'm not tired. – _____
 3. – I like football. – _____
 4. – I didn't enjoy the film. – _____
 5. – I've never been to South America. – _____
 6. – I thought the exam was quite easy. – _____

Ex. 11. You are talking to Tina. Ask true sentences about yourself. Reply with 'So' or 'Neither' if suitable. Study the two examples carefully.

Model: – I'm happy. – So am I.
– I feel unhappy. – Do you? I don't.

- Tina:
1. – I feel really tired. – _____
 2. – I'm working hard. – _____
 3. – I watched television last week. – _____
 4. – I won't be in London next week. – _____
 5. – I live in a small town. – _____
 6. – I'd like to go to the moon. – _____
 7. – I can't play the trumpet. – _____

Ex. 12. In these conversations, you are B. Read the information in brackets and then answer with 'I think so', 'I hope not', etc.

1. You don't like rain.
A: Is it going to rain?
B: (to hope) _____
2. You need more money quickly.
A: Do you think you'll get a pay rise soon?
B: (to hope) _____
3. You think Diane will probably get the job that she applied for.
A: I wonder if Diane will get the job.
B: (to expect) _____

4. You're not sure whether Jill is married – probably not.
A: Is Jill married?
B: (to think) _____
5. You are the receptionist at a hotel. The hotel is full.
A: Have you got a room for tonight?
B: (to afraid) _____
6. You're at a party. You have to leave early.
A: Do you have to leave already?
B: (to afraid) _____
7. Ann normally works every day, Monday to Friday. Tomorrow is Wednesday.
A: Is Ann working tomorrow?
B: (to suppose) _____
8. You are going to a party. You can't stand John.
A: Do you think John will be at the party?
B: (to hope) _____
9. You're not sure what time the concert is – probably 7.30.
A: Is the concert at 7.30?
B: (to think) _____

Ex. 13. Brian has decided to join a Health Club, first, the instructor helps him to plan his fitness programme. Complete their conversation by writing the instructor's questions. You should read the whole conversation before you begin.

- Instructor:* OK, Brian. Let's find out how fit you are. First of all, how old are you?
- Brian:* I'm thirty-two.
- Instructor:* And _____?
- Brian:* About seventy-five kilos.
- Instructor:* And _____?
- Brian:* One meter eighty.
- Instructor:* _____?
- Brian:* I'm a bus driver.
- Instructor:* Really? So, _____?
- Brian:* Well, I take some exercise, but it's not regular.
- Instructor:* _____?
- Brian:* No, I haven't done any sport since I left school. I just work in the garden and sometimes go for a walk on my day off.
- Instructor:* I see. _____?
- Brian:* Well, yes. I admit I do. Not more than a packet a day, though.
- Instructor:* That's quite a lot, actually. _____?

Brian: I tried once, about a year ago, but I got so impatient I nearly crashed my bus.

Instructor: Well, perhaps we can give you some help. It's really important, you know. Come with me and I'll do a few checks and then we'll make a plan for you.

Brian: OK. Thanks.

Ex. 14. Put a tag question on the end of these sentences.

Model: – Tom won't be late, *will he?* – No, he's never late.

1. – You're tired, _____? – Yes, a little.
2. – You've got a camera, _____? – Yes, why? Do you want to lend it?
3. – You weren't listening, _____? – Yes, I was!
4. – Sue doesn't know Ann, _____? – No, they've never met.
5. – Jack's on holiday, _____? – Yes, he's in Portugal.
6. – Ann's applied for the job, _____? – Yes, but she won't get it.
7. – You can speak German, _____? – Yes, but not very fluently.
8. – He won't mind if I use his phone, _____? – No, of course he won't.
9. – There are a lot of people here, _____? – Yes, more than I expected.
10. – Let's go out tonight, _____? – Yes, let's.
11. – This isn't very interesting, _____? – No, not very.
12. – I'm too impatient, _____? – Yes, you are sometimes.
13. – You wouldn't tell anyone, _____? – No, of course not.
14. – Listen, _____? – OK, I'm listening.
15. – I shouldn't have lost my temper, _____? – No, but never mind.
16. – Don't drop that vase, _____? – No, don't worry.
17. – He'd never met her before, _____? – No, that was the first time.

Ex. 15. Read the situation and ask a sentence with a tag question. In each situation you are asking your friend to agree with you.

Model: You and a friend are walking over a wooden bridge. It is very old and some parts are broken. What do you say? (*not / very safe*) – This bridge *isn't very safe, is it?*

1. – You look out of the window. The sky is blue and the sun is shining. What do you say to your friend? – (*Beautiful day*) _____
2. – You're with a friend outside a restaurant. You're looking at the prices, which are very high. What do you say? – (*Expensive*) _____
3. – You've just come out of the cinema with a friend. You really enjoyed the film. What do you say to your friend? – (*Great*) _____

4. – You and a friend are listening to a woman singing. You like her voice very much. What do you say to your friend? – (*A lovely voice*) _____

5. – You are trying on a jacket. You look in the mirror and you don't like what you see. What do you say to your friend? – (*Not / look / very good*) _____

6. – Your friend's hair is much shorter than when you last met. What do you say to her / him? – (*Have / your hair / cut*) _____

Ex. 16. In these situations you are asking for information and asking people to do things. Make sentences like those in the model.

Model: – You need a pen. Perhaps Jane has got one. Ask her.
– Jane, you haven't got a pen, have you?

1. – Jack is just going out. You want him to get you some stamps. Ask him. – Jack, you _____?

2. – You're looking for Ann. Perhaps Kate knows where she is. Ask her. – Kate, _____?

3. – You need a bicycle pump. Perhaps Helen has got one. Ask her. – Helen, _____?

4. – You're looking for your keys. Perhaps Robin has seen them. Ask him. – _____?

Ex. 17. Complete the conversations using the words given in brackets.

1. *Graham:* Do you know where (*football boots*) _____?

Andrew: In your sports bag, I expect.

2. *Customer:* Can you tell me (*this jacket*) _____?

Assistant: £59.99.

3. *Elizabeth:* I'd like to know (*books about Russia*) _____?

Librarian: They're on the third shelf, beside the window.

4. *Kenneth:* Do you happen to know (*the last bus*) _____?

Maureen: I think it leaves at half past ten.

5. *Alexander:* Could you explain (*this coffee machine*) _____?

Elizabeth: It's quite simple. You put a coin in here and press the red knob.

6. *Teresa:* I can't understand (*the car*) _____?

Andrew: You've run out of petrol, that's why!

7. *Kenneth:* Please could you tell me (*the manager's office*) _____?

Receptionist: It's on the first floor, at the end of the corridor.

8. *Philipp:* Do you know (*the first Olympic Games*) _____?

William: 776 BC.

9. *Duncan:* I can't remember (*your sister*) _____?

Catherine: She was seventeen last March.

Обзорные упражнения

Ex. 18. Translate the text paying attention to the interrogative questions.

The important capabilities concerning the communication mechanism are:

1. Error control. Does the communication mechanism detect errors, correct errors, notify the user of errors, or does it pass data with undetected bit errors?
2. Addressing. How is the destination of the message addressed? Is addressing only to a single address, a group address or is a complete broadcast possible?
3. Data flow and control. Can data be sent simultaneously in both directions? Is a metering of flow-rate technique available?
4. Priority. Are there any options for priority service, multiple levels of priority, and/or pre-emption?
5. Security. Does the communication service offer any security mechanisms?
6. Delivery guarantees. Does the mechanism guarantee delivery or inability to deliver a message?
7. Topology. Are there any restrictions based on location or topology? Who is addressable from a particular user?
8. Performance and reliability. Does the communication mechanism meet specific delay and through-put characteristics? How reliable is it in the face of hardware and physical link failures?

ТЕМА 10. УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ (CONDITIONAL SENTENCES)

Обстоятельственные придаточные предложения условия вводятся союзами **if** – *если (бы)*, **in case** – *в случае*, **provided, providing** – *при условии*, **unless** – *если не*, **but for** – *если бы не*.

Условные предложения подразделяются на три типа:

1. Предложения первого типа выражают реальное (выполнимое) условие, могут относиться к любому времени и переводятся изъявительным наклонением:

Our engineer always took part in the discussions unless he was busy. – Наш инженер всегда принимал участие в обсуждениях, если не был занят.

2. Предложения второго типа употребляются для выражения нереального (невероятного) или маловероятного предположения, относящегося к настоящему или будущему времени. Переводятся сослагательным наклонением.

Главное предложение	Придаточное предложение
would Indefinite might (could) + Infinitive без to	Форма глагола, совпадающая с Past Indefinite
<i>We would test the device</i> <i>Мы бы проверили этот прибор,</i> (сейчас или вскоре)	<i>if we got it.</i> <i>если бы получили его.</i> (но это маловероятно)
<i>He could complete the test</i> <i>Он бы мог закончить проверку,</i>	<i>if he had time (today, tomorrow).</i> <i>если бы у него было время.</i>

3. Предложения третьего типа:

Главное предложение	Придаточное предложение
would (should) Perfect might (could) + Indefinite	Форма глагола, совпадающая с Past Perfect
<i>He would have used the device</i> <i>Он бы использовал этот прибор,</i> (в прошлом)	<i>if it had been in order.</i> <i>если бы он был в порядке.</i> (но он не был в порядке)
<i>I might have come to the conference</i> (last week) <i>Я, возможно, пришел бы на конференцию,</i> (на прошлой неделе)	<i>provided I had been in town.</i> <i>если бы был в городе.</i> (но меня не было)

Предложения третьего типа употребляются для выражения нереального (невыполнимого) предположения, так как относятся к прошедшему времени. Переводятся сослагательным наклонением.

