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КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ ТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

ПРАКТИКУМ

ПО ГРАММАТИКЕ АНГЛИЙСКОГО ЯЗЫКА

для студентов специальностей

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Практикум состоит из 11 разделов и охватывает основной грамматический материал для неязыковых специальностей вузов. Упражнения составлены с учетом принципа нарастания трудностей. Рекомендуемые задания могут использоваться как для аудиторной, так и для самостоятельной работы студентов.

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UNIT 1. NOUN

Именем существительным называется часть речи, которая обозначает название предметов, людей, животных, растений, веществ и понятий, например London, friendship, effort, book.

Exercise 1 Find the nouns in the following sentences.

1 I have known Bert since last year. 2 Anna has hair of shining gold. 3 The cat has been walking along the rails for an hour. 4 I have been studying here since five o'clock. 5 Have you signed the contract? 6 People used to think that the Earth was round. 7 He spends all his spare time reading. 8 The weather is terrible. 9 Buy some bread. 10 Two men entered the room.

По семантическому признаку все существительные делятся на имена *собственные* (proper names), например Alice, Asia, the Caucasus и имена *нарицательные* (common nouns), которые, в свою очередь, подразделяются на исчисляемые и неисчисляемые существительные. К *исчисляемым* существительным (countable nouns) относятся названия конкретных предметов и абстрактных понятий, которые поддаются счету, например: pen, idea, worker. К *неисчисляемым* существительным (uncountable nouns) относятся названия веществ и абстрактных понятий, которые счету не поддаются, например: oil, time, love.

Exercise 2. Say whether the noun is countable or uncountable.

Advice, bread, dust, mountain, music, cup, piano, table, flat, car, money, traffic, information, river, oil, snow, song, wall, flower, happiness, knowledge, milk, meat, weather, wine, work, news, rubbish, advertisement, hair, photo, horse, bottle, desk, cotton, milk, remark, anger, ice, paper, bread.

Образование множественного числа имен существительных

Исчисляемые существительные могут иметь форму единственного числа (singular form) и множественного числа (plural form)

Правило	Примеры	Произношение
У большинства исчисляемых существительных с помощью суффикса -s	rooms, books, months, cats, girls	-s произносится как: [z] после гласных и звонких согласных: days, beds [s] после глухих согласных: books, coats [ɪz] после свистящих и шипящих: horses, houses, brushes
К существительным, оканчивающимся на -s, -ss, -x, -z, -sh, -ch, -tch , -o прибавляется -es	buses, glasses, boxes, cargoes, watches, bushes, mazes, benches	no : pianos, photos, cuckoos, videos, zoos
Существительные, оканчивающиеся на -y (после согласной) во множественном числе имеют окончание -ies	army – armies fly – flies	в именах собственных -y не изменяется: Mary – Marys
Если букве -y предшествует гласная – прибавляется только -s	boy – boys key – keys	
Конечное -f (-fe) , как правило, меняется на -ves	wife – wives knife – knives leaf – leaves life – lives thief – thieves	HO : scarf – scarfs/ scarves wharf – wharfs/ wharves dwarf – dwarfs/ dwarves hoof – hoofs / hooves chiefs, handkerchiefs, roofs, safes

Путем изменения корневых гласных	(wo)man – (wo)men tooth – teeth mouse – mice	foot – feet goose – geese louse – lice
С помощью -en	ox – oxen child – children	
Латинские и греческие заимствования	phenomenon – phenomena datum – data crisis – crises formulae – formulae criterion – criteria bacterium – bacteria	formula – formulae
Существительные, которые имеют одну и ту же форму для единственного и множественного числа	deer, sheep, swine, fish, trout, dozen, score, aircraft, salmon, pike, cod, carp, turbot	no : pack the books in dozens; scores of people

Exercise 3. Make the following nouns plural.

Army, baby, bag, beer, bench, bird, box, boy, brother, brush, bush, cage, cake, child, college, country, day, daughter, deer, dog, dress, egg, exercise, face, family, fish, foot, goose, half, handkerchief, hospital, house, wife, knife, lady, lamp, lawn, leaf, library, man, mass, match, mouse, niece, nursery, orange, page, parrot, party, piano, policeman, potato, postman, roof, sentence, story, shelf, sofa, saleswoman, test, text, tomato, toy, turkey, waitress, wolf, woman, writer, basis, bath, bunch, crisis, criterion, datum, echo, fox, ox, pie, portfolio, ship, spy, thief, volcano, youth.

Exercise 4. Make the following nouns singular.

Children, women, lorries, bodies, men, brushes, knives, keys, colonies, halves, flies, matches, universities, babies, watches, lives, ways, ladies, shelves, copies, libraries, wolves, tomatoes, potatoes, bushes, churches, kimonos, ladies, donkeys, guys, lice, teeth, trout, carp, aircraft, criteria, salmon, safes, phenomena, oases.

Exercise 5. Make these sentences plural.

1. She's a pretty girl. 2. A hen is a bird. 3. Here's a pen and a pencil. 4. He's a pilot. 5. A woman is busier than a man. 6. The child is ill. 7. The photo is excellent. 8. The foot is sore. 9. The tooth is broken. 10. There's an apple in the basket.

Exercise 6. Make these sentences singular.

1. The cats caught the mice. 2. The women told the children stories. 3. We saw geese and foxes. 4. The oxen ate the grass. 5. The leaves fell from the trees. 6. His feet were large. 7. The policemen found the thieves. 8. The boys had watches. 9. The birds were singing in the bushes. 10. There were pictures on the walls of the rooms.

Образование множественного числа сложных имен существительных

Сложные существительные, которые пишутся слитно, образуют множественное число по правилу, которому подчиняется второе слово, входящее в их состав	Schoolboy – schoolboys Postman – postmen Housewife – housewives
-s прибавляется к основе существительного	Editors-in-chief, lookers-on
если в составе сложного слова нет существительного, то -s прибавляется к последнему компоненту	Forget-me-nots Merry-go-rounds
Если первым словом сложного существительного является слово man или woman, то оба слова принимают форму множественного числа	Man-servant – men-servants Woman-doctor – women-doctors

Exercise 7. Make the following compound nouns plural.

Boy-friend, man driver, lady-in-waiting, runner-up, break-in, travel agent, pocket-knife, flower shop, onlooker, lady friend, woman student, matchbox, passer-by, mother-in-law, breakdown, grown-up, frying pan, man-of-war, court-martial, good-bye, stepmother, pickpocket, lady-bird, hotel-keeper, fisherman, room-mate, fellow-worker.

Имена существительные, употребляющиеся только в единственном и только во множественном числе

В английском языке есть довольно большое количество существительных, которые употребляются только в форме единственного числа. Это неисчисляемые существительные, включающие названия веществ и отвлеченных понятий, например: advice, fun, luck, money, hair, vacation, news, knowledge, information, progress, weather.

- Her hair is dark. — У нее темные волосы.
- The money was on the table. — Деньги были на столе.
- What is the news? — Какие новости?
- Our summer vacation lasts two months. — Наши летние каникулы продолжаются два месяца.

Названия наук, оканчивающиеся на *-ics* (mathematics, physics, phonetics), употребляются с глаголом в единственном числе.

- Mathematics forms the basis of many other sciences. Математика составляет основу многих других наук.

Наряду с этими существительными имеются также другие существительные, которые, напротив, употребляются только в форму множественного числа. К ним относятся слова, обозначающие предметы, состоящие из двух частей (trousers, pants, shorts, scissors, spectacles, glasses, scales, tongs), названия некоторых игр (billiards, cards, dominoes, draughts) и некоторые другие (clothes, troops, goods, whereabouts, surroundings, savings)

- These scissors are very sharp. — Эти ножницы очень острые.
- Where are my spectacles? — Где мои очки?
- The stairs are steep. — Лестница крутая.
- The arms were old. — Оружие было старое.
- Her wages are high. — Ее заработная плата высокая.

Собирательные существительные

В английском языке имеется группа так называемых собирательных существительных, которые являются названиями групп людей или иногда животных. К их числу относятся такие существительные, как family, group, audience, army, crew, team, delegation, party, crowd, staff, herd, flock, board.

Если такие существительные обозначают группу как единый коллектив, то глагол употребляется в форме единственного числа:

- The team has won five games this month. В этом месяце команда одержала победу в пяти играх.

Если же такие существительные обозначают отдельных представителей, входящих в группу, то глагол употребляется в форме множественного числа:

- The team are now resting. — Команда (члены команды) сейчас отдыхает.

Такие собирательные существительные, как people – люди, police – полиция и cattle – скот, употребляются только с глаголами в форме множественного числа:

- There were few people out in the street. — На улице было мало людей.
- The police are looking for the murderer. — Полиция ищет убийцу.
- He found the field where the cattle were grazing. — Он нашел поле, где пасся скот.

Exercise 8. Use the appropriate form of the verb.

1. The police have/has surrounded the building. 2. Where are/is the scissors? 3. The scales are/is broken. 4. If your clothes are/is dirty, please put them in the laundry basket. 5. His old grandfather's watch are/is made of gold. 6. All their belongings have/has been destroyed in a fire. 7. My earnings are/is high. 8. These shorts do not/does not fit me at all! 9. There are/ is money in the pocket. 10. I know my hair are/is beautiful, everybody says so. 11. The gates are/is opened. 12. The nurse's wages are/is good. 13. The news on TV are/is always depressing. 14. Athens have/has grown rapidly in the past decade. 15. Acoustics are/is a branch of physics. 16. My trousers are/is torn. 17. His advice were/was good. 18. This money belong/belongs to him. 19. Phonetics are/is a branch of linguistics. 20. Potatoes are/is very cheap in autumn.

Exercise 9. Find English equivalents for the following words.

весы, товар, бинокль, ткань, одежда, щипцы, бриджи, окраина, пригород, содержание романа, трущобы, содержимое сумки, сани, ножницы, ворота, акустика, политика.

Exercise 10. Translate the following sentences into English.

1. Где ваши деньги? – Они на столе. 2. Ее волосы совсем темные. 3. Ваши советы были очень хорошие. Спасибо вам за них. 4. Эти новости очень интересные. 5. Он сделал большие успехи в английском языке. 6. Где мои очки? 7. Эти ножницы острые? 8. Он попал под дождь, и его одежда была совсем мокрой. 9. Мои осенние каникулы продолжаются 10 дней. 10. Ворота были открыты. 11. Его успехи в немецком пока невелики. 12. Ваши часы спешат. 13. Там было очень мало людей. 14. Эта морковь очень дешевая. 15. Эта лестница ведет к морю. 16. Семья была против его женитьбы. 17. Вся ли группа с ним согласна? 18. Какие вкусные фрукты! 19. Зимой скот держат в загоне. 20. Кого это ищет полиция?

Категория падежа у существительных

Существительные в английском языке имеют два падежа: *общий падеж* (the common case), не имеющий специальных окончаний, и *притяжательный падеж* (the possessive case), имеющий окончание - 's.

Существительное в притяжательном падеже служит определением к другому существительному и отвечает на вопрос whose? чей?, обозначая принадлежность предмета. К существительным, которые могут иметь форму притяжательного падежа, относятся:

- имена собственные (Shakespeare's plays)
- названия лиц (the teacher's question)
- собирательные существительные (the government's policy)
- названия некоторых животных (the dog's barking)

Существительные, обозначающие неодушевленные предметы, вещества и отвлеченные понятия, в форме притяжательного падежа, как правило, не употребляются. Исключение составляют некоторые существительные, обозначающие время и расстояние (a few days' trip, a moment's pause, a mile's distance), а также некоторые географические названия и понятия (the island's outline, Europe's future).

1. Притяжательный падеж существительных в единственном числе образуется путем прибавления к существительному окончания -'s (т.е. знака апострофа и буквы s): the girl's hat, Jack's friend.

2. Притяжательный падеж существительных во множественном числе обозначается одним только знаком апострофа ('): the boys' books. the workers' tools.

Если существительное во множественном числе не имеет окончания –s, то притяжательный падеж образуется, как и в единственном числе, путем прибавления окончания –'s: the children's toys, the workmen's tools

3. Притяжательный падеж сложных существительных образуется путем прибавления окончания –'s к последнему слову, входящему в состав существительного: the commander-in-chief's order, my brother-in-law's library

4. Когда два лица или более являются обладателями одного и того же предмета, окончание притяжательного падежа прибавляется к последнему существительному: Peter and Helen's flat is large.

Exercise 11. Use -'s or (-s) to show possession.

Example: the book of my sister – my sister's book.

The friends of my sisters – my sisters' friends

The sister of my mother, the brother of my father, the daughter of Ann, the friend of my sister, the son of her brother, the house of my parents, the table of my father, the photo of my grandfather, the works of my mother, the books of these students, the son of his aunt, the wives of his brother, the best suit of my husband, the novels of Dickens, the hat of my sister-in-law, the answers of the students, the tools of the workers, the dress of the girl, the toys of the children, the voices of the men, the coats of the passers-by, the faces of the women, the coats of my father-in-law.

Exercise 12. Use the right word.

1. My ____ pen is here. (father's, father)
2. Her ____ name is Martha. (cousin's, cousins)
3. John and Betty are _____. (friend's, friends)
4. That is my ____ automobile. (friend's, friends)
5. These are two _____. (father's, fathers)
6. Is this my ____ dictionary? (mother's, mothers)
7. Are those John's ____? (brother's, brothers)
8. These are my three _____. (uncle's, uncles)
9. Is that Betty's ____ desk? (sister's, sisters)
10. This is my ____ dog. (friend's, friends)

Exercise 13. Open the brackets, using the Possessive case.

1. Have you seen (Henry) new bicycle? 2. Let's join in the (children) games. 3. We heard the (men) shouts in the distance. 4. Mary sings in the (ladies) choir. 5. That building is (Jack and Marry) house. 6. What's (the Wilsons) number? 7. You can buy this mixture at the (chemist). 8. Did you see the cartoon in (yesterday) newspaper? 9. He's my (sister) (husband) father. 10. The students have ten (minutes) break.

Exercise 14. Translate the following sentences into English.

1. Муж моей сестры сейчас в Лондоне. 2. Это твое кольцо? Да, это подарок моей тети. 3. Как зовут вашу сестру? 4. Где деньги? – В сумке брата. 5. Ты уже видел новую машину Тома и Салли? 6. Это ваша собака? – Нет, не наша. Это собака наших соседей. 7. Жена моего брата не работает, она смотрит за детьми. 8. Комната вашего друга большая? 9. Где сумочки этих женщин? 10. Я вчера прочел лучшие рассказы О. Генри.

UNIT 2. ARTICLES

Артикль – служебное слово, поясняющее существительное. В английском языке существуют два артикля: неопределенный *a/an* и определенный *the*. Неопределенный артикль оформляет единичный, отдельный предмет, который мы не выделяем из класса ему подобных: *I saw a man yesterday*.

Определенный артикль, который может употребляться с исчисляемыми существительными как в единственном, так и во множественном числе, показывает, что говорящий имеет в виду конкретный предмет или понятие, выделяет их из класса им подобных: *The man I saw yesterday was your brother*.

Неопределенный артикль не употребляется:

- с неисчисляемыми и абстрактными существительными: *I like cheese and milk*.
- с существительными во множественном числе: *There are people in the street*.
- с именами собственными: *I spoke with John about it*.
- с существительными, перед которыми стоят притяжательные или указательные местоимения: *I saw his car near my house*.
- с существительными, за которыми следует количественное числительное: *Mary lives in apartment seven*.

Определенный артикль употребляется:

- когда собеседникам известно, о каком предмете идет речь: *Open the window, please. I am going to the library*.
- когда речь идет об уникальном, единственном в своем роде предмете или явлении: *The sun is shining brightly*.
- когда существительное имеет ограничивающее определение, чаще всего с предлогом *of*: *I don't know the name of the street*. К лимитирующим определениям относятся *right, wrong, very, only, main, principal, central, left, right, same, coming, following, present, former, latter, proper, previous, opposite, necessary, usual, upper, lower, a также превосходная степень прилагательного*.

С именами собственными артикль, как правило, не употребляется. Но: *the Black Sea, the Thames, the Alps, the Pacific Ocean; the Hague, the Netherlands, the West Indies, the Ruhr, the Riviera, the Crimea, the Ukraine, the Caucasus, the Congo; the United States of America, the United Kingdom, the Russian Federation, the Republic of Belarus*.

В большинстве случаев имена существительные в английском языке сопровождаются особыми словами, которые называются определителями. Определители служат формальным признаком существительного. Наиболее распространенными определителями существительных служат артикли – служебные слова, поясняющие существительное. В английском языке существуют два артикля: неопределенный *a/an* (вариант неопределенного артикля *a* употребляется перед словами, начинающимися с гласной) и определенный *the*. Артикль не имеет самостоятельного значения и очень часто не переводится на русский язык.

Определенный артикль (the definite article) может употребляться с самыми разными существительными без ограничения. Употребление же *неопределенного артикля* (the indefinite article) ограничено – он свободно употребляется с исчисляемыми существительными в единственном числе, но не может сочетаться с исчисляемыми существительными во множественном числе и с неисчисляемыми существительными. Место неопределенного артикля остается в этом случае пустым. Это отсутствие артикля обычно называется *нулевым артиклем* (the zero article).

The Indefinite Article	The Definite Article	The Zero Article
<p>1. В функции предикатива (именной части составного именного сказуемого): <i>He is a student.</i></p> <p>2. Если ему предшествует описательное определение: <i>She is a doctor.</i> <i>She is a good doctor.</i></p> <p>3. Если предмет или лицо не знакомы и употребляются впервые: <i>They live in a new house with a garden and a swimming pool.</i></p> <p>4. Если предмет или лицо рассматривается как один из класса подобных, любой: <i>Give me a pen (not a pencil). A doctor should help people (= any doctor)</i></p> <p>5. В выражениях с глаголами to have, to take и to give для обозначения кратковременного действия: <i>to have a talk, to give a smile, to have a smoke, to give a look, to have a swim, to give a cry, to have a bite, to take a nap</i></p> <p>6. С названиями веществ в значении "одна порция": <i>I'd like a beer, please. (A glass of beer).</i></p> <p>7. С существительными, обозначаю-</p>	<p>1. Если говорящему и слушающему понятно, о каком предмете идет речь: <i>I cleaned the car yesterday (= my car). Is the coffee hot? (this coffee).</i></p> <p>2. Если существительное имеет ограничительное определение: <i>Did Ann get the job she applied for?</i></p> <p>3. Если существительное ранее упоминалось: <i>For lunch I had a sandwich and an apple. The sandwich was very good.</i></p> <p>4. Если из контекста понятно, о чем идет речь: <i>He opened the door and went out. Can you turn off the light, please?</i></p> <p>5. Если существительное или субстантивированное прилагательное обозначают категорию людей или предметов: (the middle class, the British, the poor, the blind, the dead). <i>The rich should help the poor.</i></p> <p>6. Если перед существительным стоит прилагательное в превосходной степени: <i>It's the funniest book I've ever read.</i></p> <p>7. С единственными в своем роде существительными (the earth, the sun, the moon, the universe): <i>The earth goes round the sun.</i></p> <p>8. С существительными the police, the fire department, the army, the bank, the post office, the doctor, the dentist, the hospital, the sea, the movies, the theatre, the radio: <i>I would love to live near the sea.</i></p>	<p>1. С исчисляемыми сущ. во множественном числе в функции предикатива: <i>We are students.</i></p> <p>2. С именами собственными: <i>Ann Smith is an English teacher.</i></p> <p>3. С существительными с определением, выраженным притяжательным или указательным местоимением, или количественным числительным, стоящим после существительного: <i>This is my book. Open your books at page 10.</i></p> <p>4. С неисчисляемыми существительными: <i>This watch is made of silver.</i></p> <p>5. С названиями времен года, месяцев и дней недели: <i>Spring is my favourite season. I will go to the seaside in August. I don't work on Sunday.</i></p> <p>6. С существительными, употребляемыми в обобщенном смысле: <i>Winners make things happen; losers let things happen.</i></p> <p>7. С названиями учебных дисциплин: <i>I like English but I don't like Mathematics.</i></p> <p>8. С названиями видов спорта (в сочетании с глаголом to play: to play football, to play hockey, etc.): <i>Tom is good at playing football.</i></p> <p>9. С названиями болезней: flu, measles, mumps, high/low blood pressure, hepatitis. <i>He suffered terribly from flu. NO; a cold, a headache, a sore throat; to catch (a) cold, to have (a) headache / toothache / backache</i></p> <p>10. С существительными, используемыми в качестве обращения: <i>My headache is awful, doctor.</i></p>

щими определенное количество или временной промежуток (неопределенный артикль при этом употребляется в значении "один"): He will be back in a minute.

8. В восклицательных предложениях перед исчисляемым существительным в единственном числе, стоящим после "what" в значении «что за, какой»: What a nice dress!

9. С названиями музыкальных инструментов: Can you play the guitar?

10. С названием стран, в состав которых входят существительные republic, kingdom, states, union, federation, emirates: the Russian Federation, the United Kingdom, the United Arab Emirates.

11. С названиями групп островов: the British Isles, the Bahamas, the Canaries.

12. С названием частей света: the north, the south, the east, the west.

13. С названием регионов: the Middle East, the Far East, the South of Spain.

14. С названиями горных цепей: the Rocky Mountains, the Alps.

15. С названиями рек, морей, океанов, каналов, озер (если само слово "lake" не входит в название озера): the Atlantic Ocean, the Irish Sea, the Mississippi, the Panama Canal, the (English) Channel, the Baikal.

16. С названием отелей, ресторанов, театров, кинотеатров, музеев, галерей, кораблей, зданий и монументов: the Hilton Hotel, the Bombay Restaurant, the National Theatre

17. С названием газет и журналов: the Times, the Readers' Digest.

18. Перед фамилией во множественном числе в значении «семейство»: the Browns, the Smiths.

11. С существительными school, college, prison, church, употребляемыми в отвлеченном от материального содержания объекта значении (говорящий в этом случае имеет в виду не названный объект, а связанную с ним деятельность):

After I finish school, I want to go to college. Mr. Kelly goes to church every Sunday.

12. С названиями стран и континентов: Russia, America, Great Britain, Asia, Europe, HO: the Netherlands, the Philippines.

13. С названиями городов: New York, Moscow; HO: the Hague.

14. С названиями озер (если само слово lake входит в название озера): Lake Baikal.

15. С названиями отдельных горных вершин: Elbrus, Ben Nevis, Mount McKinley.

16. С названиями улиц, бульваров, скверов, авеню, площадей: Fifth Avenue, Broadway, Piccadilly Circus, Red Square.

17. С названием аэропортов, университетов, парков, дворцов, если в их состав входит имя собственное: Kennedy Airport, Boston University, Buckingham Palace, HO: The Rockefeller Center, The Eiffel Tower.

18. В некоторых устойчивых выражениях: in bed, by car, on foot, at/to school, at work, at home, to go/come home, in/on time, for lunch, to have breakfast, from day to day, from morning till night, from beginning to end, from head to foot, from time to time.

Exercise 1. *Fill in the right article.*

1. We have ... kitchen and ...two bedrooms in our flat. 2. Have you ... sister or ... bother? 3. There is ... big tree near the house. 4. ... fox, like cat ... cat, hunts ... mice. 5. I need ... pen, I want to write ... letters. 6. ... aeroplane goes faster than ... train ... or car. 7. My brother wants to buy ... computer. 8. There was ... cup and ... two spoons on the table. 9. In the Zoo we saw ... tiger, , ... lion and also pelicans and ... other interesting birds. 10. Is there ... lift in this building? – Yes, there are ... two lifts there. 11. I gave you ... book the other day. Did you read ... book? 12. A car stopped nearby, in which there was ... woman and ... child. The door of ... car opened, and ... woman wanted to go out, but ... child began to cry. 13. Bobby's mother put ... cup with milk on ... table. ... boy took ... cup and began to drink ... milk quickly. He soon finished all ... milk.

Exercise 2. *Make use of the article where necessary.*

1. Come to ... blackboard and write ... exercise. 2. You have ... mistake in ... word "correspondence". 3. I heard ... knock on ... door and went to open it. 4. John saw ... small girl enter ... house where he lived. 5. He is still ... young man, and we hope he'll become ... good pianist. 6. I don't like ... milk with ... my tea. 7. We bought some ... oranges and ... butter. 8. Are ... rooms in your flat tidy? 9. They are going to build ... new house; ... house they are lining in is too small for ... family of six. 10. There is ... love in her eyes. 11. I like ... jam on ... piece of bread. 12. I prefer ... book of ... good poetry to ... detective novel.

Exercise 3. *Fill in the blanks with a or an.*

1. That flower is ... rose. 2. This is ... English class. 3. That is ... hotel. 4. It takes me half ... hour to get to the station. 5. A football match is ... interesting thing. 6. I spent ... hour and ... half to fulfill my homework. 7. ... apple is ... fruit. 8. This is ... historical monument. 9. My mother has ... headache. 10. ... hotel room in New York is very expensive. 11. This is ... important document. 12. She is ... pretty woman. 13. This is ... unusual painting. 14. ... university is ... higher school. 15. ... tomato is ... vegetable.

