

**ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД  
«ЗАПОРІЗЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»  
МІНІСТЕРСТВА ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ**

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**ТЕОРІЯ ТА ПРАКТИКА ПЕРЕКЛАДУ: ГРАМАТИЧНИЙ АСПЕКТ  
Навчальний посібник  
для студентів напряму підготовки «Країнознавство»  
освітньо-кваліфікаційного рівня «бакалавр»**

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Навчальний посібник присвячено граматичним труднощам перекладу текстів українською мовою. Посібник містить теоретичний матеріал з основ граматичної структури англійської мови та граматичних проблем перекладу. Наприкінці кожного розділу наведено питання для самоконтролю та вправи для закріплення й тренування навичок перекладу відповідних граматичних труднощів, прийомів перекладу певних граматичних явищ англійської мови. Навчальний посібник призначений для студентів третього курсу напряму підготовки «Країнознавство» освітньо-кваліфікаційного рівня «бакалавр».

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## ВСТУП

Даний навчальний посібник є логічним продовженням посібника «Теорія та практика перекладу: лексичний аспект» і має на меті допомогти студентам краще розпізнавати граматичні явища англійської мови та аналізувати структуру англійського речення, навчити їх точно визначати граматичні труднощі перекладу та адекватно перекладати речення з такими труднощами.

Поділ складних випадків перекладу на граматичні та лексичні є досить умовним, адже в кожній мові граматичне тісно пов'язане з лексичним, і спосіб передачі в перекладі граматичних форм і конструкцій залежить від їх лексичного наповнення. Існують певні загальні закономірності співвідношення та відповідності граматичних форм і конструкцій мов оригіналу і перекладу, тому докладний опис таких співвідношень, орієнтований на переклад, здається нам не тільки доцільним, а й необхідним.

Специфіка роботи фахівців з країнознавства передбачає спілкування на міжнародному рівні, тому навчання теорії та практики перекладу за фахом є необхідною умовою формування їхньої професійної комунікативної компетенції. Для досягнення цієї мети студентам необхідно оволодіти знаннями з теорії перекладу і сформувати певні навички та вміння перекладацької діяльності з акцентуванням на галузі міжнародних відносин, які б забезпечили вірний вибір перекладацької стратегії під час ділового спілкування, листування і, особливо, під час встановлення стосунків із закордонними партнерами.

Навчальний посібник «Теорія та практика перекладу: граматичний аспект» передбачає виклад інформації з теорії перекладу та тренування певних навичок та умінь перекладацької діяльності у галузі міжнародних відносин і сприяє розв'язанню таких взаємопов'язаних завдань: 1) розвиток теоретичних знань з перекладу граматичних явищ англійської мови; 2) формування вмінь практичного застосування прийомів перекладу складних граматичних явищ англійської мови в умовах усного послідовного, а також письмового перекладу з англійської мови на українську та з української мови на англійську за фахом.

В даному навчальному посібнику теоретичний матеріал подається англійською мовою, пропонуються завдання для аудиторної та самостійної навчальної діяльності студентів. Зміст посібника дозволяє дотримуватися модульної структури курсу і передбачає досягнення рівня володіння мовою B2 (intermediate) для здобуття ступеня бакалавра, що відповідає рекомендаціям Комітету Ради Європи з питань освіти, а також вимогам чинних програм для професійного спілкування щодо стандарту рівня володіння мовою.

Визначення змісту посібника здійснювалося з урахуванням національних навчальних стандартів, програмних вимог, професійних потреб студентів та вимог ринку праці. Посібник побудовано за тематичним принципом, він містить сім чітко структурованих тем: General considerations, Types of grammatical transformations, Passive Voice, Modal verbs, Verbals, Foregrounding and translation, Emphatic constructions, кожна з яких є закономірним

продовженням попередньої і складовою часткою цілого. Такий виклад дає повнішу картину процесу і способів перекладу граматичних явищ і водночас дозволяє навчити правильному морфо-синтаксичному аналізу речень під час перекладу.

Теоретичні питання, що їх викладено в навчальному посібнику, відповідають темам модулів навчальної дисципліни «Теорія та практика перекладу». Наприкінці кожної теми, що містить теоретичний матеріал англійською мовою, наведено питання для самоконтролю (Questions for self-assessment) та вправи для закріплення і тренування навичок перекладу відповідних граматичних труднощів, прийомів перекладу певних граматичних явищ англійської мови (Exercises). Всі вправи містять автентичні матеріали, сучасні за змістом інформації, що відображають актуальні проблеми міжнародних відносин.

Вправи та завдання, запропоновані в навчальному посібнику, розроблені відповідно до сучасних вимог, що висуваються до створення раціональної системи вправ. Така подача матеріалу розвиває навички самостійної роботи з довідковою літературою, англо-українськими, українсько-англійськими та англomовними тлумачними словниками, довідниками. Вправи сприяють формуванню практичних прийомів і навичок логічного мислення, орієнтують студента на активну пізнавальну діяльність, самостійну творчу працю, підвищують фаховий мовний рівень і краще розуміння категорій та зв'язків у царині міжнародних відносин, спрямовують увагу студентів на проблемний характер професійно-орієнтованих ситуацій ділового міжкультурного спілкування.

Навчальний матеріал, який представлено в даному посібнику, має сприяти розвитку навичок самостійної та індивідуальної роботи студентів: вміння адекватно розуміти, критично оцінювати, порівнювати і прогнозувати події у галузі міжнародних відносин, що створює перспективи для забезпечення високої якості загальноосвітньої та фахової підготовки з англійської мови спеціальності та перекладу за фахом як її невід'ємної складової, майбутніх бакалаврів з країнознавства .

## 1. GENERAL CONSIDERATIONS

Equivalence is achieved by different transformations: grammatical, lexical, and stylistic. The causes generating these transformations are not always purely grammatical but may be lexical as well, though grammatical causes naturally prevail due to differences in the SL and TL grammatical structures.

Not infrequently, grammatical and lexical causes are so closely interwoven that the required transformations are of a twofold character. The following example illustrates this point.

<i>The <u>vigil</u> of the U.S. Embassy <u>supported</u> last week by many prominent people and still continuing, the marches last Saturday, the resolutions of organizations <u>have done something to show</u> that the Prime Minister does not speak for Britain.</i>	<i>Цілодобова демонстрація біля будівлі американського посольства, <u>яка</u> минулого тижня <u>отримала підтримку</u> багатьох видатних діячів, все ще триває. Ця демонстрація і марші, які відбулися в суботу, а також прийняті різними організаціями резолюції, <u>відверто свідчать про те</u>, що прем'єр-міністр зовсім не говорить від імені усього англійського народу.</i>
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A number of lexical and grammatical transformations have been effected in: 1) the long English sentence in which the subject is expressed by three homogeneous members (the vigil, the marches, the resolutions) is translated by two separate Ukrainian sentences. The structure of the English sentence is typical of the structure of brief notes or of leads which usually contain miscellaneous information on the principles of «who, what, when, where and how». This, however, is not usual in the Ukrainian newspaper style. The word *демонстрація* is repeated as both sentences have the same subject. 2) The word “*vigil*” has recently developed a new meaning – “*around the clock demonstration*”. This new meaning is accordingly rendered by two words (*цілодобова демонстрація*); similarly, the participle “*supported*” is also rendered by three Ukrainian words (*яка отримала підтримку*). 3) A number of additional words have been introduced: *біля будівлі (посольства), які відбулися (марші в суботу), а також прийняті різними (організаціями резолюції)*. 4) The word “*last*” has been omitted as its meaning is implied in the Ukrainian adverbial of time (*в суботу*). 5) The emphatic meaning of the predicate with its object (*have done something to show*) is conveyed by the adverb *відверто*. 6) The cliché (*speak for Britain*) is rendered by a corresponding cliché *говорити від імені*. 7) Finally, the metonymy (*Britain*) is translated by the words it stands for *увесь англійський народ*.

Strictly speaking only the translation of the complex sentence by meaning of two sentences can be regarded as a purely grammatical transformation, whereas all the other transformations are of a mixed character – both lexical and grammatical.

## 1.1 Grammatical Features Typical of Modern English

Naturally only some features of Modern English will be considered here.

The deeply rooted tendency for compactness has stimulated a wide use of various verbal complexes: the infinitive complex, the gerundial complex, the participial complex, the absolute nominative construction. The same tendency is displayed in some prepositional attributes: the N1 + N2 attributive model, attributive groups, attributive phrases. None of them has any equivalents in the Ukrainian grammar and as a rule they require decompression in translation. Causative constructions also illustrate this tendency for compactness.

<i>He ...soon twinkled Paul out of his sulks.</i>	<i>Він почав підморгувати Полю, і той припинив дутися.</i>
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Translation is sometimes impeded by the existence of grammatical homonymy in Modern English. For example, the Gerund and Participle I are homonyms. The analytical forms of the Future-in-the-Past are homonyms with the forms of the Subjunctive mood: should (would) + infinitive. The difficulty is aggravated by a homonymous form of the Past Indefinite of the verb “will” expressing volition. The Infinitive of Purpose and the Infinitive of Subsequent Action may easily be confused. Grammatical homonymy may often be puzzling and may sometimes cause different interpretations. In such cases recourse should be taken to a wider context.

The translation of the sentence depends on the grammatical interpretation of the –ing form, i.e. whether it is interpreted as Participle I or as a Gerund. According to the former interpretation, the word combination “*is + winning*” is the form of the Present Continuous Tense; according to the latter, it is a nominal predicate – link verb + Predicative. These different interpretations result in different translations:

<i>What we stand for <u>is winning</u> all over the world.</i>	<i>Те, за що ми виступаємо, <u>перемагає</u> у всьому світі. Ми виступаємо за те, <u>щоб здобути</u> <u>перемогу</u> у всьому світі.</i>
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A different grammatical interpretation involves a different political interpretation.

### QUESTIONS FOR SELF-ASSESSMENT

1. What are the ways of achieving equivalence in translation?
2. What are the most typical English structures that require grammatical transformation?
3. What have caused a wide use of various verbal complexes in the English language?
4. Give the examples of the N1 + N2 attributive model, attributive groups, attributive phrases.
5. Why does the grammatical homonymy cause the necessity of transformations?



## 2. TYPES OF GRAMMATICAL TRANSFORMATIONS

As it has been said, divergences in the structures of the two languages are so considerable that in the process of translation various grammatical and lexical transformations are indispensable to achieve equivalence. These transformations may be classed into four types:

1. transpositions;
2. replacements;
3. additions;
4. omissions.

This classification, however, should be applied with reservation. In most cases they are combined with one another, moreover, grammatical and lexical elements in a sentence are so closely interwoven that one change involves another, e.g.:

<i>As they leave Washington, the four foreign ministers will be travelling together by plane.</i>	<i>Всі чотири міністри закордонних справ полетять з Вашингтона разом.</i>
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The following types of transformations have been resorted to in the translation of this complex sentence.

1. The complex sentence is translated by a simple one (replacement of the sentence type).
2. The word order is changed (transposition).
3. The subordinate clause of time is rendered by an adverbial modifier of place (replacement of member of the sentence).
4. The meaning of the predicate and of the adverbial modifier is rendered by the predicate (both lexical and grammatical transformations – replacement and omission).
5. The meaning of the definite article is rendered lexically (addition).

The above analysis shows that all the four types of transformations are used simultaneously and are accompanied by lexical transformations as well.

### 2.1 Transpositions

Transposition may be defined as a change in the order of linguistic elements: words, phrases, clauses and sentences. Their order in the TL text may not correspond to that in the SL text.

This change of order is necessary to preserve fully the content of the utterance while observing the norms of the TL.

In considering the universal categories of definiteness and indefiniteness mention has been made of the two main parts of the sentence from the point of view of communication, viz. the known (theme) and new (rheme) elements of the utterance and their respective place in English and in Ukrainian sentences. It should also be noted that the traditional word order in English is Subject – Predicate – Object –

Adverbial modifiers while the common tendency in Ukrainian is to place adverbial modifiers at the beginning of the sentence to be followed by the predicate and the subject at the end, e.g.:

<i>Strikes broke out in many British industries.</i>	<i>У багатьох галузях промисловості Великої Британії спалахнули страйки.</i>
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Transposition can also be effected within a complex sentence. The arrangement of clauses in English is often governed by syntactical hierarchy, whereas in Ukrainian precedence is taken by logical considerations, e.g.:

<i>He started back and fell against the railings, trembling <u>as he looked up</u>.</i>	<i><u>Подивившись вгору</u>, від здригнувся, відхитнувся і, увесь затремтівши, притулювся до огорожі.</i>
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## 2.2 Replacements

The substitution of parts of speech is a common and most important type of replacements. Every word functions in the language as a member of a certain grammatical clause, that is, as a distinct part of speech: noun, verb, adjective or adverb. But the S and T languages do not necessarily have correlated words belonging to the same grammatical class. In such cases replacements or replacements + additions are necessary, e.g.:

<i>an early bedder</i>	<i>людина, яка рано лягає спати</i>
<i>to outvote somebody</i>	<i>отримати більше голосів на виборах, ніж...</i>
<i>The Times wrote editorially</i>	<i>У передовиці газета Таймс писала</i>

A frequent use of nominal and phrase predicates with the key notion expressed by a noun or an adjective often results in the replacement of a noun by a verb, e.g.:

<i>A professor of Essex University <u>was critical</u> of the Government social security policy.</i>	<i>Професор Ессекського університету <u>критикував</u> урядову політику соціального забезпечення.</i>
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Semantically link verbs are highly diversified. Sometimes it is hard to draw a clear demarcation line between a nominal predicate and a case of secondary predication, e.g.:

<i>The door at the end of the corridor <u>sighed open</u> and <u>sighed shut</u> again.</i>	<i>Двері у кінці коридору <u>ледве чутно відкрилися</u> і знову також <u>ледве чутно зачинилися</u>.</i>
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A phrase predicate is replaced by a verbal predicate, e.g.:

<i>He took the bell-rope in his hand and gave it a brisk tug.</i>	<i>Він схопив шнурок від дзвінка і <u>різко</u> його смикнув.</i>
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Adjectives derived from geographical names are usually replaced by nouns as such Ukrainian adjectives evidently tend to express some permanent characteristic trait but not a temporary one, e.g.:

<i>Chilean copper</i>	<i>Чилійська мідна руда</i>
<i>Chilean atrocities</i>	<i>звірства у Чилі</i>

Degrees of comparison also sometimes cause replacements. Such adjectives in the comparative degree as *more*, *less*, *higher*, *lower*, *shorter*, etc are often translated by other parts of speech, e.g.:

<i>More letter bombs have been rendered harmless.</i>	<i>Були знешкоджені <u>ще декілька</u> листів з бомбами.</i>
<i>His audience last night may also have been <u>less than enthusiastic</u> about the Prime Minister's attitude towards Government spending.</i>	<i>Слухачі, можливо, <u>без жодного захвату</u> поставилися до вчорашнього виступу прем'єр-міністра, в якому він висловив своє ставлення до урядових витрат.</i>

Another linguistic phenomenon, which frequently causes replacements in translation, is the use of nouns denoting inanimate things, abstract notions, natural phenomena and parts of the body as subjects – agents of the action, e.g.:

<i>Election year opens on in America which is more divided and bitter than at any time in recent history.</i>	<i><u>Цього року відбудуться вибори</u> в Америці, яка ще ніколи не була такою роз'єднаною й озлобленою.</i>
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As a matter of fact the subject in such constructions is purely formal. Actually it expresses adverbial relations of time, place, cause, etc.

Parts of the sentence often change their syntactical function in translation thus causing a complete or partial reconstruction of the sentence by means of replacements, e.g.:

<i>The White House correspondents have largely been beaten into submission by the President.</i>	<i>Президент грубим натиском змусив підкоритися більшість кореспондентів при Білому Домі.</i>
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## 2.3 Replacements of sentence types

The usual types of replacements are the substitution of a simple sentence by a complex one and vice versa; of the principal clause by a subordinate one and vice versa; the replacement of subordination by coordination and vice versa; the replacement of asyndeton by polysyndeton and vice versa. These kinds of

replacements are often caused by the existence of various complexes and structures in the English language, e.g.:

<i>I saw him <u>cross the street and buy a newspaper</u>.</i>	<i>Я бачив, як він <u>перейшов вулицю і купив газету</u>.</i>
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A simple sentence is replaced by a complex one, e.g.:

<i>Marsel Daussault, the airplane manufacturer <u>who is said to be the richest man in France</u> had defrauded the government of \$ 300 million in taxes.</i>	<i>Марсель Дассо, власник авіабудівної компанії, який, <u>як то кажуть</u>, є найбагатшою людиною у Франції, обікрав уряд, не виплативши 300 мільйонів доларів податків.</i>
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Simple sentences containing infinitive complexes are usually translated by complex sentences.

A simple sentence with an absolute participle or a nominative absolute construction is usually rendered by a subordinate or coordinate complex sentence, e.g.:

<i><u>With the fog rolling away and the sun shining out of a sky of icy blue</u> the travellers started on the leg of their climb.</i>	<i><u>Коли туман розсіявся</u>, і сонце засяло у холодному блакитному небі, альпіністи почали останній етап свого сходження.</i>
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It should also be noted that the type of the subordinate clause may be changed on the strength of usage, e.g.:

<i>She glanced at Brendon, <u>where he sat on a chair across her</u>.</i>	<i>Вона подивилася на Брендона, <u>який сидів на стільці напроти неї</u>.</i>
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The adverb “where” probably does not function here as an adverb of place but rather as a word qualifying the sitter.

Apart from replacing a simple sentence by a subordinated or coordinated complex sentence it can also be replaced by two or more simple sentences. It is especially practiced in the translation of the so-called “leads”. A lead is the first sentence of news-in-brief which contains the main point of the information. It usually coincides with the first paragraph and is usually divided into two or more sentences in translation, e.g.:

<i>Thousands of Algerians tonight fled from the “dead city” of Orleansville after a twelve-second earthquake had ripped through central Algeria, killing an estimated 1,100 people.</i>	<ol style="list-style-type: none"> <li><i>1. Тисячі жителів бігли сьогодні вночі з "мертвого міста" Орлеанвілю, рятуючись від землетрусу, який тривав дванадцять секунд.</i></li> <li><i>2. Землетрус стався у центральних районах Алжиру.</i></li> </ol>
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	3. За попередніми даними загинуло 1.100 чоловік.
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On the other hand a complex sentence may be replaced by a simple one, e.g.:

<i>It was at the 5<sup>th</sup> Congress of Trade Unions that a known Ukrainian writer met the President for the first time.</i>	<i>Знаний український письменник уперше зустрівся з Президентом на V Конгресі Профспілок.</i>
<i>He could not say anything unless he was prompted.</i>	<i>Без підказки він не міг і слова сказати.</i>

## 2.4 Additions

The tendency towards compression both in the grammatical and the lexical systems of the English language often makes additions necessary and indispensable. Much has already been said about additions that accompany transpositions and replacements. This is particularly true in the translation of infinitive, participle and gerundial complexes. There are other cases when additions are caused by compressed structures such as the absolute possessive, attributes formed by juxtaposition  $N_1 + N_2$  structures and by attributive groups.

The model  $N_1 + N_2$  often requires additions in translation: *riot police* – спеціальні загони поліції для стримування вуличних заворушень; *death vehicle* – автомобіль, який вбив перехожого, *bare beaches* – пляжі, де можна купатися без костюмів.

Sometimes additions are required by pragmatic considerations: *pay claim* – вимога підвищити заробітну платню, *welfare cuts* – урізування бюджетних асигнувань на соціальні потреби; *herring ban* – заборона ловити оселедця в Північному морі.

Attributive groups are another case in point. The elements forming such groups vary in number, their translation into Ukrainian as a rule requires additions, e.g. *oil thirsty Europe* – Європа, що зазнає нестачу нафти; *Jobs-for-youth Club* – клуб, що має на меті забезпечення молоді роботою.

Attributive groups present great variety because of the number and character of the component elements. The main task the translator faces is to establish their semantic and syntactic relations with the word they modify, e.g.:

<i>Three Nicosia Greek language newspapers</i>	<i>Три газети грецькою мовою, що виходять в Нікосії.</i>
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The decoding of an attributive group, however, does not always involve additions, but merely transpositions and replacements, e.g.:

<i>A million pound forged bank draft fraud</i>	<i>Афера з підробленим векселем на мільйон фунтів стерлінгів.</i>
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Additions are also caused by discrepancy in the use of the plural and singular forms of certain nouns, e.g.:

<i>Delegates from various industries</i>	<i>Представники різних галузей промисловості</i>
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Additions are not infrequently caused by lexical reasons. Additions are indispensable in the translation of verbs which bring forth in some context two semes simultaneously, e.g.:

<i>...Mr Ames <u>complained his way out of</u> bed ... and went to the door.</i>	<i>Містер Еймс, <u>крекчучи, виліз із ліжка</u> і поплентався до входних дверей.</i>
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Another cause of additions is the English word-building, e.g. conversion and the use of some non-equivalent suffixes, e.g.:

<i>We showered and dressed.</i>	<i>Ми прийняли душ і одягнулися.</i>
<i>He is a chancer.</i>	<i>Він – людина, яка <u>полюбляє ризикувати</u>.</i>

## 2.5 Omissions

Some lexical or structural elements of the English sentence may be regarded as redundant from the point of view of translation as they are not consonant with the norms and usage of the Ukrainian language, e.g.:

<i>For the fishermen of Rebun, the <u>notion</u> that young outsiders may <u>choose to adopt</u> their way of life is both fascinating and perplexing.</i>	<i>Рибалки з острова Ребун дивуються і не розуміють <u>того, що приїжджа</u> молодь може <u>віддати перевагу</u> їхньому способу життя.</i>
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Two omissions have been made here. The meaning of the word “notion” is implied in the predicate of the Ukrainian sentence and this word can safely be left out. The verb “to choose” and “to adopt” may be regarded as synonymous and the meaning of these two verbs is fully covered by the Ukrainian expression *віддати перевагу* which implies choice.

Some typical cases of redundancy may be mentioned here: synonymous pairs, the use of weights and measures with emphatic intent, subordinate clauses of time and place.

Homogeneous synonymous pairs are used in different styles of the language. Their use is traditional and can be explained by extra-linguistic reasons. Gradually synonymous pairs have become a purely stylistic device. They are often omitted in translation even in official documents as pleonastic, e.g.:

<i>Equality of treatment in <u>trade</u> and <u>commerce</u>.</i>	<i>Однакові можливості в <u>торгівлі</u>.</i>
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Words denoting measures and weights are frequently used in describing people or abstract notions. They are either omitted or replaced in translation, e.g.:

<i>Every inch of his face expressed amazement.</i>	<i>Його обличчя виражало здивування.</i>
<i>He extracted every ounce of emotion from Rachmaninov's Third Concerto.</i>	<i>Він показав усю емоційність Третього концерту Рахманінова.</i>

Subordinate clauses of time and of place are frequently felt to be redundant in Ukrainian and are omitted in translation, e.g.:

<i>The storm was terrific while it lasted.</i>	<i>Буря була жахливою.</i>
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Sometimes even an attributive clause may be regarded as redundant and should be omitted in translation, e.g.:

<i>And yet the migrants still pour in from the depressed Northeast of Brazil, many of them walking the 1.000 miles or more in search of a better life than the one they left.</i>	<i>І проте, переселенці все ще прибувають з району лиха на північному Сході Бразилії; багато хто з них проходить відстань в тисячу миль і більше у пошуках кращого життя.</i>
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The grammatical structure of any language is as important as its word-stock or vocabulary. Grammatical meanings are no less significant than a lexical meaning as they express such fundamental categories as tense relations, gender, number, modality, categories of definiteness and indefiniteness, etc. Some of these categories may be expressed grammatically in different ways owing to the existence of grammatical synonymy. But sometimes they can also be expressed lexically by means of transformations.

## **QUESTIONS FOR SELF-ASSESSMENT**

1. List the four main types of grammatical transformations.
2. What are the main transformations required for the translation of complex sentences?
3. Give the definition of transposition.
4. What are the main factors causing the necessity of transposition?
5. Give the definition of replacements.
6. List the main grammar phenomena that require replacement in translation.
7. List the main types of sentence structures.
8. Give the definition of addition.
9. What grammar structures require addition in translation?
10. Define an attributive construction.
11. Give the definition of omission.
12. What are the most typical cases that require omission?



## EXERCISES FOR SECTION 2

**Exercise 1.** Translate the sentences determining where it is expedient to make the substitution of parts of speech:

1. Nuclear engineers are concerned with shielding systems to safeguard people from the harmful effects of radiation and with the safe disposal of nuclear wastes. 2. Copying architectural and engineering drawings once required many hours of work. 3. Engineers measure waterpower in terms of horsepower. 4. Solar energy is the result of thermonuclear fusion reactions deep within the sun. 5. One way to overcome this problem is to house computers in a special casing that prevents radio waves from getting out. 6. Organic chemists are investigating semiconducting organic polymers in the hope of devising plastic transistors patterned after them. 7. Operators use their own biological control systems to regulate the movements of the machines. 8. Technology may be defined as the process by which human beings fashion tools and machines to change, manipulate, and control their environment. 9. These advances led to reduced dependence on agricultural and production labour, thus freeing people for other things such as the building of the great Gothic cathedrals. 10. Meteorological satellites aid in weather forecasting. 11. The crew of a manned spacecraft must have a gas for breathing, food, water, and some means of disposing of human waste. 12. Acceleration affects voluntary muscular activity, blood circulation, and visual acuity. Critical controls are therefore placed within easy reach of astronauts' couches. 13. The world's progress is due largely to inventions. 14. The principal funder of invention in the United States is the federal government. 15. Broadly defined, engineering is the science-based profession by which the physical forces of nature and the properties of matter are made useful to mankind in the form of structures, machines, and other products or processes at a reasonable expenditure of time and money.

**Exercise 2.** Translate the sentences determining where it is expedient to make additions:

1. New materials and methods of construction developed during the 20th century, however, have almost entirely limited building stone to its use as a finish material where its decorative qualities are of value. 2. Archaeoastronomical findings may also be of value to astronomers in documenting ancient celestial events. 3. A degree-day is a unit of measurement used in several fields of technology where temperature changes are of importance. 4. Included on the National Register are not only national historic landmarks but also districts, sites, buildings, structures, and objects of significance in the American history, architecture, archaeology, and culture. 5. Aerial photographs are photographs taken by cameras in aircraft or satellites. 6. Instead of focusing on modest academic investigations of interest chiefly to the specialist, child developmentalists are now focusing efforts on solving real problems of children in society. 7. Descriptive decision theory describes and explains how people choose among actual options; as such, it is an empirical subject that uses experimental and survey methods and is of interest to psychologists, economists, political scientists, and business people. 8. Howard Hathaway Aiken, born in 1900, was an American

engineer who invented the first large-scale automatic computer and who trained many persons who became outstanding in the field.

**Exercise 3.** Translate the sentences determining the terms during the translation of which it is indispensable to make additions:

1. A citizens' council now provides independent oversight of marine terminal operations and tanker-spill prevention plans. 2. Houses can be centrally air-conditioned if they have forced-air heating systems, which use a blower fan and ducts to distribute heated air throughout the house in winter. In the summer these ducts can be used to carry cooled air. 3. Industrial psychologists study worker motivation and morale, reward systems, communication processes, and working conditions as factors which may affect productivity and worker satisfaction. 4. The airbrush is a device for applying liquid as a fine spray. It is commonly used by commercial artists to facilitate drawing, shading, and retouching artwork. It can also be used to retouch photographs. 5. An amphibious assault, the primary form of a combined sea-and-land operation, is conducted to establish a force ashore, usually to capture a beachhead as a necessary preliminary to further assaults ashore. 6. In any case, research into achievement motivation now places great emphasis on people's cognitions about the very nature of achievement, and on the various ways in which different cultures assess the relative meanings of failure and success. 7. Sociologists, anthropologists, political scientists, and organization and communications theorists adopt the macro approach to conflict. 8. Adversary procedure, in law, is the form of trial procedure used in the United States, England, and other common law countries: the defence and prosecution both offer evidence, examine witnesses, and present their respective sides of the case as persuasively as possible and the judge or jury must then decide between the adversaries. 9. In political theory pluralism is a concept that describes the heterogeneity of groups that share power in public policymaking. 10. Radiometric age-dating, or radiometric dating, is the determination of the age of materials by means of their radioactive contents.

**Exercise 4.** Translate the sentences determining the lexical elements, which could be omitted without altering the meaning of the original:

1. South Carolina declared the tariff laws null and void and President Jackson responded with the threat of force. 2. There is another point to make about this approach. 3. This is an interesting fact to observe. 4. Bureaucracy is a system for administering large organizations involving a specific structure of authority and a clearly defined set of rules and regulations. 5. A computer agent is a software program that can be given tasks to do, then carry out those tasks autonomously, without direct supervision or feedback from a human being. 6. We have at our disposal several procedures to apply.

### 3. PASSIVE VOICE

#### 3.1 Voice as a grammatical category

Languages differ greatly in their idiosyncrasies, i.e. in the forms which they have adopted, in the peculiarities of their usages in the combinative power of words and idiomatic forms of grammar peculiar to that language and not generally found in other languages.

From this point of view the category of voice presents a special linguistic interest. Passive constructions play an important part in the English verb-system. Modern English, especially in its later periods, has developed the use of passive formations to a very great extent.

As a grammatical category voice is the form of the verb which shows the relation between the action and its subject indicating whether the action is performed by the subject or passes on to it. Accordingly there are two voices in English: the active and the passive. The **active voice** shows that the action is performed by its subject, that the subject is the doer of the action. The **passive voice** shows that the subject is acted upon, that it is the recipient of the action, e.g.:

*I wrote a letter. A letter was written by me.*

The choice of the passive construction is often due to the fact that the agent is unknown or the speaker prefers not to speak of him.

Sometimes the agent is dropped altogether when it is unknown or unimportant. Only the passive makes this economy possible.

The passive voice is expressed by analytic combinations of **the auxiliary verb *be* with the past participle of the notional verb.**

#### 3.2 The passive voice expressed by *get* + Past participle

The passive, formed with ***get*** as auxiliary and the past participle, seems to be increasing in frequency, though grammarians are at present not agreed as to its status.

The verb ***get*** can function in a manner very similar with ***be***, e.g.:

<i>My dress got caught on a nail.</i>	<i>Моя сукня зачепилася за цвях.</i>
<i>He got struck by a stone.</i>	<i>В нього влучили каменем.</i>

***To get*** seems closer to the true passive auxiliary ***to be*** in patterns like the following:

<i>She got blamed for everything.</i>	<i>Її звинувачували у всьому.</i>
<i>She gets teased by the other children.</i>	<i>Її дразнять інші діти.</i>
<i>He gets punished regularly.</i>	<i>Його регулярно карають.</i>

But with all the similarity of the two verbs used in such patterns ***get*** is unlike ***be*** in the primary paradigm. We can say, for instance, *He gets punished regularly*, but we shall hardly attest *Gets he punished regularly?*

It should be noted that **to get** is often used in preference to the verb **to be** because the true passive would not be clearly distinguishable from combinations of the full predicator **be** and participial adjective complements.

