

## RUSSIAN LANGUAGE. CLASSIC EDUCATION.

### The way to **simultaneous** translation

When the computer making more than sixty years ago the American scientists couldn't clarify themselves what basic principle is to be laid of computer's operating until they accidentally found out the Binary Numbers Formula at the British King Library. That Formula was deduced as far back as the middle of the XIX century by the English mathematician and is successfully used as any modern computer basic working principle up to nowadays not depending on its complication's degree.

The realization of Foreign Languages learning by Comparative Grammar Method is based on the original Grammar 'formula' (but given notion is more inherent in mathematics, physics, chemistry and so on) of '*Generalized Conclusion*' (introduced in the file of '*Preface*') that is simultaneously as any language grammar focus and guide to action when the sentences composing to express the finished thought. There is used the analytic way when English sentences considering too because teaching process foresees translation your speech from English into Russian only. The reverse action such as translation from Russian into English goes without saying independently.

The '*Generalized Conclusion*' is obtained by the detailed consideration of English verb signs as a kernel of any language.

The verb signs in combination with independent parts of speech cases relations introduce the Grammar part of '*Morphology*' but the words order in the sentence and each part of sentence expression way introduce the Grammar part of '*Syntax*'. The '*Generalized Conclusion*' separate position is filled in by the Grammar rules ('*Real Russian*' Manual and **CD** '*Methodical Instructions*').

Our speech is the thought's engine and **Oral** speech is one of the engine's element which we use from our childhood. It is brought to automatism by many years cultivated practice that is principally used as basic way when any foreign language learning.

The **Writing** speech is the second element of the thought's engine. **Writing** speech level increasing up to **Oral** one is the main catalyst to apprehend both native and foreign language grammar structure as a **whole unit** but taking into account some structural differences between them. Especially it's concerned the English and Russian independent parts of speech conjugation/declension meanings Ratio. That Grammar part mastering is one of the first and important task.

Then time periods of the notion '*brought to automatism by many years cultivated practice*' declines into ten times, thought's engine operates without misfires. It's worked out the steady ability of independent progress in learning language with permanent simultaneous perfection of native one because what level of our Mother tongue perfection is, as far as we can simply express our thoughts through the sentences composing we shall not gain higher level in the foreign language perfection. And word usage through the sentences composing is the main source of our own vocabulary replenishment. Even the word like some raw food is subjected to '*treatment*' that is to grammatical agreement for adding a definite sense to the being expressed thought.

The educational material is the following:

1. Printed 196 pages volume '*Real Russian*' Manual (see attached files of '*Real Russian Manual. Table of Contents*' and '*Real Russian Manual. Fragments*')
2. Printed 149 pages volume APPENDIX to '*Real Russian*' Manual containing **CD** '*Methodical Instructions*' Table of Contents; **CD** '*English-Russian Dictionary*' Paginal Words Address; '*Touch Typing Method*' (see attached file of '*Preface*')
3. Printed 84 pages volume APPENDIX of 'Verbs, Nouns and Adjectives Synonyms Paginal Words Address'
4. Recorded on **CD** 4,028 pages volume '*English-Russian Dictionary*' and 560 pages volume '*Methodical Instructions*'.

The **new final** variant of the educational material is the following:

1. **Printed** 196 pages volume '*Real Russian*' Manual (see attached file of '*Real Russian Manual. Fragments*')
2. A4 format 16 pages volume **printed** 'ENGLISH-RUSSIAN DICTIONARY USING INSTRUCTIONS'. Each sheet is laminated and they are fastened together by a limp band as a whole unit.

3. A4 format 4 pages volume **printed** 'Preface. Analysng Guide. **CD Methodical Instructions Table of Contents**'. Each sheet is laminated and they are fastened together by a limpud band as a whole unit.
4. A4 format 2 pages volume **printed** 'THE GENERALIZED CONCLUSION (one side). PARENTHETICAL WORDS' (another side). A sheet is laminated too.
5. A4 format 4 pages volume **printed APPENDIX** of the **CD** 'English-Russian Dictionary' PAGINAL WORDS ADDRESS. Table of Contents. **APPENDIX** of the **CD** 'Verbs, Nouns & Adjectives Synonyms Paginal Words Address. Table of Contents'. Each sheet is laminated and they are fastened together by a limpud band as a whole unit.
6. A4 format 6 pages volume **printed** 'TOUCH TYPING METHOD'. Each sheet is laminated and they are fastened together by a limpud band as a whole unit.
7. **Recorded** on **CD** 4,028 pages volume 'English-Russian Dictionary'; 560 pages volume 'Methodical Instructions'; 143 pages volume 'English-Russian Dictionary Paginal Words Address'; 79 pages volume 'Verbs, Nouns & Adjectives Synonyms Paginal Words Address'

So we have only 16 laminated sheets containing all inquiry information and occupying far less room on the table but this variant is much comfortable for using and effective relative to minimum searching time without prejudice to quality

'English-Russian Dictionary' contains 7,600 entries in all and among them are the following: 1,315 verbs; 3,401 nouns; 2,450 adjectives and enough quantity of other Russian parts of speech. In addition many English verbs, nouns and adjectives have but a synonym that in its turn broadens Dictionary's possibility when a concrete Grammar task solving. Each Russian word meaning has marked out stressed vowel by **red**.

