МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
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НАУЧНАЯ СТАТЬЯ НА АНГЛИЙСКОМ ЯЗЫКЕ: ГРАММАТИЧЕСКИЕ ФУНКЦИИ И ФОРМЫ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве учебного пособия для обучающихся по основной образовательной программе высшего образования по направлению подготовки 09.04.01 Информатика и вычислительная техника

Толстова, Татьяна Витальевна
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Данное пособие предназначено для тех, кто планирует писать научные статьи на английском языке. Оно тематически и методически связано с другим пособием «Научная статья на английском языке: структура и элементы» и рассматривает различные грамматические темы, необходимые в академическом письме.

В пособии содержится 10 разделов, посвящённых различным грамматическим явлениям, используемым в текстах научных статей. Каждый раздел состоит из двух частей – *General Grammar*, в котором обучающиеся могут повторить и освежить свои знания базовой английской грамматики, и *Academic Grammar*, где рассматривается употребление грамматических форм в текстах научных статей. Соответствует уровню *B1* по Общеевропейской классификации уровня владения иностранным языком, но может быть использовано как справочное и тренировочное пособие студентами разных уровней.

Предназначено студентам, обучающимся по направлению подготовки 09.04.01 Информатика и вычислительная техника, аспирантам и научно-педагогическим работникам, желающим усовершенствовать навыки академического письма.

Contents

Preface

'*Research Paper in English: Grammar Functions and Forms*' is a manual for students who are planning to write research papers. This book is designed to accompany another manual – '*Research Paper in English: Structure and Moves*' – and covers various grammatical topics indispensable in scientific writing.

When presenting grammar material, the book goes beyond the language system and moves from the notion of function to a grammatical form. Various 'moves' making up a research paper perform a particular communicative function which is associated with this or that grammar form. For instance, in the *Introduction* section, the Past Simple is used in literature review to describe the contribution of other authors, while the Present Perfect relates previous research to the current study. Another example is the Passive Voice which is not generally recommended by research journal editors but is quite acceptable in the *Methods* section to describe common procedures or techniques. The sections and moves are characterized in '*Research Paper in English: Structure and Moves*'.

This book provides clear and concise explanation, appropriate examples along with ample practice material. It is divided into ten units each presenting a specific grammar topic: *Word Order, Verb Finite Forms, Passive, Simple Tenses, Present Perfect, Reported Speech, Determiners, Verbals, Modals, Noun Phrases* and *Articles*. Each unit consists of two parts: *General Grammar* aimed at helping the students refresh their knowledge of the basic features of English grammar, and *Academic Grammar* where these features are related to scientific writing. The learners are also encouraged to explore grammar aspects used in the articles from their own research field and thus become familiarized with the "language" used within their research community.

The manual is intended for the learners of B1 level and above (according to the Common European Framework of Reference, CEFR), however it should prove suitable for researchers who are only beginning to master the English language.

Therefore, the desired goal of the manual is to provide students with a new knowledge base for better understanding grammar used in Academic English while enabling them to utilize this knowledge in their own writing.

Unit 1. Word Order in English Sentences

S V O

subject   **verb**   **object**
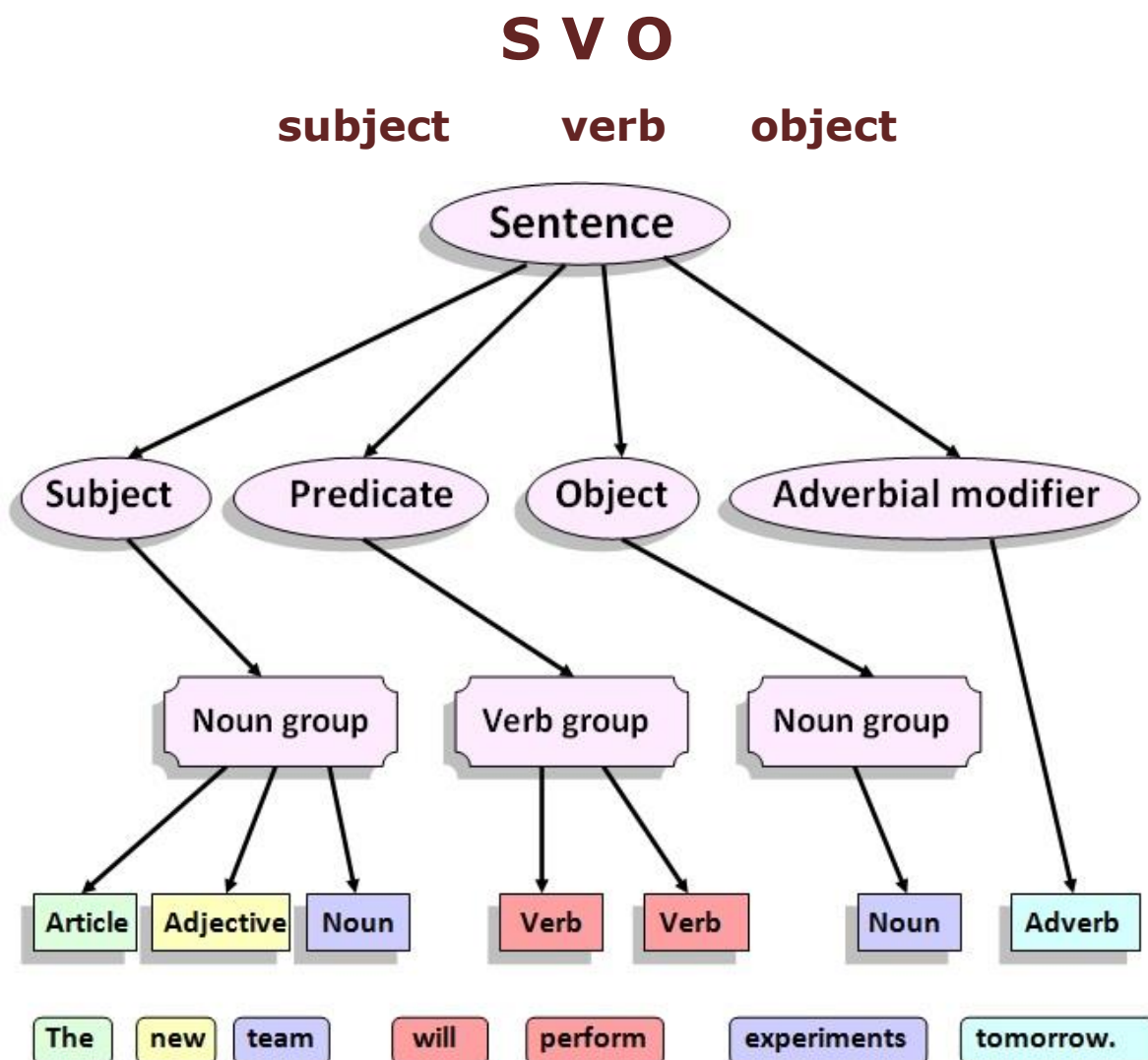
EXERCISES (GENERAL GRAMMAR)

A. **Translate the following sentences into English paying attention to the word order.**

1) В Москве живет много людей.

2) Я работаю в университете, где вместе учатся русские и иностранные студенты.

3) Я очень хорошо понимаю это.

4) Мне он очень нравится.

5) Он каждый раз говорил мне.

Place of objects and modifiers

Subject	Predicate	Object			Adverbial Modifier	
		Indirect (no preposition)	Direct	Indirect (prepositional)	of Place	of Time
We	study		Physics			
I	go				to college	every day.
Prof. Swales	is delivering		a lecture	to his students.		
The teacher	gave	us	all the materials.			
We	have		practical classes		in the laboratory	on Monday.

B. Translate the sentence into English.

В последнее время в мире популярными становятся альтернативные виды топлива.

C. Choose the sentences with the correct word order.

1. a) Propulsion system improvements provide direct means for reducing aircraft fuel consumption.

   b) Direct means for reducing aircraft fuel consumption provide propulsion system improvements.

   c) For reducing aircraft fuel consumption direct means provide propulsion system improvements.

2. a) Well documented in the literature is the use of nonlinear structural ROMs[1].

   b) In the literature well documented is the use of nonlinear structural ROMs.

   c) The use of nonlinear structural ROMs is well documented in the literature.

3. a) It is now easy to prove the following lemma.

   b) Now easy it is to prove the following lemma.

   c) To prove the following lemma it is now easy.

---

[1] * ROM = reduced order model

**D.** **Read the following text about the iris-based person identification. Find the following:**

1) **Title**
2) **Heading**
3) **Paragraph**
4) **Predicative**
5) **Predicate**
6) **Modal Predicate**
7) **Phrase**
8) **Adverbial of Purpose**
9) **Adverbial of Time**
10) **Clause** (a group of words containing a subject and predicate and functioning as a member of a complex or compound **sentence**)
11) **Attribute**
12) **Linking words**
13) **Passive Voice**

Prison Identification Technology Research Based on Iris Image Recognition

3.1. Iris Inner Boundary Localization

The inner boundary of the iris includes the limbus part at the junction of iris and pupil. The gray of iris inner boundary varies apparently. When the person does not blink the eyelash and eyelid occlusion trouble exists. The contrast of iris image is higher than other parts of the eye in the infrared illumination. The localization for the inner boundary of the iris is easy. Firstly, we adopt the traditional edge detection method for iris inner boundary detection of image after pre-processing. Secondly, we use the connected domain characteristics of multistage denoising approach to remove the eyelash, eyelid and other interfering parts of the eye. Thirdly we adopt the circle fitting approach based on the precise location of the inner iris boundary to locate the circle center. Finally, we do the localization work of the iris inner boundary.

We use the Canny operator for iris boundary extraction. The Canny operator is used to extract the iris inner edge and it can preserve the iris inner edge well. And the detail characteristics are suitable for the follow-up precise localization.
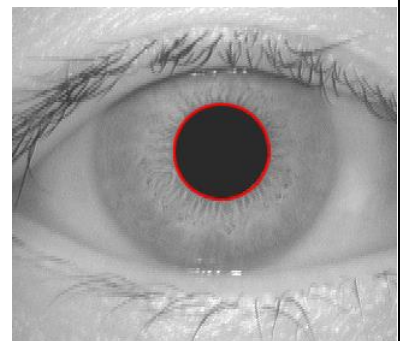
E. **Make sentences according to the following models:**

1) Subject – BE – predicative (noun or adjective)
2) Subject – verb predicate
3) Subject with an attribute (noun phrase) + verb predicate
4) Subject – predicate – direct object
5) Subject – predicate – indirect object – direct object
6) Subject – predicate – adverbial modifier of time
7) Subject – predicate – adverbial modifier of place
8) Adverbial modifier of purpose – subject – predicate
9) Subject – verb in the Passive Voice
10) Subject – modal predicate

F. **In the articles from your research field find examples of the following (*copy the sentence or a part of the long sentence and underline the example*). Use the Glossary of Terms in Appendix 1:**

Subject	
Verb predicate	
Predicative	
Direct object	
Indirect object	
Simple sentence	
Compound sentence	
Complex sentence	
Principle clause	
Relative clause	
Conditional clause	

Unit 2. Verb Finite Forms (Tenses)

English finite forms of a verb indicate:

- ✓ **tense** (present, past, future),
- ✓ **progressive aspect** (progressive/non-progressive)
- ✓ **perfective aspect** (simple/perfect)

4 groups of tenses:

Simple:

Present Simple (Indefinite) Tense;

Past Simple (Indefinite) Tense;

Future Simple (Indefinite) Tense.

Continuous (progressive):

Present Continuous (Progressive) Tense;

Past Continuous (Progressive) Tense;

Future Continuous (Progressive) Tense.

Perfect:

Present Perfect Tense;

Past Perfect Tense;

Future Perfect Tense.

Perfect Continuous:

Present Perfect Continuous (Progressive) Tense;

Past Perfect Continuous (Progressive) Tense;

Future Perfect Continuous (Progressive) Tense.

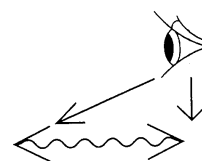## The use of English tenses:

Key

In progress

Looking back

Looking back at an action in progress

Past

Past Simple

They **worked** there in 2010.
We **came home at 5.**

yesterday, the day before uesterday, last week, 5 days ago, in 2015, then, When we were …

Past Continuous

While they **were working** in the lab, the alarm rang**.**

This time yesterday, I **was driving** home.

while, when, as, all morning, this time last week

Past Perfect
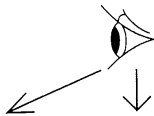
The experiment **had** already **started** when they entered the lab.

before, after, by the time, by, for, since, when

Past Perfect Continuous
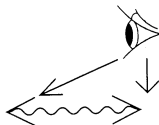
They **had been working** on this model for 2 years before they got the first results.

for, since, How long…? before

Present

Present Simple

I **work** at the IT department.

He **studies** Chemistry.

every day, always, usually, often, sometimes, seldom, rarely, hardly ever, never, on Mondays, on weekends

Present Continuous

They **are developing** a new method at the moment.

She **is speaking** on the telephone now.

now, at the moment, at present, right now, while, as

Present Perfect
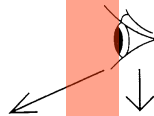
I **have been** in this job for 5 years.

We **have finished** the report.

just, already, never, ever, yet, since, for, so far, this month, recently, lately

Present Perfect Continuous
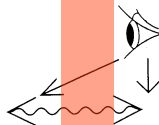
He **has been writing** this report all morning.

We **have been waiting** for the delegation for 2 hours.

since, for, How long …?

Future

Future Simple

They **will come** at 2.

tomorrow, the day after tomorrow, tonight, next month, in 3 days, soon

Future Continuous

We **will be working** on the new project next month.

this time tomorrow, this time next month, when, while, as, next… , tomorrow

Future Perfect
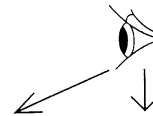
By the end of the month, the results **will have improved**.

before, by the time, by then, till … / until …

Future Perfect Continuous
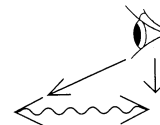
Next month **he will have been working** at this company for 20 years.

by, for, by the time

How to build English finite forms:

	Simple	Continuous	Perfect	Perfect Continuous
Present	□ V_1 / V(e)s ? $\dfrac{do}{does}$ □ V ? □ $\dfrac{do}{does}$ not V_1	□ $\dfrac{am}{is}$ V-ing ? $\dfrac{am}{is}$ □ V-ing ? □ $\dfrac{am}{is}$ not V-ing	□ $\dfrac{have}{has}$ V_3 ? $\dfrac{have}{has}$ □ V_3 ? □ $\dfrac{have}{has}$ not V_3	□ $\dfrac{have}{has}$ been V-ing ? $\dfrac{have}{has}$ □ been V-ing? □ $\dfrac{have}{has}$ not been V-ing
Past	□ V_2 / V_{ed} ? did □ V ? □ did not V_1	□ $\dfrac{was}{were}$ V-ing ? $\dfrac{was}{were}$ □ V-ing ? □ $\dfrac{was}{were}$ not V-ing	□ had V_{ed} / V_3 ? had □ V_{ed} / V_3 ? □ had not V_{ed} / V_3	□ had been V-ing ? had □ been V-ing □ had not been V-ing
Future	□ $\dfrac{shall}{will}$ V_1 ? $\dfrac{shall}{will}$ □ V_1 ? □ $\dfrac{shall}{will}$ not V_1	□ $\dfrac{shall}{will}$ be V-ing ? $\dfrac{shall}{will}$ □ be V-ing? □ $\dfrac{shall}{will}$ not be V-ing	□ $\dfrac{shall}{will}$ have V_3 ? $\dfrac{shall}{will}$ □ have V_3 □ $\dfrac{shall}{will}$ not have V_3 □	□ $\dfrac{shall}{will}$ have been V-ing ? $\dfrac{shall}{will}$ □ have been V-ing □ $\dfrac{shall}{will}$ not have been V-ing

Simple:

Present: V_1 – *I read.*

In 3rd Person Singular (he, she, it) + -s – *He reads.*

Past: V_1 of Regular Verbs + -*ed* – *We asked.*

V_2 2-я of Irregular verbs – *They came.*

Future: Will + V_1 – *It will happen.*

Continuous: *be* (in Present, Past or Future) + V-*ing*

She is reading.

Perfect: *have* (in Present, Past or Future) + V_3 of Irregular Verbs

– They have come.

OR + -*ed* of Regular Verbs – He has *asked.*

Perfect Continuous: *have* (in Present, Past or Future) + *been* +V-ing

They have been work<u>ing</u>.

Forms of the verb *to BE* (used when the predicate is a noun or an adjective):

He <u>is an</u> <u>engineer</u>.　　　(noun)
They <u>are busy</u>.　　　(adjective)

	Question			Positive			Negative			
Will	I you he she it we you they	**be?**		I You He She It We You They	**will be**		I You He She It We You They	**will not be**		**Future**
Am **Is** **Are**	I he she it you, we	**?**		I He She It You We	**am** **is** **are**		I He She It You We	**am not** **is not** **are not**		**Present**
Was **Were**	I he she it we you they	**?** **?**		I he she it we you they	**was** **were**		I he she it we you they	**was not** **were not**		**Past**

EXERCISES (GENERAL GRAMMAR)

A. **Which English form would you choose for the following Russian sentences?**

1. Я **работаю** в научном институте.
   a) am working
   b) work
   c) have worked

2. Он сейчас **работает** над новой статьёй.
   a) is working
   b) works
   c) has been working

3. Он только что **закончил** работу над статьёй.
   a) has been finishing
   b) finished
   c) has finished

4) Она **работает** над статьёй уже две недели.
   a) has been working
   b) is working
   c) works

5) В прошлом году он **работал** в Канаде.
   a) had worked
   b) was working
   c) worked

6) Вчера она **работала** над статьёй с 5 до 8 часов вечера.
   a) was working
   b) had been working
   c) worked

7) До того, как поступить в наш институт, он **работал** в Канаде.
   a) worked
   b) was working
   c) had been working

8) Мы **закончили** работать над статьёй к понедельнику.
   a) finished
   b) have finished
   c) had finished

9) Завтра мы **будем работать** над докладом.
   a) will have worked
   b) will work
   c) will be working

10) Мы **закончим** работу до того, как они придут.
   a) will have finished
   b) will finish
   c) will have been finishing

11) В четверг она весь день **будет работать** в лаборатории.
   a) will work
   b) will be working
   c) will have been working

12) В среду будет две недели, как мы **работаем** над этим экспериментом.
   a) are working
   b) will be working
   c) will have been working

B. **What tense form would you choose for the following Russian sentences? Fill the table with the verb forms and the numbers of the sentences.**

	Simple	Continuous	Perfect
Present	☐	☐	☐
Past	☐	☐	☐
Future	☐	☐	☐

1. Вчера в это время я **писала** заявку на грант.
2. В понедельник в 10 часов мы **будем писать** проверочный тест.
3. Я **написала** отчёт. Проверьте его, пожалуйста.
4. Каждый год в конце семестра студенты **пишут** контрольную работу по английскому языку.
5. Завтра к 12 часам я **напишу** статью по этой теме.
6. Я сейчас **пишу** план работы. Подожди меня.
7. Завтра я буду **писать** аннотацию к статье.
8. Когда вы ко мне пришли вчера, я уже **написал** основные тезисы доклада.
9. Вчера я пришёл домой, просмотрел журналы, **написал** электронное письмо и отправил его.

Practise verb tenses online:

http://www.english-4u.de/past_prog_ex5.htm
https://learnenglish.britishcouncil.org/en/english-grammar/verbs/
https://www.englishpage.com/verbpage/verbtenseintro.html

Tense forms in Research Papers

Most common tense forms in research papers:

	Simple	Continuous	Perfect	Perfect Continuous
Present	I work. He works.		He has come. We have come.	
Past	They worked. We came.			
Future	They will come.			

EXERCISES (ACADEMIC GRAMMAR)

A. Look through the articles in your research field. Which tense forms are used? Fill the table for each part of research articles:

	Introduction	Methods	Results	Discussion
Present Simple				
Present Perfect				
Past Simple				
Future Simple				

Unit 3. Passive Voice

The **active voice** describes a sentence where the subject performs the action stated by the verb.

Subject   Object

John wrote this article last month.
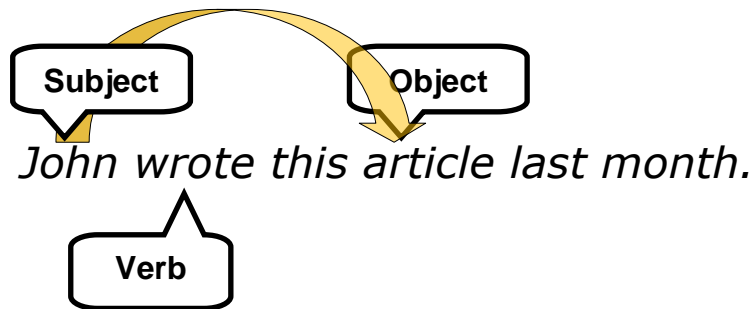
Verb

(John is the subject, John did it)

With **passive voice**, the subject is acted upon by the verb.

Subject   Object

This article was written by John last month.
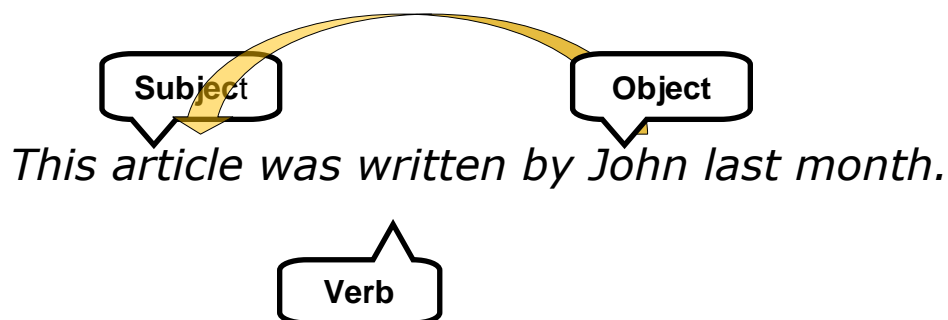
Verb

(The subject is "this article", but John (not the article) did it.)

The **passive voice** is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.

- ✓ Many books on good writing prefer the active form to the passive form (they consider the active voice to be more natural and direct).

Look at the sentence below. Who initiated Second World War?

> *Poland <u>was</u> invaded in 1939, thus initiating the Second World War.*

Which voice could be better here? Try to improve this sentence.

- ✓ Software applications that automatically check a text for grammar and style, will usually highlight any usages of the passive and recommend using the active as an alternative.

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*Dynamics and control of two-body and one-body tethered satellites **are considered**. At first, nonlinear roll and pitch motions of two-body systems **are examined**. Then the effects of aerodynamic and electrodynamic forces on the stability of a tethered satellite **are discussed**. Various control schemes to stabilize the dynamics during retrieval of the subsatellite **are described**. Finally, some dynamics and stability results for one-body tethered satellites **are presented**.*

Try to improve the above paragraph.

- ✓ However, the passive is often a much better option (e.g. in the **Methods** section).

Building the Passive Voice:

to be (in the appropriate tense form) **+ 3rd form** of irregular verbs or regular verbs with **-ed**

	Simple	Continuous	Perfect
Present	The work **is done**. The articles **are translated.**	The work **is being done**. The articles **are being translated**.	The work **has been don**e. The articles **have been translated**.
Past	The work **was done**. The articles **were translated**.	The work **was being done**. The articles **were being translated**.	The work **had been done**.
Future	The work **will be done**.		The work **will have been done**.

☞ Not all verbs can be used in the passive. Verbs can be **transitive** and **intransitive**:

Transitive verbs have a direct object receiving the action:

John wrote this <u>article</u> last month.
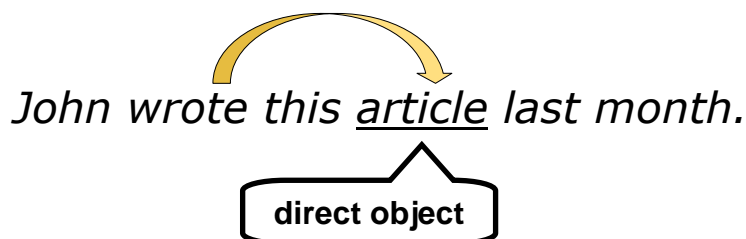
direct object

Intransitive verbs have a direct object receiving the action:

John went to the north campus after the lecture.

Some verbs can be **both** transitive and intransitive:

Kate studies Spanish. (transitive)

Kate studies hard. (intransitive)

EXERCISES (GENERAL GRAMMAR)

A. **Check yourself. Which English tense form would you choose for the following Russian sentences?**

Model:	a) has been translated
0. Эту статью **переводят** уже две недели.	b) is being translated
Example: 1a	c) is translated

1. Книга была **переведена** на русский язык в 2015 году.

   a) translated
   b) was translated
   c) had been translated

2. Статьи для этого журнала **переводят** каждый месяц.

   a) are being translated
   b) are translated
   c) have been translated

3. Эту статью **переводили**, когда я зашёл в офис.

   a) was translated
   b) was being translated
   c) had been translated
   d) was translating

4. Не волнуйтесь, ваша статья **будет переведена** к понедельнику.

   a) will be translated
   b) is being translated
   c) will have been translated

5. Письмо **переведено**. Можете отправить его.

   a) had translated
   b) has been translated
   c) is translated
   d) was translated

6. Две его статьи уже опубликованы, а одна ещё *переводится*.
   a) is being translated
   b) is translating
   c) are being translated

7. К 2000 году все его книги *были переведены* на русский язык.
   a) had been translated
   b) were translated
   c) have been translated

8. В следующем году много новых книг и статей *будет переведено* на разные языки.
   a) will translate
   b) will be translated
   c) will have been translated

B. Change *active* to *passive*.

Model: Somebody cleans the rooms every day.
            – *The rooms <u>are cleaned</u> every day.*

1. People speak English all over the world.
2. They make progress every day in the world of science.
3. Workers make planes of aluminium.
4. Somebody left the door open.
5. They sent invitations to all the participants.
6. Somebody will meet the visitors at the airport.
7. They will buy a new computer class for our college.
8. John will finish the work in an hour.
9. They have postponed the meeting.
10. Somebody is using the computer right now.

Practise Passive online:
https://www.englisch-hilfen.de/en/complex_tests/passive1/index.php
https://www.e-grammar.org/passive-voice/test1-exercise1/
http://first-english.org/english_learning/english_active_passive/90_passive_test_english.htm
http://www.edudose.com/english/change-of-voice-questions-answers/

PASSIVE IN RESEARCH PAPERS

1. To describe processes (typically in the **Methods** section). Use *we* if it is not clear who carried out the action!
2. When making general references to the literature or to what is happening in the world in general.
3. When it is unnecessary, difficult, or impossible to identify the originator of the action.
4. To report what is commonly believed to be true.
5. To report formal decisions or to make announcements.