Compare **to be married** and **to get married**. As it is known, **to be married** can have two meanings: «одружитися» and «бути одруженим» while **to get married** is unambiguous: it can mean only “*to arrive at the married state*”.

The group **to become + past participle** expresses primarily state, e. g.:

<i>The umbrella is not a possession lightly to be lost. Yet lost it becomes although it should not.</i>	<i>Парасолька – це не така річ, яку легко загубити. Проте вона губиться, хоча і не повинна.</i>
<i>I have become very sunburnt.</i>	<i>Я дуже засмаг.</i>

### 3.3 Passive constructions with verbs which take two objects

There are a number of verbs which take two objects – a direct and an indirect object. The following are most frequent among them: **to allow, to ask, to award, to give, to grant, to leave, to offer, to promise, to send, to show, to teach, to tell**.

These verbs admit two passive constructions:

1. *A book was given to him* (the direct primary passive)
2. *He was given a book* (the indirect secondary passive)

The indirect (secondary) passive is not infrequent in verb-phrases with the verb **to give**, such as: **to give credit, to give command, to give a chance, to give a choice, to give an explanation, to give an opportunity, to give orders, to give shelter**, and the like.

<i>He was given a good chance to argue.</i>	<i>Йому дали гарний шанс посперечатися.</i>
<i>She is given an opportunity to go to the south in summer.</i>	<i>Їй надають можливість поїхати на південь влітку.</i>
<i>Suppose, you are given a choice. What would you prefer?</i>	<i>Припустимо, у тебе є вибір. Чому б ти віддав перевагу?</i>

There are many verbs in English which take a direct and an indirect object in the active construction, but they admit only one passive construction – the direct passive, e. g.: **to bring, to do, to play, to telegraph** and many others. The list could be extended. Other verbs are not reversed in particular turns of meaning. Thus, **have** has no passive when it is state, as in: *She has gold hair*.

### 3.4 Prepositional passive constructions

Next come constructions with the so-called prepositional or tertiary-passive. What in the active is the object of a preposition connected with a verb or with a verb and its object may be made the subject of a passive construction. The subject of the passive construction corresponds to the prepositional object. This “detached” preposition retains its place after the verb. Familiar examples are:

<i>He was sent for and taken care of.</i>	<i>За ним послали та попікувалися про нього.</i>
<i>She could not bear being read to any longer.</i>	<i>Вона була більше не в силах витримати того, що їй читають.</i>
<i>He is not to be relied upon.</i>	<i>На нього не слід покладатися.</i>

The prepositional passive is not used with verbs which take two objects, direct and prepositional: **to explain something to somebody, to point out, to announce, to dedicate, to devote, to say, to suggest, to propose**, etc. They can only have a direct construction, e.g.:

<i>The difficulty was explained to them.</i>	<i>Їм пояснили ускладнення.</i>
<i>The mistake to the rule was pointed out to the man.</i>	<i>Чоловіку вказали на помилку в правилі.</i>
<i>A new plan was suggested to us.</i>	<i>Нам запропонували новий план.</i>

The prepositional passive is not very frequent in occurrence. Its use is common with rather a limited number of verbs, such as:

1) verbs of saying: **to speak about (of, to), to talk about (of), to comment on**, etc., e. g.:

<i>The new play was much spoken of.</i>	<i>Нову н'єсу багато обговорювали.</i>
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2) verbs expressing scorn or contempt: **to frown at, to laugh at, to mock at, to jeer at, to sneer at**, etc., e. g.:

<i>This idea was first jeered at.</i>	<i>Спочатку над цією ідеєю кепкували</i>
<i>He could not understand why his words were laughed at.</i>	<i>Він не міг зрозуміти, чому над його словами сміялися.</i>

3) a miscellaneous group of verbs, such as: **to look at, to look upon (on), to look after, to look for, to approve (disapprove) of, to account for, to send for, to rely on, to think of**, e. g.:

<i>Here is Irene to be thought of.</i>	<i>Це про Ірен слід поміркувати.</i>
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Certain verbs of removal and exclusion (such as: **banish, expel, discharge, eject, exclude, exile, forbid**) governing two objects are used chiefly in the passive, e.g.:

<i>He was banished the realm.</i>	<i>Його позбавили корони.</i>
<i>He was dismissed the service.</i>	<i>Його звільнили зі служби.</i>
<i>They have been expelled from the school.</i>	<i>Їх виключили зі школи.</i>

The infinitive as a second object is found with a number of verbs, such as: **allow, ask, beg, beseech, bid, command, compel, declare, entreat, feel, force, encourage, incline, induce, know, lead, make, order, observe, persuade, pray, prefer, perceive, presume, pronounce, see, teach, understand, wish**, etc.

### 3.5 The use of passive constructions

Passive-voice forms are bulkier than common-voice forms and where there is no real reason to use passives active verb-forms are generally preferable. But passive forms are often quite effective. Sometimes what would be the subject of an active form seems unimportant or is only vaguely identifiable, e.g.:

<i>The old house has been torn down.</i>	<i>Старий дім був рознесений вщент.</i>
<i>We've been locked out again.</i>	<i>Нас знову зачинили.</i>

Sometimes what would be the subject of an active form is important, and is included in the clause, but for valid rhetorical reasons seems better as complement of agency than as subject, e.g.:

<i>The college was founded by the local committee.</i>	<i>Коледж був заснований місцевим комітетом.</i>
<i>He'll always be dominated by his wife.</i>	<i>Він завжди перебуватиме під впливом своєї дружини.</i>

When the passive is an infinitive or gerund its use sometimes eliminates awkward subject constructions, e.g.:

<i>Everyone likes to be liked.</i>	<i>Усім подобається коли їх люблять.</i>
<i>We resented being treated like that.</i>	<i>Ми були обурені, що до нас так ставляться.</i>

In impersonal written styles, the passive often serves as a way of keeping the writer out of sight. Examples are numerous. Here are some of them:

<i>The names of such musicians have been mentioned elsewhere.</i>	<i>Імена таких музикантів згадувалися повсюди.</i>
<i>The importance of observations in this field has always been emphasised.</i>	<i>Важливості спостережень у цій галузі завжди надавали особливого значення.</i>

Passive constructions are often referred to as stilted, indirect and cold, impersonal and evasive. To give its critics their due, the passive, when in large doses, can indeed be more ponderous, stuffy and bulkier than the active. With all this it is used over and over by best stylists in prose open to none of the preceding objections. This is because it can be most important and useful to shift the centre of communication creating, according to circumstances, varied and effective sentences.

### 3.6 The ways of translation of the English passive forms into Ukrainian

From the point of view of adequate translation into Ukrainian the English passive forms may be subdivided into several groups:

a) those translated by means of active verbal forms with indefinite personal or impersonal sentences, e. g.:

1. <i>You are wanted on the phone.</i>	1. <i>Вас просять до телефону.</i>
2. <i>Were you told to wait for him?</i>	2. <i>Вам сказали почекаати на нього?</i>
3. <i>She is regarded as the best student.</i>	3. <i>Її вважають найкращою студенткою.</i>
4. <i>We are not allowed to use a dictionary.</i>	4. <i>Нам не дозволяють користуватися словником.</i>
5. <i>He is not to be disturbed on any account.</i>	5. <i>Не треба його кожен раз турбувати.</i>
6. <i>I was sure the students would be called in.</i>	6. <i>Я був певний, що студентів запросять.</i>
7. <i>Whose fault that was will never be known.</i>	7. <i>Ніколи не буде відомо, чия це була помилка.</i>
8. <i>He is said to have helped you very much.</i>	8. <i>Кажуть, що він вам дуже допоміг.</i>
9. <i>At the next step the computer is given orders.</i>	9. <i>На наступному етапі комп'ютеру задають програму.</i>

b) those translated by using the verb-forms of the middle voice, e. g.:

1. <i>This letter can be pronounced in two ways.</i>	1. <i>Ця літера вимовляється двояко.</i>
2. <i>This quality is not often met with.</i>	2. <i>Таке не часто зустрічається.</i>
3. <i>A number of theoretical issues are also discussed.</i>	3. <i>Обговорюється також і низка теоретичних питань.</i>
4. <i>However, this definition is rejected because it is too broad.</i>	4. <i>Однак це визначення відкидається, тому що воно занадто широке.</i>
5. <i>Few books in the field have been as largely awaited as this.</i>	5. <i>Публікація мало якої книжки з цієї галузі знань очікувалася з таким нетерпінням, як цієї.</i>

c) those translated by the corresponding passive form of the verb, e.g.:

1. <i>Nothing was said.</i>	1. <i>Нічого не було сказано.</i>
2. <i>No proof of this assertion was offered.</i>	2. <i>Не запропоновано жодного доказу цього положення.</i>
3. <i>This is not backed up by any large amount of supporting evidence.</i>	3. <i>Це не підтверджено будь-якою значною кількістю позитивних даних.</i>

d) patterns with the passive verb-forms which can be translated only by the corresponding active ones because of the lexical character of the verb and restrictions in the use of the past participle of some verbs in our mother tongue, e.g.:

1. <i>Young Jolyon saw that he had been recognised, even by Winifred, who could not have been more than fifteen when he had forfeited the right to be considered a Forsyte.</i>	1. <i>Молодий Джоліон зрозумів, що його впізнала навіть Уїніфред; а їй було не більше п'ятнадцяти років, коли він втратив право називатися Форсайтом</i>
2. <i>The same facts are repeated by</i>	2. <i>Ті ж факти повторює Аарслі.</i>

<i>Aarsley.</i>	
<i>3. A similar observation is made by Lichtenberk.</i>	<i>3. Подібне спостереження робить і Ліхтенберк.</i>
<i>4. Precisely this form of argumentation is used by Schachter.</i>	<i>4. Саме цей спосіб аргументації використовує Шектер.</i>
<i>5. An alternative analysis was proposed by Rosenbaum.</i>	<i>5. Альтернативний аналіз запропонував Розенбаум.</i>

e) by the infinitive, e. g.:

<i>If this approach is adopted, spectacular results can be expected.</i>	<i>Якщо застосувати цей підхід, можна отримати дивовижні результати.</i>
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If the prepositional object is used in the translation, the preposition is usually put at the beginning of the sentence, e. g.:

<i>1. This classification is not referred to in the subsequent text.</i>	<i>1. На цю класифікацію не робиться жодних посилань у наступному тексті.</i>
<i>2. A spurious argument that is often advanced or at least hinted at appears in Forbe's discussion.</i>	<i>2. В аналізі Форба виявляється хибний аргумент, такий, що часто висувається або, принаймні, на який нерідко натякають.</i>

If the predicate in the passive form is at the end of the sentence, the word order is changed in translation and the predicate is put in front of the subject, e. g.:

<i>1. Our hidden parameter is ignored here.</i>	<i>1. Тут не розглядається один прихований параметр.</i>
<i>2. In each section, important scholars are quoted and examples are presented.</i>	<i>2. У кожному розділі цитуються важливі праці відомих авторів і наводяться приклади.</i>

The passive infinitive as part of compound verbal predicate is usually translated by the infinitive, e. g.:

<i>1. Three points about this analysis must be added.</i>	<i>1. Слід додати ще три зауваження з приводу цього аналізу.</i>
<i>2. Several objections can be raised about the proposal.</i>	<i>2. Проти цієї пропозиції можна висунути кілька заперечень.</i>



## **QUESTIONS FOR SELF-ASSESSMENT**

1. Describe the passive voice as a grammatical category.
2. What are the main grammar constructions that express the passive voice?
3. Give the definition of a direct and indirect objects.
4. What are prepositional passive constructions?
5. What are the most common cases of using the passive constructions?
6. What are the ways of rendering the passive constructions into the Ukrainian language?

### EXERCISES FOR SECTION 3

**Exercise 1.** Explain why the agent of the action is mentioned in the following passive constructions and translate them into Ukrainian:

1. The house will be locked up for the summer and it will be looked after *by the guard*.
2. His business has been taken over *by a bigger firm*.
3. The dam may be broken *by a sudden increase in water pressure*.
4. Many valuable pictures were destroyed *by the fire*.
5. They had been caught *by the war* in Australia.
5. One of his favourite pastimes was collecting clocks. He already had a most remarkable collection, which was admired *by his friends* and envied *by his fellow-collectors*.
6. Suddenly the silence was shattered *by a mob of schoolchildren*, all shouting and screaming.
7. It was believed that the fire was caused *by a short circuit* in the lift machinery.
8. That work was handled *by other people*.

**Exercise 2.** Say whether the passive forms in the following sentences express an action or a state resulting from a previously accomplished action:

1. The Prime Minister's forthcoming talks in Washington *were* officially *announced* on the radio.
2. His calculations *were proved* wrong.
3. The arrival of the plane was *announced* over the loudspeakers.
4. It *is decided* to open a new branch next year.
5. *You'll be given* new instructions before you leave.
6. All your words *will be taken* down.
7. His instructions *are not carried* out.
8. He *was* finally *persuaded* to enter politics.
9. Such things *are said* of talented people.
10. He pointed to the fire which *was* already *laid*.

**Exercise 3.** Translate the sentences determining beforehand the adequate way of translating the passive forms of verbal predicates:

1. This point will be taken up below.
2. This is represented symbolically.
3. Two such theoretical frameworks will be discussed now in some detail.
4. The formulae proposed here can be discussed, criticized and revised.
5. Unfortunately, no conclusive evidence can be provided in this respect.
6. Some of the chapters in the book are co-authored.
7. The terms are then exemplified, but they are not further defined.
8. Since then, the theory has been modified by various groups.
9. The present format was maintained in order to facilitate comparison with Table 2.
10. The relevance of this fact for our argument will be discussed shortly.
11. This conclusion is disputed by many scholars.
12. This straightforward explanation is nicely corroborated by two facts.
13. Once these two postulates are realized, the theory becomes vacuous.
14. Preference is given to contributions of general theoretical and methodological interest.
15. All ratings were averaged and submitted to statistical analysis.
16. This methodology is adopted in many works.
17. What has been said so far can be summed up in two central points.
18. This and many related problems will be ignored in the present paper.
19. New applications of the theory are being explored in many fields.
20. These studies were followed by much research in the area.

**Exercise 4.** Translate the sentences into Ukrainian paying attention to the way of translating the passives:

1. This solution is of course allowed by various theories. 2. The reader is referred to original studies for further details. 3. In the brief review that follows, the wealth of evidence provided by such processes will only be hinted at. 4. This preliminary sketch is followed by a careful methodological analysis. 5. European research is almost totally ignored by the author. 6. Only a part of the topics covered can be highlighted in this review. 7. Natural selection is usually thought of as arising simply from the external environment. 8. Not all eventualities can be provided against. 9. There is a certain amount of adjustment so that this can be taken care of. 10. The nature of the problem is such that the empirical approach still has to be largely relied upon. 11. In more recent models this solution cannot be maintained. 12. These characteristics can all be related to one basic conceptual scheme. 13. This predictability is best explained by our analysis. 14. Several proposals to this effect have been made. 15. The present paper is meant as a contribution to this debate. 16. Similar explanations can be offered for the integrity of other units. 17. This conclusion is supported by evidence from other sources. 18. My arguments will be couched in standard terms; essentially no new theoretical devices will be introduced. 19. No such investigation can be properly begun until fundamental conceptual confusions are cleared away. 20. It seems that further research is needed before any predictions about future change can be made. 21. Thus one constantly has the sense that the book's points are suggested or claimed, but not truly made. 22. Nearly all the standard terminology and symbolism is defined, explained and illustrated with unusual lucidity and precision.

## 4. MODAL VERBS

A large variety of the use of the modal verbs is one of the most striking aspects of the present-day English grammar.

The multiplicity of ways in which modal verbs may be combined in actual usage permits a very large number of patterns to be built in present-day English. From a historical point of view it is interesting to note that many of them are of quite recent development.

Modality and tense are so intervened that in English it is hardly possible to combine them as a single variable. Some verbs function both as tense-auxiliaries and as modals. It is therefore of primary importance to see them in contrast with each other as used in different grammatical frames.

On different linguistic occasions a modal verb may perform three different functions: a) it may be used in its original sense, b) it may do the duty of a purely auxiliary in analytical verbal forms correlated with the corresponding simple ones within the limits of the given grammatical category (the Future Tense and the Subjunctive Mood), c) it may weaken its lexical meaning when used in modal phrases expressing supposition, certainty or uncertainty as to the action expressed by the notional verb.

The analysis of modal verbs is made rather difficult by other factors. The point is that their past tense-forms do not often refer to past time at all. Such are the verbs *can* and *may*, *shall* and *will*, for instance, which are not easily defined in formal terms of grammar learning. Morphologically they have the present and the past tense-forms, but in modal phrases they are not regularly used to mark time relations. Moreover, to indicate past time does not seem to be their main function. We naturally distinguish different time relations in: (1) *He **can** speak English fluently*: (2) *He **could** speak English fluently when he was a boy*. But there is no time difference in many cases like the following:

1. *He **may** go → He **might** go.*

2. *Dark as the night **shall** be... → Dark as the night **should** be...*

It seems reasonable to characterise the dual nature of the modals used in complex verbal predicates as follows.

Modal verbs may function as:

a) "fully lexical" verbs expressing ability, possibility, permission, power, admonition, duty, obligation, need, will or readiness to do something associated with the activity of the subject, e. g.: *One **must** do one's duty. **Can** she speak English? **May** I come in?*

b) modal auxiliaries of weakened predication: *will/would, can/could, may/might, must and ought*. In this latter case they weaken their original meaning and come to express supposition, logical inference, certainty or uncertainty with regard to the action expressed by the notional verb.

Compare the following:

a) 1) <i>If I do the thing, I will do it thoroughly, but I <b>must</b> have a free hand.</i> (Galsworthy)	b) 1) <i>They tell me Jolyon's bought another house... he <b>must</b> have a lot of money – he <b>must</b> have more money than he knows what to do with!</i> (Galsworthy)
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a) <i>"I <b>can't tell</b>", he would say: "It worries me out of my life". (Galsworthy)</i>	b) <i>It must be a mistake. She <b>can't</b> be there alone.</i>
a) <i>I <b>ought to</b> go there.</i>	b) <i>"Land <b>ought to</b> be very dear about there", he said. (Galsworthy)</i>
a) <i><b>May I</b> come in?</i>	b) <i>I shall be guarded. He <b>may</b> throw some light. (Galsworthy)</i>

We cannot fail to see that patterns of (a)-type denote modal relations between the doer of the action and the action expressed by the infinitive; patterns of (b)-type express modal meanings as referred to the whole utterance.

The multifarious use of modal verbs in their secondary function has become an effective means to express subtle shades of suppositional modality. Constructional homonymy and synonymy in this part of the English grammar deserve our particular attention.

#### 4.1 Must + Infinitive

In its primary function **must** is used to express duty or obligation in various degrees. In this meaning it may refer to the future. The idea of past time is known to be expressed periphrastically by **had to** or **was to**, and negation by **needn't**.

As a part of compound verbal predicate modal verb **must + Simple Active Infinitive** is translated by "**повинний**" ("**повинен**") + **Infinitive**, **must + Simple Passive Infinitive** – "**слід**", "**потрібно**", "**має**" or "**необхідно**" + **Infinitive**, e.g:

1. <i>We must still, however, face the problem of the lack of negative evidence</i>	1. <i>Ми повинні, однак, вирішувати проблему відсутності негативних даних</i>
2. <i>The editor must bear responsibility for the plethora of typographic errors, incomprehensible passages, unidentified quotations and poor organization of the monograph</i>	2. <i>Відповідальність за безліч друкарських помилок, незрозумілих місць, цитат без посилань і незадовільну структуру цієї книги повинен нести редактор.</i>
3. <i>Several points must be made now</i>	3. <i>Тут потрібно зробити кілька зауважень.</i>
4. <i>Several additional objections must be raised</i>	4. <i>Необхідно висловити ще кілька заперечень</i>

In its secondary function **must** is never used to express supposition with reference to an action in the future, it is not used in negative sentences either. When used to denote supposition, **must** may be followed by both **Infinitive I** and **Infinitive II**. In patterns with the **Infinitive I** the given action and the supposition expressed about it coincide in time, e. g.: *He **must be** somewhere here.*

In such cases **must** is rendered by the modal words "**(цілком) певно/вірогідно**" + **the present of the main verb**, e.g.:

1. <i>The reason for this must be just here.</i>	1. Певно, причина цього полягає саме в цьому.
2. <i>The pilot experiment must have been unsuccessful</i>	2. Пілотний експеримент, цілком імовірно, був невдалий.
3. <i>The difference must be quite subtle</i>	3. Ця різниця, цілком імовірно, досить незначна.
4. <i>This must have been an immensely time-consuming project for a single researcher.</i>	4. Певно, це був, як для одного дослідника, надзвичайно трудомісткий дослідницький проект.
5. <i>He must have finished his experiment</i>	5. Він, напевно, вже скінчив експеримент.

**Must** followed by the **Perfect Infinitive** will denote:

a) supposition at present with regard to an action performed in the past, e.g.:

*A rough estimate of the rate of cooling and growth of the solid crust of our globe indicates that the cooling process **must have begun** several billion years ago.*

b) supposition in the past with reference to a prior past action, e.g.:

*He best grasped, on that first reading, the pain his father **must have had** in writing such a letter.* (Galsworthy)

It is to be observed that **must** used in its secondary function with the **Perfect Infinitive** often denotes such a strong certainty with regard to the action performed in the past that seems to approach the corresponding verbal form of the Indicative Mood as its stylistic synonym denoting a real action in the past with special emphasis laid upon its realisation. The context will always be explicit enough to make the meaning clear.

A corresponding negative meaning is generally expressed by **can't + Perfect Infinitive** Cf.: (1) *There **must have been** a hundred people in the hall.* (2) *There **can't have been** a hundred people in the hall.*

## 4.2 May/might + Infinitive

In its primary function **may** is known to express permission or possibility with reference to both present and future time. When it refers to the present, it is often replaced by **can**. A special idiomatic use will be found in *What may that mean?* This is used to ask (often sarcastically) about the intended meaning of the previous speaker and is synonymous with *What do you mean by that?*

In its secondary function **may + Infinitive I** will denote supposition at present with regard to a present or future action, e.g.: *He may be quite at a loss now. You should help him.*

The predicate **may + Infinitive I** is translated

a) by the word "**можливо**" + **the main verb in the future**, e.g.:

1. <i>It may be helpful to illustrate this by some simple diagram.</i>	1. Можливо, буде корисно проілюструвати це кількома простими діаграмами.
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2. We, therefore, may have to accept that there are basic functions.	2. Нам, можливо, доведеться погодитися з тим, що існують базові функції.
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b) by combination of the verb "**могти**" in the **present + Infinitive**, e.g.:

1. It may well be that this structure is not necessary.	1. Цілком може бути, що ця структура зайва.
2. This restriction is greater than it may seem.	2. Це обмеження значно більше, ніж може здатися.
3. This may prove to be a serious flaw in his argument.	3. Це може виявитися серйозною вадю його аргументу.

The predicate **may + Infinitive I Passive** is translated by the word "**можна**" + **Infinitive**, e.g.:

1. She does not deny that other interpretations of the same data may be made.	1. Вона не заперечує, що можна й по-іншому інтерпретувати ці ж дані.
2. Other examples may quite easily be constructed.	2. Досить легко можна сконструювати й інші приклади.

**Might + Infinitive I** used according to the sequence of tenses may imply the same meaning, as, for instance, in patterns with free reported speech: *And now that Cicely had married, she **might be having** children too.* (Galsworthy)

The predicate **might + Infinitive I** is translated

a) by combination of the verb "**могти**" in **Present + Infinitive**, e.g.:

1. Such an account might be observationally inadequate.	1. Такий аналіз може бути неадекватним з точки зору спостереження.
2. How might we go about arguing in favor of such a view?	2. Як ми можемо аргументувати таку точку зору?

b) by the word "**можна**", "**вірогідно**" або "**мабуть**" + **Infinitive**, e.g.:

1. One might attempt to circumvent the difficulty.	1. Можна спробувати обійти це ускладнення.
2. It might be possible to rescue the overall argument by eliminating reference to this point.	2. Можна, мабуть, врятувати всю цю аргументацію, якщо вилучити посилання на цю тезу.
3. I realize that my critique might be interpreted as personally aimed at O'Connor; but this is not at all my intention.	3. Я свідомий того, що мою критику можна інтерпретувати як скеровану особисто проти О'Коннора, але це зовсім не входило у мої плани.

**May + Infinitive II** implies supposition at present about the possibility of an action in the past, e. g.: *Several very striking love poems **may have been written** by Dante in the early days of his exile.*

The predicate **may + Infinitive II** is translated by the word "**можливо**" + **the main verb in the past**, e.g.:

1. <i>The correlations <b>may have been</b> lowered in part.</i>	1. Ці кореляції, <b>можливо</b> , були почасти занижені.
2. <i>He <b>may have underestimated</b> both the complexity and the theoretical interest of these branches of science.</i>	2. Він, <b>можливо</b> , недооцінив і складності, і теоретичного значення цих галузей науки.

**Might + Infinitive II** in its secondary function will generally denote a supposition which is contrary to a real state of things. Reference to the present will be made by patterns with Infinitive I, reference to the past – by Infinitive II.

The predicate **might + Infinitive II** is translated by the word "**можливо**" + **the main verb in the form of Subjunctive** or by the verb "**могти**" in the form of **Subjunctive + Infinitive**, e.g.:

1. <i>Wider scrutiny of previous work, as well as the adoption of an adequate framework, <b>might well have led</b> to a more significant contribution.</i>	1. Широкий критичний огляд попередніх праць, а також запровадження адекватної теоретичної основи, дозволили б, <b>можливо</b> , зробити значніший внесок.
2. <i>But today we know they did not possess methods and motivations that <b>might have enabled</b> them to succeed.</i>	2. Але сьогодні ми знаємо, що вони не мали тих методів і стимулів, які б, <b>можливо</b> , дозволили їм досягти поставленої мети.

An interesting development of recent years is the occasional use of **may have** (as well as **might have**) as equivalent of **could have** when it is known that the envisaged outcome did not occur, e. g.:

<i><b>Had a claim been made</b> when the accident occurred, you <b>may well have recovered</b> substantial damages.</i>	<i>Якщо після того, як сталася аварія, було б пред'явлено претензію, ви могли б зазнати суттєвих збитків.</i>
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### 4.3 Can/could + Infinitive

**Can + Infinitive I** is not so limited in its use as the verb **may**. Used in its primary function **can** may denote:

a) ability: *He **can speak** French.* Similarly with reference to the past: *She **could speak** French. She **could be** very kind at times.* In this sense futurity is generally indicated by **will be able to**.

b) characteristic sporadic features or behaviour, often in a disparaging or derogatory sense. In terms of synonymy, this use of **can** may be compared with **will + Infinitive**



indicating regular characteristic behaviour.

Here also belong patterns with inanimate subjects, e. g.: *Inattention **can** result in regrettable mistakes. Practice **can** do a lot of good.*

c) permission to do something. In this sense it is replaceable by its stylistic synonym **may** which is more referential, more formal, e. g.:

*You **can** do as you choose.*

*You **can** leave now. Cf. You **may** leave now.*

Care should be taken to distinguish between such negative forms as **can't** (**cannot**) and **can not**. *You **can't** come* differs from *You **can** not come*. The first says that it is not possible for you to come, the second that it is possible for you not to come.

d) sensation, e. g.:

***Can** you see anything in the dark?*

Grammar books often characterise the use of the verb **can** with verbs of perception as expressing the ability to have experience. This, however, must be taken with some reservation. When, for instance, we say *I can see* or *I could see* we are generally not referring to our ability to see but to the actual fact that we have at this moment the sensation. Examples like these will be found in numbers. Here is one of them:

*Her performance, she felt, was interesting to the judge, the jury, and all those people there, whom she **could** dimly see.* (Galsworthy)

The use of the verb **can** in its secondary function is most frequent in interrogative and negative sentences denoting incredibility with regard to the action expressed by the infinitive.

**Can + Infinitive I** denotes incredibility with reference to the present or future, e.g.: *There's something amiss here. They **can't be waiting** there.*

The compound verbal predicate consisting of the modal verb **Can + Infinitive I** can be translated

a) by a word-combination of "**можна**" + **Infinitive**;

b) by the present form of the verb "**можу**" + **Infinitive**;

c) by the present or future form of the main verb.

1. If no criterion is given, the analysis can hardly be falsified.	1. Якщо відсутній будь-який критерій, то такий аналіз навряд чи можна піддати сумніву.
2. Similarly, the approach itself can be attractive to a researcher.	2. Так само й цей підхід може бути для дослідника привабливим
3. We can see that this is not true.	3. Ми переконуємося, що це неправильно.
4. But how can he tell this, if there is no ground for comparison?	4. Але як він може знати про це, адже немає жодних підстав для порівняння?
5. We cannot enter this debate here.	5. Ми не будемо вступати тут у дискусію.

The compound predicate with the modal verb **can** may be translated by a simple verbal or nominative predicate (sometimes using the word "**невже**" in interrogative and negative sentences), e.g.:

1. <i>We do not have any reason to say that the process can last so long.</i>	1. <i>Ми не маємо підстав стверджувати, що процес триває так довго.</i>
2. <i>But can it be true?</i>	2. <i>Але невже це вірно?</i>

**Can + Infinitive II** will imply incredibility at present with regard to some action performed in the past, e. g.: "Well, will you tell me then that's the state of mind in your circle; and you said, you know, that your circle is less free and easy than the plaintiffs – how it is possible that such words as 'she hasn't a moral about her' **can have done** the plaintiff any harm?" (Galsworthy)

The compound verbal predicate **Can + Infinitive II** is translated by the combination of the words "**можливо**", "**ймовірно**" or "**навряд чи**" + **Past tense of the main verb**, e.g.:

1. <i>There can have been few scientific disciplines whose leading theoretician's an anarchist.</i>	1. <i>Навряд чи існувало багато таких наукових дисциплін, де провідним теоретиком був би анархіст за поглядами.</i>
2. <i>J. Ross can have famished the experiment by that time.</i>	2. <i>На той час Дж. Росс, можливо, вже закінчив експеримент.</i>

The use of the verb **could** in its secondary function will present two homonymic patterns:

a) **could + Infinitive I or II** employed instead of **can + Infinitive I or II** because of the sequence of tenses;

b) **could + Infinitive I** expressing supposition with reference to a future action, e. g.: *Oh, no, she could not betray him. That would be awful.* Cf. syn.: *Oh, no, she cannot betray him. That would be awful.* (**cannot + Infinitive** intensifies supposition and is decidedly more emphatic).

