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Unit I

Grammar 1. Attributive Word Combinations.

Causative Verbs. The Objective-with-the-Infinitive Construction (Complex Object)

Attributive Word Combinations

There are some constructions in English which make it difficult to interpret any English original text. Attributive constructions are among them.

Attributive constructions are word combinations represented by the main (defined) word and one or more defining words. Depending on what acts as an attribute, the following types of attributive phrases are distinguished in English:

- 1) **adjective / participle + noun**, for example: *a heavy snowfall, knitted goods, a decorative belt*;
- 2) **noun + noun or otherwise, phrases with a substantive attribute (the so-called “stone wall constructions”)**, for example: *a shoe buckle, a family trip, a pet shop*;
- 3) **attributive constructions with internal predication (a phrase or sentence acts as an attribute)**, for example: *a once-in-a-lifetime offer, a win-at-any-cost attitude*.

There are no word combinations like “noun + noun” in the Russian language, since there is no correspondence from the point of view of the structure of the construction and various semantic relations between the members of this group. Therefore, when translating into Russian, these phrases are particularly difficult.

The main variants of translation of defining words in attributive phrases “noun + noun”:

- 1) **by the adjective** (E.g. family circle – семейный круг, key issue – ключевой вопрос, night flight – ночной полет);
- 2) **by the noun in the genitive case** (E.g. rent increase – увеличение арендной платы, trip plan – план поездки, authority services – услуги органов власти);
- 3) **by the noun with a preposition** (E.g. hurricane warning – предупреждение об урагане, time travel – путешествие во времени, front-door keys – ключи от входной двери);

4) **by the transposition of the members of the attributive group (the defined noun becomes the defining)** E.g. administrative efficiency – умелое руководство;

5) **using a subordinate clause** (E.g. solar power station – электростанция, использующая энергию солнца, hardware store – магазин, торгующий инструментами и строительными материалами);

6) **by a single compound noun, most often by a generally accepted fixed equivalent** (E.g. crop rotation – севооборот, soil science – почвоведение; concrete mixer – бетономешалка, gas pipeline – газопровод, dough mixer – тестомешалка);

7) **by a noun in the possessive case** men's / ladies' boots – мужские / женские ботинки.

The compound nouns as: cowboy (ковбой), doorway (дверной проем), snowfall (снегопад), toothpaste (зубная паста), bedroom (спальня), firefly (светлячок), have become firmly established.

In some cases, binomial phrases can be polysemantic, for example, control system – *система контроля, система регулирования, система управления, управляющая система*. To translate the word combinations of this kind, you should be aware of the situation or have a broader context.

Exercise 1. Match the columns.

1) road sign	a) погоня за прибылью	1 –
2) credit card number	b) регулирование рождаемости	2 –
3) race horse	c) космическая эпоха	3 –
4) profits drive	d) страны, производящие сырье	4 –
5) budget increase	e) номер кредитной карты	5 –
6) a life-and-death necessity	f) мирные переговоры в Париже	6 –
7) birth control	g) предприятие обслуживания	7 –
8) space age	h) увеличение бюджета	8 –
9) raw material production countries	i) городской совет	9 –
10) Paris peace talks	j) беговая лошадь	10 –
11) city council	k) вопрос жизни и смерти	11 –
12) service establishment	l) дорожный знак	12 –

Exercise 2. Translate the following word combinations into Russian and determine which group they belong to according to the way of translation.

Road sign, credit card number, paper clip, Federal Witness Protection Program, race horse, profits drive, budget increase, administrative efficiency, solar power station, horse race, movie title, space age, a radio report, a customs officer, rock legend, town library, expense report, trade agreement, student's mistake, Expert's conclusion, business friends, production problems, government assistance, state pension, birth control, child-care workers, package deal arrangement, "World without bombs" conference programme, Africa denuclearization declaration, European Petroleum Equipment Manufacturers Federation.

Exercise 3. Read the text and translate it into Russian. Find the attributive word combinations "noun + noun" and fill in the table according to its graphs. Define the way of translation.

Attributive word combination	Meaning/translation	Way of translation
<i>London borough</i>	<i>район Лондона</i>	<i>Сущ. в род. падеже</i>
...

**If you're going to complain about kids being obese,
you may as well be honest about the reasons why**
(By Shappi Khorsandi)

We need to talk about fat kids. They are, in England fatter than ever according to official data released today.

My neighbouring London borough of Brent has, according to these figures, the highest number of severely obese children – 7.8 per cent – while over the bridge in fancy-pants Richmond, they have the lowest percentage of too-chubby cheeks at just 1.5 per cent.

You don't have to be a statistics genius to know why there is such disparity between these two boroughs. More people on benefits, and those who struggle to make the rent, live in Brent and more people with labradoodles, Hunter wellies and annual passes to Kew Gardens live in Richmond.

I myself was thinner when I lived in Richmond. Its glorious park was a playground to my son and I. Come rain or shine we'd run around every single day, having adventures and trying not to get run over by grumpy cyclists on their razor-blade wheels.

Affluence wafts around Richmond like overpriced coffee in Shoreditch. The children are rosy-cheeked, chock-full of vitamins and good vocabulary, and if you wander over to Barnes Pond, you'll be slap-bang in the middle of a Richard Curtis film, produced by Enid Blyton.

Of course the children are healthier over there. Their bikes are permanently in the front garden so they can go for a family cycle at the drop of a Barbour jacket. The kitchen cupboards are full of lovely things bought from the farmers' market, and a "special treat" is a trip to the new sushi place which does "ah-mazing" juices to boot (rather than a McFlurry with a gloomy-looking cheeseburger).

We can screech "THE KIDS ARE GETTING FATTER!" all we like but without looking at the social reasons why, it will continue. No one is under any illusions about the nutritional value of chips. But crushed under financial strain? Hopelessness? Depression? And the kids need feeding? Well, a plate of chips is fast, cheap and easy.

"I am not celebrating morbid obesity": Cosmopolitan magazine editor Farrah Storr defends decision to feature plus-size model Tess Holliday on cover.

You can huff and puff all you like around a park but weight doesn't really come off until your food is sorted out. It takes organisation, time, effort and mental positivity to pull yourself from the sludge of high-fat, high-calorie food. A pattern of overeating is frequently linked with depression and hopelessness. Then there is not having the means, the time or experience to do things that might be a better way to spend your time than eating.

What exercise does that's crucial is that it connects your mind to your body. Getting the old endorphins going is a mighty tool to help make food choices that nourish, rather than numb.

Sugar is addictive, comfort-eating is addictive and if you're in a cycle where you are struggling to keep your head above water, you're as likely to turn to those things as others are to booze and fags. This needs to be acknowledged before you can take a step closer to crispy kale salad and a family park run.

The data about the increase in obesity don't "suggest" but actually spell out the direct correlation between poverty and obesity. Austerity cannot be dismissed as a contribution to the rise in obese children. Turning the screws on already struggling families further, work and pensions secretary Esther McVey concedes that under universal tax credits "some people will be worse off" and prattled on further in that way Tories do when they get slightly exasperated that others can't face that when the going gets tough, you crush the poor into the ground.

Cuts to state schools mean it's become even harder for children to explore wider activities. Make sport as important as Maths and English in schools, I say, because it is. It really is. It makes you feel alive, connected and it helps take away the feeling of wanting to self-medicate with Dorritos.

I visited a private school this week. (My son is in year six and I wanted to see how the other half live.) Never mind Latin and guest speakers like AC-flipping-Grayling, the gym facilities were jaw-dropping. Just looking at them made me feel that I still had a prayer of becoming an Olympic basketball legend. Who wouldn't in such an inviting place? And they had a huge indoor swimming pool, as big as the municipal pool I take my children to where we swim amid the Band-Aids and bogey.

Ensuring they do sport every day and educating children about nutrition seems more useful than the National Child Measurement Programme (there really is such a thing) and shaming families of overweight kids. I don't know how they measure them but a friend's five-year-old daughter was reported to be "very overweight" and really the child has no extra weight to lose. We have to hold her down if there's a sudden gust of wind.

The government should stop taking money away from already struggling families. Sport should become a daily routine until it's ingrained in state school culture, just as it is in private schools.

Exercise 4. Read the text and translate it into Russian. Find the attributive word combinations "noun + noun" and define the way of their translation.

"Teachers and Technology: Easing the Way"
(by *Henry J. Becker*)

As technology professionals, parents, and community members, how can we help grade school teachers integrate technology into the classroom?

Asking K-12 teachers to integrate networked computers into the classroom is the biggest challenge we have given them in the last 200 years. Stridently admonishing them to change in the media isn't the way to help them make the transition. It is our responsibility to create the workplace conditions that enable, complement, and support teachers.

Technology's disruptiveness is not unique to education; it has caused all manner of stress in professionals from accountants to zoologists. But non-teaching professions have generally been interacting with technology for upwards of 20 years, first automating, and now infomating (the term represents uses of technology that go beyond the automation

of paper-and-pencil practices and truly leverage computational capabilities) their activities. They have had time to amortize the pain of adjusting their work practices to take advantage of technological advances.

It is only now that teachers are hitting the technology wall, which was avoidable in the 1980s and 1990s. In the 1980s, technology was segregated from the curriculum, and computer literacy courses were taught by “computer teachers”. In the 1990s, technology became supplemental to the curriculum. Textbook lesson plans had annotations at the bottom of the page instructing teachers to have children play, say, the simulation program called “Oregon trail” if time permitted. Well, there is never time in the school day for extra things! Thus, teachers avoided dealing with technology for another decade.

But today we are asking teachers to integrate technology into the classroom. Schools are creating technology skills requirements for students, and standards bodies such as the National Council for the Teaching of Mathematics and the American Association for the Advancement of Science are identifying technologies that need to be incorporated into subject areas and activities (such as the use of computer-based probes to measure the quality of water in a local stream or lake).

We can’t place the burden of change solely on the backs of teachers. We must try to identify and understand the conditions that enhance the use of computers in the classroom, and develop strategies to create those conditions in our schools.

Towards that end, this column covers a broad range of topics, from examining technology teaching practices to describing school district policies that lead to effective use of technology, from analyzing teacher technology preparation programs to business strategies for delivering technology-based products to the classroom. Our intent is to provide the Communications reader with concrete suggestions on how to improve technology use in your local schools.

Exercise 5. Read the text and fill in the gaps with the word combinations from the table. Translate the text into Russian, paying attention to the way of translating of the attributive groups “noun + noun”.

**Dogs communicate different feelings with right
or leftward tail wagging**

animal cognition and neuroscience lab, canine movies, Italian team, human eye, animals’ heart rate, brain process, heart rates, animal welfare, Queen’s University, animal behaviour, a dog owner’s perspective, women’s pupils, pupil size

A dog can distinguish a happy, friendly pooch from an anxious, threatening one from the way it wags its tail.

Dogs can tell how other dogs are feeling from the way their tails are wagging, according to researchers who monitored the ... as they watched

The ... found that dogs had higher ... and became more anxious when they saw others wag their tails more to the left, but not when they wagged more to the right, or failed to wag at all.

The curious form of communication is probably not intentional, or consciously understood, but is instead an automatic behaviour that arises from the structure of the brain, said Giorgio Vallortigara, director of the ... at the University of Trento.

“It’s not something they explicitly understand,” Vallotigara told the Guardian. “It’s just something that happens to them.”

Vallotigara traces the effect back to the way the two halves of the ... different experiences. In a previous study, his team showed that when a dog had a positive encounter, such as seeing its owner, activity rose in the left side of the brain, which brought about more tail wagging to the right. But a negative experience, such as being confronted by an aggressive and unfamiliar dog, had the opposite effect: greater activity in the right side of the brain, and more tail wagging to the left.

The effect is barely visible to the ... because dogs tend to wag their tails too fast, but it can be seen with slow motion video, or in some larger breeds that wag their tails with less gusto. “In some cases, the bias is so extreme that you can see their tails touching the flank on one side but not on the other,” said Vallotigara.

In the latest study, the researchers wanted to find out whether the direction of tail wagging had any effect on other dogs. To get an answer, they fitted dogs with vests that recorded their heart rates, and played them movies of other dogs wagging their tails one way and then the other. To ensure the dogs reacted only to tail wagging, and not appearance, they repeated the experiment with dogs that appeared only as silhouettes.

“When dogs saw other dogs wagging their tails to the right, there was quite a relaxed reaction and no evidence of an increased heart rate. But when the wagging was to the left we saw an increase in heart rate and a series of behaviours typically associated with stress, anxiety and being more alert,” Vallotigara said.

The anxious animals held their ears up, panted, crouched a little and kept their eyes wide open. The study appears in the latest issue of *Current Biology*.

Vallotigara said the effect was comparable to the apparent human preference for wider pupils. In one 1975 study, women were described in more appealing terms when their pupils were larger. Another study, from 2007, found that ... got bigger when they looked at pictures of potential partners. In neither case were people aware that ... was sending out a signal, said Vallotigara.

He said biases in tail wagging were hard to spot with the naked eye, but the finding might still help to improve

“This paper is extremely interesting from ...,” said Louise McDowell, a psychologist at ..., Belfast, who studies how activity on different sides of the brain affect “If a dog wags their tail to the left upon reunion with their owner, this may be a cause of serious concern, as it suggests that the right hemisphere is activated, which controls for negative emotional responses, including fear and withdrawal.”

Causative Verbs

The Causatives are the verbs expressing the reason for performing another action, therefore they are also called incentive verbs or cause verbs.

The Signs of the Causative Verbs:

– form the complex object after themselves, called a causative construction, or in some cases, the infinitive can be used in the function of a direct object;

– these are transitive verbs forming a sequence with other verbs: for example, “*I want to try to give up smoking*”. – Я хочу (что?) попытаться бросить курить → direct object.

Not any verb is causative if it is followed by a non-finite form of the verb, for example, when the following verb is an adverbial modifier and not an object:

I came to discuss this issue. – Я приходил (с какой целью?), (чтобы) увидеть её → adverbial modifier of purpose; *I kicked him to go forward.* – Я подтолкнул его, (с какой целью?) чтобы он прошёл вперед. (*to go* is not the object for the verb *kicked*).

I asked him to go forward. – Я попросил его (что?) пойти вперед. (*to go* is the object for the verb *asked*: What did I ask? I asked to go; *him to go forward* – complex object); *I saw him get kicked to the curb by Stacia.* – Я видела, (что?) как Стэйша его отшила (*him get kicked to the curb* – complex object).

The structure of the sentence with a causative verb looks like this:

Subject + Causative Verb + Object + Notional Verb with or without *to*

For example, *She made me clean the room*: “*she*” – subject, “*to make*” (*made*) – causative verb, “*me*” – the object, who is made to perform the action, “*clean*” (*уборать*) – notional verb without *to*, indicating what action **the subject** forces **the object** to perform.

The most common Causative Verbs

1. Let, Make

After the verbs *make* (force, urge), *let* (urge, allow), the verbal part of the causal construction is used in the form of an infinitive without particle *to*:

E.g. *I made him read the letter*. – Я заставил его прочитать письмо.

E.g. *Will you let me ask you a question?* – Вы разрешите мне задать вам вопрос?

If the verb *make* can be used in the form of the passive voice, then the subsequent verb is used with particle *to*. The verb *let* cannot be used in the passive forms, the verbs “allow” and “permit” are used instead:

E.g. *She was allowed to go home*. – Ей разрешили пойти домой.

2. Get & Have

After the verb *have* (to impose responsibility), the verbal part of the causal construction is used in the form of the infinitive without particle *to*, after the verb “*get*” (to force, persuade) – with particle *to*:

E.g. *What would you have me do?* – Что Вы хотите, чтобы я сделал?

