

ПЕРВОЕ ВЫСШЕЕ ТЕХНИЧЕСКОЕ УЧЕБНОЕ ЗАВЕДЕНИЕ РОССИИ



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«САНКТ-ПЕТЕРБУРГСКИЙ ГОРНЫЙ УНИВЕРСИТЕТ»

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**УТВЕРЖДЕНО**

приказом от «29» марта 2021 № 591 адм.  
решением Учебно-методического Совета  
от «17» ноября 2021, протокол № 10

# ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК

## ПРЕДМЕТНЫЙ УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКТ

*(ПОРОГОВЫЕ ТРЕБОВАНИЯ ПО ДИСЦИПЛИНЕ)*

**Автор**

к.п.н С.А. Бойко

**Направление подготовки:**

21.04.01 «Нефтегазовое дело»

**Направленность (профиль):**

Технология вскрытия нефтегазовых  
пластов в осложнённых условиях  
Бурение горизонтальных скважин  
Техническая диагностика  
газотранспортных систем  
Разработка нефтяных месторождений  
Трубопроводный транспорт  
углеводородов  
Эксплуатация скважин в осложнённых  
условиях  
144 часа

**Объем учебной нагрузки**

Санкт-Петербург  
2021

**Выпускающие кафедры:** Разработки и эксплуатации нефтяных и газовых месторождений, Бурения скважин, Транспорта и хранения нефти и газа

Предметный учебно-методический комплект (Пороговые требования по дисциплине) рассмотрен на заседании методической комиссии факультета фундаментальных и гуманитарных дисциплин (*Протокол № 2 от 14 октября 2021*)

**Предметная кафедра:** кафедра иностранных языков (*Протокол № 2 от 29 сентября 2021*)

## МЕСТО ДИСЦИПЛИНЫ «ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК» В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ И ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ

В соответствие с учебным планом, дисциплина «Деловой иностранный язык» относится к вариативной части Блока 1 «Деловой иностранный язык» основной профессиональной образовательной программы по направлению подготовки магистратуры 21.04.01 «Нефтегазовое дело» и **изучается в 3 семестре.**

Процесс изучения дисциплины «Деловой иностранный язык» направлен на формирование следующих компетенций:

Формируемые компетенции		Код и наименование индикатора достижения компетенции
Содержание компетенции	Код компетенции	
Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия.	УК-4	<p>УК-4.1. <b>Знать:</b> правила и закономерности личной и деловой устной и письменной коммуникации; современные коммуникативные технологии на русском и иностранном языках; существующие профессиональные сообщества для профессионального взаимодействия.</p> <p>УК-4.2. * <b>Уметь:</b> применять на практике коммуникативные технологии, методы и способы делового общения для академического и профессионального взаимодействия.</p> <p>УК-4.3. * <b>Владеть:</b> методикой межличностного делового общения на русском и иностранном языках, с применением профессиональных языковых форм, средств и современных коммуникативных технологий.</p>

\* - данные индикаторы достижения компетенции формируются преимущественно в рамках практических занятий.

Дисциплина «Деловой иностранный язык» направлена на раскрытие **объектов профессиональной деятельности** выпускников основной профессиональной образовательной программы по направлению подготовки 21.04.01 «Нефтегазовое дело»: **технологические процессы и устройства для строительства, ремонта, реконструкции и восстановления нефтяных и газовых скважин на суше и на море; технологические процессы и устройства для добычи нефти и газа, сбора и подготовки скважинной продукции на суше и на море; технологические процессы и устройства для промышленного контроля и регулирования извлечения углеводородов; технологические процессы и устройства для трубопроводного транспорта нефти и газа, подземного хранения газа; технологические процессы и устройства для хранения и сбыта нефти, нефтепродуктов и сжиженных газов.**

## СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Общая трудоемкость учебной дисциплины составляет 4 зачетные единицы, 144 ак. часа.

Вид учебной работы	Всего ак. часов	Ак. часы по семестрам
		3
Аудиторные занятия, в том числе	72	72
Практические занятия (ПЗ)	72	72
Самостоятельная работа студентов (СРС), в том числе	72	72
Подготовка к практическим занятиям	72	72
Подготовка к зачету		
Вид промежуточной аттестации – зачет	ДЗ	ДЗ
экзамен		
Общая трудоемкость дисциплины		
ак. час	144	144
зач. ед.	4	4

Учебным планом предусмотрены: практические занятия и самостоятельная работа.

Наименование разделов	Виды занятий				
	Всего ак. часов	Лекции	Практические занятия	Лабораторные работы	Самостоятельная работа студентов
Раздел 1. Я и мое образование (учебно-познавательная сфера общения).	72	-	36	-	36
Раздел 2. Я и моя будущая профессия (профессиональная сфера общения).	72	-	36	-	36
Итого:	144	-	72	-	72

## ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

В ходе обучения применяются:

**Практические занятия.** Целью практических занятий является совершенствование умений и навыков речевой деятельности на иностранном языке.

Главным содержанием этого вида учебных занятий является работа каждого обучающегося по овладению практическими умениями и навыками деловой коммуникации на иностранном языке.

**Консультации** являются одной из форм руководства учебной работой обучающихся и оказания им помощи в самостоятельном изучении материала дисциплины, в ликвидации имеющихся пробелов в знаниях, задолженностей по текущим занятиям, в подготовке письменных работ (проектов).

Текущие консультации проводятся преподавателем, ведущим занятия в учебной группе, научным руководителем и носят как индивидуальный, так и групповой характер.

**Самостоятельная работа обучающихся** направлена на углубление и закрепление знаний, полученных на практических занятиях, выработку навыков самостоятельного активного приобретения новых, дополнительных знаний, подготовку к предстоящим учебным занятиям и промежуточному контролю.

## ВВЕДЕНИЕ

Владение иностранным языком является одним из важных условий осуществления международного сотрудничества и повышения академической и профессиональной мобильности. Целью дисциплины «Деловой иностранный язык» является повышение исходного уровня владения иностранным языком и овладение будущими специалистами необходимым и достаточным уровнем иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной и профессиональной деятельности при общении с зарубежными партнёрами, а также для дальнейшего самообразования.

Основные задачи дисциплины:

- формирование знаний лексического материала и коммуникативной грамматики для использования в профессионально-деловом общении;
- развитие коммуникативных умений во всех видах речевой деятельности (говорение, аудирование, чтение, письмо);
- развитие умений использования стратегий автономной учебно-познавательной деятельности через самостоятельную работу;
- формирование позитивного отношения и толерантности к другим культурам вообще и к культуре стран изучаемого языка в частности;
- развитие способности к сотрудничеству и совместному решению проблем в профессионально-деловом общении;
- стимулирование познавательной активности и мотивации к дальнейшему изучению иностранного языка как инструмента профессионального становления и развития.

Дисциплина базируется на знаниях, умениях и навыках, полученных на предыдущей ступени образования.

**Особенностью преподавания дисциплины «Деловой иностранный язык» в рамках основной профессиональной образовательной программы по направлению подготовки магистратуры 21.04.01 «Нефтегазовое дело» в Горном университете является овладение лексическим минимумом по направлению подготовки, необходимым для чтения, понимания и перевода текстов профессиональной тематики.**

## РАЗДЕЛ 1. Я И МОЕ ОБРАЗОВАНИЕ (УЧЕБНО-ПОЗНАВАТЕЛЬНАЯ СФЕРА ОБЩЕНИЯ)

### Учебный вопрос 1. Настоящее простое и длительное (**Present Simple & Present Continuous**)

#### **Present Simple** (Настоящее простое): V / V(e)s

1. We use the **present simple** for things that are always true or happen regularly:

- e.g. I work in a bank.  
She studies Russian.  
We don't have any pets.  
Jack doesn't wear glasses.

Remember the spelling rules for third person singular, e.g. lives, studies, watches.

Use ASI (Auxiliary, Subject, Infinitive) or QUASI (Question word, Auxiliary, Subject, Infinitive) to help you with word order in questions.

- e.g. Do you know David?  
What time does the film start?

2. We often use the **present simple** with adverbs of frequency, e.g. usually, never, or expressions of frequency, e.g. every day, once a week.

- Adverbs of frequency go before the main verb, and after be.
  - Expressions of frequency usually go at the end of the sentence or verb phrase.
- e.g. She usually has cereal for breakfast.  
I'm never late for work.  
We only eat out about once a month.

#### **Present Continuous** (Настоящее длительное): am/are/is + Ving

We use the **present continuous** (not the **present simple**) for actions in progress at the time of speaking, e.g. things that are happening now or around now. These are normally temporary, not habitual actions.

- e.g. A: Who are you waiting for?  
B: I'm waiting for a friend.

A: Is your sister still going out with Adam?

B: No, they broke up. She isn't going out with anyone at the moment.

Remember the spelling rules, e.g. living, studying, getting.

#### **Action and Non-action Verbs** (Глаголы действия и бездействия)

• Verbs which describe actions, e.g. cook, make, can be used in the **present simple** or **continuous**.

- e.g. I'm making the lunch.  
I usually make the lunch at the weekend.

- Verbs which describe states or feelings (not actions), e.g. love, need, be, are non-action verbs. They are not usually used in the **present continuous**, even if we mean 'now'.

e.g. A: What are you looking for?

B: My car keys.

A: I'll help you in a moment.

B: But I need them now!

- Common **non-action verbs** are agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, remember, seem, suppose.

- A few verbs have an **action** and a **non-action** meaning, e.g. have and think.

e.g. I have a cat now. = possession (non-action)

I can't talk now. I'm having lunch. = an action

I think this music's great. = opinion (non-action)

What are you thinking about? = an action

### Контрольные вопросы и задания:

1. How do we form the **present simple** tense?
2. When do we use the **present simple** tense?
3. What are adverbs of frequency?
4. How do we form the **present continuous** tense?
5. When do we use the **present continuous** tense?
6. What are **action** and **non-action verbs**?

### Учебный вопрос 2. Настоящее совершенное и совершенное длительное (**Present Perfect & Present Perfect Continuous**)

#### **Present Perfect** (Настоящее совершённое): have / has V<sub>3</sub>

- We often use the **present perfect** to talk about the recent past, not saying exactly when things happened.

e.g. I've finished my homework.

She's cleaned the kitchen.

He hasn't done the washing up.

A: Has she turned off her phone?

B: No, she hasn't.

- We use the **present perfect** + **for** or **since** with **non-action verbs** (e.g. like, have, know, etc.) to talk about something which started in the past and is still true now.

e.g. They've known each other for ten years. (= they met ten years ago and they still know each other today)

Julia has had that bag since she was at university.

- We use How long? + **present perfect** to ask about an unfinished period of time (from the past until now).



• We use **for** + a period of time, e.g. for two weeks, or **since** + a point of time, e.g. since 1990.

e.g. A: How long has your brother had his motorbike?

B: For about a year.

A: How long have you worked here?

B: Since 1996.

### **Present Perfect Continuous** (Настоящее совершенное длительное):

have / has been Ving

• We use the **present perfect continuous** with **for** and **since** with **action verbs** (e.g. learn, work, go, etc.) to talk about actions which started in the past and are still true now.

e.g. How long have you been learning English?

Nick has been working here since April.

They've been going out together for about three years.

• We can also use the **present perfect continuous** for continuous or repeated actions which have been happening very recently. The actions have usually just finished.

e.g. A: Your eyes are red. Have you been crying?

B: No, I've been cutting onions.

### **Контрольные вопросы и задания:**

1. How do we form the **present perfect** tense?
2. When do we use the **present perfect** tense?
3. How do we form the **present perfect continuous** tense?
4. When do we use the **present perfect continuous** tense?
5. How do we use **for** and **since** with **present perfect** and the **present perfect continuous** tenses?

### **Учебный вопрос 3. Прошедшие времена** (**Past Simple, Past Continuous & Past Perfect**)

#### **Past Simple** (Простое прошедшее): V2 / V(e)d

We use the **past simple** for finished actions in the past (when we say, ask, or know when they happened).

e.g. She was born in Berlin.

They got married last year.

On the way to Rome we stopped in Florence for the night.

The plane didn't arrive on time.

What time did you get up this morning?

#### **Past Continuous** (Прошедшее длительное): was / were + Ving

1. We use the **past continuous** to talk about an action in progress at a specific time in the past.

e.g. What were you doing at six o'clock last night?

2. We often use the **past continuous** to describe a past action in progress which was interrupted by another action (expressed in the **past simple**).

e.g. I was driving along the motor way when it started snowing.

3. We often use the **past continuous** with **while** for two actions happening at the same time.

e.g. While I was doing the housework the children were playing in the garden.

4. We often use the **past continuous** to describe the beginning of a story or anecdote.

e.g. It was a cold night and it was raining. I was watching TV in the dining room ...

### **Past Perfect (Прошедшее совершенное): had + past participle**

We use the **past perfect** when we are talking about the past and we want to talk about an earlier past action. Compare:

e.g. When John arrived, they went out. (= first John arrived and then they went out)

When John arrived, they had gone out. (= they went out before John arrived)

### **Контрольные вопросы и задания:**

1. How do we form the **past simple** tense?
2. When do we use the **past simple** tense?
3. How do we form the **past continuous** tense?
4. When do we use the **past continuous** tense?
5. How do we form the **past perfect** tense?
6. When do we use the **past perfect** tense?

### **Учебный вопрос 4. Формы будущего времени (Future forms)**

1. We use **be going to do + infinitive** for future plans and intentions, when we have already decided to do something.

e.g. My sister's going to adopt a child.

Are you going to buy a new car or a second-hand one?

We also use **be going to do + infinitive** to make predictions about the future, especially when you can see or have some evidence.

e.g. Barcelona are going to win. They're playing really well.

Look at those black clouds. It's going to rain.

2. We often use **Present Continuous** for future arrangements. We have already made the arrangements. We often use **Present Continuous** with verbs relating to travel arrangements, e.g. go, come, arrive, leave, etc.

e.g. Lorna and Jamie are getting married in October.

We are meeting at 10.00 tomorrow in Jack's office.

Jane's leaving on Friday and coming back next Tuesday.

3. We use **Future Simple** for instant decisions, promises, offers, predictions (based on what we feel or think), future facts, suggestions.

e.g. I'll have the steak. (instant decision)

I won't tell anybody where you are. (promise)

I'll carry that bag for you. (offer)

Таблица 1

English tenses in Active Voice				
	SIMPLE (простое)	CONTINUOUS (продолженное)	PERFECT (совершенное)	PERFECT CONTINUOUS (совершенно-продолженное)
НАСТОЯЩЕЕ Present	действие совершается постоянно	действие совершается сейчас	действие совершилось	начатое действие продолжается
	I <b>talk</b> to John every day.	I <b>am talking</b> to John now	I <b>have talked</b> to John.	I <b>have been talking</b> to John for two hours/ since 5 o'clock.
	Я <b>разговариваю</b> с Джоном каждый день.	Я <b>разговариваю</b> с Джоном сейчас.	Я <b>поговорил</b> с Джоном.	Я <b>разговариваю</b> с Джоном на протяжении двух часов/ с 5 часов.
ПРОШЕДШЕЕ Past	действие совершалось/совер шилось	действие совершалось (точное время/действие)	действие совершилось ранее другого действия	начатое действие продолжалось до (время/действие)
	I <b>talked</b> to John yesterday.	I <b>was talking</b> to John yesterday at 5/ when you called me.	I <b>had talked</b> to John by the time you came.	I <b>had been talking</b> to John for two hours by the time you came/ by 5 o'clock.
	Я <b>разговаривал/пог оворил</b> с Джоном вчера.	Я <b>разговаривал</b> с Джоном: вчера, в 5/ ты позвонил мне.	Я <b>поговорил</b> с Джоном к тому времени, как ты пришел.	Я <b>разговаривал</b> с Джоном на протяжении двух часов, к тому времени, как ты пришёл/ к 5 часам.
БУДУЩЕЕ Future	действие совершится	действие будет совершаться (точное время/действие)	действие совершится ранее другого действия	начатое действие будет продолжаться до (время/действие)
	I <b>will talk</b> to John tomorrow.	I <b>will be talking</b> to John tomorrow at 5/ when you call me.	I <b>will have talked</b> to John by the time you come.	I <b>will have been talking</b> to John for two hours by the time you come/ by 5 o'clock.
	Я <b>поговорю</b> с Джоном завтра.	Я <b>буду</b> <b>разговаривать</b> с Джоном завтра, в 5/ когда ты позвонишь мне.	Я <b>поговорю</b> с Джоном к тому времени, как ты придешь.	Я <b>буду разговаривать</b> с Джоном на протяжении двух часов, к тому времени, как ты придешь/ к 5 часам.

### Контрольные вопросы и задания:

1. How do we form the **future simple** tense?
2. When do we use the **future simple** tense?
3. When do we use the construction **be going to do sth**?

4. How do we form negative and interrogative forms of the construction **be going to do sth**?
5. When do we use the **present simple** tense with future meaning?
6. When do we use the **present continuous** tense with future meaning?

### Учебный вопрос 5. Пассивный залог (Passive Voice)

To BE + **Past Participle** (глагол БЫТЬ + Причастие прошедшего времени)

1. We often use **the passive** when it's not said, known, or important who does an action.  
e.g. This house is quite old. It was built in 1930.  
Two hundred people are employed by the company.
2. When we are interested in the action itself rather than the person who performs it.  
e.g. The new hospital will be opened tomorrow (by the Minister of Health).
3. If you want to say who did the action, use by.  
e.g. Batman Begins was directed by Christopher Nolan.
4. We use with + instrument or material to say what instrument or material the agent used.  
e.g. Soup is eaten with a spoon. (instrument)  
The salad was made with fruit. (material)
5. We form negatives and questions in the same way as in active sentences.  
e.g. Some films aren't shot on location.  
Is your car being repaired today?
6. We use have something done to say that we arrange for somebody else to do something for us.  
e.g. Jill had the roof repaired. (She arranged for somebody else to repair it)
7. We use **be + past participle** or **have been + past participle** after **Modal Verbs**.  
e.g. The brush can be used for cleaning the car.  
The pickpocket might have been arrested.

Таблица 2

Tenses	Active Voice	Passive Voice
Present Simple	The assistant <b>types</b> reports.	Reports <b>are typed</b> (by the assistant).
Past Simple	The assistant <b>typed</b> reports.	Reports <b>were typed</b> (by the assistant).
Present Continuous	The assistant <b>is typing</b> reports.	Reports <b>are being typed</b> (by the assistant).
Past Continuous	The assistant <b>was typing</b> reports.	Reports <b>were being typed</b> (by the assistant).
Present Perfect	The assistant <b>has typed</b> reports.	Reports <b>have been typed</b> (by the assistant).
Past Perfect	The assistant <b>had typed</b> reports.	Reports <b>had been typed</b> (by the assistant).
Future Simple	The assistant <b>will type</b> reports.	Reports <b>will be typed</b> (by the assistant).
Future Perfect	The assistant <b>will have typed</b> reports.	Reports <b>will have been typed</b> (by the assistant).
Present Infinitive	The assistant ought <b>to type</b> reports.	Reports ought <b>to be typed</b> (by the assistant).

Perfect Infinitive	The assistant ought <b>to have typed</b> reports.	Reports ought <b>to have been typed</b> (by the assistant).
Gerund	The assistant hates people <b>asking</b> her <b>to type</b> reports.	The assistant hates <b>being asked to type</b> reports.
Perfect Gerund	The assistant remembers her boss <b>having asked</b> her <b>to type</b> reports.	The assistant remembers <b>having been asked to type</b> reports (be her boss).

### Способы перевода на русский язык

При переводе на русский язык страдательную конструкцию можно передать следующими способами:

1. Русской формой страдательного залога данного глагола в соответствующем времени, лице и числе:

e.g. The paper was written last year. Статья была написана в прошлом году.

2. Возвратной формой глагола на «-ся», «-сь» в соответствующем времени, лице и числе:

e.g. The excavations were made on the left side of the hill. Раскопки производились на левой стороне холма.

3. Неопределенно-личной формой глагола действительного залога в соответствующем времени в 3-м л. мн. ч.:

e.g. The excavation was made with great care. Раскопку производили с большой осторожностью.

4. Личной формой глагола в действительном залоге (такой перевод возможен только в том случае, если указано лицо, производящее действие, т.е. если в предложении есть дополнение с предлогом by):

e.g. These papers were written by one and the same author. Эти работы писал один и тот же автор.

#### Контрольные вопросы и задания:

1. How do we form **Passive Voice**?
2. When do we use the **Present Simple Passive** form?
3. When do we use the **Past Simple Passive** form?
4. When do we use the **Future Simple Passive** form?
5. What are the differences between **Active and Passive** verb forms?

### Учебный вопрос 6. Условные предложения (**Conditional Sentences**)

1. **Conditional sentences** have two parts: an if-clause (the ‘condition’) and a result clause. The if-clause can come first or second. If it comes first, we put a comma after it. **Conditional sentences** can use positive or negative verb forms, and they can be questions. Zero, first, second and third describe the tense patterns we use to express different meanings.

