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Архангельский государственный технический университет
Кафедра иностранных языков

Грамматика для первокурсника

**Учебно-методическое пособие
и задания по английскому языку**

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ПОРЯДОК СЛОВ В АНГЛИЙСКОМ ПРЕДЛОЖЕНИИ.

| | | | | |
|--------------------|----------------|---------------|------------|----------------|
| Обстоятельс тво | Подлежа щее | Скажу емое | Дополнение | Обстоятельство |
|--------------------|----------------|---------------|------------|----------------|

(Yesterday) The manager received a very important telegram yesterday.

В отличие от русского предложения со свободным порядком слов, в английском предложении существует твердый порядок слов.

Твёрдый порядок слов английского предложения помогает отличить сказуемое (глагол в личной форме) от подлежащего и дополнения (существительного), когда они совпадают по форме.

Birds winter in the South.

По порядку слов **winter** является сказуемым данного предложения, а следовательно, глаголом и переводится «зимовать».

Computers process data.

По порядку слов **process** является сказуемым. Смотрим в словарь:

Process 1. n (noun) процесс, ход развития
2. v (verb) обрабатывать

Компьютеры обрабатывают данные.

Подлежащее и сказуемое чаще всего именно в такой последовательности присутствуют в каждом английском предложении.

Дополнение, если оно есть, находится после сказуемого. Значит, если имеется английское предложение из трех слов (не соединенных никакими предлогами), можно с уверенностью сказать, что первое из них – подлежащее, второе – сказуемое и третье – дополнение.

Pupils face problems.

Pupils – подлежащее, face – сказуемое, problems – дополнение.

Если бы мы поменяли местами слова **pupils** и **problems**, то получили бы предложение **Problems face pupils**, и тогда нам пришлось бы перевести предложение следующим образом: *Проблемы сталкиваются с учениками.*

Обстоятельство обычно находится в конце или начале предложения.

Определение может определять любой член предложения и обычно располагается до или после определяемого слова, поэтому может находиться в любой части предложения.

Выводы:

а). в английском предложении от того, где находится слово, зависит, каким членом этого предложения оно является: изменение порядка слов в предложении приводит к изменению его смысла.

б). Одно и то же слово в зависимости от определяющих его слов, а также от места в предложении может относиться к разным частям речи (a plan - план, to plan - планировать).

Иногда мы используем два или более прилагательных для определения существительного.

My brother lives in a **nice new** house.

Прилагательные типа **new/large/round/wooden** – прилагательные факта (fact adjectives). Они дают нам фактическую информацию о возрасте, размере, цвете.

Прилагательные типа **nice/beautiful** – это прилагательные мнения (opinion adjectives). Они сообщают нам то, что говорящий думает об объекте.

Прилагательные мнения (opinion adjectives) обычно стоят перед прилагательными факта (fact adjectives).

A nice long summer holiday

An interesting young man

Иногда мы используем два или более прилагательных факта. В данном случае мы располагаем данные прилагательные в следующем порядке:

| | | | | | |
|----------------|----------------|--------------------|-------------------|---------------------------|------|
| 1. how big? | 2. how old? | 3. what colour? | 4. where from? | 5. what is it made of? | noun |
|----------------|----------------|--------------------|-------------------|---------------------------|------|

Прилагательные, определяющие размер и длину (**big/small/tall/short/long etc.**) обычно стоят перед прилагательными, определяющими форму и ширину (**round/fat/thin/slim/wide etc.**):

an old white cotton shirt (2-3-5)

a large wooden table (1-5)

a small black plastic bag (1-3-5)

big blue eyes (1-3)

Место наречия в предложении.

Наречия неопределенного времени **always** (*всегда*), **often** (*часто*), **seldom** (*редко*), **already** (*уже*), **usually** (*обычно*), **sometimes** (*иногда*), **soon** (*скоро*), **never** (*никогда*) и т.д. ставятся перед смысловым глаголом.

We **often** make experiments.

Мы **часто** проводим опыты.

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

We have **already** made this experiment.

Мы **уже** провели этот опыт.

Но эти наречия ставятся после глагола “**to be**”.

He is **always** present at the lectures.

Он **всегда** присутствует на лекциях.

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

Tomorrow I shall go to the library.

Завтра я пойду в библиотеку.

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

highly important problem

чрезвычайно важная проблема

Exercises:

I. Is the word order right or wrong? Correct ones that are wrong.

1. Everybody enjoyed the party very much.
2. Tom walks every morning to work.
3. Peter doesn't like very much football.
4. I ate quickly the dinner and went out.
5. I phoned Tom immediately after hearing the news.
6. Sue was here five minutes ago. Where she is now?
7. I met on my way home a friend of mine
8. I fell yesterday off my bicycle.
9. Did you go late to bed last time?
10. Did you learn today at the university a lot of things?

II. Put the parts of the sentence in the right order.

1. the party / very much / everybody enjoyed
2. we won / easily / the game
3. quietly / the door / I closed
4. Diane / quite well / speaks / German
5. again / please don't ask / that question
6. some money / I borrowed / from a friend of mine
7. here / make sure / you are / by 11 o'clock
8. spoke English / our guide / fluently
9. you'll see / at the end of the street / on your left / a supermarket /
10. to bed / really / shouldn't go / you / so late

III. Complete the sentences. Put the parts in the right order.

1. (for a long time / have lived / in the same house)
They _____
2. (to the bank / every Friday / go) I _____
3. (her car / drives / every day / to work)
Ann _____
4. (been / recently / to the cinema) I haven't _____
5. (at the top of the page / your name / write)
Please _____
6. (her name / after a few minutes / remembered)
He _____
7. (some interesting books / found / in the library) We _____

8. (opposite the park / a new hotel / are building) They _____
9. (home / did you come / so late) Why _____
10. (on Monday / to Paris / am going) I _____

IV. Rewrite the sentences to include the word in brackets.

1. We were on holiday. (all)
2. We were staying at the same hotel (all)
3. We enjoyed ourselves. (all)
4. Catherine is very generous. (always)
5. I don't have to work on Saturdays. (usually)
6. Do you watch television in the evenings? (always)
7. Martin is learning French. He is learning Italian. (also)
8. That hotel is very expensive. (probably)
9. It costs a lot to stay there. (probably)
10. I can help you. (probably)

V. Are the underlined words in the right position or not? Correct the sentences that are wrong.

1. Tom goes always to work by car.
2. We soon found the solution to the problem.
3. Steve gets hardly ever angry.
4. I did some shopping and I went also to the bank.
5. Jane has always to hurry in the morning because she gets up so late.
6. We all were tired so we all fell asleep.
7. She always says she'll phone me but she never does.
8. I cleaned the house and I also cooked the dinner.
9. Your car probably has been stolen.
10. He even can't boil an egg.

VI. Complete the sentences. Use the words in brackets in the correct order.

1. I _____ her name. (remember / never / can)
2. I _____ sugar in coffee. (take / usually)
3. Mark and John _____ in Manchester. (both / were / born)
4. Our car _____ down. (often / breaks)
5. We _____ a long time for the bus. (have / always / to wait)
6. I _____ early tomorrow. (probably / leaving / will / be)
7. My sight isn't very good. I _____ with glasses. (read / can / only)
8. If we hadn't taken the same train, we _____ each other. (never / met / would / have)

9. It's difficult to contact Jane. She _____ at home when I phone her. (is / hardly ever)
10. Sarah and Jane _____ for the job. (applied / both / have)

VII. Put the adjectives in brackets in the correct position.

- a beautiful table (wooden / round)
an unusual ring (gold)
a new pullover (nice)
an old house (beautiful)
an American film (old)
a long face (thin)
a metal box (black / small)
a big cat (fat / black)
a little village (old / lovely)
an old painting (interesting / French)
soup (vegetable / delicious / hot)
a man (young / tall)
a song (Russian / old)
a shirt (white / old / cotton)

ГРУППА СУЩЕСТВИТЕЛЬНОГО

В английском языке очень часто существительное (одно или несколько) употребляется в роли определения к другому существительному, образуя цепочку слов или группу существительного.

В начале группы существительного может стоять:

1. артикль
2. местоимение
3. числительное
4. существительное в притяжательном падеже
5. предлог

В предложении может быть несколько групп существительного. Главным словом в такой группе является последнее, а все предшествующие ему слова являются определением к нему.

Существительное в функции определения переводится:

1. прилагательным:

room temperature – комнатная температура

limit pressure – предельное давление

2. существительным родительного падежа с переносом направо:

grain export – экспорт зерна

a physics teacher – учитель физики

3. существительным с предлогом:

atomic energy conference – конференция по проблемам атомной физики.

Exercises:

I. Translate into Russian.

A tennis ball, a London doctor, a wine glass, the sea temperature, a road accident, income tax, a television camera, a table tennis table, the hotel reception desk, work problems, my credit card, a seat belt, garden vegetables, a vegetable garden, health problems, a stomach ache, a weekend, a headache, the city centre, a well-known football club, the World Hockey Championship.

II. Complete the sentences using two of the following words each time.

accident belt card credit editor forecast newspaper
number road room seat shop weather window

1. This can be caused by bad driving. **A road accident.**
2. If you are staying at a hotel, you need to remember this. Your _____
3. You might stop to look in this when you're walking along the street.
A _____
4. If you want to know if it's going to rain, you can read or listen to this.
The _____
5. This person is a top journalist. A _____
6. You can sometimes use this to pay for things instead of cash. A _____
7. You should wear this when you are in a car. A _____

III. What do we call these things and people? Use the structure "noun+noun".

1. A ticket for a concert is _____
2. A magazine about computers is _____
3. Chocolate made with milk is _____
4. Somebody whose job is to inspect factories is _____
5. The results of your examinations are your _____

6. A hotel in central London is _____
 7. A question that has two parts is _____

IV. Complete the sentences using one of the following:

*15 minute(s) 60 minute(s) two hour(s) five day(s) two year(s)
 six mile(s) 20 pound(s) ten page(s) 450 page(s)*

1. It's quite a long book. There are _____
2. It's only a _____ flight from London to Madrid.
3. A few days ago I received a _____ letter from my friend.
4. I didn't have any change. I only had a _____ note.
5. There are _____ in an hour.
6. We went for a _____ walk in the country.
7. At work in the morning I usually have a _____ break for coffee.
8. Mary has just started a new job. She's got a _____ contract.
9. I work _____ a week. Saturday and Sunday are free.

**ОБРАЗОВАНИЕ МНОЖЕСТВЕННОГО ЧИСЛА ИМЕН
 СУЩЕСТВИТЕЛЬНЫХ.**

1. Множественное число имен существительных обычно образуется с помощью окончания **-s**, которое прибавляется к основе единственного числа.

Например: book – books
 map – maps

| | | | |
|------------------------------|-----------------|-------------------|---------------------------|
| -s / -sh / ch / -x / | bus – buses | church – churches | dish – dishes |
| | | box - boxes | |
| -y | baby – babies | party – parties | dictionary – dictionaries |
| but -ay / -ey / -oy / | day – days | monkey – monkeys | boy – boys |
| -f / -fe / | shelf – shelves | knife – knives | wife – wives |

2. Ряд существительных образуют множественное число, меняя свою корневую гласную.

Например: foot – feet
tooth – teeth
man – men
woman – women
mouse – mice

3. Некоторые имена существительные, заимствованные из греческого и латинского языков, сохранили форму множественного числа этих языков.

Datum (данное число) – data (данные)
Phenomenon (явление) – phenomena (явления)
Crisis (кризис) – crises (кризисы)
Basis (базис) – bases (базисы)
Nucleus (ядро) – nuclei (ядра)
Formula (формула) – formulae (формулы)

4. Иногда мы используем форму множественного числа существительного, говоря об одной вещи (поскольку она состоит из двух частей), например:

trousers (т.к. две ноги), **jeans, tights, shorts, pants**
pyjamas (т.к. имеет верхнюю и нижнюю часть)
binoculars, scissors
My **trousers are** too long.

5. Некоторые существительные имеют окончание **-ics**, но не всегда являются множественным числом.

Например: athletics, gymnastics, physics, economics.
Gymnastics is my favourite sport.

6. Существительное **news** не является множественным числом.

What **is the news** on television?

7. Ряд существительных с окончанием **-s** может быть как единственным, так и множественным числом.

a means of transport **many means of transport**
a species of bird **many species of bird**

8. С некоторыми существительными используется глагол во множественном числе

| | | | | | |
|------------|-------|------|--------|----------|-----------|
| government | staff | team | family | audience | committee |
| company | firm | | | | |

Например: **The government** (= they) **want** to increase taxes.

9. С существительным «**police**» всегда используется глагол во множественном числе.

The police have arrested a friend of mine.

10. Существительное «**person**» редко используется во множественном числе. В данном случае говорят «**people**».

He is a **nice person**. They are **nice people**.

11. Когда мы говорим о сумме денег, периоде времени, расписании, то используем глагол в единственном числе.

Twenty thousand pounds was stolen in the robbery.

Three years is a long time to be without job.

Six miles is a long way to walk every day.

12. Существительные могут быть **исчисляемыми и неисчисляемыми**.

Сравните: **I eat a banana every day.** **I eat rice every day.**

banana - исчисляемое существительное, поэтому может иметь форму единственного и множественного числа.

rice - неисчисляемое существительное, поэтому имеет только одну форму **rice**.

Countable
There are no **batteries** in the radio.

Uncountable
There is no **electricity** in this house.

I've got a **ten-pound note**.

Have you got any **money**?

С исчисляемыми существительными используется артикль **a/an**.
a student **a tutor** **an accident**

С неисчисляемыми существительными артикль не используется.
Существует ряд существительных, которые в английском языке являются неисчисляемыми, а в других языках наоборот.

| | | | | | |
|---------------|-------------|-----------|---------|------------|---------|
| accommodation | behaviour | damage | luck | permission | |
| | | traffic | | | |
| advice | bread | furniture | luggage | progress | weather |
| | | baggage | | | |
| chaos | information | news | scenery | work | |

Exercises:

I. Write the plural.

Week, flower, shop, family, boat, woman, knife, potato, sandwich, glass, child, mouse, pyjamas, holiday, jeans, man, box, party, shelf, place, sheep, address, fish.

II. Some of these sentences are right but most are wrong. Correct the sentences that are wrong.

1. I'm going to buy some flowers.
2. I need a new jeans.
3. Sheep eat grass.
4. Most of my friend are student.
5. He put on his pyjama and went to bed.
6. Do you know many persons in this town?
7. I don't like mice. I'm afraid of them.
8. I like your trouser. Where did you get it?
9. David is married and has three childs.
10. This scissor isn't very sharp.
11. The government want to increase taxes.
12. The committee haven't made a decision yet.
13. Many people has given up smoking.
14. It was a good advice.
15. I can't wait. I haven't got a time.

III. Choose the correct form of the verb, singular or plural.

1. Gymnastics (is / are) my favourite sport.
2. Fortunately the news (wasn't / weren't) as bad as we expected.
3. Where (do / does) your family live?

4. Three days (isn't / aren't) long enough for a good holiday.
5. I can't find my binoculars. Do you know where (it is / they are)?
6. The police (want / wants) to interview two men about the robbery last week.
7. Your hair (is / are) too long.
8. Bad news (don't / doesn't) make people happy.

IV. Which of the underlined parts of these sentences is correct?

1. Did you hear (noise / a noise) just now?
2. If you want to know the news, you can read (paper / a paper).
3. We had (very good weather / a very good weather) last week.
4. I am looking for (work / a work).
5. They offered me (the job / job) because I had a lot of experience.
6. We were very unfortunate. We had (bad luck / a bad luck).
7. "Did you enjoy your holiday?" "Yes, we had (wonderful time / a wonderful time)."

ПРИТЯЖАТЕЛЬНЫЙ ПАДЕЖ ИМЕНИ СУЩЕСТВИТЕЛЬНОГО.

Английское существительное имеет два падежа: **общий** и **притяжательный**.

Общий падеж имеет нулевое окончание. **Притяжательный падеж** существительного в единственном числе образуется при помощи окончания **-s**, которому предшествует апостроф (**'**).

the student's name

К существительным во множественном числе в притяжательном падеже прибавляется только апостроф.

the students' names

Существительное в притяжательном падеже является определением к существительному, стоящему перед ним, и переводится существительным в родительном падеже. При переводе оно помещается после определяемого слова.

the sun's disk – диск солнца

Exercises

I. What is another way of saying these things? Use -'s.

1. a school for girls _____

2. a hat for a woman _____
3. a name for a boy _____
4. the name of the book _____
5. clothes for children _____
6. the decision of the government _____
7. a magazine for women _____
8. the success of the company _____

II. Write a new sentence beginning with the underlined words.

1. The meeting tomorrow has been cancelled.
2. The storm last week caused a lot of damage.
3. The only cinema in the town closed down.
4. Exports from Britain to the United States have fallen recently.
5. Tourism is the main industry in the region.

III. Join the two (or three) nouns. Sometimes you have to use –'s or –s'; and sometimes you have to use ...of

1. the cause / the problem
2. the owner / that car
3. the car / the parents / John
4. the name / the street
5. the economic policy / the government
6. the result / the experiment
7. the newspaper / yesterday
8. the new manager / the company
9. the top / the page
10. the wedding / the friend / Hellen

IV. Use the information given to complete the sentences.

1. I am going on holiday on the 12th. I have to be back at work on the 26th. So, I've got _____. (holiday)
2. If I leave my house at 8.55 and walk to the station, I get there at 9 o'clock. So, it's only _____ from my house to the station. (walk)
3. If I leave my house at 9 o'clock and drive to London, I arrive at about 12. So, it's about _____ to London from my house. (drive)
4. I went to sleep at 3 o'clock this morning and woke up an hour later. After that I couldn't sleep. So last night I only had _____. (sleep)

МНОГОФУНКЦИОНАЛЬНОСТЬ МЕСТОИМЕНИЯ “It”

1. ЛИЧНОЕ
2. УКАЗАТЕЛЬНОЕ
3. БЕЗЛИЧНОЕ
4. УСИЛИТЕЛЬНОЕ

1. **Личное** (подлежащее, дополнение).
Repeat the experiment. It is very important.
Повторите опыт. Он очень важен.
2. **Указательное** (подлежащее).
What is this? It is a new device.
Что это? Это новый прибор.
3. **Безличное** (подлежащее).
It seems this substance has desirable properties.
Кажется, это вещество обладает нужными свойствами.
4. **Усилительное** (для выделения отдельных членов предложения).
It is Popov who invented the radio.
Радио изобрел не кто иной, как Попов.

БЕЗЛИЧНЫЕ ПРЕДЛОЖЕНИЯ.

Английское предложение обязательно должно иметь подлежащее, поэтому в английских безличных предложениях употребляется формальное подлежащее **it**, которое на русский язык не переводится.

Безличные предложения обычно **сообщают о явлениях природы:**

It is cold. – Холодно.

It was getting dark. – Темнело.

Безличные предложения употребляются также для **обозначения времени и расстояния.**

It is two o'clock. – Два часа.

It is about 150 million kilometres from the Sun to the Earth. – От Солнца до Земли около 150 млн. километров.

Безличные предложения употребляются также для оценки действия, которое выражено инфинитивом, следующим за именной частью сказуемого.

It is difficult to solve this problem without a computer.

Безличные обороты, состоящие из местоимения с глаголом в страдательном залоге типа **it is said, it is reported** и т.д., соответствуют русским неопределённо-личным оборотам типа **”говорят, сообщают”**.

It was reported that the spaceship had reached the Moon.

Сообщили, что первый космический корабль достиг Луны.

В английском языке существуют безличные предложения, где сказуемое выражено глаголами:

1. **to take**, который в сочетании с **it** переводится **”нужно, требуется”**.

It takes only one hour to get from St.Petersburg to Moscow by plane.

2. **to rain** – идти (о дожде), **to snow** – идти (о снеге), **to freeze** – морозить и др.

It often rains in autumn. – Осенью часто идёт дождь.

It snowed much last winter. – Прошлой зимой часто шёл снег.

Отрицательная и вопросительная формы безличных предложений такого типа образуются по правилам, общим для обычного глагольного сказуемого.

Does it take you much time to get to the Institute?

It didn't snow much last winter.

Exercises:

I. Translate the sentences into Russian.

1. It is night. 2. It is difficult to change the plan. 3. The method is good. It is effective. 4. It is possible to understand the text. 5. It is a difficult situation. 6. It is my book. It is very interesting. 7. What time is it? It's half past ten. 8. It's time to go home. 9. It was my birthday yesterday. 10. It's three miles from our house to the city centre. 11. How far is it from London to Bristol? 12. Does it snow very often? 13. It rains a lot in autumn. 14. It's nice to see you again. 15. It's a nice day today. 16. It is easy to discuss this question. 17. It is necessary to

boil water for our experiment. 18. It was important to solve this problem. It occupied all his thoughts for hours. 19. It is said that the lecture on physics was very interesting today. The professor illustrated it with many experiments. 20. It is dangerous to walk along the road. 21. It's not our fault. You can't blame us. 22. Physics is a science. It treats the properties of matter and energy. 23. It is quite impossible to name a scientific problem Lomonosov didn't turn his attention to. 24. It was desirable to compare the results. 25. It is said that these substances have similar properties. 26. It is well known that one form of energy can be converted into another one.

II. Put in it is (it's) or is it, it or there.

1. What time ...? 2. ... rains a lot in winter. 3. We must go. ... is very late. 4. ... was a strong wind yesterday. 5. ... true that Bill can fly a helicopter? 6. ... was a nice day yesterday. 7. "What day ... today?" 8. I was afraid because ... was very dark. 9. ... possible to phone you at your office? 10. "Do you want to walk to the City Hall?" "I don't know. How far ...?" 11. ... was a storm last night. Did you hear it? 12. ... a long way from here to the nearest shop. 13. ... very important to know a foreign language. 14. ...is much snow in Arkhangelsk in winter. 15. "... so nice to see you again". 16. ... has been raining for two days. 17. "... quite a nice house but I'd rather ...was a bit bigger". 18. ... was a very long journey. I was so tired after ... ! 19. ... a nice morning. How about going for a walk? 20. ... seems that Earth is the only planet which can support life. 21. ... difficult to contact Sarah because she is not on the phone.

III. Translate the following sentences into Russian.

a) Pay attention to the expression "It takes (took) ..."

1. It took him some months to solve this problem. 2. It took radio signals a little more than 11 minutes to cover the distance from the Earth to Mars and back. 3. It will take scientists much time to find effective methods of utilizing solar energy. 4. It takes Jupiter about 12 years to revolve round the Sun. 5. It took him much time to write the report.

b) Pay attention to the expression "It is(was) ... who (that)..."

1. It is with the help of the radio that we receive most of the information from the satellites.
2. It was in 1869 that Mendeleev published his Periodic table.
3. It was the Russian scientist Lodygin who invented the electric lamp.
4. It was Yury Gagarin who started the era of cosmic flights.
5. It is the gravitation that makes the satellites move round the Earth.

6. It was Lomonosov who stated that heat phenomena were due to molecular motion.
7. It is the thermometer that measures the temperature of a substance.

НЕОПРЕДЕЛЁННЫЕ МЕСТОИМЕНЕНИЯ SOME, ANY, NO, EVERY И ИХ ПРОИЗВОДНЫЕ.

Эти местоимения стоят перед существительным и отвечают на вопросы: *какой?*, когда определяют качество, и *сколько?*, когда определяют количество.

1. Местоимение **some** обычно употребляется в утвердительных предложениях и соответствует русским словам:

а) **какой-то, некоторый** – когда определяется качество.