	PASSIVE	ACTIVE
1	The rust **was removed** by acid treatment.	We **removed** the rust by acid-treatment.
1	An aerosol solution **was added** to make the flame front visible.	We **added** an aerosol solution to make the flame front visible.
2	Several attempts **have been made** to explain this phenomenon [17, 24, 33].	Several researchers **have attempted** to explain this phenomenon [17, 24, 33].
2	Much progress **is being made** in the field of telecommunications.	They **are making** much progress in the field of telecommunications.
3	The surface of the steel piping was fractured.	Something had caused the steel piping to fracture.
3	A large sum of money was recently donated to the hospital.	Someone recently donated a large sum of money to the hospital.
4	This drug is known to have serious side effects.	Serious side effects typically arise from the use of this drug.
5	The law is expected to be passed next year.	It is likely that the government will pass this law next year.

PASSIVE BETTER THAN ACTIVE

Use the passive to avoid:

1. An excessive use of **we** and **us** (but prefer an active form if possible)

2. Using the impersonal form **on**e.

3. Sequences of nouns.

4. **Note!** The passive is generally used with verbs such **as install, upload** and **download**.

	YES	OK (1-3), WRONG (4)
1	An example of this effect **is shown** in Figure 4. = Figure 4 **shows** an example of this effect.	We **show** an example of this effect in Figure 4.
1	The example **can be strengthened** by means of the circuit in Fig. 3b.	Let us **strengthen** the example by means of the circuit in Fig. 3b.
2	On the other hand the other case of a branch **is only obtained** at the TTC input.	On the other hand one **obtains** the other meaning of a branch only at the TTC input.
3	Costs can be further reduced since the components can be placed in arbitrary positions in the memory space.	Further reductions in costs follow from the possibility to place the components in arbitrary positions of the memory space.
4	The system is installed automatically.	The system installs automatically.

ACTIVE BETTER THAN PASSIVE

1. If your journal permits, use **we** to avoid confusion about who performed the action.
2. Use the active form if this helps to shift the verb nearer to its subject.
3. Some passive constructions sound awkward or wrong in English, particularly with the verbs **to aim** and **to focus**.

	YES	**NO**
1	We compared our results with those of Alvarez.	The results were compared with those of Alvarez. Possible if it is clear from the context who did what.
2	The following section outlines the state of the art in cybertronics.	In the following section the state of the art in cybertronics is outlined.
2	The system supports: x, y and z.	The following features are supported by the system: x, y and z.
3	The main aim of this project is to develop an alternative to the Internet.	This project is mainly aimed at developing an alternative to the Internet.
3	This paper focuses on the best way to control the activities of potentially rogue traders.	This paper is focused on the best way to control the activities of potentially rogue traders.

AMBIGUITY WITH PASSIVE

Some journals are against *we:*

we did x (active) → x was done (passive).

But! The passive does not say with 100% certainty **who** performed the action.

1. If the passive is used to talk about something which is **commonly referred to** in the literature, use a **word** or **expression** that **indicates** that this is **common knowledge.**

When talking about the literature and using the passive both to refer to your own work and that in the literature, it is difficult to distinguishing between the two.

There are <u>various devices </u>to avoid such confusion:

2. Use the names of authors and the active form.

If you only use the reference without the name of the author, the reader does not see whether the reference refers to you or to another author.

3. Use expressions such as ***our results show, in our work, in our study***.

4. Be careful with expressions like ***in a previous work***.

	YES	NO
1	Children are conditioned by their parents [1, 7, 9]. Thus it is generally assumed that children in orphanages will … *generally* indicates that this is an assumption made in the literature and not specifically by the authors of this paper	Children are conditioned by their parents [1, 7, 9]. Thus it is assumed that children in orphanages will … It is impossible to understand who has made or is making the assumption.
1	Children are conditioned by their parents [1, 7, 9]. It is well known that children who have been abandoned by their parents will … *it is well known* clarifies that this is not just the author's viewpoint.	
2	*Peters found that children perform such tasks better than adults [34].*	It was found that children perform such tasks better than adults [34].
3	These features are generally characteristic of this species [Smith 2010, Carsten 2013]. However, in our study, it was found that they are also characteristic of some completely unrelated species.	These features are generally characteristic of this species [Smith 2010, Carsten 2013]. However, it was found that they are also characteristic of some completely unrelated species.
4	Ying et al. noted that red is most people's favourite colour. However, in a previous work carried out by our group, it was noted that green was …	Ying et al. noted that red is most people's favourite colour. However, in a previous work it was noted that green was …

EXERCISES (ACADEMIC GRAMMAR)

A. **Read the draft of a student's *Materials and Methods* section, and the tutor's comments on it. Discuss what changes the student should make in response to the tutor's comments.**

I started my fieldwork recordings on 12 February, 2015, and ended them on 12 March, 2015. My partner used a digital camera to record the animals found on the beach and I marked the animals with quick-drying non-toxic paint. We were making recordings of environmental conditions, including the temperature, the salinity and the substrate, at the same time. I began the laboratory experiments at the same time as the fieldwork. Each day, I collected 10 animals from the beach and placed them in the controlled conditions in the laboratory until the experiment began.

We set up the apparatus as shown in Figure 1 and I placed 1 crab in each specimen tube. By the time an experiment started, we had acclimatised the crabs for at least 2 days. I had fed the crabs daily. I had prepared their food in advance. My partner used a digital camera at the end of each experiment to record the appearance of the animals. We had printed the photographs taken at the beach for comparison. We were analysing results continuously. We analysed our results using statistical tests.

Overall, you describe your methods clearly. You could improve your writing by:

- focusing the reader's attention on the method, rather than who used the methods;

- paragraphing more accurately;

- checking articles (the, a, an).

B. **Write the final version of the *Materials and Methods* section, using the tutor's comments and the notes you made.**

C. Select the correct form: *to be* or *to have*.

1. The material **is / has** subjected to a very strong force.
2. Since 2010 attention **is / has** only focused on the first problem.
3. So far this topic **is / has** mainly been studied from a statistical viewpoint.
4. The manuscript **was / had** finished on time.
5. The problems **are / have** increased.
6. The patient **was / had** taken to hospital.
7. The presentation **was / had** ended before I arrived.
8. The price of petrol **is / has** gone up.
9. The director **was / had** made to resign.
10. She **was / had** arrived an hour before.
11. Your English **is / has** improved.
12. The lecture **is / has** begun.
13. Demand **is / has** decreased.

D. Change *active* to *passive*.

Example: This paper **considers** the advantages and disadvantages of a world court of justice. = *In this paper the advantages and disadvantages of a world court of justice **are considered**.*

1. In this paper we **address** the need to promote awareness.
2. We **summarize** the latest developments in search engines.
3. This survey **has highlighted** the urgency of the situation.
4. This work **aims** to find an alternative to school education.
5. We **have not included** details on this progress in this document.
6. In Section 4 we **attempt to make** some sense of these findings.
7. Future work **will deal** with this aspect.
8. One of the advantages of PCA analysis is that **it enables one to classify** new samples quickly.

E. Change *passive* to *active*.

*Example***:** In the Methodology it **is shown** how to follow the steps. = *In the Methodology we **show** how to follow the steps.*

1. All the relevant values are reported in Table 1.

2. The results are shown in Figure 2.

3. This quantity was determined from the values in Table 2.

4. This meant that the values could be determined.

5. The model was built in accordance with Smith and Jones [69].

6. An increase in the speed that the reader can read the paper was recorded.

7. Ten datasets were generated.

8. In the present study a new methodology for solving the meaning of life was developed.

9. The approach that was adopted in this work is highly innovative.

10. The results that were obtained in this study show that a lot of money has been wasted by the department.

11. Future work will be dedicated to investigating the cerebral life of ants.

12. The languages analyzed, all the differences in tense usage, and numbers of words are listed in Table 3.

F. **Change the following sentences from passive to active. The word counts in the originals are given in brackets. How many words are in your revisions?**

1. For effective storage of industrial CO_2, retention times of ~10^4 yr or greater are required. (*15 words*)

2. It is hypothesized that groundwater pH must have been, on average, highest shortly before the Late Ordovician to Silurian proliferation of root-forming land plants. (*24 words*)

3. We were compelled to rely on the SOC90 data as no further information on the occupational situation (employed vs. self-employed) or on the size of the firm was available in the retrospective form. (*32 words*)

4. Moreover, it has been demonstrated that mineral-water reactions increase the pH of groundwater even in the presence of abundant acid-producing lichens (Schatz, 1963). (*24 words*)

G. **Look through the articles in your research field. Do they have many passive constructions? Fill in the table with various uses of the *Passive Voice* in different sections of research articles:**

PASSIVE	Use (See pp. 22–23)	Article section
1)		
2)		
3)		

Unit 4. Simple Tenses (Present & Past)

PRESENT SIMPLE IN RESEARCH PAPERS

Actions or situation which happen:	Established scientific facts
▪ repeatedly ▪ all the time ▪ or any time	▪ findings ▪ theorems ▪ definitions ▪ lemmas ▪ proofs, etc.
Some maps of the world's oceans **show** the widths of the continental shelves*.*	Today a wide range of sensor devices **exist** that **alter** their characteristics in response to a stimulus.
To indicate trends and situation that are evolving now or for programmed future events the **present continuous** is used.	
It is well known that in many universities how much you **write** (i.e. the quantity) is often considered to be more important than how well you **write** (i.e. the quality).	At the moment we **are writing** a paper on …

EXERCISES (ACADEMIC GRAMMAR)

A. In these sentences from an article on Aerospace Engineering, put the verbs in brackets into *Present Simple*.

1. This method _____ (*to be*) particularly suited for the mismatched meshes that _____ (*to occur*) naturally with disparate physical domains.

2. Each physical phenomenon _____ (*to have*) a solver tuned to its particular time and spatial scaling requirements.

3. Void growth models _____ (*to be*) the most common damage evolution models.

4. This approach _____ (*to be*) a simplified model of the actual physics.

5. The evolution of the material state and the development of damage _____ (*to affect*) the stiffness of structural components.

6. The aircraft tracking system _____ (*to record*) records sufficient flight parameter data.

7. These commercial codes _____ (*to perform*) well for thermal-structural problems.

8. The SHm system also _____ (*to sense*) and (*to record*) strain histories at selected locations during the flight.

9. Many of the physical phenomena discussed above _____ (*to be*) nonlinear.

10. Conventional FEM practices _____ (*to require*) increasing the degrees of freedom.

B. **Choose the correct form (*Present Simple* or *Present Continuous*).**

1. Boston College **looks for/ is looking f**or an international marketing manager for their overseas recruitment drive.

2. Social enterprises can be defined as those which **are placing / place** environmental concerns alongside profit.

3. Monetary policy **is operating / operates** by influencing the price at which money is lent.

4. Smartphones **are establishing / establish** themselves as the dominant mobile device amongst younger consumers.

5. According to the Broadcasters' Audience Research Board, the average Briton **watches / is watching** just over thirty hours of television per week.

6. David Hare's plays, as Felton (2009) **notes / is noting**, provide actresses with some of the strongest roles in modern drama.

7. Most people **are recognizing / recognize** that a respect for the law is the fundamental basis for a civilized society.

8. When a team **works / is working** intensively on a project, the team leader should protect them from distraction.

PAST SIMPLE IN RESEARCH PAPERS

When there is a clear time reference:	
Past time indicators: - *in 2011, last month, three years ago*	The context shows that the action is clearly past.
Smith first **used** this procedure more than a decade ago [24].	In 2010 the Social Democrats **challenged** the anti-GMO movement. The fact that this party **was** in favour of genetically modified products **meant** that … *The reader cannot know if the party was only in favour of GMOs in 2010, or if they still are today.*
Avoid the **Present Simple** to describe actions that took place in the past to avoid ambiguity.	

C. In these sentences from an article on Geographic Information Systems, put the verbs in brackets into Past Simple.

1. Throughout our experiments, we _____ (*NOT, to see*) significant accuracy fluctuation due to any of these types of queries.

2. A secondary goal _____ (*to be*) to make certain that clusters _____ (*to be*) random in size and shape.

3. Increasing histogram divisions to $s > 5$ _____ (*to have*) no affect on the accuracy.

4. The experiments _____ (*to demonstrate*) that 6-dimensional space compounds the problem when creating small buckets.

5. We _____ (*to make*) experimental runs against data sets ranging from 10,000 points to 1,500,000 points.

6. That preliminary result _____ (*NOT, consider*) higher dimensions, and it also _____ (*to have*) only a static index structure.

Present Simple & Past Simple

Present Simple	Past Simple
Aims and methods	
In the first sentence to describe the whole paper	
The aim of this research **is** to …	The aim of the project **was** to … <hr> *The initial aim changed.*
To describe a procedure (method, etc.) established by other authors, i.e. to state general principles relevant to the procedure.	**To outline what you did.**
Our methodology **consists** of the following steps: First, we **gather** the data. Second, we **sort** the data by …	To establish our verbosity index, we **analysed** five languages. We **classified** these languages in terms of *x, y, z*. On the basis of these results, we then **calculated** the number of …
To describe a procedure (method, etc.) established by other authors, i.e. to state general principles relevant to the procedure.	
A cloze procedure **is** a technique in which words **are deleted** from a text according to a word-count formula. The passage **is presented** to students, who then …	
To refer to your methodology, process or procedure if you are just explaining in general how it works, rather than what you did on one specific occasion.	**To state what the objectives of your experiments were, what equipment was used, how other methods were adapted, what steps were followed, etc.**
Our methodology **consists** of the following steps: First, we **gather** the data. Second, we **sort** the data by …	In the second experiment, we **proceeded** as follows: First, we **gathered** the data. Second, we **sorted** the data by …

Present Simple	Past Simple
Results and discussion	
! **if you use the simple present to report your findings it must be 100% clear to readers that you are talking about YOUR findings and NOT what has been reported in the literature.**	**To talk about YOUR findings.**
We found that green and red **produces** white. This only **seems** to happen when the ratio of green to red **is** 6:1. But when the ratio is 4:1, this **produces** yellow. _____ *The reader may think that 'seems to happen' and 'produces' refer to what other people have found.*	We found that green and red **produced** white. This only **seemed** to happen when the ratio of green to red **was** 6:1. But when the ratio **was** 4:1, yellow **was produced**. _____ *The reader is clear that you are only talking about what you found.*
To state what a figure or table shows, highlights, describes, reports etc.	
The results are given in Table 4, which **shows** that … In addition, Figure 1 **highlights** that X equals Y.	
To discuss your data and results, and to state the implications of your findings (typically after *show, explain, highlight, believe, mean, indicate, reveal*).	
We **believe** that this means that our method **outperforms** all previous methods.	
Introductory verbs such as *show, highlight, reveal* can be either in the present simple or past simple, but to talk about what you *found, discovered, noticed,* etc. only use the past simple.	
These results **highlight** the importance of carrying out tests in triplicate.	We **found** that best results were achieved by carrying out tests in triplicate.

D. **This excerpt is from a report by Dr Shari Cohn, a researcher from Edinburgh University. Dr Cohn is investigating the phenomenon known as 'second sight', a psychic ability which for many centuries has been claimed to exhist among Celtic peoples, such as the Gaelic population of north-west Scotland.**

In the gaps, write an appropriate form of the verb shown in brackets (number 4 is negative). Be prepared to explain your choice of tense.

SECOND SIGHT

To find the frequency of second sight in the general population, a large-scale mail survey using random sampling methods[1] _____ (BE) undertaken in different areas of Scotland. Second sight [2] _____ (BE) generally regarded as being more prominent in the Western Isles and Highlands of Scotland than elsewhere. However, the survey data[3] _____ (SHOW) this[4] _____ (not, BE) the case – the phenomenon[5] _____ (OCCUR) in all areas in Scotland. Nor[6] _____ (BE) having a family background from the Highlands and Western Isles a strong predictor of having second sight. Throughout Scotland, people who[7] _____ (REPORT) having second sight[8] _____ (BE) significantly more likely to report second sight in blood-related family members. This[9] _____ (GIVE) empirical support to the traditional belief that second sight[10] _____ (RUN) in families.

E. Choose the correct form (**Present Simple** or **Past Simple**).

An increase in storm frequency and intensity (1) *is / was expecte*d for the Mediterranean area. The aim of this study (2) *is / was* to assess the risk of soil erosion in sub-basin croplands in Tuscany, Italy. We (3) *explore / explored* the potential response of soil erosion patterns to changes in temporal distribution and intensity of rainfall events, land-use, and soil conservation management practices by analyzing various scenarios. Most soil erosion (4) *is / was associated* with a limited number of intensive-to-extreme rainfall events. An analysis on a sub-hourly basis (5) *is / was carrie*d out using the SWAT model. Our analysis (6*) highlights / highlighted* three specific management strategies that may help in preventing or reducing cropland erosion. We (7) *predict / predicted* that these strategies could reduce erosion by up to 25% in the studied area over the next ten years.

F. Look through the articles in your research field and find examples of *Present Simple* or *Past Simple*.

Fill in the the table with various uses of *Simple Tenses* in different sections of research articles:

PRESENT SIMPLE	Use	Article section
1)		
2)		
3)		

PAST SIMPLE	Use	Article section
1)		
2)		
3)		

Unit 5. Present Perfect

Present Perfect sometimes confuses students of English because on the one hand it expresses an action in the past, on the other hand it has a result now.

Moreover, there are two distinct uses of this tense – **Present Perfect I** and **Present Perfect II**.

PRESENT PERFECT I

Use	The action has happened but is still connected with the current situation		The action happened during the period that is not finished at the time of speaking
	Adverbs	**Without time indication (situation)**	
Time indicators	already yet (*in questions and negative sentences*) just never ever recently lately		today this morning this year
Examples	– I have already done my work. – Let me have a look at it.	– What has happened? – I've dropped a box. (= *the box is on the floor.*)	I have seen Nick this week.

☞ **Present Perfect I** corresponds to the *past* tense in Russian:

I have seen Nick this week. – *Я видел Ника на этой неделе.*

PRESENT PERFECT II

Use	The action began in the past and still continues now.	
	The start of the period	**The duration of the period**
Time indicators	since	for
Examples	– We have known each other **since** 2010.	– *They have been friends **for** 10 years.*

☝ **Present Perfect II** corresponds to the *present* tense in Russian:

They <u>have been</u> friends for 10 years. – *Они дружат десять лет*.

☝ Normally, this meaning is expressed by **Present Perfect Continuous**, but some verbs (that do not denote an action as a process) are not used in **Present Perfect**.

☝ **Present Perfect** is not used with the indicators of exact time (*yesterday, last week, 5 days ago, at 7 o'clock, on the 25th of September 2015, when you came,* etc.), or in questions starting with *when / what time*.

☝ **Present Perfect** is NOT used for sequences of actions.

FORMS

Positive	Question	Negative

1. I   have ask<u>ed</u>*
2. You   have asked
3. He
   She } has come**
   It
	1. Have I asked?
	2. Have you asked?
	3.
	Has { he
	    she } come?
	    it
		1. I have not asked
		2. You haven't asked
		3. He
		   She } has not come
		   It (hasn't)

1. we 2. you } have asked/come 3. they	1. 2. Have { we you } asked/come? 3. they	1. we 2. you } haven't asked/ 3. they come

* Regular verb +-ed: ask – ask<u>ed</u>
** 3rd form of Irregular verb: come – come

EXERCISES (GENERAL GRAMMAR)

PRESENT PERFECT I

A. Use the words to make sentences in *Present Perfect*. **The meaning should be the same as in the sentence in brackets.**

Model:

> She / go out. (=She is not in the office now).
> *She has gone out.*

1. I / lose / my passport. (I can't find my passport now).
2. Where is Mike? – He / go / to the laboratory. (He is in the laboratory now).
3. We / buy / a new computer. (We have a new computer now).
4. Can I take the journal? You / finish with it? (Do you know what is in the journal?)

B. Complete the replies using *already + Present Perfect*.

Model:

> What time is Becky arriving? – *She has already arrived.*

1. When is Tony going away?   He ……………………………………….. .

2. Do Kate and Phil want to see this video?   No. They ……………………………………… ……………………………….it.

3. When does Robert start his new job?   He   …………………………………………… ……………………………… .

4. Don't forget to phone Bill.   I ……………………………………………… .

5. When does the lecture begin?   It …………………………………………… .

C. Are the **underlined** verb forms right (✓) or wrong (✗)? Correct them if necessary.

Model:

> I <u>have lost</u> my key. I can't find it. – ✓
> <u>Have</u> you <u>seen</u> Tom yesterday? – ✗ *Did you see … ?*

1. I <u>have finished</u> my work at 5 o'clock. …………………………………….

2. I am ready now. I <u>have finished</u> my work. …………………………….

3. What time <u>have</u> you <u>finished</u> your work? …………………………………

4. Tina is not here. She <u>has gone</u> out. …………………………………………

5. Where <u>have</u> you <u>been</u> last Friday? …………………………………………..

PRESENT PERFECT II

A. Complete the sentences using **Present Perfect**.

1. Sam is in Madrid. He _____ in Madrid since Monday.
2. I know Peter. I _____ him for a long time.
3. We live in Exeter. We _____ there for five years.
4. Eve works at college. She _____ at college for three years.
5. Paul and Anna are married. They _____ married since 2011.

B. Choose the correct tense form.

Model:

John ~~is~~ / <u>has been</u> in the USA since September. <u>has been</u> *is right*

1. Liz is a good friend of mine. I *know / have known* her very well.
2. Liz is a good friend of mine. I *know / have known* her for a long time.
3. Martin *works / has worked* in a bank now. He likes his job very much.
4. How long *do you live / have you lived* in this house? About ten years.
5. George *is / has been* in Germany at the moment. He *is / has been* there for the last five days.

Practise Present Perfect online:

https://www.perfect-english-grammar.com/past-simple-present-perfect-4.html

https://www.englishcurrent.com/grammar/study-present-perfect-review-exercises/

https://www.englisch-hilfen.de/en/exercises/tenses/simple_past_present_perfect3.htm

PRESENT PERFECT IN RESEARCH PAPERS

Present Perfect Active is often used in an **Abstract** to announce a new finding or some new advance in a particular discipline.

However, to add further details about this innovation / news, the **Present Simple** or **Past Simple** are used.

Present Perfect	Present / Past Simple
We **have developed** a new system for converting wind into energy.	Our system **works** by harvesting wind from ... We **implemented** the system in a wind farm in ...

Present Perfect (NOT Present Simple)

1. is used to state how long (in days, years, months, etc.), with reference to a present, the situation has been operative.
2. is used to indicate that this is the first (second, third, etc.) time that something has been done.
3. is used in the **Conclusions** to summarize what you have done in the paper – the focus is on the writing and construction of the papers (typical verbs: *present, show, describe, explain, outline*).

	YES	NO
1	We **have used** this system **for** many years.	We **use** this system **since** many years.
1	We **have not used** this equipment **for** several months.	We **do not use** this equipment **from** several months.
2	**It is the first time** that we **have used** this system.	**It is the first time** that we **use** this system.
3	Conclusions: We **have presented** a new methodology for teaching English. We **have shown** that … We **have described** three cases where …	Conclusions: We **presented** a new methodology for teaching English. We **showed** that … We **described** three cases where …

EXERCISES (ACADEMIC GRAMMAR)

A. Read the text on archeology. Name the <u>underlined</u> verb forms.

THE NEW ARCHAEOLOGY

Over 20 years ago, Old World archaeologists <u>recognized</u> (1) that the chronologies of European prehistory, which had been based on the radiocarbon dating method, <u>were</u> (2) incorrect owing to flaws in the method. Another chronology <u>has been proposed</u> (3) that <u>has resulted</u> (4) not simply in the redating of individual monuments but rather, in terms defined by British archaeologist Colin Renfrew, in the establishment of a new approach to prehistoric cultural development. Previously, cultural achievements such as the development of metallurgy <u>were thought</u> (5) to have radiated from a single point of invention in the Middle East. Now, multiple sites of invention <u>have been posited</u> (6), leading to a conception of humans as much more innovative than previously supposed.

Since the 1980s, archaeologists in North America, Australia, and New Zealand <u>have</u> increasingly <u>been called upon</u> (7) to adapt their research strategies to the wishes and interests of indigenous peoples, who <u>have not</u> only <u>demanded</u> (8) the return and reburial of human skeletal remains and certain artefacts but also <u>insisted</u> (9) that their cultural values be respected when excavations are conducted. The accommodation of scientific research strategies to traditional cultural sensitivities <u>marks</u> (10) a new direction in archaeological practice and is a development that <u>was</u> scarcely <u>contemplated</u> (11) a few decades ago, when it <u>was assumed</u> (12) that rigidly scientific objectivity would soon dominate archaeology.

B. Using the information of this unit, explain the use of the Present **Perfect** and **Past Simple** in the text of exercise **A**.

C. Put the verbs into the correct form (*Present Perfect* or *Past Simple*).

☞ One verb is not in the Present Perfect or Past Simple.

WATERBORNE DISEASES

Cholera and typhoid[1] ………..…. (BE) widespread in Europe and North America 100 years ago, but now[2] ……………..…….……... (almost, DISAPPEAR) from the developed world, largely because of improved water supplies and sanitation. However, this[3] ………………………… (not, HAPPEN) to the same extent in developing countries. In Peru, for example, where there[4] ………………………… (BE) more than 500 000 cases of cholera since 1991, social expenditure[5] …………………….. (DECLINE) over the past 10 years and the supply of water to almost 90 per cent of the rural population[6]………….……. (still, BE) grossly contaminated. The World Bank[7] …...........………………….… (ESTIMATE) in 1993 that diarrhoea and intestinal worm infections caused by poor water supplies and bad sanitation[8] ………………………… (ACCOUNT FOR) as much as 10 per cent of the entire disease burden of developing countries.

The United Nations, recognising that most of the disease[9] …………………. (BE) the result of polluted water supplies,[10] …………………….. (SET UP) a Decade of Water, 1981/1990. Its aim[11] ………………. (BE) to provide safe water supply and adequate sanitation for everyone. Over the decade, the number of people lacking a safe water supply in less well developed countries[12] ……………………. (DROP) from 1800 million to 1200 million. Although the number of people without lavatories[13] …………………….. (REMAIN) at around 1700 million, against a continued population increase, this[14] …………………. (BE) significant progress.

D. **In the following text on linguistics underline the correct verb form –** *Present Simple, Present Perfect* **or** *Past Simple*.

There is some cross-linguistic contrastive research to suggest that a foreigner (1) *is / was* at a disadvantage when writing an academic paper in the English language. It (2) *is / has been / was* suggested, for example, that Asian languages such as Chinese, Japanese and Korean (3) *have / have had / had* different patterns of argument to English [Hinds]. Thus, one study (4) *finds / has found / found* that those Korean academics trained in the United States (5) *have written / wrote* in an `English' discourse style [Egginton]. More generally Hinds (6) *has put / put* forward a widely discussed position that Japanese (7) *has / had* a different expectation as to the degree of involvement of the reader compared to English [Hinds].

Research on German (8) *shows / has shown / showed* that German academic writing in the social sciences (9) *has / has had* a much less linear structure than English, to the extent that the English translation of a German textbook (10) *is / was* criticized as haphazard or even chaotic by American reviewers, whereas the original had received no such reviews on the European continent. Similarly, academic Finnish texts (11) *have been / were* shown to differ in the way they use connectors.

