

Министерство образования Республики Беларусь
Учреждение образования
«Белорусский государственный университет
информатики и радиоэлектроники»

Кафедра иностранных языков №1

Практическая грамматика английского языка

Practical English Grammar

Пособие

для магистрантов, аспирантов и научных сотрудников

Минск БГУИР 2010

УДК 811.111(076)
ББК 81.2Англя73
П69

Авторы-составители:

Т. Г. Шелягова, С. И. Лягушевич, И. И. Илюкевич,
И. Г. Маликова, Ю. М. Амелина А. М. Лазаренко,
Н. П. Сержан, Н. Ф. Смольская

Рецензент:

Заведующая кафедрой современных языков Командно-инженерного института
МЧС Республики Беларусь, доцент Т. Г. Ковалева

П 69 **Практическая** грамматика английского языка : пособие по грамматике для магистрантов, аспирантов и научных работников / Т.Г. Шелягова и [др.]. – Минск : БГУИР, 2010. – 109 с.

ISBN 978-985-488-600-8.

Пособие представляет собой систематизированный курс основных разделов грамматики (морфология и частично синтаксис), включающее в себя иллюстрированный таблицами краткий теоретический справочник и обширную практическую часть в виде тренировочных и контролирующих заданий по изучаемым темам.

В пособие включены грамматические темы, представляющие наибольшую трудность для изучения и наиболее часто встречающиеся в научно-технической литературе – English sentence, Word-formation, Passive voice, Infinitive, Participle, Gerund.

Объем приведенных упражнений достаточен для обеспечения эффективной отработки и закрепления навыков распознавания в тексте и употребления в речи изучаемых грамматических явлений.

Пособие предназначено для магистрантов, аспирантов, научных работников, а также широкого круга пользователей, работающих с научно-технической литературой.

УДК 811.111(076)
ББК 81.2Англя73

ISBN 978-985-488-600-8

© УО «Белорусский государственный университет информатики и радиоэлектроники», 2010

РАЗДЕЛ 1. ПРЕДЛОЖЕНИЕ (SENTENCE)

В зависимости от цели высказывания предложения в английском языке делятся на:

а) повествовательные (*Declarative Sentences*):

We are lucky.

Нам везет.

б) вопросительные (*Interrogative Sentences*):

How are you?

Как поживаете? Как дела?

в) повелительные (*Imperative Sentences*):

Put your books away, please.

Уберите, пожалуйста, свои книги.

Consider fig. 1.

Рассмотрим рис. 1.

г) восклицательные (*Exclamatory Sentences*):

I'm so hungry!

Я так голоден!

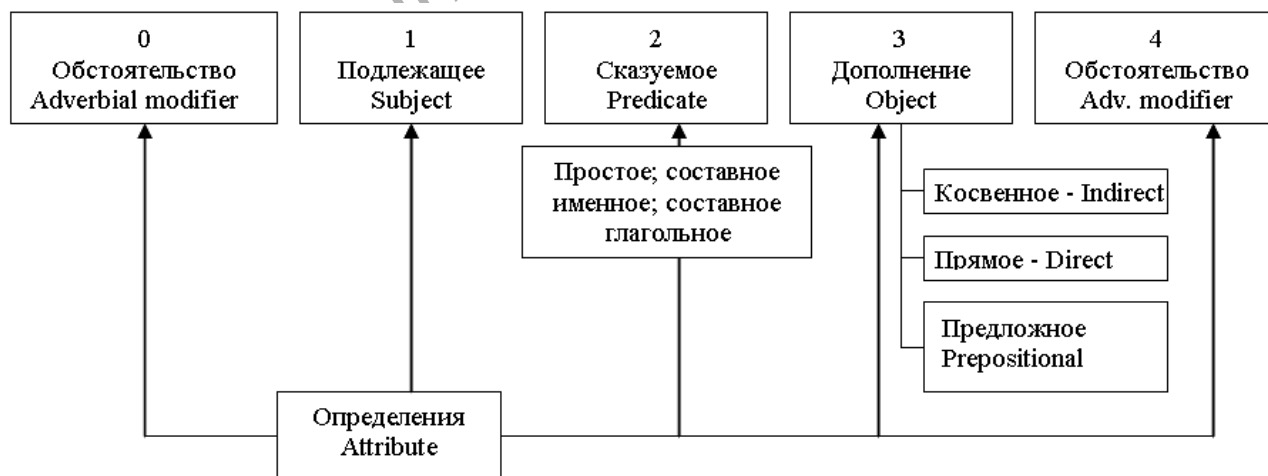
Все эти предложения могут быть как утвердительными, так и отрицательными.

В зависимости от структуры предложения делятся на простые и сложные. Простые предложения могут быть нераспространенными или распространенными. Сложные предложения могут быть сложносочиненными или сложноподчиненными.

Порядок слов в английском повествовательном предложении (Word Order)

В английском языке, в отличие от русского, существует фиксированный порядок слов в предложении, который можно представить следующим образом:

Порядок слов английского простого распространенного повествовательного предложения



Примечание: Определение не имеет постоянного места в структуре предложения, оно обычно входит в состав смысловой группы определяемого слова, располагаясь слева или справа от него.

Подлежащее и сказуемое являются обязательными членами в английском предложении (кроме повелительных предложений), в то время как другие члены предложения могут отсутствовать. Поэтому при переводе надо в первую очередь найти подлежащее и сказуемое.

Подлежащее в английском предложении может быть выражено существительным (первое существительное без предлога и не стоящее после глагола), местоимением в именительном падеже (*somebody, I, she* и др.), инфинитивом, герундием, числительным, субстантивированным прилагательным.

Сказуемое может быть выражено глаголом в той или иной видо-временной форме.

The students are engaged in doing the experiment.

The blind usually walk with white sticks.

They don't know the rules.

Two is a cardinal numeral.

To read much is to know much.

Reading did much to me.

Студенты заняты выполнением эксперимента.

Слепые обычно ходят с белыми палочками.

Они не знают правила.

Два – количественное числительное.

Много **читать** – много знать.

Чтение много дало мне.

Местоимения **they** и **one** заменяют подлежащее в неопределенно-личном предложении, местоимение **it** употребляется в безличном:

One can often see him here.

They say he is clever.

It is cold today.

Его можно здесь часто видеть.

Говорят, что он умен.

Сегодня холодно.

В предложениях с оборотом **there is/are** формальным подлежащим является слово **there**, которое, однако, не имеет самостоятельного значения. Такие предложения указывают на наличие предмета в определенном месте:

There are different types of telephones.

Существуют (есть) различные типы телефонов.

Местоимение **it** употребляется также в усилительно-выделительной конструкции **it is ... that (which, who, when)** для выделения любого члена предложения (кроме сказуемого), который помещается между членами этой конструкции («в рамку»). Усиление (выделение) определенного слова с помощью такой конструкции (**it is ... that**) переводим словами типа **«именно, только, это, как раз»** и продолжаем перевод, сохраняя порядок слов английского предложения:

I Именно
 ┌───┬───┬───┬───┐
 II III IV
 1. **It was** Popov **who** invented radio. *Именно* Попов изобрел радио.

I
 ┌───┬───┬───┬───┐
 II III IV
 2. **It was** not until 1995 **that** he published И *только* в 1995 г. он
 his book. опубликовал свою книгу.

Дополнение стоит сразу после сказуемого (выраженного переходным глаголом).

Обстоятельство обычно стоит в конце предложения или в начале его, однако встречается и в середине предложения (чаще всего в виде наречия неопределенного времени).

Определение может стоять до и после любого члена предложения, выраженного существительным.

В английском предложении, в отличие от русского, от местоположения слова зависит, каким членом предложения оно является, и изменение порядка слов в предложении приводит к изменению его смысла.

She made five *calls* in ten minutes. Она сделала пять звонков за 10 минут.
 A ship that is in difficulty can *call* the Корабль в трудном положении может
 nearest coast station and, if necessary, вызвать ближайшую береговую
 ask for help. станцию и, если необходимо,
 попросить помощь.

Если повествовательное предложение является отрицательным, то отрицательная частица *not* ставится после модального глагола или личной формы вспомогательного глагола, входящего в состав сказуемого:

You must *not* miss lectures. Вы *не* должны пропускать лекции.

В английском предложении, в отличие от русского, может быть только одно отрицательное слово. (После местоимения *no* артикль не употребляется.)

I said *no* word about it to anybody. Я *не* сказал об этом *никому ни* слова.

Вопросительные предложения (Interrogative Sentences)

Вопросы подразделяются на:

- общие, относящиеся ко всему предложению и требующие ответа «*да*» или «*нет*» («*yes*»/«*no*» *questions*);
- специальные к отдельным членам предложения (*wh-questions*);
- альтернативные (*alternative questions*);
- расчлененные (*disjunctive questions/tag questions*).

а) *Общий вопрос (yes/no question)* начинается со вспомогательных глаголов *to be, to have, to do* (в личной форме), *will/shall, would/should* или с

модальных глаголов в соответствующей форме, которые ставятся перед подлежащим:

| | |
|---|---|
| Are you coming with us? No, I'm not. | Ты идешь с нами? Нет. |
| Did they give a discount? Yes, they did. | Они дали скидку? Да. |
| Can you write in Java? No, I can't. | Ты можешь писать на языке Java? Нет. |

Отрицательная форма общих вопросов выражает удивление и соответствует в русском языке вопросам, начинающимся с «*разве?*» или «*неужели?*»:

Didn't you tell them about the deal? *Разве (неужели)* ты не сказал им о сделке?
Aren't you going to the conference? *Разве (неужели)* Вы не идете на конференцию?

б) *Специальные вопросы (wh-questions)* относятся к какому-нибудь члену предложения. Они начинаются с вопросительного слова, которое показывает, к какому члену предложения относится вопрос. Основой для образования специальных вопросов служат общие вопросы.

| Утвердительное предложение | | | | |
|----------------------------|------------|-----------|---------------|------------------------|
| | Подлежащее | Сказуемое | Дополнение | Обстоятельство |
| | A student | is doing | an experiment | in the laboratory now. |
| Общий вопрос | | | | |
| Is | a student | doing | an experiment | in the laboratory now? |
| Специальный вопрос | | | | |
| What | is | a student | doing | in the laboratory? |
| Why | | | an experiment | in the laboratory now? |

How far is the construction site from here? Как далеко отсюда строительная площадка?
 Why have you come? Почему ты пришел?
 Where do you live? Где вы живете?

Вопрос к подлежащему или его определению имеет порядок слов повествовательного предложения.

Who is doing an experiment in the laboratory? *Кто* проводит эксперимент в лаборатории?

в) *Альтернативный вопрос* по форме представляет собой два общих вопроса, соединенных союзом «*or*» (второй вопрос обычно бывает неполным). По содержанию альтернативный вопрос является специальным, т. к. относится

к какому-нибудь члену предложения (чаще всего к обстоятельству), поэтому требует полного ответа, как и специальный вопрос.

Do you like tea or coffee? – I like tea.
 You go there, or will your colleague? – My colleague will.

г) Особым видом общих вопросов являются так называемые расчлененные вопросы (*Disjunctive Questions/Tag Questions*).

Расчлененный вопрос представляет собой утвердительное или отрицательное повествовательное предложение, к которому присоединен краткий общий вопрос, состоящий из соответствующего местоимения и того вспомогательного или модального глагола, который входит в состав сказуемого повествовательного предложения (*do, does* или *did*, если повествовательное предложение в *Present* или *Past Indefinite*):

| Утверждение | | | | + краткий общий вопрос (tag question) | |
|-------------|-----|-------|---------------|---------------------------------------|------|
| 1. | You | | speak French, | don't | you? |
| 2. | She | isn't | very busy, | is | she? |
| 3. | You | are | working hard, | aren't | you? |



Краткий общий вопрос соответствует в русском языке словам «*не правда ли? не так ли? да?*»:

1. Вы говорите по-французски, не так ли?
2. Вы много работаете, не правда ли?
3. Она не очень занята, да?

Practice

Exercise 1. Point out subjects and predicates in the following sentences. Translate the sentences into Russian.

1. Many great men in England have been buried in Westminster Abbey.
2. Everyone is ready to help him.
3. Our astronauts have spent hundreds of hours in outer space.
4. One needn't go to a post-office to send a letter.
5. To send letters from one community to another was necessary even in ancient times.
6. There is a railway road connecting these two towns.
7. It is autumn.
8. He was late for the train.
9. It has been raining for two days.
10. He began to prepare for exams.
11. She stopped crying and looked at me hopefully.

12. He is considered to be a clever man.
13. His work is interesting and important.
14. Jack has to take a taxi.

Exercise 2. Point out objects. Translate the sentences into Russian.

1. They pick apples in October.
2. Tom sold his car.
3. Satellite Internet offers two-way data communication.
4. Electronics encompasses broad range of technology.
5. We won't go out unless it stops raining.
6. I live in the house by the sea.
7. He asked me to open the door.
8. The keys to the boxes were lost.
9. One can daily see him in the bar.

Exercise 3. Point out attributes and adverbial modifiers. Translate the sentences into Russian.

1. I am going to read the newspaper delivered.
2. Here is the document to be typed.
3. The problem being discussed is very important.
4. I read this article with great interest.
5. He told me about this tragic event at home yesterday.
6. He offered me a cinema ticket at the university yesterday.
7. We often come across this expression on business English.
8. He has sent me a few English books to read in my spare time.
9. Show me the telegram received in the morning.

Exercise 4. Arrange these groups of words in the right order. Add (.), (?), (!). Describe each sentence as a statement, question, command or exclamation.

- 1) the coffee, don't, spill;
- 2) today's papers, have, you, seen;
- 3) to meet you, how, nice;
- 4) my umbrella, where, did, you, put;
- 5) arrived, the train, fifteen, minutes, late;
- 6) have, discussed, the problem, they;
- 7) in our, student, group, studies, this;
- 8) examinations, June, will, take, students, the, next;
- 9) laboratories, are, at, there many, the, University;
- 10) factories, furniture, produce, these;

Exercise 5. Put questions to the words in bold type.

1. Michael **doesn't like** sweet things.
2. I went **to the theatre** but I **don't remember** the play.
3. **The game** was cancelled.

4. My father never left *his native country*.
5. *She* used to live next door.
6. The children *can read* French.
7. There are *twelve* students in the group.
8. The document was signed *by the President*.
9. *At nine o'clock* next morning he will be taking part in the discussion of a very important scientific issue *at our University*.
10. Alan *is leaving* in a week.

Exercise 6. Define the types of the sentences. Translate them into Russian.

1. It is this last category that is of interest to us.
2. One cannot live without friends.
3. It often snows in February.
4. It was this scientist who discovered this reaction.
5. They say Ed is the best football-player.
6. It was Tsiolkovsky who suggested the idea of a man-made satellite.
7. One who wants to be a teacher should love children.
8. It was not till 1959 that scientists succeeded in this field.
9. It is too dark outside.
10. It is clear.

Exercise 7. Point out 1) disjunctive questions, 2) alternative questions and 3) questions to the subject.

1. Does he often come here?
2. Who often comes here?
3. When does he come here?
4. He often comes here, doesn't he?
5. Does he or his friend often come here?
6. He doesn't often come here, does he?
7. What lay on the table?
8. Did the book lie on the table or on the floor?
9. The book lay on the table, didn't it?

Exercise 8. Put all possible special questions to the following sentences.

1. Last night they went to the drama theatre to see a new play.
2. By the time he came home his younger sister had done all home exercises.
3. Every day at 5 o'clock the homeless black cat came to the back door of the old country house to get something to eat.
4. There are many flowers in our garden in summer.
5. He makes many mistakes when he writes his dictations or compositions.
6. The telegram will have been delivered before they get this letter.
7. The theatre was being built when I moved to this street.
8. The students had written their test by 12 o'clock yesterday.
9. Next year she will have taught English for 20 years already.
10. The students are listening to the lecturer attentively.

Инверсия (Inversion)

Кроме отмеченных выше случаев отступления от прямого фиксированного порядка слов в английском предложении (вопросительные предложения, оборот **there is / are**, усилительно-выделительная конструкция **it is ... that**), в общественно-политической и технической литературе существуют отступления по стилистическим соображениям, когда необходимо выделить какой-нибудь второстепенный член предложения. Выделяемое слово, если это не нарушает грамматических связей между словами, обычно выносится в начало предложения. Такой способ усиления значения какого-либо члена предложения называется инверсией.

1. При инверсии в начало предложения может выноситься:

а) дополнение:

This mistake we observed in all his articles.

Именно эту ошибку мы наблюдали во всех его статьях.

б) сказуемое:

In the vacuum **was** a new sample.

В вакууме **находился** новый образец.

в) смысловая часть сложного сказуемого, которая может быть выражена прилагательным, причастием настоящего времени (причастием I), причастием прошедшего времени (причастием II) или существительным с предлогом:

Remaining to be discussed is the main problem.

(Теперь) остается обсудить основную проблему.

2. Инверсия также встречается в уступительных предложениях (**Concession Clauses**). В этом случае придаточное предложение начинается не с союза **though (although)** «хотя», а со смысловой части сказуемого, выраженной прилагательным или причастием (иногда существительным), за которой следуют союзы **though** или **as**:

Difficult though it may be the problem will be formulated.

Хотя это может быть и трудно, задача будет сформулирована.

3. Инверсию могут вызывать некоторые наречия, союзные слова и словосочетания, если они стоят в начале предложения:

only – только

never – никогда ... не (к сказуемому)

rarely – редко

nowhere – нигде

not only ... but – не только ... но и

hardly ... when – едва ... как

neither ... nor – а так же ... не (к сказуемому)

given – при условии, если (дано), если имеется
provided (that), providing that – при условии, если
save – за исключением того, что; кроме

Only in special cases do the waves reinforce one another.
Not only did the current stop *but* ...
 Now the system recovers from a fault *given* a fault occurs.

Только в особых случаях волны усиливают друг друга.
Не только прекратился ток, *но и* ...
 Теперь система освобождается от ошибки *при условии*, что ошибка имеет место.

Exercise 1. Translate the following sentences into Russian.

1. Given a particular network, one can always examine all possible states of the system.
2. He had perfect knowledge of all the aspects of the situation save one.
3. The insertion of this metal does not change the temperature provided the third metal is of the same temperature.

**Повелительные предложения
 (Imperative Sentences)**

Повелительное предложение служит для выражения приказа, просьбы, совета, запрещения. Оно может быть как утвердительным, так и отрицательным. Повелительное предложение начинается с глагола, который стоит в инфинитиве без частицы «*to*» (в утвердительном предложении), или со вспомогательного глагола «*do*» и отрицательной частицы «*not*» (в отрицательном предложении).

Open the book, please.
 Don't wait for me.

Открой (те) книгу, пожалуйста.
 Не ждите меня.

Для выражения побуждения к действию, обращенного к первому и третьему лицу, глагол «*let*» употребляется перед соответствующим личным местоимением в объектном падеже (или существительным в общем падеже) и инфинитивом без «*to*». Форму второго лица повелительного предложения в технической литературе (напр. «*consider*») лучше передавать формой первого лица множественного числа:

| Лицо | Утвердительная форма | Отрицательная форма |
|------|---|---|
| 1-е | Let me (us) turn on the light. Позволь (те) мне зажечь свет. Давайте зажжем свет. | Don't let me (us) turn on the light. Давайте не будем зажигать свет. |
| 2-е | Turn off the light. Выключите свет. Be careful. Будь(те) осторожны. | Don't turn off the light. Не выключайте свет. Don't be careless. Не будьте небрежны. |

| | | |
|-----|--|---|
| | Consider fig. 1. Рассмотрим рис.1. | |
| 3-е | Let him(her, them) define the area of this surface. Пусть он (она, они) определит площадь этой поверхности. Let the pressure fall. Пусть давление (оно) падает. | Don't let him (her, them) define the area of this surface. Пусть он (она, они) не определяет площадь этой поверхности. Don't let the pressure (it) fall. Не давай(те) давлению (ему) падать. |

Сложное предложение

Сложное предложение состоит из двух или нескольких простых предложений, выражающих одну мысль.

Сложные предложения бывают двух типов: сложносочиненные (*Compound Sentences*) и сложноподчиненные (*Complex Sentences*).

Сложносочиненные предложения (Compound Sentences)

Сложносочиненное предложение состоит из равноправных простых предложений (*clauses*), грамматически независимых друг от друга. Простые предложения (*clauses*) соединяются сочинительными союзами и обычно отделяются запятой:

The signal was given, and the steamer moved slowly from the dock. Сигнал был дан, и пароход медленно отошел от пристани.

Сочинительные союзы делятся на простые и составные: *and* – и, а, *but* – но, *or* – или, иначе, *as well as* – так же как (и), *both ... and* – и ... и, *not only ... but also* – не только ... но и, *either ... or* – или ... или, *neither ... nor* – ни ... ни.

Для соединения независимых предложений служат также наречия *moreover* – кроме того, сверх того; *therefore* – поэтому; *so* – так, что, итак; *however* – однако; *nevertheless* – тем не менее; *still, yet* – тем не менее, всё же; *besides* – кроме того; *otherwise, else, or else* – в противном случае, иначе.

Два или несколько простых предложений (*clauses*), как и в русском языке, могут соединяться в сложносочиненное предложение и без союза (в этом случае между простыми предложениями можно по смыслу поставить союз *and*). Между предложениями, входящими в состав бессоюзного сложносочиненного предложения, ставится точка с запятой.

He will return from London in June; his sister will stay there another month.

Сложноподчиненные предложения (Complex Sentences)

Каждый член предложения (подлежащее, сказуемое, дополнение, обстоятельство, определение) может быть выражен:

1) одним словом;

- 2) группой слов (без сказуемого);
- 3) придаточным предложением (со сказуемым).

Существует пять типов придаточных предложений (*clauses*):

- 1) придаточное подлежащее (*Subject Clause*);
- 2) придаточное сказуемое (*Predicative Clause*);
- 3) придаточное дополнительное (*Object Clause*);
- 4) придаточное определительное (*Attributive/Relative Clause*);
- 5) придаточное обстоятельственное (*Adverbial Clause*).

Сложноподчиненные предложения состоят из главного (*main clause*) и одного или нескольких придаточных (*subordinate clauses*). Между главным и придаточным(и) предложениями устанавливаются отношения подчинения, смысловой зависимости придаточного предложения от одного из членов главного. Смысловая зависимость структурно оформляется посредством подчинительных союзов и союзных слов (*who, when, that, while, before* и др.), а также бессоюзно, с помощью интонации:

| | |
|---|--|
| He thought that the train arrived at 6.15. | Он думал, что поезд приходит в 6.15. |
| After the agreement had been signed, the delegation left for England. | После того как соглашение было подписано, делегация уехала в Англию. |

В английском языке, в отличие от русского, придаточные предложения часто не отделяются запятой от главного.

Схематически структуру сложноподчиненного предложения можно представить следующим образом:

| <i>Main clause +</i> | | <i>Subject Clause</i> |
|---|---|---|
| | | <i>Predicative Clause</i> |
| | | <i>Object Clause</i> |
| | | <i>Attributive/Relative Clause</i> |
| | | <i>Adverbial Clause</i> |
| <i>Kind of clause</i> Тип придаточного предложения | <i>Usual conjunctions</i> Обычные союзы | <i>Examples</i> Примеры |
| <i>Subject Clause</i> | Who, which, what, where, when, how, why, etc. | <i>What is done cannot be undone.</i> |
| <i>Predicative Clause</i> | That, if, whether, as if, etc. | <i>The truth was that he didn't love her.</i> |
| <i>Object Clause</i> | who, which, what, that, etc. | <i>I don't know what happened yesterday.</i> |
| <i>Attributive/Relative Clause</i> | Who, whose, which, that, where, when, etc. | <i>He is the customer whose address I lost.</i> |

Существуют различные типы придаточных обстоятельственных предложений:

| <i>Kind of an Adverbial Clause</i> Тип придаточного предложения | <i>Usual conjunctions</i> Обычные союзы | <i>Examples</i> Примеры |
|--|---|---|
| <i>Time Clause</i> | when, before, after, since, while, as soon as, once | <i>When he had gone, she sighed. I'll call you as soon as you come home.</i> |
| <i>Conditional Clause</i> | if, unless | <i>What will I do if he doesn't come? I'll go to the country unless it rains.</i> |
| <i>Purpose Clause</i> | in order to, so that | <i>The police locked the door so (that) no one could get in.</i> |
| <i>Reason Clause</i> | because, since, as | <i>Since it was Sunday, he stayed in bed.</i> |
| <i>Result Clause</i> | so that | <i>She got such a shock that she fainted.</i> |
| <i>Concession Clause</i> | (al)though, in spite of the fact, while | <i>Though he is French, he speaks English well.</i> |
| <i>Place Clause</i> | where, wherever | <i>He said he was happy where he was.</i> |

Practice

Compound sentences with the same subject.

Exercise 1. Join these sample sentences to make compound sentences. Use words in brackets.

Model: I took the shoes back to the shop. I complained about them (and).
– I took the shoes back to the shop and complained about them.

1. Jim built his own house. He designed it himself. (Jim not only ... but ... as well)
2. We agree to the terms of payment. We object to the time of delivery. (but)
3. We received your telegram on Monday. We sent the answer on Tuesday. (and)
4. The manager objects to the terms of payment. He objects to the time of delivery. (not only ...but also)

Compound sentences with different subjects and with «so / for».

Model: The taxi stopped at the station. Two men got out of it. (and)
The taxi stopped at the station and two men got out of it.

1. You can give some advice. Your colleague can. (either you ... or)
2. The old lady was nervous. She wasn't used to strangers calling late at night. (for)
3. The telephone connects you to a person directly. Your question will be answered immediately. (and)
4. I like ice-cream. Michael doesn't like sweet things. (but)
5. The alarm-clock rang. I had to get up. (and)

Exercise 2. Complete the sentences with noun clauses (or that-clauses) as subject of a sentence (sentences with noun clause subjects usually begin with it).

Model: He feels angry. It's not surprising. – It's not surprising (that) he feels angry.

1. She has resigned from her job. It's a shame
2. There are no lights on. It's strange
3. You were insured. It's a good thing
4. You've passed your exam. It's splendid
5. They didn't get married. It's a great pity
6. Everybody should know what to do. It is essential

Exercise 3. In the following complex sentences find subject clause, predicate clause, object clause. Translate them into Russian. (Обратите внимание, что: а) в придаточных предложениях подлежащих, сказуемых и дополнительных, которые вводятся словами *whose, who, what, when, how, why* и т. п., всегда употребляется порядок слов повествовательного предложения в отличие от самостоятельных вопросительных предложений; б) союз *that* в *object clauses* часто опускается).

