



Министерство образования
Республики Беларусь

БЕЛОРУССКИЙ НАЦИОНАЛЬНЫЙ
ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ

Кафедра "Английский язык № 2"

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Л.А. Крюкова

**ПРАКТИЧЕСКАЯ ГРАММАТИКА
АНГЛИЙСКОГО ЯЗЫКА**

Учебно-методическое пособие

Минск 2005

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Учебно-методическое пособие

*Рекомендовано Редакционно-издательским советом Белорусского
национального технического университета для студентов строительных
специальностей БНТУ*

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Настоящее учебно-методическое пособие является частью учебно-методического комплекса по английскому языку для студентов строительных специальностей.

В пособии рассматриваются основные разделы грамматики современного английского языка: структура простого и сложного предложения, существительные, числительные, прилагательные, наречия, глагол. Каждый раздел содержит определение соответствующего грамматического явления и наиболее частотные случаи его употребления в предложении или тексте. Для закрепления предложенного грамматического материала в конце каждого раздела даются тренировочные упражнения: подстановочные, трансформационные, на перевод с английского языка.

Основная цель пособия - подготовить обучаемых к чтению и переводу научно-технической литературы.

Данное учебное пособие предназначается для студентов технических вузов, а также для всех тех, кто стремится совершенствовать навыки чтения и перевода английской научно-технической литературы.

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I. СИНТАКСИС

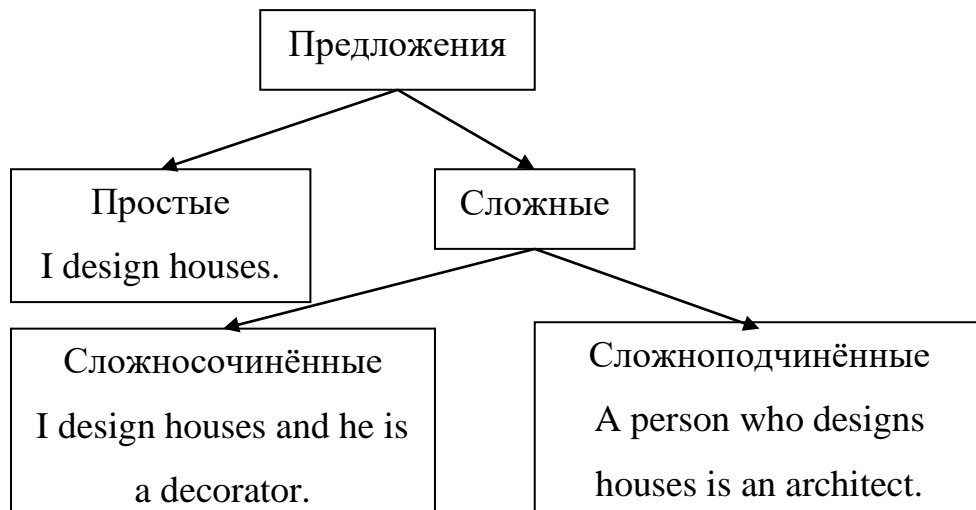
1.1. Определение.

Синтаксис – раздел науки о языке, изучающий структуру предложения: его элементы и связи между ними.

Предложение – цепочка слов, обозначающих законченную мысль.

1.2. Классификация.

Существует несколько видов предложений:



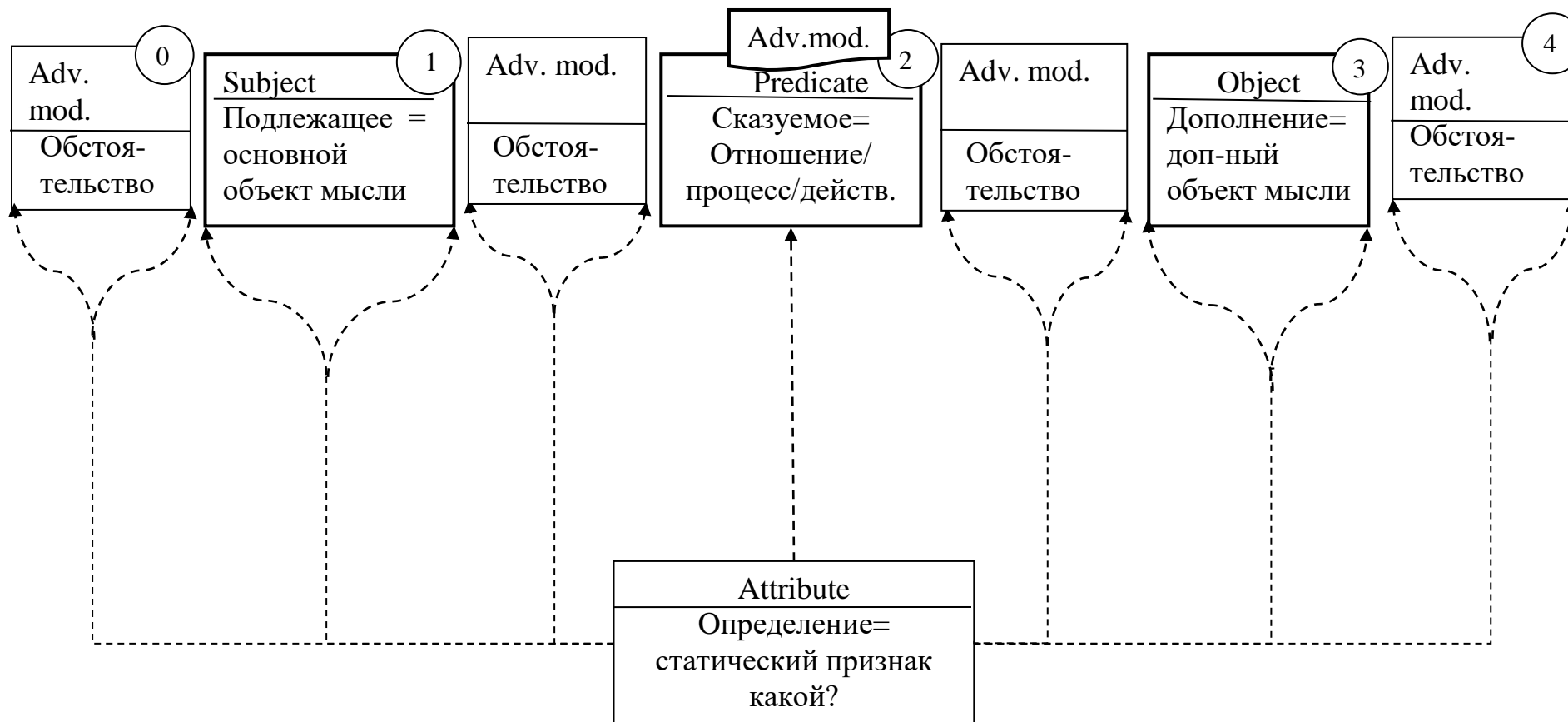
1.3. Простое предложение.

1.3.1. Структура простого распространённого предложения.

Простое распространённое предложение состоит из следующих компонентов (см. табл.1):

1. Подлежащее (кто? что?) – основной предмет мысли – находится на первом месте в предложении.
2. Дополнение (кого? что?) – дополнительный предмет мысли – находится на третьем месте в предложении.

Структура простого распространенного предложения



Adv. mod = Adverbial modifier

окончание табл.1

	S The firm Фирма	P builds строит	O tunnels. тоннели.	
	Att +S A Turkish firm Турецкая фирма	P is building строит	Att+O a railway terminal железнодорожный вокзал	Att +AM in our city. в нашем городе.
Att/AM Last year В прошлом году	Att +S our firm наша фирма	P built построила	Att+O a first class airport высококласный аэропорт	AM in Brest. в Бресте.
	S We Мы	P+AM+P have already built уже построили	Att+O a 22-story tower 22-х этажный небоскрёб	AM downtown. в центре города.

3. Сказуемое (что делать?) – отношение, связь между подлежащим и дополнением - располагается между ними на втором месте.
4. Обстоятельство (где? когда? как?) – место, время, характеристика действия или отношения – помещается на периферии предложения (на нулевом или четвёртом месте) или рядом со сказуемым.
5. Определение (какой?) – характеристика предмета мысли (подлежащего, дополнения) или обстоятельства. Помещается рядом с определяемым словом (перед ним или после него) и образует группу подлежащего (Att+S, S+Att), дополнения (Att+O, O+Att), или распространённое обстоятельство (Att+Adv.mod, Adv.mod+Att).

1.3.2. Анализ структуры простого предложения.

Для интерпретации предложения необходимо провести анализ его структуры, т.е. выделить ключевые элементы: сказуемое, подлежащее, дополнение, обстоятельство.

Идентификация сказуемого

- *Определение сказуемого по показателям времени, залога, модальности.*
1. Личные формы глаголов to be (am, is, are, was, were, will be, shall be, would be, should be), to have (has, have, had, will have, shall have), to do (do, does, did, will do, shall do).

My friend *is a civil engineer*.

Мой друг – инженер-строитель.

We *have passed* the English exam.

Мы сдали экзамен по английскому языку.

The lecturer *did not answer* the students' questions.

Лектор не ответил на вопросы студентов.

We *shall do* the translation next time.

Мы выполним перевод в следующий раз.

2. Модальные глаголы и их эквиваленты (can/could/to be able to, may/might/to be allowed to, must/have to, be to, should, would, ought)

The firm **can offer** a range of modern building materials.

Эта фирма может предложить ряд современных строительных материалов.

The students **had to take** 3 exams.

Студентам пришлось сдавать 3 экзамена.

We **would like to decorate** the house.

Нам бы хотелось отремонтировать дом.

3. Окончание **-es, -ed** глагола.

The team **consists** of 10 builders.

Бригада состоит из 10 строителей.

They **reconstructed** the central street last year.

В прошлом году они реконструировали центральную улицу.

Примечание 1: окончание **-es** трактуется неоднозначно.

Ср: The team **consists** (состоит) of 10 builders. (глагол в 3 лице)

The teams (бригады) **consist** of 10 builders. (сущ. во мн. числе)

Примечание 2: окончание **-ed** трактуется неоднозначно.

Ср: They **studied** building materials. (глагол-сказуемое в Past Indefinite)

Они изучали строительные материалы.

The subjects **studied** were listed in the time-table. (Причастие II)

Изучаемые предметы были перечислены в расписании.

4. Вторая форма неправильных глаголов.

They **built** a concert hall at the central square.

Они построили концертный зал на центральной площади.

- *Определение сказуемого по характерным признакам предшествующих и последующих членов предложения.*
1. Сказуемое располагается после подлежащего, существительного в общем падеже или местоимения в именительном падеже (I, you, he, she, it, we, they).

Philosophy lectures **are** very instructive.

Лекции по философии очень содержательны.

We **have** philosophy lectures on Mondays.

У нас лекции по философии по понедельникам.

2. Сказуемое находится перед дополнением, выраженным существительным в общем падеже или местоимением в объектном падеже.

The building **houses** the architecture department.

В здании расположен архитектурный факультет.

The lecturer **asked** them to take notes.

Лектор попросил их делать записи.

При отсутствии дополнения сказуемое предшествует обстоятельству, часто существительному/местоимению с предлогом:

We **went** to the dean's office.

Мы отправились в деканат.

Идентификация подлежащего

- *Позиция подлежащего может быть занята:*
1. существительным в общем падеже (формальный показатель – артикль)

The professor is in the lecture theatre.

Профессор находится в лекционном зале.
 2. местоимением в именительном падеже (I, he, she, it, we, you, they)

We live in the center of Minsk.

Мы живем в центре Минска.

They attend lectures at the Technical University.

Они посещают лекции в техническом университете.

3. инфинитивом глагола

To carry out research is necessary.

Необходимо провести исследование.

4. герундием

Translating new patents was an important part of work.

Перевод новых патентов был важной частью работы.

- *Подлежащее предшествует сказуемому:*

The computer design program includes 3 components.

Программа компьютерного проектирования включает 3 части.

Идентификация дополнения

- *Позиция дополнения может быть занята:*

1. существительным в общем падеже

He decorates *houses*.

Он отделывает дома.

2. местоимением в объектном падеже

We read *them* (*books*).

Мы их читаем (книги).

3. герундием

She relies on *our coming in time*.

Она надеется, что мы придем вовремя.

- *Дополнение следует за глаголом-сказуемым.*

I am designing *a railway terminal*.

Я проектирую железнодорожный вокзал.

Идентификация обстоятельства

- *Позиция обстоятельства заполняется:*

1. существительным без предлога

Last term we passed 3 exams.

В прошлом семестре мы сдали 3 экзамена.

2. существительным с предлогом

In this paper the author discusses three problems of modern physics.

В этой работе автор обсуждает 3 проблемы современной физики.

3. наречием, часто с характерным суффиксом -ly

Recently we have discussed this problem at the physics lecture.

Недавно мы обсудили эту проблему на лекции по физике.

4. причастием

Delivering the lecture the professor always gave a lot of examples.

Читая лекцию, профессор всегда приводил много примеров.

5. герундием

By introducing modern equipment we reduce the time of construction by 30%.

С внедрением нового оборудования мы снижаем время строительства на 30 %.

6. инфинитивом

To obtain good results we must control the experimental conditions.

Чтобы получить хорошие результаты, мы должны контролировать условия эксперимента.

• *Обстоятельство располагается:*

1. в начале предложения

Next week we shall have a lecture in chemistry.

На следующей неделе у нас будет лекция по химии.

2. в конце предложения

The lecture will be held *at the 15th teaching block*.

Лекция состоится в 15-ом корпусе.

3. рядом со сказуемым

He *often missed* his English classes.

Он часто пропускал уроки английского языка.

I *have just got* a credit in hydraulics.

Он только что получил зачет по гидравлике.

Идентификация определения

• *Определение может быть выражено:*

1. прилагательным

The laboratory is equipped with *new* power generators.

Лаборатория оснащена новыми силовыми генераторами.

2. существительным

Power generation is studied during the first two lectures.

Производство электроэнергии изучается на первых двух лекциях.

3. местоимением

Their project was awarded a prize.

Их проект был удостоен награды.

4. причастием

The equipment *installed* at the lab was produced in Belarus.

Оборудование, установленное в лаборатории, произведено в Беларуси.

5. инфинитивом

The equipment *to be installed* in the lab will be delivered tomorrow.

Оборудование, которое нужно установить в лаборатории, будет доставлено завтра.

6. герундием

The *curing* period depends on the temperature.

Время выдержки зависит от температуры.

Упражнения

I. Определите сказуемое в следующих предложениях, используя показатели в форме сказуемого и порядок следования членов предложения.

1. Our team has delivered the necessary materials to the construction site. 2. The bridge crosses the river near the village. 3. The results obtained were analyzed by the post graduates. 4. These labs house all the necessary equipment. 5. Our aim is to get all the data available. 6. We want to measure the length of these bars. 7. The samples were taken to the lab for analysis. 8. They have been building the City Hall for 2 years. 9. Major expenses in buildings are for land, materials and labour. 10. The students' first duty is to study. 11. The bridge seemed strong and reliable. 12. His task was designing a new type of machine. 13. We have finished mixing concrete before the rain.

II. Определите подлежащее в следующих предложениях.

1. They checked the quality of the building materials every week. 2. The building equipment exhibition was held in May. 3. Last year the power engineering industry showed a rise by 7%. 4. In 2003 the railway terminal was reconstructed. 5. Concrete has become an important construction material. 6. This is the most beautiful part of the city. 7. To operate new machine-tool was very easy. 8. We are to take five exams at the end of this term. 9. Heating, insulation, air conditioning, and lighting have become basic parts of the architectural project. 10. Millions speak English all over the world. 11. Those were our first lessons of road engineering. 12. Nobody understood the importance of his invention at that time. 13. "Excellent" is my usual mark in chemistry. 14. Seven students didn't pass their lab works last term. 15. It was a very informative article of the well-known scientist. 16. Decreasing the time of construction is our main task.

III. Определите дополнение в следующих предложениях.

1. The young workers were not allowed to use the new equipment. 2. High labour cost influences the choice of techniques and materials. 3. A lot of time is given to studying the new method of work. 4. Every student wants to pass his or her exams successfully. 5. The engineers began discussing the reinforcement of the tower. 6. The scientist is always fond of solving complicated problems. 7. The plant produces heavy trucks. 8. This suggestion didn't need discussing. 9. We have tested both motor cars. I liked the first better than the second. 10. The examiner asked everybody difficult questions. 11. Engineers always pay much attention to the quality of materials. 12. The students were asked to hand over their tests. 13. Who is responsible for unloading the ship? 14. Have you seen the chief engineer today? – I spoke to him yesterday.

IV. Определите обстоятельство в следующих предложениях.

1. At the University the students are taught many different subjects. 2. According to the new plan the railway will be extended as far as the seaport. 3. They will study this subject next term. 4. This material should be treated with great care. 5. Owing to a special treatment the resistance of the compound improved. 6. We applied different methods to solve this problem. 7. The capacity of the engine has been greatly increased recently. 8. It is impossible to reduce the production expenses without using new technologies. 9. While mixing the concrete one should observe the right component ratio. 10. He drove the car very slowly because of heavy traffic. 11. He found this mineral by chance in the mountains many years ago. 12. On arriving at the construction site the lorries were immediately unloaded. 13. They examined a lot of metals to choose the most suitable one.

V. Найдите в предложениях определения к подлежащему, дополнению и обстоятельству.

1. Architecture should meet requirements of civilized people. 2. Road surface strength depends on material quality. 3. The ultimate purpose of building techniques is to create a stable structure. 4. The methods used showed high productivity. 5. The teacher was

satisfied with the students' term papers. 6. Advanced technologies must be used to increase the scale of production. 7. This cement is suitable for structures to be erected in seawater. 8. He has made some mistakes in his calculations. 9. The idea of improving the engine came to us after the accident. 10. We were the first to use these methods in research work. 11. The questions to be discussed at the conference are of great scientific interest. 12. The main object of his research was insulation material properties. 13. They obtained unexpected results during the second test. 14. The first bridge carrying such loads was built in our country.

1.3.3. Конструкция “There + to be”.

Конструкция “There + to be” используется для сообщения о наличии в заданном месте некоторого количества неизвестных объектов:

***There are** two airports in our capital.*

В нашей столице есть два аэропорта

***There is** a big reservoir not far from the town.*

Недалеко от города есть большое водохранилище.

Если указание места отсутствует, предложения переводятся выражениями “Имеется...”, “Существует...”.

***There are** several popular building materials.*

Существует несколько популярных строительных материалов.

1.3.4. Безличные предложения.

Безличные предложения имеют следующую структуру:

It is necessary to...

It is difficult to...

It is important to...

“***It***” является формальным подлежащим и не переводится.

***It** is necessary to repeat this experiment.*

Необходимо повторить этот эксперимент.

1.3.5. Неопределенно-личные предложения

Неопределенно-личные предложения имеют в качестве подлежащего неопределенно-личное местоимение **one**:

One can take this exam on Monday.

Можно сдавать этот экзамен в понедельник.

One must get all credits by the end of May.

Необходимо получить все зачеты к концу мая.

One should attend the meeting.

Следует посетить это совещание.

1.3.6. Эмфатические (усилительные) предложения

Для выделения одного из членов предложения его помещают в конструкцию *It is ... that/who*:

It is my cousin *who* entered the Technical University.

Именно мой двоюродный брат поступил в технический университет.

It is the Technical University *that* my cousin entered.

Мой двоюродный брат поступил *именно* в технический университет.

It is last year *that* my cousin entered the Technical University.

Именно в прошлом году мой двоюродный брат поступил в технический университет.