Exercise 4. *Fill in the blanks with articles where necessary.*

1. There was ... waiter standing at ... entrance of ... restaurant. I ordered him ... glass of ... vodka with some juice in it. 2. There was ... question I wanted to ask ... biology teacher about ... kangaroo. She had said ... kangaroo carried her baby in ... kind of bag in ... front part of ... her body. I wanted to know how many baby kangaroos it could carry at ... time. 3. "Is that your wife?" - "No, my wife's ... woman in ... red dress." 4. I work with ... man and two women. ... man is quite nice, but ... women are not very friendly. 5. What's in ... newspaper? 6. Can you show me ... that book, please? 7. What's ... name of ... woman in ... blue dress? 8. water turns into ... ice at 0 degree C. 9. I like ... steak, but I don't like eggs. 10. She lives in ... nice flat on ... fifth floor of old house. 11. It's terrible - eggs are \$ 2 ... dozen. 12. There was ... boy and ... girl in the room. boy was Japanese but ... girl looked foreign. She was wearing ... fur coat. 13. This morning I bought ... newspaper and magazine. ... newspaper is in my bag but I don't know where ... magazine is. 14. "Have you got ... car?" - "No, I've never had ... car in my life." 15. We don't go to cinema very much these days. In fact, in ... town where we live there isn't ... cinema.

Exercise 5. Supply *a/ an, the* or *no article*.

1. Don't stay in that hotel. ... beds are very uncomfortable. 2. After I leave ... school, I want to go to ... university. 3. John Colloway is ... bank manager. He works in ... bank in center of London. Every morning he gets up at seven o'clock, has breakfast and cup of ... coffee, and reads ... "Times". Then he goes to ... work by bus. In ... morning, he usually makes telephone calls, sees customers and ... dictates ... letters. He has ... lunch at restaurant near bank. In afternoon he works until five or five-thirty, and then goes ... home. He doesn't work on Saturdays or Sundays; he goes to ... cinema or reads. He likes ... novels and history. He is not married. He has sister in ... Oxford and brother in London. 4. Have you got ... camera? 5. You need ... visa to visit foreign countries, but not all of them. 6. When we reached the city center, ... shops were still open but most of them were already closed. 7. Jack has got very long legs, so he's fast runner. 8. I'm looking for ... job. And did Ann get ... job she applied for? 9. Did ... police find ... person who stole your bicycle? 10. We went out for ... meal last night. ... restaurant we went to was excellent. 11. This morning I had boiled egg and toast for breakfast. 12. Tom always gives Ann ... flowers on her birthday. 13. I went into the shop and asked to speak to ... manager. 14. There's no need to buy any milk. ... milkman brings it every morning. 15. It was warm and sunny, so we decided to sit in ... garden.

Exercise 6. Complete the sentences with the articles where necessary.

1. Jane is teacher. Her parents were teachers too. 2. Bill's got big feet. 3. Would you like to be actor? 4. My neighbour is photographer; let's ask him for advice about colour films. 5. I had very bad night; I didn't sleep ... wink. 6. He is ... vegetarian; you won't get ... meat at his house. 7. ... youngest boy has just started going to ... school; ... eldest boy is at ... college. 8. I went to ... school to talk to ... headmistress. I persuaded her to let Ann give up ... gymnastics and take ... ballet lessons instead. 9. There was ... knock on ... door. I opened it and found ... small dark man in ... check overcoat and soft hat. 10. - Are John and Mary cousins? - No, they aren't ... cousins; they are brother and ... sister. 11. postman's little boy says that he'd rather be ... dentist than doctor, because ... dentists don't get called out at night. 12. - Would you like to hear ... story about ... Englishman, ... Irishman and ... Scotsman? - No. I've heard stories about ... Englishmen, ... Irishmen and ... Scotsmen before and they are all same. 13. "... modern burglars don't hide under ... beds." said her daughter. 14. most of ... stories that ... people tell about Irish aren't true. 15. Like many women, she loves tea parties and ... gossip. 16. On Sundays my father stays in ... bed till ten o'clock, reading ... Sunday papers. 17. I have little money left; let's have dinner in restaurant. 18. - I hope you have ... lovely time and ... good weather. - But I'm not going for ... holiday; I'm going on ... business. 19. During ... meal he gives her ... instructions about ... garden and she tells him ... village gossip. 20. My mother goes to ... church in ... morning, and in ... afternoon goes to visit ... friends.

Exercise 7. Some of the blank spaces below need articles, others do not. Fill in the articles where needed.

1. Tobacco is one of ... most important products of South. . 2. ... fresh air is needed by all people. 3. ... cotton which comes from ... Alabama is better than ... cotton which comes from ... Oklahoma. 4. ... air in this room is fresh. 5. ... important products which we get from ... India are tea, ... cotton, and ... rice. 6. ... telephone seldom rings in our home. 7. ... silver is ... conductor of ... electricity. 8. I get on ... train

at ... same place every day. 9. ... rain and ... sun are needed for ... raising of... vegetables. 10. Mary is waving to us from across ... street. 11. ... sun is shining but part of ... sky is still covered with clouds. 12. ... women use much make-up. 13. Sometimes everyone must take ... medicine. 14. ... coffee will keep you awake all night. 15. ... medicine which ... doctor prescribed helped me. 16. ... tea seems to keep some people awake. 17. He likes to study French. 18. ... coffee is very strong. 19. In that course, we study ... history of all ... important countries of Asia. 20. ... coffee which comes from Brazil is ... best.

Exercise 8. *Supply a/ an, the or no article.*

1. He went to ... Spain last month. 2. When you go to ... Spain, be sure to see ... Madrid. 3. He works in ... building on ... corner of ... Tenth Ave. and 62nd St. 4. ... Tokyo is ... largest city in World. 5. ... traffic on ... Jones Avenue is heavy. 6. ... Miami is ... center of ... tobacco industry. 7. ... Rio Grande River forms ... boundary between ... U.S. and Mexico. 8. ... rivers of ... eastern part of ... United States flow toward ... East Coast. 9. ... largest river in ... America is ... Mississippi. 10. ... New York subway trains are very comfortable. 11. ... climate of southern Florida is very nice all year. 12. ... capital of ... France is ... Paris, but ... capital of ... England is London. 13. ... Tenth Street has some very nice shops. 14. Some of ... Tenth Street shops are very inexpensive, too. 15. President will be on TV tonight.

Exercise 9. *Translate from Russian into English.*

1. Я хочу увидеть ее фотографию. Фотография была очень красивой. 2. Холодильник сделан в Швеции. Мне нужен новый холодильник. 3. Мы не знали, что здесь есть озеро. Озеро глубокое и чистое. 4. Моя подруга купила зимнее пальто. Пальто было с меховым воротником. 5. Я люблю ходить в театр. Театр находится недалеко. 6. Я хочу подарить ей новую куклу на день рождения. Кукла ей очень понравилась, и она играла с ней весь вечер. 7. Мясо и молоко – в холодильнике. Когда пойдешь в магазин, не забудь купить мясо и молоко. 8. Он поднял глаза и увидел человека, стоящего перед ним. 9. Где вчерашняя газета? 10. В машине, которую купил мой брат, нет кондиционера. 11. Она задает все правильные вопросы. 12. Лиза была единственным ребенком. 13. Он - один из моих друзей. 14. Сейчас Тэтчеры наши ближайшие соседи. 15. Деньги лежат на столе.

Exercise 10. *Translate the following sentences into English.*

1. Мне понравился фильм, который я видел вчера. 2. Земля вращается вокруг солнца. 3. Итальянцы хорошо поют. 4. Дай мне чая, пожалуйста. Чай уже холодный. Я люблю горячий чай. 5. Париж – столица Франции. 6. Озеро Байкал – самое глубокое из всех озер в мире. 7. Какая интересная книга! 8. Мне нужна спичка. Мне нужны спички. 9. Холодно. Закрой окно, пожалуйста. 10. Самые высокие горы находятся в Азии. 11. Лошадь – умное животное. 12. Эверест – высочайший пик в Гималаях. 13. Гаага – город в западной части Нидерландов. 14. Амазонка – самая крупная река в Южной Америке. 15. Пиренеи расположены на западе Испании.

UNIT 3. NUMERALS

Числительные бывают количественными и порядковыми. Количественные числительные обозначают число. Порядковые числительные устанавливают порядок и, начиная с числительного *четвертый*, образуются от соответствующих количественных числительных с помощью суффикса *-th*: *the fourth, the eleventh, the twenty-fifth, the one hundredth, the three hundred and forty-eighth* (но: *the first, the second, the third*).

Exercise 1. *Comment on the use of the numerals in the following sentences.*

1. The two sisters lived for each other as did Honor and Gavin. 2. There is a letter for you, Philip. It came by the second post. 3. He flashed a conspiratorial grin at the other two. 4. During that time they had a second child, a boy. 5. He looked round guiltily at the three boys standing by. 6. There were two stewardesses, at the moment, in the tourist cabin. Now a third stewardess appeared from the first class compartment forward, and the three of them were holding a hurried conversation. 7. And with something of a thrill he saw that Eldersom was a fourth player. 8. Simon knelt on all fours and was sick till his stomach was empty. 9. After less than five minutes of that perfect silence Soames came in. 10. "The five of them ought to be photographed," said Regan, surveying her grandchildren. 11. The man seemed to be in his late forties, with a long sandy mustache trailing across his lip. 12. Boys lingered talking to one another, and presently some who had hurried to change came out to play fives; others straggled out in twos and threes and went out of the gateway: Philip knew they were going up to the cricket ground. 13. I began to earn my own living when I was fifteen. 14. His voice had a thousand modulations. 15. There are nearly two million front doors in London. 16. Well, you or somebody ought to give him a look-up-last of the old lot; he's a hundred, you know. 17. Catherine had a little over twelve hundred lire. 18. For some time after that the gentleman was silent. It was interesting to see him, taking a look, making a stroke on the paper, taking another look. Hundreds of looks, hundreds of strokes.

Exercise 2. *Write in words.*

4, 14, 40; 5, 15, 50; 9, 19, 90, 9th, 90th; 8, 8th, 18th, 80th.

Exercise 3. *Fill in appropriate articles where necessary.*

1. It was only ... fifth of July, and no meeting was fixed with Fleur until ... ninth. 2. June walked straight up to her former friend, kissed her cheek, and ... two settled down on a sofa never sat on since the hotel's foundation. 3. He'd catch ... two o'clock train back to New York. 4. She is quite aged for ... seventy, isn't she? What I would call ... old seventy. 5. The letter bored him, and when it was followed next day by another, and the day after by ... third, he began to worry. 6. Philip looked at his uncle with disapproval when he took ... second piece of cake. 7. He walked along thoughtfully. He wasn't going to be one of ... lucky ten who were going to be taken back. 8. "Miss Luce will be ... second mother to the children," she said. 9. They talked of ... thousand things, and they all talked at once. 10. James looked at her sideways, and placed ... second piece of ham in his mouth. 11. The phone rang

almost immediately ... third time. 12. The phone, ringing for ... fourth time, interrupted his thoughts. 13. ... three times I have already done that. Everything! Then this time will make ... fourth. 14. That question, too, he had asked himself ... thousand times. 15. Once more he had used the service stairs from ... eighth floor to ... ninth.

Exercise 4. Insert cardinal or ordinal numbers.

1. He lives on (7) floor. 2. There are (5) museums in this old town. 3. There were (300) visitors in this museum yesterday. 4. There are (10) columns at the façade of our Metro Station. 5. There are English books on (2) shelf of my bookcase. 6. Peter (1) was the founder of the city of Petersburg. 7. There are (14) schools in our town. 8. I work at school № (14). 9. His (2) children are students. 10. His (2) daughter was born abroad. 11. There are (28) members in our scientific society. 12. He remembered the words of (5) lesson very well.

Exercise 5. What's the date?

January 22, 1962; October 10, 1876; July 1, 1960; July 4, 1776;
 March 18, 1924; June 30, 1960; April 1, 1966; September 30, 1917; December 25, 1963; November 29, 1899.

UNIT 4. PRONOUNS

Местоимения составляют неоднородную группу слов, которые не имеют своего конкретного значения и служат заменителями существительных и прилагательных, приобретая четкое значение только в контексте. Местоимения делятся на несколько групп, каждая из которых имеет свои собственные грамматические характеристики.

Личные и притяжательные местоимения

Nominative Case	Objective Case	Possessive Forms	Absolute Forms
I	me	my	mine
he	him	his	his
she	her	her	hers
it	it	its	-
you	you	your	yours
we	us	our	ours
they	them	their	theirs

Указательные местоимения: this, that, these, those, such, same.

Неопределенные местоимения: some, any, no, none, one (простые), someone, anyone, no one, somebody, anybody, nobody, something, anything, nothing и др. (сложные).

Определительные местоимения: all, each, every, everybody, everything, everyone, either, both, other, another.

Exercise 1 Insert *some, any* or their compounds.

a) 1. When I needed help, he didn't ask ... questions. 2. Does ... actually have the luxury of doing exactly what he wants to do? 3. I know ... about them. 4. What exactly he was going to do neither he nor ... else quite knew. 5. Is there ... you want there, Robin? 6. I recalled, too, there had been ... talk between Tom Wells and me. 7. Did you see ... that would be of ... use to me? 8. Even in that sad weather there was ... restful about the green fields that stretched to the horizon. 9. Have you ... cheese? 10. I did not want to speak to ... I knew at Barford. 11. There'll be ... coffee in a minute. 12. Don't you remember ... about this afternoon?

b) 1. If ... man wants to raise a beard, let him. 2. There was a strange gleam in his eyes as if ... amused him greatly. 3. I must get ... clothes, ... really nice ones. 4. Will you have ... tea or coffee? 5. If there's ... you want, let me know. 6. I didn't realize there was ... here. 7. Do you want to eat ... ? 8. If you had ... sense of decency, if you had ... gratitude, you wouldn't dream of going. 9. "I want ... place that is better than mine." said Hope. 10. If you mock me I will hit you, and if you tell ... I will never forgive you. 11. He looked at her curiously as if to find in her face ... that he had previously overlooked. 12. You may have ... tea without milk because there isn't ... at home. 13. Had I ... more to say before he sent the letter? 14. There wasn't ... point in beating around the bush, David decided. 15. It's a subject you ought to know ... about. 16. I shall be very much surprised if ... is wrong. 17. Keep in touch if there's ... news. 18. Now, can you tell me ... about your children? 19. He knows a great deal more than ... of us about these machines. 20. If ... asked my reason for existence, what should I tell them? 21. ... answered her, as she addressed ... in particular. 22. There are ... pears on the tree. 23. Everybody liked him ... was afraid of him. 24. It was cold outside the house and he looked up and down for a taxi but there was ... in sight.

Exercise 2. Translate into English.

1. Вчера Вера подарила своему другу свитер, который связала (to knit) сама. 2. После напряженного испытания самолета пилоту пришлось расслабиться по специальной программе. 3. За несколько минут утром Дима успел (to manage) помыться, побриться, поговорить по телефону с другом и умудрился (to contrive) не опоздать на работу. 4. Многие люди занимаются спортом с детства и до глубокой старости. 5. В современной Америке много людей, которых называют «трудоголиками» (workaholic). 6. Большинство американцев любят всякие банкеты и приемы, на которых можно выпить и закусить (to have a snack) на халяву (for nothing). 7. Ни один рассказ Дж. Лондона не произвел на меня такого впечатления, как «Жажда жизни». 8. Обе гостиницы в этом небольшом городке были довольно уютны (cozy), и оплата за проживание (lodging) была приемлемая. 9. Любой из нас хотел бы еще раз посмотреть первый отечественный звуковой фильм «Путевка в жизнь» ("A Start in Life"). 10. Кто-то утром в санатории разнес приглашения на вечерний концерт местных артистов. 11. Никто не мог предположить, что картину Рембрандта «Даная», находящуюся в Эрмитаже, может так варварски (barbarously) испортить маньяк (maniac). 12. У художника М. Шагала много фантастических произведений живописи. 13. У меня есть несколько верных (true) друзей, но к сожалению, мы редко видимся. 14. У нас было несколько свободных часов, и мы решили проехать на экскурсию в Севастополь. 15. Все, что писал в своем романе «Фаворит» В. Пиккуль о князе Потемкине, можно отнести (refer to) к историческим фактам.

UNIT 5. ADJECTIVES and ADVERBS

К прилагательным относятся слова, обозначающие свойства предметов (*large, blue, simple, delightful, progressive, early, motionless, clever, tight*). Прилагательные в английском языке не изменяются ни по падежам, ни по числам, но они образуют формы степеней сравнения. Различают положительную, сравнительную, превосходную степени сравнения.

Прилагательное	Положительная степень	Сравнительная степень	Превосходная степень
односложные и некоторые двусложные, оканчивающиеся на -y, -er, -ow, -le	hot, large, narrow, simple	hotter, larger, narrower, simpler	hottest, largest, narrowest, simplest
состоящие из двух и более слогов	beautiful, interesting	more beautiful, more interesting	the most beautiful, the most interesting
несколько прилагательных образуют степени сравнения не по общему правилу	good bad far (о расстоянии) far (о времени и расстоянии) late (о времени) late (о порядке следования) old (о возрасте) old (о старшинстве; употребляется только как определение к существительному)	better worse farther further later latter older elder	the best the worst the farthest the furthest the latest the last the oldest the eldest

Если у слова имеется несколько определений, выраженных прилагательными, то они располагаются в следующем порядке: 1) эпитет, качество 2) размер 3) форма 4) возраст 5) цвет 6) происхождение 7) вещество, материал 8) определение, образующее с существительным единую смысловую группу 9) существительное:

Exercise 1. Put the adjectives in the right order.

1. The houses were painted red. (brick, two) 2. He was wearing a suit. (blue, new) 3. We have things in this store. (many, fine) 4. I met a lady at the party. (little, Spanish, nice) 5. We live in house on the corner. (large, the, green) 6. You will sleep in bedroom down the hall. (small, the, other) 7. There are houses in this neighbourhood. (old, fine, many) 8. He is expected to be our leader. (outstanding, next, political) 9. The sugar is in barrels in the corner. (brown, two, large, those) 10. This is dress. (Irish, first, lace, her) 11. In front of the house had windows. (large, Venetian, two, glass)

Exercise 2. Translate into these word combinations into Russian.

1. as busy as a bee; 2. as blind as a bat; 3. as busy as a beaver; 4. as free as a bird; 5. as smart as a fox; 6. as cool as a cucumber; 7. as sick as a dog; 8. as innocent as a lamb; 9. as happy as a lark; 10. as quiet as a mouse; 11. as stubborn as a mule; 12. as wise as an owl; 13. as strong as an ox; 14. as proud as a peacock; 15. as old as hills; 16. as clear as crystal.

Exercise 3. Choose the right word from those given below.

beautiful/beautifully, calm/calmly, clear/clearly, slow/slowly, soft/softly, terrible/terribly, unhappy/unhappily, angry/angrily, impossible/impossibly, terrific/terrifically, sweet/sweetly

1. He looks really ... : I wonder what's wrong. 2. The team played ... last Sunday. 3. I suppose I should be nervous, but I've never felt so ... in my life. 4. This soup tastes ... : I strongly recommend it to you. 5. She seems so ... that nobody could even guess that she was worrying about her son's health. 6. "I suppose we'll never see each other again," she said 7. He spoke very ... but she heard every word like a shout. 8. You look 9. He looked ... at the manager. 10. His plan appeared 11. That flower smells 12. The music sounds 13. He is so I don't know when he will finish writing his essay.

Exercise 4. Use the right form of the adjective in brackets.

1. He was only six years ... than I was, which made him seventy. (young) 2. He had been a great hunter, before the war, ... hunter in the village. (great) 3. She usually stops at one of ... hotels in town. (good) 4. She received congratulations as if she were ... of women. (happy) 5. She remembered the little man; he was a good deal ... than herself. (small) 6. That was his ... step. (clever) 7. Things went from bad to ... (bad) 8. He always chooses ... way. (easy) 9. It's ... in here than it is in the street. (hot) 10. I think she is ... girl in school. (pretty) 11. Mr. Micawber, showing me a ... way than that by which I had come, accompanied me to the corner of the street. (near) 12. This is Dr. Brown, one of our ... doctors. (good) 13. I wonder what his ... step is going to be. (near) 14. I have no one ... than you are. (near) 15. And they got down to work without ... delay. (far) 16. The ... brother was twenty years ... than the youngest. (old, old) 17. At the ... end of the hall we saw a group of people talking lively. (far) 18. They were in a hurry to catch the ... bus. (late) 19. What is the ... news? (late) 20. Is there a ... train passing here? (late)

Наречия представляют собой неоднородный класс слов и сильно различаются по своей структуре: простые (here, well, why), образуемые с помощью суффикса *-ly* (*slowly, happily*), сложные слова (*nowhere, downstairs, afterwards*), целые словосочетания (*at first, all of a sudden, the day after tomorrow*).

В английском языке есть пары наречий, которые образованы от одного корня, но резко отличаются друг от друга по значению: *He came late. – He has been busy lately. She lives near the school. – The work is nearly finished. He works hard. He can hardly walk.*

Большинство наречий являются неизменяемыми словами, но ряд наречий образа действия (оканчивающиеся на *-ly*) имеют формы сравнительной и превосходной степеней, которые в основном образуются с помощью *more* и *most*: *quickly – more quickly – most quickly; carefully – more carefully – most carefully*. Наречия *well, badly, far, near, late* образуют формы степеней сравнения с помощью *-er* и *-est*: *soon – sooner – soonest; early – early – earliest*.

Exercise 1. Choose the right word.

1. Francie added the figures (*accurate/accurately*). 2. Nights in the desert are (*extreme/extremely*) cold. 3. Be (*careful/carefully*) crossing the street. 4. The Age of Science did not come (*sudden/suddenly*). 5. My sister looks very (*happy/happily*) this morning. 6. (*Heavy/heavily*) rains damaged the crops. 7. You must be (*quick/quickly*) if you want to come in time. 8. You are very (*slow/slowly*). 9. This is a (*good/well*) picture. 10. My brother does his work (*careful/carefully*). 11. She smiled (*happy/happily*). 12. Peter plays chess (*good/well*). 13. We saw the TV programme (*clear/clearly*). 14. Drive (*slow/slowly*) near the school. 15. The lawyer seemed (*confident/confidently*) in the courtroom. 16. I saw a plane in the sky (*high/highly*). 17. We have heard very little of him (*late/lately*). 18. I can

understand what he is saying (hard/hardly). 19. We were late (near/nearly). 20. The idea seemed impossible (high/highly). 21. He usually comes home after classes (late/lately). 22. You must work at your pronunciation (hard/hardly). 23. We made sure it was safe before we went (near/nearly).

Exercise 2. Use the right form of the word

badly, early, late, slowly, carefully, freely, quickly, well

1. Don't add those numbers in your head. It will take you long. Use a calculator. A calculator adds much ... than you do. 2. You speak very fast. I can't understand you. Please speak 3. We missed the early train today. We woke up too late. Tomorrow we shall wake up 4. I don't want Denise to drive. She's a careless driver. Ask Eleanore to drive. She drives 5. He's good dancer, but she dances much 6. Don't let Ron or Carol sing. Ron sings badly, and Carol sings 7. Pete is never on time. On Monday he arrived thirty minutes late. On Tuesday he arrived even 8. He spoke cautiously when his boss was around. When his boss left, he spoke

Exercise 3. Correct mistakes if necessary.

1. The students acted quicklier during the fire drill. 2. Televised games take more long. 3. Most people sleep better at night. 4. Carpenters worked more steadily last year. 5. We shop here oftenest of all. 6. Of all the cars, this one runs more smoothly. 7. Cheetahs run fastest than gazelles. 8. Ms. Bell dresses more formally than the students. 9. Barbecued chicken tastes bestest of all. 10. Of all the dance students, Tanya practises more often. 11. China has a more bigger population than India. 12. Nathan is the obedientest child in our block. 13. The fist chapter is the most long one. 14. Chad smiles oftener than Trisha. 15. The singer sounded even worsor than the band. 16. Is a piranha viscouser than a shark? 16. Of the two boxers Bobby fought baddest.

Exercise 4. Translate into English.