В условных предложениях второго и третьего типа могут употребляться глаголы **might** и **could**. Эти глаголы, в отличие от вспомогательных глаголов **should** и **would**, сохраняют свое значение (**might** – *вероятность*, **could** – *физическая возможность* или *умение*) и переводятся как *возможно, вероятно, мог бы*.

Тренировочные упражнения

Ex. 1. Look at the warning signs. What would you say to somebody who's ignoring them?

Model: – Danger! Keep away from the edge! – *(To fall down)* If you don't keep away from the edge, you'll fall down.

1. – Danger! Thin ice! – *(To step on the ice / to be drowned)* _____

2. – Dangerous road! – *(To drive fast / to have an accident)* _____

3. – Beware of the dog! – (To ignore the sign / to get bitten with the dog)

4. – Danger! No smoking! – (To smoke here / to be a fire) _____

5. – Wet paint! – (To ignore the sign / to get dirty) _____

6. – Horn forbidden! – (Not obey the sign / to get fined) _____

Ex. 2. Use 'might' instead of 'would' to give the meaning of 'perhaps'.

1. She's getting fat. If she (not to eat) _____ much sweet, she (to lose) _____ weight.

2. I didn't watch the film yesterday. If I (to have) _____ some free time yesterday, I (to watch) _____ it.

3. She feels very tired in the morning. If she (to go) _____ to bed earlier, she (not to feel) _____ so tired.

4. He's not a strong man. If he (to go) _____ to the fitting center, he (to be) _____ stronger.

Ex. 3. Use 'could' instead of 'would' to give the meaning of 'possible'.

1. We (to understand) _____ the English teacher better if she (to speak) _____ more slowly.

2. I like reading but we don't have books in our country house. If I (to have) _____ books there, I (to read) _____ a lot in summer.

3. I don't know where he's living now. If I (to know) _____ his address, I (to write) _____ to him.

4. Roberta is very pretty but rather short. If she (to be) _____ taller, she (to be) _____ a model.

Ex. 4. Answer the questions. Give full answers.

1. To which town / city would you go if you didn't need a visa? – _____

2. Who would you ask to dance if you had the choice? – _____

3. Could you come to the Institute on Sunday if the teacher asked you? – _____

4. How would you feel if you won a thousand dollars? – _____

5. Could you wake up at 5 a.m. if none woke you up? – _____

6. Could you cook your own dinner if your mother asked you? – _____

7. If you had been born in 1950, what would you be now? – _____
-
8. If you had been late for this lesson, would you have apologized to the teacher? – _____
9. What would you have done if you had been the Rector of the University? – _____
10. Could you have answered these questions correctly if you had been absent at the lesson? – _____
-

Ex. 5. Translate the sentences paying attention to the Conditional sentences.

1. If you come in time, we will do everything properly.
2. If you stay in town, you will never be able to recover.
3. If it rains, we'll stay at home.
4. If the experiment is a success, it will confirm our theory.
5. If you happen to be there, you will never forget the place.
6. If something unexpected happens, we will always help you.
7. Unless you do this work, I'll have to do it myself.
8. Unless he comes, we will start the work without him.
9. Unless you ring him up, he will get offended.
10. If the delegation arrives tomorrow, the talks will start at once.
11. If he came now, we would discuss all the problems.
12. If you were more attentive, you would notice the mistake.
13. What would you say if I asked you for advice?
14. If I were you, I would do the same.
15. If we knew about it, we would help you.
16. If you started the work tomorrow, you would be able to finish it in time.
17. Provided the train left in time, it would reach the destination tomorrow morning.
18. Provided we had all the information, we would take the necessary steps.
19. Unless he were so absent-minded, he wouldn't make so many mistakes.
20. Unless I knew him so well, I would never believe it.
21. If you had come earlier, you would have found him here.
22. If you had been here only 10 years ago, you would have seen nothing but dense forest.
23. If she had got the ticket yesterday, she would have already left.
24. If you had paid attention to my explanation, you would not have made so many mistakes.

25. He would have acted differently, unless he had been in such a hurry.
26. If we had obtained the necessary data, we should have finished the work much earlier.
27. If he had consulted a doctor, he would not have fallen ill.
28. Provided he had been given some time, he could have solved the problem himself.
29. Unless the train had been delayed, we might have missed it.
30. If you had known everything, you would not have made me wait so long.
31. Had he heard the news, he would have written to us at once.
32. Were it not a real fact, we would not pay attention to it.
33. Should they find out new data, they would let us know.
34. Should any need arise, we could help them.
35. Had I known everything, I should have taken the necessary measures.
36. Were I in your place, I would treat him as a friend.
37. Had you solved the problem earlier, you would not have wasted so much time.
38. Were he more attentive, he wouldn't make so many mistakes.

Ex. 6. Choose the correct verb form.

1. If I *see* / *will see* Mike I *will tell* / *tell* him everything.
2. If she *changed* / *would change* her job she *earned* / *would earn* more.
3. If Jane *had studied* / *studied* more she *passed* / *would have passed* her exams.
4. If Mike *receives* / *has received* the telegram I'm sure he *phones* / *will phone* you tomorrow.
5. If you *worked* / *had worked* more, you *were* / *would be* a student now.
6. If I *lived* / *would live* in Spain I *did* / *would do* a lot of sunbathing.
7. If I *met* / *had met* you earlier I *didn't marry* / *wouldn't have married* Betty.
8. If you *phone* / *will phone* me I *pick* / *will pick* you up.
9. If I *stay* / *will stay* late I always *get* / *will get* a taxi home.
10. If she *loved* / *had loved* him she *stayed* / *would have stayed* with Bob.

Ex. 7. Put the verbs in brackets in the correct tense.

1. If you (*to go*) _____ to bed earlier you (*not to feel*) _____ so tired.
2. If I (*to get*) _____ a promotion I (*not to look for*) _____ another job.
3. We (*to have*) _____ plenty of time if it (*to be*) _____ only 5 o'clock.
4. If I (*to be*) _____ very poor I (*to be*) _____ upset.
5. If it (*to rain*) _____ I (*to go*) _____ to see the races.

6. If I (*to be invited*) _____ to the yesterday's party I (*to go*) _____ there.
7. If I (*to know*) _____ her well I (*to phone*) _____ her at home.
8. If the theatre (*not to be*) _____ so far we (*to walk*) _____ there.
9. I (*to buy*) _____ a Jaguar if I (*to be*) _____ rich.
10. If you (*to come*) _____ to my place I (*to show*) _____ you my shots.

Ex. 8. Change the sentences using 'I wish'.

1. She couldn't be there.
2. I did not wash up yesterday.
3. He doesn't have enough time to study.
4. They did not come to the party.
5. You did not go to Disneyland when you were in Paris.
6. You spent much money shopping yesterday.
7. Lucy cannot speak Spanish.
8. Bert couldn't visit Bess on Tuesday.
9. You missed the bus.
10. Jane doesn't like Peter.

Ex. 9. Make up sentences.

1. She / it / so / have / had / fallen / slippery / been / wouldn't / if / not. – _____

2. had / I / you / chosen / would / I / have / If / been / green / been / the / one. – _____
3. lot / if / would / trained / the / they / have / had / Our / won / a / team / game. – _____
4. would / to / ill / place / have / your / if / been / had / He / come / not / he. – _____
5. day / would / gone / country / had / if / not / a / have / it / I / the / been / nasty / to. – _____
6. it / were / wish / now / summer / I. – _____
7. I / had / I / been / wish / so / not / modest. – _____
8. Wish / I / had / to / time / homework / finish / I / my / enough. – _____

9. Not / wish / today / did / have / I / school / to / I / to / go. – _____

10. I / my / washed / yesterday / had / I / trousers. – _____

Ex. 10. Match the two parts of the sentences.

- | | |
|--|---|
| 1. He wouldn't have become so strong ... | a) ... I wouldn't be worried now. |
| 2. They would have come ... | b) ... I wouldn't have gone to the library. |
| 3. If they had been ready the day before ... | c) ... we wouldn't have come so early. |
| 4. If I hadn't needed the book ... | d) ... unless he had done sports. |
| 5. If they had had a city map ... | e) ... they wouldn't have been lost. |
| 6. If you had warned us ... | f) ... if Jane had invited them. |
| 7. He wouldn't know much ... | g) ... unless you had agreed with us. |
| 8. We wouldn't have wasted so much time ... | h) ... unless he read much. |
| 9. If you had sent me a telegram ... | i) ... they would have taken their exam. |
| 10. We had never done this ... | j) ... if you had bought everything beforehand. |

Ex. 11. Choose the correct answer.