Упражнения

VI. Переведите предложения, обращая внимание на перевод структуры *there+to be*.

1. There are 16 departments at our university. 2. How many students are there in your group? 3. Is there an Extra-Mural Department at the Technical University? 4. There are all modern conveniences in the new students' hostels. 5. There is a modern highway between the two capitals. 6. There are several methods of increasing the system reliability. 7. There was no opportunity to avoid the discussion of this incident. 8. There

will be a great demand for such specialists in the future. 9. There were three types of arches in ancient architecture. 10. There was a difficult article to be translated into Russian. 11. There haven't been any troubles with the apparatus for two years. 12. There exist different opinions on this question. 13. There must be no doubt about the engine safety. 14. Are there any questions about this grammar structure?

VII. Переведите предложения.

Model: It is not easy to study foreign languages. –

Не легко изучать иностранные языки.

1. It is necessary to switch off the light leaving the room. 2. It was rather difficult to repair the broken engine. 3. It is useful to take part in research work. 4. It is important to calculate the right amount of water in this solution. 5. It was not easy to tunnel the tube under the sea. 6. It is impossible to build modern roads without new materials and machines. 7. Is it possible to find suitable devices for your experiments? 8. It would be difficult to design this bridge without skilled engineers. 9. Is it mandatory to serve in the army in your country?

VIII. Переведите предложения.

Model: One must always observe traffic rules. –

Нужно всегда соблюдать правила дорожного движения.

1. One should study a lot to become a skilled engineer. 2. One may take part in the discussion of this problem at the seminar. 3. One can enter the Technical University after passing entrance exams. 4. One usually hopes to find a well-paid job after graduating from the University. 5. One should be attentive at the lesson. 6. One may work in the laboratory only observing certain rules. 7. One should follow the instructions of the manual. 8. One mustn't use mobile phones at the exams. 9. One ought to respect elderly people. 10. One cannot use the laboratory without the lab assistant. 11. One never knows the thoughts of other people. 12. One should learn all one's life.

IX. Переведите предложения.

*Model: It was my colleague **who** designed this concert hall. –*

Именно (только) опытный механик смог починить мою машину.

1. It is an architect who designs buildings and makes plans for them. 2. It was my father who taught me to drive a car. 3. It was a young engineer who solved this problem. 4. It was concrete that replaced timber in bridge construction. 5. It was after the war that Minsk acquired its contemporary image. 6. It was bad road conditions that caused this accident. 7. It is not until you examine the substance thoroughly that you may use it in your research. 8. It is at the Technical University that you can become a qualified power engineer. 9. It was new materials that allowed constructing more durable and beautiful structures. 10. It was not till he failed the exam that he decided to learn more. 11. It is for electrical work that metal ladders must never be used. 12. It is at the construction site that prefabricated units are assembled.

1.4. Сложные предложения.

1.4.1. Сложносочиненные предложения.

Сложносочиненные предложения состоят из двух равноправных предложений, которые соединяются союзами *and, but*.

The University campus is situated in the center of Minsk, *but* the Power Engineering Department is located in the Vostok district area.

Университетский городок находится в центре Минска, *но* факультет энергетического строительства располагается в микрорайоне Восток.

1.4.2. Сложноподчинённые предложения.

В сложноподчинённом предложении выделяются главное и придаточное предложение, при этом придаточное предложение выполняет функцию одного из членов предложения: подлежащего, дополнения, сказуемого, обстоятельства или определения (см. табл.2).

Типы придаточных предложений

<p style="text-align: center;">Типы придаточных предложений и союзы (союзные слова)</p>	<p style="text-align: center;">Примеры и перевод</p>
<p style="text-align: center;">Подлежащее that, who, what, when, whose, how, why, whether/ if</p>	<p><u>That he has made a mistake</u> is strange. То, что он сделал ошибку, странно.</p> <p><u>Who will be the first to pass the exam</u> is not clear. Не ясно, кто первый сдаст экзамен.</p> <p>It is not known <u>whether (if) they will enter the University</u>. Не известно, поступят ли они в университет.</p>
<p style="text-align: center;">Дополнение that, where, when, why, how</p>	<p>The instructor said <u>that I had made a mistake</u>. Преподаватель сказал, что я сделал ошибку.</p> <p>He wanted to know <u>what we thought about it</u>. Он хотел знать, что мы думаем об этом.</p> <p>We don't know <u>where he is</u>. Мы не знаем, где он.</p>
<p style="text-align: center;">Сказуемое that, where, when, why, how</p>	<p>The trouble is <u>that they are not ready for the exam</u>. Всё дело в том, что они не готовы к экзамену.</p> <p>The problem is <u>where to go</u>. Проблема – куда пойти.</p>
<p style="text-align: center;">Определительное who(m), that, which, whose, Ø</p>	<p>I know the man <u>whom you invited to the conference</u>. Я знаю человека, которого вы пригласили на конференцию.</p> <p>This is the paper (<u>which</u>) I sent to my Canadian colleague. Вот статья, которую я отослал моему канадскому коллеге.</p>

<p>Обстоятельственное</p> <ul style="list-style-type: none"> ▪ времени <p>when, wherever, while, as, after, till, until</p>	<p>The students stood up <u>when</u> the lecturer came.</p> <p>Студенты встали, когда вошёл лектор.</p> <p><u>As soon as</u> we got the text, we began translating it.</p> <p>Как только мы получили текст, мы начали его переводить.</p>
<ul style="list-style-type: none"> ▪ места <p>where, wherever</p>	<p>They like to spend their holidays <u>where</u> they can feel comfortable.</p> <p>Они любят проводить отпуск там, где чувствуют себя комфортно.</p>
<ul style="list-style-type: none"> ▪ причины <p>as, because, for, since, now that</p>	<p>He got high grades <u>because</u> he had learnt everything.</p> <p>Он получил высокую оценку, т.к. все выучил.</p>
<ul style="list-style-type: none"> ▪ цели <p>in order that, so that</p>	<p>He turned on the video, <u>so that</u> we could watch a film about the USA.</p> <p>Он включил видео, чтобы мы могли посмотреть фильм о США.</p>
<ul style="list-style-type: none"> ▪ образа действия <p>as, as if, as through</p>	<p>You are answering <u>as if</u> you didn't know the rule.</p> <p>Вы отвечаете так, как будто не знаете правило.</p>
<ul style="list-style-type: none"> ▪ следствия <p>so(that)</p>	<p>He came to the lecture theatre early <u>so that</u> he got a good seat.</p> <p>Он пришёл в лекционный зал рано и поэтому занял хорошее место.</p>
<ul style="list-style-type: none"> ▪ уступительные <p>through, although</p>	<p><u>Though</u> it was only 7.45 everybody was in the lecture theatre.</p> <p>Хотя было только 7.45, все уже были в лекционном зале.</p>
<ul style="list-style-type: none"> ▪ условия <p>if, unless, in case, provided (that), providing (that)</p>	<p>She will not fulfill the task <u>unless</u> I help her.</p> <p>Она не выполнит задания, если я ей не помогу.</p>

1.4.3. Бессоюзное подчинение.

Придаточные определительные и дополнительные придаточные предложения нередко присоединяются к главному предложению без соответствующего союза (союзного слова), который в переводе должен быть восстановлен.

I know (*that*) the exams will start in June.

Я знаю, *что* экзамены начнутся в июне.

Let us list the problems (*which*) we are going to discuss.

Давайте перечислим проблемы, *которые* мы собираемся решить.

Предлог после глагола переводится перед восстанавливаемым словом «который».

The department *you are studying at* is the oldest at the University.

Факультет, на котором вы учитесь, - старейший в университете.

The lecturer *he is speaking about* will come at 5.

Лектор, о котором он говорит, придёт в 5.

1.4.4. Условные предложения (Conditionals).

Сложноподчиненные предложения условия передают значение желательности или возможности действия или процесса. Существует 3 типа условных предложений (см. таблицу 3). В типах 2 и 3 глаголы стоят в форме сослагательного наклонения: в главном предложении это сложные формы

should	}	+	Indefinite Infinitive	}	без частицы "to",
would					
could					
might					

в придаточном предложении – простые формы, совпадающие с формой Past Indefinite или Past Perfect глагола.

Примечание: глагол to be представлен только в форме were.

If I *were* a technical student I could take part in this conference.

Если бы я был студентом технического вуза, я бы мог принять участие в конференции.

Таблица 3. Типы условных предложений

Типы	Пример и перевод
Type I (real)	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Present Indefinite</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Future Indefinite</div> </div> <p style="text-align: center;">↓ ↓</p> <p>If they build this power plant they will solve the power supply problem in the Republic. - Если они построят эту электростанцию, то решиат проблему энергоснабжения в Республике.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Present Indefinite</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Future Indefinite</div> </div> <p style="text-align: center;">↓ ↓</p> <p>When I am an engineer I shall build the biggest power plant in Belarus. - Когда я буду инженером, я построю крупнейшую электростанцию в Беларуси.</p>
Type II (unreal present)	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Past Indefinite</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Would+ Indefinite Infinitive</div> </div> <p style="text-align: center;">↓ ↓</p> <p>If they built this power plant they would solve the power supply problem in the Republic. Если бы они построили эту электростанцию, то решили бы проблему энергоснабжения в Республике.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Past Indefinite</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">would/could +Indef. Infinitive</div> </div> <p style="text-align: center;">↓ ↓</p> <p>If I were an engineer I would/could answer your question. Если бы я был инженером, я бы ответил на ваш вопрос.</p>
Type III (unreal past)	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Past Perfect</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">would +Perf. Infinitive</div> </div> <p style="text-align: center;">↓ ↓</p> <p>If they had built this power plant last year they would have solved the power supply problem in the Republic. - Если бы они построили эту электростанцию в прошлом году, они решили бы проблему энергоснабжения в республике.</p>
инверсия	<p>Had they built this plant last year they would have solved the power supply problem in Belarus. Если бы они построили эту электростанцию в прошлом году, они решили бы проблему энергоснабжения в республике.</p>

Упражнения

X. Среди сложных предложений выберите сложноподчиненные предложения и переведите их.

1. Modern building materials are of course very common, but there is still some wood and paper in modern homes. 2. When the Empire State Building was built in 1931, it was the tallest building in the world. 3. Safety helmets are never made of rubber since rubber is a flexible material. 4. Many people in our country now live in separate flats and their homes have all modern conveniences. 5. Less than a year after he came to Petersburg Lomonosov was sent abroad to study metallurgy and mining. 6. The kitchen is often very small, and you never eat or entertain people there. 7. The scientist proved that the white light of the sun is composed of rays of light of all colours of the rainbow. 8. There was very little rain in Egypt and they constructed flat roofs. 9. This road has been used for many years but now it needs reconstructing. 10. A man who designs buildings and makes plans for them is called an architect. 11. Water is added to the mix and its amount affects the strength of the concrete. 12. If the battery is flat you should recharge it.

XI. Определите тип придаточных предложений и переведите их на русский язык.

1. What is important for concrete strength is the correct proportion of aggregates. 2. Timber beams were used instead of stone blocks since timber is easier to cut and transport. 3. The main problem was that we didn't have suitable machinery to repair the road. 4. Blocks of flats are now largely built out of prefabricated units which are often assembled actually on the construction site. 5. The shop buildings are also rather interesting though they often are identical in form. 6. Its record as the world's tallest building has been beaten but the Empire State Building remains uniquely fascinating. 7. What is important is the correct sequence of building operations. 8. Although their buildings were simple in construction, the Egyptian art of building was very beautiful. 9. The first houses in many parts of the world were made of wood, for those days the greater part of the Earth was covered with forests. 10. Although they were built without

cement, the remains of a few of them still exist. 11. The country was poor in timber and metal, so that the main material used for construction was granite. 12. You will get good results if you apply this method of calculation. 13. Concrete is used for building bridges because it is rigid. 14. The results of the experiment should be checked before you can use them in your report. 15. Don't touch the wire until you have switched off the power. 16. If it is a concrete road, the concrete is laid on the top of the gravel.

XII. Переведите предложения, обращая внимание на бессоюзное подчинение.

1. The methods we have just described are very effective. 2. We know electricity produces heat. 3. The instruments our plant produces help to automate production processes. 4. I think he has made a mistake in his calculations. 5. Every substance a man comes in contact with consists of molecules. 6. I think the drawing will be ready by tomorrow. 7. We know radio and radar systems play a very important role at any airport. 8. The information science gets about other galaxies comes through radiotelescopes. 9. The new materials our chemists developed were used in interior decoration. 10. The hostel our students live in is situated not far from the underground station. 11. We have already examined the methods we can employ instead the old ones. 12. The Japanese still measure a room by the number of tatami mats it can contain. 13. The main reason reinforced concrete is replacing timber is its greater strength. 14. The concrete properties are influenced by the properties of basic material we use. 15. The building design depends on its function and the materials it is made of. 16. New materials we use in road construction offer many advantages over the materials they replace.

XIII. Переведите предложения на русский язык.

1. If he enters the Technical University he will be able to get the profession of a power engineer. 2. When he is in London he will contact the author of the article. 3. If she entered the Technical University she would get a good profession. 4. If I were you I'd add more water into the mixer. 5. If we had learned the new words we would have

translated the text. 6. If this student had passed the exams with his group, he could have had a nice holiday in the Crimea. 7. If you mix the ingredients in the right parts you will get high quality concrete. 8. If you got the books in the library you could get ready for the exam at home. 9. If he had looked through this journal he would/could have found a very interesting article in his field of research. 10. If our stay in London were longer we could visit Oxford as well. 11. If the students had been more careful, they wouldn't have broken the new apparatus. 12. If the engineer had been informed of the results before, he would have allowed you to repeat the test. 13. If we had used new methods, we would have saved a lot of time. 14. Had you applied your theoretical knowledge to your practical work, you would have got different results. 15. If I were in his place, I would refuse to stop the experiment. 16. If the mechanic were there, he would repair the equipment. 17. If the service life of the instrument had been prolonged, the economic effect would have been increased many times. 18. If they improve the engine's capacity, they will be able to increase the speed of the truck. 19. Had the proper materials been selected, the failure would not have happened. 21. You would never get lost in a new city if you had a map of it. 22. If he had taken into account all the properties of prestressed concrete, he would have used it in his structure.

XIV. Выберите правильный вариант оформления сказуемого.

1. The realization of this program for capital construction (will be/would be) possible if industrial methods of work were used. 2. Had they met with such difficulties before, they (would have known, would know) what to do now. 3. If the oil supply (stops/had stopped) even for a moment, serious damage might have resulted. 4. If a solid body (were heated/is heated), it will usually expand. 5. If the town is built according to the plan, its economy (will have developed/will develop) in a balanced manner. 6. If the scientists (find/found) some ways to predict earthquakes, it would be possible to evacuate people from the regions and thus save many human lives. 7. If they (needed/need) the equipment urgently, we could transport it by plane. 8. If I (were/was) in his place, I would refuse to stop the experiment. 9. If it were necessary to increase the

speed of this engine, it (could be achieved/could have been achieved) by using a special device. 10. The accident would not have happened, if they (had been/were) more careful.

XV. Переведите предложения на русский язык.

1. Если бы у меня был компьютер, я бы мог быстро решить эту задачу. 3. Я уверен, что он поможет тебе, если ты попросишь. 4. Если бы у меня было время, я бы выучил немецкий язык. 5. Если бы вы приняли меры предосторожности, вы бы избежали аварии. 6. Если добавить слишком много воды, бетон будет непрочным. 7. На вашем месте я бы произвёл измерения несколько раз. 8. Если бы вы отремонтировали оборудование, вы бы могли использовать его в вашем эксперименте. 9. Если бы покрытие дороги было высокого качества, то возросла бы скорость движения. 10. Если дорожное покрытие будет высокого качества, то скорость движения возрастёт. 11. Если бы вы занимались исследовательской работой, вы бы поступили в аспирантуру.

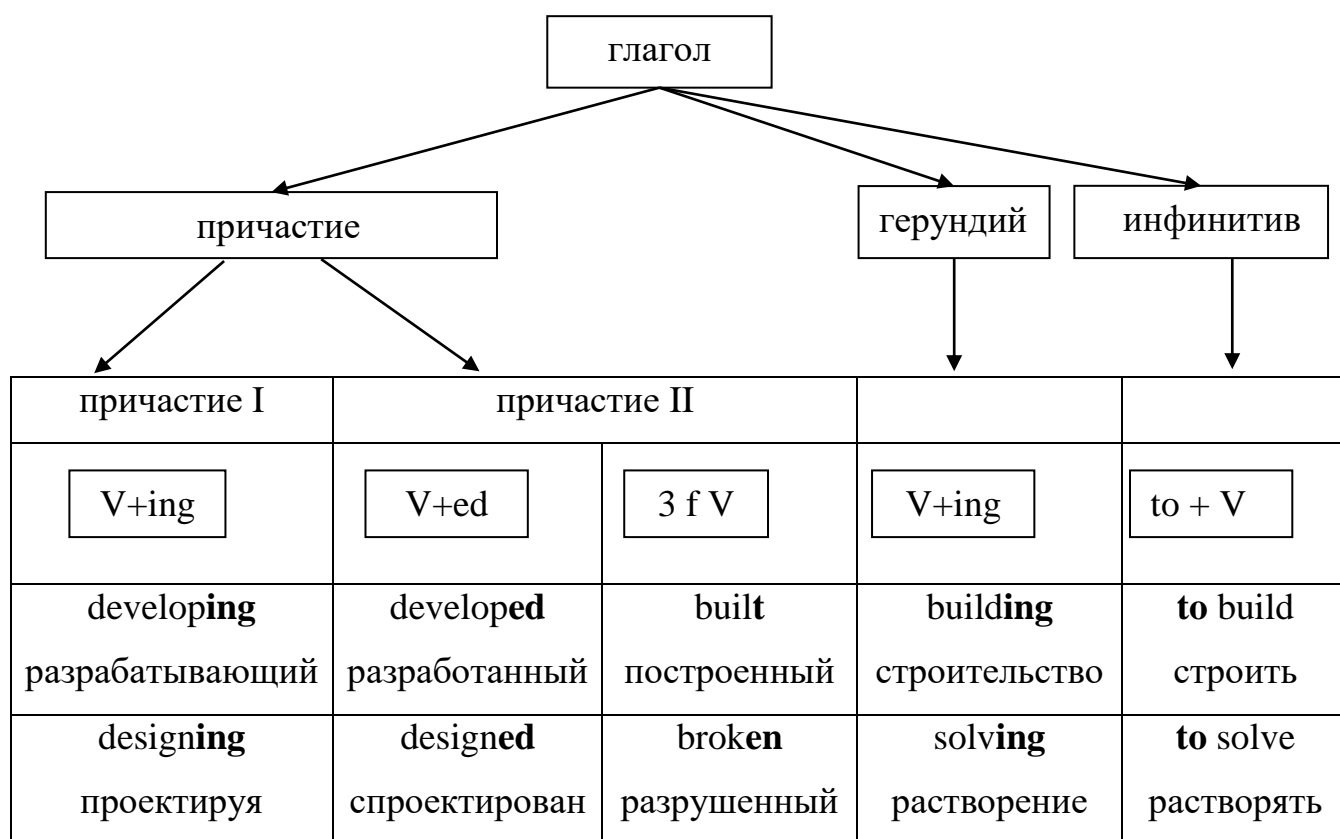
II. МОРФОЛОГИЯ

В настоящем разделе рассматриваются грамматические *классы слов* или *части речи* и та *грамматическая информация* (грамматические категории), которую передают слова, принадлежащие к соответствующему классу. Так, *основными* и наиболее многочисленными классами слов являются *существительные* (**a bridge** – мост, **a tower** – башня, **an engineer** – инженер), *прилагательные* (**effective** – эффективный, **long** – длинный, **sophisticated** – сложный) и *глаголы* (**to build** – строить, **to equip** – оборудовать, **to recommend** – рекомендовать). При этом существительное передаёт информацию о *числе* предметов (**bridges**), *надежде* (**the engineer's decision**) и определённости (**a tower** – **the tower**), прилагательное имеет *степени сравнения* (**short** – **shorter** – **the shortest**), в то время как глагол всегда содержит информацию о *времени* (**begins**, **was building**, **has changed**) и *залоге* (**were reconstructed**, **has been designed**).