Moreover each Russian Participle meaning has its own suffix marked out by **green bold** print though many Russian verbs can have up to 135 being declined Participle meanings from an action's name.

It has to do with Adjectives' *comparative* and *superlative* degree meanings too.

The Reflexive verbs have corresponding endings marked out by **violet bold** print. Short Participles and Adjectives meanings have marked out Gender and Plural endings. There are at most foreseen the conditions for qualitative perception both separate taken Russian word and word combination including the whole sentence where not all words contain stressed vowel marked by **red** but only the words in accordance with intonation of sought for sentence (see attached 'Real Russian Manual. Fragments' file).

Also in 'English-Russian Dictionary' are introduced the reading rules that are inherent in concrete Russian part of speech and English-speaking learner won't have to apply to US Congress Library to find out the conjugation/declension meanings of any Russian word because he/she has vast information to solve the concrete Grammar task. Any entry searching time takes not more 30 seconds (see attached 'Preface' file).

According to the given variants of 'Table of Contents' you can make sure about Russian Grammar richness of content (see corresponding attached files).

There are published more than 500 kinds of various Dictionaries in the world concerning to the various parts of labour activity. If being suggested you 'English-Russian Dictionary' is concerned to the Common purpose Dictionary then not bringing in any structural changing into its construction and using rules but in general having changed the vocabulary of independent parts of speech such as: verbs, nouns and adjectives as a result we can get another Dictionary concerning to the concrete way of labour activity, f.e.: *policy, medicine, economic, building* and so on.

From the first steps each learner begins simultaneously to master six pages volume 'Touch Typing Method' to type further his/her translation through computer using both English print and Russian one.

At last I think each Teacher is sure to be able to teach both some Foreign Language and his/her native one.

## АНГЛИЙСКИЙ ЯЗЫК. КЛАССИЧЕСКОЕ ОБРАЗОВАНИЕ

Путь в синхронный перевод

При создании компьютера в сороковых годах прошлого столетия американские учёные долго не могли определиться с базовым принципом его работы, пока случайно не обнаружили в

Британской библиотеке выведенную ещё в середине XIX века английским математиком формулы двоичных чисел, которая успешно используется как базовый принцип работы любого современного компьютера независимо от степени его сложности.

Реализация изучения иностранных языков методом сравнительной грамматики базируется на **впервые** применённом *‘Обобщённом выводе’* (представлен отдельным файлом), своеобразной грамматической ‘формулы’ (данный термин больше присущ математике, физике, химии и др.), являющейся одновременно **средоточием** грамматики любого языка и **руководством** к действию при составлении предложений для выражения законченной мысли с использованием аналитического подхода при рассмотрении русских предложений, т.к. процесс обучения принципиально построен только на переводе **всего** и **вся** с родного языка на изучаемый, что находит практическое подтверждение в Пособии *‘Real Russian’* по изучению русского языка для англоязычных методом сравнительной грамматики, являющимся зеркальным отражением Пособия *‘Грамматическое единство’*.

*‘Обобщённый вывод’* получен путём детального рассмотрения признаков английского глагола как ядра любого языка и в сочетании с падежными отношениями самостоятельных частей речи представляют раздел грамматики *‘Морфология’*, а порядок слов в предложении и способы выражения каждого его члена представляют раздел грамматики *‘Синтаксис’*, а отдельные позиции *‘Обобщённого вывода’* наполнены грамматическими правилами.

*Устная речь* (**один** из элементов **двигателя мысли**) – это **многолетняя**, **доведённая до автоматизма**, **наработанная практика**, которая принята за основу при изучении иностранных языков на современном этапе и растянутая по времени на долгие годы (детский сад, школа, институт и ...??).