2. **Zero conditionals** use present tense verbs in both parts of the sentence to describe situations (habits, rules, etc.) that always produce the same results.

e.g. If I read all day, I get a headache.

Carrots lose their flavour if you boil them too long.

3. **First conditionals** are more common than **zero conditionals**, and generally talk about the future. The typical pattern of sentences is **if + present simple, + will/'ll or will/'ll + if + Present simple**.

e.g. If you run now, you'll just catch the train.

We'll see you at lunch if we don't meet before.

Will they mind if we watch them at work?

But you can also use other tenses such as present perfect or continuous in the **if-clause**, and be going to/be likely to or the **modal verbs** can/could/may/might/should/must in the **result clause**.

e.g. If you're going out, could you pick up some milk?

If he hasn't finished the garden by lunchtime, you should give him a hand.

He's likely to forget if you don't remind him.

4. We can use **unless** (meaning 'except if') as a negative form of **if**. We also use **otherwise/or else** ('because if not').

e.g. You won't get in unless you have a ticket.

Unless he makes a bit more effort, he's going to fail.

Hurry up! Otherwise, you'll be late.

You should let Steve know when you'll be back, or else he'll get worried.

5. **Second conditional** sentences use past tense verb forms not to talk about the past, but about the present and the future.

e.g. If you sold your house in the next couple of weeks, where would you both live?

6. We form **second conditional** sentences with **if + past tense, would/'d + verb or would/'d + verb + if + past tense**.

e.g. If you left now, you'd still get to your lecture.

We would be able to do more if we had a car.

7. We sometimes use **could** (=would be able to) or **might** instead of **would**.

e.g. If you stayed a few more days, you could see the beginning of the winter festival.

You might win if you decided to enter the race.

8. There is a small group of phrases which, like **second conditionals**, use past tense/would to talk about the present/future.

e.g. I'm bored. I wish I had something to read.

If only that man would stop talking!

I'd rather you didn't play music right now.

It's time we made our way home now, isn't it?

9. I wish/If only mean the same, but if only is a little stronger and not so common. We use them with a past tense to talk about a present situation that we'd like to change. As with **second conditionals**, we can use were instead of was after I/he/she/it in more formal situations. We can use **Past Perfect** for a past regret.

e.g. I wish that restaurant was cheaper.

If only we could stay longer. It's nice here.

I wish that Jenny were here with us today to celebrate.

The show is getting amazing reviews. If only we had bought some tickets last week!

10. The full form of I'd rather is 'I would rather'. If we're talking about ourselves, we simply use a verb afterwards. But if we change the subject, we use a past tense. It's time works in a similar way.

e.g. I'd rather fly than take the train.

I'd rather not talk to Geoff at the moment.

I'd rather we ate before going out. Is that OK?

It's time to go.

It's time we drove home, isn't it?

Isn't it time you were leaving? You'll be late.

11. We normally use **third conditional** sentences to talk about how things could have been different in the past.

e.g. If you had told about your concert, I would have come. When is the next one?

12. We form third conditional sentences with **if + past perfect, + would/'d have + past participle** or **would/'d have + past participle + if + past perfect**.

e.g. If we had travelled earlier, we wouldn't have got stuck in traffic.

I'm sure she'd have helped you if you had asked her in good time.

Would you have stayed at the company if Jo had left?

13. We 'mix' second and third conditionals in two ways: 1) **if + past perfect (third) + would/could/might (second)**, in this type of conditional an imagined action (if-clause) would have a present result; 2) **if + past tense (second) + would/could/might have + past participle (third)**, in the **if-clause** below, the past tense emphasizes general behaviour (where past perfect would refer to a specific action)

e.g. If I hadn't lost my passport, I'd be in France now.

If you saved a bit of money every month, (= if you were the kind of person who saved every month) you could have bought that new laptop.

14. Other expressions used in place of **if** are the following: on condition that, even if, even though, when, provided (that), providing (that), as long as, suppose, supposing, since, as, unless (if not), but for + gerund/noun, in case + Present (for the present) or Past (for the past).

e.g. Provided that/Providing that/As long as the Mayor comes, we'll hold a meeting.

Suppose/Supposing the Mayor comes, we'll hold a meeting.

Since/As the Mayor can't come, we won't hold a meeting.

In case the Mayor comes, we'll prepare for a meeting.

## Способы перевода на русский язык

### Условные предложения, вводимые союзами.

1) В придаточном предложении условия употребляются различные формы сослагательного наклонения:

а) синтетические формы be, were, форма глагола в 3-м л. ед. ч. настоящего времени без окончания -s.

If it is necessary to determine the time...Если необходимо определить время...

If I were you... (Если бы я был) на вашем месте...

б) аналитическая форма сослагательного наклонения с глаголом should для выражения малой вероятности условия.

If you should see him, ask him to wait. Если вы его увидите (что маловероятно), попросите его подождать.

2) В главном предложении (следствии) употребляются аналитические формы should и would с соответствующими лицами:

If I had this book, I should give it to you. Если бы у меня была эта книга, я бы ее вам дал.

If he were here he would come. Если бы он был здесь, он бы пришел.

Для выражения предположительного условия, относящегося к настоящему времени, в придаточном предложении употребляется форма **Past Indefinite**, а в главном предложении – сочетание **should** или **would** с инфинитивом:

If I had this book, I should give it to you. Если бы у меня была эта книга, я бы ее вам дал.

Для выражения предположительного условия, относящегося к прошедшему времени, сказуемое придаточного предложения имеет форму **Past Perfect**, а главного предложения – **should** или **would** с перфектным инфинитивом:

If he had had time yesterday, he would have completed the experiment. Если бы у него вчера было время, он закончил бы опыт.

**Примечание 1.** В **условных предложениях** вместо вспомогательных глаголов should и would в главном предложении могут употребляться модальные глаголы might или could, которые переводятся на русский язык мог бы, могли бы, а также вероятно (might) или невероятно (could not):

If he had been given opportunity, the work might have been finished. Если бы ему дали возможность, работа, вероятно, была бы закончена.

В **условных предложениях** очень часто используется изъявительное, а иногда и повелительное наклонение. Такое условие обычно относится к настоящему или будущему времени и на русский язык передается изъявительным наклонением:

If I have time, I shall complete the experiment. Если у меня будет время, я закончу опыт.

If you see him, ask him to come. Если вы его увидите, попросите его прийти.



**Примечание 2.** Если в главной части **условного предложения** выражается долженствование, то составное модальное сказуемое (be + инфинитив) обычно указывает на желание, цель, стремление со стороны действующего лица осуществить действие, выраженное сказуемым придаточного предложения (обычно в страдательном залоге):

If a compound is to be purified, it should be heated. Если хотят очистить вещество, его следует нагреть.

### Условные выражения

- unless

Unless you help me, I won't finish on time – Если не выручишь, я не закончу к сроку.

- provided/providing

I'll water the plants provided I have time this afternoon – Я полью растения, будь у меня время днём.

- as/so long as

As long as you promise to be back by midnight, you can go to the party – Можешь идти на вечеринку, если обещаешь вернуться к полуночи.

- on condition

He agreed to work Saturdays on condition that he was paid overtime – Он согласился работать по субботам при условии оплаты сверхурочных.

- what if

What if he needs it? – А вдруг она ему понадобится?

- suppose/supposing

Suppose you were fired, what would you do? – Вот уволят тебя, что будешь делать?

Supposing you had been invited, would you have gone? – Допустим, пригласили бы тебя тогда – пошёл бы?

- otherwise

Otherwise we'll miss our flight – Иначе пропустим рейс.

- but for

But for your advice, I wouldn't have been able to solve my problems – Если бы не твой совет, я бы тогда не решил свои проблемы.

- or (else)

Don't do that again or I'll punish you – Не смей повторять или накажу.

- even if

I wouldn't go to the party even if they invited me – Я бы не пошёл на их вечеринку даже по приглашению.

- in case / the event (of)

In case of a fire, sound the alarm – В случае пожара включите тревогу.

В бессоюзных **условных придаточных предложениях** порядок слов обратный; сказуемое или часть сказуемого, выраженные глаголами were, had, should, стоят перед подлежащим. Перевод таких предложений следует начинать с союза если бы (если) или слов будь, имея.

Запомните следующие сочетания слов:

but for	}	
if it were not for	}	
were it not for	}	– если бы не
if it had not been for	}	
had it not been for	}	

### Контрольные вопросы и задания:

1. What tenses do we use in **zero** conditional sentences?
2. What tenses do we use in **first** conditional sentences?
3. What tenses do we use in **second** conditional sentences?
4. What tenses do we use in **third** conditional sentences?
5. When do we use **mixed** conditional sentences?

### Учебный вопрос 7. Косвенная речь (Indirect (Reported) speech)

1. We often report the things people say hours or days later in a different place, so it's logical to make some changes. If Mia says, "I'm not going to class this afternoon" we would probably make three changes when reporting it a day later: Mia said (that) she<sup>1</sup> wasn't going<sup>2</sup> to class yesterday afternoon<sup>3</sup>.

2. The following pronoun changes normally take place: I → he/she; we → they; my → his/her; our → their.

3. Verb tenses usually 'take one step backwards in reports': **present simple** → **past simple**; **present continuous** → **past continuous**; **present perfect** → **past perfect**; will → would; can → could; may → might.

e.g. 'I've lost my keys.' → He said he'd lost his keys.

'Sheila can give you a lift.' → Bob told me that Sheila could give me a lift.

4. A number of time and place words may have to change, unless the conversation is reported very soon afterwards: this → the; here → there; now → then/at that point; today → that day; yesterday → the previous day/the day before; last night → the previous night; tomorrow → the next day/the day after/the following day; ago → before.

5. To report a question we normally: 1) make the changes described above; 2) drop do/does/did, and the question mark; 3) put the subject before the verb; 4) add if/whether to yes/no questions; 5) use the verbs ask, wonder or want to know, but not say or tell.

e.g. 'What do you want to eat?' → She asked us what we wanted to eat.

'Did you find your passport?' → He wanted to know if/whether I had found my passport.

'Is Sally planning to sell her house?' → Margot wondered if you were still planning to sell your house.

### **Контрольные вопросы и задания:**

1. When do we use **Reported Speech**?
2. What verb tenses do we use in **reported statements** when the reporting verb is in the past tense?
3. What is the rule of **reported questions**?
4. How do we change time and place words in **reported statements**?
5. What changes do we need when we have 'say' and 'tell' verbs?

### **Учебный вопрос 8. Высшее образование за рубежом**

#### **Higher Education in the U.S.**

The U.S. higher education enterprise is large and diverse, with about 4,600 degree-granting institutions and more than 21 million students. Across the spectrum of higher education systems worldwide, the U.S. system is unique in multiple ways. Unlike most countries, the U.S. lacks a ministry of education or other central agency that holds overall responsibility for higher education nationwide. The federal government plays a limited role. Mirroring other U.S. governmental structures, the country's higher education system as a whole is decentralized. Public universities and colleges are under the purview of state, not federal government. Institutions have significant autonomy, and there is a wide range of institution types. Student populations vary significantly, and, unlike most systems around the world, several private — not public — institutions are considered the most prestigious.

Even the naming conventions of U.S. institutions stray from global norms. Many institutions called universities do not confer degrees beyond the master's level and some offer only a bachelor's degree. Some colleges, a term in many countries that refers to an undergraduate institution or advanced secondary school, offer doctorates. A few prestigious comprehensive research universities that offer bachelor's through doctorate degrees are known as institutes (e.g., California Institute of Technology and the Massachusetts Institute of Technology). In addition, there are some institutions called colleges, universities, or institutes that are not accredited but offer degrees and certificates.

#### **Types of Degrees**

##### **Associate Degree**

Two-year colleges and a small number of four-year institutions grant undergraduate associate degrees, typically awarded after the completion of 60 semester credits. Associate degrees may represent a terminal degree in a vocational field or may prepare students to complete a bachelor's degree at a four-year institution.

##### **Bachelor's Degree**

The undergraduate bachelor's degree is the most commonly awarded degree type, preparing students for most jobs that require a postsecondary degree and is a prerequisite for further graduate study. Although the traditional bachelor's degree, which requires four years of full-time study, is in arts (BA) or science (BS), some colleges and universities award bachelor's degrees that identify the specific area of concentration. This is especially true in the case of professional concentrations, such as the bachelor of education, bachelor of nursing, or bachelor of social work. The bachelor of fine arts degree ordinarily indicates that the concentration has been in an area of performance (e.g., art, drama, dance).

##### **Master's Degree**

The graduate master's degree typically requires one or two years of study beyond the bachelor's degree depending on the field. It accounts for the majority of students enrolled in graduate programs across the country. Master's degrees usually include a long research paper, master's thesis, or some other piece of original work, though this is not always the case for some professional degrees. Professional degrees often require, in addition to or in lieu of a major original capstone research project, a practicum (practical experience) in the field. In addition to the master of arts (MA) and master of science (MS), many degrees are awarded in education (MEd), business administration (MBA), nursing (MSN), and fine arts (MFA). The MFA is generally considered the terminal degree in the field.

#### Doctoral Degree

The graduate doctoral degree is the highest academic degree awarded by universities in the United States and is considered the terminal degree in most fields. In research fields, the degree usually awarded is the doctor of philosophy (PhD). This degree requires at least two to three years of course work beyond the bachelor's degree, successful completion of comprehensive written and oral examinations, and a major research project in the form of a dissertation (often called a thesis in other countries) that is an original contribution to the field. In the field of education, students may earn a PhD or an EdD. The latter is less research intensive and more practice oriented. Doctorates are also awarded in medicine (MD), dentistry (DDS), law (JD), and divinity (DD), but these degrees denote intense professional preparation rather than scholarly research competence.

In the American education system, the academic year typically begins in August or September. Depending on the university, the academic year may be divided into quarters, trimesters, or semesters, and will run until May or June.

In US, class sizes can be as large as 400 students in an auditorium or as small as four students around a table.

Most US colleges and universities use a combination of a 4.0 grade point average (GPA) scale and a letter grading system from A to F. Grades often look like: A = 4.0 Best; B = 3.0; C = 2.0; D = 1.0; F = 0.0 Worst.

A typical university-level bachelor's degree class is worth three credits. Normally, to graduate with a bachelor's degree, students need to earn between 120 and 133 credits, which equals 40 to 44 classes.

#### **Контрольные вопросы и задания:**

1. How large is the U.S. higher education enterprise?
2. Why is the U.S. system unique?
3. When are Associate Degree awarded?
4. What is the most commonly awarded degree type?
5. What degree requires one or two years of study beyond the bachelor's degree?
6. What is the highest academic degree?
7. When does the academic year typically begin?
8. What does GPA stand for?

## Higher Education in Europe

Each country in Europe has its own individual higher education system – but all are part of the European Higher Education Area (EHEA). The EHEA system helps ensure that higher education systems across Europe are compatible - and that students, researchers and academics in Europe can collaborate and study or work abroad more easily.

The main higher education qualifications offered across Europe are as follows:

### Bachelor's degree

Most full-time Bachelor's study programmes in Europe last 3 or 4 years (this will be longer if you study part-time). To do a Bachelor's degree, you usually need some school qualifications first. Bachelor's degrees are highly regarded by employers. They are a great way to gain vital skills and knowledge to help you develop your career. Most study programmes involve lectures and classes, with assessment through essays, exams and coursework. Many also involve a period of time working in industry or working on industry-related projects.

### Master's degree

Most full-time Master's study programmes in Europe last 1 or 2 years (this will be longer if you study part-time). To do a Master's degree, you usually need a Bachelor's degree or other undergraduate qualification first. Programmes at this level are theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies.. Master's degrees may help you gain professional status – for example if you wish to become chartered in your profession. If you prefer, you could opt for a Master's that focuses on independent research, where you study one subject closely with the guidance of a supervisor, producing a thesis or dissertation

### Doctorate/PhD

Most full-time doctorates in Europe last around 3 or 4 years (this will be longer if you study part-time). To do a doctorate, you usually need a Bachelor's degree and a Master's degree first. Doctorates are ideal for people with a passion for research and discovery. They are especially useful if you want to work in academia, become a specialist in a particular field, or be an industry researcher. Doctorates usually involve a lot of independent study and research, specialised in one particular subject. You may attend some classes, but usually you carry out your own independent research, under the guidance of your supervisor. The aim of a doctorate is to break new ground – to produce new information and ideas or to conduct original research to help advance your subject. You may be expected to produce papers throughout your programme, and to produce a thesis for evaluation.

As well as these three main study levels, you can also do lots of other higher education qualifications – such as professional diplomas and more.

You will find a huge range of higher education study programmes on offer across Europe – Astrophysics, Biotechnology, Business, Chemical Engineering, Football management, Geography, Green energy management, History, Information Technology, International Relations, Languages, Law, Literature, Medicine, Sociology, Teaching, Tourism, Zoology, etc.

Most higher education study programmes have a 'modular' structure. This means that you can build a personalised programme by choosing several different modules or units of study each year from a wide selection. For example, if you are studying

Fashion, you might choose one module on Fashion Marketing, one module on Textile Design, and one module on Ethical Textile Production. If you are interested in more than one subject you may be able to study a combination as part of your programme, e.g. Business and the Russian language.

**Контрольные вопросы и задания:**

1. Does each country in Europe have its own individual higher education system?
2. What does EHEA stand for?
3. What study programmes in Europe last 3 or 4 years?
4. What programmes are theoretically-based but may include practical components?
5. What programmes are especially useful if you want to work in academia?
6. How can a 'modular' structure help you to build a personalised programme?

**Учебный вопрос 9. Высшее образование в России**

**Higher education in Russia**

Higher education in Russia is similar in structure to the central European system, with a few key differences. After successfully finishing their ninth year of schooling, students will receive a certificate of Basic General Education with the option of pursuing two more years of secondary education. After finishing the two additional years, a Certificate of Complete Secondary Education will then be awarded. This certificate serves as proof that the students are eligible to pursue their higher education.

There are three kinds of higher education institutions in Russia:

Universities offer a broad range of programs on all levels.

Academies place a larger emphasis on research and practical skills, normally dedicated to specific subject areas such as art, architecture or science.

Institutes are independent branches of universities or academies which offer professional educational courses.

The higher education system in Russia is renowned for its achievements and emphasis in the field of science and technology. Many of the courses offered at state-funded institutions are focused around the sciences, but a large variety of humanities and social sciences programs are offered as well. In recent years, private higher education institutions have emerged to complement these traditional Russian institutions, offering programs in other fields such as economics, business and law.

While education in Russia is largely based on the Bologna principles, education in Russia structures degrees slightly differently than other countries in Europe. Upon completion of secondary education, students can pursue either a Bachelor's or Specialist's degree, both qualifying students to later pursue a Master's degree. Bachelor's degrees are given after four years of full-time study at a university. Specialist degrees are awarded after a minimum of five years of study and are more focused on practical education in a student's chosen field. Both qualifications require students to successfully defend a thesis and pass examinations. This degree is conferred in all fields except medicine, where the first stage of education lasts for six years. Master's degrees are awarded after two years of study with one year dedicated to research which includes practice and preparation for a thesis defense. Students who possess a Master's degree are eligible to pursue their PhD studies. Postgraduate education is divided into two parts in Russia, and two degrees are required to confirm students' status as a scientist.

Postgraduate studies can only be pursued at a university or scientific institute. After successful completion of the first part of their postgraduate education, students are awarded a Candidate of Sciences degree. The final Doctoral degree is obtained after an additional 2-4 years of study in postgraduate education. This certification then leads to a Doctorate degree. As there is a 10-year gap between both degrees, the final Doctorate qualifications are often awarded to Candidates of Science after they're well into their careers in academia.

Neither Bachelor's nor Master's degrees existed in the Soviet system, and they were introduced to bring the Russian education system in line with international standards in accordance with the Bologna Process.

**Контрольные вопросы и задания:**

1. What is higher education in Russia similar in structure to?
2. How many kinds of higher education institutions are there in Russia?
3. How does Russia structure degrees?
4. When is a Candidate of Sciences degree awarded?
5. Did Bachelor's and Master's degrees exist in the Soviet system?

**Учебный вопрос 10. Мой университет**

**St.Petersburg Mining University**

St.Petersburg Mining University is Russia's oldest technical university, and one of the oldest technical institutions in Europe. It was founded on October 21, 1773, by Empress Catherine the Great, who made a reality of an idea proposed by Peter the Great and Mikhail Lomonosov for training engineers for the mining and metallurgical industries. Having a strong engineering profession was seen by many Russian rulers as a vital means of maintaining Russia's status as a great power.

Though located in St. Petersburg, the university is at a federal rather than local level, and has partnerships with global oil, gas and mining companies and governments. Its museum is home to one of the world's finest collections of gem and mineral samples and the university building is a Neoclassical masterpiece by Andrey Voronikhin.

