

Документ подписан простой электронной подписью  
Информация о владельце:  
ФИО: Худин Александр Николаевич  
Должность: Ректор  
Дата подписания: 15.12.2022 16:13:21  
Уникальный программный ключ:  
08303ad8de1c60b987361de7085acb509ac3da143f415362ffaf0ee37e73fa19

**КУРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ**

## **ГРАММАТИЧЕСКИЕ АСПЕКТЫ ПЕРЕВОДА НАУЧНОЙ ЛИТЕРАТУРЫ**

**для аспирантов и соискателей**

ББК 81.432.1 Англ.  
К 64

Печатается по решению  
редакционно-издательского  
отдела госуниверситета

Кононова Т.Л.

Грамматические аспекты перевода научной литературы: учебное пособие для аспирантов и соискателей / авт.-сост. Т. Л. Кононова. – Курск: Изд-во Курск. госуниверситета, 2022. – 68 с.

В пособии рассматриваются грамматические особенности перевода научной литературы; раскрываются и объясняются наиболее сложные аспекты грамматики английского языка.

Рецензент: к.ф.н., доцент, зав. кафедрой иностранных языков № 2 КГМУ,  
Шамара И.Ф.

©Курский государственный университет, 2022

## **Предисловие.**

Пособие ставит своей целью формирование грамматических компетенций, направленных на преодоление трудностей понимания английского научного текста, и может быть использовано для работы с аспирантами и соискателями различных научных специальностей.

Структура руководства следующая: грамматические темы; упражнения для аудиторной работы под контролем преподавателя (10-20 примеров, иллюстрирующих различные способы передачи того или иного грамматического явления, что обеспечивает формирование необходимых умений и навыков).

Пособие содержит приложение: небольшие учебные тексты для самостоятельного письменного перевода с последующим контролем в аудитории.

## **ПОРЯДОК СЛОВ В ПРЕДЛОЖЕНИИ**

### Порядок слов в повествовательном утвердительном предложении

Для английского языка, в отличие от русского, характерен строго закрепленный порядок слов в предложении. Обычный порядок слов в повествовательном утвердительном предложении следующий: на 1-м месте – подлежащее, на 2-м – сказуемое, на 3-м – дополнение (а – косвенное, б – прямое, в – предложное), а на последнем – обстоятельство (а – образа действия, б – места, в – времени).

**Прим.** Обстоятельства времени и места могут стоять перед подлежащим. Такой порядок не изменит смысла предложения. Обстоятельства образа действия (такие, как *often, seldom, never, just, already, never*) часто стоят перед смысловым глаголом.

Ex. *He gave his brother the book in this room yesterday.*

he – подлежащее

gave – сказуемое

his brother – косвенное дополнение

the book – прямое дополнение

in this room – обстоятельство места

yesterday – обстоятельство времени

### Главные члены предложения

Подлежащее может быть выражено:

<b>Часть речи</b>	<b>Пример</b>	<b>Перевод</b>
Существительное	The moon was rising in the sky.	В небе поднималась луна.
<b>Местоимение</b> личное указательное вопросительное  неопределенное отрицательное	I know it perfectly well. That is the most difficult question. Who is it? What has happened? Someone told me that. Nothing has happened yet.	Я хорошо это знаю. Это самый трудный вопрос. Кто это? Что случилось? Кто-то мне об этом сказал. Еще ничего не случилось.
Субстантивированное прилагательное или причастие	The wounded was taken good care of. The whites have left the town.	За раненым хорошо ухаживали. Белые покинули город.
Числительное	The two were quite unable to do anything.	Эти двое ничего не могли сделать.
Инфинитив и инфинитивная группа	To be a rich man is not always beautiful.	Быть богатым не всегда хорошо.

Герундий или герундиальная группа	Lying doesn't go with me.	Ложь не для меня.
Придаточное предложение	What I want is to save us.	Что я хочу – так это спасти вас.

Сказуемое в английском языке бывает: *простое глагольное, составное глагольное и составное именное.*

**I. Простое глагольное** сказуемое может быть выражено:

1) Личным глаголом в любой видо-временной форме, залоге, наклонении.

*He speaks English well.* – Он хорошо говорит по-английски.

*The translation has not been finished yet.* – Перевод еще не закончен.

2) Фразеологическими оборотами, такими как: *to pay attention to, to make use of, to take part* и др.

*She has never made use of her power.* – Она никогда не пользовалась своей властью.

**II. Составное глагольное** сказуемое может быть выражено:

1) Сочетанием модальных глаголов (*can, may, must, should* и др.) с инфинитивом.

*The lesson is to begin at 12 o'clock.* – Урок должен начаться в 12 часов.

2) Сочетанием глаголов, обозначающих начало, конец или продолжение действия, таких как *to begin, to start, to end, to continue, to finish* и др. с инфинитивом или герундием.

*She had stopped asking him about the time.* – Она перестала спрашивать его, сколько времени.

**III. Составное именное** сказуемое выражается: сочетанием глагола-связки и именной части. Чаще всего в качестве глагола-связки используется глагол *to be*, однако в этой функции могут выступать глаголы *to become, to continue, to get, to go, to grow, to feel, to keep* и др.

Именная часть может быть выражена:

1. Именем существительным.

*He is a teacher.* – Он учитель.

2. Именем прилагательным.

*This decision is possible.* – Такое решение возможно.

3. Местоимением.

*These houses are mine.* – Эти дома мои.

4. Наречием.

*The lesson is over.* – Урок окончен.

5. Неличной формой глагола.

*Our task is to study English.* – Наша цель – выучить английский.

6. Предложными оборотами и словосочетаниями.

*I am in a hurry.* – Я спешу.

### Синтаксическая структура предложения.

Иногда английское предложение невозможно понять и, следовательно перевести на русский язык, не сделав синтаксического разбора. Однако из-за отсутствия флексий и большого количества омонимичных грамматических форм это бывает непросто. Вам могут помочь следующие правила:

I. Попытайтесь найти главные члены предложения – подлежащее и сказуемое.

1. ПОМНИТЕ! В повествовательном предложении подлежащее стоит перед сказуемым, а дополнение – после него.

2. УЧТИТЕ! Местоимения в именительном падеже (I, we, she, he, they) всегда являются подлежащими. Личные формы глаголов *to be* и *to have*, модальные глаголы, сочетания со вспомогательными глаголами *shall*, *will* всегда выполняют функцию сказуемого.

3. Существительное с предлогом никогда не бывает подлежащим.

II. Обстоятельство нельзя спутать с подлежащим, т.к. оно

1. либо выражено существительным, и тогда перед ним всегда стоит предлог.

2. либо выражено наречием, что можно определить:

а) по наличию суффикса *-ly* (*slowly*- медленно);

б) по словарным пометам: *adv=adverb* – наречие.

Иногда в предложении бывает трудно найти определение и отличить его от подлежащего или дополнения. В английском языке определение может быть выражено практически любой частью речи и стоять как перед определяемым словом, так и после него. Однако, если определение выражено прилагательным, местоимением, наречием, причастием, герундием или инфинитивом, а определяемое слово – существительным, то их легко различить по форме или с

помощью словарных помет. Трудности возникают, когда определение тоже выражено существительным. Но и здесь возможны варианты.

1. Определение может быть выражено существительным в притяжательном падеже. Тогда оно стоит перед определяемым словом и имеет формальный признак – апостроф.

*cat's milk* – кошкино молоко.

2. Существительным с предлогом. Тогда определение всегда стоит после определяемого слова.

*letter from her sister* – письмо от сестры

*a cup of tea* – чашка чая

3. Самый трудный случай – когда определение выражено существительным в общем падеже и формально ничем не отличается от определяемого слова. В этом случае определение всегда стоит перед определяемым словом и переводится либо прилагательным, либо существительным в родительном падеже.

*bus stop* – автобусная остановка

*Institute building* – здание института

**ЗАПОМНИТЕ!** Определение и определяемое слово нельзя поменять местами. В противном случае изменится смысл. Например:

*export oil* – экспортная нефть

*oil export* – экспорт нефти

Иногда слово может определяться целой атрибутивной группой, состоящей из нескольких существительных и других частей речи. В любом случае определяемое слово всегда стоит на последнем месте, а все предшествующие – определения к нему.

*the Liberal Party election campaign committee* – комитет по проведению избирательной кампании либеральной партии.

Такие словосочетания очень распространены в английском языке. Для правильного перевода словосочетания необходимо проанализировать внутренние смысловые связи между его членами.

### Двучленные словосочетания

Первый член двучленного словосочетания может переводиться на русский язык:

1) прилагательным;

**emergency meeting** *внеочередное заседание*

**factory committees** *фабричные комитеты*

2) существительным в родительном падеже;  
**wage rise** *повышение зарплаты*  
**budget increase** *увеличение бюджета*

3) существительным с предлогом;  
**strike warning** *предупреждение о забастовке*  
**disarmament conference** *конференция по разоружению*

4) приложением;  
**railway-engineer** *инженер-железнодорожник*  
**woman-doctor** *женщина-врач*

5) с помощью причастного оборота;  
**earth fuel** *топливо, имеющееся в недрах земли*

6) прочими описательными средствами.  
**the idea man** *человек, у которого родилась идея (мысль)*

### Многочленные словосочетания

При переводе многочленных словосочетаний необходимо придерживаться следующей последовательности:

1) перевести определяемое существительное (последнее слово словосочетания);

2) проанализировать смысловые связи между членами словосочетания и разбить их на смысловые группы (слева направо);

3) перевести словосочетание, начиная с определяемого слова, и затем переводить каждую смысловую группу справа налево.

Например, словосочетание **Bank Credit Regulation Committee**. Переводим последнее слово *комитет*. Далее разбиваем все словосочетание на смысловые группы: **1. Bank Credit, 2. Regulation Committee**. Переводим *Комитет по регулированию банковских кредитов*.

Словосочетания могут начинаться прилагательным или причастием. В этом случае надо выяснить, к какому слову относится первый член словосочетания.

**sudden policy change** *внезапное изменение политики*

**National Liberation Front successes** *успехи национально-освободительного фронта*

В том случае, когда в начале словосочетания находится имя собственное, обозначающее географическое название, оно переводится на русский язык прилагательным, существительным в родительном падеже или существительным с предлогом (обстоятельство места).



**London** district committee *районный комитет Лондона*

**Paris** peace talks *мирные переговоры в Париже*

В том случае, когда в середине словосочетания находится причастие, оно переводится на русский язык существительным в родительном падеже.

fence-**mending** policy *политика укрепления позиций*

decision-**making** process *процесс принятия решений*

plant <i>существительное</i> 3	construction <i>существительное</i> 2	project <i>существительное</i> 1
--------------------------------------	---	--

проект строительства завода

mass <i>существительное</i> 2	production <i>существительное</i> 3	techniques <i>существительное</i> 1
-------------------------------------	---	---

техника массового производства

all 1	Amalgamated Union of Engineering and Foundry workers 3	members 2
----------	--	--------------

все члены Объединенного союза рабочих машиностроительной и сталелитейной промышленности

the Italian Constitution's 3	guarantee 1	of personal freedom 2
---------------------------------	----------------	--------------------------

гарантия личной свободы (записанная в) итальянской Конституции

Union of Post office workers 2	General Secretary 1
-----------------------------------	------------------------

генеральный секретарь Союза работников почт

supersonic 1	vertical take-off 3	bomber 2
-----------------	------------------------	-------------

сверхзвуковой бомбардировщик с вертикальным взлетом

**Bank Credit Regulation Committee** *Комитет по регулированию банковских кредитов*

raw material **production** countries *страны, производящие сырье*

**sudden** policy change *внезапное изменение политики*

**London** district committee *районный комитет Лондона*

**Paris** peace talks *мирные переговоры в Париже*

fence-**mending** policy *политика укрепления позиций*  
**the Labour-controlled** city council *городской совет, в котором большинство принадлежит лейбористам*  
a **six-point** control plan *контрольный план, состоящий из 6 пунктов*  
**take-it-over-or-leave-it** draft resolution *проект резолюции, носящий ультимативный характер*

**Упражнение 1.** *Переведите на русский язык следующие словосочетания.*

Home work. A picture gallery. Our University building. City traffic. Television programmes. Research methods. The twentieth century literature. High quality textbook. Foreign languages department. Local education authorities. Kindergarten age children. A Palestine National Liberation front representative. Active preconscious process. Labour Party Young Socialists.

**Упражнение 2.** *Проанализируйте и переведите словосочетания на русский язык.*

1. Power supply.
2. Wage restraint.
3. Improved pay system.
4. Road safety officer.
5. Two-year development programme.
6. Electric power plant's efficiency.
7. Home dog medicine book.
8. Austria machine-tool building firms.
9. Automobile repair plants reconstruction problems.
10. Second-year post-graduate student.
11. Railway accident prevention committee meeting decision.

**Упражнение 3.** *Найдите в предложениях подлежащее и сказуемое. Переведите предложения на русский язык.*

1. Their highest concept of right conduct is to get a job.
2. Harris grew more cheerful.
3. Mary has been looking for you everywhere.
4. Yet at this very time their friends and defenders are looking for the solution.
5. An important landmark in the creation of fraternal unity between the youth of Britain and that of her former colonies in Asia, Africa and America has been reached.
6. A new wide scheme of grants for hotel extensions was announced.
7. His first impulse was to cross to the other side to avoid the oncoming figure.
8. Further events were of little importance.
9. He stood invisible at the top of the stairs.
10. He must come dead or alive.
11. Forgetting something is a difficult matter.
12. These three were known everywhere.
13. No one could walk around that forest.
14. All of you ought to stop doing nothing.
15. Everything is being used against you.
16. The nightmare has come true.
17. The rest of the time was

yours. 18. How to explain and make comments is an art itself. 19. Thirty is a good age to begin anew. 20. What I want is sea air.

**Упражнение 4.** Сравните следующие пары предложений. Найдите в каждом подлежащее и сказуемое. Переведите предложения на русский язык.

1. The tram stop is near our Institute. – All trams stop near our institute. 2. He studies at the Institute. – We have many studies at our Institute. 3. There are many new houses in our town. – There are 50 halls in the museum, but they house only a part of the exhibits. 4. A large window in my room faces south. – It was pleasant to see children's rosy faces. 5. I like to walk in the park. – They park their cars at a parking. 6. His place is at the window. – Place this desk at the window. 7. The children were amusing for her. – The children were amusing her. 8. Your duty is to take care of your parents. – To take care of your parents is your duty. 9. That sounds rather absurd. – Those sounds are rather absurd.