1. Do you know how a four-cycle diesel works?
2. When heating gases we find they act in exactly the same way as liquids.
3. The question is whether they will arrive in time to take part in this work.
4. The doctor's advice was that my sister should go to the South immediately.
5. That the matter should have taken such a turn is not surprising.
6. The laboratory assistant said he would demonstrate a linear amplifier.
7. He isn't what he pretends to be.

Exercise 4. Join these sentences using *who* or *which* (all of them will also join with that).

Model: He's an accountant. He does my accounts.
He's *my accountant who does my accounts*.

1. She's the nurse. She looked after me.
2. That's the magazine. It arrived this morning.
3. I read books. I borrow them from library.
4. There are some infinite numbers. They are larger than any number we can possibly write no matter how long we work.
5. I met Professor Smith. He's Tom's supervisor.

Exercise 5. Join these sentences with one of the conjunctions in brackets.

Model: I lost a lot of weight. I was ill. (when)
I lost a lot of weight when I was ill.

1. I phoned home. I arrived at the airport building. (immediately after)
2. We instructed our London office to prepare the goods for shipment. We received your telegram. (as soon as)
3. I reached my house. It started raining. (by the time)
4. Fast neutrons can penetrate any material and must be slowed down. They can be absorbed. (before)
5. She pressed the button. The lift stopped. (when)

Exercise 6. Join these sentences with the conjunctions to say why. More than one order is possible.

Model: Service in this hotel ought to improve. There's been a change of management. (because) – Service in this hotel ought to improve because there's been a change of management.

1. Could you sell your old computer to me? You have no further use for it. (as)
2. You don't like Bill. Why did you invite him? (seeing that)
3. You are here. You can as well give me a hand. (since)
4. The soup was very salty. We were thirsty afterwards. (as)
5. It was too dark to go on. We camped there. (as/because/since)
6. Tom knows French. He'd better do the talking. (as/since/seeing that)

Exercise 7. Complete the following sentences to say where.

Model: This is the exact spot *where the accident happened*.

1. Some television programs are familiar everywhere ___.
2. I like to spend my leave where ___.
3. He went where ___.
4. The house stands where ___.
5. She was welcome where ___.

Exercise 8. Complete the following sentences to say how. Use conjunction *as* – как, *as if* (*as though*) – как будто, как если бы, *that* – что, *so that* (*so*) – так что.

Model: It sounds *as if it's raining*.

1. You never do anything the way ___.
2. He went to the lecture early ___.
3. She sat behind me ___.
4. The weather was so bad ___.

Правило согласования времен (Sequence of Tenses)

Правило согласования времен обычно действует в сложноподчиненных предложениях с придаточными предложениями следующих типов:

дополнительных придаточных предложениях – *Object Clauses*, придаточных предложениях времени – *Time Clauses*, цели – *Purpose Clauses*, следствия – *Result Clauses*, условных предложениях первого типа – *Conditional Clause – Type I*).

Правило согласования времен в английском языке представляет определённую зависимость времени глагола в придаточном предложении от времени глагола в главном предложении.

Основные положения правила согласования времен сводятся к следующему:

1. Если сказуемое главного предложения выражено глаголом в настоящем или будущем времени, то сказуемое придаточного предложения может стоять в любом требуемом по смыслу времени.

| | |
|---|---|
| | I am busy. я занят . |
| He knows (that) Он знает , что | I was busy yesterday. я был занят вчера. |
| | I will be busy. я буду занят. |

2. Если же сказуемое главного предложения стоит в прошедшем времени, то сказуемое придаточного предложения также должно стоять в одном из прошедших времен (*Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous, Conditional (Future in the Past)*).

Когда действия, выраженные сказуемыми обоих предложений, происходят одновременно, то в придаточном предложении сказуемое употребляется в *Past Simple* или *Past Continuous*, которые на русский язык обычно переводятся настоящим временем.

He **said** (that) our prices **were** high. Он **сказал**, что наши цены высокие.

Если действие, выраженное сказуемым придаточного предложения, предшествовало действию главного предложения, то в придаточном предложении употребляется *Past Perfect* или *Past Perfect Continuous*, которые переводятся прошедшим временем.

He **said** that he **had signed** the contract. Он **сказал**, что **подписал** контракт.

Если в придаточном предложении речь идет о будущем, то употребляются формы *Conditional (Future in the Past)*.

He **said** that business **would improve**. Он **сказал**, что бизнес **улучшится**.

| <i>Sequence of Tenses</i> | |
|--|---|
| He lives in New York. I thought (that) he lived in New York. | Одновременное действие Я думал , (что) он живет в Нью- |

| | |
|---|--|
| | Йорке. |
| My mother <i>is sleeping</i> . I <i>knew</i> that my mother <i>was sleeping</i> . | Одновременное действие Я <i>знал</i> , что моя мама <i>спит</i> . |
| He <i>has returned</i> from London. I <i>was told</i> that he <i>had returned</i> from London. | Предшествующее действие Мне <i>сказали</i> , что он <i>вернулся</i> из Лондона. |
| He <i>bought</i> a new car. I <i>heard</i> that he <i>had bought</i> a new car. | Предшествующее действие Я <i>слышал</i> , (что) он <i>купил</i> новую машину. |
| He <i>will send</i> us a letter. I <i>supposed</i> that he <i>would send</i> us a letter. | Последующее действие Я <i>полагал</i> , что он <i>пришлет</i> нам письмо. |

Правило согласования времен действует также при переходе из прямой речи в косвенную речь, если глагол, вводящий косвенную речь, употребляется в одном из прошедших времен.

Прямая и косвенная речь (Direct and Indirect / Reported Speech)

Речь, которая передает подлинные слова какого-либо лица, называется *прямой речью (Direct Speech)*.

Речь, передаваемая не слово в слово, а только по содержанию, в виде придаточных предложений, называется *косвенной речью (Indirect Speech / Report speech)*:

| <i>Прямая речь</i> | <i>Косвенная речь</i> |
|--|--|
| He has said: " <i>The ship will arrive at the end of the week</i> ". Он сказал: «Пароход прибудет в конце недели». | He has said <i>that the ship will arrive at the end of the week</i> . Он сказал, что пароход прибудет в конце недели. |
| " <i>The date of the next meeting hasn't been fixed yet</i> ", she mentioned. «Дата следующего собрания не установлена», упомянула она. | She mentioned <i>that the date of the next meeting hadn't been fixed yet</i> . Она упомянула, что дата следующего собрания еще не установлена |
| " <i>Calculate the profits for the first year</i> ", he said. «Рассчитайте прибыль за первый год», сказал он. | He told them <i>to calculate the profits for the first year</i> . Он велел им рассчитать прибыль на следующий год. |

Глаголы *say, tell, ask*

Глагол *to say* используется в прямой речи. Он также используется в косвенной речи, когда за ним не следует дополнение, указывающее на лицо, к которому обращаются с речью. Если же после *to say* имеется такое дополнение, то *to say* заменяется глаголом *to tell*. *To ask* используется в прямых вопросах, а также в косвенных вопросах и командах:

| <i>Прямая речь</i> | <i>Косвенная речь</i> |
|--|--|
| "I can fix it," he <i>said</i> . "I can do it," he <i>said</i> to me. | He <i>said</i> he could fix it. He <i>told</i> me he could do it. |
| He <i>asked</i> , "Are you OK?" He <i>said</i> to me, "Please, don't go!" | He <i>asked</i> me if I was OK. He <i>asked</i> me not to go. |

| | |
|-------------------------|---|
| Выражения с <i>say</i> | say good morning/evening, etc., say something, say one's prayers, say a few words, say so, say no more, say for certain, etc. |
| Выражения с <i>tell</i> | tell the truth, tell a lie, tell (somebody) the time, tell somebody one's name, tell a story, tell a secret, tell somebody the way, tell one from another, tell somebody's fortune, tell somebody so, tell the difference, etc. |
| Выражения с <i>ask</i> | ask a favour, ask the time, ask a question, ask the price, etc. |

Прямая речь (*Direct Speech*) может представлять собой:

- 1) повествовательное предложение (*Declarative Sentence / Statement*);
- 2) вопросительное предложение (*Interrogative Sentence*);
- 3) повелительное предложение (*Imperative Sentence*);
- 4) восклицательное предложение (*Exclamatory Sentence*).

Косвенная речь (*Indirect / Reported Speech*) принимает две формы:

1. Главное предложение с глаголом говорения + придаточное предложение:
They say that we will receive the confirmation next week.
2. Главное предложение с глаголом говорения + инфинитив с «to» / *Gerund*(Герундий):
They asked us to send confirmation as soon as possible
He apologized for hurting me.

При изменении прямой речи в косвенную образуются придаточные предложения (см. выше), где действует согласование времен (*Sequence of Tenses*).

Времена сказуемых простых предложений (*statements*), передаваемых в косвенной речи, обычно изменяются следующим образом:

| <i>Direct Speech</i> | | <i>Indirect / Reported Speech</i> |
|--|---|---|
| <i>Present Simple</i> I <i>like</i> music. | → | <i>Past Simple</i> He said he <i>liked</i> music. |
| <i>Present Continuous</i> <i>Is</i> it raining? | → | <i>Past Continuous</i> He asked if it <i>was</i> raining. |
| <i>Present Perfect</i> She <i>has</i> never <i>been</i> there. <i>Have</i> you ever <i>been</i> there? | → | <i>Past Perfect</i> He said she <i>had</i> never <i>been</i> there. He asked me if I <i>had been</i> there. |
| <i>Present Perfect Continuous</i> I've <i>been waiting</i> for ages. | → | <i>Past Perfect Continuous</i> He said he <i>had been waiting</i> for ages. |

| | | |
|--|---|--|
| <i>Past Simple</i> He <i>didn't recognize</i> me. | → | <i>Past Perfect</i> He said he <i>hadn't recognized</i> me. |
| <i>Past Perfect</i> We <i>hadn't met</i> him before that day. | → | <i>Past Perfect</i> They said they <i>hadn't met</i> him. |
| <i>Future</i> They <i>will be</i> late. | → | <i>Conditional</i> (<i>Future in the Past</i>) I was afraid they <i>would be</i> late. |
| <i>can / may</i> I <i>can</i> swim. It <i>may</i> snow. | → | <i>could, might</i> He thought he <i>could</i> swim. They hoped it <i>might</i> snow. |
| <i>would, could, might, ought to, should</i> You <i>could/might</i> be wrong. | → | <i>would, could, might, ought to, should</i> He thought I <i>could/might</i> be wrong. |
| <i>must</i> We <i>must</i> go. | → | <i>must/had to</i> He said they <i>must</i> go. He said they <i>had to</i> go. |
| <i>Conditional</i> I <i>would/should like</i> to see it. | | <i>Conditional</i> I said I <i>would/should like</i> to see it. |

Общий вопрос присоединяется к главному предложению союзами *if* или *whether*, специальные вопросы присоединяются к главному предложению с помощью того вопросительного слова, которое было в вопросе в прямой речи. Помните, что в таких придаточных предложениях будет порядок слов повествовательного предложения (*declarative sentence*), т. е. прямой.

Косвенные вопросы (Indirect Questions)

| | | |
|---|---|---|
| <i>Special Questions</i> | He asked (me) – Он спросил (меня) He wanted to know – Он хотел знать He wondered – Он поинтересовался | |
| “Where do you live ?” “Where does he work ?” “What is Nick doing ?” “What have you prepared for today?” “When did you come home yesterday?” “When will your mother come home?” | where I lived . where he worked . what Nick was doing . what I had prepared for that day. when I had come home the day before. when my mother would come home. | |
| <i>General Questions</i> | He asked (me) He wanted to know He wondered | |
| “ Do you play chess?” “ Does she go to school?” “ Are you listening to me?” “ Have you done your homework?” | if whether | I played chess. she went to school. I was listening to him. I had done my homework |

| | | |
|---|--|---|
| “ Did you skate last winter?” | | (before). I had skated the winter before. |
|---|--|---|

Повелительное наклонение заменяется в косвенной речи инфинитивом. Отрицательная форма повелительного наклонения заменяется инфинитивом с *not*:

| | | | |
|----------|------------------------|-----------|-----------------------------------|
| He Он | asked попросил | me мне | to do it. сделать это. |
| | ordered приказал | | |
| | told велел | | not to do it. не делать этого. |
| | advised посоветовал | | |

Времена не изменяются в косвенной речи (*Indirect / Reported Speech*), когда:

а) говорящий выражает общеизвестные факты, постоянные состояния или условия.

“Water *turns* into ice”, he **said**. → He *said* water *turns* into ice.

б) говорящий передает только что сказанную информацию.

“I *will call* you back”, he **said**. → He *said* he *will call* me back. (пересказано сразу же)

→ He *said* he *would call* me back. (информация передается позже)

◆ Если говорящий передает информацию, которая, как полагают, **верна**, то время в придаточном предложении может **измениться** или **остаться тем же**. Но если передаваемая информация неверная, то время в придаточном предложении обязательно изменяется.

“She *likes* this cell phone”, he **said** (верно) → He *said* she *likes / liked* this phone.

“Canada *is* a poor country”, he **said**. (неверно) → He *said* Canada *was* a poor country.

◆ The *Past Simple* изменяется в the *Past Perfect* или может оставаться **без изменения**.

“I *was* early for the meeting”, she **said**. → She *said* she *was / had been* early for the meeting.

◆ The *Past Perfect* и the *Past Continuous* обычно остаются без изменения в косвенной речи.

“I *was watching* TV while Ann *was reading* a book”. → He *said* he *was watching* TV while Ann *was reading* a book.

◆ Времена не изменяются, если передаваемая в косвенной речи информация содержит **маловероятные действия в прошлом, условные предложения**

типа 2/типа 3 или предложения с *wish*.

“It’s time we *went*”, he said. → He said it was time they *went*.

“If we *paid* our workers better, we *would become* a popular employer”, he said. → He said that if we *paid* our workers better, we *would become* a popular employer.

♦ Глагол *might* (*would* в утверждениях) в косвенной речи не изменяется, за исключением случаев, когда он употребляется для выражения просьбы:

He said, “Ann *might* ring him. → He said that she *might* ring. (that day)

Но: “You *might* post these for me”, he said. → He asked me to post them for him.

Глаголы **ought to**, **should** в значении долженствования или предположения (obligation or assumption) в косвенной речи не изменяются:

“They *ought to / should* widen this road”, I said. → I said that they *ought to / should* widen this road.

I said, “I *should* be back by six”. (т. е. я полагаю) → I said I *should* be back by six.

Но если эти глаголы (а также *must*) выражают совет (а не обязательство), то в косвенной речи их можно передать глаголом *advise* + object+ infinitive:

“You *ought to / should / must* read the instructions”, said Ann. → Ann *advised / warned* me to read the instructions.

♦ При передаче прямой речи косвенной личные местоимения в именительном и притяжательном падежах изменяются согласно контексту.

“I will show **you my** new PC”, she said. → She said **she** would show **me her** new PC.

Некоторые указательные местоимения и наречия времени, места в косвенной речи изменяются в зависимости от контекста:

| <i>Direct Speech</i> | <i>Reported Speech</i> |
|----------------------------|--|
| this, these | that, those, the |
| now | then, at that time, at once, immediately |
| here | there |
| tonight, today | that night, that day |
| yesterday | the day before |
| last night/week/month/year | the previous night/week/month/year a night/week/month/year before |
| the day before yesterday | two days before |
| tomorrow | the next day/the following day |
| the day after tomorrow | in two days’ time/two days later |
| next week/month/year | the following } week/month/year the next } |
| ago | before |

Следует, однако, иметь в виду, что такую замену нельзя производить механически, а только в тех случаях, когда этого требует ситуация, в которой передаётся косвенная речь:

1. He said, "My brother works **here**". Он сказал: "Мой брат работает здесь".

При обращении в косвенную речь следует сохранить **here**, если косвенная речь передаётся в том же месте, где работает брат.

He said that his brother works **here**. Он сказал, что его брат работает здесь.

2. He said, "I saw her yesterday". Он сказал: "Я видел её вчера".

Если косвенная речь передаётся в тот же день, когда была произнесена прямая речь, то в косвенной речи сохраняется **yesterday**:

He said that he saw her **yesterday**. Он сказал, что (он) видел её вчера.

Если же косвенная речь передаётся на следующий день или позже, то **yesterday** заменяется на **the day before**.

Introductory verbs

(глаголы, вводящие косвенную речь)

| Introductory verbs | Direct speech | Reported speech |
|---|--|--|
| agree+ <i>to-inf</i> offer promise refuse threaten | "Yes, I'll help you." "Shall I open the door?" "Of course I'll pay you." "No, I won't go with you." "Stop crying or I'll punish you." | He agreed to help me. He offered to open the door. He promised to pay me. He refused to go with us. He threatened to punish me if I didn't stop crying. |
| Advise+ <i>sb+to-inf</i> ask beg command invite order remind warn | "You should see a lawyer." "Could you help me?" "Please, please don't hurt her!" "Stand to attention!" "Will you have dinner with me?" "Leave the cat alone!" "Don't forget to ring Ann." "Don't go near the rocks." | He advised me to see a lawyer. He asked me to help him. He begged me not to hurt her. He commanded the soldiers to stand to attention . He invited me to (have) dinner with him. She ordered me to leave the cat alone. She reminded me to ring Ann. He warned me not to go near the rocks . |
| admit + <i>gerund</i> accuse sb of apologise for boast of/about complain to sb of deny insist on suggest | "Yes, I told her the secret." "You took the money." "I'm sorry I arrived so late." "I'm the fastest of all." "I have a toothache." "I didn't take the book." "You must come with us." "Let's have a party." | He admitted (to) telling/having told her the secret. He accused me of taking/having taken the money. He apologized for arriving/having arrived so late. He boasted of/about being the fastest of all. He complained to me of having a toothache. He denied taking/having taken the book. He insisted on me/my going with them. He suggested having a party. |
| agree + <i>that-clause</i> | "Yes, it's a big house." | He agreed that it was a big house. |

| | | |
|---|--------------------------------|---|
| complain | "You're always lying to me." | He complained that I was always lying to him. |
| deny | "I didn't take that book" | He denied that he had taken the book. |
| explain | "That's why I didn't take it." | He explained to me why he hadn't taken it. |
| exclaim/remark | "What a sunny day it is!" | He exclaimed/remarked that it was a sunny day. |
| promise | "Of course I'll help you." | He promised that he would help me. |
| suggest | "You'd better see a doctor." | He suggested that I (should) see a doctor. |
| Note: admit, advise, boast, insist, threaten, warn, remind can also be followed by a that-clause in Reported speech. | | |

Practice

Exercise 1. Change direct speech into indirect (with declarative sentences).

1. He has just said, "I want to speak to you".
2. He has said, "We have finished our work".
3. He will say, "I will do it at once".
4. He said, "This task is very difficult".
5. He said to her, "I met him last month".
6. He said, "He is going to St. Petersburg tomorrow".
7. He said to me, "I have never been here before".
8. I said, "I was ill yesterday".
9. He said to them, "She will be here in half an hour".

Exercise 2. Change direct speech into indirect (with interrogative sentences).

1. He has just asked me, "Who will come to the concert-hall with me?"
2. He has asked me, "Will you be at home tonight?"
3. He has just asked me, "Is it time to go?"
4. He asked me, "Where are you going?"
5. She asked me, "Does he always come so early?"
6. He asked her. "How did you do that?"
7. He asked me, "Is it raining?"
8. She asked him, "Have the children returned from school?"
9. He asked me, "How old are you?"

Exercise 3. Change direct speech into indirect (with imperative sentences).

1. I said to him, "Please open the door".
2. I said to her, "Copy this text".
3. I said to him, "Please don't be angry".
4. He said to me, "Don't wait for me".
5. She said to me, "Don't be late".
6. He said to me, "Please send her the postcard".
7. He said to the secretary, "Bring me the fax we have received this morning".

РАЗДЕЛ 2. СЛОВООБРАЗОВАНИЕ (WORD-BUILDING)

В английском языке имеется несколько способов словообразования:

- 1) аффиксация (т. е. прибавление к слову суффикса или префикса);
- 2) конверсия (образование новых слов путём перехода в другую часть речи без изменения их написания и произношения);
- 3) словосложение (образование нового слова путем сложения двух слов в одно);
- 4) изменение ударения в слове (соответственно, получение нового слова, относящегося к другой части речи).

Словообразование с помощью аффиксации

Образование новых слов может происходить при помощи присоединения к основе слова суффиксов или префиксов (приставок). Префиксы присоединяются к корню слова в начале, а суффиксы – в конце. Слова, образованные с помощью префиксов или суффиксов, в отличие от простых слов называются производными.

Префиксы, как и суффиксы, могут присоединяться к различным частям речи, изменяя при этом значение основы слова, например:

| | | | |
|--------------------------------|-----------------------------|---------------------------------|-------------------------------|
| 1. <i>happy</i> - счастливый | <i>unhappy</i> - несчастный | <i>happiness</i> - счастье | <i>happily</i> - счастливо |
| 2. <i>help</i> - помощь | <i>helper</i> - помощник | <i>helpful</i> - полезный | <i>helpless</i> - беспомощный |
| 3. <i>correct</i> - правильный | | <i>incorrect</i> - неправильный | |

Суффиксы

1. Суффиксы, образующие существительные.

1.1. Суффиксы, образующие существительные, обозначающие производителя действия или предмет, с помощью которого оно производится. Такие существительные образуются в основном от глаголов:

| | | | |
|--------------------------|-------------|-------------|----------------------------|
| <i>-er, -or</i> | | | |
| to heat | нагревать | heater | подогреватель, радиатор |
| to construct | строить | constructor | строитель |
| to explore | исследовать | explorer | исследователь |
| <i>-ant, -ent</i> | | | |
| to assist | помогать | assistant | помощник |
| to study | изучать | student | студент |

1.2. Суффиксы, образующие существительные, обозначающие лицо.

| | | | |
|--------------------------|---|---------|---------------------|
| <i>-ist, -yst</i> | <i>указывают на профессию, на принадлежность к политическому или научному направлению:</i> | | |
| to type | печатать | typist | машинистка |
| to analyze | анализировать | analyst | аналитик, лаборант- |

| | | | |
|-------------------|---|-----------|-----------------------------------|
| | | | химик, специалист по психоанализу |
| -ian, -ese | указывают на национальность или принадлежность к городу: | | |
| Belarusian | | | белорус |
| Japanese | | | японец |
| -ian | указывает на профессию: | | |
| electrician | электротехник | | |
| -ee | обозначает лицо, на которое направлено действие: | | |
| to address | адресовать | addressee | адресат |
| to trust | доверять | trustee | доверенное лицо |

1.3. Суффиксы, образующие отвлеченные существительные, обозначающие общие понятия (процессы, состояния, свойства, качества и т.д.). Такие существительные образуются от глаголов, прилагательных и существительных.

А. от глаголов:

| | | | |
|---|----------------|--------------|--------------|
| -ion, -tion, -ation, -sion, -ssion | | | |
| to connect | соединять | connection | соединение |
| to produce | производить | production | производство |
| to organize | организовывать | organization | организация |
| to collide | сталкиваться | collision | столкновение |
| to admit | допускать | admission | допущение |
| -age | | | |
| to assemble | собирать | assemblage | сборка |
| -ment | | | |
| to measure | измерять | measurement | измерение |
| -ure | | | |
| to press | давить | pressure | давление |
| -ance, -ence | | | |
| to depend | зависеть | dependence | зависимость |
| to disturb | нарушать | disturbance | нарушение |
| -ing образует отглагольные существительные: | | | |
| to cool | охлаждать | cooling | охлаждение |

В. от прилагательных:

| | | | |
|---|-------------|---------------|---------------|
| -ness | | | |
| effective | эффективный | effectiveness | эффективность |
| -ity | | | |
| similar | сходный | similarity | сходство |
| -th обычно с изменением корневой гласной: | | | |
| long | длинный | length | длина |

С. от прилагательных и существительных:

| | | | |
|--------------|-----------|---------------|-------------|
| -dom | | | |
| free | свободный | freedom | свобода |
| king | король | kingdom | королевство |
| -ism | | | |
| patriot | патриот | patriotism | патриотизм |
| -hood | | | |
| neighbour | сосед | neighbourhood | соседство |
| -ship | | | |
| member | член | membership | членство |

2. Суффиксы, образующие прилагательные.

2.1. Суффиксы, указывающие на наличие соответствующих качеств и свойств. Такие прилагательные образуются от глаголов и существительных.

А. от глаголов:

| | | | |
|---------------------|----------------|------------|------------------|
| -able, -ible | | | |
| to move | двигать | movable | подвижный |
| to extend | вытягивать | extensible | растягиваемый |
| -ant, -ent | | | |
| to depend | зависеть | dependent | зависимый |
| to resist | сопротивляться | resistant | сопротивляющийся |
| -ive | | | |
| to explode | взрывать | explosive | взрывчатый |

В. от существительных:

| | | | |
|-------------|----------------------|--------------|---|
| -al | | | |
| centre | центр | central | центральный |
| -ful | | | |
| use | польза | useful | полезный |
| -en | | | |
| wood | древесина | wooden | деревянный |
| -ic | | | |
| magnet | магнит | magnetic | магнитный |
| -ar | | | |
| circle | круг | circular | круглый |
| -ous | | | |
| advantage | преимущество, выгода | advantageous | выгодный, благоприятный, полезный |
| -y | | | |
| dirt | грязь | dirty | грязный |
| -ly | | | |

| | | | |
|-----|------|-------|------------|
| day | день | daily | ежедневный |
|-----|------|-------|------------|

2.2. Суффикс, указывающий на отсутствие соответствующих качеств и свойств:

| | | | |
|--------------|---------|----------|----------------|
| -less | | | |
| wire | провода | wireless | беспроволочный |

2.3. Суффикс, указывающий на наличие признака в слабой степени или на принадлежность к национальности:

| | | | |
|-------------|-------|---------|-----------|
| -ish | | | |
| white | белый | whitish | беловатый |
| Pole | поляк | Polish | польский |

3. Суффиксы, образующие глаголы от прилагательных и существительных:

| | | | |
|-------------|-----------|----------------|-------------------|
| -en | | | |
| length | длина | to lengthen | удлинять(ся) |
| weak | слабый | to weaken | ослаблять |
| -fy | | | |
| intense | сильный | to intensify | усиливать |
| simple | простой | to simplify | упрощать |
| -ize | | | |
| crystal | кристалл | to crystallize | кристаллизировать |
| real | настоящий | to realize | осуществлять |

4. Суффиксы, образующие наречия:

Наиболее распространенным суффиксом является суффикс **-ly**. Он обычно присоединяется к прилагательным и образует наречия образа действия.

| | | | |
|--|--------------|-------------|-------------|
| -ly | | | |
| practical | практический | practically | практически |
| easy | легкий | easily | легко |
| -ward(s) указывает направление: | | | |
| inward | | внутри | |
| onward(s) | | вперед | |
| forward(s) | | вперед | |
| upward(s) | | вверх | |
| eastward(s) | | на восток | |

Exercise 1. Read the following sentences and underline the suffixes in the words in italics. Write out each word and try to decide what the suffix means. Refer back to the table if you need help.