The university was first known as the Mining School until 1804, when it became the Mining Cadet Corps; in 1833, it became the Institute of the Corps of Mining Engineers. Since 1866, it was known as the Mining Institute. During the Soviet period, it was renamed after Georgi Plekhanov, who attended the institute in the 1870s, and became known as the G. V. Plekhanov Leningrad State Mining Institute and Technical University. In 1958–1960 a branch of the institute was opened in Vorkuta as well as evening schools in Slantsy, Monchegorsk, and Kirovsk. Since 1869 the institute has also been the headquarters of the Russian Mineralogical Society.

During the Siege of Leningrad, the building was used as a manufacturing base for producing explosives and grenades.

The university also houses a church, St Macarius of Egypt, which first opened its doors in 1805. It was closed together with other churches by the Soviet government in 1918 and used as a cinema and then a gym, resulting in damage to the interior, but in 1996 was recognized once again as a church and fully restored. It is now a working church.

The university was renamed into Saint Petersburg State Mining University in 2011, and, after merging with the North-West Open Technical University in 2012, it was

known as the National Mineral Resources University. The university was renamed into Saint Petersburg Mining University in 2016.

The university is housed in a grand neoclassicist building with a 12-column portico on the bank of the Neva River, on the south shore of Vasilievsky Island. It is the first building that can be seen from ships travelling into the city from the Gulf of Finland.

The architect Andrey Voronikhin completed the building in 1806–1811. The design of the university building reflects the idea that mining is a harsh and difficult pursuit.

Unusually for a non-military establishment, the university has a uniform worn by all staff and students. When it was first opened in the 1700s, students wore a double-breasted red uniform with a white collar and gold trimmings. The uniform was dropped for a number of years before being reintroduced in 2000 with the aim of reviving the traditions of Russia's first technical college.

Today the university boasts a unique combination of the richest tradition and state-of-the-art technologies and facilities across its eight faculties including Geological Prospecting, Oil and Gas Engineering, Mining Engineering, Civil Engineering, Power Engineering, Mechanical Engineering, Mineral Raw Material Processing, Economics, and Humanities and Sciences.

Its well-developed infrastructure and high competence of academic staff provide students with the best education through its wide range of Bachelor's, Master's and Specialist's profiles for employees of Russian and international companies engaged in estimation, prospecting, exploitation, exploration and processing of raw materials, oil, gas, diamonds, and ores.

Key achievements of the university scientists include the invention of techniques to drill through several miles of Antarctic ice to reach the subglacial Lake Vostok, development of metallurgic prospecting technologies for mineral exploration, discovery of a row of oil fields with reserves of more than 30 billion tons.

### **Контрольные вопросы и задания:**

1. What idea was proposed by Peter the Great and Mikhail Lomonosov?
2. How was having a strong engineering profession seen by many Russian rulers?
3. Whose masterpiece is the university building?
4. Where were evening schools and a branch of the institute opened?
5. What is the name of the church that the University houses?
6. What idea does the design of the university building reflect?
7. What do key achievements of the university scientists include?

### **The Mining Museum**

To see the geological past of the Earth sealed in minerals, trace the evolution of the organic world, find out what minerals are and the history of their extraction, see models of mining equipment, admire art products made of stone and metals – all that you can do in the Mining Museum. One of the richest natural science collections in the world in terms of uniqueness and vastness is kept under the roof of St. Petersburg Mining University.

The Mining Museum was founded in 1773 by order of Catherine II, first as the Cabinet of Russian Minerals and Fossil Bodies. The museum acquired its present appearance by the middle of the 19th century. Entering the museum, you find yourself in the “Mining Hermitage”. The splendor of the central Column Hall, the elegance of its



interior decoration and especially the ceiling decorated with a plafond by the Italian artist G.B. Scotti. An allegorical panel of three elements shows the development and prosperity of mining in Russia. Showcases and cabinets were made by German cabinetmakers. Some of them belonged to the Empress herself.

In 2017, the renovation of the museum space was accomplished: it was expanded and equipped with multimedia systems and apparatus for conducting training sessions and university events. But the original historical interiors of the classical era were fully preserved.

Today the museum exposition is emplaced in 20 luxurious halls of one of the most beautiful buildings in St. Petersburg - the main building of the Mining University, built by the famous Russian architect A.N. Voronikhin. The exhibition area is equal to 4000 square meters. The collection of the Mining Museum comprises 230.000 items. It is so extensive that only a small part of it can be seen exhibited, so the exposition is constantly changing.

The largest mineralogical collection serves educational purposes, which significantly distinguishes the Mining Museum from other museums. The collections were created, replenished and systematized with the account of the fact that they were to serve as visual material in the study of geological disciplines, be a “book of stones”.

The collection of the museum includes a wide geography of natural scientific objects and a huge variety of minerals: of the known 4500 mineral types, 2100 are represented here. The museum also houses the second most important collection of meteorites in our country. The world-famous lump of malachite weighing 1504 kg, nuggets of gold and platinum, a selection of precious stones are the pride and adornment of the museum.

The museum pays major attention to the growth of its collection. Throughout its history, suppliers of exhibits were Russian and foreign royal families, famous Russian scientists-collectors, students, graduates, teachers of the Mining University. To replenish the funds, special expeditions were sent many times to various regions of the country. In the Soviet years, professor of mineralogy D.P. Grigoriev formulated a rule for geologists who visited the museum: come here “bearing a stone in the bosom”. These traditions continue to this day.

The collection of the Mining Museum is of interest to many famous world museums. The Museum cooperates with the Natural History Museum in London, the Berlin Natural Science Museum, the Hermitage, the Russian Museum, the Moscow Kremlin, and the Historical Museum.

The Mining Museum maintains constant exhibition activities both in our country and abroad. Exhibitions in Germany and America even made it possible to expand the mineral collection through the exchange and purchase of exhibits. The museum receives more than 50,000 visitors annually.

Among them are heads of different states, Nobel laureates, and ordinary schoolchildren. Anyone interested in natural science can easily get acquainted with the museum exposition by visiting here or by taking a virtual tour on the website.

The Mining Museum offers possibilities for scientists and teachers to conduct research on the basis of the Museum’s collection of minerals and other materials. Museum specialists and experts in geology, crystallography, petrology, geophysics, tectonics and history are able to be involved and/or help with information or methods for various types of research.

### **Контрольные вопросы и задания:**

1. When did the museum acquire its present appearance?
2. What does an allegorical panel of three elements show?
3. Why is the exposition constantly changing?
4. What purposes does the largest mineralogical collection serve?
5. What does the museum pay major attention?
6. What tradition does “bearing a stone in the bosom” refer to?
7. How can scientists and teachers benefit from the Museum’s collection?

### **Учебный вопрос 11. Мой факультет**

#### **The Faculty of Oil and Gas Engineering**

The Faculty of Oil and Gas Engineering is one of the most popular faculties of Mining University. It runs the gamut of oil and gas engineering for Bachelor’s degree, Master’s degree, Specialist’s degree and post-graduate programs, and provides students with access to long-term education on a well-funded basis.

The faculty has three departments:

- Department of Development and Operation of Oil and Gas Fields
- Department of Transportation and Storage of Oil and Gas
- Department of Well Drilling

Graduates of the faculty receive deep training in the field of the geological structure of the earth, the theory of oil and gas formation, technology and techniques of drilling, production, transportation of hydrocarbons; they know the specifics of the regulations of technological processes in the exploration and development of deposits on land and at sea. At the initial stage of training, all students of the faculty master basic engineering disciplines, and in the third year, specialization begins in three areas: drilling, development and operation of oil and gas fields; transportation and storage of hydrocarbons and products of their processing. The benefit of this approach is its versatility providing for opportunities to master related specialities.

The faculty has 1,700 students, of which 300 are from Eastern Europe, Asia, Africa, and South America. With us, not only students receive world-class training but also get acquainted with the lifestyle and cultural treasures of the northern capital of Russia.

Scientific potential of the Faculty is high. More than 100 teachers and scientists work here, all have academic degrees. The staff includes full-time professors, associate professors and assistant professors of the departments, as well as 20% of external part-time teachers, specialists with rich practical experience and excellent teaching skills: these are managers or leading specialists of raw materials enterprises, managers and heads of departments of large oil and gas companies, academicians of the RAS. Foreign visiting professors come to the Faculty to deliver lectures to Master’s degree and other senior students on a regular basis. At the end of each course, following an evaluation, students receive appropriate certificates.

All educational programs of the faculty have professional and public accreditations held by the Council for Professional Qualifications in the Oil and Gas Complex under the President of the Russian Federation. The university is listed in the register of employers that have joined the industry agreement, and graduates of the Faculty of Oil and Gas are highly rated as specialists who meet the requirements of

companies for professional skills of employees. Now the Faculty gears up for international accreditation to confirm the quality and high level of student training.

Students of the faculty receive practical skills in responsible management of processes related to mineral resources, energy, and the environment. They get training in industrial safety, mining law in the oil and gas industry, ecology (including special issues of working at hazardous facilities), in-depth Russian legislation and the core international regulations in the oil and gas field.

The faculty has international joint educational programmes with the University in Stavanger (Norway) and the Oil and Gas University in Ploiesti (Romania). Participants in international programmes have the opportunity to obtain Master's or Ph.D. degrees from two universities at once. This is facilitated by in-depth training of students of Mining University in foreign languages. 30% of the faculty students have the B2 level and can easily communicate and use the language in their work.

Students undergo educational and on-the-job training throughout Russia. Among the partners of the Faculty are such companies as Rosneft, Gazprom, Surgutneftegaz, Lukoil, and other service, construction and transport companies. Students also have the opportunity to practice at transnational companies, such as Transocean, Halliburton, Schlumberger, Total, and BP. Graduates of the Faculty of Oil and Gas are in demand wherever oil and gas is produced and transported, at service companies, in construction, installation, design and other businesses. Many alumni hold key positions in major oil and gas companies and relevant ministries not only in Russia, but also in other countries.

#### **Контрольные вопросы и задания:**

1. How many departments does the Faculty of Oil and Gas have? What are they?
2. What do graduates of the faculty receive deep training in?
3. What is scientific potential of the faculty?
4. What are the international joint educational programmes of the faculty?
5. How do participants benefit from the international programmes?
6. What companies are the partners of the faculty?

#### **Учебный вопрос 12. Выдающиеся преподаватели и учёные моего университета**

##### **Outstanding Teachers and Scientists of my University**

The long list of the University alumni includes a great number of outstanding scientists and teachers. Such are world-famous geologists Alexander Karpinsky, Vladimir Obruchev, Dmitry Nalivkin, the founder of the oil doctrine Ivan Gubkin, and many others.

One of the most famous graduates of the Mining University is Academician Alexander Petrovich. Karpinsky. He was an outstanding geologist and the first elected president of the Academy of Sciences. Scientific work of Karpinsky was multifaceted. Especially were known Karpinsky's works on paleontology, stratigraphy and tectonics, petrology, geology and mineral resources. He was the first to describe the main features of the tectonic structure of the Russian platform. Palaeogeographic method he had developed to solve the tectonic problems, had been for a long time the basis of the works on the geology of platform areas. Karpinsky was first to prove the dependence of distribution of land and sea in the past geological periods on the oscillatory movements of the crust. His geological and petrographic studies were closely related to practical

geology and served as the basis of broad practical forecasts for mineral prospecting. He participated in the drafting of geological map of Europe and the unification of graphic presentations in geology.

Among the scientists who paved the way for Laue's discovery and for Bragg's determination of crystal structures, there is one who occupies the most important place - Evgraf Stepanovich Fedorov (1853-1919), the eminent Russian crystallographer. His most outstanding achievement is the derivation of the 230 symmetry space groups which now serve as the mathematical basis of structural analysis. E.S. Fedorov was a crystallographer, a mineralogist and a mathematician, and an academician of the Russian Academy of Sciences. He was one of the key figures in crystallography and the director of St. Petersburg Mining Institute from 1905 to 1910.

Vladimir Afanasyevich Obruchev was an outstanding geologist, traveller, geographer and talented writer. Vladimir Obruchev left 3 872 scientific works, not counting translations on the geological structure of Siberia and its minerals, tectonics, neotectonics, permafrost study, paleontology. Among the most distinguished of his scientific works are: "Central Asia, Northern China and Nanshan," "History of Geological Exploration of Siberia" and "Geology of Siberia". He is also the author of popular science books ("Plutonium", "Sannikov Land", etc.), autobiographic works ("From Kyakhta to Kulja", "My trips to Siberia"), science fiction ("The incident in Neskuchnii Garden", "Flight to the planets"); textbooks on geology; biographical works about Russian researchers of Asia. For his contribution Obruchev was awarded with five Orders of Lenin, the Order of Red Banner of Labor and many medals and prizes. Obruchev's name was given to about 20 geographic locations on the world map and to the mineral obruchevit. In 1938, for the best works on the geology of Siberia, the Academy of Science of the USSR established the award named after V. A. Obruchev.

N.S. Kurnakov was a physiochemist, academician of St. Petersburg Academy of Sciences, and creator of the physicochemical method in metallurgy. Nikolai Semyonovich Kurnakov (Russian: Николай Семёнович Курнаков; 6 December 1860 – 19 March 1941) was a Russian chemist who was internationally recognized as the originator of physicochemical analysis and he was one of the principal founders of the platinum industry in the USSR. A chemical reaction that he pioneered, known as the Kurnakov test, is still used to differentiate cis from trans isomers of divalent platinum and is his best-known contribution to coordination chemistry.

Vasily Dmitrievich Nalivkin was a famous geologist, paleontologist, and academician of the USSR Academy of Sciences. Paleogeographic studies carried out by D. V. Nalivkin differed from previous studies. In addition to the effect of marine environment on sedimentation, he also studied the effects of wind. He read hundreds of books and papers from different countries, and published a synthesis on hurricanes, storms, and sandstorms. He concluded that hurricanes bring marine fauna far inland and thus introduce confusion. Also, breaks and rhythmic patterns not associated with tectonic movements can be caused by waterstorms eroding deposits or by deposition of muddy sediments.

Ivan Mikhailovich Gubkin was a geologist, and an academician of the USSR Academy of Sciences. Gubkin's book "The Study of Oil" (1932) developed a theory on the origins of oil and the conditions necessary for the formation of oil deposits, and laid out the principles of petroleum geology. He led the studies of the Kursk Magnetic Anomaly from 1920 to 1925, which eventually led to the discovery of huge iron deposits. Gubkin was the editor of the journal Problems of Soviet Geology.

A.P. German was an academician of the Academy of Sciences of the USSR and the founder of the national school of mining mechanics.

A.A. Skochinsky was an academician of the USSR Academy of Sciences and a key figure in aerodynamics, mine thermodynamics and aerology.

N.G. Kell was a famous surveyor and key figure in photogrammetry, surveying and geodesy.

I.A. Efremov was a science fiction writer, paleontologist, a social thinker.

V.V. Lukin and N.I. Vasiliev made an outstanding scientific achievement: on February 5, 2012 they reached the surface of Lake Vostok, the largest of Antarctica's subglacial lakes, at a depth of 3,769 meters. Experts compare this event in terms of importance with the landing on the Moon and the study of lunar soil. Lake Vostok, hidden under a four-kilometre-thick ice layer, is a unique aquatic ecosystem that has been isolated from the Earth's atmosphere and surface biosphere for millions of years. According to representatives of the United States National Aeronautics and Space Administration (NASA), a comprehensive study of Lake Vostok is the first and necessary step in a long-term program for finding traces of life in the subglacial seas on the planets Mars and Europe (Jupiter's satellite).

### **Контрольные вопросы и задания:**

1. What prominent scientists and researchers of St. Petersburg Mining University do you know?

2. Who was the first elected president of the Academy of Sciences?

3. Who became one of the key figures in crystallography?

4. Whose name was given to about 20 geographic locations on the world map?

5. Who was internationally recognized as the originator of physicochemical analysis?

6. How did paleogeographic studies carried out by D. V. Nalivkin differ from previous research?

7. What scientist laid out the principles of petroleum geology?

8. Who reached the surface of Lake Vostok in 2012?

9. Would you like to become a scientist?

## РАЗДЕЛ 2. Я И МОЯ БУДУЩАЯ ПРОФЕССИЯ (профессиональная сфера общения)

### Учебный вопрос 1. Неличные формы глагола (The Infinitive)

#### The forms of the **infinitive** (Формы инфинитива)

The **infinitive** is a verbal form (a non-finite verb form) which consists of the base form of the verb. An **infinitive** can be a **to-infinitive** or a **bare infinitive** (without to). There is no difference in meaning between them; some structures require a **to-infinitive**, while others call for a **bare infinitive**:

- e.g. I ought to call them. (**to-infinitive**)
- I had better call them. (**bare infinitive**)

In the negative, **not** usually comes before the **infinitive**:

- e.g. I ought not to call them.
- I had better not call them.

In some cases, the verb in the main clause is negative, not the **infinitive**:

- e.g. I want to call them.
- I don't want to call them.

As the **infinitive** has no tense, it does not in itself indicate the time of the action that it refers to. However, it can have aspect, which shows the temporal relationship between the action expressed by the **infinitive** and the time of the preceding verb. There are four types of **infinitive**, each of which has an active and passive form:

- simple **infinitive**

The simple **infinitive** refers to the same time as that of the preceding verb:

- e.g. I was glad to see her.
- He must be very happy.
- My son's football coach is said to be very strict.

- continuous **infinitive**

The continuous **infinitive** refers to the same time as that of the preceding verb and expresses an action in progress or happening over a period of time:

- e.g. I'm glad to be sitting here.
- You must be joking.
- Vincent was reported to be staying in Paris at that time.

- perfect **infinitive**

The perfect **infinitive** refers to a time before that of the preceding verb:

- e.g. I'm glad to have studied at that school.
- They must have forgotten about the deadline.
- Lucy was assumed to have left the day before.

- perfect continuous **infinitive**

The perfect continuous **infinitive** refers to a time before that of the preceding verb and expresses an action in progress or happening over a period of time:

- e.g. I'm glad to have been living in Barcelona for the last ten years.

He must have been waiting for ages.

The organisers were thought to have been preparing for days.

Passive forms are also possible:

e.g. Your composition has to be typed. (passive simple **infinitive**)

This sonnet must have been written by Shakespeare. (passive perfect **infinitive**)

### The use of the **infinitive** (Использование инфинитива)

1. The **infinitive** can be used on its own or with an object or adverbial:

e.g. We decided to leave.

They told us to fill in a registration form.

I'm glad to have studied at that school.

2. Used to/didn't use to + **infinitive**

We use used to/didn't use to + **infinitive** to talk about past habits or repeated actions or situations/states which have changed. We can also use would to refer to repeated actions in the past. However, we don't use would for non-action verbs (e.g. be, have, know, like, etc.).

e.g. I didn't recognize him. He didn't use to have a beard.

When I lived in France as a child we used to have croissants for breakfast. We would buy them every morning from the local baker.

3. The **to-infinitive** as subject

A **to-infinitive** clause can be the subject of a sentence:

e.g. To tell the truth is always right.

To complain would seem ungrateful.

But it is more common to start with the introductory it and place the **to-infinitive** clause at the end of the sentence:

e.g. It is always right to tell the truth.

It would seem ungrateful to complain.

4. The **to-infinitive** as a subject complement

A **to-infinitive** clause can be a subject complement after be:

e.g. My advice is to file a complaint at once.

What is essential is to maintain a healthy diet.

The decision was to extend the deadline by three months.

5. The **to-infinitive** to replace a relative clause

A **to-infinitive** clause can replace a defining relative clause after ordinal numbers (the first, the second, etc.), after superlatives (the best, the most beautiful, etc.) and after next, last, and only:

e.g. Ethan is usually the last person to understand the joke. (Ethan is usually the last person who understands the joke.)

His office was the next room to clean. (His office was the next room that they had to clean.)

Passive **infinitives** are also possible:

e.g. His was the last composition to be marked. (His was the last composition which was marked.)

#### 6. The **to-infinitive** after passive reporting verbs

If we want to avoid mentioning the generalised agents we, they, people, everybody, one, etc. with reporting verbs, we can use a passive reporting verb and the **to-infinitive** form of the verb in the reported clause. Depending on the temporal relationship between the action of reporting and the reported event, we use different types of **to-infinitive** (simple, continuous, perfect, and perfect continuous):

e.g. My son's football coach is said to be very strict. (They say my son's football coach is very strict.)

Vincent was reported to be staying in Paris at that time. (They reported Vincent was staying in Paris at that time.)

He is believed never to have smiled at anyone. (They believe he never smiled / has never smiled at anyone.)

The organisers were thought to have been preparing for days. (Everybody thought the organisers had been preparing for days.)

#### 7. The **infinitive** after modals

The **infinitive** is used after modal verbs, semi-modal verbs (also called marginal modals) and other modal expressions.