*He has **some** English book.*

*У него есть **какая-то** английская книга.*

*We had **some** problems.*

*У нас были **некоторые** проблемы.*

б) **несколько, некоторое количество** – когда определяется количество.

*He bought **some** English books.*

*Он купил **несколько** английских книг.*

*We have **some** invitation cards.*

*У нас есть **несколько** приглашений билетов.*

2. Местоимение **any** также может определять и качество, и количество и употребляется во всех типах предложений. Оно соответствует русским словам:

а) **какой-нибудь, сколько-нибудь** – если **any** употребляется в вопросительном предложении:

*Do you have **any** English book?*

*У тебя есть **какая-нибудь** английская книга?*

*Do you have **any** money?*

*У тебя есть **сколько-нибудь** денег?*

б) **никакой, нисколько** – если **any** употребляется в отрицательном предложении, например:

*I do not have **any** English book.*
*У меня нет **никакой** английской книги.*

в) **любой** (*из*) – если **any** употребляется в утвердительном предложении, например:

***Any** of these books is interesting.*
***Любая** из этих книг интересная.*

3. Местоимение **no** является отрицательным и имеет значение:
никакой – когда определяется качество,
ни один (*из*) – когда определяется количество.

Следует помнить, что в английском предложении, в котором есть местоимение **no**, сказуемое имеет утвердительную форму, но в его русском варианте сказуемое должно иметь отрицательную форму (с частицей **не**), например:

*There **were no** books on the table.*
*На столе **не было никаких** книг.*
***No** pupil **knew** answer to this question.*
***Ни один** ученик **не знал** ответа на этот вопрос.*

4. Местоимение **every** – используется перед одушевленными и неодушевленными существительными в единственном числе и переводится словами **каждый, всякий**, например:

***Every** player was on top form.*
***Каждый** игрок был в лучшей форме.*

Исключением является случай, когда за **every** стоит числительное с существительным во мн. числе.

*I go to Paris **every** six weeks or so.*
*Я езжу в Париж **каждые** шесть недель или около того.*

Производные от «**some, any, no, every**».

Местоимения **some, any, no, every** в сочетании со словами **body** (тело), **thing** (вещь), **one** (некто), **where** (где, куда) и **how** (как) образуют слова, которые используются самостоятельно, а не как определения перед существительными.

а) в переводе русские частицы **-то** (**some** - какой-то), **-нибудь** (**any** - какой-нибудь), и **ни-** (**no** - никакой) сохраняются почти во всех производных.

б) производные от отрицательного местоимения по делают все предложение отрицательным.

Somebody telephoned.

Кто-то звонил.

Did anybody telephoned?

Кто-нибудь звонил?

I did not buy you anything.

Я ничего тебе не купил.

Someone must help me somehow.

Кто-то как-то должен мне помочь.

I can understand nothing.

Я ничего не могу понять.

Let's go somewhere tonight.

Давай пойдём куда-нибудь сегодня вечером.

| Производные от some, any | | |
|--------------------------------------|----------------------------------|--|
| | some какой-то | any какой-нибудь |
| body (обозначает лицо) | somebody кто-то | anybody кто-нибудь |
| thing (обозначает предмет) | something что-то | anything что-нибудь (вопрос. пр.) все (в утверд. предл.) |
| one некто | someone кто-то | anyone кто-нибудь (вопр. пр.) любой (утв. предл.) |
| where где, куда | somewhere где-то, куда-то | anywhere где-нибудь, куда-нибудь |
| how как | somehow как-то, так или иначе | anyhow как-нибудь |
| when когда | once когда-то | ever когда-нибудь |

| Производные от no, every | | |
|--------------------------------------|----------------------------------|--------------------------------------|
| | no никакой | every каждый |
| body (обозначает лицо) | nobody никто | everybody каждый, все |
| thing (обозначает предмет) | nothing ничто | everything все |
| one некто | no one, none никто ни один | everyone каждый |
| where где, куда | nowhere никуда, нигде | everywhere езде, повсюду |
| when когда | never никогда | always всегда |
| how как | nohow никак | in every way всячески, по всякому |

Exercises:

I. Put in "some" or "any".

- I bought _____ cheese but I didn't buy _____ bread.
- I'm going to the post-office. I need _____ stamps.
- There aren't _____ shops in this part of town.
- Have you got _____ brothers or sisters?
- There are _____ beautiful flowers in the garden.
- "Would you like _____ tea?" "Yes, please."
- When we were on holiday, we visited _____ very interesting places.
- I didn't buy _____ flowers.
- I didn't have _____ money, so I had to borrow _____.
- I was too tired to do _____ work.

II. Complete the sentences. Use some or any + one of these words.

*air cheese help letters photographs
batteries friends languages milk shampoo*

- I want to wash my hair. Is there _____?
- This evening I'm going to write _____.

3. I haven't got my camera, so I can't take _____.
4. Do you speak _____ foreign _____?
5. Yesterday evening I went to the restaurant with _____ of mine.
6. Can I have _____ in my coffee, please?
7. The radio isn't working. There aren't _____ in it.
8. It's hot in the office. I'm going out for _____ fresh _____.
9. "Would you like _____?" "No, thank you. I've had enough to eat."
10. I can do this job alone. I don't need _____.

III. Complete the sentences. Use "some" or "any".

1. Ann didn't take any photographs but, _____ (I / take).
2. "Where's your luggage?" " _____ " (I / not / have).
3. "Do you need any money?" "No, thank you _____" (I / have).
4. "Can you lend me some money?" "I'm sorry but _____"(I / not / have).
5. The tomatoes in the shop didn't look very good, so _____ (I / not / buy).

IV. Complete the sentences with some- or any- + body / -thing / -where.

1. I was too surprised to say _____.
2. There's _____ at the door. Can you go and see who it is?
3. Sally was upset about _____ and refused to talk to _____.
4. This medicine is very easy to use. _____ can learn to use it in a very short time.
5. There was hardly _____ on the beach. It was almost deserted.
6. I'm going out now. If _____ phones while I'm out, can you tell them I'll be back at 11.30?

V. Complete the sentences with "something", "anything", "nothing" or "everything".

1. _____ is all right, the patient is much better today.
2. Is there _____ interesting in the programme of the concert?
3. I couldn't see _____ : it was quite dark.
4. I saw _____ near the wood that looked like a tent.
5. Give me _____ to read, please.
6. I don't know _____ about your town. Tell me _____.
7. I understand _____ now. Thank you for your explanation.
8. Is there _____ that you want to tell me?

VI. Open the brackets.

1. We haven't _____ black stockings (no, any).
2. I don't want _____ today, thank you (nothing, anything).
3. Didn't you buy _____ potatoes yesterday (any, no)?
4. I didn't see _____ in the street when I went out (anybody, nobody).
5. There is _____ at home (anybody, nobody).

VII. Complete the sentences with no, none or any.

1. There aren't _____ pictures on the wall.
2. The weather was cold but there was _____ wind.
3. I wanted to buy some oranges but they didn't have _____ in the shop.
4. I couldn't make an omelette because there were _____ eggs.
5. "How many eggs have we got?" "_____ . I'll go and buy some from the shop".
6. We cancelled the party because _____ of the people we invited were able to come.

VIII. Complete the sentences. Use nobody/ no-one/ nothing/ anybody/ anyone/ anything.

1. That house is empty. _____ lives there.
2. Jack has a bad memory. He can't remember _____.
3. Be quiet! Don't say _____.
4. I didn't know about the meeting. _____ told me.
5. Jenny was sitting alone. She wasn't with _____.
6. I'm afraid I can't help you. There's _____ I can do.
7. The museum is free. It doesn't cost _____ to go in.
8. She spoke very fast. I didn't understand _____.

IX. Translate the following sentences into Russian.

1. Is there any ice in the fridge?
2. She said something to me but I didn't understand it.
3. I didn't take any photographs but Ann took some.
4. You can have some coffee but I don't want any.
5. It's a nice house but there's no garden.
6. Did you meet anybody interesting at the party?
7. He hasn't got anybody to talk to.
8. There is nowhere to go in this town.
9. "What's that letter?" "It's nothing important."
10. Someone is here to see you.
11. If anyone has any questions, I'll be pleased to answer them.
12. Anyone who wants to do the exam must give their names today.
13. There were no shops open.
14. Nobody tells me anything.
15. None of the shops were open.

X. Translate the following sentences into English.

1. В библиотеке есть кто-нибудь? 2. В нашей библиотеке есть кое-какие книги на английском языке. 3. На другой день мой брат знал всех.
4. Расскажите нам все о вашем путешествии. 5. Под столом есть кто-нибудь? 6. Никто об этом ничего не знает. 7. Я никого не знаю в этом городе. 8. Дай мне, пожалуйста, что-нибудь поесть. 9. Он где-то в саду. 10. Кто-нибудь знает его адрес?

XI. Open the brackets. Translate the sentences into Russian.

1. This element has (несколько) important properties. 2. There is (что-то) in the tube. 3. There is (нет) difference between these two figures. 4. (Кто-нибудь) works in the laboratory (каждое) morning? 5. My friends always go (куда-нибудь) in summer. 6. (Все, каждый) makes experiments in the laboratories.
7. He says (ничего) about his tests. 8. Do you give your books to (всем)? 9. (Ни один) student uses these instruments. 10. The teacher's assistant measures (все) with a great degree of accuracy.

СЛОВА - ЗАМЕСТИТЕЛИ.

ЗАМЕСТИТЕЛИ СУЩЕСТВИТЕЛЬНЫХ.

Кроме личных местоимений в именительном и объектном падежах в роли слов-заместителей существительных используются:

1. **Mine, ours, his, theirs, yours** – особая форма притяжательных местоимений, которая образуется присоединением к ним окончания **-s** (кроме **my - mine**). Эти слова-заместители заменяют существительное с притяжательным местоимением.

*Our plan is better than **theirs** (their plan).*

*Наш план лучше, чем **их** (план).*

*Your pencil is longer than **mine** (my pencil).*

*Твой карандаш длиннее **моего** (карандаша).*

2. **That, those** – служат для замены существительных, которые имеют после себя определение, обычно существительное с предлогом (чаще всего **of**).

*This book is more interesting than **that** on the shelf.*

*Эта книга интереснее, чем **книга**, которая лежит на полке.*

*The best pictures are **those** of my friend.*

Лучшие картины – это картины моего друга.

3. **This, these** – обычно используются в качестве подлежащего, поэтому за ними идёт глагол-сказуемое (а не существительное, как в том случае, когда **this, these** являются указательными местоимениями). Эти заместители заменяют существительные предшествующего предложения и соответствуют русским словам **это, всё это, все они** и т.п.

***This** helps me much.*

***Это** (то, о чём было сказано выше) очень помогает мне.*

***These** are of great interest for us.*

***Все они** (идеи моих друзей) представляют для нас огромный интерес.*

4. **One, ones** – могут заменять существительные, которые имеют определение (обычно стоящие перед этими существительными). Если заменяется существительное во мн. числе, используется **ones**.

*I have a red pencil? Give me a green **one**.*

У меня есть красный карандаш, дай мне зелёный (карандаш).

*Of all these books the English **ones** are mine.*

Из всех этих книг английские (книги) мои.

5. Слово **one** может использоваться также в качестве подлежащего (за ним идёт сказуемое).

В этом случае **one** заменяет неизвестное одушевлённое лицо. Такие предложения на русский язык переводятся либо как безличные предложения, либо с «расплывчатым» **мы**.

***One** must know it.*

***Нужно** знать это. (Мы должны знать это.)*

***One** must be attentive when crossing the street.*

***Нужно** быть внимательным при переходе улицы.*

СЛОВА - ЗАМЕСТИТЕЛИ ГЛАГОЛОВ-СКАЗУЕМЫХ.

При необходимости повторить сказуемое в одном предложении, во втором случае используется слово-заместитель, выбор которого зависит от формы сказуемого:

1. если сказуемое состоит больше чем из одного слова, то в качестве заместителя используется первый вспомогательный (или модальный) глагол.

I shall do it better than he will.

Я сделаю это лучше, чем он (сделает).

He could understand the rule. But I could not.

Он смог понять это правило, а я не смогла.

2. если сказуемое не имеет вспомогательных глаголов, тогда употребляется глагол **do** в соответствующем времени и лице: **do** - настоящее время, **does** - настоящее время 3-го лица ед. числа, **did** - прошедшее время. В русском предложении обычно повторяется сказуемое, особенно если время сказуемого и его «заместителя» не совпадает.

I carry out this work better than he does.

Я выполняю эту работу лучше, чем он (выполняет).

I know English but he did not.

Я знаю английский, а он (тогда) его не знал.

I shall come earlier than she will.

Я приду раньше, чем она (придёт).

Exercises:

1. Translate into Russian.

1. This idea is different from theirs. 2. He has more friends than I do. 3. He has many books. I like the one on that shelf. 4. One should use a new tool, not an old one. 5. This rule is useful when one is studying grammar. 6. These are very useful rules. 7. One is never old to learn. 8. This is an idea of great interest. 9. This leads to a mistake. 10. I shall have to buy a new coat for myself and another one for my sister. 11. One thing is clear to everybody: one must study hard if one wants to pass one's examinations well. 12. One never knows what may happen. 13. What other methods will they use? The ones they used were

not effective. 14. The more one studies, the more he knows. 15. These trucks are too small; they will need bigger ones. 16. This apparatus is more powerful than the one installed in our laboratory. 17. Your advice is more important for us than hers. 18. The instruments in our laboratory are not so modern as those in yours. 19. Their office is farther away from the University than yours. 20. Mercury revolves round the Sun at the higher speed than other planets. It's speed is much higher than theirs. 21. These rules are similar to ours. 22. One must know all the properties of this substance. 23. One may expect that this substance dissolves easily in water. 24. One mustn't cross the street on the red light. 25. One should work hard when studying a foreign language.

II. Translate into Russian. Pay special attention to "that, those".

1. That he agreed to help his comrades is only natural.
2. The book that you gave me is very interesting.
3. The problem that was discussed at the meeting yesterday is of great importance.
4. That happened the year I graduated from the University.
5. Those children are always very noisy.
6. That was the thing that he wanted.

III. Fill in the gaps. Use one (ones), that (those). Translate the sentences into Russian.

1. This dictionary is very large, show me a smaller _____.
2. _____ should be attentive when taking notes of the lecture.
3. This device is an ordinary _____.
4. The scientist answered _____ they were going to find a new way of getting valuable minerals.
5. This advanced method allows _____ to get good results.
6. They knew _____ building had collapsed.
7. _____ should be very careful when crossing the street.
8. _____ was the distance that they covered in one hour.
9. The properties of gold are different from _____ of iron.
10. _____ never knows what to expect in this case.
11. _____ was one of the reasons for the lengthening of the bus route.
12. The problems of water supply in this town are as important as _____ of lighting.

IV. A asks B some questions. Use the information in the box to write B's answer. Use "one" in the answers.

B: doesn't need a car ; has just had a cup of coffee;
there's a chemist in Mill Road; is going to buy a bicycle;
hasn't got a pen; hasn't got an umbrella

1. A: Can you lend me a pen?
B: I'm sorry, ***I haven't got one.***
2. A: Would you like to have a car?
B: No, I don't _____.
3. A: Have you got a bicycle?
B: No, but _____.
4. A: Can you lend me an umbrella?
B: I'm sorry but _____.
5. A: Would you like a cup of coffee?
B: No, thank you _____.
6. A: Is there a chemist near here?
B: Yes, _____.

V. Use the information in the box to complete these conversations. Use one / ones.

the coat is black; the shoes are green;
the girl is tall with long hair; the pictures are on the wall;
the hotel is opposite the station;
the house has got a red door; the books are on the top shelf;
the flowers are yellow;
the man has got a moustache and glasses;
I took the photographs on the beach last week.

1. A: We stayed at a hotel.
B: ***Which one?***
A: ***The one opposite the station.***
2. A: Are those your books?
B: _____?
A: _____?
3. A: Those shoes are nice.
B: _____?
A: _____.
4. A: Do you know that girl?
B: _____?
A: _____.

5. A: That's a nice house.
B: _____?
A: _____ with _____.
6. A: Those flowers are beautiful.
B: _____?
A: _____.
7. A: I like that coat.
B: _____?
A: _____.
8. A: Who's that man?
B: _____?
A: _____.
9. A: I like those pictures.
B: _____?
A: _____.
10. A: Have you seen my photographs?
B: _____?
A: _____.

VI. Finish the following sentences.

1. I consider her to be a good specialist, but I _____.
2. He asked me to check the facts, but she _____.
3. She saw him yesterday, but we _____.
4. We shall go to the meeting, but he _____.
5. I may go home, but you _____.
6. He can speak English better than she _____.
7. I speak three foreign languages, but my friend _____.

СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ И НАРЕЧИЙ.

1. Односложные и некоторые двусложные прилагательные и наречия образуют степени сравнения при помощи суффиксов: (сравнительная) – **er**; (превосходная) – **est**.
Перед прилагательным в превосходной степени обычно стоит определенный артикль **the**.

high – higher – the highest
высокий – более высокий – самый высокий

2. Многосложные прилагательные образуют степени сравнения при помощи наречий
More (сравнительная степень) и **most** (превосходная степень)

important – more important – the most important
важный – более важный – самый (наиболее) важный

3. Некоторые прилагательные образуют степени сравнения от других корней:

Good – better – the best
(хороший - лучше -наилучший)

Bad – worse – the worst
(плохой – хуже – самый плохой)

Little – less – the least
(маленький – меньше – самый маленький)

Much – more – the most
Many – more – the most
*(много – больше -большинство)
более*

Far – farther – the farthest
(further – the furthest)
(дальний – более отдаленный – самый отдаленный)

4. Сравнительные союзы:

as ... as – так(ой) ... как и
not so ...as – не так(ой) ... как и
as well as – также как и
as well – также

Если после сочетания **as ...as ...** стоит числительное, то это сочетание обычно не переводится.

The speed of this plane is as high as 1.200 kilometres per hour.
Скорость этого самолёта 1.200 километров в час.

Сочетания типа: **five metres high, three metres long** переводятся на русский язык: **высотой в пять метров, длиной в три метра.**

5. Сравнительный оборот:

The (more) ... the (better) ...
Чем ... тем ...

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

Exercises:

I. Give the comparative and superlative of the following.

A hot, long, short, clever, heavy, weak, interesting, good, small, happy, beautiful, bad, dirty, wide, far, careful, light, attentive.

B a short story, a high building, much snow, an easy question, a late news, a difficult exercise, little time, many cars, a comfortable flat, a thick dictionary, few mistakes.

II. Complete the sentences. Use a comparative.

1. My job isn't very interesting. I want to do something _____.
2. David doesn't work very hard. I work _____.
3. Your plan isn't very good. My plan is _____.
4. I'm not very interested in art. I'm _____ in history.
5. Britain isn't very big. France is _____.
6. People today aren't very polite. In the past they were _____.
7. The hotel was surprisingly big. I expected it to be _____.
8. You're talking very loudly. Can you speak a bit _____.
9. You hardly ever phone me. Why don't you phone me _____.
10. You were a bit depressed yesterday but you look _____ today.

III. Use a superlative.

- A**
1. It's a very valuable painting. It _____ the gallery.
 2. She is a very intelligent student. She _____ the class.
 3. It was a very happy day. It was _____ my life.

- B**
1. We stayed at _____ hotel in the town. (cheap)
 2. What's _____ river in the world? (long)
 3. That was _____ meal I've had for a long time. (delicious)

IV. Answer the following questions.

1. Which is the most difficult subject for you?
2. Which is the easiest subject for you?

3. Is mathematics more difficult for you than English?
4. Is chemistry as difficult for you as physics?
5. Which is the largest city in the world?
6. Who is the most famous singer now?
7. Have you less or more free time now than you had last year?

V. Use the words in brackets to complete the sentences. Use “much/a bit etc. + a comparative form”. Use “than” where necessary.

1. I'm afraid, the problem is _____ it seems.
(much/complicated)
2. I enjoyed our visit to the museum. It was _____ I expected.
(far/interesting)
3. It's _____ to learn a foreign language in the country where it is spoken. (a lot/easy)
4. Let's go by car. It's _____. (much/cheap)
5. Don't go by train. It's a _____. (lot/expensive)
6. This bag is _____ the other one. (slightly/heavy)

VI. Translate the following sentences into Russian.

- A**
1. Scientists today know much more about the properties of solids than they did 40 years ago.
 2. The distance from the Sun to the Earth is much longer than that from the Moon.
 3. The new method of converting mechanical energy into electrical one is much more effective.
 4. The lowest temperature on the Earth is -80°C . There are far lower temperatures on other planets.
- B**
1. The younger you are, the easier it is to learn.
 2. The more I thought about the plan, the less I liked it.
 3. The bigger the mass, the bigger the weight of the body.
 4. The stronger the magnet, the greater the distance through which it acts.
- C**
1. Venus is nearly as big as the Earth.
 2. No planet is as hot as the Sun.
 3. He answered all the questions as well as his comrades did.
 4. The speed at which the Earth revolves round the Sun is nearly as high as that of Venus.
- D**
1. Mars as well as Venus is a planet where no life exists.

2. A solid has length as well as width.
3. The ocean of air as well as the ocean of water is material.
4. Metals as well as minerals are of great importance in industry.

VII. Put the adjectives in brackets into the correct form.

1. Mount Everest is (high) mountain in the world.
2. Greece is (near) to the equator than Denmark.
3. Tokyo is (big) city in the world.
4. I think English is (easy) than French.
5. This is (funny) joke I know.
6. I find French (interesting) than history.
7. The new hotel is (modern) building in our town.
8. Good health is (good) than money.
9. This is (wonderful) place for a holiday.
10. Moscow is (large) than Kiev.
11. This is (beautiful) house in the city.
12. The Assembly Hall is (large) room in the Institute.
13. Their house in the country is (little) comfortable than their flat in the town.

VIII. Find the mistakes and correct them.

1. I'm cleverest than my brother.
2. New York is moderner than London.
3. They are busyer than we are.
4. Please, be quieter!
5. This exercise is more easy than that one.
6. This machine is the simplest than the others.
7. Can you come more early next time?
8. The weather in Spain is driest than in Britain.

IX. Translate the following sentences into English.

1. Здание Московского университета – самое высокое в столице.
2. Грамматика английского языка трудная, но английское произношение труднее.
3. Какая из этих книг самая интересная?
4. Волга длиннее Дуная, это самая длинная река в Европе.
5. Зимой дни короче, а ночи длиннее.
6. Мне нравится теплая погода. Чем теплее погода, тем лучше я себя чувствую.

7. Становится все труднее и труднее найти работу.
8. Ты едешь слишком быстро. Ты можешь ехать чуть медленнее?
9. После того как она побывала в Англии, её английский стал намного лучше.
10. Не беспокойся. Ситуация не такая плохая. Она могла бы быть хуже.
11. Вчера я очень устал, поэтому пошёл спать раньше, чем обычно.

ОБОРОТ “THERE + BE”

1. Если нужно сказать, что что-то имеется, существует (или не существует), то используется оборот **there + to be**. В этом обороте перед сказуемым (**to be**) стоит слово **there**, которое занимает место подлежащего, но не переводится. Глагол **to be** может иметь любое число и время (настоящее, прошедшее или будущее) и обычно имеет значение: **иметься, находиться, существовать**.

There are about 70 metallic elements. - Существует около 70 металлических элементов.

There were many students in the library. - Было много студентов в библиотеке.

*There will be three practical classes tomorrow.
Завтра будет три практических занятия.*

2. Если в предложении с этим оборотом есть обстоятельство, отвечающее на вопрос “где?”, то перевод следует начинать с этого обстоятельства.