The compound verbal predicate **could + Infinitive I** is translated

a) by the predicate consisting of the word "**можна**" + **Infinitive** (to show less probability the words "**ймовірно**", "**вірогідно**" can be used), e.g.:

1. <i>Evidence in our favor could come from a variety of sources.</i>	1. <i>Дані на нашу користь можна отримати з різних джерел.</i>
2. <i>Other such comparisons could be made.</i>	2. <i>Можна, ймовірно, навести й інші подібні порівняння.</i>

b) by the predicate consisting of the present of the verb "**можу**" + **Infinitive**, e.g.:

<i>The nation's energy crisis could lead to serious recession.</i>	<i>Енергетична криза у країні може призвести до глибокого економічного спаду виробництва.</i>
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c) by the predicate consisting of the past of the verb "**можу**" + **Infinitive**, or the word combination "**можна було**" + **Infinitive**, e.g.:

1. <i>Scientists could not explain the</i>	1. <i>У той час вчені не могли пояснити</i>
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<i>phenomenon at that time.</i>	<i>цього явища.</i>
2. <i>We could see that the method is not universal.</i>	2. <i>Можна було пересвідчитися, що цей метод не є універсальним.</i>

**Could + Infinitive II** is a common device to express supposition or doubt with regard to some occurrence in the past, e. g.:

1. <i>She <b>could not have been</b> more than twenty at that time.</i>	1. <i>Навряд чи їй було більше двадцяти років.</i>
2. <i>There was dust everywhere, the room <b>could not have been</b> cleaned for weeks. (Galsworthy)</i>	2. <i>Скрізь був пил, в кімнаті, можливо, не прибирали кілька тижнів.</i>

Compare the use of homonymic patterns with **could + Infinitive II** in its primary function.

In special contexts of their use such modal phrases may have special affective connotation. This is shown by intonation patterns in speech and graphic marks of punctuation in writing, e. g.:

1. <i>What <b>could</b> she <b>have seen</b> in that fellow Bosinney to send her mad? (Galsworthy)</i>	1. <i>Що вона знайшла в цьому Босині, що він звів її з розуму?</i>
2. <i>"Oh!" cried Fleur, "What did you – what <b>could</b> you <b>have done</b> in those old days?" (Galsworthy)</i>	2. <i>Що ж ти зробив, що міг ти зробити в ті далекі дні?</i>

The compound verbal predicate **could + Infinitive II** is translated:

a) by the predicate consisting of the subjunctive form of the verb "**могти**" + **Infinitive**, e.g.:

1. <i>Asprit could actually have made a further criticism of these reductive approaches by drawing attention to the work of Curtis and others.</i>	1. <i>Фактично Аспрі міг би висловити й інші критичні зауваження щодо таких редукаціоністських підходів, повернувши увагу до праці Кертіса та інших праць.</i>
2. <i>What else could have caused him to posit this?</i>	2. <i>Що ще могло б примусити його постулювати це?</i>

b) by the predicate consisting of the word combination "**можна було б**" + **Infinitive (with passive infinitive)**, e.g.:

<i>Many other examples of the failure of the theory could have been given.</i>	<i>Можна було б навести й багато інших прикладів неспроможності цієї теорії.</i>
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c) by the combination of the word "**можливо**" + **the past form of the main verb**, e.g.:

<i>Ronson, for one, could have obtained such results.</i>	<i>Наприклад, Ронсон, можливо, й отримав такі результати.</i>
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d) by the combination of the phrase "**навряд чи**" + **the subjunctive form of the main verb** (esp. in negative and interrogative sentences), e.g.:

<i>In the paper I discuss one respect in which Russell's accomplishment could not have been improved upon.</i>	<i>У статті обговорюється той один аспект досягнень Рассела, який навряд чи було б перевершено.</i>
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The predicate, expressed by the word combination **cannot (help) but + Indefinite Infinitive** is translated by the present form of the verb "**можу**" (**with double negation**)+ **Infinitive**, e.g.:

<i>I also cannot help but point out that the author makes too many claims, some patently false.</i>	<i>Я також не можу не відзначити, що автор висуває занадто багато положень, причому деякі з яких заздалегідь неправильні.</i>
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#### 4.4 Should + Infinitive

**Should** in its primary meaning, especially when stressed, denotes obligation, duty or propriety, e. g.: *I think you should help him. You should be more attentive.*

Besides its use as a modal auxiliary in the Subjunctive Mood, **should** is widely current in its secondary functions where its distributional meaning presents special difficulties of grammatical analysis.

The first to be mentioned here are such patterns implying logical inference as: *He should be a good pilot as he has had plenty of flying experience. The two should have so much in common.* In both sentences the implication is that something should or ought to be the case according to appearances or logic.

The range of **should** is wider in *that-clauses* than in independent sentences. With a governing expression resolving the ambiguity, its use has naturally extended to *that-clauses* implying determination, desire, command, etc. whether in the affirmative or in the negative, whether from the point of view of the speaker or writer or from that of some person spoken about.

The use of **should** of duty and propriety stands in sharp contrast to the use of **should** in *that-clauses* with expressions of emotion, e. g.: *"I am surprised – I might say, shocked – that you should have mentioned this"* where **should** seems to suggest something that is the very opposite to duty or propriety.

There is a similar contrast between **should** of logical inference and **should** with expressions of emotion, which appears from the fact that a sentence with **should** takes on an altogether different meaning if it is connected with an expression of emotion, as, for example, *You two should have so much in common*, compared with *I am surprised that you two should have so much in common*. In a context in which the former sentence is valid, the latter would make no sense. The same considerations apply, in the main, to expressions of disbelief, as, for example, *...it is impossible that he should fail* where **should** suggests logical inference but in a negative way.

It is important to observe the differentiation of meaning in patterns like the following: *You should work harder* → *You shall work harder*. The former is not a

straightforward command. It is more impersonal than *"You shall work harder"* in so far as it refers to a common standard of propriety and not to the will of the speaker, but it is more personal than this phrase because it suggests a thoughtful, not to say sympathetic, state of mind. In point of fact, *"You **should**"* is weaker and generally more courteous than the brusque and dictatorial *"You **shall**"*. It does not force the speaker's will upon the hearer in the same way as *"You shall"* does. If we say *"You should work harder"*, we probably wish you to put some more energy into your work, but we do not find it necessary to tell you so straight out. We are suggesting, considerately, the presence of necessity, duty, or obligation, but we are concerned not to give you the impression that we are imposing it upon you. If the thing is to be done, it is not because we wish it but because it is required by a general standard of propriety or obligation, a standard that may apply to everybody.

The verb **should** in all persons has its most characteristic use in patterns where the modal phrase expresses a real action with emphasis laid on the fact that it does or did take place. Variant subtle shades of subjective modal force in giving one's opinion of an actual fact are generally signalled by the context.

<i>The question of the present state and further prospects of international trade is one of great moments to all countries and it was therefore only logical that it <b>should have received such close attention</b> at the Council meeting. (should have received = has received)</i>	<i>Питання сучасного стану та майбутніх перспектив міжнародної торгівлі є одним з важливих моментів для усіх країн, внаслідок цього було логічним, що йому приділили таку велику увагу на зустрічі Ради.</i>
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The use of **should+ Infinitive** is fairly common in passing a judgement of an emphatic emotional character (subjective evaluation, approval or disapproval, surprise or indignation) on some occurrence.

Thus, *it is strange that he exercised (or has exercised) so great influence* merely states the fact, whereas: *It is strange that he **should** exercise (or **should have exercised**) so great influence* lays more stress on the strangeness of the action. Similarly: *"It is strange that **he should behave like that**"* is synonymous with *"It is strange that he behaves like that."*

It seems practical to distinguish the following uses:

a) **should+ Infinitive** in complex sentences, e. g.:

<i>It was a monstrous, scandalous thing, that the police <b>should take</b> such idle, malicious gossip seriously. (Joyce) (should take – took)</i>	<i>Це було неприпустимо та образливо, що поліція сприйняла таку необґрунтовану, підступну плітку серйозно.</i>
<i>It is but right that she <b>should</b> see the doctor once in a while. (Cronin) (should see = sees)</i>	<i>Насправді, це правильно, що вона відвідує доктора час від часу.</i>

b) **should+ Infinitive** in sentences with **why** and **how**, e. g.:

<i>1. "Oh, damn it!" he exclaimed, half angrily, half selfcommiseratingly, in combined rage and shame. "<b>Why</b></i>	<i>1. "Прокляття!" – вигукнув він, на пів гнівно, на пів жаліючи себе, з люттю та соромом. "Чому я плачу? Що зі</i>
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<i>should I cry? What the devil's the matter with me, anyhow?" (Dreiser)</i>	мною?"
<i>2. But if nothing mattered, why should he feel like that? (Galsworthy)</i>	2. Але якщо нічого не мало значення, чому він так почувався?

c) **should+ Infinitive** in infinitival sentences, e. g.:

<i>1....To think that her fine, wonderful Frank should be compelled to come to this – to cry!</i>	1. Думуючи по неї добре, навіть чудово Френк буде змушений зробити це – закричати!
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The predicate consisting of the combination of **should + Simple Active Infinitive** is rendered by the word "**повинний**" + **the Infinitive of the main verb**, e. g.:

<i>1. This work should be of interest to many scholars.</i>	1. Ця праця повинна зацікавити багатьох вчених.
<i>2. The above remarks should not belittle the value of the book.</i>	2. Наведені вище зауваження не повинні применшити цінності цієї книги.
<i>3. The danger of such a method of generalization should be obvious.</i>	3. Небезпека такого методу узагальнення повинна бути очевидною.
<i>4. However, these two phenomena should not be thought of as entirely distinct.</i>	4. Однак ці два явища не повинні розглядатися як повністю відмінні.

The predicate consisting of the combination of **should + Simple Passive Infinitive** is rendered by the words "**варто**", "**потрібно**", "**необхідно**", "**слід**" or "**доводиться**" + **the Infinitive of the main verb**, this construction being the predicate of an impersonal sentence, e. g.:

<i>1. Several things should be noted about this analysis.</i>	1. Варто зазначити кілька моментів щодо цього аналізу.
<i>2. At least three such relations should be distinguished.</i>	2. Необхідно розрізняти щонайменше три таких відношення.

The predicate consisting of the combination of **should + Perfect Infinitive** is rendered by the words "**варто**", "**потрібно**", "**необхідно**", "**слід**" or "**доводиться**" + "**було б**" + **the Infinitive of the main verb**, e. g.:

<i>1. The reference should have been to Hock.</i>	1. Варто було б зробити посилання на працю Гока.
<i>2. But this chapter should have been shortened and used as part of the introduction.</i>	2. Проте цю главу варто було б скоротити і використати у вступі.

#### 4.5 Ought to+ Infinitive

The compound verbal predicate consisting of the combination of **ought to + Infinitive** is rendered by the words "**повинний**" + **the Infinitive of the main verb**, e. g.:

<i>Although Muysken has frequently held back from the conclusions that a work such as this ought to reach, he has focused on interesting facts from an intriguing perspective.</i>	<i>Хоча Муйскен часто утримується робити висновки, що їх повинна містити така праця, як ця, він, проте, зосереджується на розгляді цікавих фактів з перспективної точки зору.</i>
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#### 4.6 Will (Would)+ Infinitive

Patterns with the verb **will** in its secondary function may be compared with the analogous use of the verb **must**. In its modal content **will** seems to be more subjective and implies a supposition based not upon some facts but rather upon the speaker's own considerations, e. g.: *"It's not like Jolyon to be late!" he said to Irene, with uncontrollable vexation. "I suppose it'll be June keeping him!"* (Galsworthy)

The verb **will** in such cases must naturally follow the rule of the sequence of tenses, which is the case, for instance, in contexts with the free reported speech, e. g.: *Jon would be in London by now in Park, perhaps, crossing the Serpentine.* (Galsworthy)

Patterns with **will + Infinitive II**, rather common in colloquial use, imply supposition with reference to a past action logically connected with the present. In its grammatical content **will + Infinitive II** goes parallel with the analogous meaning expressed by **may + Infinitive II**, e. g.: *They have been here some time. Mary will have taken the children to the cinema.* (Cf. syn. *Will have taken = may have taken = has probably taken*).

The compound verbal predicate consisting of the combination **will + Infinitive** is rendered by the words "**хотіти**", "**можти**", "**слід**" + *the Infinitive of the main verb*, e.g.:

<i>1. It will be noted that the sensitivity of the device is not very high.</i>	<i>1. Варто зауважити, що чутливість цього пристрою не дуже висока.</i>
<i>2. We will limit our discussion to the types of components having the larger number of failures.</i>	<i>2. Ми хочемо обмежити наше обговорення тими типами компонентів, що мають більшу кількість відмов.</i>
<i>3. The level to which deterioration can fall will be called the design level.</i>	<i>3. Рівень, до якого може відбуватися погіршення, ми можемо назвати розрахунковим рівнем.</i>

In the case **will** implies inevitability of the action expressed by the following infinitive, **will** is not translated, the predicate being in the form of the Present tense or the tense of the predicate in the SL. If necessary, to show the inevitability of the action, the words "**неминуче**", "**обов'язково**" can be used:

<i>1. Such processes will not develop under the above circumstances.</i>	<i>1. Такі процеси не відбуваються за згаданих вище умов.</i>
<i>2. The reader will have observed that the majority of the examples I have</i>	<i>2. Читач, безперечно, помітив, що більшість обговорюваних нами</i>

<i>discussed are of two types.</i>	<i>прикладів належить до двох типів.</i>
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Next come the pattern with **would + Infinitive I** which imply supposition made at present with regard to some action in the past, e. g.: *There were Dornifords when I was a girl. Where was that? Oh! Algeciras! He was a colonel at Gibraltar. "That would be his father, I expect".* (Galsworthy) In terms of meaning, such a pattern goes parallel with the use of the Past Tense (*would be his father = was his father, I suppose*).

Colloquial use has comparatively recently adopted the use of **I wouldn't know** for **I don't know**; *he would know* for *he, certainly, knows*, e.g.: *"If George is there", said Winifred, "he would know".* (Galsworthy)

The compound verbal predicate consisting of **would + Infinitive I** is translated:

a) by the Past Tense of the verb "**хотіти**" or "**бажати**" + **the Infinitive of the main verb**, e.g.:

<i>He would not accept that the mechanism could not operate.</i>	<i>Він ніяк не хотів погодитися з тим, що цей механізм не може працювати.</i>
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b) by paratheses "**вірогідно**", "**ймовірно**" or "**мабуть**" + **the personal form of the verb** as equivalent of the English infinitive, e.g.:

<i>The researchers who deal with this phenomenon would not be the only ones to expect a breakthrough in the field.</i>	<i>Дослідники, які займаються цим явищем, мабуть, не єдині, хто чекає прориву у цій галузі.</i>
<i>This would then have the following solution.</i>	<i>Ймовірно, це має наступне вирішення.</i>

c) personal form of the verb or adverb "**безперечно**", "**неминуче**" or "**обов'язково**" and personal form of the predicate in case **would** implies inevitability of the action expressed by the following infinitive:

<i>This would be less noticeable in dark regions.</i>	<i>Це, безперечно, менш помітно у темних регіонах.</i>
<i>It is our hope that the method would make it possible to obtain new results.</i>	<i>Ми сподіваємося, що цей метод дозволить здобути нові результати.</i>

d) Present tense of the verb "**могти**" **the Infinitive of the main verb**, e.g.:

<i>Such a solution would seem simplistic to some of my colleagues.</i>	<i>Таке вирішення декому з моїх колег може видатися спрощеним.</i>
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#### 4.7 Need + Infinitive

The compound verbal predicate consisting of the combination of **need + Simple Active Infinitive** is rendered by the words "**потрібно**", "**доцільно**", "**слід**" or "**мусити**" + **the Infinitive of the main verb**. The compound verbal predicate consisting of the combination of **need + Simple Active Infinitive** is rendered by the words "**повинний**" + **the Passive Infinitive of the main verb**, e. g.:



1. The reader needs at least to be able to assess whether an error derives from an author or from the author's sources of data.	1. Читач повинен щонайменше зуміти оцінити, чи це є помилкою самого автора, чи вадодою джерела його даних.
2. The analysis needs to be supplemented by an appropriate model.	2. Аналіз необхідно доповнити відповідною моделлю.
3. Thus, the discrepancy between her results and Bloom's needs to be explained in some other way.	3. Таким чином, розходження між її результатами та результатами Блума потрібно пояснити якимось іншим чином.

In negative sentences the compound verbal predicate consisting of the combination of **need** + **Simple Infinitive** is rendered by the words "**недоцільно**", "**немає потреби**" + **the Infinitive of the main verb**, e. g.:

One need not introduce one more notion.	Недоцільно (немає потреби) вводити тут ще одне поняття.
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#### 4.8 To have to + Infinitive

**To have to + Infinitive** expresses necessity due to circumstances. **To have to + Active Infinitive** is rendered by the words "**мусити**", "**доводитися**", "**слід**" and "**повинний**":

1. A device suitable for this measurement <b>has to have</b> high sensitivity and stability.	1. Пристрій для таких вимірювань <b>мусить мати</b> високу чутливість та стабільність.
2. Any approach <b>will have to take account of</b> this problem.	2. Будь-який підхід <b>повинний враховувати</b> цю проблему

**To have to + Passive Simple Infinitive** is rendered by the words "**необхідно**", "**потрібно**", "**слід**" and "**доводиться**" in the impersonal sentence:

1. This theory <b>had to be rejected</b> on the ground that it is not capable of interpreting the whole range of data.	1. Цю теорію <b>довелось відкинути</b> , оскільки вона нездатна інтерпретувати весь набір даних.
2. It <b>has to be admitted</b> that the conclusion does not always seem to be a logically inevitable one.	2. <b>Доводиться визнати</b> , що цей висновок не завжди видається логічно неминучим.

#### 4.9 To be to + Infinitive

The compound verbal predicate consisting of **to be to + Active Infinitive** is rendered by the word combination "**бути повинним**" + **Infinitive**. The predicate

consisting of **to be to + Passive Infinitive** is rendered by words "**слід**", "**необхідно**", "**потрібно**", "**доводиться**" + **Infinitive**.

1. Several centuries later, such theory <b>is to be expected</b> .	1. Через кілька століть вже <b>слід очікувати</b> на появу такої теорії.
2. The data collected <b>were to serve</b> as a basis for assessing the accuracy of mathematical models.	2. Зібрані дані <b>мали б слугувати</b> основою для оцінки точності математичних моделей.
3. It <b>is to be hoped</b> that there will be more studies in this direction.	3. <b>Слід сподіватися</b> , що у цьому напрямку будуть проводитися подальші дослідження.
4. Opinions vary somewhat on how this structure <b>is to be defined</b> .	4. Існують децю відмінні думки щодо того, як <b>потрібно визначати</b> цю структуру.

In combination with **Passive Infinitive to be to** can also be translated by the word "**можна**" + **Infinitive**:

1. How <b>is the decline to be explained</b> ?	1. Як <b>можна пояснити</b> таке падіння?
2. Particularly good examples of this <b>are to be found</b> in Haines.	2. Особливо вдалі приклади цього <b>можна знайти</b> у праці Гейнза.
3. What <b>is one to say</b> of this approach?	3. <b>Що можна сказати</b> про цей підхід?
4. How <b>is the place of alternation to be found</b> ?	4. Як же <b>можна знайти</b> місце альтерації?

In some cases **to be to** is translated by the corresponding tense form of the verb "**хотіти**":

1. Other kind of knowledge is extremely important if we <b>are to understand and interpret</b> the data.	1. Надзвичайно важливо мати й іншого роду знання, якщо ми <b>хочемо зрозуміти й інтерпретувати</b> ці дані.
2. Obviously, if such generalizations <b>are to have</b> any value, other phenomena must be analyzed.	2. Зрозуміло, якщо ми <b>хочемо одержати</b> такі узагальнення, потрібно проаналізувати й інші явища.

In some cases (particularly, in negative sentences) compound verbal predicates with **to be to** is translated by "**належить**", "**випадає**", "**доводиться**":

1. Unfortunately, these plans <b>were not to be realized</b> .	1. На жаль, цим планам <b>не довелося збутися</b> .
2. Universal agreement concerning the problem <b>is yet to be reached</b> .	2. Загальної згоди щодо цієї проблеми ще <b>належить досягти</b> .

**Note:** compound modal predicate consisting of **to be to + infinitive** cannot be confused with compound nominal predicate, where **to be** is a linking verb, predicative being expressed by the infinitive:

1. The purpose of this paper <b>is to avoid</b> this consequence	1. Стаття <b>має на меті уникнути</b> такого небажаного наслідку
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The pattern *"This is not to + Infinitive"* is translated into Ukrainian by the pattern *"Цим я не хочу + Infinitive"*:

1. <i>This is not to minimize the difficulty of the situation.</i>	1. <i>Цим я не хочу применшувати складність ситуації.</i>
2. <i>This is not to criticize the approach, only to suggest a new one.</i>	2. <i>Цим я не хочу піддати критиці означений підхід, а хочу лише запропонувати новий підхід.</i>
3. <i>This is not to say that this type does not exist.</i>	3. <i>Цим я не хочу сказати, що цього типу не існує.</i>

As this pattern is the pattern of the negative sentence, in some cases it is translated by the negative conjunction *"однак"* or *"проте"*:

1. <i>This is not to say that the book does not present a kind of argument.</i>	1. <i>Проте цим я не хочу сказати, що книга не містить жодної аргументації.</i>
2. <i>This is not to say that all such changes are teleological.</i>	2. <i>Однак це не означає, що всі такі зміни мають телеологічний характер.</i>

The subject in the sentences of this pattern can be expressed not by the pronoun *this*, but by a subordinate subjective clause:

1. <i>What I have said is not to deny that the authors are right.</i>	1. <i>Сказане вище не заперечує правоти авторів.</i>
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## QUESTIONS FOR SELF-ASSESSMENT

1. What are the main functions of modal verbs in the modern English language?
2. What characteristics make it difficult to analyze modal verbs?
3. What is the essence of the "dual nature" of the modal verbs?
4. The modal verb must and the ways of its rendering.
5. The modal verb may / might and the ways of its rendering.
6. The modal verb can / could and the ways of its rendering.
7. The modal verb should and the ways of its rendering.
8. The modal verb ought to and the ways of its rendering.
9. The modal verb will / would and the ways of its rendering.
10. The modal verb need and the ways of its rendering.
11. The modal verb have to and the ways of its rendering.
12. The modal verb to be to and the ways of its rendering.

## EXERCISES FOR SECTION 4

**Exercise 1.** Translate the sentences determining the meanings and adequate way of translating the compound verbal predicates with **must, should** and **have to**:

1. Hence, this approach must be wrong. 2. To begin with, some general assumptions must be made. 3. This latter process must have coincided timewise. 4. This intuition is very strong, and somehow it must be explained. 5. It must have been an exciting and rewarding symposium. 6. Clearly, there must have been good reasons for this fundamental change. 7. The process of their decay must have been very gradual but constant. 8. The evolution of such a state must have been substantially motivated by the need to preserve information content. 9. Proponents of such theories should read this book. 10. Further studies should include analysis of both of these sets of features. 11. All such approaches are perfectly legitimate; the question is whether one relatively slim volume should try to represent a wide range of approaches. 12. One should note the recent rise of attention to these questions. 13. Someone should have edited the style of the non-native users of English. 14. Of course, new evidence might prove that this model should be changed or replaced. 15. We argue that such resources should be seen as relevant. 16. My main complaint is with the editors, who should have done more to link the authors' contributions to questions and issues that lie at the centre of the debate. 17. He had to base his speculations on some new theory, since no conventional theory was available to support his views. 18. We frequently have to make do with this sort of thing in an undeveloped stage of a discipline, and the impressions of sensitive trained observers are by no means to be taken lightly.

**Exercise 2.** Translate the sentences determining the adequate way of translating the compound verbal predicates with **may, might, can, could**:

1. The point may still seem a trivial one. 2. He may have stopped his experiment. 3. The argument against the proposal may continue. 4. Because of these limitations the book may not be the ideal text for its intended audience. 5. One may be motivated by the simple desire to persuade an interlocutor. 6. There may be a predisposition to initiate this process. 7. Indeed, the reader may well have noticed that I have not been absolutely consistent in my own use of the term. 8. This concludes our discussion of how the devices mentioned at the beginning of this chapter may be shaped and used. 9. One final example of this method may be of interest. 10. Ultimately, she may have achieved her rather modest goal: to provide some ideas and material for those who teach the discipline. 11. It is plausible to suggest that this may have played some role in the development of this field of knowledge. 12. We might approach this by asking first, what is metalanguage good for? 13. It might be well to consider these claims as an introductory problem. 14. As one might guess, these topics are highly interdependent. 15. The directing theory might have profited from attention to previous studies. 16. He often finds it possible to propose a set of frames that might have produced these data. 17. Many scholars might have wished to see somewhat less space devoted to the tables, and more to an in-depth discussion of the problem. 18. But we cannot afford to be incurious in this case. 19. Can we gain from the application of this procedure? 20. His

observations can be summarized in terms of three main functions. 21. One cannot help but wonder if the popular press would have found more fault with his general material. 22. This cannot be conclusively proven at this time; but the data are suggestive. 23. One cannot but admire the boldness with which the author presented a vision that flouts almost every orthodoxy. 24. Thus a single argument cannot be used to support opposing conclusions. 25. We could ask how this activity could ever be so successful. 26. It is hard to see how all the properties and relations for any domain could be known in advance. 27. It is unfortunate that an English translation of the monograph could not have been published instead if an uncorrected reprint of the original. 28. The contributions contain fewer original ideas and exhibit less fruitful discussion than could have been expected.

**Exercise 3.** Translate the sentences determining the adequate way of translating the compound verbal predicates with **will, would, need**:

1. The assumptions defining this approach will not be familiar to most researchers, so a brief summary is in order. 2. One approach would be through examining discrepant facts. 3. I would suggest that it is implausible. 4. For a strong focus on these issues, one would have to consider the important contributions of British science. 5. However, what if the evidence, contrary to what this author would predict, reflected a "general cultural proclivity". 6. I would further suggest that this idea is presumably highly implausible. 7. Hence, they would have to be handled by a different rule. 8. It would be interesting to repeat this experiment in another geographical area. 9. This needs to be viewed as an inherent quality. 10. This opposition emerging from so much research needs to be discussed in detail. 11. We certainly need to assume some kind of consensus to account for data such as the cross-class argument.

**Exercise 4.** Translate the sentences determining whether the verb **to be** has the modal meaning:

1. The latter approach is therefore to be preferred. 2. We will show that much is to be learned by overcoming this neglect. 3. Some explanation is surely to be found for this not uncommon situation. 4. In fact, as this collection of articles makes clear, such a claim is not to be made. 5. It is to be hoped that the current interest of scholars in his work will be stimulated. 6. The value of his research is certainly not to be underestimated. 7. Despite these flaws, the paper is to be recommended, even for readers not particularly interested in the theory per se. 8. This involves showing that the fact in question was necessary and inevitable — that it was to be expected. 9. This program was to furnish validation data for theoretical models. 10. However, the differences between these approaches are to be resolved. 11. This is not to disagree with his central contention. 12. This is not to say that there are no exceptions. 13. This is not to say that such facts cannot be described by a simple procedure. 14. This is not to say that no agreement as to the details of the process has been reached. 15. This is not to say that the paper does not contain interesting comments and insights, but it promises more than it delivers. 16. This is not to deny, of course, that he is absolutely correct in this respect.

## 5. VERBALS

The verb has finite and non-finite forms, the latter being also called **verbals**. The verbals, unlike the finite forms of the verb, do not express person, number or mood. Therefore they cannot be used as the predicate of a sentence.

Like the finite forms of the verb the verbals have tense and voice distinctions, but their tense distinctions differ greatly from those of the finite verb. There are three verbals in English: the **participle**, the **gerund** and the **infinitive**.

The characteristic traits of the verbals are as follows:

1. They have a double nature, nominal and verbal. The participle combines the characteristics of a verb with those of an adjective; the gerund and the infinitive combine the characteristics of a verb with those of a noun.

2. The tense distinctions of the verbals are not absolute (like those of the finite verb), but relative; the form of a verbal does not show whether the action it denotes refers to the present, past or future; it shows only whether the action expressed by the verbal is simultaneous with the action expressed by the finite verb or prior to it.

3. All the verbals can form predicative constructions, i. e. constructions consisting of two elements, a nominal (noun or pronoun) and a verbal (participle, gerund or infinitive).

### 5.1 Translation of the Gerund

The gerund developed from the verbal noun, which in course of time became verbalized preserving at the same time its nominal character. The gerund is formed by adding the suffix *-ing* to the stem of the verb, and coincides in form with Participle I.

As a natural result of its origin and development the gerund has nominal and verbal properties. The nominal characteristics of the gerund are as follows:

1. The gerund can perform the function of subject, object and predicative.

*They say smoking leads to meditation. (Collins) (SUBJECT)*

*I like making people happy. (Shaw) (OBJECT)*

*The duty of all progressive mankind is fighting for peace (PREDICATIVE)*

2. The gerund can be preceded by a preposition.

*I am very, very tired of rowing. (Hemingway)*

3. Like a noun the gerund can be modified by a noun in the possessive case or by a possessive pronoun.

*"I wonder at Jolyon's allowing this engagement", he said to Aunt Ann. (Galsworthy)*

*Is there any objection to my seeing her? (Galsworthy)*

The verbal characteristics of the gerund are the same as those of the participle:

1. The gerund of transitive verbs can take a direct object.

*I had now made a good progress in understanding and speaking their language.*

2. The gerund can be modified by an adverb.

*She burst out crying bitterly. (Hardy)*

4. The gerund has tense distinctions; the gerund of transitive verbs has also voice distinctions. The forms of the gerund in Modern English are as follows:

5.

	Active	Passive
<b>Indefinite</b>	writing	being wrtten
<b>Perfect</b>	having written	having been written

The tense distinctions of the gerund, like those of the participle, are not absolute but relative.

1. **The Indefinite Gerund Active and Passive** denotes an action simultaneous with the action expressed by the finite verb; depending on the tense form of the finite verb it may refer to the present, past, or future.

*He can swim for any number of hours without tiring. (Hichens)*

*She walked on without turning her head. (Hardy)*

*Gwendolen will not rest without having the world at her feet. (Eliot)*

*No one could pass in or out without being seen. (Dickens)*

2. **The Perfect Gerund** denotes an action prior to that of the finite verb.