- If you drop the vase my wife _____ you.
a) murders; b) will murder; c) would murder.
- If she _____ not so slowly she would enjoy the party.
a) were; b) is; c) will be.
- If we had a chicken we _____ it.
a) cooked; b) would cook; c) were cooking.
- If you _____ my library book I will have to buy a new one.
a) will lose; b) lost; c) lose.
- If she _____ you were in hospital she would have visited you.
a) had known; b) knew; c) would have known.
- I wish I _____ rich.
a) would be; b) had been; c) were.
- I wish I _____ his opinion before.
a) would know; b) had known; c) knew.
- She wishes her parents _____ of her decision now.
a) would approve; b) approved; c) had been approved.
- I wish I _____ to the Tower when I was in London.
a) had gone; b) went; c) would go.
- I wish I _____ much yesterday.
a) did not eat; b) were not eating; c) had not eaten.

Ex. 12. Correct the errors, if necessary.

- If I knew her well I will visit her.
- If I were you I would have visited Jane yesterday.

3. If I have a computer I would learn Computer Studies.
4. If the weather would be nice tomorrow we'll go on excursion.
5. You did not miss the plane if you had taken a taxi.
6. I wish you have a car.
7. I wish things were different in the past.
8. I wish the weather were warmer.
9. I wish I did not decide to work in New York.
10. I wish I did not go to bed early yesterday.

Ex. 13. Translate the sentences.

1. But for his help, it would have taken us much longer to do the job.
2. But for the late hour, I would stay here longer.
3. But for the darkness, they would not have lost their way.
4. But for the fog, we would continue our way.
5. If it were not for your assistance, we could not go on with our experiment.
6. If it were not for constant noise from outside, the house would be very comfortable to live in.
7. Were it not for modern technology, there could not be modern science.
8. If it had not been for the bad weather, we should have spent the whole day in the country.
9. If it had not been for the road accident, they would have come two days earlier.
10. But for your advice, we could not have managed the situation.

Ex. 14. Translate the words in brackets.

1. But for her spelling she (*получила бы*) _____ an excellent mark for her composition.
2. But for my sister's help I (*не смогла бы перевести*) _____ the article so fast.
3. But for the neighbour's chickens I (*не держала бы*) _____ the dog chained.
4. But for your explanation I (*не смогла бы научиться*) _____ to do it so well.
5. But for the final scene the picture (*была бы*) _____ quite good.
6. But for his sore throat he (*выступил бы*) _____ at the meeting.
7. But for the grandmother's operation they (*поехали бы*) _____ to the Crimea.
8. But for her voice she (*была бы*) _____ a good actress.
9. But for the heat I (*нравилось бы*) _____ working in this country.
10. But for the accident he (*поставил бы*) _____ a record.

Обзорные упражнения

Ex. 15. Translate the sentences.

1. If there were no clouds, we should not enjoy the sun.
2. If we could achieve our aims by merely wishing, life would be very easy.
3. The work would be done if they prepared for it properly.
4. If the tools were used with greater force the depth of the cut would be affected.
5. If I were you I should recheck the results.
6. If we raise the temperature the film will expand.
7. Should we weigh the cord we should find its weight so small as to be negligible.
8. If the operation has been performed properly, the material will give a negative test for unsaturation.
9. If the masses of equal volumes are not the same, the density is not uniform.
10. It would have been risky to answer these questions by a simple 'yes' or 'no' if they had not been verified by experiment.
11. Were the speed of the rocket equal to that of light, its mass would be infinite.
12. The method mattered little if the object was achieved.
13. If the soil is dry, practically very little, if any, water absorption takes place.
14. This could have been noticed by the programmer if we would have inspected his program carefully.
15. If I could always read I should never feel the want of the society. (*G. Byron*)

Ex. 16. Translate into English.

1. Если бы вы знали грамматику лучше, вы бы не сделали столько ошибок в упражнениях. – _____
2. Я подожду его, если его не будет дома, когда я приду. – _____

3. Если бы сейчас не было так поздно, я бы позвонил ему. – _____

4. Я был бы вам очень благодарен, если бы вы смогли уделить мне несколько минут. – _____

5. Мне потребовалось много времени, чтобы перевести эту статью. Если бы вы дали мне технический словарь, я потратил бы гораздо меньше

времени на перевод. – _____

6. Если у вас возникнет потребность в моей помощи, я с удовольствием вам ее окажу. – _____

7. Мы не поедем в этом году в отпуск на море, даже если будут хорошие туры. – _____

8. Не пытайтесь идти с ним на контакт, даже в случае острой необходимости. Он ненадежный человек. – _____

9. Если бы не его помощь, мы бы не смогли выполнить поставленную задачу в срок. – _____

10. Когда придет новое оборудование для цеха, вызывайте главного инженера и приступайте к монтажу. – _____

11. При условии своевременной оплаты, товар можно будет забрать со склада. – _____

12. Если не изменят расписание, то лекция состоится в понедельник. – _____

13. Если бы не изменили расписание, то лекция состоялась бы в понедельник. – _____

14. Если бы он смог найти необходимые данные, то эксперимент можно было начать сразу же. – _____

15. В случае если его статья будет опубликована в научном журнале, он сможет сослаться в дальнейшем на нее. – _____

16. Если бы только он проконсультировался с врачом вовремя, его болезнь можно бы было легко вылечить. – _____

ТЕМА 11. СЛОВООБРАЗОВАНИЕ

11.1. Словообразовательные суффиксы глаголов

О словообразовательных суффиксах имен существительных, имен прилагательных и наречий уже говорилось ранее [8].

Для образования глагола существуют следующие суффиксы: **-en, -ify, -ize (-ise), -ate.**

Тренировочные упражнения

Ex.1. Translate the pairs of words. Pay attention to the suffixes.

-en
wide – to widen – _____
short – to shorten – _____
deep – to deepen – _____
broad – to broaden – _____
dark – to darken – _____
thick – to thicken – _____
light – to lighten – _____
black – to blacken – _____
weak – to weaken – _____
long – length – to lengthen – _____

strong – strength – to strengthen – _____

high – height – to heighten – _____

hard – to harden – _____
bright – to brighten – _____
threat – to threaten – _____

-ate
active – to activate – _____
concentric – to concentrate – _____

vapour – to evaporate – _____
facility – to facilitate – _____
scale – to escalate – _____

-ify
simple – to simplify – _____
solid – to solidify – _____
intense – to intensify – _____
electric – to electrify – _____
quality – to qualify – _____
glory – to glorify – _____
identic – to identify – _____
pure – to purify – _____

-ize (-ise)
character – to characterize – _____

computer – to computerize – _____

magnet – to magnetize – _____

organ – to organize – _____
crystal – to crystallize – _____
special – to specialize – _____
merchant – to merchandise – _____

oxide – to oxidize – _____
theory – to theorize – _____
paralysis – to paralyse – _____

analyses – to analyse – _____

Ex. 2. Form verbs with the suffix ‘-ate’ from the given nouns and translate them.

illustration – _____
regulation – _____
ventilation – _____
demonstration – _____
acceleration – _____
lubrication – _____
coronation – _____
contemplation – _____

indication – _____
activation – _____
concentration – _____
approximation – _____
cultivation – _____
education – _____
separation – _____
accommodation – _____

Ex. 3. Underline the verbs.

Lighten, engage, constantly, healthy, higher, intensive, greatly, workable, widen, healthier, formerly, smokeless, utilize, constant, greater, lengthen, wonderfully, powerful, efficient, hygienic, harmful, completely, mechanize, safer, effective, increasingly centrifugal, vaporize, instantly, singularly.

Ex. 4. Name the verbs formed from the nouns with the same root and translate them.

establishment – _____	production – _____
equipment – _____	combination – _____
government – _____	introduction – _____
development – _____	lubrication – _____
employment – _____	occupation – _____
movement – _____	connection – _____
action – _____	examination – _____
direction – _____	training – _____
foundation – _____	drawing – _____
compression – _____	designing – _____
education – _____	meeting – _____
preparation – _____	beginning – _____
attachment – _____	feeling – _____
buyer – _____	ascending – _____
operator – _____	descending – _____
conveyer – _____	engagement – _____
pointer – _____	screen – _____
facility – _____	shield – _____
introduction – _____	harm – _____
mechanization – _____	land – _____
vaporization – _____	use – _____
intention – _____	advice – _____
removal – _____	hand – _____
descent – _____	point – _____
ascent – _____	device – _____

Ex. 5. Form verbs from the given words with the help of suffixes:

-en	-ify
wide – _____	intense – _____
dark – _____	ample – _____
bright – _____	sign – _____
short – _____	class – _____
broad – _____	simple – _____

weak – _____
 strength – _____
 length – _____
 height – _____
 threat – _____

-ate

corona – _____
 active – _____
 facility – _____
 integr(al) – _____
 sophistic – _____

pure – _____
 type – _____
 person – _____

-ize

mechan(ic) – _____
 vapour – _____
 real – _____
 central – _____
 drama – _____
 author – _____
 memory – _____
 stable – _____

11.2. Словообразовательные префиксы

В приведенной табл. 11.1 представлены различные префиксы, которые участвуют в образовании новых слов.