Таблица 4. Основные части речи

Часть речи	Пример
Существительное/ The Noun (N)	a dam – плотина, a crane – кран, development – развитие;
Прилагательное/The Adjective (Adj)	long – длинный, effective – эффективный;
Глагол/Verb (V)	to build – строить, to obtain – получать;
Местоимение/ The Pronoun (Pr)	he – он, this – этот, what – что, that – который, herself – сама/себя;
Наречие/ The Adverb (Adv)	well – хорошо, widely – широко, eastwards – на восток;
Союз/ The Conjunction (Con)	And – и, when – когда, if – если;
Числительное/ The Numeral (Num)	eight – восемь, sixteen – шестнадцать, sixth – шестой;
Предлог/ The Preposition (Prep)	to – в, on – на, out of – из.

Кроме *основных* частей речи выделяют вторичные *производные* классы слов. Так, *глагол* является исходной формой для трех производных классов: *причастия, герундия и инфинитива*.



Каждой из перечисленных частей речи посвящается отдельный раздел «Морфологии». В разделе даются:

1. краткая характеристика части речи;
2. классификации внутри части речи;
3. основные грамматические категории;
4. использование (функции) слов, относящихся к данному классу, в предложении;
5. особые синтаксические конструкции, «обороты», в которых употребляется данная часть речи (если таковые имеются);
6. словообразование (характерные аффиксы.);
7. производные формы (если таковые имеются).

1. Существительное (The Noun)

1.1. Определение.

Существительное – часть речи, обозначающая предметы и явления, мыслимые как предметы.

a hammer – молоток

a plan – план

research – научная работа

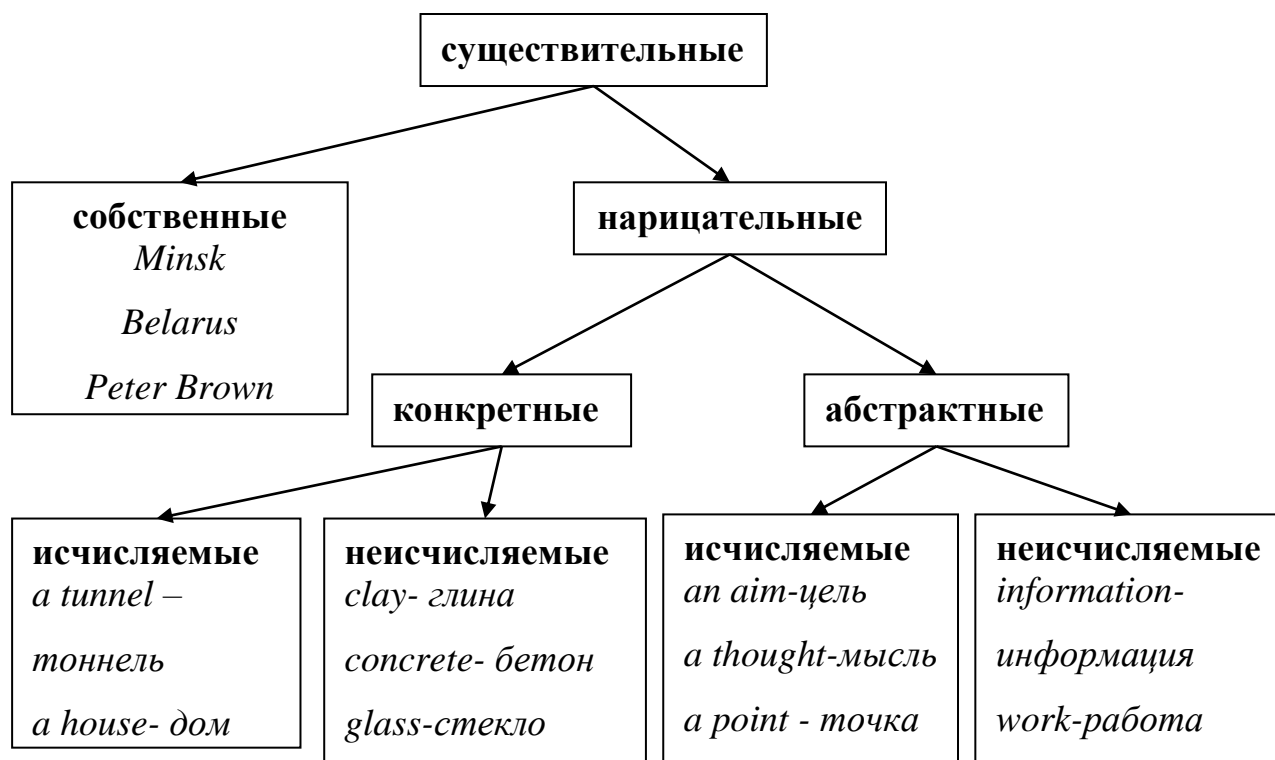
a bridge – мост

Brest – Брест

construction – строительство

1.2. Классификация.

Существительные делятся на несколько классов:



1.3. Категории существительного.

1.3.1. Число существительного.

Исчисляемые существительные имеют формы единственного и множественного числа. Модели, по которым образуются формы множественного числа существительных, приведены в таблице 5.

Таблица 5. Множественное число нарицательных существительных

Способы образования множеств. числа:	Примечания:
<p>1. $N \rightarrow N_{(e)s}$</p> <p style="text-align: right;">[z]</p> <p><i>a dam</i> → <i>dams</i> [dæmz] <i>clay</i> → <i>clays</i> [kleiz]</p> <p style="text-align: right;">} после звонких согласных и гласных</p> <p style="text-align: right;">[s]</p> <p><i>a pipe</i> → <i>pipes</i> [paips] <i>a task</i> → <i>tasks</i> [tʌks]</p> <p style="text-align: right;">} после глухих согласных</p> <p style="text-align: right;">[iz]</p> <p><i>a press</i> → <i>presses</i> [presiz] <i>a box</i> → <i>boxes</i> [boksiz]</p> <p style="text-align: right;">} после шипящих и свистящих согласных</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Составные существительные:</u></p> <p><i>a boiler-house</i> → <i>boiler-houses</i> но: <i>a passer-by</i> → <i>passers-by</i> <i>a schoolboy</i> → <i>schoolboys</i> <i>a sister-in-law</i> → <i>sisters-in-law</i></p> </div>	<p><u>Варианты орфографии:</u></p> <div style="border: 1px dotted black; padding: 2px; margin-bottom: 10px;"> $N_y \rightarrow N_{ies}$ <i>a city</i> → <i>cities</i> <i>a factory</i> → <i>factories</i> но: <i>clay</i> → <i>clays</i> </div> <div style="border: 1px dotted black; padding: 2px; margin-bottom: 10px;"> $N_{s,ss,ch,sh,x} \rightarrow N_{es}$ <i>a mix</i> → <i>mixes</i> <i>a press</i> → <i>presses</i> </div> <div style="border: 1px dotted black; padding: 2px; margin-bottom: 10px;"> $N_o \rightarrow N_{es}$ <i>a fresco</i> → <i>frescoes</i> но: <i>kilos, photos</i> </div> <div style="border: 1px dotted black; padding: 2px;"> $N_{f(e)} \rightarrow N_{ves}$ <i>a knife</i> → <i>knives</i> <i>a life</i> → <i>lives</i> <i>a leaf</i> → <i>leaves</i> </div>
<p>2. <u>Чередование гласной корня</u></p> <p><i>a man</i> → <i>men</i> <i>a tooth</i> → <i>teeth</i> <i>a foot</i> → <i>feet</i> <i>a mouse</i> → <i>mice</i></p>	<p><u>Составные существительные:</u></p> <ul style="list-style-type: none"> ● <i>a fireman</i> → <i>firemen</i> ● <i>a woman-scientist</i> → <i>women-scientists</i> <i>a man-doctor</i> → <i>men-doctors</i>
<p>3. <u>Уникальные формы</u></p> <p><i>datum</i> → <i>data</i> <i>phenomenon</i> → <i>phenomena</i> <i>basis</i> → <i>bases</i> <i>formula</i> → <i>formuli</i></p>	
<p>4. $a N \rightarrow N$</p> <p><i>a means</i> (средство) → <i>means</i> (средства) <i>a fish</i> (рыба, одна) → <i>fish</i> (рыба, соб. знач)</p>	<p>Но: <i>fishes</i> – виды/сорта рыбы</p>
<p>5. <u>Исключения</u></p>	<p>только ед. число: <i>information</i> (информация), <i>matter</i> (материя) только множ. число: <i>jeans</i> (джинсы), <i>scissors</i> (ножницы). но: <i>news</i> (новости, ед.число).</p>

1.3.2. Падеж существительного.

В английском языке существительное имеет 2 падежа: *общий* и *притяжательный*. Форма притяжательного падежа строится на основе общего (словарная форма):

$N \rightarrow N's$

the engineer → the engineer's recommendations (рекомендации инженера)

$Ns \rightarrow Ns'$

the engineers → the engineers' recommendations (рекомендации инженеров)

но: those men's job (работа этих мужчин)

В притяжательном падеже употребляются названия людей, групп людей, животных, организаций, стран, обозначения временных периодов.

Mike's computer – компьютер Миши

the children's plan – план детей

the dean's office – кабинет декана

the firm's structure – структура фирмы

the horse's tail – хвост лошади

America's decision – решение Америки

today's exam – сегодняшний экзамен

yesterday's lecture – вчерашняя лекция

1.3.3. Категория определённости (употребление артикля).

Артикль – специальный показатель определённости или неопределённости объекта, обозначаемого существительным, в предложении.

Если объект не известен слушающему, то говорящий употребляет неопределённый артикль (**a/an**) перед нарицательным существительным, если речь идёт об одном объекте (You can see *a bridge* there), или использует

существительное без артикля, если объектов несколько (You can take *exams* every year).

Если объект известен слушающему, соответствующее существительное употребляется с определенным артиклем, поэтому нередко определённый артикль может переводиться как «этот», «эти».

You can see *the bridge* there.

Вы можете видеть (этот) мост там.

Основные случаи употребления артикля с нарицательным существительным представлены в таблице 6.

Особые случаи употребления артикля в некоторых синтаксических конструкциях:

a/an:

- после слов *such, quite, what*:

He gave us *such a* difficult task.

She is *quite a* good lecturer.

What a tall tower!

- в значении «один» перед словами *dozen, hundred, thousand, million, hour*:

The device weighs *a hundred* pounds.

The experiment will be completed in *an hour*.

- в устойчивых выражениях *a lot of, a great many of, as a matter of fact, as a rule, for a long time* и др.:

A lot of new buildings have been built in Minsk.

- в устойчивых словосочетаниях с глаголами *to have, to take, to give*: *to have a cold, to have a good time, to have a rest, to take a shower*, и др.:

I *had a long talk* with my supervisor.

Таблица 6. Употребление артиклей с нарицательными существительными

	a/an	Ø	the
<p>объект не известен т.к.</p> <ul style="list-style-type: none"> • упоминается впервые 	<ul style="list-style-type: none"> • единственный объект <p>They have built <i>a</i> (new) <i>road</i> in our village.</p> <p>There is <i>a bridge</i> not far from here.</p> <p>This is <i>a tunnel</i>.</p> <p>It is <i>a construction site</i>.</p> <p>My friend is <i>a designer</i>.</p> <p>My friend, <i>a designer</i>, lives in Riga.</p>	<ul style="list-style-type: none"> • множество объектов: <p>They built <i>houses</i> in Belarus.</p> <p>There are <i>bridges</i> not far from here.</p> <p>These are modern <i>tunnels</i>.</p> <p>They are construction <i>sites</i>.</p> <p>My friends are <i>designers</i>.</p> <p>My sons, <i>designers</i>, are here.</p> <ul style="list-style-type: none"> • вещество <p>First they put (some) <i>gravel</i> and <i>sand</i> into the mixer.</p> <p>The new bridge is made of <i>steel</i> and <i>concrete</i>.</p>	<p>—</p>

<p>объект известен т.к.</p> <ul style="list-style-type: none"> • упоминается не впервые • речевая ситуация определяет объект как известный • имеется определение, выделяющее объект из класса однородных объектов • является уникальным и, следовательно, известным для говорящего. • имеется в виду весь класс объектов определённого рода 	<p style="text-align: center;">—</p>	<p style="text-align: center;">—</p>	<p>They have built a new road. The road is quite expensive. The central avenue runs from east to west. Put the sand into the mixer [at a construction site]. This is the road I told you about yesterday. At the exhibition we shall demonstrate the most modern equipment. The Sun is the center of our planetary system. The house is a place for living. We have excellent jobs for the young.</p>
--	--------------------------------------	--------------------------------------	---

Ø (значимое отсутствие артикля):

- если существительное имеет определение, выраженное притяжательным, указательным, вопросительным или неопределённо-личным местоимением, количественным числительным, притяжательным падежом существительного:

This is *our* University.

Some classes were held in the lab.

This lecture hall is the largest.

Mary's course paper is the best.

What lecture is the most interesting?

We have *two* lectures today.

- если за существительным следует количественное существительное:

We shall have our lecture in room 37.

- с существительными – названиями наук:

His favorite subject is *physics*.

- с названиями дней недели, месяцев, времён года:

On *Friday* the equipment will be installed.

- с именами собственными, названиями городов, стран, континентов, а также с именами и фамилиями людей:

Peter Ford is from *Moscow*.

- в некоторых устойчивых словосочетаниях: at night, at home, at work, from time to time, by air, to have dinner, to go home и др.:

The turbine will be sent *by air*.

The:

- с именами собственными:
– названиями некоторых стран и городов

The United States is situated in North America.

– названиями сторон света

The Baltic states are to *the north* of Belarus.

но: from east to west, from north to south.

– обозначениями семьи в целом

The Browns have been working in construction for a century.

1.4. Функции существительных в предложении.

Существительные могут выполнять в предложении следующие функции (см. табл. 7).

Таблица 7. Функции существительных в предложении

	Функция	Пример
1.	Подлежащее (subject)	The <i>house</i> is large and comfortable. Дом велик по размерам и удобен.
2.	Часть сказуемого (part of a predicate)	It is a modern <i>house</i> . Это современный дом.
3.	Дополнение (object)	They are building a <i>house</i> . Они строят дом.
4.	Определение (attribute)	She designed residence <i>house</i> interiors. Она проектировала интерьеры жилых зданий.
5.	Обстоятельство (adverbial modifier)	She lives <i>in a log house</i> . Она живёт в бревенчатом доме.

1.5. Суффиксы существительных.

↗	N-or/-er (прибор, деятель):	to mix → a <u>mixer</u> – мешалка
		to contract → a <u>contractor</u> – подрядчик
V →	N-ion (действие):	to act → an <u>action</u> – действие
↘		to examine → an <u>examination</u> – экзамен
	N-ment (событие, действие):	to arrange → <u>arrangement</u> – аранжировка
↗	N-ent/-ant (деятель)	to assist → <u>assistant</u> – помощник
V →	N-ence/-ance (состояние)	to assist → <u>assistance</u> – помощь
V →	N-al (действие)	to remove → <u>removal</u> – удаление
V →	N-ure (абстр. сущ.)	to press → <u>pressure</u> – давление
N →	N-ship (абстр. сущ.)	a fellow → <u>fellowship</u> – членство
A →	N-th	wide → <u>width</u> – ширина
A →	N-ness	wet → <u>wetness</u> – влажность
A →	N-(i) ty	dense → <u>density</u> – плотность

Упражнения

I. Распределите следующие существительные по рубрикам таблицы.

Minsk, a student, equipment, water, a point, space, a physicist, architecture, a device, sand, concrete, matter, Belarus, Mr. Smith, an advantage, time, soil, a building, cement, a thought, thinking, a bridge, a reflection, temperature, pressure, a crane, a vehicle, an architect, wood.

Собственные	Конкретные исчисляемые	Конкретные неисчисляемые	Абстрактные исчисляемые	Абстрактные неисчисляемые
Minsk	a student	water	a point	space

II. Прочитайте существительные в форме множественного числа, обращая внимание на произношение.

[s]	[z]		[iz]
subjects	terms	degrees	houses
achievements	fields	features	bridges
accidents	inventions	engineers	sciences
marks	reasons	lorries	branches
scientists	constructions	motorways	advantages
sites	tunnels	abilities	sources
students		buildings	distances
cracks		supplies	changes

III. Образуйте формы множественного числа от следующих существительных:

- physicist, architect, test, method, system, road, highway, size, introduction, plant, temperature;
- ability, lorry, city, clay, waterway, country, opportunity, trolley, property, territory, story, supply, ray;
- stress, finish, bench, polish, cross, varnish, arch, torch;
- photo, kilo, potato, piano, tomato, grotto, fresco;
- shelf, knife, roof, life, wife, motif;

IV. Завершите таблицу форм единственного и множественного числа.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
particle	particles	workshop	
	devices		shelves
plan		improvement	
	industries		components
photo		equation	
object		property	

V. a) Замените существительные с предлогом *of* формой притяжательного падежа.

Model: The study of my father. →

My father's study.

1. The birthday of my brother. 2. The new dictionary of the student. 3. The question of the teacher. 4. The books of the boys. 5. The crew of the ship. 6. The order of the commander-in-chief. 7. The new house of my brother-in-law. 8. The speech of the President. 9. The answers of the students. 10. The streets of our city. 11. The plan of the architect. 12. The architectural image of Minsk. 13. The boundaries of the city. 14. The life of the student. 15. The opinion of the chief engineer. 16. The program of two months. 17. The decision of the government.

b) Замените форму притяжательного падежа существительным с предлогом *of*.

Model: The doctor's address. →

The address of the doctor.

1. The chief's instructions. 2. My elder sister's son. 3. The students' textbooks. 4. The teacher's new book. 5. The dean's opinion. 6. His friends' cars. 7. The girl's new computer. 8. My younger sister's profession. 9. The teachers' holiday. 10. The country's best theatre. 11. My friend's parents. 12. My friends' arrival. 13. My colleague's hobby. 14. Three weeks' holiday. 15. The country's economy.

VI. Вставьте артикли a/an, the там, где это необходимо.

1. There is ... hostel opposite ... University. 2. ... most popular sport in our country is football. 3. I like ... chemistry better than ... physics. 4. ... last night ... moon was shining brightly. 5. ... Nile flows into ... Mediterranean. 6. My younger sister's husband is ... accountant. 7. Don't sit on ... grass. It's very wet. 8. ... Europe and ... America are separated by ... Atlantic Ocean. 9. ... London is ... largest city in ... England. 10. My mother is ... engineer. 11. She is studying ... hydraulics at the University. 12. I am going to ... United States ... next year. 13. ... St. Petersburg was founded on ... banks of ... Neva by Peter ... Great. 14. ... winter begins in ... December. 15. There is ... power plant not far from our ... city. 16. ... power plant is ... largest in our country. 17. ... Browns spend their holidays in ... Italy. 18. His friend is such ... good civil engineer. 19. ... room 37 is on ... 3d floor. 20. ... February is ... shortest month of the year.

VII. Определите функции существительных в предложении.

1. Concrete is a mixture of cement, water and aggregate. 2. Aggregate is composed of rock particles. 3. Vehicles, their drivers and passengers are carried inside double-deck wagons. 4. In the event of emergency or train breakdown the passengers will leave the train through the cross-passage into the service tunnel. 5. The service tunnel also ventilates the train tunnels with fresh air. 6. Folkstone is a seaside town which is also a cross-channel port. 7. George Stephenson is a railway locomotive inventor and pioneer of the railway. 8. The properties of materials are affected by solar radiation. 9. Scientific and engineering progress opens up wide prospects before man. 10. The driver has changed the direction of the motion of the bus.