*Письменная речь* (**второй** из элементов **двигателя мысли**). Повышение уровня письма до уровня устной речи является главным катализатором процесса восприятия грамматики как родного, так и иностранного языка как **единое целое** с учётом некоторых структурных различий между ними, а временные параметры понятия (**многолетняя**) *‘доведённая до автоматизма, наработанная практика’* сокращаются в **десятки раз**, **двигатель мысли** работает без перебоев, вырабатывается устойчивая способность самостоятельного прогресса в изучаемом языке с постоянным одновременным совершенствованием познания родного языка, т.к. на каком уровне познания родного языка мы находимся, насколько мы свободны в выражении наших мыслей через составление предложений, более высокого уровня в познании иностранного языка мы не достигнем. А словоупотребление через составление предложений является основным источником пополнения словарного запаса у каждого из нас, ведь слово, подобно какому-либо сырому продукту, подлежит ‘обработке’, т.е. согласованию для придания определённого смысла высказываемому.

Пособие *‘Грамматическое единство’* и Приложение к нему *‘Методические указания’* не содержат никаких упражнений, вся самостоятельно формируемая учащимся речь переводится с русского языка на изучаемый английский **от начала** и **до конца** в соответствии с требованиями английской грамматики (всё это аналогично и для англоязычных учащихся), что позволяет в самом начале занятий самому учащемуся сориентироваться в выборе содержательной части высказываемого по своему усмотрению (в выбранном направлении его активной трудовой деятельности). Всему этому будет способствовать отличное ориентирование в Словарях, будь то общего назначения, по *экономике, строительству, транспорту, медицине* и т.д.

В процессе обучения учащийся много пишет и с первых минут также осваивает *‘Машинопись. Слепой метод’* с помощью четырёхстраничной инструкции на двух языках (шестистраничная инструкция *‘Touch Typing Method’* для англоязычных учащихся), чтобы впоследствии оформлять свои переводы через компьютер, по мере накопления материала распечатывать на принтере для хранения в папке с файлами, контролировать свой прогресс, вырабатывать умение находить свои собственные ошибки.

Кроме подробно изложенного грамматического материала в *‘Грамматическом единстве’* и *‘Методических указаниях’* дополнительный, удобный в обращении и занимающий минимум места на рабочем столе справочный материал представлен в виде ламинированных листов следующего содержания:

*‘Обобщённый вывод’*, *‘Вводные слова’* (1 лист)

Оглавление *‘Грамматического единства’* (1 лист)

Оглавление *‘Методических указаний’*, *‘Основные предлоги управления падежами в английском языке’* (8 листов)

‘Английские приставки и суффиксы, Таблица неправильных глаголов, Словарь бытового содержания’ (11 листов)

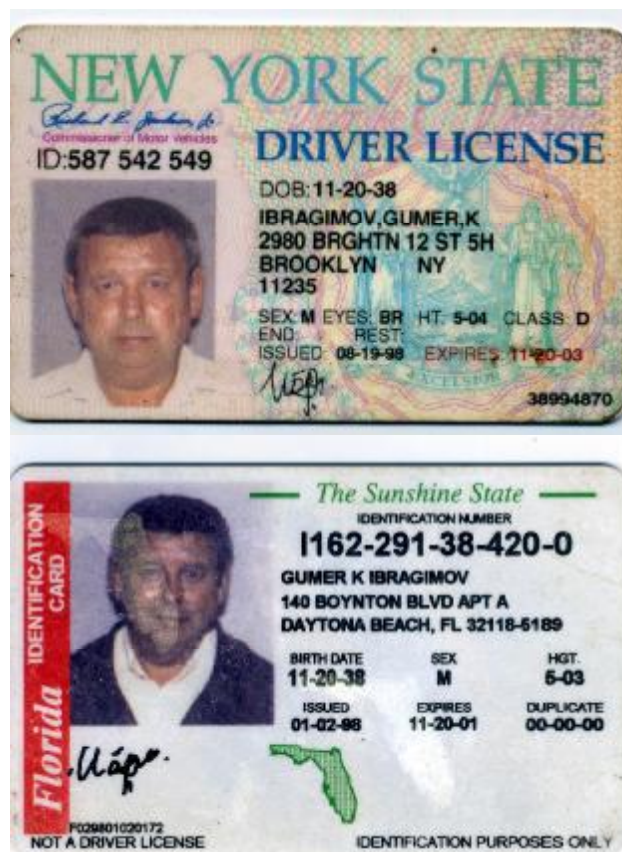
‘Английские личные имена’ (3 листа)

‘Машинопись. Слепой метод’ (2 листа)

Это не какие-то надуманные излишества, этот обширный справочный материал всегда находится на расстоянии вытянутой руки и способствует быстрому решению конкретной задачи. Постепенно с приобретением практических навыков учащийся всё реже и реже обращается в собственное ‘Справочное бюро’, вырабатывается **автоматизм** при решении конкретных грамматических задач по формированию своей устной и письменной речи.