There are many forests in our country. – В нашей стране много лесов.

3. Вместо глагола **to be** в этом обороте может стоять другой глагол, перевод которого следует найти в словаре.

There appeared new methods of separating the molecules of polymers. – Появились новые методы разделения молекул полимеров.

4. **There** как обстоятельство переводится “там, туда”.

There were many students there. – Там было много студентов.

5. В вопросительных предложениях с оборотом **there + be** глагол **be** ставится на первое место.

There are different kinds of energy.

Are there different kinds of energy?

Yes, there are. (No, there aren't.)

There are no different kinds of energy.

Exercises:

I. Put in "there is / there isn't / is there / there are / there aren't / are there".

1. Kenham isn't an old town. _____ any old buildings.
2. Look! _____ a photograph of your brother in the newspaper!
3. "Excuse me, _____ a bank near here?" "Yes, at the end of the street."
4. _____ five people in my family : my parents, my two sisters and me.
5. How many students _____ in your class?
6. "Can we take a photograph?" "No, _____ a film in the camera."
7. _____ nowhere to sit down. _____ any chairs.
8. _____ a central weather bureau in our country.

II. Put in there + is / are / was / were / has been / have been / will be.

1. _____ a good film on TV yesterday evening.
2. _____ 24 hours a day.
3. _____ a party at the club last Friday but I didn't go.
4. When we arrived at the cinema, _____ a long queue to see the film.
5. Last week I went back to the town where I was born. It's very different now.
6. _____ a lot of changes.
7. I think everything will be OK. I don't think _____ any problems.
8. _____ an accident last night.

III. Complete the sentences. Use "there will be, there would be, etc". Choose from:

will might would wouldn't should used to (be) going to

1. If people drove more carefully, _____ fewer accidents.
2. "Have we got any eggs?" "No, I am not sure. _____ some in the fridge.
3. I think everything _____ will be OK. I don't think _____ any problems.
4. Look at the sky. _____ a storm.
5. "Is there a school in the village?" "Not now. _____ one but it closed."
6. People drive too fast on this road. I think _____ a speed limit.
7. If people weren't aggressive, _____ any wars.

IV. Translate the following sentences from English into Russian.

a).

1. There are many students at the lecture today.
2. There is a blackboard in front of the students' desks.
3. There are some drawings on the blackboard.
4. There are some figures there too.

b).

1. There are hundreds of different plastics.
2. There are different types of rocket motors.
3. There are some kinds of surfaces.

c).

1. In the corner of the room there stands a bookcase.
2. There hangs a clock over the bookcase.
3. In the middle of the classroom there stand some desks.

V. Translate from English into Russian.

1. There are several billions of planets in the Milky Way galaxy. 2. There are tremendous difficulties in establishing radio communication with extraterrestrial civilization. 3. There was much snow last winter. 4. There are many thousands of stars in the sky that are like the sun. 5. There are great deposits of titanium in the Urals. 6. There lived a great philosopher in Greece long before our era. His name was Democritus. 7. There was no radio a hundred years ago. 8. There are many electric appliances we cannot do without.

REVISION I.

I. Fill in “a, an, one” or “ones”.

1. I'm making ... sandwich. Would you like ... ?
2. There was only ... sandwich left. All the others had been eaten.
3. We saw ... giraffe and ... aligator at the Zoo.
4. These biscuits are nicer than the ... I normally buy.
5. She paid ... thousand pounds for her car.
6. ... day, I will buy a house of my own.
7. I'd love ... car like that ... over there.
8. ... of my brothers is ... policeman.
9. I am looking for ... dress I'd like a blue
10. We had ... exciting holiday. It was better than the ... we had last year.

II. Choose the correct alternative.

1. Catherine loves cats / the cats.
2. You cut the cake / cake and I'll pour coffee / the coffee.
3. Life / The life will be very different in the future.
4. All people / the people in this room are my relatives.
5. Paul was only / the only person who remembered me.
6. In Stone Age / the Stone Age, people lived in caves.
7. We travelled to London by train / the train.
8. He is learning to play flute / the flute.

III. What do we call the following things or people?

1. A person who drives a bus is a _____ .
2. The screen of a computer is a _____ .
3. A stick for walking with is a _____ .
4. A curtain around the shower is a _____ .
5. Someone who cleans windows is a _____ .

IV. Underline the correct word.

1. A: I have a Physics exam tomorrow.
B: Oh, dear. Physics is / are a very difficult subject.
2. A: My office is three miles from my house.
B: Three miles is / are a long way to walk to work.

3. A: My little brother has got measles.
B: Oh, dear. Measles is / are quite a serious illness.
4. A: Jane looked nice today, didn't she?
B: Yes. Her clothes were / was very smart.
5. A: The classroom was empty when I walked past.
B: Yes. The class was / were all on a school outing.

V. Complete the sentences using the noun in brackets in the singular or plural form and "a/an" where necessary.

1. He gave me a box of my favourite _____ (chocolate).
2. His favourite food is _____ (chocolate).
3. She bought _____ on her way to work (paper).
4. He placed all the important _____ in his briefcase (paper).
5. I need some _____ to write this message on (paper).
6. Hurry up! We don't have much _____ (time).
7. She has visited us several _____ this month (time).
8. He has no _____, but he is keen to learn (experience).
9. She had a lot of exciting _____ during her travels (experience).

VI. Choose the correct item.

1. This is not my _____ car, this is _____ car.
 - a). my wife, my wife's parents
 - b). my wife's, my wife parents'
 - c). my wife's, my wife's parents'
 - d). my wife's, my wife parent's

2. _____ meeting has been cancelled.
 - a). tomorrow's
 - b). tomorrow
 - c). the tomorrow's
 - d). tomorrows'

3. It's only _____ walk from my house to work.
 - a). ten minutes'
 - b). ten minutes's
 - c). a ten minutes'
 - d). ten minutes

4. Hardly _____ missed his presentation, but he refused to say _____ on UFO.
- anybody, anything
 - somebody, something
 - anybody, something
 - somebody, anything
5. _____ time I speak with him, I think he knows _____ .
- every, all
 - every, everything
 - all the, all
 - all the, everything

VII. The following paragraph is an extract from a story. Read it and punctuate it.

as I crept into the house I knew id probably get into trouble suddenly the living-room door flew open where on earth have you been shouted my mother its after midnight sorry mum i said we just got talking and i forgot the time well ive been worried sick she said you could have at least phoned to say youd be late with that she left the room and closed the door with a sigh i slowly made my way upstairs to bed

VIII. Put the adjectives in the correct position.

- lace / blue / beautiful / handkerchief.
- a(n) stone / ancient / small / cottage
- a(n) English / huge / wooden / wardrobe
- a(n) Chinese / amazing / old / story
- a(n) American / new / exciting / film
- a pair of / wire / old / reading / glasses

IX. Make compound adjectives to describe the following.

- a walk that takes ten minutes
- a story which is written well
- a building which has twelve storeys
- a train which moves fast
- a student who works hard

X. Write the correct form of the comparative or superlative and complete the sentences with your own ideas.

1. In my opinion, _____ (dangerous) animal of all.
2. _____ is _____ (nice) place I have ever been to.
3. _____ (sweet) sugar.
4. I can _____ (good), but I can _____ even _____ (good).
5. I think _____ (difficult) subject of all.
6. _____ (valuable) rubies.
7. _____ (healthy) food of all.

PROGRESS TEST I.

1. Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

Dear Anita,

I'm writing to tell you about the auction I went to last weekend. It was held in (1) _____ (large) house in the village and the items sold were far (2) _____ (beautiful) I had expected.

I saw (3) _____ (pretty) vase I've ever seen, but it was also (4) _____ (expensive) item there, so I couldn't afford to buy it. I bid for some chairs. They were far (5) _____ (nice) mine, but unfortunately some made a (6) _____ (good) offer than me and I couldn't afford to make (7) _____ (high) bid.

In the end, I bought (8) _____ (small) item of all, although it was not (9) _____ (cheap) of all! It was a gold locket, which I'm going to give to my (10) _____ (old) daughter on her 18th birthday. I think it's (11) _____ (lovely) necklace I've ever seen and it was (12) _____ (easy) to carry home than a set of chairs!

I enjoyed the auction very much and hope to go to another one soon. Perhaps next time you'll come with me.

Write soon and tell me all your news.

Love,
Maggie.

(12 marks)

II. Cross out the unnecessary word.

1. He is much more taller than his brother.
2. As time went by, I got the more and more nervous.
3. I hardly not know anyone in my new job.

4. Going on holiday abroad is very more exciting than staying at home.
5. This flat is so bigger than the one we saw yesterday.
6. The more time you spend with your children, the more than they appreciate it.

(6 marks)

III. Complete the sentences with two to five words, including the word in bold.

1. I've never heard such a silly excuse.
the It's _____ I've ever heard.
2. Jane's car was cheaper than Adam's.
less Jane's car _____ Adam's.
3. As we got closer, I became more nervous.
the The closer we got, _____ I became.
4. Tom has bought the same number of sweets as Lucy.
many Tom has bought _____ Lucy.
5. Ben is smarter than Steve.
as Steve _____ Ben.

(5 marks)

IV. Choose the correct answer.

1. I have never seen such _____ men!
a. higher c. tall
b. high d. the tallest
2. I don't think you should select the pictures so carefully. _____ will do.
a. Some c. Any
b. No d. None
3. The clothes are absolutely wet. I should dry _____ .
a. it c. them
b. their d. theirs
4. _____ Mississippi is one of the longest rivers in the world.
a. A c. An
b. The d. –
5. There isn't _____ sense in what you suggest.
a. many c. few
b. much d. a few

6. The forecast promises such _____ good weather, but I don't believe it.
 a. a c. -
 b. an d. the
7. Would you like _____ sweet?
 a. other c. others
 b. another d. the others
8. Who can tell me where _____ ?
 a. is my key c. my key was
 b. my key is d. my key had been
9. _____ breakfast on the train was awful.
 a. A c. The
 b. An d. -
10. This really is _____ food I've ever eaten.
 a. worst c. bad
 b. the worst d. the bad
11. _____ are only seven stations on this metro-line.
 a. These c. There
 b. It d. This
12. _____ there any news in your parent's letter?
 a. Are c. Have
 b. Were d. Is
13. There aren't _____ fruits at this time of the year.
 a. some c. no
 b. any d. none
14. Of the two irons I have one is burnt, and _____ is out of order too.
 a. the others c. another
 b. other d. the other
15. _____ something strange in this situation.
 a. There is c. This is
 b. It is d. That is
16. _____ Great Britain is the name of the largest island of the British Isles.
 a. The c. A
 b. An d. -
17. I'd like to know what _____ .
 a. the matter is c. what's the matter
 b. matter is d. happening
18. I've got two TV-sets. One is in the living-room, and _____ is in the kitchen.
 a. another c. others
 b. other d. the other
19. _____ snow on the top of the mountain peak.
 a. There is c. Here is
 b. It is d. What is

ГЛАГОЛ (THE VERB).

Личные формы глагола в английском языке имеют шесть грамматических категорий:

Лицо (Person) – 1-е, 2-е, 3-е.

Число (Number) – единственное (Singular) и множественное (Plural).

Время (Tense) – настоящее (Present), прошедшее (Past), будущее (Future) и будущее в прошедшем (Future-in-the Past).

Вид (Aspect) – длительный (Progressive) и перфектный (Perfect).

Залог (Voice) – действительный (Active) и страдательный (Passive).

Наклонение (Mood) – изъявительное (Indicative), повелительное (Imperative), сослагательное (Subjunctive).

К неличным формам глагола относятся:

Инфинитив (Infinitive).

Причастия (Participle I, Participle II).

Герундий (Gerund).

1. Смысловые и вспомогательные глаголы.

Большинство английских глаголов имеют самостоятельное значение и в предложении выступают в роли простого сказуемого. Они называются **смысловыми**.

Небольшая группа глаголов называется **вспомогательными**, потому что они помогают образовывать сложные глагольные сказуемые или видо-временные формы глагола. Вспомогательные глаголы теряют свое самостоятельное значение.

Вспомогательными являются глаголы-связки, служебные и модальные глаголы.

2. Глаголы-связки.

В качестве связок используются глаголы: to be, to get, to grow, to become, to look, to turn.

В английском языке в именном составном сказуемом связка никогда не опускается.

My name is Roger. I am a designer. – Моё имя Роджер. Я - дизайнер.

СЛУЖЕБНЫЕ ГЛАГОЛЫ.

Служебные глаголы **to be, to have, to do, shall (should), will (would)** необходимы для образования различных видовременных форм:

be – временных форм Progressive; временных форм страдательного залога Passive;

do – вопросительной и отрицательной формы времён Simple;

have – всех временных форм Perfect;

shall, will – форм будущего времени Future;

should, would – для образования одной из форм сослагательного наклонения (Subjunctive).

ВРЕМЕНА ГРУППЫ “INDEFINITE”.

Времена группы “**Indefinite**” употребляются:

1. для констатации факта совершения действия;
2. для выражения обычно совершаемого действия в настоящем, прошедшем или будущем времени.

В эту группу входят три времени: **Present, Past и Future**.

THE PRESENT INDEFINITE TENSE.

Present Indefinite образуется от инфинитива глагола без частицы “**to**” для всех лиц, кроме 3-го лица единственного числа, в 3-ем лице единственного числа (**he, she, it**) глагол принимает окончание **-s** или **-es**. На русский язык переводится настоящим временем.

We **begin** our studies in September.

Мы начинаем наши занятия в сентябре.

The laboratory assistant always **fixes** the devices himself.

Лаборант всегда устанавливает приборы сам.

Отрицательная и вопросительная формы Present Indefinite образуются при помощи вспомогательного глагола **to do** (для 3-го лица единственного числа **does**) и смыслового глагола в форме инфинитива без частицы **to**.

При образовании *отрицательной формы* сохраняется порядок слов утвердительного предложения. Отрицание **not** ставится между вспомогательным и смысловым глаголом.

The teacher **does not** give us numerous examples.
Преподаватель не даёт нам много примеров.

При образовании *вопросительной формы* вспомогательный глагол ставится перед подлежащим, а смысловой глагол следует за подлежащим.

Does the teacher give us numerous examples?
Даёт ли нам преподаватель много примеров?

В ряде случаев глагол в утвердительной форме нельзя отличить от существительного, например:

| | |
|-----------------------|--------------------------------------|
| the lectures - лекции | he lectures - он читает лекции |
| the experiment - опыт | they experiment - они проводят опыты |

Поэтому необходимо знать признаки, по которым можно определить сказуемое.

ПРИЗНАКИ СКАЗУЕМОГО.

1. Личное местоимение в именительном падеже (I , you , he , she , it , we , they) показывает, что следующее за ним слово - сказуемое.

It (the bus) **stops** at our house.
Он (автобус) останавливается у нашего дома.

2. Личное местоимение в объектном падеже (me, you, him, her, it, us, them) показывает, что предшествующее ему слово – глагол-сказуемое.

This experiment **interests** us.
Этот эксперимент очень интересуется нас.

3. Существительное (или существительное с определением), стоящее в середине предложения без предлога (прямое дополнение), показывает, что предшествующее ему слово – глагол-сказуемое.

We **change** the *temperature* of gas in our experiment.
Мы меняем температуру газа в нашем опыте.

4. Наличие глаголов-связок, вспомогательных или модальных глаголов после подлежащего: **to be, to have, to do, shall(should), will (would), can (could), may (might), must.**

My friend *is* a student.

Мой друг – студент.

The engineer *must* examine the device himself.

Инженер должен проверить этот прибор сам.

Exercises:

I. Put the verb into the correct form. Translate the sentences into Russian.

1. Jane _____ (not / drink) tea very often.
2. What time _____ (the banks / close) in Britain?
3. It _____ (take) me an hour to get to work. How long _____ (it / take) you?
4. I _____ (play) the piano but I _____ (not / play) very well.
5. Margaret _____ (speak) four languages.
6. That's a very beautiful picture, I _____ (like) it very much.
7. It's not true! I _____ (believe) it!
8. We normally _____ (hold) our sales conference in Spain.
9. Usually our Sales Director _____ (deal) with important customers.
10. Zodiac _____ (have) its headquarters in Seattle.

II. Translate the sentences from English into Russian.

1. My friend doesn't like physics.
2. Mr. Hall teaches English at a technical college.
3. The temperature doesn't fall in the experimental tube.
4. Mathematics is an important subject for technical students because it is applied to all branches of science.
5. The water level falls in one limb of the tube as soon as it rises in the other.
6. We subtract 32 and multiply by 5/9 when we convert temperature readings from the Fahrenheit scale to the Centigrade.
7. These two elements have different colours but their chemical properties are the same.
8. Chemists and industrial workers work together and produce new and useful products which continue to advance our living standard.
9. The energy the body possesses represents its capacity to do work.
10. The well-known law is that any matter possesses energy.
11. We change the temperature of gas in our experiment.
12. His brother works much all day long.
13. The students repeat new words before the lesson.
14. A passenger of the Metro in Moscow doesn't feel that he is underground.
15. We sell our products into many markets.
16. A good brand guarantees a certain quality level.
17. He often takes files home at the weekend.
18. The first section of this report provides introductory comments, focuses on

important new developments and highlights some of our operations outside the United States. The second section analyses the results for the group as a whole.

III. Translate the sentences from Russian into English.

1. Мой – друг менеджер крупной компании, поэтому каждый день он встречается с различными деловыми партнерами.
2. Мы обычно доставляем товар вовремя.
3. В настоящее время каждый студент использует компьютер.
4. Она не любит опаздывать на работу, поэтому всегда выходит из дома раньше.
5. Когда она приходит на работу, то всегда сначала проверяет электронную почту.
6. В своей работе мы используем различные виды рекламы.
7. Наша компания насчитывает свыше 100,000 служащих и сотрудничает с различными зарубежными компаниями.
8. Этот закон вступает в силу с первого января.
9. Мы обычно проводим конференцию каждый год.

THE PAST INDEFINITE TENSE.

По образованию все глаголы делятся на две группы:

1. *стандартные глаголы*, которые образуют **Past Indefinite** для всех лиц единственного и множественного числа прибавлением к основе глагола окончания **-ed**.

to work – **worked**

to play – **played**

to deliver – **delivered**

2. *нестандартные глаголы*, которые образуют **Past Indefinite** путём изменения корневой гласной, прибавлением окончания или другими способами.

to do – **did** – done

to come – **came** – come

to begin – **began** – begun

Глагол в **Past Indefinite Tense** на русский язык переводится глаголом в прошедшем времени как несовершенного так и совершенного вида в зависимости от контекста.

He **delivered** a lecture.

Он прочёл (читал) лекцию.

Past Indefinite употребляется, как правило, с обстоятельствами: yesterday *вчера*, last month (year, week) *в прошлом месяце (году, на прошлой неделе)*, а также с датами, относящимися к прошлому: **in 1960** и т.д.

Правила правописания.

1. Если глагол оканчивается на букву **e**, она опускается и добавляется – **ed**:
to live – **lived**
2. Если глагол оканчивается на согласную с предшествующей краткой ударной гласной, конечная согласная удваивается (чтобы чтение гласной не изменилось): to stop – **stopped**.
3. Если глагол оканчивается на букву **y** с предшествующей согласной, **y** меняется на **i** и добавляется **ed**: to study-**studied**; to try-**tried**;
4. Чтобы найти в словаре значение глагола, оканчивающегося в *Past Indefinite* на :
 - а) **-ied**, нужно отбросить окончание – **ed** и изменить букву **i** на **y**, например:

it **supplied** – supply

- б) двойную согласную **+ed** , нужно отбросить окончание **-ed** и одну согласную, напрмер:

he **fitted** - fit.

Отрицательная и вопросительная формы Past Indefinite как стандартных, так и нестандартных глаголов образуются при помощи вспомогательного глагола **to do** в форме **did** для всех лиц единственного и множественного числа и инфинитива смыслового глагола без частицы **to**.

При образовании *отрицательной формы* сохраняется порядок слов утвердительного предложения, отрицание **not** ставится между вспомогательным и смысловым глаголом.

We **did not** measure the water level.

Мы не измерили уровень воды.

При образовании *вопросительной формы* вспомогательный глагол ставится перед подлежащим, а смысловой – после подлежащего.

Did you measure the water level?

Вы измерили уровень воды?

Exercises:

I. Write the past simple of these verbs

A: ask, deliver, measure, divide, live, explain, express, increase, fix, attach, help, answer, solve, change, study, occupy, subtract, want, convert, turn, produce, define, explain, multiply

B: arise, be, become, begin, ring, seek, shall, shut, put, speak, deal, do, can, build, find, hold, burn, come, cut, catch, draw, meet, sell, fly, think

II. Complete the sentences. Use one of these verbs in the past simple

| |
|---|
| clean die enjoy finish happen open rain start stay want |
|---|

1. I _____ my teeth three times yesterday.
2. It was hot in the room, so I _____ the window.
3. The concert _____ at 7.30 and _____ at 10 o'clock.
4. When I was a child, I _____ to be a doctor.
5. The accident _____ last Sunday afternoon.
6. It's a nice day today but yesterday it _____ all day.
7. We _____ our holiday last year. We _____ at a very nice place.
8. Anna's grandfather _____ when he was 90 years old.

III. Write sentences about the past (yesterday, last week, etc.)

1. Jim always goes to work by car.
2. Rachel often loses her keys.
3. Kate meets her friends every evening.
4. I usually buy two newspapers every day.
5. We usually go to the cinema on Sundays.
6. Our friends come to see us every Friday.

IV. A: Complete these sentences with the verb in the negative

1. I saw Barbara, but I _____ Jane.
2. They worked on Monday, but they _____ on Tuesday.
3. We went to the post-office, but we _____ to the bank.
4. She had a pen but she _____ any paper.
5. Jack did French at school but he _____ German.

B: Write questions with Did ... ?

1. I enjoyed the party. And you? _____
2. I had a good holiday. And you? _____
3. I finished work early. And you? _____
4. I slept well last night. And you? _____
5. We went to the cinema yesterday evening. And you? _____

C: Put the verb in the correct form – positive, negative or question

1. “Did you go to the bank this morning?” “No, I _____ time”. (have)
2. Tim _____ some new clothes yesterday – two shirts, a jacket and a pullover. (buy)
3. We went to the cinema but the film wasn’t very good. We _____ it. (enjoy)
4. Mozart _____ more than 600 pieces of music. (write)
5. I knew Sarah was very busy, so I _____ her. (disturb)
6. “_____ yesterday?” “No, it was a nice day. (rain)

V. Translate the following sentences from English into Russian

1. Einstein was born in Germany. He was a famous physicist. In 1905 Albert Einstein made revolutionary discoveries in science.
2. He always caught the 8.30 train to go to work.
3. I work in a travel agency now. Before that I worked in a shop.
4. She passed her examination because she studied very hard.
5. We invited them to our party but they decided not to come.
6. They didn’t invite her to the party, so she didn’t go.
7. He left happy and cheerful because he discovered that nothing was the matter with him.
8. She apologized for the interruption.
9. He brushed aside all my suggestions.
10. When George Eastman introduced the first Kodak camera in 1888, he wanted to supply the tool of photography at the lowest possible price to the greatest number of people.

VI. Translate from Russian into English

1. В прошлом году мы переехали в новое здание.
2. На прошлой неделе у нас было несколько встреч с нашими деловыми партнерами.
3. Зимой мы были на практике и посетили много различных предприятий.
4. В прошлом месяце они работали сверхурочно, чтобы закончить строительство здания вовремя.