#### Modal verbs

Modal verbs (**can, could, may, might, will, shall, would, should** and **must**) are followed by a **bare infinitive**:

e.g. I could hear the dog barking outside.

You must be joking.

He may have caught the train.

You should have told me earlier.

#### Semi-modal verbs (marginal modals)

**Used** is followed by a **to-infinitive**:

e.g. They used to live by the sea.

**Ought** is followed by a **to-infinitive**:

e.g. You ought to know that by now.

They ought to have insisted on some compensation.

When used as modal verbs, **dare** and **need** are followed by a **bare infinitive**:

e.g. Need you make so much noise?

You needn't have been so rude.

How dare she criticise us?

When used as a main verb, **need** is followed by a **to-infinitive**:

e.g. Do you need to use the hairdryer?

**Dare** as a main verb can take a **bare infinitive** or a **to-infinitive**:

e.g. He didn't dare (to) look back.

But in the expression Don't you dare..., it always takes a **bare infinitive**:

e.g. Don't you dare interrupt me!



### Other modal expressions

Other modal expressions are usually followed by a **to-infinitive**, with the exception of **had better** and **would rather**, which are followed by a **bare infinitive**:

- e.g. Although the current was strong, I was able to swim to the other bank.
- Will journalists be allowed to ask questions?
- Hurry up! The ceremony is about to begin!
- Kevin is stuck in a traffic jam, so he is bound to be late.
- Negotiations were due to take place later that week.
- Smokers are more likely to develop lung cancer compared to non-smokers.
- You are not to do that again.
- We had better leave soon.
- I'd rather go by bike than walk.

#### 8. **Do, does, did** + **bare infinitive**

The auxiliary verbs **do**, **does**, and **did** are followed by the **bare infinitive** to form negative and interrogative sentences in the past simple and present simple tenses:

- e.g. Do you take any vitamins?
- He doesn't live here anymore.
- Did you ask the shop assistant?

**Do**, **does**, and **did** can also be used in affirmative sentences to express emphasis:

- e.g. I do know what you mean.
- He does travel a lot.
- I did want to write, but I forgot.

#### 9. **See, watch, hear, listen, feel, smell, notice, observe** + object + **bare infinitive**

After verbs of perception (**see, watch, hear, listen, feel, smell, notice, observe** etc.), the **infinitive** expresses a completed action:

- e.g. I felt the ground shake once. (I felt it as the ground shook once.)
- I saw the burglar climb over the fence and break into the house. (I saw that the burglar climbed over the fence and broke into the house.)
- I have never heard them play that song before. (I have never heard that song played by them before.)

In the passive voice, we use a **to-infinitive**:

- e.g. The burglar was seen to climb over the fence.

A present participle after these verbs refers to an action continuing over a period of time:

- e.g. I felt the ground shaking for about half a minute. (I felt that the ground was shaking.)

#### 10. **Appear, happen, prove, seem, tend, turn out** + **to-infinitive**

These verbs are followed by a **to-infinitive**:

- e.g. I appear to have lost my keys.
- I happened to be passing your house, and I saw that the door was open.
- Our predictions proved to be accurate.
- She seems to understand most of what we say.
- The library tends to be crowded during the exam period.
- The concert turned out to be much better than we had expected.

#### 11. **Have, get, let, make** + object + **infinitive**

**Have, let, and make** are followed by an object + **bare infinitive**:

e.g. I'll have her copy the document right away. (I'll ask/tell her to copy the document right away.)

In the end, the terrorists let the hostages go. (The terrorists allowed the hostages to go.)

The teacher made Jack rewrite the composition. (The teacher forced Jack to rewrite the composition.)

**Get** is followed by a **to-infinitive**:

e.g. Finally, we got a mechanic to repair the elevator.

In the passive, **make** takes a **to-infinitive**:

e.g. Jack was made to rewrite the composition.

But **let** takes a **bare infinitive**:

e.g. In the end, the hostages were let go.

## 12. Verb + **to-infinitive**

Verbs followed by the **to-infinitive**: afford, agree, aim, appear, arrange, ask, attempt, be, be dying, beg, begin, can't bear, can't stand, can't wait, care, cease, choose, claim, come, continue, dare, decide, demand, deserve, dread, expect, fail, forget, grow, guarantee, happen, hate, have, hesitate, hope, intend, learn, like, long, love, manage, need, neglect, offer, omit, plan, prefer, prepare, pretend, promise, propose, refuse, regret, remember, seek, seem, start, swear, tend, threaten, train, try, turn out, used, vow, wait, want, wish, would like, yearn.

e.g. I can't afford to own a car.

We all agreed to cancel next week's meeting.

He will attempt to break the national record for the 1,500 metres.

Why did you choose to study arts?

She decided to set out at once.

I demand to know the truth.

Tony has failed to show up at work on time again.

I hope to see you soon.

We managed to cross the valley.

Ben offered to take me home.

He promised to change his behaviour, but I knew he wouldn't.

Jack refused to fight in such an immoral war.

The owner threatened to sue us for trespassing.

I can't wait to be with you again.

## 13. Verb + object + **to-infinitive**

Verbs followed by an object and the **to-infinitive**: advise, allow, ask, beg, cause, choose, command, convince, enable, encourage, expect, force, hire, instruct, invite, need, order, permit, persuade, prepare, promise, remind, require, tell, threaten, urge, want, warn, wish, would like.

e.g. My GP advised me to see a specialist.

Could you ask her to copy this letter for me?

She begged him not to leave her.

The colonel commanded his men to charge.

Do you expect me to believe you?

The teacher instructed the students to line up in pairs.

I've invited Jill to come to dinner on Saturday.  
 After days of pointless fighting, the general ordered the marines to withdraw.  
 I tried to persuade them to stay, but they said they were too tired.  
 I reminded Andy to bring a bottle of wine and some snacks.  
 The doctor told me to give up smoking.  
 The opposition urged the government to take action immediately.  
 The professor warned us to be diligent with our weekly assignments.  
 Verbs followed by an object and a **to-infinitive** can also be passive:  
 e.g. The students were instructed to line up in pairs.  
 After days of pointless fighting, the marines were ordered to withdraw.  
 I was told to give up smoking.

#### 14. Adjective + **to-infinitive**

There are various structures with adjectives and the **to-infinitive**:

- **It** + linking verb + adjective + **to-infinitive**

e.g. It was difficult to answer the question.

It would seem awkward to call her again.

- **Noun** + linking verb + adjective + **to-infinitive**

Here the noun is the object of the **infinitive**:

e.g. The question was difficult to answer.

A good translator is hard to find.

- **It** + linking verb + adjective + noun + **to-infinitive**

e.g. It was a difficult question to answer.

It's a big house to clean.

- **It** + linking verb + adjective + **for** something/somebody + **to-infinitive**

e.g. It looked impossible for me to finish on time.

It is necessary for this door to be locked.

- **It** + linking verb + adjective + **of** somebody + **to-infinitive**

e.g. It is very kind of you to come with me to the embassy.

It was stupid of him to press the emergency button.

- **Too, enough** + **to-infinitive**

**Too** comes before an adjective or adverb. **Enough** follows an adjective or adverb but comes before a noun:

e.g. It was too difficult (for me) to answer the question.

The question was too difficult to answer.

It was too difficult a question to answer.

It was a difficult enough question to answer even for a native speaker.

Manuela got to the station too late to catch the train.

Manuela did not get to the station early enough to catch the train.

I didn't have enough money to buy that beautiful sweater.

- **Noun** + linking verb + adjective + **to-infinitive**

Here the noun is the doer of the action expressed by the **infinitive**:

e.g. The little boy was afraid to jump.

He was ashamed to speak to her again.

We were happy to see you.

I am glad to have helped you.

Our company is pleased to offer you a job as a financial risk manager.

I am proud to announce this year's winner.

Aren't you sad to hear that?

I'm sorry to disturb you.

Adjectives followed by the **to-infinitive**: afraid, amazed, anxious, ashamed, bound, careful, certain, content, delighted, determined, eager, eligible, fortunate, glad, happy, hesitant, liable, likely, lucky, pleased, proud, ready, reluctant, sad, shocked, sorry, surprised.

#### 15. Noun phrase + **to-infinitive**

There are various structures with noun phrases and the **to-infinitive**:

- Noun phrase + **to-infinitive**

Some nouns can be followed by a **to-infinitive**. Many of these nouns have been formed from adjectives or verbs normally followed by a **to-infinitive**:

e.g. The ability to cooperate with others is as important as managing on our own.

Our decision to close the firm was a difficult one to make.

We were surprised at his offer to take us home.

As a result of his failure to pay the mortgage, his house was foreclosed.

She showed no willingness to help.

Nouns followed by the **to-infinitive**: ability, advice, agreement, ambition, anxiety, appeal, arrangement, attempt, chance, choice, decision, demand, desire, determination, dream, eagerness, failure, goal, intention, motivation, need, offer, opportunity, order, permission, plan, preparation, promise, proposal, recommendation, refusal, reluctance, reminder, request, requirement, suggestion, tendency, way, willingness, wish.

- **It** + linking verb + noun phrase (+ **for** + somebody) + **to-infinitive**

e.g. It's a pity (for them) to lose such a good player.

It's a privilege (for me) to be invited to this conference.

It would be a mistake (for you) to hire him.

It's a pleasure (for us) to have you here.

- Noun phrase + **to-infinitive** to express necessity or possibility

e.g. There is a lot of work to do around the farm. (There is a lot of work that we need to do around the farm.)

I have some e-mails to write. (I have some e-mails that I have to write.)

She had two more clients to call that afternoon. (She had two more clients that she had to call that afternoon.)

Let's get something to eat. (Let's get something that we can eat.)

#### 16. The **infinitive** of purpose

A **to-infinitive** can be used to express purpose:

e.g. I'm calling to place an order for delivery.

Diya went to the door to open it.

To pass this test, you need to achieve a score of 60% or more.

**In order** and **so as** can be used before a **to-infinitive** for emphasis in more formal styles:

e.g. He took a book with him in order to have something to read on the train.

The parties started negotiations so as to reach an agreement as soon as possible.

In order to attract a wider audience, we need to rethink our marketing strategy.

The negative is always **in order not** + **to-infinitive** or **so as not** + **to-infinitive**:

e.g. He tiptoed through the hall so as not to be heard.

In order not to lose time, we must act at once.

The **infinitive** of purpose can only be used if the doer of the action expressed by the **infinitive** is the same as the subject of the main clause. If the subjects are different, we can use **so + that-clause** with the present simple tense or with the modal verbs **may, can, will, might, could, or would**:

e.g. Jerry works hard so that his family has everything they need.

I'll leave the door open so that you can come in.

Tina gave me a shopping list so that I wouldn't forget anything.

**In order + that-clause** is also possible in this case; however, it is more formal and less common. In the **that-clause**, we can use the modal verbs **may, shall, might, or should**:

e.g. Our company does everything in order that all complaints may be dealt with fairly and effectively.

With **come** and **go**, we can use the **infinitive** of purpose with the verb in any present or past tense or with the gerund form of the verb:

e.g. I'm just coming to help.

We went to talk to a lawyer.

Have you thought of going to see a doctor?

But if **come** and **go** are used as **infinitives** or as imperatives, we use **and** instead of **to**:

e.g. I must go and check the heater.

He will come and dance with you.

Go and fetch a glass.

#### 17. The **infinitive** of result

A **to-infinitive** can be used to express result; however, this use is more common in literary styles:

e.g. Do you want to live to be a hundred?

She arrived home to receive a letter from her bank.

**Only + to-infinitive** can express a disappointing result of an action:

e.g. I went back to the shop only to find that it had closed for good.

He got his car fixed only to damage it again.

#### 18. Question word + **to-infinitive**

A question word can be used before a **to-infinitive** to express an indirect question about what should be done:

e.g. We don't know where to put the sofa. (We don't know where we should put the sofa.)

No one could tell me how to start the engine. (No one could tell me how I should start the engine.)

The rules didn't specify who to speak to in case of an emergency. (The rules didn't specify who you should speak to in case of an emergency.)

I had no idea what to write my home paper about. (I had no idea what I should write my home paper about.)

**Why** cannot be used in this way.

If the original question was a yes/no question, we use **whether** (but not if):

e.g. I didn't know whether to laugh or cry. (I didn't know whether I should laugh or cry.)

He couldn't decide whether to accept the job or not. (He couldn't decide whether he should accept the job or not.)

#### 19. Introductory **infinitive** clauses

An infinitive clause placed at the beginning of a sentence can express a comment on the speaker's own words:

e.g. To be perfectly honest, I've never really liked him.

To tell you the truth, I'm quite exhausted.

To make a long story short, we ended up sleeping on a park bench.

### Способы перевода на русский язык

Перевод каждой формы **инфинитива** в отдельности затруднителен, а иногда и просто невозможен, так как полное соответствие в русском языке имеют только формы to read – читать и to be read – быть прочитанным (читаемым). Однако и эти формы не всегда могут быть переведены **инфинитивом**. Точные видовременные значения сложных форм инфинитива полностью выявляются лишь в контексте.

Частица to, почти постоянно предшествующая **инфинитиву**, может служить удобным признаком для определения его в предложении, например, в тех случаях, когда **инфинитив** по форме совпадает с существительным или прилагательным, например:

experiment – to experiment (эксперимент – экспериментировать);

fashion – to fashion (вид, форма – придавать форму).

В ряде случаев, однако, **инфинитив** употребляется без to:

1) после модальных и вспомогательных глаголов **must, can, could, may, might, shall, should, will, would, need, dare**;

2) в обороте «объектный падеж с **инфинитивом**» после глаголов чувства и восприятия (например: I heard him speak. – Я слышал, как он говорит);

3) после сочетаний had better – лучше бы, would rather (sooner) – предпочел бы (например: You had better begin now. – Начните лучше сейчас);

4) после глаголов to let – разрешать, позволять, давать и to make – заставлять (например: Let me pass, please. – Позвольте мне пройти, пожалуйста; It made him laugh. – Это заставило его рассмеяться).

**Инфинитив** в предложении может быть подлежащим, обстоятельством, определением, дополнением, а также входить как составная часть в сказуемое – именное и глагольное. Будучи частью сложного дополнения, **инфинитив** образует оборот «объектный падеж с **инфинитивом**», а с предлогом for – **инфинитивный оборот** «for-phrase». **Инфинитив** может входить в состав сложного сказуемого, образуя оборот «именительный падеж с **инфинитивом**», а также употребляться как вводный член предложения.

**Инфинитив** выполняет функцию подлежащего, если он стоит в начале предложения, где нет другого слова, которое могло бы быть подлежащим. Переводится **инфинитивом** или **отглагольным существительным**:

To read books is useful. Читать книги件зно. Чтение книг件зно.

Примечание 1. Заметьте, что любое существительное (в данном примере books), стоящее после глагола, является дополнением к глаголу и, следовательно, не может быть подлежащим.

Примечание 2. Если при подлежащем в форме **инфинитива** сказуемое выражено глаголом-связкой be + **инфинитив**, то связка переводится ‘значит’:

To understand this phenomenon is to understand the structure of atoms.

Понять это явление – значит понять структуру атомов.

**Инфинитив** в функции обстоятельства цели может стоять или в начале, или в конце предложения. Он отвечает на вопрос для чего? и может вводиться союзами so as (to) –так чтобы; с тем чтобы и in order (to) –для того чтобы. Переводится **инфинитивом** с союзами для того чтобы, чтобы, с тем чтобы или отглагольным существительным с предлогом для:

1) (In order) to understand the phenomenon the laws of motion should be considered. Чтобы понять это явление (для понимания этого явления), надо рассмотреть законы движения.

2) The air was rarified so as to diminish pressure. Воздух был разрежен, с тем, чтобы уменьшить давление.

Примечание. В предложениях с **инфинитивом** в функции обстоятельства цели может встречаться повелительное наклонение:

To see the dependence, look at the graph. Чтобы понять эту зависимость, посмотрите на график.

**Инфинитив** в функции обстоятельства следствия отвечает на тот же вопрос для чего?, как и инфинитив в функции обстоятельства цели. Его признаком является то, что он соотносится с ранее стоящими наречиями too–слишком, sufficiently, enough–достаточно и прилагательным sufficient–достаточный или стоит непосредственно после союза as и соотносится с ранее стоящим наречием so или местоимением such:

so... as to– так (такой, настолько)... что (чтобы), such... as to – такой... что (чтобы).

**Инфинитив** в функции обстоятельства следствия имеет модальный оттенок возможности. Соотнесенный с наречиями too, enough, sufficiently и пр., **инфинитив** переводится неопределенной формой глагола с союзом для того чтобы, чтобы:

1. The waves are too short to affect the eye. Эти волны слишком коротки, чтобы воздействовать на глаз (чтобы или могли воздействовать на глаз). Эти волны слишком коротки и (поэтому) не могут воздействовать на глаз.

2. This method is not accurate enough to give reliable results. Этот метод недостаточно точен, чтобы дать (чтобы он мог дать) надежные результаты.

3. The particle is sufficiently large to be clearly discerned. Эта частица достаточно велика, чтобы ее можно было ясно различить (... настолько ... что ее можно...).

**Инфинитив** в функции обстоятельства следствия, стоящий после союза as и соотнесенный с наречием so (so... as to), переводится неопределенной формой глагола с союзом чтобы:

4. This method was so complicated as to give only little result. Этот метод был настолько сложен, что давал (мог дать) только незначительный результат.

**Инфинитив**, соотнесенный с наречием such (such... as to, in such a way as to), передается личной формой глагола – сказуемым придаточного предложения с союзом что. В этом случае время сказуемого определяется тем временем, в котором стоит глагол-связка в английском предложении:



5. It is such a small error as to be easily neglected. Это такая незначительная погрешность, что ею можно легко пренебречь.

6. The device was arranged in such a way as to produce two pictures. Прибор был устроен так (таким образом), что он давал (мог дать) два изображения.

**Инфинитив** в функции обстоятельства сопутствующих условий по формальным признакам не отличается от обстоятельства цели, однако он стоит только в конце предложения и не выражает целенаправленности действия. Чаще всего обстоятельством сопутствующих условий бывают глаголы *form, produce* – образовывать, *give, yield* – давать и др.

**Инфинитив** в функции обстоятельства сопутствующих условий переводится дееспричастием, отглагольным существительным с предлогом *с*, глаголом в личной форме (сказуемым) с союзом *и*:

*Hydrogen and oxygen unite to form water.* Водород и кислород соединяются, образуя (с образованием, и образуют) воду.

**Инфинитив** в составном сказуемом часто употребляется в сочетании с глаголом-связкой *be*. Глагол *be* в этом случае встречается во всех временах группы **Indefinite** и **Perfect**. **Инфинитив** обычно имеет форму действительного залога. Подлежащее выражено отвлеченным существительным, например: *aim* – цель, *intention* – намерение и др.

Глагол *be* в функции связки переводится заключаться в том, чтобы (что), это, а в настоящем времени часто опускается:

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

Глагол *be* перед **инфинитивом** в составном сказуемом может выражать долженствование или возможность, а также может придавать сказуемому оттенок будущего времени. Он употребляется в **Present** и **Past Indefinite**; инфинитив имеет форму действительного или страдательного залога:

1) *This experiment is to show the dependence of temperature on solubility.* Этот опыт должен показать зависимость температуры от растворимости. Этот опыт покажет зависимость... Этот опыт предназначен показать...

2) *This substance is rarely to be found free in nature.* Это вещество редко можно найти в чистом виде.

Примечание 1. Если в главном предложении сказуемое выражает долженствование, то в обстоятельственных придаточных условиях (после союза *if* – если) и времени (после союза *when* – когда) глагол *be* указывает установку действия или желание совершить действие:

*If the substance is to be used in the experiment, it should be pure.* Если это вещество хотят использовать в опыте, оно должно быть чистым. Для использования этого вещества в опыте оно...

*It is necessary to use a catalyst, if a reaction is to proceed more rapidly.* Необходимо использовать катализатор для того, чтобы реакция шла быстрее (если хотят, чтобы реакция шла быстрее).

Примечание 2. Предложения неопределенно-личного смысла типа *It is to be noted* переводятся ‘следует (нужно, можно) заметить’.

Примечание 3. Сочетание *be about* с последующим **инфинитивом** передает непосредственное будущее. Если глагол *be* стоит в **Present Indefinite**, сочетание



переводится вскоре, сейчас, готов, вот-вот; если глагол be стоит в **Past Indefinite**, сочетание переводится был готов, собирался (хотел – если подлежащее одушевленное существительное), чуть не, почти.

The substance is about to catch fire. Это вещество сейчас воспламенится. The substance was about to catch fire. Это вещество чуть не воспламенилось.