E.g. *We got our friends to come to dinner*. – Мы уговорили своих друзей прийти к обеду.

3. Help

After the verb *help*, the verbal part of the causal construction can be used in the form of the infinitive with or without particle *to*:

The use of the infinitive without particle *to* after the verb *help* implies a direct impact to perform a certain action, and the use of the infinitive with particle *to* implies support to an object to perform an action, compare:

E.g. *I helped him get home*. – Я помог ему добраться домой.

E.g. *I helped him to get home*. – Я помог ему, чтобы он добрался домой.

E.g. *She helped his friend to escape.* – Она помогла своему другу сбежать.

E.g. *She helped him climb over the fence.* – Она помогла ему перелезть через забор.

Causative Forms

(Constructions *have something done* / *have somebody do something*)

In English, there are active and passive causative constructions.

Active Causative Form (the doer of the action is indicated)		
formed according to the scheme – <i>to have somebody do something</i>		
➤ <i>the structure of the sentence – <u>Subject + have/get/make/let/help + Person + Infinitive</u></i>	E.g. <i>I have my legal representative sign all the agreements.</i> – Все соглашения подписывает мой юридический представитель. Here, the subject (the subject, in our example, “I”) imposes the obligation to perform the action on a third person	
➤ The active causative construction can be used in all tenses , following the standard rules of grammar	E.g. <i>We will get our college to contact you</i> – Мы убедим нашего коллегу связаться с Вами (Future Simple) E.g. <i>When they arrived I had had my sister clean the flat.</i> – Когда они пришли, моя сестра уже убрала в квартире (Past Perfect) E.g. <i>I am making him do his homework.</i> – Я заставляю его делать домашнее задание (Present Continuous)	It is not customary to use this construction with the verb have in the form of Continuous, in these cases preference is given to passive forms
Passive Causative Form (the action is important, not the doer)		
formed according to the scheme – <i>have/get something done</i>		
➤ <i>the structure of the sentence – Subject + have/get + object + V3</i>	E.g. <i>He has his car washed once a week.</i> – Он моет автомобиль раз в неделю. Here, like in the active causative, the subject (in our example, “He”) does not perform the action itself, but someone does it for him	
Passive causative constructions can be used in all kinds of the grammar tense forms, as shown in the table below		

<i>Passive Causative Tense Forms</i>		
<i>Simple</i>		
<i>Present</i>	I paint the fence	I have my fence painted
<i>Past</i>	I painted the fence	I had my fence painted
<i>Future</i>	I will paint the fence	I will have my fence painted
<i>Continuous</i>		
<i>Present</i>	I am painting the fence	I am having the fence painted
<i>Past</i>	I was painting the fence	I was having the fence painted
<i>Future</i>	I will be painting the fence	I will be having the fence painted
<i>Perfect</i>		
<i>Present</i>	I have painted the fence	I have had the fence painted
<i>Past</i>	I had painted the fence	I had had the fence painted
<i>Future</i>	I will have painted the fence	I will have had the fence painted
<i>Perfect Continuous</i>		
<i>Present</i>	I have been painting the fence	I have been having the fence painted
<i>Past</i>	I had been painting the fence	I had been having the fence painted
<i>Future</i>	I will have been painting the fence	I will have been having the fence painted
<i>Infinitive and -ing- form</i>		
I want to paint the fence		I want to have the fence painted
I like painting the fence		I like having the fence painted
<i>Modal verbs</i>		
I must paint the fence		I must have the fence painted
I should have painted the fence		I should have had the fence painted

Exercise 1. Rewrite the following sentences in a causative form.

1. Steve asked his friend to park the car. – **Steve had his friend to park the car.**
2. Mom will ask her daughter to take the garbage out.
3. A plumber is setting water filters on all of my taps.
4. The mechanic redesigned Jack's motorcycle to emit less harmful substances.
5. Jane asked her boyfriend to pay the bill.

6. I asked the vet to examine my cat.
7. The supermarket delivered ready-made food to me at work.
8. When will they put our local schools in order?
9. The mechanic has fixed Matthew's car.
10. My wallet was stolen last week.

Exercise 2. Fill in the gaps with the verbs in brackets using the passive causative *to have something done*.

1. They _____ the house _____ last year. (build)
2. The girls _____ their room _____ next month. (paint)
3. The retired should _____ their eyes _____ regularly. (test)
4. Our friends _____ the dishwasher _____ only last year! (repair)
5. _____ she _____ her car _____ regularly? (service)
6. How often _____ you _____ your windows _____? (clean)
7. Our _____ the office _____ at the moment. (reconstruct)
8. Our neighbors _____ their car _____ every month. (repair)

Exercise 3. Make up sentences from the given words using the correct causative form.

1. Mike must / really / the heating / fix. Winter is coming soon.
2. She / her hair / cut yesterday.
3. He / the rooms / paint at the moment.
4. After James / the sleeves / shorten, the blazer fit him perfectly.
5. Instead of wasting money, why / you / not / your flat / repair / ?
6. What are those workmen doing in your garden? – Oh, we / a garage / build.
7. We / not / our oven / fix / yet.
8. Her coffee maker was broken. Now it's working again. She / it / repair.

Exercise 4. Change the following sentences in the form of the passive causative (*have something done*).

1. Someone dyed Olga's hair brown a week ago.
Olga

2. The mechanic is changing Ivan's wheel.
Ivan
3. The barber trimmed my father's beard and mustache last Wednesday.
My father
4. Someone checks John's car after every trip.
John
5. The dentist checks my teeth once a year.
I

Exercise 5. Change the following sentences in the form of the active causative (have somebody do something).

1. The mechanic changes Peter's wheels yearly.
Peter
2. The barber trimmed my father's beard and mustache last Wednesday.
My father
3. The assistant checks Henry's guitar after every show.
Henry
4. The dentist checks my teeth once a year.
I

Exercise 6. Answer the questions positively or negatively as in the examples.

Model 1: *Mary / clean / the / house?*

(+) *A: Did Mary clean the windows?*

B: Yes, she did it herself.

Model 2: *Sam / repair / her / car?*

(-) *A: Did Sam repair her car?*

B: No, she had it repaired.

1. Jenny and Lisa / decorate / this / house? (+)
2. Alex / fix / the / tap? (+)
3. Helen / grow / vegetable trees in her garden? (-)
4. Your sister / prepare / dinner? (+)
5. Emma / make / her wedding dress? (-)
6. The Smith / paint / their balcony? (+)

The Objective-with-the-Infinitive Construction (Complex Object)

The Objective-with-the-Infinitive construction is a construction in which the Infinitive is in predicate relation to a noun in the Common Case or to a pronoun in the Objective case.

Formation

The Subject + the Predicate + the Complex object ↔ (a noun in the common case or a pronoun in the objective case and an infinitive):

- translated into Russian as object clauses;
- used in the function of the complex object in the sentence.

E.g. *He wants the book to be returned tomorrow.*

He – the Subject; *wants* – the Predicate; *the book to be returned* – the Complex object

Он хочет, (что?) чтобы книгу вернули завтра.

Rules and notes

This construction can be used after the following categories of verbs:

- **Verbs of sense perception** – *to see, to hear, to watch, to notice, to observe*, etc.

I saw the captain appear on the bridge. –

Я видел, как капитан появился на капитанском мостике.

The bare Infinitive is used here.

Note:

The construction is not used after the verb ***to see* in the meaning of *understand***:

I saw that she did not know about the accident. –

Я понял, что она не знала о несчастном случае.

The construction is not used after the verb ***to hear* in the meaning *to be aware of something***:

I heard that your brother had returned to Moscow. –

Я слышал (узнал), что твой брат вернулся в Москву.

When the meaning is passive, Participle II in the Objective Participial construction is usually used:

I saw his camera broken by the policeman. –

Я видел, как его камеру разбил полицейский.

- **Verbs of mental activity** – *to consider, to expect, to mean, to think, to believe, to presume*, etc.

The boy expected the parents to return in an hour. –

Мальчик ожидал, что его родители вернутся через час.

Note:

After the verbs **to consider**, **to find** the verb **to be** can be omitted:

I consider him (to be) a talented teacher. –

Я считаю, что он талантливый учитель.

• **Verbs denoting wish** – *to want, to wish, to desire, would like, etc.:*

I want her to do it at once. –

Я хочу, чтобы она сделала это сейчас же.

Note:

When the meaning is passive, Participle II in the Objective Participial construction is usually used:

Professor wants the results of the studies translated into English. –

Профессор хочет, чтобы результаты исследований были переведены на английский язык.

• **Verbs of compulsion** – *to order, to make, to force, to compel, to cause* in the meaning of *the necessity to do smth., to demand.*

The captain ordered the sailors to load the cases. –

Капитан приказал матросам грузить ящики.

• **Verbs expressing feelings and emotions** – *to like, to love, to dislike, to hate, cannot stand, etc.*

I hate people to tell a lie. –

Ненавижу, когда говорят неправду.

Note (for whole construction):

Russian sentences of type “*Я люблю, когда мне дарят цветы*”, “*Он хочет, чтобы ему подарили щенка*” are translated into English without any construction by means of the Passive Infinitive:

I like to be presented with flowers. –

Я люблю, когда мне дарят цветы.

He wants to be presented with a puppy. –

Он хочет, чтобы ему подарили щенка.

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

1. I want my students to listen to me and I expect them to understand the material. 2. What made you decide to submit the application to this institution? 3. Everybody knows him to be a talented surgeon. 4. The desire for success made her pull together and didn't let her stop for a minute. 5. Let me take your children to the circus on weekend! 6. It takes two months to make a dream come true. 7. Don't let them fool you! 8. The chief expects him to finish the report by the end of the week. 9. I don't let my children play the computer games more than an hour otherwise it makes them irritable. 10. We saw her cross the street and enter the supermarket. 11. I have never heard anyone speak badly of him.

Exercise 2. Transform the following sentences using the Objective-with-the-Infinitive Constructions.

Model: *I expect that she will send me a letter. –
I expect her to send me a letter.*

1. She would like to see **how he will say it to her face**. 2. They expect **that you will join their football team**. 3. I had not expected **that she would give permission**, but she did. 4. We knew **that he was a bright student**. 5. I don't like **that you repeat this nonsense**. 6. I hate **when people get into a scrape**. 7. She expects **that everybody will be ready by noon**. 8. They showed themselves even more ill-bred than we had expected **they would be**. 9. I felt **that somebody touched me lightly on the shoulder**. 10. He heard **that someone called his name**. 11. We did not expect **that he would return so soon**.

Exercise 3. Make your own sentences from the words below. Translate these sentences into Russian.

1. want / me / to pay by card / shop assistant.
2. her mother / Jane / to try a dress on / would like.
3. not to come so late / her parents / want / me.
4. they / Nick / to invite them to their house / expect.
5. our teacher / us / expect / to make a report.
6. her brother / Margaret / to keep to a diet / not want.
7. a guide / her / to pay attention to the picture / would like.
8. our parents / my sister / expect / to go to university.

Exercise 4. Complete the sentences with your own examples.

1. She saw 2. We haven't heard 3. I watched attentively 4. He felt 5. It was interesting to watch 6. Her granny noticed 7. She has always known 8. But I thought 9. Do you consider ... ? 10. We could never expect ... ! 11. Can you imagine ...? 12. She believes 13. His mother wishes 14. He wants 15. I dislike 16. Her uncle intends 17. Nick hates 18. I can't bear

Exercise 5. Translate the sentences into English using the Objective-with-the-Infinitive Constructions.

1. Не заставляй меня спорить с тобой! 2. Я ненавижу, когда вы используете в речи такие выражения! Я считаю, что это звучит вульгарно. 3. Я настаиваю, чтобы ты надела плащ и взяла зонт! Собирается дождь. 4. Я не выношу, когда она просит деньги взаймы. 5. Она очень хотела, чтобы он обсудил с ней ее исследования. 6. Я не допущу, чтобы вы так отзывались о моих коллегах.

Unit II

Grammar 2. The Participle. The Participial Constructions

The Participle

The participle is a non-finite form of the English verb that has the features of the verb (it is part of a predicate), the adverb and the adjective. This is the main difference of the participle from the infinitive and the gerund, because they are close in meaning to the verb and the noun.

There are two main forms of the Participle in English:

- Present Participle (or Participle I).
- Past Participle (or Participle II).

The Present Participle is formed by means of the ending -ing at the end of the word: cooking, living, sleeping. The Past Participle corresponds to the third form of the verb (V₃).

The Forms of the Participle			
Participle I	Active	Formation	Passive
The Indefinite Participle (Present Participle)	<i>asking</i> →	The Indefinite Participle (Present Participle) in the active and the passive voice expresses: – a simultaneous action with the action of the predicate; – may indicate an action, the time of which is unknown or not important; – it is used instead of the form of the Perfect Participle with the verbs of sense perception and movement , even if this action expresses the precedence	← <i>being asked</i>
	E.g. <i>He is <u>looking</u> at the girl <u>sitting</u> by the door.</i> Он смотрит на девушку, сидящую у двери		E.g. <i><u>Being asked</u> a difficult question, the student thought.</i> Когда студенту задали трудный вопрос, он задумался E.g. <i><u>Arriving</u> at home they called on their friends.</i> Приехав домой, они позвонили своим друзьям

Participle I	Active	Formation	Passive
The Perfect Participle	<i>having asked</i> → E.g. <u>Having read</u> the book <i>I returned it to the library.</i> Прочитав книгу, я вернул её в библиотеку	The Perfect Participle in the active and the passive voice expresses the action preceding the action of the predicate	← <i>having been asked</i> E.g. <u>Having been built</u> of concrete, the house was cold in winter. Так как дом был построен из бетона, зимой в нём было холодно
Participle II	–	Formation	Passive
The Past Participle or the Past Participle Passive	–	The Past Participle It is usually used to express an action that is usually performed in general, i.e. when Present Indefinite Passive can be used in a subordinate clause	← <i>discussed</i> – <i>обсуждающийся, обсуждаемый, обсужденный, обсуждавшийся.</i> E.g. They sent us the documents <u>signed</u> on Tuesday. Они прислали нам документы, подписанные во вторник
Note	– sometimes the form of the Participle I, formed from the verb to be , is omitted in the construction, but it is easy to guess.		E.g. Lunch (being) over, we went on reading. Обед закончился, и мы продолжили чтение. E.g. I found him waiting, with his wife (being) upstairs. (please remember: <u>with</u> is often used in the absence of <u>being</u>) Я обнаружил, что он ждал меня, а жена его была наверху

Exercise 1. Translate the sentences with the Participle into Russian. Write down the numbers of the sentences with Participle I and Participle II.

1. We saw the child's smiling faces.
2. The girl watched the glittering snowflakes.

3. The boy looked at the torn pocket in surprise.
4. She found her lost handkerchief on the floor.
5. The cabs filling the street moved very slowly.
6. Vegetables cooked on coals are very tasty.
7. The students taking part in extracurricular activities are very responsible.
8. The language club headed by our teacher takes place every week.
9. The children watched the butterflies fluttering in the sky.
10. Suddenly they noticed a cloud of smoke rising into the air.

Exercise 2. Write down the sentences below in the appropriate columns. Translate them into Russian.

Participle I	Perfect Participle	Past Participle

1. The orchard was full of children, running and laughing.
2. A broken cup was lying on the table.
3. The woman sitting by the window is my sister.
4. I was sitting between the shelves loaded with papers.
5. Be careful when crossing the road.
6. Having driven 200 kilometers he decided to have a rest.
7. If invited, we will come.
8. She felt disappointed having heard the truth.
9. He looked at me smiling.
10. She had her car washed.
11. Built of the local stone, the building was a masterpiece.