5. Мой отец ушел на пенсию год назад.
6. Неделю назад мы присутствовали на очень интересной презентации.
7. Нам потребовалось много времени, чтобы установить новое оборудование во всех цехах нашего предприятия.

THE FUTURE INDEFINITE TENSE.

Shall(will) + Infinitive без “to”

Future Indefinite образуется при помощи вспомогательного глагола **shall** (для 1-го лица единственного и множественного числа) и **will** (для всех остальных лиц) и инфинитива смыслового глагола без частицы **to**.

На русский язык переводится глаголом в будущем времени как несовершенного, так и совершенного вида в зависимости от контекста.

He **will make** a report next week.

Он **сделает (будет делать)** доклад на следующей неделе.

Future Indefinite употребляется, как правило, с обстоятельствами: **tomorrow** *завтра*, **next month (year, week)** *в следующем месяце (году, на следующей неделе)*, **in ...days (years)** *через...дней (лет)*, а так же с датами, относящимися к будущему: **in 2007** и т.д.

При образовании **отрицательной формы** сохраняется порядок слов утвердительного предложения, отрицание **not** ставится между вспомогательным и смысловым глаголом.

We **shall not change** our plans for Sunday.

Мы не будем менять свои планы на воскресенье.

При образовании **вопросительной формы** вспомогательный глагол ставится перед подлежащим, а смысловой – после подлежащего.

Will you **change** your plans for Sunday?

Вы измените свои планы на воскресенье?

Exercises:

I. Where will you be? Write sentences about yourself. Use:

I'll be or I'll probably be or I don't know where I'll be ...

- (at 10 o'clock tomorrow) _____
- (one hour from now) _____
- (at midnight tonight) _____
- (at 3 o'clock tomorrow afternoon) _____
- (two years from now) _____

II. Complete the sentences with "I'll + a suitable verb".

1. Thank you for lending me a camera. _____ it back to you on Monday, OK?
2. "I don't know how to use this computer." "OK, _____ you."
3. "Do you want me to do the washing up?" "No, it's all right. _____ it".
4. "Would you like tea or coffee?" "_____ coffee, please."
5. I am too tired to walk home. I think _____ a taxi.

III. Which is correct?

1. We'll go/ We're going to the theatre tonight. We've got tickets.
2. I can't meet you tomorrow afternoon. I'm playing / I'll play tennis.
3. "I need some money." "OK, I am lending/ I'll lend you some. How much do you need?"
4. What time does your train leave/ will your train leave tomorrow?
5. They'll go/ They are going away tomorrow morning. Their train is at 8:40.
6. I don't want to go out alone. Do you come/ Will you come with me?

IV. Translate from English into Russian.

1. The newspaper says inflation will go up in the next few months.
2. I'm afraid I'll get lost without a map.
3. I think you will enjoy your visit to our Head Office.
4. I don't think if I can finish the job by Friday, but I'll do my best.
5. I shall work in the laboratory tomorrow. I shall have practice.
6. When I graduate from the university, I shall plan cities and build modern houses. They will be fine, warm and comfortable.

V. Translate from Russian into English.

1. В следующем году у нас будет производственная практика. Мы будем работать на различных предприятиях нашего города.

2. На следующей неделе я буду очень занят.
3. В понедельник у нас состоится собрание, на котором мы будем обсуждать новые методы работы с клиентами.
4. Профессор прочтёт лекцию в нашем институте.
5. Студенты будут работать в лаборатории завтра. Они будут проводить интересный эксперимент.

Additional Exercises:

I. Find the predicate and define its tense form.

1. He works much at his paper. Last week he worked 10 hours a day. Now he has an interval in his work. In some days he will continue his work.
2. Let us attach a piece of rubber to one surface of this box. It will not move during the experiment.
3. The temperature rises daily. Yesterday it rose up to 20°C. We know that it will rise some degrees more tomorrow.
4. We had only a few laboratories at our institute some years ago. Now we have a lot of them. In a year or two we shall have a special building for laboratories.

II. Open the brackets using the verbs in the correct forms.

1. Last year he (to deal with) quantitative analysis.
2. Every day she (to attend) lectures on chemistry.
3. Two years ago he (to study) the problems of the crystal structure.
4. Yesterday they (to work) in the laboratory as there was no electricity.
5. He (to pass) his exams well, and now he (to rest).
6. They (to get) good results, which helped them in their work.
7. Many students (to graduate from) the University next year.
8. When they (to heat) water to 100°C it (to begin) to boil.
9. She (to work) in the field of nuclear physics next year.
10. They (to use) this new device in their work soon.
11. The people of our country (to produce) many geniuses such as Lomonosov, Mendeleev, Lobachevsky and others. Now our country has many brilliant scientists in all branches of science.

III. Write questions.

1. They went to the theatre yesterday (where).
2. We begin our lessons at 9 (when).
3. I learn many subjects at the Institute (how many subjects).
4. These foreign students understand Russian well (how).
5. His mother teaches French at school (who).
6. She makes mistakes in grammar because

she knows it badly (why). 7. Those students passed all examinations well (how). 8. His brother graduated from the Institute two years ago (when). 9. He failed in chemistry, because he was not ready for it (why). 10. These schoolchildren will leave school next year (when). 11. They will equip the laboratory with the apparatus (what). 12. G.Sedov needed money for his experiment (what). 13. My friend will help me with the laboratory work (who). 14. The writer wrote a new book about the people of our town (what).

IV. Translate into English. Use the following:

to get the Nobel prize; to make some discoveries; any college student; to be a great physicist of the 20th century; to study Einstein’s biography; to give his life to...; for a few years...; to teach physics..; to have an unusual ability to...; to surprise all the scientists; the theory of relativity.

1. Альберт Эйнштейн был великим физиком XX столетия. 2. Он обладал необычайной способностью к математике и физике. 3. В течение нескольких лет Эйнштейн жил в Праге и преподавал в университете физику. 4. В 1905 году он сделал несколько научных открытий. 5. Его идея поразила всех учёных. 6. В 1922 году Эйнштейн получил Нобелевскую премию. 7. Сегодня любой студент института хорошо понимает теорию относительности. 8. Изучите биографию Эйнштейна и вы увидите, что он отдал свою жизнь науке.

THE PARTICIPLE.

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

| | | | |
|--------------|----------|-------------|--|
| | Active | Passive | Выражает действие, одновременное с действием глагола-сказуемого. |
| Participle I | building | being built | |

| | | | |
|--------------------|--------------|-------------------|---|
| Participle II | ---- | built | Выражает действие, одновременное с действием глагола-сказуемого или предшествующее ему. |
| Perfect Participle | having built | having been built | Выражает действие, предшествующее действию глагола-сказуемого. |

Причастие с относящимися к нему словами образует причастный оборот.

PARTICIPLE I.

Образуется путём прибавления **-ing** к основе глагола: **build + ing = building**.

Правописание:

1. Если глагол оканчивается на **-e**, то при прибавлении **-ing** буква **e** отбрасывается: to produce + **ing** = producing.
2. Если глагол оканчивается на согласную с предшествующей краткой гласной, то конечная согласная удваивается (чтобы не изменилось чтение гласной): to put – putting.
3. Если глагол оканчивается на **-ie**, то буква **e** отбрасывается, буква **i** меняется на **u** и добавляется **-ing**:
to tie + **ing** = tying

В предложении **Participle I** может быть:

1. **определением**: переводится причастием действительного залога с суффиксами **-у(ю)щий, -а(я)щий, -вш, -ш** или определительным придаточным предложением с союзом “который”. В функции определения **Participle I** может стоять перед или после определяемого слова.

*The **boiling** water changes into steam.*

***Кипящая** вода превращается в пар.*

*The water **boiling** in the vessel changes into steam.*

*Вода, **кипящая** в сосуде, превращается в пар.*

2. **обстоятельством**: переводится деепричастием с суффиксами **–а, –я, –ав, –ив** или обстоятельственным придаточным предложением.

***Going** into chemical combinations elements entirely change their properties.*

***Вступая** в химические соединения (реакции), элементы полностью меняют свои свойства.*

*Copper is of great value, **being** a good conductor of electricity.*

*Медь представляет большую ценность, **(так как она является)** являясь хорошим проводником электричества.*

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

- деепричастием (или деепричастным оборотом), при этом союз опускается
- придаточным предложением с союзами *когда, в то время как*
- **при + существительное**

***When combining** chemically hydrogen and oxygen form water.*

***Вступая** в химическую реакцию, водород и кислород образуют воду.*

***Когда водород и кислород вступают** в химическую реакцию, они образуют воду.*

***While making** the experiment the lab assistant put down all the necessary data.*

***Проводя** опыт, лаборант записывал все необходимые данные.*

***В то время как** лаборант проводил опыт, он записывал все необходимые данные.*

***При проведении** опыта лаборант записывал все необходимые данные.*

3. **частью сказуемого** во временах группы **Continuous, Perfect Continuous**; переводится глаголом в личной форме.

*The builders **are applying** the most progressive methods of constructing houses.*

*Строители **применяют** самые прогрессивные методы строительства домов.*

*He **has been working** in the laboratory since early morning.*

*Он **работает** в лаборатории с раннего утра.*

Exercises:

I. Form Participle I from the following verbs. Translate into Russian.

To work out, to observe, to get, to send, to write, to bring, to charge, to make, to translate, to deal with, to compose, to involve, to investigate.

II. Translate the following word-combinations from English into Russian.

A. the cracking ice, the moving tram, the growing darkness, the running water, the shining star, the blowing wind, a moving disk, freezing water, a swimming man.

B. films demonstrating great discoveries; the workers building a new house; rivers flowing to the Black Sea; the growing population of the country; people visiting Russia last year; the student studying foreign languages; fruit growing in the South; the engineer carrying out the research; reports informing us about the change of the weather; the declining quality of life; moving pictures; the student attending all the lectures; the plant producing machinery.

C. using new methods; constructing new machines; achieving good results; dividing the apple into three parts; discovering new lands; using new equipment; leaving the town; graduating from the University; receiving important information; refusing to give an explanation.

D. having entered the Institute; having calculated the distance; having developed the speed of 120 km; having introduced new method of work; having decided to leave the city; having installed new equipment; having obtained the necessary data.

III. Translate from Russian into English.

Горящая лампа; страна, производящая лучшее оборудование; реки, текущие в моря; солнце, дающее нам свет и тепло; профессор, читающий лекцию; студенты, делавшие опыты; лектор, читавший лекцию; инженеры, строящие каналы; платформа, движущаяся по цеху.

IV. Translate into Russian.

1. He heard the voices coming through the open window.
2. Waiting for him I looked through the magazines lying on the table.
3. He remained at home refusing to go anywhere.

4. The channel linking two seas is being built now.
5. Having passed all the examinations he left for Kiev.
6. Having obtained the necessary results they stopped their experimental work.
7. When writing a telegram we must use as few words as possible.
8. When studying elements Mendeleev found that they could be divided into nine groups.
9. A site for the construction having been chosen, the work started.
10. Being obtained in the laboratory, the new substance had some valuable properties.
11. I shall still be translating this long article when you come.
12. Your article is still being translated because it is long and difficult.

V. Translate the following sentences from English into Russian; pay attention to the Participial Constructions.

1. Some hydroelectric stations having been built on big rivers of Russia, many villages and towns were electrified.
2. The working day being over, the city transport was overcrowded.
3. They all went away, he remaining at home.
4. All the problems having been solved, they stopped the discussion.
5. Nobody being on the highway, he was driving his car very fast.

VI. State the function of Participle I. Translate into Russian.

1. He is translating some article from a foreign journal.
2. Better die standing than live kneeling.
3. Moving up and down the crane supplies the material.
4. The students studying chemistry will have their examinations in spring.
5. Freezing water loses its properties of liquid.
6. When planning our work we must consider all the details.
7. A swimming man must breathe regularly.
8. He liked to listen to music while working.
9. He is constantly changing his place of living.
10. Studying mathematics the students will develop logical thinking.
11. While making his report about the importance of the radio, Popov demonstrated his first radio-set.

VII. Translate from Russian into English.

1. Он обычно работает, сидя за письменным столом.
2. Человек, делающий доклад на собрании, делегат нашей группы.
3. Пересекая улицу, надо смотреть на светофор.

4. Номер гостиницы, выходящий окнами на реку, более удобный, чем тот, где мы живем сейчас.
5. Студенты, принимающие участие в конференции, были приглашены в зал.
6. Изучая иностранный язык, можно узнать много интересного.
7. Читая книгу, он всегда делал пометки.
8. Окончив институт, он стал работать менеджером в хорошо известной в городе компании.
9. Будучи переведенными на многие языки, книги принесли известность автору.
10. Студент показал статью преподавателю после того, как перевел ее на русский язык.

ВРЕМЕНА ГРУППЫ “CONTINUOUS”.

Continuous Tenses выражают *длительные, незаконченные действия в процессе их совершения* и переводятся на русский язык глаголами только несовершенного вида.

Continuous Tenses образуются при помощи вспомогательного глагола **to be** в соответствующем времени, лице и числе и **Participle I** (причастия действительного залога) смыслового глагола.

При образовании отрицательной формы времён группы **Continuous** сохраняется порядок слов утвердительного предложения; отрицание **not** ставится между вспомогательным и смысловым глаголом.

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим, а смысловой глагол – после подлежащего.

Во временах группы **Continuous** время, лицо и число глагола-сказуемого определяется по вспомогательному глаголу **to be**. Смысловой глагол в форме **Participle I** не изменяется.

*Students **are making** an experiment in the laboratory.*

*Студенты **проводят** эксперимент в лаборатории.*

*The scientist **was making** a very interesting experiment when we entered the lab.*

*Учёный **проводил** очень интересный эксперимент, когда мы вошли в лабораторию.*

В эту группу входят три времени: **Present, Past, Future**.

The Present Continuous Tense.

to be (am, is, are) + Participle I

Present Continuous переводится глаголом несовершенного вида в настоящем времени.

*The student is **filling** the flask with some solution.*

*Студент **наполняет** колбу каким-то раствором*

The Past Continuous Tense.

was (were) + Participle I

Past Continuous переводится глаголом несовершенного вида в прошедшем времени.

*They **were analysing** the results of their research from 4 to 6 o'clock yesterday.*

*Они **анализировали** результаты своей исследовательской работы с 4 до 6 часов вечера.*

*One student **was carrying out** the experiment while the other **was putting down** all the details.*

*Один студент **проводил** эксперимент, а другой подробно **записывал** всё.*

The Future Continuous Tense.

shall (will) + be + Participle I

Future Continuous переводится глаголом несовершенного вида в будущем времени.

*At 8 o'clock tomorrow we **shall be preparing** for a very important experiment.*

*Завтра в 8 часов мы **будем готовиться** к очень важному эксперименту.*

Passive Voice (Страдательный залог).

to be being + Participle II

Страдательный залог времён группы **Continuous** образуется при помощи вспомогательного глагола **to be** в **Present** или **Past Continuous + Part. II** смыслового глагола и переводится на русский язык по общим правилам перевода глагола в страдательном залоге, но глаголом несовершенного вида.

During the experiment the air in the laboratory was being purified by two ventilators.

Во время эксперимента воздух в лаборатории очищался двумя вентиляторами.

Формы Future Continuous Passive не существует.

Exercises:

I. Put the verbs in brackets into the correct form. Use Present Continuous.

1. He (work) on a report right now.
2. We (study) some important papers.
3. She (help) me with the report now.
4. The girls (write) letters now.
5. Everyone (work) very hard right now.
6. I (watch) my boss and the visitors.
7. They (listen) to Mr. Wilson carefully.
8. Mr. Adams (dictate) letters right now.

II. Use the correct form – Present Simple or Present Continuous.

1. He (work) hard every day.
2. He (talk) to Tom now.
3. Miss Stewart (look) at the newspaper now.
4. The children (sleep) for two hours every afternoon.
5. Those two fellows (fix) the car right now.
6. That French girl (speak) English very well.
7. My friend (enjoy) hamburgers very much.
8. We (do) exercise right at the moment.
9. The examinations (take place) next month.

III. Put the verbs in brackets into the correct form. Use Past Continuous for the interrupted action and Past Simple for the action which interrupts it.

1. She (go) to bed when suddenly she (see) a mouse.
2. We (sit) down to dinner when someone (ring) the door bell.
3. Columbus (try) to reach India when he (find) America.
4. Peter (meet) with an accident as he (cross) the street.
5. He made a good recovery and when I last (see) him he (work) as hard as ever.
6. The family (watch) a television programme when the burglar (break) into the house.

IV. Choose the correct verb form.

1. I (met/ was meeting) a friend while I (did/ was doing) the shopping.
2. I (paid/ was paying) for my things when I (heard/ was hearing) someone call my name.
3. We (decided/ were deciding) to have a cup of coffee.
4. While we (had/ were having) a drink, a waiter (dropped/ was dropping) a pile of plates.
5. Somebody (knock) on the front door as I (have) breakfast.
6. What she (wear) when you (see) her at the party?
7. What she (want) when she (visit) you yesterday?
8. While I (have) lunch the sun (come) not again.

V. Open the brackets. Use Future Simple or Future Continuous.

1. I (to do) my homework tomorrow.
2. I (to do) my homework at six o'clock tomorrow.
3. When I come home tomorrow, my family (to have supper).
4. When you come to my place tomorrow, I (to read) your book.
5. Don't come to my place tomorrow. I (to write) composition the whole evening.
6. What you (to do) at eight o'clock tomorrow?
7. You (to play) volleyball tomorrow?
8. When you (to go) to see your friend next time?

VI. Put the verbs in brackets into the correct Continuous form. Translate the sentences into Russian.

1. Now a new railway (to be built) between the two cities.
2. Last year in June they (to construct) a tunnel through the mountain.
3. Now they (to organize) another kind of work at their laboratory.

4. When I came the problem (to be discussed).
5. When Sedov was in London a new deep-level tunnel (to be completed) there.
6. The director (to be told) the news when I entered the room.
7. Yesterday at the meeting this man (to sit) next to me.
8. The day before yesterday from ten to half past eleven the students (to work) in the chemical laboratory.
9. While I (to work) in the garden, I hurt my back.
10. The television was on but nobody (to watch) it.

VII. Translate the following sentences into Russian.

1. New metro lines are being built in Moscow in different parts of the city.
2. They were studying the subject when I joined them.
3. On Tuesday the foreign students were being shown lecture halls and laboratories of Moscow University.
4. A totally new safety system is being installed.

VIII. Translate the sentences into English.

1. Она готовится к докладу.
2. Они все еще спорят.
3. Сейчас студенты пишут контрольную работу; они пишут контрольную работу каждый месяц.
4. В настоящее время она работает в библиотеке.
5. Весь день он работал в своем саду.
6. Солнце ярко светило, когда я вышел на улицу.
7. Завтра весь день я буду готовиться к экзамену.

PARTICIPLE II.

Participle II стандартных глаголов образуется подобно *Past Indefinite*, путём прибавления к основе глагола **-ed**:

Participle II нестандартных глаголов необходимо смотреть в 3-ем столбике таблицы трёх форм неправильных глаголов.

Например: to go – went – **gone**
to come – came – **come**
to do – did – **done**
to get – got – **got**
to begin – began - **begun**
to see – saw - **seen**

В предложении *Participle II* может быть:

1. **определением:** переводится причастием страдательного залога с суффиксами-окончаниями **-нный, -емый, -имый, -тый, -шийся, -вшийся**. В функции определения *Participle II* может стоять перед определяемым словом или после него.

*The fibres **produced** by our shop are of high quality.*

*Волокна, **выпускаемые** нашим цехом, высокого качества.*

*Most of the laboratories **equipped** with the latest apparatus are housed in the main building.*

*Большинство лабораторий, **оборудованных** новейшей аппаратурой, находятся в главном здании.*

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

*The device **invented** showed good performance.*

*Изобретённый прибор **показал** хорошую работу.*

*The engine **tested** required further improvement.*

*Прошедший испытания двигатель **потребовал** дальнейшего усовершенствования.*

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

*Yesterday the engineer **demonstrated** improved mechanisms.*

*Вчера инженер **показал** усовершенствованные механизмы.*

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

*As **seen** from the article these engines are produced in Minsk.*

Как видно из статьи, эти двигатели изготавливаются в Минске.

*Unless **tested** the machine must not be put into operation.*

Если машина не испытана (не прошла испытаний), её нельзя эксплуатировать.

*When **heated** the polymer changed its properties.*

Когда полимер нагрели, он полностью изменил свои свойства.

При нагревании полимер изменил свои свойства.

3. **частью сказуемого** в страдательном залоге и во временах группы *Perfect*, переводится глаголом в личной форме.

*I was **told** about this discovery only a few days ago.*

Мне сказали об этом открытии только несколько дней назад.

*They **have** considerably **developed** the engine.*

Они значительно усовершенствовали двигатель.

Exercises:

I. Form Participle II from the following verbs. Translate into Russian.

To keep, to burn, to leave, to show, to speak, to make, to maintain, to consider, to save, to develop, to divide, to read, to give, to achieve, to study, to build, to offer, to install, to produce.

II. Translate the following word-combinations from English into Russian.

The research made in the laboratory; the achieved results; help offered by the teacher; all developed countries; the information obtained recently; the news brought by him; the book left at home; the lecture read by a well-known professor; a delayed flight; the problem discussed at the meeting; executive games designed to encourage teamwork; the projects introduced by creative teams.

III. Translate into English.

Комната, освещенная солнцем; разработанный метод; задание, предложенное преподавателем; текст, переведенный студентом; премия, полученная нашим отделом; жидкость, нагретая до 60°; оборудование, полученное на прошлой неделе; известные органические соединения; работа, законченная вчера.

IV. Translate the following sentences into Russian.

1. The solution of the problem required concentrated efforts of many scientists.
2. The data required were analysed in our laboratory.
3. When required these data will be applied in our practical work.
4. The investigations analysed resulted in an interesting discovery.
5. A piece of iron placed in a container with an acid can diminish in mass.
6. The question involved is to be solved today.
7. When heated water turns into steam.
8. The analysis followed by an examination gave unexpected results.
9. At first when heated the ice melts.
10. The energy produced by the splitting of the nucleus of an atom is called “nuclear” or atomic energy.
11. The results received varied with the material used.

V. Open the brackets translating the Russian words into English.

1. The text (переписанный) by him was very useful in our work.
2. The question (рассмотренный) was discussed at the meeting.
3. An iron rod (нагретый) in the fire increases in energy content.
4. The work (выполненная) in time was very important.
5. The piece of ice (помещенный) in the water began to melt.
6. The experiment (проведенный) in our laboratory resulted in many new investigations in the field of ceramics.
7. (При охлаждении) to the original temperature the substance becomes solid.

VI. Define the function of Participle II. Translate the following sentences into Russian.

1. Heated glass is plastic.
2. When heated glass can be easily worked.
3. Some heat-resistant types of glasses can be heated until they are red and they do not break, if then placed into ice water.
4. Spaceships made of polymers will be much lighter.
5. The development of heavy industry in our country is paid great attention to.
6. The planet Mercury is not seen in the bright sunlight.
7. When frozen water is a colourless solid known as ice.
8. Weather forecasts reported last week were incorrect.

**ВРЕМЕНА ГРУППЫ “PERFECT”
(PASSIVE, ACTIVE)**

Perfect Tenses выражают действия, законченные к определённом моменту в настоящем, прошедшем или будущем.

Perfect Tenses образуются при помощи вспомогательного глагола **to have** в соответствующем времени, лице, числе и **Participle II** (причастия страдательного залога) смыслового глагола.