Изложенный в ‘Грамматическом единстве’ и в ‘Методических указаниях’ материал доступен самой широкой аудитории: как приступающим к изучению английского языка школьникам, так и школьникам старших классов, *учащимся* ПТУ, студентам, аспирантам очной и заочной формы обучения. Даже в случае, когда кто-либо изучал ранее английский язык, он/она начинают обучение с нуля, довольно быстро определяя ‘слабые (или недостающие) звенья’ и уделяя этим пробелам повышенное внимание с целью достижения конечного результата – усвоения грамматики русского и английского языка как **единое целое**.

Также имеются практически апробированные наработки по обучению английскому (и соответственно русскому) языку детей с 4,5 лет до поступления в школу непосредственно их родителями, многие из которых, имея высшее образование, не могут помочь своим детям в элементарных вещах, а ведь родители находятся в контакте с детьми практически круглые сутки.



Если обладателю этих американских документов пришлось пройти **многoletний** путь самообразования после окончания Курсов иностранных языков в Петербурге и Москве (5 лет непрерывной учёбы к 52-летнему возрасту), то русскоязычному студенту, изучающему английский язык методом сравнительной грамматики и получившему хорошую всестороннюю базовую подготовку в течение только одного учебного года (144 астрономических часа), не составит большого труда самостоятельно сдать своего рода ‘**выпускные экзамены**’ на получение водительских прав в США, Англии и других англоязычных странах, быстро и безболезненно адаптироваться в англоязычной среде, использовать свои знания в нужном ему направлении.

Как подтверждение правильно выбранного пути по изучению иностранных языков методом сравнительной грамматики на базе ‘Обобщённого вывода’ (по-английски ‘Generalized Conclusion’, представлен в прикрепленном файле ‘Preface’) составлено печатное Пособие ‘Real Russian’ по изучению русского языка для англоязычных, также имеющего в своём составе записанные на CD ‘The Methodical Instructions’ (‘Методические указания’) объёмом в 560 страниц, ‘English-Russian Dictionary’ (Англо-русский словарь) объёмом в 4028 страниц (7600 входящих значений: 1315 глаголов, 3401 существительное, 2450 прилагательных) и достаточное количество других частей речи. Кроме того, многие английские глаголы, существительные и прилагательные, имеют не по одному синониму, что в свою очередь расширяет возможности Словаря, в котором каждое значение русского слова имеет выделенную **красным** цветом ударную гласную, каждое причастие (у большинства глаголов мы имеем 135 склоняемых значений от одного названия действия) имеет выделенный **зелёным жирным** цветом суффикс (также относится к значениям *сравнительной* и *превосходной* степени прилагательных), возвратные глаголы имеют выделенные **фиолетовым жирным** цветом соответствующие окончания, выделены родовые и множественного числа окончания кратких причастий и прилагательных, т.е. максимально предусмотрены условия для качественного восприятия как отдельно взятого русского слова, так и словосочетания, а в итоге – целого предложения, в котором уже не все слова содержат выделенную **красным** цветом ударную гласную, а только слова в соответствии с интонацией искомого предложения (см. файл ‘Real Russian Manual. Fragments’).

В ‘Methodical Inseructions’ представлены правила чтения, присущие той или иной русской части речи и англоязычному учащемуся не придётся обращаться в Библиотеку Конгресса США для поиска значения спряжения/склонения какого-либо слова, он имеет обширную информацию для решения грамматических задач, а сам поиск любого входящего в ‘English-Russian Dictionary’ слова занимает не более 30 секунд (см. краткую инструкцию в файле ‘Preface’).

В мире издаётся более 500 видов Словарей, относящихся к различным видам активной трудовой деятельности. Если предлагаемый Вашему вниманию ‘English-Russian Dictionary’ относится к Словарю общего назначения, то, не внося структурных изменений в построение и правил пользования, а только изменив, в основном, словарный состав самостоятельных частей речи, как то: глаголов, существительных и прилагательных, мы можем получить в итоге любой Словарь конкретного направления активной трудовой деятельности, например: *политика, медицина, строительство* и т.д., ведь **структура предложения независима от его содержания**, а хорошая грамматическая база позволит каждому применить знания в выбранном направлении активной трудовой деятельности, будь то техническое или гуманитарное.

Процесс обучения англоязычных русскому языку **аналогичен** выше представленному для русскоязычных учащихся при изучении английского языка.

Открывается доступ к созданию такого рода Пособий для изучения иностранных языков методом сравнительной грамматики на базе ‘Обобщённого вывода’ (в каждом языке имеющего своё название) в качестве доказательства общности грамматических структур существующих на Земле языков как средства общения.