1. Климат Великобритании интересен тем, что там выпадает большое количество осадков. Я интересуюсь количеством осадков, выпадающих в Великобритании. 2. Необычная просьба Ольги звучала смущающе для ее друга. Костя был смущен отношением Ольги. 3. Развлекательная беседа товарищей вызвала у меня интерес. Меня развлекла беззаботная беседа товарищей. 4. Смущающий вопрос преподавателя не позволил Джиму воспользоваться шарфалкой (crib). Джим был смущен вопросом преподавателя. 5. Мрачный ((gloomy), подавляющий вид залупченного (to neglect) дома вызывал у нас настороженность (suspicion). 6. Полное официальное название Англии – Соединенное Королевство Великобритании и Северной Ирландии. Эта страна располагается на группе островов на северо-западе Европы. 7. Великобритания отделена от континента нешироким (narrow) и извилистым (sinuous) проливом (straight) Ла-манш. Самая узкая часть Ла-манша находится в районе города Дувр. 8. На климат Англии большое влияние оказывает теплое течение (current) Гольф-стрим, благодаря которому средняя (average) температура не превышает (to exceed) 30° С летом и не опускается ниже -10° С зимой. 9. Молочный туман Англии имеет мировую известность, и не раз о нем писали в романах. 10. Древний готический собор в Бирмингеме был варварски (in a barbaric way) разрушен фашистами в 1942 году. Вообще, в Англии много прекрасных городов, имеющих славное (glorious) прошлое: Честер, Йорк, Оксфорд, Кембридж и др. 11. В Англии очень высокая плотность (density) населения; в этой небольшой по (by) площади (area) зеленой стране проживает около 60 миллионов жителей. 12. В знаменитом городе Оксфорде находится один из известнейших старейших университетов в мире, основанный в XI веке. Он объединяет (to join) около сотни различных колледжей.

UNIT 6 TENSES IN THE ACTIVE AND PASSIVE VOICE

Indefinite Tenses

Времена группы **Indefinite** употребляются для обозначения обычных, регулярно происходящих действий, а также для констатации фактов в настоящем, прошлом и будущем.

The Present Indefinite Tense

The Present Indefinite Tense образуется при помощи инфинитива смыслового глагола без частицы *to*. В третьем лице единственного числа к глаголу добавляется окончание *s/-es*: *I study at the university. My brother likes to read detectives.*

Вопросительная и отрицательная форма образуется при помощи вспомогательного глагола **to do**, который в третьем лице единственного числа имеет форму **does**: *Do you often go to the movies? Ann doesn't go out very often.*

The Present Indefinite Tense употребляется:

1) для выражения **общеизвестной истины** или закона природы: *The sun rises in the East.*

2) для выражения обычных, регулярно происходящих действий: *He takes the train to work every morning.*

3) для констатации **фактов** в настоящем: *He works in a bank.*

4) вместо Present Continuous для выражения настоящего длительного действия, происходящего в момент речи, с глаголами чувства и восприятия: *to see, to hear, to understand, to know, to love, to hate, to like, to remember, to forget, to recognize, to notice, to want, to wish, to seem.*

5) вместо Future Indefinite для выражения будущего действия в **придаточных предложениях времени и условия**, относящихся к будущему после союзов **if, unless, when, till, until, as soon as, before, after**: *I'll give you this book as soon as I read it.*

The Present Indefinite Tense часто употребляется со следующими обстоятельствами времени: *usually, always, sometimes, often, seldom, from time to time, never, as a rule, every day/week/month on Mondays, at night, at the weekend, in the morning/afternoon/ evening.*

The Past Indefinite Tense

По способу образования прошедшего неопределенного времени все английские глаголы делятся на **правильные и неправильные**. The Past Indefinite Tense правильных глаголов образуется при помощи прибавления окончания *-ed* к инфинитиву смыслового глагола. Неправильные глаголы образуют Past Indefinite путем изменения корневой гласной или всей основы глагола: *e.g. to study – studied, to work – worked, to begin – began, to do – did.*

Вопросительная и отрицательная формы глаголов в Past Indefinite образуются при помощи вспомогательного глагола **did**: *Did you go to the sea-side last summer? I didn't go to the disco last Sunday.*

The Past Indefinite Tense употребляется:

1) для выражения действия, **произшедшего в прошлом**: *I entered the university last year.*

2) для выражения **общеизвестной истины** в прошлом: *Petersburg was the capital of old Russia.*

3) для выражения **обычных, регулярно** повторяющихся действий в прошлом: *We went to the forest every day last summer.*

Для выражения **повторяющегося действия** в прошлом употребляются также конструкции **used to + infinitive** (иметь обыкновение) или **would + infinitive** (часто, бывало): *He used to come to see us on Sundays. She would read tales to the children in the evenings.*

4) для выражения ряда последовательных действий: *We took our textbooks, opened them and began to read.*

The Past Indefinite Tense часто употребляется со следующими обстоятельствами времени: *yesterday, two days ago, last week/month/year/summer, in 1997, then, when, How long ago...?* и др.

The Future Indefinite Tense

The Future Indefinite Tense образуется при помощи вспомогательного глагола **will** и инфинитива смыслового глагола **без** частицы **to**:
e.g. *I will graduate from the university in three years.*

The Future Indefinite Tense употребляется:

1) для констатации **факта в будущем**: *He will return in an hour.*

2) для выражения **регулярно повторяющегося действия** в будущем: *I will always have lunch at this cafe.*

3) для выражения **общеизвестной истины** в будущем: *A flower will die without water.*

4) для выражения ряда последовательных событий в будущем: *I will come home, have supper, watch TV and go to bed at 12 o'clock.*

5) для **предсказания** событий в будущем с глаголами **to think, to believe, to expect** и др., и с выражениями **to be sure, to be afraid**: *I am afraid we will be late for the meeting.*

6) для выражения **решений, принимаемых в момент речи**: *I'll take this leg of a lamb.*

7) для выражения **просьб, обещаний, предложений, угроз**: *I don't understand this rule. Will you help me with it? — Of course! I'll explain it to you.*

В придаточных предложениях времени и условия в место Future Indefinite употребляется **Present Indefinite**: *If it rains, we'll stay at home.*

Для выражения **намерений или запланированных действий** в будущем употребляется оборот **to be going to do smth** или **The Present Continuous Tense**: *They are going to get married in three months. I'm flying to London tomorrow morning.*

The Future Indefinite Tense часто употребляется со следующими обстоятельствами времени: *tomorrow, the day after tomorrow, tonight soon, next week/month/year/summer, in two weeks, in 2005.*

Continuous Tenses

Времена группы Continuous употребляются для выражения длительного действия в настоящем, прошлом или будущем и образуется с помощью глагола **to be** в соответствующей форме и **Participle I** смыслового глагола по формуле **to be + Ving**:

Present Continuous	We are giving the baby a bath. She is giving the baby a bath.
Past Continuous	She was giving the baby a bath. They were giving the baby a bath.
Future Continuous	She (you, they) will be giving the baby a bath.

Глаголы, употребляемые в одном из времен группы Continuous, на русский язык обычно переводятся глаголами **несовершенного вида**.

The Present Continuous Tense

The Present Continuous Tense употребляется:

- 1) для выражения **длительного действия**, происходящего **в момент речи** (часто с наречием *now*): *I am doing an English exercise now.*
- 2) для выражения **длительного действия**, которое началось до момента речи и все еще продолжается (обычно с наречием *still*): *Are you still reading this book?*
- 3) для выражения **будущего запланированного действия** с глаголами движения **to go, to leave, to start, to arrive, to move, to come**: *We are moving into a new flat next week.*
- 4) для выражения **регулярно повторяющихся действий** в настоящем с **отрицательной эмоциональной окраской** (обычно с наречиями **always, constantly, ever**): *You are constantly interrupting me when I'm talking.*

На русский язык такие предложения переводятся с помощью слов: "Вечно ты ..."

The Present Continuous Tense обычно употребляется со следующими обстоятельствами времени: *now, at the moment, at present, these days, still, tonight, today, nowadays* и др.

Глаголы чувства и восприятия *to see, to understand, to know, to notice, to remember, to forget, to recognize, to love, to like, to hate, to want, to wish, to seem* не употребляются в Present Continuous: *I don't understand what you are talking about.*

The Past Continuous Tense

The Past Continuous Tense употребляется :

- 1) для выражения действия, которое происходило **в определенный момент времени в прошлом**, при этом момент времени может быть выражен или наречием времени (**then, at 6 o'clock yesterday, from 3 till 5 o'clock yesterday, at that time**), или **придаточным предложением** времени, в котором глагол употребляется в Past Indefinite: *They were having dinner at seven o'clock yesterday. They were having dinner when I rang.*
- 2) для выражения действия, которое совершалось **в течение длительного периода времени в прошлом**: *Were you doing the rooms all day yesterday?*
- 3) для обозначения двух или более **параллельно совершаемых действий** в прошлом: *She was talking on her mobile phone while she was driving to work.*
- 4) для выражения **регулярно повторяющегося действия** в прошлом с **отрицательной эмоциональной окраской**: *You were always coming home late.*

The Past Continuous Tense часто употребляется со следующими обстоятельствами времени: *while, all morning/evening, when, at seven o'clock yesterday* и др.

The Future Continuous Tense

The Future Continuous Tense употребляется:

- 1) для выражения действия, которое будет происходить в **определённый момент времени в будущем**, при этом момент времени может быть выражен или наречием времени (**at this time, at 3 o'clock tomorrow, then** и др.) или **придаточным предложением времени**, в котором глагол употребляется в Present Indefinite: *This time next week I will be swimming in the ocean. I will be washing up when my mother comes.*
- 2) для выражения двух **параллельно происходящих действий** в будущем (обычно вводимых союзами **while, when**, после которых для обозначения длительного действия употребляется Present Continuous): *I will be cooking dinner while he is going shopping.*

Perfect Tenses

Времена группы Perfect употребляются для обозначения законченных действий в настоящем, прошлом или будущем и образуются с помощью вспомогательного глагола **have** и **Past Participle** смыслового глагола (3-я форма неправильных глаголов или форма с окончанием **-ed** правильных глаголов) по формуле: to have + Participle II:

Present perfect

You (we, they) **have written** the letter.

He (she) **has written** the letter.

Past perfect

I (you, he, she, we, they) **had written** the letter.

Future perfect

You (he, she, we, they) **will have written** the letter.

Глаголы, употребляемые в одном из времен группы Perfect, на русский язык переводятся обычно глаголами **совершенного вида**.

The Present Perfect Tense

The Present Perfect Tense употребляется:

1) для выражения **совершившегося действия, своим результатом связанного с настоящим временем**, при этом время совершения действия **неизвестно или не имеет значения**: *Mother **has cooked** breakfast. = Breakfast is cooked. Father **has come** home. = Father is at home.*

2) с наречиями неопределенного времени **already, just, ever, never, lately, recently, yet**: *I **have just washed** my head. **Have you ever been** to London? — I **have never been** to London.*

3) если действие **уже совершилось**, а период времени еще **не закончился** (обычно с наречиями **today, this week/month/year**): *I **have seen** him **today**, (but: I saw him yesterday.)*

4) с предлогами **since** (с какого-то момента в прошлом), **for** (в течение какого-то времени) и с союзом **since** (с тех пор как). В этом случае глаголу сказуемое придаточного предложения времени, вводимого союзом **since**, употребляется в Past Indefinite: *I **have not seen** him **since** last year. I **have not seen** him **since** he left for Petersburg. I **have not seen** him **for** a long time.*

5) для выражения действия, **начавшегося в прошлом и продолжающегося до настоящего момента** (с глаголами, не употребляющимися в форме Continuous). В этом случае глагол в форме Present Perfect переводится на русский язык, как правило, глаголом в настоящем времени: *I **have known** him **since** 1995. Rachel **has had** this dog **for** three years.*

The Past Perfect Tense

The Past Perfect Tense употребляется:

1) для выражения действия, **совершившегося ранее другого действия в прошлом**: *She showed me the dress that she **had bought** at a sale. He **had rung** me up before he left home.*

2) для выражения действия **завершившегося к (by) определенному моменту времени в прошлом**, при этом момент времени может быть выражен или наречием времени (**by 3 o'clock, by Saturday, by that time**), или придаточным предложением времени, в котором глагол употребляется в Past Indefinite: *I **had translated** the article **by** 3 o'clock. I **had done** the rooms **by** the time Mother came home.*

Для выражения последовательных действий в прошлом после союзов **when, after, as soon as** вместо Past Perfect, как правило, употребляется Past Indefinite: *As soon as I **came** home I rang him up.*

The Future Perfect Tense

The Future Perfect Tense употребляется:

1) для выражения действия, которое **завершится ранее другого действия в будущем** (при этом необходимо помнить, что в придаточных предложениях времени вместо Future Indefinite употребляется Present Indefinite): *I **will have washed up before** my mother comes.*

2) для выражения действия, которое **закончится к определенному моменту времени в будущем**, при этом момент времени может быть выражен или наречием времени, или придаточным предложением времени: *She **will have finished** the report **by tomorrow**, She **will have finished** the report **by the time** the library closes.*

Exercise 1. Use the right form of the verb in brackets.

AT A BARBER'S SHOP

A man (1) _____ (to enter) a barber's shop with a boy of five or six years holding his hand. He (2) _____ (to be) in a great hurry and he (3) _____ (to ask) the barber to cut his hair first and later to cut the boy's hair. "He can wait. I want you to cut my hair first," he (4) _____ (to say).

The barber (5) _____ (to do) as he (6) _____ (to be) told and when he (7) _____ (to finish) the man (8) _____ (to get) out of the chair and the boy (9) _____ (to take) his place. The man (10) _____ (to excuse) himself and (11) _____ (to say) that he (12) _____ (to be) in a great hurry and that he would be back in a few minutes and would pay for them both. Then he (13) _____ (to leave) and the barber (14) _____ (to begin) to cut the boy's hair. When he (15) _____ (to finish) he (16) _____ (to pick) the boy up and (17) _____ (to place) him in a chair to wait. He (18) _____ (to give) him a magazine to look at.

Half an hour (19) _____ (to pass). An hour (20) _____ (to pass). At last the barber (21) _____ (to tell) the child, "Don't worry, your father (22) _____ (to be) back soon."

"My father?" (23) _____ (to say) the boy, "He (24) _____ (not to be) my father. I (25) _____ (to play) in the street and he (26) _____ (to come) along and (27) _____ (to say) 'Come on with me, little boy. Let's go into this barber's shop together and have our hair cut.'"

Exercise 2. Use the correct form of the verbs given in brackets.

A STORY TOO TERRIBLE TO TELL

Three men (1) _____ (to come) to New York for the first time. They (2) _____ (to take) a room in a hotel. In the evening they (3) _____ (to go) sightseeing and (4) _____ (not to come) back till nearly three in the morning. The room they (5) _____ (to take) was on the 43d floor. "I (6) _____ (to be) sorry, gentlemen," the porter (7) _____ (to say), "but the elevator (8) _____ (not to work). There (9) _____ (to be) something wrong with it. You (10) _____ (to have) to walk up to your room." This (11) _____ (to be) too bad. But the men (12) _____ (to agree) to tell stories on the way up in order to while away the time.

By the time the first one (13) _____ (to tell) his story they (14) _____ (to climb) up to the 14th floor. The next story (15) _____ (to keep) them amused till they (16) _____ (to reach) the 31st floor. At last it (17) _____ (to be) time for the third man to tell his story, but he (18) _____ (to refuse). He (19) _____ (to say) that his story (20) _____ (to be) so terrible that he simply couldn't tell it. They (21) _____ (to continue) climbing

and all the time the two (22) _____ (to ask) him to begin. At last they (23) _____ (to stop) and (24) _____ (to refuse) to go on unless he (25) _____ (to tell) them his terrible story. "The story I have to tell you (26) _____ (to be) a short one," he (27) _____ (to say) at last, "we (28) _____ (to leave) the key to our room downstairs."

Was the third story as terrible as the man had promised it to be?

Exercise 3. Use the correct form of the verbs given in brackets.

ON A BUS

It (1) _____ (to be) during the rush-hour. As usual, all the seats in the bus (2) _____ (to be) occupied. When a pretty lady (3) _____ (to get) in, an elderly man who (4) _____ (to sit) near the door (5) _____ (to want) to rise but the lady at once (6) _____ (to press) Mm to keep his seat. "Thank you", she (7) _____ (to say), "I (8) _____ (not to mind) standing". — "But, madam, permit me..." "I (9) _____ (to insist) upon your sitting down", she (10) _____ (to interrupt) him and putting her hands on his shoulders she almost (11) _____ (to force) him back into his seat.

The man (12) _____ (to try) again to stand up and (13) _____ (to say), "Madam, you kindly (14) _____ (to allow) me to..." "But once more the lady (15) _____ (to cut) him short saying, "I (16) _____ (not to wish) to accept your seat, sir!" and (17) _____ (to force) him back with another push.

With the utmost effort the man finally (18) _____ (to manage) to push her aside. "Madam", he (19) _____ (to call) out, "I (20) _____ (not to care) whether you (21) _____ (to take) my seat or not. It (22) _____ (to be) your fault that the bus already (23) _____ (to take) me two stops beyond my destination, and now I wish to get out".

Have you ever been misunderstood?

Exercise 4. Use the correct form of the verbs given in brackets.

AT THE STATION

We see three men at the railway station. They (1) _____ (to speak) to a porter. "What time (2) _____ (to be) the next train for London?" one of them (3) _____ (to ask). "They (4) _____ (to go) every hour. The next train (5) _____ (to be) at ten o'clock," the porter (6) _____ (to say). "That's all right," they (7) (to say). "Let's go to the refreshment room and wait for the train there."

At two minutes past ten the three men (8) _____ (to run) out of the refreshment room and (9) _____ (to ask) the porter, "The train (10) _____ (to go)?" - "Yes, it has," the porter (11) _____ (to say). "The next train (12) _____ (to be) at eleven o'clock." "That (130) _____ (to be) all right," the three men (14) _____ (to say). "Let's go to the refreshment room and have a drink there."

At two minutes past eleven the three men again (15) _____ (to run) out of the refreshment room but the eleven o'clock train already (16) _____ (to go). "The next train (17) _____ (to be) at twelve o'clock. It (18) _____ (to be) the last train for London," the porter (19) _____ (to say).

At twelve o'clock we again (20) _____ (to see) the three men running out of the refreshment room. Two of them (21) _____ (to get) into a carriage but the third man (22) _____ (not to get) into the train. He (23) _____ (to stand) at the platform and (24) _____ (to laugh). "Why you (25) _____ (to laugh)?" the porter (26) _____ (to ask). "Because those men (27) _____ (to come) to see me off," the man (28) _____ (to say).

Do you think the two men in the carriage felt like laughing?

Exercise 5. Use the correct form of the verbs given in brackets.

A RAINY DAY EPISODE

It (10) _____ (to rain) hard the whole morning when I had to leave my house. I (2) _____ (to want) to take my umbrella, but I (3) _____ (to see) that out of my five umbrellas there (4) (not to be) a single one which I could use. I (5) _____ (to decide) to take all of the five umbrellas and have them repaired. When I (6) _____ (to go) out, my wife (7) _____ (to ask) me to bring her umbrella back. "From 8 to 9 I (8) _____ (to take) a walk," she (9) _____ (to say), "and I (10) _____ (to need) it." I (11) _____ (to go) to a repair shop. "I want to have my umbrellas repaired," I (12) (10) _____ (to say). "I (13) _____ (to call) for them on my way home."

At one o'clock in the afternoon I (14) _____ (to feel) hungry and (15) _____ (to go) to the restaurant. I (16) _____ (to sit) down at a table and (17) _____ (to order) lunch. A few minutes later a young woman with an umbrella in her hand (18) _____ (to come) in and (19) _____ (to sit) down at the same table.

After lunch I (20) _____ (to get) up, (21) _____ (to take) the woman's umbrella, and (22) _____ (to be) about to leave the restaurant. I must tell you I (23) _____ (to be) a very absent-minded man. "This (24) _____ (to be) my umbrella," the woman (25) _____ (to cry). "Excuse me," I (26) _____ (to say) returning the umbrella to her. "I (27) _____ (to be) awfully sorry."

In the evening on my way home, I (28) _____ (to call) for the umbrellas which (29) _____ (to be) ready by that time, and (30) _____ (to go) to the nearest underground station. There I (31) _____ (to get) into the carriage, (32) _____ (to put) five umbrellas by my side and (33) _____ (to begin) to read a newspaper. Suddenly I (34) _____ (to hear) a voice, "Oh, you (35) _____ (to have) a very successful day today, haven't you?" I (36) _____ (to look) up and (37) _____ (to be) surprised to see the same young woman — my companion at lunch. She (38) _____ (to look) at my umbrellas and (39) _____ (to smile).

What did the woman mean by "a very successful day"?

Exercise 6. Use the correct form of the verbs given in brackets.

NOT A ROBBER

A young man who lived in the suburbs of a big town in England (1) _____ (to go) home from the railway station. It (2) _____ (to be) a dark night and there (3) _____ (to be) nobody in the street. He (4) _____ (to walk) as fast as he (5) _____ (can) when suddenly he (6) _____ (to hear) that somebody (7) _____ (to follow) him. The faster he (8) _____ (to go) the faster the man behind him (9) _____ (to follow) him. The man (10) _____ (to start) to run and the man behind him also (11) _____ (to start) to run.

Then at last he (12) _____ (to decide) to turn into a side-street to see what the man (13) _____ (to do). So he (14) _____ (to do) and (15) _____ (to begin) to walk as fast as he (16) _____ (can). After some time the man (17) _____ (to look) back and (18) _____ (to see) that the man still (19) _____ (to follow) him. "That man behind me (20) _____ (to want) to rob me," the first man (21) _____ (to think) and seeing a high wall around a garden he (22) _____ (to jump) over it. The other man (23) _____ (to jump) over the wall too. Now he (24) _____ (to be) quite sure that the man behind him (25) _____ (to be) a robber, but he (26) _____ (cannot) understand why the robber (27) _____ (not to be) in a hurry to attack him.

The man (28) _____ (not to know) what to do. Then he (29) _____ (to turn) round and (30) _____ (to say), "What you (31) _____ (to want)? Why you (32) _____ (to follow) me?" — "You always (33) _____ (to go) home like this or you (34) _____ (to have) some exercise in jumping tonight?" the other man (35) _____ (to answer). "I (36) _____ (to go) to Mr. White and the man at the station (37) _____ (to tell) me to go after you and that I (38) _____ (to find) the house quite easily as Mr. White (39) _____ (to live) next door to you. Excuse me, please, but you (40) _____ (to have) some more gymnastics or you (41) _____ (to go) straight home?"

Exercise 7. Translate into English.

1. Почему ты не пишешь письмо. Она его очень ждет. 2. Все студенты берут книги в библиотеке. А эти учебники они купили. 3. Обычно я езжу на работу на метро, но сейчас я еду на автобусе. 4. Я обычно не смотрю телевизор каждый день. Но сегодня я смотрю его: идет фильм «Унесенные ветром» ("Gone with the wind"). 5. Когда мы узнаем результаты теста? – Я полагаю, они вывесят (put up) завтра утром. 6. Если ты не уберешь квартиру, это придется сделать твоей матери после работы. 7. Мне очень нужна информация о новых моделях мобильных телефонов. – Хорошо. Я получу эту информацию для тебя. 8. Один из лучших советских фильмов был фильм «Белое солнце пустыни», в котором прекрасно играл артист Павел Луспекаев. 9. Писатель А. Курпин всегда (бывало) знакомился с интересными людьми во время путешествий. 10. Когда С. Есенин бывал за границей, он часто с ностальгией вспоминал родные места.

PASSIVE VOICE

Страдательный залог употребляется в том случае, если в центре внимания говорящего находится лицо или предмет, подвергающийся воздействию со стороны другого лица. Форма страдательного залога образуется при помощи вспомогательного глагола *to be* в соответствующей форме и причастия прошедшего времени смыслового глагола: *to be* + Participle II:

Indefinite tenses	Present Indefinite Passive: The house is painted.
	Past Indefinite Passive: The house was painted.
	Future Indefinite Passive: The house will be painted.
Continuous tenses	Present Continuous Passive: The house is being painted.
	Past Continuous Passive: The house was being painted.
	Future Continuous Passive: отсутствует
Perfect Continuous tenses	отсутствует

В вопросительной форме вспомогательный глагол ставится перед подлежащим. В отрицательной форме отрицательная частица *not* ставится после вспомогательного глагола: *Was my application accepted?* — *Your application was not accepted.*

Временные формы страдательного залога употребляются согласно тем же правилам, что и соответствующие им временные формы действительного залога.

Если указывается лицо, производящее действие, то оно вводится предлогом *by*. Если указывается предмет, при помощи которого было совершено действие, он вводится предлогом **with**: *A new law has been passed by the government. Fish is cut with a special knife.*

Если лицо, совершившее действие, выражено местоимением, в страдательном залоге, оно, как правило, опускается: *He read the letter.* — *The letter was read.*

При трансформации предложений из действительного залога в страдательный необходимо провести следующие действия: дополнение предложения в действительном залоге сделать подлежащим предложения в страдательном залоге; изменить залог глагола-сказуемого с действительного на страдательный, оставив неизменной видо-временную форму.