*A group of researchers **has developed** new equipment for TV communication via outer space.*

*Группа исследователей **разработала** новое оборудование для телевизионной связи через космическое пространство.*

*I **have seen** a new film.*

*Я **посмотрел** новый фильм.*

*He **has already visited** many foreign countries.*

*Он уже **посетил** много зарубежных стран.*

При образовании **отрицательной формы** времён группы *Perfect* сохраняется порядок слов утвердительного предложения, отрицание **not** ставится между вспомогательным и смысловым глаголом.

*I **have not been** to Moscow yet.*

Я ещё не был в Москве.

*I **have not seen** this film yet.*

*Я ещё не **посмотрел** этот фильм.*

При образовании **вопросительной формы** вспомогательный глагол **to have** ставится перед подлежащим, а смысловой глагол – после подлежащего.

Во временах группы *Perfect* время, лицо и число глагола-сказуемого определяется по вспомогательному глаголу **to have**.

Смысловой глагол в форме *Participle II* не изменяется.

***Have you ever met** him before?*

Ты когда-либо раньше встречался с ним?

***Have you sent** the letter?*

*Ты уже **отправил** письмо?*

| Временная форма | Образование | Пример |
|---------------------------------------|----------------------------------|---|
| Present Perfect Tense (Active) | have(has) + Participle II | We have finished our experiment. Мы закончили наш опыт. |

Употребляется:

1. когда время совершения действия не указано, но действие явно закончено к настоящему моменту и связано с этим моментом.

2. со словами, выражающими период времени, не закончившийся к настоящему моменту:

this week на этой неделе, **this month** в этом месяце,

this year в этом году, **today** сегодня и т.д.

б. с наречиями неопределённого времени, которые обычно стоят между вспомогательным и смысловым глаголами: **often** часто, **seldom** редко, **always** всегда, **never** никогда, **ever** когда-нибудь, **just** только что, **not yet** ещё не, **sometimes** иногда.

7. с предлогом **since** с (с какого-то момента в прошлом до настоящего времени) и с союзом **since** с тех пор как.

Переводится на русский язык прошедшим временем глагола совершенного вида.

| | | |
|------------------------------------|----------------------------|--|
| Past Perfect Tense (Active) | had + Participle II | We had finished our experiment by 5 o'clock. Мы закончили опыт к 5 часам. |
|------------------------------------|----------------------------|--|

Употребляется:

чтобы подчеркнуть законченность действия к определённому моменту в прошлом. Если этот момент выражен обстоятельством с предлогом **by**, то этот предлог переводится русским предлогом «к»

Переводится прошедшим временем.

| | | |
|---|---|---|
| Future Perfect Tense (Active) | shall(will) + Participle II | We shall have completed our experiments <i>by the end of the week</i> . Мы <i>уже</i> закончим наши опыты к концу недели. |
| <p>Употребляется: чтобы подчеркнуть то, что действие закончится до определённого момента в будущем.</p> <p>Переводится на русский язык глаголами несовершенного вида в будущем времени, обычно с наречием «уже»</p> | | |
| Perfect Tense (Passive) | to have been + Participle II | Great deposits of coal have been discovered in our region. Крупные залежи угля (были) открыты в нашем районе. |
| <p>Переводится на русский язык по общим правилам перевода глагола в страдательном залоге.</p> | | |

Exercises:

I. Put the verbs in brackets into Present Perfect Tense.

1. She (do) no homework this month. 2. The firm (make) good profits this year. 3. Doctors (learn) a great deal in the last fifty years. 4. He (add) five pounds to the first prize which is now 100 pounds. 5. Our students (progress) very well this term so far. 6. Nobody (discover) a cure for the common cold yet, but they (invent) a mechanical heart. 7. I'm afraid we must drink tea. I (forget) to buy coffee. 8. The room is very cold. The fire (go) out.

II. Put in since or for, whichever is appropriate. Remember that since mentions a point of previous time and for mentions the total period up to now.

1. I have been awake _____ three hours - _____ six o'clock.
2. We have been working _____ nine o'clock - _____ five hours. 3. That old apple tree has been standing _____ fifty years - _____ grandfather's wedding day. 4. The weather has been very cold _____ Christmas - _____ a month now.
5. The aerodrome has been out of use _____ ten years - _____ the new one was opened.

III. Put the verbs into the correct form: Present Perfect or Past Simple.

Examples:

I (lose) my key. I can't find it anywhere.

I have lost my key

(you/see) the film on television last night?

Did you see...

1. Jill (buy) a new car two weeks ago. 2. His hair is very short. He (have) haircut. 3. Last night I (arrive) home at half past twelve. I (have) a bath and then I (go) to bed. 4. (you/visit) many museums when you were in Paris? 5. My bicycle isn't here any more. Somebody (take) it? 6. I (not/eat) anything yesterday because I (not/feel) hungry.

IV. Which is the correct form?

1. Have you ever seen / did you ever see a rock concert?
2. I saw / have seen the Rolling Stones last year.
3. The Stone's concert has been / was excellent. 4. I have bought / bought all their records after the concert.
5. - How long have you known / do you know Peter?
 - I know him / have known him since we were at school together.
 - When did you get / have you got married to him?
 - We have been / are together for over ten years, and we have got / got married eight years ago.

V. Put the verbs in brackets into Past Perfect to show the previous cause of a later effect, result, consequence or interest.

1. Our guest (meet) before so we didn't need to introduce them to one another.
2. The old man (be) a great traveller in his youth and could tell a tale about many strange places. 3. Mary (prepare) our meals on the previous day so she was able to visit her sister in the country. 4. They (not eat) for twenty-four hours and were very hungry. 5. The ground was under water because it (not stop) raining for six days and nights. 6. He lived quietly on a little money he (save) before his retirement.

VI. Join the pairs of sentences, using the conjunctions in brackets. Put one of the verbs into the Past Perfect.

Example: I had a bath. I went to bed (after),
After I'd had a bath, I went to bed.

1. I read the letter. I threw it away (when). 2. He passed his driving test. He bought a car (as soon as). 3. I took the book back to the library. I finished reading it (when). 4. I spent all my money. I went home (when). 5. I read the book. I saw the film (before).

VII. Open the brackets using Past Perfect, Past Perfect Continuous or Past Simple.

1. They (drive) in the car for many hours before they (come) to the crossroads. 2. The scientists (carry) out dozens of experiments before they (achieve) satisfactory results. 3. At last the postman (bring) the letter which I (expect) several weeks. 4. He told me he (not see) much of her since he (move) to another place. 5. He (consult) his watch nervously several times before he (see) her at the end of the platform.

VIII. Translate the following sentences paying attention to the use of the Present Perfect and Past Perfect Tenses.

1. The scientists and engineers have built an apparatus which makes it possible to test materials which will be used in cosmos. 2. He had collected some information about modern discoveries in the branch of chemistry by the end of the year. 3. Chemists have discovered how to break down compounds which occur naturally into their elements. 4. The foundation of the Dubna Institute had played an important role in the development of the world science. 5. They have not solved this problem yet. 6. We have not seen him since he graduated from the Institute. 7. Our scientists have given great attention to the development of peaceful uses of nuclear energy. 8. Chemists have made special steels which are widely used in industry. 9. The members of the expedition have collected much material; they may start their research work.

IX. Open the brackets using the correct tense.

1. Every day our research workers (carry on, have carried on) great research work. 2. This year our plant (has produced, produces) many new products which are better than those which (are produced, were produced, have been produced) last year. 3. They (solved, have solved) that problem two months ago. 4. They already (completed, have completed) their investigation. 5. He (hasn't worked, didn't work) at the problem since he left our Institute. 6. Last year they (applied, have applied) that new method. 7. The tourists (to walk) a long way before they reached the sea. 8. She said she (to change) her plans. 9. By this time tomorrow I (to bring) you the magazine. 10. The rain (to stop) and the sun was shining brightly.

X. Open the brackets using the Future Perfect.

1. I (to do) my homework by six o'clock tomorrow.
2. When you come to my place tomorrow, I shall be reading your book.
I (to do) my homework by the time you come.
3. You (to do) this work by next Sunday?
4. How many pages you (to read) by five o'clock tomorrow?
5. She (to leave) by then.
6. I (to take) all my exams by the end of the next week.
7. I (to finish) my English courses by the end of this year.
8. They (to complete) the experiment by Monday.

XI. Translate the following sentences from Russian into English.

1. Люди поняли важность коллективной работы.
2. Мы иногда заканчивали работу раньше.
3. Она думает, что сделает всю работу к пяти часам.
4. Я живу в Москве уже два года.
5. Производительность наших заводов сильно увеличилась в этом году.
6. Мы не встречали его с тех пор, как закончили университет.
7. Более десяти лет прошло с тех пор, как мы виделись друг с другом.
8. Студенты уже повторят грамматику до начала экзамена.
9. Старые методы производства изменились.
10. К сентябрю прошлого года строители построили в нашей области две школы.

Времена группы Perfect Continuous.

Времена группы **Perfect Continuous** представляют собой сочетание глагольных форм **Perfect** и **Continuous**.

К группе **Perfect Continuous** относятся три глагольные формы: **Present Perfect Continuous**, **Past Perfect Continuous** и **Future Perfect Continuous**. Все они образуются из вспомогательного глагола **to be** в форме **Present Perfect**, **Past Perfect** или **Future Perfect** и смыслового глагола в форме первого причастия (**Participle I**).

| Present Perfect Continuous | Past Perfect Continuous |
|-----------------------------------|--------------------------------|
| I have been working | I |
| he | he |
| she has been working | she had been working |
| it | it |
| | we |

| | |
|-------------------------------------|------------------------------|
| we you have been working they | you they had been working |
|-------------------------------------|------------------------------|

The Future Perfect Continuous Tense.

| | |
|-----------|-------------------|
| I shall | |
| he | |
| she will | |
| it | have been working |
| we shall | |
| you | |
| they will | |

Подобно группе времен **Continuous** глагольные формы **Perfect Continuous** обозначают длительное действие. Это действие всегда охватывает период времени, который предшествует либо моменту речи (для Present Perfect Continuous), либо указанному в предложении моменту в прошлом (для Past Perfect Continuous) или в будущем (для Future Perfect Continuous)

Например:

*Our scientists and factory workers **have been working** hand in hand for many years.*

*Наши ученые и производственники **работают** совместно **уже много лет**.*

В подобных случаях **Present Perfect Continuous** переводится на русский язык глаголом в настоящем времени, причем связь между длительным действием в прошлом и настоящим моментом часто передается в русском языке словом **уже**.

*Look at the plan of our work. It is ready; I **have been making** it for some hours.*

Посмотрите на план нашей работы, он готов; я делала его несколько часов.

В данном примере глагольная форма **have been making** выражает длительное действие, законченное непосредственно к моменту речи, и переводится на русский язык глаголом в прошедшем времени.

Сравните глагольные формы Present Perfect и Present Perfect Continuous.

Present Perfect:

Why **have you come** so late?

Почему вы пришли так поздно?

Present Perfect Continuous:

I **have been waiting** for you **for two hours**.

Я уже жду вас два часа.

Сравните глагольные формы Present Continuous и Present Perfect Continuous.

Present Continuous:

Where is John?

He **is working** in the laboratory.

Где Джон?

Он работает в лаборатории.

Present Perfect Continuous:

He **has been working** there **for many hours**.

Он уже работает там в течение нескольких часов.

The Past Perfect Continuous Tense.

*Chemists **had been studying** the atmosphere for about two thousand years before its composition was discovered.*

*Химики **изучали** атмосферу около двух тысяч лет, прежде чем был открыт ее состав.*

Глагольная форма **had been studying** (Past Perfect Continuous) выражает длительное действие, протекавшее до указанного момента (before its composition was discovered) и, возможно, продолжавшееся и после этого момента.

Past Perfect Continuous переводится глаголом несовершенного вида в прошедшем времени, чаще всего с наречием *уже*.

Past Perfect:

She **had written** the article by 10 o'clock yesterday.

Она **написала** статью вчера к 10 часам.

Past Perfect Continuous: She **had been writing** it for two hours when you came.

Она **уже писала** ее в течение двух часов, когда вы пришли.

Past Continuous: When the mother came home her children **were sleeping**;

Past Perfect Continuous: they **had been sleeping** for two hours
Когда мать вернулась домой, дети спали; они спали уже два часа.

Future Perfect Continuous

She will have been writing her article for two hours by 10 o'clock tomorrow.

*Завтра к десяти часам она **уже будет писать** свою статью в течение двух часов.*

Exercises:

I. Read the situations and complete the sentences.

1. The rain started two hours ago. It's still raining now. It _____ for two hours.
2. We started waiting for the bus 20 minutes ago. We're still waiting now. We _____ for 20 minutes.
3. I started Spanish classes in December. I'm still learning Spanish now. I _____ since December.
4. Ann began looking for a job six months ago. She is still looking for it now. Ann _____ for six months.
5. Mary started working in London on 18 January. She's still working there now. Mary _____ since 18 January.

II. Put the verb into the Present Continuous or Present Perfect Continuous.

1. Maria _____ (learn) English for two years.
2. Why _____ (you/look) at me like that?
3. We always go to Ireland for our holidays. We _____ (go) there for years.
4. I _____ (think) about what you said and I've decided to take your advice.
5. Sarah is very tired. She _____ (work) very hard recently.

III. Read the situations and make the sentences from the words in brackets.

1. I was very tired when I arrived home. (I/work/hard all day) _____.

2. There was nobody in the room but there was a smell of cigarettes. (Somebody/smoke/in the room) _____.
3. Ann woke up in the middle of the night. She was frightened and didn't know where she was. (She/dream) _____.
4. When I got home, Mike was sitting in front of the TV. He had just turned it off. (He/watch/TV) _____.

IV. Put the verb into the most suitable form (Past Continuous, Past Perfect or Past Perfect Continuous).

1. It was very noisy next door. Our neighbours _____ (have) a party.
2. We were good friends. We _____ (know) each other for a long time.
3. Mary was sitting on the ground. She was out of breath. She _____ (run).
4. Jim was on his hands and knees on the floor. He _____ (look) for his contact lens.
5. I was sad when I sold my car. I _____ (have) it for a very long time.
6. We were extremely tired at the end of the journey. We _____ (travel) for more than 24 hours.

V. Translate the following sentences into Russian.

1. I have been thinking of it for three days.
2. They have been living in New York for ten years.
3. They have been writing a composition for two hours.
4. They have been playing volleyball since 3 o'clock.
5. When I return to the laboratory, my friends will have been working there for several hours.
6. I was very tired when I arrived home. I'd been working hard all day.
7. At last the bus came. I'd been waiting for twenty minutes.

VI. Translate the following sentences into English.

1. Она читает с самого утра.
2. Мы изучаем английский язык с пятого класса.
3. Они думали об этом несколько дней.
4. Вчера мы не могли выйти из дома, так как шел дождь с самого утра.
5. Наконец-то библиотекарь дала мне книгу, которую я ждала уже целый месяц.

REVISION II.

I. Underline the correct tense.

- A.**
1. The plane leaves / has left at four o'clock. We must be at the airport by two o'clock.
 5. It gets / is getting colder and colder every day.
 6. Have you seen Linda? I have been looking / am looking for her for almost an hour.
 7. Sam is a very interesting person. He knows / has known all kinds of unusual facts.
 8. Michael's car broke down last week, so he uses / is using his father's for the time being.
 9. Lynne was singing / had sung as she was cleaning the windows.
 10. Mr. Brown was teaching / had been teaching for thirty years when he retired.
 11. Kate was happy. She was winning / had won first prize in the competition.
 12. We had been staying / stayed in a hotel by the sea last summer.
 10. Alexander Graham Bell had invented / invented the telephone.
- B.** Next Saturday, Jane is flying / flies to Paris for a business meeting. Her secretary has already booked the flight. The plane will leave / leaves at nine o'clock in the morning and one of her business clients will have met / will be meeting her at the airport when the plane lands. She doesn't know how long the meeting will last, but she will have returned / will have been returning home by Thursday evening.

II. Put the verbs in brackets into the correct tense-form.

Janet (1) _____ (decide) to open her own restaurant. Yesterday, she (2) _____ (have) a meeting with her bank manager and she (3) _____ (ask) him for a loan. He agreed, so Janet (4) _____ (to be able) to start making plans. In fact, she (5) _____ (already / find) a building for her restaurant and she (6) _____ (look) for tables and chairs next week. By the end of the month, work on the restaurant (7) _____ (begin) and by the summer, everything will be ready. Janet (8) _____ (hope) that her business will be a success, at the moment she (9) _____ (interview) people to be chefs and waiters.

III. Correct the mistakes.

1. I'm playing chess since I was eight years old.

2. I used to eat at that restaurant three times last week.
3. We haven't read yet his letter.
4. I'll make the dinner when I will get home.
5. Peter still is at school.
6. Mike and Kelly got married last week. They had met each other four years ago.

IV. Choose the correct answer.

1. "I met our new boss this morning."
"I _____ him, too. He is very nice."
a. am meeting b. have been meeting c. have met
2. "_____ in a hotel?"
"No, but my parents did last summer in Rome."
a. Have you ever stayed b. Did you ever stay
c. Are you ever staying
3. "Have found a house yet?"
"No. I _____ with my aunt at the moment."
a. stay b. am staying c. have stayed
4. "There was a power cut last night."
"I know. I _____ some paperwork when the lights went out."
a. had been doing b. was doing c. had done
5. "The restaurant was packed last night."
"Yes. Luckily, I _____ a table in advance."
a. was booking b. had booked c. had been booking
6. "Kate looked tired this morning."
"I know. She _____ all night long."
a. studied b. had studied c. had been studying
7. He went to bed _____ he had brushed his teeth.
a. before b. after c. while
8. John was repairing the car _____ Steve was tidying the garage.
a. while b. before c. after
9. I have lived in Kent _____ ten years now.
a. since b. for c. before

10. _____ did Jane and Ted get married?
 a. How long b. How long ago c. While
11. "We'd better take a taxi to the station."
 "Yes. The train _____ in fifteen minutes."
 a. has left b. will have left c. leaves
12. "Cathy doesn't study enough."
 "I know. I'm afraid she _____ her exam."
 a. won't pass b. won't be passing c. won't have passed
13. "Shall we go shopping?"
 "I can't go until the babysitter _____"
 a. arrives b. will arrive c. arrived
14. "You _____ a good specialist one day"
 "Do you really think so?"
 a. were b. will be c. are being

V. Complete each sentence with two to five words, including the word in bold.

1. I have never heard such a sad story.
ever _____
2. He started painting fifteen years ago.
been _____
3. When did they graduate from the University?
since _____
4. We haven't been to the theatre for a year.
last _____

VI. Choose Participle I or Participle II.

1. Everything (writing, written) here is quite right.
2. The wall (surrounding, surrounded) the house was very tall.
3. The book (writing, written) by this scientist is very interesting.
4. The (losing, lost) book was found at last.
5. Yesterday we were at a conference (organized, organizing) by our partners.
6. When we came nearer, we saw two men (coming, come) towards us.
7. Read the (translating, translated) sentences once more.

VII. Open the brackets using Present Participle or Perfect Participle.

1. (to do) his homework, he was thinking hard.
2. (to write) out and (to learn) all new words, he was able to translate the text easily.
3. (to run) in the yard, I fell and hurt my knee.
4. (to read) the story, she closed the book and put it on the shelf.

PROGRESS TEST II.

I. Open the brackets.

I'd like 1(describe) Garry's routine day. He 2(wake up) rather early and never 3(go) downstairs to the kitchen 4(have) breakfast as it 5(bring) into his room.

His servant, Harry, usually 6(take) it there. While Garry 7(drink) his orange juice and 8(eat) his toast 9(say) how good it 10(be), Harry 11(try) 12(do) the room.

And this 13(occur) the other day. "Where you 14(put) your gold watch?" Harry cried. "Where 15(be) your watch? I 16(look) for it for half an hour but I can't 17(find) it anywhere." Garry 18(watch) his male servant 19(run) about the room. "I think I 20(lose) it," he said at last. "Yesterday at six I 21(meet) my friend, Sir Julius. I 22 (not have) my watch then. I evidently 23(lose) it by the time. I 24 (not be) sure I 25(be able) 26(find) it. I decided to buy some new one. I was sure if you 27(notice) I 28(have) no watch you 29(be) disappointed. And you really 30(be)!"

II. Underline the correct tense.

1. Sam 31) talking / has been talking on the phone for half an hour.
2. I 32) always meet / am always meeting Sara when I go shopping.
3. She 33) takes / has taken fifteen pictures today.
4. First she 34) paid / had paid the driver, then she got out of the taxi.
5. He 35) walked / was walking down the street when he ran into an old friend.
6. They 36) were looking for / had been looking for a house for six months before they found one they liked.
7. Mike 37) won / has won more than twenty medals when he was an athlete.
8. Ben is an athlete. He 38) won / has won more than ten medals.
9. This time next week, we 39) will cruise / will be cruising round the islands.
10. She 40) will deliver / will have delivered all the newspapers by 8 o'clock.
11. By the time they 41) will reach / reach York, they 42) will be travelling / will have been travelling for four hours.

III. Choose the correct answer.

43. I _____ you now.

- a. is believing c. am believing
- b. believe d. believes

44. I _____ you now. Explain yourself.

- a. am not understanding c. not understanding
- b. not understand d. don't understand

45. Ann can't come, she _____ a cold.

- a. has c. is having
- b. have d. have got

46. When Mark arrived, the Johnsons _____ dinner, but they stopped in order to talk to him.

- a. had c. have
- b. had had d. were having

47. We are late. I expect the film _____ by the time we _____ to the cinema.

- a. will have started, will get
- b. will start, will get
- c. will be starting, will get
- d. will have started, get

48. My friend _____ the University last year. He _____ much English then but he _____ hard and _____ great progress. Now he _____ English fluently. He _____ some articles in English already.

- a. has entered, didn't know, worked, made, speaks, has read
- b. has entered, didn't know, had been working, made, is speaking, had read
- c. entered, had not known, had worked, had made, speak, has read.
- d. entered, didn't know, was working, made, speaks, has read

49. Peter _____ the first chapter of the thesis and now he _____ the second one. He _____ on his thesis for a year. I think that he _____ it by the end of next year.

- a. has finished, is writing, has worked, will have finished
- b. has finished, is writing, has been working, will have finished
- c. finished, writes, is working, will have finished
- d. has finished, is writing, has been worked, is finishing

IV. Complete each sentence with two to five words, including the word in bold.

50. It was the first time I had met a film star.

never I _____ a film star before.

51. Jane started studying German four years ago.

been Mike _____ four years.

52. She hasn't finished decorating the flat yet.

still She _____ the flat.

53. We didn't start tidying up until after the guests had left.

before We waited until the guests _____ tidying up.

V. Cross out the unnecessary word.

54. I'll make the dinner when I will get home.

55. She went to the market for to buy some fruit.

56. He left the house without to saying goodbye to me.

57. She will have been prepared all the documents by Monday.

Total: 57 marks.

МОДАЛЬНЫЕ ГЛАГОЛЫ.

Глаголы **can, may, must** являются модальными глаголами; они не обозначают действия, а выражают отношение к нему, т.е. возможность, вероятность или необходимость совершения действия. Само действие выражается инфинитивом смыслового глагола без частицы **to**, следующим за модальным глаголом.

Глагол **can (could)** выражает **возможность** или **способность** совершения действия и переводится на русский язык "**могу (может, можешь и т.д.), умею**".

*We **can** determine the pressure of our atmosphere with the help of our barometer.*

*Мы **можем** определить давление атмосферы с помощью барометра.*

Глагол **may (might)** выражает **разрешение** или **предположение** и переводится "**могу, можно, возможно**".

*You **may** use this instrument in your experiment.*

Вы можете (вам разрешено) пользоваться этим прибором во время опыта.