Exercise 3. Make up sentences using the forms of the Participle.

A. Combine two sentences into one using Participle I.

E.g. He was jumping down the stairs. He broke his leg. – *He broke his leg jumping down the stairs.* (Он сломал ногу, прыгая вниз по лестнице.)

1. James was reading the book. He fell asleep.
2. The students opened their textbooks. They looked for the answer.
3. Julia was training to be an artist. She lived in St. Petersburg for 5 years.
4. They are vegetarians. They don't eat meat.
5. Jane was sweeping the floor in her bedroom. She found some old coins.

B. Combine two sentences into one using the Perfect Participle.

E.g. He handed in his test. He had written all the exercises. – *Having written all the exercises, he handed in his test.* (Написав все упражнения, он сдал свою контрольную работу.)

1. She called the taxi and left. She had closed the door of the flat.
2. I left him a message. I had tried catching him at home many times.
3. We moved to the city. We had sold our cottage.

4. His stomach was aching at night. He had eaten out.
5. He knew all the subject matter of it (the film). He had seen the film several times.

Exercise 4. Translate the sentences into Russian, paying attention to the forms of the Participle.

1. The rules learnt by the students were not very difficult.
2. When reading some new foreign texts she usually wrote out all new words.
3. If translated into Russian, this article will be of great importance for me.
4. The text being translated by the students is not very difficult.
5. Having been written the letter had to be posted in the evening.
6. Having passed the examination he joined a group of students who were standing in the corridor.
7. The engineers invited to our plant are well-known specialists.
8. Being invited too late his friend could not come.
9. The lecture followed by an experiment was interesting.
10. When asked, the student answered very well.
11. Ice melts when heated.
12. Having studied this material, the students made a project.

Exercise 5. Open the brackets using the appropriate form of the Participle.

1. You can measure the force (act) on the body.
2. The force (apply) to the body was measured.
3. (Graduate) from the University, he began to work at an office.
4. The engine (test) required no improvement.
5. (Make) these experiments we can compare the weight of elements.
6. The substances (identify) were described in his report.
7. (Listen) to the lecture, students usually make notes.
8. There are several subjects (study) optionally.
9. A system is a good mixture of integrated parts (work) together.
10. Input is the information (present) to the computer.

The Functions of the Participle in the Sentence		
Participle I		
№	Function	Example
1.	<p>The Attribute</p> <p>– in this function, only the Participle I Indefinite is used. It corresponds to the Russian Present Participle in the same function;</p> <p>– the Participle can be used in the preposition before the noun being defined and in the postposition after it</p>	<p>E.g. <i>A smiling girl.</i> Улыбающаяся девочка</p> <p>E.g. <i>The men building our house with me are my friends.</i> Люди, строящие наш дом вместе со мной, – мои друзья</p>

№	Function	Example
		<p>E.g. The student <u>reading</u> a book is my friend. (Present Part. Active) Студент, читающий книгу, мой друг</p> <p>E.g. The questions <u>being discussed</u> at the conference are very important. (Present Part. Passive) Вопросы, обсуждаемые на конференции, очень важны</p> <p>E.g. <u>Having finished</u> the work, he went home. (Perfect Part. Active) Закончив работу, он ушел домой</p>
2.	<p>The Adverbial Modifiers</p> <p>– in this function, the Participle I Indefinite Active is most often used at the beginning of the sentence. It is translated into Russian by an imperfect adverbial participle (деепричастие).</p> <p>– in this function conjunctions when or while are often used before the Participle</p>	<p>E.g. (When) <u>reading</u> this text, the student found out many interesting things. (Present Part. Active) Читая этот текст, студент обнаружил много интересного</p> <p>E.g. <u>Being packed</u> carefully, the glassware arrived in good condition. (Present Part. Passive) Будучи тщательно упакованной, стеклянная посуда прибыла в хорошем состоянии. (Так как стеклянная посуда была тщательно упакована, она прибыла в хорошем состоянии)</p> <p>E.g. <u>Having read</u> the book, he put it on the shelf. (Perfect Part. Active) Прочитав книгу, он поставил ее на полку</p> <p>E.g. <u>Having been written</u>, the letter was placed in the envelope. (Perfect Part. Passive) После того, как письмо написали, его вложили в конверт</p>
3.	A part of the Predicate	<p>E.g. They are <u>playing</u> chess. Они играют в шахматы</p>

Participle II		
	Function	Example
1.	The Attribute The time of the action, denoted by Participle II, is determined by the time of the action of the predicate or the context	E.g. <i>The questions discussed at the meeting are very important.</i> Вопросы, обсуждаемые на собрании, очень важны E.g. <i>The questions discussed at the meeting were very important.</i> Вопросы, обсужденные на собрании, имели большое значение
2.	The Adverbial Modifiers of Cause and Time The conjunctions <i>if, unless, when</i> can be placed before Participle II in the function of the adverbial modifier. In this case, the English participle is translated by the adverbial clause	E.g. <i>Packed in strong cases, the goods arrived in good condition.</i> Будучи упакованными в крепкие ящики (Так как товары были упакованы в крепкие ящики), товары прибыли в хорошем состоянии E.g. <i>If built of the local stone, the road will serve for years.</i> Если построить дорогу (Если дорога построена) из местного камня, она будет служить долгие годы

Exercise 1. Define the function of Participle II. Translate the sentences into Russian.

1. The first television set produced in 1939 was a tiny nine-by-twelve inch box. 2. While skiing yesterday she fell and broke her leg. 3. Herodotus' fullscale historical treatise written in ancient times is called "History". 4. Fairy tales read in childhood seem like old and kind friends. 5. He showed the holiday makers the room reserved for them. 6. While crossing the road, we saw Linda talking to a stranger. 7. A large branch, broken by the wind, lay across the road. 8. Flight simulators developed in our city are operated all over the world.

Exercise 2. Translate the sentences, paying attention to the forms and the functions of the Participle.

1. Look at the trees growing in our garden. 2. Travelling abroad he attended few courses. 3. The methods used in this research were quite effective. 4. Studying this research work, a young physicist discovered

a mistake in the calculations. 5. When asked what he intended to do, he said he didn't know. 6. Squeezed by the ice, the steamer couldn't continue the way. 7. I want the work done immediately. 8. Having built the school, the architect started a new project. 9. While driving a car one should be very attentive. 10. A new electronic instrument will calculate how far one can drive on the fuel left in the tank. 11. Having been tested, the computer system was installed at a plant. 12. Having graduated from the University, he decided to go to the Far East. 13. When mass produced, electric cars will help solve ecological problems of big cities. 14. While dreamt about the previous trip she completely forgot about her current work. 15. Having been built, the house seemed to be even higher than it was planned.

The Participial Constructions

The Participial Construction	Formation	Examples
1. The Objective – with Participle I	<p><i>the noun in the common case or the pronoun in the objective case + the Present Participle;</i></p> <p>• <i>this construction is used when the speaker wants to emphasize that the action expressed by the Participle is not completed and is going on at the moment of speech (an only form of Participle I Indefinite Active is used)</i></p> <p>• <i>it is used after the verbs of physical and sense perceptions as: to feel, to find, to hear, to listen, to look, to notice, to see, to watch</i></p>	<p>E.g. I <u>hear</u> the bell ringing in the next room. Я слышу, как звенит звонок в соседней комнате</p> <p>E.g. They <u>watched</u> him entering the house. Они наблюдали за тем, как он входит в дом</p>

The Participial Construction	Formation	Examples
	<ul style="list-style-type: none"> • <i>this construction is similar to the “Objective- with- the Infinitive construction”, but the participial construction shows the action in its duration while the infinitive only indicates the action</i> 	<p>E.g. I <u>saw</u> John passing our house. Я видел, как Джон проходил мимо нашего дома</p>
<p>2. The Objective – with Participle II</p>	<p>the noun in the common case or the pronoun in the objective case + <i>Participle II</i>;</p> <ul style="list-style-type: none"> • Participle II names the action directed at a person or an object that are expressed by a personal pronoun in the objective case or a noun in the common case; • it is translated into Russian mainly by a subordinate clause; • it is used after the verbs of: <p>a) <i>sense perception – to see, to hear, to feel, to watch;</i> b) <i>of desire – to want, to wish;</i> c) <i>and the verbs to have, to get</i></p>	<p>E.g. They <u>heard</u> her surname mentioned in the list. Они слышали, как в списке упомянули ее</p> <p>E.g. I <u>want</u> the contract signed. Я хочу, чтобы контракт был подписан</p> <p>E.g. I <u>have</u> my car washed. Я помыл машину</p>

The Nominative Absolute Participial Construction (common for the written speech)		
The Participial Construction	Formation	Examples
3. The Nominative Absolute Participial Construction with Participle I and Participle II	<p>It consists of a noun in the common case (less often a pronoun in the nominative case) and Participle I.</p> <ul style="list-style-type: none"> the action expressed by the Participle refers to this noun (or the pronoun); the construction is used in the function of different adverbial modifiers in the sentence and is always separated by a comma from the rest of the sentence; it is translated into Russian by a subordinate clause: <ul style="list-style-type: none"> a) at the beginning of the sentence, by the subordinate clause of causes, time, conditions; with conjunctions <i>since, when, if</i>, etc.; b) at the end of the sentence – by independent sentences or with the help of the conjunctions <i>but, and, with</i> 	<p>E.g. <i>The sun having set, we settled down for the night.</i> После того, как солнце село, мы расположились на ночлег</p> <p>E.g. <i>His work finished, he went home.</i> Когда его работа была закончена, он пошёл домой</p> <p>E.g. <i>The weather permitting, we shall go to the country.</i> Если погода позволит, мы поедем за город. (обстоятельство условия)</p> <p>E.g. <i>The streets at that time were very narrow, the houses being built close to each other.</i> Улицы в то время были очень узкими, (и) дома строились близко друг к другу</p>

Exercise 1. Translate the sentences into English using the Participial Constructions “the Objective – with Participle I and Participle II”, depending on the meaning.

1. Я видел, как ты подходил к машине.
2. Он видел, как мы подошли к машине.

3. Мы видели, как они переходили дорогу.
4. Мы видели, как они перешли дорогу.
5. Он видел, как я открывала дверь.
6. Он видел, как я открыла дверь.
7. Она слышала, как я рассказывала ему об этом.
8. Она слышал, как я сказала ему об этом.
9. Я видел, как он входил в комнату.
10. Я видел, как она погасила свет и вышла из комнаты.
11. Я наблюдал, как они спускались с горы.
12. Он видел, как лодка медленно плыла по реке.
13. Я видел, как машина остановилась у дверей дома.
14. Я слышал, как он кричал что-то с противоположного берега.
15. Он наблюдал, как рабочие разгружали грузовик.
16. Я видел, как рабочие упаковывали товары.
17. Я видел, как товары упаковывали.
18. Я наблюдал, как отец ремонтировал часы.
19. Я наблюдал, как ремонтировали часы.

Exercise 2. Translate the sentences into English, using the construction “the Objective – with Participle II”.

1. Я видел, как грузовики отправили.
2. Он видел, как деревья высадили на аллее.
3. Мы видели, как письмо положили в конверт и отнесли на почту.
4. Я слышал, как это было сказано несколько раз.
5. Он хочет, чтобы документы были уничтожены.
6. Они хотят, чтобы товары были доставлены вовремя.
7. Вы починили свои часы?
8. Я хочу изучить эти документы сейчас же.
9. Почему вы покрасили стены вашей комнаты в синий цвет?
10. Я должен помыть пол в своей комнате.
11. Я хочу починить свой телевизор.

Exercise 3. Translate the sentences into Russian. Define the constructions.

1. His research having been finished, he went home.
2. Mother being away, grandparents had to take care of their grandchildren.
3. It being very stuffy, they aired the room.
4. It being very stormy, they stayed in the hotel.
5. All this having been settled, she left for Moscow.
6. The preparations being completed, they began to climb up the mountain.
7. The sun being hotter, the beach was empty.
8. Our petrol being exhausted, we barely got to the

gas station. 9. The game having ended, the crowd went home. 10. It was light, the sun having risen an hour before. 11. The film being over, everyone went away. 12. Nobody being there, I went away. 13. My mother having taken the key, I could not enter the house. 14. Meeting being over, workers took their workplaces. 15. The play being very popular, it was difficult to get tickets.

Unit III

Grammar 3. The Infinitive. The Infinitive Constructions

The Non-finite forms of the verb include the Participle, the Infinitive and the Gerund. They don't have the category of person, number, tense, mood and are not used in the sentence as a predicate, although they may be a part of it.

E.g. *To know the material well (the Infinitive) students looked through a lot of different reference books.* – Чтобы хорошо изучить материал, студенты просмотрели множество различных справочников.

E.g. *Making noise (the Gerund) is not allowed here.* – Шуметь здесь не разрешается.

E.g. *The stars shining (The Participle) in the dark sky seem blue.* – Звёзды, сияющие в тёмном небе, кажутся голубыми.

The Infinitive

The infinitive is a plain verb stem which is usually preceded by the unstressed particle *to*, e.g. to write – писать, to go – идти. The Infinitive is used without the particle *to* in the following cases:

1. After the auxiliary verbs **shall**, **will**.

E.g. *He will go to the prosecution and tell them everything he knows about you.* – Он обратится в прокуратуру и расскажет им всё, что он знает о вас.

2. After the **modal verbs** (instead of the verb **ought (to)**).

E.g. *Well, I can dance and you can just watch.* – Хорошо, я могу танцевать, а ты можешь просто смотреть.

3. After the verbs of sense perception as **feel**, **see**, **hear**, **watch** and so on.

E.g. *I saw him enter not one minute ago.* – Я видел, как он входил меньше минуты назад.

4. After the verbs **let** (разрешать), **have**, **make** (заставлять).

E.g. *What makes you think so?* – Что заставляет тебя так думать?

E.g. *Let me take this book, please.* – Пожалуйста, разрешите мне взять эту книгу.

5. After the phrases **had better** (лучше), **would rather** (лучше бы).

E.g. *You had better go and thank her in person.* – Вам лучше пойти и поблагодарить её лично.

The Forms of the Infinitive			
	Active		Passive
Indefinite	<i>to write</i> → E.g. <i>I want <u>to write</u> a good resume.</i> Я хочу написать хорошее резюме	The non-perfective forms of the infinitive expresses the action simultaneous with the action of the predicate (or following it)	← <i>to be written</i> E.g. <i>Your composition has <u>to be written</u>.</i> Ваше сочинение должно быть написано
Continuous	<i>to be writing</i> → E.g. <i>You'd better <u>be writing</u> your essay when I get there.</i> Тебе лучше писать свое эссе, когда я приеду		—
Perfect	<i>have written</i> → E.g. <i>The man was sorry <u>to have written</u> such a sad letter.</i> Мужчина сожалел, что написал такое печальное письмо	The perfect infinitive form expresses the action preceding the action expressed by the predicate	← <i>to have been written</i> E.g. <i>This sonnet must <u>have been written</u> by Shakespeare.</i> Этот сонет, должно быть, был написан Шекспиром
Perfect Continuous	<i>to have been writing</i> → E.g. <i>He is known <u>to have been writing</u> his thesis for five years.</i> Известно, что он писал свою диссертацию в течение пяти лет		—

Exercise 1. Insert the particle *to* before the Infinitive, where necessary.