В языке научной литературы действие, выраженное **перфектным инфинитивом**, обычно относится к прошедшему времени. Глагол **must** с последующим **Infinitive Perfect** переводится должен был, должно быть, наверно, глагол **could** – возможно (мог, мог бы), **may** – возможно, может быть, **might** – мог бы.

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

2) Dr. Smith has not arrived yet. He must have missed his bus. Д-р Смит еще не приехал. Он, должно быть, опоздал на автобус.

3) I could have gone to the conference, but I lost my invitation.

Я мог бы поехать на конференцию, но я потерял приглашительный билет.

4) You might have made the experiment more carefully. Вы могли бы сделать опыт тщательнее.

**Инфинитив** в функции определения стоит после определяемого существительного, чаще имеет форму страдательного залога и отвечает на вопрос какой? **Инфинитив-определение** включает в себя модальный оттенок долженствования, возможности (иногда желания) или передает будущее время.

**Инфинитив** в функции определения переводится на русский язык определительным придаточным предложением, сказуемое которого имеет оттенок долженствования, возможности (иногда желания) или будущего времени. Выбор модального оттенка подсказывается общим смыслом всего предложения:

1) The substance to be silver-plated is made the cathode. Вещество, которое следует (надо) покрыть серебром, делают катодом..., которое подлежит покрытию серебром, ... .., которое будут покрывать серебром, ... .., которое хотят покрыть серебром, ...

2) We shall study minerals to be obtained in these mountains. Мы будем изучать минералы, которые можно добыть в этих горах.

3) The problem to consider next is concerned with the ionization of gases. Вопрос, который далее следует рассмотреть, касается ионизации газов. Вопрос, который будет рассматриваться далее, касается...

Примечание 1. **Инфинитив** в функции определения может стоять после заместителей существительного one, that:

These rays are just the ones to be easily detected. Эти лучи как раз те (лучи), которые можно легко обнаружить.

Примечание 2. Существительные, обозначающие тенденцию или способность к действию или состоянию (tendency – тенденция, ability – способность, failure – неспособность, necessity – необходимость), как в английском, так и в русском языке, могут иметь при себе определение, выраженное **инфинитивом**. **Инфинитив** в таких случаях переводится неопределенной формой глагола или отглагольным существительным с предлогом к.

Gases have the ability to become ionized. Газы обладают способностью ионизоваться (к ионизации).

Если **инфинитив** в функции определения выражен глаголом, соответствующий эквивалент которого в русском языке требует после себя предлога, то этот предлог при переводе ставится перед союзным словом:

1) The terms to be insisted on are as follows. Условия, на которых надо настаивать, заключаются в следующем.

2) The lecture to be attended by the delegation will take place in the main hall. Лекция, на которой будет присутствовать (которую посетит) эта делегация, состоится в главном зале.

Примечание. Это правило касается употребления предлогов в русском языке и не зависит от наличия или отсутствия предлога в английском языке (ср. примеры 1 и 2). Надо быть особенно внимательным при переводе глаголов, разные значения которых передаются в русском языке глаголом, как с предлогом, так и без предлога, например: follow – следовать за, следить за, придерживаться; refer to – ссылаться на, относиться к, приводить (данные и пр.).

**Инфинитив** в функции определения после порядковых числительных first, second и других или после прилагательного last переводится личной формой глагола в том времени, в котором стоит сказуемое английского предложения:

He is always the first to come. Он всегда приходит первым.

She was the last to join the group. Она последней присоединилась к группе.

Примечание. Обратите внимание на то, что **инфинитив** в функции определения после порядковых числительных обычно не имеет модального оттенка.

Если между словами first, last и **инфинитивом** стоит существительное, то **инфинитив** с относящимися к нему словами переводится придаточным определительным предложением или причастным оборотом:

The first scientist to discover this phenomenon was Lavoisier. Первым ученым, который открыл это явление, был Лавуазье. Первым ученым, открывшим это явление, был Лавуазье.

Если **инфинитив** в страдательном залоге является определением к существительному, перед которым стоит сочетание слов there is (there are), то перевод такого предложения удобно начинать со слова следует, нужно или можно (следовало, надо будет, можно было – в зависимости от времени сказуемого); далее переводится **инфинитив**, который в русском языке передается **инфинитивом** в действительном залоге, в результате чего английское подлежащее в переводе оказывается дополнением:

There are many problems to be solved. Следует решить много вопросов.

Примечание 1. Возможен также другой вариант перевода: Есть много вопросов, которые следует решить.

Примечание 2. **Инфинитив** в действительном залоге после сочетания слов there is (there are) не имеет модального оттенка:

There are many examples to illustrate the rule. Существует много примеров, которые поясняют (поясняющих) это правило. (Многие примеры поясняют..)

**Инфинитив** после относительных местоимений which и whom с предшествующим предлогом переводится или личной формой глагола в функции сказуемого определительного придаточного предложения (сказуемое имеет

оттенков модальности), или отглагольным существительным с предлогом для; в этом случае относительное местоимение с предлогом не переводится:

In vacuum molecules have large space in which to move. В вакууме молекулы имеют большое пространство, в котором они могут двигаться (для движения).

Глаголы cause, get, lead, make, если за ними следуют два дополнения (1-е – существительное или местоимение и 2-е – **инфинитив**), имеют одно общее значение «вызывать (какое-то действие)», «заставлять (кого-либо что-либо делать)».

При этом глагол cause переводится приводить к, служить (быть) причиной, вызывать. В таком случае инфинитив передается отглагольным существительным. Иногда рекомендуется глагол cause при переводе опускать, **инфинитив** же передавать личной формой (сказуемым) в том времени, в котором стоит глагол cause:

The force caused the body to move. Эта сила заставила тело двигаться.

... привела к движению тела... вызвала движение тела... привела к тому, что тело стало двигаться.

Глагол lead с последующим **инфинитивом** переводится приводить к:

The fact led us to conclude that... Этот факт привел нас к заключению, что... (заставил нас сделать заключение, что...).

Глагол make часто не переводится, а стоящий после него **инфинитив** переводится той формой, в которой стоит глагол make:

Our task is to make theory and experiment agree as closely as possible.

Наша задача заключается в том, чтобы возможно больше согласовать теорию и эксперимент.

Примечание. **Инфинитив** после глагола make употребляется без частицы to:

He made me read. Он заставил меня читать.

Если глагол make стоит в страдательном залоге, то **инфинитив** после него употребляется с частицей to:

He was made to read. Его заставили читать.

**Инфинитив** в страдательном залоге после глаголов allow, permit – позволять, enable – давать возможность следует переводить сразу после перечисленных глаголов. При этом **страдательный инфинитив** переводится **инфинитивом** в форме действительного залога, стоящее перед ним существительное в русском предложении оказывается дополнением к **инфинитиву**:

This apparatus enables accurate measurements to be carried out with ease. Этот прибор позволяет без труда выполнить точные измерения.

**Инфинитив** в функции вводного члена всегда выделяется запятой или тире. Круг глаголов, употребляемых в этом случае, довольно ограничен.

**Инфинитив** в функции вводного члена можно переводить: 1) деепричастным оборотом; 2) неопределенной формой глагола с союзом если, после которого для связи с последующим предложением иногда вводятся дополнительные слова заметим, следует сказать, что и др., или 3) самостоятельным предложением со сказуемым в повелительном наклонении или изъявительном 1-го л. мн. ч.:

1. To anticipate a little, these data prove that... Забегая несколько вперед, заметим (следует сказать), что эти данные доказывают, что... Если забежать

несколько вперед, следует сказать, что эти данные...Забегим несколько вперед; эти данные доказывают, что...

2. Galileo, Newton, Huygens – to mention only the most prominent men of science – were the founders of classical mechanics. Галилей, Ньютон, Гюйгенс – мы называем лишь наиболее видных ученых – были создателями классической механики.

Запомните значения следующих глаголов и сочетаний с **инфинитивом** в функции вводного члена:

To anticipate – забегая вперед, следует сказать, что...

To be sure – конечно, несомненно

To begin with – начнем с того, что...; прежде всего; для начала

Needless to say – нечего и говорить; не стоит и говорить; само собой разумеется

Not to mention – не говоря уже о...

To mention only (one) – не говоря о других; мы упоминаем только

to put (it) in another way – другими словами

to put it more exactly – точнее говоря

to say the least – не говоря большего; по меньшей мере

to say nothing of – не говоря о

so to say – так сказать

suffice it to say – достаточно сказать, что...

to sum up – суммируя (в заключение), следует сказать, что

to summarize – подводя итоги, следует сказать, что...

that is to say – то есть, иначе говоря

to tell the truth – по правде говоря

to take an example – приведем пример; например

### Контрольные вопросы и задания:

1. What is the **infinitive**?
2. What types of the **infinitive** are there?
3. What forms does the **infinitive** have?
4. How can we use the **infinitive** in a sentence?
5. How is the **infinitive** used after modal verbs?
6. What verbs are followed by the **infinitive**?
7. What adjectives are followed by the **infinitive**?
8. What nouns are followed by the **infinitive**?
9. How is the **infinitive** of purpose used?
10. How is the **infinitive** of result used?

### Учебный вопрос 2. Герундий (The Gerund)

1. In modern English the **gerund** has the following forms:

Simple Active	reading
Perfect Active	having read
Simple Passive	being read
Perfect Passive	having been read

2. The Gerund can be used: singly → He was intent on winning; in a phrase → She left without saying good-bye; in a construction → Mr. Smith was against the girls getting married.

### Functions of the **Gerund** (Функции герундия)

1. Subject. We begin the sentence with a **gerund** when we want to focus on what it expresses. On the whole, the gerund is more often used at the beginning of a sentence than the infinitive and not only in formal English. Still, it is more common to introduce the gerund with the help of it.

e.g. Working with him was fun.

It was great fun skiing.

It was difficult persuading him.

There are a few fixed phrases which begin with the introductory it and are followed by the **gerund** as the real subject: it is fun; it is no/little use; it is no good; it is (not) worth. A single gerund as subject can also be introduced by there to form the following structures.

e.g. It is no use your worrying about me.

I don't think it is worth working so hard.

It is worth paying attention to what he says.

There is no knowing what he is up to.

There is no denying his talent.

2. Predicative.

e.g. Her only fun was reading books.

3. Part of a compound verbal aspect predicate. The **gerund** is also used after the verbs carry on, keep on, finish, go on and stop\*.

e.g. In spite of the noise she carried on writing.

\*She stopped talking (= 'she didn't talk any longer').

\*She stopped to talk to her friend (= 'she stopped and began to talk to her friend').

4. Object. The gerund is widely used in this function after a great number of verbs and expressions.

**Verbs followed by the gerund**

admit	enjoy	justify	report
adore	entail	keep (=continue)	require
anticipate	envisage	mention	resent
appreciate	escape (=avoid)	mind	resist
avoid	evade	miss	risk
burst out	excuse	necessitate	save
cannot help	fancy	need	shirk
contemplate	finish	pardon	stand
consider	forgive	postpone	stop (= 'prevent')
defer	give up	practise	suggest
delay	grudge	put off	tolerate
deny	imagine	prevent	understand
detest	include	propose	Etc.
dislike	incur	recall	
endure	involve	recollect	

e.g. He grudged doing extra work.

He contemplated buying a villa in the West Country.

I appreciated hearing from them.

Nothing could stop Tim from being a lawyer.

He resented having to explain.

The gerund is used after a number of verbs with prepositions:

Таблица 5

accuse of	depend on	object to	speak of
agree to	dream of / about	persist in	succeed in
approve of	feel like	prevent from	suspect of
apologize for	insist on	rely on	take to
complain of	look like	reproach with	thank of

e.g. He dreamt of having a car.

She apologized for disturbing us.

I object to their coming here.

The gerund is used after the following prepositional expressions:

Таблица 6

to be aware of	to be proud of
to be capable of	to be sure of
to be fed up with (to have enough of)	to be surprised at
to be fond of	to be tired of
to be for / against	to be / get used to
to be guilty of	to be worth
to be happy about	What is the use of ...?
to be indignant at	to have difficulty (in)
to be pleased about	to look forward to
there is no point in	

e.g. The risk is worth taking.

I will be looking forward to seeing you.

She had difficulty finding the book.

There are a number of verbs which can be followed by either the **infinitive** or the **gerund**.

Verbs taking infinitive or –ing form without a change in meaning:

begin, start, continue, cease, commence, omit

e.g. He continued listening to the radio.

He continued to listen to the radio.

Advise, allow, permit, recommend, intend followed by an object take a full infinitive whereas they take an –ing form when not followed by an object:

e.g. He allowed us to eat in the classroom.

He allowed eating in the classroom.

He recommended us to take plenty of exercise.

He recommended (our) taking plenty of exercise.

Sth needs/requires/wants can be followed by an –ing form or by a passive infinitive:

e.g. The car needs servicing/to be serviced.

Verbs taking infinitive or –ing form with a change in meaning:

- forget + to-infinitive = not remember to do sth when you intend to

e.g. I forgot to visit the museum.

- forget + -ing form = not to recall

e.g. I'll never forget visiting that museum.

- remember + to-infinitive = not forget to do sth when you intend to

e.g. Remember to lock the door before you leave the house.

- remember + -ing form = recall

e.g. She remembers locking the door before leaving the house.

- try + to-infinitive = attempt

e.g. We tried to persuade him not to go, but he wouldn't listen.

- try + -ing form = do as an experiment

e.g. They tried advertising their business in the local newspaper.

5. Attribute. When used as an attribute, the **gerund** is always preceded by a preposition, which is of in most cases. Very often the gerund modifies an abstract noun.

e.g. She had a feeling of being surrounded by enemies.

They give the impression of not working.

6. Adverbial modifier. In this function the **gerund** is also preceded by a preposition.

Adverbial modifier of time. The **gerund** follows the prepositions after, before, on, since.

e.g. They haven't spoken a word since leaving the party.

On closing the door she remembered that she had not turned off the light.

Adverbial modifier of manner. The **gerund** is used with by and in.

e.g. They escaped by sliding down a rope.

The whole evening was spent in discussing whether to go or not.

Adverbial modifier of purpose. The **gerund** is introduced by for.

e.g. It turned out that the suitcase had been used for carrying drugs.

Adverbial modifier of cause. The **gerund** is introduced by for fear of, owing to.

e.g. They felt tired for having walked the whole day (formal, literary use).

They didn't mention it for fear of hurting her feelings.

Adverbial modifier of concession. The **gerund** is introduced by in spite of and despite.

e.g. Despite spending her childhood in a village she doesn't know much about country life.

Adverbial modifier of condition. The **gerund** is introduced by without.

e.g. You can not make an omelette without breaking eggs (a proverb).

Adverbial modifier of attendant circumstances. The **gerund** is introduced by without.

e.g. She went by without looking up.

In all the above-mentioned functions we can find **gerundial constructions**, while a single gerund is rather rare.

### **Be used to/Get used to + Gerund**

1. We use be used to + **gerund** to talk about a new situation which is now familiar and less strange.

e.g. I'm not used to sleeping with a duvet. I've always slept with blankets.

Carlos has lived in London for years. He is used to driving on the left.

2. We use get used to + **gerund** to talk about a new situation which is becoming familiar or less strange.

e.g. I can't get used to working at night. I feel tired all the time. – Don't worry, you'll soon get used to it.

### **Способы перевода на русский язык**

**Герундий** образуется от инфинитива при помощи окончания –ing. В русском языке аналогичной формы нет, поэтому мы переводим **герундий** при помощи других частей речи: глаголом или существительным. **Герундий** указывает на процесс (действие в процессе протекания).

**Герундий** по форме совпадает с **причастием I** или **перфектным причастием**. Его можно отличить от причастия по следующим признакам.

**Герундий** употребляется:



1. После предлогов, за которыми следует указание на процесс (как дополнение или обстоятельство).

We use ink for writing. Мы употребляем чернила для письма (существительное), или: чтобы писать (глагол).

After finishing the work. После того, как закончил работу (глагол), или: после окончания работы (существительное).

Вывод. Если после предлога стоит “-ing” форма – это **герундий**.

2. После глаголов (как дополнение):

А) указывающих на начало, продолжение или конец процесса и на действие или состояние, имеющее место между началом и концом любого процесса.

Например: он был занят, прервал, отложил, возобновил и т. д., и т.п.

They started working. Они начали работу, или: они начали работать.

They were busy packing. Они были заняты упаковкой (тем, что упаковывали).

He finished reading his book. Он кончил читать книгу, или: он кончил чтение книги.

Б) указывающих на отношение к процессу, типа глаголов любить, ненавидеть.

I like studying. Я люблю заниматься.

I hate missing my lessons. Я очень не люблю пропускать уроки.

**Герундий** в предложении может относиться к подлежащему или дополнению. Так, в предложении – He stopped working and smiled – Он прекратил работу и улыбнулся – действие, выраженное **герундием** (working), относится к подлежащему (он работал, а потом прекратил работу).

В предложении – I don't forgive you for being late for dinner. – Я не прощаю вам того, что вы опоздали на обед –**герундий** относится к дополнению.

Но **герундий** может также относиться к существительному или к местоимению, которые не являются подлежащим или дополнением предложения. Это существительное или местоимение (**субъект герундия**) всегда стоит перед **герундием** и называет лицо или предмет, который совершает действие или над которым совершается действие, выраженное **герундием**. Сочетание **герундия** с таким существительным или местоимением представляет **герундиальный оборот**.

Don't fear my forgetting Aunt Alice. (Gaskell) Не бойтесь, что я забуду тетку Элис.

Первая часть **герундиального оборота** – существительное в притяжательном или общем падеже или притяжательное местоимение. Вторая часть – **герундий**, который называет действие, совершаемое лицом или предметом, определенным первой частью оборота, или действие, совершаемое над ним.

They were afraid of my finding out the truth. (Dickens) Они боялись, что я узнаю правду.

They told us of Peter's coming there.

Они рассказали нам о том, что Петр приходил туда.

Если существительное, к которому относится **герундий**, не употребляется в притяжательном падеже, он ставится перед **герундием** в общем падеже, но при замене его местоимением, употребляется, как правило, притяжательное местоимение.

I hadn't much hope of his plan working. (Braine) У меня было мало надежды на то, что его план сработает.

I hadn't much hope of its working.

У меня было мало надежды на то, что он (план) сработает.

Существительное в общем падеже может быть первой частью **герундиального оборота**, даже если это существительное, и может употребляться в притяжательном падеже. Иногда первой частью **герундиального оборота** может быть также личное местоимение в объектном падеже.

I remember his sister taking part in the concert. Помню, что его сестра принимала участие в концерте.

I do not like him going there.

Мне не нравится, что он ходит туда.

**Герундиальный оборот** представляет собой один сложный член предложения и в предложении выполняет функции:

а) подлежащего:

Your coming here is very desirable.

Ваш приезд сюда очень желателен.

It's no use my telling you a lie. (Shaw)

Нет смысла мне говорить вам неправду.

б) дополнения (беспредложного и предложного):

Forgive my saying it.

Простите, что я сказала это.

I insist upon your staying.

Я настаиваю на том, чтобы вы остались.

в) определения:

I don't know the reason of your leaving.

Я не знаю причины вашего отъезда.

г) обстоятельства:

I entered the room without his seeing it.

Я вошла в комнату так, что он и не увидел этого.

### Контрольные вопросы и задания:

1. What are the forms of **the Gerund**?
2. What are the functions of **the Gerund**?
3. Name the verbs followed by **the Gerund**.
4. Name the prepositional expressions after which we use **the Gerund**.
5. What is the difference between 'be used to + **gerund**' and 'get used to + **gerund**'?

### Учебный вопрос 3. Причастие (The **Participle**)

1. The forms of **participle I** coincide with those of the gerund.

Таблица 7

Simple Active	Reading
Perfect Active	Having read
Simple Passive	Being read
Perfect Passive	Having been read

**Participle II** of most verbs have only one form. If the verb is regular we add -ed (-d) to the infinitive: work – worked. **Participle II** of irregular verbs is their "third" form. It should be noted that some irregular verbs have two different forms of Participle II.

Burn: burned/burnt  
Dream: dreamed/dreamt  
Hang: hanged/hung  
Light: lighted/lit  
Show: showed/shown  
Smell: smelled/smelt  
Spill: spilled/spilt

2. Structures with the participles. **Participle I** and **Participle II** can be used singly, in a phrase, in a construction.

e.g. She went away crying.  
Do you know the man standing at the entrance?  
I saw them stealing apples in my garden.  
She found the lock broken.

**The participles** can form four predicative constructions:

- Objective Participial Construction;
- Subjective Participial Construction;
- Absolute Participial Construction;
- Prepositional Absolute Participial Construction.

3. **Objective Participial Construction (OPC)**. As with other non-finite constructions the participle in a OPC is in predicate relation to a noun in the common case or an object pronoun which denoted a person or a thing performing the action denoted by the participle.

**The OPC with participle I** is used after the following groups of verbs:

Verbs of perception: feel, hear, notice, observe, overhear, perceive, see, smell, spot, spy, watch.

e.g. They noticed a ship approaching the island.  
I overheard them quarrelling.