1. Potential threats include the *destruction* of computer hardware and software and the loss, modification, theft, unauthorized use, observation, or *disclosure* of computer data.

2. Computers enable the creation of graphics that are so realistic that they appear to have *depth*, even though they are actually just two-dimensional images displayed on a flat monitor, television, or movie screen.
3. A Trojan horse may appear to be something interesting and *harmless*, such as a game, but when it runs it may have harmful effects.
4. *Developments* in the television and video worlds in 1992 weren't as dramatic as in audio.
5. The heart of the system is a laser beam optical code *reader*, a device that automatically reads coded labels applied to each item of baggage.
6. In addition to response to the whole range of optical frequencies, the new detector is *sensible* enough to distinguish 25 separate television programs that a single laser beam might be able to carry.
7. The objective of the new broadband microwave station in space is to learn how to extend the *useful* life of communications satellites and to avoid or overcome the effects of radiation.
8. Later in 1998 the company suffered further losses stemming from labor contract disputes with other segments of the company's staff, including flight attendants, *machinists*, cleaners, and other employees.
9. Although some doctors practice nuclear medicine as a full-time specialty, many more *physicians* in such fields as radiology, pathology, and internal medicine use aspects of nuclear medicine in their work.
10. Beginning in 1995, the shuttle flew a series of missions to the *Russian* space station Mir.

| <i>The number of the sentence</i> | <i>The word</i> | <i>The suffix</i> | <i>The meaning of the suffix</i> |
|-----------------------------------|-----------------|-------------------|----------------------------------|
| 1. | destruction | | |
| 1. | disclosure | | |
| 2. | depth | | |
| 3. | harmless | | |
| 4. | developments | | |
| 5. | reader | | |
| 6. | sensible | | |
| 7. | useful | | |
| 8. | machinists | | |
| 9. | physicians | | |
| 10. | Russian | | |

Exercise 2. Fill in the gaps with the correct suffix from the following list.

| | | | |
|-------|-------|-------|-------|
| -al | -ence | -ly | -ship |
| -ance | -hood | -ment | -th |
| -dom | -ity | -or | -ward |

- a. The growth in numbers of educational television stations in the past year is not the

- only index of active 1 ___.
- b. A single fiber the wid 2___ of a human hair can transmit thousands of telephone conversations simultaneously.
- c. The current flow is caused by the voltage, or potential differ 3___, between the terminals.
- d. A conductor allows an electric current to flow through it, but it does not permit the current to flow with perfect free 4___.
- e. Scientists describe this relation 5___ between resistance, length, and area by saying that resist 6 ___ is proportional to length and inversely proportional to cross-sectional area.
- f. An electric current is a move 7___of charge.
- g. Substances that do not allow electric current to flow through them are called insulat 8___s, nonconductors, or dielectrics.
- h. The element 9___unit of electricity is the absolute charge on a single electron or proton.
- i. General circulation week 10 ___ papers often contain news of interest to people in a smaller area than that of a daily paper, an area such as a small city, town, or neighbour 11___.
- j. As an outer-shell electron jumps in 12___ to fill the inner-shell vacancy, the atom emits an X ray, a high-energy photon invisible to the eye.

Префиксы

1. Префиксы с отрицательным значением:

| | | | |
|------------------------|---|---------------|------------------------------|
| un- | не | | |
| common | обыкновенный | uncommon | необыкновенный |
| in- | перед <u>i</u> префикс in- превращается в <u>il-</u>, перед <u>r</u> в <u>ir-</u>, перед <u>t</u> и <u>p</u> в <u>im-</u>. | | |
| capable | способный | incapable | неспособный |
| legal | легальный | illegal | нелегальный |
| rational | рациональный | irrational | нерациональный |
| material | вещественный | immaterial | невещественный |
| possible | возможный | impossible | невозможный |
| dis- | противоположное чувство | | |
| trust | доверие | distrust | недоверие |
| un-, dis- и de- | придают глаголам значение противоположного действия: | | |
| to fasten | свинчивать | to unfasten | развинчивать |
| to charge | заряжать | to discharge | разряжать |
| to compose | составлять | to decompose | разлагать на составные части |
| non- | не связанный с | | |
| inductive | индукционный | non-inductive | безындукционный |

| | | | |
|-------------------|-------------------------------------|------------------|----------------------|
| elastic | упругий | non-elastic | неупругий |
| mis-, mal- | плохо, неправильно, ошибочно | | |
| to calculate | вычислять | to miscalculate | ошибаться в расчетах |
| to function | действовать, выполнять функции | to malfunction | не срабатывать |
| anti- | анти-, против- | | |
| aircraft | самолет | antiaircraft | противовоздушный |
| under- | недостаточно, ниже, под | | |
| to estimate | оценивать | to underestimate | недооценивать |

2. Префиксы с положительным значением:

| | | | |
|--------------|--|----------------|----------------------------------|
| re- | сделать снова, вновь | | |
| to construct | строить | to reconstruct | перестроить, реконструировать |
| over- | сверх, чрезмерно, слишком много | | |
| pressure | давление | overpressure | чрезмерное давление |

3. Префиксы размера:

| | | | |
|---------------|---|----------------|--|
| semi- | наполовину, частично | | |
| conductor | проводник | semiconductor | полупроводник |
| equi- | равный | | |
| distant | далекий, отдаленный | equidistant | равноотстоящий |
| mini- | маленький | | |
| bus | автобус | minibus | микроавтобус |
| maxi- | большой, указывает на большую величину | | |
| maximum | максимальное значение | | |
| micro- | необыкновенно маленького размера, в физической терминологии в миллион раз меньше, чем основная мера. | | |
| second | секунда | microsecond | микросекунда (миллионная часть секунды) |
| macro- | большой, необыкновенно большого размера | | |
| economics | экономика | macroeconomics | макроэкономика |
| mega- | большого размера, грандиозный, в физической терминологии мера, в миллион раз большая, чем основная мера. | | |
| watt | ватт | megawatt | мегаватт |

4. Префиксы положения:

| | | | |
|---------------|------------------------------|-----------------|-------------------------------------|
| inter- | между, среди, взаимно | | |
| changeable | заменяемый | interchangeable | взаимозаменяемый |
| national | национальный | international | интернациональный, международный |

| | | | |
|---------------|---|------------------|--|
| super- | над-, сверх | | |
| sonic | звуковой | supersonic | сверхзвуковой |
| trans- | через | | |
| continental | континентальный | transcontinental | пересекающий континент, трансконтинентальный |
| ex- | указывает на изъятие, исключение и т. п. из-, вне-; бывший | | |
| include | включать, содержать в себе | exclude | исключать, не впускать |
| extra- | что-то дополнительное, сверх- | | |
| ordinary | обычный, обыкновенный | extraordinary | необычный, экстраординарный |
| sub- | ниже (качество, положением) под- | | |
| station | станция | substation | подстанция |
| infra- | ниже-, под-, инфра- | | |
| red | красный | infra-red | инфракрасный |
| peri- | вокруг | | |
| pericardium | околосердечная сумка | | |

5. Префиксы времени и порядка:

| | | | |
|--------------------|-----------------------------|----------------|-------------------------------------|
| ante-, pre- | до-, раньше-, перед- | | |
| war | война | pre-war | довоенный |
| date | дата, число | antedate | дата, поставленная задним числом |
| prime- | первый, главный | | |
| minister | министр | prime-minister | премьер-министр |
| post- | после | | |
| war | война | post-war | послевоенный |
| retro- | назад | | |
| action | действие, реакция | retroaction | обратная реакция, обратное действие |

6. Префиксы числа:

| | | | |
|--------------|--------------------------------|------------|---|
| semi- | полу- | | |
| circle | круг, окружность | semicircle | полукруг |
| mono- | одно-, моно- | | |
| basic | основной, основной | monobasic | одноосновный |
| bi- | двойной | | |
| monthly | ежемесячный | bi-monthly | два раза в месяц, или один раз в 2 месяца |
| tri- | трёх-, тре-, три- | | |
| focal | фокусный, фокусное расстояние, | trifocal | трифокальный |

| | | | |
|-----------------------------------|---|---------------|---------------------|
| | центральный | | |
| quad(r)- | четырёх- | | |
| angle | угол | quadrangle | четырёхугольный |
| penta- | пяти- | | |
| angular | угольный, угловой | pentangular | пятиугольный |
| hex(a)- | шести- | | |
| hexagonal | шестиугольный | | |
| sept(en)- septi- | семи- | | |
| septennial | семилетний, происходящий раз в семь лет | | |
| oct(a)- | восьми- | | |
| angular | угольный | octangular | восьмиугольный |
| dec(a)- | десяти- | | |
| metre | метр | decametre | декаметр, 10 метров |
| multi- | много | | |
| national | национальный | multinational | многонациональный |

7. Другие префиксы:

| | | | |
|--------------|----------------------------|---------------|--|
| pro- | до, заранее, вперед | | |
| motion | движение | promotion | продвижение, повышение (в звании) |
| auto- | само-, авто- | | |
| biography | биография | autobiography | автобиография (биография, написанная самим человеком о себе) |
| co- | общность действия | | |
| to exist | существовать | to coexist | сосуществовать |

Exercise 3. Read the following sentences and underline the prefixes in the words in italics. Write out each word and try to decide what the prefix means. Refer back to the table if you need help.

1. Manager of the company fired him for *incompetence*.
2. *Unfortunately* we were *misinformed* about the purpose of the fund.
3. A *mini-computer* is a computer which is smaller than a normal computer.
4. A *megaphone* is a cone-shaped device for making your voice sound louder in the open air.
5. A *submarine* is a ship that can travel below the surface of the sea.
6. These courses *interrelate* in a variety of ways.
7. This gives greater *peripheral* vision.
8. Protection of the environment is a *precondition* of a healthy society.

9. We sat in a big *semicircle* round Hunter's desk.
 10. The university hopes to *collaborate* with industry.

| <i>The number of the sentence</i> | <i>The word</i> | <i>The prefix</i> | <i>The meaning of the prefix</i> |
|-----------------------------------|-----------------|-------------------|----------------------------------|
| 1. | incompetence | | |
| 2. | unfortunately | | |
| 2. | misinformed | | |
| 3. | mini-computer | | |
| 4. | megaphone | | |
| 5. | submarine | | |
| 6. | interrelate | | |
| 7. | peripheral | | |
| 8. | precondition | | |
| 9. | semicircle | | |
| 10. | collaborate | | |

Exercise 4. Fill in the gaps with the correct prefix from the following list.

| | | | | |
|-------|--------|--------|--------|------|
| auto- | inter- | micro- | mono- | sub- |
| de- | maxi- | mini- | multi- | |

- This is an age of high technology and __mation.
- The knowledge was there somewhere in the depths of his __consciousness.
- Many local papers are prosperous because they enjoy a virtual ____poly.
- He accused the Minister of seeking to __centralise the Commission.
- The company's main objective is to __mize profits.
- The high way __secting Main Street is a busy crossing.
- Our aim must be to __mize the risks.
- A __wave oven is a cooker which cooks food very quickly by short-wave radiation rather than by heat.
- Many of the West's large __national companies have operations in Africa.

Practice

Exercise 1. Translate the following words into Russian. Identify suffixes and prefixes.

| | | | | |
|--------------|---------------|---------------|-------------|--------------|
| anti-body | decode | disarm | postwar | ultramodern |
| anti-fascist | decompose | discover | prehistoric | ultra-violet |
| coauthor | deform | ex-champion | reconstruct | undress |
| co-existence | depart | interaction | reread | unequal |
| cooperation | disappearance | misunderstand | superhuman | untrue |

Exercise 2. Find suffixes of the words below, identify the parts of speech to which these words belong.

| | | | | |
|--------|-----------|----------|----------|----------------|
| active | dangerous | freedom | passage | understandable |
| artist | different | function | peaceful | useful |

| | | | | |
|------------|------------|-------------|--------------|--------|
| attractive | director | fundamental | pitiless | worker |
| British | doubtful | heartless | professional | |
| capitalism | economic | industrial | silence | |
| childish | elementary | kingdom | successful | |
| creative | experiment | musician | treatment | |

Exercise 3. a) Form nouns using proper suffixes.

| | | | | |
|----------------|-------------|------------|--------------|--------------|
| to communicate | to create | to invent | to recognize | to transform |
| to construct | to identify | to operate | to restore | to transmit |

b) Translate the words with the prefix fore-.

| | | | |
|------------|----------|----------|-----------|
| forearm | forego | foremost | forestate |
| forefather | foreknow | foresee | foretell |

Exercise 4. Suffixes.

HELP BOX

- Suffixes change the class of the root word. For example, by adding the suffix **-al**, the noun **digit** is changed into the adjective **digital**. Suffixes can help you tell if a word is a noun, an adjective or a verb.
- Common adjectival suffixes are: **-y, -able, -ible, -ive, -al, -ed, -ful, -ic, -less, -ing**.
- Common noun suffixes are: **-er, -or, -ion, -tion, -ation, -ment, -ness, -ity, -ant, -logy, -ing, -y, -ure, -sion**.
- When using suffixes, always check in your dictionary to see if you need to change any other letters.

scan → **scanner** (double n)

A. Look at the HELP box and then use suitable suffixes to make adjectives or nouns from these words. In some cases, you can make more than one word. Use a dictionary to help you.

- 1) colour
- 2) profession
- 3) photograph
- 4) wire
- 5) blur
- 6) innovate
- 7) underexpose

B. Complete these sentences with the word in brackets and one of these noun suffixes: -tion, -er, -ing, -logy, -ness. Use a dictionary to help you.

1. Kodak is a (manufacture) ___ of photographic and imaging equipment.
2. To avoid red eyes, use the camera's red eye (reduce) ___ feature.
3. (Crop) ___ a photograph means cutting out the parts of an image you don't need.
4. The (sharp ___ of a photograph is a combination of resolution and acutance – the ability to represent clear edges.

5. Digital (techno) __ is evolving so rapidly that some cameras have a resolution of 12 megapixels – that's 12 million pixels.

Exercise 5. Form other parts of speech from the following words:

| | | | |
|-------------|-------------|----------------|------------|
| to compete | to enter | to participate | to succeed |
| to complete | to evaluate | to relate | to vary |
| to depend | to graduate | to require | |

Exercise 6. Form the derivatives of the words given in the chart below. Use a dictionary if necessary.

| <i>Noun</i> | <i>Verb</i> | <i>Adjective</i> |
|-------------|-------------|------------------|
| depression | | |
| | | embarrassed |
| | agree | |
| | argue | |
| | suffer | |

Exercise 7. Define the parts of speech of the following words:

| | | | |
|--------------|---------------|-----------------|---------------|
| achieve – | achievement | | |
| act – | active – | action – | activity |
| assist – | assistance – | assistant | |
| celebrate – | celebration | | |
| city – | citizen | | |
| contain – | container | | |
| develop – | development | | |
| difference – | different | | |
| discover – | discovery – | discoverer | |
| educate – | education | | |
| govern – | governor – | government | |
| graduate – | graduation – | undergraduate – | post-graduate |
| literature – | literary – | illiterate | |
| measure – | measurement – | measurable | |
| nation – | national – | nationality | |
| progress – | progressive | | |
| resistance – | resistant | | |

Exercise 8. Fill in the table with the proper derivatives which are possible.

| <i>Verb</i> | <i>Noun</i> | <i>Adjective</i> |
|----------------|-------------|------------------|
| to investigate | | – |
| | measurement | |
| to observe | | |
| | | creative |
| | success | |

| | | |
|------------|-------------|--------------|
| to require | | |
| | | wide |
| | proof | – |
| to grow | | – |
| | existence | – |
| | | safe |
| to develop | | – |
| | improvement | – |
| to reduce | | – |
| | recognition | – |
| | | unimaginable |

Exercise 9. The prefixes e and cyber.

| HELP BOX |
|---|
| <p>The prefixes e- and cyber-</p> <ul style="list-style-type: none"> The e- prefix means electronic and we add it to activities that take place on computers or online, for example e-business/e-commerce – business conducted over the Internet. Other examples include: e-card, e-learning, e-zine, e-voting, e-signature, e-assessment, e-cash, e-book and e-pal. There are often spelling variations, with or without a hyphen, so always check your dictionary. The cyber- prefix comes from cybernetics, and we use it to describe things related to computer networks, for example cybercafé – an internet cafe. Other examples include: cybercrime, cyberculture, cyberslacker and cyberspace. |

Look at the HELP box and then complete these sentences.

1. A ___ is an employee who uses his company's internet connection during work hours to chat with friends, play games, etc.
2. An ___ is a postcard sent via the Internet.
3. An ___ is a small magazine or newsletter published online.
4. In a ___ you can use computers with internet access for a fee.
5. Examples of ___ include internet fraud, digital piracy, theft of confidential information, etc.
6. In the future, all elections will be carried out using ___.
7. You can now sign legal documents online using an ___.
8. ___ will revolutionize the way we take exams.
9. ___ can be used on some websites instead of real money to make purchases. It reduces the risk of fraud.
10. An ___ is like the paper version, but in digital form.

Exercise 10. Look at the words in the boxes. Are they nouns, verbs, adjectives or adverbs? Write n, v, adj or adv next to each word and then complete the sentences below.

| | | |
|-------------|-------------|----------------|
| magnet – | magnetic – | magnetically – |
| magnetism – | magnetize – | magnetized – |

1. ___ is the science of magnetic phenomena and properties.
2. Floppy disks and hard drives are ___ storage devices.
3. Data is recorded on a disk in the form of ___ spots called bits.

| | | | |
|------------|-----------------|----------------|--------------|
| fragment – | fragmentation – | defragmenter – | fragmented – |
|------------|-----------------|----------------|--------------|

4. After you create, delete and modify a lot of files, the hard drive becomes _____ with bits and pieces spread all over the disk.
5. ___ slows down the speed at which data is accessed because the disk drive has to work harder to find the parts of a file stored in many different locations.
6. To reorganize your hard drive, you can use a disk optimizer or ___; this will reorder your files into continuous clusters.

Exercise 11. Look at the words in the boxes. Are they nouns, verbs or adjectives? Write n, v or adj next to each word. There may be more than one possible answer. Complete the sentences with words from the boxes.

| | | | |
|-----------|---------------|---------------|----------------|
| program – | programmers – | programming – | programmable – |
|-----------|---------------|---------------|----------------|

1. ___ is the process of writing a program using a computer language.
2. A computer ___ is a set of instructions that tells the computer how to do a specific task.
3. Most computer _____ make a plan of the program before they write it.
4. A ___ keyboard allows the user to configure the layout and meaning of the keys.

| | | |
|-----------|------------|---------------|
| compile – | compiler – | compilation – |
|-----------|------------|---------------|

5. Programs written in a high-level language require ___ – that is, translation into machine code, the language understood by the processor.
6. A source program is converted into machine code by software called a ___.
7. Programmers usually ___ their programs to generate an object program and diagnose possible errors.

| | | | |
|-------|---------|------------|-------------|
| bug – | debug – | debugger – | debugging – |
|-------|---------|------------|-------------|

8. Any error or malfunctions of a computer program is known as a ___.
9. A ___ is a program used to test and ___ other programs.
10. The process of going through the code to identify the cause of errors and fixing them is called ___.

Конверсия. Словосложение. Изменение места ударения

Иногда слово может менять свое значение и выполнять новую синтаксическую функцию в предложении, не изменяя при этом написания и

произношения (конверсия). Наиболее распространенным является образование глаголов от существительных:

master (хозяин) – to master (управлять)

house (дом) – to house (размещать)

water (вода) – to water (поливать)

Глаголы могут быть образованы и от прилагательных:

empty (пустой) – to empty (опустошать)

white (белый) – to white(n) (белить)

Словосложение – это объединение полнозначных слов или их основ в сложное слово. Вновь образованное сложное слово пишется слитно или через дефис:

airfield – аэродром (air – воздух, field – поле)

air-base – авиабаза (air – воздух, base – база)

airman – авиатор (air – воздух, man – мужчина)

schoolday – школьный день (school – школа, day – день)

birthplace – место рождения (birth – рождение, place – место)

Сложные слова могут состоять из двух существительных, первое из которых приобретает значение прилагательного. В этом случае слова пишутся раздельно. Например: service dress – *форменная одежда, одежда для службы* (service – служба, dress – платье), shop window – *витрина* (shop – магазин, window – окно), skim milk – *снятое молоко* (to skim – снимать (накипь, сливки, и т. д.), milk – молоко).

Exercise 1. Read the following pairs of words observing their stress. Translate them into Russian.

an áccent – to accént

a cóntest – to contést

pérfect – to perféct

a cóntract – to contráct

a cónvoy – to convóy

a récord – to recórd

a cóntent – to contént

a cónvict – to convíct

Exercise 2. Analyze the following words. Identify their parts of speech. Give their root forms and translate them into Russian.

badly

fruitful

leader

reading

teacher

cooperation

fruitless

movement

rebuild

teaching

dangerous

happiness

network

retell

translation

demoralize

high-quality

noisy

schoolboy

unhappy

disagree

icebreaker

powerful

shorten

unusual

dislike

incorrect,

profitable

strongly

electricity

inventor

rainy

sunny

Exercise 3. What kind of words are these? Analyze them, identify their component parts. Translate them into Russian.

All-Union

landscape

network

sometimes

vice-president

bedroom

long-term

newspaper

sportsman

well-known

birthplace

lowland

north-west

television

world-wide

highland multinational peace-loving underground

Exercise 4. Complete each sentence with a word formed from the word in capitals.

Model: My alarm clock didn't go off and so I overslept this morning. OVERSLEEP

1. I had been in the country for a year, but I still feel like a ____. FOREIGN
2. I have never felt such great __ since the day I won in a lottery. HAPPY
3. He's only been in the job for one week so he's a bit ____. EXPERIENCE
4. I've known him since school days. Our __ is very strong. FRIEND
5. It makes me feel bad to see so many __ people sleeping in the street. HOME
6. It hasn't rained for months and there's a great water ____. SHORT
7. I don't like this job. I'm __ and overworked. PAY
8. Smoking can be very __ to your health. DANGER
9. We've got all the modern __ in our factory. MACHINE
10. I'm really sorry. I think there has been a __. UNDERSTAND

Exercise 5. Read the texts A and B below. Chose the suitable word given in the box to fill in the blank in the text. Change the form of the words according to the meaning of the text. Remember that each word can be used only once.

A.

| | | | |
|--------|---------|--------|-----------|
| simple | willing | ground | encourage |
|--------|---------|--------|-----------|

I am sure that any person has the ability to learn a foreign language. But most pupils __ need constant __ in order to overcome their __ fears of speaking another language. Even the most outgoing of them are often __ to speak a foreign language in the classroom for fear of making mistakes.

B.

| | | | |
|---------|------------|-------|--------|
| reality | employment | chose | person |
|---------|------------|-------|--------|

A few people decide early in life what to do. There is probably no single "right" job for anybody and the only one that you could do well. Although circumstances limit one's __, there are still more possibilities than most people __. __ interests, such as love of travel or computers may point the way to a job. But all people are afraid of becoming __ one day.

Exercise 6. A. Look at the HELP box and then, using affixation, conversion and compounding, try to make as many words as you can from blog, mail and print. Use a dictionary and the Internet to help you.

| blog | mail | print |
|---|--------------------------------|---|
| <i>Blogger</i> (a person who writes a blog) | <i>To mail</i> (the verb form) | <i>Printout</i> (the pages produced by the printer) |

B. Choose the correct word in brackets to complete this description of

a digital voice recorder. Use a dictionary to help you.

HELP box

Word building

We can create new words from existing words in three main ways:

– Affixation (adding a prefix or suffix)

Adding a prefix:

volatile → **non**-volatile

date → **up**date

Adding a suffix:

erase → **erasable**

install → **install**ation

– Conversion (turning a noun into a verb, or a verb into a noun, etc.)

network (noun) → **to network** (verb)

*We **networked** the PCs in the office.*

*We created a **network** of all the PCs in the office.*

– Compounding (putting two or more words together)

hand + held → **handheld**

*I bought a new **handheld** computer last -week.*

Compounds can be written as two separate words (**flash card**), as two words joined with a hyphen (**solid-state**), or as one word (**handheld**). Unfortunately, there are no rules, and some compounds even change spelling over time. For example, **web site** began as two words, then became hyphenated (**web-site**) and is now written as one word – **website**. Always check your dictionary or Google if you are not sure.

In pronunciation, compounds normally have the main stress on the first part, and the secondary stress on the second part, for example **video game**.

OLYMPUS WS-320M DIGITAL VOICE RECORDER

Slim, attractive, and highly functional, the Olympus WS-32GM digital voice recorder packs 1GB of internal flash memory into its **1** (lighted / lightweight / lighten) housing, letting you record up to 277 hours of high-quality audio in WMA format. It's ideal for **2** (record / recordable / recording) notes or long lectures, interviewing people, or capturing song ideas before they disappear. As an added bonus, the W5-320M can store up to 266 WMA or MPS songs for high-quality stereo **3** (player/ playback/playoff).

The WS-320M features five separate file **4** (folds / folding / folders), capable of holding 199 files each, so you can organize nearly 1,000 files by subject, theme or other category. Users also have the choice of four recording modes: HQ for high-quality audio, LP and SP for extended recording times, and ST HQ for stereo recording. And thanks to the voice **5** (activation/activate/active) option, users don't need to press a single button to start recording – the WS-320M will record as soon as the built-in microphone picks up sound.

Perhaps the most convenient feature, however, is the built-in USB **6** (connector/connect/connected), which eliminates the need for a USB cable. Once this is connected, you can **7** (downloadable/download/ upload) music files, images or documents from your PC, in effect turning the recorder into a small hard drive. You can even transfer voice recordings to your computer for **8** (store/storage/storeroom) or multimedia use.

РАЗДЕЛ 3. СТРАДАТЕЛЬНЫЙ ЗАЛОГ (PASSIVE VOICE)

Залог – это категория глагола, которая показывает отношение действия к субъекту или объекту.

Действительный залог (*The Active Voice*) показывает, что предмет или лицо, являющееся подлежащим, производит действие.