E. **Look through the articles in your research field and find examples of *Present Perfect I* or *Present Perfect II*.**

PRESENT PERFECT I	Use (See p. 40)	Article section
1)		
2)		
3)		
PRESENT PERFECT I		
1)		
2)		
3)		

Unit 6. Reported Speech

Direct speech means to say exactly what someone else said. It is usually put inside quotation marks (". . ."):

> He says, **"I am going to try a new method."**

Reported speech (also called **indirect speech**) means to say what someone else said, without actually quoting them. Meaning, you do not necessarily use their own words.

Quotation marks are not used with reported speech.

> He says **(that) he is going to try a new method**.

Sequence of tenses is the dependence of the tense in the subordinate clause on the tense in the principal clause.

When the verb in the principal clause is in the past, the tense of the verb in the reported statement (the subordinate clause) goes one step backwards.

> ***Present Simple*** turns to ***Past Simple***,
> ***Present Continuous*** turns to ***Past Continuous***.

If the sentence was already in the past (**Past Simple**), it takes another "step" to the past – **Past Perfect**.

If the sentence was in ***Future Simple***, *will* turns to *would.*

Examples:

> "She **is** on holiday," he said. – He said that she **was** on holiday.
> "She **is returning** on Monday," he said. – He said that she **was returning** on Monday.
> "She **was** on holiday," he said. – He said that she **had been** on holiday.
> "She **has been** on holiday," he said. – He said that she **had been** on holiday.
> "She **will be** on holiday," he said. – He said that she **would be** on holiday.

In Russian this rule does not work:

> Он сказал: «Я работаю в офисе». – "I work in an office," he said.
> Он сказал, что он **работает** в офисе. – He said that he **worked** in an office.

TENSE BACKSHIFT

DIRECT SPEECH		REPORTED SPEECH
Present Simple	➡	Past Simple
He said, "I <u>read</u> books."		He said he <u>read</u> books.
Present Continuous	➡	Past Continuous
He said, "I <u>am reading</u> the book."		He said he <u>was reading</u> the book
Present Perfect Simple	➡	Past Perfect Simple
He said, "I <u>have read</u> the book."		He said he <u>had read</u> the book.
Present Perfect Continuous	➡	Past Perfect Continuous
He said, "I <u>have been reading</u> the book."		He said he <u>had been reading</u> the book.
Past Simple	➡	Past Perfect Simple
He said, "I <u>read</u> the book."		He said he <u>had read</u> the book.
Past Continuous	➡	Past Perfect Continuous
He said, "I <u>was reading</u> the book."		He said he <u>had been reading</u> the book.
Future (*Will*)	➡	Future-In-The-Past (*Would*)
He said, "I <u>will read</u> the book."		He said he <u>would read</u> the book.
Past Perfect	➡	Past Perfect (no change)
He said, "I <u>had read</u> the book."		He said he <u>had read</u> the book.

TENSE BACKSHIFT WITH MODAL VERBS

DIRECT SPEECH		REPORTED SPEECH
Can	➡	Could
He said, "I <u>can</u> read books."		He said he <u>could</u> read books.
Must	➡	Had to
He said, "I <u>must</u> read the book."		He said he <u>had to</u> read the book
May	➡	Might
He said, "I <u>may</u> read the book."		He said he <u>might</u> read the book.

NO TENSE BACKSHIFT WITH MODAL VERBS

DIRECT SPEECH	REPORTED SPEECH
Would	
He said, "I would read the book."	He said, "I would read the book."
Could	
He said, "I could read the book."	He said he had to read the book
Should	
He said, "I should read the book."	He said, "I should read the book."
Might	
He said, "I might read the book."	He said, "I might read the book."

OTHER CHANGES WITH REPORTED SPEECH

DIRECT SPEECH		REPORTED SPEECH
this	➜	that
these	➜	those
now	➜	then
today	➜	that day
yesterday	➜	the day before / the previous day
two weeks ago	➜	two weeks before
last month	➜	the month before / the previous month
next month	➜	the following month
in three years	➜	three years from then

NO TENSE BACKSHIFT

1. If the situation **has not changed** at the moment of speech (the verb in the principal clause may be in the present or in the past):

   "I speak English fluently." → Sonia says (said) that she **speaks** English fluently. (Sonya still speaks English fluently)

2. If we talk about common truth, natural law:

    He said, "The Earth is round." – He said that the Earth **is** round.

3. If the verb in the principal clause if in **Present Simple** or **Present Perfect**:

    "I like History." – She says that she **likes** History.

    "I will help you." – He has said that he **will help** me.

4. If the verb in the subordinate clause in in **Past Perfect**:

    "I had never seen a kangaroo before my trip to Australia." – She said that she **had** never **seen** a kangaroo before her trip to Australia.

5. With modal verbs **could, should, would, might, must**:

    'We could sell it for about 1,000 dollars,' he said. – He said they **could** sell it for about 1,000 dollars.

REPORTED QUESTIONS

SPECIAL QUESTIONS (*WH*-QUESTIONS)

Special questions usually begin with questions words (often starting with *wh*-): **who, what, when, where, why, how**.

While in usual questions we use the inverted word order(verb **V** ➜ subject **S**), in reported questions the word order is direct (**S** ➜ **V**):

"What is your name?"

"What is[**v**] your name[**s**]?"
She asks him what his name[**s**] is[**v**].

The rule of the SEQUENCE OF TENSES is also observed here:

"What is[**v**] your name[**s**]?"
She **asked** him what his name[**s**] **was**[**v**].

The questions about the **subject** (usually beginning with **who** or **what**) has the direct word order both in the direct and reported speech:

"Who[**s**] is meeting [**v**] you at the airport?"
He **asked** her who[**s**] was meeting [**v**] her at the airport.

GENERAL QUESTIONS (YES/NO QUESTIONS)

General questions are answered with *Yes* or *No*. They usually begin with auxiliary verbs (*Do/Does* in **Present Simple**, *Did* in **Past Simple**).

In **reported general questions**:

1. these auxiliary verbs are not used;

2. the word order is **direct**;

3. the subordinate clause begins with *if* or *whether*:

"Do you speak German?"

He asked me **if** I **spoke** German.
He asked me ~~did I speak German~~.

"Did he participate in the conference?"
She asked **whether** he **had participated** in the conference.

EXERCISES (GENERAL GRAMMAR)

A. Choose the correct form.

Model:	
She said:	***She said that...***
0. "I study	*she studied*

He said:	He said that...
1. "I teach	1. He ....
2. "I am teaching	2. He ....
3. "I have taught	3. He ....
4. "I will teach	4. He ....
5. "I will be teaching	5. He ....
6. "I will have taught	6. He ....
7. "I taught	7. He ....
8. "I was teaching	8. He ....
9. "I had taught	9. He ....

B. Which English tense form would you choose for the following Russian sentences?

Model:		
He said that …	0. *изучает* философию.	*studied*

She said that …	1. *пишет* отчёты два раза в месяц.	....
	2. сейчас *пишет* отчёт.	....
	3. *написала* отчёт вчера.	....
	4. *писала* отчёт вчера в 6 часов вечера.	....
	5. *напишет* отчёт завтра.	....
	6. никогда не *писала* таких сложных отчётов.	....
	7. будет *писать* отчёт в понедельник с 3 до 5.	....
	8. *напишет* отчёт к четвергу.	....
	9. *написала* отчёт вчера к 6 часам.	....

C. Complete the following sentences in English paying attention to the word order and the rules of the sequence of tenses.

<table>
<tr><td colspan="2"><i>Model:</i></td></tr>
<tr><td>Он спросил ...</td><td>He asked ...</td></tr>
<tr><td>0. ... <i>знаю</i> ли я Джейн.</td><td><i>... if (whether) I knew Jane.</i></td></tr>
<tr><td>00. ... где она <i>живёт</i>.</td><td><i>... where she lived.</i></td></tr>
</table>

Она спросила: .... **She asked ...**

1. ... часто ли я **хожу** в кино.
....
....

2. ... какую статью я **читаю**.
....
....

3. ... почему я **ушёл** рано.
....
....

4. ... **выключил** ли я компьютер.
....
....

5. ... **пойду** ли я на лекцию.
....
....

6. ... **знаю** ли я Майкла.
....
....

7. ... **бывал** ли я в Китае.
....
....

8. ... где я **работал** вчера в это время…
....
....

9. ... где я **жил** до того, как приехал сюда.
....
....

10. ... **буду** ли я **работать** в лаборатории завтра в 3 часа.
....
....

D. Are the following sentences **right** (✓) or **wrong** (✗)? Correct them where necessary.

Model:

He wanted to know where I came from. – ✓
She asked me did I pass the exam. – ✗ … if I had passed …

1. Mary asked me where I had been the week before.
2. I wondered why he never asks for help.
3. Pete wanted to know do I know Mathematics.
4. She asked if Tom had always lived there.
5. We wondered how this can happen.
6. It was interesting what would happen.

Practise Reported Speech online:
http://www.learnenglishfeelgood.com/reported-speech-mixed3.html
http://www.examenglish.com/grammar/B1_reported_speech.htm

USE OF TENSES IN REFERENCE TO THE LITERATURE

Present Simple, Present Perfect & Past Simple

1. **Past Simple** to refer to the literature when you give the date within the main sentence (not just in brackets)

2. **Present Perfect** to give past-to-present background information. The **Present Simple** is possible here, but much less commonly used.

3. **Present Perfect** if the method, technique, procedure, etc., is the subject of the verb and there is no time reference, **Past Simple** if the author is the subject of the verb. In such cases there may or may not be a time indication.

4. **Past Simple** (or less comonly Present Simple) to report what other authors have suggested, proposed, claimed, implied, hypothesized, put forward, etc. There cannot be a specific time reference of you choose to use the **Present Simple** in such cases.

	YES	YES
1	In 2007, Carter **suggested** that women are superior to men [25].	
2	Many authors [3, 6, 8, 12] **have claimed** that there is life on Mars.	Many authors [3, 6, 8, 12] **claim** that there is life on Mars.
3	This method **has been used** to investigate both problems [24].	Smith **used** this method to investigate both problems [24].
3	This procedure **has been exploited** by many authors in order to conduct very diverse investigations.	Smith **used** this procedure in 2006 [24].
3	In support of such treatment, Griggs **has made** the surprising discovery that …	Recently, Griggs **made** the surprising discovery that …
4	For instance, in [5] the authors **suggested** that a new strategy could be introduced to …	For instance, in [5] the authors **suggest** that a new strategy could be introduced to …

EXERCISES (ACADEMIC GRAMMAR)

A. **Underline the reporting verbs in the following sentences and put them into pairs that have the same structure after the reporting verb.**

1. Manning (2013) <u>states</u> that aerocapture and entry from Mars orbit produce very different aerothermal environments.

2. Manning (2013) explains why aerocapture and entry from Mars orbit produce very different aerothermal environments.

3. Manning (2013) emphasises the difference in aerothermal environments produced by aerocapture and entry from Mars orbit.

4. Manning (2013) notes that aerocapture and entry from Mars orbit produce very different aerothermal environments.

5. Manning (2013) pinpoints the difference in aerothermal environments produced by aerocapture and entry from Mars orbit.

6. Manning (2013) describes why aerocapture and entry from Mars orbit produce very different aerothermal environments.

B. **Complete the table with reporting verbs.**

Reporting verbs
explain / **1** _____ + why + main idea
state / **2** _____ + that + main idea
emphasises / **3** _____ + noun phrase (main idea)

C. **a** Which reporting verbs have a neutral meaning?
  b Which reporting verbs highlight a key idea?

D. **Cover the table and complete the following examples using a word from B.**

1. Manning (2013) notes _____ drogue parachutes may be necessary to stabilize a vehicle supersonically.

2. Manning (2013) _____ why extreme temperature cycles pose a structural design concern.

3. Manning (2013) _____ the importance of timeline margin in the dynamic phase of flight.

4. Manning (2013) describes _____ lift can increase the terminal entry altitude.

5. Manning (2013) _____ that the initial conditions for the supersonic descent segment are strongly dependent on ballistic coefficient.

6. Manning (2013) _____ the key role of landing capability for mission safety.

E. Choose the correct tense (*Present Simple* or *Past Simple*).

Note: *The author of the extract below is Anderson.*

In a previous paper [Anderson, 2012] we (1) *make / made* measurements of the speed with which bilingual adults (2) *perform / performed* simultaneous translations of politicians' speeches. We (3) *choose / chose* politicians because it is well known that they (4) *tend / tended* to use formal language. In the same study [Anderson, 2012] we (5) *conduct / conducted* similar tests with Nobel prize winners' acceptance speeches, which gave similar values of speed. These two findings strongly (6) *suggest / suggested* that formal language represents an easier element for translation than informal language. The performance of teenagers in analogous situations also (7) *confirms / confirmed* the above finding [Williams, 2013].

Williams (8) *finds / found* that informal language, in particular slang, (9) *intensifies / intensified* the stress levels of subjects undertaking simultaneous translation. Therefore, the lack of changes that we (10) *find / found* in our present research in the stress levels of bilingual adults with respect to bilingual teenagers when simultaneously translating extracts from a teenage soap opera, would seem to indicate that experience (11) *plays / played* an important role. As a consequence of our latest findings, we (12) *conclude / concluded* that stress levels in bilingual subjects tend to decrease with age.

Unit 7. Determiners

Determiners are words or groups of words that specify, identify, or quantify the noun or noun phrase that follows it. They usually include articles (*a, an, the*) and pronouns (*this, some, other, another, my*).

SOME, ANY, NO

SOME	ANY	NO
1. **Positive sentences:** a) before countable nouns in the plural *We have some friends in London.* b) before uncountable nouns in the singular *I have some money.* 2. **Special questions**: *Who wants some tea?* 3. **Requests**: *May I take some paper?*	1. **Negative sentences (after <u>not</u>):** *We haven't any friends in London*. 2. **General questions**: *Have you got any money?* – *No, I haven't any.* 3. **In positive sentences with the meaning 'it doesn't matter which':** *You can take any book.* 4**. After <u>*if*</u>:** *If there is any paper on the desk, take some.* 4. **When we express a doubt:** *I don't think there is any mistake here.*	**Before countable or uncountable nouns (no articles or other determiners are used here):** *I have no pen.* *He has no money.*

QUANTIFIERS

	BEFORE COUNTABLE NOUNS	BEFORE UNCOUNTABLE NOUNS
Large quantity	**a lot of**	
	He usually asks me **a lot of** questions.	He spends **a lot of** time on his work.
– in negative sentences – after *there is/are* – after *'have'* – before the subject	**many***	**much***
	We didn't see **many** cars there. There are **many** mistakes in the text. I have **many** books on the table. **Many** students took part in the conference.	He didn't spend **much** money. There is **much** noise outside. I have **much** free time. **Much** progress is done in the world of technology.
A small but sufficient amount	**a few**	**a little**
	He has **a few** German books at home.	He has got **a little** time to talk to you.
A very small (insufficient) amount	**(very, so, too) few**	**(very, so, too) little**
	I have **very few** French books.	I have got **very little** free time.
In questions	**How many?**	**How much?**

* many/much are usually used:
- ✓ before the subject – **Many** students combine work and studies.
- ✓ after **there is / are** – **There are many** cars on this road.
- ✓ after **have** – They **have much** work to do.
- ✓ after **not** – I **don't have much** time today.

DERIVATIVES MADE FROM Some, Any, No AND Every

	+ ?	? – +	–	+ ? –
	some	**any**	**no**	**every**
one **body**	someone somebody	anyone anybody	no one nobody	everyone everybody
thing	something	anything	nothing	everything
where	somewhere	anywhere	nowhere	everywhere
« **+** » – positive sentence; « **?** » – question; « **–** » – negative sentence				

☝ If the derivative determiner is the subject of the sentence, the verb is in the **singular**:

Everyone <u>is</u> present.
Everybody <u>knows</u> him.

☝ If the sentence has a negative determinter (*no one, nobody, nothing*), the verb is in the **positive form** (there cannot be two negations in one sentence):

I know nobody here. **or** I don't know anybody here.
BUT ~~I don't know nobody here.~~

There is / There are

Use	When we say about the presence of something or somebody in a certain place	
Example	**There is** a computer on the desk.	**There are** students in the room.
	The place is known, the object is mentioned for the first time:	
	What is on the desk?	*Who is in the room?*

☞ In Russian, such sentences usually start with the adverbial modifier of place:

На столе – компьютер.   *В комнате – студенты.*

BUT!

Use	When we say about the location of something or somebody	
Example	The computer **is** on the desk.	The students **are** in the room.
	The object is known, the place is mentioned for the first time:	
	Where is the computer?	*Where are the students?*

TYPES OF SENTENCES

There	is is not (isn't) is no	a desk desk	in this room.
	are are not (aren't) are no	two chairs chairs	
Is Are	there	a desk	in this room?
		two chairs	

☞ After **there is**, we never use **the.**

☞ The negative form can also be built with **no**. In this case, no articles or numerals are used:

*There **is no desk / are no chairs** in the room.*

EXERCISES (GENERAL GRAMMAR)

A. **Make questions and negative forms of the following sentences.**

> *Model:*   There is some water in the glass.
> *Is there any water in the glass?*
> *There is not any water in the glass.*
> *There is no water in the glass.*

1. There is some powder in the box.
2. There are some notebooks on the desk.
3. There are some students in the classroom.
4. There is some liquid in the bottle.
6. There are some leaves on the tree.
8. There are some boys in the gym.
9. There is some paper on the shelf.
10. There are some people in the street.

B. **Complete the sentences.**

1. There is a ....
2. There are ....
3. Is there ....
4. Are there ....
5. There isn't ....
6. There aren't ....
7. There is no ....
8. There are no ....
9. There is some ....
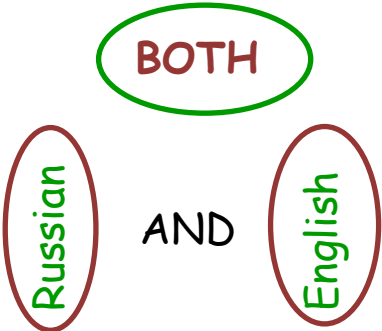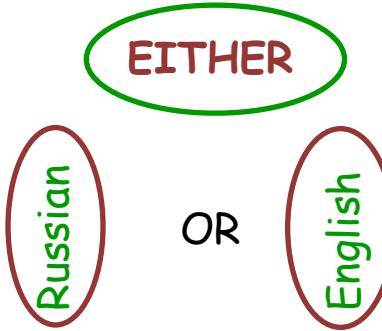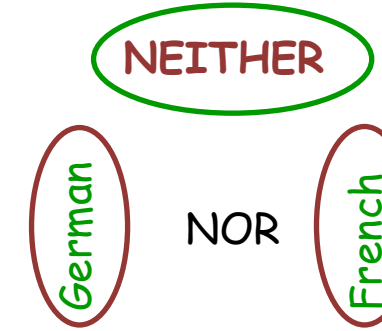10. There are some ....

C. Choose the correct determiner (*many / much / a few / a little / few / little*).

1. There is not (*много*) toner in the cartridge.
2. I have (*мало*) time for English.
3. In Brazil there are (*много*) monkeys.
4. Has he (*много*) English books? – Yes, he has (*много*) English books.
5. Has she (*много*) friends? – No, she hasn't. She has (*мало*) friends.
6. We have (*мало*) bread at home. Go and buy some bread.
7. Are there (*много*) trees around the house?
8. The children have (*много*) video games at home.
9. They don't have (*много*) classes today.

D. Choose the correct determiner.

1. Do you learn (*some/any*) foreign languages?
2. Has your friend got (*some/any*) English magazines?
3. Please take (*some/any*) French book you like.
4. I don't think we've got (*some/any*) time to discuss this question today.
5. There are (*any/no*) flowers here in winter.
6. There aren't (*any/no*) people in the park because it is cold.
7. I don't see (*anybody/nobody*) in the street.
8. There is (*nobody/anybody*) at home.
9. (*Everything/Something*) is all right. John is well now.
10. Is there (*something/anything*) interesting on TV today?
11. Has (*somebody/anybody*) got a newspaper?
12. (*Somebody/Everybody*) knows that fruit and vegetables are healthy.
13. There is (*anybody/nobody*) in the office. It is too late.
14. I can't find my keys (*anywhere/somewhere*). – Of course, that is because you leave them (*anywhere/everywhere*).

Both ● Either ● Neither ● None

Both	Either	Neither
two options	**one of two options**	**no option**
this AND that	*this OR that*	*NOT this AND NOT that*

*I can speak **both** Russian and English.*	*I can speak **either** Russian or English.*	*I can speak **neither** German **nor** French.*
	Which is easier for you to understand?	
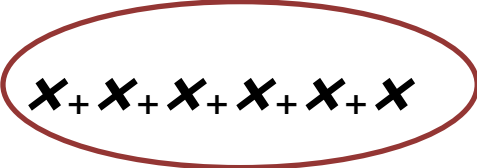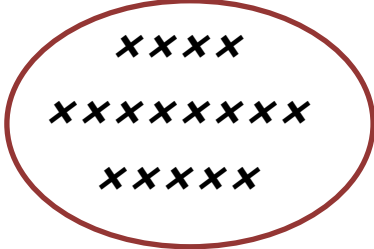
☞ ***none*** is used when there are more than two options.

None of my friends speaks (speak) French.
The verb can be singular (speaks) or plural (speak).

E. Choose the correct sentence.

1. a) You can either go by bus or by taxi. They are both efficient.
   b) You can neither go by bus nor by taxi. They are both efficient.

2. a) If you need help you can either ask Debbie or John.
   b) If you need help you can neither ask Debbie nor John.

3. a) Sally doesn't like neither pizza nor pasta.
   b) Sally likes neither pizza nor pasta.

4. a) Both Terry and Nial want to go with me.
   b) Either Terry or Nial want to go with me.

5. a) We tried a lot of hotels, but none of them had any rooms.
   b) We tried a lot of hotels, but neither of them had any rooms.

Each	EVERY
• each of the *two*	• every of *many*
• each *separately*	• meaning *«all»*
• each of the *limited* number	• of the *unlimited* number
• *each of* + noun/pronoun	• *every one of* + noun/pronoun.

$$X + X + X + X + X + X$$

$$
\begin{array}{c}
XXXX \\
XXXXXXX \\
XXXXX
\end{array}
$$

F. Choose *each* or *every*.

1. In a game of tennis there are two or four players. _____ player has a racket.

2. Paul plays tennis _____ Saturday.

3. We have a lot of different opponents, but we need to plan a unique strategy for _____ of them.

4. _____ one of you will need to make an appointment to see me about your dissertations.

5. I tried to phone her two or three times, but _____ time there was no reply.

6. Our volleyball team is playing well. We have won _____ game this season.

7. I understood most of what they said but not _____ word.

8. The book is divided in five parts and _____ of these has three sections.

Practise Determiners online:

https://www.usingenglish.com/quizzes/82.html
https://www.examenglish.com/grammar/b1_both_either_neither.htm
https://www.usingenglish.com/quizzes/70.html
https://elt.oup.com/student/solutions/preint/grammar/grammar_03_012e?cc=us&selLanguage=en
http://www.bes.info.pl/grammar/quantifiers4.html

DETERMINERS IN RESEARCH PAPERS

Any	Some
In negative sentences	**In positive sentences**
This did not give **any** interesting results.	This gave **some** interesting results.
Not … any = 0	**not … some = 'not all'**
We were **not** able to understand **any** of the figures – they were all too complicated and unclear.	We were **not** able to fulfill **some** of the referees requests, specifically the first and last requests.
To indicate doubt (we are not sure whether the event will take place or not)	
The table shows significant results, if **any**, of each test. *Some tests may not have given significant results.*	The table shows **some** significant results, in fact …
If you need **any** clarifications, then do not hesitate to contact me. *I don't know if you require clarifications or not.*	I need **some** clarifications with regard to points 3 and 8.
If you use *any* in a sentence that contains no negation or doubt, then it means 'one thing or person at random from all individuals in the world'.	***Some* and *someone* mean one particular thing or person, although exactly what or who is not important.**
Anyone can tell you that one plus one equals two.	**Someone** wants to see you.
Any book on the subject will tell you all you need to know.	I read about it in **some** book, but I don't remember which one.
***Any* is used in questions where the answer is not known.**	***Some* is used in questions where the expected answer is affirmative (e.g. in offers and some kind of requests).**
Excuse me, do you have **any** idea where the nearest bank is?	Would you like **some** help?

Any vs. No

1. **No one** is preferred to **not ... anyone** in formal situations such as research papers.
2. **Without** and **hardly** require **any** rather than **not**.

	YES	NO
1	To the best of our knowledge **no one** has found similar results to these.	To the best of our knowledge there is**n't anyone** who has found …
2	You can do this **without any** problems or at least with **hardly any** problems.	You can do this **without no** problems or at least with **hardly no** problems.

a little, a few vs. little, few

1. **A little** (uncountable nouns) and **a few** (plural nouns) indicate a limited quantity of something. They could be replaced by **some**.
2. **Little** (uncountable nouns) и **few** (plural nouns) indicate an extremely low or surprisingly low number. They have a negative sense.

	A LITTLE VS. LITTLE	A FEW VS. FEW
1	We have **a little** time left, so does anyone else have any questions?	We have **a few** more experiments to do, five or six I think, and then we have finished.
2	**Little** is known about this very rare disease. *Almost nothing is known.*	**Few** researchers have investigated this complex phenomenon. *Maybe only two or three researchers.*

much, many, a lot of, lots of

1. **Much** is used with uncountable nouns, and **many** with plural nouns.
2. **Lots of** is considered to be too informal, prefer **a lot of** (which some authors still avoid on the basis that it is not sufficiently formal).
3. **A lot of** is usually replaced by **not much** or **not many** in negative phrases.

	YES	WRONG (*) OR TOO INFORMAL
1	There is not **much information** on this topic.	We do not have **many information**.*
1	We have not made **much progress**.	We have not made **many progresses**.*
1	There have been **many advances** in this technology.	
2	We have **a lot of** data on this issue.	We have **lots of data** on this issue.
3	There are **not many** accessible papers on this subject.	There are **not a lot of** accessible papers on this subject.

each vs. every, every vs. any

1. **Each** is used when it is important to underline that you are viewing things as individual items, **every** when these things are seen as a mass.
2. Only **each** can be used before a preposition.
3. Some expressions require **every** and not **each**.
4. Often, there is no real difference between **each** and **every.**
5. **Any** = only one, but it is indifferent which one, **every** = all.

	Each, Any	Every
1	**Each patient** was given a slightly different dosage of the medicine. *No patient had the same dosage.*	**Every patient** in their hospital has medical insurance. *All patients.*
1	**Each individual case** will be analysed separately.	**In every case** death occurred within three months. *In all cases.*
2	**Each of** them has a different name. *= All of them have different names.*	
3		Patients will be examined **every** week / **every** three months / **every** third month.
4	**Each time** we do the experiment something goes wrong.	**Every time** we do the experiment something goes wrong.
5	**Any** element in a set can be used. *Just one element, it does not matter which one.*	**Every** element in this set is important. *All the elements.*

no vs.not

1. **No + noun** and **not + a / the + noun** are similar in meaning. The form **not + noun** is incorrect (e.g. ~~we have not reason to suppose that~~).

2. **No + noun** is often replaced with **not + verb + any + noun**.