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

*They **must** provide us with all necessary data.*

*Они **должны** снабдить нас всеми необходимыми данными.*

Глагол **must** не имеет формы прошедшего времени, поэтому для её образования необходимо пользоваться эквивалентами глагола **must (to be to ..., to have to ...)**.

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

*She **cannot** translate this text without a dictionary.*

*Она **не может** перевести этот текст без словаря.*

Для образования вопросительной формы модальный глагол ставится перед подлежащим.

***Must** you take part in this work?*

*Вы **должны** принимать участие в этой работе?*

Эквиваленты модальных глаголов.

| Модальный глагол | Эквивалент | Present Indefinite | Past Indefinite | Future Indefinite |
|------------------|--------------------------------|------------------------------|----------------------------|-------------------------------|
| can | to be able to ... | is(am, are) able to ... | was(were) able to ... | will /shall be able to ... |
| may | to be allowed to ... | is (am, are)allowed to ... | was /were allowed to ... | will /shall be allowed to ... |
| must | to be to ... to have to ... | is(am, are) has(have) to ... | was (were)to... had to ... | will have to ... |

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

Глагол **ought** употребляется во всех лицах единственного и множественного числа. Инфинитив смыслового глагола после глагола **ought** употребляется с частицей **to**.

Когда речь идет о необходимости совершения действия в силу предварительной договорённости или заранее намеченного плана, или расписания, употребляется глагол **to be** с последующим инфинитивом основного глагола.

Old machinery is to be replaced next month.

*Старые машины **должны быть** заменены в следующем месяце.*

They were to discuss the plan of their research work at the last meeting.

*Они **должны были** обсуждать план научно-исследовательской работы на прошлом заседании.*

Exercises:

1. Translate the following sentences into Russian. Pay attention to modal verbs and their equivalents.

A 1. We must use new methods in our research work. 2. Due to the energy of the atom man can produce electric energy at atomic power stations. 3. You may use this instrument for measuring gas pressure. 4. They ought to help their colleagues to solve this important problem. 5. He could not complete his research in time as he worked very slowly. 6. You should turn off the light before you leave the room. 7. In scientific work we must measure in units of the metric system. 8. We ought to say that the discovery of atomic energy is as important as the discovery of fire. 9. We should be prepared for scientific study of life on other planets. 10. Atoms must serve mankind. 11. The technician should have repaired the computing equipment some time ago, it yields wrong information again. 12. These data must have been processed by the digital computer. 13. The range of functions of this computing equipment must have been broadened. 14. She may use different methods in her research work.

B 1. He had to work hard before he was able to submit his paper to a scientific journal. 2. This part is very complex and the worker has to use special tools to cut it. 3. Every technical student is to study mathematics for some years. 4. We were to replace the tool by another one in time. 5. The engineer will have to improve the accuracy of this machine-tool. 6. These machines are to replace the old equipment of our shop. 7. Nobody was able to understand this mysterious phenomenon. 8. As the student was late he was not allowed to enter the

classroom. 9. The students were unable to do the work without their teacher's help. 10. This power station was to supply us with all necessary energy. 11. As he received a bad mark, he had to go over the material again. 12. He was to stay at the office until the report was ready. 13. We were to send his letter of recommendation by e-mail. 14. The builders are to erect the structure in two months.

II. Fill in the gaps with “can, may must, should”.

1 Drivers ___ stop when they see the red light. 2. Alic will have an English lesson tomorrow. He ___ study tonight. 3. Jane is a good student. She ___ speak English well. 4. There is no ink in my pen. ___ I write with a pencil? 5. You ___ study much if you want to pass the examination well. 6. The team of experts ___ study the present situation in the country. 7. Every engineer ___ know at least one foreign language. 8. Various instruments ___ be employed if chemists want to get necessary results. 9. Everything ___ be put in order when you finish your experiment in the laboratory. 10. ___ theory exist without practice?

III. Fill in the gaps with “can, can't, could, couldn't or was /wasn't able to”

1. I had my hands full, so ___ open the door.
2. I heard his voice calling me, but ___ see him.
3. We are busy tonight, so we ___ come to the party.
4. I ___ drive a car. I learnt when I was eighteen.
5. I ___ afford that bag. It's too expensive.
6. You ___ see this film in one cinema only.

IV. Fill in the gaps with “must, mustn't or needn't / don't have to”

1. You ___ study hard to pass the exams.
2. You ___ be late for your job interview.
3. - Shall I collect the children from the party?
- No, you ___ collect them. Mrs Show is giving them a lift home.
4. - Do you want me to wait for you after work?
- No, you ___ wait. I can walk home by myself.
5. You ___ interrupt while people are talking.

V. Fill in the gaps with “needn't have or didn't need to” and the correct form of the verb in brackets.

1. I ran all the way to work, but ___ (hurry) because I was the first person to arrive.

2. We ___ (hurry), so we stopped to have lunch on the way.
3. We went to college today, but I ___ (go) as all the lectures were cancelled.
4. I ___ (ask) the way to Lewes, since I'd been there before.
5. I ___ (buy) any food, so I didn't go to the supermarket.

VI. Complete each sentence with two to five words, including the word in bold.

1. I'm sure the books are in this cupboard.
must The books ___ cupboard.
2. Let's have lunch in half an hour.
can We ___ in half an hour.
3. It isn't necessary for you to work on Saturday.
have You ___ on Saturday.
4. I advise you to open a bank account.
should You ___ a bank account.
5. It is possible that she has forgotten to call.
may She ___ to call.
6. Perhaps Alice is at the hairdresser's.
could Alice ___ the hairdresser's.
7. It's forbidden to take your bag into the building.
mustn't You ___ into the building.
8. Running in the corridors is forbidden.
allowed You ___ in the corridors.
9. Is it possible that Jane is leaving school at the end of this week?
be Could ___ at the end of this week?
10. I'd better start studying for my exams soon.
ought I ___ for my exams soon.

VII. Translate the following sentences from Russian into English.

1. Нашей стране нужны хорошие специалисты.
2. Мы можем сделать эту работу за два дня.
3. Атомная энергия может иметь очень большое значение в повседневной жизни.
4. Каждый должен хорошо изучить свою специальность.
5. Ученому пришлось использовать результаты опытов других специалистов.
6. Профессору понадобится помощь своего ассистента.
7. Мы не можем увидеть звезды без телескопа, так как они слишком далеко от нас.
8. Молодые рабочие тоже могли принять участие в обсуждении этой проблемы.

9. Вы должны усердно работать, если хотите получить хорошие результаты.
 10. Могут ли люди жить без воздуха?
 11. Можно ли нам работать в лаборатории вечером?

“TO BE”.

(быть, находиться, являться)

Спряжение глагола “to be” во временах группы Indefinite.

| | Present | Past | Future |
|---------------------|--|-------------------------------|---|
| Единственное число | I am you are he(she, it) is | I (he, she, it) was | I shall be you he will be she it |
| Множественное число | we (you, they) are | we (you, they) were | we shall be you will be they will be |

Этот глагол может выступать в роли четырёх типов глаголов:

1. смыслового
2. глагола-связки
3. вспомогательного
4. заменителя модального глагола *must*.

Глагол изменяется по лицам и числам, он – неправильный, поэтому следует запомнить его три основные формы:

to be – was / were – been.

Функции глагола “to be” в предложении.

1. To be в роли смыслового глагола.

В этой роли глагол имеет значение “находиться”, “быть”, “являться”.

*The children **are** in the tent.* – Дети **находятся** в палатке.

*They **were** in the room.* – Они **были (находились)** в комнате.

I shall be at home. – Я буду (находиться) дома.

Если глагол **to be** в этой роли стоит в настоящем времени, его можно не переводить, но его формы прошедшего и будущего времени следует переводить обязательно.

2. To be в роли глагола-связки.

Глаголы-связки не передают никакого действия, они служат только для соединения подлежащего со смысловой частью составного сказуемого, которая может быть выражена разными частями речи. Если после **to be** используется существительное, прилагательное, числительное или инфинитив, то в этом случае **to be** является глаголом-связкой, который:

а) перед инфинитивом имеет значение **значит, заключается в том, чтобы.**

Our task is to read the text twice.

Наше задание заключается в том, чтобы прочитать текст дважды.

б) во всех других случаях глагол имеет значение **быть, являться** и в настоящем времени может опускаться.

I am a student.- Я (есть) студент.

3. To be в роли вспомогательного глагола.

В этом случае глагол **to be** обычно не переводится. Он служит для образования двух форм:

а) **Continuous** – to be + Participle I (с окончанием -ing)

He is sitting at the table. - Он (сейчас) сидит за столом.

б) **Passive** – за ним идет Participle II (с окончанием -ed, 3-я форма глагола)

I was given the book yesterday. – Мне дали эту книгу вчера.

4. To be в роли заменителя модального глагола must.

В этом случае за глаголом **to be** идёт инфинитив смыслового глагола с частицей **to**, и имеет значение: **должен, обязан.**

He is to do it. – Он должен сделать это.

Exercises:

I. Write full sentences. Use is/ isn't/ are/ aren't.

1. (your shoes very dirty) _____
2. (my brother, a teacher) _____
3. (this house, not, very big) _____
4. (the shops, not opened today) _____
5. (my keys, in my bag) _____

II. Write true sentences, positive or negative. Use is/ isn't/ are/ aren't.

1. (I / interested in politics) _____
2. (I / hungry) _____
3. (It / warm today) _____
4. (I / afraid of dogs) _____
5. (My hands / cold) _____
6. (Canada / a very big country) _____

III. Make questions with these words. Use "is" or "are".

1. (at home / your mother)? _____
2. (interesting / your job)? _____
3. (an experienced / engineer)? _____
4. (the shops / open today)? _____
5. (why / you / late)? _____

IV. Say the following sentences in the Present (Past and Future) Indefinite Tense.

1. Victor is free this evening. 2. Jonh is in America. 3. I am very busy. 4. She is at the lecture. 5. The expedition is in Africa. 6. The workers are at the factory. 7. The students are at the Institute.

V. Answer the following questions.

1. Was last winter cold?
2. Are you at the lesson?
3. Is his answer good?
4. Were you free yesterday?
5. Will you be in town on Sunday?
6. Is mathematics difficult?

7. Will you be present at the lesson tomorrow?
8. Were your summer plans interesting?
9. Is your University large?

VI. Translate the following sentences from English into Russian.

- A**
1. The aim of the conference was to discuss problems of future cooperation.
 2. The plan of the research work is to make some experiments and to study the results.
 3. Our plan was to visit some research laboratories.
 4. Our task is to translate the text into English.
- B**
1. Catherina wants to work in France. She is studying French now.
 2. The population of the world is rising very fast.
 3. I was having dinner with some partners.
 4. He will be working in the laboratory from 10 till 2 a.m. tomorrow.
- C**
1. The books were taken from the library.
 2. The newspapers are usually brought in the morning.
 3. All the work will be done by automatic machinery.
 4. The young workers are trained at the factory how to use the new equipment.
- D**
1. Automobile manufacturers are to meet today and discuss the raw material supply problems.
 2. You are to overcome many difficulties.
 3. They were to test the car by February.
 4. The students were to translate some articles into Russian.

VII. Translate the following sentences from Russian into English.

1. Мой брат сейчас в университете. Моя мама вчера не была на работе. Она была дома.
2. Завтра мы будем обсуждать план работы на следующий год.
3. - Что он делает сейчас?- Он разговаривает по телефону.
4. Цель нашей встречи состояла в том, чтобы обсудить все проблемы, связанные с поставкой нового оборудования.
5. Воздух в городах очень загрязнен.
6. Они должны были подготовить всю документацию.

VIII. Define the function of the verb “to be” in the following sentences. Translate the sentences into Russian.

1. The meeting is to take place in our Institute.
2. He is a second year student.
3. There is a good library in our Institute.
4. She is speaking to a teacher now.
5. I was very busy yesterday.
6. They were to carry out many interesting experiments.
7. He was to return the book after the lecture.

ГЛАГОЛ “to have”

Спряжение глагола “to have” во временах группы Indefinite.

| Present | Past | Future |
|----------------------------------|--|---|
| I (you, we, they) have | I (he, she, it, we, you, they) had | I (we) shall have |
| He (she, it) has | | You (he, she, it, they) will have |

Вопросительная форма и краткий ответ:

***Have** you any lessons today? – Yes, I **have**. (No, I **haven't**.)*

***Had** you any lessons yesterday? – Yes, I **had**. (No, I **hadn't**.)*

Отрицательная форма:

*I **have no** lessons today.*

*I **have not any** lessons today.*

*They **had no (not any)** lessons yesterday.*

В предложении глагол “to have” может быть:

1. **Смысловым** со значением “*иметь, обладать*”.

*This mineral **has** many valuable qualities.*

*Этот материал **имеет** много ценных свойств.*

*We **had** a meeting yesterday.*

Вчера у нас было собрание.

2. **модальным** со значением “*должен, следует, вынужден, придется*”.

В этом случае за ним стоит инфинитив смыслового глагола с частицей “**to**”.

*We **have to make** this experiment once more.*
*Нам **следует сделать** этот опыт ещё раз.*

*We **had to use** an electronic machine to make these calculations.*
*Мы **должны были пользоваться** электронной машиной, чтобы сделать эти вычисления.*

Вопросительная и отрицательная формы в Present и Past Indefinite образуются при помощи вспомогательного глагола **do (did)**.

Do they **have to make** this experiment once more?
Должны они **проводить** этот опыт ещё раз?

Did they **have to make** the experiment once more?
Должны они были **проводить** этот опыт еще раз?

They **do not have to make** this experiment once more.
Они не **должны проводить** этот опыт еще раз.

They **did not have to make** the experiment once more.
Они не **должны были проводить** этот опыт еще раз.

3. **вспомогательным** для образования времён группы *Perfect* и *Perfect Continuous*. В этом случае глагол **to have** не переводится на русский язык, но служит показателем времени, лица и числа смыслового глагола.

*He **has made** an interesting report at the conference.*
*Он **сделал** интересный доклад на конференции.*

*We **had finished** our work by 9 o'clock.*
*Мы **закончили** свою работу к 9 часам.*

Exercises:

I. Write the following sentences according to the model.

Model: He has a car.

He had a car.

He will have a car.

1. They have a big house in the country.
2. My friend has many interesting books.
3. His mother has a nice garden.
4. She has a good map of London.
5. I have a beautiful picture.
6. John has good work.
7. These students have four classes every day.
8. We have a good dog.
9. He has many exams this year.
10. He has much work to do.

II. Use a correct form of the verb "to have".

1. I _____ got a motorbike but I _____ a car.
2. Does Ann _____ a car?
3. I'm not feeling very well. I _____ got a headache.
4. Tim _____ got two sisters.
5. Our car _____ got two doors.
6. We _____ many important meetings when we were in London last month.
7. Schoolchildren _____ the longest holidays in summer.
8. Monasteries were centres of theoretical knowledge. They _____ large libraries. Each of the big monasteries _____ book-making shops.
9. I know that his father _____ many books in different foreign languages.
10. Now his parents _____ a comfortable flat.
11. Next year he _____ many lessons of Latin.
12. Rowing _____ a long history in England.
13. Alfred Nobel never _____ a wife or family to love him.

III. Complete the sentences. Use "have to" or "has to". Translate the sentences into Russian.

- A**
1. My eyes are not very good. I _____. (wear)
 2. At the end of the course all the students _____ a test. (do)
 3. Mary is studying literature. She _____ a lot of books. (read)

4. Albert doesn't understand much English. You _____ very slowly to him. (speak)
5. Kate is not often at home. She _____ a lot in her job. (travel)

B Use “have to” or “had to”.

1. We _____ home last night. There were no buses. (walk)
2. It's late. I _____ now. I'll see you tomorrow. (go)
3. I went to the supermarket after work yesterday. I _____ some food. (buy)
4. This train doesn't go all the way to London. You _____ at Bristol. (change)
5. We did an exam yesterday. We _____ six questions out of ten. (answer)

IV. Read the text and complete the sentences about John's future.

This year, John doesn't have money, a job, a house, a girlfriend, a suit or a car. He has a small room, a bicycle, old clothes, a guitar and a cat. But next year:

more money (+) – *He will have more money.*
 a small room (-) – *He won't have a small room.*
 a cat (?) – *Will he have a cat?*

1. a job (+)
2. a bicycle (-)
3. a car (+)
4. a house (?)
5. a girlfriend (?)
6. old clothes (-)

V. Define the function of the verb “to have”. Translate the sentences into Russian.

1. She will have a lot of work next week.
2. Mary had a baby recently.
3. He has already arrived.
4. In many countries men have to do military service.
5. I don't usually have a big breakfast.
6. We had to walk home last night. There were no buses.
7. I have no time for watching TV.
8. I don't have to wake up early because I am not working tomorrow.

VI. Compare the following sentences. Translate them into Russian.

1. He has attended all the lectures this month.
2. He has to attend all the lectures this month.
3. The students have worked very well this summer.
4. The students have to work this summer.
5. He had finished translating the article by 5 o'clock.
6. He had to finish translating the article.

СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ. (SUBJUNCTIVE MOOD)

Сослагательное наклонение, в отличие от изъявительного, выражает действие не реальное, а предполагаемое или желательное.

В русском языке сослагательное наклонение выражается сочетанием **формы прошедшего времени глагола с частицей «бы»** и имеет одну форму для настоящего, прошедшего и будущего времени. Например:

*Если **бы** у меня **было** больше времени, я **бы** пошёл на эту выставку (сегодня, завтра, вчера).*

В английском языке **сослагательное наклонение может выражаться синтетически, т.е. простыми глагольными формами или аналитически, т.е. при помощи сложных глагольных форм.**

К синтетическим формам относятся:

Для глагола **to be**:

а) форма **be** для всех лиц единственного и множественного числа.

*It is necessary that the engine **be** light and highly efficient.*

*Необходимо, **чтобы** двигатель **был** лёгким и очень эффективным.*

б) форма **were** для всех лиц единственного и множественного числа.

*I wish he **were** here.*

*Я хочу (хотел бы), **чтобы** он **был** здесь.*

Форма **were** употребляется в придаточных предложениях, выражающих желание, сравнение или условие.

Для всех остальных глаголов – форма инфинитива без частицы **to** для всех лиц единственного и множественного числа: she **work**, he **study**, they **come**.

*We suggested that he **inform** us about his work.*

*Мы предложили, **чтобы он проинформировал нас о своей работе.***

Синтетические формы употребляются довольно редко, более обычным является употребление аналитических форм сослагательного наклонения.

Аналитические формы представляют собой сочетание глаголов **should** или **would** с **простым инфинитивом** (если предполагаемое действие относится к настоящему или будущему) или с **перфектным инфинитивом** (если действие относится к прошлому).

*I **should do** it.*

*Я **бы** сделал это.*

*He **would have come** here but he was busy.*

*Он **бы** пришёл сюда, но он был занят.*

Употребление сослагательного наклонения.

В английском языке сослагательное наклонение употребляется:

в простых предложениях, выражающих предположение или пожелание. В этом случае вспомогательный глагол **should** употребляется с 1-м лицом единственного и множественного числа, а глагол **would** со всеми остальными лицами. В простых предложениях наряду с **should** и **would** употребляются глаголы **might** и **could**, которые сохраняют своё лексическое значение и переводятся на русский язык «мог бы».

*It **would be** interesting to make this experiment.*

***Было бы** интересно сделать этот опыт.*

*I **should like** to take part in this research work.*

*Мне **бы хотелось** принять участие в этой исследовательской работе.*

*Atomic energy **might be** used for this purpose.*

*Атомная энергия **могла бы быть** использована для этой цели.*

В дополнительных придаточных предложениях

а) после глаголов **insist** (настаивать), **suggest** (предлагать), **demand** (требовать), **order** (приказывать), **propose** (предлагать), **recommend** (рекомендовать).

Действие в таких придаточных предложениях мыслится как возможное, желаемое или необходимое. В придаточных предложениях употребляется **should + инфинитив** для всех лиц единственного и множественного числа.

*Everybody **insisted** that the meeting **should start** earlier.*

Все настаивали на том, чтобы собрание началось раньше.

*He **demand**s that the question **should be discussed** at tomorrow's meeting.*

Он требует, чтобы вопрос обсудили на завтрашнем собрании.

В предложениях такого типа также употребляется форма сослагательного наклонения, совпадающая с инфинитивом без частицы **to** (для всех лиц).

*Everybody **insisted** that the meeting **start** earlier.*

Все настаивали на том, чтобы собрание началось раньше.

Форма **без should** употребляется в основном в официальном стиле речи.

б) после глагола **wish**

*I **wish** I **knew** Dutch.*

*Хотелось бы мне **знать** голландский язык. (Жаль, что я не знаю голландский язык).*

*I **wish** he **were** here.*

*Хотелось бы мне, чтобы он **был** (сейчас) здесь. (Жаль, что его здесь нет).*

*I **wish** he **could** help us.*

*Хотелось бы, чтобы он **смог** нам **помочь**. (Жаль, что он не может нам помочь).*

*I **wish** you **would** come tomorrow.*

*Хотелось бы, чтобы вы завтра **пришли**.*

*I **wish** you **had** heard it.*

Жаль, что вы этого не слышали.

В обстоятельственных придаточных предложениях

- *выражающих нереальное сравнение*: после союзов **as if** (как если бы) и **as though** (как будто бы).

В этом случае сослагательное наклонение передаётся формами, совпадающими с *Past Indefinite, Past Perfect*.

He looked at this building as though (as if) he had never seen it before.
Он смотрел на это здание, как будто никогда его раньше не видел.

He passed by as though he had not recognised me.
Он прошёл мимо, как будто не узнал меня.

- *цели*: после союзов **so that** (для того, чтобы) и **lest** (чтобы не). В этом случае наряду с **should** употребляются также глаголы **might** и **could**, которые, как правило, сохраняют своё лексическое значение.

He must hurry lest he should be late.
Он должен торопиться, чтобы не опоздать.

The new alloy must be thoroughly tested so that we might use it in our design.
Новый сплав надо тщательно испытать, чтобы мы могли использовать его в нашей конструкции.

В придаточных предложениях, после безличных оборотов типа: **it is required** *требуется*, **it is necessary** *необходимо*, **it is important** *важно*, **it is possible** *возможно*, **it is desirable** *желательно*, **it is probable** *вероятно*, **it is improbable** *невероятно*.

It is necessary that the data received should be highly accurate.
Необходимо, чтобы полученные данные были очень точными.

В сложноподчинённых предложениях с придаточными условия.

If he were here, we would ask him about it.
Если бы он был здесь, мы спросили бы его об этом.

Exercises:

I. Make up sentences according to the models:

Model 1: In your place I should take part in the discussion today.

(to attend his lecture; to find out the composition of the mixture; to follow this method; not to pay attention to his words)

Model 2: *It is necessary that you should examine this substance.*

(he – to solve the question; we – to be present; she – to send for him; they – to detect the particles)

Model 3: *He proposed that they should take their examination soon.*

(suggest – he not to translate this article; demand – she to discuss the problem; insist – we to work out a new method)

II. Open the brackets using the correct verb forms:

1. The scientist insists that this new technique (to be applied).
2. It is important that this new invention (to be used for peaceful purposes).
3. They suggested that this problem (to be discussed).
4. It is unlikely that this experiment (to be) interesting.
5. He suggests that this new method (to be) used.