**Упражнение 5.** Сделайте синтаксический анализ предложений и переведите их на русский язык.

1. A solid body is generally made up of one or more crystals. 2. To talk about the deprivation of children is therefore to use a rather loose term. 3. Every particular use of English is to some extent reflected in particular purpose. 4. Numerous suggestions were also made about ethics as part of the content of these specific lessons. 5. Our prejudices force us to regard paradox as intellectual and rational. 6. Discourse analysis performs the following operations upon any single connected text. 7. Application of these operations can be furthered by making use of grammatical equivalence. 8. One aspect of the textual function is the establishment of cohesive relations from one sentence to another in a discourse. 9. Much more will be said about this particular question. 10. By going to school a child enters a new community.

### **Многофункциональность местоимений “it”, “one” и “that”.**

Местоимения *it* и *one* являются многофункциональными. Они используются следующим образом.

#### **“It”**

<b>Функция</b>	<b>Значение</b>	<b>Пример</b>	<b>Перевод</b>
1. Личное местоимение	он, она, оно	I have a good room. It is very big and light.	У меня хорошая комната. Она большая и светлая.

2. Указательное местоимение	это	It is John.	Это Джон.
3. Подлежащее в безличном предложении	никак не переводится	It is cold.	Холодно.
4. Формальное подлежащее, которое вводит реальное	никак не переводится	It's no use to deny that.	Бесполезно это отрицать.
5. Вводное слово в предложениях с эмфатической конструкцией	именно	It was Columbus, who made the discovery.	Именно Колумб сделал это открытие.

**Упражнение 1.** *Заполните пропуски подходящими по смыслу местоимениями. Переведите предложения на русский язык.*

1. ...is easy to discuss this problem, as ... is very simple.
2. This PC belongs to the third generation. ... should be replaced by a new one.
3. What time is ... now?
4. In Great Britain in every house, no matter whether ... is a small one or a flat in a big modern building, there must be a fireplace.
5. ... took me 2 minutes to prepare and send the e-mail message.
6. ... was Babbage who invented the first calculating machine.
7. ... has been ages since I saw you last time.
8. ...is raining heavily. Don't forget to take an umbrella. ... is in the bathroom.
9. "Whose picture is ...?" – "... is the photo of my uncle."

**Упражнение 2.** *Определите функцию местоимения *it* и переведите упражнение на русский язык.*

1. It has to be noted that all the chemical elements can be found in the Ural mountains.
2. It is difficult to translate foreign texts without dictionary.
3. It was this technique that failed to meet the requirement.
4. It is easy for this electron to be detached.
5. But every novel, even the most frivolous, must have some reason for the writing of it.
6. It was of this problem that they spoke and wrote about.
7. It is a matter of climate and attitude, said a London school master.
8. Local colour is the life of fiction. It is the native element, the differentiating element. It is the differences which interest us.
9. It is no use to dispute the truth.
10. It is a purely ethical system.
11. It is difficult to see in what respect the programs are different.
12. It concerns the conduct of human beings.
13. It was stated that the conclusion was right.
14. The danger of simplification is that it shelves complicated problems.
15. It was quite right

when he tried to prove his point. 16. It is exactly this composition that will do for our purpose. 17. The supposition was correct. It was scientifically proved. 18. It was from the Portuguese that Europe first learned something about India. 19. It is precisely this opinion that makes a person defend this approach.

### “ONE”

Функция	Значение	Пример	Перевод
а. числительное	один	<i>One of them is our teacher.</i>	Один из них – наш преподаватель
б. подлежащее в неопределенно-личных предложениях	не переводится	<i>One can borrow this book from the library.</i>	Можно взять эту книгу из библиотеки.
с. заменитель существительного; используется, чтобы не повторять несколько раз одно и то же слово.	1) никак не переводится	<i>1) Give me a new book and an old one.</i>	1) Дайте мне новую книгу и старую.
	2) переводится тем словом, которое замещает	<i>2) Some of the gentlemen were gone, the younger ones were playing billiards.</i>	2) Некоторые джентльмены ушли, молодые джентльмены играли в бильярд.
	3) указательным местоимением <i>то, тот, та</i>	<i>3) Give me the book, the one, which I like best.</i>	3) Дайте мне книгу, ту, которая мне нравится больше всего.

**Упражнение 3.** Определите функцию слова *one* и переведите предложения на русский язык.

1. One expects this sort of thing from most older women. 2. One is always learning. 3. This method is the one which is much spoken about. 4. Energy can be converted from one form into another. 6. One hardly may use such a violent word as revolution in the field of the art. 7. In the 17<sup>th</sup> century Thomas Gataker, one of the great Puritan pastors said: “Teaching is not a profession, it is a confession”. 8. The complexity of the human brain is one to inspire awe. 9. The problem to be solved is fundamentally a mathematical one. 10. Any one of these handicaps will make language learning difficult. 11. The electronic computer is the one that can carry out several thousand arithmetical operations in one second. 12. One needs as much data on the subject as possible. 13. One might quickly make up one’s mind that certain topics were to be

avoided. 14. Every one of us gladly turns away from the problem. 15. One man loses a valuable piece of his past, another a valuable piece of his future. 16. One might imagine the velvety blue of a tropical night. 17. This leads one to regard two problems. 18. One should see the situation with one's own eyes. 19. In Fig. 2 one can see the negative influence of the strategy.

**Упражнение 4.** Прочитайте следующие предложение и прокомментируйте различные значения слова *one*. Переведите предложения на русский язык.

1. St. Petersburg is one of the world's most beautiful cities.
2. Two heads are better than one.
3. Nelly could not tell the difference between one mushroom and another.
4. My wife lent money to one Mary Brown.
5. I am mother and father in one.
6. Our professor lives in a one-storey cottage.
7. You are the one I want to talk to.
8. One can't always be wrong, can one?
9. One cold windy day on Christmas Eve we decided to go to a Russian bath.

### “THAT (THOSE)”

Слово **that** может употребляться в различных значениях, и его перевод зависит от места и роли в предложении.

1. Указательное местоимение: переводится *тот, та, то* (иногда *этот*); обычно употребляется перед существительным.

Give me that textbook, please.      *Дайте мне **тот** учебник, пожалуйста.*

2. Слово-заменитель: употребляется в сочетании с предлогом *of*; заменяет упомянутое существительное; переводится словом, которое заменяет, или совсем не переводится.

This method of work is much more efficient than **that** of your team.  
*Этот метод работы гораздо эффективнее **метода** работы вашей группы.*

3. Относительное местоимение: употребляется после существительного, вводит определительное придаточное предложение; как союзное слово не имеет формы множественного числа, но может переводиться на русский язык *который, которая, которое и которые*.

The machines **that** you see are produced by the local machine building plant.

*Станки (машины), которые вы видите, выпускаются местным машиностроительным заводом.*

4. Союз *что*: следует за сказуемым; вводит дополнительное придаточное предложение.

They know **that** we shall do our best to help them.

*Они знают, что мы сделаем все возможное, чтобы помочь им.*

5. Союз *то что*: вводит придаточное подлежащее и придаточное сказуемое.

**That** the launching of the manned space ship was the greatest achievement of our science was clear to everybody.

*То, что запуск космического корабля с человеком на борту является величайшим достижением науки, (известно) было ясно всем.*

6. Союз, используемый для эмфазы: вводит определительное придаточное предложение в конструкции **it is /was...that**, который выделяет один из членов предложения.

**It is** the magazine **that** I need badly. Мне очень нужен именно этот журнал.

**Упражнение 5.** *Определите функцию **that** и переведите предложения на русский язык.*

1. It is understood from the electron theory that matter is composed of both negative and positive particles. 2. One of the most interesting problems is that of flight to other planets. 3. Modern Russian versification has several points in common with that of other European literature, such as German and English. 4. Teachers of all types of school felt it to be vital that moral education lessons should include teaching about personal and social standards and values. 5. Most of those ideas were summed up by the head of a London comprehensive school. 6. But at that very time a new critical movement was rising. 7. A human being is one that has the imagination. 8. It is the local colour of Chaucer that interests us today. 9. Every man has three characters: that which he exhibits, that which he has, and that he thinks he has. 10. The procedure that has been followed has many disadvantages. 11. They did not ask us to prove that the symbols in question were effective. 12. This solution has the disadvantage that it is too complicated. 13. If one believes that one will believe anything. 14. It is the end that matters.

**Упражнение 6.** *Прокомментируйте различные значения слов **this, that, these, those**. Переведите предложения на русский язык.*

1. This way, please. Watch out! There's a car coming.
2. "Does this hotel allow dogs?" "No, it doesn't."
3. It was difficult to define the properties of these substances.
4. It was this plant that I visited first in 2004.
5. Man has always been interested in devices that do things for him.
6. Now that your test is over and it is a success, you may have a rest.
7. This rock is heavier than that one.
8. The freezing point of water on the Centigrade scale is 0 and that on the Fahrenheit scale is 32.
9. There are stars with masses millions of times that of the sun.
10. I'll try to reply by e-mail so that Dick can book the ticket tonight.
11. Everybody likes that professor's lectures very much.
12. That J.J. Thomson discovered a tiny electron is well-known.

**Упражнение 7. Переведите на русский язык.**

1. This solution has the disadvantage that it is too complicated. 2. Every man has three characters: that which he exhibits, that which he has, and that which he thinks he has. 3. The procedure that has been followed has many disadvantages. 4. It is imperative for good management that risks and costs be minimized. 5. If one believes that one will believe anything. 6. This formulation reduces to that given in (6). 7. One should see the situation with one's own eyes. 8. In Fig. 2 one can see the negative influence of the strategy. 9. The problem to be solved is fundamentally a mathematical one. 10. These times should be compared with those in Table 5. 11. One should use a new method, not the old one. 12. Some writers include zero among the natural numbers, while others do not. 13. It allows one to estimate the parameter. 14. As Prof. T. sees it, there are two related problems that the international financial community must soon address. 15. Now that we understand the problem facing us, it will be easy to make a decision. 16. The peoples of all countries know that the danger of a new world war exists. 17. Everything that can be done has been done.

### ***ГЛАГОЛЫ TO BE, TO HAVE, TO DO***

Глаголы **to be, to have, to do** выполняют различные синтаксические функции. В зависимости от роли в предложении они сохраняют, теряют или изменяют свое первоначальное значение. Для правильного перевода этих глаголов важно уметь быстро и точно определить их роль в предложении: функции и значения этих глаголов резко меняются в зависимости от того, какое слово следует за этими глаголами.

#### Глагол to be

#### Функции в предложении



1. Смысловой глагол.	The students <b>are</b> in the classroom. Студенты <b>находятся</b> в аудитории. His native town <b>was</b> in the mountains. Его родной город <b>был</b> в горах.	Переводится глаголами <i>быть, находиться</i> .
2. Глагол – связка.	She <b>is</b> a teacher. Она учитель. Jerry <b>will</b> soon <b>be</b> an economist. Джерри скоро <b>будет</b> экономистом.	В настоящем времени глагол <i>to be</i> не переводится, но в прошедшем и будущем – переводится глаголом <i>быть</i> .
3. Вспомогательный глагол.	He <b>is</b> working fast. Он <b>работает</b> быстро The statue <b>is</b> broken. Статуя <b>разбита</b> .	Глагол <i>to be</i> не переводится; вся временная или залоговая форма передается русскими эквивалентами смыслового глагола.
4. Модальный глагол.	We <b>are</b> to meet at the entrance of the theatre at eight. Мы <b>должны</b> встретиться у входа в театр в восемь.	Переводится глаголами должен, нужно, намерен.

**Упражнение 1.** Заполните пропуски нужной формой глагола *to be*. Переведите предложения на русский язык.

- The meeting ... to take place at 2.15 p.m. at our department in room 351.
- Jane ... a second year post-graduate student.
- There ... no place like home.
- Next year I ... 18.
- I missed the lecture and seminar yesterday as ... ill.
- When Mr. Pin entered the room the students ... (talk in loud voices).
- My friend ... to take entrance exams next summer.
- She ... to fulfill this task as it ... too difficult (to be able to).

**Упражнение 2.** Переведите предложения, уделяя особое внимание глаголу *to be*.

- He was asked to read his paper at the conference.
- The temperature is increasing.
- The only way out is changing the parameters.
- Our task is to do it well.
- Every fact is a process rather than a static entity.
- The plus or minus sign is to be chosen in each of these equations.
- Symbolism is not only of practical use but of great interest.
- We are trying to do our best.
- Art is a manifestation of emotions.
- The fundamental task of system analysis is not solving problems but defining them.

## Глагол to have

### Функции в предложении

1. Смысловой глагол	This material <b>has</b> many valuable qualities. Этот материал <b>имеет</b> много ценных свойств.	Переводится глаголами <i>иметь, обладать</i> ; предпочитают предложения с глаголом быть: <i>у меня есть, у нас было</i> и т.д.
2. Вспомогательный глагол.	I <b>have</b> known him for many years. Я <b>знаю</b> его много лет.	Глагол <i>to have</i> не переводится.
3. В устойчивых словосочетаниях.	Did you <b>have</b> dinner? Ты <b>пообедал</b> ? Let's <b>have</b> a walk. Давай <b>прогуляемся</b> .	Переводится путем образования однокоренного глагола, соответствующего по значению прямому дополнению.
4. Модальный глагол. За ним следует инфинитив с частицей <b>to</b> .	He <b>has</b> to come here daily. Ему <b>следует</b> приходить сюда каждый день. We <b>had</b> to change the design of the machine. Нам <b>пришлось</b> изменить конструкцию станка. We <b>had</b> a note handed to us. Нам <b>вручили</b> записку.	Переводится глаголами <i>должен, следует, придется, надо</i> .

**Упражнение 1.** Заполните пропуски нужной формой глагола *to have*. Переведите предложения на русский язык.

1. My friend ... a lot of English, Canadian and American technical journals.
2. You ... (show) your graduation paper to your scientific advisor tomorrow.
3. The student ... (carry out) the first experiment by the end of September.
4. Perhaps Laura ... a bath now.
5. We ... very interesting English classes and parties with native speakers last year.
6. Harry and Stacy ... (get) a Toyota.
7. We ... our article (translate) from Russian into English by a computer, but this translation was very bad.
8. I ... to take a taxi as it is late.
9. They ... already ... some tea.
10. Rob ... (leave) the concert at 8.30 p.m. as he ... an appointment.