The author *gives* a general conclusion for the equilibrium shape of crystals. Автор *делает* общий вывод для равновесной формы кристаллов.

Страдательный залог (*The Passive Voice*) показывает, что предмет или лицо, являющееся подлежащим, подвергается действию.

A general conclusion for the equilibrium shape of crystals *is given* by the author. Общий вывод для равновесной формы кристаллов *делается* автором.

Времена страдательного залога образуются при помощи вспомогательного глагола *to be* в соответствующем времени и формы причастия прошедшего времени (*Past Participle*).

| | <i>Simple</i> | <i>Continuous</i> | <i>Perfect</i> |
|---------------------------|-----------------------|-------------------|------------------------------|
| <i>Present</i> | I am asked | I am being asked | I have been asked |
| <i>Past</i> | I was asked | I was being asked | I had been asked |
| <i>Future</i> | I shall/will be asked | – | I shall/will have been asked |
| <i>Future-in-the-Past</i> | I should be asked | – | I should have been asked |

В страдательном залоге употребляется только две формы времен группы *Continuous: Present Continuous* и *Past Continuous*; формы *Future Continuous* и *Future-in-the-Past Continuous* отсутствуют. В страдательном залоге отсутствуют также времена группы *Perfect Continuous*.

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим: *Is he asked?* Если вспомогательный глагол употребляется в сложной форме (*shall be, have been, etc.*), то первая часть вспомогательной формы глагола ставится перед подлежащим: *Shall I be asked? Have I been asked?*

При образовании отрицательной формы частица *not* ставится после вспомогательного глагола: *I am not asked*. Если вспомогательный глагол употреблен в сложной форме, то частица *not* ставится после первого вспомогательного глагола: *I shall not be asked, I have not been asked*.

Страдательный залог употребляется:

– когда лицо, совершившее действия, неизвестно, неважно или очевидно из контекста.

| | |
|---|-----------------------------------|
| The most important papers <i>were stolen</i> . | исполнитель неизвестен |
| I <i>was advised</i> to rewrite the article. | исполнитель неважен |
| Experiments <i>are being carried out</i> in the laboratory. | исполнитель очевиден из контекста |

– когда действие важнее, чем лицо, его совершившее.

The report *was prepared* on time.

– для выделения лица, совершившего действие

Penicillin *was invented* by A.Fleming in 1928.

Действительные и страдательные обороты

Предложение со сказуемым, выраженным глаголом в действительном залоге, носит название действительного оборота, а предложение со сказуемым, выраженным глаголом в страдательном залоге, носит название страдательного оборота.

| <i>Действительный оборот</i> | <i>Страдательный оборот</i> |
|---|--|
| John Logie Baird <i>made</i> the first live transmission in 1924. | The first live transmission <i>was made</i> by John Logie Baird in 1924. |

В страдательном залоге лицо или предмет, производящее действие, вводится предлогом *by*.

Young specialists are employed *by* the company.

The experiment was carried out *by* the scientist.

После глагола в страдательном залоге употребляется также дополнение с предлогом *with* для выражения орудия, при помощи которого совершается действие.

The camera was loaded *with* a black and white film.

На русский язык английская пассивная конструкция переводится тремя способами:

1. Сочетанием глагола **БЫТЬ** (в прошедшем и будущем времени) + краткая форма причастия страдательного залога.

The article *was translated*.

Статья *была переведена*.

The article *will be translated*.

Статья *будет переведена*.

Глагол-связка **БЫТЬ** в настоящем времени в русском предложении опускается.

The article *is translated*.

Статья *переведена*.

2. Глаголом, оканчивающимся на -ся.

The article *is being translated*.

Статья *переводится*.

3. Неопределенно-личной формой, т. е. без подлежащего.

The article *was translated*.

Статью *перевели*.

Иногда английский страдательный оборот может переводиться двумя или даже тремя способами, в зависимости от соответствующего русского глагола и контекста:

I *was invited* to the conference.

1. Я *был приглашен* на конференцию.

2. Меня *пригласили* на конференцию.

Особенности употребления страдательных оборотов в английском языке

В английском языке подлежащим пассивной конструкции может быть:

- 1) прямое дополнение активной конструкции;
- 2) косвенное дополнение активной конструкции;
- 3) предложное дополнение активной конструкции.

| Активная форма | Пассивная форма |
|--|---|
| They showed <i>us a new device</i> . Они показали нам новый прибор. | 1. <i>A new device</i> was shown to us. Новый прибор был показан нам. 2. <i>We</i> were shown a new device. Нам показали новый прибор. |
| We aimed <i>at this result</i> . Мы стремились к этому результату. | <i>This result</i> was aimed at. К этому результату стремились. |

В том случае, когда в качестве подлежащего пассивной конструкции употребляется предложное дополнение активной конструкции, предлог ставится после смыслового глагола.

He was relied *upon*.

На него полагались.

Пассивные конструкции английского языка с подлежащим, выраженным словом, которое в активной конструкции выполняло функцию косвенного или предложного дополнения, следует при переводе заменять русским неопределенно-личным предложением (за ними послали, на них часто ссылаются и т. д.), и перевод надо начинать с предлога.

The force was acted *upon*.

На эту силу воздействовали.

The agreement was arrived *at*.

Пришли к соглашению.

В пассивной форме особенно часто употребляются следующие глаголы и глагольные фразеологические сочетания:

а) глаголы с послелогами:

to account for объяснять;

to act on (upon) действовать на;

to agree upon договориться;

to aim at стремиться к;

to deal with иметь дело с,

рассматривать вопрос;

to depend on (upon) полагаться на,

to listen to слушать;

to look after смотреть за;

to look at смотреть на;

to look for искать;

to object to возражать;

to provide for предусмотреть;

to refer to ссылаться на;

зависеть от;
to dispose of реализовывать;
to hear of (about) слышать о;
to insist on (upon) настаивать на;
to laugh at смеяться над;

to rely on (upon) полагаться на;
to speak about (of) говорить о;
to send for посылать за;
to touch upon касаться, затрагивать;
to wait for ждать.

This book *is* often *referred to*.
 His proposal *was objected to*.

На эту книгу часто ссылаются.
 Против этого предложения возражали.

б) глагольные фразеологические сочетания:

to catch (take) hold of схватиться за;
 ухватиться за что-либо;
to do away with покончить с;
to find fault with обвинять;
to lose sight of терять из виду;
to make application применять;
to make mention of упоминать;
to make provision for
 предусматривать;

to make use of использовать;
to pay attention to обращать внимание на;
to put an end to покончить с;
to take advantage of воспользоваться;
to take care of заботиться о;
to take notice of принимать во внимание.

His words *were not taken notice of*.
 This material *will be made use of*.

На его слова *не обратили внимания*.
 Этот материал *будет использован*.

Когда нужно привлечь внимание к самому действию, выражаемому фразеологическим сочетанием, существительное выносится на первый план и глагол принимает форму страдательного залога. Предложение переводится неопределенно-личным предложением.

Mention has been made...
Application should be made...
Advantage was taken of this fact...
Use is being made of...
Care should be taken...
Provision is made for...

Было *упомянуто* ...
 Следует *применить*...
Воспользовались этим фактом...
Применяют...
 Следует *позаботиться*...
Предусматривается...

В английском языке имеется ряд глаголов, которые являются переходными, т. е. требуют прямого дополнения, в то время как соответствующие русские глаголы являются непереходными и требуют предложного дополнения. К таким глаголам относятся:

to affect smb., smth. влиять на кого-л., на что-л.;
to answer smth. отвечать на что-л.;
to attend smth. присутствовать на чем-л.;
to enjoy smth. получать удовольствие от чего-л.;

to influence smb., smth. влиять на кого-л., на что-л.;
to join smb., smth. присоединяться к кому-л., к чему-л.;
to need smb., smth. нуждаться в ком-л., в чем-л.;
to watch smb., smth. следить за кем-л.,

| | |
|--|-----------|
| <i>to follow smb., smth.</i> следовать за кем-л., за чем-л.; | за чем-л. |
|--|-----------|

Страдательные обороты с такими глаголами переводятся на русский язык соответствующими действительными оборотами, при этом перевод следует начинать с предлога:

The question *was answered*.

На вопрос ответили.

A great number of people *attended* the conference.

На конференции присутствовало много людей.

При отсутствии дополнения с предлогом *by* такие страдательные обороты переводятся на русский язык неопределенно-личными оборотами, которые начинаются с предложного дополнения:

Your help *is needed*.

В вашей помощи нуждаются.

Страдательные обороты с формальным подлежащим it

Обороты, состоящие из местоимения *it* и глагола в страдательном залоге – *it is said, it was said, it is reported, it was reported*, соответствуют в русском языке глаголам в 3-м лице множественного числа с неопределенно-личным значением: *говорят, говорили, сообщают и т. п.* В таких оборотах *it* играет роль формального подлежащего и не имеет самостоятельного значения:

It is reported that the experiment has been carried out.

Сообщают, что эксперимент проведен.

В таких оборотах часто встречается сочетание модального глагола с инфинитивом страдательного залога: *it can be said* можно сказать, *it should be mentioned* следует упомянуть, *it was to be expected* надо было ожидать и т. п.

При наличии *as* со значением *как* перед оборотами такого типа *it* не употребляется: *as is reported* как сообщают, *as was believed* как полагали, *as was to be expected* как надо было ожидать.

В некоторых случаях опускается и глагол-связка *to be*: *as shown* in Table 3 как показано в таблице 3, *as stated* below как указано ниже, *as mentioned* above как упомянуто выше, *as reported* in the last issue как сообщалось в последнем номере журнала.

Practice

Exercise 1. Rewrite these sentences in the passive.

Model: Nonlinear effects in the optical link *cause* significant performance degradation for the overall system.

Significant performance degradation for the overall system *is caused* by nonlinear effects in the optical link.

1. These materials present new capabilities for studying acoustic characteristics.
2. Materials science offers researchers a wide variety of materials with chemical and physical properties.
3. We provide a comprehensive survey by covering some of the traditional

methodologies.

4. The analysis provides a simple approach for dealing with local aspects of a signal.
5. The computer program created many graphs of discrete signals.
6. These algorithms employ mathematical, statistical and heuristic methodologies.
7. Fourier analysis easily calculates the frequencies which make up the signal.
8. This approach will provide valuable background for the experiment.

Exercise 2. Rewrite these sentences beginning with the words provided.

Model: Scientists are developing a catalytic converter which detoxifies engine fumes the world over.

A catalytic converter which detoxifies engine fumes the world over is being developed by scientists.

- | | |
|--|--|
| 1. Researchers are also finding ways to put proteins, DNA, viruses and other micro-organisms to work in building nanomaterials. | Ways to put proteins__ |
| 2. The group recommended more research along with new regulations to control the technology. | More research__ |
| 3. Experts are assessing the effect of emerging materials on health and environment. | The effect of emerging materials__ |
| 4. The members of the commission are going to undertake tests on products that contain nanomaterials. | Tests on products that contain nanomaterials__ |
| 5. The inventor has developed a programme of research to ensure the safety of products. | A programme of research to ensure the safety of products__ |
| 6. The conventional optical fiber communications systems employ optical fibers to transport information in optical telecommunication networks. | Optical fibers to transport information__ |
| 7. Traditional WDM communication system comprises a plurality of WDM transmitters. | A plurality of WDM transmitters__ |
| 8. The article provides a broad overview of the characteristics of the signal. | A broad overview of the characteristics of the signal__ |

Exercise 3. Fill in each blank with the necessary form of the verb in the Passive Voice.

1. "Nano" __ typically (use) to define structures with a length scale of 1-100 nm.
2. Frequency may __ (measure) with higher accuracy than any other parameter.
3. Pictures of the surface of the planet Venus __ (receive) yesterday from space probe "Explorer" which __ (launch) last year.
4. Nanoparticles __ (synthesize) in a variety of organic and inorganic materials.
5. The coders __ (adopt) in national and international cellular telephony standards.
6. In general, high-quality speech coding at low rates __ (achieve) using high-

complexity algorithms.

7. Phase transitions in polycrystals __ (investigate) in detail.
8. Microchannels __ (create) in different materials, including glass, silicon and polymers.

Exercise 4. Complete these sentences with the passive form of the verbs in brackets.

1. Microprocessors __ (make) of silicon.
2. Call centers __ (use) to deal with telephone enquiries.
3. In recent years, most mobile phones __ (equip) with Bluetooth.
4. GPS __ (develop) in the 1970s as a military navigation system.
5. Sorry about the mess – the computers __ (replace) at the moment.
6. In the near future, the Internet __ (access) more frequently from PDAs and mobile phones than from desktop computers.
7. Networks __ (can connect) via satellite.
8. I had to use my laptop this morning while my PC __ (fix).

Exercise 5. A. Practice orally by using impersonal passive structures as shown in the following example.

Model: We (the author, they, etc.) have found that __
It has been found that __

1. I must admit that __
2. He has found that __
3. Everybody accepts that __
4. I believe that __
5. The author hopes that __
6. Scientists sometimes say that __
7. Most people assume that __
8. Physicists recognize nowadays that __

B. Give English equivalents of the following Russian phrases using impersonal passive structures and adverbs “widely”, “generally” where required.

1. Говорят, что __
2. Предполагается, что __
3. Можно надеяться, что __
4. Следует признать, что __
5. Было найдено, что __
6. Общеизвестно, что __
7. Считают, что __
8. Широко распространено мнение, что __

Exercise 6. Transform the sentences using the Passive Voice.

1. They say that scientists are on the point of making a vital breakthrough.
2. The authors consider that these two methodologies are major elements in a

- powerful set of tools for theoretical and applied analysis.
3. They show that a detailed analysis of the type of conduction of single crystal films has been carried out.
 4. We expect that the implementation of new materials will benefit the study of the phenomenon.
 5. They consider that semiconductor nanostructures and gold NPs are two classes of nanostructures.
 6. Biochemists hope that viruses will be deployed as “nanocameras” to get a clearer picture of what is going on inside cells.
 7. We suppose that the signal is severely distorted by added noise.
 8. Scientists believe that similar concept may be used to quantitatively explain the unpredictability.

Exercise 7. Choose the most appropriate preposition in bold type. Translate the sentences.

1. The tight relationship between chaos theory and cryptography has been pointed out **by/with** some researchers.
2. The rate of the reaction is affected **by/on** the change in such parameters as concentration, temperature and pressure.
3. The initiative was supported **by/with** everybody.
4. The discovery followed **by/with** further experimental work stimulated research in this area.
5. Faster speed can be obtained **with/by** a little extra complexity and cost.
6. The conference attended **by/at** scientists from different countries discussed new trends and methods in this research.
7. Most digital chaotic ciphers are claimed to be secure **by/with** the authors but many of them are actually not.
8. Some existing schemes have also been found to be insecure **from/with** cryptographical point of view.

Exercise 8. Identify passive structures and give Russian equivalents of the relevant part of the sentence as shown in the following example.

Model: Under these conditions the question cannot be answered unambiguously.
“The question cannot be answered”... На вопрос нельзя ответить ...

1. This phenomenon has been dealt with by several researchers.
2. The conference was attended by all the participants.
3. Methods employed in solving a problem are strongly influenced by the research objective.
4. His scientific reports are always followed by heated discussions.
5. In several areas of research the efforts of scientists are joined by those of philosophers and sociologists.
6. This problem can be approached from several points of view.
7. The members of the laboratory were consulted prior to this successful operation.

8. The reaction was followed by measuring temperature.
9. These rules were arrived at independently.

Exercise 9. Identify passive structures followed by a preposition and give Russian equivalents of the relevant part of the sentence as shown in the following example.

Model: Such things are not even thought of before the experiment is actually made.
 “Things are not thought of ...” О таких вещах не думают...

1. This approach has been referred to in an earlier paper.
2. I do not think this instrument can be relied upon.
3. The data cannot be accounted for by the existing theory.
4. This theory has been referred to as the “big bang” theory.
5. The best treatment of this material is generally agreed upon.
6. Rapid development of information technology has been called for by the needs of the national economy.
7. His warning was not taken notice of.
8. Application should be made of a new device this year.
9. Provision is made for new means of communication.

Exercise 10. Identify passive structures in the sentences below and give Russian equivalents of the relevant part of the sentences.

1. The results were affected by the presence of impurities.
2. Unfortunately no advantage was taken of the fast reaction rate.
3. So far no notice has been taken of the obvious advantage of this technique.
4. His curiosity was excited when reference was made to still earlier publications.
5. Recently the problem has been given close consideration in connection with a new space project.
6. Mention has already been made of the fact that gold is slowly attacked by these substances.
7. Several outstanding contributions have been made to the study of crystal growth.
8. There is no doubt that in the course of further scientific development extensive use will be made of modern computing machines and electronic devices.

Exercise 11. Put questions to the words given in bold type.

1. **Temperature of the electrolyte** was kept at 293 K.
2. The wafers were then cut into pieces and subjected to **electromechanical anodizing**.
3. A visual correlation between three clean harmonics is less affected **by the noise**.
4. A fixed number of harmonics is used **for testing the algorithm**.
5. The CDM approach to capacity enhancement is based **on phase modulation of partially coherent light**.
6. **The number of CDM channels** can be varied without changing the physical infrastructure.

7. The advantages of ion beam techniques in thin film or surface technologies are pointed out *in a lot of publications*.

Exercise 12. Translate the following sentences into Russian.

1. Many collision detection algorithms have been developed for solving collision problem for computer animation of moving objects.
2. Breakthroughs in chip development were needed to solve the problem of faster chips requiring more power and becoming less efficient.
3. Initial experimental specimens were prepared by vacuum depositing of aluminium films.
4. In this article mention is made of the acoustic devices designed by our scientists.
5. Around this concentration region the experiment was repeated three times and phenomenon was definitely confirmed.
6. Electrical signal carrying information is used to modulate the light emitted by an optical source, typically a laser diode.
7. The modulated light is then propagated through an optical fiber link.
8. It is observed that parts of the harmonic structure of speech have been removed.
9. The performance of the proposed algorithm is evaluated and compared with other noise reduction methods.

Exercise 13. Translate into English.

1. Важный вклад был сделан в изучение проблемы обеспечения информационной безопасности.
2. В этой лаборатории проводится много научных исследований.
3. Эта мысль была впервые высказана профессором Оксфордского университета.
4. Важность полученных выводов не была оценена.
5. За экспериментом последовало испытание разработанного устройства.
6. Алгоритм используется для измерения нулевых гармоник.
7. При таких условиях требования могут быть удовлетворены только частично.
8. Потребуется дальнейшие исследования для подтверждения этого результата.
9. Недавно модель была преобразована, и в настоящее время она широко используется на практике.
10. Все схемы можно легко расширить для проектирования других новых устройств.

Exercise 14. Choose the correct verb form.

1. Modern speech-coding algorithms *are associated/ are associating* with numerical methods that are computationally intensive and often sensitive to machine precision.
2. The statistical and spectral properties of speech *are defined/ have defined* over short segments.
3. The properties of speech *is being related /are related* to the physical speech

production system.

4. In fact, existing computer chips **will be manufacturing/are already manufactured** taking advantage of techniques at the nanoscale.
5. New and powerful light-emitting diodes (LEDs) **may soon replace/ may be replaced** conventional light bulbs, offering huge energy savings.
6. In the short term, the greatest advances through nanotechnology **will come/will have been come** in the form of novel medical devices and processes, new catalysts for industry and smaller components for computers.
7. LEDs **are built/are building** with nanoconductors, increasingly developed at the nanoscale.
8. Some nanomaterials, such as nanowires and other simple devices **have shown/have been shown** to assemble themselves given the right conditions, and other experiments at larger scales **are striving/are being striven** to demonstrate the principles of self-assembly.
9. More recently scientists working on the nanoscale **have created/have been creating** a multitude of other nanoscale components and devices.

Exercise 15. A. Supply the correct form of the verbs in brackets.

1. These parameters ___ (extract) from each harmonic subband.
2. Illegal data access ___ (become) more easy and prevalent in wireless and general communication networks.
3. In order to protect valuable data from undesirable readers or against re-production and modifications, the encryption techniques ___ (propose).
4. The two parameters could be ___ (view) as the keys to the proposed signal security system.
5. The evaluation of the design ___ (include) the delay time and the areas cost.
6. The machine ___ (try) under severe conditions.
7. No stage of the design can ___ (complete) in the absence of the precise specification of the system under design.
8. Every thing ___ (affect) by its relations to everything else.

B. Today is Wednesday. Look at the notes Mark wrote yesterday and early today. Then write: a) what he had done yesterday; b) what he is having done today.

| Tuesday | Wednesday (today) | Thursday |
|--|----------------------------------|---|
| the information for the paper collected | a scientific paper printed | a meeting with the scientific supervisor arranged |
| the equipment for the experiment checked | a resumé sent | the model produced |
| the obtained results analyzed | a summary of the article written | the device tested |

- a. He had the equipment for the experiment checked yesterday.
- b. He's having a scientific paper printed today.
- c. He's going to have a device tested tomorrow.

Exercise 16. Use get in the required form in place of have in these sentences.

1. I must have ___ I must **get** this report photocopied and sent off immediately.
2. They are finally having ___ their computer repaired.
3. We'll be having ___ the experiment carried out by a group of specialists.
4. Why don't you have ___ the speed of the reaction changed?
5. They should have ___ new laboratory equipment installed.
6. You need to have ___ the theme of the research specified.
7. Have you had ___ the data checked?
8. He is going to have ___ his experiment repeated next week.
9. When will he have ___ all his mistakes corrected?

Exercise 17. Put in causative forms for the verbs in brackets.

Constant maintenance

The more you own, the more there is to go wrong. You invest in a new hi-fi system and in no time you have to (it repair) 1 get it repaired. You (a new washing machine install) 2 ___ and you have to buy expensive insurance to maintain it. You buy a car and need to (it service) 3 ___ regularly. You buy a camera and then spend a fortune (films develop and print) 4 ___. It's not only things that need constant attention. How often we have to (our eyes test) 5 ___, (our teeth fill) 6 ___ and (our chests X-ray) 7 ___! But I had to smile last time I went to (my hair cut) 8 ___. A bold notice in the window announced: "All our customers promptly executed!" You certainly wouldn't need (any jobs do) 9 ___ after that!

Exercise 18. A. Read the text to yourself and be ready for a comprehension check-up.

Recently much attention has been given to the study of this phenomenon. In this paper new experimental observations are presented and discussed. The data have been obtained assuming a new model of the mechanism involved, which was suggested in an earlier study by the author. The measurements have been carried out with a conventional apparatus slightly modified by the author. All possible sources of error are taken into account and consideration is given to the advantages and shortcomings of the present approach. The results are analyzed and the analysis is followed by a comparison of the data obtained with those available in literature. It is hoped that the disagreement may be accounted for by an improved experimental technique of the present investigation.

B. Check up comprehension.

1. Is it an abstract, a summary or a conclusion?
2. What was the author's theoretical contribution?

3. Did anybody else study the phenomenon? (Find two sentences to support your answer).
4. Do the author's results agree with those reported in literature?
5. How does he (she) account for that?
6. How does the author increase the accuracy of his (her) results?

Exercise 19. Read the article and underline all the examples of the passive. What tenses are they?

A hacker has been sent to jail for fraudulent use of credit card numbers. Nicholas Cook, 26, was arrested by the police officers near a bank cash point last month.

Eight months earlier, he had been caught copying hundreds of computer programs illegally. After an official inquiry, he was accused of software piracy and fined £5,000.

It is reported that in the last few years Cook has been sending malware (malicious software) to phone operators and attacking mobile phones to steal business and personal information. Cook has now been sentenced to three years in prison for stealing passwords and obtaining money by credit card fraud.

Government officials say that new anti-hacking legislation will be introduced in the EU next year.

РАЗДЕЛ 4. НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА (VERBALS)

Неличные формы глагола: инфинитив (*The Infinitive*), герундий (*The Gerund*), причастие настоящего времени (*The Present Participle*), причастие прошедшего времени (*The Past Participle*) имеют следующие особенности:

1. Совмещают в себе признаки двух частей речи (причастие – прилагательного и глагола, герундий – существительного и глагола, инфинитив – глагола и существительного).

2. Выражают действие без указания лица, числа, времени и наклонения, поэтому в предложении не могут быть сказуемым, а лишь значимой частью сказуемого.

3. Имеют категории залога (*Active, Passive*) и времени (*Present, Present Continuous, Perfect, Perfect Continuous*), которые обычно указывают на то, как протекало действие по отношению к действию, выраженному сказуемым. Формы *Present* и *Present Continuous* показывают, что действие протекало одновременно с действием сказуемого. Формы *Perfect* и *Perfect Continuous* показывают, что действие предшествовало действию сказуемого, причём формы *Present Continuous* и *Perfect Continuous* выражают длительное действие. (Формы причастия настоящего времени и герундия совпадают).

4. Могут выступать в предложении в различных функциях: подлежащего, части сказуемого, дополнения, определения и обстоятельства.

5. Могут употребляться в сочетании с зависимыми словами, образуя обороты.

Употребление. Причастие употребляется в предложении в трех функциях: части сказуемого, определения и обстоятельства.

Герундий и инфинитив – в пяти: подлежащего, части сказуемого, дополнения, определения и обстоятельства, причем в функции определения (правого) и обстоятельства перед герундием *всегда* стоит *предлог*.

Перевод. Причастие переводится в зависимости от функции в предложении: в функции определения – причастием, в функции обстоятельства – деепричастием.

Герундий и инфинитив переводятся также в зависимости от функции: существительным, инфинитивом, деепричастием, иногда прилагательным.

Все неличные формы глагола могут переводиться личными – в оборотах.

Обороты. Все неличные формы глагола образуют сложные *обороты* – конструкции, которые состоят из *существительного или местоимения* и *одной из неличных форм глагола*. Переводятся придаточным или простым предложением.