3. Adjectives that follow the verb **to be** and which are not associated with a noun are generally preceded by **not**.

4. Use **not** before an adverb.

5. **No longer** can be written more formally as **not … any more / longer**.

6. **No + comparative adjective** means that the two things compared are equal; **not + comparative adjective** means that the first thing is not, for example bigger or stronger, than the second thing.

	NO	NOT
1	There is **no reason** to suppose that this is due to …	This is **not a good reason** for …
1, 2	We **encountered no** problems with the calculations.	We did **not encounter** any problems …
1, 3	There are **no unusual species** in this area.	It is **not unusual** to find strange species in this area.
1, 4	It is **no surprise** that the cardiovascular system is the first organ system to reach a functional state in an embryo.	**Not surprisingly**, the cardiovascular system is the first organ system to reach a functional state in an embryo.
5	This system is **no longer** used.	This system is **not** used **any more**.
		This system is **not** used **any longer**.
6	Verifying X turns out to be **no easier** than verifying Y. ___ *X and Y have the same level of difficulty.*	X is **not easier** to solve than Y. ___ *Y is probably easier to solve than X.*

EXERCISES (ACADEMIC GRAMMAR)

A. Choose the correct determiner.

1. The next lemma considers (***some / any***) properties of axis trend functions in general.

2. Throughout our experiments, we did not see significant accuracy fluctuation due to (***some / any***) of these types of queries.

3. (***Some / Any***) interrogations will need to be automated.

4. They need to find (***some / any***) alternative path, and check it again against the database.

5. At (***some / any***) given stage, the particles outlined in red are participating in that stage; the particles outlined in black are inactive.

6. Two moving objects $Q_1(t)$ and $Q_2(t)$ define a query space at (***some / any***) time t.

^^

7. This methodology has (***few/ a few / little / a little***) drawbacks, one of which is the need to have volatile precursors.

8. However, there has been (***few/ a few / little / a little***) effort made to integrate the physics in these individual models into a single comprehensive representation of the aircraft.

9. Locating the query near the lower or upper corners affects relative accuracy because the query returns very (***few/ a few / little / a little***) points.

10. The Figure also shows that even though (***few/ a few / little / a little***) of the data sets tended to have good results at five and ten buckets, these results are not guaranteed in general.

11. Apart from this, however, there is (***few/ a few / little / a little***) difference in the surface morphology of the deposited films.

^^

12. One such system, the Viking-era 70 deg sphere-cone aeroshell has been used on (***every / each***) U.S. Mars landed mission.

13. The technical developments required in (***every / each***) of these areas are discussed in the following section.

14. (***Every / Each***) hour of real flight produces about 1 petabyte of such real data.

15. Moreover, the data structure was static, that is, it had to be regenerated (***every / each***) time a point was inserted into the database.

^^

16. The stress transfer functions are applied to the loads in the flight loads database to develop a stress spectrum at (***every / each***) point of interest in the airframe.

17. Gaps introduce difficult areas to model when they are (***not / no***) uniform.

18. Normally the least square line (***does not have / has no***) a negative value in the range of the histogram.

19. Moving object databases naturally suggest new aggregate operators that have (***not / no***) equivalents in relational databases.

20. There was (***not /no***) initial plan to modify the MPF EDL system.

21. It was (***not / no***) a practical solution because of the quadratic size of the data structure.

22. The robotic exploration program may pursue a large diameter supersonic parachute, likely (***not / no***) larger than 30 m and deployed at velocities below Mach 2.7.

B. Choose *lots, many, much, (a) little, (a) few*.

I am writing to ask if you could possibly revise my paper. I imagine that you must receive (1) ***lots of / a lot of / many*** requests such as mine, but I really need your input as no one else has as (2) ***much / many*** expertise as you do in this particular field. In reality, there is not (3) ***much / many*** information to read, it would be enough if you could just read (4) ***a little / little/a few/few*** of the Discussion (e.g. pages 12 and 13).The problem is that there are (5) ***little / little/a few/ few*** studies in this field which makes comparisons with the literature almost impossible. I realize that this is (6) ***a lot / lots / much*** to ask, particularly as you have never even met me, but if you could spare (7) ***little /a little /a few / few*** of your time, I would be extremely grateful.

Unit 8. Verbals

Verbals (non-finite verb forms) are words formed from a verb but functioning as a different part of speech (= they do not belong to number of finite verb forms, such as *Present Simple, Past Perfect*, etc.). These are:

1) participle
2) infinitive
3) gerund

Participle
is a word formed from a verb that plays a role similar to an adjective or adverb.
In a sentence participles are used as attributes (*определение*) or
adverbial modifiers (*обстоятельство*).

Participle I
has 4 forms:

	Active	Passive
Indefinite	V_{ing}	being + V_3
Perfect	having + V_3	having + been + V_3

The highlighted forms are less common.

1. a) The boy **playing** in the yard is my son. — attribute
   b) The houses **being built** in our town are very high.
2. a) **Going** home, I met my friend. — adverbial modifier
   b) **Having finished** my work, I went home.
   c) **Having been discussed**, the book was sent
      to the publishing house.

Participle II
has only one (passive) form
V_{ed} – discussed
V_3 – well-known

This is one of the museums **visited** by many people.

Compare:

Julia thinks politics is very **interesting**. – Julia is **interested** in politics.

It was very **surprising** that he passed the exam. – Everybody was **surprised** that he passed the exam.

EXERCISES (GENERAL GRAMMAR)

A. **Choose the correct form.**

Model:
> I was ~~disappointing~~ / *disappointed* with the result. I had expected it to be better.

1. Are you **interesting / interested** in Physics?

2. I had never expected to get this job. I was really **amazing / amazed** when I was offered it.

3. She has learnt very fast. She has made **astonishing / astonished** progress.

4. The work was really hard. Everybody feels **exhausting / exhausted** now.

5. The lecture was **boring / bored**. I nearly fell asleep.

6. His explanation was so **confusing / confused**. It was difficult to understand the whole idea.

B. **Participles are also used as adjectives, e.g. an interesting story, a well-respected man. Make an adjective from each verb in the list to fit the sentences below.**

> curve, design, disappoint, make, realease, structure

Model:
> A man with a very good reputation is *a well-respected man*.

1. A performance which did not please people was

   a _____

2. A line that looks like the letter C is

   a _____

3. An article that has a good structure is

   a well-_____

4. Equipment that serves its purpose well is

   a well-_____

5. Artificial or synthetic material is

   man-_____

6. A book published this month is

   a newly_____

C. **Study these sentences and then circle the right answer**.

1 a I watched some men digging a hole in the road.

Did I watch until they had finished?   YES   NO   DON'T KNOW

1 b I watched some men dig a hole in the road.

Did I watch until they had finished?   YES   NO   DON'T KNOW

2 a I thought that Sybil was very interesting in the play.

Where was Sybil?   IN THE PLAY   IN THE AUDIENCE

2 b I thought that Sybil was very interested in the play.

Where was Sybil?   IN THE PLAY   IN THE AUDIENCE

3 a I must fix the bike before I ride it again.

Will I do the work myself?   YES   NO

3 b I must have the bike fixed before I ride it again.

Will I do the work myself?   YES   NO

4 a 'Where's Bill?' 'Ne's gone walking'.

What kind of activity is this?   A SHORT ONE   A LONG ONE

4 b 'Where's Bill?' 'He's gone for a walk?'

What kind of activity is this?   A SHORT ONE   A LONG ONE

5 a You must have repaired the printer.

Is the printer still broken?   YES   NO

5 b You must have the printer repaired.

Is the printer still broken?   YES   NO

Infinitive

is the basic form of a verb, without an inflection binding it to a particular subject or tense. In English the infinitive is usually preceded by particle *to* but sometimes it is used without it (e.g. after modal verbs).

Forms

Infinitive	Active	Passive
Indefinite	(to) change	(to) be changed
	the action is simultaneous to the predicate	
Perfect	(to) have changed	(to) have been changed
	the action is preceding the predicate	
Continuous	(to) be changing	–
	the action is in progress	
Perfect Continuous	(to) have been changing	–
	the action that started in the past and is still going on	

Examples:

Active	Passive
I am sorry	
to be interrupting you что я перебиваю вас *(весь этот разговор)*	–
to interrupt you что я перебиваю вас *(сейчас, мне надо сказать...)*	to be interrupted что меня перебивают *(но я договорю)*
to have interrupted you что я перебил вас (тогда)	to have been interrupted что меня перебивали (тогда)

Functions in the sentence

1. Subject:

   To ask *him of help was useless.* – Просить его о помощи было бесполезно.

2. Object:

   He promised to **come** *at 5 p.m.* – Он обещал прийти в 5 вечера.

3. Attribute:

   She was the first **to come.** – Она пришла первой.

4. Predicative:

   The aim of our research is **to find** *the cause of the problem.* – Цель нашего исследования – найти причину проблемы.

5. Adverbial modifier:

   He went to England **to improve** *his English.* – Он ездил в Англию, чтобы улучшить свой английский.

   You are clever enough **to understand** *it.* – Ты достаточно умён, чтобы понять это.

EXERCISES (GENERAL GRAMMAR)

A. Find the infinitve and define its form. Translate the sentences into Russian.

1. He doesn't like to ask questions.
2. He doesn't like to be asked.
3. I'm glad to have invited them.
4. I am glad to have been invited.
5. I'm sorry to trouble you.
6. I'm sorry to have troubled you.
7. I'm glad to be working with you.
8. I'm glad to have been working with you all these years.

B. Complete the phrases to make sentences.

… instructions to be executed…

… programmes to be compiled.

… files to be added…

C. Using the infinitive patterns in the English sentences, translate the Russian sentences into English.

1. I've got nobody to be afraid of.
   Have you got anything to tell me about?
   > У меня много дел.
   > Ему нечем гордиться.
   > У нас есть, что вспомнить.

2. The first thing to discuss is to get in touch with them.
   The next step to take is to buy a car.
   > Первое, что нужно сделать, это обсудить план.
   > Следующее, что нужно сделать, это утвердить план.

3. There's nothing to speak about.
   There was something to discuss.
   > Поговорить было не с кем.
   > Смеяться здесь не над чем.

4. This word is easy to pronounce.
   She is difficult to please.
   > Его адрес легко запомнить.
   > Вам трудно угодить.

5. Mr Wright turned out to be a very cheerful man.
   > Статья оказалась очень трудной.
   > Она оказалась очень рассеянной.

6. Walter was the first to be examined.
   Who will be the next to answer?
   > Кто выступал первым?
   > Меня экзаменовали последним.
   > Я первым узнал её.

D. Choose the correct translation.

1. Files to be excluded from processing...
   A) Файлы, которые следует исключить из обработки...
   B) Файлы, исключённые из обработки...
   C) Файлы, которые будут исключены из обработки...

2. They saw his activity bring great success.
   A) Они увидели его деятельность, которая принесла большой успех.
   B) Они увидели, что его деятельность приносит большой успех.
   C) Они увидели, что его деятельность принесла большой успех.

3. These files are not to be added.
   A) Надо добавить не эти файлы.
   B) Эти файлы не следует добавлять.
   C) Это не те файлы, которые следует добавлять.
4. To be accepted by the machine, information is to be in the form of digits or characters.
   A) Принятая компьютером информация имеет форму цифр или символов.
   B) Чтобы быть принятой компьютером, информация должна быть в виде цифр или символов.
   C) Чтобы быть принятой компьютером, информации следует принять форму цифр или символов.
5. I/O devices are known to be called peripheral devices.
   A) Устройства ввода и вывода известны и называются внешними.
   B) Известно, что устройства ввода и вывода называют внешними.

Gerund

is a verb form which functions as a **noun** and is formed the same way as **Participle I** (with the help of – *ing*):
   to read – reading, to write – writing.

Unlike the **noun**, it is never preceded by an article.

Unlike the **participle**, it can be preceded by a preposition or a possessive pronoun:
   By reading*, we can explore new worlds.*
   Do you mind my borrowing *these supplies?*

In **Russian** it can be rendered by means of:

✓ a noun denoting a process:
Learning a foreign language is not so easy.
   – Изучение иностранного языка даётся не так легко.

✓ a verb (usually an infinitive):
Saying is one thing and doing is another.
   – Сказать – это одно, а сделать – это другое.

✓ (if preceded by a preposition) a converb (деепричастие):
By doing nothing we learn to do ill.
   – Не делая ничего, мы учимся делать зло.

Forms

	Active	Passive
Indefinite	V_{ing}	being + V_3
Perfect	having + V_3	having + been + V_3

He dreams of making a great discovery.
> – Он мечтает сделать великое открытие.

He dreams of being given a Nobel prize.
> – Он мечтает получить (=чтобы ему дали) Нобелевскую премию.

He is proud of having made a great discovery.
> – Он гордится тем, что сделал великое открытие.

He is proud of having been given a Nobel prize.
> – Он гордится тем, что получил (=что ему дали) Нобелевскую премию.

Functions in the sentences

1. Subject:
   > ***Debugging** a program is a hard job*. – Отладка программы – трудное дело.

2. Object:
   > *Nobody risked **asking** the question.* – Никто не рискнул задать этот вопрос.

3. Attribute:
   > *One of the benefits of **buying** this system is that it has detailed documentation.* – Одно из преимуществ покупки этой системы в том, что она имеет подробную документацию.

4. Predicative:
   > *I am against **accepting** this plan.* – Я против того, чтобы принимать этот план.

5. Adverbial modifier:
   > ***By using our software** you will solve a lot of problems.* – Используя наше программное обеспечение, вы решите множество проблем.

☝ **Gerund** is often used in special patterns some of which are listed in Appendix 3.

EXERCISES (GENERAL GRAMMAR)

A. Which of the following sentences contain a gerund?

1. Go on writing, while we are reading these articles.
2. While they were talking, I left the office.
3. Learning a foreign language is not easy.
4. Is he still playing the video game?
5. Our teachers tell us something interesting every day.
6. I am afraid of losing my keys.
7. People living in that house are our old friends.

B. Find the gerund and define its form. Translate the sentences into Russian.

1. I like his method of teaching.
2. It's no use talking to him.
3. He left without saying a word.
4. He was suspected of keeping something from us.
5. I hate being reminded of things.
6. I don't remember having seen her there.
7. We insist on Pete's making a report.
8. Do you mind our being present?
9. I never heard of him behaving like that.
10. Do you mind my colleague joining us?

C. Translate the sentences into Russian paying attention to the doer of the action denoted by the gerund.

1. I remember leaving a message for him. I remember his leaving a message for me.
2. Mr. Blank apologized for having caused a trouble. Mr. Blank apologized for his children having caused a trouble.
3. We don't mind cooperating with you. We don't mind your cooperating with us.

D. Make sentences according the the model.

Model:

> *I advise you to read the book. The book **is worth** reading.*

1. Go and see the film. *The film* _____
2. That's a good song. *The song* _____
3. Don't quote this man. *He is not worth* _____
4. Remember his words. *What he says is worth* _____

E. **Translate the sentences into English.**

1. Это шоу стоит посмотреть.
2. Об этих фактах стоит упомянуть.
3. Об этом не стоит спорить.

F. **Ask questions according to the model.**

Model:

> *It s useless **to argue** with him. What's the use **of arguing** with him?*

1. It's no use accusing him.
2. It's useless to object to it.
3. It's no use talking, let's get down to work.

G. **Translate the sentences into English.**

1. Какой толк от того, что я сижу дома?
2. Какой смысл спорить?
3. Какой смысл рисковать?

H. **Using the model, make as many sentences as possible.**

Model: *We'll solve the problem by using this algorithm.*

We learn to speak English	speaking.
We can't learn a foreign language	only arguing.
One learns to swim	by reading books.
You won't change anything	swimming.
You won't achieve anything	shouting.

I. **Translate the sentences into English.**

1. Он против того, чтобы приглашать менеджера. Он против того, чтобы вы приглашали менеджера. Он против того, чтобы был приглашён менеджер.
2. Избегайте говорить с такими людьми.
3. Она не переставала брать уроки английского языка.
4. Они мечтают посетить нашу фирму.
5. Эту книгу стоит прочесть.
6. Нет смысла использовать эти данные.

Constructions with Participles and Infinitives

Complex Object

Subject + predicate + OBJECT (noun or pronoun) + INFINITIVE or PARTICIPLE

Russian: clauses starting with *как, что, чтобы*.

3 groups of verbs:

1. **perception**: *to see, to watch, to notice, to hear, to feel, etc.*

   They are followed by:
   - ✓ **OBJECT + BARE INFINITIVE** (infinitive without to) to show a finished action:
     *I saw him **cross** the street*. – Я видел, как он **перешёл** улицу.
   - ✓ **OBJECT + PARTICIPLE I** to show an action in progress:
     *I saw him **crossing** the street*. – Я видел, как он **переходил** улицу.

2. **suggestion** or **wish:** *to expect, to believe, to want, to wish, should (would) like, etc.*

   They are followed by:
   - ✓ **OBJECT + INFINITIVE** (with to):
     *We expect her **to arrive** tomorrow.* – Мы ожидаем, что она прибудет завтра.
     *I want you **to come** in time.* – Я хочу, чтобы вы пришли вовремя.

3. **Permission** or **command:** *to let (разрешить), to make (заставить).*

   They are followed by:

   - ✓ **OBJECT + BARE INFINITIVE** (infinitive without to):
     *He let the children **go** to the movies.* – Он разрешил детям пойти в кино.
     *Don't make **me** do this work.* – Не заставляйте меня делать эту работу.

☞ If **make** is used in the Passive Voice, the Infinitive has **to**:
   *He was made **to do** the work again.* – Его заставили сделать работу снова.

Complex Subject

Subject (noun or pronoun) +:
1) **PREDICATE** in Passive + **INFINITIVE** (with *to*).

3 groups of verbs:

A) **perception**: *to see, to watch, to notice, to hear, to feel, etc.*
*Someone **was heard to be going** upstairs.* – Слышно было, как кто-то шёл на второй этаж.

B) **thinking:** *to know, to think, to consider, to expect, etc.*
He **was thought to be** *a great scientist.* – *Его считали великим учёным.*

C) **reporting**: *to say, to report (сообщать), to state (утверждать):*
He **is said to have been** *to all the countries in the world.* – Говорят, он побывал во всех странах в мире.

2) PREDICATE in Active + INFINITIVE (with *to*) of such verbs as*: to seem (казаться), to happen (случаться), to prove (оказаться), to turn out (оказаться):*
They **seemed to have forgotten** *him.* – *Они, казалось, забыли его.*

3) MODAL CONSTRUCTION – *to be likely (вероятно), to be unlikely (вряд ли), to be sure, to be certain (наверняка)* + INFINITIVE (with *to*)**:**
She **is unlikely to support** *your idea.* – *Вряд ли она поддержит вашу идею.*

EXERCISES (GENERAL GRAMMAR)

A. Combine two sentences using *Complex Object*.

Model:
> I saw the plane. It took off in the sky.
> > – *I saw the plane take off in the sky.*

> I heard their teacher. He was explaining the new rule to them.
> > – *I heard their teacher explaining the new rule to them*.

1. I noticed the boy. He took out a laptop and started to type something.

2. We heard a foreigner. He was explaining something in broken Russian.

3. We heard somebody. He knocked at the door.

4. I watched him. He turned to his friend and whispered something in his ear.

5. We saw Kate. She was drawing something in her pad.

B. Combine two sentences using *Complex Object.*

Model:
> Did anybody go out?   – *I don't know. I didn't see anybody go out.*

1. Has Jake arrived yet? – Yes, I think I heard him
_____

2. How do you know I took the money? – I know because I saw you
_____

3. Did the doorbell ring? – I'm not sure. I didn't hear
_____

4. Can Tina play the guitar? – I've never heard

_____

5. Did I lock the door when I went out? – Yes, you did. I saw

_____

C. Translate into English.

1 Мы слышали, как он играет на гитаре.
2 Я видел, как он мыл машину во дворе.
3. Я слышал, как она разговаривает по телефону.
4 Мы не видели, как он вышел из дому.
5 Они заметили, как он взял сумку.

D. Complete the questions. Use *do you want me to …?* or *would you like me to …?* with one of these verbs (+ any other necessary words):

   come   lend   repeat   show   shut   wait

Model:

   Do you want to go alone or do you want   *me to come with you?*

   1. Have you got enough money or do you want

   _____?

   2. Shall I leave the window open or would you

   _____?

   3. Do you know how to use the machine or would

   _____?

   4. Did you hear what I said or do

   _____?

   5. Can I go now or do

   _____?

E. Translate into English.

1. Я хочу, чтобы вы повесили эту фотографию в центре.
2. Нам бы хотелось, чтобы время и место собрания устраивало всех.
3. Никто не ожидал, что фильм будет иметь такой успех.
4. Он хотел, чтобы мы записали их разговор.
5. Она хочет, чтобы ты сам рассказал ей об этом.
6. Мне бы хотелось, чтобы они были счастливы.
7. Не позволяйте детям играть со спичками.
8. Не смешите меня!

F. Re-word the sentences according to the model.

Model: They say the ship has already arrived.
– *The ship is said to have already arrived.*

1. They say this university was built in the 11th century.
2. Her colleagues think she is good at management.
3. I suppose they are watching a film now.
4. He says that N is a promising designer.
5. The newspaper reported that the summit was a success.
6. I believe that he has already reached the top of the mountain.
7. They say a satellite will be launched next month.

G. Complete the sentences.

1. He turned out _____ .
2. Roger was seen _____ .
3. Ann is likely _____ .
4. The accident is reported _____ .
5. Steve Jobs is known _____ .
6 .The flight is said _____ .
7. They are sure _____ .
8. They are supposed _____ .

H. Translate into English.

1. Говорят, эта обсерватория была построена в XVII веке.
2. Известно, что он талантливый дизайнер.
3. Он обязательно придёт к вам.
4. Ожидали, что победит наша команда.
5. Мы случайно встретили его в банке.
6. Предполагается, что они уехали на юг.
7. Опыт оказался неудачным.
8. Считают, что они сделали необыкновенное открытие.
9. Видели, что машина мчалась с большой скоростью.
10. Оказалось, что она неплохо говорит по-испански.

Practise Verbals online:

https://www.proprofs.com/quiz-school/story.php?title=verbals-gerunds-participles-and-infinitives
http://englishteststore.net/index.php?option=com_content&view=article&id=4700&Itemid=418
https://www.englisch-hilfen.de/en/exercises_list/gerund_infinitiv.htm

`Academic Grammar`

Participle

Past Participles

1. In most cases past participles **can** always go **after** the noun, but in many cases they **cannot** go **before**. So, put them **after** and you will probably be right!

2. In some cases both positions are possible, though when the past participle is located after the noun it is often followed by further details.

3. Be careful with **_used_**. Before the noun it means 'second hand', after the noun it means 'which is used'.

	YES	**NO OR NOT COMMON**
1	It shows details of all **results found.**	It shows details of all the **found results.**
1	The **data reported** show that …	The **reported data** show that …
2	It shows details of all the **specified actions.**	
	It shows details of all the **actions specified (in the manual).**	
2, 3	This was the **application used** by the testers.	This was the **used application** by the testers.
3	I bought a used car. _____ i. e. a second-hand car	

EXERCISES (ACADEMIC GRAMMAR)

A. **Choose the correct form.**

1. The **_hypothesized threshold / threshold hypothesized_** by Sasaki and Takahashi is much lower than ours.

2. The **proposed solution / solution proposed** in the present paper has three main advantages.

3. The **obtained results / results obtained** can then be used to determine the cost.

4. The **considered samples / samples considered** were taken from three different sources.

5. This value concurs with the **found amount / amount found**.

6. The solutions of **treated samples / samples treated** were then added to the final mixture.

7. The solutions of **treated samples / samples treated** with this acid showed a completely different behavior.

8. The same components were found in all the **investigated samples / samples investigated**.

9. There is not doubt that the quality of **offered goods / goods offered** is inferior.

10. This is actually much higher than the **calculated value/value calculated** in Sect. 14.1.

B. Choose the correct form.

1. The life prediction process **depicting / depicted** in Figure 1 was the best that could be done in the years before digital computing was commonplace.

2. This model becomes a virtual sensor, **interpolating / interpolated** sparse acquired data over the entire airframe.

3. More recently, space-time methods have been employed as well as many other applications **required / requiring** self-adaptive solution strategies.

4. Another **promised / promising** method is the **combined / combining** interface boundary condition procedure.

5. The thermal stress solution can be computed adequately by performing a thermal analysis **followed / following** by a structural analysis.

6. As the panel deforms out of plane, it is more exposed to the engine exhaust **resulted / resulting** in greater heating.

7. The structural FEM models the entire range of physics **acted / acting** on the structure.

8. The prediction of the **remained / remaining** useful life of aircraft structure requires modeling of the response of the structure to all of the applied loads.

9. An example of such an interface method is the common refinement scheme **proposed / proposing** by *Jaiman et al*. [5].

10. The technical developments **required / requiring** in each of these areas are discussed in the **followed / following** section.

Infinitive

1. When you talk about the **aim / purpose of an action**.

2. The infinitive is never preceded with **for**.

3. The negative infinitive is: **in order not to, so as not to**.

4. Infinitives are often used after adjectives (including superlatives) making part of the predicative.

5. When a quantifier (e.g. *enough, too much, too many, too little, too few*) is followed by a **noun + verb** construction, the verb is in the infinitive).

	YES	NO
1, 2	**To make** extra money, he designs and develops software.	**For to make** extra money, he designs and develops software. **For making** extra money, he designs and develops software.
2	I need money **to buy** a house.	I need money **for buying** a house.
3	**In order not to lose data**, make back-ups regularly.	**For not losing / For don't / To don't lose** data, make back-ups regularly.
4	It is **straightforward to verify** that x = y.	It is **straightforward verifying** that x = y.
5	It has been claimed that five users is **enough to catch** 85% of of the problems on the vast majority of websites.	It has been claimed that five users is **enough for catching** 85% of the problems on the vast majority of websites.
5	There are too few studies with too **few patients to determine** which is the the best drug.	There are too few studies with **too few patients for determining** which is the the best drug.

Passive Infinitive

1. It is used when the verb that follows the noun is not the subject of that noun (i.e. when something else is responsible for the action).

2. In some cases, both forms are possible, e.g. the active infinitive may indicate that the reader is expected to do the tasks, whereas the passive leaves this more open.

	ACTIVE INFINITIVE	PASSIVE INFINITIVE
1	This enables us **to calculate** the ratio.	This enabled the ratio **to be calculated**.
1	We still need **to identify** the variants that influence these traits.	The variants that influence these traits still need **to be identified**.
1	We remained after the presentation **to see** Professor Yu's experiments.	It remains **to be seen** whether the government will actually implement this policy.
2	Below is a list of tasks **to do** next week.	Below is a list of tasks **to be done** next week.

Gerund

1. When the verb is the subject of the sentence.

2. After a preposition, adverb or conjunction.

3. The gerund is not used when we are talking about an aim, objective or target. Instead, the infinitive is used.

	YES	NO
1	**Developing** software is their core business.	**To develop** software is their core business.
2	Before **starting** up the PC, make sure it is plugged in.	Before **to start** up the PC, make sure it is plugged in.
3	Our aim is to investigate the use of X. = *Investigating the use of X is our aim*	Our aim **is investigating** the use of X.