**Упражнение 2.** Переведите на русский язык, обращая внимание на функцию глагола *to have*.

1. Never spend money before you have it.
2. These factors had to be taken into account.

3. He had only himself to thank.
4. He had led me to believe that.
5. It is better to have loved and lost than never to have loved at all.
6. Recent experiments have produced conflicting results.
7. The program or the database does not have to be changed.
8. He may have to stop his experiment.
9. We have not been able to comment on these changes.
10. We do not have to be able to do it.

### Глагол to do

#### Функции в предложении

1. Смысловой глагол	I <b>do</b> my work honestly. Я <b>выполняю</b> свою работу честно.	Переводится глаголами <i>делать, выполнять</i> .
2. Вспомогательный глагол	<b>Do</b> you study English or German? Вы изучаете английский или немецкий? I <b>didn't</b> go to the University yesterday. Вчера я не ходил в университет.	На русский язык не переводится.
3. Глагол-усилитель	<b>Do</b> come to this lecture. Приходите <b>же</b> на эту лекцию. In fact his words <b>did</b> show that he was reluctant to get involved. На самом <b>же</b> деле его слова <b>действительно</b> показали, что он не хочет участвовать в этом.	Переводится с помощью усилительных наречий <i>действительно, все-таки, ведь</i> , частицы <i>же</i> .
4. Глагол-заместитель	Did the Foreign Secretary know that such an arrangement existed? His replies in Parliament yesterday clearly implied that he <b>did</b> . Знал ли министр иностранных дел, что существует такая договоренность? Из его ответов в парламенте вчера можно было ясно понять, что <b>он знал</b> .	Переводится либо соответствующим глаголом, предложением или не переводится совсем.

**Упражнение 1.** *Переведите на русский язык, обращая внимание на функции глагола **to do**.*

1. Our desires for what we do not have keep us from enjoying what we do have.
2. The book does not simply discuss what you must do, but gives you effective tools for how to do it.
3. It does indeed lead to problems.
4. People would agree that education has something to do with economic growth.
5. The difficulty has nothing to do with these changes.
6. More education does not necessarily mean faster growth. In general, however, it probably does.
7. The labour market does not work perfectly.
8. It cannot be done satisfactorily.
9. The investigation does, however, illustrate two basic approaches to the problem.

**Упражнение 2.** *Переведите предложения на русский язык, обращая внимание на функции глаголов **to be, to have, to do**.*

1. I'm sorry, Major, we had an agreement – I **was to do** the questioning here.
2. White-collar workers **are to meet** on May 8 to formulate their reply to the company on the following day.
3. Their initial goal **is to end** three years of budget deficits and inflation by the end of this year.
4. He is not half as worried as the old age pensioners, the house-wives and workers who **have to pay** the increased prices.
5. All the same the state of the economy and the general trend of national politics **do have** some influence on the voters.
6. I don't take much exercise now, but I **did play** football quite a bit when I was younger.
7. If I **had to make** the choice again, I should have done the same.
8. I mean, we **have to start** working out some alternative and it will have to be done at once.
9. The delegation **was to have left** Minsk on Tuesday.
10. I just mention it because you said I **was to give** you all the details I could.
11. "Good God, surely I **don't have to explain** why I want to walk".
12. Why should I **have to do** everything?

### ***Страдательный залог***

Страдательный залог показывает, что действие глагола-сказуемого направлено на лицо или предмет, выраженный подлежащим.

*A new theory has been put forward.*

*Была выдвинута новая теория.*

Страдательный залог (Passive Voice) образуется при помощи вспомогательного глагола *to be* и причастия II смыслового глагола.

*be + Participle II (-ed, 3-я форма)*

Passive Voice переводится на русский язык следующими способами:

1. Страдательным залогом.

*The book is written.* – Книга *написана*.

2. Неопределенно-личными предложениями.

*He was offered a good job.* – Ему *предложили* хорошую работу.

3. Возвратными глаголами.

*The house is being built by the builders.* – Дом *строится* строителями.

В предложениях со страдательным залогом «деятель» вводится предлогом *by*, а «инструмент» – предлогом *with*.

*The letter is written by my sister with a pencil.* – Это письмо написано моей сестрой карандашом.

**Упражнение 1.** *Измените залог сказуемого, произведя все необходимые изменения.*

1. This post-graduate student is carrying out a very interesting experiment.
2. My supervisor gave me a new task.
3. This monograph touches upon the problem of vital importance.
4. The post-graduate students will take the candidate exam in English on Friday.
5. This professor has just delivered a lecture on semantics at our department.
6. They granted a leave in August.
7. The post-graduate student has written two learned articles this year.
8. Somebody gave me that book.
9. This professor teaches the students physics.
10. At that time yesterday they were demonstrating a new device.
11. They sent for the doctor.
12. Nobody looks after the child.
13. They listen carefully to his advice.

**Упражнение 2.** *Переведите предложение на русский язык, передавая страдательный залог одним из следующих способов: 1) страдательным залогом; 2) неопределенно-личным предложением; 3) возвратными глаголами; 4) глаголом в действительном залоге.*

1. This book was published last year.
2. The data were obtained experimentally.
3. The statistical theory has been developed quite recently.
4. The result of the experiment is shown in Fig. 10.

5. He was not offered any help.
6. We have been given all the necessary information.
7. The institute was promised financial support.
8. Numerous classifications have been used.
9. A more careful approach is needed.
10. We were shown the house and the garden.
11. He was assisted by Mr. Mell in his studies.
12. Some pressing problems will be discussed at the conference.
13. He was asked to participate in the discussion.
14. They were promised every support in their work.
15. The seminar was attended by all the participants.

*Запомните значения следующих глаголов:*

to refer to – ссылаться на, упоминать	to rely on/upon – полагаться на
to account for – объяснять	to affect – влиять (на)
to approach – подойти (к)	to attack – нападать (на)
to follow – следовать, следить (за)	to influence – влиять (на)
to succeed – следовать (за)	to deal with – иметь дело (с), рассматривать

**Упражнение 3.** *Переведите следующие предложения, не забывая при переводе о месте предлога.*

1. His lectures are always followed by heated discussions.
2. This date will be insisted on.
3. The terms were agreed upon.
4. The matter was referred to (matter – вещество; материал; сущность; предмет, вопрос, дело).
5. The decision has not been arrived yet.
6. The new discovery is being much spoken about.
7. Some of the data obtained cannot be relied upon.
8. The changes taking place are not easily accounted for.
9. The rate of a reaction is influenced by many factors.
10. Some plants are quickly affected by cold.
11. The problem can be approached in many different ways.
12. The prime minister's proposals were attacked in the newspapers.
13. The first discovery was succeeded by many others.
14. This method has been referred to in an earlier paper.
15. I do not think this instrument can be relied upon.
16. The data cannot be accounted for by the existing theory.

*Запомните значения следующих сочетаний слов:*

to call attention to – привлекать внимание к
to make mention of – упоминать (о)

to make use of – использовать, воспользоваться  
to take account of – учитывать, принимать во внимание  
to take care of – заботиться, стараться  
to take notice of – обращать внимание  
to give consideration to – рассматривать  
to make contribution to – вносить вклад  
to make reference to – ссылаться на  
to place emphasis on – делать упор на, подчеркивать

**Упражнение 4.** *Переведите следующие предложения.*

1. Your remark has not been taken notice of.
2. Special attention has been called to the research work.
3. Use is made of a simple model of a molecule.
4. Care is taken not to heat this substance.
5. Mention has already been made of this phenomenon.
6. These aspects of the subject are taken into account in this report.
7. In this book emphasis is placed on the localization problem.
8. Reference was made of his earlier publication.
9. Mention is made of an important version of this method.
10. An important contribution was made to the study of this phenomenon.
11. In their discussion no account was taken of the environmental conditions.
12. In this chapter detailed consideration is given to digital computers.

**Упражнение 5.** *Переведите предложения, выделяя сказуемые в страдательном залоге.*

1. Mathematics is loved by many, disliked by a few, admired and respected by all.
2. Facts alone are wanted in life.
3. The possibilities under consideration will be discussed in detail.
4. The invasion of armies is resisted; the invasion of ideas is not.
5. The initiative was supported by everybody.
6. The machine was tried under severe conditions.
7. Such acts are forbidden by law.
8. What is written without effort is in general read without pleasure.
9. No difficulties were made at all.
10. The experiment will be followed by testing the end product.
11. What is watched or waited for seems too long in coming.
12. This problem can be approached from several points of view.
13. A decision was arrived at.
14. This central idea must not be lost sight of.

**Упражнение 6.** *Преобразуйте следующие предложения действительного залога в страдательный по образцу:*

*People widely use electronic devices.*

*Electronic devices are widely used by people.*

1. Electronic devices control the work of power stations.
2. They calculate the trajectories of spaceships.
3. People discover new phenomena of nature due to

electronic devices. 4. Scientists designed a variety of tubes for specialized functions. 5. American scientists invented the transistor in 1948. 6. Integrated circuits greatly reduced the size of devices. 7. New types of integrated circuits increased packing density. 8. Electronics has extended man's intellectual power. 9. Scientists are looking for new ways for the improvement of integrated circuits technology. 10. Jack Kilby developed the concept of integrated device and built the first IC in 1958.

**Упражнение 7. Переведите предложения на русский язык.**

1. This figure of 30 **has been treated** as a military secret until a newspaper published it a few days ago.
2. Another speaker thought that some of the older mental hospitals **can only be adequately dealt with** by pulling them down and rebuilding them.
3. It's not of importance that it's right. What is of importance is how it's **done**, who it's **done** by, and most of all, when it's done.
4. Why do you imagine I'm in this present job at all? I suppose you thought I **wasn't given** any choice?
5. In the lobby, where we were to meet him, he **was being congratulated**.
6. No solution **has been found**. You can't forbid people **to be born**, at least not yet.
7. The subject **will be given** detailed treatment here in another essay by the author.
8. The king **had been left** with no choice but to act.
9. In the last few years she **had been ignored, envied, admired and cultivated**; but warm, personal liking was something she had not had since she left the College.
10. The novels, stories, plays, epics **have been written** for so many hundreds of years that the chance is small that an author will create an entirely new character.
11. She was much younger than her opponent, and her ambition **had been given** little chance to be fulfilled.
12. He **can be depended upon** to keep strict silence.
13. This is certainly a great inconvenience, but it **must be put up with**.
14. Her strange behavior **was largely commented upon**.
15. The productivity issue **has been given special emphasis to** in the meeting.
16. The construction of new houses in another place **is being negotiated** with the district authorities.
17. Nobody **has been refused** a chance to put forward their ideas for discussion.
18. They **will be shown** the draft plan right upon their arrival.
19. Some new approaches to attracting foreign investments **are dealt with** in this paper.
20. The economic growth **is influenced by** a number of factors.
21. Social issues **will certainly be taken care of** by the new management of the company.

***Переведите текст, обращая внимание на формы страдательного залога.***

The problem was first recognized in the 19<sup>th</sup> century. Later an idea was suggested to apply it to practical things. Many possibilities for practical applications



were analyzed. Some of these were tested by experiment. The experimental results were not generally accepted, and the idea was discarded. Then other consequences were deduced and a new model proposed. Recently the model has been modified and is now being used in many practical situations.

## *Причастие – Participle*

Причастие – неличная форма глагола, сочетающая признаки глагола и прилагательного. В английском языке есть два вида причастия – Participle I и Participle II.

<i>Форма причастия</i>	<i>Действительный залог</i>	<i>Страдательный залог</i>
Present	<b>writing</b>	<b>being written</b>
Past	–	<b>written</b>
Perfect	<b>having written</b>	<b>having been written</b>

Причастие I может переводиться на русский язык:

– действительным причастием несовершенного вида с суффиксами -ущ, -ющ, -ащ, -ящ.

*The man playing the piano is my uncle.* – Человек, играющий на рояле, – мой дядя.

– страдательным причастием совершенного (с суффиксами -енн, -ённ, -нн), реже – несовершенного вида.

*Being loved and admired by everybody, he had a great success.* – Всеми любимый и обожаемый, он имел огромный успех.

– деепричастием совершенного вида.

*Having repaired the car we ran further.* – Отремонтировав машину, мы поехали дальше.

– придаточным предложением.

*Having been repaired the car ran further.* – После того, как машина была отремонтирована, она поехала дальше.

Причастие II переводится полными и краткими страдательными причастиями, чаще совершенного, реже несовершенного вида:

*seen* – увиденный и виден

*worked out* – выработанный и выработан

*The house was seen everywhere.* – Дом был виден отовсюду.

*I reminded of a portrait seen in a gallery.* – Я вспомнил портрет, увиденный в галерее.

*It is one of the newspapers published in our town.* – Это одна из газет, издаваемых в нашем городе.

## Функции причастия I и причастия II в предложении и способы их перевода

### 1. ОПРЕДЕЛЕНИЕ:

1) перед определяемым словом (переводится причастием в функции определения).

The **flowing** water is always cool. – *Проточная вода всегда прохладна.*

A **broken** cup lay on the table. – *Разбитая чашка лежала на столе.*

2) после определяемого слова (переводится придаточным определительным предложением или причастием в функции определения).

The picture **seen** by you at the Art museum is really beautiful. – *Картина, которую вы видели в Художественном музее, действительно прекрасна.*

The girl **writing** this test is our group mate. – *Девушка, пишущая этот тест, наша сокурсница.*

### 2. ОБСТОЯТЕЛЬСТВО

Переводится деепричастием в функции обстоятельства или придаточным предложением.

**Turning** slowly, she went to her room. – *Медленно повернувшись, она пошла в свою комнату.*

**When written**, the textbook was handed to the editor. – *Когда учебник был написан, он был отдан редактору.*

### 3. ЧАСТЬ СОСТАВНОГО ИМЕННОГО СКАЗУЕМОГО

Переводится глаголами *быть, стать* и др. в сочетании с существительным, прилагательным, причастием.

He **has become** a research worker. – *Он стал научным работником.*

He **seemed tired**, but **kept working**. – *Он казался усталым, но продолжал работать.*

### 4. ЧАСТЬ ПРОСТОГО ГЛАГОЛЬНОГО СКАЗУЕМОГО

Переводится глаголом в сочетании с существительным, местоимением.