*She denies having spoken with him.*

*He was ashamed of having shown even the slightest irritation. (Bennett)*

*She really had been crying... out of anger at having been driven so hard. (Heym)*

However, a prior action is not always expressed by a Perfect Gerund; in some cases we find an Indefinite Gerund. This occurs after the verbs **to remember, to excuse, to forgive, to thank and after the prepositions on (upon), after and without.**

*I don't remember hearing the legend before. (Hardy)*

*You must excuse my not answering you before. (Collins)*

*I thank you for restraining me just now. (Ch. Bronte)*

The Perfect Gerund may also be used after the above mentioned verbs and prepositions.

*He did not remember having been in that room. (Galsworthy)*

*After having denied herself to everybody, Miss Rachel, to our astonishment, walked into the midst of us of her own accord. (Collins)*

*They parted at Cohen's door without having spoken to each other again. (Eliot)*

It is to be observed that after the verbs **to want, to need, to deserve, to require** and the adjective **worth** the gerund is used in the active form, though it is passive in meaning.

*"The slums want attending to, no doubt," he said. (Galsworthy)*

*He realized that his room needed painting.*

*The child deserves praising.*

*They were not worth saving. (Heym)*

In Modern English the gerund is widely used and often competes with the infinitive.

In the following cases **only the gerund** is used:

1. With the verbs and verbal phrases: **to avoid, to burst out, to deny, to enjoy, to excuse, to fancy** (in imperative sentences as an exclamation of surprise), **to finish, to forgive, to**



**give up, to go on, to keep (on), to leave off, to mind** (in negative and interrogative sentences), **to postpone, to put off, cannot help**, and some others.

*He avoided looking at Savina. (Wilson)*

*... she burst out crying. (Collins)*

*We all burst out laughing. (Braine)*

*She couldn't help smiling. (Mansfield)*

2. With the verbs followed by prepositions: **to accuse of, to agree to, to approve of, to complain of, to depend on, to feel like, to insist on, to look like, to object to, to persist in, to prevent from, to rely on, to speak of, to succeed in, to suspect of, to thank for, think of, to give up the idea of, to look forward to, not to like the idea of, to miss an (the) opportunity of** and some others.

*They accuse me of having dealt with the Germans. (Heym)*

*It was clear now... that Abraham never had agreed to their being married today.*

*You did not approve of my playing at roulette. (Eliot)*

*All the happiness of my life depends on your loving me (Eliot)*

*I don't feel like going out. (Wilson).*

*I insist on being treated with a certain consideration. (Shaw)*

3. With the following predicative word-groups (with or without a preposition): **to be aware of, to be busy in, to be capable of, to be fond of, to be guilty of, to be indignant at, to be pleased (displeased) at, to be proud of, to be sure of, to be surprised (astonished) at, to be worth (while)**, and some others.

*Sir Pitt Crawley was not aware of Becky's having married Rawdon.*

*I felt physically incapable of remaining still in any one place and morally incapable of speaking to any one human being. (Collins)*

*I am very fond of being looked at. (Wilde)*

*You are really guilty of having connived with a German officer to help his escape. (Heym)*

Gerund fulfils various functions in the sentence and can be translated by different means.

### 5.1.1 Gerund in the function of subject

Gerund in the function of subject is usually situated at the beginning of the sentence and is often complemented by some other words (especially nouns) forming the group of subject. In this case the synthetical form of gerund is usually rendered by noun (verbal noun) or an infinitive in the function of subject, e.g.:

1. Describing such structures is thus essential to a comprehensive program of research.	1. Таким чином, опис цих структур є суттєвою складовою програми всебічного дослідження.
2. Accumulating data is obviously not an aim in itself.	2. Накопичення даних – це, зрозуміло, не самоціль.
3. Mere listing eleven properties is, of course, only a step towards an analysis.	3. Простий перелік одинадцяти властивостей – це, звичайно, лише один крок на шляху здійснення аналізу.
4. Reading the book is pleasure esthetic and intellectual.	4. Читати цю книгу – задоволення і естетичне, і інтелектуальне.

<i>5. Meeting this restriction may involve a not insignificant change in the position.</i>	<i>5. Для того, аби виконати цю вимогу, потрібні будуть, можливо, значні зміни у зайнятій позиції.</i>
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In some cases the gerund can be omitted in translation, e.g.:

<i>1. Providing an unequivocal definition of the notion is not easy.</i>	<i>1. Чітке визначення цього поняття – справа нелегка.</i>
<i>2. There is every reason to believe that taking such a radical position was necessary in a pioneering publication meant to proclaim the advantages of the new theory.</i>	<i>2. Є всі підстави вважати, що подібна радикальна позиція була необхідна у такому новаторському виданні, призначеному проголосити переваги цієї нової теорії.</i>

### 5.1.2 Gerund as a part of compound nominative predicate

Gerund as a part of compound nominative predicate is rendered as a noun or Infinitive, e.g.:

<i>1. Her main interest seems to be in listing and classifying data.</i>	<i>1. Її головний інтерес полягає, здається, у перелічуванні та класифікації даних.</i>
<i>2. One of the ways in which an object can be salient is by having been mentioned in a previous conversation.</i>	<i>2. Один із способів виокремити об'єкт – це попередньо згадати його у розмові.</i>

In some cases the gerund in the function of compound nominative predicate can be rendered by the finite form of the verb, e.g.

<i>The way in which she reaches this conclusion is by showing there is no constant property of contexts.</i>	<i>Вона доходить висновку так: показує, що не існує постійної характеристики контекстів.</i>
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Gerundial construction – the combination of a noun or pronoun with gerund – in the function of compound nominative predicate is rendered by subordinate predicative clause introduced with conjunction "**те, що**":

<i>A central problem with the book lies in its not being clearly aimed at a particular audience.</i>	<i>Головний недолік книги – те, що вона не призначена конкретно для якогось певного кола читачів.</i>
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### 5.1.3 Gerund in the function of object

The gerund in the function of object can be rendered in several ways:

a) noun with preposition, e.g.:

<i>1. She is right to say that this is a topic that needs discussing in greater detail.</i>	<i>1. Вона має рацію, стверджуючи, що ця тема заслуговує на докладніше обговорення.</i>
<i>2. This hypothesis seems to me particularly worth exploring.</i>	<i>2. Ця гіпотеза, мені здається, безперечно заслуговує на дослідження.</i>

b) by the infinitive, e.g.:

1. <i>Space limitations prevent me from commenting on the other papers.</i>	1. Брак місця не дозволяє мені прокоментувати інші статті.
2. <i>This article has succeeded in demonstrating the relationship of the three major types of comparative work.</i>	2. Автору цієї статті вдалося продемонструвати зв'язок цих трьох типів порівняльних праць.
3. <i>His arguments are worth considering.</i>	3. Варто розглянути його аргументи.

c) by the finite form of the verb in the subordinate clause, e.g.:

1. <i>I have to confess to not understanding this.</i>	1. Я мушу визнати, що не розумію цього.
2. <i>We wish to thank both these scholars for sharing with us their expertise.</i>	2. Ми хочемо подякувати цим двом ученим за те, що вони поділилися з нами своїми вміннями і знаннями.
3. <i>Still, it would hardly be fair to criticize him for not doing what he never intended.</i>	3. Проте навряд чи було б справедливим критикувати його, що він не робить того, чого ніколи не мав на меті зробити.

#### 5.1.4 Gerund in the function of adverbial modifier

The gerund in the function of adverbial modifier is usually accompanied by prepositions **on**, **upon**, **after**, **before**, **beyond**, **for**, **apart from**, **instead of** **toward**, **in**, **without**. In these cases the gerund can be rendered as following

a) noun phrase, e.g.:

1. <i>The problem for a theory is to allow this possibility without violating basic principles.</i>	1. Проблемою для теорії є врахування цієї можливості без порушення головних принципів.
2. <i>This is an important point, to which we will return after considering the papers individually.</i>	2. Це важливий момент, до якого ми повернемося після окремого розгляду кожної статті.
3. <i>Two basic methods exist for achieving a positive result.</i>	3. Для досягнення позитивного результату існує два основних методи.
4. <i>This may be achieved by applying another procedure.</i>	4. Цього можна досягти шляхом застосування іншого методу.
5. <i>A committee has been established for the purpose of coordinating research efforts.</i>	5. З метою координації дослідницьких зусиль було створено комітет.
6. <i>They have discussed this problem with a view to elucidating controversial issues.</i>	6. Для з'ясування спірних питань вони провели обговорення цієї проблеми.

b) adverbial participle of perfective or imperfective aspect, e.g.:

1. <i>In discussing these changes, she</i>	1. Обговорюючи ці зміни, вона кожного
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<i>inevitably focuses on the question of methodological validity.</i>	<i>разу зосереджує свою увагу на питанні адекватності методології.</i>
<i>2. We may simply note that this is so, without going into details.</i>	<i>2. Не вдаючись у подробиці, можна просто констатувати, що це саме так.</i>
<i>3. This can be achieved by making the equipment more durable.</i>	<i>3. Цього можна домогтися, зробивши устаткування витривалішим.</i>
<i>4. On finding that the apparatus was working badly, they discontinued their experiment.</i>	<i>4. З'ясувавши, що прилад працює погано, вони припинили дослід.</i>
<i>5. In deciding whether to accept a manuscript for publication, the member of the Academy may overrule a negative review.</i>	<i>5. Вирішуючи питання про прийняття рукопису, член Академії може рекомендувати її до друку навіть за наявності несхвального відгуку про рукопис.</i>
<i>6. This may be obtained only by applying novel methods.</i>	<i>6. Цього можна досягти тільки застосовуючи новітні методи.</i>

Such prepositional gerundial constructions can be rendered by the subordinate adverbial clause, where the gerund itself is translated by the finite form of the verb, e.g.:

<i>1. There are certain rules that we all follow, without normally being conscious of them.</i>	<i>1. Існують певні правила, яких дотримуються всі, хоч звичайно не усвідомлюють їх.</i>
<i>2. In choosing between these two approaches, we need to have available other facts.</i>	<i>2. Для того, щоб вибрати один з цих двох підходів, потрібно мати в розпорядженні й інші факти.</i>
<i>3. Moreover, by dropping that requirement, we strengthen our explanation.</i>	<i>3. Більше того, якщо ми відмовимося від цієї вимоги, то тільки підсилимо наше пояснення.</i>
<i>4. Besides being very involved, this procedure is very costly.</i>	<i>4. Окрім того, що ця методика дуже складна, вона ще й вимагає великих коштів.</i>
<i>5. Before proceeding with this problem it is desirable to consider the following equations.</i>	<i>5. Перед тим, як продовжити розгляд цієї проблеми, бажано розглянути наступні рівняння.</i>
<i>6. A notable feature of the presentation is the absence of reference to particular theories, when dealing with data which have figured prominently in recent theoretical discussions.</i>	<i>6. Помітною рисою викладу є відсутність посилань на конкретні теорії, навіть тоді, коли розглядаються дані, що займали важливе місце у нещодавніх теоретичних дискусіях.</i>
<i>7. The journal seeks to aid in strengthening international scholarship and cooperation in this field and from time to time will carry a set of articles reflecting the state and interest of</i>	<i>7. Журнал має на меті допомогти розвитку світової науки та міжнародного співробітництва в цій галузі і періодично публікувати серії статей, що відображають стан і</i>

<i>research in a specific country or region.</i>	<i>характер досліджень у певній країні чи у певному регіоні світу.</i>
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### 5.1.5 Gerund in the function of attribute

In the function of the left-side attribute the gerund can be rendered as following

a) by adjective, e.g.:

<i>A computer performs such operations in milliseconds.</i>	<i>Комп'ютер виконує такі операції протягом мілісекунд.</i>
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b) by the noun in genitive in the function of the right-side attribute, e.g.:

<i>The minimum value of the operating range is determined by many factors.</i>	<i>Мінімальна величина діапазону дії зумовлена багатьма чинниками.</i>
<i>The boiling temperature of water is 100 degrees Centigrade.</i>	<i>Температура кипіння води дорівнює 100 градусів за Цельсієм.</i>

The gerund in the function of the right-side attribute is rendered in several ways:

a) by the noun, e.g.:

<i>Science is more in the business of comparing theories than in evaluating statements.</i>	<i>Наука – це радше порівняння теорій, ніж оцінка тверджень.</i>
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b) by the infinitive, e.g.:

<i>There is no point in discussing the question of logical priority until we have built up rather more of the theoretical framework.</i>	<i>Немає сенсу обговорювати питання логічного пріоритету, поки не буде докладніше опрацьована теоретична основа дослідження.</i>
<i>Without this, the formalist runs the risk of explaining nothing or having nothing to explain.</i>	<i>Без цього формаліст ризикує не пояснити нічого або не мати що пояснювати.</i>

c) by the finite form of the verb in the function of predicate of the subordinate clause or separate sentence, e.g.:

<i>The system has the disadvantage of being relatively expensive</i>	<i>Ця система має той недолік, що вона порівняно дорога.</i>
<i>Thanks are due to two anonymous reviewers for bringing these examples to my attention.</i>	<i>Висловлюю подяку двом невідомим мені рецензентам за те, що привернули мою увагу до цих прикладів.</i>
<i>This statement reflects the strength of the book — in providing a generous and clear picture of an extremely interesting object — as well as its weakness, in not explicitly exploring the theoretical implications of what it describes.</i>	<i>Це твердження відбиває достоїнство книги: вона дає широку і чітку характеристику надзвичайно цікавого об'єкту, – і водночас її недолік: у ній не досліджується безпосередньо теоретичне значення опису цього об'єкта.</i>

d) in some cases the gerund is omitted in translation, e.g.:

<i>The idea initially gives the impression of being superficial.</i>	<i>Спочатку ця ідея видається поверховою.</i>
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### 5.1.6 Translation of the Gerundial construction

This is a construction whose nominal element is expressed by a noun (sometimes in the possessive case) or by a possessive pronoun + gerund and frequently the dependent words. In the sentence it can be used in different functions and is nearly always rendered in Ukrainian by a subordinate clause, generally introduced by "*ме, що*" (personal form of the verb being the translation equivalent of the gerund) or less frequently by *preposition + noun*.

The velocity of a moving object can be changed <b>by its speeding up, slowing down, or changing</b> its direction of motion.	Швидкість об'єкта, що рухається, може змінюватися через його <b>прискорення, гальмування або шляхом зміни</b> напрямку його руху.
The less stable is a chemical compound, the greater is the chance of <b>its being transformed</b> into another or several other compounds.	Що нестабільнішою є хімічна сполука, то більшою є <b>ймовірність її перетворення</b> в іншу сполуку або кілька інших сполук.

## 5.2 The Infinitive

The infinitive developed from the verbal noun, which in course of time became verbalized, retaining at the same time some of its nominal properties. Thus in Modern English the infinitive, like the participle and the gerund, has a double nature, nominal and verbal.

1. The nominal character of the infinitive is manifested in its syntactic functions. The infinitive can be used:

- as the **subject** of a sentence, e. g.: **To go on like this** was dangerous. (*Galsworthy*)
- as a **predicative**, Her plan was now **to drive to Bath during the night**. (*Hardy*)
- as an **object**, I have never learnt **to read or write**. (*Collins*)

2. The verbal characteristics of the infinitive are as follows:

- the infinitive of transitive verbs can take a direct object, e. g.: He... began **to feel some curiosity...** (*Eliot*)
- the infinitive can be modified by an adverb, e. g.: I cannot **write so quickly**.
- the infinitive has tense and aspect distinctions; the infinitive of transitive verbs has also voice distinctions.

In Modern English the infinitive has the following forms:

	Active	Passive
<b>Indefinite</b>	to write	to be written

<b>Continuous</b>	to be writing	—
<b>Perfect</b>	to have written	to have been written
<b>Perfect Continuous</b>	to have been writing	—

### 5.2.1 The ways of translating the infinitive in the function of subject.

Simple forms of the infinitive in the function of subject can be translated as follows:

a) by the infinitive in the function of subject in case when predicate contains the infinitive, e.g.:

<i>To affirm the superiority of one approach over another, in God's truth fashion, is to take an extreme position.</i>	<i>Безапеляційно стверджувати зверхність одного підходу над іншим – означає займати крайню позицію.</i>
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b) by the noun in the function of subject especially in cases when the source sentence contains adverbial participial construction, e.g.:

<i>1. To violate this integrity in analyzing such elements would gravely weaken the theory.</i>	<i>1. Порушення такої цілісності аналізу подібних елементів серйозно послабило б теорію.</i>
<i>2. But to do so quite undermines the program of giving patterns in other terms.</i>	<i>2. Але такий крок повністю руйнує програму опрацювання моделей на інших засадах.</i>

c) by the infinitive construction in the function of adverbial modifier of purpose, e.g.:

<i>1. To take these arguments valid requires an extra premise in each case.</i>	<i>1. Для того, аби зробити цей аргумент дійсним, у кожному з випадків потрібні додаткові засновки.</i>
<i>2. Unfortunately, to tie the various parts of the work together would have required a much better grasp of abstracting than Hallender demonstrates.</i>	<i>2. На жаль, для того, щоб зв'язати різні частини цієї праці в одне ціле, потрібно було б краще, ніж це демонструє Голлендер, володіти процесом абстрагування.</i>

### 5.2.2 Translation of the infinitive in the function of predicative

In the function of predicative as part of the compound nominative predicate the infinitive is used with the following link-verbs as **to be**, **to remain**, etc. and translated by the infinitive (sometimes with the particle "ще"), the verb **remain** being translated as "**залишається**" or "**потрібно**":

<i>1. It remains to be shown that the principle I have used has independent justification.</i>	<i>1. Залишається показати, що використаний мною принцип має незалежне обґрунтування.</i>
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2. <i>These revisions in the theory remain to be explicated.</i>	2. Потрібно ще експлікувати ці зміни у теорії.
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The infinitive in the sentences with the link verb **to be** can be rendered in two ways: as noun and as infinitive:

1. <i>My aim here is not to defend or attack this proposal.</i>	1. У цьому випадку я не маю на меті захищати або нападати на цю тезу.
2. <i>The goal of any sampling is to make it representative.</i>	2. Мета формування будь-якої вибірки – досягнення її репрезентативності.

**The perfect infinitive** is seldom used in the compound nominative predicate. Such sentences are usually rendered by complex sentences, the infinitive being translated by finite form of the verb, e.g.:

<i>The book's great merit is to have made accessible in English a well-developed alternative theory.</i>	Великим достоїнством книги є те, що завдяки їй англомовний читач зміг ознайомитися з добре опрацьованою альтернативною теорією.
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Combined with the verbs **seem**, **appear** the perfect infinitive is translated by finite form of the verb in the past, introduced by the parenthetical word "**здається**", e.g.:

1. <i>They seem to have missed the notion of multiple causality.</i>	1. Вони, здається, обминули поняття множинної каузальності.
2. <i>This point seems to have been overlooked by researchers.</i>	2. На це дослідники, здається, уваги не звернули.

### 5.2.3 Translation of the infinitive in the function of object

The infinitive is usually translated by the infinitive in the function of object, e.g.:

<i>But O. Tosi also takes care to avoid the extreme positions and exaggerated claims that have sometimes been associated with the techniques.</i>	Але О. Тосі разом з тим намагається уникати крайнощів і гіперболічних тверджень, що іноді пов'язуються із цими методичними прийомами.
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**The passive infinitive** can be rendered by the subjunctive form of the verb in the function of predicate of the subordinate clause introduced by the conjunction "**щоб**", e.g.:

1. <i>Nevertheless, Durie has plenty of data and good arguments, and his account deserves to be taken seriously.</i>	1. Втім, у праці Дь'юрі багато даних та солідних аргументів, і його аналіз заслуговує на те, щоб до нього ставилися серйозно.
2. <i>The researcher cannot afford to be too narrowly specialized.</i>	2. Дослідник не може дозволити собі мати надто вузьку спеціалізацію.

**The perfect infinitive** is rendered by the past form of the verb in the function of predicate of the subordinate clause, e.g.:



1. <i>We do not claim yet to have found the ideal social class model.</i>	1. Однак ми не стверджуємо, що знайшли ідеальну модель суспільного класу.
2. <i>We hope to have contributed to solving the problem.</i>	2. Сподіваємося, що ми зробили свій скромний внесок у вирішення цієї проблеми.
3. <i>Farelli believes to have proved the point.</i>	3. Фареллі вважає, що він довів цю тезу.
4. <i>I hope in the above discussion to have made the point that the author provides a novel, thought-provoking account.</i>	4. Сподіваюсь, у викладеному вище аналізі мені вдалося показати, що автор [рецензованої книги] пропонує новий підхід, який стимулює думку.

#### 5.2.4 Translation of the infinitive in the function of attribute

The infinitive in the function of attribute can be translated in different ways depending on its form.

**The Indefinite Infinitive Active** can be rendered in several ways:

a) by the infinitive if it is used after predicative or after pronouns **nothing, anything, something** and nouns **attempt, ability, purpose, thought, demand, offer, desire, reason, failure** and so on, e.g.:

1. <i>There are strong reasons to attribute the difference in outcome of the two experiments to the peculiarities of the stimulus arrays.</i>	1. Є поважні підстави віднести різницю в результатах цих двох експериментів на рахунок особливостей наборів стимулів.
2. <i>His interest in this type of approach stemmed from his desire to be completely empirical and scientific.</i>	2. Його зацікавленість у такого роду підході була зумовлена бажанням суворо дотримуватися емпіричних фактів і норм науковості.

b) by the verbal noun:

<i>There are at least two obvious ways to test.</i>	Існує щонайменше два очевидних шляхи випробовування.
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c) by the finite form of the verb in the subordinate clause:

1. <i>Trand's paper has a number of charts and tables to aid the reader, as well as many references and footnotes.</i>	1. Стаття Тренда містить графіки й таблиці, які мають на меті допомогти читачеві, а також багато посилань і приміток.
2. <i>There is much in this analysis to object to.</i>	2. У цьому аналізі є багато такого, що викликає заперечення.

d) by the subjunctive form of the verb in the subordinate clause:

<i>What is needed first is better theory to identify and guide the analysis of genuine</i>	Насамперед, потрібна краща теорія, за допомогою якої можна було б точно
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evidence.	визначити і проаналізувати справжні дані.
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Sometimes the infinitive is not translated due to its being pleonastic in the Ukrainian language:

1. <i>This is not, I think, a correct objection to raise.</i>	1. Це, на мою думку, хибне заперечення.
2. <i>This is quite the wrong view to take.</i>	2. Це цілком хибна точка зору.

**The Indefinite Infinite Passive** is usually translated by modal verbal predicate consisting of the words "*слід*", "*потрібно*", "*необхідно*" or "*можна*" and non-finite form of the verb, or the Future Tense of the predicate in the subordinate clause:

1. <i>There are thus two questions to be answered.</i>	1. Таким чином, існує два питання, на які потрібно дати відповіді.
2. <i>There is one further problem to be resolved.</i>	2. Є ще одна проблема, яку слід вирішити.

**The Perfect Infinitive** is usually translated by the Past Tense of the predicate as a rule (but not necessary) in the subordinate clause:

1. <i>This is one of the most thought-provoking books to have appeared in the last decade.</i>	1. Це одна з найбільш цікавих, стимулюючих думку книг, які вийшли протягом минулого десятиріччя.
2. <i>I am by no means the first to have noticed that.</i>	2. В жодному разі не я перший помітив це.

### 5.2.5 The translation of the infinitive in the function of adverbial modifier

The infinitive in the function of adverbial modifier of consequences is usually rendered as following:

a) by the infinitive, introduced by conjunctions "*щоб*" or "*аби*":

1. <i>Such examples are too numerous to be treated as exceptions.</i>	1. Таких прикладів занадто багато, аби трактувати їх як виняток.
2. <i>Yet Johnson's perspective on theory construction is too new to be without problems.</i>	2. Та підхід Джонсона до побудови теорії занадто новий, щоб бути безпроблемним.

b) by the finite form of the verb in the function of the predicate, e.g.:

1. <i>Counts for these subcategories were too low to allow generalization.</i>	1. Числові дані для цих субкатегорій були недостатні, що не дозволило зробити певні висновки.
2. <i>Such descriptions are far too superficial to account for the complex process</i>	2. Такі описи занадто поверхові і не можуть пояснити цей складний процес.
3. <i>They teamed with Fred Lukoff in 1956</i>	3. Вони об'єднались у 1956 році з

<i>to publish the first truly pioneering analysis in the field.</i>	<i>Фредом Лукоффом і опублікували цей перший дійсно новаторський для цієї науки аналіз.</i>
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The infinitive in the function of adverbial modifier of concession is rendered by:

a) the infinitive introduced by conjunctions **"щоб" or "аби"**:

<i>Part I of the book, though, contains enough observations, ideas and claims to satisfy any number of reviewers.</i>	<i>Та все ж частина I цієї книги містить достатньо спостережень, аби задовольнити будь-якого рецензента.</i>
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b) finite form of the verb, e.g.:

<i>1. We believe, however, that the data are by now sufficiently clear to allow definitive answers to the questions raised above.</i>	<i>1. Однак ми вважаємо, що ці дані тепер уже достатньо чіткі і дозволяють формулювання точних конкретних відповідей на поставлені вище запитання.</i>
<i>2. I believe Lenk's analysis encompasses a sufficiently broad spectrum to be useful for the present research.</i>	<i>2. Я вважаю, що аналіз Ленка охоплює достатньо широке коло питань і тому корисний для нашого дослідження.</i>

The infinitive in the function of adverbial modifier of purpose is rendered in several ways:

a) **"(для того,) щоб/аби" + Infinitive**, e.g.:

<i>1. To illustrate the scope of this problem, consider the set of possible salient scales.</i>	<i>1. Щоб з'ясувати масштаб цієї проблеми, розглянемо набір можливих характерних співвідношень.</i>
<i>2. To be successful, an explanation must also be reasonable.</i>	<i>2. Пояснення, аби бути правильним, повинно також бути прийнятним.</i>

b) **"для/з метою" + noun**, e.g.:

<i>1. To achieve this goal, a new approach is adopted.</i>	<i>1. Для досягнення цієї мети обирається новий підхід.</i>
<i>To account for this fact, one might adopt another approach.</i>	<i>З метою пояснення цього факту доцільно застосувати інший підхід.</i>

c) **"щоб/аби" + finite form of the verb**, e.g.:

<i>Few works offer such a wealth of detail as to demand re-reading; fewer still have such poor indexing as to require it.</i>	<i>а) Небагато праць подає таку велику кількість докладної інформації, щоб вони заслуговували на перечитування. б) Ще менша кількість праць має такі погані покажчики, що краще б їх не було взагалі.</i>
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## 5.3 The Infinitive Constructions

In Modern English we find the following predicative constructions with the infinitive:

1. the Objective-with-the-Infinitive Construction;
2. the Subjective Infinitive Construction;
3. the for-to-Infinitive Construction.

### 5.3.1 The Objective-with-the-Infinitive Construction

Such constructions are usually translated as following:

a) in the sentences in the imperative mood or after the verbs **show, find, expect, consider, establish, assume, believe, estimate, know** the infinitive is usually translated by the verb in the finite form in the function of predicate of the subordinate clause, e.g.:

1. <i>Assume the hypothesis to be correct.</i>	1. <i>Припустимо, що гіпотеза вірна.</i>
2. <i>One cannot expect a complicated problem like that to be solved in a year or so.</i>	2. <i>Не варто сподіватися, що така складна проблема вирішиться вже дець через рік.</i>
3. <i>Both experiments revealed the rated dimensions to be highly interrelated.</i>	3. <i>Обидва експерименти показали, що розрахункові параметри дуже сильно пов'язані між собою.</i>

b) after the verbs expressing wish, desire, request and so on the infinitive is rendered by the verb in the subjunctive in the function of predicate of the subordinate clause, introduced by the conjunction **"щоб"**, e.g.:

1. <i>I do not want this criticism to be misunderstood.</i>	1. <i>Я не хочу, щоб цю критику інтерпретували не так, як я її виклав.</i>
2. <i>Indras clearly wants this book to serve as a contribution not only to metatheory, but also to the general philosophical study of the nature of causality and causal explanation.</i>	2. <i>Індрас, певно, хоче, щоб ця книга стала внеском не тільки до метатеорії, а й до загальнофілософського вивчення природи причинності і методології причинного пояснення.</i>

c) in some cases the infinitive can be translated by the noun, e.g.:

<i>This may require a series of experiments to be carried out.</i>	<i>Це може потребувати проведення серії експериментів.</i>
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The infinitive of the verb **to be** is not usually translated when it is followed by an adjective or a participle, e.g.:

1. <i>Some researchers will find the article to be densely packed with theoretical concepts.</i>	1. <i>Деяким дослідникам може здатися, що стаття занадто переобтяжена теоретичними поняттями.</i>
2. <i>I believe the following generalization to be valid for other objects.</i>	2. <i>Я вважаю наступні узагальнення вірними й для інших об'єктів.</i>

The complex object "*have (get, force) + Object + Infinitive*" can be translated in two ways:

1. By causative construction "*примусити*" + *Infinitive*.

2. By subordinate clause where infinitive is translated by the verb in the subjunctive form:

<i>The researcher wants to have the apparatus work under any conditions.</i>	<i>Дослідник хоче (зробити так), щоб апарат працював за будь-яких умов (або: Дослідник хоче примусити апарат працювати за будь-яких умов).</i>
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The infinitive in the complex object "*for + Object + Infinitive*" with the verb in the function of predicative expressing a request or permission is rendered by the noun, e.g.:

<i>The current instruction calls for the results to be sent to the third storage register.</i>	<i>Поточна команда вимагає передачі результатів до третього регістру пам'яті.</i>
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### 5.3.2 The Subjective Infinitive Construction

The Subjective Infinitive Construction is used with the following groups of verbs in the Passive Voice:

1. With verbs denoting sense perception: *to see, to hear*, etc: e. g.:

Mr. Bob Sawyer was heard to laugh heartily. (*Dickens*)

The rider was seen to disappear in the distance.

If a process is expressed Participle I Indefinite Active is used.

Tess's father was heard approaching at that moment. (*Hardy*)

2. With verbs denoting mental activity: *to think, to consider, to know, to expect, to believe, to suppose*, e.g.:

He was thought to be honest and kindly. (*Dreiser*)

My father... was considered by many to be a great man. (*Gow and D'Usseau*)

The manuscript is believed to have been written in the 15th century.

3. With the verb *to make*, e. g.:

Little Abraham was aroused... and made to put on his clothes. (*Hardy*)

4. With the verbs *to say* and *to report*, e. g.:

The gods had given Irene dark-brown eyes and golden hair, which is said to be the mark of a weak character. (*Galsworthy*)

We can see that in the translation of the sentences containing the Subjective Infinitive Construction after verbs in the Passive Voice a complex sentence is mostly used: its principal clause is of the type which in the Ukrainian syntax is called 'indefinite personal' (неозначено-особове речення).

After verbs in the Passive Voice the Subjective Infinitive Construction is more characteristic of literary than of colloquial style, except with the verbs *to suppose, to expect, to make*; with these verbs the Subjective Infinitive can be found both in fiction and in colloquial language.