Общая таблица неличных глагольных форм

| Причастие настоящего времени <i>The Present Participle</i> | | | Герундий <i>The Gerund</i> | | Инфинитив <i>The Infinitive</i> | |
|---|---------------------------------|-------------------|---------------------------------|-------------------|------------------------------------|--------------------|
| | <i>Active</i> | <i>Passive</i> | <i>Active</i> | <i>Passive</i> | <i>Active</i> | <i>Passive</i> |
| <i>Present</i> | asking | being asked | asking | being asked | to ask | to be asked |
| <i>Present Continuous</i> | — | — | — | — | to be asking | — |
| <i>Perfect</i> | having asked | having been asked | having asked | having been asked | to have asked | to have been asked |
| <i>Perfect Continuous</i> | — | — | — | — | to have been asking | — |
| <i>The Past Participle</i> | | asked | | | | |
| Способы употребления | | | Употребление | | | |
| 1 | — | | подлежащее | | подлежащее | |
| 2 | часть сказуемого | | часть сказуемого | | часть сказуемого | |
| 3 | — | | дополнение | | дополнение | |
| 4 | определение | | (предлог) определение | | определение | |
| 5 | обстоятельство | | (предлог) обстоятельство | | обстоятельство | |
| Способы перевода | | | Перевод | | | |
| 1 | (опр.) причастием | | существительным | | инфинитивом | |
| 2 | (обст.) деепричастием | | инфинитивом | | существительным | |
| 3 | личной формой глагола (обороты) | | деепричастием | | деепричастием | |
| 4 | | | прилагательным | | прилагательным | |
| 5 | | | личной формой глагола (обороты) | | личной формой глагола (обороты) | |

| Обороты | | | |
|---------|--|--|---|
| 1 | «Объектный падеж с причастием» | Герундиальные обороты | «Объектный падеж с инфинитивом» |
| | гл. сущ.(общ.п.) + (as) Part мест.(объект.п.) | (предлог)+ сущ.(прит.п.) +Gerund прит. мест. | гл. сущ.(общ.п.) + Inf. мест.(объект.п.) |
| | прид. доп. предл. | (предлог)+сущ.(общ.п.)+Gerund | 1. прид.доп.предл.; 2. простым предл. |
| 2 | «Именительный падеж с причастием» | прид. предл. со словами: <i>to</i> , <i>что</i> | «Именительный падеж с инфинитивом» |
| | сущ.(общ.п.) + глагол + (as) Part мест.(им.п.) + (страд.зал.) | | сущ. (общ.п.) + глагол + Inf. мест. + (страд.зал.) (им.п.) |
| | Придаточное предложение | | 1. прид. предл.; 2. простым предл. |
| 3 | Независимый причастный оборот | | Оборот «for + сущ. + + инфинитив» |
| | - (with) сущ.(общ.п.) + Part мест.(им.п.) | | for+ сущ.(общ.п.) + Inf. мест.(объект.п.) |
| | 1) прид. предл. времени, причины, условия (когда, так как, если); 2) отдельным предл. (причем, и, а) | | 1) прид. обст. предл.; 2) простым предложением |

РАЗДЕЛ 5. ИНФИНИТИВ (INFINITIVE)

Инфинитив (неопределенная форма глагола) представляет собой неличную глагольную форму, которая только называет действие, не указывая ни лица, ни числа. Инфинитив отвечает на вопросы *что делать? что сделать? : to read* читать, прочесть; *to write* писать, написать; *to buy* покупать, купить.

Формальным признаком инфинитива является частица *to*, которая не имеет самостоятельного значения и не принимает ударения. Однако частица *to* перед инфинитивом часто опускается.

Инфинитив произошел от отглагольного существительного и сохранил свойства этой части речи. Инфинитив, как и все неличные формы глагола, может:

а) иметь прямое дополнение, например:

to build roads – строить дороги;

б) определяться наречием, которое иногда располагается между частицей и

смысловой частью (split Infinitive), например:

to effectively determine – определять *эффективным образом*;

в) иметь сложные формы, например:

to be written – быть написанным;

to have written – (уже) написать;

to have been written – (уже) быть написанным.

Функции инфинитива в предложении

| Функции | Примеры |
|---|--|
| <p>1. Подлежащее После формального подлежащего <i>it</i></p> | <p><i>To save</i> money is not easy. It is important <i>to obey</i> the laws of the country.</p> |
| <p>2. Часть сложного подлежащего (Complex Subject) 1) после глаголов <i>say, believe, know, expect, think, state, announce etc.</i> 2) после глаголов <i>seem, appear, happen, prove, chance, turn out etc.</i> 3) после прилагательных <i>(un)likely, certain, sure etc.</i></p> | <p>She is said <i>to have completed</i> the experiment. He proved <i>to be</i> a good engineer. He is sure <i>to be awarded</i> a prize for his scientific research.</p> |
| <p>3. Часть составного глагольного сказуемого 1) с модальными глаголами 2) с глаголами, характеризующими протекание действия <i>begin, start, continue, cease, would, used to etc.</i></p> | <p>You ought <i>to fulfill</i> the task on time. She's started <i>to plan</i> her business career. She used <i>to work</i> in this laboratory.</p> |
| <p>4. Дополнение 1) после глаголов <i>want, wish, decide, aim, fail, hurry, manage, offer, prepare, refuse, try, struggle, hesitate, afford, attempt, deserve, hate, love, like, prefer, plan, ask, choose, hope, promise, remember, forget etc.</i> 2) после прилагательных и причастий: <i>glad, pleased, happy, sorry, able, afraid, ready etc.</i></p> | <p>We were asked <i>to speak</i> to the manager. He can't <i>afford</i> to buy new equipment. I am ready <i>to report</i> the obtained data.</p> |
| <p>5. Часть сложного дополнения (Complex Object) 1) после глаголов <i>want, wish, like, would like, need, prefer, consider, believe, know, think, prove, suppose, expect etc.</i> (с <i>to</i>) 2) после глаголов чувственного восприятия <i>hear, feel, see, watch, notice etc.</i> (без <i>to</i>).</p> | <p>I want you <i>to help</i> me with the assignment. We often see scientists <i>move</i> from one field of research into another.</p> |

| | |
|--|---|
| <p>6. Определение (инфинитив стоит после определяемого слова)</p> <p>Инфинитив в функции определения часто встречается также после слов: <i>the first, the second, the third, the last</i></p> | <p>The problem <i>to consider</i> next is concerned with the ionization of gases.</p> <p>He is always the first <i>to come</i> to the university.</p> |
| <p>7. Обстоятельство</p> <p>1) <i>цели</i> (инфинитив стоит в начале и в конце предложения с союзами <i>in order to, so as (to)</i>)</p> <p>2) <i>следствия</i> (инфинитив стоит в конце предложения, и ему часто предшествуют слова: <i>enough, too, sufficient, sufficiently</i>)</p> | <p>(In order) <i>to understand</i> the phenomenon the laws of motion should be considered.</p> <p>Some people are too proud <i>to admit</i> that they don't know.</p> |
| <p>8. Вводный член предложения (обычно стоит в начале предложения, всегда выделяется запятыми : <i>to tell the truth, to begin with, to sum up, to be sure, to make a long story short, to put it simply, to say the least, to be honest etc.</i></p> | <p><i>To be honest</i>, I am not yet ready with my research.</p> <p><i>To begin with</i>, no general method will be given here.</p> |

Употребление инфинитива без частицы *to*

| Случаи употребления | Примеры |
|---|---|
| 1. После вспомогательных глаголов <i>do, shall/will, should/would</i> | I won't <i>ask</i> him any questions. |
| 2. Для образования повелительного наклонения | <i>Approach</i> the problem from different sides. |
| 3. После глаголов <i>let, make</i> в сложном дополнении* в обороте « <i>объектный падеж с инфинитивом</i> » | He made me <i>take special care</i> of the accuracy of the calculation. |
| 4. После модальных глаголов (<i>must, can, may etc.</i>) | You must <i>put</i> it another way for everybody to understand clearly. |
| 5. После глаголов чувственного восприятия <i>see, hear, listen, watch, feel, notice</i> в сложном дополнении в обороте « <i>объектный падеж с инфинитивом</i> » | I heard him <i>admit</i> to have made a similar mistake in his earlier publication. |
| 6. После сочетаний <i>had better, would rather/sooner, rather/sooner...than</i> | You had better <i>think</i> logically first in order to write with precision. |
| 7. В вопросах, начинающихся с <i>Why?</i> | Why not <i>review</i> recent development in the field of computer-aided design? Why <i>worry</i> ? |

*В страдательном залоге *make* употребляется с частицей *to*:

He was made *to work* without any breaks.

Формы инфинитива

| <i>Tenses</i> | <i>Действительный залог Active Voice</i> | <i>Страдательный залог Passive Voice</i> |
|---------------------------|--|--|
| <i>Present</i> | (to) investigate | (to) be investigated |
| <i>Present Continuous</i> | (to) be investigating | - |
| <i>Perfect</i> | (to) have investigated | (to) have been investigated |
| <i>Perfect Continuous</i> | (to) have been investigating | - |

Present Infinitive – действие, выраженное инфинитивом, или происходит одновременно с действием сказуемого, или будет иметь место в будущем (если сказуемое выражено глаголами типа *to expect* – ожидать, полагать; *to assume* – допускать; *to suppose* – предполагать, полагать:

I have never known him to take an active part in the work.

We expect him to take an active part in the work.

Perfect Infinitive – действие, выраженное инфинитивом, происходит раньше действия сказуемого, например:

Such information is unlikely to have been available from the user.

Present Continuous Infinitive – действие инфинитива происходит в тот момент, о котором говорится в предложении, например:

I have never known him to be working at this problem.

Perfect Continuous Infinitive – длительное действие инфинитива совершается в течение отрезка времени, предшествовавшего действию, выраженному глаголом в личной форме:

He is known to have been working on this problem for many years.

Passive Infinitive – действие инфинитива, переводимого сказуемым в придаточном предложении, переходит на подлежащее, например:

I know him to have been informed about the meeting.

Practice

Exercise 1. Write various forms of the infinitive.

a) Present Infinitive Passive (to translate – to be translated)

| | | | | |
|-------------|--------------|------------|------------|-----------|
| to detect | to establish | to predict | to receive | to verify |
| to discount | to observe | to prove | to suggest | |

b) Present Continuous Infinitive Active (to translate – to be translating)

| | | | | |
|------------|-------------|-------------|-----------|------------|
| to add | to describe | to discover | to record | to utilize |
| to compare | to develop | to gather | to test | |

c) Perfect Infinitive Passive (to translate – to have been translated)

| | | | | |
|------------|-----------|-------------|--------------|------------|
| to achieve | to create | to generate | to represent | to support |
|------------|-----------|-------------|--------------|------------|

to bring about to examine to provide to send

d) Perfect Continuous Infinitive Active (to translate – to have been translating)

to accumulate to conquer to explain to improve to process
to acquire to discuss to explore to participate

Exercise 2. Find the infinitive in the sentences, define its form and function.

1. To develop the supercomputer highly developed electronics and new materials were required.
2. This method is not accurate enough to give reliable results.
3. To explain this simple fact is not so easy.
4. The question of the procedure is yet to be settled.
5. The device to be tested has been made in our lab.
6. To begin with, one must be curious about the world around him.

Exercise 3. Use the correct form of the infinitive of the verb in brackets.

1. Everything is just the way it used (be). Nothing seems (change).
2. The money for charity is supposed (raise) by the organizers of the party.
3. He admits (make) a similar mistake in his earlier publication.
4. One can expect the scope of research (expand) steadily.
5. The engineer made the reaction (run) at reduced pressure.
6. These variations were found (make) little difference in the results.
7. They claim (inform) of this possibility before the experiment.
8. Science is known (contribute) to every aspect of people's life.
9. The product has been proved (affect) the overall yield.
10. Nowadays we see many new areas of research (come) into being as a result of unexpected break.

Exercise 4. Paraphrase the following sentences using the infinitive active or passive.

1. She was sorry that she had missed so many classes before the exams.
2. You should give this matter top priority.
3. It has been found that semiconductors exhibit magnetic properties.
4. We know that the first digital optical disks were produced in 1982 as disks for music.
5. The scientist reported that he had spent six years on the problem.
6. They should regard the study as contributing to fundamental knowledge.
7. He was deeply disappointed that the final results of his research had turned out unsatisfactory.
8. It is concluded that the model provides a very good fit to the experimental data.
9. You should strictly define all the responsibility.
10. Experience shows that this strategy has produced better results than more traditional one.

Exercise 5. Use the infinitives given below as subjects:

| | | | | | |
|------------|------------|----------|------------|------------|----------|
| to explain | to give up | to know | to lose | to operate | to see |
| to explore | to imagine | to learn | to mention | to search | to speak |

1. It is hard ___ peaceful coexistence of nations without all-round scientific cooperation among the states.
2. It is often difficult ___ the long-term consequences of scientific advance and its applications.
3. It takes time ___ the subject - matter thoroughly.
4. It takes long ___ the possibility for using alternative sources of energy.
5. It would be rather difficult ___ this complex device.
6. It appears advisable ___ about an improved version of this method.
7. It takes time ___ this phenomenon.

Exercise 6. Use the infinitives given below as predicates:

| | | | | |
|------------|--------------|------------|------------|---------|
| to ask | to deny | to keep | to produce | to take |
| to become | to encourage | to measure | to reach | to try |
| to control | to go on | to offend | to return | |

1. The mission of scientists is ___ knowledge.
2. The new apparatus was ___ all the temperature changes during the experiment.
3. The main task of a scientific supervisor is ___ his postgraduate students to do research.
4. The important thing is ___ a different approach to the problem.
5. His aim is ___ these preliminary calculations secret.
6. The usual way to evaluate the electrical conduction properties in these connections is ___ the contact resistance.
7. Our plan is ___ obtaining information from a server.

Exercise 7. Use the infinitives given below as objects:

| | | | | |
|----------|--------------|------------|------------|-----------|
| to air | to calculate | to lock | to promote | to show |
| to be | to evaluate | to measure | to retire | to verify |
| to begin | to give | to obtain | to see off | |

1. Many subsequent researchers have attempted ___ this micro-contact model.
2. Today universities are interested ___ the development of science and technology.
3. A contact model for a rough surface with a soft coating was used ___ the effective area in the study.
4. A stereomicroscope was used ___ the apparent contact area.
5. A three-dimensional surface topography measurement system was conducted ___ the pad surface roughness.
6. The measured surface roughness was used ... the effective contact area.

Exercise 8. Paraphrase the following so as to use the infinitives as attributes.

1. Technological developments have created the opportunity which frees mankind from arduous labour.
2. Our ability which helps to communicate fast and easily has made life more enjoyable.
3. The developed world has a responsibility which enhances partnership activities in science.
4. The needs which improve performance and reduce chip size made copper replace aluminum interconnection for deep integrated circuits.
5. There are many considerations that may be taken into account in determining space velocity.
6. He was the first man who presented the case for this line of research.
7. He was the first scientist who took the floor at this conference.
8. There is one more important factor that can be considered.
9. The researcher was the last who left the laboratory.

Exercise 9. a) Answer the questions. Use the infinitive phrases given in brackets as adverbial modifiers of purpose.

- | | |
|--|--|
| 1. Why do scientists utilize existing knowledge in new scientific investigations? | (to predict how things will behave). |
| 2. Why do scientists use mathematics? | (to analyze the data and help them interpret their results). |
| 3. Why do scientists pursue research in basic science? | (to satisfy the thirst for knowledge). |
| 4. Why do scientists conduct research in applied science? | (to achieve some kind of practical or profitable gain). |
| 5. Why do scientists communicate their results with other scientists by publishing them in science journals? | (to discuss findings and debate issues). |
| 6. Why do scientists employ methods of induction in developing a hypothesis? | (to generalize from the experiment's results to predict future outcomes). |
| 7. Why do scientists employ methods of deduction? | (to infer new facts from experimental results). |
| 8. Why does this study measure the circuit contact resistance? | (to evaluate the electrical conduction of various thermosonic wire bonding methods). |
| 9. Why was the micro-contact theory used? | (to determine the effective contact area). |
| 10. Why did they propose the classical micro-contact model? | (to describe the phenomena acting at the contact interface between two surfaces). |

b) Use the infinitive as an adverbial modifier of purpose.

1. Scientists use computers in order to ...
2. He had to work hard in order to ...
3. A number of devices were developed in order to ...
4. I'll take a map so as not to ...
5. He left early so as not to ...
6. She set her alarm clock so as not to ...
7. He revised hard for the test in order to ...
8. Scientists used only local materials, in order to ...
9. Take special care of the accuracy of the calculation in order to ...
10. Consider the following analogy so as not to ...

Exercise 10. a) Combine the following pairs of sentences into one using the infinitive as an adverbial modifier of result. Use too or enough where necessary.

1. The program is diversified. It can excite the interest of most graduate students.
2. The concept was advanced. It could not be appreciated by contemporary scientists.
3. The consequences were disastrous. They might exceed anything imaginable.
4. The advantages of such an approach are evident. They could not be taken for granted.
5. The theory is not detailed. It can't give a complete description.
6. This method is accurate enough. It can give reliable results.

b) Paraphrase the following sentences so as to use the infinitives of result.

1. The analysis has been so extended that it can be taken into consideration.
2. A new theory was so advanced that it could produce a revolutionary change in our understanding of the process.
3. The paper is so detailed that it enables any other scientist to repeat the research.
4. The technological advance was so great that it could make life easier or more enjoyable.
5. The achievements of the past few decades are so great that science has come to occupy such an important place in the life of the society.
6. The information was so valuable that it should be included in a scientific journal.

Exercise 11. Translate into English.

1. Вопрос был слишком сложным, чтобы решать его так поспешно.
2. Он достаточно умен, чтобы понять это.
3. Предположение было слишком неожиданным, чтобы его можно было принять во внимание.
4. Проблема достаточно интересна, чтобы возбудить интерес исследователей.
5. Данных было недостаточно, чтобы решить эту проблему.
6. Это предположение не так важно, чтобы рассматривать его серьезно.
7. Эта идея достаточно очевидна, чтобы воспользоваться ею.

| | | |
|--------------|-------------|---|
| (подлежащее) | (сказуемое) | (сложное дополнение) (объектный инфинитивный оборот) |
| Он | думает, | что результаты хорошие. |

Объектный инфинитивный оборот состоит из существительного (в общем падеже) (*the results*) или местоимения (в объектном падеже) и инфинитива смыслового глагола (*to be*).

После глаголов *to see, to hear, to feel, to watch, to observe, to notice, to make, to cause, to let* инфинитив употребляется без *to*.

Объектный инфинитивный оборот, как правило, переводится придаточным дополнительным предложением, подлежащим которого является дополнение, а сказуемым – инфинитив английского предложения.

Объектный инфинитивный оборот употребляется после следующих глаголов:

| | | | | | |
|-------------------|--------------------|-------------------|-------------------|-------------------|----------------|
| <i>to allow</i> | <i>to consider</i> | <i>to find</i> | <i>to make</i> | <i>to see</i> | <i>to want</i> |
| <i>to assume</i> | <i>to demand</i> | <i>to hear</i> | <i>to permit</i> | <i>to show</i> | <i>to wish</i> |
| <i>to believe</i> | <i>to enable</i> | <i>to know</i> | <i>to prove</i> | <i>to suppose</i> | |
| <i>to cause</i> | <i>to expect</i> | <i>to like</i> | <i>to request</i> | <i>to take</i> | |
| <i>to command</i> | <i>to feel</i> | <i>would like</i> | <i>to require</i> | <i>to think</i> | |

We made this reaction run at reduced pressure.

2. Субъектный инфинитивный оборот (Subjective Infinitive Construction)

Сложноподчиненное предложение с главным предложением, выраженным безличным оборотом типа *it is said, it is reported, it seems, it is likely*, можно заменить простым предложением:

It is considered that the students conduct research well.

| | | |
|--------------|----------------|----------------------------------|
| The students | are considered | <i>to conduct</i> research well. |
| (подлежащее) | (сказуемое) | (инфинитив) |

Считают, что эти студенты проводят исследование хорошо.

Субъектный инфинитивный оборот употребляется со следующими глаголами в пассивной форме:

| | | | | | |
|------------|-------------|---------|-----------|----------|--------------------|
| to assume | to consider | to find | to know | to see | to suppose |
| to believe | to expect | to hear | to report | to show | to take (полагать) |
| to claim | to estimate | to hold | to say | to state | to think |

A number of methods has been supposed to provide this representation.

Субъектный инфинитивный оборот употребляется со следующими глаголами в активной форме: *to appear, to happen, to prove, to seem, to turn out*, а также с оборотами: *to be certain, to be (un)likely, to be sure*.

These two methods turned out to be incompatible in effectiveness.

This theme is likely to stimulate the researcher's interest.

3.оборот for + существительное (или местоимение) + инфинитив.

Как и во всех независимых оборотах, в этой конструкции перед инфинитивом есть слово, обозначающее действующее лицо или предмет, которое вводится предлогом *for* и при переводе становится подлежащим придаточного предложения. Слово *for* помогает определить начало русского придаточного предложения, вводимого союзами *чтобы*, в котором инфинитив становится сказуемым.

For this method to be valuable it must be improved.

Exercise 1. Identify the Objective with the Infinitive Constructions. Translate the sentences into Russian.

1. We know the scientist to investigate this problem thoroughly.
2. The scientific supervisor wants his postgraduate student to attend the conference.
3. One may assume the information to be correct.
4. The results of the investigation are very difficult to accept.
5. They consider the results to be satisfactory.
6. We proved this suggestion to be wrong.

Exercise 2. Paraphrase the sentences using Objective with the Infinitive Constructions. Make all the necessary changes.

Model 1: I know that she has an interest in the company.

I know her to have an interest in the company.

Model 2: She heard that he mentioned the problem several times.

She heard him mention the problem several times.

1. We did not know that he was responsible for this experiment.
2. I heard that all collaborators of your department combine activities in research with experimental work.
3. Nowadays we see that scientists move from one field of research into another.
4. Most scientists expect that major developments in the near future will take place in electronics.
5. We know that our present age is the age of the scientific and technological revolution.
6. She heard that he enjoys making reports at scientific conferences.
7. The students saw that the device began to operate.
8. I felt that the results were satisfactory.

Exercise 3. Identify the Complex Subject. Translate the sentences.

Model: 1. The secret was believed to have been lost. Полагали, что секрет был утерян.

2. She appeared to be supporting the suggestion put forward by her collaborator.

Оказалось, что она поддерживает предложение, выдвинутое ее

сотрудником.

1. A number of methods has been supposed to provide this formal representation.
2. The conditions seem to have been poorly chosen.
3. This hypothesis is likely to stimulate the researcher's interest.
4. The fact happened to become known to everybody.
5. The results obtained are considered to be satisfactory.
6. These two methods turned out to be incompatible.
7. The study of single electrical circuits does not seem to have given rise to the phenomenon.

Exercise 4. Change the sentences so as to use Complex Subject.

Model: It is said that he knows several oriental languages.

1. It appears that the possibility of explaining this theory was not excluded.
2. It seems that the studies of single electrical circuits haven't given rise to the phenomenon.
3. It was proved that these assumptions affected the system capacity.
4. It is unlikely that the development of such a unit is a success.
5. It is certain that the above mentioned reactions proceed smoothly.
6. It turned out that this reaction led to good results.
7. With the advent of nuclear weapon it seemed that some people were disappointed in science.

Exercise 5. Identify the for-Complexes. Translate the sentences.

1. The problem is far too involved for one to be able to solve it.
2. Two hours was sufficient for the reaction to occur.
3. It is necessary for the investigator to apply the knowledge gained from scientific publications to the problem under exploration.
4. Preliminary experiments showed that the time required for the specimen to reach thermal equilibrium was quite long.
5. Under what conditions will the reaction proceed sufficiently rapidly for the method to be practical?
6. Here is one more important point for the speaker to explain.
7. There is a tendency for the method to be used in all the experiments.
8. There is an apparent tendency for science to become more and more mathematical.

Exercise 6. Practice the for-Complex after adjectives. Study the examples, then rewrite the sentences.

Model: He was impatient. He wanted the knowledge gained from the library to be applied to the problem under exploration.

He was *impatient* for the knowledge gained from the library to be applied to the problem under exploration.

1. The researcher was impatient. He wanted the expected results to materialize.

2. The postgraduate student was dissatisfied. He expected the subject of study to be examined from a new fresh approach.
3. The scientific supervisor was disappointed. He would like his students' papers to be published.
4. They were anxious that the researcher should rewrite some parts of his/her thesis.
5. The applicants were worried that they should undertake a preliminary course.
6. He was excited that he should begin his scientific experiment.

Exercise 7. Choose the phrase A, B, C, which best completes the following English sentences.

1. Сообщается, что исследование проходит удовлетворительно.

The investigation...

- a) is proceeding satisfactorily;
- b) is to proceed satisfactorily;
- c) is announced to proceed satisfactorily.

2. По-видимому, эти условия выбраны плохо.

These conditions...

- a) have to be poorly chosen;
- b) seemed to be poor;
- c) seem to have been poorly chosen.

3. Возможно, он преуспел в решении этой задачи.

He was likely ...

- a) to succeed in solving this problem;
- b) to succeed to solve this problem;
- c) to succeed solving this problem.

4. Считают, что эти явления взаимосвязаны.

These phenomena ...

- a) are interdependent;
- b) are believed to be interdependent;
- c) are to be interdependent.

5. Оказалось, что это вещество загрязнено примесями.

This substance turned out...

- a) be contaminated with impurities;
- b) to be contaminated with impurities;
- c) contaminate with impurities.

Exercise 8. Change the sentences so as to use different constructions with the infinitive.

1. It is considered that light is some kind of wave motion of electromagnetic origin.
2. It is believed that the new method has given good results.
3. It was concluded that the reactions are similar in their behaviour.
4. It appears that the reaction involves a rearrangement.
5. It turns out that peaceful coexistence of nations is unthinkable without all-round scientific cooperation among nations.

6. It is certain that progress in science requires various types of cooperation.
7. It is likely that our ability to communicate fast and easily has made life more enjoyable.
8. It is assumed that all cultures contribute to scientific knowledge.
9. It is reported that science is doing much to eliminate diseases and hunger.
10. It was proved that this theory is correct.
11. It is assumed that people's knowledge is well-organized and facilitate the understanding of new information.
12. It is expected that this scientist will be involved in this project.

Exercise 9. Translate into English. Use the constructions with the infinitive.

1. Мы видели во время опыта, как температура быстро падала.
2. Он полагает, что его ассистенты скоро закончат опыт.
3. По-видимому, он хорошо знает это правило.
4. Ваш совет оказался полезным.
5. Полученные результаты, оказалось, прекрасно согласуются с прежними данными.
6. В этой статье, по-видимому, существует путаница в терминах.
7. Считают, что эти студенты проводят научные исследования хорошо.
8. Его заставили провести эксперимент.
9. Ему позволили опубликовать статью.