1. I like ... sing. 2. I'd like ... sing. 3. She made me ... confirm his words.
4. She did not let him ... run about the room. 5. Do you like ... listen to the radio?
6. Would you like ... listen to music? 7. That clumsy boy made me ... smile.
8. My brother can ... speak French. 9. We had ... take off our

jackets because it was warm in the room. 10. They wanted ... go by taxi. 11. It is high time for you ... go to bed. 12. May I ... use your telephone? 13. He did not want ... play with her. 14. Would you like ... go for a walk? 15. I wanted ... speak to Nick, but could not ... find his telephone number. 16. It is time ... get up. 17. Let me ... help you with your report. 18. I was planning ... do a lot of things yesterday. 19. I'd like ... speak to you. 20. I think I will be able ... solve this problem. 21. What makes you ... think you are right? 22. He must ... do it. 23. Pete can't ... concentrate with the TV on.

Exercise 2. Translate the sentences into Russian. Write the appropriate forms of the Infinitive in brackets.

1. To play chess was his greatest pleasure. (...) 2. The child did not like to be washed. (...) 3. He is glad to be skating on such a nice day. (...) 4. Children were happy to have been brought home. (...) 5. She was excited to have been taken to the cinema. (...) 6. We like to be praised and don't like to be scolded. (...) 7. They were sure to be going in the wrong direction. (...) 8. Jane remembered to have been told a lot about the place. (...) 9. Which is more pleasant: to give presents or to be given presents? (...) 10. The children were glad to have been walking for so long. (...) 11. The boys were delighted to have been brought to the circus. (...) 12. Grandfather must be sleeping. (...) 13. He was glad to be driven home in a car. (...) 14. He was happy to have been praised by everybody. (...) 15. They must be walking in the park now. (...)

Exercise 3. Open the brackets using the Active and Passive Infinitive forms.

1. She pretended that she didn't want (to dance).
 2. Mike is always glad (to sing) in front of crowds.
 3. Lisa was embarrassed but waved. She seemed (not to recognize) him.
 4. You'd better (to work) on your report when I get there.
 5. The children liked (to tell) fairy tales.
 6. The dog was happy (to take) out.
 7. I'd really like (to swim) in a nice cool pool right now.

Exercise 4. Make the sentences using Continuous and Perfect Continuous Infinitive in the meaning of probability.

1. Probably they are working in the garden.
 2. It is certain that she is waiting for you at the entrance.

3. Of course, they are having a good time.
4. I am sure that he has been studying German for many years.
5. I hear the children's voices. Evidently they are reading aloud.

Exercise 5. Replace the highlighted parts of the sentences with the Infinitive Constructions. (The preposition is placed after the Infinitive).

E.g. *The boy had many toys **which he could play with**.* – *The boy had many toys **to play with**.*

1. Here is something **which will make you hurry up**.
2. Here is news **which will disappoint you**.
3. Here are some more money **which may come in handy**.
4. She need something **she could write with**.
5. I have brought you a magazine **which you can look through now**.
6. They gave us much advice **that we were to think over**.
7. We have elderly parents **which we must take care of**.
8. She has no money **which she can borrow**.
9. Have you got anything **that you want to offer**?
10. There was nothing **that he could do**.

Exercise 6. Translate the sentences into English, using introductory phrases with the Infinitive, where necessary.

Introductory phrases:

To begin with, – Начнем с того, ...

To tell (you) the truth, – Сказать по правде, ...

To be on the safe side, – На всякий случай, ...

To be honest, – Честно говоря, ...

To cut a long story short, – Короче говоря, ...

1. По правде говоря, я не смогу выучить это стихотворение.
2. Он умеет рассмешить меня (make laugh).
3. Начнем с того, что он расстроен вашим поведением.
4. На всякий случай, она сказала ему, где ключи от входной двери.
5. Для начала она представила нас гостям.
6. С ним трудно договориться.
7. Честно говоря, я в этом не разбираюсь.
8. Она хотела бы отправиться в круиз.
9. Они слишком молоды, чтобы так рассуждать.
10. Мне жаль это слышать.

The Functions of the Infinitive in the sentence		
№	Functions	Examples
1	The Subject	<p>E.g. <u>To save</u> money now is important in your situation. Экономить в твоём положении важно</p> <p>E.g. <u>To walk</u> in the forest was very pleasant. Гулять по лесу было очень приятно</p>
2	<p>The Compound Verbal Predicate: a) <i>a Part of the Compound Verbal Modal Predicate;</i></p> <p>b) <i>a Part of the Compound Verbal Aspect Predicate.</i> (together with the verbs that do not have a full semantic meaning without the infinitive as: <i>to begin – начинать, to continue – продолжать, to decide – решать, to want – хотеть, to hope – надеяться, to try – пытаться, стараться, to end – закончить, to stop – остановиться and etc.)</i></p>	<p>E.g. He can <u>dance</u> very well. Он умеет танцевать очень хорошо</p> <p>E.g. He decided <u>to read</u> Dickens in the original. Он решил читать Диккенса в оригинале</p> <p>E.g. She tried <u>to talk</u> to him, but it was all in vain. Она пыталась поговорить с ним, но все было напрасно</p>
3	A Part of the Compound Nominal Predicate	<p>E.g. Our duty <u>is to take</u> great care of the elderly. Наш долг – проявлять большую заботу о пожилых людях</p>
4	The Object (after the transitive verbs)	<p>E.g. She asked me <u>to get tickets</u> for the concert. Она попросила меня достать билеты на концерт</p>
5	<p>The Attribute</p> <p>1. It is important to note that: the infinitive, which defines the noun, is translated by the attributive clause with the verb expressing the obligation in the form of the future tense;</p>	<p>E.g. I have no desire <u>to read</u> his letter. У меня нет желания читать его письмо</p> <p>E.g. My friends were the last <u>to leave</u> the party. Мои друзья были последними, кто ушли с вечеринки. (Мои друзья последними ушли с вечеринки.)</p> <p>E.g. The students <u>to take part in</u> the running competitions have already come. Студенты, которые примут участие в соревнованиях по бегу, уже пришли</p>

№	Functions	Examples
	<p>2. The infinitive in the function of the attribute is often used after the words the first, the second, the third, ..., the last, the only, etc. and is translated by the finite form of the verb and in the tense in which the predicate is used</p>	<p>E.g. <i>The text-book <u>to be published</u> next year is written by our colleague.</i> Учебник, который будет опубликован в следующем году, написан нашим коллегой</p> <p>E.g. <i>She was the last <u>to know the news</u>.</i> Она была последней, кто узнал эту новость. (Она последней узнала эту новость)</p> <p>E.g. <i>I am sure he will be the first <u>to come</u> to the railway station to meet us.</i> Я уверен, что он придёт первым на вокзал встречать нас</p>
6	<p>The Adverbial Modifier.</p> <p>a) <i>Adverbial modifier of purpose</i>, often with the conjunctions in order and so as, especially when the meaning is negative</p> <p>b) <i>Adverbial modifier of result</i> after the adverbs too, enough and sufficiently</p> <p>c) <i>Adverbial modifier of comparison</i> with conjunctions as if, as though</p>	<p>E.g. <i>She put on her coat <u>in order not to catch</u> cold.</i> Она надела пальто, чтобы не простудиться.</p> <p><i>He works so hard in order <u>not to lag</u> behind the group.</i> Он работает так усердно (для того), чтобы не отставать от группы.</p> <p><i>He came to Moscow <u>to study</u> at the University.</i> Он приехал в Москву (чтобы) учиться в университете</p> <p>E.g. <i>They are <u>too</u> small to see with an eye.</i> Они слишком малы, чтобы их можно было увидеть невооруженным взглядом.</p> <p><i>It was too late <u>to come back</u>.</i> Было слишком поздно возвращаться назад</p> <p>E.g. <i>She began to talk loudly <u>as if</u> to show that she was not upset.</i> Она начала говорить громко, как будто показывая, что не обиделась</p>

Exercise 1. Define the main parts of the sentence. Translate the sentences into Russian.

1. It is easy to solve such problems.
2. To perform all the duties in time is a very good habit.
3. It was very difficult to keep the house in an apple-pie order.
4. To provide speech therapy assistance is not an easy task.
5. It is important for an elementary school teacher to teach children writing, reading and simple math skills.

Remember! The Infinitive in the function of the subject not only precedes the predicate, but also follows it, performing the function of a logical subject. In this case sentences begin with the formal subject “it”.

E.g. *It is difficult to read English books in the original.*

Трудно читать английские книги в оригинале.

Exercise 2. Find the Infinitive in the function of the Adverbial Modifier. Translate the sentences into Russian.

1. In order to keep in good health you must take care of it.
2. None of them knew enough French to read the prescription.
3. To protect yourself from dangerous exposure to the Sun’s rays, use a sunscreen.
4. To catch up with the group study thirty minutes every day.
5. Everything is taken to relieve the patient’s condition.

Exercise 3. Determine the type of the predicate in the sentence. Translate the sentences into Russian.

1. In our experiments we were to compare various results.
2. The team leader was to solve the rebus at the competition.
3. Our aim will be to identify the issue during the experiment.
4. The bus was about to start.
5. The database in use is to make tests.

Exercise 4. Define the Infinitive in the function of the Object. Translate the sentences into Russian.

1. A teacher helps children to master various educational skills.
2. Firemen teach citizens first aid and instruct junior high school students to survive in dangerous situations.
3. The student is asked to tell about the consequences of World War II.
4. The sense of smell helps us to detect odors.
5. The patient was allowed to get up during the examination.
6. He reported to have identified the symptoms of this disease.

1. He had the opportunity to visit his bosom friend.
2. I have no time to examine this patient yet.
3. He was the first to hand in his test paper.
4. We have had the opportunity to see a large number of children with various mental abilities at the lesson.
5. The wish to go for a walk in the fresh air is a natural one.

[illegible]

Constructions	Structure	Example
2. The For-to-Infinitive Construction.	<ul style="list-style-type: none"> the construction for + the noun (pronoun) + the infinitive shows that the action expressed by the infinitive is directed not at the subject or the object of the sentence, but at the third person (subject); this person is expressed by a noun in the general case or by a pronoun in the objective case preceded by preposition for; this construction acts as one member of the sentence: <ul style="list-style-type: none"> by the Complex Subject; the Complex nominal part of the predicate; by the complex attribute; by the Complex Object; in most cases, while translating such a construction into Russian, a noun or a pronoun of it becomes a subject, and an infinitive becomes a predicate 	<p>E.g. <u>I want to borrow</u> this book in the library. Я хочу взять эту книгу в библиотеке. The action of the infinitive is directed at the subject → The first thing for you to do is to find this document. Первое, что вам нужно сделать, это найти этот документ. (<i>the action expressed by the infinitive is directed at the third person (subject)</i>)</p> <p>E.g. It is difficult <u>for me to tell</u> her the truth (the complex subject) . Мне трудно рассказать ей правду.</p> <p>E.g. This is <u>for her to sign</u>. Она должна подписать. (the complex nominal part of the predicate)</p> <p>E.g. The best advice <u>for him to talk</u> to his parents. Лучший совет для него – поговорить с его родителями. (the complex attribute)</p> <p>E.g. He stepped aside <u>for me to pass</u>. Он отошел в сторону, чтобы я смог пройти. (the complex object)</p> <p>E.g. It is shame <u>for me to ask</u>. Для меня просить – стыдно</p>

Exercise 1. Find the sentences with the Complex Object. Translate the sentences into Russian. Define the Complex Object and highlight it.

1. We know unhealthy upbringing to be harmless to the mental development of children.
2. The woman saw the doctor examine her child.
3. The Dean ordered the students to be deducted without delay.
4. I thought my friend to have a good eye.
5. The professor told the students to be ready for the test.
6. The solution has to be quick and painless.
7. She ordered the children to be taken to school at once.

Exercise 2. Define the sentences with the Objective-with-the-Infinitive Construction and the Nominative-with-the-Infinitive Construction. Translate the sentences into Russian.

1. The patient had been known to have allergy for several years.
2. The students thought the test to be quite difficult.
3. We believe globalisation to be a very useful process.
4. The results of research appear to vary considerably.
5. We know life-long learning to be very necessary for different parts of people.
6. The patient was considered to have been cured.
7. The young girl was found to have extraordinary abilities in maths.
8. The professor expects the graduate to finish his scientific work ahead of time.
9. I want you to re-write the case report.
10. Have you ever heard her sing?

Exercise 3. Define the Complex Subject in the sentences. Pay attention to the tense and voice forms of the Infinitive. Translate the sentences into Russian.

1. She was considered to play the piano very well.
2. The keystone is supposed to be hidden beneath the sign of the Rose.
3. He was known to have won the race.
4. The team is reported to have landed in Sheremetyevo.
5. The house is said to have been reconstructed in the 20th century.
6. He is said to have sung very well.
7. They seem to have never realized the importance of his study.

8. She was said to be playing the violin in the next room.
9. The expedition is believed to have reached Elbrus.
10. The doctor seems to be finishing his examination.

Exercise 4. Make the compound sentences the simple ones, using the Nominative-with-the-Infinitive Construction. Translate the sentences into Russian.

1. It is expected that they are planting flowers.
2. It is considered that he is the bravest soldier in the squad.
3. It seems that she is writing a new play.
4. It was supposed that the problem was solved yesterday.
5. It is said that he has just graduated the research university.
6. It seems that you have a lot of work.

Exercise 5. Change the sentences using the *For-to-Infinitive Construction*.

1. She was anxious that her wedding dress should be made in time.
2. We are waiting when Emily finishes trying on different shoes.
3. I bought some accessories that you can put on with your outgoing suit.
4. The skirt and the blouse are so bright that I can't put them on at the exam.
5. They are waiting until the fashion-show begins.
6. Here are the jeans and shirt that you must wear.
7. This suit is out of fashion; you shouldn't wear it.

Unit IV

Grammar 4. The Gerund. The Gerundial Constructions

The Gerund

The Gerund is a non-finite form of the verb, expressing the name of the action, has the features of both the Verb and the Noun. There is no such a non-finite form in the Russian language. As a noun, it can perform the functions of a subject, an object, an attribute and an adverbial modifier with a preposition in the sentence. As a verb, it may have a direct object and may be modified by an adverb, have a perfect form, a category of voice, and also express an action as a process.

The Gerund is formed by means of adding suffix *-ing* to the stem of the verb: **to translate** – *translating*, **to read** – *reading*.

The Forms of the Gerund			
Tense	Active	–	Passive
Indefinite	<p><i>writing</i> →</p> <p>E.g. He likes <u>writing</u> letters to his friends. Он любит писать письма своим друзьям</p>	<p>– expresses the action simultaneous with the action of the predicate (or following it)</p>	<p>← <i>being written</i></p> <p>E.g. He likes <u>being written letters from</u> different parts of the world. Он любит, когда ему пишут из разных уголков мира</p>
Perfect	<p><i>having written</i> →</p> <p>E.g. He is proud <u>of having written</u> such a good play. Он гордится тем, что написал такую хорошую пьесу</p>	<p>– expresses the action preceding the action expressed by the predicate</p>	<p><i>having been written</i> →</p> <p>E.g. He was surprised <u>at having been written</u> about that incident. Он был удивлен, что ему написали об этом случае</p>

Exercise 1. Match the columns. Translate the sentences into Russian.

1. Are you interested	a) to let us stay here
2. I'm not good	b) going to the concert
3. Do you fancy	c) about playing ping pong
4. They didn't study enough	d) to pass the English exam
5. I'm looking forward	e) in coming too early
6. There's no point	f) for winning the game
7. It's kind of you	g) stop eating sweets
8. I think you should	h) to hearing from you
9. She is crazy	i) at writing essay
10. They are famous	j) in working with us?