III. Translate the following sentences from English into Russian.

- A
1. It is necessary that all the data should be sent to the Weather Bureau.
 2. It is very important that you should take part in the discussion.
 3. But for you we should not know how to find the way.
 4. But for the new canal the farmers would have no water for irrigation.
 5. It would be very interesting to travel in the mountains in summer.
 6. According to the laws of physics such experiments should be made in a dark room.
 7. This test should always be applied to thermometers which are to be employed for very accurate work.
 8. Without the sun there would be no light, no heat, no energy of any kind.
 9. It is necessary that the students should master their speciality.
 10. It is important that the work should be done in time.
 11. To master Nature people should never stop studying her laws.
- B
1. I wish I knew Paul's phone number.
 2. I wish there weren't so many people.
 3. I wish it were possible.
 4. I wish I knew more people.
 5. I wish I didn't have to work.
 6. I wish he were here.
 7. I wish I knew something

about cars. 8. I wish I didn't live in a big city. 9. I wish I could go to the party. 10. I wish it wasn't so cold.

IV. Open the brackets, using the correct verb form. Translate the sentences into Russian.

I wish I (to know) Spanish.

I wish I (not to drink) too much coffee in the evening: I could not sleep half the night.

I wish I never (to suggest) this idea.

I wish we (to meet) again next summer.

They wished they (not to see) this horrible scene again.

I love sunny weather. I wish it (to be) warm and fine all the year round.

I wish you (to send) word as soon as you arrive.

V. Change the following sentences according to the model.

Model: *It's a pity you are ill.*

I wish you were not ill.

1. It's a pity you are not with us these days.
2. My friend regrets not having entered the University.
3. He was sorry not to have had enough time to finish his test-paper.
4. What a pity you don't know enough physics.
5. The student was sorry he had not studied the material better and had shown such poor knowledge at the examination.

VI. Translate the sentences from Russian into English.

1. Важно, чтобы ты принял участие в конференции.
2. Мне бы хотелось посетить как можно больше стран.
3. Я бы пришел на встречу с писателем, но я был очень занят.
4. Необходимо, чтобы текст был письменно переведен на русский язык.
5. Мы предложили, чтобы эксперимент был проведен в нашей лаборатории.
6. Жаль, что у меня вчера было мало времени.
7. Я бы посмотрел этот фильм.
8. Было бы интересно узнать о творчестве этого писателя.
9. Мы пожалели, что не попросили его совета.
10. Мы бы хотели, чтобы вы упомянули эти факты.
11. К сожалению, они уже знают об этом.

УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ (CONDITIONAL SENTENCES)

Условные предложения подразделяются на три типа:

I тип. (Real)

If + Present Indefinite..., shall(will) ...

Выражают **реальное (выполнимое) условие**, могут относиться к любому времени и переводятся изъявительным наклонением.

If the temperature is low, the reaction will proceed slowly.

Если температура будет низкой, реакция будет проходить медленно.

If he finds out her address, he will write to her.

Если он узнает её адрес, он напишет ей.

II тип. (Unreal)

If + Past Indefinite... , should(would) ...

Употребляется для выражения **нереального (невероятного) или маловероятного предположения**, относящегося к настоящему или будущему времени. Переводятся сослагательным наклонением.

We should test the device if we got it.

Мы бы проверили этот прибор, если бы получили его.

He could complete the test if he had time.

Он мог бы закончить проверку, если бы у него было время.

III Тип. (Unreal)

If + Past Perfect ... , should (would) + Perfect Infinitive ...

Употребляются для выражения **нереального (невыполнимого) предположения**, так как относятся к прошедшему времени. Переводятся сослагательным наклонением.

He would have used the device last month if it had been in order.

Он бы использовал этот прибор в прошлом месяце, если бы он был в порядке.

I might have come to the conference last week provided I had been in town.

Я бы, возможно, **пришёл** на конференцию на прошлой неделе, если бы был в городе.

Инверсия (обратный порядок слов) в придаточных предложениях условия.

Во всех трёх типах условных предложений союзы **if, provided** и другие могут быть опущены, если в придаточном предложении имеются глаголы **had, were, could, might, should**. В таких случаях эти глаголы ставятся перед подлежащим, т.е. имеет место обратный порядок слов. При переводе необходимо вставить союз «**если бы**».

Were she a specialist (= if she were a specialist) in this field, we should show her the new installation.

Если бы она была специалистом в этой области, мы бы показали ей эту новую установку.

Should he translate (= if he translated) this article, he would give it to me.

Если бы он перевёл эту статью, он бы дал её мне.

Exercises:

I. Which is correct.

1. If I'm / I'll be late this evening, don't wait for me.
2. Will you write to me if I give / I'll give you my address?
3. If there is / will be a fire, the alarm will ring.
4. If I don't see you tomorrow morning, I phone / I'll phone you in the evening.
5. Do you go / Will you go to the party if they invite / they'll invite you?
6. I wasn't tired last night. If I were tired / had been tired, I would have gone home.

II. Put the verb into the correct form.

1. If you took more exercise, you _____ better (*feel*)
2. If I sold my car, I _____ much money for it (*not / get*)
3. It will be cheaper, if we _____ by bus (*go*)
4. If somebody _____ in here with a gun, I'd be very frightened (*walk*)
5. If you _____, you'll miss the train (*not / hurry*)

6. I didn't know you were in hospital. If _____ (*I / know*), _____ (*I / go*) to visit you.

III. Change the sentences according to the model. Translate into Russian.

A. Model: *The experiment is not interesting. I shall not carry it out.*
If the experiment were interesting, I should carry it out.

1. The article doesn't deal with organic chemistry. I shall not translate it.
2. I have no time. I shall not go to the library.
3. He doesn't feel well. He doesn't attend lectures.

B. Model: *If I knew him, ... (I should speak to him.)*

1. If she were in the laboratory, she ...
2. Provided they prepared for their examination better, they ...
3. Were he free, he ...
4. Unless he came in time, he ...

C. Model: *If I had known him before, ... (I should have spoken to him.)*

1. If he had read that book, he ...
2. If she had not been ill, she ...
3. Provided they had come earlier, they ...
4. If he had been in her place, he ...

IV. Open the brackets use the correct verb forms.

1. If they (*to find*) the exact meaning of this word, they will understand the sentence easily.
2. If he (*to work*) much at his English, he will pass the exam well.
3. If they had studied the activity of uranium, they (*to understand*) that phenomenon better.

V. Translate from English into Russian.

1. The canal would not have been opened before the due time, if the builders had not devoted their energy to their work.
2. We should see them, if they were in the shop.
3. I shall be able to write my report today, unless I come home too late.
4. If you study hard, you will know the subject well.
5. If I were in your place, I should do this work myself.

6. If the oil supply had stopped even for a moment, serious damage might have resulted.
7. If you go there by plane, you will come in time for the conference.
8. If the student had been careful during the experiment, he would not have broken the instrument.
9. If you raise the temperature, the water will evaporate.
10. If we didn't know the nature of radioactive elements, it would be difficult to deal with them.
11. Had we asked the way to the station, we should not have missed the train.
12. Were the expedition to Mars possible, it would give highly interesting results.
13. Could the scientists find out the means to make man's life longer, it would be a great discovery.

VI. Translate from Russian into English.

1. Если бы я был на вашем месте, я бы посоветовался с родителями.
2. Если никто мне не поможет, я вынужден буду выполнить эту работу сам.
3. Если они найдут точное значение этого слова в словаре, то смогут легко понять это предложение.
4. Если бы он много занимался, то сдал бы экзамены без проблем.
5. Если бы ты вчера сходил в библиотеку, то нашел бы все необходимые книги.
6. Если бы у нас не было воды для питья, мы погибли бы через несколько дней.
7. Я зайду к вам после занятий, если у меня будет время.
8. Если бы мы вчера получили вашу телеграмму, то обязательно встретили бы вас на вокзале.
9. Если бы у нас было современное оборудование, то мы бы выпускали продукцию более высокого качества.
10. Мы закончим проводить эксперименты, когда получим все необходимые данные.

Согласование времен (Sequence of Tenses)

Если глагол-сказуемое главного предложения стоит в настоящем времени, то глагол-сказуемое придаточного предложения может стоять в любом, требуемом по смыслу времени.

He **says** that he **is** busy now (он занят сейчас)
he **was** busy yesterday (он был занят вчера)
he **will be** busy tomorrow (он будет занят завтра)

Если глагол-сказуемое главного предложения стоит в прошедшем времени, то действует правило согласования времен, которое состоит в том, что сказуемое дополнительного придаточного предложения тоже должно стоять в одном из прошедших времен.

а) Если действия обоих сказуемых совершается *одновременно*, то в придаточном предложении сказуемое употребляется в форме **Past Indefinite** или **Past Continuous**, которые в данном случае переводятся на русский язык глаголом в *настоящем времени*.

He **said** that he **was** busy. Он сказал, что **занят**.

He **said** that he **was translating** the article from an English technical journal. Он сказал, что **переводит** статью из английского технического журнала.

б) Если действие, выраженное сказуемым придаточного предложения, *предшествовало* действию, выраженному сказуемым главного предложения, то в придаточном предложении глагол-сказуемое употребляется в **Past Perfect** и переводится на русский язык в *прошедшем времени*.

He **said** that he **had been** busy yesterday.

Он **сказал**, что он **был занят** вчера.

в) Если в придаточном предложении требуется выразить действие, которое произойдет в будущем, то вместо вспомогательных глаголов **shall / will** употребляются вспомогательные глаголы **should / would** (Future-in-the-Past). На русский язык эта форма переводится глаголом в будущем времени.

He **said** that he **would be** busy tomorrow.

Он **сказал**, что **будет занят** завтра.

He said that he **worked** at a plant. Он сказал, что **работает** на заводе.
 He said that he **had worked** at a plant. Он сказал, что **работал** на заводе.
 He said that he **would work** at a plant. Он сказал, что **будет работать** на заводе.

Правила согласования соблюдаются при *переводe предложений из прямой речи в косвенную*.

He **said**: “I **am busy** today”.
 Он **сказал**: «Я **занят** сегодня».
 He **said** that he **was busy** that day.
 Он **сказал**, что **занят** сегодня.

Предложения, выражающие **общий вопрос** в прямой речи, в косвенную вводятся союзами **whether** или **if**.

He **asked** me: “**Are you** translating the article?”
 Он **спросил** меня: «**Вы переводите** статью?»
 He **asked** me **if (whether)** I **was translating** the article.
 Он **спросил** меня, **перевожу ли** я статью.

| Косвенная речь | |
|--|---|
| При переводе предложений в косвенную речь следует заменять обстоятельства времени. | |
| Direct speech | Indirect speech |
| today yesterday tomorrow ...ago this ... these ... here last year last month last ... next ... | that day the day before the next day ...before that ... those ... there the year before the month before the ... before the following ... |

Indirect questions

Special questions:

“**What are you doing?**”

“**Where do you live?**”

“**What is Nick doing?**”

“**What have you prepared** for today?”

“**When did you come** home yesterday?”

“**When will your mother come** home?”

He asked (me) ...

He wanted to know

He wondered ...

what I was doing.

where I lived.

what Nick was doing.

what I had prepared.

when I had come home.

when my mother would come home.

General questions:

He asked (me) ...

He wanted to know ...

He wondered ...

“**Are you watching** TV?”

if

I was watching TV

“**Do you play** chess?”

whether

I played chess

“**Have you done** your homework?”

I had done my homework.

“**Did you skate** last winter?”

if

I had skated the winter before.

“**Will you see** your friend tomorrow?”

whether I **should see** my friend the

next day.

Indirect commands:

Keep quiet! Don't make noise!

He told me **to keep quiet** and **not to make** noise.

(He asked me)

Exercises:

I. Translate the following sentences into Russian.

1. We found that she left home at eight o'clock every morning.
2. I didn't know that my friend's son had failed in chemistry.
3. They thought I could drive a car.
4. I knew he was experimenting steadily for hours.
5. We considered that she

had already obtained her Master's degree in mathematics. 6. The student said that he could not translate the article without a dictionary. 7. I did not think that she would be refused a better room for her research. 8. He asks if he may keep this book as long as he needs it. 9. He asked how normal temperature was maintained in the underground. 10. He asked whether in the early days the trains had been driven by locomotives which burnt coal.

II. Rewrite the following sentences using Past-tense forms.

1. He says he has spent a fortnight in the Caucasus.
2. He says it did him a lot of good.
3. He says he feels better now.
4. He says they did a lot of sightseeing.
5. He says he will come to see us next Sunday.

III. Open the brackets using the verbs in the correct tense forms.

1. He said he (to leave) tomorrow morning.
2. She says she already (to find) the book.
3. She said she (can) not tell me the right time, her watch (to be) wrong.
4. I asked my neighbour if he ever (to travel) by air before.
5. He says that he (to know) the laws of the country.
6. He asked me whether I (to remember) the legend about a faithful lion.
7. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.
8. I suppose they (to send) a dog after the burglar immediately.

IV. Translate the following sentences from Russian into English.

1. Я знал, что моя сестра изучает французский язык, и думал, что она поедет в Париж.
2. Мне сказали, что ты мне звонил.
3. Я не знал, что ты уже вернулся из Санкт-Петербурга.
4. Мы не думали, что он так рассердится.
5. Все были уверены, что он хорошо сдаст экзамены.
6. Я боялся, что вы не последуете моему совету.
7. Я думал, что он подождет меня.
8. Он сказал, что не знает, когда начнется конференция.
9. Я был уверен, что если мы поспешим, то не опоздаем на поезд.
10. Я ответил, что не знаю, буду ли я свободен вечером, но сказал, что если буду свободен, то позвоню ему часов в восемь.
11. Он сказал мне вчера, что раньше он учился в университете.
12. Она сказала, что ее коллеги всегда дают ей прекрасные советы.

V. Turn the following sentences into reported speech.

1. Robert said, "This film is very funny."
2. "I am starting a new job next week", she said.
3. "I got my exam results last week", he told them.
4. "I would buy a car if I had enough money", he said to her.
5. "I may be a little late this evening", she said.
6. "I found this note under the sofa", said Sue.
7. "If I finish work early, I'll call you", she said.
8. "I used to have long hair", Laura said.

VI. Turn the following sentences into reported questions.

1. "What is your name?" he asked me.
2. "Where are your parents?" Uncle Bill asked us.
3. "Can you play the guitar?" he asked her.
4. "Who was at the door?" David asked Janet.
5. The boss asked me, "Have you finished those reports?"
6. I said to Boris, "Does your friend live in London?"
7. "Do you enjoy being famous?" Simon asked him.
8. She said to me, "Did you send them a telegram yesterday?"

VII. Turn the following sentences into reported speech.

1. Colin said to Dave, "Please hold this book for me."
2. He said to her, "Close the door, please."
3. He said to them, "Please, don't hurt me".
4. "Don't cross the street under the red light", said the man to Nick.
5. "Explain to me how to solve this problem", said my friend to me.

VIII. Choose the correct answer.

1. She said that it was going to be a wonderful party.
 - a). "It was going to be a wonderful party."
 - b). "It's going to be a wonderful party."
2. He said the bus might be a little late that day.
 - a). "The bus was a little late today."
 - b). "The bus might be a little late today."
3. She told him that he should study harder.
 - a). "You should study harder."

b). "You should have studied harder."

4. He said that the fire had done a lot of damage to the building.

a). "The fire had done a lot of damage to the building."

b). "The fire has done a lot of damage to the building"

5. They said that the manager would inspect the office the following day.

a). "The manager will inspect the office the following day."

b). "The manager will inspect the office tomorrow."

IX. Complete the sentences.

1. "You should spend more time studying."

The teacher advised _____.

2. "Don't forget to lock the door before you leave."

Sam reminded _____.

3. "I am sorry I forgot to call you."

Jim apologized _____.

4. "You never listen to me, Stuart."

Mary complained _____.

5. "Shall we go bowling this evening?"

Mark suggested _____.

6. "This man stole my wallet!"

Mr. Brown accused _____.

7. "You must stay for lunch, Sarah."

Mrs. Stamp insisted _____.

X. Turn the following sentences into direct speech.

1. She invited me to go to the cinema with her.

2. He offered to help me to clean the house.

3. We explained that we were late because we had missed the bus.

4. She advised me to see a professional.

5. She agreed to help me to interview the candidates.

6. He accused me of breaking his glasses.

7. Edward complained that the children were always disturbing him.

XI. Correct the mistakes.

1. Anna says that lunch was ready.

2. They told me that that was a photograph of their family.

3. Brian told to me that he had a new car.
4. Linda said she had seen the film last week.
5. Tim asked me that John had to be in the office.

XII. Complete each sentence with two to five words, including the word in bold.

1. “I feel very ill”, he said to her.
complained He _____ very ill.
2. “I promise I’ll send you a postcard”, Julie said to Mike.
promised Julie _____ Mike a postcard.
3. “Would you like to come to dinner on Friday?” they said to us.
invited They _____ to dinner on Friday.
4. “What an amazing garden!” said Marie.
exclaimed Marie _____ an amazing garden.
5. “I didn’t leave the tap on”, she said.
denied She _____ the tap on.
6. “I don’t suppose you can lend me thirty pounds, can you?” Caroline said to me.
whether Caroline wanted to know _____ her thirty pounds.

Страдательный залог (Passive Voice)

Роль лица или предмета, выраженного подлежащим в предложении, может быть различна: лицо или предмет могут быть *активными*, т.е. *сами производить действие*, либо *пассивными*, т.е. *подвергаться действию со стороны другого предмета*. В зависимости от того, что является в данном высказывании более существенным – деятель или предмет, на который направлено действие, сказуемое получает различное грамматическое оформление: оно может быть выражено *действительным залогом (активной формой глагола)* или *страдательным (пассивной формой глагола)*.

В английском языке пассивная форма глагола состоит из вспомогательного глагола **to be** и смыслового глагола в **третьей основной форме** (второго причастия). Глагол **to be** является личной глагольной формой и изменяется в зависимости от лица и числа

подлежащего и времени действия. Третья форма основного глагола остается неизменной.

| |
|------------------------------------|
| to be + III (форма глагола) |
|------------------------------------|

Например:

(Active)

I **invite** them.

Я (сама) **приглашаю** их.

The farmers **supply** the town with agricultural products.

Фермеры **снабжают** город сельскохозяйственными продуктами.

(Passive)

I **am invited**.

Меня **приглашают**.

The farmers **are supplied** with industrial goods.

Фермеры **снабжаются** промтоварами.

I **asked** a question. (Active)

Я (сам) **задал** вопрос.

The garden **surrounded** the house.

Сад **окружал** дом.

He **was asked** a question..(Passive)

Ему **задали** вопрос.

The garden **was surrounded** by the wall.

Сад **был окружен** стеной.

She **will send** a letter tomorrow. (Active)

Она (сама) **пошлет** это письмо завтра.

We **shall meet** the foreign delegation at the station.

Мы **встретим** иностранную делегацию на вокзале.

She **will be sent** an invitation card.(Passive)

Ей **пришлют** пригласительный билет.

We **shall be met** by our foreign partners at the airport

Мы **будем встречены** нашими иностранными партнерами в аэропорту.

| Present Indefinite | Past Indefinite | Future Indefinite |
|---|--|--|
| I am sent he is sent she is sent it we are sent you are sent they | I was sent he was sent she was sent it we were sent you were sent they | I shall be sent he will be sent she will be sent it we shall be sent you shall be sent they will be sent |
| МЕНЯ ПОСЫЛАЮТ ЕГО ПОСЫЛАЮТ И Т.Д. | МЕНЯ ПОСЫЛАЛИ ЕГО ПОСЫЛАЛИ И Т.Д. | МЕНЯ ПОШЛЮТ ЕГО ПОШЛЮТ И Т.Д. |

Образование вопросительной и отрицательной формы.

Last year our library **was supplied** with new books.

Last year our library **was not supplied** with new books.

Was our library **supplied** with new books last year?

Перевод предложений со сказуемым, выраженным глаголом в пассивной форме.

1. Сочетанием глагола **быть** (в прошедшем или будущем времени) со страдательным причастием в краткой форме:

The first experiment with electric waves **was made** by Popov.

Первый эксперимент с радиоволнами **был сделан** Поповым.

2. Глаголом в третьем лице единственного или множественного числа с окончанием **- ся**, имеющим страдательное значение.

The experiment **was made** in the laboratory of the Institute.

Эксперимент **делался** в лаборатории института.

3. Неопределенно-личной формой глагола (при отсутствии подлежащего).

The experiment **was made** in the laboratory of the Institute.

Эксперимент **делали** в лаборатории института.

Если необходимо обратить внимание на то, кем или чем осуществляется действие, тогда существительное или местоимение вводится предлогом **by** после сказуемого в страдательном залоге, например:

The letter was written *by my mother*.

Если действие совершается с помощью какого-то предмета, тогда употребляется предлог **with**, например:

He was shot **with a revolver**.

This book is much spoken **about**. (**Об** этой книге много говорят.)
Pavlov's works **are referred to** in many scientific books. (**На** работы Павлова ссылаются во многих научных трудах.)

Exercises:

I. Open the brackets. Translate the sentences into Russian.

1. At the Institute the students (to be taught) many different subjects. 2. In Athens special attention (to be paid) to reading, writing and literature. 3. Next year a new school (to be built) near our house. 4. Everybody in our country (to be provided for) getting education. 5. At the factory the young workers (to be trained) how to use the new equipment. 6. Take the book home so that you (to be able) to read it in the evening. 7. A new hydroelectric station (to be built) when we came there to have practice. 8. I (to be told) about that great chemist who devoted his life to chemistry. 9. Many new houses (to be built) in our town. 10. This book (to be translated) into many languages.

II. Put the following sentences into Past and Future Indefinite tenses.

1. This machine-tool is mounted on a work bench. 2. We are provided with the necessary literature. 3. I am given the most difficult task to do. 4. Precise data are indicated in a special table. 5. Much attention is also paid to the interior of the house.

III. Find the predicate and define its tense form.

a). 1. The research into the properties of these metals is done at one of Moscow institutes. 2. Such crystals are grown in special laboratories. 3. In the first year we are taught many important subjects. We are also given to do laboratory work.

b). 1. The delegates were shown new types of machinery which are produced at the plant at present. 2. All the machines were looked at with great interest. 3. At this chemical plant the huge automatic unit was looked after by only a few men.

c). In the future machine-tools will be made faster, more complex, and automatic. 2. Is this true that this problem will be worked at in our laboratory? 3. His scientific paper will be spoken about at the end of the discussion.

d). Machine parts can be produced by today's machine-tools with very high precision. 2. Tools that cut metals should be made of very hard steel and alloys. 3. All the data had to be analysed by the experimenter himself.

IV. Rewrite the sentences in the passive.

1. Her mother drives her to school every day.
2. The boys walk the dog every day.
3. Do they sell clothes in this shop?
4. Someone is cleaning the windows.
5. People spend a lot of money on food.
6. They will open the new sports centre soon.
7. They sent for the doctor.
8. They may not repair the car this week.
9. They made him confess to the robbery.
10. The jury will have reached a verdict by the morning.

V. Underline the correct answer.

A large amount of valuable jewellery (has stolen / has been stolen) from Forest Manor. A man (arrested / was arrested) yesterday and (is questioned / is being questioned) by the police at the moment. He (thought / is thought) to (have committed / have been committed) the crime, although so far no proof (has found / has been found). The robbery (believed / is believed) to (have carried out / have been carried out) by two men, but so far no clue (has discovered / has been discovered) as to the second man's identity. The police say that he may (have left / have been left) the country.

VI. Rewrite the sentences using "have something done".

1. His teeth are checked twice a year.
2. Her skirt is being cleaned at the moment.
3. Central heating is going to be installed in our house next month.