He is **reading** a book. – *Он читает книгу.*

The test **was written** without a single mistake. – *Тест был написан без единой ошибки.*

**Упражнение 1.** Проанализируйте и переведите предложения на русский язык.

1. People beginning to study languages often say that it is difficult to memorize words.
2. If frozen, water becomes ice.
3. The method used depended on the material selected.
4. In England the weight of luggage allowed varies with different railways.
5. Being shown this manuscript, he said that it belonged to the fifth century of our era.
6. Having been written, the translation was given to the teacher.
7. When read, this novel will be returned to the library.
8. Having solved the main problem, the scientist made a report on his research.
9. Having been written, the letter was posted.
10. The man was picked up in an almost dying state.
11. Her spirit, though crushed, was not broken.
12. When reading "The Pickwick Papers", one can't help laughing.
13. They were, indeed, old friends, having been at school together.

**Упражнение 2.** Найдите в предложениях сказуемое (личную форму глагола), затем подлежащее. Выделите группу определения с причастием II. Переведите.

1. We can use the method suggested by Corner.
2. The equipment needed for the experiment was carefully checked.
3. Simultaneous translation provided at the conference was excellent.
4. The knowledge gained on the subject during the past decade is rather important.
5. The work performed by this young scientist showed good results.
6. Every body located on earth is pulled downwards by the Earth.
7. The temperature of the liquid obtained remained constant.
8. The blue light thus removed is not lost.
9. Our attention will be focused on comparative methods applied by different sciences.

**Упражнение 3.** Переведите следующие предложения, передавая причастные обороты определительными придаточными предложениями или, где можно, причастными оборотами.

1. The terms insisted upon are difficult to fulfill.
2. Our students joined by some postgraduates made up a group of 20 people.
3. The laboratory joined by Dr. Adler was then engaged in space research.
4. The method followed by A.G. Webster was accurate.
4. The problem attacked by the young scientist was hard to solve.
5. Yesterday I read the paper referred to by you.
6. The data referred to in this paper are quite reliable.
7. The data obtained can be relied upon.

8. The experiment was followed by a lecture.
9. The experiment followed by a lecture was carried out by our professor's assistant.
10. His report followed by a paper on the same subject dealt with many problems of importance.
11. His research was followed by a report.
12. The interested reader is referred to the list of elements given below.

**Упражнение 4.** *Переведите следующие предложения, обращая внимание на перевод обстоятельственных причастных оборотов и на залог причастия.*

1. Reading this book the student found out many interesting things.
2. Being invited too late Morrison could not go to the conference.
3. Considered from this point of view the question will be of great interest.
4. Having made the measurements the experimenter then processed the data.
5. Translating this text I did not consult the dictionary.
6. Translated into English this Russian novel is well-known in this country.
7. When translating some new text he used to write out all new words.
8. Until translated into other languages this article was not widely known.
9. Having translated the paper he decided to write down a summary.
10. If translated into Russian this paper will be of great service to those who don't know English.
11. Addressing the young man he said he would like to speak with him.
12. Addressed by the young man, he said he did not recognize him.

**Упражнение 5.** *Переведите предложение, обращая внимание на причастие I и причастие II.*

1. Using the energy of the atom we produce electric energy at atomic power plants.
2. Electronic computers perform both arithmetic and logical operations, making it possible to control the process under rather complicated conditions.
3. When being pure, water is a colourless liquid.
4. Algol is a system being developed and intended to become a universal programming language.
5. The experiment having been made, everybody was interested in the results.
6. Having taken everything into consideration he decided not to go there.
7. The results obtained disagreed with the earlier data.
8. It was a standpoint shared by many philosophers.
9. Ethics is concerned with moral duties of a man.
10. This expedition failed because undertaken in winter.
11. That lesson, once learned, was never forgotten.

**Упражнение 6.** *Переведите причастие I и II.*

1. The textbooks (написанные) some years ago are not useful now.
2. The book (обсуждаемая) now will be published in some months.

3. (Создавая) this book the author took into consideration new scientific discoveries.
4. (После того, как она была написана), the book was published several times.
5. The man (написавший) this book lived in the 15-th century.
6. She went away (оставив) him alone.
7. At the conference they discussed new methods (применяемые) in genetics.
8. One day you'll get a letter (информирующее) you of our work.
9. She smiled (вспоминая) the joke.
10. She smiled (вспомнив) the joke.
11. He wrote a letter (объясняя) his behaviour.
12. He wrote a letter (объясняющее) his behaviour.
13. He wrote a letter (объяснив) his behaviour.
14. Special attention should be paid to the experiments (проводимые) now in genetics.
15. The experiments (проводимые) in genetics are of great importance.
16. The conference (проходившая) at the University is devoted to the problems of the theory of the text.
17. I couldn't visit the conference (проходившую) at the University last week and asked to be sent the report.

### **Независимый причастный оборот.**

Обороты, в которых причастие 1 или 2 имеет свое подлежащее, выраженное существительным в общем падеже или (реже) местоимением в именительном падеже. Соответствуют в русском языке либо придаточным предложениям, либо самостоятельным предложениям. Если оборот расположен в первой части предложения, при переводе соответствующее придаточное предложение вводится союзами *так как, поскольку, ввиду того, что, после того, как, когда*. Если оборот расположен во второй части предложения – союзами *причем, а, в то время как*.

e.g. **Weather (time) permitting**, we shall go to the country.

*Если погода (время) позволит, мы поедем за город.*

He could sit so for hours, **his books closed and lying** beside him.

*Он мог сидеть так часами, причем его книги были закрыты и лежали рядом.*

**Упражнение 1.** Проанализируйте и переведите предложения на русский язык.

1. The telephone being out of order, I had to go out to make a call.
2. The dog sat still, with his eyes fixed on the fire.
3. The job being done, I was able to take a week's holiday.
4. The delegates came from ten countries, with Great Britain being represented by Professor Arthur Clark.
5. The room being dark, she didn't see anyone at first.

6. The reception being good at this time of the year, we could listen to the remote stations.
7. There being a good wind that day, we could practice surfing.
8. The urban population increasing, much attention is paid to housing construction.
9. The climate of Britain being mild, its flora is very rich.
10. Tom began to answer his lesson, Mrs. Gladstone watching him closely.
11. The key having been lost, they could not enter the office.
12. The teacher being ill, the class was put off.
13. This duty completed, he had three months leave.
14. Breakfast over, he went to his office.

### Объектный причастный оборот.

Оборот представляет собой сочетание существительного в общем падеже или местоимения в объектном падеже и причастия I или II.

В предложении конструкция выполняет функцию сложного дополнения. На русский язык переводится придаточным дополнительным предложением с использованием союзов *как, что*.

Употребляется после глаголов, выражающих:

- 1) чувственное (физическое) восприятие: **to see, to hear, to feel, to notice, to watch** и т.д.;
- 2) желание: **to want, to wish, to desire**;
- 3) повеление: **to have, to get** (после этих глаголов употребляется только причастие II);
- 4) умственное восприятие: **to consider, to understand**.

E.g. We watched **boats sailing** by and listened to the **birds singing**.

*Мы наблюдали, как мимо проплывали лодки и слышали, как пели птицы.*

The father wants **everything done** quickly.

Отец хочет, чтобы все было сделано быстро.

I had **my coat altered**.

*Я переделала пальто.*

**Упражнение 1.** Проанализируйте и переведите предложения на русский язык.

1. My friend has just had a telephone installed in his office.
2. He turned and saw a pair of dark large eyes looking at him through the window of the cab.
3. He could feel himself turning red.
4. She glanced up to see the door slowly opening.
5. The news left me wondering what would happen next.
6. We hope to see this issue raised at the University conference.
7. Please start the clock going.
8. My clumsy mistake set all the girls giggling.

9. James felt his heart overflowing with love for Jane.
10. We turned to see the sun rising.
11. They have scarcely any money saved for their old age.
12. The governor wants it done quickly.
13. You will probably find your sister grown, Bella.

### Субъектный причастный оборот.

Этот оборот представляет собой сочетание существительного в общем падеже или местоимения в именительном падеже и причастия I. В предложении один из его членов выполняет функцию подлежащего. На русский язык переводится неопределенно-личным предложением (*слышали / видели / заметили, что...*).

Употребляется после глаголов, выражающих:

- 1) чувственное (физическое) восприятие: to see, to hear, to watch, to notice, to feel;
- 2) умственное восприятие, действие: to leave, to find, to understand, to show, to keep, to consider, to regard.

E.g. Several **boys were seen riding** on horseback across the field.

*Видели, как несколько мальчиков ехали через поле верхом на лошадях.*

**Упражнение 1.** Проанализируйте и переведите предложения на русский язык.

1. The car was seen moving fast along the street.
2. Through the open window a piano was heard being played.
3. He is in hospital and his condition is reported as being very serious.
4. When the car was heard approaching, the people fled anywhere to avoid the police.
5. In his novel she is shown doing a lot for other people.
6. Soon she may have found the note because she was seen looking through the magazine.
7. When I rang the bell, a dog could be heard barking in the hall.
8. In his talk with my father the visitor was heard mentioning some accident.
9. She was listening to him trying to catch every word.
10. The painter was found putting the finishing touches to a picture of a beggar man.
11. The beggar himself was seen standing on a raised platform in the corner of the studio.
12. Clare's footsteps were heard crossing the room.

## Герундий – Gerund

Герундий – это неличная форма глагола, сочетающая признаки глагола и существительного, и выражает действие как развивающийся процесс.

Формы герундия полностью совпадают с формами причастия 1:

Форма герундия	Действительный залог	Страдательный залог
Indefinite	<b>working</b>	<b>being worked</b>
Perfect	<b>having worked</b>	<b>having been worked</b>

Герундий можно отличить от причастия по следующим признакам:

1. Герундий употребляется с предлогом, а причастие – никогда.

*I am very tired of working.* – Я устал *работать*.

2. Герундий может употребляться с притяжательным местоимением или существительным в притяжательном падеже, а причастие – нет.

*I insist on your going there.* – Я настаиваю, чтобы ты пошел туда.

3. Герундий может выполнять функции подлежащего и дополнения. А причастие – никогда.

*Smoking is bad.* – Курить вредно.

*I like making people happy.* – Я люблю делать людей счастливыми.

Герундий переводится:

1. В функции подлежащего и дополнения – существительным или инфинитивом:

*Smoking is bad.* – Курить вредно (Курение вредно).

2. В функции обстоятельства – деепричастием или существительным с предлогом:

*Without waiting for an answer he went away.* – Не дождавшись ответа, он ушел.

3. С предшествующим притяжательным местоимением или существительным в притяжательном падеже – придаточным предложением.

*You may rely on my setting matters right.* – Вы можете рассчитывать, что я все оплачу.

*Запомните глаголы и глагольные конструкции, после которых употребляется герундий:*

To approve of, to agree to, to be busy in, to be capable of, to be sure of, to be fond of, to be worth (while), cannot help, to depend on, to enjoy, to finish, to give up, to go on, to insist on, to look forward to, to mind, to object to, to persist in, to prevent from, to rely on, to succeed in, to think of, to begin, to continue, to keep on, it is no good, it is no use, to account for, to differ in, to be interested in, to be responsible for, to result from, to result in.



В некоторых случаях значение всего предложения зависит от того, какая часть речи, инфинитив или герундий, в нем употребляется.

*He stopped smoking.* – Он перестал курить.

*He stopped to smoke.* – Он остановился, чтобы покурить.

*They went on discussing the same problem.* – Они продолжали обсуждать все ту же проблему.

*They came up to the definite conclusion and went on to discuss a new problem.* – Они пришли к определенному заключению и перешли к обсуждению новой проблемы.

### Функции герундия в предложении и способы его перевода.

#### 1. ПОДЛЕЖАЩЕЕ

Переводится существительным или инфинитивом в функции подлежащего.

**Travelling** around the world has become my hobby. – *Путешествие (путешествовать) по миру стало моим увлечением.*

#### 2. ИМЕННАЯ ЧАСТЬ СОСТАВНОГО СКАЗУЕМОГО

Переводится существительным или инфинитивом.

My favourite occupation is **reading**. – *Мое любимое занятие – чтение.*

#### 3. ЧАСТЬ СОСТАВНОГО ГЛАГОЛЬНОГО СКАЗУЕМОГО

Переводится инфинитивом в функции дополнения.

He finished **painting** the picture. – *Он закончил писать картину.*

#### 4. ДОПОЛНЕНИЕ

Переводится инфинитивом, существительным или придаточным предложением.

I am fond of **collecting** stamps. – *Я люблю коллекционировать марки.*

Thank you **for coming**. – *Благодарю вас за то, что пришли.*

#### 5. ОПРЕДЕЛЕНИЕ

Переводится существительным или инфинитивом.

There are different ways of **solving** this problem. – *Имеются различные способы решения этой проблемы.*

#### 6. ОБСТОЯТЕЛЬСТВО

Переводится деепричастием.

One can demonstrate this **by making** a very simple experiment. – Можно продемонстрировать это, **сделав** очень простой эксперимент.

**Упражнение 1.** Проанализируйте переводы предложений. Определите функции герундия.

1. He is proud of **winning** the first prize.  
*Он гордится тем, **что выиграл** первую премию / первый приз.*
2. The teacher began **asking** questions on the text.  
*Преподаватель начал **задавать** вопросы по тексту.*
3. I cannot afford **studying** abroad now.  
*Я не могу позволить себе **обучение** за границей сейчас.*
4. In spite of **being ill**, he came to the final discussion.  
*Несмотря на то, **что он был болен**, он пришел на последнее обсуждение.*
5. Instead of **going home** he continued his work.  
*Вместо того **чтобы пойти домой**, он продолжил работу.*
6. I dislike your **doing** nothing.  
*Мне не нравится то, **что ты ничего не делаешь** (ничем не занимаешься).*
7. I am not fond of **being looked at**.  
*Не люблю, когда на меня **смотрят**.*
8. She was not pleased at my **coming**.  
*Она была недовольна, **что я пришел**.*
9. My doctor succeeded in **saving** my life.  
*Моему врачу удалось **спасти** мне жизнь.*
10. Do you mind my **using** your phone?  
*Ты не против, если я **позвоню** (с твоего телефона)?*

**Упражнение 2.** Проанализируйте и переведите предложения на русский язык.

1. Speaking a foreign language every day is the best way of learning it.
2. There's no point in having a car if you never use it.
3. Being admired by all, she felt proud and happy.
4. My answering in the affirmative gave him great satisfaction.
5. He is in the habit of boasting of his cleverness.
6. We are proud of being taught four foreign languages at this University.

7. He is an artistic person – he is very good at writing poems and composing music.
8. I think you should apologize to your mother for being so rude to her.
9. I hate reminding people of their duties or being reminded of mine.
10. It's no use talking like that to me.
11. Joseph couldn't help admiring that man.