Резюме на *английском* языке относительно изучения **русского** языка методом сравнительной грамматики представлено в файлах ‘Real Russian Manual Table of Contents’, ‘Real Russian Manual. Fragments’, ‘Preface’, ‘Verbs, Nouns and Adjectives Synonyms Paginal Words Address’.

И конечно, любой преподаватель иностранного языка должен **обязательно** работать в двух направлениях, т.е., если он/она преподаёт английский для *русскоязычных*, будь любезен/любезна преподавать русский язык для *англоязычных*, а преимущественное право на оценку представленного грамматического материала предоставлено только учащемуся.

Выделенное на стр.4 упоминание об обучении детей (русскоязычных – английскому, англоязычных – русскому) непосредственно их родителями предусматривает предварительную, примерно 20 астрономических часов, подготовку родителей, если они изучали английский хотя бы в школе, какой-либо другой иностранный язык или не изучали никакой. В дальнейшем родители становятся хорошими преподавателями для своих детей, укрепляется взаимопонимание, исключается необходимость приглашения со стороны гувернанток, различных тьюторов и т.д. Всё это имеет документальное подтверждение.

Спасибо за внимание и время.

‘Real Russian’ Manual  
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Attention: please, take into account the 'Real Russian' Manual and given Fragments pages numeration corresponding. Sorry but if your computer isn't supplied by IPA Plus print then instead of transcriptions' signs will be printed any English letter.

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## THE INTRODUCTORY COURSE

Dear Ladies and Gentlemen!

It's thought that any foreign language knowledge will allow you to get and transfer some extra information through radio, TV, printed editions and personal contacts. But when you begin to study foreign language you'll have to come across the studying foreign language's Grammar structure. First of all everyone must ask herself/himself how everyone uses her/his mother tongue. 'The speech is the thought's engine' and it's divided into **ORAL** and **WRITING**. Everyone can make sure independently what a precipice runs between the skill of writing and the skill of speaking and reading.

Any Grammar as such it is even one would think of exotic languages like Chinese, Japanese, Hebrew and so on has the same structure and gives us the words changing rules meaning of not any concrete words but the words without any concrete in general. The Grammar gives us sentences composing rules meaning not any concrete sentences, for example, concrete subject, predicate, object etc. but any sentences irrespective of concrete form of one or another sentence. That's why abstracting from particular and concrete both in the words and in the sentences the Grammar takes all 'Common' what's the basis of words and word combinations changing in the sentence and the Grammar builds in accordance with above mentioned its Grammar rules and Grammar laws therefore the better we know our mother tongue Grammar the better we'll know of learning one. Russian and English Grammar structures have a lot of general positions therefore it's easier to remember your mother tongue Grammar structure and then to study the existing distinctions between of both mentioned ones. That way of foreign language studying is called as "The Comparative Grammar Method".

Above given definition is general for English and Russian Grammar. Every language has its own history and every language is based on one of two principles by its origin: historical like English language and orthographical like Russian one.

You know the English language structure hasn't been changing for more five centuries and owing to the historical reasons the English language has become as the international one. Even in 1888 in London it had to work out and take the **IPA**(International Phonetic Alphabet) what is used hitherto. The **IPA**(so called 'transcription') using allows us to read and pronounce the English words correctly. There are the definite reading rules in English and the various letter combinations are read according to their demands.

Let's introduce "**The Brief of English Grammar Structure**" where are given all parts of speech short description:

### THE ENGLISH ALPHABET

<b>Aa</b>	/ ei /	<b>Nn</b>	/ en /
-----------	--------	-----------	--------

<b>Bb</b>	/ bi: /	<b>Oo</b>	/ Wu /
<b>Cc</b>	/ si: /	<b>Pp</b>	/ pi: /
<b>Dd</b>	/ di: /	<b>Qq</b>	/ kju: /
<b>Ee</b>	/ i: /	<b>Rr</b>	/ A: /
<b>Ff</b>	/ ef /	<b>Ss</b>	/ es /
<b>Gg</b>	/ dJi: /	<b>Tt</b>	/ ti: /
<b>Hh</b>	/ eitS /	<b>Uu</b>	/ ju: /
<b>Ii</b>	/ ai /	<b>Vv</b>	/ vi: /
<b>Jj</b>	/ dJei /	<b>Ww</b>	/ dUblju: /
<b>Kk</b>	/ kei /	<b>Xx</b>	/ eks /
<b>Ll</b>	/ el /	<b>Yy</b>	/ wai /
<b>Mm</b>	/ em /	<b>Zz</b>	/ zed /