VIII. Найдите существительные в приведённом ниже списке:

manufacture, transition, variable, wider, inventor, satisfy, effective, dependence, mean, affected, relationship, economics, opposite, emergency, lengthen, relevance, investigation, fitness, roadless.

2. Местоимение (The Pronoun)

2.1. Определение.

Местоимение – часть речи, употребляемая вместо существительного при необходимости его повторного употребления.

2.2. Классификация.

Местоимения представлены в языке большим разнообразием классов, перечисленных в таблице 8.

Таблица 8. Типы местоимений (Pronoun types)

1. Личные		2. Притяжательные		3. Возвратные и усилительные
Именит. п.	Объектн. п.	Присоед.	Абсолютн.	
I	me	my	mine	myself
You	you	your	yours	yourself
He	him	his	his	himself
She	her	her	hers	herself
It	it	its	its	itself
We	us	our	ours	ourselves
You	you	your	yours	yourselves
They	them	their	theirs	themselves
4. Указательные		this/these, that/those, such, the same		
5. Вопросительные		Who, Whom, Whose, What, Which		
6. Относительные и соединительные		who, whose, what, which, that		
7. Взаимные		each other, one another		
8. Неопределённые		some, any, one, all, each, every, other, another, both, many, much, little, a little, few, a few, either, neither, no, none		

2.3. Употребление местоимений в предложении.

Каждый из типов местоимений может использоваться в предложении особым образом.

2.3.1. Личные местоимения.

Личные местоимения имеют 2 формы. Именительный падеж используется, если местоимение выполняет роль подлежащего, объектный падеж – роль дополнения:

He is a good engineer.

Он – хороший инженер.

The teacher explained the rule to **him**.

Учитель объяснял ему это правило.

Личное местоимение **it** (он, она, оно) необходимо отличать от других омонимичных форм:

а) личное местоимение

The bridge is quite new. **It** was built in 1996.

Мост довольно новый. Он был построен в 1996 году.

б) неопределенное местоимение в безличных предложениях

It is necessary to build a new airport.

Необходимо построить новый аэропорт.

в) указательное местоимение

We have designed a new railway terminal. **It** was a challenge for our firm.

Мы построили новый железнодорожный вокзал. Для нашей фирмы это была трудная, но интересная задача.

2.3.2. Притяжательные местоимения.

Притяжательные местоимения преимущественно используются как определения к существительному:

Our task is difficult. - Наша задача трудная.

Если существительное опускается, используется абсолютная форма:

His results are good, but *yours* are better.

Его результаты хорошие, но ваши – лучше.

The car is *mine*. – Эта машина – моя.

2.3.3. Указательные местоимения.

Указательные местоимения в основном используются как определения:

He built *these* tunnels.

Он построил *эти* тоннели.

That equipment must be installed as quickly as possible.

To оборудование должно быть установлено как можно скорее.

Указательное местоимение *that (those)* необходимо отличать от других омонимичных форм:

а) указательное местоимение *that/those* (тот, та, то, те)

That bridge is more suitable.

Этом мост более подходящий.

б) слово, заменяющее предшествующее существительное

Some *properties* of air are similar to *those* of water.

Некоторые *свойства* воздуха аналогичны *свойствам* воды.

в) союз, вводящий придаточные дополнительное и подлежащее

We know *that* he is a good engineer.

Мы знаем, *что* он хороший инженер.

That these students will become good specialists is certain.

То, что эти студенты станут хорошими специалистами, не вызывает сомнения.

г) союзное слово, вводящее придаточное определительное предложение

Here is the house *that* was built by our company in 2000.

Вот дом, *который* был построен нашей компанией в 2000 году.

д) элемент конструкции “It is ... that”

It is the airport *that* must be shown to the expert.

Именно этот аэропорт следует показать эксперту.

2.3.4. Неопределённые местоимения.

Some/any (немного, некоторое количество, несколько) и их производные *something/somebody/someone, anything/anybody/anyone*

Таблица 9. Употребление местоимений *some/any* и их производных

	<i>Some+</i>	<i>Any+</i>
В утвердительном предложении.	They got <i>some</i> new trucks. - Они получили несколько новых грузовиков.	а) В значении «любой». You can take <i>any</i> truck you like. - Вы можете получить любой грузовик, который вам нравится. б) в условных предложениях. If <i>anything</i> happens, our mechanic will help you. – Если что-нибудь случится, наш механик поможет вам.
В отрицательном предложении.	—	They didn't get <i>any</i> new trucks. - Они не получили новых грузовиков.
В вопросительном предложении.	В побудительных и специальных вопросах. May I ask you <i>some</i> questions? – Можно задать несколько вопросов? Where can I get <i>some</i> water? – Где можно взять немного воды?	В общих вопросах. Did they get <i>any</i> new trucks? - Они получили новые грузовики? Is <i>anyone</i> ready to answer the question? – Кто-нибудь готов ответить на вопрос?

Many/ much, few/ little (много, немного, мало)

A few/ a little (немного, несколько = достаточно)

Таблица 10. Употребление местоимений *many/ much, (a)few/(a) little*

С исчисляемыми существительными	С неисчисляемыми существительными
<i>Many</i> bridges across the river are of modern design. - Многие мосты через эту реку сделаны по современным проектам.	You need <i>much</i> patience to learn all these words. - Чтобы выучить эти слова, вам надо много терпения.
There are <i>few</i> tunnels in this part of the country. - В этой части страны имеется мало тоннелей.	There is too <i>little</i> water in the mixture. – В растворе слишком мало воды.
We have <i>a few</i> tasks to fulfill. - Нам надо выполнить несколько заданий.	Add <i>a little</i> water to the mixture. - Добавьте в смесь немного воды.

One (все, включая говорящего)

One should attend all English lessons.

Следует посещать все уроки английского языка.

One must perform *one's* task.

Надо выполнять свое задание.

Неопределенное местоимение *one* необходимо отличать от других омонимичных форм:

а) числительное

The workers have unloaded only *one* lorry.

Рабочие разгрузили только *один* грузовик.

б) слово-заменитель

New *engines* are more efficient than the old *ones*.

Новые *двигатели* производительнее старых.

Упражнения

I. Найдите местоимения и определите их функции в предложении. Переведите предложения.

1. She translated this text without any mistakes. 2. Everybody considers his invention useful. 3. If your car breaks down, you may use mine. 4. They will be glad to explain these rules to you. 5. Your task is rather complicated but it should be done as soon as possible. 6. Scientists knew little about those phenomena before his discovery. 7. I can repair this device myself. 8. We obtained this substance in our laboratory. It will be used in our experiments. 9. Nobody could give such information to us. 10. You have added too much water to the concrete. It will not harden. 11. Everyone knew that the best design was hers. 12. They offered me any help in my research. 13. Both buildings were designed by the same architect. 14. If you have few instruments, we can give you another laboratory. 15. The students made all measurements and calculations themselves.

*II. Вставьте местоимения **much/many, little/few, a little/a few**.*

There are ... high buildings in the center of Minsk. 2. Do you know ... or ... about your future profession? 3. He has ... knowledge of the subject because he reads a lot. 4. You will require ... facts to prove your theory. 5. In the library we have only ... books on this problem. 6. They gave us very ... information about the new material. 7. A young engineer has ... opportunities to find a good job. 8. The student was asked only ... extra questions at the exam. 9. I shall be ready in a minute. I need ... time to review the words. 10. Are there ... computers in your laboratory? 11. Our University has ... facilities for sport. 12. Can you give me ... time to complete the experiment? 13. He said only ... sentences about his new project. 14. The new design still needs ... improvement. 15. The new railway station building should fulfill ... practical as well as expressive requirements of civilized people. 16. You can add only ... water in the mixture to make concrete harder.

17. I need ... nails to fix this small picture on the wall. 18. If you apply ... glue the box can be broken.

*III. Вставьте местоимения **some, any, no** или их производные.*

1. If there are ... words you don't know, you may use a dictionary. 2. Do you have ... work to do? 3. The teacher explained the new task very clearly and the students had ... questions. 4. Are there ... explanations of this phenomenon? 5. You may employ ... methods to solve this complex problem. 6. Would you like to visit ... research laboratories? 7. There was ... opportunity to construct the bridge without new materials. 8. We could get there only by ferry because there was ... tunnel under the channel at that time. 9. If you have ... to read, I can offer you some English newspapers. 10. It seems that he knows ... important about the test results. 11. We didn't find out ... new about the substance properties during the experiment. 12. The architect wanted to change ... in his project. 13. The road engineers will have to do ... with this damaged part of the highway. 14. Is there ... you can improve in your report?

*IV. Определите, в каких предложениях **it** является личным местоимением.*

1. Concrete is used for building bridges because it is rigid and durable. 2. It is interesting to study foreign languages. 3. A new tunnel was built in the region. It is the longest in Europe. 4. It is difficult to translate this text. It has a lot of special terms. 5. It is necessary to test the engine. It is of new design. 6. The road needs reconstruction. It was damaged by a heavy flood. 7. It was important to replace the heating system. It is old and unreliable. 8. The temperature should be maintained at the same level all the time. It is essential for our experiment. 9. The research was carried out in our laboratory. It was a success.

*V. Определите, в каких предложениях **that** является указательным местоимением.*

1. The capacity of new power stations is much higher than that of the old ones.

2. That highway was reconstructed some years ago. 3. The engineer was quite sure that the strength of that material could be improved. 4. That the mechanic didn't check the break system is impossible. 5. That mechanic can check the oil level in your car engine. 6. The density of wood is less than that of concrete. 7. The details that have been damaged should be replaced immediately. 8. Nobody was responsible for that accident. 9. That air conditioning system will be installed in our laboratory.

*VI. Определите, в каких предложениях **one** является местоимением.*

1. One should study a lot to become a good engineer. 2. New measuring instruments are more accurate than the old ones. 3. One must prove one's theory with convincing facts. 4. One of the students tested a new method of concrete mixing. 5. One should work at the construction site at least one or two years. 6. After the road pavement was improved one can easily drive at high speed. 7. Sometimes one faulty detail can cause damage of the whole structure. 8. Diesel engine is more economical than petrol one. 9. One must observe safety rules. 10. We shall repeat one of those experiments. 11. One can use concrete and glass in the airport design.

3. Прилагательное (The Adjective)

3.1. Определение.

Прилагательные – класс слов, обозначающих свойство, качество или отношение:

long – длинный	reliable – надёжный
expensive – дорогой	heavy – тяжёлый

3.2. Категории прилагательного.

3.2.1. Категория сравнения.

Многие прилагательные имеют 3 формы: положительную, сравнительную и превосходную.

Таблица 11. Степени сравнения прилагательных (Degrees of comparison)

Структурные типы прилагательных	Положительная степень	Сравнительная степень	Превосходная степень
1. Односложные и двусложные	small large big easy	<i>smaller</i> <i>larger</i> <i>bigger</i> <i>easier</i>	<i>the smallest</i> <i>the largest</i> <i>the biggest</i> <i>the easiest</i>
2. Многосложные*	important effective	<i>more important</i> <i>more effective</i>	<i>the most important</i> <i>the most effective</i>
3. Исключения	good bad much/many little far	better worse more less farther/further	the best the worst the most the least the farthest/the furthest

*Примечание: Некоторые двусложные прилагательные могут образовывать степени сравнения обоими способами:

simple – *simpler/more simple* – *the simplest/the most simple*

narrow – *narrower/more narrow* – *the narrowest/the most narrow*

3.3. Употребление прилагательных в предложении.

Таблица 12. Сравнительные конструкции

<p><i>As...as</i> – такой же..., как...,</p> <p>As high as 2 m Высотой 2 метра</p> <p>As wide as 5 km Шириной 5 км</p> <p>As heavy as 8 kilos Весом 8 кг</p> <p>As long as 4 cm Длинной 4 см</p> <p>Twice as... as – в два раза</p> <p>Three times as ... as - в три раза</p> <p>The same as – такой же...,</p>	<p>English is as important as chemistry. Английский язык так же важен, как химия.</p> <p>The tower is as high as 83 m. Башня имеет высоту 83 м.</p> <p>The highway is as long as 25 km. Эта магистраль имеет длину 25 км.</p> <p>Oil is twice as expensive as it was two years ago. – Нефть стоит в два раза дороже, чем два года назад.</p> <p>Our University is three times as big as yours. – Наш университет в три раза больше, чем ваш.</p> <p>He got the same result as me. – Он получил такой же результат, как и я.</p>
<p><i>Not as (so)...as</i> – не такой, как</p>	<p>Timber is not as strong as concrete. Дерево не такое прочное, как бетон.</p>
<p><i>>more... than</i> – больше, чем</p> <p><i><less ... than</i> – меньше, чем</p> <p><i>older than</i> – старше, чем ...</p> <p><i>more beautiful than</i> – красивее, чем...</p>	<p>I know more English words than you. Я знаю больше английских слов, чем ты.</p> <p>We spent less time on the experiment than you. – Мы потратили на эксперимент меньше времени, чем вы.</p> <p>My brother is older than me. – Мой брат старше, чем я.</p> <p>Our town is more beautiful than yours. Наш город красивее, чем ваш.</p>
<p><i>The..., the...</i> - чем ..., тем</p>	<p>The more expensive the car, the better it is. – Чем дороже машина, тем она лучше.</p>

3.4. Суффиксы прилагательных.

V	→ A ive	to act → active – активный
	→ A ble/ible	to rely → reliable – надёжный
		to permit → permissible – допустимый
V	→ A ant/ent	to persist → persistent – настойчивый
N	→ A ous	norm → enormous – огромный
N	→ A ful/less	power → powerful/ powerless – мощный/беспомощный
N	→ A ic	dynamo → dynamic – динамичный
N	→ A al	nation → national – национальный

Упражнения

I. Переведите словосочетания, обращая внимание на степени сравнения прилагательных.

the most dangerous road	a more careful driver
a shorter distance	further development
the most interesting solution	a more crowded street
the happiest people	a cheaper source of power
the coldest season of the year	the best quality

II. Образуйте от прилагательных сравнительную степень и переведите словосочетания.

suitable equipment	a difficult task
clean air	an old device
an advanced technology	a heavy vehicle
a smooth surface	valuable goods
convenient traffic	qualified specialists
a short report	high standards

III. Образуйте от прилагательных превосходную степень и переведите словосочетания.

a great invention

a warm season

an interesting experiment

an outstanding scientist

available building materials

skilled engineers

an independent decision

a secure structure

IV. Заполните таблицу соответствующими формами.

Broad		
	harder	
		the most common
	drier	
Narrow		
		the closest
	more powerful	
Simple		
		the flattest
Successful		

V. Переведите на русский язык, обращая внимание на сравнительные конструкции.

1. The profession of a teacher is as interesting as that of an engineer. 2. The book is as interesting as the film. 3. July is as warm as August. 4. This device worked twice as long as that one. 5. Gas is not so expensive as oil. 6. The road bridge is not so old as the rail bridge. 7. You'll take the same exams as us. 8. The bridge is as long as 2 km and as wide as 30m. 9. The city centre is more crowded than the suburbs. 10. This engine is more reliable than the previous one. 11. The avenue is wider than the street. 12. The Baltic Sea is colder than the Black sea. 13. The younger you are, the easier it is to learn.

14. The less luggage you take while travelling, the better. 15. The longer we waited, the more impatient we became.

VI. Раскройте скобки, употребив нужную форму прилагательного.

1. Moscow is (large) than Minsk. 2. December the twenty second is (short) day of the year. 3. This is (beautiful) house in the center of the city. 4. He is (good) student of the group. 5. Their house in the country is (comfortable) than their flat in the town. 6. Cities in Scotland are (small) than cities in England. 7. His method of investigation is (efficient) than the old one. 8. The British Parliament is (old) in the world. 9. The (little) you eat, the (quick) you lose weight. 10. The (quick) you translate from English, the (easy) you can get the necessary information. 11. The (much) we speak English the (good).

VII. Сравните различные материалы и предметы. Составьте предложения.

Model A: a car/ a bus (small) –

A car is **smaller than** a bus.

- | | |
|------------------------------|--------------------------------|
| 1. glass/wood (brittle); | 6. wood/concrete (heavy); |
| 2. steel/gold (expensive); | 7. stone/wood (durable); |
| 3. rubber/steel (flexible); | 8. concrete/plastic (rigid); |
| 4. wood/iron (hard); | 9. glass/plastic (light); |
| 5. a car/ a bicycle (noisy); | 10. paper/brick (combustible). |

Model B: Object A is 3.25 m long. Object B is 1.25 m long. –

Object A is **2 m longer than** object B.

1. Building A is 25 m high. Building B is 28 m high. 2. Road A is 10 m wide. Road B is 17 m wide. 3. Product A is as expensive as \$57. Product B is as expensive as \$114. 4. Canadian National Tower is as high as 553.5 metres. Eiffel Tower is as high as

320,75 m 5. Empire State Building in New York is as high as 449 metres. Sears Tower in Chicago is as high as 520 metres. 6. Panama Canal is as wide as 150m. Suez Canal is as wide as 200m. 7. Canadian Pacific Railroad is as long as 4,633 km. Trans-Siberian Railroad is as long as 9, 000 km.

VIII. Сравните возраст и население городов, используя различные сравнительные конструкции. Ответьте на вопросы.

- | | |
|-------------------------|-------------------------------------|
| 1. Minsk and New York; | 4. Washington and Minsk; |
| 2. New York and Moscow; | 5. Minsk and your native town; |
| 3. Moscow and Minsk; | 6. Washington and your native town. |

City	Year of foundation	Population	
Minsk	1067	1.8 mln	
Moscow	1147	8.305 mln	
Washington	1791	0.580 mln	
New York	1626	8.1 mln	
Your native town			

1. What city is the oldest?
2. What city is the youngest?
3. What city is the largest?
4. What city is the smallest?

4. Числительное (The Numerals)

4.1. Определение.

Числительные – класс слов, обозначающих количество объектов или их порядковый номер.

4.2. Классификация.

Существуют 2 типа числительных: количественные и порядковые.

	<i>Количественные числительные</i>	<i>Порядковые числительные</i>
1	one	the first
2	two	the second
3	three	the third
	four	the fourth
5	five	the fifth
6	six	the sixth
7	seven	the seventh
8	eight	the eighth
9	nine	the ninth
10	ten	the tenth
11	eleven	the eleventh
12	twelve	the twelfth
13	thirteen	the thirteenth
20	twenty	the twentieth
21	twenty-one	the twenty first
30	thirty	the thirtieth
40	forty	the fortieth
53	fifty-three	the fifty third
100	one hundred (a hundred)	the one hundredth
101	one hundred and one	the one hundred and first

1,000 – one thousand (a thousand);

1,567 – one thousand five hundred **and** sixty seven;

2,148,506 - two million one hundred **and** forty-eight thousand five hundred **and** six;
 1,000,000,000 – a (one) milliard (Brit.), a billion (Amer.).

4.3. Чтение дробей.

Простые дроби	Десятичные дроби
$\frac{1}{2}$ – a half;	0.5 – nought point five or point five;
$\frac{1}{3}$ – a third;	0.53 – point five three;
$\frac{1}{4}$ – a (one) quarter (a fourth);	23.41 – twenty three point four one;
$\frac{2}{3}$ – two thirds;	34.56 – thirty four point fifty six;
$\frac{3}{4}$ – three-quarters;	46.758 – forty six point seven five eight;
$\frac{5}{8}$ – five-eighths;	<i>Примечание:</i> Дробная часть в английском языке отделяется точкой (point) (2.3).
$1\frac{1}{2}$ – one and a half;	Запятой отделяются тысячи и миллионы
$5\frac{3}{8}$ – five and three eighths;	(1,052,388).

4.4. Чтение цифры 0.

–**zero** при обозначении температуры:

-3° – three degrees below zero

–**0[ou]** при обозначении номеров телефонов:

367705 – three six double seven o five

–**nought, zero** или **0** в десятичных дробях:

0.05 point zero five

–**nought** – для обозначения баллов на экзамене:

I got nought out of ten.