Exercise 2. Translate the following sentences into Russian and define the form of the Gerund.

1. A teenager was afraid of waking the dog. 2. She looked forward to coming Friday. 3. Ann was disappointed on having lost the race. 4. Nick's mother was proud of having painted such a beautiful still-life. 5. A robber was suspected of telling a lie. 6. The actress thanked the audience for having given her a standing ovation. 7. She gave up on the idea of quitting smoking. 8. They are looking forward to seeing you soon. 9. He has always dreamt of staying at this hotel. 10. The police persisted in trying to solve that difficult problem. 11. The cold weather prevented the young couple from going for long walks. 12. The police accused him of having robbed the bank. 13. She never approved of her husband drinking so much alcohol. 14. The teacher doesn't approve of his pupils chattering at his lessons. 15. All the happiness of his life depends on my loving him. 16. I don't feel like seeing him. 17. I insist on being told the truth. 18. I object to his borrowing money from you. 19. Bill stretched out his hand to prevent her from falling. 20. She must apologize to him for wasting his time.

Exercise 3. Choose the appropriate Infinitive of the verb from the table and replace it with the correct form of the Gerund. Translate the sentences into Russian.

to finish, to clean, to pass, to learn, to read, to watch, to call, to go, to thank for, to come, to say, to like, to skate, to read, to live, to sing, to buy, to steal, to prefer, to eat, to smoke, to learn, to work, to see

1. Learn English instead of ... magazines and ... TV!
2. I don't like ... without my friends.
3. Lucy can't live without ... songs.
4. They finished ... the apartment at about seven.

5. We thank everybody for ... on time.
6. I prefer ... at home to ... at a restaurant.
7. Thank you very much for ... inside the building.
8. My friends like ... to the cinema after midnight.
9. His favorite hobby is ... foreign languages.
10. I left the room after ... goodbye to everybody.
11. They hate ... together.
12. I remember ... them several times last week.
13. We stopped ... newspapers and magazines a couple of years ago.
14. I don't remember ... him before.
15. He mentioned ... this book five years ago.
16. The police accuse him of ... the money.
17. He is very proud of ... all the exams.

Exercise 4. Open the brackets, using the correct form of the Gerund.

1. The sitting room needs (to clean). 2. He seemed upset for (to be) inattentive to his friends. 3. Barbara excused for (to forget) to close the window. 4. The old man could not stand anybody (to tell) what he should do. 5. The dog was afraid of (to punish) and hid itself under the sofa. 6. Going to the party was no use: he had no talent for (to dance). 7. The movie "The Titanic" is worth (to see). 8. After (to examine) the patient, the doctor prescribed him the medicine. 9. After (to examine) by the medical commission, the patient was given a medical certificate. 10. The police accused his father of (to kill) the man. 11. Mother reproached me for (not to write) to her. 12. This job is not worth (to take). 13. These shoes need (to mend) at once.

Exercise 5. Translate the sentences into English using the Gerund. Explain your choice.

1. Мы оставили мысль о переезде в новый дом. 2. Он боялся, что его накажут. 3. Я не отрицаю, что видел ее вчера. 4. Я одобряю ваше желание поступить в университет. 5. Вы не возражаете, если я пойду гулять? 6. Я не могу не осуждать ее. 7. Они подозревают, что эта женщина врет. 8. Мама возражает против того, что я много работаю за компьютером. 9. Он упрекает (обвиняет) меня в том, что я ему не помог. 10. Она не могла не чувствовать, что он обманул ее. 11. Мальчикам, в конце концов, удалось разгадать загадку (тайну). 12. У меня так сильно болят зубы, что я больше не могу откладывать визит к зубному врачу. 13. Ничто не может помешать нам совершать добрые поступки.

The Functions of the Gerund in the Sentence		
№	Functions	Examples
1	The Subject	<p>E.g. <u>Learning to ski</u> has always been an ambition of his. Научиться кататься на лыжах всегда было его мечтой</p> <p>E.g. It's no use <u>crying over spilt milk</u>. Нет смысла плакать из-за пролитого молока</p>
2	The Compound Verbal Aspect Predicate – expresses the <i>beginning, repetition, duration, or cessation</i> of the action expressed by the non-finite form of the verb. It consists of such verbs as: <i>to stop, to finish, to give up, to keep on, to leave off, to burst out, to start, to cease, to commence, to continue, to begin, to go on</i>	<p>E.g. Then the baby <u>started</u> crying. Потом ребенок начал плакать</p> <p>E.g. It has <u>stopped</u> raining. Дождь прекратился</p>
3	The Nominal part of the Compound Predicate	<p>E.g. Her favourite pastime <u>is sewing</u>. Ее любимое занятие – шитье</p>
4	The Object (after the transitive verbs)	<p>E.g. My wife mentioned <u>seeing you</u> the other day. Моя жена упоминала, что видела вас на днях</p> <p>E.g. I apologize for <u>losing my temper</u>. Я прошу прощения за то, что вышел из себя</p>
5	The Attribute (usually with the prepositions <i>of</i> or <i>for</i>)	<p>E.g. I have no interest <u>in continuing</u> this conversation. Мне не интересно продолжать этот разговор</p> <p>E.g. I like his method <u>of teaching</u>. Мне нравится его метод преподавания</p>
6	The Adverbial Modifier	<p>E.g. <u>After leaving</u> school, Mackey worked in a restaurant. После окончания школы Макки работал в ресторане</p> <p>E.g. The day was spent <u>in packing</u>. День прошел в сборах</p>

Exercise 1. Translate the sentences into Russian. Underline the Gerund. Define the Function of it in the sentence.

1. Choosing a house for my family is a difficult matter for me. 2. On seeing a clumsy young man the girls started laughing. 3. The boy was accused for

crossing the road not at the crossroads. 4. Who was responsible for sweeping the floor? 5. The dress is worth wearing. 6. The storm prevented the ship from reaching the port in time. 7. Be careful in taking unknown medicine. 8. I dislike reading books in the reading room. 9. He's a man I always enjoy talking to. 10. There is no chance of achieving this pledge.

Exercise 2. Find the Gerund in the sentences and determine its function. Translate the sentences into Russian.

1. Learning to play the piano has always been an ambition of his. 2. It's no use crying over spilt milk. 3. It's was exciting driving to the south of Italy. 4. There can be no going back. 5. There is no accounting for tastes. 6. Seeing is believing. 7. Her favourite pastime is embroidering. 8. I feel like going for a swim. 9. Then the baby started crying. 10. It has stopped raining. 11. He continued living with his parents even after marriage. 12. My wife mentioned seeing you the other day. 13. He admitted having stolen the car. 14. After the film I couldn't help crying. 15. The house needs painting. 16. The police suspected him of carrying out two bomb attacks. 17. I apologize for losing my temper. 18. I'm not very fond of cooking. 19. She's keen on playing tennis. 20. There is no sense in getting upset about it. 21. I have no interest in continuing this conversation. 22. After leaving school, Johan worked as a postman. 23. I usually take a shower before going to bed. 24. We learn by listening. 25. In refusing to work abroad, she missed an excellent opportunity to see the world.

**Practical tasks on the topic "The Gerund",
"The Infinitive", "The Participle"**

Exercise 1. Form the Infinitive or the Gerund from the verbs in brackets (see Appendix 1).

1. When I'm tired, I enjoy ... television. It's relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)
3. It's a nice day. Does anyone fancy ... for a walk? (go)
4. I'm not in a hurry. I don't mind (wait)
5. They don't have much money. They can't afford ... out very often. (go)
6. I wish that dog would stop ... It's driving me mad. (bark)
7. Our neighbour threatened ... the police if we didn't stop the noise. (call)
8. We were hungry, so I suggested ... dinner early. (have)
9. Hurry up! I don't want to risk ... the train. (miss)
10. I'm still looking for a job but I hope ... something soon. (find)

Exercise 2. Read the sentences and correct the mistakes if there are any (see Appendix 1).

1. She doesn't allow to smoke in the house. 2. I've never been to Iceland but I'd like going there. 3. I'm in a difficult position. What do you advise me to do? 4. She said the letter was personal and wouldn't let me read it. 5. We were kept at the police station for two hours and then we were allowed going. 6. Where would you recommend me to go for my holidays? 7. I wouldn't recommend eating in that restaurant. The food is awful. 8. The film was very sad. It made me to cry. 9. Carol's parents always encouraged her studying hard at school.

Exercise 3. Put the verbs in brackets in the correct form of the Gerund or the Infinitive (with or without *to*) (see Appendix 1).

E.g. *You should avoid (have) an argument with your mother. – You should avoid having an argument with your mother.*

1. Let me ... up a little longer. (stay) I don't want to come back in empty house.
2. The attic needs (paint)
3. They didn't let us ... the room. (leave)
4. She's not old enough ... a car. (drive)
5. Take a deep breath ... better. (feel)
6. I can't stand ... stupid videos. (watch)
7. My parents made me ... at home. (stay)
8. Will you help me ... this toy? (repair)
9. It's not worth ... to spend your time on him. (try)
10. You should ... very careful when you cross the street. (be)
11. He was advised ... about the accident to the police. (report)
12. I can't wait ... you the good news. (tell)
13. She can't stand ... lies. (be told)
14. I don't mind ... you with the homework. (help)

Exercise 4. Translate the sentences into Russian using the verb in the appropriate form of the Infinitive or the Gerund (see Appendix 1).

1. Он продолжил читать о том, как приклеить пластиковые детали. 2. Это вы должны решать. 3. Казалось, ему было немного трудно начать. 4. Мне бы не хотелось, чтобы вы подумали, что у меня есть привычка доставлять неприятности. 5. Ральф начал исчезать на несколько дней и недель без предупреждения. 6. Я почувствовал, как он положил руку на мое плечо. 7. Говорят, что этот писатель написал новый роман. 8. Можете ли вы спросить меня, после того как послушаете как я играю? 9. Они видели, как мальчик переходил улицу. 10. Он оказался одним из самых способных студентов нашего института.

Exercise 5. Open the brackets using one of the non-finite forms: the Infinitive, the Gerund, the Participle.

1. He offered (lend) her the money. I didn't like (take) it but I had no other way out. 2. What was in the newspapers about this incident? I don't know. I did not want (remember) it as it was very sad. 3. Try (avoid) (be) late. He hates (be) kept (wait). 4. She heard the clock striking six and knew it was time for her (get) ready for work. 5. I can hear the bell (ring) but nobody seems (be coming) (open) the door. 6. Did you advise him (go) to the hospital? – No, I didn't like (give) any advice it's for him (decide). 7. I'm not used to (drive) on the left. 8. It's pleasant (sit) by the fire at night and (hear) the wind (blow) outside. 9. It's no use (send) letters to her, she never answers them. The only thing (do) is (go) and (see) her. 10. Ask him (come) in. Don't keep him (stand) at the door.

The Gerundial Constructions

The action expressed by the Gerund may be directed not at the subject or the object in the sentence, but at another person or thing. This person or thing is expressed **by a noun in the common or possessive case or by a possessive pronoun** followed by a **Gerund**. This complex construction is called the Gerundial complex and performs the function of the subject, the nominal part of the compound nominal predicate, the object, the adverbial modifier, the attribute in the sentence.

The Noun in the common or possessive case / possessive pronoun + Gerund			
<i>Functions</i>			
Complex subject	Complex attribute	Complex prepositional or direct object	Complex adverbial modifier
E.g. <i>The student's working hard on his pronunciation gave him the opportunity to pass exams successfully.</i> Усердная работа студента над своим произношением дала ему возможность сдать экзамены успешно	E.g. <i>There is no chance of their calling on us tonight.</i> Нет ни малейшего шанса, что они зайдут к нам сегодня вечером	E.g. <i>The doctor insisted on my staying at home.</i> Доктор настоял, на том, чтобы я осталась дома E.g. <i>I appreciate your making the effort to come.</i> Я ценю, что вы приложили усилия, чтобы приехать	E.g. <i>On the singer's coming on the stage, there was loud applause.</i> Когда певица вышла на сцену, раздались громкие аплодисменты

Exercise 1. Translate the sentences into Russian, paying attention to the translation of the Gerundial Complex.

1. The mother was surprised at her son washed the dishes so quickly. 2. My trying to catch up with the group is of no use. 3. When asked why

she had been late for the party, she said something about her watch being out of order. 4. The children approached without my seeing them. 5. She stayed in town the whole summer because of her mother being in the hospital. 6. I had no idea of his leaving Rome so early. 7. Uncle's coming here gives me much trouble. 8. Paul suggested their coming on time. 9. She said she knew everything about the accident having been taken place. 10. The teacher insisted on their students consulting the reference books.

Exercise 2. According to the model, replace the sentences with a Gerund to the sentences with a Gerundial Construction. Translate the sentences into Russian.

E.g. *The teacher relied on doing the work in time. –
The teacher relied on the work being done in time.*

1. When a child, he liked being taken to the circus.
2. She never denied having read the letter.
3. We don't object to applying these techniques into practice.
4. She dislikes being interrupted by anyone of her colleagues.
5. She never referred to having been given this idea by anybody.
6. There is no hope of going there by plane tomorrow.
7. John gave me a good idea of using this material in my study.
8. There is some hope of saving his life.
9. She insisted on coming home in time.
10. There is a possibility of sending him to Moscow.

Exercise 3. Complete the sentences with the Gerundial complex from the list below. Translate the received sentences into Russian.

your thinking, her talking, my bringing, our waiting, his being taken, my not sitting, our keeping, your being left alone, your hearing

1. "You do not mind ... Graham," said Daniel. "I find it best to keep him under my eye."
2. It is true she had prevented ... to a mental home for treatment.
3. I like the idea ... of other projects.
4. Some people it seems don't like ... to the rules.
5. But that doesn't excuse ... to Mrs. Leidner as though Mrs. Leidner were her great aunt.
6. I could see that Robinson was making an effort to form some communal for the period of ... on the island.
7. "You didn't mind ... at one of your tables this afternoon?" he asked once, when he was walking to the station with her.
8. There must be something wrong with ..., Godfrey.
9. I should have thought that ... alone has given you a lot of opportunities.

Unit V

Grammar 5. The Inversion. The Impersonal Sentences. The Emphasis

The Inversion

The Inversion happens when we invert the normal word order of a structure (sentence), most commonly the subject-verb word order. For example, a statement has the subject before the verb, but to ask a question, we change the word order, putting an auxiliary or a modal verb before the subject. The most common type of inversion is a question word order:

E.g. *She goes in for sport.* – *Does she go in for sport?*

Inversion also happens in other situations. It is the most common grammatical means of expressing the Emphasis.

Inversion makes speech more emotional and expressive.

Inversion can have both **grammatical** and **communicative** meaning in the sentence.

The Grammatical Inversion	
Types of sentences	Examples
• interrogative sentences	E.g. <i>Have you been to London?</i> <i>Do you like hunting? Is he ill?</i> Вы когда-нибудь были в Лондоне? Вы любите охотиться? Он болел?
• conditional sentences without conjunction if (partial inversion)	E.g. <i>Were I there I should be very glad.</i> Если бы я был там, я был бы очень рад
• with the words hardly, no sooner, only, seldom, never at the beginning of the sentence	E.g. <i>Hardly had I finished my dinner when the phone rang.</i> Едва я закончил ужинать, как зазвонил телефон
• after the words here and there	E.g. <i>There goes your sister.</i> Вон идет твоя сестра. <i>Here comes James.</i> А вот и Джеймс. <i>Note: if the subject is expressed by a personal pronoun, then there is no inversion:</i> E.g. <i>Here you go!</i> Держи!