Таблица 11.1

Основные префиксы (приставки)

Префиксы с отрицательным значением			
Пре-фикс	Перевод на русский язык	Перевод с положительным значением	Перевод с отрицательным значением
1	2	3	4
un-	<i>не-, без(с)-раз(с)-</i>	important – важный limited – ограниченный	un important – неважный un limited – безграничный
im- in- il- ir-	<i>не- без(с)-</i>	accuracy – точность possible – возможный legal – легальный responsible – ответственный	in accuracy – неточность im possible – невозможный il legal – нелегальный ir responsible – безответственный
non-	<i>не- без-</i>	conductor – проводник	non -conductor – непроводник (изолятор)
dis-	<i>раз(с)- без(с)- не-</i>	to close – закрыть to connect – соединить	to dis close – раскрыть to dis connect – разъединить
mis-	<i>неверно</i>	to understand – понимать	to mis understand – неверно понять

6. The last year has shown a slight _____ in the economy.
 a) improve; b) improved; c) improvable; d) improvement.
7. If you don't speak the language you feel more like a _____.
 a) foreigner; b) foreignhood; c) foreigndom; d) foreignship.
8. Kate is very _____.
 a) friendly; b) friendship; c) friend; d) friendless.
9. The article deals with the problem of our country's economic _____.
 a) politics; b) politician; c) policy; d) political.
10. She always works _____ and does her best.
 a) hardened; b) harder; c) hard; d) hardly.
11. Who gave you those _____ flowers?
 a) beautiful; b) beautify; c) beauty; d) unbeauty.
12. It's _____ cold today, considering it's still summer.
 a) unusuall; b) unusually; c) imusually; d) usualness.
13. I'd like to do it _____ this time.
 a) differently; b) indifferent; c) different; d) difference.
14. People who can only speak their own language are called _____.
 a) linguist; b) linguistic; c) monolingual; d) bilingual.
15. The _____ should have more control over newspapers, TV and the Internet.
 a) governance; b) ungovernable; c) government; d) governess.
16. It was an _____ interesting journey.
 a) extremity; b) extremist; c) extremely; d) extreme.
17. Lots of changes were made but all the attempts had little _____.
 a) effective; b) effectively; c) effecting; d) effect.
18. Don't stand near the water! It's _____.
 a) dangerously; b) dangerousless; c) dangerous; d) danger.
19. The cabin was _____ furnished.
 a) luxuriant; b) luxuriously; c) luxurious; d) luxuriate.
20. This book is of no help – it is _____.
 a) useless; b) unuseful; c) usefulness; d) useful.
21. Tina picked up a _____ of snow, and threw it in my face.
 a) handful; b) handship; c) handhood; d) hander.
22. There are over one million _____ in this city.
 a) inhabits; b) inhabitants; c) habitants; d) imhabitants.
23. This country has a highly _____ system of agriculture.
 a) development; b) develop; c) developed; d) developing.
24. _____ research is carried out before the product launch.
 a) Marketology; b) Market; c) Marketization; d) Marketing.
25. The neighbouring tribes found it difficult to _____ peacefully.
 a) existent; b) inexistence; c) existence; d) coexist.

control (n.) – 1) **контроль**; 2) **управление, регулировка**; (v.) – **управлять** (реже – **контролировать**);

figure (n.) – 1) **фигура**; 2) **внешний вид**; 3) **иллюстрация, рисунок** (в книге), **диаграмма, чертеж**; 4) **цифра** и др.; (v.) – **изображать графически**;

character (n.) – 1) **характер**; 2) **характеристика**; 3) **фигура, личность**; 4) **действующее лицо** (в пьесе); 5) **буква** и др.;

instrument (n.) – 1) **инструмент**; 2) **прибор**.

Таким образом, если известное значение интернационального слова не подходит в данном контексте, следует обратиться к словарю и отыскать в нем то значение, которое наиболее правильно передаст его смысл.

3. Слова, сходные по звучанию, но имеющие совершенно различные значения в русском и английском языках, так называемые «ложные друзья переводчика» [4, с. 54], например:

accuracy (n.) – **точность** (а не **аккуратность**);

camera (n.) – **фото(кино)аппарат** (а не **камера**);

data (n.) – **данные** (а не **дата**);

fabric (n.) – **фабрикат, ткань, изделие** (а не **фабрика**);

graph (n.) – **график, диаграмма** (а не **графа**);

graphic (adj.) – **наглядный, графический** (а не **график**);

instance (n.) – **пример, случай** и др. (а не **инстанция**);

list (n.) – **список, перечень, инвентарь** и др. (а не **лист**);

magazine (n.) – **журнал, склад боеприпасов** (а не **магазин**);

manufacture (n.) – **производство** и др. (а не **мануфактура**);

principal (adj.) – **главный** (а не **принципальный**).

Перевод таких слов нужно запомнить.

Тренировочные упражнения

Ex. 7. Translate the sentences paying attention to the international words.

1. The temperature at the Sun's surface is above 5500 degrees Centigrade.

2. The Sun's diameter is 109 times that of the Earth and its mass is 330000 times greater.

3. Nine planets with their satellites revolve round the Sun due to the force of universal gravitation.

4. The Sun is a giant natural hydrogen bomb, equivalent to millions of man-made ones where the thermonuclear reaction proceeds continuously.

5. It is necessary to find effective methods of utilizing this immense supply of free energy.

6. The atmosphere of Jupiter is completely different from our atmosphere.
7. The new hydroelectric station is much more powerful than the first hydroelectric one.
8. There are many technical journals in our study.
9. There are some basic operations at any workshop.
10. The tool itself is very small in comparison with the mechanism that is to direct it.
11. Technological progress improves accuracy of machine-tools.
12. Since machine-tools become faster and more complex, automatic measurements and inspection ought to be of great importance.
13. Automatic is one of the main factors of engineering progress.
14. The main principle of such a flexible line is that it can be switched over from one product to another.
15. Russia and other highly industrialized countries begin making use of flexible modules and automated workshops on a broad basis.

ТЕМА 12. ФРАЗОВЫЕ ГЛАГОЛЫ

Фразовые глаголы (глагольные словосочетания) – это устойчивые сочетания глагола и наречия, либо глагола и предлога, либо глагола с предлогом и наречием одновременно. Для второго компонента фразовых глаголов в русскоязычной лингвистике общепринятого названия не выработано; для удобства изложения будем называть их «особыми глагольными наречиями» (ОГН).

Наиболее распространенными ОГН являются: *up, down, in, out, on, off, away, back*. Эти слова соединяются с глаголами в сочетания, значение которых иногда прозрачно:

Take your hat off. – *Снимите шляпу.*

Put your hat on. – *Наденьте шляпу.*

Иногда значение этих глаголов идиоматично:

Put off a meeting. – *Отложить встречу.*

Многие ОГН сходны по виду с обычными предлогами.

I ran down the hill. – *Я сбегал с холма.*

В состав фразового глагол *run down* – *остановиться, истощиться, кончиться* входит ОГН *down*.

Сравните:

The clock has run down. – *У часов кончился завод (часы остановились).*

*The battery has **ran down**. – Батарея села.*

*Their car **ran down** a pedestrian. – Их автомобиль **сбил** пешехода.*

Ниже приведен список наиболее употребляемых фразовых глаголов (табл. 12.1).

Таблица 12.1

Фразовые глаголы

Фразовый глагол	Перевод
apply for (a job)	<i>подавать заявление о приеме на работу</i>
be fond of	<i>любить, нравиться</i>
be interested in	<i>интересоваться</i>
be tired of	<i>уставать</i>
break down	<i>нарушать (планы и т.п.)</i>
bring up	<i>вскармливать, воспитывать</i>
call back	<i>перезвонить по телефону (позже)</i>
congratulate with	<i>поздравлять</i>
depend on	<i>зависеть</i>
get in	<i>приходить домой</i>
give up	<i>бросить, отказаться от чего-л.</i>
give over	<i>отказаться</i>
go on	<i>продолжать</i>
grow up	<i>взрослеть</i>
insist on	<i>настаивать</i>
look after	<i>присматривать, заботиться</i>
look forward to	<i>ожидать предвкушать что-л.</i>
look for	<i>искать, подыскивать, присматривать</i>
look up	<i>искать (в справочнике)</i>
put away	<i>отказываться (от мысли, привычки)</i>
put out	<i>тушить, гасить, выключать</i>
put through	<i>соединить по телефону</i>
run down	<i>сбить (машиной)</i>
speak up	<i>говорить громко и отчетливо</i>
succeed in	<i>удаваться, преуспевать, иметь успех</i>
take up	<i>заниматься, продолжать, отнимать время</i>
take on	<i>приступать к работе, приниматься за работу</i>
turn up	<i>усиливать, прибавлять, увеличивать (громкость, яркость и т.п.)</i>

Тренировочные упражнения

Ex. Choose the right variant.