**Упражнение 3.** *Переведите следующие предложения, учитывая форму герундия.*

1. It is worth while discussing this phenomenon.
2. It is no use searching for another approach.
3. We cannot help acknowledging the importance of this statement.
4. Would you mind answering one more question.
5. Avoid mixing these two substances.
6. This paper is worth reading.
7. He had to give up experimenting.
8. Let us try heating several metals.
9. Excuse my interrupting you.
10. He regretted having interrupted you.
11. He does not like asking questions.
12. He does not like being asked questions.
13. He liked your asking questions.
14. He reports having observed a new star.
15. The authors report having solved the problem.

**Упражнение 4.** *Переведите следующие предложения, обращая внимание на предлоги, стоящие перед герундием и форму герундия.*

1. You must aim at obtaining accurate results.
2. I think of trying another approach.
3. He succeeded in obtaining reliable results.
4. The book aims at acquainting the readers with modern achievements in astrophysics.
5. The efficiency of the process resulted in increasing the yield.
6. Chemists have succeeded in making plastics which are for many purposes superior to natural materials.
7. He is fond of reading.
8. He is fond of being read to.
9. He is fond of your reading.
10. He objected to sending them an invitation to the conference.
11. They insisted on being sent to the conference.
12. The people from the Laboratory of Electronics insisted on professor Marry's being appointed head.

Перед герундием в функции обстоятельства всегда стоит предлог, причем значение предлога не зависит от впереди стоящего слова. Предлоги перед герундием имеют временное значение: **in** – *при, во время, в процессе*; **on (upon)** – *по, после, при*. Предлог **by** – *путем, при помощи*; **through** – *благодаря, из-за*. Герундий передается на русский язык отглагольным существительным, иногда деепричастием. Герундий с предлогом **without** – *без* часто переводится отрицательной формой деепричастия.

**Упражнение 5.** *Переведите предложение на русский язык, обращая внимание на предлоги.*

1. In solving problems it is necessary to distinguish between fact and hypothesis.
2. The control unit coordinates all the functions of the central processor by interpreting and executing instructions held in the computer memory.
3. Be slow in choosing a friend, slower in changing him.
4. It is no use crying over spilt milk.
5. Know your own faults before blaming others for theirs.
6. Learn by doing.
7. You cannot make an omelet without breaking eggs.
8. It is better doing well than saying well.
9. Research is searching without knowing what you are going to find.

**Упражнение 6.** *Переведите предложения, определяя роль герундия в предложении.*

1. Appetite comes with eating.
2. Seeing comes with eating.
3. They continue experimenting with the substance.
4. It is worth while thinking over the effects I have just described.
5. They were against postponing the meeting and for going on with the discussion of the problem.
6. We were all for starting the experiment at once.
7. It is no use speaking of it.
8. They couldn't help seeing the importance of the process.
9. It is commonly understood that regular queues before a theatre or cinema are one sign that the show is worth seeing.
10. The purpose of the method is determining system stability.
11. We succeeded in building a flexible system.
12. The architects' aim is applying more plastics for interior decoration.
13. It may well be worth while considering the purpose of the investigation.

**Упражнение 7.** *Употребите нужную форму герундия.*

1. Excuse me for (to give) you so much trouble.
2. Why do you avoid (to see) me?
3. He tried to avoid (to see).

4. I remember (to see) this actor.
5. (To ask) whether he would take the exam he answered he hadn't made up his mind.
6. She stopped (to write) me and stopped (to write) either.
7. After (to reject) by a dozen of journals, the article was published in *The Globe*.
8. On (to tell) the news she burst out (to cry).
9. He insists on (to send) him to that country.
10. He insists on (to send) to that country.
11. I don't remember ever (to see) you.
12. The child was afraid of (to punish).

### **Сложный герундиальный оборот.**

Сочетание герундия с предшествующим ему притяжательным местоимением или существительным в притяжательном или в общем падеже называется сложным герундиальным оборотом. Такой оборот представляет собой эквивалент придаточного предложения и обычно переводится придаточным предложением, соответствующим синтаксической функции герундия в предложении и вводимого словами *то что, тем что, как, после того как*.

**His not having come in time** is quite natural.

*То, что он не пришел вовремя, вполне естественно.*

**After their repairing the motor**, we set off.

*После того, как они починили мотор, мы отправились.*

**Упражнение 8.** Проанализируйте и переведите предложения на русский язык.

1. Did you hear of his having won a prize?
2. Tom's mother spoke with pride of her son being a sailor.
3. I have no objection to your being late.
4. We are concerned about the company's trading in raw materials.
5. She was very much surprised at his being so worried about the incident.
6. Do you know the reason for the miners stopping work?
7. Some parents don't approve of their children watching a lot of television.
8. I insist on both of them coming in time.
9. I can't imagine your mother approving of what you are doing.
10. He was against my going there alone.
11. I remember his saying it.
12. I object to children going out on such a windy day.
13. Our being tired is easy to explain.
14. He insisted on my sister's coming with us.
15. Did you ever hear of a man of sense rejecting an offer?

**Упражнение 9.** Проанализируйте и переведите предложения на русский язык.

1. He couldn't help telling the results of the negotiations.
2. Would you mind our taking part in the discussion?
3. In dealing with statistical data it is necessary to have all the factors involved.
4. There is high probability of their having invited to the congress as special guests.
5. We'll probably think of trying another approach in this matter.
6. President Coleman's being late was accepted with patience.
7. They objected to the talks being held without all the parties represented.
8. Do you think it's worth while beginning this project without waiting for the confirmation to arrive?
9. Newton's having discovered the laws of mechanics determined the development of science for many years to come.

### *Инфинитив – The Infinitive*

Как неличная форма глагола, близкая к существительному, инфинитив выполняет в предложении все те синтаксические функции, которые выполняет существительное, а именно: подлежащего, дополнения, обстоятельства, определения, части составного именного и простого глагольного сказуемого.

Наиболее типичным свойством инфинитива как глагола является его способность выражать характер действия (длительность, законченность) и залог.

В английском языке имеется шесть форм инфинитива, которые соответствуют четырем группам времен, два из которых имеют форму страдательного залога.

	<b>Active</b>	<b>Passive</b>
<b>Indefinite</b>	to write	to be written
<b>Continuous</b>	to be writing	-
<b>Perfect</b>	to have written	to have been written
<b>Perfect Continuous</b>	to have been writing	-

#### **Функции инфинитива в предложении и способы его перевода.**

##### **1. ПОДЛЕЖАЩЕЕ**

Переводится инфинитивом в функции подлежащего. Может быть вводным членом предложения: **to tell the truth** по правде говоря; **to sum it up** если подвести итог.

**To acquire knowledge** is everybody's duty. – *Приобретать знания – долг каждого.*

**To tell the truth**, I don't like this film. – *По правде говоря, мне не нравится этот фильм.*

## 2. ДОПОЛНЕНИЕ

Переводится инфинитивом или придаточным предложением.

He likes **to spend** his holidays in the South. – *Он любит (что?) проводить каникулы на юге.*

## 3. ЧАСТЬ СОСТАВНОГО ИМЕННОГО СКАЗУЕМОГО

Глагол-связка **to be** переводится словами *закключаться в том чтобы, состоит в том, чтобы* или совсем не переводится.

The aim of our research work **is to find** the necessary data. – *Цель нашей исследовательской работы заключается в том, чтобы найти необходимые данные.*

## 4. ОПРЕДЕЛЕНИЕ

Переводится 1) инфинитивом в сочетании с существительным; 2) после слов **the first, the last** переводится глаголом в личной форме в том времени, в котором стоит глагол **to be**; 3) переводится определительным придаточным предложением, выражающим долженствование, возможность или будущее время.

Here is a nice book **to read** before going to bed. – *Вот книга, которую хорошо почитать перед сном.*

I have an idea **to spend** holidays abroad. – *У меня идея провести каникулы за границей.*

He was **the first to offer** his hand to me. – *Он был первым, кто протянул мне руку.*

We shall study minerals **to be obtained** in those mountains. – *Мы будем изучать минералы, которые можно добыть в этих горах.*

## 5. ОБСТОЯТЕЛЬСТВО

1) **цели** (Переводится личной формой глагола с союзом *что*; или при переводе вводятся союзы *для того, чтобы, чтобы*).

I do sports **to keep** fit. – *Я занимаюсь спортом (зачем?), чтобы быть в форме.*

**To know** a foreign language well you have to work hard. – *Для того чтобы знать иностранный язык хорошо, вы должны усердно работать.*

2) **следствия** (Переводится инфинитивом с союзом *чтобы; для того, чтобы*).

Now he is too tired **to give** us an account of his trip. – Он сейчас слишком устал, **чтобы рассказать** нам о своей поездке.

This method is not accurate enough **to produce** any definite results. – Этот метод недостаточно точен для того, **чтобы дать** какие-либо определенные результаты.

*Запомните инфинитивы и фразы с инфинитивами, часто употребляемые для связи предложений в тексте.*

to begin with – прежде всего; во-первых; для начала;

to conclude – в заключение;

to generalize – обобщая, в общем, если обобщить;

to illustrate – для иллюстрации, например;

to make a long story short – короче говоря;

to mention – если упомянуть;

not to mention – не говоря уже о...;

to put it another way – иначе говоря, иными словами;

to say nothing of – не говоря уже о...;

to sum up – подводя итог, итак, если подвести итог;

to tell the truth – по правде говоря.

**Упражнение 1.** Выберите правильный перевод.

1. Я доволен, что **принял** участие в обсуждении этого проекта.
  - a) I am glad **to take part** in the discussion of this project.
  - b) I am glad **to be taking part** in the discussion of this project.
  - c) I am glad **to have taken part** in the discussion of this project.
  
2. Кажется, они **заканчивают** свое исследование.
  - a) They seem **to finish** their investigation.
  - b) They seem **to be finishing** their investigation.
  - c) They seem **to have finished** their investigation.
  
3. Он не любит, когда его **беспокоят** во время работы.
  - a) He doesn't like **to be disturbed** during his work.
  - b) He doesn't like **to disturb** people during their work.
  
4. Я хочу, чтобы **мне помогли**.
  - a) I want **to help** you.
  - b) I want **to be helped**.

**Упражнение 2.** Переведите на русский язык:

1. To explain this simple fact is not so very easy.



2. To give a true picture of the surrounding matter is the task of natural science.
3. By the 16<sup>th</sup> century, to doubt Aristotle had become a dangerous heresy.
4. (In order) to understand the phenomenon the laws of motion should be considered.
5. The waves are too short to affect the eye.
6. This method is not accurate enough to give reliable results.
7. This method was so complicated as to give only little result.
8. It is such a small error as to be easily neglected.
9. The device was arranged in such a way as to produce two pictures.
10. In order to understand the procedure, consider the following procedure.
11. It takes the rays of the sun 8 minutes to get to the Earth.
12. Molecules are too small to be seen even with the most powerful microscope.
13. Elements combine to produce a compound.
14. It is too early yet to properly weigh the significance of this method.
15. To find the mass of the electron was then of prime importance.

**In order (to), so as (to)** для того, чтобы

**So ... as (to)** для того, чтобы; с тем, чтобы

**Such ... as (to)** так (такой, настолько), что (чтобы)

**Too** слишком

**Enough** достаточно, достаточный

**Sufficiently (sufficient)** достаточно, достаточный

**Упражнение 3.** Переведите на русский язык:

**Our aim is to master English.** – Наша цель заключается в том, чтобы овладеть английским языком.

**This experiment is to show the dependence of temperature on solubility.** – Этот эксперимент должен показать зависимость температуры от растворимости.

1. One way of obtaining hydrogen is to pass electric current through water.
2. The intention of the author has been to show some newly developed methods.
3. Our present concern will be to discuss the information obtained during the flight.
4. The difficulty will be to obtain the substance in question.
5. This element is to be found free in nature.
6. We are to study the main laws of physics.
7. In our experiment we are to compare the two gases.
8. The author was to read a paper at the conference.
9. Advantage is to be taken of this phenomenon.
10. Use is to be made of the data obtained.
11. He was about to leave when the delegation arrived.
12. Little or no oxygen is to be found here.
13. As a matter of fact no living beings are to be expected on Venus.
14. Water is to be purified to meet our needs.
15. In this experiment we are to compare the relative weight of two substances.

16. The next step will be to produce a diagram of the system.

**Упражнение 4.** *Переведите на русский язык:*

***The speaker was difficult to understand.*** – Докладчика трудно было понимать.

1. The exact level is hard to calculate.
2. The books by Pawling are interesting to read.
3. The experimental results are few and not easy to interpret.
4. The question is not simple to answer.

**Упражнение 5.** *Переведите на русский язык:*

***Why have you made this mistake? You must have known the rule.*** – Почему вы сделали эту ошибку? Вы должны были знать правило.

1. Dr. Smith has not arrived yet. He must have missed the bus.
2. I could have gone to the conference. But I lost my invitation.
3. You might have made the experiment more carefully.
4. He must have found out about the conference from the newspaper.
5. The explosion must have occurred long ago.
6. No living beings could have survived in such a climate.
7. Life may have existed on that planet.
8. Dr. Neumann isn't here yet. He may have forgotten about our appointment.
9. When something has ended badly it is easy to say what should have been done to endure success.
10. If Cleopatra's nose had been shorter the whole history of the world would have been different.
11. He has come in to the world too late. He should have lived in the 18<sup>th</sup> century.

**Упражнение 6.** *Переведите на русский язык:*

***We shall study minerals to be obtained in those mountains.*** – Мы будем изучать минералы, которые можно добыть в этих горах.

1. The terms to be insisted on are these.
2. The lecture to be attended by the delegation will take place in the main hall.
3. He is always the first to come.
4. The first scientist to discover this phenomenon was Lavoisier.
5. There are many problems to be solved.
6. Many ores to be found in this district are of great value to the industry.
7. The substance to be analyzed should be pure.
8. The explanation will probably be considerably modified in the years to come.
9. The report to be followed by a concert will take place at 8 o'clock.
10. The lecture to be followed by an experiment is to take place at our Institute.
11. Here are some figures to be referred to later.

12. There was only one signal to be detected.
13. Joule was the first to note definitely this phenomenon.
14. Most of nuclear reactions to be studied are of this type.

**Упражнение 7.** *Переведите на русский язык:*

1. These methods are to be described in the next chapter.
2. The methods that are to be described next were widely used.
3. The methods to be described are used in our laboratory.
4. The experiment is to be carried out in our laboratory next month.
5. We hope that the experiment to be carried out in our laboratory will provide new and reliable data.
6. The experiment which is to be carried out in our laboratory will last for 10 or 11 hours.