Types of sentences	Examples
• after the signs of place (the adverbial modifier of place)	E.g. <i>At the fireplace was sitting an old man.</i> У камина сидел старик
• in exclamations	E.g. <i>Oh, am I starving!</i> Какой же я голодный!/ Ну и голоден же я!
• after the adjectives and the participles	E.g. <i>Amazing was the view.</i> Как прекрасен был вид. <i>Gone were those days.</i> Давно прошли те дни
• after the construction <i>so + adjective</i>	E.g. <i>So huge was the airport that we got lost.</i> Аэропорт был такой огромный, что мы заблудились
• after <i>not</i> in different expressions	E.g. <i>Not a single word of apology did we hear from them.</i> Ни единого слова извинения мы о нее не слышали

The degree of **communicative significance** of each word is expressed by means of the word order. The direct word order indicates that each word has the same communicative meaning. While the inverted word order strengthens or weakens the communicative meaning of a word or phrase. The communicative significance is increased by moving these significant words or phrases to the first or last position in the sentence.

The Communicative Inversion	
Methods	Examples
• The Secondary parts of the sentence occupy the first place	E.g. <i>The slight effort made he, he gave a signal.</i> Совсем небольшое усилие сделал он, чтобы подать сигнал <i>He gave a written signal to Dr. Hopper that he was obsessed "with a woman I referred to last week".</i> Он дал письменный сигнал доктору Хопперу о том, что он одержим «женщиной, о которой я упоминал на прошлой неделе»
• The order " <i>subject + predicate</i> " in interrogative sentences (Interrogative intonation plays a special role in the communicative inversion)	E.g. <i>What do you do with gloves that don't fit? You throw them away, right?</i> Что вы делаете с перчатками, которые вам не подходят? Ты их выбрасываешь, верно? <i>You signed these papers, right?</i> Вы подписали эти бумаги, верно?

Exercise 1. Translate the following sentences into Russian, paying attention to the emphatic *do*.

1. She does need your help.
2. They do know it.
3. He does want to find a job.
4. He did call you.
5. They did live in the house.
6. She did sign that agreement.

Exercise 2. Translate the following sentences into Russian. Define what word(s) caused the inversion.

1. Were he to have more free time, he would travel a lot.
2. Had you regularly attended your classes, you could have passed the exam.
3. Were it not for her bad mood, she wouldn't yell at everyone.
4. So awesome was his speech that I asked him to read it one more time.
5. Such was her singing that we had to use the earplugs.
6. On the tree sat an unusual bird.
7. Directly in front of them stood a beautiful castle.

Exercise 3. Build the sentences from the following words using the inversion. Add *did or do / does* in the negative constructions.

1. work / employees / so / most.
2. that / to be / inscribed / order / five / importance / further / may / details / of.
3. book / there / and / on / was / the / Monday / I / reading! / was.
4. friday / next / anniversary / our / is / golden.
5. the / cornice / Mrs. Smith / stood / on.
6. exercise / single / not / a / practice / week / did / this / I.
7. installation / the / there / end / exhibition / a / there / professional / of / stands / anti-aging / the / at.
8. including / listed / we / the / all / tools / the / sent / shovels / listed / there.
9. receive? / support / did / whose / she.

Exercise 4. Put the words in brackets in the correct order.

Under no circumstances 1) (you / should / tell) any journalists about our tactics for the cup final and in no way 2) (you / must / give) the other team any clues about which players we will choose to start the game. Not until after the game 3) (you / will / be able to) talk to reporters. Only in this way 4) (our plan / will / be) a success. If you all follow these orders, not only 5) (we / will / have) a good chance of victory on Sunday, but you will also be given some time off after the game.

Exercise 5. Choose the correct form from the brackets.

1. Rarely ... at this hotel because it's too far from the center. (did we stay / we stayed)
2. Not until tomorrow's morning ... the result of the test. (we will know / will we know)
3. Seldom ... such a generous person in your life. (will you meet / you will meet)
4. Little ... about this city. (we know / do we know)
5. Hardly ever ... alcohol. (does he drink / drinks he)
6. ... destroyed so many houses. (never has the hurricane / has never the hurricane)
7. Scarcely had the match started when ... to score a goal. (managed he/he managed)
8. Only when ... to the gym will he be fit again. (he goes / goes he)

The Impersonal Sentences

In many kinds of English sentences, you will find the word “it” or the word “there” in the subject position. These are usually “impersonal” sentences – sentences where there is no natural subject. In impersonal sentences “it” is a formal subject and it doesn't represent any subject or thing. This subject performs purely a grammatical function in the sentence.

The Use of the Impersonal Sentences

We use impersonal sentences to denote:	Examples
a) the phenomena of nature and weather	E.g. <i>It's raining!</i> – Идет дождь! <i>It's dark!</i> – Темно! <i>It is windy.</i> – Ветрено.
Note ! The state of weather can also be expressed by the sentences in which the subject denoting the state of things is introduced by the construction <i>there + to be</i> . In such sentences the noun introduced by the construction <i>there + to be</i> is the subject. E.g. <i>There was a heavy frost last night.</i> – Прошлой ночью был сильный мороз.	
b) time, distance	E.g. <i>It's 2 o'clock!</i> – Два часа! <i>It was Monday!</i> – Это был понедельник! <i>It's a five minutes' walk from here!</i> – В пяти минутах ходьбы отсюда!
c) state of things	E.g. <i>It's all over with him.</i> – С ним всё закончено.
d) With the adverbs: <i>perhaps, difficult, late, easy, early, far</i>	E.g. <i>It is late for him to go in for professional sport.</i> Ему поздно заниматься профессиональным спортом
e) to define the amount of time that to perform an action. Here we use the construction <i>It takes somebody to...</i> (corresponds to the Russian: “мне требуется... времени, чтобы что-то сделать”; “у меня уходит... времени на...”)	E.g. <i>It takes me 20 minutes to get to the University by bus.</i> Мне требуется 20 минут, чтобы добраться на автобусе до университета
f) In impersonal passive constructions with the verbs: <i>believe, understand, say, know, report, expect, think, consider</i>	E.g. <i>It is said that Chinese is difficult to master.</i> Считается, что китайским языком трудно овладеть

The Functions of the Impersonal pronoun “It” in the sentence

“It” may perform different functions in the sentence	
Function	Examples
a) of a personal pronoun to replace the subject	E.g. <i>The Volga is the largest river of the Russian Plain and Europe. It originates on the Valdai Upland.</i> Волга – крупнейшая река Русской равнины и Европы. Она берет начало на Валдайской возвышенности
b) of a demonstrative pronoun in the meaning of “this”	E.g. <i>What's it? – It's her research.</i> Что это? – Это ее исследование

Function	Examples
c) of a formal subject to keep the structure of the sentence (it is not translated into Russian)	E.g. <i>It is hot in the middle of June.</i> В середине июня жарко. <i>It is autumn.</i> Осень
d) of a real subject (it is not translated into Russian)	E.g. <i>In case of success, it could be easier to agree on next steps.</i> В случае успеха договариваться о последующих шагах было бы легче
e) in emphatic constructions	E.g. <i>It was John who had broken the news the night before our trip.</i> Именно Джон сообщил новость вечером перед нашей поездкой

Exercise 1. Translate the sentences into Russian.

1. It's of no use arguing with him.
2. And it is John who must try to stop her.
3. It is not easy to become sane.
4. It was John Boehner who was the one who tried to convince me to take this job as Speaker.
5. I mean, it is difficult to give advice.
6. It's nice of you to drop by.
7. It is important to get the priorities right in this work.
8. It's not easy to get lucky here.
9. It was very difficult for anyone to know that young lady.
10. It was difficult to say anything to him.

Exercise 2. Translate the sentences into English.

1. Было бесполезно отговаривать ее.
2. Легко ли было управлять бизнесом?
3. Пора становиться рассудительным.
4. Необходимо ли вам знать китайский язык, чтобы найти там работу?
5. Трудно ли учиться на этом факультете?
6. Разве не интересно узнавать новое, путешествуя по своей стране?
7. Не важно занять первое место, важно попробовать свои силы.
8. Очень важно все делать вовремя.

Exercise 3. Change these sentences according to the model, using the construction “*It takes (somebody)... + to do smth*”.

Model: *How long do you need to shop? – I just need a couple of hours. / How long will it take you to do shopping? – It will take me a couple of hours.*

1. Do you live far from school? – No, I only need five minutes to get there on foot.
2. He needs three days to prepare for his report.
3. How long do you go (get) to work? – If I go by bus, then I need half an hour, and by metro I get there in fifteen minutes.
4. It doesn't need you long to answer these emails.
5. Wait for me here. I need five minutes to talk to him on the phone.
6. How long do you need to learn this poem?
7. Hurry up! We'll miss the train. How long do you need to pack your things?
8. Yesterday discussed this issue for an hour and a half.
9. My brother lives outside the city. To get to work by bus, he spends two hours daily.
10. He needed ten minutes to persuade his sister not to go there.

Exercise 4. Read and translate the sentences into Russian. Define the functions of “It” in the sentences.

1. Russia is the largest country in the world. It occupies the area of 17 125 191 km².
2. It took her ten days to read the book in the original.
3. It will be interesting to see how people interpret our story.
4. It is raining cats and dogs.
5. Oh, but when you are tired it will be easier for you to talk English.
6. Let's go back! It's getting dark.
7. It was he who helped me get custody.
8. It was a good opportunity for him to make his own career.

The Emphasis

The Emphasis is a special way of highlighting a certain word or the whole phrase in the sentence to make the speech more emotional. However, the sentence becomes longer, interrogative words and a certain intonation are used more often.

In English, there are **several ways to make speech more emotional and expressive:**

- by using the **logical stress** and increasing **intonation**;
- **the inversion** – the inverted word order;
- graphic method (**italicized words** or phrases);
- **stable emphatic constructions**.

The main Emphatic Constructions of the English language		
Ways		Examples
1. The Inversion	<p>Conjunctions so, neither or nor.</p> <p>not only but also / hardly when / no sooner + than, (едва, как только)</p> <p>not until (it is translated into Russian as an affirmative sentence)</p> <p>if any / if anything</p>	<p>E.g. <i>He was late and so was his friend.</i> Он опоздал, так же, как и его друг</p> <p>E.g. <i>Nor should we forget the importance of this exam.</i> Мы также не должны забывать важность этого экзамена</p> <p>E.g. <i>Perhaps nowhere have been achieved better results as in this field of science.</i> Может быть, нигде не были достигнуты лучшие результаты, чем в этой области науки</p> <p>E.g. <i>Confirming this possibility is another fact.</i> Эту возможность подтверждает ещё один факт</p> <p>E.g. <i>Hardly had I come, Jack entered the room.</i> Едва я появился, как Джек вошёл в комнату</p> <p>E.g. <i>Not until I see it with my own eyes will I believe him.</i> Пока я не увижу это собственными глазами, я не поверю</p> <p>E.g. <i>Objections to this plan, if any, should be reported to the committee at once.</i> Если и имеются возражения против этого плана, то они должны быть немедленно представлены комитету</p>
2. The Stable emphatic constructions	<p>a) It's time you did smth (translated as "пора").</p> <p>b) It is (was) ... who (that) + word or phrase (It is often translated into Russian as "именно" / "никто(ничто) иной(е)" + object).</p> <p>c) The (Noun) when (why, who) + phrase.</p> <p>d) What + sentence</p>	<p>E.g. <i>It's time the children were in bed. It's long after their bedtime.</i> Детям пора уже быть в кровати</p> <p>E.g. <i>It was Ann who bought this green dress yesterday.</i> Именно Энн купила это зеленое платье вчера</p> <p>E.g. <i>The reason why she came to the kitchen was to ask for some salt for the table.</i> Причина, по которой она пришла на кухню, – попросить немного соли к столу</p> <p>E.g. <i>I don't like his ignorance. / What I don't like is his ignorance</i></p>

Ways		Examples
3. The verb “do” with an amplifying meaning (grammatical inversion)	do / did before the notional verb	E.g. <i>She knows Spanish. – She does know Spanish.</i> Она <u>действительно</u> знает испанский язык

Exercise 1. Change the sentences using the constructions *It / is / was... that; It / is / was ... who* as in the model.

E.g. *My sister is watching TV now. – It is my sister who is watching TV now.*

1. Ann is watering flowers in the garden.
2. Jane is listening to the radio.
3. Books make us clever.
4. Jack told me about wild world.
5. Leonardo Di Caprio acted in “Titanic”.
6. The cockerel woke us up.
7. Your arrival delighted me.
8. My friend sent me beautiful bouquet.
9. Doing nothing makes you very lazy.
10. My trip brought me a lot of good.

Exercise 2. Translate the sentences into English.

1. Именно у театра мои родители познакомились.
2. Не кто иной, как он, украл мой кошелек.
3. Именно Ольга выполнила контрольную работу на отлично.
4. Именно ты не можешь прийти на работу вовремя.
5. Именно Алексей рисует хорошо, а не Сергей.

Exercise 3. Build up the sentences with the emphatic constructions.

1. who / James / it / phoned / was / yesterday / you.
2. the / in / we / cinema / is / they / it / the / that / met.
3. listening / Simon / is / who / the / at / to / it / is / moment / music.
4. our / makes / is / who / daughter / it / proud / us.
5. it / barking / woke / the / was / dog's / that / up / me.

Unit VI

Grammar 6. The Negative Emphatic Constructions

The Types of the Negative Emphatic Constructions

The technique of antonymic translation is used in the sentences with double negation . Any negative statement in the original language becomes an affirmative one in the target language		
№	Types	Examples
1	a) not – before an adjective or an adverb with negative prefixes un-, in-, il-, im-, ir-, dis- , etc. has an amplifying meaning, and the whole combination usually corresponds to the Russian “ вполне, весьма, довольно + adjective (adverb)”.	E.g. <i>The differences between fathers and children are not irreconcilable.</i> Разногласия между отцами и детьми можно вполне разрешить (отнюдь не являются неразрешимыми)
2	b) not + without + a noun <i>It is <u>not without significance</u> that ... Также весьма важно, что ...</i>	E.g. <i>It is not without significance that this story contains incredible but convincing facts.</i> Немаловажно, что в этой истории есть невероятные, но убедительные факты
3	c) combination by no means + negative prefix + adjective (adverb,) on the whole has the meaning “ вовсе не ..., совсем не... ”, but the translation, in each separate case, depends on the style of the sentence	E.g. <i>It is by no means unreasonable to compare these data.</i> Вполне разумно сопоставить эти данные
4	d) no + an adjective or an adverb in a comparative degree. (the way of lexical compensation is used for translation)	E.g. <i>The list of world fastest computers includes no machine with a performance of less than 851 gigaflops.</i> В списке самых быстрых компьютеров в мире вы не найдете ни одного производительностью менее 851 гигафлопа
5	e) negative constructions with certain lexical “additions”: adverb too + an adjective or an adverb. (Translation by means of lexical addition.)	E.g. <i>The danger of greenhouse effect cannot be <u>too often</u> emphasized.</i> Необходимо <u>постоянно (неустанно)</u> указывать на опасность глобального потепления для человечества

Exercise 1. Translate the following sentences into Russian, paying attention to the double negation.