The Subjective Infinitive Construction is used with the word-groups *to be likely*, *to be sure* and *to be certain*, e. g.:

The parish is not likely to quarrel with him for the right to keep the child. (*Eliot*)

But he is sure to marry her. (*Hardy*)

This fire is certain to produce a panic in the morning. (*Dreiser*)

Sentences of this kind are rendered into Russian by a simple sentence with a modal word.

The Subjective Infinitive Construction is used with the following pairs of synonyms: *to seem* and *to appear*; *to happen* and *to chance* (the latter is literary); *to prove* and *to turn out*, e. g.:

They seemed to have quite forgotten him already. (*Hardy*)

By 11 o'clock her mother had chanced to look into her room (*Dreiser*)

The experiment proved to be a failure. (*Collins*)

They all turned out to be good fighters. (*Gowand D'Usseau*).

The infinitive in sentences with the Subjective Infinitive Construction cannot refer to a future action except with verbs and word-groups whose meaning allows of it: *to expect*, *to be sure (certain)*, *to be likely*, e. g.:

We are sure to come at the heart of the matter. (*Dickens*)

He is expected to give us an answer tomorrow.

### 5.3.3 The for-to-Infinitive Construction

Sentences with the *for-to-infinitive* construction are subject to the following transformations when translated into Ukrainian: the noun coming after the preposition *for* is put on the first place, impersonal construction *it is + Adjective* is rendered by adverb, the infinitive is rendered by the finite form of the verb, e. g.:

<i>Thus, it is erroneous for Cooperman to refer to the construction as complex.</i>	Куперман помилково називає цю конструкцію складною. (Куперман помиляється, коли називає цю конструкцію складною).
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Another way of translating such sentences is transforming the simple sentence into the complex one with the infinitive rendered by the subordinate object clause (especially in cases with parenthetical constructions *it is important*, *it is necessary*), e.g.:

<i>It is important for a theory to be well-grounded.</i>	Важливо, щоб теорія була достатньо обґрунтованою.
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### 5.3.4. The "for + Noun Phrase + Infinitive" Construction

There are several ways of translating the "for + Noun Phrase + Infinitive"

a) by the infinitive, e. g.:

<i>In scientific usage there is a tendency for the terms "generalization" and "hypothesis" to be distinguished according to whether they involve simply observation terms or contain</i>	<i>У науковому мовленні спостерігається тенденція розрізняти терміни "генералізація" та "гіпотеза" відповідно до того, чи пов'язані вони просто з термінами зі сфери спостереження, чи з</i>
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<i>some theoretical terms.</i>	<i>певними теоретичними термінами.</i>
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b) by the noun or noun group, e.g.:

<i>1. One requirement for elements to be measured along the same scale is that they be of the same type.</i>	<i>1. Одна з вимог щодо вимірювання компонентів за тим же масштабом така: вони повинні бути одного й того ж типу.</i>
<i>2. There is no other way for simultaneous procedure to occur.</i>	<i>2. Немає іншого шляху здійснення одночасної процедури.</i>

c) by the infinitive in the function of the part of predicate of the subordinate clause, e.g.:

<i>1. Of course, this explanation is a much easier pill for the general public to swallow.</i>	<i>1. Зрозуміло, що таке пояснення – це пілюля, яку широкому загалові легше проковтнути.</i>
<i>2. This is an extremely unappealing position for a researcher to be forced into.</i>	<i>2. Це ситуація, в яку дуже негарно заганяти дослідника.</i>

## 5.4 The Participle I

### 5.4.1 Translation of the Participle I in the function of adverbial modifier

In the function of adverbial modifier the Present Active Participle (Participle I) is translated by finite or non-finite form of the verb in the subordinate clause (with the conjunctions "*коли*", "*якщо*", "*оскільки*", etc), by active participle or preposition + noun:

<i>1. Putting these points together, we are confronted with the following problem.</i>	<i>1. Якщо брати всі ці пропозиції разом, то виникає наступна проблема.</i>
<i>2. Bearing these rather obvious principles in mind, we can now eliminate the first of our four analyses.</i>	<i>2. Маючи на увазі ці досить очевидні принципи, ми можемо тепер відмовитися від першого з чотирьох запропонованих аналізів.</i>
<i>3. Some of the other articles are much shorter, being originally conference papers.</i>	<i>3. Деякі інші статті значно коротші, оскільки спочатку вони були тезами конференції.</i>

Sometimes (in case of **using**) Participle I is not translated:

<i>1. The theorem is proved using quite unusual methods.</i>	<i>1. Теорема доводиться досить незвичними методами.</i>
<i>2. This theory is here formalized, expanded and then tested using data drawn from other sources.</i>	<i>2. Тут ця теорія формалізується, розвивається і потім перевіряється даними з інших джерел.</i>

Perfect Participle I is usually translated by adverbial participle of the perfective aspect (with the dependent words):

1. <i>Having pointed to the phenomenon, Darscal should not have contented himself with a partial description.</i>	1. <i>Вказавши на це явище, Дарскал не повинен був задовольнитися його частковим описом.</i>
2. <i>Having defined the notions of focusing and defocusing, I now repeat my claim.</i>	2. <i>Визначивши поняття фокусування та дефокусування, я ще раз сформулюю тепер свою тезу.</i>

#### 5.4.2 Translation of the Participle I in the function of attribute

In the function of attribute (left-sided or right-sided) the Participle I is translated, according to the context of the original, by the finite form of the predicate in the subordinate clause (introduced by "що", "який"):

<i>On-going research is considering other measures in relation to these two factors, to test their importance and the validity of the interpretations suggested here.</i>	<i>У дослідженні, що триває, розглядаються інші заходи щодо цих двох чинників для визначення їх важливості та правильності запропонованих тут інтерпретацій.</i>
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Sometimes Participle I can be translated by the active participle, adjective or noun:

1. <i>The resulting analysis serves as a guide to further research and provides an explanatory account of previous research.</i>	1. <i>Вихідний аналіз слугує орієнтиром для подальших досліджень і забезпечує пояснення попередніх досліджень.</i>
2. <i>It is difficult to agree to the recently discovered differing ratios of these substances.</i>	2. <i>Важко погодитися із недавно встановленою різницею у співвідношенні цих речовин.</i>

The passive form of the Participle I is mostly used in the function of right-side attribute and is translated by the finite form of the reflexive predicate ("-ся") in the subordinate clause, or very rarely by left-side adjective in the function of attribute

1. <i>The two volumes are the first of a series of preliminary studies <b>being prepared</b> by an international team of scholars.</i>	1. <i>Ці дві книги перші з серії попередніх досліджень, <b>що їх готує</b> міжнародна група вчених.</i>
2. <i>This latter approach uses the data to evaluate the theory <b>being proposed</b>.</i>	2. <i>У цьому останньому підході використовуються дані для оцінки <b>запропонованої</b> теорії.</i>

The passive form of the Participle I is sometimes rendered by the passive participle:

<i>This suggests that, at worst, the phenomenon <b>being investigated</b> is nonexistent; at best, it is subject to wide variation.</i>	<i>Це може свідчити про те, що <b>досліджуване</b> явище, у гіршому випадку, не існує, а в кращому випадку – зазнає значних варіацій.</i>
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## 5.5 The Participle II

### 5.5.1 Translation of the Participle II in the function of compound nominative predicate

The Participle II in the function of compound nominative predicate is to be distinguished from the homonym in form of the verb in Passive. In this case Participle II is translated by the compound predicative consisting of the finite form of the verb *"бути"* + *Adverbial Participle Active Perfective or Adverbial Participle Past Passive*, e.g.:

1. <i>One of the arguments is flawed but can easily be corrected.</i>	1. Один з аргументів є хибним, але його можна легко виправити.
2. <i>The answer is closely linked to the explanation I gave earlier.</i>	2. Відповідь тісно пов'язана з поясненням, яке я навів вище.
3. <i>At that time those problems were extremely complicated.</i>	3. У той час ці проблеми були надзвичайно складні для вирішення.
4. <i>Several proposals to this effect have been made, among which Kantor's analysis is best known.</i>	4. Щодо цього було висловлено кілька пропозицій, найбільш відома з яких – аналіз, запропонований Кантором.
5. <i>Such conclusion will be unwarranted.</i>	5. Такий висновок буде необґрунтованим.

### 5.5.2 Translation of the Participle II in the function of adverbial modifier

In the function of adverbial modifier the Participle II is usually used with complements forming the participial constructions, which can be translated as follows:

a) by adverbial subordinate clause, where participle is rendered by a finite form of the verb, e.g.:

<i>Considered individually, the claims are not particularly convincing.</i>	Ці твердження, якщо їх розглянути кожне окремо, не особливо переконливі.
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b) by the adverbial participle construction, e.g.:

1. <i>Taken together, these widespread instances of scholarly impropriety quash any impulse to scrutinize the book for redeeming qualities.</i>	1. Розглянуті разом, ці поширені випадки наукової недобросовісності пригнічують будь-яке бажання аналізувати книгу у спробах знайти позитивні моменти, які б могли компенсувати згадані вади.
2. <i>She notes, based on admitted guesswork that the modifications are about twice as frequent as the alterations.</i>	2. Вона зауважує, спираючись, як сама визнає, на здогадки, що модифікації вдвічі частіші за зміни.

c) by the noun, e.g.:

<i>When explored, this subject turned out to have numerous representations.</i>	Дослідження виявило, що цей об'єкт має численних репрезентантів.
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If participial constructions are introduced by conjunctions **when, if, although**, they are translated by corresponding subordinate clauses, the participle itself being rendered by impersonal form of the verb–predicate, e. g.:

1. <i>Although still not properly understood, internal factors of this type have been more thoroughly explored than external constraints.</i>	1. Внутрішні чинники цього типу, хоча вони все ще не зовсім зрозумілі, досліджені глибше, ніж зовнішні обмеження.
2. <i>If asked to recommend a book which is up-to-date, sensitive to topical issues and well-edited, I would suggest Sipple.</i>	2. Якби мене попросили порекомендувати книгу сучасну, актуальну та гарно видану, я запропонував би монографію Сіпла.

The tense of the verb in the subordinate clause corresponds to the tense of the verb in the principle clause.

Participial constructions aimed at referring are usually rendered by the finite form in the Past, e.g.:

1. <i>As discussed above, these constructions are not perfect.</i>	1. Як уже йшлося в обговоренні вище, ці конструкції не довершені.
2. <i>As previously seen, the external factor is not decisive here.</i>	2. Як ми бачили раніше, зовнішній чинник тут не вирішальний.

When translating sentences with the Participle it is important to realize the semantic relations between the parts of the sentence. If those are not too strong, the sentence can be translated as compound.

<i>Aimed mainly at newcomers to this area, the book is divided into three parts.</i>	<i>Книга призначена переважно для новачків у цій галузі, вона поділена на три частини.</i>
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### 5.5.2 Constructions with the words given and granted

It should be noted that some of the Participles moved to different classes. Namely the conjunctions **provided** – "за умови, якщо", **granted** – "зважаючи на; враховуючи; за умови; якщо дійсно" and preposition **given** – "за наявності; з урахуванням; з огляду (на те, що); беручи до уваги; зважаючи на; якщо (враховувати, що)", e. g.:

1. <i>Granted this limitation, Guimier's bibliography must nevertheless be regarded as a welcome and useful resource.</i>	1. Зважаючи на це обмеження, бібліографію Гім'є все ж варто розглядати як потрібне і корисне джерело інформації.
2. <i>Granted these notions, we can readily describe the objects as designating sets of interconnected entities.</i>	2. Беручи до уваги ці поняття, ми легко можемо описати ці об'єкти як такі, що означають набори взаємопов'язаних сутностей.
3. <i>Given the potential benefits of the principle, it would be unwise to reject hastily such attempts to restrict the theory.</i>	3. Враховуючи потенційні переваги принципу, було б нерозумним поспішно відкидати такі спроби обмеження теорії.

4. But, given the purpose of some analysts, this is no restriction at all.	4. Але якщо враховувати мету деяких авторів аналізів, то це зовсім ніяке не обмеження.
5. Given assumption 5a above, negative data can provide the answer.	5. Беручи до уваги наведене вище припущення 5а, на підставі негативних даних ми можемо отримати відповідь на це.

### 5.5.3 Translation of the Participle II in the function of attribute

The Participle II is far often used as right-side than left-side attribute. It can form participial constructions. If a participial construction is not too long it is usually rendered by a left-side attribute, the participle being translated by adjective or passive adverbial participle, e.g.:

1. This formulation omits some of the detailed restrictions discussed above.	1. У цьому формулюванні випущено деякі докладно викладені та обговорені вище обмеження.
2. One can hardly disagree with the proposed strategy.	2. Навряд чи хтось може не погодитися із запропонованою стратегією.
3. It is reasonable to conclude that the hypothesized variation was not possible.	3. Слушно зробити висновок, що гіпотетична варіація була неможлива.

In some cases the Participle II is rendered by verbal noun, e.g.:

1. Extensive further investigations by Wetter led to the modified and improved synthesis.	1. Подальші широкі дослідження Веттера призвели розмін і покращення синтезу.
2. Just how increased inductive power affects the electron bonds is not clear at present, however.	2. Однак нині ще неясно, наскільки збільшення індуктивної сили впливає на електронні зв'язки.

In some cases the Participle II in the function of left-side attribute is rendered by finite form of the verb in the subordinate attributive clause, e.g.:

The fallen debris of the satellite were immediately transported to the laboratory.	Уламки супутника, що впали на землю, відразу ж були відправлені в лабораторію.
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The Participle II in the function of right-side attribute is rendered by adverbial participle in the passive form in the function of left-side attribute, e.g.:

1. The general idea presented can be useful in several ways.	1. Викладена загальна ідея може бути корисною у кількох відношеннях.
2. The third explanation offered is methodological.	2. Третє запропоноване пояснення має методологічний характер.
3. I have complete confidence in the facts presented here.	3. Я цілком впевнений у точності наведених тут фактів.

If the Participle II in the function of right-side attribute forms a construction, containing more than 3-4 words, it is translated by adverbial participle in the passive form in the function of right-side attribute, e.g.:

<i>The position taken on this issue by many researchers is quite clear.</i>	<i>Позиція, зайнята в цьому питанні багатьма дослідниками, досить ясна.</i>
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In cases when the translation by adverbial participle in the passive form is impossible, the Participle II is rendered by finite form of the verb in the function of predicate of a subordinate clause, e.g.:

<i>1.Other broader issues addressed by the authors are equally significant.</i>	<i>1.Інші ширші питання, що їх вирішують автори, також мають певне значення.</i>
<i>2.A discovery of new data not previously taken into consideration may invalidate part or the whole of the model.</i>	<i>2.Відкриття нових даних, які раніше не бралися до уваги, може виявити неправильність частини або й усієї цієї моделі.</i>
<i>3.The ideas which I shall advance place me in a direct opposition to the approach originally advanced by Lease.</i>	<i>3.Ідеї, які я збираюся висунути, прямо протилежні підходу, що його вперше опрацював Ліз.</i>

In cases when the Participle II is attribute of the words **that / those**, it is rendered by finite form of the verb in the function of predicate of the subordinate clause, e.g.:

<i>1.This problem seems more important than that tackled by Wright (1993).</i>	<i>1.Ця проблема видається важливішою за ту, що її вирішує Райт (1993).</i>
<i>2.It is not yet possible to produce an optimum design for a parametric amplifier required to operate with a given frequency characteristic.</i>	<i>2.Поки що неможливо створити оптимальну конструкцію параметричного підсилювача, який міг би працювати з заданою частотною характеристикою.</i>

#### 5.5.4.Object+ Participle II construction

Sentences with the construction "**have + noun + Participle II**" are usually rendered into Ukrainian by transforming the subject of the English sentence into the adverbial modifier, the noun in the Complex Object – into the subject, the participle is translated by the finite form of the verb in the function of predicate, and the verb "have" is omitted, e.g.:

<i>The theory of atomic structure developed by Bohr has the electrons distributed around the nucleus in orbits.</i>	<i>За теорією атомної структури, що її розробив Бор, електрони розташовуються на орбітах навколо ядра.</i>
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### 5.5.5 Absolute participial construction

Absolute participial constructions are used at the beginning and at the end of the sentence, and are usually rendered as follows:

a) by constructions with an adverbial perfective participle, e.g.:

1. <i>That said, I must take issue with several points raised by Dramfit.</i>	1. Сказавши це, я мушу критично розглянути кілька тез, що їх висунув Драмфіт.
2. <i>The experiment carried out, we started a new investigation.</i>	2. Закінчивши експеримент, ми почали нове дослідження.

The same way can be used for translating the absolute construction with the preposition **with**, e.g.:

<i>With these matters cleared away, we can now move on to discuss the questions of definitions.</i>	З'ясувавши ці питання, ми можемо перейти тепер до обговорення проблем дефініцій.
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b) by finite form of the verb in the function of predicate of the subordinate clause, e.g.:

<i>With just the assumptions and analysis presented in this article, it will be obvious to the careful reader that there would seem to be no account of other aspects.</i>	Коли вже викладено припущення та аналіз, уважному читачеві стане зрозумілим, що, здається, не може бути пояснення інших аспектів.
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Absolute participial constructions at the end of the sentence are usually rendered by a subordinate adverbial clause, introduced by conjunctions "**коли**", "**причому**", "**якщо**", or a separate sentence. The Participle II itself is rendered by finite form of the verb in the function of predicate, e.g.:

1. <i>The monograph is organized in three parts, with the data presented in a separate series of tables.</i>	1. Монографія складається з трьох частин; дані викладені окремо у низці таблиць.
2. <i>Eight workshops were held, each oriented towards a different topic in data administration.</i>	2. Було проведено вісім семінарів, і кожний з них було присвячено одній із проблем управління даними.

### 5.5.6 Elliptical participial constructions

Elliptical participial constructions are introduced by conjunctions **whether**, **whether ... or not**, **when**, **as**, **if**, **unless**, **though**, **once**, **although**, **while** and so on. Such constructions are usually rendered by an adverbial subordinate clause, e.g.:

1. <i>This matter, if pursued, would lead us into an examination of the problem that is beyond the scope of this article.</i>	1. Це питання, якщо продовжити його розгляд, може привести до аналізу проблеми, який виходить за межі завдань цієї статті.
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2. <i>The results of such restrictions, whether self-imposed or not, can be seen in the book here and there.</i>	2. <i>Наслідки таких обмежень, незалежно від того, чи вони добровільно обрані, чи ні, можна бачити у книзі повсюди.</i>
3. <i>When combined, the representations create a complex computer code intended to give an estimate of expected behavior.</i>	3. <i>Ці репрезентації, коли їх об'єднати, утворюють складний комп'ютерний код, що може допомогти в оцінці очікуваної поведінки.</i>
4. <i>This chapter clears away so much rubble that, even taken alone, it amounts to a significant contribution.</i>	4. <i>У цій главі розчищається стільки завалів, що вона, навіть якщо взяти тільки її одну, сама по собі становить значну працю.</i>

When translating such sentences the following transformations take place: the subject and the predicate are introduced, some lexical units are added.

In some cases elliptical constructions can be rendered by prepositional noun phrases, e.g.:

<i>This is definitely a step backward, if compared with Gant's view.</i>	<i>Це, безумовно, крок назад порівняно з точкою зору Ганта.</i>
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### 5.5.7 The Participle II + Infinitive Construction

The Participle II + Infinitive constructions in the function of attribute are rendered by subordinate attributive clauses introduced by conjunctions "**що**" or "**який**", where the infinitive of the English sentence is translated by finite form of the verb in the function of predicate, and the Participle II is rendered by phrases "**як відомо**", "**за оцінкою**", "**здається**", "**ймовірно**", "**вірогідно**" and so on, e.g.:

<i>On June 30, 1908 a meteorite estimated to have weighed 40.000 tons fell in Siberia.</i>	<i>30 червня 1908 року в Сибіру впав метеорит, який, за оцінками, мав вагу 40 000 тон.</i>
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The most wide-spread Participles that are used in such constructions are as follows: *known* (translated as "**як відомо**"), *found* "**як встановлено**", *estimated* "**за оцінками**, **за приблизними розрахунками**", *supposed* "**як вважають**", *expected* "**як очікують**, **як очікується**", *thought* "**як вважають**, **як вважається**".

## QUESTIONS FOR SELF-ASSESSMENT

1. Give the definition of verbal and list them.
2. What are the main characteristic features of verbals?
3. List the nominal characteristics of the gerund.
4. List the verbal characteristics of the gerund.
5. List the forms of the gerund and their meaning.
6. What are the main cases of using the gerund?
7. What are the functions of the gerund in the sentence?
8. What are the ways of rendering the gerund in the function of subject?
9. What are the ways of rendering the gerund in the function of object?
10. What are the ways of rendering the gerund in the function of part of predicate?
11. What are the ways of rendering the gerund in the function of adverbial modifier?
12. What are the ways of rendering the gerund in the function of attribute?
13. The ways of rendering gerundial constructions.
14. What are the nominal characteristics of the infinitive?
15. What are the verbal characteristics of the infinitive?
16. What are the ways of rendering the infinitive in the function of subject?
17. What are the ways of rendering the infinitive in the function of adverbial modifier?
18. What are the ways of rendering the infinitive in the function of predicative?
19. What are the ways of rendering the infinitive in the function of object?
20. What are the ways of rendering the infinitive in the function of attribute?

## EXERCISES FOR SECTION 5

**Exercise 1.** Translate the sentences with the gerund determining the adequate way of its translation:

1. Two things are worth mentioning about this analysis. 2. But the monograph is well worth reading. 3. I am wary of setting up an entirely new notion. 4. To correct the mistake requires no more than drawing the same distinction. 5. I am grateful to M. Brook for bringing these facts to my attention. 6. This account requires saying that such a position is obligatory. 7. Space limitations prevent me from describing this procedure in detail. 8. But the theory may be worth constructing, the data worth finding. 9. We are actually interested in comparing one group of contrasts with another. 10. We are thus in an unusual position of having little to gain from this new source. 11. This is precisely what the computer designers have succeeded in doing. 12. Although the preceding facts support this possibility, other considerations caution us against exaggerating it. 13. He proposed several other explanations as well, which space limitations prevent me from discussing. 14. The difficulty is rather that circumstances normally prevent this situation from arising. 15. Ignoring the specifics, it is worthwhile highlighting the major questions addressed by the authors. 16. I regret having to say this, since the book is far ahead of anything else that has been written on the topic. 17. On the whole, the contributors have succeeded in providing a broad, if patchy, overview of the problem they deal with. 18. This is an example of a case where the authors' deliberate decision to avoid discussing the issue leads to undue simplification of data. 19. The editors of this volume have succeeded in bringing together an excellent collection of thirty seven essays written by leading scholars in a wide range of fields. 20. In the light of these and similar questions, one might despair of being able to assess his treatment without a tremendous amount of preliminary, and fundamental, work.

**Exercise 2.** Translate the sentences paying attention to choosing the adequate way of translating the gerund and comment on the transformations made:

1. Picking the correct terminology to refer to each of the rival methods is no easy task. 2. Proposing such a characterization will be the first order of our business. 3. As it will be seen below, taking a rule of thumb as an absolute guide can lead to all sorts of conceptual tangles. 4. Summing up, it appears that assigning a special function to the object under investigation does not solve the problem. 5. We believe that offering even a partial or open answer to the questions will benefit both the theory and practice of our method. 6. Providing argument against those circulating in favor of the hypothesis became the best-known occupation of many University Departments. 7. Translating from one language into another has been accomplished by computer. 8. Launching a satellite is done by firing it from a multistage rocket. 9. Landing on the Mars and getting home again is a problem which will be solved within the next ten years. 10. Such considerations deserve attention; however, passing over them now will not detract from our general exposition of the hypothesis. 11. In developing a full-fledged theory, we should not restrict our data, 12. In presenting a case for this analysis, I need first to establish some formal points. 13. The principle goes far toward constraining the theory.



14. Science is best learned through "doing science" and history through "doing history". 15. By expanding now on these issues, we hope to clarify our method. 16. But we can make a fair amount of progress without questioning the assumptions. 17. The author briefly describes the criteria used in categorizing the information. 18. Many will find this approach helpful for familiarizing themselves with the research in these areas. 19. This book may go a long way toward making explicit connections between theory and practice. 20. But before this can be attempted; the ground must be cleared by providing a historical perspective.

**Exercise 3.** Translate the sentences paying attention to the ways of rendering the infinitive in the function of subject:

1. To emphasize this point was the only aim of my argumentation. 2. How to reach his aim was his task for the future. 3. To consider a third case is equivalent to deciding this question. 4. For him to understand this was an ultimate task. 5. To show whether any such associations do or do not exist is a task of another time. 6. It may become necessary for that research team to reassess their data. 7. By intensive experiments, it is possible for a researcher to obtain outstanding results. 8. It is astonishing to find that even this truism has recently been challenged. 9. It is not possible for contamination to occur here. 10. It is necessary for him to conduct further research. 11. It is more important for us to understand the basic issue. 12. Such examples are so frequent that it becomes difficult to follow the discussion.

**Exercise 4.** Translate the sentences paying attention to the ways of rendering the infinitive in the function of predicative:

1. One more point remains to be made with respect to the proposal. 2. This notion still remains to be explained. 3. The objective of all this is simply to provide an overview of the available approaches. 4. His purpose is to give research a shove in the direction of a more general framework. 5. My purpose is to present enough material for discussion to illustrate the procedures and techniques involved. 6. The main reason for omitting it here is to simplify the presentation; it remains to be seen whether this analysis can be justified empirically. 7. Their solution is not to correct the problem, but to attribute it to special circumstances. 8. The goal now is to manage four factors so that their interactions are reasonably accounted for. 9. Second, statistical claims will become testable, since we now have a data base collected of the questions it will be used to answer. 10. This possibility seems to have been assumed by some researchers. 11. In conclusion, I hope to have demonstrated that this outlook and its principles and techniques can be valuable tools toward better understanding other issues. 12. This seems to me to have been the position of the founders of this science, and no cogent reason for modifying it has been offered.

**Exercise 5.** Determine the ways of rendering the infinitive in the sentences that follow, translate them and explain the transformations made:

1. The alternative is easy to state. 2. Today this kind of practice is easy to develop. 3. Such data are, of course, easier to obtain. 4. The answer to this question remains more difficult to reconstruct. 5. Clear evidence is, in fact, difficult to find. 6. This possibility

is more difficult to puzzle out than the first. 7. It is a feature of such works that their generalizations are by no means obvious or easy to discover. 8. The author of the paper claims to have been the first to arrive at such a conclusion. 9. We still have a long way to go before we can claim to have solved this problem. 10. He therefore chose to neglect two ruling kinds of evidence. 11. Debate over this and other issues has been slow to get off the ground. 12. Put like this, the notion is not difficult to grasp. 13. The results of this integrated research are hard to find. 14. So many topics are covered that the main thread is very hard to follow. 15. However, such differences are difficult for a scientist to accept.

**Exercise 6.** Determine the adequate way of translating the Complex Object and translate the sentences:

1. I find such a methodology hard to accept. 2. I found this argument to be quite confusing. 3. We proved this suggestion to be wrong. 4. I will assume his discussion of the issue to be basically correct. 5. The operation of this particular device left much to be desired. 6. The editorial work also leaves much to be desired: at least thirty references are missing in the book. 7. Nevertheless, he failed to get me to agree to his proposal. 8. The United Nations General Assembly declared the use of unclear weapons to be a direct violation of the UN Charter. 9. I have never heard him deny this fact. 10. Space does not permit all the various factors to be illustrated here. 11. One must either explain the generalization or, as I have tried to do, show it to be a false generalization. 12. Thus, we do not consider this alternative interpretation of the data to constitute a serious problem for our position. 13. Whereas I would never advocate that we simplify and therefore misconstrue the complexity of the situation, I think experts need to consider clear, straightforward ways of presenting the issues if they want others to benefit from their understanding.

**Exercise 7.** Determine the function of the infinitive and the ways of its rendering in the sentences that follow and translate them:

1. Unfortunately, the present stimulus set was too restricted to allow evaluation of this possibility. 2. When the data base is expanded to include other, less frequent instances, the analysis encounters a serious problem. 3. To avoid confusion, it would be desirable to use a different term. 4. Articles are limited in length (mostly about 20 pages), but are generally long enough to allow for full exposition by the authors. 5. For present purposes, then, the question is not important enough to merit a full examination. 6. Six alternatives have been discussed in turn; but only three are sufficiently congruent with relevant considerations to be entertained seriously. 7. Not all topics of current interest are discussed in these two volumes, but enough are covered to make the book a valuable addition to the literature. 8. The list may not be complete; but it is at least long enough to draw some fairly clear conclusions. 9. Our data are sufficient to rule out this hypothesis. 10. As I shall show below, the formal approach advanced by the theory is too restricted to account for the patterns of distribution. 11. However, second and third readings have convinced me that work in this much neglected area is important and challenging enough to deserve closer attention. 12. The pattern that emerges is that the

only factors which correctly predict anything are too specific to serve as the basis for a theory, and the more general factors are too inconsistent.

**Exercise 8.** Translate the sentences paying attention to the ways of rendering the for-to infinitive construction in the function of adverbial modifier:

1. But for operational rules to be lost, they must first be introduced. 2. For the explanation to work, it is essential that the process not undergo the same rule. 3. For this to be a very firm result, we would need to set up and test some hypotheses about the differences. 4. For this possibility to be realized, it is necessary to add two more points. 5. And for a final assault on the problem to be successful, we must make this assumption, even if reluctantly.

**Exercise 9.** Determine the infinitive form, the most adequate way of its rendering, translate the sentences that follow and comment on the transformations made:

1. There is not room to argue for the further claim here. 2. This article is an attempt to provide such an account. 3. There are two cases to consider. 4. We are left with two options to choose from. 5. There is reason to believe that the first of these solutions is unlikely to be correct. 6. There is no reason to doubt the importance or reasonableness of the study of these questions. 7. The book is in this regard unique and will serve as a scholarly reference for some time to come. 8. I am sure that this book will be cited for many years to come. 9. The data to be examined here have been elicited from many sources. 10. This approach may seem legitimate at first, but it presents a peculiarity to be examined later. 11. There is a certain amount of specialized terminology to be mastered. 12. This approach to data has much to be said for it and may even be revolutionary. 13. This is no place for us to attempt to throw a strong light on the darkest page of British history. 14. The book is in this regard unique and will serve as a scholarly reference for some time to come.