**Упражнение 8.** *Переведите на русский язык:*

1. Trust but not too much.
2. It is too late to lock the stable when the horse has been stolen.
3. Of course, here too, it may be very difficult to account for these difficulties.
4. To construct an experiment of this kind seems nearly impossible.
5. We attempted to carry out this investigation.
6. To perform this work one must have all the necessary equipment.
7. Some molecules are large enough to be seen on the electron microscope.
8. To construct an experiment of this kind seems nearly impossible.
9. We attempted to carry out this investigation.
10. To perform this work one must have all the necessary equipment.
11. Some molecules are large enough to be seen on the electron microscope.
12. Thomas was the first to focus attention on this type of reaction.
13. In order to demonstrate the effect Table 1 is given.
14. The important thing is to understand what you are doing, rather than to get the right answer.
15. The Navy was too new, too small and not experienced enough to resist the enemy's fleet.
16. He felt that the only thing to do was to study their methods and ideas.
17. For him, however, obstacles existed only to be overcome.

**Упражнение 9.** *Проанализируйте и переведите предложения на русский язык.*

1. Indeed, to know her is to love her.
2. He stopped to buy an evening paper.
3. He woke to find it was still dark.
4. I remember to have been living in the Caucasus for two years before the war broke out.
5. My friend was glad to have been given such an interesting assignment.

6. She hoped to be sent to study abroad.
7. The data to be used have been carefully analyzed.
8. To understand Russian culture is impossible without the names of Bulgakov, Platonov and Pasternak.
9. To do it accurately was the main problem.
10. To tell him the truth at the moment meant nearly to kill him.
11. Our plan was to begin the experimental part of the research by the end of the month.
12. It was not the sort of thing to be said over the telephone.

**Упражнение 10.** *Переведите следующие предложения с инфинитивом.*

1. The first step to be taken is to start negotiations.
2. To ensure a steady economic growth, all the macroeconomic parameters must be involved.
3. Poland was the first post-communist country to implement what later on was called a 'shock therapy' in the economic policy.
4. The type of policy to be followed will be broadly discussed in the mass media.
5. To go back again to the first-turn measures, all the circumstances are to be taken into account.
6. Much more investment is to be attracted to make a considerable progress in exports.
7. It is to be remembered that seasonal factors are unlikely to radically change the situation.
8. They had so much to do in their field of studies.
9. He was not quite prepared for the talks, to put it mildly.

### **Объектный инфинитивный оборот**

Конструкция «объектный падеж с инфинитивом», или «объектный инфинитивный оборот», состоит из «вводящего» глагола, местоимения в объектном падеже или существительного в общем падеже и инфинитива. В предложении конструкция выполняет функцию сложного дополнения (Complex Object).

Do you expect **him to come**? – Ты полагаешь, что он придет?

Этот оборот употребляется после глаголов, выражающих:

- 1) желание и намерение: **to want, to wish, to desire, to intend, to mean;**
- 2) умственное восприятие: **to know, to think, to consider, to believe, to suppose, to expect, to imagine;**
- 3) приказ, разрешение, просьбу: **to order, to ask, to allow, to have, to make;**

4) чувственное (физическое) восприятие: **to see, to hear, to feel, to watch, to observe, to notice** (после этих глаголов инфинитив употребляется без частицы **to**);

5) чувства и эмоции: **to like, to love, to hate, to dislike**.

На русский язык этот оборот переводится придаточным дополнительным предложением с союзами *что, чтобы, как*. Существительное или местоимение становится подлежащим, а инфинитив – сказуемым русского придаточного предложения. Следует обращать внимание как на форму предшествующего глагола, так и на форму самого инфинитива. Indefinite Infinitive передается глаголом в настоящем (иногда в прошедшем) времени, Perfect Infinitive передается глаголом в прошедшем времени. После глаголов *to expect, to hope* чаще всего передается глаголом в будущем времени.

**Упражнение 1.** Проанализируйте и переведите предложения на русский язык.

1. Everybody considers her to be a great organizer.
2. We found that effect to have been unknown.
3. They thought the information to have been published recently.
4. Knowing him to be good at psychology, I asked him to explain this rule.
5. The scientist expected his assistants to obtain some new data.
6. They heard him deny it.
7. They announced it to be the law.
8. She meant him to do it.
9. I haven't heard anyone call me.
10. They saw the fire slowly conquering the room.
11. Everybody expected her to marry Pete.

**Упражнение 2.** Проанализируйте и переведите на русский язык.

1. During the experiment we saw the temperature fall rapidly.
2. He heard the bell ring.
3. I saw my dreams come true.
4. Dr. Messy believes the data to be reliable.
5. The experiment proved the substance to be a semiconductor.
6. One may safely expect this prediction to be quite reliable.
7. One can watch more and more people move into biology from others areas of research.
8. It would be very nice if one could have a computer do the thinking, have a computer make the decisions and have a computer do the scheduling.
9. You may lead a horse to the water, but you cannot make him drink.
10. This sequence causes digitized images to be stored in core memory.
11. We proved this suggestion to be wrong.

12. We expect the document to serve experienced programmers.
13. High temperatures allowed the reaction to be carried out in two hours.
14. It is usually rather difficult to get nitrogen to combine with other elements.

### Субъектный инфинитивный оборот.

Конструкция «именительный падеж с инфинитивом», состоит из **подлежащего, «вводящего» глагола и инфинитива**. В предложении она выполняет функцию сложного подлежащего (Complex Subject).

**All students are supposed to study** four foreign languages at this University. – *Предполагается, что все студенты изучают четыре иностранных языка в этом университете.*

Этот оборот употребляется после глаголов, выражающих:

1) умственное восприятие: **to think, to consider, to know, to expect, to believe** и т.д.;

2) чувственное восприятие: **to see, to hear** и т.д.;

3) утверждение, предположение, сообщение и т.д.: **to suppose, to report, to prove, to turn out, to appear, to seem, to say**;

а также после словосочетаний:

to be (un)likely *вероятно, маловероятно, вряд ли*

to be certain, to be sure *обязательно, наверняка.*

Глаголы **to come out, to turn out** *оказываться*, **to seem** *казаться*, **to appear** *оказываться*, **to prove** *оказываться*, **to happen** *случаться* употребляются в действительном залоге и при переводе всегда приобретают характер вводных слов. Остальные глаголы употребляются в форме страдательного глагола, например, is believed, is considered, is reported, is said и др. и при переводе также приобретают характер вводных слов. В целом на русский язык субъектный инфинитивный оборот передается неопределенно-личным предложением.

**The people of all ancient civilizations are known to have made** maps. – *Известно, что люди всех древних цивилизаций составляли карты.*

**She doesn't seem to be interested** in her speciality. – *Кажется, она не интересуется своей специальностью.*

**The temperature is unlikely to fall** these days. – *Маловероятно, что температура понизится в эти дни.*

*Следует обратить внимание на перевод следующих слов в конструкции Complex Subject.*

(he) is reported to ... *передают/ сообщают/ сообщается, что (он)...*

(he) is believed to ... полагают/ считают, что (он)...

(he) is considered to ... считают/ считается, что (он)...

(he) is thought to ... считают/ думают, что (он) ...

(he) is understood to... по имеющимся сведениям (он)..., считают/ считается, что (он)..., согласно договоренности (он)...

(he) is expected to ... ожидается/ предполагается, что (он)...

(he) is heard to ... имеются сведения, что (он)...

(he) is seen to... считается/ рассматривается/ рассматривают, что (он)...

(he) is felt to... считают, что (он)...

(he) seems to... кажется, что (он)...

(he) appears to... по-видимому, (он) ...

(he) is likely to... по-видимому, (он)..., похоже на то, что (он)..., по всей вероятности/ вероятно (он) ...

(he) is unlikely to... маловероятно, чтобы (он)..., едва ли /вряд ли (он)...

(he) happens (happened) to... случайно (он)..., случилось так, что (он)...

(he) is sure (certain) to... (он) обязательно/ наверняка/ определенно...

### Упражнение 1. Выберите правильный перевод.

1. **The investigation is expected to be completed** before the summer vacation.

- а) будет завершено;
- б) завершается;
- в) завершено.

2. **Our computing centre is reported to have solved** a number of important problems.

- а) решает;
- б) решил;
- в) будет решать.

3. **We are likely to write** this test next week.

- а) пишем;
- б) писали;
- в) будем писать.

4. **They are certain to change** their plans.

- а) изменяют;
- б) изменяли;
- в) изменят.

5. **The idea of space flights is known to have attracted** the attention of the people since the remotest times.

- а) привлекает;

- б) привлекала;
- с) будет привлекать.

6. **He is sure to take** part in our discussion.

- а) принимает;
- б) принял;
- в) примет.

**Упражнение 2.** Проанализируйте и переведите предложения на русский язык.

1. The system seems to be functioning well.
2. Mankind is sure to have entered the age of automation.
3. Machine languages are known to be low level languages.
4. She appears to make progress in languages.
5. He is known to study ancient architecture.
6. It seems to be exception to the rule.
7. The new method of investigation is believed to have produced good results.
8. Computers are thought to be divided into two groups according to the jobs they perform.
9. The result is expected to agree with theoretical predictions.
10. She is known to have the best collection of pictures in the world.
11. They are thought to have been killed in an air crash.
12. He is sure to come. I saw him on my way to your place.
13. They seem to like their work at the exhibition.
14. The delegation is reported to have left for Paris.

**Упражнение 3.** Проанализируйте и переведите предложения на русский язык.

1. He seems to know this rule well.
2. They are likely to come here.
3. I wasn't able to write my test. It proved to be too difficult.
4. I happened to be out when he called.
5. The guests are likely to arrive soon.
6. The new method is believed to have given good results.
7. All students are supposed to know Newton's laws of mechanics.
8. The light from a star only recently discovered is known to be coming to us during many years.
9. Water was considered to be an element.
10. Such reaction was not observed to happen.
11. Their efforts have not been reported to give any definite results.

**Упражнение 4.** Проанализируйте и переведите предложения на русский язык.

1. Science is known to affect the lives of people.
2. Some people seem to be disappointed in science.
3. He happens to work at the same problem.



4. The work is likely to contribute to the solution of this problem.
5. He is sure to argue about it.
6. He is said to have graduated from Oxford University.
7. He is known to have established a school of his own.
8. This change seems to have begun towards the end of the last century.
9. The subject is likely to stimulate the reader's interest.
10. Many flying balloons are reported to have been observed in the air.
11. The conditions seem to have been poorly chosen.
12. This investigation is likely to produce good results.

### **Инфинитив с предлогом for**

Этот оборот состоит из предлога **for**, **существительного в общем падеже или местоимения в объектном падеже и инфинитива**. Он переводится на русский язык придаточным предложением. Тип предложения зависит от функции, выполняемой оборотом в предложении. Чаще всего этот оборот употребляется в функции обстоятельства и переводится предложением с союзами *чтобы, для того, чтобы*.

**For the results to be reliable** you must have them tested again and again. – *Для того чтобы результаты были надежными, вам нужно их проверить снова и снова.*

**It is for you to decide** whether to come or not. – *Вам решать, приходить или нет.*

The tendency was **for the gas to become ionized**. – *Тенденция заключалась в том, чтобы газ становился ионизированным.*

**Упражнение 1.** Проанализируйте и переведите предложения на русский язык.

1. I am anxious for her to pass her exam.
2. He stepped aside for me to pass.
3. The text is too difficult for the students to translate.
4. It was unusual for him to go out in the afternoon.
5. I waited for him to go on.
6. The table was small enough for the conversation to be general.
7. He was quite willing for his little daughter to be brought up in England by her grandmother.
8. The most important thing for us is to start early.
9. She did not say anything, but made way for us to come.
10. He was so occupied in his research work that it made difficult for him to be away from home for several weeks at a time.
11. I sometimes think it is a shame for people to spend so much money on trifles.
12. That was for him to work out the plan.

13. He asked for the papers to be brought.

**Упражнение 2.** Проанализируйте и переведите предложения на русский язык.

1. It is possible for the reaction to occur.
2. The only conclusion for him to make was the following.
3. In order for two molecules to react they must be in contact.
4. Here is one more important point for the speaker to explain.
5. For any scientific gathering to be a success, the organizing committee must be firm on more than one point.
6. Clearly, for classroom reading to be effective we have to take account of the interesting factor.
7. Two years were sufficient for the work to be done.
8. It is necessary for the investigator to apply the knowledge gained from his library to the exploration problem.
9. It is possible for computers to handle types of information.
10. There seems to be a general tendency for industrial problems to become more complex.
11. For a computer to be programmed each problem must be reduced to a series of very simple steps.

**Прочитайте и переведите текст, учитывая инфинитив и его обороты.**

To speculate about the future is one of the most basic qualities of man. It involves two aspects: one is to forecast what the future development will be and the other is to determine in what approximate period of time it is going to take place. To make such a prognosis means to learn from the past experience and to extrapolate the knowledge into the future. Recently, however, the rate of change has been so great as to make it difficult to learn from experience, at least as far as the time factor is concerned. To tell but one example, a prediction of man's possible landing on the Moon around the turn of the century was made as late as 1961, only 8 years before the actual event! So, to be on the safe side, we had better leave time to take care of itself, and concentrate our attention on what the future may be like.

There is yet another problem involved: are we to accept submissively any possible course of events, or are we to work for a future most suited for most people? The choice is to be made, at different levels, by every individual and by every society.

## Сослагательное наклонение

Наклонение передает отношение говорящего к действию, выраженному сказуемым. Сослагательное наклонение трактует это действие как нереальное, т.е. желательное, необходимое, возможное.

В русском языке сослагательное наклонение выражается сочетанием глагола в прошедшем времени с частицей «бы», независимо от типа предложения.

В английском языке форма сослагательного наклонения зависит от типа придаточного предложения и подчинительного союза, вводящего данное предложение.

В английском языке употребляются следующие формы сослагательного наклонения:

1) П р о с т а я ф о р м а (синтетическая) совпадает с формами изъявительного наклонения за исключением:

а) глагол **to be** имеет форму **be** для всех лиц в Present Subjunctive;

б) все другие глаголы в 3-м лице единственного числа не имеют окончание **s**;

в) глагол **to be** в Past Subjunctive имеет форму **were** для всех лиц единственного и множественного числа.