Let and *Make*

1. **To** is not used after **make** (in active sentences) and **let**.
2. **To** is used after **make** in passive sentences.
3. Do not use **let's** (i.e. the contracted form of **let us**). **Let's** is considered too informal.
4. **Let** is often used when giving preliminaries. The verb after **let** is in the infinitive form (without **to**).

	YES	NO
1	The engine **makes** the wheels **go** round.	The engine **makes** the wheels **to go** round.
1	Please **let me know** as soon as possible.	Please **let me to know** as soon as possible.
2	He **was made to write** the paper by his professor.	He **was made write** the paper by his professor.
3	**Let us** now **look** at Equation 5.	**Let's** now **look** at Equation 5.
4	**Let X be** a compact convex set in a topological vector space Y.	**Let X to be / Let X is** a compact convex set in a topological vector j space Y.

EXERCISES (ACADEMIC GRAMMAR)

A. **Choose the correct form.**

1. **Passing / For passing / To pass** this exam you need **to study / studying**.
2. **For not failing / To not fail / To don't fail / In order not to fail /So as not to fail** I suggest that you study as much as possible.
3. **To carry / Carrying** out this request entails **to do / doing** a lot of research.
4. **To live / Living** in Europe is often easier than **to live / living** in Africa.
5. **To live / Living** well in Japan you need a high salary.
6. **Not to have / To don't have / Not having** access to email would be a problem for most people.
7. I visited the mosque before **to come / coming** to the conference.
8. This section is devoted to **analyze / analyzing** the production process.
9. This is dedicated to **provide / providing** a good service for everyone.
10. This article contributes to **understand / understanding** how the process works.

B. Choose the correct form.

1. We did these tests **proving / to prove** our hypothesis.
2. **Developing / To develop** this program entailed *carrying / to carry* out various tests.
3. One approach is **exploiting / to exploit** the vast range of software already available.
4. We would like you **participating / to participate** in our congress.
5. They expect **having / to have** their results ready by the end of the year.
6. It is difficult **proving / to prove** that x=y.
7. That x=y is easy **proving / to prove**.
8. **Proving / To prove** that x=y is straightforward.
9. But **going / to go** back to what you said earlier...
10. Could you explain that again **using / to use** different words?
11. I hear you may be able **helping / to help** out with **writing / to write** the paper.
12. I was wondering whether you might be interested in **joining / to join** the Scientific Advisory Board.
13. Rather than **going / to go** through each report individually, we have organized our response under general areas.
14. Thank you for your help in **solving / to have solved** this problem.
15. We have amended the paper **addressing / to address** most of the comments outlined in the referees' reports.
16. The manuscript has been revised **following / to follow** the indications that you and the referees gave us.

C. Read the sentences. <u>Underline</u> the words which you would translate into English with gerund.

1. Изучение механизма образования углеродных наноструктур при термическом испарении графита в плазме является сложной задачей из-за многообразия различных факторов, влияющих на процесс, решение которой невозможно без понятия и детального анализа всех фазовых и структурных превращений, происходящих в процессе синтеза.
2. Химиотерапия в наше время остается основным способом лечения злокачественных образований различной природы.
3. Полученные результаты показывают, что технология термического синтеза углеродных наноструктур дает возможность повысить эффективность процесса за счёт подбора оптимальных технологических параметров синтеза. Поддержка стабильных параметров процесса непосредственно влияет на качество и выход синтезируемого продукта.

D. **Look through the articles in your research field. Do the have verbals? Fill in the the table with verbals in different sections of research articles:**

	Introduction	Methods	Results	Discussion
Participle I				
Participle II				
Infinitive				
Gerund				

Unit 9. Modals

Modal verbs are different from normal verbs in that they:

1. do not denote an action but the speaker's attitude towards the action expressed by a verb (in the form of the infinitive without *to*) that follows the modal verb *to*:

    I can dance.

2. have no *-s* in the third person singular:

    He can swim.

3. have no *Future* forms or *Continuous* and *Perfect* forms. In this case their equivalents are usually used (*to be able to, to have to*):

    We'll have to go there tomorrow.

4. have no verbals (*Participle, Infinitive* or *Gerund*);

5. the questions and negative sentences are built without *do* or *did*:

    a) in questions the modal verb is before the subject:

    Can you do it?
      – Yes, I can. / No, I can't.

    b) in the negative sentence *not* is used after the modal verb:

    He cannot do it.

MODAL VERBS OF ABILITY

1. CAN

	She	can	play	the piano.	*ability, capability (= she knows how to do it)*
	We	can	see	the river through this window.	*possibility due to circumstances (=the window faces the river)*
	I	cannot can't	move	this heavy box.	*physical ability*
Can	I		speak	to Mr Brown?	*asking for permission (usually in questions)*

☝ The past form **could** denotes only general ability. If the ability relates to a single event in the past, **to be able** is used:

I **was able to** file my taxes online this year.
~~I **could** file my taxes online this year.~~

In negative sentences both are possible:

We **weren't able to** get tickets for the concert.
We **couldn't** get tickets for the concert.

2. TO BE ABLE TO

In the past and the future, it is used as the equivalent of *can*. In the present, **can** is more common:

Michael **can** easily multitask.
Michael **is able to** easily multitask.

3. MAY

You		**may**	**smoke**	**here.**	*permission*
May	**I**		**speak**	**to Mr Brown?**	*asking for permission (more polite than **can**)*
You		**may not**	**take**	**more than 5 books from the library.**	*prohibition*

4. TO BE ALLOWED TO

In the past and the future, it is used as the equivalent of **may**. In the present, **may** is more common:

They are allowed to go there.
They may go there.

MODAL VERBS OF NECESSITY

1. MUST

	He	**must**	**do this work today.**	*obligation, duty or necessity*
Must	**you**		**go now?**	*necessity*
	Children	**must not**	**play with matches.**	*strong prohibition*

2. TO HAVE TO

In the past and the future, it is used as the equivalent of **must**. It has the meaning of **obligation** or **necessity imposed by circamstances** (in Russian: *приходится, вынужден*):

They had to do it again.

☝ In negative sentences **have to** means **absence of necessity**:

You **don't have to** go there. (*Вам не нужно туда идти.*)

But! You **mustn't** go there. (*Вам нельзя туда идти.*)

TO BE TO

It means a previously arranged plan or obligation resulting from the arrangement. It is used in the Present and Past.

We **are to** meet at seven.

We **were to** meet at seven.

Compare:

He **is to leave** for London in two days.	He **must leave** now.
– Он должен уехать в Лондон через два дня. (*it is a plan*)	– Он должен сейчас уехать. (*it is an obligation*)

3. SHOULD

Should is used for **advice** or **recommendation**:

You **should** talk to a doctor. – *Вы должны (вам следует, я вам советую) поговорить с врачом.*

He **shouldn't** work so much. – *Он не должен (ему не следует, не надо бы) так много работать.*

If **should** is followed by **Perfect Infinitive** (**have** + **V₃/V_ed**), it means regret or reproach about what has (or has not) been done:

You **should have thought** of it before. – *Вам надо было подумать об этом раньше.*

They **shouldn't have left**. – *Они не должны были (им не надо было, не следовало) уезжать.*

OTHER FUNCTIONS OF *MAY (MIGHT), MUST, CAN (COULD)* DEDUCTION & SPECULATION

Each of these verbs can denote **supposition, certainty, uncertainty, doubt**, etc. (In Russian: *Всё может случиться. Их дом должен находиться где-то рядом. Этого не может быть!*)

1. **MAY (MIGHT)** shows that the speaker thinks that something is possible but is not very sure. In this meaning **may** and **might** (without much difference in the meaning) are used in **positive** and **negative** sentences. The same meaning can be expressed by *perhaps* or *maybe*:

   Let's wait. They **may (might)** still come. – *Давайте подождём. Они ещё могут прийти.*

2. **MUST** shows that the speaker is quite sure of his / her words. In this meaning **must** is used in **positive** sentences. The same meaning can be expressed by *probably*:

   They **must** be hungry. – *Они, должно быть (наверное), проголодались.*

3. **CAN (COULD)** shows that the speaker doubts about something (in **general questions**) or thinks it is impossible (in **negative sentences**):

   Can (could) it be true? – *Неужели это правда?*

   He **can't (couldn't)** think so! – *Он не может так думать! (Не может быть, чтобы он так думал!)*

☝ If the action refers to the **past**, the modal verb is followed by the **Perfect Infinitive** (**have + V₃/V_ed**):

   He **can't have done** it. – *Он не мог этого сделать.*

☝☝ If the action refers to the **present** and expressed with a verb denoting a process, the modal is followed by the **Continuous Infinitive** (*be + V_ing*):

   They **must be waiting** for us. – *Они, должно быть, нас ждут.*

☝☝☝ If the such a verb is used in the **Simple Infinitive**, the action refers to the **future**:

   They **may** still **come**. – *Они ещё могут прийти.*

EXERCISES (GENERAL GRAMMAR)

A. **Complete the sentences. Use *can* if possible; otherwise use *to be able to*.**

Model:

John has travelled to many countrues. *He can speak five languages.*

1. I haven't _____ to sleep very well recently.
2. Mary _____ drive but she hasn't got a car.
3. I can't understand Paul. I've never _____ understand him.
4. I used to _____ play chess very well but I can't do it now.
5. I can't see you on Sonday but I _____ meet you on Monday evening.
6. Tell George about your problem. He might _____ help you.

B. Choose *can* or *may*.

1. I _____ come and see you tomorrow, if I have time.
2. Do you think you _____ do that?
3. What time is it? – It _____ be around six o'clock.
4. Only a person who knows the language very well _____ answer this question.
5. _____ we come and see you next Sunday at three o'clock in the afternoon?
6. You _____ read this book. You know the language very well.
7. _____ I help you?
8. _____ I ask you to help me?
9. When _____ you come and see me? – Let me see: I _____ come tomorrow but I _____ find some time on Saturday. Yes, we _____ meet on Saturday around three o'clock. Is this all right?

C. Choose *must* or *have to* (sometimes either is possible).

1. It's later than I thought. I _____ go now.
2. Tom left before the end of the meeting. He _____ go home early.
3. When you come to Moscow again, you _____ come and see us.
4. Last night Kate got ill suddenly. We _____ call a doctor.
5. You really _____ work harder if you want to pass the examination.
6. I'm afraid I can't come tomorrow. I _____ work late.
7. I'm sorry I couldn't come yesterday. I _____ work late.

8. James doesn't like his new job. Sometimes he _____ work at weekends.
9. Barbara may _____ go away next month.
10. We couldn't repair the car ourselves. We _____ get it to a garage.

D. Complete the sentences with *should (shouldn't)* and the proper infinitive.

1. I am not feeling well. I ate too much. – I _____ so much.
2. That man on the motorbike isn't wearing a helmet. That's dangerous. – He _____ a helmet.
3. When they got to the restaurant, there were no free tables. They hadn't reserved a table. They _____ a table.
4. The notice says that the shop is open every day from 9.30. It is 10 o'clock now but the shop isn't open yet. It _____ open.
5. The speed limit is 40 miles an hour, but George is doing 60. He _____.
6. We went to London. A friend of ours lives in London but we didn't go to see him while we were there. When we saw him later, he said:
   You _____.
7. I was driving behind another car. Suddenly, the driver in front stopped without warning and I drove into the back of his car. It wasn't my fault. He _____.
8. I walked into a wall. I wasn't looking where I was going. _____ _____.

E. Translate into English.

1. Вам надо бы поговорить со специалистом.
2. Я вам должен всё рассказать об этом.
3. Ему надо бы найти другую работу.
4. Мы должны были встретиться в 5 часов, но он опоздал, и нам пришлось подождать.
5. Вам не следует ложиться спать так поздно.
6. Ректор должен принять нас в 14.00.
7. Здесь нельзя переходить улицу.
8. Нам не надо было тратить так много времени попусту.
9. Том должен встретить нас в аэропорту.
10. Я должен рано вставать, потому что я живу далеко от университета.
11. Вам не следует бросать науку.

F. **Complete the sentences with *must* or *can't*.**

1. You've been working all day. You _____ be very tired.
2. This restaurant _____ be very good. It's always full of people.
3. That restaurant _____ be very good. It's always empty.
4. You're going on holiday next week. You _____ be looking forward to it.
5. It rained every day during their holiday, so they _____ have had a very nice time.
6. Helen has passed her final exam. She _____ be very pleased.
7. They got there very quickly. They _____ have walked very fast.
8. Pete and Brenda go abroad on holiday very often, so they _____ be short of money.

G. **Translate into English.**

1. Вы, должно быть, Хелен, наша новая ассистентка. – Да, а вы, вероятно, Майк. Я много о вас слышала.
2. Нашим партнёрам могут понравиться эти идеи, но я не совсем уверен.
3. Этот номер телефона не может быть неправильным. Они, вероятно, всё ещё в отъезде.
4. Вы, может быть, меня не помните, но я вас помню очень хорошо. Мы учились в одном университете.
5. Роберт сегодня здесь? – Не знаю. Я его не видел. – Я тоже. Где бы он мог быть? Я должен с ним поговорить.

MODALS IN RESEARCH PAPERS

Academic Grammar

Can versus *May*
(present and future ability and possibility)

1. **Can** indicates a characteristic behaviour. When certain conditions are met or desired, **can** indicates that things are possible but do not necessarily happen.

2. **May** indicates only the potential for something to happen. It indicates uncertainty and is thus used to make hypotheses, to speculate about the future, or to talk about probability.

3. **Can** indicates certainty regarding the future.

4. **May** + **Perfect Infinitive** (*have* + V_3/V_{ed}) is used to indicate a deduction made about a past event.

   ! The form **Can** + **Perfect Infinitive** does not exist.

5. Sometimes there is very little difference in meaning when **may** and **can** are used in the positive sentence, however **can** indicates greater certainty and is therefore preferred in definitions.

	CAN	**MAY**
1, 2	Bilinguals are people that **can** speak two languages.	Bilinguals **may** sometimes have learning difficulties when very young.
1, 2	This situation **can** be [= This situation is] quite dangerous when hydrogen is present in the chamber. Such dangers can be mitigated by properly designing the compartments.	It **may** be dangerous to speculate about the possibilities of this actually happening as so many factors are involved.
3, 2	I **can** see [= I will see] you tomorrow - what time shall we meet?	I **may** be here tomorrow, but I am not 100% sure.
4		Our sample was only small. Clearly, this **may have affected** the results.
5	In our view, having two systems **can / may** be a more reliable way for dealing with this problem.	In our view, having two systems **can / may** be a more reliable way for dealing with this problem.
5	A university **can** be defined as a place of advanced learning.	A university **may** be defined as a place of advanced learning.

Must, Cannot, Should
(deductions and speculations about the present)

1. **Must** is used for drawing logical conclusions in the positive form; **have to** is not generally used in such contexts.

2. **Cannot** is used for drawing logical conclusions in the negative form.

3. **Should** indicates what is likely (but not certain) to happen.

	YES	NO
1	If X = 1 and Y = 2, then X + Y **must** equal three.	If X = 1 and Y = 2, then X + Y **has to** equal three.
2	If X= 1 and Y = 2, then X + Y **cannot** equal five.	If X= 1 and Y = 2, then X + Y **must not** equal five.
3	If the two substances are mixed together, they **should** go red. However, occasionally the mixture is brown.	If the two substances are mixed together, they **mus**t go red. However, occasionally the mixture is brown.

Could, Might (not)
(deductions and speculations)

1. **Could** is often used to suggest a possible course of action.

2. **Might** indicates a possible reaction to or consequence of a course of action – but there is no certainty that this reaction or consequence will take place.

3. The difference between **could** and **might** is sometimes very slight – **could** has the sense of certainty, while **might** of uncertainty (this may or may not happen).

4. Sometimes **could** and **might** can be interchangeable.

5. **Could not** is not used to make speculations, instead **cannot** is used; **might not** means that there is a possibility that something is not true.

	COULD	MIGHT
1, 2	Future research **could** be directed towards elucidating this pathology.	Such **research might** then reveal the true causes of this pathology.
1, 2	If we had more energy then we **could** certainly increase production.	We **might** be able to increase production, but only if the following set of requirements were all complied with.
3	These factors **could [=can]** be interpreted as being indicative of...	Unfortunately, the referees **might [=may]** interpret our findings as being indicative of ...

4	The temperature then rises dramatically. This effect **could / might** be due to ... and this **could /might** explain why ...	The history of the world **could / might** be categorized as a series of random events.
5	This **cannot** be the reason why the first two experiments gave very different results. There **must** be another reason ...	This **might (may) not** be the reason why the first two experiments gave very different results. There is a possibility that there are other explanations ...

Should
(obligation and recommendation)

1. **Should (not)** is used to make strong recommendations (rather than giving direct orders).

2. **Should** is often found in **Conclusions**, when the authors give their recommendations to other authors regarding possible directions for future work.

3. To avoid sounding arrogant, be careful how you use **should** when saying how your findings, applications, methodologies might be useful for other people – prefer **may** or phrases like *We believe that…* .

	YES	NO
1	Special glasses **should** be worn in the lab. Computers **should not** be turned off without first being prepared for shutdown.	
2	Future work **should** address the need to...	Future work **must** address the need to ...
3	Our approach **may** also be useful for those working in the field of medicine.	Those working in the field of medicine **should** also use our approach.
3	**We believe that** an important feature of any future work **should** be an attempt to ...	An important feature of any future work **should** be an attempt to ...

EXERCISES (ACADEMIC GRAMMAR)

A. **Choose *can* or *may:* negative**.

1. This paper analyses why many African Americans ***cannot / may not*** be participating in clinical trials.
2. We begin from the premise that what you see ***cannot / may not*** always be what you get. In fact, in some cases...
3. We believe that sequence identity ***cannot / may not*** be sufficient to guarantee that the right species is indentified.
4. However, the alcohol content of wine ***cannot / may not*** possibly be the sole explanation for this phenomenon. We believe that there are at least three other feasible explanations. Firstly,...
5. The advice contained in this document ***cannot / may not*** be suitable for your situation. In addition, some content that appears in this document ***cannot /may not*** be available in electronic formats.
6. It is possible that an increase in inflation ***cannot / may*** not necessarily damage the economy.
7. These levels correlate with brain damage but certainly ***cannot / may not*** be attributed to brain damage alone.
8. We have designed and developed a walking toy that ***cannot / may not*** stop moving unless switched off.
10. This drug can be prescribed to patients who ***cannot / may not*** be treated with conventional medicines due to allergies and side effects.

B. **Choose *can, could* or *might*: negative or positive**.

1. A greater understanding of our findings ***can / could*** lead to a theoretical improvement.
2. Although this is a small study, the results ***can / could*** be generalized to several areas.
3. Further studies are needed to determine whether these findings ***could / might*** be applied to mechanical components.
4. Our findings ***could / might*** be applied quite reliably in other engineering contexts without a significant degradation in performance.
5. Our research only focuses on the situation in China, whereas it ***can / might*** be important to include Korea as well. In fact, the inclusion of Korea would enable us to...
6. These findings ***could / might*** be exploited in any situation where predictions of outcomes are needed.
7. Unfortunately, our database ***cannot / might*** not tell the exact scale of Chinese investment overseas. Consequently we ***cannot / could*** not conclude that...

8. We only had a limited number of samples. A greater number of samples **can / could** lead to a different set of conclusions.

C. Choose *could* or *might: negative*.

1. One reason for this discrepancy is that the apparatus **could / might** not have been sensitive enough to detect minor constituents; alternatively, the sample **could / might** have become contaminated with the air.
2. We would like to thank Professor Wallwork without whose help this study **could / might** not have been completed.
3. This **could / might** be explained by the fact that some severe cases **could / might** not have been diagnosed correctly because of a lack of appropriate facilities in the hospital.
4. In each case, we found that *x* and *y* were identical in structure. This means that they **could / might** not have been discriminated in terms of this structure, but only in terms of their behavior.
5. These results clearly prove that the event **could / might** not have been a mere coincidence, but rather, that it must have been an integral part of the process.
6. Although some of the contributing factors **could / might** not have been detected by this pilot study, the results nevertheless show that...
7. The same results **could / might** not have been obtained with the multispectral satellite data that is currently available, since they are not reliable enough.
8. Their support, without which this work **could / might** not have been done, is gratefully recognized.
9. This operation **could / might** not have been performed successfully on human beings without the preliminary years of work on animals.
10. We **could / might** not do all the tests within the allocated time, in fact we only managed to do three out of five.

D. Choose *could* or *might*: positive.

1. As **could / might** have been predicted from the relative lack of cross-reaction with digitoxin, the results show that...
2. If subjects with long experience of such side effects had been consulted, the trial **could/might** have been designed differently or, more probably, **could / might** never have started.
3. It is an appealing idea to hypothesize that these effects **could / might** be responsible for the discrepancies.
4. Such a correlation **could / might** have been predicted a priori, since patients in Group 1 also exhibited an expected tendency to be affected by the drug.

5. The result constitutes what *could / might* be described as a breakthrough in the field.
6. A number of criteria *could / might* be suggested for finding the best fit.

E. Choose various modal verbs or alternative forms.

1. We *weren't allowed to / couldn't* go in the museum because we didn't have enough money.
2. We *weren't allowed to / couldn't* go in the church because we didn't have the right clothing.
3. We *had to spend / should have spent* more than we were expecting, but we're happy with the result.
4. You *shouldn't have done / didn't have to do* it without asking my permission.
5. We *should have spent / would have had to spend* twice as much if we'd gone via Bangkok.
6. You *should / have to* try doing it like this.
7. You *should / have to* wear a seat belt when driving in the UK.
8. You *were supposed / had to be* here at 8.00 – where have you been?
9. They *had /were supposed to do* this yesterday, why didn't they?
10. I *had / was supposed* to go to Paris yesterday but there was a strike.
11. The meeting **had / was supposed to** start at 10.00, but by 10.30 only half the people had arrived.
12. We *should have tried / were supposed to try* to get them to lower the price, then we would have got a better deal.
13. You *should have told /would have had to tell* me that you were going to London, I could have given you some ideas on where to stay.
14. I *had / was supposed* to give a presentation and although I was terrified it actually went very well.

F. Choose *can, could, may* or *might* (1)

DISCUSSION

Our findings highlight that most species of dog show significantly higher levels of intelligence than cats. Of course, the opposite (1) *can / may* also be possible. In fact, it (2) *cannot / may not* be ruled out that certain species of cat, for example, Siamese, show intelligence traits that are remarkably similar to those of dogs. We suggest that other factors besides intelligence (3) *can / may* be involved, such as the visual and olfactory senses. This implies that, in a restricted number of cases, cats (4) *can / could be* considered as being more intelligent. It (5) *can / may be* premature to reach such conclusions, and clearly there (6) *can /may* be other possible interpretations for our findings. However, we believe that our findings are

clear evidence of the superiority of dogs, particularly labradors, over cats of nearly all species. We do not know the exact reasons for the discrepancy between our findings and those of Santac [2016], but it (7) **can / might** reflect feeding habits. In fact, it is widely believed that feeding habits (8) **can /may** favor intelligence, but we propose that such habits (9) **can / may** in some cases have absolutely no effect whatsoever.

G. Choose *can, could, may* or *might* (2)

DISCUSSION

There are several aspects that (1) **can / could** be further researched and parts of this experiment that (2) **may / could** be improved. New areas to research (3) **might / could** include using different tasks for subjects to undertake. One reason why there were no significant differences found between feedback conditions (4) **can / could** have been that the feedback given to subjects did not have sufficient impact. The right kind of feedback (5) **can / could** generally make a significant difference to the results [Cohen, 2014]. In our case, instead of telling participants that they performed "above" or "below" average, a more meaningful statement (6) **might / could** have been used that gave the same type of feedback with more power. A larger subject pool (7) **can / might** help fix this problem. In addition, we believe that having a wider variety of participants (8) **can /may** also help with generalizability of results.

Practise Modals online:

http://www.myenglishpages.com/site_php_files/grammar-exercise-modals.php
http://www.perfect-english-grammar.com/modal-verbs-exercises.html
http://www.grammar-quizzes.com/modalquiz.html

Unit 10. Noun Phrases

Academic style is characterized with nominalization – a wide use of nouns (in contrast to verbs).

The most common phrase type is **Adjective + Noun**:
> *an old film*

If the noun is preceded by several adjectives, their **order** is very important:

1. opinion:
> *an important event*

2. appearance (size, shape, age, colour):
> *a big box*

3. origin:
> *a Swiss watch*

4. material:
> *a leather jacket*

5. purpose (often with *-ing*):
> *a writing desk*

E.g.: stylish grey American leather running shoes

☝ **OpSASh COMP** formula can help you memorise the order of adjectives:

Opinion → Size → Age → Shape → Colour → Origin → Material → Purpose

✌✌ Collocation (=compatibility) of nouns and adjectives is different in English and Russian:

> сильное движение – heavy traffic
> слабый английский – poor English

To check if the words collocate in English, the following **dictionaries** can help:

🌐 https://www.macmillandictionary.com/
🌐 http://www.freecollocation.com/

Phrases consisting of TWO NOUNS can be of three patterns:

1. –'s genitive:
    John's house

2. –*of*-phrase:
    the end of the road

3. –*Noun + Noun*:
    a tennis ball

-'s genetive	*of*-phrase	Noun + Noun
Possession (Whose?) **1) people:** **the teacher's question – the students' tests** (with plural nouns we add apostrophe ' only) **2) names:** **Sam's job** **3) organizations and companies:** **the government's policy** **4) time and distance:** **a minute's pause –a mile's distance –** **5) geographic names:** **Europe's future**	**Restrictive meaning** **(usually used with the definite article *the*)** **1) Belonging (with the nouns which are not used with *-'s*):** **the foot of the mountain** **2) Specification:** **the colour of amber** **the head of the department** **Description (with the indefinite article *a*):** **1) quality:** **a book of interest** **2) amount or quantity:** **a temperature of 20** **a fine of 15 dollars** **3) composition:** **a group of students** **4) material:** **a ring of gold** **5) contents:** **a glass of water**	**The first noun defines the second (– What kind of …?):** **a road accident** **1) belonging (part of the whole):** **a car key** **2) place:** **a kitchen table** **3) purpose:** **a can opener –** *(to open cans)* **4) material:** **a cotton shirt** **5) container:** **a coffee cup** **6) amount or quantity:** **a five-litre tank** **7) regularity:** **the evening news**

EXERCISES (GENERAL GRAMMAR)

A. **Underline noun phrases in the following text. Define their type.**

Aerospace engineering today is the discipline of creating aerospace systems, primarily various types of aircraft, rockets, missiles, satellites, space ships, aerodynamic decelerators, lighter-than-air platforms, and other airborne and spaceborne systems. Since its inception with the advent of powered flight at the beginning of the twentieth century, aerospace engineering has been presented with repeated challenges and undergone remarkable transformations. During its earliest years, the emphasis was primarily on understanding the aerodynamics and control principles needed to develop increasingly safer and more capable aircraft configurations, and on the development of improved reciprocating engines

B. Place the adjectives in the proper order.

Model:

school / French / famous / business –
a famous French business school

1. Chemistry / young / student / brilliant

2. large / box / storage / plastic

3. Ikea / desk / new / office

4. boat / model / splendid / old

5. stamps / postage / valuable / Australian

6. table / small / coffee / wooden

7. new / long / Japanese / black / pen / wooden / nice

C. **Using a dictionary (*Macmillan Dictionary* or *Online Oxford Collocation Dictionary*), find the best translation of the following Russian phrases into English:**

1. огромные изменения

2. чистая правда

3. тяжёлая задача

4. заклятый враг

D. Using *Macmillan Dictionary*, **find the adjectives that collocate with the following nouns. Find the Russian equivalents for the phrases you made:**

1. occurrence

2. majority

3. obstacle

E. **Rephrase the following using the** *noun + noun* **pattern:**

Model:

a ticket to a theatre – *a theatre ticket*

1. a magazine about cars –

2. photos taken on holiday –

3. somebody whose job is to inspect factories –

4. a hotel in Moscow –

5. the results of a test –

6. a scandal with a football club –

7. a system that has two parts –

F. **Make phrases with the following words. Use** *'s genetive* **where possible:**

Model:

the owner / this shop – the owner of this shop
the father / Jack – Jack's father

1. the coat / that woman

2. the bottom / the page

3. the son / Mary

4. the cause / the changes

5. the newspaper / today

6. the name / that square

7. the new manager / the firm

8. the result / the basketball game

9. the ground floor / that building

10. the economic policy / the state

G. **If the noun is preceded by two or more attributes, it may be difficult to understand their relations, e.g.:**

a small car factory – a small factory that makes cars or a factory that makes small cars?