1. Sarah _____ jogging in order to lose weight.
a) took up; b) took over; c) took off; d) took down.
2. David _____ to respect his family.
a) was brought out; b) was brought away;
c) was brought off; d) was brought up.
3. Can you ask Jan to call me as soon as she _____?
a) gets in; b) gets on; c) gets after; d) gets round.
4. The secretary _____ her number _____ in the telephone book.
a) looked ... up; b) looked ... in;
c) looked ... forward; d) looked ... down.
5. Richard was _____ by a car and taken to hospital.
a) run away; b) run down; c) run into; d) run across.
6. The new manager will _____ next week.
a) take over; b) take after; c) take on; d) take off.
7. Sam spent half an hour _____ his keys.
a) looking for; b) looking into;
c) looking after; d) looking through.
8. Jim _____ the volume _____ so he could listen to the news.
a) turned ... to; b) turned ... off;
c) turned ... up; d) turned ... down.
9. It took the firemen three hours to _____ the fire.
a) put on; b) put out; c) put off; d) put down.
10. We began work at 3 p.m. and _____ till 9 p.m.
a) go on; b) go from; c) go after; d) go by.
11. Dear Tom, Marry and me would like to _____ you _____ your birthday.
a) congratulate ... to; b) congratulate ... from;
c) congratulate ... on; d) congratulate ... with.
12. Nowadays a lot of children _____ in one-parent families.
a) are brought out; b) are brought in;
c) are brought up; d) are brought on.
13. Are you _____ working for us?
a) interested in; b) interested on; c) interested at; d) interested with.
14. Our daughter is _____ learning foreign languages.
a) fond with; b) fond of; c) fond for; d) fond in.
15. – I am really _____ fashion. – So am I.
a) interested in; b) interested on; c) interested with; d) interested at.
16. I am looking forward _____ seeing you at Christmas.
a) –; b) with; c) in; d) to.

17. It depended _____ us what flight to choose.
 a) –; b) on; c) from; d) at.
18. I can't hear you. Please speak _____!
 a) up; b) off; c) over; d) across.
19. I asked the receptionist to put me _____ to the manager.
 a) from; b) with; c) away; d) through.
20. I'm sure they will be very interested _____ our suggestion.
 a) in; b) at; c) with; d) for.
21. I hope you succeed _____ finding the job you want.
 a) with; b) out; c) on; d) in.
22. I'm _____ to seeing you again.
 a) looking forward; b) looking for;
 c) looking up; d) looking at.
23. Where is Jane? I am tired _____ waiting?
 a) about; b) of; c) with; d) to.
24. I'll look _____ your children if you are busy tomorrow.
 a) like; b) for; c) at; d) after.
25. Chris is trying to give _____ smoking.
 a) up; b) from; c) down; d) out.
26. Your mother called. She wants you to call her _____ tonight.
 a) off; b) back; c) for; d) over.
27. Paul _____ visiting his parents.
 a) insisted of; b) insisted to; c) insisted –; d) insisted on.
28. Sam _____ so fast. I think he's going to be a tall guy.
 a) is growing from; b) is growing over;
 c) is growing out; d) is growing up.
29. It depended _____ us what flight to choose.
 a) on; b) from; c) at; d) –.

ТЕМА 13. ПРИДАТОЧНОЕ ПРЕДЛОЖЕНИЕ (THE SUBORDINATE CLAUSE)

Придаточные подлежащие стоят перед сказуемым и вводятся союзами **that, what, who, where** и др.:

What you say is not quite clear. – То, что вы говорите, не совсем ясно.

Where I lost my watch is a mystery. – Где я потерял часы, для меня загадка.

Придаточные сказуемые в предложении являются именной частью сказуемого главного предложения, поэтому всегда следуют за глаголом-связкой и вводятся союзами **that, what, who** и др.

Обратите внимание на способы перевода глагола-связки, который предшествует придаточному сказуемому:

*The difficulty of extramural education is **that** it demands great effort from the students.* – Трудность заочного образования заключается в том, **что** оно требует от студентов большого напряжения.

Придаточные дополнительные следуют за сказуемым и вводятся союзами **that, if, whether** и др.:

*Everybody knows **that** one must work regularly to master a foreign language.* – Всем известно, **что** надо работать регулярно, чтобы овладеть иностранным языком.

*I am not sure **if (whether)** he will take part in this conference.* – Я не уверен, примет ли он участие в этой конференции.

Придаточные дополнительные могут соединяться с главным предложением и бессоюзной связью:

I think we will complete our research in time. – Я думаю, (**что**) мы завершим свое исследование вовремя.

Придаточные определительные могут служить определениями к любому члену предложения, выраженному существительным. Они вводятся союзными словами и союзами **who, whom, whose, which, that, when, where, why**:

*A number **whose value is to be found** is called an unknown number.* – Число, значение которого надо найти, называется неизвестным числом.

Придаточные определительные могут соединяться с главным предложением и без союзного слова, если союзное слово не является подлежащим придаточного:

*The text (**which**) the student is reading is about our Russian cosmonauts.* – Текст, который читает этот студент, это текст о наших российских космонавтах.

Если бессоюзное придаточное определительное предложение заканчивается предлогом, то при переводе на русский язык предлог ставится перед союзным словом, которое в русском предложении не может быть опущено:

*The method **we objected to** did not give good results.* – Метод, против которого мы возражали, не дал хороших результатов.

Придаточные обстоятельственные указывают на обстоятельства, при которых совершается действие. Они подразделяются на придаточные места, времени, причины, цели, условия и т.д. Например, придаточное причины:

He looked through his notes very carefully, as he was going to make a report at a conference. – Он тщательно просмотрел свои записи, так как собирался делать отчет на конференции.

Тренировочные упражнения

Ex. 1. Translate into Russian.

1. Although the frost was severe we continued working in the open year.
2. Since there are no economic implications to such a distinction, there should be no difference in the decision.
3. We know Professor N. whose articles were published in 1980.
4. He was the first who referred to her work.
5. The reason why he did not come is not clear.
6. Penedo's article is the only one that analyzes the system.
7. We must learn to obey orders before we are qualified to give them.
8. Consistency will increase and ambiguity will decrease as the process progresses.
9. Problems cannot be solved until they are accurately defined.
10. If the team he supports wins he is elected, if it loses he is disappointed.
11. If I could always read I should never feel the want of society. (G. Byron).
12. If the tools were used with greater force the depth of the cut would be affected.
13. A computer will do only what it is precisely told to do.
14. They ask when they should deliver the apparatus.
15. We do not know whether such service stations are useful and convenient in practice.

Ex. 2. Translate the conjunctionless subordinate clause.

1. The methods we have developed extend straightforwardly to these designs.
2. The few facts he mentioned were interesting and important.
3. This is the property I wish to explain.
4. We did not know he was responsible for this work.
5. We are sure it is possible to change the conditions.
6. All this implies the data was correct.
7. It was stated the conclusion was right.
8. A man is known by the company he keeps.
9. The characteristics we are interested in are shape and size.
10. Every task a computer does must be programmed.

TESTS

Тема 1. Пассивный залог

Ex. 1. Put the verbs in brackets in the appropriate tense form of the Passive Voice.

1. The draft resolution (*to discuss*) _____ yesterday.
2. The book (*to publish*) _____ next year.
3. A new metro line (*to build*) _____ in our city last year.
4. Wood and stone (*to use*) _____ for building houses.
5. Many old houses (*to reconstruct*) _____ in our city every year.
6. I don't know how this word (*to pronounce*) _____.
7. This work (*to finish*) _____ in two days.
8. The Moscow University (*to found*) _____ in 1755, and in 1819 St. Petersburg University (*to establish*) _____.
9. At present our plant (*to equip*) _____ with modern machinery.
10. The letter (*to send*) _____ tomorrow.
11. I (*to tell*) _____ about it last week.
12. He (*to offer*) _____ a ticket to the concert, but he refused.
13. New equipment (*to produce*) _____ at the plant in future.
14. The newspapers (*to bring*) _____ the day after tomorrow.
15. Children (*to teach*) _____ foreign languages at school.
16. I thought that the goods (*to deliver*) _____ by air the following week.
17. I knew that the documents (*to sign*) _____ by the director when he came.
18. I (*to tell*) _____ an interesting story the other day.
19. I was sure that prices (*to reduce*) _____ two months later.
20. A famous scientist (*to invite*) _____ to work at our laboratory next month.
21. New methods (*to develop*) _____ now.
22. Show me, where the new theatre (*to build*) _____ in your city.
23. When we came to Kiev that building (*to reconstruct*) _____.
24. The book we have expected so much (*to discuss*) _____ hotly now.
25. The electronic equipment (*to design*) _____ now to speed up production.
26. Tests on new materials (*to conduct*) _____ by our department for a whole month last year.
27. St. Isaac Cathedral (*to build*) _____ for 40 years: from 1818 to 1858.

Тема 2. Модальные глаголы

Ex. 1. Fill in the blanks with 'can' or 'to be able to' in different tenses.

1. When Carol has passed her driving test, she _____ hire a car from Jane.
2. When the fog lifts we _____ see where we are.
3. You've put too much in your suitcase you never _____ carry it.
4. _____ you use the word 'processor'?
5. He _____ skate all day and dance all night.
6. We _____ borrow umbrellas from the Smiths; so we didn't get wet.
7. I knew London so I _____ advise Betty what to see.
8. If you had the right tools _____ you have repaired the fence?
9. _____ I speak to Mr. White, please?
10. If I knew Greek I _____ tell you what this means.

Ex. 2. Insert the correct form of 'may', 'might'.

1. He said that it _____ snow.
2. _____ I give you the hand with the dishes?
3. You should buy now, prices _____ go up.
4. _____ leave it with you?
5. I'd have thought you _____ remember your mother's birthday.
6. I don't think I'll succeed but I _____ as well try.
7. If we got there early we _____ get better tickets.
8. _____ I come in?
9. If I bought a lottery ticket I _____ win \$ 5 000.
10. Students _____ not bring anything into the examination room.