4. My car is being repaired at the moment.
5. The windows will be cleaned.
6. The clock has to be fixed.

VII. Complete each sentence with two to five words, including the word in bold.

1. It is known that the explosion caused major damage to the buildings.
have _____
2. The Lumiere brothers invented the first film-making equipment.
was _____
3. Bob doesn't like people asking him questions about his job.
being _____
4. They hired a famous architect to design their house.
had _____
5. They will punish you if you go on causing trouble.
get _____

VIII. Correct the mistakes.

1. He is said he has been promoted.
2. Who was this cake made?
3. Have you your car serviced often?
4. The man was seen hit the police officer.
5. The house has decorated recently.

IX. There are eight unnecessary words in the text below. Cross them out.

1. Ten-year-old Martin Witts, who was been rescued
2. from a fire at his home last week, has to
3. been discharged from hospital today. He is said
4. by to be fully recovered from his injuries. The
5. fire it was started by accident when a
6. pan was knocked over. Smoke was seen to
7. coming from the house by Mr. Steven Free, who
8. did broke down the door and rescued Martin
9. and his parents, who they were not seriously
10. injured. Mr. Free was awarded a medal for

11. the bravery.

X. Translate the following sentences from Russian into English.

1. Эту статью написал один английский журналист.
2. Статья должна быть переведена к пяти часам.
3. Перевод будет закончен вовремя.
4. Этот мост еще строится. Он строился, когда я увидел его в первый раз.
5. Все эти книги были взяты из библиотеки.
6. В будущем году будет построено много новых школ.
7. Произведения английских и американских писателей издают во всем мире.
8. Этот кинотеатр был построен до того, как мы приехали сюда.
9. Лекции этого знаменитого профессора всегда слушают с большим вниманием.
10. Вас всех пригласят в зал и расскажут обо всех изменениях в программе конференции.
11. Эту статью должны прочитать все студенты нашей группы.

REVISION III.

I. Rewrite the following passage in the Passive.

Do you think that people will ever use electric cars?

Someone has already invented the electric car, but at the moment they are too expensive for most people to buy. Also, you have to recharge their batteries frequently. However, if people drove electric cars instead of the cars we use today, the air we breathe would be cleaner, as they would not pump exhaust fumes into the atmosphere.

II. Rewrite the following sentences in the Active.

1. Her excuse may not be believed by her parents.
2. The bill must be paid immediately.
3. Our newspaper is delivered by a boy every morning.
4. The meeting was attended by several important critics.
5. Preparations are being made by the event organizers.

III. Choose the correct answer.

1. You _____ write and thank Aunt Louise for your present.

- a. must b. need c. can
2. You _____ wear a coat. It's very warm outside.
a. must b. needn't c. could
3. It's late. Mark _____ have forgotten about the meeting.
a. might b. will c. ought
4. She _____ be on holiday. I saw her this morning.
a. can't b. would c. must
5. A lot of children _____ to boarding school in the old days.
a. are sent b. is sent c. were sent
6. A lot of people _____ by this company last year.
a. hired b. are hired c. were hired
7. Sam _____ carry the box. It was too heavy.
a. couldn't b. could c. can't
8. "_____ we get up on time, we will catch the train."
"I will set my alarm clock."
a. Supposing b. Providing c. Unless
9. "I'm going to a party tonight."
"If I wasn't ill, I _____ with you."
a. come b. will come c. would come
10. "David's car isn't here."
"No, he _____ be at work."
a. should b. will c. must

IV. Complete each sentence with two to five words, including the word in bold.

1. It wasn't necessary for her to buy me a present, but she did.
bought She _____ me a present.
2. You mustn't interrupt the teacher when she is talking.
allowed You _____ the teacher when she is talking.
3. "What a spectacular view!" said Virginia.
exclaimed Virginia _____ was spectacular.
4. "I'm sure he didn't go to the cinema last night."
have He _____ the cinema last night.
5. It's possible that they will sell their house.
may They _____ their house.
6. They will give Lily a pay rise this month.
be Lily _____ a pay rise this month.

7. Someone told us about the party.

were We _____ the party.

8. Janet needs someone to teach her how to drive.

be Janet needs _____ how to drive.

9. People say that a problem shared is a problem halved.

be A problem shared _____ a problem halved.

10. The boss will shout at you if you're late again.

get You _____ if you're late again.

V. Fill in the gaps with "if" or "when" and a verb in the Present tense.

1. We might go for a walk tomorrow. _____, we will take the dog with us.

2. The guests will arrive soon. _____, we will greet them at the door.

3. The bus comes at eight o'clock. _____, we will all get on it.

4. She might invite us to the party. _____ us, we will go.

5. Mark may lend me some money. _____ some money, I will buy that jacket.

VI. In pairs , ask and answer questions about what you would do in each of the following situations. Use your own ideas.

Model: 1. _____ you / see / someone committing a robbery?

A: What would you do if you saw someone committing a robbery?

B: If I saw someone committing a robbery, I would call the police.

2. _____ you / find / a lot of money.

3. _____ a fire / start / in your home.

4. _____ you / have / a headache.

5. _____ you / see / a stray dog outside your house.

6. _____ your boss / shout / at you.

VII. Correct the mistakes.

1. "Could you help me lift this box?" "Of course I could."

2. Need I to book a table in advance?

3. Although she was exhausted, she could finish the race.

4. I must have my car repaired last month.

5. The bus can be late today because there is a lot of traffic.

VIII. Use the prompts to talk about the prisoner's regrets.

Model: never meet / John and his gang.

Frank wishes he had never met John and his gang.

- a). listen / wife's advice
- b). not leave / job
- c). not join / gang
- d). not rob / bank
- e). not get / ten-year sentence

IX. Fill in the correct tense.

1. I wish he _____ (not / interrupt) me while I'm trying to make a point.
2. If only you _____ (not / react) so rudely to Mary's comment at the meeting.
3. I wish Harriet _____ (join) us on the excursion this weekend.
4. If only he _____ (be) more tactful.
5. Luke wishes he _____ (not / forget) to turn off the water heater before he left.
6. I wish I _____ (buy) tickets for last night's rock concert.

X. Turn the following questions into Reported Speech.

1. "Who was at the party last night?" he asked me.
2. "When will the package be delivered?" she asked us.
3. "Where is the building?" he asked me.
4. "How can I get to Pine Street?" she asked me.

XI. Rewrite the sentences in Reported Speech.

1. "I saw Jack a month ago", Kate said.
2. "She will talk to the entire class", he said.
3. "You'll never believe what happened yesterday!" Kathy said.
4. "Sally was working hard in the lab yesterday", Ann said to me.

PROGRESS TEST III.

I. Put the verbs in brackets into the correct Passive Voice.

The Academy Awards Presentation (1) _____ (first / organise) in 1929 and since then, it (2) _____ (hold) every year.

The presentation (3) _____ (attend) by those at the top of the film industry and (4) _____ (watch) on TV by millions of viewers who want to see who (5)

_____ (present) with the golden statue which (6) _____ (desire) by everyone in the motion picture world.

The voting for the Academy Awards (7) _____ (conduct) secretary and the results (8) _____ (not / reveal) to anyone until the envelope (9) _____ (open) on stage in front of the audience.

Awards (10) _____ (give) for the best individual or collective work and (11) _____ (separate) into different categories. Up to five nominations (12) _____ (make) in each category. The awards, which (13) _____ (know) as Oscars, (14) _____ (consider) to be the highest honour anyone in the film industry can (15) _____ (give.)

(15 marks)

II. Underline the correct form of the verb.

My brother Kevin has always been a fitness fanatic. He believes that if you (1) look after / looked after your body, it will look after you. Whenever anyone is ill, he (2) says / will say, "If they had taken care of themselves, they (3) wouldn't get / wouldn't have got ill. And the same thing (4) happens / will happen to me if I (5) didn't keep fit / don't keep fit." I would often say to him, "If I were you, Kevin, I (6) would try / would have tried to slow down a little bit. You will wear yourself out."

Last month, however, I went to the doctor's and he told me that I was unfit. He said that if I (7) don't start / didn't start taking regular exercise, I (8) would be / would have been in danger of becoming ill. I started going to the gym with Kevin and, after a week, I said to him, "I feel better already. If I (9) know / had known how good it feels to exercise, I (10) would start / would have started years ago."

(10 marks)

III. Cross out the unnecessary word.

1. They shouldn't to have called the police.
2. Paul was been able to change the flat tyre himself.
3. She needn't to have bought such an expensive dress.
4. The Prime Minister is to will give a speech at the conference tomorrow.
5. Jennifer is likely that to look for another job.
6. They might have been forgotten about our meeting.
7. Jack has had to see the General Manager yesterday.

(7 marks)

IV. Choose the correct answer.

1. What a nuisance! I _____ to all this trouble if I'd known they weren't coming.
a. mustn't have gone c. needn't have gone
b. didn't need to go d. hadn't to go

2. We are going to miss this train _____ we hurry up.
a. provided c. in spite of
b. if d. unless

3. If only he _____ told us the truth in the first place, things wouldn't have gone so wrong.
a. had c. has
b. would have d. could

4. I'll stay here until _____ .
a. I finished c. I'll finish
b. I'll have finished d. I've finished

(4 marks)

Total: 36 marks.

TEXTS FOR TRANSLATION.

1. NEW METHODS OF COMPUTATION.

We live in the age of great developments in science and engineering. More than two hundred years ago the invention of the textile machinery started the industrial revolution. In less than a century machines were in use in all branches of industry. They were to make all kinds of operations of a factory worker. In fact they could make them much better, much quicker and at a lower cost than factory workers did. Moreover, a machine could do work which a man was unable to do. Thus the first industrial revolution freed man's hands from hard and monotonous labour.

At the end of World War II a second industrial revolution began. The invention of electronic computers makes it possible to free man's brain from the labour of measurements and computation.

Accurate measurements and exact computation are the bases of modern engineering and scientific research, therefore every engineer must determine accurately the amount of any change that his material has to undergo in different conditions.

Every scientist will make numerous computations before he can say that the results of his experiments are correct. Yet there exist complex computations in science and engineering which the scientists are unable to make because they are too long and too complicated. Here is an example which can illustrate how much time some of them may take. For the accurate forecasting of the weather a meteorologist must make about one million of operations. In order to be able to forecast the weather one day in advance, he has to work with a numerous group of assistants for ten days. This is not the only example; there are many others.

When the first electronic computers went into operation in 1945 their importance for science and engineering became evident. They can work very quickly and make no errors. Any computer is a machine that gives information. A computer cannot create any new information, though it may transform it into a more useful form. By analogy we may call a computer a mathematical translator in the same sense that a translator takes information in some language and translates it into another. We may divide electronic computers into two groups: machines that can measure and those that can count. The latter can add, subtract, multiply and divide. Such machines are to do any operation which we can reduce to arithmetic. Besides they must be able to combine many problems and take them in any order.

Computers are of great help to our specialists, that is why we widely use them in different branches of science and engineering.

2. SALT.

Salt is one of the most common minerals used in everyday life. Primitive people that lived mainly upon raw meat did not need salt. Meat itself retained natural salts. When people passed on to the agricultural stage and began to raise crops, salt became a necessity. Bread and vegetables were not only improved in taste, but the salt itself was required for the body's well-being.

Primitive people believed that good crops depended on the god's will. So salt was offered to the god's together with bread and wine.

The fact that salt could preserve food made it the symbol of lasting quality. To offer salt to somebody at one's table was a sign of friendship.

Some of the great roads in ancient times were built to make the transportation of salt easier.

In Abyssinia and Tibet where salt was greatly needed, it was used as money.

Common salt consists of two elements – sodium, a bright, soft metal, which takes fire in contact with water, and of chlorine, a greenish-yellow gas. It is therefore called sodium chloride.

Salt can be dissolved in water and obtained again unchanged by evaporating the water. It forms the greater part of the dissolved material in sea water and in certain lakes.

Rock-salt is a kind of salt left when sea water evaporates. In places separated from the sea by sandbanks the sea water evaporated and left layers of salt crystals. Then the sea covered these places again, again the water evaporated and left more salt. This process was repeated many times and resulted in beds of pure salt, sometimes 100 feet thick, which were finally covered by mud and sand.

In Abyssinia there is a lake, 7 miles across. Half the bed of this lake is dry and consists of white sea salt.

Salt can be obtained either by mining rock-salt or by evaporating sea water in the salt wells situated near salt deposits. Sometimes the sea salt is frozen out of the solution. But usually the solution is evaporated under reduced pressure. The pure salt crystallizes out first and if necessary can be collected and recrystallized.

When salt is to be used for industrial purposes it is generally taken as mined.

3. THE SOLAR SYSTEM.

There is nothing more important to life than the sun. It gives us heat, light, power and food and all the beauty of colour and form in nature. The sun is a star. There are many thousands of stars in the sky that are like the sun. They are as large as the sun, as hot as the sun and contain the same chemical elements. The sun is a great mass of white hot matter. The temperature at the sun's centre is as high as 10,000,000 C.

The sun is much nearer to us than other stars. That's why we think that it is bigger and brighter than other stars. The average distance from the sun to the earth is as much as 150 million kilometres. It is difficult to realize such a distance. But it is much more difficult to realize the distances to the stars which are millions and millions kilometres still farther away. To express these great distances the astronomers use a very much larger scale than kilometres. Nothing in the world moves faster than light. It moves at the rate of 300,000 kilometres per second. So the astronomer's unit of measure is one light year, the distance that light travels in one year. It is a little less than 9.5 million kilometers. Most of the stars are thousands of light years away from the earth. It is hard to realize that these are not the greatest distances in the world.

Our sun and our earth, our moon and the planets, meteors and comets belong to the "family of the sun" which we call our "solar system".

Our solar system consists of nine planets and their moons.

The closest planet to the sun is Mercury. No other planet receives more light and heat than this one. It is the smallest of the planets. Mercury revolves around the sun at a higher rate of speed than other planets. Its speed is much higher than theirs.

Jupiter is the largest planet in the solar system. Venus is not so large as Jupiter, but it is the brightest planet in the sky. We see its quiet light in the morning as well as in the evening. When it is in the West it is the first point of light which we see in the evening. We see it best of all on a dark night. The darker the night grows the brighter it shines and the better we see it. When Venus appears in the East it is possible to see it in the early morning hours as well.

Mars shines with reddish light. The appearance of Mars varies from year to year. It depends upon the distance of the planet from the earth. It is closest to us every two years and two months. At such times Mars looks like a red lamp in the sky. Mars has an atmosphere though it is not so dense as that of the earth. Most astronomers think that there is plant life on Mars. Astronomers of all the world observed the last opposition of Mars when it is nearest to earth and took photographs of the planet.

The results of their most important observation will help them to make a better study of the nature of Mars.

4. METALS.

Metals are elements. There are about seventy metallic elements. Mendeleev, the great Russian scientist, was the first chemist who showed the elements arranged according to a definite system. Arranging them according to their atomic weights we find similar elements at certain definite intervals. Mendeleev's system is called the Periodic Law. The Periodic Law as stated by Mendeleev is of great importance for science. It allowed to put into one orderly table almost all known chemical elements and enabled Mendeleev to make several bold suppositions proved later by experiments. In arranging the table the Russian chemist was obliged to leave several blanks in order to put the elements of similar properties in the same group. These blanks stood for undiscovered elements. Mendeleev predicted not only the existence of these elements but their physical and chemical properties as well. He predicted the properties of what he called eko-aluminium, which when finally discovered was called gallium. Titanium, discovered 40 years after Mendeleev's death, found its place in the great scientist's periodic table.

The first amount of titanium produced when examined indicated that the metal had promising properties.

There are large deposits of titanium located all over the world. It is the fourth most abundant structural material in nature. Our country possesses rich sources of titanium. In fact, "ilmenite" is the name given to titanium, for the Ilmen mountains in the Urals are very rich in this metal. Titanium has many advantages over other metals. Titanium is light-weight, strong and corrosion-resistant. It has a high melting point. Engineers find wide use for this high-strength metal and prefer it to aluminium which loses its strength rapidly when subjected to high temperatures. Titanium is one of the most useful structural materials applied for making ships, airplanes, cars, bridges, turbines. Engineers believe that it will find many other fields for its application.

5. PHYSICS.

Physics is the science studying various phenomena in nature. Its object is to determine exact relations between physical phenomena.

Physics is divided very naturally into two great branches, experimental and theoretical physics. The task of the former is to make observations and carry out experiments. On the basis of the experimental facts theoretical physics is to formulate laws and predict the behaviour of natural phenomena.

Every law is based on experiments, therefore it is important that experiments be done very accurately. It was the study of natural phenomena that made it possible to formulate various laws.

There are still a lot of problems to be solved. Scientists all over the world are doing their best to find an answer to numerous yet unknown phenomena.

6. MEASURING TIME.

If two alternating current generators are coupled together to carry a load, they run at exactly the same speed if they have the same number of magnetic poles.

If one of them makes 90,000 revolutions per hour then the other one will make 90,000 revolutions in the same time, neither more nor less. They work as if they were geared together. If the load were transferred to one machine the other would continue to run and if we no longer drove the second machine, the first would continue to drive it as a motor. Those two machines would continue to run in step so long as they are connected together unless the rotation were resisted by excessive force. We say that the machines are "in synchronism" if they are in step with one another.

Certain motors which are used in industry are designed to run in step (to be in synchronism) with the supply and are called synchronous motors.

On a large electrical system all the synchronous motors must run uniformly at synchronous speed. Even if they ran at different speeds the speeds would be in

an exact ratio, and a six-pole machine would turn at precisely two-thirds of the speed of a four-pole one.

It was realized years ago that if the frequency of the supply were controlled carefully, the synchronous motors could be used as clocks. The next obvious thought was naturally that if the frequency were so controlled, the clocks could be fitted with little synchronous motors. Today we consider the electric clock, driven from the supply by means of a tiny synchronous motor quite an ordinary thing.

But suppose we were in a small country town of England some time before 1830. At that time there was a town clock, and most of the townspeople had clocks in their houses and even carried fine watches. These were mechanisms of great accuracy; still they lost and gained time and had to be reset from time to time, but reset to what?

Had the telegraph existed at that time it would have been easy to know the time. If the radio had been invented it would have informed you of the exact hour. Had the telephone been in everyday use you could have inquired and got a ready answer. But there were no radio-sets, no telephone, nor even a telegraph. You could reset your clock by direct observations of the sun or by a sun-dial. However, the time given by a sun-dial does not keep in step with the time given by the clock, as the sun-dial shows the time proper to the place where you live.

When the railways had been invented, an idea was put forth to use the electric telegraph to transmit time for clock-setting purposes.

Today the clock has become the world's timekeeper. The clock of our days requires little attention. Electric clocks make timekeeping more accurate and require practically no care.

Besides, the telephone tells us the time automatically and the radio informs us about the time every few hours, and it is extremely accurate time too.

With the development of atomic energy it has become possible to measure time by means of an atomic clock. It is extremely accurate. The scientists say: "If an atomic clock had been set at the beginning of our era it would have lost or gained not more than half of a second by now."

**Список нестандартных глаголов.
IRREGULAR VERBS.**

| Основная форма (Infinitive) | Вторая форма (Past Simple) | Третья форма (Participle II) | Перевод |
|---|--|--|---|
| awake be beat become begin bear | awoke was / were beat became began bore | awoken been beaten become begun born(e) | просыпаться быть бить становиться начинать рождать, носить, выносить |
| become begin bend | became began bent | become begun bent | становиться начинать(ся) гнуть(ся), сгибать(ся) |
| bind bite blow break breed | bound bit blew broke bred | bound bitten blown broken bred | связывать кусать дуть ломать выводить, разводить |
| bring build burn burst buy can cast catch choose cling come cost creep cut deal | brought built burnt burst bought could cast caught chose clung came cost crept cut dealt | brought built burnt burst bought (been able to) cast caught chosen clung come cost crept cut dealt | приносить строить гореть, жечь разрываться покупать мочь бросать, кидать ловить выбирать прилипать приходить стоять ползать резать иметь дело |

| | | | |
|--------|-----------------|-----------------|------------------------------|
| dig | dug | dug | копать |
| do | did | done | делать |
| draw | drew | drawn | тащить, рисовать |
| dream | dreamed, dreamt | dreamed, dreamt | мечтать |
| drink | drank | drunk | пить |
| drive | drove | driven | водить (машину) |
| eat | ate | eaten | есть, кушать |
| fall | fell | fallen | падать |
| feed | fed | fed | кормить(ся) |
| feel | felt | felt | чувствовать |
| fight | fought | fought | бороться |
| find | found | found | находить |
| fly | flew | flown | летать |
| forbid | forbade | forbidden | запрещать |
| forget | forgot | forgotten | забывать |
| freeze | froze | frozen | замерзать |
| get | got | got | получать, становиться |
| give | gave | given | давать |
| go | went | gone | идти, ехать |
| grind | ground | ground | точить, молоть |
| grow | grew | grown | расти, выращивать |
| hang | hung, hanged | hung, hanged | висеть, вешать |
| have | had | had | иметь |
| hear | heard | heard | слышать |
| hide | hid | hid, hidden | прятать |
| hit | hit | hit | ударять |
| hold | held | held | держать |
| hurt | hurt | hurt | повредить, ушибить |
| keep | kept | kept | держать, хранить |
| know | knew | known | знать |
| lay | laid | laid | класть |
| learn | learnt | learnt | учиться |
| leave | left | left | оставлять, покидать |
| let | let | let | позволять, сдавать в наем |
| lie | lay | lain | лежать |
| light | lit, lighted | lit, lighted | зажигать, освещать |

| | | | |
|--------|---------------|---------------|--|
| lose | lost | lost | терять |
| make | made | made | делать, заставлять |
| mean | meant | meant | значить, подразумевать |
| meet | met | met | встречать |
| pay | paid | paid | платить |
| put | put | put | класть |
| read | read | read | читать |
| ride | rode | ridden | ездить верхом |
| ring | rang | rung | звонить |
| rise | rose | risen | подниматься |
| run | ran | run | бежать |
| saw | sawed | sawn | пилить |
| say | said | said | говорить |
| see | saw | seen | видеть |
| sell | sold | sold | продавать |
| send | sent | sent | посылать |
| set | set | set | помещать, ставить, заходить(о солнце) |
| shake | shook | shaken | трясти |
| shine | shone | shone | сиять |
| shoot | shot | shot | стрелять |
| show | showed | shown | показывать |
| shut | shut | shut | закрывать |
| sing | sang | sung | петь |
| sink | sank | sunk | погружаться, тонуть |
| sit | sat | sat | сидеть |
| sleep | slept | slept | спать |
| smell | smelt | smelt | пахнуть |
| speak | spoke | spoken | говорить |
| speed | sped, speeded | sped, speeded | спешить, ускорять |
| spell | spelt | spelt | писать, произносить по буквам |
| spend | spent | spent | тратить |
| split | split | split | раскалывать(ся) |
| spread | spread | spread | распространяться |

| | | | |
|------------|------------|------------|-----------------|
| stand | stood | stood | стоять |
| stick | stuck | stuck | приклеивать(ся) |
| strike | struck | struck | ударять. |
| strive | strove | striven | бастовать |
| sweep | swept | swept | стремиться |
| swim | swam | swum | мести |
| take | took | taken | плавать |
| teach | taught | taught | брать |
| tear | tore | torn | обучать, учить |
| tell | told | told | рвать |
| think | thought | thought | рассказывать |
| throw | threw | thrown | думать |
| understand | understood | understood | бросать |
| wake | woke | woken | понимать |
| wear | wore | worn | просыпаться |
| win | won | won | носить |
| wind | wound | wound | выигрывать |
| write | wrote | written | заводить |
| | | | писать |

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