1. The case is not improbable.
2. Mars and Venus have atmospheres not dissimilar to ours.
3. River and lake deposits also not uncommonly contain remains of organisms which inhabited waters.
4. It seems not at all unlikely that many of the lower animal forms also have the power to make a similar distinction.
5. The advances of modern sciences in the production of a wide range of experimental temperatures are thus seen to be not inconsiderable.
6. After some not inconsiderable algebraic transformations the following are obtained which specify the optimum conditions.
7. It is not unwise to provide more than one car for a test drive.

Exercise 2. Translate the following sentences, paying attention to the emphatic combinations *it is... that (who, which) u it is not until...that*.

1. It is these special properties of sound that are the subject of the present chapter.
2. It was not until about 1911 that a first really successful theory of atomic structure was suggested by Rutherford.
3. It was not until Einstein discovered the connection between gravitation and inertia that the mystery Newton could not understand was solved.
4. Radioactive phenomena occur within the nucleus, and it is here that mass and positive charge resides.
5. A solenoid carrying a current behaves just like a magnet. It was the great French physicist Ampere who first showed this to be the case.
6. It is just energy which the atom thus yields up that is held to account for the radiation.
7. It was carbon dioxide emission reduction that they were concerned about.

Unit VII

Grammar 7. The Introductory Sentences and Phrases

General information		
Introductory words and phrases: – express the speaker’s personal opinion; – connect one sentence to another; – do not relate to any part of speech; – you can’t ask a question to them; – are emphasized by intonation; – a comma is used if a word has no grammatical link with a sentence.		
Opinion	I believe – я считаю; In fact – на самом деле; Most likely – вероятнее всего; Certainly – безусловно; Indeed – более того; Doubtless – безусловно; In my view – на мой взгляд; As far as I’m concerned – насколько мне известно; From my point of view – с моей точки зрения	E.g. She is <u>doubtless</u> the one and only girl for me. Сомнений нет: для меня эта девушка одна-единственная
Disagreement	Actually – на самом деле; I doubt – я сомневаюсь; Most unlikely – крайне маловероятно; I take your point, but – я понимаю вашу позицию, но; I see what you mean, but – я вас понял, но...	E.g. No one <u>actually</u> saw the shark. На самом деле, акулу никто не видел
Emotions	Luckily – к счастью; Fortunately – к счастью; Unfortunately – к сожалению; Not surprisingly – неудивительно	E.g. <u>Not surprisingly</u> , the new Hollywood biopic casts a young, athletically trim actor in the role of the paunchy, balding artist. Неудивительно, что в новом Голливудском биографическом фильме молодой атлетически сложенный актер играет роль лысеющего художника с брюшком

Clarification	<p>Moreover – более того; Most of all – больше всего; An important point is that – важным является то, что; At the moment – в данный момент; In conclusion – в заключение; After all – в конце концов; In any case, ... / Anyway, ... / Either way – в любом случае; Actually – вообще-то; All in all – в общем; From time to time – время от времени; In order to – для того, чтобы; In short, ... / In a nutshell – короче, ... / короче говоря; But other than that – но кроме этого; By the way – между прочим, ... / кстати; Frankly speaking, ... / To tell the truth – откровенно говоря, ... / честно говоря; As a matter of fact – по сути дела; It goes without saying that – само собой разумеется, что; On the one hand, ... , on the other hand – с одной стороны, ... , с другой стороны</p>	<p>E.g. <i>The Internet, too, <u>it goes without saying</u>, is a good source of information.</i> Интернет тоже, само собой разумеется, является хорошим источником информации E.g. <i>They are overwhelmed with a lot of duties.</i> <u>Consequently</u>, <i>all doctors need a pay rise.</i> У них было очень много работы. Поэтому всем докторам необходимо повысить зарплату</p>
Note		
<p>In English, a comma is used if an introductory word has no grammatical link with the sentence. If you take the introductory word or phrase away from the sentence, the meaning will be the same. If there is a link with the next word in the sentence and the introductory word or phrase cannot be removed, then there is no comma.</p> <p><i>Overall, the project was successful.</i> (В целом, проект был успешным.) <i>Williams came fifth <u>overall</u>.</i> (В общем зачёте Уильямс пришёл пятым. / Уильямс заняла пятое место в общем зачёте.)</p> <p><i>The <u>overall situation</u> is good.</i> (Общая ситуация хорошая) the word <i>overall</i> is closely connected with the word <i>situation</i>, and performs the function of an attribute. They may be translated together as “общая, вся ситуация”)</p> <p><i>(An expanded list of introductory constructions is presented in Appendix 2.)</i></p>		

Exercise 1. Fill in the gaps to get an introductory phrase. Translate the phrases into Russian.

1. In a _____, 2. To some _____, 3. Frankly _____, 4. To _____ you the _____, 5. First and f_____t, 6. In _____ words, 7. On the

other ____, 8. To b...n with,... . 9. All in a ____, 10. It can be c...d that,

Exercise 2. Fill in the gaps with the introductory phrases from the table. Translate the sentences into Russian.

since, consequently, because of (2), due to (2), on account of, as, therefore (2), in view of, given that

1. The train was delayed ... bad weather.
2. The event was cancelled ... the fact that not many tickets were sold.
3. I felt stressed ... I'd been overworked recently.
4. John went to the acupuncturist ... his bad back.
5. Sonia had a bad stomachache and ... I recommended seeing the doctor.
6. ... the teacher's good reputation the yoga classes were always crowded.
7. ... the fact that homeopathy can be very effective for some illnesses it has become increasingly popular.
8. It's amazing I can walk ... an hour ago I couldn't move.
9. My headache has disappeared ... the massage.
10. The company was doing badly and ... it closed.
11. ... it is your money, you can do what you like with it.
12. My mother wanted to keep her brain active, ... she took up a hobby.

Exercise 3. Fill in the gaps with the introductory phrases from the table. Translate the sentences into Russian.

although, as a result, at least, however, in case, including, in other words, in the meantime, on one hand, on the other hand, on the contrary, otherwise, therefore

1. Sea levels will probably rise in the next few decades ... of global warming.
2. I hope he drives carefully, ... he may have problems on such a slippery road.
3. The president was not a very popular leader. ..., his resignation did not come as a surprise.
4. Our economy will not improve this year. ..., all projections show that it will get worse.
5. The couple broke up a few days ago. ..., they are still living together because of the children.
6. ... it was a wonderful place to go skiing, not many tourists found their way there.
7. The scientist studied the behaviour of various animals, ... whales and dolphins.
8. ... we have to fight against environmental problems, but ... we need more and more energy every day.
9. I think he's asleep. ... his eyes are closed.
10. The candidate didn't quite

meet the necessary requirements. ..., he failed. 11. Please take some warm clothes with you, just ... it gets cold at night. 12. The report will be finished soon. ..., let's get some coffee.

Exercise 4. Translate the sentences into English using the appropriate introductory constructions.

1. Если мы начинаем с достоинств Интернета, стоит упомянуть доступность информации.
2. Мы хотим, прежде всего, обсудить влияние этой технологии.
3. Согласно этой статье, любой может выучить 5 языков.
4. Однако теперь, напротив, люди не хотят смотреть телевизор.
5. С одной стороны, это полезно для здоровья. С другой стороны, оно не очень-то вкусное.
6. Насколько я понимаю, это – их окончательное решение.
7. В заключение мне хотелось бы напомнить вам слова известного писателя.

Exercise 5. Read the text and translate it into Russian. Find and write out all the introductory words and phrases from the text.

A Conference in Chicago

Last week, I visited Chicago to attend a business conference. While I was there, I decided to visit the Art Institute of Chicago. To start off, my flight was delayed. Next, the airline lost my luggage, so I had to wait for two hours at the airport while they tracked it down. Unexpectedly, the luggage had been set aside and forgotten.

As soon as they found my luggage, I found a taxi and rode into town. During the ride into town, the driver told me about his last visit to the Art Institute. After I had arrived safely, everything began to go smoothly. The business conference was very interesting, and I thoroughly enjoyed my visit to the institute. Finally, I caught my flight back to Seattle.

Luckily, everything went smoothly. I arrived home just in time to kiss my daughter goodnight.

Exercise 6. Fill in the gaps with introductory words or phrases (see the table of Topic 7). Read the text and translate it into Russian.

My friend and I visited Prague last summer. (1) _____, we flew from New York to Prague in business class. It was awesome (2) _____ we arrived in Prague, we (3) _____ went to the hotel and took a long nap. (4) _____, we went out to find a great restaurant for dinner.

(5) _____, a motorbike appeared out of nowhere and almost hit me! The rest of the trip had no surprises. (6) _____, we began to explore Prague. (7) _____ the afternoon, we explored the majestic Prague Castle, saw the charm of Old Town Square. At night, we strolled on the Charles Bridge and ate Trdelník, melt-in-your-mouth rolls of dough. One night, (8) _____ I was looking for the presents at Wenceslas Square, I saw an old friend of mine. Imagine that! (9) _____, we caught our flight back to New York. We were happy and ready to begin work again.

Unit VIII

Grammar 8. Phraseological Units. Grammatical Features of Phraseological Units

The **Phraseologism** (*idiom*) is an expression peculiar to a certain language, the meaning of which is non-literal but figurative.

Types of phraseological units			
Phraseological fusions are indivisible phrases, the components of which have completely lost their semantic independence	Phraseological unities are combinations of words with a common figurative meaning, but each part can be semantically independent	Phraseological combinations (collocations) are constructions, which include words with both free and phraseologically related meaning. These combinations are semantically divisible. The replacement of individual words is possible E.g. <i>to meet the needs, to meet the demand, to meet the necessity</i>	Phraseological expressions are only phrases with the literal meaning of their parts (proverbs and sayings that are used in the direct meaning)
E.g. <i>to be all thumbs</i> – быть неуклюжим, <i>be under the weather</i> – недомогать	E.g. <i>to spill the beans</i> – “выдать секрет”, <i>to burn bridges</i> – “сжигать мосты”	E.g. <i>to meet requirements</i> – “удовлетворять требованиям”, <i>to attain success</i> – “добиться успеха”	E.g. <i>live and learn</i> – “век живи, век учись”; <i>better untaught than ill taught</i> – “полужнание хуже незнания»; <i>many men, many mind</i> – “сколько голов, столько и умов”

Grammatical features of Phraseological units

The syntactical classification of Phraseological units (according to I. V. Arnold)		
Category	Meaning	Example
Noun phraseologisms	denote an object, a person, a living being	E.g. Green Berets, redbrick university
Verb phraseologisms	denote an action, a state, a feeling	E.g. to nose out, to break the log-jam
Adjective phraseologisms	denote a quality	E.g. loose as a goose, dull as lead
Adverb phraseologisms	—	E.g. like a dream, in the soup
Preposition phraseologisms	—	E.g. in the course of, on the stroke of
Interjection phraseologisms	—	E.g. “Catch me!”, “Well, I never! ”
Grammatical categories of phraseological units (E.g. – <i>Noun phraseologisms</i>)		
Category of Number	<ul style="list-style-type: none"> the singular form prevails (<i>Noun phraseologisms</i>); the plural prevails (<i>Noun phraseologisms</i>); phraseological units that are notable to form a numerical paradigm 	<p>E.g. <i>old lady, guardian angel</i>; (“<i>the</i>” – as the only one) <i>first lady, black sheep</i> (used to describe an odd or disreputable member of a group); <i>middle class</i> (collective meaning)</p> <p>E.g. (<i>career</i>) undercover cops (тайный агент), plainclothes cops (сыщик); <i>birds of a feather</i> (люди одного склада); <i>powers-that-be</i> (власть имущие)</p> <p>E.g. New York finest (лучшие полицейские Нью-Йорка), rank-and-file (рядовые), blue blood (голубая кровь)</p>
Category of Case (Common Case, Possessive Case)	<ul style="list-style-type: none"> the grammatical category of the case of an idiom is expressed in its function in a sentence; perform the functions of the Subject, the Object, the Predicative, the Attribute, the Adverbial Modifier 	<p>E.g. “I’d like to <i>pay tribute</i> to the outgoing prime minister for his long record of dedicated public service”;</p> <p>Scott Baio really shouldn’t have dissed the <i>First lady</i>. (object)</p>

		<p>E.g. Hughes had made himself <u>a marked man</u>. (predicative)</p> <p>E.g. In video shown on Russian television the club's <u>master of ceremonies</u> tells the crowd evenly "we are on fire" and urges them to evacuate. (subject)</p> <p>E.g. "They teach you <u>high and mighty</u> things like Mahler and Bruckner," said Mr. de Cou, who trained at the Music Academy of Vienna.(attribute)</p> <p>E.g. My sister lives in Alaska, so I only see her <u>once in a blue moon</u>. (adverbial modifier)</p>
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Exercise 1. Put the phraseological units into the columns of the table according to their syntactical classification and give their Russian equivalents.

bullet train, in the soup, to break the log-jam, "catch me!", loose as a 'goose latchkey child, like a dog with two tails redbrick university, to be on the beam, with a bump, Green Berets, to get on somebody's coat tails, to nose out, in the course of, to make headlines, dull as lead, "well, I never!", like a dream, on the stroke of

Noun phraseo- logisms	Verb phraseo- logisms	Adjective phraseo- logisms	Adverb phraseo- logisms	Preposition phraseo- logisms	Interjection phraseo- logisms

Exercise 2. Choose the idioms from the list below and put them into the appropriate columns. Make your own sentences with them.

to show one's teeth, a mare's nest, to stand to one's guns, my aunt! ask no questions, hear no lies, to meet requirements, at sixes and sevens, to attain success, idleness is the root of all evil, to pull one's leg, to show the white feather, to come to power, a penny saved is a penny gained, to let a cat out of the bag, to ride the high horse, to make it a rule, red tape, lies have short legs, to take one's seat.

Phraseological fusions (idioms)	Phraseological unities	Phraseological collocations	Phraseological expressions

Exercise 3. Match the columns and define the type and syntactical classification of the idioms.

1) face like thunder	a) растерянный
2) storm in a teacup	b) на черный день
3) under a cloud	c) белая ворона
4) for a rainy day	d) буря в стакане воды
5) in a fog	e) когда рак свиснет
6) cost a pretty penny	f) мрачнее тучи
7) live beyond one's means	g) выпустить кота из мешка
8) black sheep	h) стоять уйму денег
9) when pigs fly	i) под подозрением
10) let a cat out of the bag	j) жить не по средствам
11) to make your blood boil	k) морочить голову, дурачить
12) to catch someone's eye	l) ставить себя под удар; подставить голову
13) to pay through the nose for something	m) пойти на попятный (попятную)
14) to be all fingers and thumbs	n) иметь "легкую" руку
15) to put your foot in it	o) иметь "руки – крюки"
16) to give someone the cold shoulder	p) заплатить втридорога
17) to have green fingers	q) перехватить чей-либо взгляд
18) to get cold feet	r) приводить в бешенство
19) to stick your neck out	s) попасть впросак; дать маху
20) to pull someone's leg	t) оказать кому-либо "холодный" приём

Exercise 4. Read the sentences and fill in the gaps with the phraseological units from the table. Determine their functions in the sentence. Translate the sentences into Russian.

behind the times; a social butterfly; a cheapskate; all ears; a couch potato; on cloud nine; a man of his word; down-to-earth; a goody two-shoes; a white-collar worker

1. The proportion of ___ in unions (30 %), is more than for blue collar workers (29 %).
2. "I am , O Volka," Hottabych replied with exaggerated cheerfulness.
3. And as far as silly superstitions, _____.
4. In terms of buying an iron, don't be _____.
5. It is arguably a lot more "real" – whatever that means these days – than, say, sitting like a _____ watching a soap on television.
6. But he was not a _____ or hanger-out.
7. "He was really _____ that day," said Robert Peterson.
8. She was _____ and the class clown wrapped up in one.
9. "I'm glad to know that he's a _____," she said.
10. I thought that was _____, and I liked that.