–**nil** для определения счёта в спортивных играх: 3-0 three-nil

4.5. Хронологические даты.

In 1900 – in nineteen hundred; in 2000 – in twenty hundred;

In 1874 – in eighteen seventy-four;

In 1905 – in nineteen five или in nineteen (hundred) o [ou] five;

In 2002 - in twenty o [ou] two;

On the 11th of January, 1996 – on the eleventh of January, nineteen ninety-six;

September 1, 2005 – the first of September, twenty (hundred) and five.

4.6. Математические действия.

$5+23=28$ – five **plus** twenty-three is twenty-eight;

$67-12=55$ – sixty-seven **minus** twelve is (makes) fifty-five;

$8\times 3=24$ – eight **multiplied** by three is twenty-four or

eight **times** three is (is equal to) twenty-four;

$18\div 3=6$ – eighteen **divided** by three is (equals) six;

$\sqrt{16}=4$ – the square (second) root of 16 is 4;

$\sqrt[3]{9}$ – the cube root of nine;

$\sqrt[n]{12}$ – the n-th root of twelve ;

4^2 – four square (squared);

7^3 – seven cubed or seven to the power of three;

() – round brackets, parentheses;

A' – A prime; A'' - A second (double) prime;

P'_1 – P sub one prime; P prime sub one;

P_2 – P sub two; P second;

∞ – infinity;

$U=x^2$ – U is equal to (equals) the second power of x;

$F=m\cdot a$ – Force is equal to mass multiplied by acceleration;

$Y=f(x)$ – y is a function of x;

$\frac{1}{2}bh$ – a half of the product bh ;

$U = \frac{1}{1+x^2}$ – U is equal to the ratio of one to one plus x square;

$d^2 = (x_1 - x_2)^2 + (y_1 - y_2)^2$ – d square is equal to, round brackets opened, x sub one minus x sub two, round brackets closed, square, plus, round brackets opened, y sub one minus y sub two, round brackets closed, square;

\int_n^m – the integral from n to m ; the integral between the limits n and m ;

$L = \sqrt{R^2 \pm x^2}$ – capital L equals the square root out of capital R square plus minus x square;

Упражнения

I. Произнесите и напишите по-английски следующие цифры:

28; 359; 6,924; 73,861; 846,735; 3,785,502; 92,586,245; 697,573,121; $\frac{1}{3}$; 0.3; 0.001;

$\frac{2}{5}$; 2.5; $\frac{1}{8}$; 0.08; $3\frac{6}{9}$; 6.78; 25.745; 6^2 ; 45^3 ; $73\frac{3}{8}$; $\sqrt{27}$; $\sqrt[3]{96}$; $\sqrt[4]{54}$; X'; Z'';

II. Произнесите и запишите цифрами следующие числительные и даты:

a) thirty-three; ninety-seven; one hundred and seventy-four; eight hundred and one; nine hundred and thirteen; fifty-two thousand three hundred and forty-nine; seven hundred and ten thousand six hundred and twenty-three; one million seven hundred and fifty four thousand three hundred and twenty one; three thousand four hundred and two;

b) point nought two; a half; two thirds; five eighths; one point eight two six; three and three quarters; eight and seven ninths; thirty-five point nought seven three; point six;

c) five squared; nine cubed; six to the power of four; seventy to the power of five;

d) the square root of ten; the cube root of ninety-one; the second root of sixteen;

e) January the first, eighteen fifty-six; October the twenty-first, eighteen thirty-three; May the ninth, nineteen forty-five; the tenth of March, eighteen hundred;

III. Назовите указанные действия и запишите результат:

- 1) $12 \times 8 =$ 2) $144 \div 12 =$ 3) $0.5 \times 6.23 =$ 4) $\frac{7}{8} - \frac{5}{8} =$ 5) $\frac{2}{3} + \frac{1}{4} \times 5^2 =$
6) $28 \times 3 =$ 7) $3,546 \div 2 =$ 8) $2.05 + 9.29 =$ 9) $\frac{3}{7} - \frac{2}{5} =$ 10) $3^3 \times 7^2 - 5^2 =$
11) $56 + \sqrt{16} =$ 12) $\sqrt[3]{9} \div 2 =$ 13) $87.09 + 74.35 =$ 14) $\frac{2}{9} \times \frac{1}{3} =$ 15) $(6^2 - 2^3) \times 7 =$

5. Глагол (The Verb)

5.1. Определение.

Глагол – часть речи, объединяющая слова, обозначающие действия, процессы, состояния и отношения:

to design – проектировать	to undulate – колебаться
to mix – смешивать	to exist – существовать
to depend – зависеть	to maintain - поддерживать

5.2. Классификация.

По своему значению и выполняемой функции в предложении глаголы делятся на:

- смысловые (to build- строить, to remain – оставаться, to do -делать)

The engineer **controls** the construction work.

Инженер контролирует строительные работы.

- вспомогательные (to be, to have, to do, will, shall, would, should)

The engineers **have** developed a new turbine. (Present Perfect)

Инженеры разработали новую турбину.

The railway terminal **will be** reconstructed soon. (Future Indefinite)

Железнодорожный вокзал скоро будет реконструирован.

- глаголы-связки (to be, to become, to get, to grow, to turn etc)

He **is** a qualified engineer.

Он – квалифицированный инженер.

- модальные глаголы (must, can, may, should, ought to, would, will, need)

We **must** reconstruct the historic part of the city.

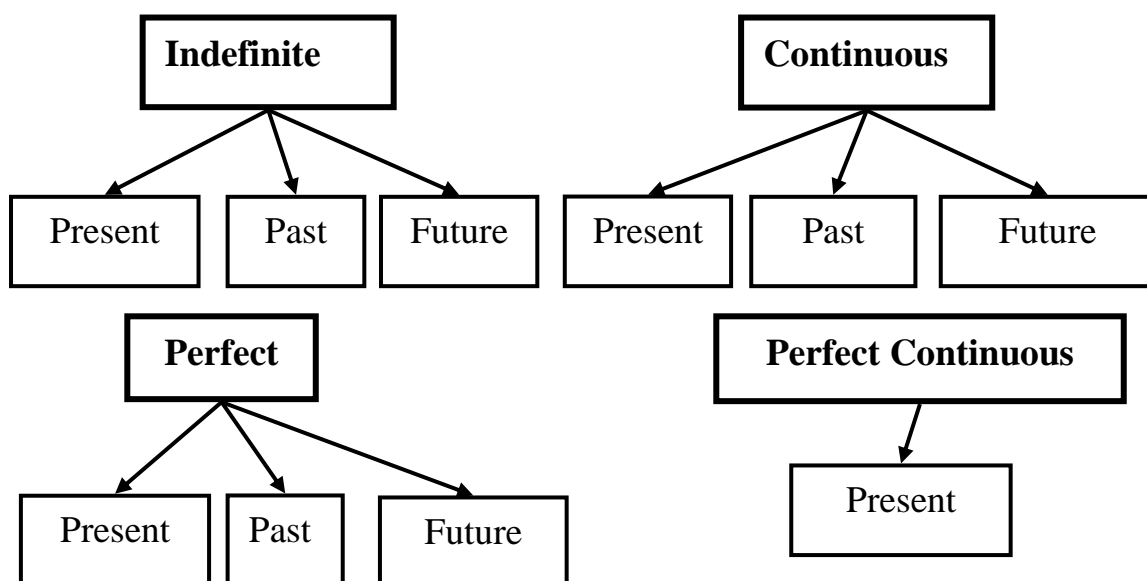
Мы должны реконструировать историческую часть города.

5.3. Категории глагола.

Глагол несет информацию о времени и залоге.

5.3.1. Система английских времён (активный залог).

Система обозначения времени в английском языке включает 4 группы, каждая из которых объединяет 3 времени – настоящее, прошедшее, будущее.



Indefinite Tenses

Present Indefinite – наиболее распространённая в научном тексте форма, используемая для констатации фактов или обозначения повторяющихся действий в настоящем. Характерные обстоятельства: *generally, usually, every day/week/year, often, seldom и т.д.*

These substances ***pollute*** the air.

Эти вещества загрязняют воздух.

They ***control*** this parameter every two hours.

Они контролируют этот параметр каждые два часа.

Past indefinite употребляется для обозначения однократного или повторяющегося действия в прошлом. Характерные обстоятельства: *yesterday, two days ago, last week, in 1990, often, seldom.*

They ***mixed*** sand and gravel in the right parts.

Они смешали песок и гравий в требуемых пропорциях.

Egyptians usually ***built*** their houses of stone.

Египтяне обычно строили дома из камня.

Last year we **reconstructed** the old ring road.

В прошлом году мы реконструировали старую кольцевую дорогу.

Future Indefinite употребляется для обозначения однократного или повторяющегося действия в будущем. Характерные обстоятельства: *tomorrow, next week/month, in 2008, in 8 years, soon*.

Next year we **shall build** a new bridge across the river.

В следующем году мы построим новый мост через реку.

Every year they **will modernize** 2 units of the power plant.

Каждый год они будут модернизировать по 2 блока электростанции.

Continuous Tenses

Present Continuous представляет действие, развёртывающееся в момент речи или в течение периода, рассматриваемого как актуальное настоящее.

I **am writing** an article now.

Сейчас я пишу статью.

He **is designing** a new theatre.

Он проектирует новый театр.

Примечание: **Present Continuous** может использоваться для обозначения ближайшего будущего.

We **are taking** part in a conference tomorrow.

Завтра мы принимаем участие в конференции.

Past и **Future Continuous** указывают на длительность протекания действия в прошлом и будущем. Характерные показатели: *from...till, all the evening*.

Yesterday from 5 till 7 they **were taking** an exam.

Вчера с 5 до 7 часов они сдавали экзамен.

When we come he **will be working** in his study.

Когда мы придём, он будет работать в своём кабинете.

Perfect Tenses

Present, Past и *Future Perfect* обозначают завершённые действия, результат которых наблюдается, соответственно, в настоящем, прошедшем и будущем.

Характерные обстоятельства: *just, already, never, ever, by...* .

He *has* just *completed* his research.

Он только что закончил свое исследование.

He *had* already *completed* the experiment when his colleagues came.

Он уже завершил эксперимент, когда пришли его коллеги.

She *will have completed* the project by next Thursday.

Она завершит проект к следующему четвергу.

Упражнения

I. Найдите в предложениях сказуемые в Present, Past и Future Indefinite. Переведите предложения.

1. At the University the students learn many different subjects. 2. They moved into a new comfortable flat last year. 3. The process of reconstruction takes a lot of time and needs qualified workers. 5. These two forces acted in the same direction in our experiment. 6. The development of physics resulted in the appearance of today's cinema, television, radio and so on. 7. When you come to the laboratory tomorrow our colleagues will be demonstrating the results of their experiments. 8. These forces will cause displacement of the body. 9. This young scientist made a great contribution to mathematics. 10. The scientist published the results of his investigations. 11. They determined the substance temperature before the test. 12. We shall discuss the new material properties at the next lecture.

II. Поставьте предложения в отрицательную и вопросительную форму.

1. He started his investigations of the properties of a new compound. 2. This plant will produce a new type of equipment. 3. The academic year consists of two terms. 4. The

Таблица 14. Времена группы *Indefinite* (Active)

	Present Indefinite	Past Indefinite	Future Indefinite
+	I (We, You, They) build houses. He (She, It) builds houses.	I (He, She, It, We, You, They) lived in Minsk. built houses.	I (He, She, It, We, You, They) 'll live in Minsk. build houses.
-	I (We, You, They) don't build houses. He (She, It) doesn't build houses.	I (He, She, It, We, You, They) didn't live here. didn't build houses.	I (He, She, It, We, You, They) won't live here. build houses.
?	Do I (we, you, they) build houses? Does he (she, it) build houses?	Did I (he, she, it, we, you, they) live here? build houses?	Will I (he, she, it, we, you, they) live here? build houses?

Таблица 15. Времена группы *Continuous* (Active): (to be+ Participle I)

	Present Continuous	Past Continuous	Future Continuous
+	He (She, It) is building a house. We (You, They) are building a house.	I (he, she, it) was building a house. We (you, they) were building a house.	I (he, she, it, we, you, they) will be building a house.
-	He (She, It) isn't building a house. We (You, They) aren't building a house.	I (He, She, It) was not building a house. We (You, They) were not building a house.	I (he, she, it, we, you, they) won't be building a house.
?	Is he (she, it) building a house? Are we (you, they) building a house.	Was she (I, he, she, it) building a house? Were we (you, they) building a house?	Will he (I, she, it, we, you, they) be building a house?

Таблица 16. Времена группы *Perfect* (Active): (to have + Participle II)

	Present Perfect	Past Perfect	Future Perfect
+	He (she, it) <i>has built</i> the house. <i>has translated</i> the text I (you, we, they) <i>have built</i> the house. <i>have translated</i> the text.	I (he, she, it, we, you, they) <i>had built</i> the house by November. <i>had translated</i> the text when you came.	I (he, she, it, we, you, they) <i>will have built</i> the house by November. <i>will have translated</i> the text when you come.
-	He (she, it) <i>hasn't built</i> the house. <i>hasn't translated</i> the text. I (you, we, they) <i>haven't built</i> the house. <i>haven't translated the text.</i>	I (he, she, it, we, you, they) <i>hadn't built</i> the house by November. <i>hadn't translated</i> the text when you came.	I (he, she, it, we, you, they) <i>won't have built</i> the house by 2010. I (he, she, it, we, you, they) <i>won't have translated</i> the text by Monday.
?	<i>Has</i> he (she, it) <i>built</i> a house? <i>translated</i> the text ? <i>Have</i> you (I, we, they) <i>built</i> the house? <i>translated</i> the text ?	<i>Had</i> he (I, she, it, we, you, they) <i>built</i> the house by the end of the year? <i>translated</i> the text by Monday?	<i>Will</i> I (he, she, it, we, you, they) <i>have built</i> the house...? <i>have translated</i> the text...?

Таблица 17. Времена группы *Perfect Continuous* (Active): (to have been + Participle I)

	Present Perfect	Past Perfect	Future Perfect
+	He (she) <i>has been building</i> houses since 1991. I (we, you, they) <i>have been building</i> houses for 15 years.	not used	not used

development of machine-tools accelerated the industrial revolution. 5. A lot of foreign citizens enter our University every year. 6. The stuff of the laboratory finished the work on the apparatus. 7. They will conduct the experiment in the best laboratory. 8. Our chief engineer spends much time on the site. 9. It took much time to cross the Atlantic in the 19th century. 10. The students of our department attend their lectures mostly in the morning. 11. The investors will furnish our laboratory with up-to-date equipment. 12. The scientist obtained similar results in all the experiments.

III. Поставьте глаголы в Present, Past или Future Indefinite. Переведите предложения.

1. The development of many sciences (to depend) on the knowledge of physical phenomena. 2. The workers (to complete) the construction of this modern house in a month. 3. During our last experiment we (to keep) the temperature at the point of 20 degrees. 4. Last century scientists (to make) a close study of the structure of natural rubber. 5. We (to conduct) the experiments in the laboratory when the new term begins. 6. Many factors (to influence) the intensity of this process. 7. All over the world architects widely (to use) concrete for bridge construction. 8. The street (to be) so narrow that we (to have) to widen it next year. 9. He (to be interested) in motor cars in his childhood. 10. The results of his last experiment entirely (to prove) his theory. 11. Everybody (to consider) his invention useless at that time. 12. Our power station (to produce) a great deal of electricity every year. 13. Some inventors (to suppose) that in the future we (to use) trains without drivers.

IV. Найдите в предложениях сказуемые в Present, Past и Future Continuous и переведите их. Сравните употребление времен групп Indefinite и Continuous.

1. They always test new equipment in their laboratory. 2. Don't enter. The engineer is testing the new equipment. 3. When the students arrived the professor was carrying out an experiment. 4. Our professor often carries out his experiments with his students' assistance. 5. The students of our group will be taking their English exam on Monday.

6. The students of our University usually pass their exams well. 7. He used some special instruments while he was repairing the new device. 8. He repaired the damaged device himself. 9. The members of the Students' Council discussed this question yesterday. 10. We were discussing our plans from 2 p.m. till 4 p.m. yesterday. 11. While we were taking measurements the engineer was making calculations. 12. At first we took measurements and then we made calculations. 13. The engineer was instructing the workers when the trucks brought cement to the site.

V. Поставьте предложения в отрицательную и вопросительную форму.

1. We are translating the article into Russian. 2. They are conducting an important experiment in the laboratory now. 3. He will be making his report at 2 o'clock tomorrow. 4. The designers were estimating the construction cost for a week. 5. The students are having their preliminary in English now. 6. The scientist is experimenting with new construction materials. 7. We were taking calculations for the new bridge during our summer practice. 8. The population of the city is steadily growing. 9. The workers will be unloading the trucks after lunch. 10. He is laying bricks very quickly and carefully.

VI. Поставьте глаголы в соответствующее время группы Indefinite или Continuous. Переведите предложения.

1. We (to translate) the article during the whole lesson yesterday. 2. We usually (to translate) texts using special dictionaries. 3. The students usually (to write) their final tests at the end of each term. 4. The students (to write) their final test. Keep silence. 5. When you (to come) in an hour we (to discuss) the results of the test. 6. I (to look) up the words in the dictionary while he (to read) the text. 7. The teacher (to explain) this grammar rule at the last lesson. 8. The teacher (to explain) the new grammar rule when I (to come) in. 9. During some decades of the last century scientists (to try) to explain this unusual phenomenon. 10. A true scientist always (to try) to explain unusual phenomena. 11. This plant (to produce) various kinds of instruments. 12. This plant (to produce) new

kinds of instruments every year. 13. Today scientists still (to look) for the new sources of energy.

VII. Найдите в предложениях сказуемые в Present, Past и Future Perfect и переведите их. Сравните употребление времен групп Indefinite и Perfect.

1. I finished school last year. 2. I have already finished school. 3. The students passed their first exam yesterday. 4. The students have passed their exams lately. 5. The students had passed the exam when the dean came. 6. Our family moved into a new comfortable flat two years ago. 7. They have just moved into a new comfortable flat. 8. The scientific journal published this article last May. 9. The scientist has published the results of his investigations. 10. He will present his report at the end of the term. 11. He will have presented his report by the end of the term. 12. They didn't receive any positive results last time. 13. They haven't received any good results. 14. If the engineer makes all the necessary calculations he will start his experiment. 15. After the engineer had made all the necessary calculations he started his experiment. 16. Did they install the new equipment in the laboratory yesterday? 17. Have they installed the new equipment in the laboratory yet?

VIII. Переведите предложения, обращая внимание на различные способы перевода сказуемых в Perfect.

1. We have already mentioned these facts in our report. 2. The output of this factory has greatly increased recently. 3. The students had translated the text by the end of the lesson. 4. The lab assistant will have prepared the laboratory by the beginning of the experiment. 5. He has not seen his students since they graduated from the university. 6. Before the Exhibition closes a lot of people will have attended it. 7. The scientists have never referred to these phenomena. 8. They have worked for three years to improve the quality of the road materials. 9. After we had determined the main properties of the substance we could use it in our experiment. 10. The workers will have finished the construction when the commission arrives. 11. A number of scientists have

supported this suggestion. 12. The new construction method has attracted much attention. 13. This research combined with many others has provided valuable information on the problem in question. 14. You cannot use the tools until you have sharpened them. 15. We had analyzed a number of compounds before we could choose the most suitable one. 16. Scientists of different countries have dealt with the problems of air pollution for a long time.