Глаголы с двумя дополнениями:

bring	promise	sell	post
tell	buy	owe	read
send	throw	grant	take
give	write	allow	offer
show	award	feed	pay
teach	hand	pass	lend

могут иметь две конструкции в страдательном залоге (при этом первый вариант в английском языке является более предпочтительным): *Patrick gave Laura some flowers.* — 1) *Laura was given some flowers by Patrick.* 2) *Some flowers were given to Laura by Patrick.*

Форму страдательного залога могут иметь только переходные глаголы. Необходимо однако помнить о том, что понятие переходности в английском языке значительно шире соответствующего понятия в русском языке. Если в русском языке переходными являются глаголы, требующие беспредложного (прямого) дополнения в винительном падеже, то в английском языке переходными считаются глаголы, допускающие и предложное дополнение, обозначающее предмет, в отношении которого совершается данное действие. Предлог в таком случае является частью глагольного значения и не может быть опущен в пассивной конструкции. Если в действительном залоге глагол употребляется с предлогом, при трансформации предложения в страдательный залог предлог не должен опускаться: *We sent for the doctor.* — *The doctor was sent for.*

Список наиболее употребительных глаголов с предлогами:

to act on	to refer to
to deal with	to make use of
to experiment on	to pay attention to
to hear of	to laugh at
to insist on (upon)	to rely on (upon)
to listen to	to work at
to send for	to talk about
to speak about	to talk to
to look at	to do with
to look for	to finish with
to take care of	to shout at
to wait for	to stare at

Глаголы *think, believe, say, report, know, expect, consider, understand, feel, hope, claim, allege* и некоторые другие могут употребляться в страдательном залоге как в личных, так и безличных предложениях: *It is expected that the visitors will arrive at 11.* *The visitors are expected to come at 11.*

Существует несколько способов перевода страдательного залога с английского языка на русский:

1) формой глагола в страдательном залоге: *The letter was written.* — *Письмо было написано.*

2) неопределенно-личным предложением: *I was told.* — *Мне сказали.* *The doctor was sent for.* — *За доктором послали.*

3) глаголом с возвратными частицами -ся, съ: *Her articles are often published.* — *Ее статьи часто публикуются.*

4) сложноподчиненным предложением: *Many people are said to have been homeless because of the flood.* — *Говорят, что многие люди остались без крова в результате наводнения.*

Exercise 1. Put the verbs in brackets into the correct passive or active form.

UNIVERSAL SENTENCES

Erich Remarque once (1) _____ (to introduce) to an American girl who (2) _____ (to travel) in Germany. She (3) _____ (to delight) to meet him because she (4) _____ (to read) all his books which (5) _____ (to translate) into English. Then she (6) _____ (to ask) why Remarque never (7) _____ (to visit) the U.S. His answer (8) _____ (to be), "English (9) _____ (to speak) in the U.S. but unfortunately I (10) _____ (not to speak) it. In fact I (11) _____ (to know) only four sentences". The girl (12) _____ (to ask), "What they (13) _____ (to be)?" The writer (14) _____ (to say), "Hello! I love you. Forgive me. Ham and eggs, please". — "Why", (15) _____ (to cry) the girl, "with these sentences a long tour can (16) _____ (to take) from Maine to California".

Do you think these sentences are really universal?

Exercise 2. Put the verbs in brackets into the correct passive or active form.

THE ROYAL RAVENS

The six ravens (1) _____ (to keep) in the Tower of London now for centuries. They (2) _____ (to use) to come in from Essex for food cracks when the Tower (3) _____ (to use) as a palace. Over the years people (4) _____ (to think) that if the ravens ever (5) _____ (to leave) the Tower, the monarchy (6) _____ (to fall). So Charles II (7) _____ (to decree) that six ravens should always (8) _____ (to keep) in the Tower and should (9) _____ (to pay) a wage from the treasury. Sometimes they (10) _____ (to live) as long as 25 years but their wings (11) _____ (to clip) so they (12) _____ (cannot) fly away and when a raven (13) _____ (to die) another raven (14) _____ (to bring) from Essex.

Exercise 3. Put the verbs in brackets into the correct passive or active form.

TROOPING THE COLOUR

The ceremony of Trooping the Colour (1) _____ (to be) one of the most fascinating. It (2) _____ (to stage) in front of Buckingham Palace. It (3) _____ (to hold) annually on the monarch's official birthday which (4) _____ (to celebrate) on the second Saturday in June. Her Majesty Queen Elizabeth II (5) _____ (to be) Colonel-in-Chief of the Life Guards. She (6) _____ (to escort) by Horse Guards riding to the Parade. The ceremony (7) _____ (to accompany) by the music of bands. The procession (8) _____ (to head) by the Queen.

What other English legends, ceremonies and traditions do you know?

Exercise 4. Put the verbs in brackets into the correct passive or active form.

STAMPS

In 1840, Rowland Hill's Penny Stamp Act (1) _____ (to become) law. Under this law, letters (2) _____ (to pay) for by weight. Previously, they (3) _____ (to charge) according to the distance or number of sheets. It also (4) _____ (to become) compulsory to pay for postage in advance. This always (5) _____ (not to do) before and often people (6) _____ (to refuse) to pay for letters which (7) _____ (to deliver) to them. Stamps (8) _____ (to introduce) in 1840 as an easy way of checking that postage (9) _____ (to pay). As Britain (10) _____ (to be) the first country to use stamps widely, the country's name (11) _____ (not to write) on them. However, the head of the ruling monarch (12) _____ (to appear) on every stamp.

Exercise 5. Put the verbs in brackets into the correct passive or active form.

THE LOCH NESS MONSTER

The story of the Loch Ness monster (1) _____ (to begin) in 1933 when it (2) _____ (to see) for the first time. Since then it (3) _____ (to see) at least once every year and (4) _____ (to photograph) many times. The first photograph (5) _____ (to take) by a local man in November, 1933. On the occasion, large brown eyes (6) _____ (to see) and horns (7) _____ (to report) several times. Ears (8) _____ (not to mention) yet.

The monster, however, (9) _____ (not to forget) and probably never (10) _____ (to forget). It (11) _____ (to know) that it sometimes (12) _____ (to leave) the loch and a few years ago it (13) _____ (to see) running along the main road not far from a cafe. Occasionally two monsters (14) _____ (to see) at the same time. It (15) _____ (not to know) whether they (16) _____ (to be) father and son, husband and wife, or perhaps monster and girlfriend. But the monster and its activities (17) _____ (to consider) still a mystery.

Do you believe in the Loch Ness Monster? Why/why not?

Exercise 6. Put the verbs in brackets into the correct passive or active form.

A FRENCHMAN IN ENGLAND

A Frenchman once (1) _____ (to travel) in England. He (2) _____ (can) speak English but not very well. His vocabulary (3) _____ (not to be) large.

One day he (4) _____ (to eat) in a small country hotel and he (5) _____ (to want) to order some eggs. But he (6) _____ (cannot) remember the word for eggs. Suddenly through the window he (7) _____ (to see) a rooster walking in the yard. He immediately (8) _____ (to ask) the waiter what the bird (9) _____ (to call) in English. The waiter (10) _____ (to tell) him that it (11) _____ (to call) a rooster. The Frenchman then (12) _____ (to ask) what the rooster's wife (13) _____ (to call). The waiter (14) _____ (to tell) him that it (15) _____ (to call) a hen. The Frenchman then (16) _____ (to ask) what the hen's children (17) _____ (to call). The waiter (18) _____ (to tell) him that they (19) _____ (to call) chickens. The Frenchman then (20) _____ (to ask) what the chickens (21) _____ (to call) before they (22) _____ (to bear). The waiter (23) _____ (to tell) him that they (24) _____ (to call) eggs.

"Fine!" (25) _____ (to say) the Frenchman. "Please bring me two and a cup of coffee".

Do you think the Frenchman found a clever way out?

Exercise 7. Put the verbs in brackets into the correct passive or active form.

VISITING THE WINDSOR CASTLE

An energetic American tourist (1) _____ (to come) to visit the Windsor Castle in England. At the entrance a lot of colourful guide-books (2) _____ (to display). The guide (3) _____ (to advise) the American to buy one of them. The American (4) _____ (to buy) a guide-book on the Windsor Castle and (5) _____ (to open) it at once. Then the guide (6) _____ (to ask) a lot of questions. "That famous vase (7) _____ (to bring) from Egypt? The table (8) _____ (to make) of oak from the Sherwood forest? How much money (9) _____ (to pay) for this table? The portrait really (10) _____ (to paint) by Van Dyke? The portrait still (11) _____ (to keep) in the castle?" All the questions (12) _____ (to answer), "Yes, sir". Then the guide (13) _____ (to ask), "You (14) _____ (not to come) in and see all those things?" The American (15) _____ (to answer), "No, I won't. The pictures of all those things (16) _____ (to print) in my guide-book. I (17) _____ (cannot) waste time. I (18) _____ (can) go on visiting other castles and museums".

Exercise 8. Put the verbs in brackets into the correct passive or active form.

GOING FOR A SEA TRIP (after Jerome K. Jerome)

I remember my brother-in-law going for a short sea trip once for the benefit of his health. He (1) _____ (to take) a return berth from London to Liverpool; and when he (2) _____ (to get) to Liverpool, the only thing he (3) _____ (to think) of (4) _____ (to be) to sell that return ticket.

It (5) _____ (to offer) round the town at a large reduction, so I (6) _____ (to tell); and (7) _____ (to sell) for eighteen pence to a young man who just (8) _____ (to advise) by his doctor to go to the sea-side and take exercise.

"Sea-side!" (9) _____ (to say) my brother-in-law pressing the ticket into his hand; "why, you (10) _____ (to have) enough for your whole life; as for exercise! Why, you (11) _____ (to get) more exercise sitting down on that ship, than you (12) _____ (to get) jumping and running on dry land".

He himself — my brother-in-law — (13) _____ (to come) back by train. He (14) _____ (to say) the North-Western Railway (15) _____ (to be) healthy enough for him.

- 1) Why did the man want to sell the return tickets?
- 2) Have you ever gone on a sea trip?
- 3) How did you like it?
- 4) Did you feel sea-sick?

Exercise 9. Put the verbs in brackets into the correct passive or active form

Many people (1) _____ (to think) they can write stories. They (2) _____ (to like) to be writers. They (3) _____ (to write) stories and (4) _____ (to send) them to magazines. When the magazines (5) _____ (not to accept) the stories, these people (6) _____ (to become) angry.

A lady once (7) _____ (to write) a long story. She (8) _____ (to send) it to a famous editor. After a few weeks the story (9) _____ (to return) to her. The lady (10) _____ (to be) angry. She (11) _____ (to write) to the editor:

"Dear Sir! Yesterday you (12) _____ (to send) back a story of mine. How you (13) _____ (to know) that the story (14) _____ (not to be) good? You (15) _____ (not to read) it. Before I (16) _____ (to send) you the story I (17) _____ (to paste) together pages 18, 19 and 20. This (18) _____ (to be) a test to see whether you (19) _____ (to read) the story. When the story (20) _____ (to come) back yesterday the pages still (21) _____ (to paste) together. This (22) _____ (to be) the way you (23) _____ (to read) all the stories that (24) _____ (to send) to you?"

The editor (25) _____ (to write) back: "Dear Madam! At breakfast when I (26) _____ (to open) an egg I (27) _____ (not to have) to eat all the egg in order to understand that it (28) _____ (to be) bad".

Exercise 10. Put the verbs in brackets into the correct passive or active form

A DOUBTFUL COMPLIMENT

An article just published in a students' magazine (1) _____ (to talk) much about. At last it (2) _____ (to fall) into the hands of a man who (3) _____ (to consider) an authority on the matter in question.

"In this article a great deal (4) _____ (to be) new, and a great deal (5) _____ (to be) true", (6) _____ (to say) the man on reading the article.

The young author (7) _____ (to tell) about it but he (8) _____ (to want) to hear the flattering words from the critic himself.

"This (9) _____ (to be) my opinion, indeed", (10) _____ (to say) the critic when he (11) _____ (to question) by the young author. "But I (12) _____ (to be) sorry to say what (13) _____ (to be) new in the article (14) _____ (not to be) true, and what (15) _____ (to be) true in it (16) _____ (to be) by no means new".

Would you like your work to be complimented on this way?

Why/why not?

Exercise 11. Translate into English.

1. Этот холодильник был куплен много лет назад, но до сих пор продолжает хорошо работать. 2. Первые юношеские Олимпийские игры (the Youth Games) были открыты в Москве летом 1998 года спустя 100 лет после взрослых (adult) игр. 3. Все знают, что первый паровоз был изобретен И. Ползуновым. 4. Этот замечательный фильм был записан на видеокассету, и его смотрела вся семья. 5. Егору задавали один и тот же вопрос много раз, поэтому он был раздражен. 6. Что ты сделаешь, если тебе предложат эту работу? — Я, пожалуй, ее возьму. 7. После встречи с актерами нам будет показан новый фильм с их участием. 8. Я стараюсь иметь дело только с пунктуальными людьми: я не люблю ждать. 9. Никто не любит, когда его обвиняют в проступке, который он не совершал (to commit). 10. Природа в опасности. Ее надо защитить от непродуманных (unreasonable) действий человека.

UNIT 7 MODAL VERBS

Модальные глаголы выражают не действие, а отношение говорящего к этому действию, а также большую или меньшую степень вероятности его совершения. Модальные глаголы характеризуются рядом общих признаков: 1) они не имеют многих временных форм, а также форм герундия, причастия и инфинитива; 2) модальные глаголы не спрягаются; 3) инфинитив после модальных глаголов употребляется без частицы "to" (исключение составляет глагол *ought*, после которого инфинитив употребляется с частицей "to"); 4) вопросительные и отрицательные формы модальные глаголы строят без вспомогательных глаголов, т. е. в предложении они сами выполняют функцию вспомогательных глаголов.

The modal verb CAN

Модальный глагол *can* (мочь, быть в состоянии) имеет форму прошедшего времени *could* и выражает:

Значение	Пример
обозначение физической или умственной способности совершения того или иного действия в настоящем, будущем (<i>can</i>) или прошедшем времени (<i>could</i>)	Tom can play the guitar. I couldn't come to the party yesterday.
выражение разрешения (форма <i>could</i> является более вежливой, чем <i>can</i>)	Can/could I use your pen for a moment? — You can take my pencil if you like. All citizens over the age of 18 can vote.
выражение просьбы (более вежливой формой является <i>could</i>)	Can/could you type these letters for me? (= Please, type them for me)
выражение совета, предложения	Can/could I give you a hand with the preparations? We can/could have the meeting on Tuesday instead.
выражение логического умозаключения (в отрицательной форме)	It is Sunday. He can't/couldn't be at work. (I'm sure he is not at work.)
выражение возможности совершения действия (при этом <i>can</i> обозначает теоретическую возможность, а <i>could</i> указывает на определенную ситуацию)	This road can get very busy. The roads could get very busy tomorrow afternoon because there will be a demonstration.
выражение запрета (в отрицательной форме)	You can't smoke here (= it is not allowed).
выражение нереализованной возможности в прошлом (с последующим перфектным инфинитивом)	We could have gone to the movies but we decided to stay at home.

Для выражения возможности совершения действия в будущем, а также единичного действия в прошлом (в значении "удалось что-то сделать"), следует употреблять эквивалент модального глагола *can* — *to be able to*: *Although it was dark, he was able to find his way.*

The modal verb MAY

Модальный глагол may (мочь) имеет форму прошедшего времени might и выражает:

Значение	Пример
разрешение на совершение действия:	May I come in ? You may take this book.
просьба (might является более официальным)	May I have a piece of that cake, please ?
возможность (вероятность) совершения действия в определенной ситуации	Where is Ann ? — She may/might be in the library.
возможность (вероятность) совершения действия в прошлом (с последующим совершенным инфинитивом)	I can't find my bag. — You may/might have left it in the store.

Для выражения просьбы и разрешения, относящихся к будущему, употребляется эквивалент модального глагола may — to be allowed to:
I will be allowed to go to the disco next week.

The modal verb MUST

Модальный глагол must (быть должным, обязанным, долженствовать) имеет единственную форму и выражает:

Значение	Пример
необходимость, обязательность совершения действия	I must finish the report by tomorrow.
логическое умозаключение	It is Sunday. He must be at home. (I'm sure he is at home, because it is Sunday)
вероятность того или иного действия	How old is Nick? — He must be 25. (I think 1 he is 25)
вероятность в прошлом (с совершенным инфинитивом)	The phone rang, but I didn 't hear it. I must have been asleep. (I think I was asleep)
запрет (в отрицательной форме)	You must not smoke here. (= You can't smoke here, it is not allowed)

Для выражения долженствования, относящегося к будущему или прошлому, употребляются эквиваленты модального глагола must — to have to и to be to. Необходимо помнить, что указанные выше эквиваленты имеют дополнительные оттенки значения. Так, to have to выражает необходимость совершения действия в зависимости от обстоятельств и часто употребляется в значении «вынужден, приходится», в то время как to be to выражает необходимость совершения действия в зависимости от расписания, плана, договоренности: *Tomorrow I will have to get up early. The exams are to start on the tenth of June.*

Вопросительные и отрицательные предложения с эквивалентом to have to строятся при помощи дополнительных вспомогательных глаголов (do, did, will): *You don't have to come here tomorrow, we 'll manage without you.*

The modal verb SHOULD

Модальный глагол should (следует, следовало бы) выражает:

Значение	Пример
обязанность	People should take better care of the environment.
совет	You should always wear a life jacket when you go canoeing. (I advise you to do it)
упрек (с совершенным инфинитивом)	You should have come to my help. (But you didn 't.)
вероятность совершения действия	It's 10 o 'clock. He should be at work. (I think he is at work.)

The modal verb OUGHT

Модальный глагол ought (следует) выражает:

Значение	Пример
долженствование	You ought to be polite. (It's your duty)
совет	You ought to think it over more before you make a decision. (I advise you to think it over)
вероятность	The telegramme ought to reach him within two hours. (I think it will reach him)
упрек (с перфектным инфинитивом)	You ought to have written to her. (But you didn't.)

The modal verb NEED

Модальный глагол need (быть должным, обязанным) употребляется преимущественно в отрицательной и вопросительной форме и выражает:

Значение	Пример
долженствование	Need I talk to the boss right now?
отсутствие необходимости	You needn't work tonight. (You don't have to)

Глагол "need" может выступать и в функции смыслового глагола. В этом случае он принимает окончание -s, образует вопросительную и отрицательную формы при помощи вспомогательного глагола "do", и требует инфинитива с частицей "to": *You don't need to look up his phone number. I've got it right here.*

Выражения различной степени вероятности совершения действия с помощью модальных глаголов

100% certain	He will be there by now. (I'm absolutely sure)
very certain	He should/must be there by now. (I'm sure he will.)
pretty certain	He can/could be there by now. (I think will.)
not very certain	He may/might be there by now. (Perhaps, he will. Or he will not)
impossible	He can't/won't be there by now. (I'm sure he won't.)

Exercise 1. Fill in the blanks with the modal verbs *can, may, must, have to*.

A DUMB WIFE

Once there was a man whose wife was dumb and this made him very sad because he loved her very much. After some time he went to see a doctor and said, "(1) _____ you make my wife speak?"

"Perhaps I (2) _____", said the doctor. "The operation is difficult but I (3) _____ try and I'll do my best to help you".

"Of course, you (4) _____ try", said the husband.

"(5) _____ you bring her tomorrow?" asked the doctor.

"Of course, I (6) _____".

The next day the doctor made the operation and the dumb wife (7) _____ speak now. She spoke so much and so loudly that in a few hours her husband ran back to the doctor and cried, "(8) _____ you make my wife dumb again?"

"No," said the doctor.

"You (9) _____ make a dumb woman speak but you (10) _____ make a woman stop talking."

"What (11) _____ I do?" said the man. "I shall soon die if I (12) _____ listen to her all day long."

"Well," said the doctor, "I (13) _____ make her dumb but I (14) _____ make you deaf and you (15) _____ listen to her."

"Very well," said the man, "you (15) _____ do so. It will be better than the other way."

What would you choose in a similar situation?

Exercise 2. Fill in the blanks with the modal verbs *can, must, should, have to*.

A WHITE WINTER DRESS

The Little Hare was not happy: he was afraid of the Fox and the Bear. In summer he (1) _____ hide in the grass. But he did not know how to get ready for winter. "I (2) _____ ask my friends, they (3) _____ help me", he thought. So he went to the Partridge and said, "(4) _____ you tell me, good bird, how you hide from the Fox in winter?" And the Partridge answered, "When Autumn goes she always leaves me a white costume. I put it on and the Fox (5) _____ not see me in the snow".

"You (6) _____ be a very brave bird", said the Hare. "But I'm afraid of Autumn". Then the Hare met some other friends but no one (7) _____ help him, so (8) _____ to go back to his tree and he slept under it. In the morning he got up and saw that the forest was white!

"What (9) _____ I do?" he thought and came to the water to drink. He saw a white hare there, as white as snow.

"Oh, who (10) _____ it be? It (11) _____ be another Hare! Oh, it's me, in a white dress".

Exercise 3. Fill in the blanks with the modal verbs *can, must*.

HERE IS YOUR MONEY

It was two o'clock at night. A young American doctor was in bed. Suddenly he heard the door-bell ring. What (1) _____ a doctor do? He (2) _____ help his patients even at night. When he opened the door, he saw a gentleman standing there.

"How do you do, Doctor?" said the gentleman. "(3) _____ you go now to a place out of town? It's not near, but I know you have a car. I (4) _____ show you the way."

"Certainly," said the doctor. "I am quite ready. I (5) _____ go with you now."

He went to the garage and took his car. In a few minutes the car was standing in front of the house and they started off. They drove for some time. They (6) _____ be about 10 or 15 miles from the town when the gentleman said, "Here we are. This is my home. Thank you very much. Now I (7) _____ pay you and you (8) _____ go home."

"How (9) _____ I go home?" said the doctor. "I (10) _____ see the patient. Where is he?"

"There is no patient," said the gentleman. "Nobody is ill. I live here as you see and one (11) _____ get home somehow. There are no taxis at this time of the night but a doctor (12) _____ help his patients even at night. So, excuse me. Here is your money. Thank you. Good night."

1) Can you imagine the doctor's answer?

2) How would you behave in this situation?

Exercise 4. Fill in the blanks with the modal verbs *can, must, should, ought, have to*.

A SCHOOL REPORT

Father: Your school report says: "Latin: He (1) _____ do better work than he does".

Son: I do the best I (2) _____ . He (3) _____ not expect more.

Father: Your arithmetic: "He (4) _____ to be higher in the class, but he is careless".

Son: The teacher (5) _____ not to set so much homework.

Father: French: "He really (6) _____ be more attentive."

Son: Yes. I (7) _____ get promoted in French, so as to get away from Mr. Brown.

Father: My son, you (8) _____ to work a great deal harder next term.

Son: (9) _____ I really to learn French?

Father: Yes, you (10) _____ . You simply (11) _____ to pass your exams.

Son: I think that French people (12) _____ to learn English than we (13) _____ to learn French.

Do you think the boy really does the best he can? Why/why not?

Exercise 5. Fill in the blanks with the modal verbs *can, must, should, ought, have to*.

WHY WERE YOU LATE?

Mary: You (1) _____ to have let me know you were going to be so late

John: I didn't know that myself. When I got on the bus, it crawled along at 10 miles an hour and I was afraid I'd miss my train.

Mary: You (2) _____ to have got a taxi.

John: I nearly did. But then I realized it wouldn't have been any quicker. There was such a jam.

Mary: It (3) _____ have been the rush hour.

John: Yes, of course. That (4) _____ have been the trouble. At the station I (5) _____ to queue for the ticket because my season-ticket had run out and I had no change for the slot machine.

Mary: You (6) _____ have bought a return ticket in the morning.

John: Of course I (7) _____ have. And then I found the train I'd meant to catch wasn't running.

Mary: Why was that? Whatever (8) _____ have happened?

John: It (9) _____ have been cancelled due to some dispute on the railway. So I (10) _____ to wait for the next train.

Why was John late?

Exercise 6. Fill in the blanks with the modal verbs *can, may, must, ought, need, have to, be able to*.

I'D RATHER PACK NOW

Bill: Well, Mary, here we all are to take you out to dinner before our holidays begin tomorrow.

Mary: Oh, but I haven't packed yet.

Bill: Neither have I. But you (1) _____ eat sometimes.

George: Yes, Mary. We (2) _____ help you pack later.

Ann: However, perhaps, she'd better do it now.

Mary: Yes, I'd rather do it now (3) _____ I take a lot of things? Do I (4) _____ more than one case?

George: No. Only what's necessary for a few days.

Bill: You'd better take a change of clothes — and of course, your toothbrush. And you (5) _____ need something to eat on the train or boat.

Ann: You (6) _____ to take a book to read, your camera, and of course, your bathing costume.

Mary: Hm! If you add much more I (7) _____ to take two cases after all.

George: But wouldn't you rather take too much than too little? If you wanted some special thing in Jersey and then you found that you'd left it in London, you'd be very cross, wouldn't you?

Mary: If I forgot anything I (8) _____ buy it in Jersey, (9) _____ not I?