Verbs of encounter: catch, discover, find.

e.g. She caught them eating jam.  
They found a man lying in the ditch.

**The OPC with participle II** is used after:

Perceptual verbs: see, hear, feel.

e.g. She heard her name mentioned.

Volitional verbs and expressions: would like, need, want.

e.g. I want this watch repaired quickly.  
You need your eyesight tested.

Causative verbs: get, have.

e.g. She had her car serviced.

The verb consider.

e.g. I consider the case closed.

The function of the **OPC** in a sentence is always **complex object**.

4. **Subjective Participial Construction (SPC)**. In this construction the participle is in predicate relation to the subject of the sentence expressed by a noun or a pronoun. The nominal part of the construction performs the function of the subject, while the verbal part expressed by the participle performs the function of part of a compound verbal predicate. **Participle I** in this construction is mostly used with perceptual verbs and verbs of encounter, while **participle II** is used with verbs of encounter.

e.g. He was found talking to himself in whisper.

The girl was discovered murdered.

She was seen running away.

5. **Absolute Participial Construction (APC)**. In the **APC** participle I and participle II is in predicate relation to a noun in the common case or a pronoun in the nominative case. The **APC** is used, along with adverbial clauses, when we want to introduce a subject different from the subject of the finite verb.

e.g. The weather being cold, they decided not to go to the lake.

**Participle I Simple** is used in this construction to mention something that is going at the same time as the event described by the finite verb, or to mention a fact that is relevant to the fact stated by the finite verb.

e.g. Her voice trembling she asked him, "Where am I to go now?"

The door being locked, he could not get in.

**Participle I Perfect** or **Participle II** are used to mention something which happened before the event described by the finite verb.

e.g. The question having been asked, the minister had to answer it somehow.

The **APC** can function as an adverbial modifier of time, cause, attendant circumstances and condition (with permitting and failing). **Participle I Perfect** is used mostly in the first two functions, which very often overlap.

e.g. The text having been analyzed, she proceeded to write the summary (adv. modifier of time).

The lights having gone out, they had to go to bed (adv. modifier of cause).

She slowly went to the door, her leg still aching (adv. modifier of attendant circumstances).

Time permitting, I will stay there longer (adv. modifier of condition).

The door locked, she put the key in the pocket (adv. modifier of reason).

When the **APC** functions as adverbial modifier of attendant circumstances, the preposition with can be added to it, so that we have **the Prepositional Absolute Participial Construction**.

e.g. The old woman stood up, with tears running down her face.

I wonder if you could do that with your eyes closed.

Both the **Absolute Construction** and the **Prepositional Absolute Construction** can be used without a participle.

e.g. She came into the room, her face pale.  
He walked by, with his dog by his side.

## 6. Functions.

6.1. Attribute. In this function we find **Participle I Simple** (Active or Passive) and **Participle II**. **Participle I** as an attribute can modify nouns and some pronouns.

e.g. Those working have no time for that.

**Participle I** with accompanying words is widely used in post-position instead of attributive clauses.

e.g. People coming to see her could not believe their eyes.

John, fishing next to Mike, caught a big fish.

**Participle II** as an attribute can also be used in pre-position and in post-position. A participial phrase used in pre-position is always detached and has an additional meaning of an adverbial modifier.

e.g. Annoyed by his words, she went out of the room (reason).

**Participle II** in post-position can be used singly or in a phrase. **Participial** phrase in post-position can also be detached.

e.g. Money lent is money spent (proverb).

They came to a tree broken by the recent storm.

His comedies, loved by many people all over the world, have been translated into many languages.

6.2. Adverbial modifier. **Participle II** in this function is always preceded by a conjunction.

Adverbial modifier of time. When there is no change of subject we can use the participle instead of an adverbial clause of time.

e.g. Coming into the room she saw that somebody had broken the window.

**Participle I Simple** is preferred both when two actions take place at the same time and when one action follows the other.

e.g. Walking past the shop, he noticed his reflection in the shop window.

Leaping out of bed, he dressed very quickly.

**Participle II** as an adverbial modifier of time is introduced by the conjunctions when, while, and once.

e.g. Once roused he would not cool down.

When analyzed the theory proved to be false.

Adverbial modifier of cause. Both **Participle I** (Simple and Passive) and **Participle II** can be used in this function.

e.g. He changed his mind, realizing the whole thing was useless.

Being ill, he could not go to work.

Having once heard him lie, she could not believe him any longer.

Adverbial modifier of comparison. Both **Participle I Simple** and **Participle II** are introduced by the conjunctions as if, as though.

e.g. She ran to the house as if trying to escape.

She nodded as if convinced by what he was saying.

Adverbial modifier of manner / attendant circumstances. **Participle I** can have both functions which sometimes combine. **Participle II** denoting manner is introduced by as.

e.g. She was busy cooking in the kitchen (manner).

The girl was sitting in the corner weeping bitterly (attendant circumstances).

He came running to see what was going on (manner).

She came knocking on the door (manner or attendant circumstances).

Fill in the application form as instructed.

Adverbial modifier of condition. **Participle II** is used here after the conjunction if. **Participle I** is used in this function only as part of an absolute construction.

e.g. The thing is very fragile. If dropped, it can break into very small pieces.

Adverbial modifier of concession. **Participle II** and **I** as an adverbial modifier of concession are introduced by the conjunctions while, whilst, though.

e.g. While liking dogs he never let them come into his house.

Though discouraged by the lack of support, she went on trying.

6.3. Predicative. Both **Participle I (Simple)** and **Participle II** can be used as predicatives.

e.g. The idea itself was disturbing.

She was disappointed.

6.4. Parenthesis. Both **Participle I** and **II** are used here: frankly/generally speaking; judging by appearances; stated/put bluntly.

### Способы перевода на русский язык

**Причастие I** переводится деепричастием несовершенного вида или обстоятельственным придаточным предложением, время действия которого определяется по времени действия сказуемого:

Demonstrating his finds the archaeologist usually gives a detailed description of the excavation site. Демонстрируя (когда демонстрирует, при демонстрации) свои находки, археолог всегда дает подробное описание места раскопок.

**Независимый причастный оборот** может выполнять в предложении функции обстоятельства времени, причины и условия. Он всегда отделяется от главного предложения запятой.

В функции обстоятельства времени и причины оборот переводится придаточным предложением с союзами «так как», «когда», «после того как»; например:

The conference being over, the participants went on an excursion. Когда (после того как) конференция закончилась, участники поехали на экскурсию.

Their work completed, the secretaries left. Когда их работа была закончена, секретари ушли.

В функции обстоятельства сопутствующих условий такой оборот обычно ставится после главного предложения и переводится самостоятельным предложением с союзами «причем», «а», «и», «тогда как».

Подобно обороту «объектный падеж с **инфинитивом**», оборот «объектный падеж с **причастием**» представляет собой сложное дополнение, которое в данном случае состоит из существительного в общем падеже или местоимения в объектном падеже и **причастия**. В этой конструкции действие обозначается **причастием**, а субъектом его является существительное или местоимение. Такой оборот в функции дополнения следует после ряда определенных глаголов, употребленных в качестве сказуемого главного предложения, а именно: глаголов чувственного восприятия (например, to see, feel, hear), глаголов to find, expect, show и близких им по значению, а также глаголов принуждения (to make, to cause).

Оборот «объектный падеж с **причастием**» переводится на русский язык дополнительным придаточным предложением с союзами «как», «что».

В том случае, если оборот образован с **причастием I**, сказуемое дополнительного придаточного предложения следует переводить глаголом несовершенного вида:

I happened to look back and saw the men getting in and the car starting. Я случайно обернулся и увидел, как люди входили в машину и как машина отъезжала.

В случае оборота с **причастием II** время сказуемого в дополнительном придаточном предложении согласуется с временем сказуемого в главном предложении; ср.:

I often hear his book discussed. Я часто слышу, как обсуждают его книгу.

I heard my work discussed. Я слышал, как обсуждали мою работу.

В зависимости от функции, выполняемой **причастием** в предложении (в качестве определения или обстоятельства), оно может быть переведено **причастием** (или **определятельным причастным оборотом**) или **деепричастием**.

Так, **причастие I** действительного залога употребляется в обеих функциях; **причастие I страдательного залога** – чаще в функции обстоятельства; **причастие II** – чаще в функции определения, а **перфектное причастие** – почти исключительно в функции обстоятельства.

**Причастия** не имеют самостоятельного значения времени. Так, например, **причастие I**, поскольку оно выражает действие, одновременное со сказуемым, в русском языке может соответствовать **причастию настоящего или прошедшего времени** в зависимости от времени сказуемого:

The man waiting for you has come from Moscow. Человек, ожидающий вас, приехал из Москвы. The man waiting for you asked for your telephone number. Человек, ждавший вас, спрашивал ваш номер телефона.

**Причастие II** от переходных глаголов имеет значение одновременного действия и соответствует русскому страдательному причастию настоящего или прошедшего времени:

The books ordered here are usually sent by post. Книги, заказываемые (которые заказывают) здесь, обычно пересылаются по почте.

The books ordered last month have not arrived yet. Книги, заказанные в прошлом месяце, еще не пришли.

Примечание. В английском языке нет соответствующей формы **причастия действительного залога**: Человек, заказавший книги. The man who ordered the books.

**Перфектное причастие** выражает действие, предшествующее действию сказуемого, и переводится на русский язык деепричастием совершенного вида: Having ordered the books we went home. Заказав книги, мы отправились домой.

**Перфектное причастие страдательного залога** чаще всего переводится на русский язык придаточным обстоятельственным предложением причины или времени.

Способы перевода английских **причастий** на русский язык:

Таблица 8

Форма причастия	Залог	Пример	Перевод определения	Перевод обстоятельство
Неопр. причастие I	действительный страдательный	<b>reading</b> (переходн.) <b>coming</b> (непереходн.) <b>being read</b>	читающий, читавший, идущий, шедший, читаемый, читавшийся	читая прочитав, идя, подойдя, будучи читаем, будучи прочтен придаточным предложением
Неопр. причастие II	страдательный	<b>read</b> <b>come</b>	читаемый, читанный, прочтённый, непереводимая форма, употребляемая в сложных временах	будучи читаем, прочитан, придаточным предложением
Перфектно е причастие	действительный страдательный	<b>having read</b> <b>having come</b> <b>having been read</b>	—	прочитав, прочтя, придаточным предложением придя, придаточным предложением будучи (ранее) прочтен, придаточным предложением

Having been sent only yesterday, the letter could not have been received by him today. Так как письмо было послано только вчера, оно не могло быть получено им сегодня.

Having been kept in the reading-room for ten days, the books were then returned to the funds. После того как книги хранились в течение десяти дней в читальном зале, их затем вернули в фонд.

**Причастие**, употребляемое в функции определения, может стоять перед определяемым словом или после него. Оно переводится на русский язык соответствующим причастием и ставится перед определяемым словом независимо от его положения в английском предложении:

The conclusions being drawn are based on recent finds. Выводимые заключения основываются на последних находках.

Latin was the ancestor of all the languages mentioned. Латынь была предком всех упомянутых языков.



**Причастие** с зависящими от него словами образует **причастный оборот**. **Причастный оборот** в функции определения стоит после определяемого слова (существительного или местоимения) и переводится **причастным оборотом** с соответствующей формой **причастия** или определительным придаточным предложением:

The study was dimly lit by a candle burning in the adjoining room. Кабинет был слабо освещен свечой, горевшей (которая горела) в соседней комнате.

**Определительный причастный оборот** типа «**as given**», состоящий из союза **as+причастие II**, стоит после определяемого существительного и переводится на русский язык придаточным предложением, начинающимся со слов «в том виде, как», «так, как», или **причастием в функции определения**:

The author's general conclusions as given in his latest work are of great practical value. Общие выводы автора в том виде, как они даны (приводятся) в его последней работе, имеют большое практическое значение. Общие выводы автора, приводимые (которые приводятся).

Слово, оканчивающееся на -ed и на -ing, употребленное в качестве определения, может оказаться не **причастием**, а прилагательным, совпадающим с ним по форме. Оно в этом случае не обозначает действия, а показывает качество или состояние предмета. В отличие от **причастия**, такое прилагательное всегда стоит перед определяемым существительным. Значение его отличается от значения **причастия**.

Таблица 9

Причастие	Прилагательное
The theory <b>advanced</b> in the early 19th – теория, <b>выдвинутая</b> в начале XIX столетия.	An <b>advanced</b> theory – <b>передовая</b> теория; <b>advanced</b> ideas – <b>передовые</b> идеи.
The work <b>accomplished</b> in 1947 – работа, <b>законченная</b> в 1947 г.	An <b>accomplished</b> artist – превосходный художник; <b>accomplished</b> manners – <b>изысканные</b> манеры.
The clock <b>striking</b> midnight – часы, <b>бьющие</b> полночь.	A <b>striking</b> example – <b>удивительный</b> пример; a <b>striking</b> resemblance – <b>поразительное</b> сходство.
An experiment <b>convincing</b> everybody – эксперимент, убеждающий всех.	A <b>convincing</b> argument – <b>убедительный</b> довод
The changes <b>involved</b> in this process – изменения, <b>связанные</b> с этим процессом	An <b>involved</b> sentence – <b>сложное</b> (трудное) предложение;
a story <b>involved</b> in mystery – история, <b>окутанная</b> тайной.	An <b>involved</b> style – <b>сложный</b> (запутанный) стиль.
The language <b>spoken</b> in the country – язык, <b>на котором говорят</b> в стране.	A <b>spoken</b> language – <b>разговорный</b> язык.
The letter <b>written</b> by my sister – письмо, <b>написанное</b> моей сестрой.	A <b>written</b> language – <b>письменный</b> язык.
A line <b>marked</b> with dots – линия, <b>помеченная</b> точками.	A <b>marked</b> difference – <b>заметное</b> отличие;
The tradition <b>continued</b> from generation to generation – традиция, <b>продолжаемая</b> из поколения в поколение.	A <b>continued</b> tradition – <b>непрерывная</b> традиция.

Примечание. **Причастие II** от глагола to involve, стоящее после определяемого им существительного и не сопровождаемое предлогом, переводится: «данный, рассматриваемый, о котором идет речь»:

The changes involved took place in the 4th century. Данные изменения произошли в IV столетии.

Аналогичным образом переводится **причастие** concerned в таком же положении (после определяемого существительного).

The area concerned was divided into a number of small political units. Область, о которой идет речь, была разделена на ряд мелких политических единиц.

**Обстоятельственные причастные обороты** характеризуют сказуемое и отвечают на вопросы: когда?, как?, по какой причине?, при каком условии? и т. п. В функции обстоятельства употребляются все формы причастий.

**Причастие I** переводится **деепричастием** несовершенного вида или обстоятельственным придаточным предложением, время действия которого определяется по времени действия сказуемого:

Demonstrating his finds the archaeologist usually gives a detailed description of the excavation site. Демонстрируя (когда демонстрирует, при демонстрации) свои находки, археолог всегда дает подробное описание места раскопок.

Demonstrating his new finds the archaeologist gave a detailed description of the excavation site. Демонстрируя (когда демонстрировал) свои новые находки, археолог дал подробное описание места раскопок.

Being demonstrated at the Institute the new finds produced an impression. Когда их демонстрировали (будучи показаны, при демонстрации) в институте, новые находки произвели впечатление.

Примечание 1. **Причастие I** от некоторых глаголов движения и чувственного восприятия имеет значение предшествующего действия и переводится **деепричастием совершенного вида**:

Arriving at the gallery he paid his shilling and entered. Приехав на выставку, он заплатил шиллинг и вошел.

**Причастие II** в функции обстоятельства переводится соответствующим придаточным предложением:

The drama, considered as literature, for almost a century, was dead in England. Драма, если ее рассматривать как род литературы, почти в течение столетия не существовала в Англии.

Примечание 2. **Причастие II** от глаголов to give и to grant –given и granted – переводится: «если дано», «если имеется», «при», «в том случае если имеется»:

Given certain conditions, such work can be done by anybody. Если имеются определенные условия, каждый может выполнить такую работу.

Сочетания given that, granted that переводятся: «в том случае если».

Примечание 3. **Причастие I** following в функции обстоятельства в некоторых случаях переводится: «вслед за», «следом за».

**Причастие II** followed в этой же функции можно переводить «в сопровождении»:

I rushed to the bushes following Peter. Я бросился в кусты вслед за Питером. She entered the hall followed by her pet-dog. Она вошла в холл в сопровождении собачки.

**Причастный оборот** в функции обстоятельства может вводиться союзами:

when – в тех случаях когда, когда;

while– хотя, несмотря на, в то время как, между тем как, тогда как;

if – если;  
unless– если не, если только;  
until – до тех пор пока (не);  
as– как, когда.

Союз + **причастие I действительного залога**

Такой **причастный оборот** переводится на русский язык:

- **деепричастным оборотом** с соответствующей формой причастия (без союза);
- **отглагольным существительным** с предлогом «при»;
- **придаточным обстоятельственным предложением**, подлежащее которого совпадает с подлежащим главного предложения (оно повторяется или вместо него ставится местоимение), а сказуемое (личная форма глагола) образуется из английского причастия; союз в этом случае сохраняется.

When showing his finds the archaeologist gave a detailed description of the site. Показывая свои находки, археолог давал подробное описание места раскопок. При показе (демонстрации). Когда археолог показывал свои находки, он давал подробное описание места раскопок.

Союз + **причастие II страдательного залога**

При переводе таких оборотов необходимо помнить, что **причастие II** — это **причастие страдательного залога** и что подлежащее главного предложения (также совпадающее с субъектом действия оборота) не действует, а подвергается действию, выраженному причастием:

If taken separately these words mean the following. . . Если их взять отдельно, эти слова означают следующее. . .

Наибольшую трудность для перевода составляют обороты с **причастием II** от глаголов, принимающих два дополнения. Оборот с предшествующим союзом, например, when shown, может быть переведен: «когда, что-то показали» и «когда кому-то показали»;

When shown to the experts the manuscript aroused great interest. Когда рукопись показали специалистам, она вызвала большой интерес. Рукопись, когда ее показали. . .

When shown that manuscript the scholars became very much interested in it. Когда ученым показали эту рукопись, они очень заинтересовались ею.

При переводе необходимо найти подлежащее главного предложения (которое совпадает с субъектом действия оборота) и начинать перевод с него: «рукопись, когда ее показали. . .», «ученые, когда им показали. . .».

**Причастный оборот** в качестве вводного члена предложения обычно выражает собственное мнение или высказывание автора. Такой оборот переводится соответствующим русским вводным предложением с союзом «если» или деепричастием. Оборот всегда выделяется запятыми:

Put another way, the conclusion is quite obvious.

Говоря иначе, вывод совершенно очевиден.

Strictly speaking, the author is not right here.

Строго говоря, автор здесь неправ,

В то время как в обычном (зависимом) **причастном обороте** субъект действия, выраженного причастием, совпадает с подлежащим предложения, независимый причастный оборот имеет собственный субъект действия, который не совпадает с подлежащим предложения.

Таблица 10

Зависимый причастный оборот	Независимый причастный оборот
<b>Being tired he decided to go to bed.</b> Будучи усталым (так как он устал), он решил лечь спать.	<b>He being tired, I decided not to disturb him.</b> Так как он устал, я решил не тревожить его.

**Независимый причастный оборот** может выполнять в предложении функции обстоятельства времени, причины и условия. Он всегда отделяется от главного предложения запятой.

В функции обстоятельства времени и причины оборот переводится придаточным предложением с союзами «так как», «когда», «после того, как», например:

The conference being over, the participants went on an excursion. Когда (после того как) конференция закончилась, участники поехали на экскурсию.

Their work completed, the secretaries left. Когда их работа была закончена, секретари ушли.

В функции обстоятельства сопутствующих условий такой оборот обычно ставится после главного предложения и переводится самостоятельным предложением с союзами «причем», «а», «и», «тогда, как», например:

The figure represents an animal, its total length being two and a half inches.Фигура изображает животное, причем ее общая длина составляет 2.5 дюйма.

Примечание 1. Перед субъектом действия независимого причастного оборота иногда ставится предлог with. Функции таких оборотов и перевод их на русский язык не отличаются от функций и перевода оборотов основного типа. Предлог with не переводится:

The territory extends for about 150 miles, with a breadth varying from 50 to 100 miles.Территория простирается на 150 миль, причем ширина ее изменяется от 50 до 100 миль.

Примечание 2. В независимом **причастном обороте**, начинающемся с There being. . . субъект действия оборота стоит после причастия:

There being nobody in the room, he decided to wait.

Так как в комнате никого не было, он решил подождать.