To avoide ambiguity, the hyphen may be used:
a small-car factory – a factory that makes small cars

Use the hyphen in the following phrases.

1. blue lined paper

2. light gray laptop computer

3. artificial heart valve

4. dominant group member

5. rapid release mechanism

Avoiding *of*

Repetition of preposition *of* in one sentence (or title) is often considered as bad style. It can be avoided by:

1. word exchange – most English nouns turn into adjectives if they are put before another noun:
members of the board – board members

2. 's genetive:
the economy of the country – country's economy

3. gerund:
development of software – developing software

4. infinitive:
the right of voting – the right to vote

5. *for*:
algorithm of analysis – algorithm for analysis

H. **Reword the phrases to avoid *of*:**

1. opportunities of a career

2. the success of the company

3. the solution of a problem

4. the door of the office

5. the population of Russia

6. the plan of losing weight

NOUN PHRASES IN RESEARCH PAPERS

Noun + Noun

In academic writing **noun + noun** phrases help to express complex ideas in a concise way through a variety of relationships:

Sourse – shale gas = gas that comes from shale

Purpose – defence systems = systems that are used for defence

Specialization – accounts manager = a manager who is in charge of accounts

Composition – lead walls = walls made of lead

Content – linguistics essay = an essay on/about linguistics

Location– back pain = pain in the back

Time – weekend job = a job that takes place at the weekend

The first noun in these combinations is usually **singular** (~~trains~~ *train timetable* – расписание движения поездов, ~~markets~~ *market crash* – обвал рынков), unless it is always plural (e.g. *linguistics* as a subject) or generaly plural (*accounts* as a department in a company). Nouns that are often used in the plural include: *arts (arts centre)*, *arms (arms manufacturer), sales (sales figures)*.

Sometimes you can use **noun + noun + noun**: *accident research centre*, *government press release*, *business opportunities conference*. In such combinations, the **key noun** (modified by others) is the **last** one:

> project team <u>leader</u> = a person who leads the team of people who develop a project

When we translate these combinations into Russian, we usually start with the last noun:

> <u>руководитель</u> коллектива разработчиков проекта

Noun + and + noun phrase can also modify the following noun:

A trial and error approach *is sometimes the best way forward in scientific research.*

EXERCISES (ACADEMIC GRAMMAR)

A. Complete the sentences with one of the words or phrases in the box.

> water   European Union member   market   arts
> research   protest   cash   family   law and

1. There are normally maximum limits on _____ withdrawals from ATMs.
2. _____ order debates in Parliament on matters such as the latest crime figures normally attract a full house.
3. _____ movements against government cutbacks are already taking place in the UK.
4. Growth in the number of Vietnam's telecom companies has been so strong that there are now indications of _____ saturation.
5. Since 2007, there have been 27 _____ states.
6. The role of the _____ doctor has been weakened by the transience of local populations.
7. _____ supplies to rural communities have been put at risk by the drought.
8. The Getty Foundation is a major source of _____ funding, particularly in the area of museums and archives.

Noun + Prepositional Phrase

Nouns can also be modified by prepositionsl phrases (**noun + preposition**), e.g. *for, in,* or *of*:

> Public protests can sometimes lead to a ***change in the law***.

Sometimes these phrases can be longer and more complex:

> There is a ***risk of reaching a simplistic rather than useful conclusion*** if the enquiry is rushed.

Certain nouns are followed by particular **prepositions**:

for – *demand, case, motivation, reason, advertisement, application, basis* (also *basis of*), *need, preference, request, respect, substitute:*

> In the latest poll, a majority of those taking part expressed **a preference for** the 'first past the post' electoral system.

in – *decrease, drop, fall, reduction, increase, rise belief, change* (also *change to*), *interest:*

> There was a sharp **rise in** inflation in the first quarter of 2009.

into – *enquiry, investigation, research* (also *research on/in*) *insight* (also *insight on*):

> Studies of chimpanzees can provide an **insight into/on** human behaviour.

of – *analysis, examination, exploration* (also *examination/exploration into*) *example, type, means, method, way, cause, cost, description, dozens, experience* (also *experience in*), *idea, importance, knowledge, lack/shortage, level, opinion, part, risk, study* (also *study into*), *victim:*

> **An analysis of** the data shows which illnesses are likely to be exacerbated by stress.

☝ Preposition **into** suggests a deeper analysis than **of**:

> an examination **of** the photo
> an examination **of/into** the causes of the conflict

on – *article, assignment, book, dissertation, essay, lecture, project, work attack* (also *attack against*), *ban, emphasis, expert* (also *in*), *tax:*

> Some commentators see a **ban on** smoking in open-air spaces such as parks as the logical next step.

☝☝ **About** can follow *article, book, essay, lecture and project* but sounds less precise and more informal.

to – *approach, alternative, answer, attention, damage, introduction, response, right:*

> Protestors argue that wind farms cause visual **damage to** the environment.

towards/to – *move, movement, progress, attitude:*

> **Progress towards** meeting the provisions of the Kyoto agreement has been worryingly slow.

Nouns + prepositions

advertisement for	cost of	idea of	request for
alternative to	damage to	importance of	research in
analysis of	decrease in	increase in	research into
answer to	demand for	insight into	research on
appetite for	description of	insight on	respect for
application for	dissertation on	interest in	response to
approach to	dozens of	introduction to	right to
article on	drop in	investigation into	rise in
assignment on	emphasis on	knowledge of	risk of
attack against	enquiry into	lack of	shortage of
attack on	essay on	lecture on	study into
attention to	examination of	means of	study of
ban on	examination into	method of	substitute for
basis for	example of	motivation for	tax on
basis of	experience in	need for	type of
belief in	experience of	opinion of	victim of
book on	expert in	part of	way of
case for	expert on	preference for	work on
cause of	exploration into	project on	
change in	exploration of	reason for	
change to	fall in	reduction in	

B. Complete each sentence with a preposition.

1. There have been a number of recent articles _____ what is perceived as abnormal worldwide weather patterns.

2. As an alternative _____ conventional cars, hybrids still have a great deal to prove to the would-be consumer.

3. An investigation _____ the train crash resulted in a substantial fine for the track maintenance company.

4. James Hopper is the second CEO in recent weeks to complain about a shortage _____ young UK entrepreneurs.

5. There is no substitute _____ practical, on-the-job training.

6. A move _____ vegetarianism is particularly prevalent amongst teenagers.

7. Some victims _____ identity theft have found themselves liable for their losses through their personal behaviour.

8. There is a growing interest _____ ecologically-sustainable ways of heating domestic properties.

Unit 11. Articles

In a very simplified way*, the use of articles can be presented as follows:

A/An (only with countable nouns in the singular)	The	Ø (zero article)
Something is mentioned for the first time: **I have read a book.** *We don't know about this book yet*	**Something has been mentioned before:** **The book was interesting.** *This is the book I have just talked about.*	**Instead of A/An with countable nouns in the plural:** **They are engineers.**
Classifying: **He is an engineer.** *He is one of many engineers.*	**Something is known from common experience:** **The library is closed on Monday.** *The library that we usually use.*	**Instead of A/An with uncountable nouns:** **Water is life.** **Knowledge is power.**
Generalization: **An animal can be trained.** Any animal can be trained.	**Something is unique:** **The earth goes around the sun.** *There is only one earth and one sun.*	**With proper names:** **Jim Connor is our new engineer.**
After *There is*: **There is a mistake in this report.**	**There is a limiting attribute**:** **What is the name of the man talking to Jeff?** *= of that particular man*	**If the noun is preceded by a pronoun:** *some* water *my* computer *this* book
	If the noun is preceded by a ordinal number: **They live on the ninth floor.**	
	If the noun is preceded by a superlative adjective: **The Volga is the longest river in Europe.**	

* For a simple Russian explanation of the use of articles see **Appendix 4**.

** **limiting attribute** is a phrase or clause that indicates such a quality of an object (a number of objects) which makes it distinct from all other objects of the same class or kind.

☝ limiting phrases are often made with *of*:

He started the engine of the car.

☝ The noun that is the **Subject** of the sentence is usually known to the speaker and listener and therefore is used with the ***definite article***:

The new computer is very fast.

☝ When we talk about **location** of something, we usualy use the ***definite article***:

The new computer is on the desk.

☝ The noun after ***have*** is usually something new and therefore often used with the ***indefinite article*** (but only if there is no limiting attribute):
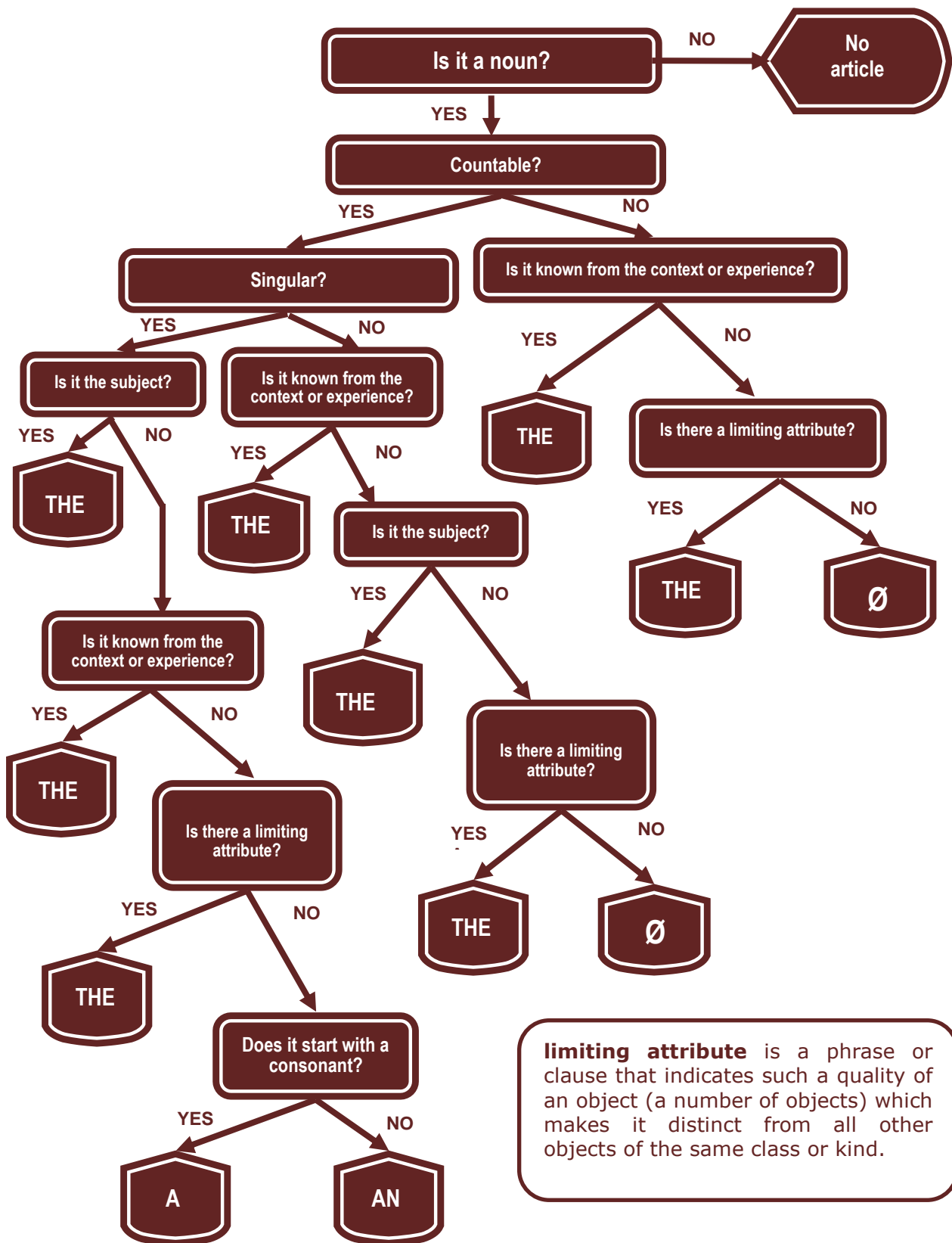
We have a new computer.
BUT
We have the computer that can perform these calculations.

a / an	some			
singular	plural	some		
countable		uncountable	the	no article is
not known			known	necessary
specific				general

Articles make up a number of set expressions that should be remembered (See **Apendix 5** "Set Expressions with Articles").

The following algorithm can be useful (though not 100% accurate) when chosing an article:

```
                          Is it a noun? ──NO──▶ No article

                               │
                              YES
                               │
                               ▼
                           Countable?
                    ┌──────────┴──────────┐
                   YES                     NO
                    │                       │
                    ▼                       ▼
                Singular?         Is it known from the context or experience?
           ┌───────┴───────┐          ┌──────────┴──────────┐
          YES              NO         YES                    NO
           │                │          │                      │
           ▼                ▼          ▼                      ▼
    Is it the subject?  Is it known    THE         Is there a limiting attribute?
                        from the                    ┌──────────┴──────────┐
    ┌────────┴───┐      context or                 YES                    NO
   YES          NO     experience?                  │                      │
    │            │     ┌────┴────┐                  ▼                      ▼
    ▼            │    YES        NO                 THE                    Ø
   THE           │     │          │
                 │     ▼          ▼
                 │    THE    Is it the subject?
                 ▼            ┌────┴────┐
          Is it known from   YES       NO
          the context or      │         │
          experience?         ▼         │
         ┌────┴────┐         THE        ▼
        YES        NO            Is there a limiting attribute?
         │          │               ┌────┴────┐
         ▼          │              YES        NO
        THE         ▼               │          │
             Is there a            ▼          ▼
             limiting             THE         Ø
             attribute?
            ┌────┴────┐
           YES        NO
            │          │
            ▼          ▼
           THE   Does it start with a consonant?
                    ┌────┴────┐
                   YES        NO
                    │          │
                    ▼          ▼
                    A         AN
```

limiting attribute is a phrase or clause that indicates such a quality of an object (a number of objects) which makes it distinct from all other objects of the same class or kind.

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EXERCISES (GENERAL GRAMMAR)

A. Which of the following nouns are countable and which are uncountable? Distribute them in two columns. Remember that some nouns can be countable in one meaning and uncountable – in another.

> activity, advice, aircraft, behavior, business, clothes, data, department, email, engineering, equipment, euro, experience, figure, gold, hardware, idea, information, job, knowledge, laboratory, machine, machinery, metal, money, news, noise, office, page, paper, people, person, product, programme, progress, recommendation, report, research, safety, software, space, traffic, work

Countable		**Uncountable**	
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~
~~	~~~~~~~~~~~~	~~~~~~~~~~~~	~~~~~~~~~~~~

B. **Without translating the sentences into Russian, decide which articles should be used with the words in bold.**

1. Беликов не выходил из *дома* без *галош* и *зонтика*.

2. Недавно я познакомился с одним *моряком*.

3. Не проехали мы и *километра*, как сломалось *колесо*.

4. У вас есть *журнал* почитать?

5. У меня сейчас есть *журналы*, но я не думаю, что они интересные.

6. Я не курю *сигары*, не могли бы вы мне дать *сигарету*?

7. *Друг* так не поступает.

8. Он пьёт чай не из *чашки*, а из *стакана*.

9. *Дверь* закрыта.

10. У вас есть *телефон*?

11. *Телефон* опять сломался.

12. На *площади* темно.

13. Вы любите *собак*?

14. Не дразни *собаку*, она тебя укусит.

15. Не гладь *собаку*, если ты её не знаешь.

16. *Ручка* не пишет.

17. У вас есть *ручки* в продаже?

18. Где я могу купить *пальто*?

19. Где вы купили *пальто*?

20. В этом магазине богатый выбор *пальто* и *платьев*.

21. Мне нужно снять *комнату*.

22. Проветри *комнату*.

23. *Нож* не режет.

24. У тебя нет *ножа*?

25. Возьми *нож* и отрежь себе хлеба.

26. Мы не знали, что здесь есть *озеро*.

27. *Озеро* – глубокое.

28. *Замок* сломался.

29. Кому я могу отдать починить *замок*?

30. Ты не знаешь, где чинят *замки*?

31. Не забудь купить *замок*.

32. У нас сегодня *апельсины* на десерт.

33. *Апельсины* в буфете.

34. Возьми себе *апельсин*.

35. *Апельсин* не кислый?

C. Is the use of articles correct (✓) or wrong (✗) in the following sentences? Correct the wrong ones.

Model:

What is on television today? – ✓
What is name of this square? – ✗ … the name …

1. Our office is on tenth floor.
2. Which is best restaurant in your town?
3. What time is dinner?
4. How far is it to city centre?
5. They are going to London at end of September.
6. What are you doing next Sunday?
7. What's longest river in world?
8. They were at conference last month.
9. Your file is on top shelf on left.
10. They want to discuss the following questions.

Practise Articles online:

https://www.usingenglish.com/quizzes/216.html
http://englishteststore.net/index.php?option=com_content&view=article&id=58&Itemid=453
http://www.myenglishpages.com/site_php_files/grammar-exercise-articles.php
http://www.grammarbank.com/articles-exercises.html

ARTICLES IN RESEARCH PAPERS

`Academic Grammar`

Ø versus *The*

Zero article:

1. In the plural: *computers, books*.
2. Uncountable: *hardware, information*.
3. Abstract nouns (either singular countable or uncountable: *life, success, performance*.
4. Some nouns change meaning if they are used with or without *the*.
5. Titles to papers occasionally omit the article of the first noun. Both forms (i.e. with and without articles) are common.
6. Captions to figures often omit the definite article.

	Ø	THE
1	Oracle do not sell **computers**.	**The computers** that we have at our institute are …
2	**Research** is essential if progress is to be made.	**The research** that we have conducted so far proves that …
3	There was a significant effect of the road conditions on **speed**.	**The speed** of the car was optimal.
4	The probe has been launched into **space**.	**The space** between A and B must be wide enough to accommodate C.
5	**Development** and validation of a test to measure competence in English.	**The development** and validation of a group testing of logical thinking.
6	Figure 1. **Average rainfall** 2010–2020.	We predicted **the average rainfall** for 2020.

Ø versus *A/An*

1. *A / An* must be used before a singular countable noun, the zero article before an uncountable noun : *a computer, a test.*

2. *A / An* must be used before names of instruments, pieces of equipmewnt, etc.

3. With reference to an **academic position:**

   a / an refers to a job that is held by several people;

   the zero article is used when stating a specific job position that is only held by one person.

	A / AN	Ø
1	You cannot travel there without **a passport** or without **a visa**.	You cannot travel there without providing **information** about the reason for going.
2	**A Thermoquest Trace GC gas chromatograph** with **a PTV injector** and coupled with **an ion trap mass spectrometer PolarisQ** was used.	We used **equipment** located in our laboratory.
3	She is **a professor**, not **a senior researcher.**	She is **Professor of Education** at the University of Atago.

Contradictory usage of articles in scientific English

NORMAL ACCEPTED USAGE	ALSO POSSIBLE IN SCIENCE
After **the incubation**, all complexes were analyzed on 0.8 agarose gels and electrophoresed in TBE.	After i**ncubation**, the number of bacteria was determined by a direct count.
<u>Title</u>: The effects of salinity on dry matter partitioning and fruit growth in **tomatoes** grown in nutrient film culture.	<u>Title</u>: Fruit Yield and Quality in **Tomato**.
Those compounds which have been most effective on wheat have invariably been proportionately active on **the tomato**.	In this study, we describe a recessive mutant of **tomato**.
Lycopene, found primarily in **tomatoes**, is a member of the carotenoid family.	
An analysis of the data showed that …	**Analysis** of the data showed that …
A further analysis of the data showed that …	**Further analysis** of the data showed that …
The total amount of protein was determined by spectrophotometry using BSA as **a standard**.	The protein content of each well was then determined using the Pierce protein assay, using BSA as **standard**.
We may assume without **any loss** of generality that the quantity "M(ca)" is computable for any M.	For simplicity, and without **loss** of generality, we will assume that …
Without **a loss** of generality we assume that E{|ni|} = 1.	

EXERCISES (ACADEMIC GRAMMAR)

A. **Choose the correct article (*the* or *Ø*).**

(1) The / Ø researchers have a very privileged position as they are paid to do what they like doing. *(2) The / Ø* researchers in industry tend to be paid more than *(3) the / Ø* researchers at university. *(4) The / Ø* researchers at Manchester University are studying ways to improve English as a language of international business communication: the project is called Bizglish. *(5) the / Ø* only researchers in the project who are not being sponsored by the British government are those from abroad. *(6) the / Ø* Researchers who started the project have now all left the team. There are two types of researchers involved in the project. *(7) the / Ø* researchers who are studying the ways mother tongue speakers communicate and *(8) the / Ø* researchers studying the way non-native speakers use English. *(9) The / Ø* researchers who are studying the way non-native speakers use English have provided the most interesting results so far. *(10) The / Ø* researchers that I met yesterday told me that the project was going very well.

B. **Check your answers to exercise A by answering the questions below. If your answer indicates that the researchers in questions are specific researchers, then you must put the. The numbers below refer to the numbers in ex. A.**

1) Are we talking about *specific* researchers that we've already mentioned, or *all* researchers?

2-3) Are we talking about *specific* researchers that we have already mentioned, or essentially *all* researchers in industry and *all* researchers at university?

4) Are we talking about *specific* researchers at Manchester University that we have already mentioned, or just *some* researchers at Manchester University that we have not already mentioned?

5-6) Have these researchers already been mentioned in some way? Are they defined in some way? Are they *specific* researchers or simply researchers *in general*?

7-8) a) Have these researchers been *explicitly* mentioned before? b) Could we say: *some researchers are studying non verbal ways in which we communicate and others are studying the language we use?* c) Could we say (in a similar way): *There are two types of researchers involved in the project: English researchers and foreign researchers?*

9) Have these researchers already been mentioned? So, are they *specific*?

10) Does this mean *all* researchers, *some* researchers, or very *specific* researchers?

C. Choose the correct article (*the, a/an* или *Ø*).

1. This paper investigates **the / Ø** effect of **the / Ø** removal of gas, vapor, dust and aerosol from **the / Ø** atmosphere.

2. **The / An** examination of **the / Ø** samples showed significant variability in terms of **the / Ø** weight in **the / Ø** presence of high values of FT3.

3. **The / Ø** sample is indicated with **a / an/ the / Ø** * and contains garlic (**a / an / the / Ø** ingredient used in adhesives in paintings).

4. **The / Ø** solution was added immediately after **the / Ø** weighing.

5. **The / Ø** values observed are influenced by many factors such as **the / Ø** pre-heating of **the / Ø** oil media before use, **the / Ø** age of the paint, **the / Ø** conservation environment, and **the / Ø** effects of radical reactions initiated by **the / Ø** pigments.

D. Choose the correct article (*the* or *Ø*).

1. **The / Ø** aim of this paper is to review all **the / Ø** relevant works in **the / Ø** literature.

2. We wanted to test for any toxic effects of copper in fruit. **The / Ø** Samples of **the / Ø** fruit were collected at **the / Ø** harvest time to test for **the / Ø** residues of copper in **the / Ø** edible parts.

3. **The / Ø** presence of copper contaminants was confirmed by GC-MS.

4. **The / Ø** snow samples were analyzed after **the / Ø** melting. These samples were then …

5. In general, **the / Ø** formation of **the / Ø** clouds seems to depend on …

6. Using this toothpaste totally prevents **the / Ø** plaque formation.

7. **The / Ø** force triggers **the / Ø** mechanism described above.

8. **The / Ø** Blakes's hypothesis suggests that **the / Ø** Boolean value cannot be estimated in such cases.

9. With regard to **the / Ø** passive immunization, **the / Ø** administration of an antibody that recognizes the disease in **the / Ø** patients with **the / Ø** mild to moderate symptoms is very useful.

10. **The / Ø** rapamycin is a naturally occurring compound with **the / Ø** immunosupressant activity that is used to prevent **the / Ø** organ rejection, especially in **the / Ø** kidney.

E. Choose the correct article (*the* или *Ø*).

1. This can be seen in ***the / Ø*** figure.

2. ***The / Ø*** Table 1 highlights that …

3. Please see ***the / Ø*** appendix for further details.

4. This is highlighted in ***the / Ø*** Results (***the / Ø*** Sect. 3.4) and commented on in ***the / Ø*** Discussion (***the / Ø*** Sect.3.5).

5. This is ***the / Ø*** story of my life.

6. I work at ***the / Ø*** Dept. of X at ***the / Ø*** University of Shanghai in ***the / Ø*** China. Before I worked in ***the / Ø*** UK.

7. We found that ***the / Ø*** 15% of these samples were contaminated.

8. I was ***the / Ø*** best student in ***the / Ø*** class.

9. ***The / Ø*** pollution has significantly affected ***the / Ø*** environment.

10. ***The / Ø*** Italians are not very patriotic but ***the / Ø*** French are.

11. ***The / Ø*** most of ***the / Ø*** samples were tested using this method.

12. We carried out this research ***the / Ø*** last year.

13. There is a congress in ***the / Ø*** last week of September ***the / Ø*** next year.

14. We found this data on ***the / Ø*** Internet, but it is not referred to in ***the / Ø*** literature.

15. ***The / Ø*** knowledge of the mechanisms involved is essential. But ***the / Ø*** knowledge we currently have is insufficient.