Bill: Of course, you (10) _____. You'd better not listen to George. But you (11) _____ not take more than you (12) _____ carry because we (13) _____ not always find porters to carry our things.

Ann: Oh, that doesn't matter, Bill. You and George (14) _____ carry them if we (15) _____ not find porters.

George: Do you hear that, Bill? (16) _____ you carry Mary's bags as well as your own?

Mary: Of course, he will. I (17) _____ to get everything into one case. I'm sure. I'll fetch some of my things.

Bill: And if we started packing now we (18) _____ still be in time to get something to eat. Come along, Ann, you (19) _____ help find what she wants.

Ann: Well, if we (20) _____ not shut the case, you and Gee

(21) _____ to sit on it to help.

Mary: Here are some dresses and shoes. Why, you're talking. Hurry up, everybody!

George: Yes, I'm getting hungry. If we hadn't talked so much we should have finished before now. Here's your case, Mary. I've opened it for you.

1) Why did Mary's friends come over to her place? 2) What did Mary want to do before going out to dinner? 3) Why did she want to pack? 4) Where was she going on holiday? 5) What did her friends advise her to take? 6) Why did not she want to take too many things? 7) Who would have to carry Mary's things if they did not porters?

Exercise 7. Fill in the blanks with the modal verbs *can, may, must, should, have to, be able to*.

SPOKEN ENGLISH AND BROKEN ENGLISH (after George Bernard Shaw)

If you are learning English because you intend to travel in England and wish to be understood there, you (1) _____ not try to speak English perfectly because, if you do, no one (2) _____ to understand you.

Though there is no such thing as perfectly correct English, is presentable English which we call "Good English", but in London nine hundred and ninety-nine out of every thousand people not only speak bad English but speak even that very badly. You (3) _____ say that even if they (4) _____ not speak English well themselves, they at least (5) _____ understand it when it is well spoken. They (6) _____ when the speaker is English; but when the speaker is a foreigner the better he (7) _____ speak the harder it is to understand him. Therefore the first thing you (8) _____ to do is to speak with a strong foreign accent. You (9) _____ speak broken English, that is English without any grammar. Then every English person will think that you (10) _____ be a foreigner, and try to understand you and be ready to help. He will not expect you to be polite and to use correct grammatical phrases. He will be interested in you because you are a foreigner. If you say, "(11) _____ you have the goodness, sir, to direct me to the railway station at Charring Cross", pronouncing all the vowels and consonants beautifully, nobody (12) _____ to understand you and will think you to be a beggar. But if you shout, "Please! Charing Cross! Which way?", you will have no difficulty. Half a dozen people will give you directions at once.

Have you ever travelled abroad? Have you ever talked to a foreigner?

Was it difficult to make yourself understood?

Can you give an example of spoken Russian and broken Russian?

Exercise 8. Translate into English.

1. О. Генри, известный американский писатель, мог описать обыкновенный эпизод с большим юмором. 2. Дженни не могла сдать экзамен по философии со своей группой, потому что заболела гриппом. 3. Боксер Тайсон все время совершал необдуманные поступки. Он, должно быть, потерял чувство ответственности и реальности. 4. Мы искали котенка. Мама сказала: «Может быть, он убежал в сад». 5. Не будите меня утром, возможно, я буду спать. 6. Саманта, ты можешь мне вернуть видеокассету «Тарзан в Америке»? – Извини, я, может быть, досмотрю ее сегодня вечером и тогда верну. 7. Не могли бы вы дать мне примерить туфли на размер больше? – Одну минуту. Вот, пожалуйста. 8. К сожалению, я болен. Не мог бы ты одолжить мне свои лекции на пару дней? 9. Полицейский не должен был задерживать наш автомобиль. В результате мы опоздали встретить гостей. 10. Вы не можете мне снять эту картину со стены? – Разумеется, помогу. 11. О, уже семь. Нам уже не надо торопиться в кино. На этот сеанс мы уже опоздали. 12. Ты должен прекратить курение. У тебя слабые легкие (weak lungs), и вообще это вредно. 13. Тебе следует учиться плавать разными стилями. Это тебя сильно разовьет физически. 14. Бен, хотя никто и не видел, тебе следует признаться (to confess), что ты разбил окно. 15. Преподаватель рекомендовал, чтобы студенты прочитали дополнительно два источника.

UNIT 8 THE SEQUENCE OF TENSES. REPORTED SPEECH

The sequence of tenses

В английском языке время глагола в придаточном предложении зависит от времени глагола в главном предложении. Если глагол в главном предложении стоит в одном из настоящих или будущих времен, глагол придаточного предложения может употребляться в любом необходимом по смыслу времени:

	he will go on a trip next month.
I know	he goes on a trip every summer.
	he went on a trip last month.

Если глагол в главном предложении стоит в одном из прошедших времен, то в придаточном предложении начинает действовать правило согласования времен, при котором происходит «сдвиг» времен:

	he would go on a trip next month.
I knew (that)	he went on a trip every summer.
	he had gone on a trip last month.

Суть правила согласования времен сводится к следующему:

- 1) если действие придаточного предложения произойдет позже действия главного предложения, то глагол в придаточном предложении употребляется в одном из времен Future-in-the-Past.
- 2) если действие придаточного предложения произошло ранее действия главного предложения, то глагол в придаточном предложении употребляется в Past Perfect и переводится на русский язык глаголом в прошедшем времени.
- 3) если действие придаточного предложения произошло одновременно с действием главного, то глагол в придаточном предложении употребляется в Past Indefinite или в Past Continuous, при этом на русский язык он переводится глаголом в настоящем времени.

Правило согласования времен не соблюдается:

- a) если глагол придаточного предложения выражает общеизвестную истину: *Everybody knew the sun rises in the east.*
- б) если указано время совершения действия: *He said that Mark Twain died in 1910.*
- в) в определенных придаточных предложениях, обстоятельственных придаточных предложениях сравнения и причины. Употребление времен в таких придаточных предложениях зависит от смысла, который вкладывается говорящим в высказывание: *My sister knew the book I am reading. John spoke English worse last year than he does now.*
- г) в газетных информационных статьях: *The President said they will discuss those problems during the next meeting.*

Reported speech

При трансформации предложений из прямой речи в косвенную изменяются по смыслу личные и притяжательные местоимения, а также наречия места, времени и указательные местоимения:

Direct Speech		Reported Speech
this	→	that
these	→	those
now	→	then
today	→	that day
yesterday	→	the day before, the previous day
tomorrow	→	the next day, the following day
next week	→	the following week
last week	→	the previous week
a year ago	→	the year before
here	→	there
in two minutes	→	two minutes later

Если глагол в главном предложении стоит в одном из прошедших времен, в придаточном предложении начинает действовать правило согласования времен, согласно которому происходит «сдвиг» времен в соответствии со следующей схемой:

Direct Speech	Reported Speech
Present Indefinite	Past Indefinite
Past Indefinite	Past Perfect
Present Continuous	Past Continuous
Past Continuous	Past Perfect Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous
Future	Future-in-the Past

He said, "Jane is doing her math now". — *He said Jane was doing her math then.*

He said, "She will graduate from college next year" — *He said she would graduate from college the following year.*

Общий и специальный вопросы в косвенной речи

Общий вопрос в косвенной речи вводится союзами *if* или *whether*, после которых следует прямой порядок слов. Изменяются по смыслу личные и притяжательные местоимения, наречия места и времени, указательные местоимения, при необходимости начинает действовать правило согласования времен. Общий вопрос в косвенной речи обычно вводится глаголами *to ask*, *to wonder*, *to inquire*, *to want*, *to know*: Ann's father asked her, "Have you finished the work?" — *Ann's father asked her if (whether) she had finished the work.*

I asked my sister, "Will you go to Italy in summer?" — *I asked my sister if (whether) she would go to Italy in summer.*

Специальный вопрос вводится тем же союзом или местоимением, которое используется в прямом вопросе: I asked the gardener, "What are you planting here this year?" — *I asked the gardener what he was planting there that year.*

The professor asked his student, "Why haven't you done the home assignment?" — *The professor asked the student why he hadn't done the home assignment.*

Exercise 1. Put the verbs in brackets into the correct form. Turn the dialogue into reported speech using appropriate introductory verbs.

I TRIED HARD BUT... (At the airport)

Passenger: I just (1) _____ (to miss) the British airways flight to Paris. You (2) _____ (can) book me a seat on the next plane?

Hans: It (3) _____ (to be) hardly possible, sir. I (4) _____ (to be) afraid the plane (5) _____ (to be) completely full, and there (6) _____ (not to be) another flight until 17.00.

Passenger: This (7) _____ (to be) stupid. I (8) _____ (to leave) my hotel more than two hours ago in order to get here in time. And what (9) _____ (to happen)? My taxi driver (10) _____ (cannot) drive at more than 10 miles an hour because of the traffic.

Hans: I (11) _____ (to be) sorry, sir. I (12) _____ (to try) Air France for you... I (13) _____ (to try) hard but I (14) _____ (to be) afraid all their planes (15) _____ (to be) fully booked too.

Passenger: You English (16) _____ (to make) me angry. Why (17) _____ (cannot) you build better roads?

Hans: I (18) _____ (to agree) with you, sir, English traffic (19) _____ (to be) very bad. Now, if you (20) _____ (to excuse) me, there (21) _____ (to be) another gentleman here...

Passenger: It (22) _____ (to be) the same yesterday. I (23) _____ (to fly) from Liverpool to London. I (24) _____ (to spend) one hour at the airport, three quarters of an hour in the plane and three and a half hours on the road. When I (25) _____ (to reach) my hotel in Piccadilly, you (26) _____ (can) hardly believe it, but dinner (27) _____ (to be) over.

Hans: I (28) _____ (to be) sorry, sir. Now, if you (29) _____ (not to mind)...

Passenger: You English (30) _____ (to do) everything slowly. Now in my country...

Hans: So we (31) _____ (to be) slow, aren't we? Then it (32) _____ (to be) because of people like you. You (33) _____ (to talk) too much and (34) _____ (to take) up too much of my time. I really (35) _____ (must) attend to this gentleman, sir.

Passenger: You English always (36) _____ (to stick) together.

Hans: I (37) _____ (must) disappoint you, sir. I (38) _____ (not to be) English. I (39) _____ (to be) a foreigner — like you.

What did the passenger complain of?

What did he blame the English for?

Exercise 2. Put the verbs in brackets into the correct form. Turn the dialogue into reported speech using appropriate introductory verbs.

A PATIENT AND A DOCTOR

A very optimistic doctor (1) _____ (to stand) beside the bed of one of his patients who (2) _____ (to be) in the hospital for several weeks. The worried patient (3) _____ (to ask) him, "I (4) _____ (to be) going to get better, doctor?"

Doctor: As you know you (5) _____ (to be) still quite ill.

Patient: Yes, I (6) _____ (to know), doctor. But, please, (7) _____ (not to let) me go on with false hopes. Tell me the truth!

Doctor: I (8) _____ (to study) your case in my medical books and I (9) _____ (to do) a lot of research on your problem.

Patient: Please, (10) _____ (not to try) to soften the blow. Tell me the truth, no matter what it (11) _____ (to be).

Doctor: I (12) _____ (to convince) that we can keep you alive. Yes, and I can even say that you definitely (13) _____ (to be) going to get better.

Patient: Wonderful! But I (14) _____ (not to understand) how you can be so sure. Up till now all the other doctors (15) _____ (to tell) me that the disease (16) _____ (to be) fatal. How can you be sure that I (17) _____ (to be) going to get better?

Doctor: I (18) _____ (to be) a scientist in the art of medicine. I (19) _____ (to study) your case carefully. In the latest medical journals they (20) _____ (to publish) the results of a long study on this disease.

Patient: And what this study (21) _____ (to show)?

Doctor: In your case, I (22) _____ (to continue) the present treatment and (23) _____ (to trust) in the scientifically proven statistics.

Patient: And these statistics (24) _____ (to show) that I (25) _____ (to be) going to get better?

Doctor: Exactly! It (26) _____ (to prove) that ten percent of all the patients with this disease (27) _____ (to get) better.

Patient: What? Only ten percent? But that (28) _____ (to be) terrible! That (29) _____ (to mean) that I (30) _____ (to have) only one chance in ten of getting better? You (31) _____ (to try) to deceive me when you (32) _____ (to tell) me that I (33) _____ (to be) going to get better?

Doctor: Calm yourself! You (34) _____ (not to understand) these things. It (35) _____ (to be) a scientific problem.

Patient: Please, doctor, explain.

Doctor: Listen to me. You (36) _____ (to be) the tenth patient that I (37) _____ (to treat) for this disease...

Patient: Yes, go on. So I (38) _____ (to be) the tenth patient that you (39) _____ (to treat) for this disease... I still (40) _____ (not to understand).

Doctor: Simple mathematics. my good man. You, being the tenth, (41) _____ (to have) to be well, because the other nine (42) _____ (to die)!

Did the doctor's calculations seem very optimistic to the patient? Why?

Exercise 3. Put the verbs in brackets into the correct form. Turn the text into reported speech using appropriate introductory verbs.

A SAD STORY

"You (1) _____ (to be) a doctor, I think", (2) _____ (to say) Augustus Pokewhistle smiling from his bed at the man who (3) _____ (to arrive) while he (4) _____ (to sleep). "It (5) _____ (to be) kind of you to come, but I (6) _____ (to think) you (7) _____ (cannot) help me. I (8) _____ (to be) an artist. I (9) _____ (to paint) pictures and I (10) _____ (to draw) drawings..."

"But..."

"You (11) _____ (to be) going to tell me that you (12) _____ (not to be) interested in the story of my life", Augustus (13) _____ (to say). "I (14) _____ (to know) that some so-called friends of mine (15) _____ (to send) you to help and to save me. And you (16) _____ (not to be) able to understand my illness if I (17) _____ (not to tell) you the story of my life..."

"But..."

"I (18) _____ (to have) very kind parents, I (19) _____ (to study) at school and it soon (20) _____ (to become) clear that I (21) _____ (not to be) an ordinary boy. When I (22) _____ (to be) seven I (23) _____ (to get) a prize for a drawing of a cat. After that my parents (24) _____ (to give) me plenty of pencils and paper and the opportunity of studying under great painters. When I (25) _____ (to be) twenty one I (26) _____ (to start) business as a painter of people. And I (27) _____ (to paint) eleven pictures of my own face but nobody (28) _____ (to want) them."

"But..."

"Let me finish and then you (29) _____ (to say) "but" as often as you (30) _____ (to like). I (31) _____ (to turn) from painting people to painting landscapes. But I (32) _____ (cannot) sell those pictures either. I (33) _____ (to have) little money left and I (34) _____ (to decide) to forget my soul and to paint for money. I (35) _____ (to decide) to draw funny pictures for the newspapers..."

"But..."

"I (36) _____ (to know) what you (37) _____ (to be) going to say. You (38) _____ (to be) sorry for me. But I (39) _____ (to be) without hope and always hungry. So I (40) _____ (to make) thirty or forty funny drawings every day and (41) _____ (to send) them to the papers. Believe it or not I (42) _____ (to get) no money.

I just (43) _____ (to get) my drawings back..."

"But..."

"I (44) _____ (to have) no hope any longer and I (45) _____ (to decide) to take to my bed and never to rise again. You (46) _____ (cannot) help me, doctor. I (47) _____ (to be) sure that I never (48) _____ (to rise) from this bed..."

"But I (49) _____ (to be) sure that you (50) _____ (to rise)", the man (51) _____ (to say), placing Augustus on the floor, "because I (52) _____ (to come) to take your bed away. I (53) _____ (to be) from the furniture shop and you (54) _____ (not to pay) for the bed yet".

Do you think Augustus Pokewhistle was as talented as he thought himself to be? What makes you think so?

Exercise 4. Put the verbs in brackets into the correct form. Turn the dialogue into reported speech using appropriate introductory verbs.

THE REASON TO STAY IN BED

Harry: Nora, Nora.

Nora (coming into the room): Yes, what is (1) _____ (to be) now, Harry?

Harry: Oh, there you (2) _____ (to be). Look here, Nora, I (3) _____ (to be) tired of lying here on my back with nothing to do. I (4) _____ (to hate) doing nothing.

Nora: Don't be silly, Harry. You (5) _____ (to have) a temperature and staying in bed (6) _____ (to be) the only sensible thing to do. Now just be quiet and stop preventing me from doing my housework.

Harry: No, seriously, Nora, I (7) _____ (cannot) bear it lying flat on my back.

Nora: Well, then try lying on your stomach for a change.

Harry: Stop being funny. I (8) _____ (to be) going to get up. There! Look, I (9) _____ (to stand) up. I (10) _____ (to be) quite all right. What (11) _____ (to be) the use of staying in bed?

Nora: I (12) _____ (to think) you (13) _____ (to be) very silly. You only (14) _____ (to make) your temperature go up again.

Harry: It (15) _____ (to be) no use talking, Nora — being ill (16) _____ (not to suit) me.

Nora: No, and trying to nurse you (17) _____ (not to suit) me.

Harry: Now don't be bitter about it. You know, I (18) _____ (to be) grateful to you for looking after me. But you (19) _____ (must not) try to keep me in bed like a naughty boy.

Nora: Well, you (20) _____ (to begin) it by behaving like a naughty boy.

Harry: I (21) _____ (to be) all against this staying in bed for no reason.

Nora: Harry, being ill (22) _____ (to be) a reason... Now don't stand by that window and catch another cold... Let me see, half past eleven.

Harry: Why you (23) _____ (to keep) looking at the clock?

Nora: I (24) _____ (to expect) Mother — she (25) _____ (to come) over for a day.

Harry: Good heavens, I (26) _____ (not to know) that.

Nora: Yes, I (27) _____ (to think) she (28) _____ (to have) something she (29) _____ (to want) to talk to you about.

Harry: Oh heavens! She (30) _____ (to have)? (Groans). Oh... You (31) _____ (to know), Nora, I really (32) _____ (to feel) a bit ill, perhaps I'd better get back to bed.

Nora: Oh, what a pity! I (33) _____ (to think) perhaps you (34) _____ (may) stay up to see her.

Harry (to himself): That (35) _____ (to be) the very reason I (36) _____ (to get) back into bed!

Nora: What you (37) (to say)?

Harry: Oh, er — nothing.

*Do you think Harry to be really ill? Or was he just pretending to be?
Why do you think so?*

Exercise 5. Put the verbs in brackets into the correct form. Turn the text into reported speech using appropriate introductory verbs.

FOLLOWING ADVICE (after Jerome K. Jerome)

Not all advice is good. I (1) _____ (to have) a friend who (2) _____ (to like) to give advice. He (3) _____ (to be) very much interested in the question of rational diet. One day he (4) _____ (to bring) me something in a packet.

"What it (5) _____ (to be)?" I (6) _____ (to ask).

"Open it and see", he (7) _____ (to answer).

I (8) _____ (to open) it and (9) _____ (to look) but (10) _____ (cannot) understand what it (11) _____ (to be).

"It (12) _____ (to be) tea", he (13) _____ (to explain).

"Oh!" I (14) _____ (to say). "I (15) _____ (to think) it (16) _____ (to be) snuff.

"Well, it (17) _____ (not to be) exactly tea", he (18) _____ (to continue), "it (19) _____ (to be) a sort of tea. You (20) _____ (to take) one cup of that, only one cup, and you never (21) _____ (to take) any other sort of tea".

"Thank you", I (22) _____ (to say). "I (23) _____ (to be) very glad to take it".

He (24) _____ (to be) quite right. I (25) _____ (to see) that very well when I (26) _____ (to take) only one cup. I (27) _____ (to feel) I (28) _____ (not to want) any other tea after this. In fact, I (29) _____ (to feel) I (30) _____ (not to want) anything, I only (31) _____ (to wish) to die quietly. He (32) _____ (to come) to see me after a week.

"You (33) _____ (to remember) that tea I (34) _____ (to give) you?" he (35) _____ (to ask).

"Oh, yes, I (36) _____ (to remember) it very well", I (37) _____ (to answer), "I (38) _____ (to feel) the taste of it in my mouth even now".

"It (39) _____ (to upset) you?" he (40) _____ (to ask).

"Yes, at that time it (41) _____ (to do)", I (42) _____ (to answer), "but it (43) _____ (to be) all right now".

He (44) _____ (to think) for a moment.

"You (45) _____ (to be) quite right", he (46) _____ (to say). "It (47) _____ (to be) snuff, a very special snuff from India".

"I (48) _____ (cannot) say I (49) _____ (to like) it", I (50) _____ (to answer).

"I (51) _____ (to make) a mistake", he (52) _____ (to go) on, "I (53) _____ (to mix) up the packets".

"Well, you (54) _____ (not to make) another mistake", I (55) _____ (to say), "at least not with me, because I (56) _____ (to promise) that I never (57) _____ (to follow) your advice in future".

*Do you agree that not all advice is good. Who usually gives you advice?
Do you always follow it? Have you ever been given bad advice?*

UNIT 9. NON-FINITE FORMS

В английском языке существует четыре неличные формы глагола – инфинитив, герундий, причастие I и причастие II. Эти формы имеют глагольные черты, а также характеризуются наличием характеристик именных частей речи. Характерной чертой именных форм глагола является их использование в предикативных конструкциях.

Infinitive

Инфинитив рассматривается как неличная форма, которая является названием процесса в самом широком смысле и служит представителем глагола в словаре. Инфинитив характеризуется наличием неопределенных (Indefinite), длительных (Continuous) и перфектных (Perfect) форм (которые характеризуют характер протекания действия в действительном или страдательном залоге:

Aspect	Voice	Active	Passive
Indefinite		to construct	to be constructed
Continuous		to be constructing	—
Perfect		to have constructed	to have been constructed

В высказывании инфинитив может выполнять функции подлежащего: *To find a cook was his most urgent problem.*
именной части сказуемого: *You duty was to inform of it immediately.*
дополнения: *I managed to talk her out of it.*
определения: *He had a keen desire to learn.*
обстоятельства: *He dressed and went out to buy the morning paper.*

Формы неопределенного инфинитива действительного или страдательно-го залога обозначают действие, одновременное с действием, выраженным глаголом-сказуемым: *He remembered to lock the door before he went to bed.*

Длительная форма инфинитива показывает, что обозначаемое инфинитивом действие развивается одновременно с действием, выраженным глаголом-сказуемым, в процессе его развития: *Nothing appeared to be happening there.*

Перфектная форма инфинитива действительного или страдательного залога обозначает действие, которое предшествует действию, выраженному глаголом-сказуемым: *The man seemed to have come from far off.*

На русский язык инфинитив переводится неопределенной формой глагола, однако если в функции определения используется инфинитив в форме пассивного залога, то на русский язык он переводится придаточным определительным предложением с оттенком долженствования: *The texts to be typed today are on your desk.*

«Объектный инфинитивный оборот» представляет собой сочетание имени существительного в общем падеже или местоимения в объектном падеже с инфинитивом глагола и используется в функции дополнения. Этот оборот эквивалентен придаточному предложению и на русский язык переводится придаточным предложением, которое вводится союзами что, чтобы, как: *I paused a moment and saw a tram-car-stop. – Я подождал немного и увидел, как трамвай остановился.*

«Объектный инфинитивный оборот» может вводиться глаголами *want, wish, desire, should like, suppose, expect, consider, assume, prove, believe, understand, think, note, find, claim, state, allow, permit, order, command, enable, watch, observe, notice, see, hear, feel*, а также *let, make* (заставлять), после которых не используется частица *to*: *She hated her son to be separated from her. I didn't want him to be punished. He was listening attentively to the chairman speak.*

«Субъектный инфинитивный оборот» – это особая конструкция, которая выражена существительным в общем падеже или местоимением в именительном падеже и инфинитивом и переводится на русский язык придаточным предложением: *They were heard to discuss the possibility.*

Этот оборот употребляется после глаголов *say, know, think, report, suppose, expect, consider, assume, believe, see, hear*, которые должны иметь форму страдательного залога: *John is believed to have graduated from the University. He was believed to be working on the project. Ted was thought to have stayed with his friends. The church is supposed to have been built in the 13-th century.*

Некоторые другие непереходные глаголы (*seem, appear, prove, turn out, happen*) также могут входить в состав «субъектного инфинитивного оборота» в форме действительного залога: *This young lecturer appears to know his subject well. The weather seems to be improving.*

Exercise 1. *Translate the sentences paying attention to the use of infinitives.*

1. To sound a man as to "his intentions" was peculiarly pleasant to him. 2. I think we've both said all there is to be said. 3. The meal was to have consisted, it seemed, of fried steak and potatoes, with tinned apricot and cream. 4. It is dangerous to go against the majority. 5. To get Irene out of London is the main thing — thought Soames. 6. I wish to arrange my ideas order and method. 7. As he walked to the office he decided to mention no facts or names within the walls of the studio. 8. it was a fixed principle with him never to allude to June. 9. To have seen him dance... you would have thought St. Vitus himself that blessed patron the dance, was figuring before you in person. 10. The account were already prepared on a folding table, and with a nod Soames sat down to study them. 11. To get round to this window from the road on a night like last night would be a difficult and unpleasant proceeding. 12. ...there were instructions to be carried out. 13. To speak with her was impossible. 14. But it seemed they couldn't promise to make it so terribly early. 15. She went out to post the letter. 16. Swithin saw no necessity to laugh. 17: To see this wonderful Mrs. Thompson's performance is what I have come for. 18. It was a little difficult to know how to begin. 19. That's no good to me — not if I'm going to live in England. 20. They rose to leave the place. 21. He took the advantage of this confusion to escape and ran up the stairs to the studio. 22. The electrician had nothing to do but attend to the switches. 23. He ran his hand through his hair as though to tidy it. 24. "I must be getting old," she said, "to be talking like that." 25. Soon you will have to stand on your own feet without your mother or me to fuss over you.