Подобно обороту «объектный падеж с **инфинитивом**» оборот «объектный падеж с **причастием**» представляет собой сложное дополнение, которое в данном случае состоит из существительного в общем падеже или местоимения в объектном падеже и причастия. В этой конструкции действие обозначается **причастием**, а субъектом его является существительное или местоимение. Такой оборот в функции дополнения следует после ряда определенных глаголов, употребленных в качестве сказуемого главного предложения, а именно: глаголов чувственного восприятия (например, to see, feel, hear), глаголов to find, expect, show и близких им по значению, а также глаголов принуждения (to make, to cause).

Оборот «объектный падеж с **причастием**» переводится на русский язык дополнительным придаточным предложением с союзами «как», «что».

В том случае, если оборот образован с **причастием I**, сказуемое дополнительного придаточного предложения следует переводить глаголом несовершенного вида:

I happened to look back and saw the men getting in and the car starting.

Я случайно обернулся и увидел, как люди входили в машину и как машина отъезжала.

В случае оборота с **причастием II** время сказуемого в дополнительном придаточном предложении согласуется с временем сказуемого в главном предложении; ср.:

I often hear his book discussed.

Я часто слышу, как обсуждают его книгу.

I heard my work discussed.

Я слышал, как обсуждали мою работу.

Примечание. Оборот «объектный падеж с **причастием**» может включать в себя союз *as*, который ставится перед **причастием**. Помимо указанного выше способа, такой оборот можно переводить **причастием** соответствующей формы, опуская или сохраняя при переводе союз:

He considered these finds as belonging to the 2d millennium.

Он считал, что эти находки относятся ко второму тысячелетию (Он рассматривал эти находки как относящиеся ко второму тысячелетию).

Оборот «именительный падеж с **причастием**», подобно обороту «именительный с **инфинитивом**», образуется из подлежащего (существительного или местоимения) и сложного сказуемого, состоящего из глагола типа *to consider* – считать, *to find* – находить, *to show* – показывать в страдательном залоге и причастия I или II:

He was seen descending the staircase. Видели, как он спускался с лестницы.

Таблица 11

**Особенности перевода оборота «объектный падеж с **причастием II**» при глаголах *to have* и *to get***

Подлежащее	Сказуемое	Дополнение
Существительное или местоимение.	Личная форма глагола <b>to have</b> или <b>to get</b> .	Существительное или местоимение в объектном падеже + причастие II.

Употребление глаголов *to have* и *to get* с оборотом «объектный падеж+**причастие II**» означает, что действие производится не подлежащим предложения, а для него или по его распоряжению (приказанию). В одних случаях такой оборот совершенно аналогичен страдательной конструкции, в других – более четко выступает каузативное значение:

He had his head shaved so as to appear a genuine monk. Ему побрили голову, чтобы он выглядел настоящим монахом. Он велел побрить себе голову. . . У него была побрита голова. . .

Примечание. В отличие от его употребления в группе перфектных времен, глагол *to have* в этом обороте сохраняет самостоятельное значение времени, т. е. I

have it done переводится настоящим временем: «мне это делают», в то время как I have done it – прошедшим временем: «Я это сделал».

При переводе глагол в форме страдательного залога выносится вперед в виде неопределенно-личного предложения. За ним следует дополнительное **придаточное предложение** с союзом «что» (или «как»), сказуемое которого соответствует английскому причастию, а подлежащее – английскому подлежащему. В этом обороте причастию может предшествовать союз. В таком случае помимо указанного перевода возможен и буквальный перевод:

The find was identified as belonging to the 4th century. Было установлено, что находка относится к IV в. (Находка была определена, как относящаяся к IV в.).

### **Контрольные вопросы и задания:**

1. What are the forms of **Participle I** and **Participle II**?
2. What are the functions of the **Participle**?
3. What is the **Objective Participial Construction**?
4. What is the **Subjective Participial Construction**?
5. What is the **Absolute Participial Construction**?

## **Учебный вопрос 4. Академическая мобильность**

### **Academic Mobility**

Processes of globalization and internationalization of higher education play an important part in modern social and economic context of developing educational systems. Academic mobility is a useful tool of integrating Russia into international educational and scientific space.

Academic mobility refers to students and teachers in higher education moving to another institution inside or outside of their own country to study or teach for a limited time. The Bologna process regulates academic mobility within European higher education area.

Mobile students are usually divided into two groups: Free-movers are students who travel entirely on their own initiative, while programme students use exchange programmes at a department, faculty, institution, or national level (such as Erasmus, Nordplus or Fulbright). Nowadays, the traditional Erasmus exchange (which involves travelling) has been complemented with virtual mobility, or Virtual Erasmus, in which students from different countries may study together without leaving their home.

Students do not only mature during their stay but they also gain in competences often summarized as soft or key skills like intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem solving abilities and being able to work productively in a team.

But there are many obstacles standing in the way of student mobility, mostly linked to regulatory issues such as visas, or recognition matters and costs.

Though mobility programmes are not new, there is at present a growing number of mobility schemes being developed to facilitate flows of students at all levels as well as researchers and staff. These are being designed and funded at the national or regional level.

The Mining University offers a variety of exchange programs for all study cycles: BSc, MSc and PhD. Annually more than 30 students participate in Double Degree and

Semester Exchange Programs at European partner universities. There is a number of exchange programmes offered for international students.

Recognizing the mutual interest in enhancing research and developing of doctoral training Mining University and TU Bergakademie Freiberg in Germany have set up a Double Degree PhD Program. In accordance with the program's guideline the student is accepted as a PhD student in both universities according to the rules and conditions of the respective university. There will be one version of PhD thesis firstly defended at student's home university and afterwards at the partner university. Upon successful thesis defense and completion of the Double PhD Program the students are awarded PhD Certificate/Diploma by both universities.

The Mining University has a number of running agreements with European universities within Erasmus+ International Credit Mobility. The programme provides opportunities for students to improve their skills, enhance their employability and gain cultural awareness.

How it works: the Mining University sends nominated students to the partner institution, and they send their nominated students to us. All the exchange students still remain the students at their home institution. At the end of the exchange program, your credits will be recognised by the home university degree (max. 30 ECTS). It should be noticed this does not add extra time to the studies.

For those students who have not yet decided which partner institution to choose for the exchange program and what program fits their research interests there is an option of making an International Study Tour with a group of peers from the Mining University. This is a great chance to get to see the international HEI firsthand, experience new academic environment and finally identify clear learning objectives.

International Study Tour is a carefully planned combination of partner university visits, industrial visits and hands-on learning opportunities. Having a major educational element it expands the knowledge of your specific subject and helps to decide on the career plans at an early stage.

### **Контрольные вопросы и задания:**

1. What plays an important part in modern social and economic context of developing educational systems?
2. What is a useful tool of integrating Russia into international educational and scientific space?
3. What does academic mobility refer to?
4. What groups are mobile students usually divided into?
5. How do students benefit from exchange programmes?
6. What obstacles are standing in the way of student mobility?
7. What programmes does the Mining University offer its students?
8. What is International Study Tour?

### **Grants and Scholarships**

There are many resources for finding student grants and scholarships. Thanks to the generosity of charitable organisations, schools, corporations, nonprofit organizations and private donors, finding funding for your education is easy. Students in all fields, from anthropology to women's studies, can find grants for their specific areas of study. Many of the scholarships, including the ones listed below, allow students to study in foreign countries.

The Rhodes Scholarship allows students studying various disciplines to attend Oxford University. Students generally have the scholarship for two years, in which time they research and work in their designated field. To qualify, students must be U.S. citizens, over the age of 18 but under the age of 24, have a GPA between 3.8 and 4.0 on a 4.0 scale and have excellent leadership qualities. The award amount is full tuition and fees plus living expenses.

The British Marshall Scholarship is offered to a graduate or postgraduate student from the U.S. to study in the United Kingdom. The scholarship is for unique and academically advanced students. Students must have excellent leadership qualities and have thoughtful and realistic career and educational goals. The minimum GPA required is 3.7 on a 4.0 scale. Students must also be U.S. citizens and have an undergraduate degree to qualify.

The James Madison Memorial Fellowship is awarded to an American student by the United States Congress. Students studying American history who plan on becoming history, government or social studies teachers upon graduation are encouraged to apply. To qualify, students must be U.S. citizens, have an undergraduate degree, be working on a teaching degree and have a high level of academic accomplishment. The award amount is \$12,000 for two years of study.

The Fulbright Program is the largest U.S. international exchange program offering opportunities for students, scholars, and professionals to undertake international graduate study, advanced research, and university teaching worldwide. The Fulbright Program is supported by the U.S. Department of State. Established in 1946 by the U.S. Congress to “enable the government of the United States to increase mutual understanding between the people of the United States and the people of other countries”, the Fulbright program annually awards approximately six thousand grants, at a cost of more than \$250 million. The program funds both American and foreign students, teachers, professionals, and scholars to study, teach, lecture, and conduct research in more than 150 countries and the United States.

The Fulbright Program in Russia offers a variety of opportunities for both Americans and Russians interested in graduate study, lecturing, academic research, and other activities. The Fulbright Program Office in Moscow administers twelve different grant programs in Russia and receives all grant applications from Russians. The Fulbright Visiting Student Program is open to Russian university students in the arts, engineering, natural sciences, humanities and social sciences. This program supports either a year of research to assist in completion of a Candidate of Sciences degree in Russia or two years of study to complete a U.S. Master’s degree. Applicants must be Russian citizens permanently residing in the Russian Federation who have a university diploma (specialist) or a Bachelor’s degree. Applicants should be no older than 30 years of age by the application deadline. The list of major academic disciplines for Fulbright awards can be found on the Fulbright Program website. Application materials are available in February each year.

### **Контрольные вопросы и задания:**

1. What does the Rhodes Scholarship allow students?
2. Who is the James Madison Memorial Fellowship awarded by?
3. Who established the Fulbright Program?
4. What must applicants for the Fulbright Visiting Student Program have?
5. When are application materials for the Fulbright Visiting Student Program available?



### Managing Your Research Project

Research degrees offer a rewarding and exciting opportunity to explore an issue in real depth. On completion you will be one of the experts in your field. During your study you will have the opportunity to meet researchers from around the world and present your work to them. However research projects rarely run smoothly, they are often frustrating and highly challenging. Being prepared for this and understanding why you are undertaking the research will help you to maintain your motivation and prepare for future opportunities. Indeed trained researchers offer experience that employers value.

Research projects are often highly complex requiring several objectives to be completed and various tasks that must be carried out. To be an effective and efficient researcher you will need to plan your research projects carefully to make the most of your time and research opportunities. Your plan will need to be revised over time as your research develops and changes over time. The plan will help you quickly identify if you drop behind your targets, giving you the chance to make the necessary adjustments to the plan and your objectives, and ensure you complete your research.

When you know what you need to do, and when you need to do it, you can start to build an initial plan. This does not need to be complex, and could simply be a list of milestones in your diary or calendar.

Some students with highly complex projects may find project management software useful, and many institutions offer training to use this effectively.

With an initial plan in place, it is worth looking at each of the tasks to identify any risks that might be present. For each risk estimate the impact it will have on your project, and how likely it is to occur. For example, in most research projects the availability of data can have a significant impact, be this availability of an industrial partner or access to archive data. It is often hard to be certain that you will get the data that you want and expect to be available.

It is not uncommon for research projects to dramatically change as you discover more about your research area. As changes occur, update your plan to keep it realistic and deliverable. You may also add more detail to your plan as the research method becomes clearer. To facilitate your thinking about this you may find that a work breakdown structure will help you.

Identify the reasons for why you did not finish on time, and identify the problems you faced. Now modify your plan to take account of your changed situation. You may have to reduce the amount of work you plan to do. If so, discuss this with your supervisor, taking care to identify the tasks that are essential to complete your project successfully.

#### Контрольные вопросы и задания:

1. What opportunities will you have during your research project development?
2. Do research projects run smoothly?
3. What is required to be an efficient researcher?
4. Is it necessary to revise the plan of a research project? Why?
5. What risks can have an impact on a research project?
6. What are the reasons for changing a project?

## **Writing a Good Journal Paper**

The goal of academic research is publication. It is only through publication that new knowledge can be shared with the rest of the world. Writing a paper for publication is not as difficult as it may seem. There are some tips for research students on writing a good research paper for journal publication.

The student with the help of the supervisor has to decide in which journal the work is to be published. The paper must be written to meet the standard required by the journal. The students must read the latest authors' guideline as many journal editors continuously update the scope of their journals.

Before starting to write a journal paper it is important to list down a number of points:

What is the problem being solved?

Why is the problem important?

Has anyone in the past solved a similar problem?

What is the contribution of your study?

What is its practical significance?

It is usually easier to get a paper accepted if it focuses only on one clear problem! Since a research is carried out over a long time and may comprise several stages, with each stage focusing on one issue, it is possible to publish several papers.

The Introduction section is the most important part of the paper and is also the most difficult to write. A good introduction should consist of three clear paragraphs. In the first paragraph, the student should explain the background of the research. In the second paragraph, a critical review of past work should be detailed out. In the third, the author's own contribution and the significance of the findings should be explained. However, a lengthy introduction should be avoided so that the problem highlighted is succinct.

The Introduction is usually followed by a section that describes the experimental setup used and the methodology. If the work comprises only a simulation study, then this section explains how the simulation was carried out. For experimental setups, a photograph of the setup followed by a schematic diagram will help the reader to understand the facilities used in conducting the research. Very detailed information of each equipment used should be provided, e.g. model, manufacturer, specifications etc. Detailed information is necessary to enable anyone to duplicate and verify the research results. The methodology is best described using a flowchart. Each stage in the flowchart should be explained in detail in the text.

In the section Results and Discussion it is normally courteous to explain what the data in a table (or figure) show. Sometimes the author has to decide whether to use a table or a figure to show their results. If numerical values are important, then a table should be used. However, if a trend is more important, then a graph should be used. When discussing the results, the author should explain how the results solve the problem highlighted in the Introduction. A comparison with published results should also be made to show how the solution presented is better compared to those carried out by others.

The Conclusion section should be as concise and as succinct as possible. What has been developed in the study is not as important as how the developed method solves the problem and the significance of the solution. Explain exactly how you solved the

problem highlighted in the Introduction. Ensure that what you claim in the Conclusion is substantiated by data in the Results and Discussion section.

Writing the Abstract is usually the last task in drafting the paper. An abstract is essentially a summary of the whole paper. A distinguishing feature of the abstract is that it should stand alone. Thus, the abstract should contain all the elements of the full paper in one concise paragraph: background, methodology, results, conclusion and contribution.

The method of writing references depends on the format used in the journal in which the paper is intended for publication. The method of citing the paper in the main text also depends on the Authors' Guideline given by the publisher.

It is best to check the paper for errors and accuracy a few days after the writing has been completed. In this way the student can give a fresh look at the paper and spot errors more easily.

A manuscript should not be submitted in haste. Most manuscript submission is now done online. It is normal for the editor of the journal to send the paper to two or three reviewers. The review process usually takes some time. Upon receiving the reviewers' reports, the paper should be revised accordingly. Major correction comprises explaining some parts in more details, adding more references, including more data etc.

Reading an e-mail from an editor that starts with "I am pleased to inform you that your paper has been accepted ..." can be the most gratifying moment of the entire research effort for many academic researchers. It not only gives a sense of accomplishment but also the pride of being part of the worldwide research community. Writing a good journal paper that is accepted for publication is a personal challenge

### **Контрольные вопросы и задания:**

1. What is the goal of academic research?
2. Who can help a student to choose a journal for publishing his/her paper?
3. What is required to do before starting to write a paper?
4. Why is the Introduction section the most important part of a paper?
5. What is the paper section describing the experimental setup used and the methodology characterised by?
6. What are the graphical ways of presenting research results in a paper?
7. What is the Conclusion section characteristic of?
8. Why is writing the abstract considered to be the last task in drafting a paper?
9. What are the specific features of writing references?
10. How can a paper be submitted for publication in a journal?

### **Учебный вопрос 6. Участие в международных научных мероприятиях (конференции, подготовка презентации)**

#### **Academic Conferences**

Academic conferences fall into three categories:

- the themed conference, i.e. a small conference organized around a particular topic;
- the general conference, i.e. a conference with a wider focus, with sessions on a wide variety of topics (these conferences are often organised by regional, national, or international learned societies, and held annually or on some other regular basis);

— the professional conference, i.e. a large conference not limited to academics but with academically related issues.

Web conferencing is used to conduct live meetings or presentations via the Internet. In a web conference, each participant sits at his or her own computer and is connected to other participants via the Internet.

A webinar is a neologism to describe a specific type of web conference. It is typically one-way, from the speaker to the audience with limited audience interaction. A webinar can be collaborative and include polling and question and answer sessions to allow full participation between the audience and the presenter.

Conferences are usually organized either by a scientific society or by a group of researchers with a common interest. The conference is announced by way of a Call for Papers or a Call for Abstracts, which lists the topics of the conference and tells prospective presenters how to submit their abstracts or papers. Increasingly, submissions take place online.

The number of academic conferences being held today can be overwhelming. To make informed decisions about whether to go, when to go and where to go, it is critical to be realistic about your own career goals and to understand the role of conferences in the academic world. Conferences serve a number of purposes.

1. Conferences celebrate the best and latest academic research. So if you are interested in where your field is going, or what some of the leading experts have been thinking about, then attendance should be worth your while.

2. Conferences provide semi-organized networking opportunities. If you want to establish connections with other academics, share your ideas with people who have similar scholarly interests, or create a stronger peer support network, attending the right conference is an excellent idea.

3. Conferences enhance academic profiles. Conference presentations are included on your CV. In some fields, peer-reviewed conference presentations are important additions to your scholarly record.

Many students wonder whether they should attend a conference if they are not presenting. If reasons 1 and 2 are important to you, then simply attending the right conference could be worthwhile. But keep in mind that simple attendance does not enhance your CV. Each academic discipline has its own, largely unstated, culture when it comes to conferences. It is possible that your supervisor will insist on your attending a certain conference even if you are not presenting.

When in doubt, submit a proposal. Strong students often underestimate the originality of their work and fail to apply to conferences to which they would almost certainly be accepted. Moreover, you can submit a proposal more than once and to more than one conference, so putting together a proposal is worth the time and effort.

With your supervisor's blessing, having built a proposal that follows the conference call for papers religiously, consider the following factors when making your final conference decisions:

Is the conference significant in my field? If it is, the leading scholars will be there, as will be potential collaborators. The major conferences also tend to offer professional development workshops for graduate students, which can be extremely helpful.

Does the conference publish any portion of its proceedings? On a CV, publications generally trump conference presentations, so presenting at a conference that will publish your paper — especially if there is peer review involved — is an efficient use of your time.

Does the conference offer awards to the best paper? Again, awards do wonders for CVs, so look for conferences where you have a chance to win one.

Does the conference offer funding for students travelling from afar? Conferences outside of your institution are never cheap, and departmental support — if it exists — is rarely sufficient to cover all of your costs. All other things being equal, it makes sense to factor cost into your decision-making process.

### **Контрольные вопросы и задания:**

1. What categories do academic conferences usually fall into?
2. How is a conference announced?
3. What purposes do conferences serve?
4. If you are not presenting, is attending a conference worthwhile?
5. What factors should be considered when making your final conference decisions?

### **Research Presentations**

Presenting results is a vital aspect of a student's research work. It is an exciting time in a student's degree programme because it represents the culmination of many hours of hard work.

The communication of research findings provides a valuable opportunity to inform others of a current investigation and it can lead to future speaking opportunities at conferences, grants for future research projects, school and business meetings and offer natural connections to new job opportunities.

Presenting academic material requires careful preparation and planning to effectively communicate to your audience. It is important to consider the diversity of expertise within a group of educators. Audiences will usually contain people who are experts in your subject area, others who have a general knowledge of the topic and the remainder who have basically little or no knowledge. How do you plan to effectively reach such a wide range of knowledge levels within one group? A popular communication strategy is to directly address the experts while integrating relevant and interesting illustrations and ideas into the presentation that make the results accessible to entire audience. It is a multidimensional speaking technique that demonstrates respect for those who attend your presentation. Some essential elements for research presentations are as follows.

**Problem description and documentation.** The problem statements should be presented in descriptive language that the audience can easily understand. The presentation should include several key studies from the literature review to provide solid support for the rationale for pursuing your research problem. There is a real temptation to share a host of studies but it tends to distract people who generally are more interested in understanding why an individual has undertaken a particular study.

**Solution strategy.** Presenting possible solutions to the problems under study is a vital part of the research process. It is important to present information in a concise manner. Therefore, stress three or four aspects that will help you keep your presentation focused and reduce potential resistance to your ideas.

**Analysis of results (anticipated and otherwise).** Interpretation of qualitative and quantitative data is always a very challenging task. Reviewing your results in light of the concepts of significance, generalisability, reliability and validity is recommended. The

generalisability of a research project requires you to ask specific questions which examine the degree of broader applicability of your particular study.