Articles used in set expressions in academic texts are given in **Appendix 5** Part II

Appendix 1
Grammar terms

active voice – *действительный залог.* См. **Voice**

adjective – *прилагательное* – так же как и в русском языке, означает признаки, свойства и качества предметов. В предложении, как правило, выступает в функции определения. Имеет степени сравнения (**degrees of comparison**):

- ✓ Сравнительная (**comparative**) – показывает, что один предмет или лицо обладает каким-либо признаком в большей степени, чем другой предмет или лицо. Образуется с помощью суффикса *-er* для коротких слов (*long – longer*) и слова *more* – для длинных (*interesting – more interesting*).
- ✓ Превосходная (**superlative**) – показывает, что один предмет или лицо обладает каким-либо признаком в большей степени, чем все остальные. Образуется с помощью суффикса *-est* для коротких слов (*long – longest*) и слова *most* – для длинных (*interesting – most interesting*). Обычно употребляется с определённым артиклем.

Adverb – *наречие* – слово, обозначающее признак действия (состояния) или качества. Делятся на:

- ✓ наречия образа действия (**Adverbs of Manner**): *well, badly, quickly, slowly, etc.*;
- ✓ наречия времени (**Adverbs of Time**): *today, soon, now, late, etc.*;
- ✓ наречия частоты и повторяемости (**Adverbs of Frequency and Repetition**): *often, never, always, sometimes, etc.*;
- ✓ наречия места (**Adverbs of Place**): *here, there, above outside, downstairs, etc.*;
- ✓ наречия степени (**Adverbs of Degree**): *very, quite, much, little, too, etc.* и другие.

Так же как и прилагательное, имеет степени сравнения (**degrees of comparison**).

adverbial clause – *придаточное обстоятельственное предложение.* См. **Sentence**

adverbial clause of cause (reason) – *придаточное обстоятельственное причины.* См. **Sentence**

adverbial clause of condition – *придаточное обстоятельственное условия.* См. **Sentence**

adverbial clause of manner – *придаточное обстоятельственное образа действия.* См. **Sentence**

adverbial clause of place – *придаточное обстоятельственное места.* См. **Sentence**

adverbial clause of purpose – *придаточное обстоятельственное цели.* См. **Sentence**

adverbial clause of reason (cause) – *придаточное обстоятельственное причины.* См. **Sentence**

adverbial clause of time – *придаточное обстоятельственное времени.* См. **Sentence**

Adverbial Modifier – *обстоятельство* – означает различные характеристики действия, а также степень качества. В зависимости от значения делятся на:

- ✓ обстоятельство времени (**Adverbial Modifier of Time**):

  We shall meet tomorrow.

- ✓ обстоятельство частотности (**Adverbial Modifier of Frequency**):

  I am always careful.

- ✓ обстоятельство образа действия (**Adverbial Modifier of Manner**):

  She walked quickly.

- ✓ обстоятельство причины (**Adverbial Modifier of Cause / Reason**):

  The accident happened owing to bad driving.

- ✓ обстоятельство цели (**Adverbial Modifier of Purpose**):

  Jane has come to help us.

- ✓ обстоятельство следствия / результата (**Adverbial Modifier of Result / Consequence**):

  It is too cold to go out.

- ✓ обстоятельство условия (**Adverbial Modifier of Condition**):

  Without faith there can be no cure.

- ✓ обстоятельство уступки (**Adverbial Modifier of Concession**):

  In spite of his anger John listened to me attentively.

- ✓ обстоятельство сопутствующих обстоятельств и последующего действия (**Adverbial Modifier of Attendant Circumstances and Subsequent Events**):

  We walked three miles <u>without meeting anyone</u>.
  He woke up <u>to see that it was daylight</u>.

- ✓ обстоятельство сравнения (**Adverbial Modifier of Comparison**):

  A mountain is higher <u>than a hill</u>.

- ✓ обстоятельство степени (**Adverbial Modifier of Degree**):

  The story is <u>extremely</u> long.

- ✓ обстоятельство меры (**Adverbial Modifier of Measure**):

  The room measures <u>30 feet across</u>.

- ✓ обстоятельство исключения (**Adverbial Modifier of Exception**):

  The road was empty <u>except for a few cars</u>.

adverbial modifier of attendant circumstances and subsequent events – *обстоятельство сопуствующих обстоятельств и последующего действия.* См. **Adverbial Modifier**

adverbial modifier of cause (reason) – *обстоятельство причины.* См. **Adverbial Modifier**

adverbial modifier of comparison – *обстоятельство сравнения.* См. **Adverbial Modifier**

adverbial modifier of condition – *обстоятельство условия.* См. **Adverbial Modifier**

adverbial modifier of degree – *обстоятельство степени.* См. **Adverbial Modifier**

adverbial modifier of exception – *обстоятельство исключения.* См. **Adverbial Modifier**

adverbial modifier of frequency – *обстоятельство частотности.* См. **Adverbial Modifier**

adverbial modifier of manner – *обстоятельство образа действия.* См. **Adverbial Modifier**

adverbial modifier of measure – *обстоятельство степени.* См. **Adverbial Modifier**

adverbial modifier of purpose – *обстоятельство цели.* См. **Adverbial Modifier**

adverbial modifier of reason (cause) – *обстоятельство причины.* См. **Adverbial Modifier**

adverbial modifier of result – *обстоятельство результата.* См. **Adverbial Modifier**

adverbial modifier of time – *обстоятельство времени.* См. **Adverbial Modifier**

adverb of degree – *наречие степени.* См. **Adverb**

adverb of frequency and repetition – *наречие частотности и повтора.* См. **Adverb**

adverb of manner – *наречие образа действия.* См. **Adverb**

adverb of place – *наречие места.* См. **Adverb**

adverb of time – *наречие времени.* См. **Adverb**

affirmative sentence – *утвердительное предложение.* См. **Sentence**

article – *артикль* – служебное слово, поясняющее существительное. В английском языке два артикля:

✓ неопределённый артикль (**Indefinite Article**) – *a (an)* – употребляется, когда мы называем предмет или лицо, впервые упоминаем его или относим его к какому-то классу:

> *He is an engineer.*
> *This is a new computer.*
> *A saw a film.*

✓ определённый артикль (**Definite Article**) – *the* – употребляется, когда мы говорим об уже исзвестном или ранее упомянутом предмете или лице:

> *The computer is in the lab.*
> *The film was interesting.*

Подробно об употреблении артикля см. **Appendix 4.**

attribute – *определение* – слово, относящееся к существительному и обозначающее признак. Чаще всего выражено прилагательным или причастием:

> *This is an <u>interesting</u> question.*

affirmative (relative) clause – *придаточное определительное.* См. **Sentence**

auxiliary verbs – *вспомогательные глаголы.* См. **Verb**

auxiliary (functional) words (closed class) – *служебные части речи.* См. **Parts of Speech**

clause – *клауза / грамматическая основа / элементарное предложение* – это сочетание слов, содержащее подлежащее и сказуемое, но не являющееся самостоятельным предложением. Это может быть главное или придаточное предложение.

closed class (auxiliary (functional) words) – *служебные части речи.* См. **Parts of Speech**

colon – *двоеточие*

coma – *запятая*

comparative degree – *сравнительная степень.* См. **Adjective**

complex sentence – *сложноподчинённое предложение.* См. **Sentence**

composite sentence – *сложное предложение.* См. **Sentence**

compound sentence – *сложносочинённое предложение.* См. **Sentence**

conditional mood – *сослагательное наклонение.* См. **Mood**

conjunction – *союз* – with, and, but, if, until, etc.

conjunctive pronoun – *соединительное (относительное) местоимение.* См. **Pronoun**

content (notional) words (open class) – *знаменательные части речи.* См. **Parts of Speech**

continuous form – *продолженный вид.* См. **Verb**

countable noun – *исчисляемое существительное.* См. **Noun**

degrees of comparison – *степени сравнения.* См. **Adjective**

definite article – *неопределённый артикль.* См. **Article**

demonstrative pronoun – *указательное местоимение.* См. **Pronoun**

dependent (subordinate) clause – *придаточное предложение.* См. **Sentence**

determiner – *определитель / детерминатив* – слово, которое часто предшествует существительным. В отличие от прилагательного,

определитель не даёт конкретной информации о свойствах объекта, а лишь указывает на дополнительную информацию о нём (известный объект или нет, численность, принадлежность к кому-либо, указание на объект и т.д.). К ним относятся **артикли (articles), местоимения (pronouns)**.

direct object – *прямое дополнение.* См. **Object**

dynamic verb – *динамический глагол.* См. **Verb**

full stop (period) – *точка*

finite form – *личная форма (глагола).* См. **Verb**

functional (auxiliary) words (closed class) – *служебные части речи.* См. **Parts of Speech**

future tense – *будущее время (глагола).* См. **Verb**

future-in-the-past tense – *будущее в прошедшем (время глагола).* См. **Verb**

gerund – *герундий.* См. **Verb**

imperative mood – *повелительное наклонение.* См. **Mood**

imperative sentence – *побудительное предложение.* См. **Sentence**

indefinite form – *неопределённый вид (глагола).* См. **Verb**

indefinite article – *определённый артикль.* См. **Article**

indefinite pronoun – *неопределённое местоимение.* См. **Pronoun**

indicative mood – *изъявительное наклонение.* См. **Mood**

indirect object – *косвенное дополнение.* См. **Object**

infinitive – *неопределённая форма глагола (инфинитив).* См. **Verb**

interjection – *междометие – Oh!, Wow!, Alas!,* etc.

interrogative pronoun – *вопросительное местоимение.* См. **Pronoun**

interrogative sentence – *вопросительное предложение.* См. **Sentence**

intransitive verb – *непереходный глагол.* См. **Verb**

irregular verb – *неправильный глагол.* См. **Verb**

link verb – *глагол-связка.* См. **Verb**

modal predicate – *модальное сказуемое.* См. **Predicate**

modal verb – *модальный глагол.* См. **Verb**

mood – *наклонение* – форма глагола, которая показывает отношение действия к реальности. Говорящий может представить действие как реальное, проблематичное, нереальное или как просьбу или приказание:

- ✓ Изъявительное наклонение (**Indicative Mood**) – представляет действие как реальное и существует в виде всех видо-временных (**finite**) и залоговых (**voice**) форм. Употребляется, когда мы называем предмет или лицо, впервые упоминаем его или относим его к какому-то классу:

    He is driving his car. (Present Continuous Active)

    The door has been closed. (Present Perfect Passive)

- ✓ Повелительное наклонение (**Imperative Mood**) – выражает просьбу или приказание. В утвердительной форме представлено первой формой глагола (инфинитив без частицы *to*):

    Be careful.

    Отрицательная форма образуется с помощью вспомогательного глагола *don't*:

    Don't go there.

- ✓ Условное наклонение (**Conditional Mood**) – указывает на действие, которое могло бы совершиться при определённых обстоятельствах. Представлено сложным предложением, где придаточная часть содержит условие (обычно вводится союзами if, in case, etc.), при котором может совершиться действие, а главная – само действие, которое будет следствием этого условия. Бывает двух типов:

- • Относящееся к настоящему или будущему. При этом в главном предложении употребляется *should / would* + первая форма глагола (инфинитив без частицы *to*), а в придаточном – форма *Past Simple*:

    If I had a yacht, I would travel around the world. (Если бы у меня была яхта, я бы отправился в кругосветное путешествие.)

- • Относящееся к прошлому. При этом в главном предложении употребляется *should / would* + have + 3-я форма неправильного глагола или правильный глагол с окончанием -ed, а в придаточном – форма *Past Pefect*:

If he had come five minutes earlier, he would have found a seat. (Если бы он пришёл на пять минут раньше, он нашёл бы место.)

✓ Сослагательное наклонение (**Subjunctive Mood**) показывает, что действие рассматривается не как реальное, а как возможное, предполагаемое или желаемое. В зависмости от формы глагола делится на:

• Сослагательное наклонение прошедшего времени. Выглядит как глагол в форме прошедшего времени – *Past Simple* или *Past Perfect* – и встречается:

  o В придаточной части условных предложений:

    If I were you, I would stay here. – Я бы на твоём месте остался здесь.

    If we had more time yesterday, we would go for a walk. – Если бы у нас вчера было больше времени, мы бы пошли гулять.

  o В предложениях типа *I wish I knew*, где *wish* используется для выражения сожаления о чём-то не сделанном:

    I wish I knew about it. – Жаль, что я не знал об этом.

  o В придаточных предложениях образа действия, присоединяемых союзом *as if*:

    He spoke as if he were an expert. – Он говорил так, как если бы был экспертом.

    Форма *were* может употребляться как для единственного, так и для множественного числа.

• Сослагательное наклонение настоящего времени. Выражается первой формой глагола (инфинитив без частицы *to*). Употребляется редко, в основном в документах.

  o В предложениях с оборотами типа *it is important that, it is necessary that*:

    It is desirable that the candidate be at the office at 7 o'clock. – Желательно, чтобы кандидат был в офисе в 7 часов.

  o После глаголов со значением приказания, предложения, решения, договорённости (*to command, to order, to propose, to decide, etc.*):

They ordered that the construction <u>be</u> started immediately. – Они приказали, чтобы строительство началось немедленно.

negative sentence – *отрицательное предложение.* См. **Sentence**

negative pronoun – *отрицательное местоимение.* См. **Pronoun**

non-finite form – *неличная форма (глагола).* См. **Verb**

notional verb – *смысловой глагол.* См. **Verb**

notional (content) words (open class) – *знаменательные части речи.* См. **Parts of Speech**

noun – *существительное* – так же как и в русском языке, означает предметы, вещества, живые существа и отвлечённые понятия. В предложении обычно выступает в функции подлежащего или дополнения. В отличие от русского языка не изменяется по падежам.

Изменяется по числам (**number**):

- ✓ **singular** (единственное число);
- ✓ **plural** (множественное число), образуется, как правило, прибавлением окончания -*s: book – book<u>s</u>.*

Для английского существительного важно, является ли оно:

- ✓ Исчисляемым (**countable**) – т.е. лица или предметы, которые можно посчитать (*student, dog, table*). Исчисляемые существительные имеют форму множественного числа и могут употребляться с неопределённым артиклем (*student<u>s</u>, <u>a</u> dog*).
- ✓ Неисчисляемым (**uncountable**) – не поддаются счёту. Обычно это отвлечённые понятия (*freedom, accuracy*) или вещества (*air, wood*). Не имеют множественного числа. Не употребляются с неопределённым артиклем.

   Некоторые существительные могут быть исчисляемыми в одном значении и неисчисляемыми – в другом, например *a glass* (стакан) и *glass* (стекло).

number – *число.* См. **Noun**

noun phrase – *субстантивное словосочетание (словосочетание с существительным).* См. **Phrase**

numeral – *числительное*

object – *дополнение* – дополняет, уточняет значение глагола или причастия, указывая, на что или на кого направлено действие, выраженное глаголом или причастием. Обычно выражено существительным или местоимением. Бывает трёх типов:

- ✓ Прямое дополнение (**Direct Object**) – означает предмет или лицо, на которые непосредственно направлено действие глагола-сказуемого. Отвечает на вопросы русского винительного падежа *кого? что?* Стоит всегда после глагола-сказуемого (или, если есть, после косвенного дополнения):

    Jake lost his <u>pen</u>.

- ✓ Косвенное дополнение (**Indirect Object**) – означает лицо, к которому обращено действие, направленное на прямое дополнение. Отвечает на вопросы русского дательного падежа *кому? чему?* Стоит между глаголом-сказуемым и прямым дополнением:

    Anna gave <u>him</u> her pen.

- ✓ Предложное дополнение (**Prepositional Object**) – соединяется с глаголом-сказуемым или причастием с помощью предлога:

    He is waiting <u>for you</u>.

object clause – *придаточное-дополнение (изъяснительное).* См. **Sentence**

open class (notional (content) words) – *знаменательные части речи.* См. **Parts of Speech**

part of speech / word class – *часть речи* – наиболее общие классы слов, которые отличаются друг от друга лексико-грамматическим значением (например, глагол означает действие), морфологическими особенностями (набором форм и парадигм), особенностями словообразования и функциями в предложении (например, функция сказуемого у глагола).

Части речи делятся на:

- • Знаменательные / самостоятельные (**notional words / content words / open classes**) – части речи, которые имеют собственное значение (предметность, признак, действие, количество и др.):

    - ✓ **noun** – существительное,
    - ✓ **verb** – глагол,
    - ✓ **adjective** – прилагательное,
    - ✓ **adverb** – наречие.

- Служебные (**functional words / auxiliary words / closed classes**) – не имеют собственного значения, но служат для связки слов в предложениях, сравнения, противопоставления и других целей:
    - ✓ **pronoun** – местоимение,
    - ✓ **preposition** – предлог,
    - ✓ **conjunction** – союз,
    - ✓ **article** – артикль,
    - ✓ **determiner** – определитель (детерминатив)
    - ✓ **interjection** – междометие.

participle – *причастие.* См. **Verb**

participle I – *причастие I.* См. **Verb**

participle II – *причастие II.* См. **Verb**

part of the sentence – *член предложения* – это синтаксическая функция слов или словосочетаний в предложении. Делятся на:

- Главные члены предложения (**Principle Parts of the Sentence**):
    - o подлежащее (**Subject**):
      Tom and Mary are my friends.
    - o сказуемое (**Predicate**):
      Tom and Mary are my friends.

    Вместе подлежащее и сказуемое составляют грамматическую основу предложения.

- Второстепенные члены предложения (**Subordinate Parts of the Sentence**):
    - o дополнение (**Object**):
      Jake lost his pen.
    - o определение (**Attribute**):
      This is an interesting question.
    - o обстоятельство (**Adverbial Modifier**):
      She must be here tomorrow.

passive voice – *страдательный залог.* См. **Voice**

past participle (participle II) – *причастие прошедшего времени (причастие II).* См. **Verb**

past tense – *прошедшее время (глагола).* См. **Verb**

perfect form – *совершенный вид (глагола).* См. **Verb**

perfect continuous form – *совершенно-продолженный вид (глагола).* См. **Verb**

period (full stop) – *точка*

person – *лицо.* См. **Verb**

personal pronoun – *личное местоимение.* См. **Pronoun**

phrase (word combination) – *словосочетание* – соединение двух или более знаменательных слов, связанных по смыслу и грамматически, выражающих единое понятие. Наряду со словом является элементом построения предложения. По главному слову делятся на: глагольные, именные, наречные. К числу именных относятся субстантивные (**noun phrase**) – с существительным в роли главного слова:

big tower (прилагательное + существительное)
construction plan (существительное + существительное)
wheel of the car (существительное + предлог + существительное)

plural – *множественное число.* См. **Noun**

possessive pronoun – *притяжательное местоимение.* См. **Pronoun**

predicate – *сказуемое* – главный член предложения, который обозначает не только действие предметов, но и их состояние, качество или признак. Согласуется с подлежащим (в числе, в лице или в роде) и имеет значение, выраженное в вопросах: *что делает предмет? что с ним происходит? каков он? что он такое? кто он такой?* Сказуемое выражает грамматическое значение одного из наклонений (изъявительное наклонение (**Indicative Mood, Imperative Mood, Conditional Mood, Subjunctive Mood**) – настоящее, прошедшее, будущее время; условное наклонение, повелительное наклонение).

Типы сказуемых:

- глагольное сказуемое – **predicate** (выражено глагольной формой, состоящей из одного или нескольких слов):
They go to college.
She is learning the rules.

- модальное сказуемое – **modal predicate** (выражено модальным глаголом + смысловой глагол):
We can speak English.

- составное именное сказуемое – **predicative** (выражено глаголом *to be* + существительное / прилагательное / числительное):
  Algebra is a part of Mathematics.

predicative – *именное сказуемое.* См. **Predicate**

preposition – *предлог* – *in, about, into, at, because*, etc.

prepositional object – *предложное дополнение.* См. **Object**

principle clause – *главное предложение.* См. **Sentence**

principal parts of sentence – *главные члены предложения.* См. **Part of the Sentence**

pronoun – *местоимение* – слова, которые указывают на предметы и их качества. Употребляются вместо существительных, прилагательных и числительных. В английском языке выделяют следующие группы местоимений:

- ✓ личные местоимения (**Personal Pronouns**): *he, they, we, etc*.;
- ✓ притяжательные (**Possessive Pronouns**): *her, my, mine, their, etc*.;
- ✓ возвратные (**Reflexive Pronouns**): *herself, yourself, yourselves, etc*.;
- ✓ указательные (**Demonstrative Pronouns**): *this, that, such, etc*.;
- ✓ неопределённые (**Indefinite Pronouns**): *some, any, a few, each, everything, etc*.;
- ✓ отрицательные (**Negative Pronouns**): *nothing, nobody, no, none, neither, etc*.;
- ✓ вопросительные (**Interrogative Pronouns**): *Who? What? Which? Whose?, etc*.;
- ✓ соединительные / относительные (**Conjunctive Pronouns**): *whom, which, that, etc*.

reflexive pronoun – *возвратное местоимение.* См. **Pronoun**

regular verb – *правильный глагол.* См. **Verb**

relative (attributive) – *придаточное определительное.* См. **Sentence**

semi-colon – *точка с запятой*

sentence – *предложение* – одно или несколько слов, содержащие сообщение, вопрос или побуждение. В отличие от словосочетания предложение имеет грамматическую основу (**clause**), состоящую из

главных членов предложения (подлежащего и сказуемого). Это законченная единица речи, а потому в конце всегда присутствует точка, вопросительный или восклицательный знаки, или многоточие.

В зависимости от цели высказывания (сообщения) все предложения делятся на три группы:

- Повествовательные (**declarative**) – служат для сообщения:
  He studies Physics.
- Вопросительные (**interrogative**) – служат для выражения вопроса:
  Does he study Physics?
  What does he study?
- Побудительные (**imperative**) – служат для побуждения к действию:
  Read the text.

Повествовательные предложения могут быть:

- утвердительными (**affirmative**):
  He studies Physics.
- отрицательными (**negative**):
  He doesn't study Chemistry.

По составу предложения могут быть:

- Простыми (**simple**) – имеющими одну грамматическу основу = подлежащее со сказуемым:
  Michael studies Physics.
- Сложными (**composite**) – состоящими из двух и более элементарных предложений (**clause**), которые делятся на:

  - Сложносочинённые (**compound**), равноправные между собой и соединённые союзами *and, but, or*, или *без союза*:
    Michael studies Physics __and__ Mary studies Chemistry.

  - Сложноподчинённые (**complex**), где одно элементарное предложение является главным (**principle clause**), а другое / другие – придаточным (**subordinate / dependent clause**). От главного к придаточному можно задать вопрос. Элементарные предложения соединены подчинительными союзами:
    __While__ Michael studies Physics, Mary studies Chemistry.

Придаточные предложения могут выполнять функцию разных членов предложения:

o Дополнения (**Object Clause**) (отвечают на вопрос what? – *что?*, whom? – *кого?*, for what? – *за что?* и присоединяются к главному предложению теми же союзами и союзными словами, но присоединение может быть и бессоюзное):

I know what you mean.

o Определения (**Attributive / Relative Clause**) (отвечают на вопрос what? – *какой?*, which? – *какой?*, *который?* и вводятся местоимениями и союзными словами who, whose, which, that – *который*, whom – *которого* или наречиями when – *когда*, where – *где*, how – *как*, why – *почему*):

I know a person who can help us.

o Обстоятельства (**Adverbial Clause**). Делятся на разные типы, в зависимости от типа обстоятельства:

- обстоятельство места (**Adverbial Clause of Place**) (отвечают на вопросы: where? – *где? куда?*, from where? – *откуда* и присоединяются к главному предложению с помощью союзных слов where – *где, куда* или wherever – *где бы ни, куда бы ни*):

  They stopped where the road turned left.

- обстоятельство цели (**Adverbial Clause of Purpose**) (отвечают на вопросы what for? – *зачем, для чего?* for what purpose? – *с какой целью?* и вводятся союзами that, in order that, so that – *чтобы, для того чтобы*, lest – *чтобы не*):

  He was speaking loudly so that everybody could here him.

- обстоятельство образа действия (**Adverbial Clause of Manner**) (отвечают на вопрос how? – *как, каким образом?* и вводятся союзами as – *как*, as if, as though – *как будто, как если бы*):

  She looked at me as if she did not recognize me.

- обстоятельство причины (**Adverbial Clause of Cause / Reason**) (отвечают на вопрос why? – *почему?* и вводятся союзами: because – *потому что*, since – *поскольку*, as – *так как*):

  We couldn't finish the work because the computer crashed.

- обстоятельство времени (**Adverbial Clause of Time**) (отвечают на вопросы when? – *когда?* how long? – *как долго?* since when? – *с каких пор?* till what time? till when? – *до каких пор?* и вводятся союзами и союзными словами when – *когда*, after – *после того как*, before – *прежде*, while – *в то время как*, till, until – *пока, до тех пор пока*, as soon as – *как только*, since – *с тех пор как*, by the time – *к тому времени когда*, whenever – *всякий раз когда*):

  I'll stay here <u>until they come.</u>

- обстоятельство условия (**Adverbial Clause of Condition**) (отвечают на вопросы when? – *когда?* on what condition? – *при каком условии?* и вводятся союзами if – *если*, unless – *если не*, on condition (that) – *при условии что*, in case (that) – *в случае если* и др.):

  We'll start tomorrow <u>if the weather is good.</u>

В придаточных обстоятельственных времени и условия не употреблются формы *Future*, вместо них употребляются формы *Present*:

I'll stay here <u>until they come.</u> – Я останусь <u>здесь, пока они не придут.</u>

We'll start tomorrow <u>if the weather is good.</u> – Мы отправимся завтра, <u>если погода будет хорошая.</u>

simple sentence – *простое предложение.* См. **Sentence**

singular – *единственное число.* См. **Noun**

stative verbs – *статальные глаголы.* См. **Verb**

subject – *подлежащее* – главный член предложения, который обозначает предмет или субъект, о котором говорится в предложении. Может обозначать лицо, неодушевлённый предмет, отвлечённое понятие, явление и т.п. Соотнесено со сказуемым, вместе с которым составляет грамматическую основу предложения (**clause**). В русском языке его можно выделить, задав вопрос именительного падежа – «кто? – что?».

Чаще всего подлежащее выражено:

- Существительным (**noun**):
  <u>Algebra</u> is a part of Mathematics.

- Местоимением (**pronoun**):
  <u>He</u> is doing exercises.

Но может быть выражено и другими частями речи – числительными (**numeral**), прилагательным (**adjective**), инфинитивом (**infinitive**) – а также придаточным предложением (**subordinate / dependent clause**).

В отличие от русского языка, в английском предложении подлежащее не может отсутствовать. Если оно не нужно по смыслу, употребляется формальное подлежащее, например местоимение *it*:

> *It is important to follow all instructions.*

subordinate (dependent) clause – *придаточное предложение.* См. **Sentence**

subordinate parts of the sentence – *второстепенные члены предложения.* См. **Sentence**

subjunctive mood – *сослагательное наклонение.* См. **Mood**

superlative degree – *превосходная степень сравнения.* См. **Adjective**

tense – *время (глагольное).* См. **Verb**

transitive verb – *переходный глагол.* См. **Verb**

uncountable noun – *неисчисляемое существительное.* См. **Noun**

verb – *глагол* – так же как и в русском языке, означает действия (*go, build*), состояния (*be, feel*), чувства (*see, like*) и умственную деятельность (*understand, remember*). В предложении обычно выступает в функции сказуемого. Выступает в двух формах:

✓ Личная (**finite form**) – имеет категории времени, лица и числа. В предложении выступает в роли глагольного сказуемого, употребляется всегда с подлежащим, с которым согласуется в лице (**person**) и числе (**number**):

> *What are you looking at?*
> *He speaks good English.*

Делятся на четыре группы:
- неопределённые (**Indefinite**),
- длительные (**Continuou**s),
- перфектные (**Perfect**),
- перфектно-длительные (**Perfect Continuous**).