IX. Поставьте глаголы в соответствующее время группы Indefinite или Perfect. Переведите предложения.

1. They (to obtain) the positive results after they (to install) more powerful equipment. 2. The mechanic (to repair) the engine before you come. 3. They (to carry out) the experiment successfully yesterday. 4. We (to return) just from the international conference. 5. The students (to determine) the melting point of the metal before they (to apply) it in their experiment. 6. He (to make) his first invention many years ago. 7. Our road engineers (to test) already the new paving materials. 8. By the time you complete the calculations we (to finish) our experiment. 9. He (to have) a bad road accident some years ago. 10. You may take your car. I (to check) the brakes and the oil level. 11. The workers (to mix) the concrete before they (to pour) it into the formwork. 12. Don't try to put the fire out until you (to call) for help. 13. The population of our city greatly (to increase) recently. 14. They (to reconstruct) the main road by the end of the next year. 15. The new road (to connect) the city centre with the industrial districts.

X. Найдите в предложениях сказуемые в Present, Past и Future Perfect Continuous и переведите их. Сравните употребление времен.

1. The engineer tests the apparatus every week. 2. He is testing the apparatus at the moment. 3. The engineer has been testing the apparatus for five hours. 4. We shall discuss the test schedule tomorrow. 5. We shall be discussing the test schedule at this time tomorrow. 6. We shall have been discussing the test schedule for an hour when you come. 7. The students were taking measurements when the teacher came. 8. The

students had been taking measurements for half an hour when the teacher came. 9. The students had taken measurements before the teacher came. 10. Hurry up! Everybody is waiting for you. 11. We had been waiting for ten minutes when you came. 12. Keep silence. The students are taking their English exam. 13. They still will have been taking the exam when you come.

5.3.2. Страдательный залог.

Кроме показателя времени сказуемое всегда имеет показатель залога: действительного (*active*) или страдательного (*passive*).

Если в позицию подлежащего помещен объект, реально контролирующей ситуацию, сказуемое оформляется в действительном залоге:

The firm ***built*** 3 houses in this village.

Фирма построила 3 дома в этой деревне.

Если в позицию подлежащего помещён объект, испытывающий воздействие извне, то сказуемое употребляется в форме страдательного залога:

3 houses ***were built*** by this firm.

3 дома было построено этой фирмой.

Форма страдательного залога:

to be + Participle II

Примечание: о причастии (*participle II*) подробнее см. в разделе 5.7.

Система английских времён для форм страдательного залога представлена в таблицах 18, 19, 20.

Существует несколько способов перевода сказуемых в сострадательном залоге:

1) возвратной формой глагола

Houses ***were built*** of wood at that time.

В то время дома ***строились*** из дерева.

2) неопределённо-личной формой глагола

Houses **were built** of wood at that time.

В то время дома **строили** из дерева.

3) сочетанием глагола быть и краткой формы причастия

These houses **were built** of wood.

Эти дома **были построены** из дерева.

4) глаголом в действительном залоге с использованием в качестве

подлежащего существительного, которому в английском предложении

предшествует предлог **by**

These houses **were built** by a famous architect.

Эти дома **построил** известный архитектор.

The process **was influenced** by a number of factors.

На процесс **воздействовал** целый ряд факторов (Целый ряд факторов **воздействовал** на этот процесс).

5) посредством перемещения предлога, который в английском языке следует

за сказуемым, на место перед существительным.

The necessary materials **were sent for**.

Послали за необходимыми материалами.

This conference **is often referred to**.

На эту конференцию часто **ссылаются**.

Упражнения

I. Найдите в предложениях сказуемые в страдательном залоге и переведите их.

1. The engineers have improved the bridge construction methods. 2. The bridge construction methods have been improved by the engineers. 3. The law of gravitation was discovered by Newton. 4. Newton discovered the law of gravitation. 5. They will speak about his scientific paper at the end of the discussion. 6. His scientific paper will be spoken about at the end of the discussion. 7. Many factors influence the intensity of this process. 8. The intensity of this process is influenced by many factors.

Таблица 18. Времена группы Indefinite (Passive):(to be + Participle II)

	Present Indefinite Passive	Past Indefinite Passive	Future Indefinite Passive
+	The task <i>is completed</i> . These houses <i>are built</i> of wood.	The task <i>was completed</i> last month. These houses <i>were built</i> of wood.	The task <i>will be completed</i> next month. These houses <i>will be built</i> of wood.
-	The task <i>isn't completed</i> . These houses <i>aren't built</i> of wood.	The task <i>wasn't completed</i> last month. These houses <i>were not built</i> of wood.	The task <i>won't be completed</i> next month. These houses <i>will not be built</i> of wood.
?	<i>Is</i> the task <i>completed</i> ? <i>Are</i> these houses <i>built</i> of wood?	<i>Was</i> the task <i>completed</i> last month? <i>Were</i> these houses <i>built</i> of wood?	<i>Will</i> the task <i>be completed</i> next month? <i>Will</i> these houses <i>be built</i> of wood?

Таблица 19. Времена группы Continuous (Passive):(to be being+ Participle II)

	Present Continuous Passive	Past Continuous Passive	Future Continuous Passive
+	The text <i>is being translated</i> by our students.	The text <i>was being translated</i> when I came.	Not used
-	The text <i>is not being translated</i> by our students.	The text <i>was not being translated</i> when I came.	Not used
?	<i>Is</i> the text <i>being translated</i> by our students?	<i>Was</i> the text <i>being translated</i> when I came?	Not used

Таблица 20. Времена группы Perfect (Passive):(to have been + Participle II)

	Present Perfect Passive	Past Perfect Passive	Future Perfect Passive
+	<p>The house <i>has been built</i>.</p> <p>The text <i>has been translated</i>.</p> <p>The houses <i>have been built</i>.</p> <p>The texts <i>have been translated</i>.</p>	<p>The house <i>had been built</i> by the end of the year.</p> <p>The texts <i>had been translated</i> by the end of the week.</p>	<p>The house <i>will have been built</i> by the next year.</p> <p>The text <i>will have been translated</i> by 5 o'clock.</p>
-	<p>The house <i>hasn't been built</i>.</p> <p>The text <i>hasn't been translated</i>.</p> <p>The houses <i>haven't been built</i>.</p> <p>The texts <i>haven't been translated</i>.</p>	<p>The house <i>hadn't been built</i> by the end of the year.</p> <p>The texts <i>hadn't been translated</i> by the end of the week.</p>	<p>The house <i>won't have been built</i> by the end of the year.</p> <p>The text <i>won't have been translated</i> by the end of the week.</p>
?	<p><i>Has</i> the house <i>been built</i>?</p> <p><i>Has</i> the text <i>been translated</i>?</p> <p><i>Have</i> the houses <i>been built</i>?</p> <p><i>Have</i> the texts <i>been translated</i>?</p>	<p><i>Had</i> the house <i>been built</i> by the end of the year?</p> <p><i>Had</i> the texts <i>been translated</i> by the end of the week?</p>	<p><i>Will</i> the house <i>have been built</i> by the end of the week?</p> <p><i>Will</i> the texts <i>have been translated</i> by the end of the week?</p>

9. We are carrying out a new research at the moment. 10. The new research is being carried out successfully. 11. The students were still conducting experiments when the bell rang. 12. The experiments were still being conducted in some laboratories when the bell rang. 13. People have known these construction methods for a long time. 14. These construction methods have been known by people for a long time. 15. The construction company built this comfortable block of flats some years ago. 16. This comfortable block of flats was built by the construction company five years ago.

II. Измените предложения по образцу.

*Model: We **have changed** the properties of the substance. -*

*The properties of the substance **have been changed**.*

1. They almost finished the construction of the tunnel. 2. We are discussing the results of the experiment. 3. They used concrete structures while erecting the new railroad bridge. 4. The lorries will bring cement to the construction site after lunch. 5. We don't use this kind of fuel because it is very expensive. 6. Have you already installed the new equipment? 7. They will complete the experiment in a month. 8. The workers have tunnelled the road under the Channel. 9. The mechanic will test the engine when he repairs it. 10. As a rule, numerous discoveries follow one great discovery. 11. We were finishing the experiment when the device broke down. 12. They also pay much attention to the quality of materials for road construction. 13. The students asked the engineers about the new construction technologies. 14. Machines of new generation will do all labour-consuming and dangerous work in the future. 15. The International Committee has rewarded our professor, for his outstanding theory. 16. The development of machine-tools accelerated the industrial revolution.

III. Переведите предложения на русский язык, обращая внимание на различные способы перевода страдательного залога.

1. This phenomenon has already been discussed. 2. The project will be completed in a month. 3. The nuclear theory has been greatly influenced by quantum mechanics.

4. A lot of time is given to the study of the new method of work. 5. A new deep-level tunnel was being completed in London. 6. In England many houses are heated with coal. 7. The sun is being used widely in direct solar energy heating equipment and also as a fuel in making electricity. 8. A number of alternatives has been proposed. 9. This process has been little studied. 10. Concrete structures have been used instead of bricks. 11. The temperature had been raised before the explosion occurred. 12. This term has been used for a long time. 13. They were given some data illustrating this phenomenon.

5.4. Суффиксы глаголов.

N → V ize a system → to systematize – систематизировать

A → V fy clear → to clarify – прояснить

A → V en wide → to widen – расширить

5.5. Многофункциональные глаголы.

Ряд глаголов (*to be, to have, to do, etc*) могут употребляться как смысловые, вспомогательные, модальные или глаголы-связки.

5.5.1. Глагол “to be”.

Таблица 21. Формы глагола “to be”

	Present	Past	Future
Indefinite	I <i>am</i> / he(he, she, it) <i>is</i> / we(you, they) <i>are</i>	I (he, she, it) <i>was</i> / we(you, they) <i>were</i>	I (we) <i>shall be</i> he(he, she, it you they) <i>will be</i>
Continuous	I <i>am</i> he(he, she, it) <i>is</i> we(you they) <i>are</i> } <i>being</i>	<i>was</i> <i>were</i> } <i>being</i>	—
Perfect	he <i>has</i> we <i>have</i> } <i>been</i>	<i>had been</i>	<i>will have been</i>

Таблица 22. Функции глагола “to be”

Функция	Пример и перевод
<p>Смысловый глагол</p> <p>to be + Prep +N</p> <p>to be + Adv.</p>	<p>The lecturer <i>is in the dean’s office</i>.</p> <p>Лектор (находится) в деканате.</p> <p>The lecturer <i>is here</i>.</p> <p>Лектор (находится) здесь.</p>
<p>Вспомогательный глагол</p> <p>а) страдательный залог</p> <p>to be+Participle II</p> <p>б) времена группы Continuous</p> <p>to be +Participle I</p>	<p>The lecturer <i>was asked</i> a question.</p> <p>Лектору был задан вопрос.</p> <p>The student <i>is making</i> notes of the lecture.</p> <p>Студент конспектирует лекцию.</p>
<p>Глагол- связка</p> <p>to be + Adj.</p> <p>to be + Infinitive</p>	<p>The lecture <i>is interesting</i>. - Лекция интересна.</p> <p>My aim <i>is to enter</i> the University – Моя цель – поступить в университет.</p>
<p>Модальный глагол</p> <p>to be + Infinitive</p>	<p>You <i>are to make</i> notes of the lecture. – Вы должны конспектировать лекцию.</p>

5.5.2. Глагол “to have”.

Таблица 23. Формы глагола “to have”

	Present	Past	Future
+	I (we, you, they) <i>have</i> He (she, it) <i>has</i>	I (you, she, he, it, we, they) <i>had</i>	We (you, she, he, it, we, they) <i>will have</i>
-	I (we, you, they) <i>haven’t</i> He (she, it) <i>hasn’t</i>	I (you, she, he, it, we, they) <i>hadn’t</i>	I (you, she, he, we, they) <i>will not (won’t) have</i>
?	<i>Have</i> I (we, you, they) ? <i>Has</i> he (she, it)...?	<i>Had</i> you (I, she, he, it, we, they)...?	<i>Will</i> you (I, she, he, it, we, they) <i>have</i> ...?

Таблица 24. Функции глагола “to have”

Функция	Пример и перевод
Смысловый глагол to have+N	They <i>have</i> 3 lectures today. У них сегодня 3 лекции.
Вспомогательный глагол при образовании времён группы Perfect to have + Participle II	We <i>have passed</i> the exam. Мы сдали экзамен. When I called they <i>had</i> already <i>got</i> their credits in English. Когда я позвонил, они уже получили зачёт по английскому языку.
Модальный глагол to have+Infinitive	I will <i>have to take</i> 3 exams this summer. Я должен буду сдать 3 экзамена этим летом. He <i>has</i> to attend 3 lectures a day. Ему приходится посещать по 3 лекции в день.

5.5.3. Глагол “to do”.

Таблица 25. Формы глагола “to do”

	Present	Past	Future
+	I (we, you, they) <i>do</i> ... He (she, it) <i>does</i> ...	I (you, she, he, it, we, they) <i>did</i> ...	We (you, she, he, it, we, they) <i>will do</i> ...
-	I (we, you, they) <i>don't</i> do... He (she, it) <i>doesn't</i> do...	I (you, she, he, it, we, they) <i>didn't</i> do...	I (you, she, he, we, they) <i>will not (won't) do</i> ...
?	<i>Do</i> I (we, you, they) do...? <i>Does</i> he (she, it) do...?	<i>Did</i> you (I, she, he, it, we, they) do...?	<i>Will</i> you (I, she, he, it, we, they) <i>do</i> ...?

Таблица 26. Функции глагола “to do”

Функции		Пример и перевод
Смысловый глагол	to do + N	We'll do <i>the homework</i> in the morning. Мы сделаем домашнее задание утром.
Вспомогательный глагол		
а) отрицательная форма	do + not	We don't <i>have</i> classes in the morning. У нас нет занятий утром.
б) вопросительная форма	do + N V...	Do the students <i>have</i> classes in the morning? У студентов есть занятия по утрам?
Усилительное do	do +V	Do <i>explain</i> it again. Пожалуйста, объясните это ещё раз.
ЗамениТЕЛЬ другого глагола		We don't speak German, but he does . Мы не говорим по-немецки, а он говорит.

Упражнения

*I. Переведите предложения, обращая внимание на значения глагола **to be**.*

1. Our language laboratory is in the main building.
2. The conditions of the experiment are to be changed.
3. Tyres are made of rubber because it is flexible.
4. They were to repair the road before it is cold.
5. Where is the largest power plant in your country?
6. The scientists are to find new sources of energy.
7. Wood is mostly replaced by steel in bridge construction.
8. They are translating the article on modern paving materials.
9. The task of an architect is to design useful and beautiful buildings.
10. This work is coordinated by our foreign partners.
11. Petrol engines are usually lighter and smaller than diesel engines.
12. If the engine is broken, it is to be repaired or changed.
13. His invention is of great importance for the mankind.
14. The main task of the designer was to improve the stability of the structure.
15. The engineer was to estimate the cost of repairing the building.

*II. Переведите предложения, обращая внимание на значения глагола **to do**.*

1. The students often do their home task in the reading hall. 2. The strength of this new material does not depend on temperature changes. 3. What devices do you need for your experiments? 4. Energy is the ability to do work. 5. Do you remember the first bridge you built? 6. They began to do their test much earlier than we did. 7. Scientists and engineers do help one another in developing new construction materials. 8. Do these methods help you to improve the road pavement? 9. Metals conduct electricity better than the most of the non-metals do. 10. This type of asphalt did play an important part in road construction. 11. We'll do our best to improve the air conditioning system. 12. The mechanic didn't replace the fuel pump last week and I had to do it myself.

*III. Переведите предложения, обращая внимание на значения глагола **to have**.*

1. The students will have an opportunity to take part in the conference. 2. They have already obtained positive results. 3. They had to change the temperature of the substance. 4. You can have permanent work at the laboratory after you pass all your exams successfully. 5. The construction of the channel has been completed. 6. The old construction methods had some drawbacks. 7. We'll have to discuss this problem once more. 8. Have you found any new applications for this invention? 9. He has everything to realize his plans. 10. They had their laboratory furnished with modern devices. 11. You'll have to work hard to pass your exams. 12. The traffic safety has improved owing to the new road pavement.

IV. Поставьте предложения в вопросительную или отрицательную формы.

1. Our engineers developed a new technique of concreting. 2. This method of calculation is accurate. 3. The plant has produced an improved model of a crane. 4. Flyover crossings are very expensive. 5. The quality of paving materials greatly influences the traffic safety. 5. The scientists had to obtain a substance with better properties. 6. The commission usually conducts a thorough investigation after an accident. 7. The reconstruction of the historical centre is to be completed in two months.

5.6. Модальные глаголы (Modal Verbs)

5.6.1. Определение.

Модальные глаголы выражают не действие или состояние, а возможность, необходимость, желательность совершения действия (таблица 27).

5.6.2. Употребление.

В сочетании с инфинитивом смыслового глагола модальные глаголы образуют составное глагольное сказуемое.

Vm+Ind.Inf.

We *can build* the dam this year.

Мы можем построить плотину в этом году.

You *must calculate* the engine power.

Вы должны рассчитать мощность двигателя.

Модальные глаголы могут употребляться со сложными формами инфинитива:

Vm+Inf.Pass.

The dam can *be built* this year.

Плотина может быть построена в этом году.

Then water must *be added*.

Затем необходимо добавить воду.

Vm+Cont.Inf.

He must *be testing* the new equipment.

Он, должно быть, проверяет новое оборудование.

Vm+Perf.Inf.

He must *have added* too much water.

Он, должно быть, добавил слишком много воды.

The well must *have been developed*.

Скважина, должно быть, восстановлена.

He *can't have stopped* the experiment.

Не может быть, чтобы он остановил эксперимент.

Упражнения

I. Найдите в предложениях модальные глаголы. Переведите предложения.

A. 1. You should give examples that prove your theory. 2. Metal ladders must never be used near electric wires. 3. An architect today has to be an engineer too. 4. A number of

Таблица 27. Модальные глаголы (Modal Verbs)

\ Модальность / Время	Present Indefinite	Past Indefinite	Future Indefinite
Возможность <i>can</i> to be able to	We <i>can</i> build a new airport in Mogilev. Мы можем построить в Могилёве новый аэропорт.	We <i>could</i> build an airport in Mogilev last year. В прошлом году мы могли построить аэропорт в Могилёве.	We <i>'ll be able to</i> build a new airport next year. В следующий год мы сможем построить новый аэропорт.
Разрешение <i>may</i> to be allowed to	You <i>may</i> build a new bridge. Вы можете построить новый мост.	You <i>might</i> build this bridge last year. Вы могли построить этот мост в прошлом году.	We <i>'ll be allowed to</i> build this bridge next year. Нам разрешат построить этот мост в следующем году.
Долженствование <i>must</i> ought to, should, needn't to be to to have to	They <i>must</i> build this tunnel. Они должны построить этот тоннель.	He <i>was to</i> build a new house. Он должен был построить новый дом (по плану). He <i>had to</i> build a new house. Ему пришлось построить новый дом.	You <i>'ll have to</i> build a new house next year. В следующем году тебе придётся строить новый дом.

substances can absorb considerable amounts of gases. 5. The students ought to observe all the University rules. 6. He could not complete his research in time as he worked very slowly. 7. The results of their research are to be discussed at the conference. 8. Energy can exist in many forms. 9. The road engineer is to mechanize and technically develop the road building operations. 10. In the modern world people cannot imagine their life without computers. 12. They will be allowed to participate in the discussion.

B. 1. He had to take part in the discussion. 2. His report is to be included in the program of the conference. 3. Unusual properties of this substance should be taken into consideration. 4. The importance of the problem needn't be explained. 5. These experiments can be carried out in the nearest future. 6. Your scientific opponent must be an authority on the subject. 7. The advice of professionals should not be ignored. 8. You will have to learn the new plastering technology. 9. They may continue their experiments in the best laboratories of the University. 10. You must mix the concrete well before you use it. 11. This power station will have to supply us with all the necessary energy.