Recommendations for change. As you prepare your presentation, take the time to consider the questions for those who might be skeptical of your findings, and share recommendations for changes.

A research project may:

- address gaps in knowledge by investigating an area of research that fills a void in existing information;
- expand knowledge by extending research to new ideas and practices;
- replicate knowledge by testing old results with new participants or new research sites;
- add voices of individuals to knowledge, individuals whose perspectives have not been heard or whose views have been minimised in our society.

Solicitation of audience feedback. The audience can be a good resource for advice and feedback on your presentation and a forum to enhance professional knowledge and practices. Naturally, researchers are somewhat anxious about the personal risks involved having their project being scrutinized by others.

**Контрольные вопросы и задания:**

1. Why is presenting results an important aspect of the research work?
2. What does presenting academic material require?
3. What elements for research presentation do you know?
4. Do you know how to present the problem statement?
5. What can dialogue over research results provide?

## Контрольные вопросы и задания к разделам 1-2

В целях систематизации знаний раздела предлагается закрепление основных грамматических понятий: **Present Simple (Настоящее простое), Present Continuous (Настоящее длительное), Present Perfect (Настоящее совершенное), Present Perfect Continuous (Настоящее совершенное длительное), Past Simple (Прошедшее простое), Past Continuous (Прошедшее длительное), Past Perfect (Прошедшее совершенное), The Infinitive (Инфинитив), Active Voice (Действительный залог), Passive Voice (Страдательный залог), Conditional Sentences (Условные предложения), The Gerund (Герундий), The Participle I and II (Причастие I и II).**

*Примерный перечень вопросов и заданий для самоконтроля к разделам 1-2:*

1. Complete the sentences with appropriate tense forms (Present, Past or Future):  
Don't eat spinach if you ... (not/like) it.  
You look sad. What ... (you/think) about?  
Kate ... (not/want) to have dinner now. She isn't hungry.  
Can I call you back? I ... (have) lunch right now.  
The children ... (play) computer games for two hours.  
I ... (be) to London twice, but I ... (not/be) to Oxford yet.  
Too late! Our train ... just (leave).  
I ... (buy) a new computer last Saturday.  
We ... (book) our holiday online a month ago.  
Nick ... (work) in a bookshop since April.  
You can trust me. I ... (not/tell) anyone what you told me.  
Look at those black clouds! It ... (rain)!  
Barbara ... (stay) at her Granny's next summer. They arranged it a long time ago.  
Lorna and Jamie ... (get married) in October.  
The train to London ... (arrive) at 3 p.m. tomorrow.
2. Circle the correct form, Active or Passive Voice:  
The college built/was built in the 16<sup>th</sup> century.  
The landscape inspired/was inspired him to write a poem.  
This castle hasn't inhabited/hasn't been inhabited for nearly a century.  
The film will shoot/will be shot in the autumn.  
The actors aren't recording/aren't being recorded the dialogue until next week.  
The house wasn't using/wasn't being used by the owners during the winter.  
The make-up artist has transformed/has been transformed the actor into a monster.  
They hadn't owned/hadn't been owned the company for very long before they went bankrupt.  
The photo took/was taken by my husband on the balcony of our hotel.  
My laptop is repairing/is being repaired at the moment
3. Put the verbs in brackets into the correct tense:  
If I were you, I ... (not/listen) to his lies.  
If he ... (not/eat) that sandwich, he would not have suffered from food poisoning.  
As long as you ... (do) your best, no one will criticize you.  
If you ... (tell) me you were cold, I ... (put) the heating on.  
What ... (we/do) if John hadn't helped us?  
Go and see a doctor in case you ... (have) a serious illness.

You won't understand this unless you ... (pay) attention.  
Even if he ... (beg) me I would not help him.  
If this case ... (go) to trial, it will cause a national outcry.  
Supposing no one ... (invent) the silicon chip, ... (things/be different)?

4. Complete the sentences using Reported Speech:

'I'm selling all my books.' My brother said ...  
'I've booked the flights.' Emma told me ...  
'Your new dress doesn't suit you.' My mother told me ...  
'I won't wear these shoes again.' Jenny said ...  
'When are you leaving?' My parents asked me ...  
'Where do you usually buy your clothes?' My sister asked me ...  
'Do you ever go to the theater?' I asked Liza...  
'What time will you arrive?' He asked us ...  
'What's your name?' I asked him ...  
'Do you want a drink?' He asked me ...

5. Put the verb in brackets in the appropriate form:

He was afraid of ... (take) for another person.  
Under police questioning he admitted ... (invent) the story.  
It is idiotic to leave Monte Carlo without ... (try) your luck.  
I distinctly remember last Christmas ... (see) you together and ... (think) how happy you looked.

Rex seemed a rough, healthy, prosperous fellow whose name was already familiar to him from ... (read) the political reports.

She mentioned ... (see) me on television the previous night.

Jack recalled ... (see) the car in front of the theatre

6. Use the correct form of Participle I or Participle II:

He found the shop without difficulty, ... (buy) a map of the city.

There was a pause, Mary sat ... (think), and John stood at the door, ... (look) at her.

The company faces ... (shrink) profits for still another year.

It can't be true, you must have ... (dream) it.

He said he hadn't ... (shave) since Monday.

Panic-...(strike), she rushed out of the room.

It's no use crying over ... (spill) milk.

She found a narrow slip of paper ... (insert) among the pages.

There is nothing ... (surprise) about that.

She told me the history of a ... (collapse) civilization.

She came into the room and stared at the big ... (uncurtain) window.

He sat back in the low seat, a ... (cherish) warmth enveloped him.

*Тесты для самоконтроля:*

1. 'Should I eat that?' – 'If I ... you, I wouldn't.'

a) would have been

b) would be

c) were

d) had been

2. 'Thank God we came across that policeman!' – 'Oh, yes! What ... done if you hadn't?'



- a) would you have
  - b) were you to have
  - c) had you
  - d) will you have
3. 'So, are you going to buy it or not?' – 'If it ... so expensive, I would.'
- a) were
  - b) weren't
  - c) hadn't been
  - d) isn't
4. 'Why do you have to get a taxi to work?' – 'Well, if I didn't live so far away, I ... to.'
- a) wouldn't have
  - b) hadn't had
  - c) wouldn't have had
  - d) didn't have
5. 'Why don't you ask Martin to chair the meeting?' – 'Well, suppose ... to ask him, do you think he would accept?'
- a) were we
  - b) we were
  - c) we had been
  - d) had we been
6. ... pay attention in class, you won't pass the test.
- a) If you aren't
  - b) Unless you don't
  - c) If you don't
  - d) Unless you wouldn't
7. If he ... as honest as you believe, he wouldn't have done that.
- a) were
  - b) would be
  - c) would have been
  - d) have been
8. What would you do if you ... rich?
- a) have been
  - b) were
  - c) would be
  - d) would have been
9. What would you buy, provided ... the money?
- a) had you
  - b) you had
  - c) have you
  - d) you would hav
10. ... you go on talking, he'll ask you to leave.
- a) Unless
  - b) If
  - c) When
  - d) Suppose
11. 'Why are you screaming?' – 'If you burn yourself, it ... you know!'
- a) would have hurt

- b) hurts
- c) have hurt
- d) hurt

12. Suppose they ... at home, what shall we do?

- a) aren't
- b) weren't
- c) hadn't been
- d) won't be

*Тексты для перевода:*

1) In conventional drilling, the hole-boring drill bit is pressed against the ground and rotated. Heavier drill pipe and "drill collars" are added to provide weight on top of the bit and this enables the teeth of the bit to gouge the rock and grind it into small pieces, or cuttings. Just as with digging a hole, those rock cuttings must be brought up out of the way to allow the drill to go deeper. To achieve this, a drilling fluid called "mud" is fed down the drill pipe and into the bit, where it sprays through jets pushing the cuttings away. The mud and cuttings are forced up to the surface through a space between the outside of the drill pipe and the inside of the hole. The mud is usually a mixture of clays, additives and water that is very carefully blended to ensure the best possible performance in the existing conditions. The mud, which is also used to cool the equipment, is then filtered to clean out the rock cuttings and circulated back through the pumps and into the drill pipe once more.

2) An oil field is a pool of oil under the surface of the earth, trapped in a sealed hollow of impermeable rock. As actually used in practice, the term implies the possibility of sufficient economic benefit worthy of commercial attention. Secondly, the area on the surface above where oil lies trapped underground, is also called an oil field. Because oil reservoirs typically extend over a large area, possibly several hundred km across, full exploitation entails multiple wells scattered across the area. In addition, there may be exploratory wells probing the edges, pipelines to transport the oil elsewhere, and support facilities. Because an oil field may be remote from civilization, establishing a field is often an extremely complicated exercise in logistics. This goes beyond requirements for drilling, to include associated infrastructure. For instance, workers require housing to allow them to work onsite for months or years. In turn, housing and equipment require electricity and water. In cold regions, pipelines may need to be heated. Also, excess natural gas may be burned off if there is no way to make use of it—which requires a furnace, chimney and pipes to carry it from the well to the furnace.

### **Рекомендуемые источники для дополнительного изучения по разделам 1-2**

1. Бутенко Ю. И., Маргарян Т. Д. Fundamentals of Translation: Учебное пособие: / Ю.И. Бутенко, Т.Д. Маргарян. - Издательство Московского государственного технического университета имени Н.Э. Баумана, 2020 – 75 стр.

Режим доступа: <https://e.lanbook.com/book/172936>

2. Минченков, А.Г. Употребление неличных форм глагола в английском языке. English Grammar in Depth: Verbals: учебное пособие: / А.Г. Минченков. – Изд. 2-е, доп. – Санкт-Петербург: Антология, 2014. – 160 с.

Режим доступа: <https://biblioclub.ru/index.php?page=book&id=257917>

3. Рушинская, И.С. The English Verbals and Modals: практикум / И.С. Рушинская. – 3-е изд., стер. – Москва: ФЛИНТА, 2018. – 49 с.

Режим доступа: <https://biblioclub.ru/index.php?page=book&id=83564>

4. Мельничук М.В., Третьякова Г.В., Танцура Т.А. Английский язык. Grammar in Progress: Учебное пособие: / М.В. Мельничук, Г.В. Третьякова, Т.А. Тацура. – 3-е изд. - Издательство "Прометей". 2019. - 182 стр.

Режим доступа: <https://e.lanbook.com/book/116153>

**ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ВОПРОСОВ ДЛЯ ПОДГОТОВКИ К  
ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ  
(в соответствии со всеми видами занятий, заявленных в учебном плане)**

**Раздел 1. Я и моё образование (учебно-познавательная сфера общения)**

1. Подготовить устное сообщение по одной из пройденных разговорных тем:

- Высшее образование в России и за рубежом.
- Мой университет.
- Мой факультет.
- Выдающиеся преподаватели и учёные моего университета.

2. Прочитать, перевести и пересказать текст по направлению подготовки объёмом 1500 печатных знаков без пробелов.

*Пример текста:*

Oil drilling has been around for more than a century. But because of the numerous developments in the technology, it has grown leaps and bounds in that time. And this growth of oil production has also been essential to changing the face of civilization.

In 1859, Edwin Drake dug what is considered the first oil well in Titusville, Penn. During that period, oil was used primarily to make kerosene for lighting purposes. But the development of the automobile industry soon ignited a new market for oil and spurred increased production -- from 150 million barrels produced worldwide in 1900 to more than one billion barrels in 1925.

One of the earliest innovations to improve oil drilling was the rotary drill, first used in the 1880s. This used a rotating drill bit to dig into the ground (as opposed to Drake's method of cable-tool drilling that lifted and dropped a drill bit into the well).

But the rotary drill was only the beginning in a long line of dramatic advancements that would develop in the 20th century. Some of the most notable that we'll discuss helped improve the efficiency of oil production while making it easier to find oil.

Oil drillers noticed quickly that wells near the shore often produced the most oil. It was obvious that there was a profitable future in finding ways to extract oil from beneath the sea floor. As early as the 1880s, drillers erected rigs on wharfs. But it wasn't until 1947 that an oil company built the first true oil well away from land.

Since then, and after a long political dispute in the United States about who has the rights to lease offshore areas for drilling purposes, the offshore oil drilling industry took off. One of the technologies that spurred the development of offshore drilling was remotely operated vehicles, or ROVs, which the military was already using to retrieve lost equipment underwater.

## Раздел 2. Я и моя научно-исследовательская деятельность (профессиональная сфера общения)

1. Подготовить устное сообщение по одной из пройденных разговорных тем:

- Академическая мобильность.
- Научно-исследовательская работа.
- Участие в международных научных мероприятиях (конференции, симпозиумы, форумы и конкурсы).

2. Прочитать, перевести и пересказать текст по направлению подготовки объёмом 1500 печатных знаков без пробелов.

*Пример текста:*

Since the simple distillation of crude oil produces amounts and types of products that are not consistent with those required by the marketplace, subsequent refinery processes change the product mix by altering the molecular structure of the hydrocarbons. One of the ways of accomplishing this change is through "cracking," a process that breaks or cracks the heavier, higher boiling-point petroleum fractions into more valuable products such as gasoline, fuel oil, and gas oils. The two basic types of cracking are thermal cracking, using heat and pressure, and catalytic cracking.

The first thermal cracking process was developed around 1913. This early process has evolved into the following applications of thermal cracking: visbreaking, steam cracking, and coking.

Catalytic cracking breaks complex hydrocarbons into simpler molecules in order to increase the quality and quantity of lighter, more desirable products and decrease the amount of residuals. This process rearranges the molecular structure of hydrocarbon compounds to convert heavy hydrocarbon feedstock into lighter fractions such as kerosene, gasoline, LPG, heating oil, and petrochemical feedstock.

Catalytic cracking is similar to thermal cracking except that catalysts facilitate the conversion of the heavier molecules into lighter products. Use of a catalyst (a material that assists a chemical reaction but does not take part in it) in the cracking reaction increases the yield of improved-quality products under much less severe operating conditions than in thermal cracking. The catalysts used in refinery cracking units are typically solid materials (zeolite, aluminum hydrosilicate, treated bentonite clay, fuller's earth, bauxite, and silica-alumina) that come in the form of powders, beads, pellets or shaped materials called extrudites.

# **ПОРОГОВЫЕ ИНДИКАТОРЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ «ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК»**

**(в соответствии со всеми видами занятий, заявленных в учебном плане)**

## **Разделы:**

**1. Я и моё образование (учебно-познавательная сфера общения)**

**2. Я и моя научно-исследовательская деятельность (профессиональная сфера общения)**

## **Знает:**

1. Основные формы Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple, Past Continuous, Past Perfect, Active Voice, Passive Voice, Conditional Sentences, Indirect (Reported) speech, The Infinitive, The Gerund The Participle.

2. Правила употребления Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple, Past Continuous, Past Perfect, Active Voice, Passive Voice, Conditional Sentences, Indirect (Reported) speech, The Infinitive, The Gerund The Participle.

3. Лексику, необходимую для общения в рамках пройденных разговорных тем.

## **Умеет:**

1. Вести диалогическую и монологическую речь с использованием изученных лексико-грамматических средств в основных коммуникативных ситуациях официального и неофициального общения;

2. Продуктивно использовать основные грамматические формы и конструкции, соответствующие ситуациям коммуникативного общения в письменной и устной форме;

3. Читать и понимать тексты широкой социальной тематики;

4. Писать тезисы, сообщения, частное письмо.

## **Владеет навыками:**

1. Общением на иностранном языке в рамках изученных грамматических и разговорных тем.

**БАЗЫ ДАННЫХ, ЭЛЕКТРОННО-БИБЛИОТЕЧНЫЕ СИСТЕМЫ,  
ИНФОРМАЦИОННО-СПРАВОЧНЫЕ И ПОИСКОВЫЕ СИСТЕМЫ,  
ОБЕСПЕЧИВАЮЩИЕ ОСВОЕНИЕ ДИСЦИПЛИНЫ «ДЕЛОВОЙ  
ИНОСТРАННЫЙ ЯЗЫК»**

1. Европейская цифровая библиотека Europeana:  
<http://www.europeana.eu/portal>
2. КонсультантПлюс: справочно-поисковая система [Электронный ресурс]. - [www.consultant.ru/](http://www.consultant.ru/)
3. Информационно-издательский центр по геологии и недропользованию Министерства природных ресурсов и экологии Российской Федерации - ООО "ГЕОИНФОРММАРК": <http://www.geoinform.ru/>
4. Информационно-аналитический центр «Минерал»:  
<http://www.mineral.ru/>
5. Мировая цифровая библиотека: <http://wdl.org/ru>
6. Научная электронная библиотека «Scopus»: <https://www.scopus.com>
7. Научная электронная библиотека ScienceDirect:  
<http://www.sciencedirect.com>
8. Научная электронная библиотека «eLIBRARY»: <https://elibrary.ru/>
9. Портал «Гуманитарное образование» <http://www.humanities.edu.ru/>
10. Федеральный портал «Российское образование» <http://www.edu.ru/>
11. Федеральное хранилище «Единая коллекция цифровых образовательных ресурсов» <http://school-collection.edu.ru/>
12. Поисковые системы Yandex, Rambler, Yahoo и др.
13. Электронно-библиотечная система издательского центра «Лань»:  
<https://e.lanbook.com/books>
14. Электронная библиотека Российской Государственной Библиотеки (РГБ): <http://elibrary.rsl.ru/>
15. Электронная библиотека учебников: <http://studentam.net>
16. Электронно-библиотечная система «ЭБС ЮРАЙТ»: [www.biblio-online.ru](http://www.biblio-online.ru)
17. Электронная библиотечная система «Национальный цифровой ресурс «Руконт»»: <http://rucont.ru/>
18. Электронно-библиотечная система <http://www.sciteclibrary.ru/>

## РЕКОМЕНДУЕМАЯ ЛИТЕРАТУРА

### Основная литература

1. Приходько, В.С. Academic English for International Exams. Parts 1 and 2: учебное пособие / В.С. Приходько; Министерство образования и науки Российской Федерации, Южный федеральный Университет. - Ростов на Дону: Издательство Южного федерального Университета, 2015.

Режим доступа: <http://biblioclub.ru/index.php?page=book&id=462002>

2. Радовель, В.А. Английский язык для технических вузов [Электронный ресурс]: учебное пособие / В.А. Радовель. – Москва: ИЦ РИОР, НИЦ ИНФРА-М, 2016.

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3. Галаганова, Л.Е. Английский язык для магистрантов: Учебное пособие / Л.Е. Галаганова, Т.А. Логунов; Министерство образования и науки РФ, Кемеровский государственный университет. - Кемерово: Кемеровский государственный университет, 2017.

Режим доступа: <http://biblioclub.ru/index.php?page=book&id=481516>

### Дополнительная литература

1. Кисель Л.Н. Профессиональный английский язык. Автосервис Professional English. Car Service: Учебное пособие/ Кисель Л.Н. Минск: Изд-во РИПО, 2016.

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2. Брунова, Е.Г. Англо-русский учебный словарь по технологиям сетей передачи данных / Е.Г. Брунова. – 3-е изд., стер. – Москва: ФЛИНТА, 2021. – 159 с.

Режим доступа: <https://biblioclub.ru/index.php?page=book&id=57884>

3. Иксанова, М.Г. English for students of programming: учебно-методическое пособие / М.Г. Иксанова. – М.: Евразийский открытый институт, 2011. – 103 с.

Режим доступа: <https://biblioclub.ru/index.php?page=book&id=90376>

4. Гальчук Л.М. Английский язык в научной среде: практикум устной речи: Учебное пособие / - 2изд. - М.: Вузовский учебник, НИЦ ИНФРА-М, 2016.

Режим доступа: <http://znanium.com/catalog.php?bookinfo=5189533>.

## **ОСНОВНЫЕ ИСТОЧНИКИ, НА КОТОРЫЕ ОПИРАЛСЯ АВТОР ПРИ НАПИСАНИИ ПУМК - (ПТД)**

### **Учебники и учебные пособия**

1. Борисова П. В., Маевская А. Ю. Краткий курс перевода английской научно-технической литературы. Санкт-Петербург: Издательство Политехнического университета, 2016 – 162 стр.

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2. Murphy R. English Grammar in Use. Fifth Edition. Cambridge University Press 2019. - 380 p.

Режим доступа: <https://www.moscowbooks.ru/book/1004668/>

3. The Oxford handbook of universal grammar / edited by Ian Roberts. Oxford: Oxford University Press, 2017 - 648 p.

Режим доступа:

<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199573776.001.0001/oxfordhb-9780199573776>

### **Учебно-методические материалы**

1. Английский язык для студентов Горного Университета: Учебное пособие. Сост. И.Г. Герасимова, Ю.Е. Мурзо, Ю.М. Сишук. СПб, 2018. – 161 с.

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### **Интернет-ресурсы открытого доступа**

1. Электронный словарь Multitran

2. Режим доступа: <http://multitran.ru>



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