В каждой группе имеется четыре времени (**tense**):
- настоящее (**Present**),
- прошедшее (**Past**),

- о будущее (**Future**),
- о будущее с точки зрения прошедшего (**Future-in-the-Past**).

Таким образом, в изъявительном наклонении действительного залога в английском языке имеется 16 личных глагольных форм:

Indefinite:
Present Indefinite,
Past Indefinite,
Future Indefinite,
Future Indefinite-in the Past;

Continuous:
Present Continuous,
Past Continuous,
Future Continuous,
Future Continuous-in-the-Past;

Perfect:
Present Perfect,
Past Perfect,
Future Perfect,
Future Perfect-in-the-Past;

Perfect Continuous:
Present Perfect Continuous,
Past Perfect Continuous,
Future Perfect Continuous,
Future Perfect Continuous-in-the-Past.

- ✓ Неличная (**non-finite form**) – также обозначает действия, но не имеет показателей наклонения, лица и числа. Может иметь показатели времени и залога. Может выступать в роли любого члена предложения. К их числу относятся:
  - о Причастие (**Participle**) – сочетает свойства глагола, прилагательного и наречия. В русском языке ему соответствуют формы причастия и деепричастия. Делится на два типа:

    Причастие I (**Participle I**), образуемое с помощью окончания *-ing: reading* (читающий).

    Причастие II (**Participle II**), образуемое с помощью окончания *-ed* или 3-й формы глагола: *painted* (нарисованный), *written* (написанный).

o Инфинитив (**Infinitive**) – сочетает свойства глагола и существительного. В русском языке ему соответствует неопределённая форма глагола (отвечает на вопросы *что делать? что сделать?*). Как правило, употребляется с частицей *to: to study* (изучать), *to live* (жить).

o Герундий (**Gerund**) – сочетает свойства глагола и существительного. Подобной формы в русском языке нет. Образуется с помощью окончания *-ing: reading* (сравни русское: *чтение*).

Для образования различных форм важно деление глаголов на:

- ✓ Правильные (**Regular Verbs**), образующие формы неопределённого прошедшего времени (*Past Indefinite Tense*) и причастия прошедшего времени (*Past Participle*) с помощью окончания *-ed: study – studied – studied.*

- ✓ Неправильные (**Irregular Verbs**), имеющие специальные формы неопределённого прошедшего времени (*Past Indefinite Tense*) и причастия прошедшего времени (*Past Participle*): *begin – began – begun.* Таблицу неправильных глаголов см. в **Appendix 2**.

По значению и функциям в предложении глаголы делятся на:

- ✓ Полнозначные (**Notional Verbs**), имеющие самостоятельное значение и выполняющие функцию простого глагольного сказуемого:

    He <u>starts</u> his work at 9.

- ✓ Служебные (**Auxiliary Verbs**), не имеющие самостоятельного значения и употребляющиеся для образования сложных форм глагола:

    He told me he <u>would</u> come at 9.

- ✓ Глаголы-связки (**Link Verbs**), не имеющие самостоятельного значения и употребляющиеся для образования именного сказуемого:

    He <u>is</u> an engineer.

- ✓ Модальные глаголы (**Modal Verbs**), не имеющие самостоятельного значения и обозначающие отношение говорящего к действию, выраженному другим глаголом. Употребляются для образования составного модального сказуемого:

    He <u>can</u> speak both English and French.

Для образования страдательного залога (**Passive Voice**) важно деление глаголов на:

✓ Переходные (**Transitive Verbs**), обозначающие отношение либо действие, направленное на определённый объект (предмет, лицо) и переходящее на этот объект. В русском языке этот объект выражен прямым дополнением в винительном падеже без предлога (отвечающим на вопрос *кого? что?*):

He knows his subject very well.

✓ Непереходные (**Intransitive Verbs**), не требующие после себя прямого дополнения:

He lives in Chicago.

✓ Некоторые глаголы могут быть переходными в одном значении и непереходными – в другом:

Corn grows very fast. (непереходный)

Corn is grown in many countries. (переходный)

Для образования продолженных форм (**Continuous Forms**) важно деление глаголов на:

✓ Динамические (**Dynamic Verbs**), обозначающие действие в прямом значении этого слова: *to speak, to move* и многие другие. Они могут употребляться в продолженных (*Continuous*) формах глагола:

He is speaking on the phone.

✓ Статальные (**Stative Verbs**), обозначающие не действие, а состояние, восприятие, отношение между предметами или людьми: *to see, to like, to want, to know, to belong, to object* и др. Они не могут употребляться в продолженных формах.

He likes this author.

voice – *залог* – форма глагола, которая показывает, является ли подлежащее предложения производителем или объектом действия, выраженного сказуемым. В английском языке два залога:

✓ действительный залог (**Active Voice**) – показывает, что лицо или предмет, выраженный подлежащим, являются производителем действия, выраженного сказуемым:

She entered the room.

✓ страдательный залог **(Passive Voice)** – показывает, что лицо или предмет, выраженный подлежащим, являются объектами действия, выраженного сказуемым:

The work <u>was completed</u> at 7 p.m.

Для образования страдательного залога используется глагол *to be* (в соответствующей видо-временной форме) и смысловой глагол в 3-й форме (для неправильных глаголов) или с окончанием *-ed* (для правильных глаголов):

The room <u>is being cleaned</u>.

The meeting <u>will be held</u> in this room.

Страдательный залог (в форме инфинитива) употребляется и после модальных глаголов:

The work <u>must be done</u> on time.

Word class (part of speech) – *часть речи*. См. **Part of Speech**

Appendix 2

Irregular Verbs

infinitive	past	past participle	Russian translation
be	was / were	been	быть
beat	beat	beaten	бить
become	became	become	становиться
begin	began	begun	начинать
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
buy	bought	bought	покупать
can	could	–	мочь, уметь
catch	caught	caught	ловить, хватать
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	сто́ить
cut	cut	cut	резать
do	did	done	делать
draw	drew	drawn	рисовать, чертить
drive	drove	driven	водить *(машину)*, приводить в движение
fall	fell	fallen	падать
feel	felt	felt	чувствовать
feed	fed	fed	подавать материал, питать
find	found	found	находить
fly	flew	flown	летать
forbid	forbade	forbidden	запрещать
forecast	forecast	forecast	прогнозировать
foresee	foresaw	foreseen	предвидеть
forget	forgot	forgotten	забывать
get	got	got	получать, становиться
give	gave	given	давать
go	went	gone	идти
grind	groundв	ground	измельчать, шлифовать

infinitive	past	past participle	Russian translation
grow	grew	grown	расти, выращивать
hang	hung	hung	висеть
have	had	had	иметь
hear	heard	heard	слышать
hide	hid	hidden	прятать
hang	hung	hung	висеть, вешать
hold	held	held	держать; проводить
keep	kept	kept	хранить; продолжать делать
know	knew	known	знать
lead	led	led	вести (*к чему-либо*)
learn	learnt	learnt	учить(-ся)
leave	left	left	уезжать, оставлять
let	let	let	позволять
light	lit	lit	зажигать
lose	lost	lost	терять, проигрывать
make	made	made	делать, изготавливать
mean	meant	meant	значить, иметь в виду
meet	met	met	встречать
prove	proved	proved	доказывать
read	read [red]	read[red]	читать
ring	rang	rung	звонить
rise	rose	risen	подниматься
run	ran	run	бегать
say	said	said	сказать
see	saw	seen	видеть
sell	sold	sold	продавать
send	sent	sent	отправлять, посылать
set	set	set	устанавливать
shake	shook	shaken	трясти
shine	shone	shone	светить
show	showed	shown	показывать
shrink	shrank	shrunk	сжиматься, давать усадку
shut	shut	shut	закрывать, захлопывать
sit	sat	sat	сидеть

infinitive	past	past participle	Russian translation
sleep	slept	slept	спать
slide	slid	slidden	скользить, вдвигать
speak	spoke	spoken	говорить
spend	spent	spent	проводить *(время)*, тратить
spill	spilt	spilt	проливать
spin	span	spund	вращаться
split	split	split	разделять, разделяться
spoil	spoilt	spoilt	испортить
spread	spread	spread	распространяться
spring	sprang	sprung	выскочить, снабдить пружиной
stand	stood	stood	стоять
steal	stole	stolen	украсть
stick	stuck	stuck	проткнуть, прикрепиться, застрять
strike	struck	struck	ударять, бить
swell	swelled	swollen	расшириться, раздуться
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	преподавать, учить
tear	tore	torn	рвать, разрывать
tell	told	told	сказать *(кому-л.)*
think	thought	thought	думать
throw	threw	thrown	бросать
understand	understood	understood	понимать
underake	undertook	undertaken	предпринимать
wake	woke	woken	просыпаться, будить
wear	wore	worn	носить *(одежду)*, изнашивать
win	won [wʌn]	won [wʌn]	побеждать
wind	wound	wound	виться, наматывать, заводить
write	wrote	written	писать

Appendix 3

Patterns with Gerund

1. After some verbs meaning *beginning, continuing or ending* (as part of the predicate):

They *started* arguing. – *Они начали спорить.*

He *stopped* working. – *Он прекратил работать.*

He *gave up* smoking. – *Он бросил курить.*

He *went on* eating. – *Он продолжал есть.*

He *continued* eating. – *Он продолжал есть.*

It *kept on* raining. – *Продолжался дождь.*

We *finished* working at 5 o'clock. – *Мы закончили работать в 5 часов.*

I *put off* writing a letter. – *Я отложил написание письма.*

I *can't help* feeling sorry about it. – *Я не могу не сожалеть об этом.*

I *am against* doing like that. – *Я против того, чтобы так делать.*

I *am for* doing like that. – *Я за то, чтобы так делать.*

It is worth doing like that. – *Стоит делать так.*

2. After the following prepositional phrases (as a prepositional object):

to accuse somebody of – *обвинять кого-либо в чём-то*

to apologise for – *извиняться за что-либо*

to approve of – *одобрять что-либо*

to be afraid of – *бояться чего-либо*

to be against – *быть против чего-либо*

to be bad at – *быть неуспешным в чём-либо*

to be capable of – *быть способным на что-либо*

to be engaged in – *быть занятым чем-либо*

to be fond of – *увлекаться чем-либо*

to be for – *быть за что-либо*

to be good at – *быть успешным в чём-либо*

to be interested in – *интересоваться чем-либо*

to be proud of – *гордиться чем-либо*
to be responsible for – *быть ответственным за что-либо*
to be tired of – *устать от чего-либо*
to benefit by – *получить выгоду от чего-либо*
to congratulate somebody on – *поздравлять кого-либо с чем-то*
to contribute to – *способствовать чему-либо*

to dream of – *мечтать о чём-либо*
to get used to – *привыкнуть к чему-либо*
to keep somebody of – *удержать кого-либо от чего-то*
to look forward to – *с нетерпением ждать чего-либо*
to object to – *возражать против чего-либо*
to prevent somebody from – *предостеречь кого-либо от чего-то*
to suspect somebody of – *подозревать кого-либо в чём-то*

E.g. He is responsible for signing this contract. – *Он отвечает за подписание этого контракта.*

3. After abstract nouns followed by *of* (as an attribute):

the use of – *польза, смысл*
the idea of – *идея*
the point of – *смысл*
the importance of – *важность*
the habit of – *привычка*
the probability of – *возможность, вероятность*
the aim of – *цель*
the way of – *способ*
the necessity of – *необходимость*
the intention of – *намерение*
the reason of – *причина*

E.g. What is the use of arguing? – *Какой смысл спорить?*

4. In some expressions (as an object):

He enjoys eating. – *Он любит поесть.*

He admitted taking the money. – *Он признался в том, что взял деньги.*

We couldn't avoid hitting their car. – *Мы не могли избежать столкновения с их машиной.*

I considered buying a car. – *Я подумывал о том, чтобы купить машину.*

Do you mind my being here? – *Вы не возражаете, если я побуду здесь?*

I don't mind waiting. – *Я не против того, чтобы подождать.*

It is worth doing like that. – *Стоит делать так.*

Appendix 4

About Articles
(Об артиклях просто)

Артикль не является самостоятельной частью речи. Это служебное слово, которое является определением существительного.

В английском языке имеется 2 артикля – **неопределённый** (**Indefinite Article**) a (an) и **определённый** (**Definite Article**) the, которые стоят перед существительными, а если у существительного есть определение, то перед ним (a boy – a nice boy).

НЕОПРЕДЕЛЁННЫЙ АРТИКЛЬ

Неопределённый артикль произошёл от числительного 'an' ('one'), поэтому преимущественно употребляется перед исчисляемым существительным в единственном числе.

Форма 'a' употребляется перед словами, начинающимися с согласного **звука**: a book, a good book, форма 'an' перед гласным звуком – an apple, an easy text, an hour.

В русском языке артикль отсутствует, но смысловое значение, выражаемое английским неопределённым артиклем, передаётся порядком слов и некоторыми словами, например: *один, какой-то, какой-нибудь* и т.д.

Употребление неопределёного артикля

<u>I Назывная функция:</u>

1) В назывном предложении, т.е. когда существительное только называется и не представляет конкретного человека или предмет (обычно в предложениях, начинающихся с указательных местоимений This is ... , That is ... или личного местоимения It is ...)
<u>This is a</u> house. <u>This is a</u> nice house.

2) Когда лицо или предмет является ещё неизвестным собеседнику и упоминается впервые:
I see a boy.

3) Обычно неопределённый артикль ставится после оборота there is, выражающего наличие какого-то предмета в определённом месте:
<u>There is a</u> book on the table. (*На столе – книга.*)

4) Как правило, неопределённый артикль употребляется после глагола to have, если у существительного нет конкретизирующего определения:
I have a book. (*У меня есть книга.*)

Но! I have <u>the</u> book <u>which you want to read</u>. (У меня есть та книга, которую ты хочешь прочесть. – конкретизирующее определение)

5) В восклицательных предложениях:
What a fine day! (*Какой прекрасный день!*)

<u>II Классифицирующая функция:</u>

6) Неопределённый артикль может относить лицо или предмет к классу или роду подобных:
Her brother is a student. (*Её брат – студент.*)

III 7) <u>Значение единичности:</u>

I can't hear <u>a</u> word that she is speaking. (Я не слышу ни одного слова, что она говорит.)

Неопределённый артикль всегда используется с такими числительными, как: hundred, thousand, million.

a hundred kilometres (*сто километров*)

IV 8) <u>Обобщающее значение</u>:

A cat likes fish. (*Кошка любит рыбу. – т.е. каждая кошка*)

В обобщающем значении неопределённый артикль часто используется в пословицах:

A friend in need is a friend indeed. (*Друг познаётся в беде.*)

<u>Неопределённый артикль не употребляется</u>:

1) С неисчисляемыми существительными:
She likes cheese and milk. (*Она любит сыр и молоко.*)

2) С существительными во множественном числе:
There are pupils in the classroom. (*В классе находятся ученики.*)

3) Перед числительным one: либо a day либо one day.

Как правило, неопределённый артикль <u>на русский язык не переводится</u>, но иногда может переводиться числительным *«один»* (со значением *«какой-то»*):

I read it in a magazine. (*Я прочёл это в <u>одном </u>журнале.*)
A man told me about it. (<u>*Один (какой-то)*</u> *человек сказал мне это.*)

ОПРЕДЕЛЁННЫЙ АРТИКЛЬ

Определённый артикль the произошёл от указательного местоимения 'se' (*'этот'*). Читается как [ði:] перед гласными (the apple) и как [ðə] перед согласными (the cat). Определённый артикль употребляется как с исчисляемыми существительными в единственном и множественном числе, так и с неисчисляемыми существительными.

Определённый артикль имеет конкретизирующее значение и указывает, что слово, при котором он стоит, известно собеседнику и выделено из класса однородных предметов или лиц. Часто это слово в предложении является **подлежащим**.

The house is new. (*Дом новый.*)

Речь идёт о доме, известном говорящему и слушающему, а не о доме вообще.

Значению определённого артикля в английском языке близки значения русских слов: *этот, тот, та, который, тот самый.*

This is the book that I asked you for. (*Это та книга, которую я просил у вас.*)

Употребление определённого артикля

1. Определённый артикль употребляется, когда из предшествующего контекста ясно, о каком предмете (предметах, явлениях) идёт речь:

We saw a new film yesterday. The film was interesting. *(Вчера мы видели новый фильм. Фильм был интересный.)*

В приведённом примере во втором предложении указывается известный нам предмет, о котором идёт речь.

2. Определённый артикль употребляется, когда ясно из окружающей обстановки, о каком конкретном предмете (явлении) идёт речь:

Open the window please. *(Откройте, пожалуйста, окно!)*

В некоторых случаях предмет, о котором идёт речь, может отсутствовать в данной ситуации, однако он известен говорящему и слушающему из их предшествующего опыта:

Will you go to the library? *(Ты пойдёшь в библиотеку?)*

3. Определённый артикль употребляется, если у существительного есть определительное слово или предложение:

the boy that I met *(мальчик, которого я встречал)*;
the girl in green *(та девушка, которая в зелёном)*.

Определённый артикль употребляется с существительным, имеющим ограничивающее определение с предлогом of:

the name of the street *(название улицы)*.

4. Определённый артикль употребляется, если перед существительным стоит прилагательное в превосходной степени:

John is the best student of the group. *(Джон – лучший студент группы.)*

5. Определённый артикль употребляется, если перед существительным стоит порядковое числительное:

Yury Gagarin is the first cosmonaut in the world. *(Юрий Гагарин – первый в мире космонавт.)*

6. Определённый артикль употребляется с существительными, обозначающими предметы, единственные в своем роде:

the sun *(солнце)*;
the moon *(луна)*;

the earth *(земля)*;

the world *(мир, свет)*.

7. Определённый артикль употребляется перед названиями музыкальных инструментов в предложениях типа:

She plays the piano very well. *(Она очень хорошо играет на пианино.)*

8. Определённый артикль употребляется перед фамилиями во множественном числе, когда подразумевается вся семья:

the Blacks *(семья Блэков)*.

9. Определённый артикль употребляется перед прилагательными в значении общности людей (существительное в данном случае отсутствует):

the rich *(богатые)*; the white *(белые)*;

или национальности – the British *(британцы)*.

10. Определённый артикль употребляется перед некоторыми географическими названиями:

– морей – the Black Sea;

– рек – the Volga;

– океанов – the Atlantic Ocean;

– горных цепей – the Alps (но не отдельных вершин – Everest);

– некоторых государств (в которые входят слова *union, united* либо другое нарицательное существительное) – the USA (the United States of America).

На русский язык определённый артикль может переводиться указательными местоимениями *«этот, эти, тот, те»* в зависимости от контекста:

At the moment he couldn't tell me about it.

(В тот момент он не мог сказать мне об этом.)

Артикли не употребляются

1. С именами собственными:

    I spoke with Peter about it. *(Я об этом говорил с Петром.)*

2. С названиями стран – France.

3. С названиями городов – London.

4. С названиями улиц – Oxford street.

5. Перед существительными, за которыми следует количественное числительное, обозначающее номер:

He lives in room 5. *(Он живёт в комнате № 5.)*

6. Перед названиями наук, предметов, языков:

Chemistry, Phisical Training, Russian, English и т.д.

Но! the English language (если есть слово language).

7. С существительными, определяемыми притяжательными и указательными местоимениями:

I see his car. *(Я вижу его машину.)*

I need this book. *(Мне нужна эта книга.)*

8. С названиями спортивных игр:

He plays football. *(Он играет в футбол.)*

Appendix 5
Set Expressions with Articles

General English

THE	A/AN	Ø
the other day – *на днях (в прошлом)*	**a few** – *несколько*	**at home** – *дома*
the day after tomorrow – *послезавтра*	**a little** – *немного*	**to go home** – *идти домой*
the day before yesterday – *позавчера*	**a bit** – *немного*	**at peace** – *в состоянии мира*
in the morning – *утром*	**a lot of** – *много*	**at war** – *в состоянии войны*
in the afternoon – *днём*	**a great deal of** – *много*	**at school** – *в школе*
in the evening – *вечером*	**for a while** – *на некоторое время*	**to go to school** – *идти (ходить) в школу*
in the plural – *во множественном числе*	**in a low (loud) voice** – *тихим (громким) голосом*	**at table** – *за столом (во время еды)*
in the singular – *в единственном числе*	**to be at a loss** – *быть в растерянности*	**by chance** – *случайно*
in the past – *в прошлом*	**(to be) in a hurry** – *в спешке (спешить)*	**by heart** – *наизусть*
in the present – *в настоящем*	**to go for a walk** – *идти гулять*	**by name** – *по имени*
out of the question – *исключено, невозможно*	**to have a good time** – *хорошо провести время*	**by mistake** – *по ошибке*
just the same – *то же самое*	**to tell a lie** – *солгать*	**in time** – *вовремя*
by the way – *между прочим*	**It's a pity (shame)** – *Жаль!*	**to ask permission** – *просить разрешения*
to play the piano (guitar, etc.) – *играть на рояле, гитаре и т.д.*	**It is a pleasure** – *С удовольствием.*	**to be in bed** – *лежать в постели (болеть)*
What is the time? – *Который час?*	**What a shame!** – *Как не стыдно! Какой позор!*	**to go to bed** – *ложиться спать*
to tell the time – *сказать, который час*	**All of a sudden** – *внезапно, вдруг*	**to go by tram (car, train)** – *ехать на трамвае (машине, поезде)*
to tell the truth – *сказать правду*	**I have a toothache (headache).** – *У меня болит зуб (голова).*	**to go by water (air, sea, land)** – *передвигаться водным (воздушным, морским, сухопутным) путём*
to go to the cinema (theatre) – *пойти в кино (театр)*		**to go to town** – *ехать в город*
at the cinema (theatre) – *в кино (театре)*		**to tell lies** – *говорить неправду*
in the country – *за городом*		**at work** – *на работе*
		at night – *ночью*
		on Monday – *в понедельник*
		in March – *в марте*
		in summer – *летом*

Academic English

THE	A/AN	Ø
the following … – *следующие …*	**a few** – *несколько*	**in detail** – *подробно*
the next … – *следующий …*	**a little** – *немного*	**in terms of** – *в плане (чего-либо), в контексте, с точки зрения …*
the main … – *главный …*	**a lot of** – *много*	
the only … – *единственный …*	**a great / good deal of** – *большое количество* (с неисчисл.)	**by means of** – *с помощью (чего-либо), посредством*
on the whole … – *в целом*		**in fact** – *фактически, на самом деле*
the case for … – *довод в пользу …*	**a great many** – *большое количество* (с исчисл.)	**in general** – *в общем, в целом*
on the one hand … on the other hand … – *с одной стороны … с другой стороны*	**a number of** – *ряд (чего-либо), некоторое количество …*	**in principle** – *в принципе*
		in spite of – *несмотря на*
the same … – *тот же самый*	**a range of** – *целый ряд (чего-либо), диапазон, круг*	**in time** – *вовремя*
at the same time – *в то же самое время*	**a variety of** – *разнообразие (чего-либо), разные*	**for example / for instance** – *например*
on the right / left – *справа / слева*	**as a result (of)** – *в результате*	**in addition to** – *помимо, кроме*
at the top / bottom – *вверху / внизу*	**a change in** – *изменение в*	**in contrast to** – *в отличие от, на фоне, в сравнении с*
in the middle / centre – *в середине / центре*	**at a time** – *за один раз*	
in the direction of … – *в направлении …*	**as a whole** – *как единое целое*	**in comparison with** – *по сравнению с*
with the help of – *с помощью …*	**as a rule** – *как правило*	**pay attention to** – *обращать внимание на*
at the moment – *в настоящий момент*	**for a long / short time** – *долгое / короткое время*	**by mistake** – *по ошибке*
in the past – *в прошлом*	**a sort / kind of …** – *своего рода …, нечто вроде …*	**by chance** – *случайно*
in the future – *в будущем*	**a lack of …** – *нехватка …*	**in conclusion** – *в заключение*
the rest of … – *остальные / остальное*		**at present …** – *в настоящее время*
the way of – *способ …*		**from beginning to end** – *от начала до конца*
the level of – *уровень …*		**in reference to** – *в отношении (чего-либо), применительно к …*
		in spite of – *несмотря на*
		taking into account – *принимая во внимание*

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Online Resources

Grammar, spelling and style check:

https://www.grammarcheck.net/editor/
http://www.reverso.net/spell-checker/english-spelling-grammar/
https://www.grammarly.com/
https://www.scribens.com/
https://www.paperrater.com/
https://www.languagetool.org/
http://proofreadbot.com/
http://www.stylewriter-usa.com/
https://advego.ru/text/

Verb tenses:

http://www.english-4u.de/past_prog_ex5.htm
https://learnenglish.britishcouncil.org/en/english-grammar/verbs/
https://www.englishpage.com/verbpage/verbtenseintro.html
https://www.perfect-english-grammar.com/past-simple-present-perfect-4.html
https://www.englishcurrent.com/grammar/study-present-perfect-review-exercises/
https://www.englisch-hilfen.de/en/exercises/tenses/simple_past_present_perfect3.htm

Passive:

https://www.englisch-hilfen.de/en/complex_tests/passive1/index.php
https://www.e-grammar.org/passive-voice/test1-exercise1/
http://first-english.org/english_learning/english_active_passive/90_passive_test_english.htm
http://www.edudose.com/english/change-of-voice-questions-answers/

Reported speech:

http://www.learnenglishfeelgood.com/reported-speech-mixed3.html
http://www.examenglish.com/grammar/B1_reported_speech.htm

Determiners:

https://www.usingenglish.com/quizzes/70.html
https://elt.oup.com/student/solutions/preint/grammar/grammar_03_012e?cc=us&selLanguage=en
http://www.bes.info.pl/grammar/quantifiers4.html
http://esldivlabs.vcc.ca/ELSA/Instructor_Web_Exercises/Grammar/Either_Neither_Both_Multiple_Choice.htm
https://www.usingenglish.com/quizzes/82.html

Verbals:

https://www.proprofs.com/quiz-school/story.php?title=verbals-gerunds-participles-and-infinitives
http://englishteststore.net/index.php?option=com_content&view=article&id=4700&Itemid=418
https://www.englisch-hilfen.de/en/exercises_list/gerund_infinitiv.htm

Modals:

http://www.myenglishpages.com/site_php_files/grammar-exercise-modals.php
http://www.perfect-english-grammar.com/modal-verbs-exercises.html
http://www.grammar-quizzes.com/modalquiz.html

Combinatoric dictionaries:

https://www.macmillandictionary.com/
http://www.freecollocation.com/

Articles:

https://www.usingenglish.com/quizzes/216.html
http://englishteststore.net/index.php?option=com_content&view=article&id=58&Itemid=453
http://www.myenglishpages.com/site_php_files/grammar-exercise-articles.php
http://www.grammarbank.com/articles-exercises.html