II. a) *Переведите предложения, обращая внимание на перевод эквивалентов модальных глаголов.*

б) *Употребите соответствующие модальные глаголы вместо эквивалентов.*

*Model: a) He **was not able to** take part in the conference. →*

*He **could not** take part in the conference.*

*b) The students **are not to** be late. →*

*The students **must not** be late.*

*c) They **are allowed to** attend the lessons. →*

*They **may** attend the lessons.*

1. The students will be allowed to use this equipment in their research work. 2. Our workers were to transmit signals without any complex equipment. 3. They were not able to repair the device themselves. 4. The drivers are not allowed to park their cars in this place. 5. He was able to use the small store room as a laboratory. 6. I hope they will be able to reach the city before it is dark. 7. I think he will not be allowed to change the

subject of his research. 8. In two years in England you will be able to speak English fluently. 9. Electronic machines are to perform complicated calculations much quicker than people. 10. We were not able to install new devices because the laboratory was closed. 11. The students were not allowed to look up the words in their dictionaries.

III. Измените предложения так, чтобы они выражали прошедшее действие.

*Model: a) All engineers **must take part** in research work. →*

*All engineers **had to take part** in research work.*

*b) You **should check** the results of the tests. →*

*You **should have checked** the results of the tests.*

1. The engineer must improve the accuracy of his measurements. 2. They must maintain the same temperature during the experiment. 3. You may refer to the results of our experiment. 4. The equipment must be tested only after installation. 5. The compound can be obtained by three different ways. 6. The candidate for this position should know at least one foreign language. 7. You ought to pay more attention to your practical training. 8. They may continue their work in the best laboratory of the institute. 9. The laboratory assistant should know the temperature of the liquid. 10. The students ought to work hard to pass the examinations. 11. An electronic machine must be used for these calculations.

IV. Переведите предложения, обращая внимание на форму инфинитива после модального глагола. Укажите предложения, из которых ясно, что запланированное действие не имело места.

1. The engineer was to have changed the project. 2. The student was to carry out the experimental part himself. 3. The program was to have been approved at the last meeting. 4. The examination was to be held in the morning. 5. Our plant is to produce a new car next year. 6. These machines were to have been replaced by the most advanced equipment. 7. The road was to be reconstructed last year. 8. These new materials are to withstand higher temperatures. 9. Your investigation was to have attracted attention of all the scientists. 10. New types of plastics are to be obtained for the decoration technology. 11. These conditions were to have caused a change in the size of the body.

5.7. Причастие (The Participle)

5.7.1. Определение.

Причастие – производный от глагола класс слов, имеющий свойства глагола и прилагательного. Формы причастий и их использование в предложении приведены в табл. 28.

5.7.2. Независимый причастный оборот (Absolute Participle Construction).

Независимый причастный оборот есть механизм компрессии информации, обеспечивающий представление двух самостоятельных мыслей в пределах одного простого распространенного предложения, осложненного причастной конструкцией.

Независимый причастный оборот обладает следующими признаками:

1. имеет свое, независимое подлежащие;
2. всегда отделен от главного предложения запятой;
3. причастие функционально эквивалентно сказуемому полного предложения (переводится на русский язык сказуемым);

Our students studying chemistry, a lot of experiments are made in the laboratories.

Поскольку наши студенты изучают химию, в лабораториях проводится большое количество экспериментов.

Перевод независимого причастного оборота на русский язык зависит от места оборота в структуре предложения:

- а) в начале предложения он переводится придаточным предложением с союзами *если, так как, поскольку, когда, после того, как*.

The translation of the text having been completed, I handed it to my teacher.

После того как перевод текста был закончен, я сдал его учителю.

- б) в конце предложения он переводится простым предложением с союзами *а, и, притом, причем*.

We have three lectures today, *the last being on physics*.

У нас сегодня три лекции, причем последняя по физике.

Таблица 28. Причастие (the Participle)

Формы:	Present Participle Active (Part. I)	Perfect Participle Active	Present Part. Passive	Past Participle (Participle II)
	V+ing	Having + V ed V 3f	Being + V ed V 3f	V+ ed V 3f
	<i>Developing</i> Развивающий	<i>Having developed</i> Развив/ разработав	<i>Being developed</i> Разрабатываемый	<i>Developed(having been developed)</i> Развитой/ разработанный
	<i>Building</i> Строящий	<i>Having built</i> Построив	<i>Being built</i> Строящийся	<i>Built(having been built)</i> Построенный
Функции: ●Определе- ние (Attribute)	а) левое определение the <i>boiling</i> water <i>кипящая вода (кипяток)</i> б) правое определение The man <i>delivering the lecture</i> is our professor. Человек, <i>читающий лекцию</i> , — наш преподаватель.		а) левое определение the <i>boiled</i> water <i>кипяченая вода</i> б) правое определение ~ одиночное: The method <i>used</i> is very effective. <i>Использованный</i> метод очень эффективен. ~ с зависимыми словами: The house <i>being built in our street</i> will be the highest building in Minsk. Дом, <i>возводимый на нашей улице</i> , станет самым высоким зданием в Минске.	

<p>● <i>Обстоятельство</i> (Adverbial modifier)</p>	<p>Participle I стоит в начале или конце предложения. Переводится деепричастием или придаточным предложением.</p> <p><i>Reading the newspaper</i> I found an interesting article on the history of Belarus. - <i>Читая газету</i>, я нашел интересную статью по истории Белоруссии.</p> <p><i>Having read</i> the article. I passed the journal to my colleague. - <i>Прочитав</i> статью, я передал журнал моему коллеге.</p>	<p>Participle II стоит в начале или конце предложения, часто с союзами if, unless, when.</p> <p>Переводится придаточным предложением.</p> <p><i>When asked</i>, he answered at once. - <i>Когда его спросили</i>, он сразу же ответил.</p>
<p>● <i>Часть сказуемого</i> (Part of a predicate)</p>	<p>Времена группы Continuous</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>To be + Participle I Pr. Part. Pass.</p> </div> <p>He <i>is translating</i> the article. Он <i>переводит</i> статью. The article is <i>being translated</i>. Статья <i>переводится</i>.</p>	<p>а) страдательный залог</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>To be + Participle II Pr. Part. Pass.</p> </div> <p>The article <i>was translated</i> yesterday. Статью <i>перевели</i> вчера. A new railway terminal <i>is being built</i> in Minsk. В Минске <i>строится</i> новый вокзал.</p> <p>б) времена группы Perfect</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>To have (been) + Participle II</p> </div> <p>We <i>have translated</i> the article. Мы <i>перевели</i> статью. The article <i>has been translated</i>. Статья <i>переведена</i>.</p>

Упражнения

I. Образуйте все возможные формы причастий от следующих глаголов.

to develop, to use, to discuss, to increase, to heat, to reduce, to complete, to fill,
to invent, to solve, to translate, to give.

Model:

<i>Verb</i>	<i>Present Part. Active</i>	<i>Perfect Part. Active</i>	<i>Present Part. Passive</i>	<i>Past Participle/ Perfect Part. Passive</i>
<i>to build строить</i>	<i>building строя</i>	<i>having built построив</i>	<i>being built возводимый</i>	<i>(having been)built построенный/когда построили</i>

II. Переведите предложения, в которых причастие выполняет функцию определения. Обратите внимание на способы перевода причастий.

Participle I

1. A number of scientists taking part in this conference represented the same scientific school. 2. The new equipment is designed to satisfy the growing demands of the building industry. 3. Solving this problem it is desirable to consider the following equations. 4. The problem being considered in this paper is of great significance. 5. Cellulose is the most common of all naturally occurring organic substances. 6. Not all existing roads meet modern requirements. 7. Roads connecting large industrial centers are very important for national economy. 8. The total number of vehicles passing through any section of a road in unit time (day, hour) is called the traffic intensity. 9. The road being built in our district will be opened for traffic next month. 10. The impurities remaining in the end product should be removed. 11. A traffic stream usually consists of many types of vehicles moving at different speeds. 12. A computer solving a lot of problems was designed by a group of students. 13. The smallest particle having all the characteristics of an element is called an atom.

Participle II

1. The formulated law is applied in many fields of science. 2. The report should involve the data obtained. 3. The reaction took place under reduced pressure. 4. We have measured the time required for this operation. 5. An instrument based on the same principle has been developed for substance analysis. 6. The elements predicted by Mendeleev were later discovered by scientists from different countries. 7. The substances investigated showed quite interesting properties. 8. The results discussed have little relevance to the problem under investigation. 9. According to the viewpoint adopted this method couldn't be used in construction. 10. This made it possible to study artificially prepared radioactive samples. 11. When metals react with acids the gas isolated is not always hydrogen. 12. The methods applied vary with the purpose of a particular investigation. 13. The amount of heat generated depended on the quality of the fuel used.

III. Переведите предложения, в которых причастие выполняет функцию обстоятельства. Обратите внимание на способы перевода причастий.

A. Model: Demonstrating the film, the lecturer commented on its contents.

Демонстрируя фильм, лектор делал комментарии о его содержании.

Having demonstrated the film, the lecturer commented on its contents.

Продемонстрировав фильм, лектор прокомментировал его содержание.

Having been demonstrated, the film was discussed by the experts.

После того, как фильм показали, он был обсуждён специалистами.

1. Having shown poor results, the method was not used any more. 2. Considering the problem the scientist used his own theory. 3. Having considered the problem, the scientist found a new solution. 4. Having applied this method we solved a number of complex mathematical problems. 5. Having been applied, the method helped us to solve some problems. 6. Having reacted with oxygen, this substance changed its properties. 7. This must be taken into account when comparing the project submitted. 8. Taking into account the results of the test, we find the material to be suitable for our new

experiment. 9. Examining the material, the engineers obtained unexpected results. 10. Having been examined, the materials were used in construction. 11. Having developed the engine, the engineers tested it under different working conditions. 12. Having been invented, the engine was tested under different working conditions. 13. Being invented by our engineers, the new engine replaced the older model. 14. Strength and durability are the main factors when deciding upon the best building materials. 15. Speaking about the new methods of work the engineer told us many interesting details.

B. Model: When the car was covered with paint, it was delivered to the customer.

Когда машину покрыли краской, она была доставлена покупателю.

1. Invented by our engineers, the engine was then tested under different working conditions. 2. When heated to a high temperature, the substance showed better qualities. 3. Used without preliminary tests, the new engine showed low performance characteristics. 4. Subjected to high pressure, the substance lost its properties. 5. A brittle material breaks, when subjected to high pressure. 6. If handled carefully, formwork may be used several times. 7. Columns are often called posts, especially when made of timber. 8. Square columns can easily be constructed when required by the architectural design. 9. If protected by a special coating this material becomes waterproof. 10. When laid, the pipes are generally tested to twice the working pressure. 11. When cooled, a substance can be converted from the liquid state into the solid. 12. When heated to a certain temperature, this alloy increases in volume. 13. When heated, a magnet loses some of its magnetism. 14. When equipped with modern machinery, the plant considerably improved the product's quality. 15. When placed in a vessel, a gas fills it completely.

IV. Выберите правильную форму причастия. Переведите предложения.

1. The house (being built/having built) in the street will be a new library. 2. The problems (discussed/discussing) at the conference were interesting. 3. (Having

heated/being heated) magnetized materials lose their magnetism. 4. (Being finished/having finished) the experiment, he printed the results (obtaining/obtained). 5. The device (having developed/being developed) is going to be (testing/tested) next winter. 6. (Having stated/having been stated) the laws of gravity Newton was able to explain the structure of the Universe. 7. Roads (connecting/having connected) large industrial centres are very important for the national economy. 8. (Being completed/having completed) the road they opened it for traffic. 9. The problem (solved/solving) helped to increase the speed of a car. 10. Vehicles (traveling/having traveled) in the same direction constitute a traffic stream. 11. The professor told us about the experiments (carrying/ being carried) out in the laboratory. 12. In this system steam is generated in a boiler (having filled/filled) with water.

V. Выпишите и переведите предложения, в которых:

а) причастие выполняет функцию определения;

б) причастие выполняет функцию обстоятельства;

1. The engine being tested will increase the safety and the car efficiency. 2. Testing the engine the engineers found some defects. 3. The engineers testing the engine found some defects. 4. Having tested the new engine, the engineers continued to improve it. 5. The engine tested showed perfect performance characteristics. 6. The road being built in our district will be opened for traffic next month. 7. The workers building the road use modern materials. 8. Having been built, the road was opened for traffic. 9. Having completed the road, they opened it for traffic. 10. The amount of water added influences the strength of concrete. 11. Having added more water, the inexperienced workers reduced the strength of concrete. 12. Adding water to the solution you should follow the instruction. 13. Being well designed, this road will function properly. 14. A well designed road will function properly. 15. Having been used for a long time, the road required reconstruction. 16. The results obtained showed that the tested materials were suitable. 17. Not all existing roads meet modern requirements. 18. Improving

engineering standards designers should take into account the cost of the construction.
19. Having used the most advanced equipment, they improved the road pavement.

VI. Найдите в предложениях независимый причастный оборот. Переведите предложения, обращая внимание на разные способы перевода независимого причастного оборота.

A. 1. The system having been tested, the safety and the car efficiency greatly increased.
2. The laboratory having been provided with the necessary instruments, they could carry out the work successfully. 3. A new technique having been developed, the quality of construction work greatly increased. 4. The temperature being 100 degrees, water boiled quickly. 5. The experiment having been carried out, we started a new investigation.
6. The road having been tested, it was opened for traffic. 7. New materials being widely used in road construction, the quality of the roads has been considerably increased.
8. The speed remaining constant, the car will cover the distance in 2 hours.

B. 1. In the steam engine the fuel burns slowly, the heat being used to generate steam.
2. Such minerals may occur in some other places, the possibility of discovering them being limited to certain areas. 3. The scientist gave explanations of the observed facts, his report being accompanied by tables and diagrams. 4. All bodies in nature possess either potential or kinetic energy, most of them possessing both. 5. In the first test two samples were used, both of them having low conductivity. 6. A lot of new materials are used in construction currently, reinforced concrete being the most common. 7. Panel heating is a widespread heating method, its basic advantage being that of comfort.

C. 1. The car moving with constant speed, the distance traveled is directly proportional to the time. 2. The most advanced equipment having been used, the road pavement was greatly improved. 3. Plans for building a house are made by an architect, a separate plan being drawn for each individual floor. 4. There being the danger of explosion, no gas can be used in the houses that have more than 12 storeys. 5. Reinforced concrete is widely used in building modern structures, the technique having become a routine practice. 6. The building profession is very popular nowadays, it being also well paid.

5. 8. Герундий (The Gerund)

5.8.1. Определение.

Герундий – производный от глагола класс слов, имеющий свойства глагола и существительного.

to build (V) → building

строить → строительство

Building this power plant was absolutely necessary.

Строительство этой электростанции было совершенно необходимо.

They insist on *building* the power plant near the capital.

Они настаивают на *строительстве* электростанции поблизости от столицы.

5.8.2. Категории герундия.

Герундий передаёт информацию о времени и залоге. Соответственно, имеются следующие формы герундия:

Voice \ Time	Active	Passive
Indefinite	building completing	being built being completed
Perfect	having built having completed	having been built having been completed

Completing the project will improve the city skyline.

Завершение этого проекта улучшит внешний вид города.

By *having completed* the project we improve the city skyline.

Завершив строительство, мы улучшим внешний вид города.

He prefers *being taught* individually.

Он предпочитает, чтобы его *обучали* индивидуально.

5.8.3. Функции герундия в предложении.

Таблица 29. Функция герундия в предложении

Функция	Пример	Перевод
Подлежащее (subject)	<i>Designing</i> this concert hall was a challenge.	Проектирование этого концертного зала представляло собой сложную задачу.
Дополнение (object)	We insist on your <i>designing</i> this concert hall.	Мы настаиваем на том, чтобы вы спроектировали этот концертный зал.
Определение (attribute)	The idea of <i>designing</i> a new concert hall must be discussed at the next meeting.	Идея спроектировать новый концертный зал должна быть обсуждена на следующем собрании.
Обстоятельство (adverbial modifier)	By <i>designing</i> the city concert hall he proved that he was the best architect in the capital.	Спроектировав городской концертный зал, он доказал, что является лучшим архитектором столицы.

5.8.4. Герундий и другие -ing формы.

Поскольку герундий имеет такое же окончание, как у существительного с окончанием -ing и у причастия I, то необходимо различать употребление этих трех омонимичных форм в предложении (см. таблицу 30).

Упражнения

I. Найдите предложения с герундием и переведите их на русский язык.

1. Our professor likes discussing his experiments. 2. The scientist thanked them for being invited to the international conference. 3. The tradition of building tall buildings in the centre of a city is international. 4. The student was proud of having been invited

Таблица 30. Ing-формы

Functions	Noun	Participle I	Gerund
Подлежащее (Subject)	The Administration building faces the river. – Административное здание выходит на реку.	–	Building is a profitable job nowadays. – Строительство/Строить сейчас является выгодной работой.
Дополнение (Object)	Look at that old building . – Взгляните на это старое здание .	–	The company prefers building houses. – Компания предпочитает строить дома.
Часть сказуем. (Part of a predicate)	It is our Administration Building . – Это наше административное здание .	He is building a log house for his family. – Он строит для своей семьи бревенчатый дом.	Our task is building a big tractor plant. – Наша задача – построить крупный тракторный завод.
Определение (Attribute)	The building design is up to date. – Проект здания современен.	The workers building the stadium are from Finland. – Рабочие, строящие стадион, из Финляндии.	The idea of building a new stadium was approved by the committee. – Идея построить новый стадион была одобрена комитетом.
Обстоятельство (Adverbial modifier)	In the building there is a marble staircase. – В здании имеется мраморная лестница.	Building his new house he used only high quality bricks. – Возводя свой новый дом, он использовал только высококачественный кирпич.	By building up a detailed model of the process you can definitely facilitate the research. – Посредством создания подробной модели, определенно можно облегчить исследование.

to the scientific conference. 5. He will not take part in the conference without being invited. 6. He remembers having been introduced to the well-known architect. 7. Our delegation got used to being introduced to the journalists. 8. You can't present the report without introducing the results of your research. 9. The young engineer was surprised at having been given this position. 10. He understood the importance of being given this position. 11. The students have no difficulty in translating these sentences. 12. The professor mentioned having read my report.

II. Переведите предложения, обращая внимание на герундий в функции:

а) подлежащего

1. Reinforcing concrete by steel makes it much stronger. 2. Heating a substance to high temperatures may change its properties. 3. Constructing tall buildings without modern building mechanisms is now impossible. 4. Boiling continued for as long as 80 hours. 5. Balancing is done with special equipment. 6. Carrying out this task required much efforts and knowledge. 7. Reconstructing this road will require much time and money. 8. Manufacturing the new engines started last year. 9. Discussing this problem allowed us to come to an important conclusion. 10. Working at a construction site helps to understand all stages of house construction.

б) части сказуемого

1. The task of the assistant is controlling the temperature level. 2. Our main duty was gathering information for the research. 3. His favourite occupation is watching the house construction process. 4. The main idea was analyzing the phenomenon in natural conditions. 5. The purpose of this report is presenting the results of the research. 6. They finished installing the equipment some days ago. 7. The designer went on working at the residence house interior. 8. Next year our laboratory will start investigating the properties of new materials. 9. At this temperature concrete starts hardening. 10. In spite of the failure they continued experimenting.

в) дополнения

1. He remembers having added some water to the mixture. 2. Science requires experimenting. 3. The mechanic recommended checking tyres regularly for pressure.

4. A driver should avoid carrying loose objects in his car. 5. I'd advise replacing the old cylinders. 6. They preferred using timber for construction purposes. 7. What apparatus do we use for measuring air pressure? 8. They insisted on the second question being reconsidered. 9. The very first efforts of our ancestors were aimed at obtaining shelter. 10. The use of fine tools resulted in developing building methods. 11. It is possible to set up power stations based on utilizing the heat of the Sun. 12. Drivers are warned against exceeding the speed limit. 13. Our efforts are directed towards improving the material quality.