## THE INDEPENDENT PARTS OF SPEECH

### THE NOUN

The noun designates the object and answers to the questions of 'Who?' or 'What?'. By their meaning the nouns divided into PROPER('Australia', 'The New-York Times', 'James', 'Mary' etc.), COMMON('sport', text-book', window', 'forest' etc.), COUNTABLE('horse', 'man', 'girl', 'fox', 'fish' etc.), INANIMATE('building', country' newspaer', Thames' etc., COUNTABLE('pen', 'cup', 'door', 'car' etc., UNCOUNTABLE('money', 'coffee', 'bread', 'milk' etc.,. The nouns are changed by numbers: *Singular*('finger', 'apple', 'cover', 'watch' etc.); *Plural*('fingers', 'apples', 'covers', 'watches' etc.,. The noun has a gender: masculine, feminine and neuter.

The English noun has by itself the particular determinant so called 'article' what is 'indefinite(a / an)' and 'definite( the )'. The meanings of the articles aren't concrete and they are abstract but the articles serve as an important factor for establishment of the mutual understanding between the speakers. It ought to remember that the speaker uses the articles not for himself but for interlocutor.

### THE ADJECTIVE

The adjective designates the various object's or person's signs and answers to the questions of 'What?', 'Whose?'. The adjectives are divided into: QUALITATIVE, RELATIVE and POSSESSIVE.

The qualitative adjectives designate the objet's sign by the following indications:

- Form('straight', 'angular', 'wry', 'round' etc.)
- Size('tight', 'low', 'huge', 'large' etc.)
- Colour('red', 'citric', 'purple' etc. )
- Property('solid', 'viscous', 'fragile', etc.)
- Taste('bitter', 'salty', 'sour', 'tasty' etc.)
- Weight('heavy', 'weighty', 'imponderable' etc.)
- Smell('fragrant', 'luscious', 'odorouss' etc.)



Temperature('warm', 'fresh', 'hot' etc.)

Sound('loud', 'quiet' etc.)

Common estimation('important', 'harmful', 'useful' etc.)

F.e.: 'bitter salty cucumba'; 'warm sunny day'; 'red round weighty box' and so on. The object or person can be presented by the countless quantity of the various qualitative signs.

The qualitative adjectives have comparative and superlative degrees of comparison:

a) 'easy(positive degree) – easier(comparative degree) – the easiest(superlative degree)'

b) 'fast(positive degree) – faster(comparative degree) – the fastest(superlative degree)'

c) 'important(positive degree) – **more important**(comparative degree) – **the most important**(superlative degree)'

The comparison's degrees can have both a simple form('a' and 'b' examples are formed by the suffixes) and compound one('c' example consists of two words).

The relative adjectives designate such sign what can not be in the object at more or less degree:

Stuff('wooden spoon', 'caly pipe' etc.)

The whereabouts('river port', 'London citizen' etc.)

Time('January frosts', 'last year plan' etc.)

Purpose('washer machine', 'passanger train' etc.)

Weight, length, measure('a metre stick', 'monthly reserve' etc.)

The possessive adjectives designate the possession of smth. To a person or to an animal:

'bear's den', 'deer's antlers', 'Michael's car' etc.

### THE NUMERAL

The numerals designate the object's quantity, number and the objects' order by counting. They are divided into **cardinal**(answer to the questions of 'how many?; how much?') and **ordinal**(answer to the question of 'what?'). Depending of the quantity of forming words the numerals are divided into simple(consists of word) and **complex**(consists of two or more words):

Cardinal numbers	Ordinal numbers
1 – one	1 <sup>st</sup> – the first
2 – twp	2 <sup>nd</sup> – the second
3 – three	3 <sup>rd</sup> – the third
4 – four	4 <sup>th</sup> – the fourth
5 – five	5 <sup>th</sup> – the fifth
6 – six	6 <sup>th</sup> – the sixth
7 – seven	7 <sup>th</sup> – the seventh
8 – eight	8 <sup>th</sup> – the eighth
9 – nine	9 <sup>th</sup> – the ninth
10 – ten	10 <sup>th</sup> – the tenth
11 – eleven	11 <sup>th</sup> – the eleventh
12 – twelve	12 <sup>th</sup> – the twelfth
13 – thirteen	13 <sup>th</sup> – the thirteenth
14 – fourteen	14 <sup>th</sup> – the fourteenth
15 – fifteen	15 <sup>th</sup> – the fifteenth
16 – sixteen	16 <sup>th</sup> – the sixteenth
17 – seventeen	17 <sup>th</sup> – the seventeenth
18 – eighteen	18 <sup>th</sup> – the eighteenth
19 – nineteen	19 <sup>th</sup> – the nineteenth
20 – twenty	20 <sup>th</sup> – the twentieth
21 – twenty-one	21 <sup>st</sup> – the twenty-first
22 – twenty-two	22 <sup>nd</sup> – the twenty-second
23 – twenty-three	23 <sup>rd</sup> – the twenty-third