The Infinitive and the -ing Form

Exercise 1. Below is a list of verbs which can take either the to-infinitive or the gerund with little change of meaning. Read them and translate into Russian.

| | | | | | | |
|--------|----------|--------|--------|---------|---------|------------|
| advise | bother | dread | intend | love | plan | start |
| allow | continue | forbid | leave | neglect | prefer | study |
| begin | dislike | hate | like | permit | propose | can't bear |

Exercise 2. Match the line on the left with the line on the right. Analyse the use of the to-infinitives or -ing forms.

| | |
|-------------------------------------|--|
| 1. They stopped reading the article | a) because it didn't contain any valuable information |
| 2. They stopped to read the article | b) to get ready for the conference |
| 1. She remembers submitting | a) the paper three weeks before the conference |
| 2. Please remember to submit | b) the paper three weeks ago |
| 1. Try combining | a) practical work with scientific research |
| 2. I tried my best to combine | b) practical work with scientific research but it was no use |

- | | |
|---|--------------------------|
| 1. I prefer taking a postgraduate course | a) next year |
| 2. I'd prefer to take a postgraduate course | b) to working at a plant |

- | | |
|--------------------------------|---|
| 1. On Mondays I like to attend | a) lectures of this professor but I'll be away then |
| 2. I like attending | b) lectures in the morning |
| 3. I'd like to attend the | c) lectures |

- | | |
|--|--|
| 1. I believe that what I said was fair. I don't regret | a) saying it |
| 2. I regret | b) to inform you that your application form has been refused |

- | | |
|--|---|
| 1. Please go on | a) making experiments. I don't mind waiting |
| 2. After discussing the methods used, the researcher went on | b) to talk about the hypothesis |

Exercise 3. Write each pair of sentences as one. Use the correct verbal forms.

Model: The scientific supervisor didn't send his abstract. He forgot.
The scientific supervisor forgot to send his abstract.

- The postgraduate students once attended the lecture of Zhores Alferov. They'll never forget it.
- She did research in the field of microelectronics but she failed to defend her thesis. She regretted it.
- She has failed her exam. I regret it but I have to tell her about it.
- There wasn't enough time to finish my experiment. I tried my best.
- You want to prove this theory and do a scientific experiment. You should try.
- They should tell us about the conference. They remember it.
- I met him at the scientific conference two years ago. I can remember it.

Exercise 4. Expand the words or phrases in brackets. Use both the to-infinitive and the -ing form whenever possible. The first one has been done for you.

- What does the decision maker **try to obtain / try obtaining** by solving the problem?
- Being absent-minded he often (forget / register) the results of the experiment.
- He can't find a good job, he (regret / not take) postgraduate courses.
- After discussing experimental data the researcher (go on / talk) about a new method.
- As he hasn't finished his experiments research work (need / improve).
- Please forgive me for interrupting you but would you (mind / repeat) that last sentence?
- The speaker said he would confine himself (try / answer) four questions.
- Would you please (remind me / call) her tomorrow?

Exercise 5. Put in the to-infinitive or the -ing form of the verbs.

1. The development of science is likely (lead) to many undesirable consequences unless great effort is made (control) the application of scientific discoveries.
2. Science could (be) developed in a new way (become) a meaningful social activity.
3. I would (be) glad (see) my son (do) science.
4. There will (be) a growing tendency for scientists (occupy) themselves with problems which affect fairly directly the lives of people.
5. There seems (to exist) a great need (develop) science.
6. (cite) but a few examples, there are such problems as urban development, education and the prevention of war.
7. I don't deny (say) that.
8. Having suggested the scheme myself I now feel committed (try) (make) it work.
9. She was allowed (renew) her student visa.
10. They appreciate (have) this information.

Exercise 6. Make sentences from the notes. Use either the to-infinitive or the -ing form.

Model: always / complicated / the / was / solve / a / he / first / to / problem /
He was always the first to solve a complicated problem.

1. Science / be / seem / in / people / to / disappointed / some.
2. Making / can / mistakes / avoid / nobody.
3. Make / how / don't / we / to / the / know / reaction / occur.
4. Mentioning / one / is / worth / point / there.
5. To / two / the / failed / scientists / from / return / expedition.
6. Him / his / at / the / let / floor / supervisor / the / conference / take / scientific.
7. Succeeded / a / flexible / building / we / in / system.
8. To / would / ages / this / take / master / it / subject.
9. Was / to / out / the / made / experiments / he / carry.
10. Hours / on / the / report / for / went / writing / she.

Exercise 7. Complete the second sentence so that it is as similar in meaning as possible to the first sentence, using the word given. Do not change this word.

- | | |
|---|-----------|
| 1. I'm sorry but we have not accepted your application. I ... | (regret) |
| 2. I think it would be a good idea to participate in this symposium. I ... | (suggest) |
| 3. The supervisor succeeded in persuading his postgraduate student to write a scientific paper. The supervisor ... | (managed) |
| 4. I can't wait to get your next message. I ... | (forward) |

- | | |
|---|------------|
| 5. The students were not allowed to look into their notes. The teachers ... | (let) |
| 6. It looks as if this article was published many years ago. This ... | (appears) |
| 7. One of the things I hate is people talking during the lecture. One of the things I | (stand) |
| 8. The professor said that they had to make detailed observations. The professor ... | (insisted) |
| 9. The lecturer arrived forty minutes late but they were glad they had waited for him. The lecturer ... | (worth) |
| 10. The chairman made an effort to call the meeting to order but it was no use. The chairman ... | (tried) |

Exercise 8. Write the correct form of the verbs given in brackets. Sometimes more than one answer may be possible.

Einstein: an ordinary child

Einstein was not a remarkable child. He began 1__ (take) piano lessons at the age of six. He didn't seem 2__ (be) particularly talented. He liked 3__ (day-dream) and 4__ (play). He didn't enjoy 5__ (talk) very much; in fact, he waited till he was three before 6__ (start) to talk. In spite of not 7__ (have) a very exciting childhood, Einstein later appeared 8__ (have) a vivid memory of it. He remembered 9__ (be) impressed by how a compass works and by the mysterious force which made the compass needle 10__ (point) in a given direction.

Exercise 9. Choose the most suitable form.

1. Most of the scientists (invited / inviting) to the conference were (leading / led) specialists in various branches of radioengineering.
2. Experiment is a test (carried out / being carried out) to gain new knowledge.
3. The number of electronic computers (used / having been used) in any (given / giving) field of human activity is an indication of the degree of its modernity.
4. When (giving / given) advice to others, think whether you would follow it yourself.
5. She avoided (expressing / to express) her opinion in public.
6. Before (discussing / to discuss) the method it is necessary (getting / to get) some additional information.
7. They succeeded (in solving / to solve) the two problems.
8. They suggested (performing / to perform) an experiment (proving / to prove) their point.
9. There are two approaches to the solution of the problem, one (being / to be) used in analytical investigations, the other in simulation.
10. The change in velocity resulted from the force (acting / to act) from outside.

Exercise 10. Use the required form of verbals.

1. The success of any research depends largely on (define) precisely its objective.
2. It is sometimes very difficult (make) people (see) your point.
3. By (realize) the threat to our environment we have made the first step to its preservation.
4. Unfortunately the advantage of (join) efforts for a complicated job is not always understood.
5. The scientist (recognize) a problem does the first step to its solution.
6. Nobody can avoid people's (discuss) their mistakes.
7. These advanced concepts have been immediately applied to practice, (give) rise to a new branch of technology.
8. Research is searching without (know) what you are going to find.
9. We have overcome the difficulties by directly (consider) all the strategies.
10. The human race can continue (benefit) from science for centuries to come.
11. It's no use (try) (interrupt) him. You'll have (wait) till he stops (talk).

**РАЗДЕЛ 6. ПРИЧАСТИЕ
(PARTICIPLE)
Формы причастия**

| <i>Voice</i> | <i>Active</i> | <i>Passive</i> | |
|--|---------------|------------------|---|
| <i>Tenses</i> | | | |
| Present Participle (Participle I) | doing | being done | выражает действие, происходящее одновременно с действием, выраженным сказуемым |
| Perfect Participle | having done | having been done | выражает действие, предшествовавшее действию, выраженному сказуемым |
| Past participle (Participle II) | - | done | выражает действие, происходящее одновременно с действием, выраженным сказуемым, раньше или позже этого действия |

Функции причастия настоящего времени и причастия прошедшего времени

| <i>Present Participle</i> | <i>Past Participle</i> |
|--|---|
| В функции определения | |
| <i>Present Participle Active</i> переводится причастием действительного залога с суффиксами <i>-ущ, -юущ, -ащ, -ящ, -вш, -ш</i> или определительным придаточным предложением. Может стоять перед определяемым словом или после него. | <i>Past Participle</i> переводится причастием страдательного залога с суффиксами-окончаниями <i>-нный, -емый, -имый, -шийся, -вишийся</i> . Может стоять перед определяемым словом или после него. |
| а) перед определяемым словом | |
| <i>Conflicting</i> reports have been published. – Были опубликованы противоречащие друг другу сообщения (или: которые противоречат друг другу). | The <i>performed</i> work showed good results. – Проведенная работа дала хорошие результаты. |
| б) после определяемого слова | |
| A number of animals <i>living in the soil</i> feed on plants. – Целый ряд животных, живущих в земле (или: которые живут в земле), питаются растениями. <i>Present Participle Passive</i> переводится причастием страдательного залога с суффиксами-окончаниями <i>-щийся, -вишийся, -мый</i> или определительным придаточным предложением: The plant being built in our district will produce radio sets. – Завод, строящийся (который строится сейчас) в нашем районе, будет выпускать радиоприемники. | The experiment <i>done in</i> our laboratory was a failure. – Эксперимент, проведенный (или: который был проведен) в нашей лаборатории, оказался неудачным. |
| В функции обстоятельства | |
| <i>Present Participle Active</i> переводится деепричастием с суффиксами <i>-а, -я, -ав, -ив</i> или обстоятельственным придаточным предложением. | <i>Past Participle</i> стоит в начале или в конце предложения (если оказывается в середине, то выделяется запятыми) и может вводиться союзами <i>when 'когда', if 'если', as 'как', though 'хотя', unless 'если ... не' и until 'пока ... не', once 'раз уж', 'как только'</i> и др. Переводится, как правило, придаточным обстоятельственным предложением, а иногда – при+существительное . |
| (When) <i>reading</i> books I make notes. – Читая (или: когда я читаю) книги, я делаю пометки. | <i>Written</i> in pencil the article was difficult to read. – Так как статья была написана карандашом, ее трудно было читать. |
| This universal motor was adopted (as) <i>being</i> more economical. – Этот универсальный мотор был принят, так как он является более экономичным. | <i>Once said</i> a word cannot be unsaid. – Раз уж слово сказано , его нельзя вернуть назад (не сказать). |
| <i>Present Participle Active</i> с союзами <i>when</i> когда и <i>while</i> в то время как переводится: а) деепричастием (или деепричастным | Most of the liquid ethers decompose slowly <i>if kept</i> at room temperature. – Большинство жидких эфиров разлагаются |

| | |
|--|--|
| <p>оборотом); при этом союз опускается; б) придаточным предложением с союзами когда, в то время как; в) при+существительное. When combining chemically hydrogen and oxygen form water. – Вступая в химическую реакцию, водород и кислород образуют воду. (Когда водород и кислород вступают в химическую реакцию, они образуют воду.)</p> | медленно, если хранятся при комнатной температуре. |
| <p>Present Participle Passive переводится обстоятельственным предложением времени или причины (реже причастным оборотом со словом будучи) Being built of coloured stone and plastics the cinema will look fine. – Так как кинотеатр строится из цветного камня и пластмасс, он будет выглядеть очень красиво.</p> | |
| <p>Perfect Participle Active переводится 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. Или: После того как механик отремонтировал мотор, он</p> | |
| <p>Perfect Participle Passive переводится 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 стал работать лучше.</p> | |
| В функции части сказуемого | |
| <p>Present Participle Active во временах группы Continuous и Perfect Continuous переводится глаголом в личной форме We are developing a new program. – Мы (сейчас) разрабатываем новую программу.</p> | <p>Past Participle является частью сказуемого в страдательном залоге и во временах группы Perfect, переводится глаголом в личной форме I was asked to come. – Меня попросили прийти.</p> |
| <p>He has been working in the laboratory since early morning. – Он работает в лаборатории с раннего утра.</p> | <p>I have asked a question. – Я задал вопрос.</p> |
| | <p>The estimates are considered in their article. – Эти оценки рассматриваются в их статье.</p> |

Способы перевода причастий I и II

| | <i>Active</i> | <i>Passive</i> |
|---|---|--|
| <p>Present Participle выражает действие, происходящее одновременно с</p> | <p>using в функции 1) определения:</p> | <p>being used в функции 1) определения:</p> |

| | | |
|---|---|---|
| действием, выраженным сказуемым | применяющий (иногда: -вший) (-ущ, -ющ, -фщ, -ящ, -вш, -ш) 2) обстоятельства: применяя (-а, -я, -ав, -ив ; придаточным предложением; при + существительное) | применяющийся, применявшийся, который применяется (-щийся, -вшийся, -мый) 2) обстоятельства: будучи применен, когда применяется |
| Past Participle выражает действие, происходящее одновременно с действием, выраженным сказуемым, раньше или позже этого действия | не употребляется | Used в функции 1) определения: применяемый, примененный (-нный, -емый, -имый, -тый, -щийся, -вшийся) 2) обстоятельства: когда применили (при + существительное) |
| Perfect Participle выражает действие, предшествовавшее действию, выраженному сказуемым: | having used в функции обстоятельства: применив (-ав, -яв, -ив, -вшишь) | having been used в функции обстоятельства: после того как применили, так как применили, когда применили |

Practice

Exercise 1. Complete the sentences using one of the words in the box.

interesting / interested, boring / bored, exciting / excited, exhausting / exhausted, surprising / surprised

1. He works very hard. It's not surprising that he is always tired.
2. The teacher's explanation was ____. Most of the students didn't understand it.
3. I often visit international exhibitions. I'm particularly ____ in equipment operating in a strong electric field.
4. The lecture was ____. I fell asleep.
5. I asked my colleague if he wanted to participate in the annual conference but he wasn't ____.
6. I've been working very hard all day and now I'm ____.
7. I'm starting a new research next week. I'm quite ____ about it.
8. This scientist is a very ____ person. He knows a lot and he's carried out lots of different experiments.

Exercise 2. Use participles given in brackets as predicative.

(Demanding, disappointing, astonishing, irritating, annoying, disgusting, appalling, exciting, rewarding).

Translate the sentences into Russian.

1. The voice of the chief engineer was ____ and as always ____.

2. The effect of the researcher's words was ___.
3. Can't you fix that dripping tap? It's getting on my nerves – it's really ___.
4. Environmentalists think that the destruction of the rainforests is ___.
5. People who drop litter are ___.
6. People who like computer games are really ___.
7. We agree that the results of his investigation of a strong electromagnetic field are ___.
8. Career of a scientist can be ___.

Exercise 3. Change the sentences using Present Participle or Past Participle attributively.

Model: That man is a master student (he is talking to Prof. Smith).
The man talking to Prof. Smith is a master student.

1. The researcher works at our laboratory. He is testing the model.
2. The investigator doesn't use a dictionary (he is reading the article).
3. The scientist lived in London for a year (he was training to be a highly qualified specialist).
4. The students waited at their desks (they felt nervous).
5. The lecturer gave out the questions (she told the students not to open the booklet).
6. The students opened the test booklets (they looked anxiously for the easiest questions).
7. The scientist works in our lab (she is making a speech).
8. The man is a famous scientist (he asks about the experiment).
9. The phenomena are thoroughly investigated (they occur during solar flares).

Exercise 4. Use the participles given in brackets as attributes (asking, realizing, joining, working, walking, doing, helping, standing).

1. He had left a note on the table ___ them to come.
2. Some problems can be solved only by the world scientists ___ their efforts.
3. The original idea of a discovery is often the product of one man ___ in a group environment.
4. The snobs at the institute could not tolerate electrical engineers ___ around with their dirty hands and spoiling the purity of the scientific atmosphere.
5. This is achieved by the lecturer ___ research between lectures and other duties.
6. The apparatus ___ on the table in the corner of the laboratory is quite new.
7. The young man ___ the professor in his experiment studies at the university.
8. Such problems can be solved only by a scientist fully ___ the possible danger.

Exercise 5. Use the participles given in brackets as attributes: (written, attended, affected, followed, enjoyed, agreed upon, formulated, referred to, thought of).

1. This guide, ___ especially for students of English as a foreign language, demonstrates the basic sentence patterns of contemporary English.
2. The plants ___ by the cold produced low crops.

3. The conference ___ by scientists from different countries discussed new trends and methods in this field of research.
4. One of the rights ___ by University scientists is that of combining research with teaching.
5. The discovery ___ by further experimental work stimulated research in this area.
6. Mathematics, mechanics, statics and geometrical optics ___ as classical disciplines started mathematical traditions in the history of natural science.
7. The heads of the laboratories were asked questions ___ and ___ by a group of sociologists.
8. The physicists showed that particles ___ as “elementary” were in fact “non-elementary”.

Exercise 6. Make one sentence from two using an -ing clause.

Model: The investigators had no experience. They couldn't conduct the experiment.
The investigators couldn't conduct the experiment having no experience.

1. Electronic computers perform both arithmetic and logic operations. They make it possible to control the process under rather complicated conditions.
2. Mercury (Hg) has a great specific gravity. It is used in barometers.
3. My colleague participated in the scientific conference. He was awarded a diploma.
4. People struggle for peace. They want to live without the danger of war.
5. The researcher saw his colleague. He raised his hand to attract his attention.
6. The laboratory assistant was tired. He couldn't join us.
7. The head of the laboratory was charged with an important task. He thought about it.
8. Water has a high heat transfer coefficient and a high heat capacity. It is the most efficient agent.

Exercise 7. Make sentences beginning with Having ___.

Model: The laboratory assistant finished her work. Then the laboratory assistant went home. – Having finished her work the laboratory assistant went home.

1. The researcher learnt it. Then he changed the schedule of experiments.
2. The scientists increased the rate of the reaction. Then they achieved unexpected results.
3. The workers finished the operation of welding. Then they began assembling devices.
4. The investigator changed the program. Then he began to perform a new operation.
5. Ice was warmed to 0° (zero). Then it began to melt.
6. They developed a new type of robot. Then they felt quite satisfied.
7. We evaluated the data. Then we turned to their interpretation.
8. We gave an indication of the methods used in this type of analysis. Then we mentioned some of the earlier results.

Exercise 8. Make sentences beginning with -ing or not -ing. Sometimes you need to begin with having done (something).

Model: I felt tired. So I went to bed early. – Feeling tired, I went to bed early.

1. She is a foreigner. So she needs a visa to stay in this country ___.
2. The Curies investigated the mysterious uranium rays. – They encountered great difficulties.
3. The scientist recognizes a problem. He makes the first step to its solution.
4. Becquerel had reported of his discovery of rays of unknown nature. – He excited the curiosity of Marie Curie.
5. You are students of science. – You are probably sometimes puzzled by the terms “pure” and “applied” science.
6. The scientists had used modern installations and techniques. – They succeeded in solving a complicated engineering problem.
7. The physicist realized the necessity for a different approach. – He abandoned the project.
8. Mathematics is independent of all observations of the outside world. – It attempts to build logical systems based on axioms.
9. The present work is essentially a study of radio communication. – Nevertheless, it does provide an overall picture of general communication behaviour.
10. He didn't know the language and he had no friends. – He found it hard to get a job.

Exercise 9. Change the sentences using Past Participle as an adverbial modifier. Translate the sentences into Russian.

Model: When a body is heated, it usually expands. – When heated, a body usually expands.

1. If these raw materials are properly treated, they can provide us with all necessary substances.
2. Though this formula is generally criticized, yet it does describe the essential characteristics of the process.
3. An electronic computer forms an impressive complex device when it is viewed as a whole.
4. When these theories (hypotheses, models) are sufficiently validated, they become the working laws or principles of science.
5. Though the hypothesis of the Continental Drift was first presented to scientific community in 1912, it was not until 50 years later that it gained general curiosity.
6. Unless the pressure is otherwise stated, it is atmospheric.
7. When the biosphere is viewed as a terrestrial envelope, it obviously has somewhat irregular shape.
8. A body at rest remains at rest unless it is acted upon by an external force.
9. Once the process is started, it is difficult to stop.
10. If metal, glass, paper, fabrics and the like are properly cycled, they will provide raw materials for different industries.
11. If the elements are arranged according to their atomic weights, they exhibit an evident periodicity of properties.

Exercise 10. Use the participles given in brackets as parts of complex objects (burning, standing, smiling at me, beating wildly, boiling, reading “The Moon and Sixpence”, gathering, opening, whispering, playing chess).

1. I looked up to see my mother ...
2. He glanced up to see the door slowly ...
3. He awoke to smell something ...
4. He arrived to find me ...
5. I came up to the stove to see the milk ...
6. One night she awakened to hear somebody ...
7. We looked into the window to see them ...
8. They turned to notice Jack ...
9. He woke up to feel his heart ...
10. We looked out of the window to see ...

Причастный оборот Have + object + Past Participle (Participle II)

| Оборот | Значение | Пример | Перевод |
|--|---|--|---|
| Have + object + Past Participle Have something done | Означает, что действие , выраженное сказуемым , т. е. глаголом to have + Past Participle , совершает не само лицо (подлежащее) , а кто-то другой для него . Глагол to have имеет значение «заставлять», «сделать так, чтобы» | <i>I have had my watch repaired.</i> <i>We have the device repaired.</i> | На русский язык оборот может переводиться так же, как глагол в перфектной форме . Я починил часы. (кто-то другой починил часы по моей просьбе). Нам уже починили прибор (мы этого добились). |
| Get + object + Past Participle Get something done | 1. Можно употреблять вместо have something done (главным образом в разговорной речи). 2. В некоторых случаях вместо глагола have используется глагол get в значении «добиваться». В этом значении может употребляться глагол make . | <i>I think you should get your hair cut.</i> <i>We got the device repaired.</i> <i>You must make yourself respected.</i> | Я думаю, тебе надо постричься. Нам (все же) починили прибор (мы этого добились). Вы должны сделать так (добиться того) , чтобы вас уважали. |

Exercise 11. Translate the following sentences into Russian.

1. Jill had the roof repaired yesterday.

2. Where did you have your hair done?
3. We are having the house painted at the moment.
4. Tom has just had a telephone installed in his flat.
5. How often do you have your car serviced?
6. Why don't you have that coat cleaned?
7. I want to have my photo taken.

Exercise 12. Use the participles given in brackets as parts of complex objects (known, extended, printed, changed, heard, finished, represented, kept, left).

1. Can we have the programme ___?
2. They had the problem ___ out of their research.
3. Where did you get your (visiting) cards ___?
4. You must make your news ___.
5. They had the range of observations ___.
6. I had this work ___ quickly.
7. We had our research group ___ at the symposium.
8. They had the discussion ___ within reasonable limits.
9. He couldn't make his voice ___.

Exercise 13. State the forms and functions of the participles. Translate the sentences into Russian.

1. The amazing thing about the whole situation was that they were able to live for a long time without water.
2. Having been asked to lecture in Moscow he was unable to be present at the meeting.
3. You should have your eyes tested.
4. Shocked by the poverty of my own vocabulary, I went to the British Museum.
5. All these threatening changes in our environment are brought (about) by no one but man himself.
6. Given sufficient densities, the radio wave curves and is finally reflected from the gas layer.
7. Let me know what you would like done.
8. Having been given all the necessary information he got down to work.
9. A fascinating by-product of space exploration is turning science fiction into science fact.
10. I don't intend to have my professional reputation compromised.
11. Once brought into being by evolution from an inorganic environment, the living matter has profoundly altered the primitive lifeless earth.
12. Having been sent to the wrong address the letter didn't reach him.
13. Being asked when they could expect an answer he said it would take them about a week.
14. They believed that they could get their candidate elected.
15. Having been tested in operation the new installation will be recommended for

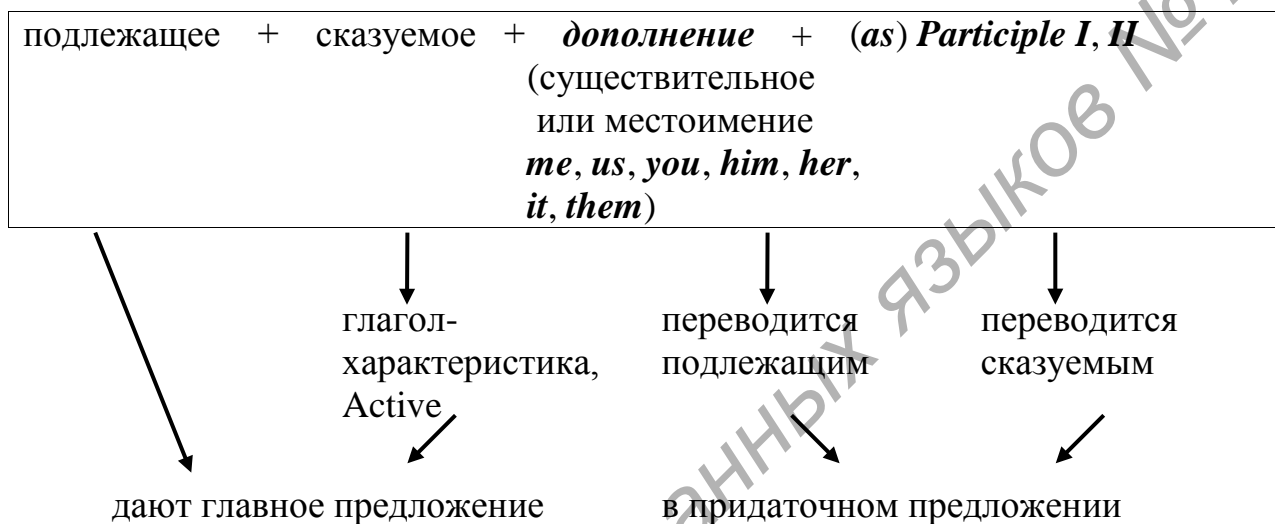
practical application in research laboratories.

16. Scientifically speaking, energy is the capacity of doing work.

The Objective Participial Construction (Complex Object)

(I saw **him working** in the library)

Объектный падеж с причастием состоит из **дополнения**, выраженного существительным в общем падеже или местоимением в объектном падеже (*me, us, you, him, her, it, them*), и причастия I, II.



Этот оборот выполняет функцию сложного дополнения и переводится дополнительным придаточным предложением.

We disliked **the problem being treated** in this way. Нам не нравилось, **что эта проблема трактовалась** таким образом.

При переводе предложения с таким оборотом между сказуемым и дополнением ставится союз **что** или **чтобы** (иногда **как**), подлежащее со сказуемым образуют главное предложение, дополнение становится подлежащим, а причастие – сказуемым придаточного предложения, время которого определяется с учетом времени сказуемого и формы причастия, например:

We saw **the engines being packed** in cases. Мы видели, **как моторы упаковывали** в ящики.