Exercise 2. *Use the infinitive in brackets in the required form of the active voice.*

1. She would (to speak) to Soames — would (to put) him on his guard. 2. Tomorrow is going (to be) different from what anything in the past has been. 3. Poirot seemed (to debate) the matter in his mind. 4. Bossiney's office was in Sloane Street, close at hand, so that he would be able (to keep) his eye continually on the plans 5. "King

Victor?" he said reflectively ... "Somehow I seem (to hear) the name." 6. I want (to see) what's going on outside. 7. (To make) matters worse, all during the month of August she had been visited by her cousin Bernice from Ean Claire, and it seemed impossible (to see) her alone. 8. "I perceive," said Jolyon, "that are trying (to kill) two birds with one stone." Victor dug me in the ribs. "You're supposed (to take) notes. You can (to write) this one up if you like." 10. You will express to your people my regrets at not being able (to be) of service to them. 11, Soames liked (to talk) during dinner about business or what he had been buying and so long as he talked Irene's silence didn't distress him. 12. I had it in my hand, so I must (to stick) it somewhere, I thought I'd just slip in and find it. 13. She seemed (to lose) her difference. 14. I liked people (to be) straightforward. 15. I know myself that I shouldn't like (to live) on my own because I do get very confused sometimes. 16. Although she seemed (to listen) to Doreen, only half of her mind heard what she was saying. 17. Let him (to go) to centres of culture and civilization. 18. Bowman had just happened (to look) at her. 19. It's only decent (to warn) you that you will be bored to extinction. 20. She seemed (to make) very lame excuses, and James didn't look at her,

Exercise 3. Use either of the infinitives in brackets; give two variants where possible and explain the difference.

1. But one demand he returned to again and again. He wanted (to make, to be made) a producer tomorrow. 2. I really do believe I'll be able (to sleep, to be sleeping) tonight. 3. The puzzle seemed (to fit, to be fitting) itself together piece by piece. 4. There wouldn't be many people about yesterday afternoon (to see, to have seen) him. 5. The things that Tuppence thought funny were, he knew by long experience, not really (to describe, to be described) by such an adjective at all. 6. They had not very long (to wait, to be waiting) however before the door opened and Miss Packard came in. 7. Behind the cupboard door there was a long list of rules, ending with: "No nails (to drive, to be driven) into walls." 8. You might (to change, to have changed) your mind about them. 9. If you were told (to do, to be doing) twice as much and by a superhuman effort achieved it, it would (to take, to be taken) as much for granted as your heart beat. 10. I was dropping with fatigue and would (to give, to have given) anything not (to go, to be going) out. 11. Something seemed (to amuse, to be amusing) her immensely. 12. Tea was at four and the bread was new and had (to cut, to be cut). 13. His red cheeks seemed (to fall, to have fallen) in and he looked a positive wreck of his usual jolly, healthy self. 14. And what brings you (to see, to have seen) us so early, my good Japp? 15. And Evant was supposed (to be devoted, to have been devoted) to his master: 16. He wished Chilla was still there, and he could (to point, to have pointed) her out to him. 17. A great weight seemed (to roll, to have rolled) off my mind. 18. Here was something (to hold, to be held) off. But there were also greetings (to make, to be made). 19. And then, by the sound of his voice, she knew that they should (to go, to be going).

Exercise 4. Use the infinitive in brackets in the required form.

1. Architecture appeared (to exhaust) his regularity. 2. After the two years at the front and a wound that had taken longer (to heal) than it should he was glad (to settle) down quietly at Apia. 3. I suppose you're not against if I am going (to be) down here very long? 4. He appear (to do) business with them. 5. Poirot rubbed his hands together and smiled cheerfully. He seemed (to enjoy) himself. 6. Natural thing would be for them (to

stay) at the Ritz or Claridge's or some other big hotel some where. 7. I'm deeply sorry (to involve) you in this. 8. At home Mrs. Goff would not have kept my supper. You had (to be) on the dot if you wanted (to feed), so I usually went with one or the other (to have) cheese rolls and beer. 9. Don't expect comfort. You've just got (to be) thankful if we get a bed (to sleep) on and a roof over heads. 10. I seemed (to be) all right there and went on (to learn) that one should never sit in the presence of superiors. 11. Ten years before she would have lain down and slept, but now she had a feeling that things needed watching; there were sure (to be) grocery-men that had (to talk) to. 12. "Perhaps," suggested Rollock, "the man didn't want (to see) turning into the house from the road. 13. At last Mor allowed himself (to persuade). 14. "What about (to come) in and (to wash) up?" he asked suddenly. "No, thanks," said John. "I ought (to go) home — my wife'll be worried." 15. I began (to walk) very slowly. 16. "Now I must (to go)," said the man and you young ladies walk off home." 17. He ought perhaps (to put) a spoke in the wheel of their marriage. 18. He seemed (to be) in a brown study and I thought he hardly heard what we were saying.

Exercise 5. *Insert the particle "to" before the infinitive where possible.*

1. Fall made him ... clench his hands and ... tremble and repeat sentences to himself. 2. "So I don't think need ... worry about it," said Tuppence. 3. He was really frightened now and even Mrs. Ogilvie was beginning to look as if she would rather... be somewhere else. 4. She watched Theodora's hands ... move as if they were about ... reach out and ... touch something. 5. Before we were married you promised to let me ... go if our marriage was not a success. 6. What does it matter what made him ... change his mind, as long as he has changed it? 7. Paul tried ... break away ... come to me. 8. Then nobody need ... be disturbed. 9. "Thanks," Andrew answered, "I'd rather ... see the cases myself." 10. He saw him ... turn to Irene and say something. 11. This made everyone ... run out of the house. 12. I looked up, quick ... notice the change of tone. 13. I was pleased at the idea of no more of that chilly room, where the light hung in the place where you could neither... see and ... read in bed nor... do your face, but soon I began ... be worried. 14. I wasn't worrying about that, I happen ... be going to London. That's all. 15. I watched the car... crawl up the hill and ... disappear. 16. He did not think the cheeses ought... be kept much longer. 17. What I remember next... have extended over a space of five or six hours, though it comes back to me as something that might ... have taken five minutes or a year. 18. I surely would like to hear you ... play that song.

Exercise 6. *Respond to the following questions or statements using the phrases from the list below.*

1. I see you haven't read this article. 2. Why didn't you go to the country? 3. They say you work hard now. 4. Why didn't you buy a new dictionary for him? 5. Let's forget it. 6. You are going to write a letter, aren't you? 7. Will you go to the cinema with us? 8. You seem to have insulted him. 9. I'll be glad to drop in. 10. You must join them the sooner the better. 11. Have you anything else to tell me?

I don't think I want to; I'm glad to; I know I have to; I didn't have spare time to; I didn't mean to; Not so much as I have to; Willingly, if you want me to; I'm sorry, I didn't mean to; You are always welcome to; He didn't ask me to; I intended to.

Exercise 7. *Combine the sentences so as to use the infinitive.*

Model 1: Mr. Simpson is very old. He can't work. — Simpson is too old to work.

M o d e l 2: My cousin plays the violin well. He can give a concert. — My cousin plays the violin well enough to give a concert.

M o d e l 3: The apple you gave me is so sour. I can eat it. — The apple you gave me is too sot for me to eat.

1. She is still young. She can't travel to London alone. 2. John doesn't earn much. He can't buy it. 3. He was very late. He didn't catch the 12:30 train. 4. I can see you aren't clever. You can't do these calculations in your head. 5. You don't know the poem well. You can't recite it in front of the class tomorrow. 6. He was very far. He couldn't see what they were doing. 7. The water in the lake is very cold. I can't bathe. 8. You are very quick. You can easily catch up with the group. 9. You don't understand it. You are too young. 10. You are clever. You can answer any question. 11. The weather is warm. We can go out. 12. This tea is too hot. I can't drink it. 13. You were too angry. You couldn't speak. 14. It is so foggy today. I can't drive the car there. 15. My cousin plays the piano very well. He can perform at a concert. 16. He has recovered. He can attend classes. 17. You work very slowly. You can't catch up with us. 18. He is strong enough. He can climb up this mountain.

Exercise 8. *Complete the sentences using the infinitive as*

a) subjects

1. It's interesting 2. It'll take you a fortnight 3. ... was very pleasant. 4. I think it's more comfortable 5. ... is the only thing to do. 6. It usually takes me 7. It's boring 8. ... would be much more useful. 9. It's difficult for her 10. Will it be possible for them ... ? 11. ... isn't an easy matter. 12. How much time did it take you ... ? 13. ... would be unjust. 14. It's my job

b) predicatives

1. Our plan was 2. To act like this meant... 3. The first thing he did was ... 4. The main problem 5. Our next step must be 6. What I want is 7. Our only chance to see him 8. To ask him a straight question means ... 9. Your next task is 10. My advice to was 11. My only wish is 12. What she wants now is 13. My proposal is 14. Her aim is 15. What I have come for....

c) objects

1. He asked 2. I'm so glad 3. We are awfully sorry ... 4. The doctor advised 5. The child is afraid 6. Everybody promised 7. Would You like ... ? 8. Who has allowed You ... ? 9. I've decided 10. Sorry, I've forgotten

d) attributes

1. He was always the first 2. We have nothing 3. This is the chance 4. He isn't a man ... 5. She made an attempt 6. Is there anybody ... ? 7. He always finds something 8. This is the information 9. He spoke of his wish ... 10. You see I have no time ...

e) adverbial modifiers of purpose

1. I read the story the second time (so as) 2. He had to work hard (in order) ... 3. We must hurry (so as not) 4. After classes we stayed at the university ... 5. Has he come ...? 6. I called on him yesterday 7. We stopped 8. he came immediately ... 9. Write down this rule ... 10. I won't play the radio loudly (so as not) ... 11. He stepped aside politely I've opened the door....

f) complex objects with the infinitive

1. Ann advised me ... 2. The official warned us not 3. Let's 4. I've never seen her 5. You can't expect me ... 6. My mother wanted me 7. Have you ever heard ... ? 8. Well, I didn't actually seen him 9. I expect them ... 10. Let him ... 11. Shall I ask her ... ? 12. I want you 13. The teacher told them ... 14. Everyone saw the man ... 15. I've never heard her... 16. She told me 17. I like them ... 18. He watched them 19. Her words made us 20. I consider him

Exercise 9. Complete the following choosing a suitable infinitive from the list below.

1. I quite see it is one of those things that has got.....2. Now we can get our heads together and ... what is best.....3. Really it is too dreadful. One feels one must do something ... oneself cheerful. 4. But nobody could ... it for sure. 5. I'm going ... my coffee now and I don't want... anybody. 6. Don't you think I'm old enough ... of myself. 7. "Very good of you ... me." He shook hands with them both. 8. "This story made me ... of him at once," said Miss Marple. 9. You could taste the dirt in the air and it always seemed 10. "Whatever happens," Michael thought, "I've got ... or I shall be dropping a brick." 11. Well, ... he wrote to me at the beginning of last month and said he was just off to a new job. 12. The whole town seemed...

to think, to ask, to take care, to have, to see, to be asleep, to cut a long story short, to be done, to be raining, to keep, to do, to make

Exercise 10. Translate into English.

1. Она оказалась хорошим преподавателем. 2. Я уверена, что вам понравится этот спектакль. 3. Говорят, что его старшая сестра занимается художественной гимнастикой уже три года. 4. Я, кажется, знаю этого человека. В юности он был отличным бегуном, а теперь, говорят, он тренирует молодых спортсменов. 5. Известно, что первые Олимпийские игры состоялись в 1896 году в Афинах. 6. Кажется, этот пассажир не выходит из каюты уже два дня. С ним что-нибудь случилось? — Да, он страдает морской болезнью. 7. Известно, что в 1900 году в Олимпийских играх впервые приняли участие женщины. 8. Его мать хочет, чтобы он стал врачом. 9. Я не спала и слышала, как она вышла из комнаты. 10. Я не ожидала, что она вернется так скоро. 11. Она пропустила много занятий по болезни, но мы предполагаем, что она быстро догонит группу. 12. Предполагается, что на собрании выступит декан факультета. 13. Ее, кажется, очень хорошо обучили, английскому языку. 14. Известно, что футбол — наиболее популярный вид спорта в Англии. 15. Я слышала, что они спорили в соседней комнате, но когда я вошла туда, они замолчали. 16. Вряд ли они знают мой адрес. Они случайно заходили ко мне как-то с моим братом. Что заставляет вас думать, что они знают мой адрес? 17. Он наблюдал, как они торопливо шли по мосту по направлению к почте. 18. Известно, что когда-то Британские острова были частью материка Европы. 19. Кажется, он очень пополнил за последнее время. Ему бы лучше соблюдать диету. 20. Вы, вероятно, придете проводить своего друга на станцию и помахать ему на прощание. Он будет рад вас видеть. 21. Мы пытались переплыть реку на лодке, но не смогли из-за сильного течения. 22. Преступник угрожал использовать страшное оружие. Полиция перекрыла движение. 23. Анна спросила, в какое время суток использовать Интернет. 24. Мне не удалось дойти до последнего экзамена, хотя я работала по двенадцать часов в сутки. 25. Мы притворялись, что не знаем, что разыграли Петю 1 апреля, и не могли удержаться от смеха. 26. Общественность города уверена, что следователю Хинксу удастся раскрыть это циничное преступление. Он очень опытен. 27. Был изготовлен специальный контейнер, чтобы без повреждений доставить по назначению импортный груз. 28. Была организована специальная экспедиция и изготовлено сложное оборудование, чтобы произвести съемку затонувшего в начале XX века суперлайнера "Титаник". 29. Человеческий организм очень сложен и имеет много защитных систем, чтобы выжить в любых, даже экстремальных, условиях. 30. Вам бы лучше получить степень бакалавра в молодом возрасте, чтобы стать магистром права к тридцати годам.

Gerund

Герундий представляет собой неличную форму глагола, выражающую название действия и обладающую как свойствами глагола, так и существительного. Он имеет следующие формы:

Gerund	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

В предложении герундий может служить:

подлежащим: *Reading is his favourite occupation.*

именной частью сказуемого: *Her greatest pleasure is reading.*

дополнением: *I am fond of reading. We insist on their taking part in this expedition. He objected to his son's going to the south.*

определением: *There are different ways of obtaining this substance.*

обстоятельством: *After receiving good results they stopped experiments.*

В функции подлежащего, определения, именной части сказуемого, прямого дополнения герундий переводится существительным или инфинитивом, в остальных случаях он может переводиться существительным, деепричастием, придаточным предложением, сложные формы герундия чаще всего переводятся придаточным предложением.

Exercise 1. Translate into Russian paying attention to the use of the gerund.

1. Reginald took a deep breath of his cigarette. "It's ghastly, this idea of going back," he said. 2. He is said to pride himself on keeping his word. 3. At last he finished writing and put the cap on his pen. 4. After pausing a few minutes respectfully, so as not to spoil his effect, I gave him Lawrence's message. 5. I remembered coming home in the train and listening to the wheels saying I can do anything — I can do anything — (Banks) 6. Toby started off by holding me in the conventional way, with only one arm round me... 7. Moira was asleep. Sleeping was her latest discovery 8. Madame Daubreuil was in the habit of visiting him here in the evenings. 9. That evening I went to a film and got to bed early and read for a while before going to sleep. 10. She couldn't go out of the room without saying something to him. 11. Mildly I said, "I'm sorry you object to my bringing in a few of my own things..." 12. Do you mind following me into the drawing-room, Constanca? I've something of great importance to discuss with you. 13. When she went on looking blank, I made my point a little clearer adding, "You won't be able to cast it." 14. I'm getting on, you know, Dolly, it's no good denying it. 15. All I'm interested in is getting you better, see? 16. It's no good your flying in a temper. You've just got to listen. 17. I bumped into a man. Without looking up I apologized and proceeded on my way. 18. He had not, since leaving, written to her. 19. After checking into his room, he left the inn and arrived at the airport in time to go on duty. 20. Clare looked at him steadily before answering.

Exercise 2. Use the gerund or the infinitive of the verb in brackets. Insert prepositions where necessary.

1. He had begun (to retrace) his steps when he at last caught sight of Bosinney. 2. Jan began (to walk) slowly down, her arm through Doreen's. 3. It began (to get) dark. 4. Then she began (to tremble), not that she was afraid, but at the thought of the people she would meet. 5. He finally refused (to eat) anything but boiled eggs. 6. The sun had begun (to sink) towards the high rim of the hills. 7. They began (to drive) across the island. 8. She began (to walk) up and down angrily. 9. The game begins (to be) dangerous. 10. I really begin (to believe) she was Blenkisop. 11.

Jane continued (to discuss) her problem with no appreciation of his presence. 32. He stopped (to chat) with Joe from the scenario department. 13. Please, tell her it is necessary (to keep) the patient under morphia. 14. Tired? Do you want (to stop)? 15. Then, he went on (to give) me details. 16. Mr. Tower paused (to take) breath. 17. If he finds it necessary, the district attorney may require an inquest (to hold). 18. He wished his position on the Board (to establish) from the beginning. 19. "Where were you?" — "Did you expect me (to wait) for you all this time?" 20. In London she bought a lipstick. I remember her (to try) the various shades on the back of her hand.

Exercise 3. *Translate into Russian paying attention to the predicative constructions with the gerund.*

1. She did it because she couldn't bear to see you selling those balloons. 2. I don't mean it's queer your getting him the cigarette box — why shouldn't you? But it's queer your never mentioning it. 3. Doesn't like it? How can she not like someone doing the dishes for her? 4. Louise could not imagine him not being nice about children. 5. What his new enterprise was, Louise barely knew, except that it was something to do with shares and companies, and necessitated his having lunches with mysterious sounding men in places like the Savoy, which Louise did not think they could afford. 6. He disapproved, he didn't believe in girls drinking, he was full of the conceptions of a generation older than himself. 7. It was a great mistake, my being born a man, I would have been much more successful as a sea-gull or a fish. 8. Norma Caterina told me it was no good my waiting, she gave me another drink of wine and sent me away. 9. "It's no good your carrying on, mother," said Sally in her quiet way. "I'm not going to marry him." 10. The distressing commotion in the bedroom was ended by Arthur taking the picture away and saying that he would burn it. 11. He rubbed his hair crossly. "It's no good your scratching your head," she said. 12. He's never there when you want him. He just takes advantage of you being so soft. 13. "Miss Tomson, don't mind my asking you a question?" "No." 14. "Would you have any objection to our examining the package, Mr. Pulling?" "I most certainly would."

Exercise 4 *Match the first part (1-9) of each sentence with the most appropriate ending (a-i).*

- | | |
|--|---|
| 1. My four-year-old son can't bear | a doing this. |
| 2. I only have to mention | b swimming and playing around in water |
| 3. Oddly enough, he absolutely adores | c to think what happens to my friends' children. |
| 4. The problem is he dreads | d washing it and he goes and hides |
| 5. Some friends advised me | e dropping him on his head in the bath |
| 6. Somehow I didn't fancy | f to hold him upside down while washing the shampoo off. |
| 7. Strange as it may seem, I didn't want to risk | g heaving a bruise on his head instead of water in his eyes |
| 8. I didn't think he would appreciate | h the water getting into his eyes. |
| 9. I dread | i having his hair washed. |

Exercise 5. Rewrite each sentence beginning as shown using infinitives or ing-forms, so that the meaning stays the same.

1. I was made to study hard when I was at school.
They.....
2. If I take the job I'll have to move to Paris.
Taking the job.....
3. It's very kind of you to give me a lift.
I appreciate.....
4. It might be a good idea to use honey instead of sugar. Why don't try.....
5. I'm quite happy to look after the baby for you.
I don't mind.....
6. I must see the manager.
I demand.....
7. "Go on Jack, apply for the job," said Sally.
Sally encouraged.....
8. You wouldn't know where the Hilton Hotel is, would you? Do you happen.....
9. Parking is not permitted here.
You are.....
10. "Shall I carry that bag for you, John?" said Pauline. Pauline offered.....

Exercise 6. Complete the following sentences using gerunds as

a) subjects

1. I think it's no use
2. ... is my favourite pass-time.
3. It's a waste of time ...
4. ... is fun.
5. I'm afraid it's no good
6. ... was a hobby with him.
7. It's worth
8. ... is more expensive than ...
9. ... would do him a lot of good.
10. He used to say ... is his best exercise.
11. ... bored him.
12. ... takes me a lot of time.

b) parts of compound verbal predicates

1. Has it stopped ... ?
2. We must go on
3. The guide began
4. When will you finish ... ?
5. The boy kept on ...
6. She burst out....
7. You should take up
8. Do you like ... ?
9. I couldn't have ...
10. You'd better give up
11. Would you please begin/stop ... ?

c) direct objects

1. I suggest ...
2. They intended ...
3. Everybody enjoys ...
4. They couldn't avoid
5. He doesn't remember ...
6. I regret
7. He never mentioned ...
8. Would you mind ... ?
9. The car(house/shoes/watch) want/wants ...
10. They were busy ...
11. Just imagine ...
12. She denied
13. I don't feel like....

d) prepositional objects

1. The boy is very clever at
2. She was fond of...
3. Thank you for ...
4. I don't insist on
5. He succeeded in ...
6. I'm not used to
7. We were tired of....
8. He prevented her from
9. Do you find any difficulty in ... ?
10. Does anyone object to ... ?
11. His friends accused me of ...
12. Nobody suspected us of... .
13. WE are most grateful to our guide for
14. He never thought of...

e) attributes

1. There was no little hope of... .
2. In summer you'll have the chance of ...
3. Do you have any objections to ... ?
4. What is the most effective method of... ?
5. I've got no experience in
6. He has no excuse for ...
7. I can't make out the reason for....
8. What are your grounds for... ?
9. I don't like the idea of... .
10. His friends were just on the point of... .
11. I have no intention of... .
12. There are different ways of... .

Exercise 7. Complete the following sentences so as to use predicative constructions with the gerund.

1. You don't seem to mind their... 2. What is the reason of his ... ? I don't understand what prevents her... 3. There's no sense in your... 4. She finished her... 5. He dropped the subject without my ... 6. Louise didn't like to run the risk of her... 7. He liked the idea of their... 8. They saved time by Tom's ... 9. There, was no excuse for Isabel's.....10. There was no possibility of David's..... 11. I was awakened by the sound of someone ... 12. I sat there listening to Arthur ... 13. I don't like her ... 14. He was right' in his... 15. There is no point in my ... 16. Bobby gave no sign of his ... 17. There was an absolute proof of his ... 8. Forgive me 19. It was the only excuse for her...

Exercise 8. Translate into English using the gerund or predicative constructions with the gerund.