30 – thirty	30 <sup>th</sup> – the thirtieth
40 – forty	40 <sup>th</sup> – the fortieth
50 – fifty	50 <sup>th</sup> – the fiftieth
60 – sixty	60 <sup>th</sup> – the sixtieth
70 – seventy	70 <sup>th</sup> – the seventieth
80 – eighty	80 <sup>th</sup> – the eightieth
90 – ninety	90 <sup>th</sup> – the ninetieth
100 - a/one hundred	100 <sup>th</sup> – a/one hundredth
1,000 – a/one thousand	1,000 <sup>th</sup> – a/one thousandth
10,000 – ten thousand	10,000 <sup>th</sup> – ten thousandth
100,000 – a/one hundred thousand	100,000 <sup>th</sup> – a/one hundred thousandth
1,000,000 – a/one million	1,000,000 <sup>th</sup> – a/one millionth

Cardinal simple: 'one, two...seventeen...a hundred...' etc.

Cardinal complex: 'forty-six', 'fifty-nine', 'two thousand and eight' etc.

Ordinal simple: 'the first', 'the ninth', 'the twentieth' etc.

Ordinal complex: 'the thirty-second', 'the hundred and sixty-third' etc.

Fractional numerals

a vulgar(arithmetical) fraction: '1/2 – a half'; '4/7 – four/seventh' etc.

decimal fraction: '0.12'; '2.41'; '15.37' etc.

Collective numerals

'both, two, three...seven...nine, ten; a dozen; a half dozen/half a dozen; two dozen; score; three score years and ten; a gross'

## THE PRONOUN

The pronoun points to the objects, their various signs and quantities only but names nothing. Thus it's used instead of nouns, adjectives and numerals. As the nouns, adjectives and numerals have their own signs the pronouns divided into 10 ranks according to their meanings:

### 1. The Personal Pronouns

<i>Singular</i>	<i>Plural</i>
I – me	we – us
you – you	you – you
he – his; she – her	they - them
it - it	

### 2. The Possessive Pronouns

<i>Singular</i>	<i>Plural</i>
I – my – mine	we – our – ours
you – you – yours	you – your – yours
he – his; she – her – hers	they – their - theirs
it – its – its	

### 3. The Reflexive Pronouns

<i>Singular</i>	<i>Plural</i>
I – my – myself	we – our – ourselves
you – you – yourself	you – your – yourselves
he – his; she – her – herself	they – their - themselves
it – its – itself	

### 4. The Demonstrative Pronouns

<i>Singular</i>	<i>Plural</i>

this  
that

these  
those

#### 5. The Relative Pronouns

'*who(whom); what; whose; which; how many; how much*'

#### 6. The Indefinite Pronouns

'*one, some, any, someone, anyone, somebody, anybody, something, anything, all*'

#### 7. The Attributive Pronouns

'*some, any, every, everyone, everybody, everything, other(pl - others), other's, others', different, another*'

#### 8. The Negative Pronouns

'*no, anybody, anyone, anything, none, nothing*'

#### 9. The Reciprocal Pronouns

'*each - other'; 'each - another*'

#### 10. The Interrogative Pronouns

'*who?(whom?); 'what?'; 'which?'; 'whose?'; 'how many?'; 'how much?'; 'a few(a little)*'

It's difficult to envelop at once to the above given 10 pronouns' ranks therefore according to the pronoun's definition('...points to the objects, their various signs and quantities only but names nothing'). Let's generalize above mentioned in the following way:

The pronouns pointing to the object(person)

I – me – *myself*; you – you – *yourself*; he – him – *himself*; she – her – *herself*; it – it – *itself*; we – us – *ourselves*; you – you – *yourselves*; they – them – *themselves*; who(whom); somebody(someone); anybody(anyone); someone; nobody

*Each other; each another*

This – *these*; that – *those*

The pronouns pointing to the object's(person's) signs

*What; some*

*Whose; somebody's = someone's, anyone's*

*My(mine); your(yours); his(his); her(hers); its(its); our(ours); yours(yours); their(theirs)*

*Which*

*Some, a certain*

*Such; such(any)(the same); any; every; different(other)*

*No*

*Not one*

*Nobody's = no one*

The pronouns pointing to the number

*How many*

*How much*

*Few, little*

*A few, a little*

*Any*

*No, nothing*

*None, none at all*

As a rule the adjectives, numerals and pronouns explain the noun that is they form the steady noun phrases. For example: '*...these two red beautiful roses...*'; '*...a few big tasty apples...*', '*several tall strong men...*' etc.