При переводе надо помнить, что местоимение (*me, us, you, him, her, it, them*), которое становится подлежащим придаточного предложения, в русском языке соответствует местоимению в именительном падеже (*я, мы, вы, он, она, оно, они*), например:

We saw **him looking for** something in the library. Мы видели, как **он** искал что-то в библиотеке.

the laboratory.

лаборатории.

Союз *as* (если он стоит перед причастием I или II) должен помочь обнаружить оборот, но при переводе опускается, например:

They thought **the reactions as being** of the first order. Они считали, что реакция **была** первого порядка.

Этот оборот в основном употребляется в следующих случаях:

1. После глаголов, выражающих чувственное восприятие: *to see* видеть, *to watch* наблюдать, *to hear* слышать, *to feel* чувствовать, *to find* находить, обнаруживать, *to notice* замечать.

I saw **the cases opened** and **samples drawn**. Я *видел*, как вскрыли ящики и взяли образцы.

2. После глаголов умственной деятельности, мнения, суждения: *to assume*, *to consider* считать, рассматривать, *to understand* понимать, *to discover* находить, узнавать, *to imagine* воображать, представлять себе и др.

We consider **matter as being built** up of atoms. Мы *считаем*, что материя состоит из атомов.

3. После глаголов, выражающих желание: *to want* хотеть, *to wish* желать, *to desire* желать и др.

He *wants* **the work done** immediately. Он *хочет*, чтобы работа была сделана немедленно.

The manager *wishes* **the cases counted** and **weighed**. Заведующий *желает*, чтобы ящики были сосчитаны и взвешены.

4. После глагола *to have* в значении «заставлять», «сделать так, чтобы», и глагола *to get* в значении «добиваться».

We *have* **the equipment installed**.

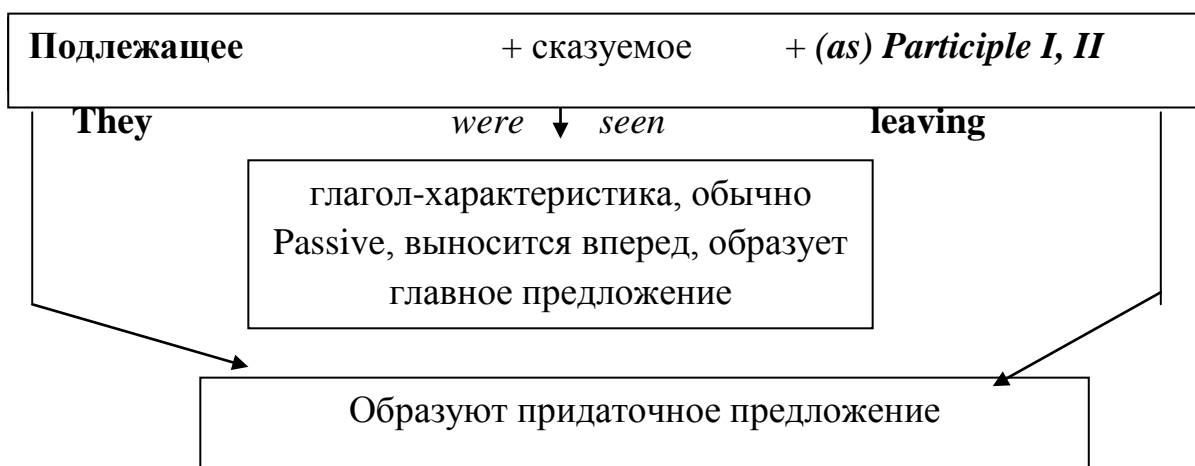
Нам уже *установили* оборудование.

We *got* **the equipment installed**.

Нам (всё же) *установили* оборудование (мы этого добивались).

The Subjective Participial Construction (Complex Subject)

Предложение с таким оборотом имеет следующий порядок слов: подлежащее + сказуемое (*in Passive*) + (*as*) *Present Participle (Participle I)*, *Past Participle (Participle II)*.



Оборот «подлежащее с причастием» (*Complex Subject*) в русском переводе образует придаточное дополнительное предложение.

They were seen leaving the station. Видели, *как они уходили* со станции.

При переводе предложения с таким оборотом сказуемое выносится вперед и оформляется как главное (обычно неопределенно-личное) предложение; подлежащее английского предложения становится подлежащим, а причастие – сказуемым придаточного предложения, которое вводится союзами **что**, **чтобы** и иногда **как** (слово *as*, если оно есть в английском предложении, не переводится). А также возможен перевод простым предложением с вводными словами **как известно**, **вероятно** и т. п. При переводе причастия глаголом-сказуемым придаточного предложения время его определяется с учетом времени сказуемого и формы причастия, например:

These elements are mentioned as having been found twenty years ago. Упоминается, что **эти элементы были открыты** двадцать лет назад.

Эти элементы, как упоминается, были открыты двадцать лет назад.

This phenomenon is postulated as having arisen from excessive heating. Постулируется, **что это явление возникло** в результате чрезмерного нагревания.

The class of regulators can be thought of as composed of three parts. Можно считать, **что этот класс регуляторов состоит** из трех частей.

В предложениях с оборотом «подлежащее с причастием» лицо (или предмет), совершающее действие, обозначенное сказуемым, или не упоминается (значит, это не имеет значения), или вводится предлогом **by** после сказуемого. В этом случае существительное, вводимое предлогом **by**, следует вынести в главное предложение вместе со сказуемым и, если возможно, сделать подлежащим, например:

The problem was recognized by many scientists as being of great importance. **Многие ученые признали**, что эта проблема имеет огромное значение.

Оборот «подлежащее с причастием» употребляется со следующими глаголами в страдательном залоге: *to see* видеть, *to hear* слышать, *to feel* чувствовать, *to watch* наблюдать, *to find* находить, обнаруживать, *to leave* оставлять, покидать, *to notice* замечать, *to report* сообщать, *to show* показывать, *to catch* ловить, поймать и некоторыми другими глаголами.

Рассматриваемый оборот со словом *as* употребляется с глаголами *to accept* принимать, *to consider* рассматривать, считать, *to explain* объяснять, *to guarantee* гарантировать, *to mention* упоминать, *to regard* расценивать, считать, *to speak of* упоминать, касаться, *to think of* считать, *to treat* обращаться, рассматривать, *to understand* понимать и с некоторыми другими глаголами.

The Nominative Absolute Participial Construction

| Оборот | Функция | Пример | Перевод |
|---|---|--------|--|
| Самостоятельный причастный оборот состоит: | | | Переводится придаточным обстоятельственным предложением ; при этом причастие английского оборота переводится личной формой глагола , т. е. сказуемым придаточного предложения в том времени, в котором выражено сказуемое английского предложения. |
| <p>Существительное без предлога (или местоимение в именительном падеже I, he, they ...)</p> <p>something + doing (I, he, they ...)</p> | <p>причастие Partitiple I (запятая)</p> <p>something + doing (I, he, they ...)</p> | | |
| Самостоятельный оборот имеет свое собственное, самостоятельное подлежащее (отсюда и название) и всегда отделяется запятой (иногда тире или скобками). | Самостоятельный причастный оборот чаще всего выражает время, причину, условие или сопутствующие обстоятельства . В функции обстоятельства причины, времени, условия оборот стоит в начале предложения . | | Переводится придаточным обстоятельственным предложением , которое вводится союзами так как, поскольку, когда, после того как, хотя, если и |

| | | | |
|--|---|---|--|
| | | | др. |
| | а) В функции обстоятельства причины | <p><i>The book being written in simple English</i>, it is suitable for beginners.</p> <p><i>The professor being ill</i>, the lecture was put off.</p> <p><i>The storm having ruined their house</i>, they had to repair it.</p> | <p>Поскольку эта книга написана простым английским языком, она хороша для начинающих.</p> <p>Так как профессор был болен, лекцию отложили.</p> <p>Perfect Participle всегда переводится прошедшим временем.</p> <p>Так как ураган разрушил их дом, им пришлось его ремонтировать.</p> |
| | б) В функции обстоятельства времени | <i>The experiment having been carried out</i> , we had a short rest. | После того как опыт был проведен, мы немного отдохнули. |
| | в) В функции обстоятельства условия | <i>Circumstances permitting</i> , we shall start tomorrow. | Если обстоятельства позволят, мы поедем завтра. |
| | В функции сопутствующих обстоятельств оборот стоит в конце предложения . | <p>The students were writing a test, <i>each doing their own variant</i>.</p> | <p>Переводится самостоятельным предложением с сочинительными союзами а, но, и, причем или без союза.</p> <p>Студенты писали контрольную работу, причем каждый выполнял свой вариант.</p> |
| Самостоятельный причастный оборот может вводиться предложением with или without , который не переводится. | Оборот равнозначен абсолютным причастным оборотам , выражающим сопутствующие обстоятельства или причину. | | Переводится точно так же, как и независимый причастный оборот в начале предложения . |
| With + существительные + причастие , (запятая) | | | |

| | | | |
|---|---|---|---|
| <p>With something doing (запятая может отсутствовать)</p> | <p>В функции причины стоит в начале предложения.</p> | <p>With research involving more and more people, the profession of a scientist has become one of the most popular nowadays.</p> | <p>По мере того как научное исследование требует участия все большего числа людей, профессия ученого становится одной из самых популярных в наши дни.</p> |
| | | | |
| | <p>В функции сопутствующих обстоятельств оборот стоит в конце предложения.</p> | <p>Mathematization of science is witnessed in almost all branches, with specialists in humanities hurriedly joining the process.</p> | <p>Математизация науки наблюдается во всех областях, и специалисты в области гуманитарных наук спешат включиться в этот процесс.</p> |
| <p>Самостоятельный причастный оборот может употребляться без причастия</p> <p>1) с предлогом with With something ... ,(запятая)</p> <p>2) без предлога (отделяется запятой)</p> | <p>Наиболее характерное значение – описание внешности, поведения или внутреннего состояния лица, обозначенного подлежащим.</p> <p>В функции сопутствующих обстоятельств стоит в конце предложения.</p> <p>В функции обстоятельства времени</p> | <p>I found him ready and waiting for me, with his stick in his hand.</p> <p>Breakfast over, he went to his office.</p> | <p>Переводится самостоятельным предложением или деепричастным оборотом.</p> <p>Он был готов и ожидал меня, в руке у него была палка.</p> <p>Стоит в начале предложения, переводится придаточным обстоятельственным предложением времени. Когда кончили завтракать, он ушел в свой кабинет.</p> |

| | | | |
|--|--|--|--|
| | В функции <i>сопутствующих обстоятельств</i> | | Переводится <i>самостоятельным предложением, деепричастным оборотом</i> или <i>существительным</i> (местоимением) <i>с предлогом «с»</i> . Он отправился домой один, <i>душа его была переполнена странными чувствами.</i> |
| Самостоятельный причастный оборот <i>существительное + Participle II, something done,</i> встречается редко | В функции <i>обстоятельства времени</i> | The work finished, we went home. | Переводится <i>придаточным обстоятельственным предложением.</i> Когда работа была закончена, мы ушли домой. |
| Самостоятельный оборот может употребляться: а) с оборотом <i>There is There + being + существительное</i> (прилагательное), б) с формальным подлежащим <i>It It + being ...,</i> | В функции <i>обстоятельства причины</i> | <i>There being no trams at that hour,</i> we had to walk. <i>It being very cold,</i> I decided to stay at home. | Переводится точно так же, <i>как и независимый причастный оборот в начале или в конце предложения.</i> <i>Так как в это время трамваи не ходили,</i> нам пришлось идти пешком. <i>Так как было очень холодно,</i> я решил остаться дома. |

Exercise 1. Study the form and the translation of the Absolute Participial Construction.

1. The day being warm, we opened the window. Так как день был теплым, мы открыли окно.
2. She began to speak, with her voice trembling. Она начала говорить, её голос дрожал.
3. We were waiting for him, with his bags in our hands. Мы его ожидали, в руках

у нас были его сумки.

4. He listened to her, standing at the fireplace, head bowed, motionless. Он слушал ее, стоя у камина неподвижно, склонив голову.
5. The notes being written in German, we couldn't understand them. Так как записи были сделаны на немецком языке, мы не могли их понять.
6. Newton discovered the laws of motion, these laws being the basis of practical mechanics. Ньютон открыл законы движения, и эти законы легли в основу практической механики.
7. The experiment over, we left the laboratory. Когда эксперимент был закончен, мы ушли из лаборатории.
8. A knock had come to the door, and there being nobody to answer it, my mother went out. Послышался стук в дверь, и, так как больше некому было открыть, вышла моя мама.
9. The duty completed, he had three months' leave. Когда эта работа была закончена, он получил трехмесячный отпуск.
10. The question being very difficult, no one could answer it. Так как вопрос был очень трудным, никто не смог на него ответить.
11. All the other factors being equal, the video channel occupied by a three-colour television system must be three times as wide as that required for an equivalent black-and-white system. При прочих равных условиях видеоканал для трехцветной телевизионной системы должен быть в три раза шире, чем канал, необходимый для соответствующей черно-белой системы.
12. Solid particles are injected into lower atmosphere from a number of sources, with combustion of fossil fuels making a major contribution. Плотные частицы вносятся в нижние слои атмосферы из разных источников, причем сгорание ископаемого топлива составляет значительную (большую) долю.

Exercise 2. In the following sentences find the Absolute Participial Construction. Identify the subject of the construction and translate the sentences into Russian.

1. Numerous experiments having been carried out at the orbital station, it became possible to develop new methods of industrial production of new materials.
2. The first steam engine built in the 17-th century, people began to use them in factories.
3. The inventor was demonstrating his new device, with the workers watching its operation attentively.
4. Many substances are semiconductors, germanium and silicon being the most important of them.
5. Transistors are very sensitive to light, some of them reacting even to starlight.
6. The cell being charged, a certain quantity of electricity is passed through it.
7. Marie Curie used deductive reasoning in order to proceed with her research, this kind of "detective work" being basic to the methodology of science.
8. Fundamental and applied sciences are commonly distinguished, the former being concerned with fundamental laws of nature, the latter engaged in application of

the knowledge obtained.

9. Some scientists do not distinguish between pure and applied mathematics, the distinction being, in fact, of recent origin.
10. Nanomaterials are typically between 0.1 and 100 nanometers (nm) in size – with 1 nm being equivalent to one billionth of a metre.
12. At different stages of research the scientist would be interested in different questions, the “how’s” and “why’s” being most difficult to find answers to.

Exercise 3. Paraphrase the sentences using the Absolute Participial Construction.

Model: When the experiment had been carried out they started new investigations.

The experiment having been carried out, they started new investigations.

1. When the work had been completed, they had a rest.
2. After the true size of the Earth and the true distance to the Moon had been calculated, Newton solved the problem of universal gravitation.
3. When Becquerel had discovered radioactivity, scientists obtained a means of studying and explaining the structure of the atom.
4. When the boiling point has been reached, the temperature of the water cannot be increased any more.
5. After the model has been tested successfully, it can be recommended for mass production.
6. When vast masses of statistical evidence had been collected, Parkinson’s law was deduced from a study of these ideas.
7. If the positive pole has been brought near the negative pole, the latter attracts it.
8. After the new method had been studied in detail, it was introduced into our research.
9. When the traveled distance had been given in meters and the time in seconds, speed was measured in m.p.s., that is, in meters per second.
10. After the difficulties had been overcome, we went on making further experiments.

Exercise 4. Use the required form of the participles as parts of complex objects.

1. I watched Prof. Brown ___ down the path toward the other men (to hurry).
2. He was surprised to hear such words ___ by the chairman (to utter).
3. I want a short abstract ___ at once (to send).
4. I heard the foreman ___ the worker what to do (instruct).
5. She left him ___ everything in the laboratory (arrange).
6. I found the researchers ___ the equipment for tests (prepare).
7. The student listened to the lecturer ___ about the transistor design (speak).
8. The investigator has his laboratory equipment ___ (repair).
9. All electrons may have their k-values ___ systematically by the applied field (change).
10. We often have our old devices ___ (service).

Exercise 5. Paraphrase the following so as to use a complex object.

Model: He was explaining the phenomenon in terms of multiple reflections. I heard

it. I heard him explaining the phenomenon in terms of multiple reflections.

1. They were discussing successful results of the experiments. I heard it.
2. The first series of experiments were completed. We found it.
3. She was speaking on the subject of high radiation intensity. We heard it.
4. They were doing the experiment. He watched it.
5. The new technological processes were greatly changed. He found it.
6. Listen, our new device is making so much noise. Can you hear?
7. The lecturer was describing Rutherford's theory. We heard it.
8. The methods of measurements differed greatly from the old ones. He found it.

Exercise 6. Reorder these jumbled sentences to make sense.

1. He, did, have, his, device, tested?
2. Has, Tommy, his, experiment, by, done, his, assistant.
3. He, having, is, typed, the, report, his, secretary, by.
4. Tony, the, unit, had, fixed.
5. When, you, have, will, new, your, equipment, installed?
6. Bruce, have, his, devices, may, repaired.
7. Had, I've, whole, report, the, rewritten.
8. Having, she's, her, assistant, colleagues, taught, computer science.
9. Can't, have, you, the, apparatus, repaired?
10. Should, you, have, a, installed, telephone.

Exercise 7. Match the following English sentences and the translation.

A.

1. He watched the temperature gradually rising.
2. We disliked the theory of relativity being treated in this way.
3. We consider matter as being built of atoms.
4. The laboratory head found them testing new gadgets.
5. By whom did you have your apparatus installed?
6. The investigator heard his name mentioned in this connection.
7. We know the problem of working principles of lasers having been solved long ago.
8. We know him working at the problem of inductive logic since 1986.
9. We know the researchers being invited to all our meetings.
10. They thought of the reaction as being of the first order.

B.

1. Нам не нравилось, что теория относительности трактовалась таким образом.
2. Он следил (за тем), как постепенно повышалась температура.
3. Заведующий лабораторией обнаружил, что они испытывали новые устройства.
4. Мы считаем, что материя состоит из атомов.
5. Кто установил тебе аппаратуру?
6. Исследователь слышал, как в связи с этим упоминалось его имя.
7. Мы знаем, что проблему принципов работы лазеров уже давно решили.

8. Мы знаем, что исследователи приглашаются (их приглашают) на все наши собрания.
9. Мы знаем, что он работает над проблемой индуктивной логики с 1986 г.
10. Они считали, что реакция была первого порядка.

Exercise 8. Translate the following sentences into Russian.

1. We observe the experimenter testing his equipment.
2. The researcher has just had his paper published.
3. Mr. Brown watched his colleague conducting the research in the laboratory.
4. The majority of atoms have all their electrons shared.
5. I found the chief engineer gone.
6. Bohr recognized the substance as having a condensed-ring system.
7. They have their equipment tested every month.
8. We consider each hydrogen atom as having a unit positive charge.
9. We may think of this molecule as being just like one of benzene.
10. They got the design reexamined.
11. We have the device repaired.
12. We have the program debugged.

Exercise 9. Use the required form of the participles as parts of complex subjects.

1. This phenomenon is postulated as ___ from excessive heating. (arise)
2. The class of regulators can be thought of as ___ of three parts. (compose)
3. The problem was recognized by many scientist as ___ of great importance.(be).
4. The plant is found ___ in the East Indies (grow).
5. This data set should intuitively be considered as ___ of two clusters (consist).
6. The reaction may be written as ___ by the following mechanism (proceed).
7. The results were interpreted by Arnauch as ___ to the formula mentioned (point).
8. This method was mentioned as ___ good results (afford).
9. Active centres are not to be envisaged as ___ fixed positions on the surface (occupying).
10. Only those substances can be considered as ___ mixtures (be).

Exercise 10. Paraphrase the following so as to use a complex subject.

Model: We heard a typewriter clattering in the next room.
A typewriter was heard clattering in the next room.

1. We observed the experimenter testing his equipment.
2. We watched them completing the experiment.
3. I heard him explaining the phenomenon in terms of multiple reflections.
4. We found the first series of experiments completed.
5. We noticed them examining a source of white light.
6. We watched the researcher testing the heated gas under very high pressure.
7. We saw them demonstrating the gadget operating.
8. We heard the investigator explaining differences and similarities between the two phenomena.

9. We found the researchers examining spectra-analytical method.

Exercise 11. Reorder these jumbled sentences to make sense.

1. You, packing, should, new, see, devices, them, the.
2. I, them, this, heard, problem, discussing.
3. We, definitions, all, made, found.
4. I, him, the, saw, device, checking.
5. We, finishing, the, found, them, measurement.
6. We, the, measurements, found, completed.
7. We, the, found, changed, frequency.
8. You, feel, temperature, can, the, rising.
9. You, see, can, changed, the, value.
10. We, the, could, operating, hear, machine, properly.

Exercise 12. Match the English sentences and the translation.

A.

1. Protons were observed leaving various elements.
2. Every day he could be seen working in the laboratory.
3. The lecturer was heard mentioning his name.
4. The problem of constructing heterostructure lasers is known having been solved long ago.
5. The scientists are heard discussing this proposal thoroughly.
6. Pr. Brown was heard delivering a lecture on elementary particles.
7. Concrete parts were seen being fabricated at the works.
8. He was found measuring the substance density.
9. The monitor was seen indicating computer failure.
10. Our colleague was heard proving his new theory.

B.

1. Каждый день его можно было видеть за работой в лаборатории.
2. Было слышно, как лектор упоминал его имя.
3. Известно, что проблему создания лазеров на гетероструктуре давно решили.
4. Было слышно, как профессор Браун читает лекцию по элементарным частицам.
5. Слышно, что ученые тщательно обсуждают эту проблему.
6. Обнаружили, что он измеряет плотность вещества.
7. Было видно, как бетонные блоки изготавливались на заводе.
8. Было видно, как монитор указывал на сбой вычислительной машины.
9. Было слышно, как наш коллега доказывает свою новую теорию.
10. Наблюдали, как протоны вылетают из различных элементов.

Exercise 13. Translate the following sentences into Russian.

1. A quadratic cost function is assumed established for the system.
2. The permanent income is often taken as having been established.
3. The problem can be thought of as being a multivariable generalization of the

classical problem.

4. The engineer was seen writing a full report on the work of the commission.
5. The engines were seen being carefully tested in the laboratory.
6. The laboratory assistant was seen examining pulse ionization chambers.
7. The researcher was found studying the phenomenon of vibration.
8. The lecturer was heard discussing possibility of electronic interband transition.
9. The investigator was found measuring distance-velocity dependence.
10. This theory is postulated as having arisen from experimental data.

Exercise 14. Match the English sentences and the translation.

A.

1. The door and the window of the vacant room being open, we looked in.
2. It being now pretty late, we took our candles and went upstairs.
3. There he stood, his face to the south-east – his cap in his hand.
4. George rose and strolled out of the lawn, all his dogs following him.
5. There being no vacant seats, I had to stand.
6. The article being ready, I'll show it to you.
7. With the temperature falling rapidly and the wind getting stronger, we were not able to carry on our research.
8. The text was not difficult, many words having been learned before.
9. He turned and went, we, as before, following him.
10. She sat silent and still, with her eyes fixed on the ground.
11. I lay idly in a big chair, talking now and then, listening; listening sometimes with my eyes closed.
12. All things considered, there is little hope of their help.

B.

1. Джордж поднялся и ушел с лужайки, и все его собаки последовали за ним.
2. Она сидела молча и неподвижно, опустив глаза в землю.
3. Так как дверь и окно пустой комнаты были открыты, мы заглянули в нее.
4. Я сидел лениво развалившись в большом кресле, время от времени вступая в разговор, слушая, порой слушая с закрытыми глазами.
5. Так как было довольно поздно, мы взяли свечи и пошли наверх.
6. Так как не было свободных мест, мне пришлось стоять.
7. Приняв всё во внимание (учитывая всё) мы поняли, что на их помощь мало надежды.
8. Так как температура быстро падала и ветер усиливался, мы не могли проводить исследования.
9. Текст не был труден, так как многие слова были выучены заранее.
10. Он повернулся и вышел; как и прежде, мы последовали за ним.
11. Он стоял повернувшись к юго-востоку, с шапкой в руке.
12. Когда статья будет готова, я покажу ее вам.

Exercise 15. Make up sentences using the following phrases as Nominative Absolute Constructions.

There being no time to lose; the concert over; it being late; with his eyes wide open; such being the case; there being nothing else to do; with his back towards the door; their being a severe storm at sea; without a word spoken; all things considered; it being the weekend.

Exercise 16. Translate the following sentences into Russian.

1. Her aunt having left the room, I asked her for some personal help.
2. With the mortgage paid, they could afford to go abroad for their vacation.
3. There being no further business, the meeting was adjourned.
4. She walked on, with her eyes straight ahead.
5. It being very cold, we couldn't go for a swim.
6. The sun having risen, they continued their way.
7. There being no other traffic, the driver can maintain a constant speed of, say, 60 km/h (kilometers per hour).
8. The pressure removed, the air springs back to its original volume.
9. 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.
10. She stood with her arms folded, staring thoughtfully.
11. Then arrangements made, the apologies and thanks started over again.
12. She advanced two more strides and waited, head half turned.
13. The choice made, she ran up to him.
14. All things considered, there is only one way out of this confused situation.

**РАЗДЕЛ 7. ГЕРУНДИЙ
(GERUND)**

Герундий – неличная форма глагола, выражающая действие как процесс и обладающая свойствами как существительного, так и глагола:

| | |
|--------------|-------------|
| increasing – | увеличение; |
| obtaining – | получение; |
| heating – | нагревание. |

Формы герундия

| <i>Форма</i> | <i>Действительный залог Active Voice</i> | <i>Страдательный залог Passive Voice</i> |
|------------------------------|--|--|
| <i>Present (Non-Perfect)</i> | writing | being written |
| <i>Perfect</i> | having written | having been written |

Употребление форм герундия

| <i>Форма</i> | <i>Употребление</i> | <i>Пример</i> | <i>Перевод</i> |
|--------------|---------------------|---------------|----------------|
|--------------|---------------------|---------------|----------------|

| | | | |
|------------------------------|---|--|--|
| Present (Non-Perfect) | Для выражения действия, одновременного с действием, выраженным в предложении глаголом-сказуемым | He was interested in collecting rare minerals. | Он интересовался коллекционированием редких минералов. |
| | Для выражения действия, относящегося к прошлому или будущему, и не связанного с категорией времени глагола-сказуемого в предложении | We intend of shipping the goods in May. Loading heavy weights requires great skill. | Мы намерены отгрузить товары в мае. Погрузка тяжелых грузов требует большого искусства. |
| Perfect | Для выражения действия, предшествующего действию, выраженному глаголом-сказуемым в предложении | I don't remember having seen him before. | Я не помню, чтобы я его раньше видел . |

Герундий обычно переводится на русский язык неопределенной формой глагола, именем существительным, деепричастием или глаголом в личной форме в составе придаточного предложения.