Exercise 5. Read the sentences and translate them into Russian. Pick out phraseological units from the sentences below and arrange them in three groups according to the degree of idiomacity:

- a) phraseological combinations;
- b) phraseological unities;
- c) phraseological fusions.

1. Health and employment are the kind of bread-and-butter issues that people vote on.
2. The government announced financial measures to take the heat off the struggling stock markets.
3. We've all worked our socks off to produce this show.
4. After a year of keeping his nose to the grindstone, he finally got a vacation.
5. Keep hope in your heart and keep looking for that rainbow.
6. I don't enjoy parties where I have to make small talk with complete strangers.
7. Keep an eye on your brother while I'm out, please.
8. Now, it's a disaster for the planet, obviously, but in the short term, it's great for business.

9. Make the bed – then you can lie down and take the weight off your feet while we talk.
10. Now, look, you've got the wrong end of the stick.
11. You shouldn't go sticking your nose into other people's business!
12. I only asked for a summary of the main points but she's making a real meal out of it.
13. The movie is about a businessman on the make, who steals company funds.
14. She thinks it'll solve the problem, but I think she's barking up the wrong tree.
15. I wanted to be a major league baseball player, but I knew it was probably pie in the sky.

Exercise 6. Classify the idioms from the following sentences according to their structure:

- a) compounds;**
- b) phrases;**
- c) clauses.**

1. She's a bit of an odd-ball.
2. She has a heart of gold.
3. He's rather a cold fish.
4. My politics are very middle-of the road.
5. Mary seems to be on cloud nine these days.
6. I'm as hungry as a hunter, I could eat a horse.
7. I suddenly felt as if my head was going round.
8. Keep a cool head and take everything as it comes.
9. We need a proper investigation to get to the bottom of things.
10. You should say sorry. It would go a long way.
11. The teachers want one thing, the students want the exact opposite. I'm sure we can find a happy medium.
12. I think he's just trying to butter me up.
13. She's a dab-hand at carpentry, just like her father.
14. My work-mates are always talking behind my back.
15. Let's sit somewhere else. They always talk shop over lunch and it bores me rigid.
16. Never look a gift horse in the mouth.
17. One swallow doesn't make a summer.
18. Hey! Your new friend has become a talking point among the stuff!
19. Mary really has green fingers. Look at those flowers!
20. She's miles better than the other girls.

Exercise 7. Read the text and translate it into Russian. Write out all the idioms and find their equivalents in the Russian language. Ask questions to the sentences which contain idioms. Define their function.

Keys to Success

John is an accomplished, successful businessman who is quite popular as a mentor. He enjoys showing young professionals the ropes. The first thing he says is that his career has not always been smooth sailing. In fact, he learned a number of lessons along the way. "First and foremost," John said, "don't believe that success is ever manna from heaven." He has met many people with similar rags-to-riches stories and learned that a lot of hard work went into their success.

John believes in hard work but also in recognizing the right opportunities:

"It's absolutely essential to never spread yourself too thin. If you have too many irons in the fire, you'll certainly miss out on real opportunity. I've seen people as busy as a bee who never really seem to do anything."

You'll probably agree that it's impossible to really concentrate if you have to worry about 50 different things. Another good lesson is that it's important to know which side your bread is buttered on and to give that activity your full attention. In other words, you need to ride the gravy train. Don't start looking for new challenges if everything is working out for the best.

The most important ability of any successful entrepreneur, John stressed, is to have the presence of mind not to simply take advantage of an opportunity but also to keep your eye on the ball. Some people are quick on the uptake, but then they get bored. It's important to be consistent and not spread yourself too thin. Finally, make sure never to show your hand to your opponents.

That's how to be successful, according to John.

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Appendix 1

VERBS FOLLOWED BY THE GERUND AND THE INFINITIVE

Table A1.1

 The Gerund		 The Infinitive	
Admit	Признавать	Afford	Позволить себе что-либо
Adore	Обожать	Agree	Соглашаться
Avoid	Избегать	Aim	Стремиться к чему-либо, нацеливаться
Can't stand	Не выносить, не терпеть	Arrange	Договариваться, устраивать
Carry on (= continue)	Продолжать	Attempt	Пытаться
Consider	Рассматривать, считать, полагать	Ask	Просить
Delay	Откладывать, задерживать	Decide	Решать
Deny	Отрицать	Deserve	Заслуживать
Discuss	Обсуждать	Expect	Ожидать
Enjoy	Наслаждаться	Fail	Потерпеть неудачу
Escape	Ускользать, оставаться незамеченным	Guarantee	Гарантировать
Fancy	Очень хотеть, страстно желать	Hope	Надеяться
Feel like doing	Быть в настроении сделать что-либо	Learn	Учиться
Finish	Заканчивать	Manage	Ухитриться, суметь сделать что-либо
Imagine	Представлять	Offer	Предлагать
Involve	Привлекать, касаться	Plan	Планировать
Keep (on) (= continue)	Продолжать, не переставать что-либо делать	Prepare	Подготавливать

Look forward to	С нетерпением ожидать	Pretend	Притворяться, делать вид
Mention	Упомянуть	Promise	Обещать
Mind (= object to)	Возражать, иметь что-либо против	Refuse	Отказываться
Miss	Потерпеть неудачу, пропустить	Seem	Казаться, представляться
Postpone	Откладывать	Tend (= be likely)	Иметь тенденцию к чему-либо, тяготеть
Practise	Осуществлять на практике, упражняться	Threaten	Угрожать
Quit	Прекращать что-либо делать	Turn out	Оказаться
Recall (= remember)	Вспоминать, воскрешать (в памяти)	Volunteer	Вызваться что-либо сделать
Resent	Негодовать	Undertake	Гарантировать, брать ответственность
Resist	Сопротивляться, противиться		
Risk	Рисковать, отважиться		
Suggest	Предлагать, советовать		
Tolerate	Терпеть, выносить		
Understand	Понимать		



Table A1.2



The Gerund and The Infinitive are possible


<i>Begin</i>	Начинать
<i>Continue</i>	Продолжать
<i>Hate</i>	Ненавидеть
<i>Intend</i>	Намереваться
<i>Like</i>	Нравиться
<i>Love</i>	Любить
<i>Prefer</i>	Предпочитать
<i>Start</i>	Начинать

ACTIVE VOICE VERB FORMS

Use 	Formation 		
<p>used to show:</p> <ul style="list-style-type: none"> – the repetition, habit or generalization of an action; – scheduled actions in the near future; – in some cases, actions happening now (Present Simple); – a completed action took place at a specific time in the past or in the future. (Past and Future Simple) 	Simple (Indefinite) – V(n)		
	Present	Past	Future
	<p>V₍₁₎s. Do/does + not + V₍₁₎. Do/Does + N + V₍₁₎?</p> <p><i>E.g. <u>I go</u> (she goes) to the University every day</i></p>	<p>V₂(ed). Did + not + V₍₁₎. Did + N + V₍₁₎?</p> <p><i>E.g. <u>I went</u> (she went) to the University yesterday</i></p>	<p>Will + V₍₁₎. Will + not + V₍₁₎. Will + N + V₍₁₎?</p> <p><i>E.g. <u>I will go</u> (she will go) to the University in 2 days</i></p>
<p>used to show an action as a process which:</p> <ul style="list-style-type: none"> – is taking place at the moment of speech (Present Continuous); – was taking place at a definite moment of speech in the Past (Past Continuous); – will be taking place at a definite moment of speech in the Future. (Future Continuous) 	Continuous (Progressive) – to be (n) + Ving → (Participle I)		
	Present	Past	Future
	<p>Am/is/are + Ving. Am/is/are + not + Ving Am/is/are + N + Ving?</p> <p><i>E.g. <u>I am going</u> (she is going) to the University now</i></p>	<p>Was/were + Ving. Was/were + not + Ving. Was/were + N + Ving?</p> <p><i>E.g. <u>I was going</u> (she was going) to the University when I met her</i></p>	<p>Will be + Ving. Will + not + be + Ving. Will + N + be + Ving?</p> <p><i>E.g. <u>I will be going</u> (she will be going) to the University at 3 p.m.</i></p>
<p>used to show that an action:</p> <ul style="list-style-type: none"> – is completed and there is a result of this action (Present Perfect); – was completed before a definite period of time in the Past (Past Perfect); – will be completed before a definite period of time in the Future. (Future Perfect) 	Perfect – to have (n) + V(3) → (Participle II)		
	Present	Past	Future
	<p>Have/has + V₃(ed). Have/has + not + V₃(ed). Have/has + N + V₃(ed)?</p> <p><i>E.g. <u>I have</u> (already) <u>gone</u> (she has gone) to the University</i></p>	<p>Had + V₃(ed). Had + not + V₃(ed). Had + N + V₃(ed)?</p> <p><i>E.g. <u>I had gone</u> (she had gone) to the University by 3 p.m.</i></p>	<p>Will have + V₃(ed). Will + not + have + V₃(ed). Will + N + have + V₃(ed)?</p> <p><i>E.g. <u>I will have gone</u> (she will have gone) to the University by 3 p.m.</i></p>

Use	Formation		
<p>used to show that an action:</p> <ul style="list-style-type: none"> – started in the past and has continued up to the present moment. It usually emphasizes the duration, or the amount of time that an action has been taking place (Present Perfect Continuous); – started in the past and continued up to another point in the past (Past Perfect Continuous); – continue up until a particular event or time in the future (Future Perfect Continuous) 	Perfect Continuous – to have (n) been + Ving → → (Participle I)		
	Present	Past	Future
	Have/has been + + Ving. Have/has + not + + been + Ving. Have/has + N + + been + Ving? <i>E.g. <u>I have been</u> going (she has been going) to the University for 20 minutes</i>	Had been + Ving. Had + not + + been + Ving. Had + N + + been + Ving? <i>E.g. <u>I had been</u> going (she had been going) to the University for 20 minutes when my friend rang me up</i>	Will have been + + Ving. Will + not + have been + Ving. Will + N + have been + Ving? <i>E.g. <u>I will have</u> been going (she will have been going) to the University for 20 minutes when my friend ring me up</i>

PASSIVE VOICE VERB FORMS

<div>  The Passive Voice <i>A person or an object suffers from the actions of another person or object</i> </div>			
The formation of the predicate – to be (n) + V ₃ (ed)			
	Simple (Indefinite)	Continuous (Progressive)	Perfect
Present	Am/is/are + V₃(ed) <i>E.g. I am <u>often</u> invited to the party</i>	Am/is/are being + V₃(ed) <i>E.g. I am being invited to the party <u>now</u></i>	Have/has been + V₃(ed) <i>E.g. I have <u>just</u> been invited to the party</i>
Past	Was/were + V₃(ed) <i>E.g. I was invited to the party <u>two days ago</u>.</i>	Was/were being + V₃(ed) <i>E.g. I was being invited to the party <u>at 3 p.m.</u></i>	Had been + V₃(ed) <i>E.g. I had been invited to the party <u>by 3 p.m.</u></i>
Future	Will be + V₃(ed) <i>E.g. I will be invited to the party <u>tomorrow</u></i>	—	Will have been + V₃(ed) <i>E.g. I will have been invited to the party <u>by 3 p.m.</u></i>
Future-the-Past	Would be + V₃(ed) <i>E.g. <u>She said that</u> I would be invited to the party <u>the next day</u></i>	—	Would have been + V₃(ed) <i>E.g. <u>She said</u> I would have been invited to the party <u>by 3 p.m.</u></i>

Appendix 4

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Meaning
1. awake	awoke	awoken	просыпаться
2. be	was/were	been	быть
3. beat	beat	beaten	бить
4. become	became	become	становиться
5. begin	began	begun	начинать(ся)
6. bend	bent	bent	согнуть(ся)
7. bite	bit	bitten	кусать(ся)
8. blow	blew	blown	дуть, выдувать
9. break	broke	broken	ломать
10. bring	brought	brought	приносить
11. broadcast	broadcast	broadcast	транслировать
12. build	built	built	строить
13. burn	burned/burnt	burned/burnt	жечь, гореть
14. buy	bought	bought	покупать
15. catch	caught	caught	ловить
16. choose	chose	chosen	выбирать
17. come	came	come	приходить
18. cost	cost	cost	стоить
19. cut	cut	cut	резать
20. dig	dug	dug	копать
21. do	did	done	делать
22. draw	drew	drawn	рисовать; тянуть
23. dream	dreamed/dreamt	dreamed/dreamt	мечтать
24. drive	drove	driven	управлять, водить (машину)
25. drink	drank	drunk	пить
26. eat	ate	eaten	есть
27. fall	fell	fallen	падать
28. feel	felt	felt	чувствовать
29. fight	fought	fought	бороться, сражаться
30. find	found	found	находить
31. fly	flew	flown	летать
32. forbid	forbade	forbidden	запрещать
33. forget	forgot	forgotten	забывать
34. forgive	forgave	forgiven	простить
35. freeze	froze	frozen	морозить
36. get	got	got	получать
37. give	gave	given	давать

38. go	went	gone	идти; ехать
39. grow	grew	grown	расти; выращивать
40. hang	hung	hung	висеть; вешать
41. have	had	had	обладать, иметь
42. hear	heard	heard	слышать
43. hide	hid	hidden	прятать
44. hit	hit	hit	ударять
45. hold	held	held	держать
46. hurt	hurt	hurt	причинять боль
47. keep	kept	kept	хранить
48. know	knew	known	знать
49. lay	laid	laid	класть
50. lead	led	led	вести, руководить
51. learn	learned/learnt	learned/learnt	учить
52. leave	left	left	покидать; оставлять
53. lend	lent	lent	давать взаймы
54. let	let	let	позволять
55. lie	lay	lain	лежать
56. lose	lost	lost	терять
57. make	made	made	делать, совершать
58. mean	meant	meant	подразумевать
59. meet	met	met	встречать
60. pay	paid	paid	платить
61. put	put	put	класть
62. read	read	read	читать
63. ride	rode	ridden	ездить верхом
64. ring	rang	rung	звонить
65. rise	rose	risen	подниматься
66. run	ran	run	бежать
67. say	said	said	сказать
68. see	saw	seen	видеть
69. sell	sold	sold	продавать
70. send	sent	sent	отправлять
71. set	set	set	ставить; устанавливать
72. sew	sewed	sewed/sewn	шить
73. shine	shone	shone	светить; сиять
74. shoot	shot	shot	стрелять; давать побег
75. show	showed	showed/shown	показывать
76. shut	shut	shut	закрывать
77. sing	sang	sung	петь
78. sit	sat	sat	сидеть
79. sleep	slept	slept	спать
80. smell	smelt	smelt	пахнуть, нюхать

81. speak	spoke	spoken	разговаривать
82. spend	spent	spent	тратить
83. stand	stood	stood	стоять
84. steal	stole	stolen	украсть
85. strike	struck	struck	ударить; бить; бастовать
86. strive	strove	striven	стараться
87. swim	swam	swum	плавать
88. take	took	taken	брать
89. teach	taught	taught	преподавать
90. tear	tore	torn	рвать
91. tell	told	told	рассказать
92. think	thought	thought	думать
93. throw	threw	thrown	бросать
94. understand	understood	understood	понимать
95. wake	woke	woken	будить
96. wear	wore	worn	носить
97. win	won	won	выигрывать
98. write	wrote	written	писать
99. wind	wound	wound	заводить (механизм)

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