2) С л о ж н а я ф о р м а (аналитическая) образуется путем сочетания вспомогательных глаголов **should**, **would** или модальных глаголов **can**, **could**, **may**, **might** с формой инфинитива (Indefinite или Perfect) без частицы **to**.

Сослагательное употребление употребляется:

1. **Условные предложения.** Чаще всего сослагательное наклонение употребляется в условных предложениях. В английском языке нереальное условие делится на нереальное условие, относящееся к настоящему или будущему, и нереальное условие, относящееся к прошлому.

If I **were** an electrician, I **should know** how to reduce the resistance of the conductor.  
*Если бы я был электриком, я бы знал, как снизить сопротивление проводника* (условие относится к настоящему времени).

If he **had used** this formula he **would not have made** this mistake.  
*Если бы он применил эту формулу, он бы не сделал ошибки* (нереальное условие, относится к прошедшему времени).

Придаточные предложения условия с формой **should** (для всех лиц) + **инфинитив** при переводе на русский обычно начинаются словами *в случае если бы*.

**Should** he **come** this way, I will speak to him. – *Если ему случится быть здесь, то я поговорю с ним.*

Трудность при переводе представляет также бессоюзное подчинение условных предложений с частичной или полной инверсией.

**Had** this policy **been adopted**, the subsequent history of the treaty might well have been quite different. – *Если бы такая политика была принята, последующая судьба этого договора вполне могла бы быть совершенно другой.*

2. В **придаточных подлежащих**, вводимых союзом **that**, после безличных оборотов типа *it is desirable, it is necessary* и т.п.

It is important that he **should give** his considerations on this subject.  
*Важно, чтобы он высказал свои замечания по этому вопросу.*

3. В **дополнительных придаточных** предложениях, начинающихся с союза **that**, после глаголов, выражающих приказание, предположение: *to order, to demand* (приказывать, требовать), *to suggest, to propose* (предлагать, предполагать) и т.д.

He demanded that this machine **should be** carefully **examined**.  
*Он потребовал, чтобы его станок тщательно проверили.*

It was necessary that the child's history **should be known** to none.  
*Надо было, чтобы историю этого ребенка никто не узнал.*

I wish his project **were appreciated** by everybody.  
*Я хотел бы, чтобы все одобрили его проект.*

4. В **обстоятельственных придаточных** предложениях:

а) образа действия, вводимых союзами **as if** как *если бы* и **as though** как *будто бы*;

б) цели, вводимых союзами **that, so that, in order to** для *того, чтобы* и **lest** *чтобы не*;

в) уступительных, вводимых союзами: **though, although** *хотя*, **whatever** *чтобы ни*, **whenever** *когда бы ни*, **however** *как бы ни*, **even if, even though** *даже (если бы)*.

She speaks as if she **were** a teacher.

*Она говорит так, как будто она учитель*

He closed the window lest he **should catch** a cold.

*Он закрыл окно, чтобы не простудиться*

Whatever you **should say**, I shall insist on my plan.

*Что бы вы ни говорили, я буду настаивать на моем плане.*

При переводе на русский язык необходимо обращать внимание на видовременную форму глагола в предложении, и в зависимости от нее употреблять или не употреблять частицу *бы*.

**Упражнение 1.** *Определите, к какому времени относится каждое предложение. Переведите предложения на русский язык.*

1. If the students had received and read books on their speciality they would nor have broken the device. 2. If he had read yesterday's newspapers he could have told us the current events. 3. If this student should know cybernetics well, he would have more examples of its application in industry. 4. If Germanium had not been properly purified, it would not have suited for transistors. 5. If a resistance is connected to the circuit the strength of current will decrease. 6. If an expedition to any other planet were possible it would result in highly important scientific data. 7. They could have measured the voltage immediately, if they had connected a voltmeter to the circuit. 8. If the North Star ceased to exist, the Earth would continue to receive light from it for about half a century. 9. If the molecules of water had been divided into smaller parts it would not have been water any longer but some other substance.

**Упражнение 2.** *Переведите предложения на русский язык, обращая внимание на формы сослагательного наклонения.*

**А. Синтетические (простые) формы:**

If he were here, he would help the students to do the last laboratory work. 2. The man spoke as if he were an expert. 3. May success attend you! 4. I wish this student were not so excited at the examination. 5. I wish had stayed in the laboratory and had heard him describing the experiment. 6. The operator wishes the speed of the train were not less than 60 miles per hour. 7. The complex process of the installation of equipment demands that the work be carefully planned. 8. It is necessary that the type of the reaction be determined. 9. It is essential that the student know this law.

**Б. Аналитические (сложные) формы:**

I should like to know the average velocity of movement. 2. It is desirable that he should stay at the airport and wait for their returning from the flight. 3. It was necessary that the workers should have taken part in the discussion of the new method of production. 4. The workers demand that their wages should be increased. 5. The scientist suggested that he would wait for a number of new data obtained before making the experiment. 6. The unit was moved to a proper place lest it should be damaged. 7. The railway industry is to develop its services so that it might keep pace with growing demands.

**Упражнение 3.** *Переведите следующие условные предложения в зависимости от формы сказуемого главного и придаточного предложений.*

1. It would be better, if some experiments were repeated. 2. If life existed on Venus, we should know this. 3. If I knew him, I should speak to him. 4. If I had seen him, I should have spoken to him. 5. Should the output be considered, the system would not be used. 6. They would finish their work earlier, could they get the necessary equipment. 7. On Venus were it not for the horrid humid climate, we should probably feel quite at home. 8. If one is interested in further details, one of the numerous texts in the bibliography should be consulted. 9. Their communication would have been more vivid if it had been illustrated with examples. 10. But for the lack of a reliable instrument the problem could have been solved long ago. 11. But for the data presented by Prof. N. the work might not have been completed. 12. If nothing goes wrong he will be back in a fortnight.

**Упражнение 4.** Проанализируйте формы сослагательного наклонения в следующих предложениях и переведите их на русский язык.

a) 1. Why don't you go to Petrov for advice? He *would tell* you what to do; he *would help* you make the necessary arrangements. 2. I'd like you to make friends with Nick. It *would be* nice for you. 3. Ann is an excellent story-teller. It *would be* wonderful to have her in our drama group.

b) 1. Why didn't you come round to our place yesterday? You *would have enjoyed* hearing Peter tell us about his trip. 2. It was very wise of you to leave a message for him. There *would have been* no point in waiting for him.

c) 1. "I *would have told* you everything frankly, but you were away on business then", the boy said to his uncle. 2. Come round to my place this afternoon. The weather is lovely, we'll go for a walk. You *would enjoy* having a walk in the forest, I'm sure. 3. "Can you wait a bit longer?" Jack asked the manager. "I know my friend *would be interested in* getting the job."

**Упражнение 5.** Переведите на русский и проанализируйте формы сослагательного наклонения.

a) 1. It *wouldn't do* you any harm if you *did* this exercise a second time. 2. If this book *were* more interesting, it *would be* in great demand. 3. If my friend *were* in Moscow now, he *could show* me round the city.

b) 1. If my grandfather *had had* a chance to study, he *would have been* a great man, I'm sure. 2. If he *had come* a minute later, he *would have missed* the train.

c) 1. I *could have tried* to cheer her up if I *had known* that she was in trouble. 2. If by chance the weather *were* fine tomorrow, I *would wear* this suit. 3. If you *had worked* harder last year, you *wouldn't have made* these mistakes.

**Упражнение 6.** Переведите на русский язык. Обратите внимание на употребление сослагательного наклонения.

1. I wish the child were not so restless. She can hardly sit quiet for a moment. 2. I wish she hadn't been so nervous at the exam. She couldn't answer a single question. 3. I wish I could travel long distances without getting car-sick. 4. I wish the girl cared more for her music. It's so difficult to make her practice the piano. 5. I wish you would take over the job. It's really very interesting. 6. I wish he were responsible for the work. 7. I wish you had taken a picture of the museum. 8. I wish nothing unexpected would happen.

**Упражнение 7.** *Переведите на русский язык.*

1. Why do you speak *as though* you were trying to prove something to me? The case is quite clear. 2. It's no use inviting him to the concert, he'll refuse to join us, I'm sure. It looks *as if* he *didn't care for* this kind of music. 3. The woman only shook her head silently *as though* she were afraid to show her real feelings. 4. Mr. Wilson stared at the newcomer *as though* he were surprised to see him at the hotel. 5. When Jim and Ted met after the conference, they shook hands in a most friendly manner, *as if* they had always got on well together.

**Упражнение 8.** *Переведите предложения на русский язык.*

1. Perhaps it's time that I **got** one or two things clear.
2. It was better that I **should be** the enemy, not Roger.
3. I wish Charley Dog **could have been** with us. He **would have admired** that night.
4. I'm most grateful for your advice. I very much wish I **could accept** it. It **would make** things easier for me.
5. The Government, therefore, propose that these matters **should**, in the first instance, **be left** to negotiations between the Corporation and the Federation.
6. Whoever you **may be**, Sir, I am deeply grateful to you.
7. It is essential that every child **has** the same educational opportunities.
8. We insist that a meeting **be held** as soon as possible.
9. The majority of people, **be** they politicians, trade unionists or employers, are now all in favour of East-West trade. The problem today is how to break down the remaining barriers.
10. It **would be** foolish to think that all this will be easy.
11. Unemployment of those proportions, **were** it general, **would be** a national catastrophe.
12. It is high time that the country **abandoned** and **changed** this course while there is still time to do so.
13. I was afraid lest my aunt **should be displeased** with me.

**Упражнение 9.** *Переведите предложения на русский язык.*

1. It is unlikely that the trend should continue in these circumstances.
2. This would most probably result in another recession.

3. If he were to make this decision, he would not hesitate.
4. If they hadn't been warned, nobody would have had any objections.
5. If it hadn't been for their help, I wouldn't have been able to arrive on time.
6. The situation would have worsened had it not been for the timely assistance.
7. It is natural that everybody should get equal chances in the preparation period.
8. Had the news reached us earlier, we would have given a proper response.

***Переведите текст, выделяя сослагательное наклонение.***

Why are frosts so important? Why does it matter more when the temperature falls below 0° Centigrade than when it falls below 20° or –20°? The answer is because water is the commonest substance which undergoes a change of state within the temperature range where human life is possible. If we could live at such temperatures, the boiling point of water would be equally important.

Ice is lighter than water. That is to say water expands when it freezes. It even starts to expand a little before it freezes. This has a number of consequences. If ice were heavier than water it would fall to the bottom of ponds and of the sea. Shallow ponds would freeze solid. So would the Arctic Ocean. And very likely there would be ice at the bottom of even the tropical oceans. In fact the whole earth would probably be a lot colder; and perhaps the Venus, which is a good deal warmer than the earth, would be a more suitable place for living beings.

### ***Сложноподчиненные предложения***

Сложноподчиненное предложение состоит из главного предложения и придаточного. Присоединяются придаточные предложения к главному союзными словами – местоимениями и наречиями **who, what, which, that, where, when**, а также подчинительными союзами **that, as, because, if**. Придаточные предложения могут присоединяться к главному и без союза.

The article **that** you read yesterday contains very important data.

*Статья, которую вы вчера прочитали, содержит очень важные данные.*

Некоторые сложноподчиненные предложения представляют значительную трудность при переводе. Рекомендуется следующий порядок разбора предложения:

1. Прежде всего необходимо найти главные члены предложения: сказуемое и подлежащее. Сказуемое определяется по наличию глагола в личной форме. Подлежащее предшествует ему. Анализ сложноподчиненного предложения нужно начинать с конца предложения. Определение количества грамматических подлежащих и согласованных с ними сказуемых помогает установить количество предложений.



2. Необходимо найти подчинительные союзы и союзные слова, так как они помогут выделить придаточные предложения и установить характер подчинительной связи предложения.

3. Далее следует выяснить, какие второстепенные члены имеются в главном и придаточном предложениях. После этого можно переходить к переводу сложноподчиненного предложения.

Наиболее трудными для анализа являются следующие сложноподчиненные предложения:

1. Предложения, в которых подлежащее выражено придаточным предложением. Оно вводится союзами **that, if, whether**, союзными словами **who, what, which, how, where, when, why**.

**Whether the tax increase is the right solution** is something some observers have recently begun to doubt.

*Некоторые обозреватели в последнее время начали сомневаться, является ли увеличение налогов правильным решением вопроса.*

2. Предложения, в которых предикативный член выражен придаточным предложением. Придаточное предикативное стоит после глагола-связки (чаще всего после **to be, to seem, to appear**). При переводе часто используется связующая частица *то* в соответствующем падеже, которая ставится перед союзом.

This trend in art is not really new. What is new is **that it has become the general tactics used by the artists now**.

*Это направление в искусстве по существу не является новым явлением. Новым является то, что оно стало обычной тактикой, применяемой художниками в настоящее время.*

Если придаточное предикативное предложение вводится союзом **whether**, то на русский язык такое придаточное предложение передается с помощью частицы *ли*.

The question is **whether** the EU members, especially Britain, are prepared to accept such state of affairs.

*Вопрос заключается в том, готовы ли члены Европейского Союза, и в особенности Британия, согласиться с существующим положением дел.*

3. Предложения с бессоюзным присоединением придаточного предложения. На русский язык такие предложения переводятся придаточными дополнительными предложениями, вводимыми союзом *что*, а придаточные определительные – союзными местоимениями *который, которая*.

The report the **teacher's delegation made on returning home** was listened to with great interest by the members of our department.

*Члены нашего отдела с большим интересом слушали доклад, **который** был сделан делегацией преподавателей по их возвращении на родину.*

**Упражнение 1.** *Переведите предложения на русский язык, определив их структуру и типы придаточных предложений.*

1. Not only did he dislike the way we spoke, but he also disapproved of the way we dressed.
2. What will be contested is his claim that Great Britain is critically overpopulated.
3. That George was frightened, I agree.
4. Whether we can really help you, I don't know yet.
5. Who on earth caused the accident, nobody knows.
6. What is required is organization, especially of the agricultural sector.
7. What we want to see is a solution reached through discussion and negotiation.
8. The hard truth, that they had spent all their money, was a great shock to her.
9. What Britain needs is a world market, not a closed European market with special opening for the USA.
10. The overseas trade position has therefore remained much better than last year. What is not certain is whether the improvement is continuing sufficiently fast.
11. But this does not mean Britain is overpopulated. What it means is that there is something basically wrong with the system.
13. What is important is whether a country's resources are fully and effectively utilized and developed by and for its people.
14. The big debate the country was promised before a decision was taken has not materialized.
15. Surely, the story you are telling me is not true.
16. Everything I could do to free myself came into my mind.
17. The facts those men were so eager to know had been visible, tangible, open to the senses.
18. What I used not to like, I long for now.