Ex. 3. Fill in blanks with 'must' or 'to have to'.

1. You _____ read this book; it's great.
2. She felt unwell and _____ leave early.
3. I hadn't enough cash and I _____ pay by cheque.
4. You _____ do what mother says.
5. British pupils _____ stay at school till the age of 16.
6. I was lost and _____ ask the policeman the way.
7. The buses were all full, I _____ get a taxi.
8. The chambermaids usually _____ do a lot of work.
9. It is very slippery outside; it _____ have snowed in the night.
10. I _____ leave home at 7 a.m. not to be late for my job.

Ex. 4. Fill in the blanks with 'must', 'should' or 'ought to'. Use the correct form of the Infinitive.

1. Your questions surprise me, you (to know) _____ this.
2. You (to be) _____ absent for such a long time. Everyone forgot you.

3. Though it is a very unpleasant mission, I feel I *(to tell)* _____ you the truth.
4. We had a wonderful time at that party. You *(to be)* _____ there.
5. Let's tell him all as it is. He *(to understand)* _____.
6. You *(to apologize)* _____ when you saw that his feelings were hurt.
7. She is a very experienced doctor. You *(to consult)* _____ her.
8. She *(not to say)* _____ about such things in the child's presence. Now you see the results.
9. I *(to know)* _____ that it might come to that.
10. If they had been warned in time, they *(to be)* _____ there by now.
11. He gave you just the feeling of assurance, of confidence that a doctor *(to give)* _____.

Ex. 5. Fill in the blanks with 'ought to', 'to be to', 'to have to'.

1. Don't contradict her, you _____ respect her age.
2. She is not a bad sort, if somewhat capricious; so you sometimes _____ put up with her whims.
3. The situation grew awkward. He felt that something _____ be done, or else the party would break up.

Ex. 6. Use 'should' or 'need' with the correct form of the Infinitive in brackets.

1. We *(not to hurry)* _____ we have half an hour before the train starts.
2. You *(not to come)* _____ so early, now you will have to wait.
3. You *(not to give)* _____ the child so much money. It will spoil him.
4. You *(not to return)* _____ the money so soon. I could wait.
5. You *(not to help)* _____ him with this work. He could have managed it himself.
6. You *(not to go)* _____ into this at present. They've clean forgotten about it.

Ex. 7. Fill in 'mustn't' or 'needn't'.

1. You _____ ring the bell, I've got a key.
2. Exit doors _____ be blocked during the performance.
3. You _____ drink this, it is poison.
4. We _____ drive fast. We have a lot of time.
5. You _____ drive fast; there is a speed limit.
6. We _____ make any noise or we'll wake a baby.
7. We _____ make any more sandwiches, we have enough.

8. You _____ smoke in the auditorium.
 9. We _____ climb any higher, we can see very well from the platform.
 10. I _____ go shopping. The fridge is full.

Ex. 8. Match the two parts of the sentences.

- | | |
|--|---|
| 1. Don't worry, ... | a) ... a great success with the readers. |
| 2. What is done ... | b) ... and leave you alone. |
| 3. How dare you ... | c) ... they might be going here and will be here in a moment. |
| 4. The book must be ... | d) ... the train is leaving at 11.30. |
| 5. You might have offered your help ... | e) ... cannot be undone. |
| 6. I can play tennis well ... | f) ... but he changes his mind. |
| 7. I must have seen you somewhere, ... | g) ... when he got into trouble. |
| 8. You needn't hurry ... | h) ... your face is familiar to me. |
| 9. I can hardly go away ... | i) ... say such things. |
| 10. Bill was to have started work last week, ... | j) ... but I'm unable to play now, I'm not well. |

Тема 3. Причастие

Ex. 1. Fill in the blanks with the appropriate form of the Participles given below.

1. The ships _____ many years ago are not as convenient as the modern ones.
 2. What is the number of ships _____ in the past few years?
 3. The number of ships _____ for the population of country is rapidly growing.
 4. The workers _____ this ship used new construction methods.
 5. At the conference they discussed new methods _____ in shipbuilding.
 6. The new methods _____ in the building of ships proved more effective.
 7. Here are some samples of the products of this plant _____ to different parts of the country.
 8. These are the samples of products _____ last month.

Building, being built, built, used, using, sent, sending, being sent.

Ex. 2. Replace the Infinitive in brackets by the appropriate form of the Participle.

1. She stayed (*to lock*) _____ in her room, (*to refuse*) _____ to come downstairs.
2. He had a good practical knowledge of the language, (*to work*) _____ as an interpreter for many years.
3. They went out as they had come, (*to see*) _____ nobody and (*to see*) _____ by no one on their way.
4. Except for the grand piano and the pianist (*to sit*) _____ before it, the stage was empty.
5. He looked so beautiful and peaceful, (*to sit*) _____ in that chair under the tree.
6. He looked at the scene (*to shake*) _____ to the depth of his heart.
7. The boy came out of the water, all blue and (*to shake*) _____ from head to foot.
8. (*To arrive*) _____ at the airport where he was to change, he had to wait for three hours for the connection.
9. (*To arrive*) _____ in the town about twenty years before, he had succeeded thereafter beyond his wildest expectations.
10. (*To support*) _____ by her elbow, Mary listened to their talk.

Ex. 3. Choose the appropriate form of the verbs.

1. She enters, (*accompanying, being accompanying, accompanied*) by her mother.
2. (*Arousing, have been aroused, aroused*) by the crash, he leapt to his feet.
3. (*Warned, having been warned, warning*) about the bandits, he left his valuables at home.
4. (*Convincing, convinced, convince*) that they were trying to poison him, he refused to eat anything.
5. Tom, (*horrified, having horrified, horrifying*) at what he had done, could at first say nothing.
6. Jones and Smith came in, (*followed, following, follow, have followed*) by their wives.
7. (*Stunning, stunned, stun*) by the blow, Peter fell heavily.
8. The new job (*offered, offering, has offered*) to me lately seems to be very interesting.
9. She looked at the table. There was a loaf of brown bread (*divides, dividing, divided, was divided*) into two halves.
10. The animals (*catched, caught, catching*) in the morning struggled furiously.

11. And (*said, have said, was saying, saying*) this he threw himself back in the armchair.
12. (*Having got, getting*) what he wanted he took his hat and left.
13. By this time (*getting used, having got used, got used*) to the atmosphere of the big city, he no longer felt a stranger.
14. I spent about ten minutes (*turn, having turned, turning*) over the sixteen pages of *The Guardian* before I found the main news and articles.
15. I felt refreshed and rested (*sleeping, having slept, slept*) for eight hours.
16. (*Was, be, being*) so far away he still feels himself part of the community.
17. The boy came out of the water (*was shaking, having shaken, shaking*) from top to toe.
18. (*Having completed, completing, having complete, completed*) all our preparations we hired a taxi and hurried off.
19. (*Supported, supporting*) her by the arm he helped her out of the taxi.
20. (*Never experienced, having experienced never, never have experienced, having never experienced*) such difficulties she was at a loss.

Ex. 4. Choose the right variant.

1. By the end of 21st century there will be 600 million people around the world _____ in absolute poverty.
 a) living; b) having lived; c) lived.
2. The problem _____ is of great significance.
 a) discussing; b) being discussed; c) discussed.
3. I saw her _____ the street.
 a) crossed; b) having crossed; c) crossing.
4. While _____ the book I came across a lot of interesting facts.
 a) studying; b) study; c) having studied.
5. _____ a One Day Travel card not only gives you a return to London from your local station, it is also your passport to unlimited travel on London's trains, Tubes and most buses.
 a) To buy; b) Buying; c) Having bought.
6. _____ her address I could not write her a letter.
 a) Not knowing; b) Without knowing; c) Not to know.
7. The holiday _____ Thanksgiving Day is now observed on the fourth Thursday of November.
 a) calling; b) called; c) to be called.
8. Norman rule introduced Norman French language, feudalism, and ministration _____ on castles.
 a) based; b) being based; c) having been based.

9. James Watt patented his steam engine, _____ mainly for pumping, in 1769.

- a) using; b) is used; c) used.

Тема 4. Герундий

Ex. 1. Choose the right variant.

1. _____ plants and animals deep in the ocean, science may find a cure for some of the most serious human diseases.

- a) On studying; b) By studying; c) Having studied.

2. He is looking forward _____ to the country.

- a) to going; b) for going; c) to having gone.

3. William the Conqueror is famous for _____ England.

- a) having been conquered; b) conquering; c) having conquered.

4. William II, 7th Duke of Normandy founded his dynasty _____ Harold II to become William I of England.

- a) for killing; b) in killing; c) by killing.

5. Did he deserve _____?

- a) praising; b) having been praised; c) being praised.

6. I remember _____ your letter.

- a) having posted; b) posted; c) posting.

7. The inspector suspected him _____ the cop.

- a) of having killed; b) for killing; c) in being killed.

8. His career crashed when he _____ letting a girl die in a car crash.

- a) should be accused of; b) was accused of; c) is accused of.

Ex. 2. Choose the correct preposition 'for', 'of', 'to', 'at', 'in'.