**Exercise 10.** Translate the sentences that follow, paying attention to the peculiarities of rendering the Participle I and Participial Constructions:

1. Considering the breadth of the book's coverage, its treatment of detail is impressive. 2. Analyses were carried out using the procedures described earlier. 3. These differences were explored further, using regression analysis. 4. But, lacking explanation, let us concede the fact, and seek an appropriate representation for it. 5. Then we will offer our own account, giving first a sketch of other traditional accounts which influenced our work. 6. However, assuming that the remaining cases have generally been reported accurately, such criticisms can do little to damage the argument. 7. Taking into account these two impressive gaps, the volume of abstract discussion is out of all proportion with the arbitrary selection of the data. 8. But bearing in mind all the above, the volume still contains several interesting and stimulating contributions. 9. Considering the flaws of logic and methods employed in this investigation, I suspect that some of the more modern empiricists might be able to help. 10. Her analysis seems fully compatible with one which I have advocated independently, starting from radically different premises. 11. Having emphasized this, we must still ask what kinds of possibility exist for this

proposition. 12. Having reached an understanding of these facts, it is appropriate to place them in historical perspective. 13. Invoking an impressive array of material and reviewing recent (and not so recent) literature, he has attempted to formulate a theoretical approach descriptive of the over-all structure. 14. Having proposed and justified the analysis, I will examine its implications for the theory. 15. Having established this framework, they go on to examine various patterns. 16. Before closing, I would like to make another suggestion. 17. First, when using such an approach, it is necessary to try to decide exactly when certain changes were completed. 18. Nevertheless, while conceding these weaknesses, the reader must recognize a solid achievement, comparing favorably with the better-heeded studies in the US.

**Exercise 11.** Determine the Participle I form, the adequate way of its rendering and translate the sentences that follow:

1. My concluding remarks will be mainly methodological. 2. Anyone using this bibliography should take note of one important limitation. 3. This section will briefly deal with new data concerning a more particular problem. 4. This book will not satisfy a scholar seeking very detailed information though it may be a useful reference work. 5. However, he has a chance at success only if there really is an underlying system waiting to be uncovered. 6. Such a book, focusing on the ideas put forward by scholars and schools should be judged primarily on the quality and range of information. 7. It is manifest from our present survey, however, that no consensus has yet been reached on the founding abstractions of such a science. 8. I will arrange my pleas against this objection in order of ascending strength. 9. He developed a general model which identifies important issues requiring further research, rather than presenting a fully-specified theory. 10. Factors bearing on this decision will not be explored in this paper.

**Exercise 12.** Translate the sentences determining the ways of rendering Participle II and the constructions with Participle II:

1. Taken on its own terms, the approach is a total failure. 2. Impressed by the way in which the theory is underdetermined by his evidence, one will be led into rational speculation. 3. Taken together, the previous studies strongly suggest that the differences occurred in descriptions. 4. Having not quite found the mechanical gears of the Universe, he could at least give its equations of motion. 5. Based on published accounts known to the present authors, a great deal of effort has been expended in developing a fundamental understanding of the factors responsible for enhanced formability.

**Exercise 13.** Translate the sentences with participles *given* and *granted*; determine the ways of rendering them into Ukrainian:

1. Given that, I believe that each of his specific claims is seriously flawed. 2. Given this, it can be easily resolved. 3. Given these problems, this book will not be on anyone's "must" list. 4. This coincidence of facts is predictable, given the analysis above. 5. Given this descriptive richness, we are left with a final question of validity. 6. Given that I believe that each of her specific claims is seriously flawed, my overall assessment might come as a surprise. 7. Otherwise, given any set of inferences, we can just invent an ad hoc maxim. 8. Granted that the relationship between theory and evidence is

complicated, such a notion of pure inductive inquiry still seems self-deceptive or naive. 9. This still seems to me a fairly innocuous and widely accepted statement, given the distinction made here between faith and explicit knowledge. 10. Given the nature of this branch of science, the line between description and advocacy is often very fine.

**Exercise 14.** Translate the sentences paying attention to choosing the adequate way of rendering Participles II:

1. It is important that the focused spot be defined clearly. 2. Under such conditions a course is sometimes broken up into several parallel courses, usually referred to as "multiple courses". 3. The slight advantage gained thereby hardly justifies the considerable added complication. 4. The works listed in the bibliography are quite diverse in focus and orientation. 5. This follows from the analysis given here. 6. A choice between these analyses obviously cannot be based on the limited data presented here. 7. It is unfortunate that this equivocation weakens some of the arguments presented. 8. On the surface, our results run counter to the findings of all the studies cited above. 9. The research in this area has just begun to tackle the complex problems involved. 10. The reference to general trends as a whole is necessary and interesting for the reasons given below. 11. The answer to both questions has a significant bearing on the issues here discussed. 12. Needless to say, this view has immediate consequences for the solutions proposed. 13. The details reported are very different from case to case, but common themes can be identified. 14. Most of the data reported are statistically insignificant. 15. The data provided vary with the purpose and scope of each particular investigation. 16. We would like to turn briefly to a question largely ignored in the preceding pages. 17. Three general questions, outlined in the introduction, guided this research. 18. The question raised at the beginning of this paper receives, somewhat paradoxically perhaps, a positive answer.

**Exercise 15.** Translate the sentences with the Object + Participle II construction:

1. Some airplanes have engines installed in wings. 2. The list has all the items arranged alphabetically. 3. This approach does not have a single solution found to be true. 4. A full account of the problem must have two more points included. 5. The conference had many papers focused on major issues in the field. 6. Machines of many types have their operations controlled by a computer.

**Exercise 16.** Translate the sentences paying attention to the ways of rendering the Absolute Participial Constructions and comment on the transformations made:

1. Each section of the research group subdivides its working program into an aggregation of projects, each headed by a project engineer having full technical responsibility for his/her work assignment. 2. Suppose you sit down with pencil and paper and center your attention on a problem that needs an answer, such as adding a set of figures on an income tax form, with the figures all listed in front of you. 3. The introduction is a useful overview of recent developments in the field, with the main emphasis placed on work within the variationist paradigm. 4. Such studies have been criticized for both methodological and technical reasons, but with the two curiously lumped together. 5. Now, with "grossest constituent analysis" defined as a precise way

to determine what is contained in a variable, we will look more closely at what it means by "an item of the same category" in principle. 6. This considered, there arises the same question of whether we should allow for one or more than one solution. 7. With these difficulties understood, I should next like to ask whether two of the functions are in fact significant notions. 9. The monograph is relatively up-to-date, with much of the post-1985 scholarship included. 10. These quibbles dealt with, I can now enjoy myself in enthusiastically recommending this brilliant, personally-toned (a la Korzybsky) monograph to all scholars.

## 6. FOREGROUNDING AND TRANSLATION

Modern English writers and journalists often give preference to foregrounding over traditional stylistic devices. Foregrounding is understood as the use of neutral linguistic means for stylistic purposes. A grammatical form or structure thus acquires great expressiveness and may be regarded as a stylistic device.

Foregrounding reveals and brings forth the potentialities which are inherent in linguistic means. Foregrounding is always individual; it is displayed in unexpected contexts and possesses a high degree of unpredictability. Practically every grammatical form and every part of speech may be foregrounded, that is used for expressiveness.

### 6.1 Foregrounding of Articles

In the following example the stylistic force of the two articles, their expressive possibilities and their effective use for stylistic purposes are effectively revealed:

<i>Perhaps he would achieve some sort of piece, the piece of an elderly man, a piece of cosy retirement...</i>	<i>Можливо, він знайде який-небудь душевний спокій, такий спокій, що властивий літнім людям, такий спокій, який дає приємне усамітнення.</i>
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Grammarians do not always agree as to the grammatical status of the article in Modern English.

In structural grammars the article is often dispensed with as a separate part of speech and absorbed into the adjective class.

The definite and the indefinite article as mutually exclusive stand in obvious contrast. Their use is built around contrasting *definiteness* and *indefiniteness*, *generalisation* and *concretisation*.

With absence of article functioning as a term in the article system (sometimes referred to as the zero-form) distinction must also be made between such contrastive uses based on the category of number as: *Singular* (the indefinite article) – *Plural* (absence of article); *Countable* (the indefinite article) – *Uncountable* (absence of article)

It seems perfectly reasonable to say, for instance, that the invariable grammatical meaning of the indefinite article is that of generalisation. As a matter of fact, this element of meaning, i. e. referring an object to a whole class of similar ones without its individual peculiarities, is preserved in all the variety of its uses. Examples are: a) *A stitch in time saves nine*. b) *A little bird perched on the tree*. c) *A bird may be known by its song*. d) *Birds of a feather flock together*. e) *They were talking to a boy I know well*. f) *I consider this picture a masterpiece of art*.

As can be seen from the above examples, the invariable element of indefiniteness is preserved in all the patterns. The difference in meaning will be sought in the particular type of predication in which the article appears.

The indefinite article in its full range stands in contrast to the definite article. The invariable meaning of the latter is that of restriction and concretisation.

The definite article *the* is an unstressed variant of the demonstrative *that*. From the point of view of meaning it functions as a less forceful equivalent of *this* as well as *that*, e. g.: *How do you like the weather? How do you like this weather?*

The distinctive feature of the definite article in such parallel uses is that the element of pointing is normally weaker with *the* than with the demonstrative pronoun. There is similar direction of the attention; but there is more dependence on obviousness and less on selection by means of pointing one kind or another. Viewed from this angle, the definite article is a great deal like *he* and *it*. Characteristically *the* indicates that identification seems complete on the basis of conspicuousness in the particular situation or context.

e.g.: "*How did you do it, this rotten thing?*" he asked. "*Let me see the plates. Yes. Yes. That's it. You look healthy as a goat. Who's the pretty girl?*" (Hemingway)

Difficulties often arise when the presence or absence of the article signals contrasted structural relationships. Such kind of contrast is seen, for instance in: *a bowl or vessel – a bowl or a vessel*. The first will mean that *bowl* and *vessel* are synonyms and no contrast between the two is intended. In the second, the intention is to contrast the two and imply that if the object is *bowl*, it is not *a vessel*. This contrast is not inherent in the *a* as such, but in the different structural relationship which the presence or absence of the indefinite article signals.

Variations in the use of the articles and their significant absence must be examined in the grammatical environment in which nouns occur. The structural and lexical meanings of nouns appear inextricably involved and are inseparable. The meaning of the article reveals itself in actual speech, i. e. in relation to a noun used in a given context.

A few typical examples to illustrate the statement are given below.

*And in Soames, looking on his father so worn and white and wasted, listening to his strangled breathing, there rose a passionate vehemence of anger against Nature, cruel, inexorable Nature, kneeling on the chest of that wisp of a body, slowly pressing out the breath, pressing out the life of the being who was dearest to him in the world. His father, of all men, had lived **a careful life**, moderate, abstemious, and this was his reward—to have **life** slowly, painfully squeezed out of him.* (Galsworthy)

*...It had been **the old England**, when they lived down yet here — **the England of packhorses** and very little smoke, of peat and wood **fires**, and wives who never left you, because they couldn't, probably. A **static England that** dug and wove; where your parish was your world, and you were a churchwarden if you didn't take care.* (Galsworthy)

Contrasting use of the article, depending on the context, the meaning of noun adjuncts in particular, is often an effective means to produce emphasis in pictorial language, e. g.:

*The river was whitening; the dusk seemed held in the trees, waiting to spread and fly into **a** sky just drained of sunset. Very peaceful, and a little rife – the hour between! Those starlings made a racket – disagreeable beggars; there could be no real self-respect with such short tails! The swallows went by, taking 'night-caps' on guats and*



*early moths; and the poplars stood so still – just as if listening – that Soames put his hand to feel for breeze. Not a breath? And then, all at once – no swallows flying, no starlings; a chalky hue over river, over sky! The lights sprang up in the house. A night-flying beetle passed him, booming. The dew was failing – he felt it, must go in. And as he turned, quickly, dusk softened the trees, the sky, the river. (Galsworthy)*

Here is an example to show how effective is the repetitive use of nouns with the definite article for stylistic purposes in narration:

*It was hot that night. Both she and her mother had put on thin, pale low frocks. The dinner flowers were pale. Fleur was struck with the pale look of everything; her father's face, her mother's shoulders; the pale panelled walls, the pale grey velvety carpet, the lamp-shade, even the soup was pale. There was not one spot of colour in the room, not even wine in the pale glasses, for no one drank it. What was not pale was black – her father's clothes, the butler's clothes, her retriever stretched out exhausted in the window, the curtains black with a cream pattern. A moth came in, and that was pale. And silent was that half-mourning dinner in the heat...*

*Her father called her back as she was following her mother out. She sat down beside him at me table, and, unpinning the pale honeysuckle, put it to her nose. (Galsworthy)*

The repetitive use of the definite article with abstract nouns is an effective means to intensify their emotive flavour in a given context. Examples are numerous:

*Think of the needy man who has spent his all, beggared himself and pinched his friends, to enter the profession, which will never yield him a morsel of bread. **The waiting – the hope – the disappointment – the fear – the misery – the poverty – the blight on his hopes, and end to his career– the suicide perhaps, or the shabby, slip-shod drunkard.** (Dickens)*

Observe also the use of the definite article with proper nouns for stylistic purposes in the following sentences:

*Why should not the able and wonderful Cowperwood be allowed to make the two of them rich? (Dreiser)*

*Aunt Hester, the silent, the patient, that backwater of the family energy, sat in the drawing-room, where the blinds were drawn; and she too, had wept at first, but quietly, without visible effect... She sat, slim, motionless, studying the grate, her hands idle in the lap of her black silk dress. (Galsworthy)*

*If Liz was my girl and I was to sneak out to a dance coupled up with an Annie, I'd want a suit of chain armour on under my gladsome rags. (Henry)*

The use of the article with common and proper nouns is often an effective means of expressive connotation, e. g.:

*"...Know my partner? Old Robinson". "Yes, the Robinson. Don't you know? The notorious Robinson". (Conrad)*

*"...How goes it?"*

*"All well" said Mr. Gills pushing the bottle towards him.*

*He took it up and having surveyed and smelt it said with extraordinary expression: "The?"*

*"The", returned the instrument maker. Upon that he whistled as he filled his glass and seemed to think they were making holiday, indeed. (Dickens)*

Instances are not few when the omission of the article is also a matter of stylistic considerations in the narration, in a free and easy colloquial style or, say, a represented speech in the literary prose.

See how the use of the nouns without the article is in harmony with the structure of the following sentences:

*It had a simple scheme – white pony in stable, pigeon picking up some grains, small boy on upturned basket eating apple.* (Galsworthy)

*There was a drowsy hum of very distant traffic; the creepered trellis round the garden shut out everything but sky, and house, and pear-tree, with its top branches still gilded by the sun.* (Galsworthy)

A word must be said about a distinct trend in the modern English syntax is the omission of the definite and indefinite articles. The loss of the definite article has affected certain specific phrases, e. g.:

*go to university* for *go to the university*

*all morning* for *all the morning*

*all winter* for *all the winter*

*all week* for *all the week*

*a majority of ...* seems to replace *the majority of ...*

It is difficult to see anything to be gained by the change so far as distinction of meaning is concerned, since the old and new uses appear to be synonymous.

The categories of definiteness and indefiniteness are universal but the ways and means of expressing these notions vary in different languages.

In English this function is fulfilled by the articles whereas in Ukrainian by word order. Both the definite and indefinite articles in English are meaningful and their meanings and their functions cannot be ignored in translation.

Every utterance falls into two parts – the so-called **theme** and **rheme**. The theme indicates the subject of the utterance while the rheme contains the information about the subject. The theme, in other words, represents a known thing, which has probably been mentioned before, whereas the rheme introduces some new information. Thus the theme is the starting point of the utterance and as such it can sometimes introduce a new subject about which the rheme gives some information. In this case the indefinite article is used to indicate indefiniteness. The theme usually occupies the initial position in the sentence. The theme in the English language with its fixed word order usually coincides with the grammatical subject of the sentence. When the theme again occurs in the text it is preceded by the definite article.

The categories of indefiniteness and definiteness are expressed by the indefinite and the definite articles respectively and these categories are rendered by **word order** in translation, e. g.:

<u>A</u> lady entered the compartment. <u>The</u> lady sat down in the corner seat	До купе увійшла пані. Пані сіла у кутку біля вікна.
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When the articles are charged with some other meanings apart from the categories of definiteness and indefiniteness lexical means come into play in translation.

If these meanings are not rendered lexically the Ukrainian sentence is semantically incomplete.

<i>The influence and authority of the Secretariat depends to <u>an</u> extent (though not nearly to <u>the</u> extent that is popularly supposed) on the talents of one individual – the Secretary-General.</i>	<i>Вплив і авторитет Секретаріату залежить якоюсь мірою (хоча і не такою мірою, як зазвичай вважають) від здібностей однієї людини – Генерального секретаря.</i>
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## 6.2 Foregrounding of Degrees of Comparison

**An adjective** is a word which expresses the attributes of substances (*good, young, easy, soft, loud, hard, wooden, flaxen*). As a class of lexical words adjectives are identified by their ability to fill the position between noun-determiner and noun and the position after a copula-verb and a qualifier.

Considered in meaning, adjectives fall into two large groups:

- a) qualitative adjectives,
- b) relative adjectives.

**Qualitative adjectives** denote qualities of size, shape, colour, etc. which an object may possess in various degrees. Qualitative adjectives have degrees of comparison.

**Relative adjectives** express qualities which characterise an object through its relation to another object; *wooden tables* → *tables made of wood*, *woollen gloves* → *gloves made of wool*, *Siberian wheat* → *wheat from Siberia*. Further examples of relative adjectives are: *rural, industrial, urban*, etc.

It seems practical to distinguish between base adjectives and derived adjectives.

**Base adjectives** exhibit the following formal qualities: they may take inflections *-er* and *-est* or have some morphophonemic changes in cases of the suppletion, such as, for instance, in *good – better – the best*; *bad – worse – the worst*. Base adjectives are also distinguished formally by the fact that they serve as stems from which nouns and adverbs are formed by the derivational suffixes *-ness* and *-ly*.

Base adjectives are mostly of one syllable, and none have more than two syllables except a few that begin with a derivational prefix *un-* or *in-*, e. g.: *uncommon, inhuman*, etc. They have no derivational suffixes and usually form their comparative and superlative degrees by means of the inflectional suffixes *-er* and *-est*. Quite a number of based adjectives form verbs by adding the derivational suffix *-en*, the prefix *en-* or both: *blacken, brighten, cheapen, sweeten, widen, enrich, enlarge, embitter, enlighten, enliven*, etc.

**Derived adjectives** are formed by the addition of derivational suffixes to free or bound stems. They usually form analytical comparatives and superlatives by means of the qualifiers *more* and *most*. Some of the more important suffixes which form derived adjectives are:

**-able** added to verbs and bound stems, denoting quality with implication of capacity, fitness or worthiness to be acted upon; *-able* is often used in the sense of “tending to”, “given to”, “favouring”, “causing”, “able to” or “liable to”. This very common suffix is a live one which can be added to virtually any verb thus giving rise to many new coinages. As it is the descendant of an active derivational suffix in Latin, it

also appears as a part of many words borrowed from Latin and French. Examples formed from verbs: *remarkable, adaptable, conceivable, drinkable, eatable, regrettable, understandable*, etc.; examples formed from bound stems: *capable, portable, viable*. The unproductive variant of the suffix *-able* is the suffix *-ible* (Latin *-ibilis, -bilis*), which we find in adjectives Latin in origin: *visible, forcible, comprehensible*, etc.; *-ible* is no longer used in the formation of new words.

**-al, -ial** (Lat. *-alls*, French *-al, -el*) denoting quality “belonging to”, “pertaining to”, “having the character of”, “appropriate to”, e. g.: *elemental, bacterial, autumnal, fundamental*, etc.

The suffix *-al* added to nouns and bound stems (*fatal, local, natural, national, traditional*, etc.) is often found in combination with *-ic*, e. g.: *biological, botanical, juridical, typical*, etc.

**-ish** – Germanic in origin, denoting nationality, quality with the meaning “of the nature of”, “belonging to”, “resembling” also with the sense “somewhat like”, often implying contempt, derogatory in force, e. g.: *Turkish, boyish, outlandish, whitish, wolfish*.

**-y** – Germanic in origin, denoting quality “pertaining to”, “abounding in”, “tending or inclined to”, e. g.: *rocky, watery, bushy, milky, sunny*, etc.

Degrees of comparison can also be foregrounded. Such foregrounding may be achieved in two ways: either by semantic or by morphological violation of the norm. The semantic violation of the norm is applied to descriptive adjectives which by virtue of their semantics do not admit of comparison. Yet for the sake of expressiveness they are used either in the comparative or in the superlative degrees.

It should be pointed out that in this case the superlative degree with the preposition “at” and a possessive pronoun forms a special model and is used absolutely as an elative, which implies that the object described possesses a certain quality beyond comparison.

The meaning of the elative is rendered by a colloquial intensifier (*щонайбільше, абсолютно*).

“ <i>Very good, sir</i> ”, said the groom, <u>at his most wooden</u> , and sprang down into the road. (Georgette Heyer)	“Слухаюсь, сер”, – сказав грім з <u>абсолютно дерев’яним обличчям</u> та стрибнув на дорогу.
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Another example is semantic violation. The device is preserved in the translation.

<i>The station is more daunting than the Gare du Nord: <u>golder, grander</u>.</i>	Цей вокзал пригнічує своєю розкішню <u>більш ніж Північний вокзал у Парижі, він ще більш золотий, ще більш розкішний</u> .
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The foregrounding of descriptive adjectives is sometimes found in newspapers style as well.

<i>The report’s proposals were handed over to a much more”political” committee.</i>	Пропозиції доповіді були передані комітету, що займався політикою на <u>більш високому рівні</u> .
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The inverted commas indicate that newspapers style is more conventional than imaginative prose.

Morphological violation may be described as violation of established grammatical norms for stylistic purposes and the degrees of comparison become functionally charged.

" <i>Curiouser and curiouser</i> ", said Alice. (Lewis Carroll)	«Все <i>чудніше та чудніше</i> », сказала Аліса.
"Annie, could you give me a quart of coffee in a carton?" "It'll have to be two points, Eth." "Good. Even <i>gooder</i> ". (J.Stainbeck)	«Ані, дай мені <i>кварту кофе у пакеті</i> ». «У мене <i>пакети по дві пінти</i> ». «Добре, навіть <i>предобре</i> ».

### 6.3 Foregrounding of the Plural Form

Modern English like most other languages distinguishes two numbers: *singular* and *plural*. The meaning of singular and plural seems to be self-explanatory, that is the opposition: one – more than one.

In such pairs as *actor – actress, lion – lioness, tiger – tigress*, etc. the difference between the nouns is purely lexical.

In some cases usage fluctuates, and the two forms are interchangeable, e. g. *brain* or *brains*: *he has no brains or little brains*; *victuals* is more common than *victual*; *oats* than *oat*; similarly: *His wages were high. How much wages does he get? That is a fair wage. They could not take too much pains.*

The dual nature of collective nouns is shown linguistically in various ways: by the number of the verb or by the pronoun referring to it, as for instance, *My family are early risers, they are already here. Cf. My family is not large.*

It is important to observe that the choice between singular and plural depends on the meaning attached to the noun. Compare also: *We have much fruit this year* and *The rich fruits of our work are visible*. Similarly: *The football team is playing very well. Cf. The football team are having bath and are coming back here for tea.*

A word should be said about stylistic transpositions of singular nouns in cases like the following: *trees in leaf, to have a keen eye, blue of eye, strong of muscle*. Patterns of this kind will exemplify synecdoche – the simplest case of metonymy in grammar. *The Germans won the victories. By God they were soldiers. **The Old Hun was a soldier.** But they were cooked too. They were all cooked... **The Hun would come down** through the Trentino, and cut the railway at the Vicenza and then where would the Italians be?* (Hemingway)

The use of synecdoche is observed in the following example in Ukrainian: *Сині води Середземного моря, ніски Сахару, сніги Арктики.*

Attention must also be drawn to the emotive use of plural forms of abstract verbal nouns in pictorial language:

...it was **a thousand pities** he had run off with that foreign girl – a governess too! (Galsworthy)

*Her face was white and strained but her eyes were steady and sweet and full of pity and unbelief. There was a luminous serenity in them and the innocence in the soft brown **depths** struck him like a blow in the face, clearing some of the alcohol out of his brain, halting his mad, careering words in mod-flight. (Mitchell)*

Plural forms of abstract nouns used for stylistic purposes may be traced in Ukrainian:

*Іду я тихою ходою,  
Дивлюсь – аж он передо мною,  
Неначе дива виринають,  
Із хмари тихо виступають  
Обрив високий, гай, байрак. (Шевченко)*

The plural form is sometimes used not only for emphasis in pictorial language but to intensify the aspective meaning of the verb, the iterative character of the action, in particular, e. g.:

*Oh, this was just the kind of trouble she had feared would come upon them. All the work of this last year would go for nothing. All her **struggles** and **fears** and **labours** in rain and cold had been wasted. (Mitchell)*

*Relentless and stealthy, the butler pursued his **labours** taking things from the various compartments of the sideboard. (Galsworthy)*

*The small moon had soon dropped down, and May night had failed soft and warm, enwrapping with its grape-bloom colour and its scents the billion caprices, intrigues, passions, longings, and regrets of men and women. (Galsworthy)*

The emotive use of proper nouns in plural is also an effective means of expressive connotation, e. g.:

*Fleur, leaning out of her window, heard the hall clock's muffled chime of twelve, the tiny splash of a fish, the sudden shaking of an aspen's leaves in the puffs of breeze that rose along the river, the distant rumble of a night train, and time and again the sounds which none can put a name to in the darkness, soft obscure expressions of uncatalogued emotions from man and beast, bird and machine, or, may be, from **departed Forsytes, Darties, Cardigans**, taking night strolls back into a world which had once suited their embodied spirits. (Galsworthy)*

Expressive connotation is particularly strong in the metaphoric use of the plural of nouns denoting things to be considered unique, e. g.: *Ahead of them was a tunnel of fire where buildings were blazing on either side of the short, narrow street that led down to the railroad tracks. They plunged into it. A glare brighter than **a dozen suns** dazzled their eyes, scorching heat seared their skins and the roaring, crackling and crashing beat upon ears in painful waves. (Mitchell)*

Very often the plural form, besides its specific meaning may also retain the exact meaning of the singular, which results in homonymy.

<i>custom = habit</i>	<i>customs – 1) plural of habit 2) duties</i>
<i>colour = tint</i>	<i>colours – 1) plural of tint, 2) flag</i>
<i>effect = result</i>	<i>effects – 1) results, 2) goods and chattels</i>
<i>manner = mode or way</i>	<i>manners – 1) modes, ways, 2) behaviour</i>
<i>number = a total amount of units</i>	<i>numbers – 1) in counting, 2) poetry</i>
<i>pain = suffering</i>	<i>pains – 1) plural of suffering, 2) effort</i>

<i>premise</i> = a statement or proposition	<i>premises</i> – propositions, surrounding to a house
<i>quarter</i> = a fourth part	<i>quarters</i> – 1) fourth parts, 2) lodgings

There are also double plurals used with some difference of meanings:

<i>brother</i>	1) <i>brothers</i> (sons of one mother), 2) <i>brethren</i> (members of one community)
<i>genius</i>	1) <i>geniuses</i> (men of genius), 2) <i>genii</i> (spirits)
<i>cloth</i>	1) <i>cloths</i> (kinds of cloth), 2) <i>clothes</i> (articles of dress)
<i>index</i>	1) <i>indexes</i> (tables of contents), 2) <i>indices</i> (in mathematics)

Most often the use of the singular and the plural in the two languages coincides. But divergences in the use of the singular and the plural appear in the first place in the so-called Singulalia and Pluralia Tantum, that is, in those nouns which have either only a singular or a plural form, e.g. *gate* – *ворота*, *ink* – *чорнила*, *money* – *гроші*, and vice versa: *gallows* – *шибениця*, *news* – *новини*. Sometimes a countable noun in English and in Ukrainian, E.G. *talent* – *talents*; *талант* – *таланти* develops a new LSV (lexical-semantic variant) which is used as an uncountable noun.

<i>Britain is the source of phrase “brain drain” which describes the movement of British <u>talent</u> to the United States.</i>	Висловлювання “відплив умів”, яке значить еміграцію англійських <u>фахівців</u> до Сполучених Штатів, вперше з’явилося у Великій Британії.
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Abstract nouns are more often used in the plural in English than in Ukrainian, e.g.:

<i>The <u>struggles</u> of many sections of the U.S. population against the war-lovers in America have grown to a height never reached before.</i>	<i>Боротьба багатьох груп населення Сполучених Штатів проти прибічників війни досягла небувалого розмаху.</i>
<i>Allende’s political <u>skills</u> made him four times candidate for the presidency.</i>	<i>Досвід і мистецтво Ал’єнде як політичного діяча забезпечив чотириразове висунення його кандидатури на пост президента.</i>

The semantic volume of the word “*skills*” justifies its translation by two Ukrainian words both used in the singular:

Sometimes different usage prevents a strict observance of the category of number in translation, e.g.

<i>The right to work is ensured by the democratic organization of the national economy, the growth of the productive forces and the elimination of <u>crisis</u> and unemployment.</i>	<i>Право на працю забезпечується демократичною організацією народного господарства, зростанням продуктивних сил і відсутністю <u>криз</u> і безробіття.</i>
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The plural form in Ukrainian (*криз*) achieves the required degree of generalization.

There is also a tendency in English to use nouns like “eye”, “cheek”, “lip”, “ear”, “limb”, etc. in the singular, e.g.:

<i>He always thought of her as seventeen or so, clean of <u>limb</u>, beautiful of <u>feature</u> and filled with the impatience for life. (R. Wilder).</i>	<i>Він завжди уявляв її якою вона була років у сімнадцять – красиві <u>рис</u>и <u>обличчя</u>, стрункі <u>ноги</u> і нестримна жага до життя.</i>
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The noun "limb" can also be rendered metonymically – *чарівна статура*.

There is also a considerable difference between the use of the Passive voice in English and in Ukrainian. The English language allows different types of passive constructions and there are a number of verbs in English which can be used in the passive voice while the correlated verbs in Ukrainian cannot. For example, many English verbs are used both as transitive and intransitive.

<i>Original samples of Paris clothing <u>have been flown</u> to London to illustrate lectures to the fashion industry.</i>	<i>Нові моделі паризьких туалетів <u>були доставлені</u> літаком у Лондон для показу під час лекцій представникам англійських будинків мод.</i>
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The plural form is foregrounded when it is used with uncountable nouns or with “noun phrases”. The plural moves an uncountable noun into a new category, thus stressing it.

<i>He was bursting with new ideas and new <u>enthusiasms</u>. (I. Shaw).</i>	<i>У ньому вирували нові ідеї і нові <u>захоплення</u>.</i>
<i>We spent a long day together, with a great many "Do you <u>remembers</u>"? (Desmond Young).</i>	<i>Ми провели весь день разом, без кінця повторюючи: "<u>А ти пам'ятаєш</u>"?</i>

As conversion is used in Ukrainian on a limited scale it can hardly ever be preserved.