Функции герундия в предложении

| Функции | Примеры | Перевод |
|--|---|---|
| 1. Подлежащее* | Defining problems precisely requires patience. Learning rules without examples is difficult. | Точное определение (постановка) задач требует терпения. Учить правила без примеров трудно. |
| 2. Прямое дополнение | The turbulent flow of gases produces cooling . | Турбулентное течение газов вызывает охлаждение . |
| 3. Предложное дополнение** | We thought of starting another series of experiments. | Мы подумывали о том, чтобы начать еще одну серию экспериментов. |
| 4. Определение (часто с предлогами <i>of, about, for, in, at</i>) | There are different ways of solving this problem. I saw no harm in asking a few questions. | Имеются различные способы разрешения этой проблемы. Я не видел никакого вреда в том, чтобы задать несколько вопросов. |
| 5. Обстоятельство а) с предлогами <i>on (upon) – после, after – после, before – перед, in – в то время как</i> для выражения времени | After saying this he left the room. | Сказав это, он вышел из комнаты. |
| б) с предлогами <i>for – за, through – из-за, owing to – благодаря, из-за</i> для выражения причины | Excuse me for not completing the experiment on time. | Извините за то, что я не закончил эксперимент вовремя. |
| в) с предлогом <i>by</i> со значением <i>путем, при помощи</i> для выражения образа действия | He improved the article by changing the end. | Он улучшил статью, изменив окончание. |
| г) с предлогами <i>besides – кроме,</i> | Besides being clever, he is | Кроме того, что он умен, он |

| | | |
|--|--|--|
| <i>instead of</i> – <i>вместо</i> , <i>without</i> – <i>без</i> , <i>apart from</i> - <i>помимо</i> для выражения сопутствующих обстоятельств | very industrious. | очень трудолюбив. |
| д) с групповыми предложениями <i>for the purpose of/ with the object of/ with a view to</i> – <i>с целью</i> , для <i>того чтобы</i> для выражения цели | A Russian delegation arrived in Minsk with the object of conducting trade negotiations. | В Минск прибыла русская делегация для ведения торговых переговоров. |
| е) с предложениями <i>without</i> – <i>без</i> , <i>in case of/ in the event of</i> – <i>в случае</i> <i>если</i> , <i>subject to</i> – <i>при условии</i> для выражения условия | This offer is made subject to receiving your confirmation within 10 days. | Это предложение сделано при условии получения вашего подтверждения в течение 10 дней. |
| 6. Именная часть составного сказуемого | He is against doing it this way. His hobby is driving a sports car. | Он против того, чтобы делать это таким образом. Его хобби – вождение спортивной машины. |
| 7. Часть составного глагольного сказуемого | He finished writing a business document. | Он закончил писать деловой документ. |

*Как правило, герундий в функции подлежащего стоит в начале предложения. Однако он может также стоять после сказуемого. В этом случае перед сказуемым стоит местоимение *it* или конструкция *there is*. Такое употребление герундия часто встречается после выражений: *it is (of) no use, it is useless, it is (no) good, it is (not) worth, there is no point in*.

**В функции предложного дополнения герундий употребляется после многих глаголов, прилагательных и причастий, требующих определенных предлогов:

| | |
|--|--|
| <i>to accuse of</i> обвинять в | <i>to look forward to</i> ожидать с нетерпением |
| <i>to agree to</i> соглашаться | <i>to look like</i> выглядеть как, походить на |
| <i>to approve of</i> одобрять | <i>to miss an (the) opportunity of</i> упустить возможность |
| <i>to assist in</i> принимать участие в | <i>to object to</i> возражать против |
| <i>to blame for</i> возлагать вину, обвинять в | <i>to persist in</i> упорно продолжать что-л. |
| <i>to complain of</i> жаловаться на | <i>to praise for</i> хвалить за |
| <i>to congratulate smb. on</i> поздравлять с | <i>to prevent from</i> препятствовать, мешать (сделать что-л.) |
| <i>to consist in(of)</i> заключаться в, состоять из | <i>to punish for</i> наказывать за |
| <i>to count on</i> рассчитывать на | <i>to rely on</i> полагаться на |
| <i>to depend on(upon)</i> зависеть от | <i>to sentence for</i> приговаривать за |
| <i>to feel like</i> быть склонным, хотеть | <i>to speak of</i> упоминать о |
| <i>to give up</i> отказаться | <i>to stop from</i> удерживать(ся) от |
| <i>to have no difficulty in(with)</i> не иметь затруднений в | <i>to succeed in</i> удаваться, иметь успех в |

| | |
|--|--|
| <p><i>to hear of</i> услышать о, узнать о</p> <p><i>to help in</i> помогать, оказывать содействие в</p> <p><i>to insist on (upon)</i> настаивать на</p> <p><i>to learn of</i> узнавать о</p> | <p><i>to suspect of</i> подозревать в</p> <p><i>to thank for</i> благодарить за</p> <p><i>to think of</i> думать о</p> |
|--|--|

| | |
|---|---|
| <p><i>to be afraid of</i> бояться чего-л.</p> <p><i>to be aware of</i> знать, отдавать себе отчет в</p> <p><i>to be busy in (with)</i> быть занятым чем-л.</p> <p><i>to be capable of</i> быть способным на</p> <p><i>to be conscious of</i> быть чувствующим что-л., осознавать что-л.</p> <p><i>to be fond of</i> любить что-л.</p> <p><i>to be guilty of</i> быть виновным в</p> | <p><i>to be indignant at</i> возмущаться по поводу чего-л.</p> <p><i>to be ignorant of</i> не знать чего-л.</p> <p><i>to be keen on</i> быть увлеченным чем-л., сильно желающим что-л.</p> <p><i>to be proud of</i> гордиться чем-л.</p> <p><i>to be responsible for</i> отвечать за что-л.</p> <p><i>to be sorry about</i> сожалеть о</p> <p><i>to be sure of</i> быть уверенным в</p> |
|---|---|

| | |
|--|---|
| <p><i>to be (get) accustomed to</i> быть привычным к (привыкнуть)</p> <p><i>to be (get) used to</i> быть привычным к (привыкнуть)</p> <p><i>to be absorbed in</i> быть увлеченным (поглощенным) чем-л.</p> <p><i>to be engrossed in</i> быть увлеченным (поглощенным) чем-л.</p> | <p><i>to be pleased (displeased) with (at)</i> быть довольным чем-л.</p> <p><i>to be surprised (astonished) at</i> удивляться чему-л.</p> <p><i>to be tired of</i> уста(ва)ть от чего-л.</p> <p><i>to be worth (while)</i> быть достойным (заслуживающим) чего-л.</p> |
|--|---|

Глаголы, за которыми обычно следует герундий

| | |
|--|--|
| <p><i>to admit</i> допускать, признавать</p> <p><i>to appreciate</i> высоко ценить, понимать, принимать во внимание</p> <p><i>to avoid</i> избегать</p> <p><i>to burst out (crying/laughing)</i> разразиться (слезами/смехом)</p> <p><i>to consider</i> рассматривать, обдумывать</p> <p><i>to contemplate</i> разглядывать, обдумывать</p> <p><i>to delay</i> задерживать, препятствовать</p> <p><i>to deny</i> отрицать</p> <p><i>to detest</i> ненавидеть, не выносить,</p> | <p><i>(can't) help</i> не мочь удержаться, не мочь предотвратить</p> <p><i>to imagine</i> воображать, полагать</p> <p><i>to involve</i> вовлекать, вызывать, включать в себя, содержать</p> <p><i>to keep (on)</i> продолжать (делать что-л.)</p> <p><i>to leave off</i> переставать (делать что-л.)</p> <p><i>to mention</i> упоминать, ссылаться на</p> <p><i>to mind</i> возражать, иметь что-либо против</p> <p><i>to miss</i> пропустить, уклониться от чего-л.</p> <p><i>to postpone</i> откладывать</p> |
|--|--|

| | |
|---|---|
| питать отвращение <i>to dislike</i> не любить <i>to endure</i> подвергаться чему-л., продолжаться <i>to enjoy</i> получать удовольствие от <i>to escape</i> избежать <i>to excuse</i> извиняться <i>to face</i> стоять перед чем-л. <i>to fancy</i> полагать, воображать, нравиться <i>to finish</i> закончить <i>to forgive</i> прощать | <i>to practice</i> практиковаться, упражняться <i>to put off</i> откладывать <i>to recollect</i> вспоминать, припоминать <i>to resent</i> возмущаться, обижаться <i>to resist</i> сопротивляться, противостоять <i>to risk</i> рисковать <i>(can't) stand</i> (не)выносить <i>to suggest</i> предлагать <i>to understand</i> понимать |
|---|---|

**Глаголы, за которыми следует герундий или инфинитив
без разницы в значении**

| | | |
|---|--|---|
| 1 | <i>begin, start, continue, cease</i> (две <i>-ing</i> формы обычно не употребляются) | He began <i>working/to work</i> . The days are beginning <i>to get</i> shorter. |
| 2 | <i>can't bear, can't afford</i> | I can't bear <i>waiting/to wait</i> . |
| 3 | <i>intend</i> (если за глаголом <i>intend</i> следует дополнение, употребляется инфинитив. Такая конструкция употребляется только в формальной речи.) | I intend <i>writing/to write</i> an article. I intend him <i>to take</i> over the department. |
| 4 | <i>advise, allow, forbid, permit, recommend</i> (если за глаголами следует дополнение, употребляется инфинитив, если дополнения нет, употребляется герундий.) | He advised me <i>to apply</i> at once. He advised <i>applying</i> at once. |
| 5 | <i>need, require</i> (за вышеупомянутыми глаголами может следовать инфинитив с <i>to</i> , герундий или инфинитив в пассивной форме.) | You need <i>to improve</i> your knowledge of English. Confidential information needs <i>protecting/to be protected</i> . |

**Глаголы, за которыми следует герундий или инфинитив
с разницей в значении**

| | | |
|----|--|---|
| 1. | <i>forget + to-inf</i> (забыть что-л. сделать) <i>forget + -ing form</i> (забыть о прошлом событии - употребляется только в | I'm sorry, I <i>forgot to switch off</i> the computer. I'll never <i>forget using</i> the Internet for |
|----|--|---|

| | | |
|-----|---|---|
| | отрицательном смысле) | the first time. |
| 2. | remember + to-inf (не забыть что-л. сделать) remember + -ing form (вспомнить о прошлом событии) | Remember to read the instructions. I remember reading about the earthquake in the papers. |
| 3. | mean + to-inf (намереваться что-л. сделать) mean + -ing form (включать в себя, содержать) | She means to find a job abroad. Studying harder means getting better marks. |
| 4. | go on + to-inf (закончить делать что-л. и начать делать что-л. еще) go on + -ing form (продолжать) | After finishing his BA, he went on to get a master's degree. He went on talking about his experiment. |
| 5. | regret + to-inf (сожалеть) regret + -ing form (высказать сожаление по поводу того, что уже сделано, изменить мнение о том, что сделано) | I regret to say that you have failed your exam. I regret being unfair to my colleagues. |
| 6. | would prefer + to-inf (особое предпочтение) prefer + -ing form (общее предпочтение) prefer + to-inf + (rather than) + inf without to | I'd prefer to have an early night tonight. I prefer doing everything myself to asking somebody's help. I prefer to do everything myself (rather) than ask for somebody's help. |
| 7. | try + to-inf (делать все от себя зависящее, пытаться) try + -ing form (сделать что-л. в порядке эксперимента) | He tried hard to cope with his new job. Try phoning John at the office if he's not at home. |
| 8. | want + to-inf (хотеть) want + -ing form (нуждаться в том, чтобы действие, выраженное герундием, было сделано) | I want to find a better job. The device wants repairing . |
| 9. | stop + to-inf (временно прерваться) stop + -ing form (закончить, прекратить) | I stopped to give explanations to my group mates. I can't stop him talking to the press. |
| 10. | be sorry + to-inf (сожалеть) be sorry for + -ing form (извиняться) | I'm sorry to hear that you have failed the exam. I'm sorry for misunderstanding/having misunderstood what you said. |
| 11. | hate + to-inf (сожалеть, чувствовать себя неловко по поводу того, что собираешься сделать) | I hate to interrupt you, but I must talk to you. |

| | | |
|-----|---|---|
| | <i>hate + -ing form</i> (чувствовать сожаление по поводу того, что делаешь) | I <i>hate making</i> you feel uncomfortable. |
| 12. | <i>be afraid + to-inf</i> (бояться что-л. сделать) <i>be afraid of + -ing form</i> (бояться того, что действие, выраженное герундием, может произойти) | She <i>was afraid to protest</i> . (so she kept quiet). She didn't tell him about the experiment because she <i>was afraid of upsetting</i> him. |

Сложный герундиальный оборот

Сложный герундиальный оборот – это сочетание притяжательного местоимения или существительного в притяжательном или общем падеже с герундием, выступающее в предложении как единый (сложный) член предложения. Такие обороты обычно переводятся на русский язык придаточным предложением.

Как единый член предложения сложный герундиальный оборот может выполнять в предложении различные функции:

| Функции | Примеры | Перевод |
|-----------------------------------|---|---|
| 1. Сложное подлежащее | <i>John's doing</i> it at once is absolutely imperative. | Совершенно необходимо, чтобы Джон сделал это немедленно. |
| 2. Сложное дополнение | The potential of a conductor rises because of the <i>electrons being crowded</i> upon a conductor. | Потенциал проводника повышается из-за того, что электроны скапливаются на проводнике. |
| 3. Сложное определение | The process of <i>one substance mixing</i> with another is called diffusion. | Процесс смешивания одного вещества с другим называется диффузией. |
| 4. Сложное обстоятельство. | By <i>our increasing</i> the pressure we increase the force of friction. | Увеличивая давление, мы увеличиваем силу трения. |

Practice

Exercise 1. State the form of the Gerund. Translate the sentences into Russian.

- I don't think the collection of essays is worth reprinting.
- Getting several viewpoints is vital.
- Can you recall having mentioned the fact to anyone?
- After having been rejected by a dozen magazines, the article was published in *The Globe*.
- Walking, riding, flying, dancing and so on are all familiar examples of motion.
- Each specimen is tested again after being lowered into the acid.
- We know of wood having been used as structural material in prehistoric

times.

8. Apologizing for having stayed so long he asked Andrew to proceed with his investigation.
9. After all the data being obtained, the crystal was taken from the oil-bath.
10. Induction is a method of charging a conductor from a charged object which does not require bringing the two into contact.

Exercise 2. Use the correct form of the Gerund of the verb in brackets. Translate into Russian.

1. Why do you avoid (see) me?
2. He tried to avoid (see).
3. We insist on (send) him there at once.
4. He insists on (send) there instead of me.
5. Do you mind (examine) the first?
6. The equipment must go through a number of tests before (install).
7. I don't remember (ask) this question.
8. We know of the work (carry out) in this laboratory.
9. He liked to do things without (disturb) anyone or (disturb).
10. You never mentioned (speak) to them on the subject.
11. This is the result of our (not specify) input or output variables for the network.
12. In spite of (meet) with failure they continued experimenting.

Exercise 3. Join two sentences to make one sentence using the Gerund. Use the following expressions: it is (of) no use, it is useless, it is (no) good, it is (not) worth (while), there is no point in.

Model: Don't worry about it. It's no use.
It's no use worrying about it.
There is no point in worrying about it.

1. Don't speak of the matter. It's useless.
2. Consider the purpose of the investigation. It may be useful.
3. Don't buy a second-hand car. It's a waste of money.
4. Don't try to escape. It's no use.
5. Don't learn rules without examples. It's useless.
6. Don't study if you are feeling tired. There is no point.
7. Think over the effects I have just described. It's useful.
8. Don't even try to persuade him. It's a waste of time.

Exercise 4. Complete the sentences using the Gerund or the Infinitive of the verb in brackets. Remember the usage of the preposition to in every case.

1. I'm accustomed to (work) hard.
2. In addition to (be) a tool of science, mathematics is also an art form.
3. We are looking forward to (carry out) this investigation.
4. This allows fine technological operations to (automate).

5. He can't get used to (log on) with a password.
6. Our boss objects to (use) any different method.
7. Are you accustomed to (ask) questions you cannot answer?
8. They objected to (use) greater voltage in this case.
9. A PC is powerful enough to (support) high level language programming.
10. He objected to (pay) expensive telephone calls for Internet access.
11. He said he wasn't used to (speak) in public.
12. Hard work is the key to (pass) examinations.
13. I want to (upgrade) my computer.
14. He was the first to (realize) the difficulty of the situation.

Exercise 5. Complete the sentences using by+the Gerund. Use one of the following:

| | |
|----------------------------------|----------------------|
| adjust the position of the rods. | tell the truth |
| burst into tears | use a powerful crane |
| change resistance | use a search engine |
| drive too fast | use blue laser light |
| slide down a rope. | work regularly |
| strike the half-hour | |

1. You can put people's lives in danger ___.
2. You can improve you English ___.
3. They escaped ___.
4. You will achieve a lot ___.
5. She frightened her friends ___.
6. Balancing is done ___.
7. The hall clock greeted us ___.
8. The reostat controls current strength ___.
9. We were able to discharge the boat in 24 hours ___.
10. DVD drives read DVD disks ___.
11. You can find information on the Internet ___.

Exercise 6. Write the correct preposition and write the correct form of the Gerund.

1. He always depends ___ (get) help from other students.
2. Why did they insist ___ (do) everything themselves?
3. Did Mr. Johnson finally succeed ___ (solve) that problem?
4. You shouldn't rely ___ (get) assistance from other people.
5. Our teacher doesn't approve ___ (study) late at night.
6. He's really quite capable ___ (complete) the work by himself.
7. She was proud ___ (finish) the work in such a short time.
8. Mr. Foster constantly worries ___ (lose) his position.
9. The bad weather prevented them ___ (leave) last Friday.
10. I'm not particularly fond ___ (attend) lectures.

11. You can access many free and legal music files ___ (download) ___ (visit) www.mp3.com.

Exercise 7. Here are some common set expressions with the Gerund. Match them with the explanations below.

- | | |
|--|--|
| 1. It's no use crying over spilt milk (proverb). | a. No one knows/No one can tell. |
| 2. There's no knowing/telling (what he'll do). | b. I don't need to tell you. |
| 3. It goes without saying ... | c. People often have strange likes and dislikes. |
| 4. There's no accounting for taste. | d. There's no point in making fuss about something we can't put right. |

Exercise 8. Match A and B. Translate the sentences.

- | A | B |
|----------------------------|--|
| 1. We very much appreciate | a) my leaving till the next day. |
| 2. He strongly denied | b) their meeting that afternoon. |
| 3. We enjoyed | c) her taking more responsibility. |
| 4. The chairman suggested | d) the band's playing very much. |
| 5. I agreed to delay | e) our postponing the question till later. |
| 6. He should consider | f) your helping us. |
| 7. I can't excuse | g) your meeting Miss Brown! |
| 8. You must pardon | h) our escaping. |
| 9. Would you mind | i) Jim arriving so late. |
| 10. I can't bear | j) you / your bringing me breakfast in bed. |
| 11. They can't prevent | k) Jane practicing in the room next to yours? |
| 12. Please forgive | l) him / his whistling when I'm trying to concentrate. |
| 13. I really miss | m) her not answering our invitation. |
| 14. Fancy | n) my not getting up. |

Exercise 9. Choose the Gerund or the Infinitive to complete the sentences.

1. My friend promised (return) the book very soon.
2. Most people enjoy (write) letters to their friends.
3. Have you ever considered (try) something different?
4. I would appreciate (hear) from you as soon as possible.
5. Would you mind (wait) for 15 or 20 minutes?
6. We don't dare (suggest) that possibility to them.
7. I can't stand (listen) to his complaints any longer.
8. Don't switch off without (close down) your PC.
9. Please stop (interrupt) me in the middle of a sentence.
10. Smith claims (be) an expert on that particular subject.
11. You needn't learn how to (program) in HTML before (design) web pages.
12. Why do you always put off (write) to your friends?

Exercise 10. Supply the correct forms of the Gerund or the Infinitive. Give two forms where both are possible.

1. Do you remember (use) a smartcard for the first time?
2. Remember to post the letters on your way home.
3. I'd prefer (pretend) I didn't hear what you just said.
4. I prefer (borrow) books from the library to (buy) them.
5. Ann was afraid (add) an extension board herself.
6. I'm afraid of (lose) sensitive information.
7. She began (test) the sample.
8. We had to postpone (upgrade) his PC.
9. He tried to (hack into) the system without (know) the password.

Exercise 11. A. Look at the HELP box and decide if the -ing form in these sentences are gerunds, present participles or adjectives. Write g, pp or a.

| HELP box |
|---|
| <p>The -ing form We use the -ing form in three ways:</p> <ol style="list-style-type: none"> 1. Rendering includes lighting and shading. 2. We are designing a new car on a computer. 3. They use special applets to create amazing fractals. <p>In 1, rendering is a gerund (see below), acting as the subject. Lighting and shading are also gerunds, acting as the objects. A <i>gerund</i> refers to an activity or process.</p> <p>In 2, designing is a present participle. This is used in continuous tenses (in the above example, the present continuous) and reduced relative clauses.</p> |
| <p>... a representation showing the outlines of all edges. (= which shows the outlines...)</p> <p>In 3, amazing is an adjective.</p> <p>We use gerunds in the following ways.</p> <p>As the subject of a verb</p> <p>Compositing is combining parts of different images to create a single image.</p> <p>As the complement of the subject</p> <p>Compositing is combining parts of different images...</p> <p>As the object of a verb</p> <p>I enjoy editing pictures.</p> |
| <p>As the complement of a verb</p> <p>This course involves painting and drawing in various media.</p> <p>Some verbs are followed by the gerund, not by the infinitive (e.g. avoid, fancy, finish, give up, hate, imagine, involve, keep, look forward to, mind, suggest, enjoy)</p> |

1. PCs generate graphics by performing mathematical calculations on data.
2. Business people use graphics to make information more interesting visually.
3. Graphs and diagrams can be more effective ways of communicating with clients than lists of figures.
4. She is designing a logo for the company.
5. If you need to make a presentation, I suggest using PowerPoint.
6. The Internet is a network linking other networks.

B. Correct the mistakes in these sentences. There are seven mistakes in total.

1. Computer animation is the process of create objects which move across the screen.
2. Texturing involves add paint, colour and filters to drawings and designs.
3. You can open the colour palette by click on the corresponding icon.
4. CAD programs are very fast at to perform drawing functions.
5. A lot of time and money is saved by test a car design before to make the product.
6. To render refers to the techniques used to make realistic images.

Exercise 12. Translate the text paying attention to the role of the Gerund in the sentences.

Automation in the research process.

Our goal should be automating the routing 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 alternates, 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 state 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.

Список использованных источников

1. Андрианова, Л. Н. Учебник английского языка для заочных технических вузов / Л. Н. Андрианова, Н. Ю. Багрова, Э. В. Ершова. – 3-е изд., испр. – М. : Высш. шк., 1980. – 480 с.
2. Качалова, К. Н. Практическая грамматика английского языка / К. Н. Качалова, Е. Е. Израилевич. – М. : Юнивес, 2000. – 717 с.
3. Грамматика английского языка : Морфология. Синтаксис : учеб. пособие для студ. пед. институтов и университетов; серия: Изучаем английские языки / Н. А. Кобрин [и др.]. – СПб. : «Издательство Союз», «Лениздат», 2000. – 496 с.
4. Михельсон, Т. С. Сборник упражнений по основным разделам грамматики английского языка / Т. С. Михельсон, Н. В. Успенская. – Л. : Наука, 1989. – 247 с.
5. Рубцова, М. Г. Обучение чтению английской научной и технической литературы : Лексико-грамматический справочник / М. Г. Рубцова. – М. : Наука, 1989. – 288 с.
6. Английский язык для студентов-заочников / Л. В. Хведченя [и др.]. – 3-е изд., доп. – Минск : Выш. шк., 2002. – 464 с.
7. Практическая грамматика современного английского языка / Л. В. Хведченя [и др.]. – Минск : Интерире Сервис; Книжный дом, 2002. – 688 с.
8. Шахова, Н. И. Learn to Read Science. Курс английского языка для аспирантов : учеб. пособие / Н. И. Шахова. – 9-е изд. – М. : Флинта ; Наука, 2008. – 360 с.
9. Тесты по английскому языку = A Book of English Tests / Я. М. Вовшин. – Минск : Парадокс, 2003. – 320 с.
10. Swan, Michael. Practical English Usage / Michael Swan. – Oxford University Press, 2005. – 653 p.
11. Thomson A. J. A Practical English Grammar / A. J. Thomson, A. V. Martinet. – Oxford University Press, 1986. – 383 p.
12. Весник, Д. А. Сборник упражнений по словообразованию современного английского языка / Д. А. Весник. - М. : «Международные отношения», 1964. – 120 с.

CONTENTS

| | |
|---|-----|
| Раздел 1. Предложение (sentence) | 3 |
| Раздел 2. Словообразование (Word-building)..... | 25 |
| Раздел 3. Страдательный залог (Passive voice) | 42 |
| Раздел 4. Неличные формы глагола (Verbals)..... | 54 |
| Раздел 5. Инфинитив (Infinitive)..... | 56 |
| Раздел 6. Причастие (Participle)..... | 73 |
| Раздел 7. Герундий (Gerund)..... | 95 |
| Список использованных источников..... | 107 |

Кафедра иностранных языков №1

Учебное издание

Шелягова Тамара Григорьевна
Лягушевич Светлана Ивановна
Илюкевич Ираида Игоревна и др.

Практическая грамматика английского языка

Practical English Grammar

Пособие

для магистрантов, аспирантов и научных сотрудников

Корректор И. П. Острикова

Подписано в печать 31.03.2010

Гарнитура «Таймс»

Уч.-изд. 4,0 л.

Формат 60x84 1/16.

Печать ризографическая.

Тираж 100 экз.

Бумага офсетная.

Усл. печ. л.

Заказ 422

Издатель и полиграфическое исполнение: учреждение образования
«Белорусский государственный университет информатики и радиоэлектроники»
ЛИ №02330/0494371 от 16.03.2009. ЛП №02330/0494175 от 03.04.2009.
220013, Минск, П. Бровки, 6