1. What was the reason _____ leaving so early?

2. No one could surpass him in the art _____ cheating.

3. We met, despite their objection _____ our coming.

4. The boy showed no surprise _____ being shown a real elephant.

5. He has a dreadful habit _____ smoking in bed.

6. The pupils showed great interest _____ learning foreign languages.

7. The disappointment _____ being deceived could be easily read in his eyes.

8. This is a good chance _____ solving our problem.

9. The criminals prepared a good plan _____ escaping from the prison.

10. My daughter has no intention _____ getting married.

9. So, why not _____ there right away?
a) go; b) to go.
10. This bag is too heavy for her _____.
a) carry; b) to carry.
11. – May I _____ in? – Yes, please.
a) come; b) to come
12. Will you help me _____ this box?
a) move; b) to move.
13. It is better _____ sure than sorry.
a) be; b) to be.
14. It is up to you _____ all these rules.
a) learn; b) to learn.
15. We decided _____ extra risks.
a) to not take; b) not to take; c) not take.
16. We got the girls _____ dinner.
a) make; b) to make.
17. The students _____ this project by the end of May.
a) to finish; b) are finish; c) are to finish.
18. I am sorry _____ you, but your marks are not very good.
a) disappoint; b) to disappoint.
19. We could _____ tomorrow.
a) go fishing; b) to go fishing.
20. Our class need _____ the test.
a) rewrite; b) to rewrite.

Ex. 2. Choose either the Gerund or the Infinitive.

1. Yesterday I watched a very funny comedy. I could not help (*laughing, to laugh*) all the time.
2. Don't you remember (*taking, to take*) the money?
3. My friend could not help me (*doing, to do*) the test.
4. Please, remember (*returning, to return*) the key.
5. This report needs (*checking, to check*).
6. We need (*finding, to find*) a way out.
7. We stopped (*going, to go*) to work by car because the price for petrol went up.
8. They were starving. So they stopped (*buying, to buy*) food.
9. He tried (*digging, to dig*) but each time his hand began to hurt.
10. Your work requires (*checking, to check*).

Ex. 3. Choose the suitable verbal form.

1. Teddy's words made me _____ uncomfortable.
a) to feel; b) feeling; c) feel.
2. Mrs. Pottson allowed her guests _____ in the living room.
a) to smoke; b) smoking; c) smoke.

3. Has the secretary come yet? I want to have my papers _____.
- a) to type; b) type; c) typed.
4. I watched my cat _____ with her kittens. I couldn't tear myself away from that funny sight.
- a) played; b) playing; c) to play.
5. Granny didn't want my Mum _____ my Dad.
- a) marry; b) to marry; c) married.
6. Our English teacher told us _____ shy and speak English as much as possible.
- a) not to feel; b) not feel; c) felt.
7. I have to get my photograph _____ for a new passport.
- a) took; b) take; c) taken.
8. There wasn't much traffic in the street. I saw a little girl _____ the road.
- a) crossed; b) cross; c) to cross.
9. I have never heard Helen _____.
- a) sang; b) sings; c) singing.
10. Mary would like her brother _____ Tom's company.
- a) to avoid; b) avoid; c) avoided.
11. We expected the Harrisons _____ later than usual.
- a) to arrive; b) arrive; c) arrived.
12. What makes you _____ such rash actions?
- a) do; b) to do; c) doing.
13. The rain seems _____. Call the children. I don't want them _____.
- a) to be, to be got wet through;
b) to be starting, to get wet through;
c) to have started, to have got wet through;
d) to have been started, to be getting wet through.
14. The English colony, Plymouth, in Massachusetts, is known _____ by the Pilgrims who arrived on *The Mayflower* in 1620.
- a) to be established;
b) to have established;
c) to have been establishing;
d) to have been established.
15. Look, they are likely _____ to the news. They seem _____.
- a) to be listening, to be excited;
b) to listen, to be excited;
c) to have been listening, to have excited;
d) to have listened, to be being excited.

16. He is sure _____ a liar. Everybody heard him _____ that in so many words.

a) to be, to say; b) be, say; c) to be, say; d) be, to say.

17. When I came in, the discussion seemed _____ to an end. They appeared _____ patience because they turned out _____ for it.

a) to have been coming, to have been losing, be ready;

b) to be coming, to be losing, not to be ready;

c) to come, to lose, to be ready;

d) to have come, to have lost, not to be being ready.

18. Jack, you seem _____ too fast. The speed is already 100 miles. I am afraid. I want you _____ the speed till 40 miles.

a) to have driven, slow down;

b) to drive, to slow down;

c) to be driving, to be slowing down;

d) to be driving, to slow down.

19. He is likely _____ on Sunday.

a) came;

b) coming;

c) to come

20. He is thought _____ now.

a) to study;

b) to be studying;

c) to have been studied.

Тема 8. Сослагательное наклонение

Ex. Choose the right variant using the Subjunctive Mood.

1. The dog looks as if it _____ hungry.

a) was;

b) had been.

2. Sara cried as if something terrible _____.

a) happened;

b) had happened.

3. It seems as if he _____ to say something rude.

a) is going;

b) were going.

4. Everybody treats me as if I _____ a catching disease.

a) am having;

b) had;

c) have.

5. They are talking as if they _____.

a) had never quarreled; b) never quarreled.

6. She told me what to do as if she _____ everything.

a) knew;

b) had known.

7. The boy smiled as if he _____ something funny.

a) remembered;

b) had remembered.

8. I wish you _____ here. It's rather difficult to breathe.

a) not smoked;

b) didn't smoke;

c) hadn't smoked.

9. I wish I _____ speak better Spanish.

a) would can;

b) will be able;

c) could.

10. We wish it _____ sunny and warm all year round.

a) is;

b) was;

c) were.

11. The criminal wished he _____ at all.
 a) wouldn't be born; b) hadn't been born; c) weren't born.
12. They shook hands as if they _____ each other for a long time.
 a) knew; b) had known.
13. He wishes his friends _____ to his party next weeks.
 a) came; b) would come; c) would have come.
14. I don't understand you as though we _____ on different planets.
 a) would live; b) lived.
15. He smiled as if he _____ read my thoughts.
 a) can; b) could; c) would.
16. They behave as if nothing _____.
 a) happened; b) had happened.
17. Look healthy as though you _____ jogging every morning.
 a) would go; b) went; c) had gone.
18. You sound as if you _____ a sore throat.
 a) have; b) had.
19. I feel so tired as if I _____ all day.
 a) worked; b) had worked.
20. He began to tremble as if he _____ a ghost.
 a) saw; b) had seen.

Тема 9. Вопросительные предложения

Ex. 1. Find the mistakes and correct them. If there is no mistake, write 'right'.

1. Have ever you been to Thailand? – _____
2. What means this word? – _____
3. How much costs it to fly to Australia from here? – _____

4. We can't remember where did we put our passports. – _____

5. Had the play already started when you got to the theatre? – _____

6. Now, come and sit down. Would you like to explain what is the problem? – _____
7. How long did it you take to get here? – _____

8. Now I understand why didn't you tell me about your job! – _____

9. Excuse me. Can you tell me where the dictionaries are? – _____

10. Why people in your country don't show more respect to the elderly? – _____

20. How long _____ you to answer all the questions?
a) was it take; b) did it take; c) it took.

Тема 10. Условные предложения

Ex. 1. Put the verbs in brackets into the correct tenses. Don't forget that there exist mixed types of Conditional Sentences.

1. I had a sandwich for lunch. If I (*to have*) _____ a proper lunch, I (*not to feel*) _____ so hungry now.
2. He told his friend, "I'm not feeling very well. I (*not to be*) _____ here today if I (*not to promise*) _____ to come."
3. I can hardly keep my eyes open. If I (*to go*) _____ to bed earlier last night, I (*not to be*) _____ so tired now.
4. He looked at his watch while he was driving and thought, "If I (*not to stop*) _____ to get petrol, I (*to be*) _____ home now." (use '*might*')
5. If Jack (*not to hurt*) _____ his ankle yesterday, he (*to play*) _____ football this afternoon. (use '*could*')
6. He wasn't a very happy man, and he often said, "If I (*to follow*) _____ my father's advice, I (*to be*) _____ much happier now." (use '*might*')

Ex. 2. Choose the right variant using the Conditional Sentence.

1. Tell me about your decision, when we _____ next time.
a) meet; b) will meet.
2. If the child wants, _____ him this toy!
a) will buy; b) buy.
3. We _____ about it for sure, when we _____ home.
a) will know, will return; b) know, will return; c) will know, re-
turn.
4. I need to think the matter over, in case he _____.
a) will refuse; b) refuses.
5. Do your best or else you _____ with the group.
a) won't catch up; b) don't catch up.
6. Mary _____ to us, unless Jack _____.
a) doesn't speak, will leave;
b) won't speak, leaves;
c) doesn't speak, leaves.
7. If they _____ a taxi, they _____ the train.
a) take, won't miss;
b) will take, don't miss;
c) will take, won't miss

KEYS TO TESTS

Tema 1

Ex. 1: 1) was discussed; 2) will be published; 3) was built; 4) are used; 5) are reconstructed; 6) is pronounced; 7) will be finished; 8) was founded, was established; 9) is being equipped; 10) will be sent; 11) was told; 12) was offered; 13) will be produced; 14) will be brought; 15) are taught; 16) would be delivered; 17) would be signed; 18) have been told; 19) would be reduced; 20) will be invited; 21) is being developed; 22) is being built; 23) was being reconstructed; 24) is being discussed; 25) is being designed; 26) were being conducted; 27) was being built; 28) was being repaired; 29) were being made; 30) have been built; 31) has been done / is being done; 32) was recommended; 33) has been sent; 34) have been concluded; 35) had been solved; 36) had been repaired; 37) had been finished; 38) had been shipped; 39) will have been examined; 40) will have been typed; 41) will have been delivered; 42) will have been produced; 43) would have been repaired; 44) would have been restored.