## 6.4 Foregrounding of Word-building

New words are coined by affixation, word-compounding and conversion. All these means of word-building are frequently foregrounded. Their expressiveness is due to their individual character and is often a feature of the writer's style.

As word-building possesses a national character the rendering of such coinages constitutes a complicated problem of translation.

### 6.4.1 Foregrounding of Suffixes

Suffixes present great variety and have different productivity in the SL and TL. The English language is particularly rich in suffixes and their productivity is prodigious. Individual coinages speedily become neologisms and enter the vocabulary. Some suffixes are exceptionally productive and offer great possibilities for foregrounding.



Such coinages often baffle the translator and their rendering requires considerable ingenuity on his part, usually at the cost of compactness.

This is well illustrated by the word “*hackdom*” in the following example:

<i>... no one who knows his long, dreary record in the House, 25 years of plodding through <u>hackdom</u> would ever accuse him of being a leader.</i>	<i>...нікому з тих, хто знайомий з тривалим і безрадісним перебуванням цієї людини у Конгресі, не прийшло б на думку назвати лідером цього посереднього конгресмена, який 25 років корпів над повсякденною роботою.</i>
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The suffix **-ful** is also foregrounded.

After the pattern of “*handful*” and “*mouthful*” the adjective “*faceful*” is formed for vividness of expression.

<i>A new ward syster, fat and forceful with a huge untroubled <u>faceful</u> of flesh and brisk legs, was installed. (M. Spark).</i>	<i>У палаті з'явилася нова медсестра, енергійна товстуха з величезною незворушною м'ясистою фізіономією і швидкою ходою.</i>
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The stylistic effect is lost because a very usual attribute “*м'ясистий*” does not stylistically correspond to the correlated word “*faceful*”.

Perhaps the most productive of all suffixes is the suffix **-er** used both for nominalization and for stylistic purposes. The frequency of its partial grammaticalization, in other words, this suffix often functions as a noun indicator.

<i>She is a <u>leaner</u>, leans on me, breathes on me, too, but her breath is sweet like a cow's breath. She's a <u>thoucher</u>, too. (J.Stainbeck).</i>	<i>Моя дочка полюбляє притулятися; вона притуляється до мене і дихає на мене. Від неї приємно пахне молоком, як від теляти. Вона також полюбляє чіпати мене.</i>
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Despite its universal character this suffix is easily foregrounded. It is used by writers for forming nonce-words sometimes parallel with existing ones built from the verb but having a different meaning, e. g. “*a waiter*”: 1. a man who takes and executes orders (The Concise Oxford Dictionary); 2. a man who can wait. (John Stainbeck).

<i>She is a <u>waiter</u> – I can see that now and I guess she had at lengthy last grown weary of waiting.</i>	<i>Вона звикла чекати, тепер я це розумію. Але мені здається, що їй в্রেишті-реишт набридло чекати.</i>
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Sometimes the suffix **-er** indicating the doer is contrasted with the suffix **-ee** indicating the patient – the object of the action.

<i>In business you sometimes were the <u>pusher</u> and sometimes the <u>pushee</u>. (I.Shaw).</i>	<i>Коли ведеш справу, іноді доводиться її проитовхувати, а іноді ти сам є об'єктом такого проитовхування.</i>
<i>No, he could imagine Marta a <u>murderee</u> but not a murderer. (J. Tey).</i>	<i>Ні, він міг уявити собі Марту жертвою вбивства, але не вбивцею.</i>

The suffix **-able**, another most productive suffix, is also frequently foregrounded. It is often used in advertising as its lexical meaning has not disappeared, e.g. *a hummable record* – a record that can be hummed; *a filmable novel* – a novel that can be filmed.

1. <i>He was waiting for the last bath of the purified uranium with <u>unfillable</u> time on his hands.</i> (C.P.Snow).	1. Він чекав на останню партію очищеного урану, і тому він мав багато вільного часу, <u>який він не знав чим заповнити</u> .
2. <i>The lanes were not passable, complained a villager, not even <u>jackassable</u>.</i>	2. Стежини ще непрохідні, нарікав один селянин, по них не лише людина, але <u>навіть віслук не пройде</u> .

These coinages are also translated by extension and are equivalent only semantically, not stylistically.

#### 6.4.2 Foregrounding of Compounds

Nonce-words formed by compounding are naturally conspicuous.

<i>He was a born <u>parent-pleaser</u>.</i> (I.Shaw).	<i>Він мав хист подобатися батькам.</i>
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The following example is curious as the two component elements of the compound have the suffix **-er**.

<i>“Marta said that you wanted something looked up”.</i> <i>“And are you a <u>looker-upper</u>?”</i> <i>“I’m doing research, here in London. Historical research I mean”...</i> <i>(Josephine Tey).</i>	<i>«Марта говорила, що треба відшукати якусь довідку».</i> <i>«А ви що ж, відшукач?»</i> <i>«Я займаюся тут, у Лондоні, дослідницькою роботою, я маю на увазі, історичними дослідженнями».</i>
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In this case a Ukrainian nonce-word proves to be possible.

#### 6.4.3 Conversion and Foregrounding

This typical means of word-building in English is often foregrounded.

This mode of word-building is a typical example of compression and at the same time it is a means of achieving expressiveness.

<i>We therefore decided that we would sleep out on fine nights; and <u>hotel</u> it, and <u>inn</u> it and <u>pub</u> it, like respectable folks, when it was wet, or when we felt inclined for a change.</i> (Jerome K. Jerome).	<i>Отже, ми вирішили, що спатимемо під відкритим небом тільки у гарну погоду, а в дощові дні або просто для різноманітності будемо ночувати у готелях, корчмах і заїжджих дворах, як порядні люди.</i>
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Conversation is sometimes based on a free combination of words resulting in a compound.

<i>The cat <u>high-tailed</u> away and scrambled over the board fence.</i> (J.Stainbeck).	<i>Кіт відійшов, <u>піднявши хвіст трубою</u>, і стрибнув через огорожу.</i>
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Again there is a case of semantic but not of stylistic equivalence.

#### 6.4.4 Foregrounding of Adverbial Verbs

A special interest is attached to such single linguistic units as: *bring up, break up, come in, go down, get over, get up, get out, make out, make up*, etc. In actual speech they may appear with their two parts following each other or separated by one or more other elements of the structure of which they are a part.

Formations of this kind are not recognised as single grammatical units by all grammarians; some call them “verb-adverb combinations”. They have also been called “separable verbs”, “merged verbs”, “separable compounds”, “compound verbs” and “poly-word verbs”.

Such verbs, though often colloquial, add an idiomatic power to the language and enable it to express various subtle distinctions of thought and meaning.

A great many modern verbs have been coined after this pattern: *to boil down, to go under, to hang on, to back down, to own up, to take over, to run across, to take up*, etc. It is to be noted that figurative combinations of this type express a verbal idea more forcibly and more picturesquely than the literal word-combination.

<i>drive away</i>	<i>banish</i>
<i>come about</i>	<i>happen</i>
<i>come by</i>	<i>acquire</i>
<i>fall out</i>	<i>disagree</i>
<i>give in</i>	<i>yield</i>
<i>keep on</i>	<i>continue</i>
<i>look after</i>	<i>tend</i>
<i>pass out</i>	<i>faint</i>
<i>pull out</i>	<i>depart</i>
<i>put up</i>	<i>tolerate</i>

To distinguish between the prepositional element and the ordinary adverbial adjunct compare also the following: *He ran up a hill. He ran up a bill*. We cannot fail to see that *up* in (a) and (b) has quite distinct functions. The difference will be observed in the sequence of the elements. We can say *He ran a bill up*, but we can hardly say *He ran a hill up*. If we substitute *a hill* and *a bill* by a pronoun, the sequence of the pronoun and the postpositional element is fixed and contrastive. We may say only: *He ran up it (a hill). He ran it up. (a bill)*

It is interesting to note that English verbs with homonymic prefixes and postpositions will always differ in their meaning.

Compare the following: *upset* – перевернути, перекинути; *set up* – організувати, встановити; *uphold* – підтримати; *hold up* – тримати догори, затримувати.

The so-called adverbial verbs, that is, verbs containing two semes, one expressing action and the other describing the character of that action, are often used for stylistic purposes in the same way as causative verbs.

<i>She <u>splashed</u> the four chipped cups <u>down</u> on a table by the door.</i> (M.Sinclair).	<i>Вона так різко поставила всі чотири надтріпані чашки на стіл біля дверей, що чай розплескався.</i>
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In this case the verb “*to splash down*” contains three semes: the action itself, its character and its result.

<i>Smoke <u>sorrowed</u> out of the chimney.</i> (P.White).	<i>Із труб сумно підіймався дим.</i>
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## 6.5 Semantic Foregrounding

The lexical possibilities of foregrounding are also considerable. A writer sometimes skillfully uses a word in an unusual combination owing to which it becomes conspicuous and acquires greater expressive value.

<i>I suggest, Mr. Speaker, that the government and its Department of Citizenship and Emigration have their <u>collective sheet</u> firmly rooted in the nineteenth century.</i> (A. Halley)	<i>Я висловлюю припущення, містер Спікер, що уряд і Міністерство у справах громадянства і еміграції все ще наполегливо чіпляються за принцип XIX століття.</i>
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The unusual combination “*collective feet*” cannot be preserved in Ukrainian (колективні ноги would be unacceptable) and only the semantic aspect of the combination is rendered in the translation.

Stylistic means and devices present considerable and varied problems for translation. They possess a distinct national character although at first sight they may appear to be identical. Foreground linguistic means give rise to particularly hard problems as specific national language means are brought into play by foregrounding, e. g. articles, suffixes, the passive voice, conversion, etc.

The translator must be fully aware of the function of a stylistic device and its effect, to be able to reproduce the same effect by other means, if necessary, thus minimizing the inevitable losses due to inherent divergences.

To conclude: stylistic equivalence may be achieved by different means and not necessary by the same device.

## QUESTIONS FOR SELF-ASSESSMENT

1. What is the role of foregrounding?
2. How is the article used in foregrounding?
3. The category of definiteness / indefiniteness.
4. The use of the definite article for the stylistic purposes.
5. The cases of the omission of the article.
6. Give the definition of the theme and the rheme in the sentence.
7. The ways of rendering the category of definiteness / indefiniteness.
8. List the types of adjectives.
9. The ways of rendering the degrees of comparison used with purpose of foregrounding.
10. The category of plurality.
11. The ways of rendering plurality used in foregrounding.
12. What are the main ways of word-building?
13. The ways of rendering different types of word-building used in foregrounding.
14. Give the definition of conversion.
15. The ways of rendering adverbial verbs used in foregrounding.
16. What is the essence of semantic foregrounding?

## EXERCISES FOR SECTION 6

**Exercise 1.** Translate the sentences into Ukrainian paying attention to foregrounding:

1. Maintaining a positive relationship with buyers is an important goal for a seller. 2. Marketing means more than simply advertising or selling a product; it involves developing and managing a product that will satisfy certain needs. 3. Marketing focuses on making the product available at the right time, at the right place, and at a price that is acceptable to customers. 4. A business organization must sell products to survive and to grow. 5. These factors are subject to less control by an organization. 6. The marketing mix decision variables – product, distribution, promotion, and price, –are factors over which an organization has control. 7. During the second half of the 19th century the Industrial Revolution was in full force in the United States. 8. The marketing concept is not a second definition of marketing. 9. The marketing concept is a management philosophy prompting a business organization to try to satisfy customers through minor changes in pricing, advertising, packaging, or by making other alterations. 10. The marketing concept is a management philosophy promoting a business organization to try to satisfy customers' needs through a coordinated set of activities that also allows the organization to achieve its goals. 11. An effective control process has four requirements. 12. Effectiveness is the degree to which an exchange helps achieve an organization's objectives. 13. Because of economic conditions or government regulations, a manager may not be free to adjust prices daily.

**Exercise 2.** Translate the sentences into Ukrainian paying attention to foregrounding:

1. A family with a monthly income of \$2,000 that allocates \$ 4000 to taxes and savings spends about \$ 1.600 for goods and services. 2. There is a considerable lack of knowledge about marketing activities. 3. A Mazda Miata, a compact disc player, a bar of soap, a kitten in a pet store are examples of goods. 4. A product is viewed as being a good, a service, or an idea. 5. The buyer depends on the seller to furnish information, parts, and services. 6. Over time, a healthy buyer-seller relationship results in interdependencies between the two parts. 7. Through buyer-seller interaction, the buyer develops expectations about the seller's future behavior. 8. Practices as minor as ensuring that the hood of a car is free from black fingerprints after an oil change or that there are plenty of napkins to accompany a home-delivered piping-hot pizza can sometimes make the difference when a customer is deciding which firm to call on. 9. A handful of disgruntled customers each telling numerous relatives and friends about even minor dissatisfaction might significantly harm the reputation of a business. 10. In fact, in a study of marketing managers, 32 % indicated that creating customer satisfaction was the most important concept in a definition of marketing. 11. When an exchange occurs; products are traded for other products, or for financial resources. 12. The objective of a marketing exchange is to receive something that is desired more than what is given up to get it, that is a reward in excess of costs.

## 7. EMPHATIC CONSTRUCTIONS

Emotive colouring and expressiveness of speech may be achieved by various emphatic means both grammatical and lexical. Expressiveness and emotive colouring should not be confused. The former is a wider notion than the latter. Emphatic means are used even in those styles of language which lack emotive colouring, viz. the style of scientific prose and official style. Emphatic models give prominence either to one element of the utterance or make the whole utterance forceful and expressive.

Emphatic means of the English language present great variety and bear a distinct national character. Some emphatic models in English and in Ukrainian coincide but there are considerable differences. Even coincidences are often partial or seeming. Therefore rendering of emphasis in translation is not a simple task.

### 7.1 Inversion as a Means of Emphasis

The emphatic role of inversion is a well-known fact, and need not be considered here. It is only to be mentioned that the stylistic function of inversion is frequently rendered lexically.

<i>1. <u>Up</u> goes unemployment, <u>up</u> go prices, and <u>down</u> tumbles the labour vote.</i>	<i>1. Безробіття різко збільшилося, ціни підскочили, а кількість голосів, наданих за лейбористів, катастрофічно впала.</i>
<i>2. The Prime Minister's word distorted and vicious as they are, are a tribute to the fighting capacity of the ruling party.</i>	<i>2. Слова прем'єр-міністра, що так злісно і грубо спотворюють дійсність, є лише підтвердженням боєздатності правлячої партії.</i>

### 7.2 Emphatic Use of the “As... As” model

The model “as...as” expressing the same degree of quality may be used emphatically not in its direct function but to express the superlative degree. In this case it is as a rule combined with the pronouns “any”, “anything”, “anybody”. The translations of this model require lexical compensation.

<i>1. As he has since admitted, he admires Rosamund Darnley as much as any woman he had ever met. (Agatha Christie)</i>	<i>1. Як він потім зізнався, жодна жінка на світі не викликала у нього такого захоплення як Розамунд Дарнлі.</i>
<i>2. He tried as well as any man could, but he failed. (M. Halliday)</i>	<i>2. Жодна людина не могла зробити більше, але все-ж він зазнав невдачі.</i>
<i>3. This new opera is as remote from classic grand opera as anything created in modern idiom could be.</i>	<i>3. Це нова опера, яка створена в дуже сучасній манері, абсолютно несхожа на класичну оперу.</i>

### 7.3 Emphatic Negative Constructions

Negative constructions are more expressive than affirmative ones and possess a stronger emotive colouring. This is due to the fact that the category of negation indicates that the link between the notions expressed by the subject and the predicate is non-existent.

The negative word “no” is a powerful means of stressing some member of the sentence.

<i>Our arrangement was <u>no</u> announcement for few days. (A. Halley)</i>	<i>Ми домовилися: <u>ніяких</u> повідомлень протягом найближчих днів.</i>
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The emphatic use of the colon in the translation attracts attention to what follows. Emphasis is also created by ellipsis.

<i>They passed <u>no</u> village <u>bigger</u> than a hamlet and <u>no</u> inn <u>better</u> than an alehouse, but Harry was urgent to stop at one of them and seek better horses. (J.Buchan)</i>	<i>На всьому шляху їм не зустрілося жодного великого села, жодного гарного заїжджого двору, а тільки крихітні села і жалюгідні пивниці, але Гарі наполог на тому, щоб зупинитися в одній з них і спробувати найняти хороших коней.</i>
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### QUESTIONS FOR SELF-ASSESSMENT

1. What is the role of emphatic constructions?
2. The ways of rendering inversion as a means of emphasis.
3. The ways of rendering the construction "as...as" as a means of emphasis.
4. The ways of rendering emphatic negative construction.



## EXERCISES FOR SECTION 7

**Exercise 1.** Translate the sentences into Ukrainian paying special attention to rendering the emphatic constructions

1. Although a company may try to learn what customers want, it may be unable to do so, and when it does correctly identify customers' needs, it often has a hard time developing a product that satisfies those needs. 2. The company realizes that it must carefully coordinate its activities both to satisfy customer's needs and to achieve its own objects. 3. Marketing activities are performed in both business and non-business organizations. 4. In an exchange products are traded either for other products or for financial resources, such as cash or credit. 5. In the 1930s, marriages between Protestants and members of the city's large Italian-Catholic population were rare, and when they did occur, they caused raised eyebrows in both communities. 6. It is a cliché that the burden of service in Vietnam fell in undue measure upon working class Americans. 7. It seems probable that it helped to quicken the pace of Hispanic claims on a more influential role in American society. 8. It was not until World War II that the most notable and far-reaching changes in the role of ethnicity in the United States began to become apparent. 9. It was McBundy who as head of the Ford Foundation fostered public policies. 10. It was, after all, Franklin D. Roosevelt who forged the first national political alliance to be critically dependent upon religious and ethnic minorities. 11. The most important thing about it is that it is neither unique nor reflective of any new departure in American patterns of behavior. 12. It has been such intermarriage, perhaps, more than anything else, that accounts for the otherwise improbably large percentage of the contemporary American population. 13. It was Dutchmen and not Englishmen who founded what was to become America's greatest city. 14. In our time this trend has accelerated and broadened to such an extent that the interlocking elites that effectively manage our nation's affairs can no longer legitimately be characterized in either an ethnic or a cultural sense by any single word more restrictive than "American". 15. Its fatal flaw lies in the fact that it rests upon a misreading of both past and present trends in ethnic relationship in the United States. 16. The notion is that it is the members of some shadowy and exclusive in-groups who have created such problems. 17. And it would surely be not only morally blind but dangerous to the health of our society to shrug off as unimportant the many ways in which ethnic and racial discrimination still disfigures American life. 18. To put it somewhat differently, it is the less privileged members of the American society who, out of a sense of vulnerability and the need for a mutual support group, cling most obdurately to their identity and are most apt to display hostility toward other ethnic groups. 19. That, of course, is neither in any sense to his discredit nor difficult to explain. 20. Both in behavior and in outlook he undeniably had more in common with his fellow New Englander George Bush than with Greece's mercurial premier, Andreas Papandreou. 21. There are a few whose assistance was invaluable yet and who are either unmentioned or perhaps insufficiently acknowledged in the chapters that follow. 22. Yet in their concentration upon Michael Dukakis's role as the embodiment of the American ethnic dream, convention orators and the nation's press either ignored or paid only passing attention to some significant facts of the Dukakis story. 23. On the face of things that reaction was natural enough: never before

in modern times had a child of immigrant parents been a serious candidate for America's highest office. 24. An exchange should satisfy both the buyer and the seller. 25. If a company does actually go bankrupt, it sells its remaining assets and pays off as many creditors as it can, then ceases to exist. 26. This dual challenge of aligning with both internal and external stakeholders presents today's businesses with opportunities and threats. 27. Competitors may also discover new ways of producing shoes, either through new technology, cheaper services of labour, or more efficient operations.

**Exercise 2.** Translate the sentences into Ukrainian and comment on the transformations made while rendering emphatic constructions

1. And this is where problems begin. 2. This is what I shall in fact argue. 3. This is what is generally called their "function". 4. It is this last claim that needs to be questioned. 5. It is mostly for this second case that we find disagreement. 6. It is in articulating issues associated with that base that this paper is most valuable. 7. It is in the last chapter where her thesis is expounded powerfully and convincingly. 8. It is here that active cooperation with other scientists is most desirable. 9. It is precisely in this seemingly non-strategic form that normal strategies are elaborated. 10. It is with respect to this construal of his position that I am asking whether there are adequate grounds. 11. Second, it is only after establishing what those two different ways are that they can be seen as two aspects of a single principle. 12. It is this fact which leads me to conclude that falsity of suggestions of this type has no consequences at all at both levels. 13. This is presumably why some authors refuse to accept this proposal. 14. Yet this is what we would be committed to if we took the second proposal seriously. 15. This is where I take issue, and I will argue below that one of the foundations of the hypothesis is unsound. 16. It is these acts which led to the present article. 17. It is this assumption which makes it possible to give the concise account quoted above. 18. It is rather the other hand of evidence that would directly support his position. 19. After all, it is not by furnishing a corpus of data that he has earned a place among the greatest of the 19th century scholars. 20. But it must be said that it was the scholar who first nearly made the distinction between evaluation and discovery.

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## ДОДАТОК А GLOSSARY

**accent** (наголос) – 1: an articulative effort giving prominence to one syllable over adjacent syllables. 2: a mark used in writing or printing to indicate a specific sound value, stress, or pitch, to distinguish words otherwise identically spelled, or to indicate that an ordinarily mute vowel should be pronounced. People with different accents might use an accent mark to indicate they accent a different syllable.

**active voice** (активний стан) – a verb phrase not marked for the passive voice. Typically (but not necessarily), the subject of an active verb phrase is the “doer of an action”. *E. g.: Sheila wrote a letter. Peter saw a reindeer. They have left.* There is no morphological marker of the active voice.

**adjective** (прикметник) – one of the lexical word classes. Adjectives are typically descriptive of a noun; they denote qualities, characteristics and properties of people, things and phenomena. *E. g.: red, dark, small, round, overwhelmed, certain, fantastic.* Most adjectives can be compared for degree, and the forms are called positive, comparative and superlative, respectively. *E. g. small – smaller – smallest; good – better – best; difficult – more difficult – most difficult.*

**adverb** (прислівник) – a word serving as a modifier of a verb, an adjective, another adverb, a preposition, a phrase, a clause, or a sentence, and expressing some relation of manner or quality, place, time, degree, number, cause, opposition, affirmation, or denial. It answers the questions “where”, “when”, or “how”.

**affirmative** – стверджувальна форма.

**affix** (афікс) – a part of a word which is connected with the word's meaning or syntax, but is not a root (*e. g. -s and -ed in plays and played*). An affix may be a prefix or a suffix (and in some languages other than English, an infix). Affixes can also be called inflectional and derivational morphemes.

**alternative question** (альтернативне питання) – a type of question where the hearer is asked to choose between alternatives. *E. g. Would you like tea or coffee? Will you go by train or by air?* In form, alternative questions are similar to yes/no interrogatives, in starting with the finite operator and not containing a question word.

**article** (артикль) – one of a small set of words or affixes (as *a, an, and the*) used with nouns to limit or give definiteness to the application. English has an indefinite article (*a, an*) and a definite article (*the*).

**aspect** (вид) – a category of the verb. Aspect views the action / state from within, and key terms are “duration” and “completion”. In contrast to tense, aspect does not locate an action / state in time. The English verb phrase can be marked for two different aspects; the progressive and the perfective.

**attributive** (атрибутивний) – the term used of adjectives which premodify nouns, i. e. an adjective placed in front of a noun is said to be in the attributive position, and to have the attributive function. The attributive function implies that the adjective refers to an attribute of the noun referent: *e. g.: blue eyes, happy couple, impossible situation.* In contrast to predicative adjectives, attributive adjectives generally represent properties of the noun referent that are taken for granted, and are not “up for discussion”.

**attributive clause** – означальне підрядне речення.

**auxiliary** (допоміжне дієслово) – a function word. There are two classes of auxiliary verbs: (1) grammatical auxiliaries (*be, do, have*) are part of grammatical constructions, but carry little meaning. (*be* followed by an -ing participle marks the progressive aspect, *be* followed by a past participle marks the passive voice, and *have* followed by a past participle marks the perfective aspect.) (2) modal auxiliaries (*may/might, can/could, shall/should, will/would, must, ought to*) are not part of grammatical constructions, but express modal meanings.

**case** (відмінок) – an inflectional form of a noun, pronoun, or adjective indicating its grammatical relation to other words. English does not have cases for nouns or adjectives. English has cases for pronouns: *I/me/my, he/him/his, she/her/her, you/you/your* and *they/them/their* are the subjective, objective, and possessive cases, respectively.

**clause** (підрядне речення) – a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence.

**collective noun** (збірний іменник) – a noun which refers to a group of people, e. g. *family, team, committee*. A particular feature of collective nouns is that they may occur with plural verbs and co-referential pronouns and determiners, even when the noun has a singular form. When they occur with plural forms, the emphasis is on the group as consisting of several members, e. g. *Manchester United are in the lead. They have not lost a single match in three months* (this is called “distributive reading”). When a collective noun co-occurs with singular verbs and pronouns, the emphasis is on the group as a unit (“unit reading”): *The committee has its last meeting today, and will submit on Tuesday. The use of plural verbs with collective nouns occurs mainly in the British English, while both the American and British English may use plural pronouns to refer back to a collective noun.*

**colloquial** – розмовний.

**common noun** (загальне ім'я) – a type of noun. Common nouns refer to (classes of) people, things, phenomena and ideas, i. e. they are not names unique to any member of a class (compared to proper nouns). Common nouns are spelled with lower-case letters: e. g.: *person, teacher, house, window, grammar, flower, idea, confidence, movement*. Common nouns can occur with articles and modifiers, and countable nouns may vary between the singular and the plural.

**comparative** (порівняльний ступінь) – the degree of comparison in a language that denotes increase in the quality, quantity, or relation expressed by an adjective or adverb.

**compare** – порівнювати.

**comparison** (порівняння) – the declension of adjectives/adverbs, indicating degree. There are three forms: the positive, the comparative, and the superlative. The positive is the base form (*good, fast, thoroughly*). The comparative indicates a higher degree (*better, faster, more thoroughly*), and the superlative indicates the highest degree (*best, fastest, most thoroughly*).

**completed action** – завершена дія.

**complex sentence** (складнопідрядне речення) – a sentence which consists of a main clause with at least one associated subordinate clause. E. g.: (the subordinate

clauses are underlined) The social worker was older than she had expected. They both knew why she was here. If it had to be done, she was sure that Mrs Henderson would do a good enough job of it. She posted her application, enclosing a stamped, addressed envelope.

**compound noun** (складений іменник) – a noun which is made up of two or more lexemes. The lexemes may both be nouns, or they can represent different word classes: *flowerpot, grammar book, dishwasher, stand-up comedian, walk-about, hangover*. There are no clear rules for when a compound noun is spelt as one word or two, with or without a hyphen. The general tendency is for frequent and well-established compounds to be spelt as one word, and for others to be spelt as two (usually without a hyphen).

**compound sentence** (складносурядне речення) – a sentence consisting of at least two main clauses which are co-ordinated (usually by means of one of the co-ordinating conjunctions).

**concord** (узгодження) – agreement in grammatical form between elements in a clause or a phrase. The term refers most commonly to the agreement between the form of the subject and the form of a verb in a sentence; namely that if the subject phrase is in the third person singular, a present tense verb must end in -s. *E. g.: I sing, she sings, we sing*. (The verb *to be* has special forms for other types of subjects too, as well as a distinction between first and third person singular (*was*) and other subjects (*were*)). The term “concord” also applies to the relation between noun phrases and co-referential pronouns, i. e.: the use of third person personal pronouns (*he, she, it, they*) and corresponding determiners (*his, her, its, their*), which have to agree in the person, number and gender with their referent.

**condition** – умова.

**conditional clause** (умовне підрядне речення) – a type of adverbial subordinate clause. Conditional clauses are usually introduced by *if* or *unless*: *e. g.: If I win a million dollars, I'll travel around the world*. Conditional clauses may also occur without a conjunction, as in: *Had I known you then, we could have had a lot of fun together*.

**conditional sentence** – умовне речення.

**conjugate** (відмінювати) – to give the various inflectional forms of something in the prescribed order. It is used especially of a verb, in which case it means to give the forms for every person, number, mood, and tense.

**conjunction** (сполучник) – a word that joins together sentences, clauses, phrases, or words. There are two kinds of conjunctions: coordinating conjunctions (such as “and” and “or”) and subordinating conjunctions (such as “but”).

**consequence** – наслідок, послідовність.

**consonant** (приголосна) – one of a class of speech sounds characterized by constriction or closure at one or more points in the breath channel. It contrasts with a vowel.

**context** (контекст) – the text surrounding a particular construction. The context of a clause or sentence is the text in which it is placed. The context of a word/phrase may be the clause in which it occurs, or the following and preceding clauses. The term is also used about the situation in which an utterance occurs, or in which a text is written (“context of situation”).



**countable noun** (зчисленний іменник) – can occur both in the singular and in the plural. They refer to people or things that can be counted: *e. g.: woman, poet, flower, bike, day, idea.*

**customary action** – звичайна дія.

**definite article** (визначений артикль) – a determiner in a noun phrase. The English definite article is the (as in *the car, the ideas, the new teacher*). The definite article specifies that the referent of the noun phrase can be identified, either because it has been mentioned before (anaphoric reference), because it will be specified later in the text (cataphoric reference), or because it is obvious from the physical surroundings or general knowledge of the speaker and hearer (situational reference). The definite article (unless it has cataphoric reference) typically signals that something has given information.

**degree** – ступінь.

**degrees of comparison** – ступені порівняння.

**demonstrative** – вказівний.

**demonstrative pronoun** (вказівний займенник) – a pronoun which points to something and indicates whether it is close or remote in distance, time or reality. The demonstrative pronouns indicating closeness are *this* and *these*, and the ones indicating distance are *that* and *those*. They differ from the identical-looking demonstrative determiners in that they are not followed by a noun. *E. g.: This is my chair. I don't believe that. Have you read these? Those are not mine.*

**denote** – виражати, позначати (предмет); значити, означати; мати певний обсяг (про поняття).

**derivative** – похідне слово; мова-нащадок.

**derived noun** (похідний іменник) – a noun which is based on another word, typically one belonging to a different word class: *e. g.: "discovery" (from the verb "discover"), "weakness" (from the adjective "weak")*. Both of these words consist of a stem (discover/weak) plus a derivational morpheme (-y / -ness).

**direct object** (прямий додаток) – a noun or noun phrase representing the primary goal or the result of the action of its verb: *e. g.: "direct objects" is the direct object of the sentence "I explained direct objects to you"*.