г) определения

1. Every student understands the importance of learning foreign languages. 2. At the meeting they discussed different ways of improving their work. 3. Our scientists try to find new possibilities for applying atomic energy. 4. High temperature resistance is the main reason for choosing this substance. 5. There remains the problem of obtaining accurate measurements during the experiment. 6. The usual means of identifying temperature parameters is not available under these conditions. 7. His research is restricted to ways and means of measuring the surface area. 8. A discussion on applying this method was not over. 9. The accident may be considered as a result of overloading. 10. The technique of determining the material purity can be made a subject of detailed discussion.

д) обстоятельства

1. After cooling the substance to 20 degrees, he registered a pressure drop to 25 atm. 2. The mineral tended to turn white on drying. 3. On finding out that the apparatus was working badly, they delayed the experiment. 4. This technique can be applied in building power stations. 5. Before carrying out the research the substance must be purified. 6. After placing the concrete was compacted with vibrators. 7. Metals cannot be dissolved without being changed into new substances. 8. In spite of having met failure they continued experimenting. 9. After adding water concrete must be well mixed. 10. Without being subjected to special treatment rubber cannot be extensively used.

III. Найдите в предложениях герундий, определите его форму и функцию.

Переведите предложения.

1. Instead of restoring the old motorway they decided to build a new one. 2. The method has a disadvantage of being relatively expensive. 3. Cutting stones and timber became possible with the invention of tools. 4. Up-to-date building is based upon using industrial methods of work. 5. The workers were busy assembling the apparatus. 6. In lifting large structural elements use is made of gantry cranes. 7. Good drainage gives a possibility of removing water off the road surface. 8. A special liquid is used for cooling the engine. 9. Although they obtained negative results they didn't give up improving the method. 10. On being heated, these salts decompose. 11. They could not afford carrying out another unsuccessful experiment. 12. By avoiding this particular disadvantage we greatly improve the structural safety. 13. The opposite method is assembling large prefabricated structures at the site. 14. In planning an industrial enterprise the financial aspect is of prime significance. 15. In addition to carrying out installation work, our specialists will also give assistance in starting the atomic reactor. 16. They have worked for three years with a view to improving the quality of the ventilation system.

VI. Определите, является ли слово с окончанием –ing герундием или причастием.

Предложения переведите.

1. Investigating the properties of different aggregates has led to important theories concerning the concrete nature. 2. Investigating the properties of different materials they formulated some important theories concerning the concrete nature. 3. Placing concrete can be carried out with or without vibrators. 4. Placing concrete the workers often use vibrators. 5. Before solving this problem it is desirable to consider the available data. 6. While solving this problem the scientists considered the available data. 7. The scientists solving this problem considered the available data. 8. The scientists considered different ways of solving the problem. 9. It was impossible to postpone testing the new engine before the exhibition. 10. Testing the new engine before the exhibition they found out some drawbacks.

5. 9. Неопределённая форма глагола или инфинитив (The Infinitive)

5.9.1. Определение.

Инфинитив – неличная форма глагола, имеющая свойства глагола и существительного. Как правило, имеет показатель “to”:

to obtain – получать, to demonstrate – показывать

5.9.2. Формы инфинитива.

	Active	Passive
Indefinite	to ask	to be asked
Continuous	to be asking	-
Perfect	to have asked	to have been asked

Таблица 31. Функции инфинитива в предложении

Функция	Пример	Перевод
Подлежащее (subject)	<i>To discuss</i> this problem is very important. It was very difficult <i>to discuss</i> this problem.	<i>Обсудить</i> эту проблему очень важно. Было очень сложно <i>обсуждать</i> эту проблему.
Часть сказуемого (part of a predicate)	We can <i>discuss</i> this problem. Our aim is <i>to discuss</i> this problem.	Мы можем <i>обсудить</i> эту проблему. Наша цель – <i>обсудить</i> эту проблему.
Дополнение (object)	We want <i>to discuss</i> this problem now.	Мы хотим <i>обсудить</i> эту проблему сейчас.
Определение (attribute)	The problem <i>to be discussed</i> at the conference is one of the most difficult.	Проблема, которую собираются <i>обсудить</i> на конференции, одна из самых сложных.
Обстоятельство (adverbial modifier)	(In order) <i>To discuss</i> this problem we must invite an expert.	Чтобы <i>обсудить</i> эту проблему, мы должны пригласить эксперта.

5.9.3. Сложные дополнения (Complex Object)

Дополнение в предложении бывает 3 типов:

1. Простое дополнение, выраженное существительным или местоимением.

I want *a new car*.

Я хочу новую машину.

He understands *me*.

Он понимает меня.

2. Простое дополнение, выраженное глаголом в форме Infinitive.

I want *to study* English.

Я хочу изучать английский язык.

3. Сложное дополнение, выраженное существительным (или местоимением в объектном падеже) и глаголом в форме Infinitive.

I want *my daughter to study* English.

Я хочу, чтобы моя дочь изучала английский язык.

I want *him to speak* English.

Я хочу, чтобы он говорил по-английски.

Сложное дополнение (или «объектный падеж с инфинитивом») употребляется после глаголов, выражающих:

- желание (to want, to wish, to like)

I wish *my elder son to be* an engineer.

Я хочу, чтобы мой старший сын стал инженером.

- знание, предположение (to know, to suppose, to expect, to consider)

We know *metals to conduct* electricity.

Мы знаем, что металлы проводят электричество.

I expect *them to pass* the exam in time.

Я ожидаю, что они своевременно сдадут экзамены.

- констатацию факта (to find, to note, to state)

I found *them to be experts* in economics.

Я обнаружил, что они хорошо разбираются в экономике.

-физическое восприятие (to watch, to feel, to hear, to see)

The students heard *their professor deliver* his report at the conference.

Студенты слышали, как их преподаватель делал доклад на конференции.

Примечание: В обороте, следующем за глаголами физического восприятия, инфинитив употребляется без частицы «to».

В конструкции «Сложное дополнение» могут использоваться все формы инфинитива:

I suppose her *to translate* well.

Я полагаю, что она хорошо переводит.

I suppose her *to be translating* the article now.

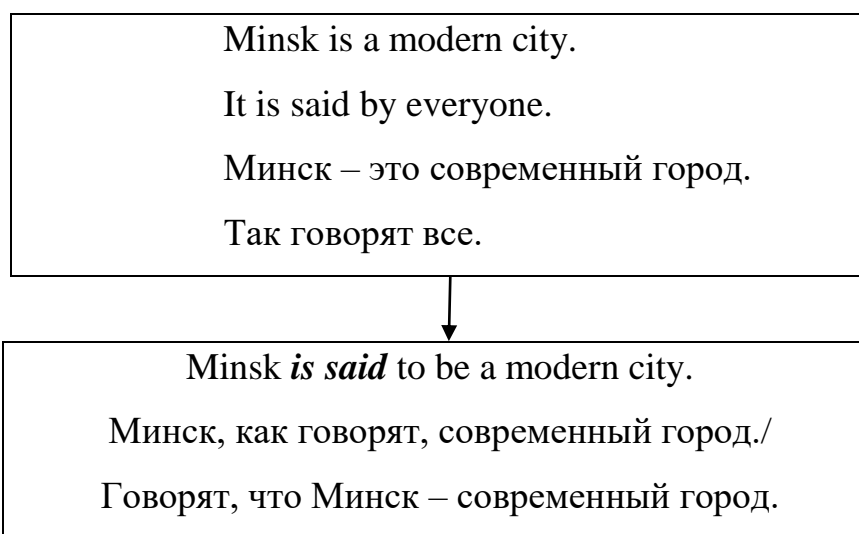
Я полагаю, что она сейчас переводит статью.

I suppose her *to have translated* the article.

Я полагаю, что она уже перевела статью.

5.9.4. Сложное подлежащее (Complex Subject)

Инфинитивный оборот **Complex Subject** – это механизм представления информации двух простых предложений в пределах одного предложения.



Можно выделить 3 типа предложений с оборотом **Complex Subject** (см. табл. 32).

Таблица 32. Сложное подлежащее (Complex Subject)

Тип I	Тип II	Тип III
<p><i>is/ are said to</i> как говорят</p> <p><i>is/are considered to</i> как считают</p> <p><i>is/are thought/ believed to</i> как думают</p> <p><i>is/are known to</i> как известно</p>	<p><i>appeared to</i> <i>happened to</i> как оказалось <i>proved to</i></p> <p><i>seems to</i> кажется</p>	<p><i>is certain/is sure to</i> безусловно</p> <p><i>is likely to</i> вероятно</p> <p><i>is unlikely to</i> маловероятно</p>
<p>The technical university <i>is said</i> to be the largest university in Belarus. Технический университет, <i>как говорят</i>, является крупнейшим в Беларуси.</p> <p>The Power Department <i>is reported</i> to be moving to a new building. Энергетический факультет, <i>как сообщают</i>, переезжает в новое здание.</p> <p>They <i>are known</i> to have passed all the exams. Они, <i>как известно</i>, сдали все экзамены.</p>	<p>English <i>appeared</i> to be an interesting subject. Английский <i>оказался</i> интересным предметом.</p> <p>The monitor <i>proved</i> to be a reliable person. Староста <i>оказался</i> ответственным человеком.</p> <p>They <i>happened</i> to be taking an English exam in room 736. <i>Оказалось</i>, что они сдают экзамен в аудитории 736.</p> <p>The system <i>seems</i> to work well. Система, <i>кажется</i>, хорошо функционирует.</p>	<p>My friend <i>is certain</i> to become a good architect. Мой друг, <i>безусловно</i>, станет хорошим архитектором.</p> <p>The exam <i>is likely</i> to be difficult. Экзамен, <i>вероятно</i>, будет сложным.</p> <p>The lecturer <i>is unlikely</i> to be late. <i>Маловероятно</i>, что лектор опоздает.</p>

Упражнения

I. Переведите предложения, в которых инфинитив выполняет функцию подлежащего. Измените предложения по образцу.

Model: To drive a car in a big city is difficult. →

It is difficult to drive a car in a big city.

1. To use local materials is cheaper when constructing a road. 2. To take into account the properties of natural materials is necessary. 3. To develop new methods of construction took many years. 4. To speed up construction is impossible without modern equipment. 5. To repair the old school building was necessary as soon as possible. 6. To use new sources of energy is absolutely vital for the mankind. 7. To read articles in scientific journals is useful. 8. To know at least one foreign language is necessary. 9. To solve this complicated problem is interesting. 10. To develop new kinds of building materials is important.

II. Переведите предложения, в которых инфинитив выполняет функцию части сказуемого.

1. Our principal task is to become good engineers. 2. Today chemists are to find new methods of polymer synthesis. 3. You will have to repeat the material of the lecture before the exam. 4. The road from the airport to the city is to be reconstructed. 5. The experiment was to be carried out yesterday. 6. The difficulty was to transport the material to badly accessible parts of the country. 7. The purpose of an engineer is to consider all the factors in building any structure. 8. The main task is to reduce the cost of building operations. 9. They had to remove a thick layer of sand before they started the construction. 10. The purpose of this test is to check traffic intensity on individual road sections. 11. The collected samples are to be sent to the laboratory for examination. 12. Their aim was to complete the road reconstruction as soon as possible.

III. Переведите предложения, в которых инфинитив выполняет функцию дополнения.

1. Some students want to continue their education after the University. 2. They intended to carry out this test in an hour. 3. The best scientists of the country were

asked to take part in this research. 4. They suppose to improve the comfort of passengers. 5. He hoped to enter the Technical University. 6. The company promised to complete the construction in time. 7. The architect asked to change the construction site. 8. The professor demanded to improve the engine. 9. The students wanted to pass the exam successfully. 10. The mechanic was told to repair the car brake system. 11. They wanted to furnish the laboratory with up-to-date equipment. 12. Everybody likes to have some rest after hard work.

IV. Переведите предложения, в которых инфинитив выполняет функцию обстоятельства:

1. To produce suitable paving material all impurities have to be removed. 2. We had to use some lorries in order to bring bricks to the site. 3. They will need more concrete so as to finish the construction. 4. To begin the construction of the bridge they carried out a great amount of preliminary work. 5. This method is not tested enough to be used everywhere. 6. To change the project the engineers will have to do much work. 7. A new comfortable coach was developed to transport people over long distances. 8. In order to overcome this difficulty various means were tried. 9. This material is too brittle to be used in construction. 10. To solve this problem we need new methods of measurement. 11. In order to define the compound composition, some special procedures should be performed. 12. A specially constructed device is employed to assure the highest possible accuracy of processing.

V. Переведите предложения, в которых инфинитив выполняет функцию определения:

1. These are traffic rules to be remembered. 2. The engine to be installed in this car is very powerful. 3. He got the instructions to be followed. 4. There is a report about an exhibition to be opened next week. 5. He got a sample of the mix to be analyzed in the laboratory. 6. We had a new problem to be solved within a month. 7. They obtained the results of the tests to be taken into account. 8. The theory to be considered at the next conference is revolutionary. 9. The substance properties to be determined are of great importance for our research. 10. The bridge to be constructed is very important for the

local community. 11. A new skyscraper to be constructed in Moscow will be the highest in the world. 12. A new device to be used in the experiment is very accurate. 13. The engineers were given a complicated task to be carried out. 14. The scientist needed more information to be added to his research. 15. The problem to be solved is essential for our future work.

VI. Выпишите и переведите предложения, в которых инфинитив выполняет функцию:

а) подлежащего; б) части сказуемого; в) обстоятельства; г) определения;

1. The road surface to be repaired was destroyed many years ago by heavy vehicles. 2. To repair the main road surface the most advanced equipment should be used. 3. It is absolutely necessary to repair the main road surface as soon as possible. 4. The most complicated task was to repair the main road surface as soon as possible. 5. All samples to be tested were brought from different parts of the country. 6. These samples were brought from different parts of the country to be tested in our laboratory. 7. To test samples from different parts of the country was impossible in our laboratory. 8. The main task of our laboratory was to test samples from different parts of the country. 9. We were asked to test samples from different parts of the country. 10. To speed up construction work modern methods should be used. 11. The main task of modern methods is to speed up the construction process. 12. It is necessary to speed up the construction by means of modern methods.

VII. Найдите в предложениях инфинитивный оборот (сложное дополнение). Обратите внимание на перевод таких конструкций.

1. This method enabled the designing process to be simplified. 2. They wanted us to tell them about the results of our experiment. 3. Everybody knows James Watt to have invented the steam engine. 4. I want him to help me with my report on road construction. 5. This control system permits the engine of the car to run at its most efficient speed. 6. I know him to have been working at this problem for a long time. 7. The chief engineer allowed the new engine to be tested. 8. This building equipment permitted some additional costs to be lowered. 9. Modern discoveries allow science and engineering to develop rapidly. 10. One cannot expect

the problem of using solar energy to be solved in a year or two. 11. We expected our scientists to find new sources of energy. 12. Everybody wanted the construction of the new stadium to be completed in time.

VIII. Измените предложения по образцу, используя инфинитивный оборот.

Model: They want to stop the experiment. →

They want the experiment to be stopped.

Everybody knows that he was the best student. →

Everybody knows him to have been the best student.

1. We hoped that our project would win the first prize. 2. Everyone knows that concrete is widely used in house building. 3. We thought that the concrete quality was suitable. 4. I suppose that they took part in the expedition. 5. The commission found that the safety system was reliable. 6. We know that the students take exams in June. 7. We suppose that they are making an experiment. 8. Everybody expects that they will install a new ventilation system next year. 9. They state that the road has been reconstructed. 10. I believe that his ideas influenced physics of that time. 11. The teacher expected that the students would do the task. 12. We heard that he had conducted the experiment well.

IX. Найдите в предложениях инфинитивный оборот (сложное подлежащее).

Обратите внимание на перевод таких конструкций.

A) 1. The building is known to be the highest in the city. 2. The building is known to have been the highest in the world. 3. Traffic safety is said to be one of the major important problems for all countries. 4. The road was supposed to be repaired in some months. 5. The road is supposed to have been repaired. 6. He was said to have been experimenting with dangerous substances. 7. His discovery was believed to have opened new possibilities in chemistry. 8. Many buildings were reported to have been damaged by fire. 9. The car design is said to have been improved. 10. The car design is expected to be improved. 11. The construction of the bridge was announced to be completed in May. 12. The construction of the bridge is announced to have been completed.

B) 1. He seems to know nothing about new construction materials. 2. He appears to work much at the development of the new material quality. 3. The engineer proved to be an

experienced designer. 4. The house appeared to have been built in the 19th century. 5. His knowledge of the subject proved to be both deep and many-sided. 6. He doesn't seem to have been upset by his failure. 7. The results of his measurements happened to be wrong. 8. The offer seems to have made no impression on him. 9. The task appeared to be too complicated for the students.

C) 1. The application of this material is likely to give better results. 2. The scientist is certain to make a great discovery. 3. The engine's capacity is unlikely to be increased. 4. This alloy is certain to improve the strength of the structure. 5. The student is sure to pass his exams. 6. His report is likely to attract much attention at the conference. 7. The new method is unlikely to be used in industry soon. 8. Modernization of the boiler is certain to have increased the efficiency of the heating system. 9. Central heating is sure to be the most common for our cities.

X. Измените предложения по образцу, используя инфинитивный оборот (Сложное подлежащее).

Model: It is known that the plant produces prefabricated structures. →

The plant is known to produce prefabricated structures.

It is said that the power plant was constructed in 1983 →

The power plant is said to have been constructed in 1983.

1. It is reported that he designed the longest bridge in his country. 2. It is considered that reinforced concrete is the most common material in construction. 3. It is announced that the motorway has been reconstructed. 4. It is unlikely that the engine test was a success. 5. It seems that the construction is coming to the end. 6. It is known that solar batteries convert the sun rays into electric energy. 7. It appears that the aluminum shows considerable resistance to corrosion. 8. It is certain that synthetic fibres make steel harder. 9. It is known that he won the Nobel Prize in 1998. 10. It is reported that the gasification of the region has been completed. 11. It is likely that applying plastics made the whole structure lighter.

Приложение 1. Основные формы нестандартных глаголов

<i>Indefinite stem</i>	<i>Past Indefinite</i>	<i>Participle II</i>	<i>Перевод</i>
be	was, were	been	быть
break	broke	broken	ломать
beat	beat	beaten	бить
begin	began	begun	начинать
bring	brought	brought	приносить
build	built	built	строить
burn	burnt	burnt	сжигать
buy	bought	bought	покупать
choose	chose	chosen	выбирать
come	came	come	приходить
deal	dealt	dealt	иметь дело
do	did	done	делать
draw	drew	drawn	тащить
drive	drove	driven	ехать
fall	fell	fallen	падать
feel	felt	felt	чувствовать
find	found	found	находить
get	got	got	получать
give	gave	given	давать
go	went	gone	идти
grow	grew	grown	расти
have	had	had	иметь
hear	heard	heard	слышать
hold	held	held	держать
keep	kept	kept	хранить
know	knew	known	знать
lay	laid	laid	класть

<i>Indefinite stem</i>	<i>Past Indefinite</i>	<i>Participle II</i>	<i>Перевод</i>
lead	led	led	вести
learn	learnt	learnt	учить(ся)
leave	left	left	оставлять
let	let	let	позволять
lose	lost	lost	терять
make	made	made	делать
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
ring	rang	rung	звонить
rise	rose	risen	подниматься
run	ran	run	бежать
say	said	said	сказать
see	saw	seen	видеть
send	sent	sent	посылать
show	showed	shown	показывать
speak	spoke	spoken	говорить
spend	spent	spent	тратить
take	took	taken	брать
teach	taught	taught	обучать
tell	told	told	говорить
think	thought	thought	думать
throw	threw	thrown	бросать
understand	understood	understood	понимать
wear	wore	worn	носить
win	won	won	побеждать
write	wrote	written	писать

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