Ex. 2: 1) a; 2) a; 3) b; 4) d; 5) a; 6) c; 7) a; 8) b; 9) c; 10) b; 11) b; 12) b; 13) b; 14) d; 15) d; 16) b; 17) d; 18) b; 19) a; 20) d; 21) c; 22) a.

Tema 2

Ex. 1: 1) could / was able to; 2) will be able to; 3) will (never) be able to; 4) can; 5) can / is able to; 6) were able to / could; 7) was able to / could; 8) could; 9) can; 10) could.

Ex. 2: 1) might; 2) may; 3) may; 4) may; 5) might; 6) may; 7) might; 8) may; 9) might; 10) may.

Ex. 3: 1) must; 2) had to; 3) had to; 4) must; 5) have to / must; 6) had to; 7) had to; 8) have to; 9) must; 10) have to.

Ex. 4: 1) should know; 2) must have been; 3) must tell; 4) should have been; 5) must / ought to understand; 6) should have apologized; 7) should consult; 8) shouldn't have said; 9) should have known; 10) should have been; 11) should give.

Ex. 5: 1) ought to; 2) have to; 3) has to.

Ex. 6: 1) needn't hurry; 2) needn't have come; 3) shouldn't give; 4) needn't have returned; 5) needn't (shouldn't) have helped; 6) needn't go.

Ex. 7: 1) need not; 2) mustn't; 3) mustn't; 4) needn't; 5) mustn't; 6) mustn't; 7) needn't; 8) mustn't; 9) needn't; 10) needn't.

Ex. 8: 1) c; 2) e; 3) i; 4) a; 5) g; 6) j; 7) h; 8) d; 9) b; 10) f.

Tema 3

Ex. 1: 1) built; 2) built; 3) being built; 4) building; 5) used; 6) used; 7) (being) sent; 8) sent.

Ex. 2: 1) locked, refusing; 2) having worked; 3) seeing, being seen; 4) sitting; 5) sitting; 6) shaken; 7) shaking; 8) having arrived; 9) having arrived; 10) supported.

Ex. 3: 1) accompanied; 2) have been aroused; 3) having been warned; 4) convinced; 5) having horrified; 6) followed; 7) stunned; 8) offered; 9) divided; 10) caught; 11) have said; 12) having got; 13) having got used; 14) having turned; 15) having slept; 16) being; 17) shaking; 18) having completed; 19) supporting; 20) never have experienced.

Ex. 4: 1) a; 2) b; 3) c; 4) a; 5) b; 6) a; 7) b; 8) a; 9) c.

Tema 4

Ex. 1: 1) b; 2) a; 3) b; 4) c; 5) a; 6) c; 7) a; 8) b.

Ex. 2: 1) for; 2) of; 3) to; 4) at; 5) of; 6) in; 7) at; 8) of; 9) for; 10) of.

Tema 5

Ex.: 1) gerund; 2) gerund, gerund; 3) verbal noun; 4) gerund; 5) verbal noun; 6) gerund; 7) gerund; 8) participle I, verbal noun; 9) verbal noun; 10) gerund; 11) gerund, gerund; 12) gerund; 13) gerund, participle I; 14) gerund, gerund, verbal noun.

Tema 6

Ex. 1: 1) b; 2) b; 3) a; 4) a; 5) a; 6) b; 7) a; 8) a; 9) a; 10) b; 11) a; 12) a, b; 13) a; 14) b; 15) b; 16) b; 17) c; 18) b; 19) a; 20) a.

Ex. 2: 1) laughing; 2) taking; 3) to do; 4) to return; 5) checking; 6) to find / finding; 7) going; 8) buying; 9) digging; 10) checking.

Ex. 3: 1) c; 2) a; 3) c; 4) b; 5) b; 6) a; 7) c; 8) b; 9) c; 10) a; 11) a; 12) a; 13) b; 14) a; 15) a; 16) c; 17) b; 18) d; 19) c; 20) b.

Tema 8

Ex.: 1) a; 2) b; 3) b; 4) b; 5) a; 6) a; 7) b; 8) b; 9) c; 10) b; 11) b; 12) b; 13) b; 14) b; 15) b; 16) a; 17) b; 18) b; 19) a; 20) b.

Tema 9

Ex. 1: 1) Have *you ever* been to Thailand? 2) What *does* this word *mean*? 3) How much *does it cost* to fly to Australia from here? 4) We can't remember where *we put* our passports. 5) *Right*. 6) Would you like to explain what *the problem is*? 7) How long did it *take you* to get here? 8) Now I understand why *you didn't* tell me about your job! 9) *Right*. 10) Why *don't people in your country* show more respect to the elderly?

Ex. 2: 1) c; 2) a; 3) c; 4) a; 5) a; 6) c; 7) c; 8) c; 9) a; 10) c; 11) b; 12) a; 13) c; 14) c; 15) a; 16) c; 17) b; 18) b; 19) a; 20) b .

Tema 10

Ex. 1: 1) had had, wouldn't feel; 2) wouldn't be, hadn't promised; 3) had gone, wouldn't be; 4) hadn't stopped, might be; 5) hadn't hurt, could play football / could have played; 6) had followed, would be / might be.

Ex. 2: 1) a; 2) b; 3) c; 4) b; 5) a; 6) b; 7) a; 8) b; 9) b; 10) a; 11) c; 12) b; 13) a; 14) b; 15) c; 16) a; 17) b; 18) b; 19) a; 20) c.

ЗАКЛЮЧЕНИЕ

Вот и закончилось увлекательное путешествие в мир английской грамматики. При объяснении грамматических явлений и структур использовались определения, формулировки и терминологии из русской грамматики, чтобы максимально облегчить понимание этих явлений по аналогии с английской грамматикой. Данное учебное пособие отличается от нормативных учебников по грамматике, в основном, менее детализированным теоретическим анализом грамматических явлений, так как он в большей степени предназначен для специалистов, которые решили связать свою практическую работу именно с переводом.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

1. Дроздова, Т. Ю. English Grammar : Reference and Practice. Version 2 / Т. Ю. Дроздова, В. Г. Маилова, А. И. Берестова. – СПб. : Антология, 2012. – 424 с.
2. Качалова, К. Н. Практическая грамматика английского языка с упражнениями и ключами / К. Н. Качалова, Е. Е. Израилевич. – М. : ЮНВЕС, 1996. – 720 с.
3. Козлова, Н. Г. Упражнения по грамматике английского языка для студентов неязыковых специальностей : учеб.-методическое пособие / Н. Г. Козлова. – Комсомольск-на-Амуре : ГОУВПО «КнАГТУ», 2003. – 103 с.
4. Кохан, О. В. Особенности коммуникативного процесса в немецкой и русской культуре / О. В. Кохан // Ученые записки Комсомольского-на-Амуре гос техн. ун-та. Науки о человеке, обществе и культуре. – 2010. – № I-2(1) . – С. 54-57.
5. Английский язык для студентов технических специальностей заочной формы обучения : методические указания / сост. Е. Ю. Першина. – Комсомольск-на-Амуре : ГОУВПО «КнАГТУ», 2004. – 32 с.
6. Тарануха, Н. А. Английский язык для транспортных специальностей вузов. В 2 т. Т. 1. Базовый профессиональный курс : учеб. пособие / Н. А. Тарануха, Е. Ю. Першина. – М. : СОЛОН-Пресс, 2011. – 280 с.
7. Тарануха, Н. А. Английский язык для транспортных специальностей вузов. В 2 т. Т. 2. Специализированный курс : учеб. пособие / Н. А. Тарануха, Е. Ю. Першина. – М. : СОЛОН-Пресс, 2011. – 272 с.
8. Першина, Е. Ю. Практическая грамматика английского языка. Морфология : учеб. пособие / Е. Ю. Першина. – Комсомольск-на-Амуре : ФГБОУ ВПО «КнАГТУ», 2015. – 196 с.

Учебное издание

Першина Елена Юрьевна

**ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА.
ГЛАГОЛЬНЫЕ ФОРМЫ И СИНТАКСИС**

Учебное пособие

Научный редактор – кандидат культурологии, доцент Л. В. Воробец

Редактор Т. Н. Карпова

Подписано в печать 20.03.2015.

Формат 60 × 84 1/16. Бумага 65 г/м². Ризограф EZ570E.

Усл. печ. л. 10,05. Уч.-изд. л. 9,82. Тираж 50 экз. Заказ 26895.

Редакционно-издательский отдел
Федерального государственного бюджетного образовательного учреждения
высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»
681013, г. Комсомольск-на-Амуре, пр. Ленина, 27.

Полиграфическая лаборатория
Федерального государственного бюджетного образовательного учреждения
высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»
681013, г. Комсомольск-на-Амуре, пр. Ленина, 27.