**direct speech** (пряма мова) – a way of rendering speech in writing, by quoting (or pretending to quote) someone's actual words. A sentence with direct speech generally contains a quotation (given in inverted commas) and a reporting clause (of the type *he said, she asked*, etc.). *E. g.: 'I hope you don't mind dogs', said Natalie. 'I hope he doesn't leave hairs on your nice new seats.' 'My wife will Hoover them up', said Angus. He was lying. 'And I don't mind anything so long as it's to do with you.'*

**ending** – закінчення, флексія.

**etymology** (етимологія) – (the study of) the historical origins of a word.

**exclamation** (вигол) – a communicative function used by a speaker to express excitement, surprise, anger, and other (strong) sentiments. Both phrases and clauses can function as exclamations. *E. g.: What a surprise! What a nice hat you've got! Wow! Damn! (What an) idiot!*

**existential there** – the use of there as an anticipatory subject in a presentative construction, i. e. in a clause about the existence or occurrence of something. The

person / thing / phenomenon that is presented is expressed after the verb as the notional subject. In contrast to the locative adverb *there*, the *existential there* is normally pronounced as a weak form, and it does not carry any meaning (i. e. it does not contrast with *here*), but it is a signal of a presentative construction; a signal that something is going to be presented later in the clause. In sentences with *there* as an anticipatory subject, the verb is usually a form of *to be*, and it is followed by the notional subject, and often a place adverbial. We can thus set up the formula *there + BE + notional subject + adverbial*. E. g.: *There is a fly in my soup. There was a change in the atmosphere. Once upon a time there was a very vain emperor.*

**expression** – вираз, зворот мови; фраз.

**feminine** – жіночий рід.

**finite verb** (особова форма дієслова) – a verb which is marked for tense (present or past) or modality. A finite verb phrase is a verb phrase with a finite verb in it. There can only be one finite verb in a verb phrase, and unless the verb phrase is simple, the finite is always the (first) auxiliary. All modals are finite. A verb in the imperative is also finite.

**formation** – утворення, формування.

**free indirect speech** (вільна непряма мова) – a way of rendering a speech (or thought) in writing. Free indirect speech has many of the grammatical features of indirect speech (backshifted tense, use of third person instead of first person pronouns, etc.), but does not consist of a reporting clause followed by a *that*-clause or an indirect question. Free indirect speech thus looks less like reported speech, and often conveys a greater sense of immediacy than indirect speech. Free indirect speech is typical of fiction. E.g.: *She looked around the room. The floor would be a problem, of course. The carpet would have to go.*

**free predicative** (вільний предикативний член) – a nominal or adjectival clause element that like a subject predicative specifies a property of the subject referent, but unlike the subject predicative is not linked to the subject by means of a copular verb. A free predicative can usually be moved about the sentence. E.g. *Timid and shy, he kept in the background. They entered the house slowly, afraid of what they might find.* A free predicative is always optional in the clause structure.

**function word** (службове слово) – a word which does not have much lexical meaning, but whose main function is to express a grammatical relation. Function words are auxiliaries, prepositions, conjunctions, pronouns, determiners, the negator *not*, the existential *there*. The classes of function words are often described as “closed”, i. e. no new words can be added to them.

**gender** (рід) – a quality attached to a noun or pronoun that indicates an abstract category of the individuals are being referred to. Most English nouns are neuter, and English has singular pronouns that are masculine, feminine, and neuter (“he”, “she”, and “it”, respectively).

**general question** – загальне питання.

**general truth** – загальновідома істина.

**genitive** (родовий відмінок) – traditionally, one of the cases of noun phrases. In present-day English, the genitive typically indicates a possessive relationship. It is expressed in English either by the *s* – *genitive* (*Mary's books, the girls' books*) or by the

*of*– genitive (*the title of the book, the lady of the house*). The genitive can also denote a part-whole relationship (*the eye of the needle, the days of the week, the heart of the matter*).

**grammatical concord** (граматичне узгодження) – agreement between the grammatical form of the verb and the grammatical form of the subject.

**habitual** – звичний.

**imperative** (наказовий спосіб) – grammatical mood of a verb that expresses the will to influence the behaviour of another, expressive of a command, entreaty, or exhortation: *e. g. Be imperative, and this sentence will be, too!*

**indefinite article** (неозначений артикль) – a determiner in a noun phrase. In English the indefinite articles are *a* and *an*. Their usage depends on whether the following word begins in a consonant sound (a) or a vowel sound (an): *e. g.: a cottage, a year, an apple, an hour*. The indefinite article typically signals that something is mentioned for the first time, and thus represents new information. There is no plural indefinite article in English. The zero article with a following plural noun has much the same function. The indefinite article only occurs with countable nouns in the singular.

**indefinite pronoun** (неозначений займенник) – a pronoun which refers to a non-specific thing, phenomenon, or person. The indefinite pronouns are *anybody, anything, anyone, everybody, everything, everyone, nobody, nothing, no-one, somebody, something, someone*, as well as *one, some, any, all, every, each, both, either, neither, many, much, a lot of, few, (a) little*, and others used as pronouns.

**indicative** (дійсний спосіб; дієслово у дійсному способі) – a set of verb forms that represents the denoted act or state as an objective fact. Most of our speech is in the indicative mood, like this sentence.

**indirect object** (непрямий додаток) – a grammatical object representing the secondary goal of the action of its verb. For example, “*me*” is the indirect object of the sentence *He gave me an example of indirect objects*.

**indirect question** (непряме питання) – a type of nominal subordinate clause. An indirect question reports a question, or at least represents a missing piece of information by means of an interrogative pronoun or adverb. *E. g.: He asked me why I was leaving. He didn't know why I was leaving. Do you know how to do this? They finally understood what was the matter.*

**indirect speech** (непряма мова) – a way of rendering speech in writing, by rewording what somebody said as a nominal that-clause or as an indirect question. *E.g. Jane said that she hated old things. He asked when Mrs Palfrey was expected to arrive.*

**infinitive** (інфінітив, неозначена форма дієслова) – the base form of the verb. Infinitives may occur with or without the infinitive marker *to*. *E.g. (to) ask, (to) fight, (to) understand*. An infinitive verb form is non-finite.

**infinitive clause** (інфінітивне підрядне речення) – a type of non-finite clause, with the verb in the infinitive. Infinitive clauses may or may not contain the infinitive marker *to*. A subject may or may not be present; the subject of an infinitive clause may be realized as a noun phrase or as a prepositional phrase with *for*. *E.g.: I want you to understand this. They managed to solve the problem. It would be highly unusual for Peter to admit his mistake.* An infinitive clause may serve a nominal function (as in the

examples above), an adjectival function (*This is a drug to be taken at bedtime*), or an adverbial function (*Read on to find out more about how the programme works*)

**interjection** (вигук) – *What is an interjection? Oh yeah*, it's an ejaculatory utterance usually lacking grammatical connection.

**interrogative** – питальний, питальне слово.

**interrogative sentence** (питальне речення) – a type of sentence in which the finite verb (the operator) generally precedes the subject. In other words, interrogative sentences typically have inversion. Yes / no interrogatives have the word order “(Finite) auxiliary + S + V + X” (X symbolizing any clause element that can follow the verb). Yes / no interrogatives typically function as yes / no questions, though they may have other functions, e. g. request: *Can you tell me the time?* Wh-interrogatives have the word order “Wh-word (+ auxiliary + S) + V + X”. If the wh-word functions as subject (e. g.: *Who has been eating my porridge?*) there is no inversion. Wh-interrogatives typically function as wh-questions, though they may have other functions, e. g. invitation: *Why don't you come in?*

**intonation** (інтонація) – patterns of pitch (or tone) that carry meaning. Intonation is also often referred to as prosody. Intonation can signal grammatical structure, in a similar fashion to punctuation. That is, intonation can signal phrase and clause divisions by means of slight pauses. Intonation also signals communicative function and attitude. The most common associations between intonation and communicative function are as follows: statement: falling intonation; yes/no question: rising intonation; wh-question: falling intonation; command: falling intonation; request: rising intonation. A stretch of language that represents a complete pitch pattern is called a tone unit. A pitch pattern contains a nucleus, which involves a movement in pitch (rising or falling), normally occurring on the last accented syllable of the tone unit.

**intransitive verb** (неперехідне дієслово) – a verb that does not act on an object. E. g.: *"lobby" is intransitive in the sentence "I lobby for intransitive verbs"*.

**inversion** (інверсія, зворотний порядок слів у реченні) – used about a word order whereby the whole verb phrase or an auxiliary occurs in front of the subject. See subject – verb inversion and subject – auxiliary inversion.

**irregular verb** (неправильне дієслово) – a verb that does not form the past tense and the past participle by adding the ending -(e)d, but instead by means of e. g. vowel change. E. g.: *break – broke – broken, go – went – gone, sit – sat – sat, take – took – taken*.

**iterative** (ітерація) – a grammatical aspect denoting that an action takes place repeatedly. English does not have a separate form for the iterative aspect, but the progressive form sometimes has this meaning, viz. with momentary action verbs, e. g.: *The tap is dripping. He was jumping up and down*.

**main clause** (головне речення) – a finite clause which can function on its own as a complete sentence: e. g. *Tom was reading a book*. Main clauses may contain subordinate clauses (and thus form complex sentences), e. g.: *Tom was reading a book when I called*. Main clauses can also be co-ordinated, and thus form compound sentences, e. g.: *Tom was reading a book, but I preferred the TV-guide*.

**main verb** (основне дієслово) – the head of a verb phrase (always a lexical verb).

**masculine** – чоловічий рід.

**modality** (модальність) – type of meaning, involving the affirmation of possibility, impossibility, necessity, or contingency. Modality can be expressed by verbs (particularly modal auxiliaries) or adverbials (modal disjuncts). Modality entails an element of non-fact (often future reference) or uncertainty (about states of affairs in the present or the past).

**monotransitive verb**: a two-place verb which occurs with a direct object in addition to the subject.

**mood** (спосіб) – a particular set of inflectional forms of a verb to express whether the action or state it denotes is conceived as fact or in some other manner (as command, possibility, or wish). English has three moods: indicative, imperative, subjunctive.

**morpheme** (морфема) – the smallest meaningful linguistic unit. Some words are made up of one morpheme; others of two or more. Morphemes can be lexical (in which case they refer to something), inflectional (in which case they represent grammatical suffixes), or derivational (in which case they represent an affix which changes the meaning and often the word class of the word it is added to). *E. g.*: read (lexical morpheme, stem); reads (“read” + “s” – an inflectional morpheme); unreadable (“un” + “read” + “able”; “un” being a derivational morpheme which creates the opposite meaning of the rest of the word, and “able” being a derivational morpheme that turns the word into an adjective).

**morphology** (морфологія) – the study of how morphemes combine into words, and of how words are inflected.

**negative** – заперечення.

**negative sentence** – заперечне речення.

**negator** (заперечна частка) – a clause element that makes a clause negative in meaning. The most common negator is *not*. *Never* can serve the same function. *Not* is usually analysed as part of the verb phrase (because it is closely integrated in it, particularly, in the contracted forms, such as *don't* and *hasn't*), while *never* is usually analysed as an adverbial.

**nominal function** (іменна функція) – the syntactic functions typical of nouns and noun phrases, viz. subject, direct object, indirect object, predicative, complement of preposition. The term is most commonly used when clauses or phrases other than noun phrases have these functions. *E. g.*: *a clause which functions as direct object is said to have a nominal function: They believed that the earth was flat.*

**nominal relative clause** (іменне означальне підрядне речення) – a type of nominal subordinate clause. Unlike adjectival relative clauses, it does not have an antecedent in the matrix clause, and it is not introduced by a relative pronoun. Instead, a nominal relative clause is introduced by a pronoun which seems to combine the functions of antecedent and relative pronoun, viz. *what(ever)*, *which(ever)*, *who(ever)*. *E. g.*: *Whatever he touches turns to gold. What she wanted was to become a sports reporter. Who we met there was Adam Peters. You can do what you like.*

**nominal subordinate clause** (іменне підрядне речення) – a subordinate clause with a nominal function. Types of finite nominal clauses are that-clauses, indirect

questions, and nominal relative clauses. Besides, non-finite clauses can have nominal functions.

**nominalized adjective** (НОМІНАЛІЗОВАНИЙ ПРИКМЕТНИК) – an adjective functioning as head of a noun phrase. Nominalized adjectives may refer to people, in which case they function as plural-only nouns, usually with generic reference: e. g. *The poor need help from the government. The French are considered gourmets.* If reference to one person is required, you need to add a noun such as person, man, woman after the adjective. Colour adjectives can easily be nominalized, e. g. *She was dressed in red.* Furthermore, adjectives referring to abstractions may be nominalized (*overcome evil with good; the unexpected often happens; the unknown is usually feared*), as well as adjectives in the superlative, also with reference to abstractions (*We'll hope for the best and expect the worst*). Both colour adjectives and nominalized adjectives referring to abstractions function as singular (uncountable) nouns.

**nominative case** – НАЗИВНИЙ ВІДМІНОК.

**non-finite subordinate clause** (НЕОЗНАЧЕНО-ОСОБОВЕ ПІДРЯДНЕ РЕЧЕННЯ) – a subordinate clause without a finite verb. A non-finite clause contains a non-finite verb phrase (infinitive clause, past participle clause, -ing participle clause), or no verb phrase at all (verbless clause).

**non-finite verb** (НЕОЗНАЧЕНО-ОСОВОВА ФОРМА ДІЄСЛОВА) – a verb which is not marked for tense or modality. The non-finite verb forms are the infinitive, the past participle and the ing-participle. E. g.: *(to) write, written, writing.* Non-finite forms can combine with each other in non-finite verb phrases, e. g.: *having written, having been written, being writing.* Non-finite forms can also combine with finite ones in finite verb phrases (in which case the finite verb comes first), e. g.: *has been writing, (he) had been writing, (the book) will have been written.*

**noun** (ІМЕННИК) – a word that is the name of something (as a person, animal, place, thing, quality, idea, or action). All of the nouns in this definition are emphasized.

**number** (ЧИСЛО) – a quality attached to a noun or pronoun that indicates a category of how many individuals are being referred to. English has two numbers: singular (one individual) and plural (more than one individual).

**numeral** (ЧИСЛІВНИК) – a word class consisting of words representing numbers. Cardinal numbers are e. g.: *one, five, thirty-eight*, while ordinal numbers are e. g.: *first, fifth, thirty-eighth.*

**object** (ДОДАТОК) – a noun or noun equivalent either in a prepositional phrase or in a verb construction with the action of a verb directed on or toward it. Objects can be one of two kinds in English: a direct object or an indirect object.

**object clause** – ДОДАТКОВЕ ПІДРЯДНЕ РЕЧЕННЯ.

**objective pronouns** – ЗАЙМЕННИКИ В ОБ'ЄКТНОМУ (НЕПРЯМОМУ) ВІДМІНКУ.

**participle** (ДІЄПРИКМЕТНИК) – a non-finite form of the verb. The past participle of regular verbs ends in -ed. In verb conjugation, it is the third form cited (*go – went – gone; take – took – taken; walk – walked – walked*). The past participle combines with the grammatical auxiliary have to express the perfective aspect (e. g.: *She has made the beds*), or with the grammatical auxiliary be to express the passive voice (e. g.: *The beds have been made*). The -ing participle (sometimes called the “present participle”) of all verbs ends in -ing (*going, taking, walking*). The -ing participle can combine with the

grammatical auxiliary *be* to express the progressive aspect. Participles can also have the syntactic function of verb in participle clauses.

**particle** (частка) – a unit of speech expressing some general aspect of meaning or some connective or limiting relation. It can be an article, a preposition or conjunction, or possibly an interjection or adverb. Particles are not dangerous unless they have been accelerated.

**passive** (пасивний) – asserting that the person or thing represented by the grammatical subject is subjected to or affected by the action represented by the verb. In the last sentence, the subject “person or thing” is acted upon by the verbs “subject” and “affect”, so the sentence is in the passive voice. In the last sentence, the subject “subject” is acted upon by the verb “act”, so the sentence is also in the passive voice.

**past tense** (минулий час) – a tense whose function it is to signal distance in time or in reality. Past tense verbs most commonly refer to actions / events / states that belong to the past. The past tense form of regular verbs ends in -ed. In verb conjugation, the past tense form is the second form cited (go – went – gone; take – took – taken; walk – walked – walked).

**pattern** – зразок, приклад, модель.

**perfect** (перфект; перфектний) – a tense of a verb that indicates an action has been completed in the past. *E. g.: “I have been perfected” is in the perfect tense.*

**permanent action** – постійна дія (факт).

**person** (особа) – a segment of discourse that pertains to the speaker (first person), to the one spoken to (second person), or the one spoken of (third person). The singular pronouns in English that are first person, second person, and third person are respectively “I”, “you”, and any of “he”, “she”, or “it” – although it may seem weird for “it” to have a person associated with it (namely, third).

**personal pronoun** (особовий займенник) – a pronoun which refers to a (specific) person or thing. The English personal pronouns are: *I, you, he, she, it, we, you, they, me, you, him, her, it, us, you, them.*

**phrasal verb** (фразове дієслово) – a multi-word verb consisting of a verb + adverbial particle, *e. g.: switch off, put aside.* A phrasal verb may be transitive, and thus accompanied by a direct object. If the object is realized as a pronoun, it is placed between the verb and the particle, but if it is realized as a full noun phrase, it tends to be placed after the particle. *E. g.: I looked up this word (I looked this word up) – I looked it up. I found out what was wrong. – I found it out.* Phrasal verbs can occur in the passive voice: *(The word was looked up. It was found out).* The verb + particle form a close semantic unit, whose meaning is often not predictable from the meaning of the verb+ the meaning of the particle (*e. g.: give + up*).

**plural** (множина) – a class of grammatical forms used to denote more than one of some noun or pronoun. Just because you use plurals doesn't mean you believe in pluralism.

**positive** (звичайний ступінь порівняння) – a term relating to adjective / adverb comparison. The positive form of an adjective or adverb is its base form, *e. g.: good, bad, beautiful, comfortable, late, slowly.*

**positive sentence** – стверджувальне речення.

**possessive** (присвійний відмінок) – a grammatical case that denotes ownership or a relation analogous to ownership. For example, in “*owner's manual*”, the owner is possessive.

**possessive pronoun** (присвійний займенник) – a type of pronoun which indicates possession; viz. *mine, yours, his, hers, ours, yours, theirs*. In contrast to possessive determiners, possessive pronouns are not followed by a head noun. E. g.: *In the room next to theirs was a huge cradle. Different as our minds are, yours has nourished mine.*

**predicate** (предикат, присудок) – the part of a sentence or clause that expresses what is said of the subject and that usually consists of a verb with or without objects, complements, or adverbial modifiers. The predicate excludes the subject itself, which gives it something in common with answers given by politicians.

**prefix** (префікс) – a kind of affix which occurs before a root, e. g.: *unhappy, rearrange, dishonest, presuppose*.

**preposition** (прийменник) – a word that combines with a noun, pronoun, or noun equivalent to form a phrase that typically has an adverbial, adjectival, or substantival relation to some other word. In English, a preposition is generally considered a bad thing to end a sentence with.

**prepositional object** – прийменниковий додаток

**present** (теперішній час) – a tense of a verb that indicates an ongoing action. E. g.: “*I am present*” is in the present tense.

**principal clause** – головне речення.

**progressive aspect** (континуатив) – a verb category with two principal meaning components: (limited) duration and (possible) incompleteness. In English the progressive aspect is realized by the grammatical auxiliary *be* followed by an *-ing participle*. The progressive aspect usually does not occur with stative verbs, as these verbs denote permanent situations (which does not fit with the meaning of limited duration). Combined with the present tense, the progressive aspect denotes ongoingness and incompleteness (e. g.: *I am reading about English grammar*). Combined with the past tense, the progressive aspect denotes (limited) duration in the past and possible incompleteness (e. g.: *I was reading the paper last night* – the speaker may or may not have finished reading; the emphasis is on the activity of reading). The past progressive is often used for background activities which are interrupted by another event, e. g.: *I was having a bath when the telephone rang*. When the progressive aspect combines with the perfective aspect, the meaning is that an activity stretched from the past up to a specified point of time (or possibly even beyond that). E. g.: *I've been cleaning the windows (that's why there are no curtains at the moment). They had been studying hard for their exam.*

**pronoun** (займенник) – a word that is used as a substitute for a noun or noun equivalent, takes noun constructions, and refers to persons or things named or understood in the context. For example, “he” is a pronoun.

**proper noun** (власний іменник) – a name belonging to an individual or place. For example, “Amy” and “Cardiff” are proper nouns. Regrettably, so is “Prince Andrew”.



**question** (питання) – a communicative function whereby the speaker demands information from the hearer. Questions are either wh-questions or yes / no questions. They are typically realized by interrogative sentence types.

**real condition** – реальна умова.

**reciprocal** – взаємний, рівний, еквівалентний; аналогічний, відповідний

**reciprocal pronoun** (взаємний займенник) – a pronoun which implies mutuality, viz. each other and one another.

**reflexive** – зворотний.

**reflexive pronoun** (зворотний займенник) – a pronoun which always co-occurs with a noun or pronoun with the same reference, viz. *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

**regular verb** (правильне дієслово) – a verb which forms the past tense and the past participle by adding -(e)d to the base form: e. g.: walk – walked – walked; fade – faded – faded.

**relative pronoun** (відносний займенник) – relative pronouns are used to introduce relative clauses. The English relative pronouns are *who, whom, which, that*. The relative pronoun refers back to the antecedent of the relative clause. In the relative clause, the relative pronoun represents the antecedent and has the same syntactic function (subject) as a full noun phrase would have in its place, as shown in (1) and (2). (1) *Andrew has a sister who is a doctor.* (2) *Andrew's sister is a doctor.*

**repeated action** – багаторазова дія; дія, що повторюється.

**reported speech** – непряма мова.

**request** (прохання) – a communicative function typically expressed by an interrogative or an imperative sentence. A request is used to ask for goods and services. It is more polite, or less direct, than a command: e. g. *Could you post this letter for me? Can I borrow your car? Tell us a story, please.* A request can always be accompanied by the word please.

**rhetorical question** (риторичне питання) – a sentence with the form of a question, but with the function of a statement. Rhetorical questions are often used in order to express an opinion. E. g.: *What could be more democratic than to give people a direct say in these things? What could be more arrogant than to deny it to them?* (=Nothing could be more democratic / arrogant). A speaker who uses a rhetorical question does not require an answer from an addressee (as opposed to the use of ordinary questions), but believes (or pretends) that the addressee agrees with him / her.

**root** (корінь) – a lexical morpheme, i. e. word or part of a word which has meaning, and which cannot be divided into smaller meaningful units. It can function as a stem, and it may combine with derivational and inflectional affixes. In the word unkindness, the root is “kind”, while “un” and “ness” are derivational affixes / morphemes.

**sentence** (речення) – an orthographic unit of words, extending from a capital letter up to a final punctuation mark; a full stop, a question mark, or an exclamation mark. Generally, a sentence consists of one or more clauses. A usage rule says that a complete sentence must contain a subject and a verb (and must be a main clause). In describing speech, it is common to talk about “utterances” rather than sentences.

**sequence of tenses** – узгодження часів.

**set expression** – стійке словосполучення.

**simple sentence** (просте речення) – a sentence consisting of one (main) clause.

**simultaneous** – одночасний.

**singular** (однина) – the form of a pronoun or noun used to reference an object that occurs singly, alone, one-at-a-time, or without any others of its kind around it. *E. g.: "hermit" only occurs in the singular.*

**special question** – спеціальне питання.

**statement** (твердження) – a communicative function typical of declarative sentences. A statement is used for giving information and expressing opinions. *E. g.: (I would like to tell you that) the concert starts in an hour.* Sentence types other than declaratives may also function as statements. A good example is rhetorical questions. The context and / or the intonation will usually make it clear whether a question is rhetorical.

**stative verb** (дієслово, що виражає становище, а не дію) – a verb which refers to a state, and which requires no action on the part of the subject: *e. g.: be, have, contain, know, resemble.* The distinction between stative and dynamic verbs is relevant for the use of the progressive aspect and the passive voice, neither of which combines easily with stative verbs. Note that verbs of perception (*e. g. see, hear*), and verbs of opinion and of thinking (*e. g. think, believe, understand*) behave as stative verbs.

**stem** (основа) – the main part of a word to which inflectional morphemes / suffixes may be added, viz. the base form of a verb, the singular form of a noun, the positive form of adjectives and adverbs. It consists of a root, sometimes in combination with derivational affixes. In the word *drivers*, the stem is “driver”, and “s” is an inflectional suffix. The root is “drive”, and “r” is a derivational suffix. The word *unfaithful* is a stem consisting of the root “faith” and the two affixes “un” and “ful”.

**subject** (підмет) – the part of a sentence that indicates what acts upon the verb. It is always a noun, pronoun, or noun clause. For example, “explaining grammar” is the subject of the sentence *Explaining grammar is one of my favorite activities.* In English it must agree in person and number with the main verb of the sentence. Other than that, it can be as disagreeable as it wants.

**subjunctive** (умовний спосіб) – one of the three moods of the verb phrase, the other two being the indicative and the imperative. The subjunctive is rare in present-day English, though it is sometimes used in counter-factual clauses (if-clauses, concessive clauses, etc.), *e. g.: If I were rich, I'd just travel all the time ( I'm not rich).* With verbs other than *be*, the indicative is nearly always used in this kind of clauses. Particularly in formal (written) American English, the so-called mandative subjunctive is used in that-clauses expressing a demand, regulation, or obligation. *E. g.: They demanded that the person responsible be fired. Susan insisted that he speak to a psychiatrist.* In British English, *should + infinitive* is generally used instead (*..that the person responsible should be fired; .. that he should speak to a psychiatrist*). The subjunctive also survives in some set formulas such as: *Be that as it may; so be it, long live the Queen.* In these cases the meaning of the subjunctive is either concession or a wish. Except in the set phrases, the use of the subjunctive mood is optional in present-day English. *Be* is the only verb which has a subjunctive past tense form (*were*). In all other cases the subjunctive is expressed by the base form of the verb. A subjunctive verb form is finite,

but does not vary for person or number. (Thus the subjunctive is distinguishable from the present tense of the indicative only with a third person singular subject).

**subordinate clause** (підрядне речення) – a clause which fulfils a syntactic function in a phrase or in another clause. Subordinate clauses may be finite or non-finite, and their functions may be adjectival, adverbial, or nominal.

**succession of actions** – послідовність дій.

**suffix** (суфікс) – a kind of affix which occurs after a root. Suffixes can be inflectional, *e. g.*: *walk -s*, *walk -ing*, *walk -ed*, or derivational, *e. g.*: *happi -ness*, *use -ful*, *clear -ly*.

**superlative** (найвищий ступінь порівняння) – the degree of grammatical comparison that denotes an extreme or unsurpassed level or extent. Some of my definitions may be “silly”, but superlative is “silliest”.

**syllable** (склад) – a unit of spoken language that is next bigger than a speech sound. It consists of one or more vowel sounds alone or of a syllabic consonant alone or of either with one or more consonant sounds preceding or following. It should not be confused with a syllabus, which always precedes the course.

**synonym** (синонім) – the synonym of a word is another word with (essentially) the same meaning. Thus little and small are synonyms of each other.

**syntax** (синтаксис) – an area of linguistic study. The syntax of a phrase refers to how the words in the phrase can be combined, *e.g.* the order of modifiers and head, or the number / types of modifier that go with a head). The syntax of a clause refers to how clause elements are combined, *i. e.* what kinds of clause elements can occur together, and which order they can occur in.

**tag question** (розділове питання) – a type of interrogative which never constitutes a separate sentence, but is appended to a declarative or an imperative sentence. A tag question consists of an auxiliary and a pronoun, referring to the subject of the matrix clause. The auxiliary is *do* or another operator (see *do* – insertion). *E. g.*: *The book is out of print, isn't it?* *The book isn't out of print yet, is it?* As shown, a tag question can be positive or negative; it tends to be negative when the matrix clause is positive, and vice versa. A tag question spoken with a rising tone can have a function similar to a yes / no-question, while a tag question spoken with a falling tone generally asks for the hearer's agreement. When added to an imperative, the tag question often turns a command into a request (particularly when spoken with a rising tone), thereby “softening” the utterance. *E. g.*: *Close the window, will you?* / *Close the window, won't you?* The tag question also specifies the subject of the imperative.

**tense** (час (дієслова)) – a category of the verb phrase. Tense locates an action in time relative to the “here and now” of the speaker. Only finite verbs can show tense. English has only two morphological tenses (*i. e.* tenses which have special forms rather than combinations of forms): present tense and past tense. Verbs in the present tense generally refer to “now”, while verbs in the past tense generally refer to “before now”. (*She lives in New York. vs. She lived in New York*). Alternatively the present tense can be seen as expressing directness or closeness in time and / or reality, while the past tense expresses distance: *Since you are rich, you can buy that house. vs. If you were rich, you could buy that house*. Both the present and the past tense can combine with the progressive and the perfective aspect.

**transitive verb** (перехідне дієслово) – a verb that can act upon an object. One might say that a transitive verb is one that is object-oriented.

**transitivity** (перехідність) – a term referring to whether or not a verb occurs with a direct object. A transitive verb occurs with a direct object; an intransitive verb occurs without one. Example of transitive verbs: *He stole priceless painting. They found a skeleton in the closet.* As subcategories of transitive verbs, a ditransitive verb requires an indirect object in addition to the direct object (*She offered him a drink*), and a complex transitive verb requires an object predicative in addition to the direct object (*They named him Peter*).

**uncountable** (необчислювальний іменник) – a feature of some nouns. An uncountable noun refers to something which is seen as a mass, rather than an entity. Uncountable nouns do not vary between the singular and the plural. They co-occur with singular verbs, determiners and pronouns. *E. g.: water, tea, sand, pollution, money, furniture, gold.* Since uncountable nouns cannot be referred to as “one” or “many” they cannot occur with the indefinite article (a / an, which means “one”) either, and they do not combine with the plural -s.

**unreal condition** – нереальна умова.

**verb** (дієслово) – a word that expresses an act, occurrence, or mode of being. It is the grammatical center of a predicate. For example, “verb” is a verb in the sentence “*It is possible to verb any noun*”.

**voice** (стан) – a category of the verb, viz. the opposition between the active (*Peter ate the apple*) and the passive (*The apple was eaten by Peter*).

**vowel** (голосна) – one of a class of speech sounds in the articulation of which the oral part of the breath channel is not blocked and is not constricted enough to cause audible friction; it the one most prominent sound in a syllable. In English, the vowels are *a, e, i, o, u*, and sometimes *y*.

**zero article** (нульовий артикль) – the absence of an article in a noun phrase. Indefinite plural nouns occur regularly with the zero article (*Carrots are good for you*). Likewise, uncountable nouns with indefinite /non-specific reference usually have the zero article (*I've got sand in my shoes*). Furthermore, proper nouns normally occur with no article (*Peter just left*).

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