1. Я не настаиваю на том, чтобы заняться этим вопросом немедленно.
2. Нельзя было не заметить ее радости. 3. Друзья начали расхваливать голос Хэриса, и, в конце концов, он согласился спеть. 4. Все зависит от того, примете ли вы необходимые меры. 5. Он не мог уйти, не спросив разрешения. 6. Когда дядя Поджер принимался что-нибудь делать, он вовлекал в работу всю семью и все больше и больше волновался, но у него никогда не хватало духа самому что-либо делать. 7. Это очень разумный совет, им стоит воспользоваться. 8. Вместо того чтобы посылать ему телеграмму, я свяжусь с ним по телефону. 9. Никто не возражал против того, чтобы Франк представлял фирму на выставке. 10. Это выражение часто встречается, его стоит выучить. 11. Все кошачьи — отличные охотники. Нашему коту никогда не надоедает часами караулить мышь у норки. 12. Мама купила специальное приспособление для шинковки капусты. 13. Вместо того, чтобы ехать по кольцевой дороге, мы выбрали проселочную, потому что путь сокращался на двенадцать километров. 14. После того, как Яна закончила консерваторию, ей хотелось петь от радости. У Юли был выбор при приобретении путевки; она предпочла Крым Кавказу, хотя это было дороже. 15. Мы ждали с нетерпением вызова к телефону. Мы срочно должны были получить новые инструкции. 16. В Кельне мы заинтересовались пением хора в католическом храме, мы посетили его два раза. 16. Прежде чем выполнить сложный проект нового двигателя, наш институт напряженно работал три года. 17. Ник с нетерпением ждет помолвки с Мери. 18. Прежде чем совершить на дирижабле беспересадочный перелет из Европы в Америку через Северный полюс, Руал Амундсен много путешествовал. 19. Летчик Петр Нестеров хорошо выполнял фигуры высшего пилотажа даже на примитивном самолете начала XX века. 20. Мы ощутили после отпуска большое преимущество путешествия на поезде перед тряской в автобусе. 21. Абрахам Линкольн, несмотря на то, что не пользовался популярностью у военных, стал президентом США (1861 — 1985). 22. Вместо того чтобы отдохнуть, даже в последние годы своей жизни В.С. Высоцкий продолжал напряженно работать над созданием новых песен. 23. После того как Юрий Власов не стал чемпионом Олимпиады в Токио, он покинул большой спорт и стал писателем. 24. Вместо того чтобы остановиться в комнате с балконом на четвертом этаже, мы предпочли большую, полную воздуха комнату на первом этаже. 25. Олег должен был ехать в командировку за рубеж. Он понимал, что улучшить свое произношение можно, читая вслух и слушая радио каждый день. 26. Мы с нетерпением ждали конца этой скучной лекции. 27. А. Туполев очень хотел сделать цельнометаллический самолет. Свою мечту он осуществил, используя алюминий. 28. Тур Хейердал мечтал переплыть океан на лодке из папируса. И свою мечту он осуществил. 29. Э. Циолковский думал о полетах к далеким планетам. Он первым выдвинул и открыл теорию ракетоплана. 30. Мы захлопнули дверь, а ключи оставили внутри квартиры. Мы решили не ломать замок, а дожидаться прихода мастера.

Participle

Причастие в английском языке представляет собой неличную форму глагола, которая соответствует в русском языке причастию или деепричастию. Различают следующие причастные формы:

Participle	Active	Passive
Participle I Non-Perfect	going taking	— being taken
Participle I Perfect	having gone having taken	— having been taken
Participle II	—	written

Причастие I выполняет в высказывании функции определения (на русский язык переводится причастием действительного залога с суффиксами-окончаниями -щий(ся), -щая, -щее, -щие, -вший, -вшие) и обстоятельства (переводится деепричастием несовершенного вида, оканчивающимся на -а, -я). В функции обстоятельства причастие I часто используется с союзами *when, while*, а при переводе на русский язык переводят либо деепричастным оборотом с опущением союза, либо придаточным предложением, которое начинается с союзов *когда, в то время как*, а подлежащим такого предложения выступает существительное, которое стоит за этим оборотом, или заменяющее его местоимение.

Причастие II в высказывании используется в функции определения и обстоятельства. Будучи использованным в функции определения, причастие II переводится на русский язык причастием страдательного залога совершенного и несовершенного вида с суффиксами-окончаниями -нный, -емый, -имый, -тый. В функции обстоятельства причастие II часто используется с союзами *if, unless, when* и переводится на русский язык чаще всего безличным обстоятельственным придаточным предложением, подлежащее которого совпадает с подлежащим главного предложения: *When translating the article the student consulted the dictionary. When asked this question the student could not answer it at once.*

В английском языке причастие может образовывать «независимый причастный оборот», в котором имеется свое подлежащее, выраженное существительным в общем падеже или личным местоимением в форме именительного падежа. Такой оборот на русский язык переводится придаточным обстоятельственным предложением с союзами *если, так как, когда, после того как*, если оборот предшествует подлежащему со сказуемым; если же он находится в конце предложения, то чаще всего переводится сложносочиненным предложением с союзами *причем, а, и*: *The work being finished, the two girls went into the shop. Ice having thus been broken, the two former rivals grew still more affectionate. We were both standing leaning against the mantelpiece, she admiring her fan of blotting paper, I staring at her.*

Exercise 1. Translate into Russian paying attention to the use of the participle.

1. Turning round, he stared at me, but I perceived he did not see me. 2. I kept silence for a little while, thinking of what Stroeve had told me. 3. He looked like a man who has fallen into the water with all his clothes on, and, being rescued from death, frightened still, feels that he only looks a fool. 4. When Anderson, having warmly shaken their hands, closed the door behind the pair he heaved a great sigh of relief. 5. ...having tried various topics of conversation... I asked her to tell me who all the people at table were. 6. Neither of us had seen Strickland for two or three weeks — I because I had been busy with friends who were spending a little while in

Paris, and Stroeve because, having quarreled with him more violently than usual, he had made up his mind to have nothing more to do with him. 7. Above the mantelpiece was a most peculiar picture, which showed nothing more than a child's small wooden chair, painted red ... 8. ...having inquired the way from one of the group of youths lounging outside the Valley Ice Cream Saloon, he (Andrew) set out for the dentist's house. 9. He went out quickly, shutting the door behind him. 10. She didn't return with us, having been asked to a supper party... 11. In the provinces, you not only know everybody, but you know all their life histories, and can give advice at the drop of a hat on anyone's love problem, having listened to all the telephone conversations and read most of the correspondence relating to the affair. 12. Then she got out and the man seeing her gave an astonished shout. 13. I laughed embarrassed, but not wholly displeased with the role thrust upon me. 14. There was another silence; Liza sat thinking, and Tom stood at the window, looking at her. 15. The girl hesitated, as though not quite knowing what to do. 16. The Cannings were taking an active part in the play. Penelope contriving new costumes at the lowest possible expense, Leo building a permanent set. 17. That being understood, the conference was over. 18. She had many little things to do besides sitting idly in her house while waiting to be taken out by her boarder. 19. He had scarcely ever drunk tea at all until knowing Gwen. 20. Though knowing what was there, he took the paper out and walked to the window to read.

Exercise 2. *Point out verbal, adjectival and adverbial characteristics of Participle I in the following sentences.*

1. Nick looked on at the moon, coming up over the hills. 2. Obediently shutting the door, Edna advanced into the room... 3. I got a telegram from Bill's uncle asking me to come. 4. Having got his son back like this, he felt he must know what was his financial position. 5. His wife was of the opinion that a frown suited his... face, giving it authority. 6. To begin with, it appears he caught sight of a man behaving suspiciously. 7. The car stopped. Drawing a long breath Pat got out. 8. The photograph showed a young girl standing... against the conventional background of a photographer's studio, a pagoda and a group of palm trees. 9. Having arrived in front of it (the house), she put her hands to her mouth in trumpet form and shouted: "Sally!" 10. Sally saw the advertisement of a play being acted at the neighbouring town. 11. "Nonsense," said Caroline in reply... "you'll see. Ten to one she's left a letter confessing everything." 12. Turning slowly, holding on to the wall, he dragged his way back into his room. 13. The following evening, having refused Elliot's telephoned offer to fetch me, I arrived quite safely at Mrs. Bradley's house. 14. ...pushing the people aside, he made his way through the crowd... 15. And for a moment they all three stood silently looking at one another. 16. ...quickly taking her handkerchief, she hid her face in it and began to sob broken-heartedly. 17. When laughing she half closed her eyes and a dimple danced on her cheek. 18. John busied himself with the complex problem of a growing city. 19. Late at night he received a telegramme from his father asking him to come home at once. 20. She wondered every day at that folly, already receding into the past.

Exercise 3. *State whether the action expressed by Participle I is prior or simultaneous with the action of the verb-predicate.*

1. I kept silence for a little while, thinking of what Stroeve had told me. 2. Gripping his bag, Manson leaped from the train and walked quickly down the platform, searching eagerly for some sign of welcome. 3. ...she passed him, pretending to look in front of her. 4. Jim put on his hat and went out, slamming the door... 5. I

was sitting in the cafe, reading a newspaper. 6. I wandered about looking at the pictures I knew so well and let my fancy play idly at the emotions they suggested. 7. Turning back to the first page he wrote at the top: "Ballet Shoes". 8. "How dreadful!" I said, looking alarmed. 9. "Why did you invite Barry?" Gil Tulloch asked, reddening. 10. A moment later the other sailor climbed beside him, then both stood idly smoking and talking. 11. Turning in what was for her obvious and only possible direction early in life, Val Tulloch was a woman who believed that all others must accept the one way to happiness. 12. "Twenty-five minutes past five," said Mr. Rycroft glancing at the clock. 13. "Tea," I said, setting the big white cup... in front of him. 14. Buttoning her raincoat up to her throat and knotting a scarf round her hair she went to Victoria Street. 15. Getting up, I ran impulsively across the room and flung my arms round her neck. 16. Waking as the sun crept over his pillow, he yawned, sat up and perceived that another day had arrived.

Exercise 4. *Translate into Russian paying attention to the function of Participle I.*

1. He drove slowly, enjoying the quiet of the evening. 2. At that moment a man, leaning on a stick, came walking slowly along the veranda. 3. And in the straight narrow road, leading up the hill their feet kicked up a yellow dust. 4. Looking back, I realize that what I have written about Charles Strickland must seem very unsatisfactory. 5. Vere street... is a short straight street leading out of the Westminster Bridge Road... . 6. So much Jeanne heard before she went out, closing the door behind her. 7. I kept silence for a while, thinking of what Stroeve had told me. 8. When she had finished she sat staring in front of her for some minutes. 9. I went out on to the landing, and cautiously down the stairs, hoping that one of the... doors would open... 10. Carriage nodded and went back to the desk. Bayrd leaned back in his chair, thinking. 11. "I am afraid it is a big problem I have brought you today," said the girl giving me a pleasant bow. 12. She came at last, hurrying across the road with her suitcase in her hand. 13. She was tremendously excited, laughing and singing... . 14. She sat, leaning her head on her hands, breathing in the fresh air... . 15. Suddenly she rose and peered at the paper, holding it as close under the light as possible. 16. I am glad you could come so soon because as a matter of fact I have already three or four people waiting for a vacancy to come here. 17. And the picture of the pale pink house by the canal bridge Tuppence hung over the 5, mantelpiece in her bedroom where she could see it every morning when drinking her early morning tea. 18. Baydr, Rooking from his window, saw the white roofs of the houses I below him. 19. She settled herself in a chair and sat watching him.

Exercise 5. *Use Participle I in the required form instead of the infinitive in brackets.*

1. I stood for a moment at the window, (to look) at the gaiety of the day. 2. (to finish) his toilet, he wrapped himself in a thick overcoat and wound a muffler round his neck. 3. And (to reach) the conclusion, he gave no further thought to the matter. 4. And then when the table (to set) for and dinner brought in, he put aside his book and gave her a glance... she was startled... 5. He peered at her, (to blink). 6. He got out of his seat and walked over and stood in front of Janet and Mary, (to look) down at them. 7. ...he writes a long letter to his critic, (to tell) him he is very sorry he thought his book was bad. 8. His father, (to retire), lived in an unpretentious, but not mean, house. 9. (to revolve) these and other matters in my mind, I went mechanically on my round. 10. It was about ten o'clock at night; I had been dining by myself

at a restaurant, and (to return) to my small apartment, was sitting in my parlour, reading. 11. (to ruffle) his grizzled hair with an affectionate hand, she remained for a while in silent meditation. 12. He decided to speak to her in the train (to come) home. 13. The next minute... the front door was flung open and he was in the lighted hall (to welcome)... by a short, plump, smiling woman of about forty... 14. It was not so much the fact that, (to invite) down to this place for a... visit, he Ground himself requested by his host to go and tell his uncle bedtime stories. 15. I came down here, (to hope) that I would get over it. 16. She drank deeply, and, (to do) so, sighed with satisfaction. 17. Again the hands rose eloquently, (to express) better than words could do Mr. Hercule Poirot's sense of utter outrage. 18. Sam, feeling that the interview, (to reach) this point might be considered over, got up.

Exercise 6. *Recast the following sentences so as to use attributive clauses instead of the constructions with Participle I.*

1. ...it was quite dark and she didn't recognize the man standing in front of her.
2. We passed into a large sunny apartment looking out towards the sea.
3. Most people living in out-of-the-way places when the mail comes tear open impatiently their papers.
4. A little way off he saw his wife in a long chair talking with the Davidsons and he strolled over to her.
5. He picked up a chattering acquaintance with several persons living in his hotel and he was not lonely.
6. There were people passing to and fro and he joined one of the groups.
7. When we were in the train, speeding towards Riga, my friend wrote busily for a few minutes.
8. Having nearly two hours to wait he made himself comfortable in the waiting room.
9. There is a taxi, waiting just round the corner.
10. Rising, he went to the parlour, where the doctor, standing on the hearthrug with his back to the fire, greeted him.
11. And then, quite unexpectedly, he received a message from Mr. Anderson, asking him to call at the Company offices.
12. The place was crowded with doctors and their wives, talking, laughing, generating immense cordiality.
13. I've just had a letter from my aunt asking me to go down to her place and stay.

Exercise 7. *Point out and define the type of constructions with the participle in the following sentences. Translate into Russian.*

1. After I had left them I walked up and down the road outside, listening to the blackbirds whistling continuously.
2. He (Young Jolyon) kept his eyes fixed on his father's face, putting a question now and then.
3. Bramwell came slowly, his large feet pressing down the pavement magestically, ...uncut white hair sweeping, over the back of his soiled collar, eyes fixed on the book he held at arm's length.
4. Hurriedly rchooking her dress, she descended the stairs and found him grouping the essentials on the dining table.
5. "It's an idea," he said, a flicker of a smile crossing his face.
6. I watched the couples dancing around.
7. The room was in confusion — drawer of the bureau pulled out, papers lying about the floor.
8. I watched her writing: the pen rarely left the paper, running on from letter to letter, from word to word.

Exercise 8. *Translate into English using Participle I in different functions.*

1. Девушка, оставившая эту записку, обещала зайти через два часа.
2. Студенты, принимавшие участие в научных конференциях, всегда узнают много нового и интересного.
3. Студенты, выступившие с содержательными докладами на конференции, были награждены грамотами и дипломами.
4. Человек, вошедший в приемную Мэнсона, представился как доктор Денни.
5. Идя по ули-

це, Том Сойер заметил незнакомую девочку, глядевшую на него из окна дома Тетчеров. 6. В комнате было очень тихо; единственным звуком, нарушавшим тишину, было тиканье часов. 7. Нельзя не смеяться, читая о приключениях трех друзей, путешествующих вниз по Темзе. 8. Человеком, первым поднявшимся в космос, был советский гражданин, Юрий Гагарин. 9. Успешно сдав все экзамены, студенты решили работать летом гидами. 10. Войдя первый раз в класс, молодая учительница увидела десятки любопытных глаз, глядящих на нее. 11. Играя в шахматы, Стрикленд обычно подсмеивался над своими партнерами. 12. Придя к заключению, что они серьезно больны, трое друзей решили, что они нуждаются в отдыхе. Уложив свои чемоданы и захватив собаку, они отправились вниз по Темзе. 13. Прочитав несколько страниц, девочка отложила книгу и стала задумчиво смотреть в окно. 14. Услышав слова Давида Копперфильда «Я ваш племянник», тетя Бетси была ошеломлена. 15. Проходя мимо этого дома вчера, я слышала, как кто-то прекрасно пел. 16. Подходя к дому, мать увидела, что дети ждут ее, стоя у калитки. 17. Видя, что Чарли в отчаянии, мать всячески старалась успокоить его. 18. Услышав чьи-то шаги и голоса, Том и Гек спрятались за деревом. Они были очень испуганы, узнав в одном из приближающихся к ним мужчин индейца Джо. 19. «Проходя мимо, я увидел свет в окне и решил заглянуть к вам и познакомиться», — сказал Денни. 20. Когда Джо увидел, что Том красит забор, он направился к нему. Заметив друга, Том начал весело работать, делая вид, что эта работа доставляет ему большое удовольствие. 21. Поссорившись со Стриклендом, Стрѐв несколько дней не видел его, но узнав, что Стрикленд болен, он пришел в отчаяние.

Exercise 9. *Point out objective predicative constructions with Participle I in the following sentences. Translate the sentences into Russian.*

1. I saw him walking briskly through the crowd wearing a tan raincoat... 2. She could hear Bart moving about outside, whistling as he worked. 3. ...he felt his heart pounding and his mouth was dry again, but it was excitement, not fear. 4. I've seen her sitting poring over her pass book. 5. With a neat push Poirot sent him staggering down the steps. 6. "I hear you've seen Blanch," he said. "How on earth did you find out?" "I was told by someone who saw you sitting with them." 7. He felt Bill coming up to the fire. 8. He leaned back watching Jan working with passionate absorption on the pull-over... 9. ...but I could hear two people talking in the room. 10. Aswald could feel his heart beating. 11. Then I heard someone weeping. 12. In the silence I could hear the clock ticking. 13. Then she heard the stranger laughing quietly, and his footsteps came across the room. 14. He found her watering some plants, her face expressed her surprise at his unusual presence. 15. At his home, he let himself in, and to his surprise, found his wife coming towards him in the hall. 16. They could hear the Invisible-Man breathing. 17. Then she noticed another figure standing looking after the barge that was making for Thebes... 18. Mike saw him standing in the doorway. 19. Then her charming face grew eager, and glancing round, young Jolyon saw Bosinney striding across the grass.

Exercise 10. *Point out subjective predicative constructions with Participle I in the following sentences. Translate the sentences into Russian.*

1. He was seen making his way to the house. 2. Here the nurse's voice was heard calling from the top landing. 3. Many students with blood streaming down; their faces were seen running down the side streets to avoid arrest. 4. He suffered

from dyspepsia, and he might often be seen sucking a tablet of pepsin... 5. At times he was seen driving with¹ her by people who knew him in a social and commercial way. 6. The boots of Albert could be heard racing upstairs. 7. You're, found hanging / around the grounds of a big house after dark... 8. ...in a few moments during the launching of the boats, Danvers was seen speaking to a young American girl. 9. Jennie was seen wearing the gold watch. 10. While Miss, Cutler was in the room dispensing vermilion bacon, the day's post could be heard arriving. 11. He could often be, seen walking with his eyes fixed anxiously on little Pablins Dartie's sailing-boat.

Exercise 11. *Translate into Russian paying attention to predicative constructions with Participle I.*

1. He watched the pulse beating rapidly in her throat, the flutter of her breathing between parted lips. 2. As Paul consulted his silver watch he felt the other watching him with a strange covetousness. 3. The sight of them set my heart hammering so violently I could scarcely breathe. 4. We came up for air at the same moment and heard the footsteps going away towards the tower. 5. He perceived a straggle going on within her. 6. I could see the farm growing, could feel the satisfaction of it growing in me. 7. Manuel noted the fresh blood shining down the black shoulder and dripping down the bull's leg. 8. Down towards the town men and women were running, and he noticed clearly one man coming out of a shop door with a stick in his hand. 9. They came to be on such good terms that he gave her a little leather picture — case from his dresser which he had observed her admiring. 10. He put some more on the plate, then turned his back politely so he would not watch them eating. 11. I saw a lot of grass and one or two sheep but I didn't see anybody working. 12. I noticed a couple of pictures hanging on the wall that I'd never seen before. 13. She could feel her knees violently trembling, and a sharp migraine had suddenly caught her eyes and forehead. 14. During the night two porpoises came around the boat and he could hear them rolling and blowing. 15. ...he would certainly have found himself going round the house a second time. 16. Baker observed with calm superciliousness the coast going by... 17. She slipped to her own room and heard Veronica breathing.

Exercise 12. *Point out nominative absolute participial constructions in the following sentences and define their functions. Translate the sentences into Russian.*

1. The Strand, it being the hour when the theatres began to empty themselves, was a roaring torrent of humanity and vehicles... 2. She looked at me, her eyes widening. 3. Liza and Tom and the Blakestones had got a seat together, Liza being between the two men. 4. ...the complication which the doctor had feared having ensued, recovery was impossible. 5. "You're worse than Claire," said Ray, her eyes ceasing to glitter. 6. He glared at Tom with outrage, his eyes glittering... with excitement. 7. She had put some order into the drawing-room by now, her housewifely instincts having got the better of her dismay. 8. She said it in a low voice, a spasm of pain crossing her face. 9. And in the evening after the high tea which was their last meal, they sat in the stiff parlour, the ladies working and Dr. Macphail smoking his pipe, the missionary told them of his work in the island. 10. Then his face lightening, he ran to the desk. 11. Dinner began in silence; the women facing one another and the man, 12. "It's a rum business," said Sergeant Pollock, his eyes wandering to the littered floor. 13. Sitting like that, his eyes half-closed, tasting blood, an image began to form hazily in his mind... 14. Supper finished, he led him into the parlour.... 15. In the house, the lamp lighted, Saxon looked at the coin.

16. And there I lay for a blasted hour, everybody hitting the lower path. 17. He found that Anne had advanced into the hall, her hands folded upon her apron, her eyes contemplating him... . 18. She counted out the money from her bulging purse, her fingers trembling, her eyes snapping at him. 19. As she approached the end of the bundle (of notes) she went slower and slower, her sly black eyes twinkling... . 20. Mrs. Bramwell's evening began at nine o'clock, the late hour being chosen out of consideration for the medical gentlemen who might be detained at their surgeries. 21. They walked silently through the street, Tom very grave, Liza weeping bitterly. 22. She turned, losing her restraint, her eyes sparkling with honest indignation. 23. The door and the window of the vacant room being open, we looked in.

Exercise 13. *Define the function of Participle II.*

1. Rosie looked round with delight at the great dark smoky house, crowded to the ceiling with the inhabitants of South London. 2. Carried away by the melody, Marie went so far as to dance a step or two herself. 3. "Let's skate again," she said, "shall we? With crossed hands." 4. They had gazed sadly on the pitted surface of the once smooth lawn. 5. Sam looked up, relieved. Dear Old Bates was standing in the lighted doorway. 6. I had been seated at the desk a long time, lost in thought. 7. Again there was a silence in the wooden shed, broken only by the drumming of the rain upon the tin roof. 8. I laughed, embarrassed, but not wholly displeased with the role thrust upon me. 9. Mr. Wrenn, startled, dropped his hat. 10. Embarrassed he didn't know what to say. 11. Poirot shook his head in a dissatisfied manner. 12. With a smile he looked across at Christine, seated on the opposite seat. 13. Surrounded by difficulties and uncertainty, he longed for Christine. 14. The owner was a half-caste named Horn, with a native wife surrounded by little brown children, and on the ground-floor he had a store where he sold canned goods and cottons. 15. Finch looked suddenly detached, lost in his own thoughts. 16. I had heard these topics argued between the scientists for years. 17. You bet I'm burning myself out I've been doing it for so many years now and who cares? At this moment I feel quite played out. 18. Rex assured her that the blind man was quite peaceful if left undisturbed. 19. Friendship restored, we walked along together. 20. Dogs have often been killed on the road.

Exercise 14. *Point out predicative constructions with Participle II and define their structure.*

1. Bart watched Chilla engulfed by his family and then saw them go, too, unchallenged. 2. They've got me cornered. 3. I had it all planned. 4. He distinctly heard the Boers sympathized with, the British Government blamed. 5. She kept her eyes fastened upon her plate. 6. He kept his eyes fixed on mine till I had finished, and then he turned away. 7. I saw her stretched out beside in the dust, her eyes glittering, and she wrinkled her nose at me. 8. ...I even heard it suggested that he might get the Foreign Office. 9. But a week later, feeling himself betrayed, hysterical and in terror, Norberd betrayed his wife. 10. As he ate the cottage pie that was his portion he felt Blodwen's eye fastened on him... 11. We'll have supper sent up to the suite. 12. About ten minutes later he heard the front door shut. 13. Perhaps she refused to have him sent for because she knew he would refuse to come.

Exercise 15. *Translate into Russian paying attention to the function of Participle II.*

1. A lady in velvet jacket was sitting there, with her eyes fixed on the ground. 2. Occupied by other thoughts I stopped thinking about Strickland and his affairs. 3. The Driffields lived in a house painted a dull red... . 4. It was a fairly large Victorian

mansion kept in good state of repair. 5. He liked the way she had her hair arranged, wondering if it was brilliontine that made it. glisten so. 6. She seemed pleased at Jane's graciousness and complimentary sayings. 7. Of the four persons who made up the little group collected about the threshold of the "Angry Cheese", three now spoke simultaneously. 8. He seemed calmed and at peace. 9. I took her hands in mine: she held my sprained wrist gently. 10. These two people seem extraordinary interested in Mon Re-pos. 11. ...a puzzled look crossed his face. 12. ...He went to the studio at ten with his coat collar turned up and his hat pulled low over his ears. 13. There were several letters in the pile laid on the table.