***Переведите следующие тексты, обращая внимание на грамматические особенности:***

**Text 1.**

Facts are cushions. Facts enlarge our expectations. Properly selected, facts are an early warning system that gets us ready for the future. Facts may also provide a pleasant preview of things to come. And facts bridge the gap between what we think and what really exists; between what we do and don't know; between the past, present and future. Facts about the future tell us the way things will work.

Future facts are systems-in-motion, services, processes or ideas – that are 1) at least one year away from mass market realization; 2) likely to “succeed” after they appear; 3) probably important future influences on the average man-in-the-street; 4) selected because they are probably “interesting” to read about. They are, in short, facts with a future.

**Text 2.**

To learn to think critically, you need to familiarize yourself with four fundamental principles that characterize the process. Each of these principles can be regarded as a thinking skill or a set of related thinking capabilities. Honing these skills takes time and practice, but you may be surprised how quickly you can start mastering them to your course work, practical problems that arise in daily living, and your personal beliefs about complex social issues.

The four main principles that underlie critical thinking are: 1) identifying and challenging underlying assumptions; 2) checking for factual accuracy and logical consistency; 3) accounting for the importance of context; 4) imagining and exploring alternatives. While we do not mean to suggest that this is an exhaustive list or that it is the only available strategy for learning critical thinking, these principles do lay a strong foundation for the critical evaluation of new information.

**Text 3.**

The problem was first recognized in the 19<sup>th</sup> century. Later an idea was suggested to apply it to practical things. Many possibilities for practical application were analyzed. Some of these were tested by experiment. The experimental results were not generally accepted, and the idea was discarded. Then other consequences were deduced and a new method proposed. Recently the model has been modified and is now being used in many practical situations.

#### **Text 4.**

“Would you like your son or daughter to become a scientist? If so, in what field?” The questions were asked by the Youth Section of the Literary Gazette and a British scientist was reported to answer them as follows.

“I would not like my son or daughter to become a scientist of the kind typical in the world today. The development of science has already led to many undesirable consequences and is likely to lead to many more unless great effort is made to control the application of scientific discoveries. If, however, science could be developed in a new way to become a meaningful social activity, I would be glad to see my son or daughter doing science.

So far as the field is concerned, I think there will be a growing tendency for scientists to occupy themselves with problems which affect fairly directly the lives of the people. There seems to exist a great need to develop science which deals specially with the problems of how the applications of science affect man. To cite but a few examples, there are such problems as urban development, education and, of course, the prevention of war. If the new knowledge about the world is used for the benefit of man, rather than for death and destruction, the human race can contribute to benefit from science for centuries to come.”

#### **Text 5.**

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

#### **Text 6.**

Fifty years from now the wonders of the Cosmic Age will have unfolded before the eyes of mankind. Several expeditions already will have gone to Mars and Venus and exploratory voyages will have been extended as far as Jupiter and Saturn and their natural satellites.

Voyages to the Moon will have become commonplace. Not unlikely the exploratory work presently going on in Antarctica, the surface of the Moon will have subdivided into spheres of interest by major powers, and much prospecting,

surveying, and even a limited amount of actual mining operations of precious ores and minerals will be conducted.

At some particularly suitable spots on the Moon housing structures will have been established. They may be operated for the purpose of “attracting” more traffic of scientists and explorers to man laboratories and observations.

### **Text 7.**

The design of an automatic computer is not a simple matter. To understand how to use a computer one must fully appreciate its design. Therefore, a brief introduction to the logical design is necessary for the users to understand the underlying idea. To present some background material on theoretical and philosophical aspects of information processing is to give the user more profound understanding of computers’ application. From what has been said above, it is clear that a computer may be thought of both as a machine by which to handle information and a machine by which to transform one set of symbols into another. For the user it is a machine to process the information, a way to obtain an output by applying to an input a specified sequence of logical operations. The designer considers a computer to be a device for applying a sequence of logic operations to symbols representing information.

Since mathematical operations are a particular group of logic operations, the consideration of logic operations by definition includes mathematical operations. To appreciate the significance of the conventional character of logic, and to gain some understanding of computer logical design we must consider a few simple games. These games are to illustrate some significant factors.

### **Text 8.**

Men of science consider Lobachevsky to have strictly demonstrated and explained the principles of the theory of parallel lines. We consider him to be a great organizer of popular education, and we know him to have written much on the problems of education.

Lobachevsky was born on December 1, 1792 near Nizhniy Novgorod. His father died when he was only a child, leaving the family in extreme poverty. The family moved to Kazan where Lobachevsky was admitted to the gymnasium. We know his progress to have been extremely rapid in mathematics and classics. At the age of 14 he entered the University of Kazan where he is known to have spent 40 years as a student, assistant professor, and finally rector. Under his direction great improvements were made at the University. We know an observatory to have been founded and equipped and a mechanical workshop to have been established.

For 2200 years all the mankind believed Euclid to have discovered an absolute truth. Lobachevsky proved Euclid’s axiom on parallel lines not to be true. He built a new geometrical theory quite different from that of Euclid. We know his ideas to

have greatly influenced not only geometry, but mechanics, physics, astronomy as well. Like Galileo, Copernicus and Newton he is one of those who laid the foundation of science.

### **Text 9.**

Benjamin Franklin (1706-1790) is acknowledged to be the founder of the theory of atmospheric electricity. At the time when theories to explain electricity were neither complete nor well founded the lightning was proved by him to be an electrical phenomenon. He was not the first to think of it but he was the first to prove it. His theory of electricity still appears to hold good. He is acknowledged to have invented a means of protection against the disastrous effects of lightning – the lightning rod. Franklin's theory at first seemed to be misunderstood both in his country and abroad. It is known to have been severely attacked by the leader of French scientists abbot Nollet.

Franklin is recognized to have been a great public figure who did as much as he could for the good of his country. He is known to have been the editor of one of the newspapers enjoying a great popularity with his countrymen. He is sure to be one of the broadest as well as one of the most creative minds of his time.

### **Text 10.**

To speculate about the future is one of the most basic qualities of man. It involves two aspects: one is to forecast what the future development will be and the other is to determine in what approximate period of time it is going to take place. To make such a prognosis means to learn from the past experience and to extrapolate the knowledge into the future. Recently, however, the rate of change has been so great as to make it difficult to learn from experience, at least as far as the time factor is concerned. To take but one example, a prediction of man's possible landing on the Moon around the turn of the century was made as late as 1961, only 8 years before the actual event! So, to be on the safe side, we had better leave time to take care of itself, and concentrate our attention on what the future may be like.

There is yet another problem involved: are we to accept submissively any possible course of events, or are we to work for a future most suited for most people? The choice is to be made, at different levels, by every individual and by every society.

### **Text 11.**

What is the nature of the scientific attitude, the attitude of the man or woman who studies and applies physics, biology, chemistry or any other science? What are

their special methods of thinking and acting? What qualities do we usually expect them to possess?

To begin with, we expect a successful scientist to be full of curiosity – he wants to find out how and why the universe works. He usually directs his attention towards problems which have no satisfactory explanation, and his curiosity makes him look for the underlying relationships even if the data to be analyzed are not apparently interrelated. He is a good observer, accurate, patient and objective. Furthermore, he is not only critical of the work of others, but also of his own, since he knows man to be the least reliable of scientific instruments.

And to conclude, he is to be highly imaginative since he often looks for data which are not only complex, but also incomplete.

### **Text 12.**

*No country's history* has been more closely bound to immigration than that of the United States. *The Founding Fathers*, especially Thomas Jefferson, were ambivalent over whether or not the United States ought to *welcome arrivals* from every corner of the globe. The author of America's Declaration of Independence wondered whether democracy could ever rest safely in the hands of men from countries *that revered monarchs* or replaced *royalty with mob rule*. However, few supported closing the gates to newcomers in *a country desperate for labour*.

By the mid-1840s millions of immigrants made their way to America as a result of a *potato blight* in Ireland and continual revolution in the German homelands. Meanwhile, a trickle of *Chinese immigrants* began to approach the American West Coast. Almost 19 million people *arrived* in the United States between 1880 and 1921, the year Congress first passed severe restrictions. Most of *these immigrants were* from Italy, Russia, Poland, Greece and the Balkans. Non-Europeans came, *too: east from Japan, south from Canada and north from Mexico*.

### **Text 13.**

Native American education *got its start* more than a century ago through the US Bureau of Indian Affairs. But it *was vastly different* from the kind of education *currently taught* at 13 small schools *nation-wide* where the student body is more than two-thirds native American. Children *were taken* from their communities, *forced* to cut their hair, and *punished when they spoke* their native language. Today, American Indians who don't go to special schools *are faced* with different challenges. *Those living in cities are likely to go* to public schools where their cultural heritage *is rarely dealt with*, if at all. In *reservation schools*, which they may attend, the vast majority of teachers are not Indian.

#### **Text 14.**

Although Salinger was publishing stories as early as 1940, serious interest in his work was slight until *The Catcher in the Rye* (1951) occasioned a belated deluge of critical comment. In 1963 the “Salinger industry” (the term is George Steiner’s) reached its high-water mark, with almost 40 percent of the volume of the Faulkner’s industry – big business indeed. But a reaction had already set in. In that year the first book-length study of Salinger turned out to be disappointing in its critical judgment and strangely hostile toward Salinger himself. Many other critics had begun to scold him for an increasing social irresponsibility, obfuscation, and obsession with Eastern philosophy and religion, and for the narrow exclusiveness of his view of life – in short, for his failure to develop in directions which the critics could approve of. And the word used more and more to describe Salinger’s talent and achievement was “minor”. But the fact is that Salinger is not minor.

#### **Text 15.**

The founders and early leaders of the Chicago Public Library shared the ideas of the national public library movement. They believed the Library was an educational institution that should provide an opportunity for “mental improvement” to the citizens of Chicago. In the spirit of democracy, the Library was to be all encompassing: providing books and related reading material for popular education, civic awareness and scholarly research. The Board of Directors also saw the Library as the place “where working men and the youth of the city might employ their idle time” profitably in reading instead of wasting it in “haunts of vice and folly and places of ill reputation” that characterized the Chicago of the 1870s. Thus, education, recreation and the spirit of reform went hand in hand as the underlying objectives of the founding of the free Public Library in Chicago.

#### **Text 16.**

Till nearly the end of the fourteenth century, England was a purely agricultural country. Such manufactures as it possessed were entirely for consumption within the land; and for goods of the finer qualities it was dependent on importation from abroad. The only articles of export were the raw products of the country, and of these by far the most important was the agricultural product, wool. To understand, therefore, the life of rural England during this period, is to understand nine-tenths of its economic activity.

In the eleventh century, and long afterwards, the whole country, outside the larger towns, was divided into manors – into districts, that is to say, in each of which, called the *lord*, possessed certain important and valuable rights over all the other inhabitants. Sometimes one village was divided between two manors; sometimes part of a village formed a manor dependent on that from which it had been broken off; but such conditions were always exceptional, and are less frequent the further we go



back. The vast majority of manors consisted of but one village and the lands surrounding it cultivated by its inhabitants; and we may regard that as the normal state of things.

### **Text 17.**

Chicago, by 1871, had grown from a small prairie settlement on the shore of Lake Michigan to a bustling metropolitan center in less than 40 years. Geographically situated as the hub of transportation and industry between the East and the West, Chicago had a growing population surpassing 300,000, making it the fifth largest city in the nation. Chicago was the youngest of the great cities in the country and had captured the imagination of the nation. Chicago, with its rapid growth and limitless energy, seemed to epitomize the potential of the new industrial age. Thomas Hughes, the well-known author of **Tom Brown's School Days**, was one of the many foreign visitors to Chicago. He described his impressions of the city in a letter written in September, 1870: "...This place is the wonder of the Wonderful West...it is one of the handsomest cities I ever saw, with 300,000 inhabitants and progressing at a rate of 1,500 a week."

## Литература

1. Белякова Е. И. Английский язык для аспирантов: учебное пособие / Е. И. Белякова. – СПб : Антология, 2007. – 224 с.
2. Верховская И. П. Практикум по английскому языку: Глагол / И. П. Верховская, Т. А. Расторгуева, Л. А. Бармина. – 2-е изд., испр. – М.: ООО «Изд-во Астрель»; ООО Изд-во АСТ», 2000. – 192 с.
3. Голикова Ж. А. Перевод с английского на русский = Learn to translate by translating from English into Russian: учеб пособие / Ж. А. Голикова. – 2-е изд., испр. – М.: Новое знание, 2004. – 287 с.
4. Михеев А. И. Учимся анализировать, читать и говорить по-английски: учеб. пособие / А. И. Михеев, И. Г. Герасимова; СПб. гос. горный ин-т. – СПб, 2005. – 74 с.
5. Рубцова М. Г. Чтение и перевод английской научной и технической литературы: лексико-грамматический справочник / М. Г. Рубцова. – 2-е изд., испр. и доп. – М.: ООО «Изд-во АСТ»: ООО «Изд-во Астрель», 2004. – 384 с.
6. Слепович В. С. Курс перевода (английский – русский язык) / В. С. Слепович. – 4-е изд., перераб. и доп. – Минск.: «Тетра Системс», 2004. – 320 с.
7. Murphy, Raymond. English Grammar in Use: a self-study reference and practice book for intermediate students. – Cambridge: Cambridge University Press, 2002. – 327 с.

## Содержание

Порядок слов в предложении .....	4
Многофункциональные слова .....	11
“It” .....	11
“One” .....	13
“That” .....	14
Глаголы to be, to have, to do .....	16
Страдательный залог .....	20
Причастие .....	25
Герундий .....	32
Инфинитив .....	38
Сослагательное наклонение .....	51
Сложноподчиненные предложения .....	56
Тексты для перевода .....	59

ГРАММАТИЧЕСКИЕ АСПЕКТЫ ПЕРЕВОДА  
НАУЧНОЙ ЛИТЕРАТУРЫ

Учебное пособие

Печатается в авторской редакции

Лицензия ИД 06248 от 12.11.2001

Подписано в печать

Формат 60×84/16. Бумага офсетная.

Печать офсетная. Усл. печ. л. 4,2

Тираж    Заказ №

Издательство Курского государственного университета

305000, г. Курск, ул. Радищева, 33

---

Отпечатано в лаборатории информационно-методического обеспечения  
Курского государственного университета