Exercise 16. *Recast the following sentences so as to use subordinate clauses instead of predicative constructions.*

1. About an hour had passed when he heard the key softly turned, and the door opened. 2. Arrived at the edge of the pond he stood, noting another water-lily opened since yesterday. 3. Hester, suppose you were to find yourself discharged from the faculty? 4. When Dr. Frank went back he found his wife nearly dressed. 5. I found him absorbed in detective novels. 6. The chair creaked, and Hope felt the glass drawn away from her. 7. ...the man of the world could feel Irene's arms crushed against his own. 8. Although Harold knew the facts so well he felt himself carried away by the rising current of excitement in the air. 9. Lambert liked to hear his children praised. 10. They saw the white sand spread in the explosion. 11. With mortification Simon saw his dark sardonic face relaxed. 12. But Willy had seen her carried off by half a dozen policemen, screaming and tearing their hair. 13. He has felt himself compelled to bring this action.

Exercise 17. *Make up 2-3 questions with each of the following constructions with Participle II. Let your fellow-students answer your questions.*

1. to have one's hair cut; 2. to have one's picture taken; 3. to have one's TV repaired; 4. to have one's room papered; 5. to have one's hair waved; 6. to have one's shoes mended; 7. to have 'a new dress made; 8. to have one's nails done; 9. to have one's report typed; 10. to have one's mail sent; 11. to have a text tape-recorded..

Exercise 18. *Rewrite each sentence using infinitive or -ing-form so that it includes the word in capitals and the meaning stays the same.*

- | | |
|---|----------|
| 1. I'm sorry I didn't go to university. | REGRET |
| 2. Winning the football pools meant we could buy a new car. | ENABLED |
| 3. There is a risk that he will miss the plane if he waits. | RISKS |
| 4. I believed you were the murderer because of this clue. | LED |
| 5. Does using the hotel swimming pool cost extra? | PAY |
| 6. I think that this is the right street. | APPEARS |
| 7. Jean succeeded in finishing all her work on time. | MANAGED |
| 8. They said they would like me to stay with them in Florida. | INVITED |
| 9. Calling Jim is pointless, because his phone is out of order. | USE |
| 10. It is compulsory for all students to leave a cash deposit. | REQUIRED |

UNIT 10. CONDITIONAL SENTENCES

В английском языке выделяют четыре типа условных предложений:

1) условные предложения I типа выражают общеизвестные факты, обычно относящиеся к настоящему времени: *If you interrupt people, they get angry.*

В условных предложениях этого типа и в главном и в придаточном предложениях употребляется Present Indefinite.

2) условные предложения II типа выражают реальные, осуществимые условия, обычно относящиеся к будущему или настоящему времени: *If anybody asks for me, I'll be in the canteen.*

В условных предложениях II типа, относящихся к будущему, в придаточном предложении после союза *if* глагол ставится в Present Indefinite/Present Continuous/Present Perfect/Present Perfect Continuous, а в главном предложении употребляется Future Indefinite или повелительное наклонение: *If the computers work today, we'll send our e-mail. If he comes, tell him to call me.*

3) условные предложения III типа выражают маловероятные и нереальные условия, относящиеся к настоящему или будущему времени: *If you went to work by helicopter, how long would it take?*

В условных предложениях III типа в придаточном предложении употребляется Past Indefinite/Past Continuous, а в главном предложении — *would (could, might) + инфинитив*: *If I won a lottery, I would buy a yacht and a plane.*

Необходимо помнить, что глагол *to be* в условном придаточном предложении II типа часто употребляется в форме множественного числа: *If I were you I would go to the doctor at once.*

4) условные предложения IV типа выражают условия, не реализованные в прошлом, а поэтому совершенно невыполнимые: *If I had had time yesterday, I would have gone to the concert, but I was busy.*

В условных предложениях IV типа в придаточном предложении употребляется Past Perfect/Past Perfect Continuous, а в главном — *would (could, might) + перфектный инфинитив*: *If it hadn't rained last Sunday, we would have gone to the country.*

Придаточные предложения вводятся союзом *if*, если говорящий хочет подчеркнуть, что может что-то случиться, и союзом *when*, если говорящий уверен, что это случится наверняка. Можно также использовать союзы *unless, providing/provided that, so/as long as, on condition that, what if, suppose/supposing, otherwise/if not, but for, even if, in case of/in the event of* и т.д.: *Unless you help me, I won't finish on time. Supposing you were fired, what would you do? But for your advice, I wouldn't have been able to solve my problem.*

В придаточных условных предложениях могут использоваться глаголы *will/would/should* для выражения вежливой просьбы или неуверенности: *If you will wait a minute, Mr. Carrington will be able to see you. (=Please, wait). If Paul should turn up, tell him to wait for me. (=Probably, he will turn up).*

Вместо союза *if* в условных придаточных предложениях может использоваться инверсия (характерно для письменной речи): *Were he more careful, he would make fewer mistakes. Should he fail to be re-elected, it would be a great disappointment for him. Had she been asked, she would have given her permission.*

Если придаточное предложение предшествует главному, то оно отделяется запятой; если же придаточное предложение следует за главным, то запятая не употребляется: *If I won the money, I would buy a car. I would buy a car if I won the money.*

Использование глагольных форм в условных предложениях

Type of clause	If-clause	Main clause
Type I (universal truth)	Present Indefinite If it rains,	Present Indefinite the roads get slippery and dangerous.
Type II (real or probable situations in the present or future)	Present Indefinite/ Present Continuous/ Present Perfect/ Present Perfect Continuous If we work hard,	Future Indefinite we 'll finish the project on time.
Type III Imaginary situations unlikely to happen in the present or future	Past Indefinite/Past Continuous If I didn't have to work such long hours,	would + Infinitive I wouldn't be so tired.
Type IV Imaginary situations contrary to the facts in the past	Past Perfect/ Past Perfect Continuous If I had been more careful,	would + Perfect infinitive I wouldn't have made such a big mistake.

Exercise 1. Use the correct form of the verbs given in brackets. Dramatize the dialogue.

IF I WERE...

If I (1) _____ (to be) you I (2) _____ (not to see) too much of young Brown. Why shouldn't I, Dad? What (3) _____ (to be) wrong with him? Well, Kate, if you (4) _____ (to be) older you (5) _____ (to understand). And if you (6) _____ (to be) younger, perhaps you (7) _____ (to like) him. You just (8) _____ (to start) a new job. If I (9) _____ (to be) in your place, I (10) _____ (to be) very careful in choosing friends. If you (11) _____ (to be) in my place you (12) _____ (not to choose) differently. Young people (13) _____ (not to be) what they (14) _____ (to use) to be. If I (15) _____ (to be) Minister of Education I (16) _____ (to do) something about it. If I (17) _____ (to be) Queen I (18) _____ (to have) a young Minister of Education. *Can you think of what you would do if you were Minister of Education?*

Exercise 2 Use the correct form of the verbs given in brackets.

A RAILWAY INCIDENT

An American lady travelling in England (1) _____ (to get) into a compartment in a smoking carriage where an Englishman (2) _____ (to smoke) a pipe. For a short time she (3) _____ (to sit) quietly expecting that the Englishman (4) _____ (to stop) smoking. But when the train (5) _____ (to be) under way for half an hour, she (6) _____ (to begin) to cough and sneeze trying to show him that she (7) _____ (to object) to the smoke. At last, seeing that all her efforts (8) _____ (to fail) to attract his attention she (9) _____ (to address) him impatiently, "If you (10) _____ (to be) a gentleman you (11) _____ (to stop) smoking when a lady (12) _____ (to get) into the carriage." "If you (13) _____ (to be) a lady," (14) _____ (to reply) the Englishman, — "you (15) _____ (not to get) into a smoking carriage." - "If you (16) _____ (to be) my husband," (17) _____ (to say) the American lady angrily, — "I (18) _____ (to give) you poison." The Englishman (19) _____ (to look) at her for a moment or two. "Well," he (20) _____ (to say) at last, - "If I (21) _____ (to be) your husband I (22) _____ (to take) it." *Do you think the woman was a real lady? Do you think the man was a real gentleman? What makes you think so?*

Exercise 3. Use the correct form of the verbs given in brackets.

AN AMERICAN TOURIST IN ENGLAND

He was an American tourist in London and he (1) _____ (to hire) a guide to show him the city.

"How long it (2) _____ (to take) to build this house?" he (3) _____ (to ask) his guide as they (4) _____ (to pass) a large hotel building.

"Why, about six months".

"Six months!" (5) _____ (to exclaim) the American. "Why, it (6) _____ (not to take) us more than six weeks to put up a building like that in New York".

They (7) _____ (to pass) an office building which (8) _____ (to be) quite new.

"And how long it (9) _____ (to take) to build that?"

"About four weeks", (10) _____ (to answer) the guide.

"Four weeks!" (11) _____ (to say) the American. "In New York we (12) _____ (to build) a place like that in four days".

Nothing more (13) _____ (to say) until they (14) _____ (to approach) the Houses of Parliament.

"Well, that (15) _____ (to be) not a bad-looking place. How long it (16) _____ (to take) to build it?"

"Well, you (17) _____ (not to believe) me", (18) _____ (to answer) the guide, "but that building (19) _____ (not to be) there when I (20) _____ (to cross) the bridge last night".

Exercise 4. Put the verbs in brackets into the correct form. Turn the dialogue into reported speech using appropriate introductory verb.

AN UNPLEASANT EVENING

Harry: We (1) _____ (to be) awfully late if that number 12 bus (2) _____ (not to come) soon... Let's stand in the doorway out of the wind.

Nora: All right, but we must be careful not to miss the bus... How you (3) _____ (to enjoy) the film?

Harry: I never (4) _____ (to go) if I (5) _____ (to know) it (6) _____ (to be) going to be so silly.

Nora: Why, what (7) _____ (to be) silly about it?

Harry: The whole story (8) _____ (to be) absurd. No sane people (9) _____ (to act) as they (10) _____ (to do). I wish we (11) _____ (not to stay) to the very end. Such a waste of time and money.

Nora: I wish you (12) _____ (to stop) grumbling. It (13) _____ (not to be) so bad at all.

Harry: Yes, it (14) _____ (to be). And you (15) _____ (to know) it as well as I (16) _____ (to do). I wish the acting (17) _____ (to be) better too.

N o r a: I (18) _____ (to think) I (19) _____ (to have) a point there. I (20) _____ (to enjoy) it much more if some of the popular actors (21) _____ (to be) in it.

Harry: And I (22) _____ (to enjoy) it more if we (23) _____ (not to go) at all.

Nora: And I (24) _____ (to enjoy) it more if you (25) _____ (not to be) so rude to that woman in front.

Harry: Well, I (26) _____ (not to be) rude to her if she (27) _____ (to stop) chattering when I (28) _____ (to ask) her.

N o r a: I wish you (29) _____ (to behave) better in public places.

Harry: I (30) _____ (to behave) better! I (31) _____ (to like) that! Why, if that woman had... (Sound of a bus starting up). But look, isn't that a No. 12 bus just going?

Nora: Yes, it (32) _____ (to be), and we (33) _____ (to miss) it after all. We (34) _____ (to see) that bus, Harry, if you (35) _____ (not to be) so busy quarrelling.

Harry: Really, Nora, I (36) _____ (to think) it (37) _____ (to be) much better if I (38) _____ (to stay) at home tonight and (39) _____ (to let) you go to the cinema alone.

Did Harry enjoy the film? Why?

Why was Harry rude to the woman inside?

Why did they miss the bus?

Exercise 5. Make up your own sentences according to the model.

Model: Harry went to see the film. He didn't know it was going to be so silly. — Harry would not have gone to see the film if he had known it was going to be so silly.

1. Harry was rude to the woman in front. She was chattering all the time.
2. Nora was angry with Harry. He did not know how to behave in public places.
3. Harry and Nora missed the bus. They were busy quarrelling.
4. Harry was grumbling. He was annoyed by that silly film.
5. They were standing in the doorway. They were trying to keep out of the wind.
6. They were late home. They had missed their bus.

Exercise 6. Put the verbs in brackets into the correct form. Turn the dialogue into reported speech using appropriate introductory verbs.

A DRIVING LESSON

Philip: What you (1) _____ (to try) to do?

E v e: I (2) _____ (to be) going to overtake that car.

Philip: Stop! Brake, for goodness' sake!

E v e: I (3) _____ (cannot).

Philip: Mind that tree! Brake! There! C-R-A-S-H!

Eve: Oh, dear!

Philip: Now look, what you (4) _____ (to do)! Good Lord!

E v e: I (5) _____ (not to do) anything. I wish you (6) _____ (to stop) shouting. If you (7) _____ (to leave) me alone, I (8) _____ (to be) perfectly all right.

Philip: Oh, give me patience. If you (9) _____ (to go) straight on, you (10) _____ (to run) into that lorry instead of just a tree.

Eve: No, I wouldn't. I (11) _____ (not to run) into anything. If you (12) _____ (not to shout) and (13) _____ (to make) me nervous I (14) _____ (can) have passed him quite easily.

Philip: Why on earth you (15) _____ (to ask) me to teach you?

E v e: I (16) _____ (not to ask). You (17) _____ (to say) it (18) _____ (to be) cheaper than going to a driving school, and you (19) _____ (to promise) you (20) _____ (to be) patient.

Philip: I wish I (21) _____ (can) be. But there (22) _____ (to be) a limit to anyone's patience. I wish I never (23) _____ (to agree) to teach you. I never (24) _____ (to do) that if I (25) _____ (to know) how bad you (26) _____ (to be).

E v e: I (27) _____ (cannot) be very good because I (28) _____ (to be) new at it. I wish you (29) _____ (to be) more understanding.

Philip: That's what I (30) _____ (to try) to be. But I do wish you (31) _____ (to pass) your driving test before the car (32) _____ (ruin) completely.

Exercise 7. Translate into English.

1. Если ты сделаешь много ошибок в тесте, ты будешь снова переписывать свою работу. 2. Если ты согласишься в предсказания гадалки, то будешь жить в страхе, что вот-вот произойдет что-то плохое. 3. Если она придет вовремя, то это будет большой сюрприз – обычно она опаздывает. 4. Если бы она была за наш план, мы бы поручили ей очень интересную работу на следующей неделе. 5. Если бы я побывал там снова в следующем году, я бы непременно навестил старых друзей. 6. Как бы вы решили эту проблему, если вам пришлось ею заняться. 7. Если бы он был более волевым человеком, он бы справился с этой трудной работой. 8. Если бы поезд вышел вчера вечером, сейчас бы приближались бы к Праге. 9. Если бы вы были более внимательны на письменных экзаменах, вы бы не сделали столько ошибок во вчерашней контрольной работе. 10. Если бы вы изучали английский в прошлом году вместе с нами, вы понимали бы сейчас этого англичанина.

UNIT 11. WORD ORDER. TYPES of QUESTIONS

В английском предложении порядок слов строго фиксирован: в двусоставном предложении подлежащее предшествует сказуемому (такой порядок слов называется прямым: *You should not go away under any circumstances. It was a torture to see the boy struggling out of the river. The coffee smells so nice.*

Если в функции сказуемого употреблен переходный глагол, то за ним следует дополнение: *The artist drew a sketch. The audience gave the speaker a warm round of applause.*

Если в предложении появляется косвенное дополнение, то оно ставится между сказуемым и прямым дополнением: *Mark showed the bus driver his bus pass.*

Предложные дополнения и обстоятельства располагаются после прямого дополнения или сразу после глагола, если конец предложения оказывается перегруженным словами: *Yesterday he went to the cinema with his friends to see a French film. The dictionary fell behind the sofa a whole week ago.*

Среди обстоятельств времени особое место занимают наречия неопределенного времени и частотности (*always, never, ever, sometimes, often, seldom, already, just* и др.), которые обычно ставятся в предложении между подлежащим и сказуемым: *We always have to wait a long time for the bus. Lucy hardly ever watches television and rarely reads newspapers. The traffic isn't usually as bad as it was this morning. Ann no longer works here.*

Если сказуемое выражено глаголом в аналитической форме, то эти наречия помещаются после первого вспомогательного глагола: *We have always lived in London.*

Такой порядок слов (т.е. прямой) является нормативным для английского предложения. Однако если предложение включает большое количество второстепенных членов, то некоторые из них могут перемещаться в начало предложения и занимать место перед подлежащим; в этом случае они обычно отделяются на письме запятой: *To pass the time, Ann left the kitchen to see whether her father was all right.*

Вынесение какого-либо слова на место перед подлежащим в предложении иногда бывает обусловлено желанием говорящего эмфатически его выделить: *On you go! Right you are!*

В английском языке имеют место случаи обратного порядка следования подлежащего и сказуемого, когда они меняются местами. Такое явление носит название инверсии, которая может быть полной или частичной.

Полная инверсия наблюдается:

а) в вопросительных предложениях, где сказуемое выражено глаголом *to be*: *Is the chief in the office? Are you students?*

б) в языке литературного стиля, когда автор стремится эмфатически выделить определенный член предложения: *From the stairs came the sound of radio playing a song he had never heard before.*

Частичная инверсия, при которой только часть сказуемого (вспомогательный, связочный, модальный глагол) ставится перед подлежащим, имеет место в следующих случаях:

а) в вопросительных предложениях: *Do you know the man? Are you coming tomorrow? Can you see anyone over there?*

б) в сложноподчиненных предложениях с нереальным условием (характерны для книжного стиля): *Had he come, we should not have known what to talk to him about.*

в) в простых предложениях при вынесении в начало отдельных наречий в целях эмфазы: *Never did he come in time! Only then did he remember the girl's name.*

Порядок слов в предложении отражает основную тенденцию коммуникативной структуры предложения – помещать новую, важную информацию в конец предложения. В английском языке развитию этой тенденции препятствует фиксированный порядок слов, но там, где это возможно, слово, которое является центром коммуникации, ставится в конец предложения: *Show me the book. Show the book to me first.*

Interrogative sentences

В английском языке выделяются несколько типов вопросительных предложений.

Общие вопросы ставят целью получение подтверждения или отрицания его содержания. В вопросах этого типа на место перед подлежащим выносятся вспомогательный или модальный глагол: *Do you like cheese? – Yes, I do. Have you seen this film? – Yes, I have. Can you speak French? – No, I can't. Were the visitors shown the new pictures? – No, they weren't.*

Если сказуемое выражено глаголом *to be*, обозначающим местонахождение или являющимся связочным глаголом, то в общем вопросе он сам ставится на место перед подлежащим: *Are interested in science fiction books? Was she a good student? Is he in the room? Are they very lazy?*

Если сказуемое выражено глаголом *to have* в форме Present Indefinite или Past Indefinite, то в значении иметь, обладать глагол *to have* обычно используется без вспомогательного глагола, а в американском варианте образование вопросов осуществляется с вспомогательным глаголом *do*: *Have you a sister? (British) – Do you have a sister? (American). Had he a car? (British) – Did he have a car? (American)*

Если *to have* употребляется как модальный глагол, то в вопросительном предложении необходимо использовать глагол *do*: *Does he often have to get up early? Did you have to work late last night.*

Глагол *to have* может входить в состав фразеологических и устойчивых словосочетаний (*to have a walk, to have a smoke, to have dinner, to have fun*); в этом случае необходимо использовать вспомогательный глагол *do*: *Did you have a good breakfast? Did you have much trouble finding the taxi?*

Иногда общие вопросы задаются в отрицательной форме для придания вопросу эмоциональной окраски (удивления, раздражения, разочарования) или же говорящий рассчитывает получить отрицательный ответ на свой вопрос. В таком вопросе стоящий перед подлежащим вспомогательный глагол имеет форму *haven't, don't, didn't, won't*: *Haven't you had lunch yet? Didn't you see him?*

Специальные вопросы строятся на основе структуры общего вопроса, которая предваряется вопросительным словом, а сам ответ на вопрос должен содержать недостающую информацию: *When can I phone you? When was the telegramme sent off? What book are you looking for?*

Если при вопросительном слове есть предлог, то в разговорной речи он обычно ставится в конце предложения: *What have come here for? Who did you have to talk to?*

В специальных вопросах к подлежащему порядок слов остается таким, как и в утвердительном предложении: *Who gave him a present? What will upset him?*

Альтернативные вопросы ставятся с целью предложить собеседнику сделать выбор между двумя предметами, действиями, качествами и т.д. Структурно такой вопрос состоит из двух общих вопросов, соединенных союзом *or*: *Are you coming or are you staying behind? Are you leaving tonight or tomorrow? Did you take a walk with Betty or Susan? Do you want a black or a blue pen?*

Разделительные вопросы ставятся с целью получить подтверждение справедливости высказываемого в предложении. Структурно разделительные вопросы состоят из двух частей – повествовательного предложения и краткого вопроса, состоящего из местоимения, соотношенного с подлежащим повествовательной части, и вспомогательного глагола, соотношенного со сказуемым. Если повествовательная часть утвердительна по форме, то вопрос имеет отрицательную форму; если повествовательная часть отрицательна по форме, то вопрос имеет утвердительную форму. *The train leaves at 9 o'clock – doesn't it? Nick must provide for his family? Mustn't he? The explanation doesn't sound convincing? Does it? You didn't have to stand in a long queue, did you? There was nobody at home, was there? We must never mention it to anybody, must we?*

Exercise 1. Rewrite the following in the most straightforward way.

1. The prizefight/April/will be held/ in Glasgow/at St Andrew's Sporting Club.
2. I/until Thursday/ against/ so I can relax and practice a bit/ don't play.
3. said/later/the defending snooker champion/at Sheffield's Crucible Theatre where the championships are being held..
4. This/for some years/in London/may be the last time an IAAF competition is staged.
5. According/road race/ to her coach/Rosa Mota's impressive performance was/last summer.
6. She/only two days after a 10 km mini-marathon in New York/10 km/at Boulder, Colorado/ran.
7. Hull was Wolves skipper/ from near the line/in the closing seconds of the game/Ron Hindmarch clear the ball.
8. Nottingham Forest/at City Ground/ beat Chelsea 7-0/yesterday.
9. Golfer Fred Couples of the USA/in Paris/at la Boulie/led the field in the Tournois Pierre de Paris/today.
10. The talented Yugoslav tennis player hit 22 aces/last year/on clay/to beat Becker/at the French Open.

Exercise 2. Explain the difference between each pair of the sentences.

1. i) Only John can speak Arabic really well. ii) John can only speak Arabic really well.
2. i) Frankly, I cannot talk to her any more. ii) I cannot talk to her frankly any more.
3. i) The post has not come yet. ii) The post still has not come.
4. i) In this company, every employee is important. ii) Every employee is important in this company.
5. i) They soon decided to leave. ii) They decided to leave soon.
6. i) I told you earlier to come round. ii) I told you to come round earlier.
7. i) Earlier I wanted John to have it. ii) I wanted John to have it earlier.
8. i) I London I only like to eat in expensive restaurants. ii) I only like to eat in expensive restaurants in London.

ten, you won't catch Peter cheating. ii) You won't often catch Peter
 g. have never been very interested in politics. ii) I never have been very
 ted in politics.
 I'll see you at nine thirty on Friday. ii) I'll see you on Friday at nine thirty.
 Anna carefully put the letters away. ii) Anna put the letters away carefully.

Exercise 3. Fit the adverbials into the sentences.

1. *deeply frankly just the same in love*

____, I do not expect you to believe this story of how a cobra and a boa fell
 _____, but I will tell it to you _____.

2. *by chance during the rainy season from a storm generally immediately
 one afternoon*

They met _____ when they were sheltering _____, and they were _____ attracted to
 each other. (You see, _____ snakes like snakes, even if people do not like snakes).

3. *even greatly naturally never seriously soon*

The cobra _____ admired the boa's muscular body, and the boa declared that
 he had _____ seen anything so beautiful as the cobra's head markings. _____
 they _____ fell in love, and _____ began to talk _____ of marriage.

4. *anxiously equally so easily too tightly*

But there was a big problem which could not be _____ resolved.

"If you told me _____, you might kill me", said the cobra _____.

"And if you kiss me, you might bite me and poison me", retorted the boa, _____ worried.

5. *anyway passionately sensibly though too hard every*

_____, they promised to be _____ careful, and to behave _____. It was no good,
 _____. The first time they met and embraced _____, the boa squeezed _____
 and the cobra bit the boa's lip.

6. *even only silently at that moment*

They decided before either of them could _____ say a word: _____ their eyes
 _____ expressed what they were feeling _____.

Moral: *Love is not having time to say you are sorry*

Exercise 4. Here are nine well-known English proverbs which have got very mixed up. Rebuild the proverbs from the elements in the three columns. Put a suitable relative pronoun in place of the —.

All	— pays the piper	is not gold
People	— laughs last	
All's well	— prays together	calls the tune
He	— glitters	
He	— blows nobody any good	laughs best
It's a long lane	— do not want to hear	
It's an ill wind	— ends well	should not throw stones
There are none so deaf as those	— live in glass houses	
The family	— has no turning	stays together

The following comments on the meaning of each proverb might help you to work out their meaning

1. Do not judge things by their outward appearance.
2. Don't criticize others when your own behaviour is not very good.
3. Difficulties do not matter as long as you get the result you want.
4. The person with power gets what he wants.
5. Winning is what really matters.
6. Things always get better sooner or later.
7. Something good can come out of the worst situations.
8. People will deliberately ignore unpleasant facts if they choose to.
9. This is a notice which is encouraging families to go to church.

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