### THE VERB

The verb is the kernal of any language and it designates the action name of object'person's condition. It's important to remember both of these notions. The primary form is defined by the

particle of 'to' before any verb: 'to write'; 'to walk'; 'to make' etc. The verbs can be Regular(p, and p.p. are formed by the suffix of '-ed') and Irregular. Like any parts of speech the verb has its own signs:

1. aspect
2. reflection
3. voice
4. conjugation
5. tense
6. transition
7. mood

When compose any sentence we are sure to take into account all verb signs. However as depending on expression sense it can be used some of the verb signs. Let consider everything using the instanced:

### 1. Aspect

- a) '*He is going to go to the country every day*' – 'to go – imperfect verb'
- b) '*He is going to go to the country tomorrow*' – 'to go – perfect verb'

You see the same verb 'to go' can be used as an imperfect verb and as perfect one. In English we can define the verb aspect by the content of the concrete sentence.

### 2. Reflection

- a) '*The child has been washing himself since last year*' – the action 'washing' is returned to the executor('the child')
- b) '*The travellers had to care themselves*' – 'the action('to care') is returned to the executor('the travellers')

### 3. Voice

The action can do the executor – Active voice

The executor can be subjected to the action – Passive voice

- a) '*Mary came in quickly while John was writing his letter*' – Active voice('came in'; 'was writing')
- b) '*Soon our mother is given a good present on the occasion of her birthday*' – **Passive voice**('is given')

### 4. Conjugation

The verbs' changing by the persons and numbers is the conjugation.

- a) '*In spite of the rain I've overcome the thick forest today*' – the 1<sup>st</sup> person singular
- b) '*It was seen as the sea-gulls. White like a snow are circled over ship masts*' – the 3<sup>rd</sup> person singular the 3<sup>rd</sup> person, plural
- c) '*She usually begins to do her morning exercised at the proper time*' – the 3<sup>rd</sup> person singular
- d) '*You will not be frightened, my dear child*' – the 2<sup>nd</sup> person singular
- e) '*The door was held only by a bolt*' – the 3<sup>rd</sup> person singular
- f) '*They are helped their relatives*' – the 3<sup>rd</sup> person plural

### 5. Tense

The action(condition) can proceed at present, in the past and in future(*Present, Past* and *Future Tense, Active or Passive Voice*). There are four Categories of Tense in English(Indefinite – Indefinite Continuous; Perfect – Perfect Continuous) and every of them contains of *Present, Past* and *Future Tense*. The actions can proceed at the same time, precede one another or follow one after another. Let's consider everything by several instances:

#### Indefinite

Present: '*The students of our University study a few subjects every day*'  
'*The famous hockey team is always the first*'

*'The mail is delivered in time'*

Past: *'The waiter had to change several courses immediately'*

*'Yesterday he worked on his invention the whole day intensively'*

*'In spite of any reason the report was listened to carefully'*

Future: *'Life will teach her a lesson'*

*'He will be invited to the party, too'*

#### Indefinite-Continuous

Present: *'My husband is staying in town tonight'*

*'They are being looked at'*

Past: *'It was raining when I went out into the street'*

*'A new adventure movie was being shown by TV'*

Future: *'Meg, will you close the window? The food will be getting cold'*

#### Perfect

Present: *'I have heard her opinion'*

*'My friends have bought a lot new books'*

*'No mistakes have been made in the test'*

Past: *'She had written only two letters by noon'*

Future: *'I suppose he will have made up his mind before our departure'*

#### Perfect Continuous

Present: *'For several years I have been saving up to return to my homeland'*

Past: *'She had been writing for two hours when she was rung up from New-York'*

Future: *'If you come at 7 he will have been writing for an hour by taht time'*

### 6. Transition

The verbs are divided into transitive and intransitive. The transitive verb means the action transits to the object(person directly: *'She reads(what?) a newspaper'*; *'Jimmy saw(who?) him playing in the garden'*

The intransitive verb means the action doesn't transit to the object(person): *'Catherine walks a lot'*; *'Our ship will put to sea in two hours'* etc.

### 7. Mood

The Mood is the action's attitude to the reality and such attitude is determined by the speaker. By the verb's form the speaker can introduce the action as *'real, unreal, problematical* or *introduce as an request or an order'*.

There are the following Moods in English:

**1. The Indicative Mood** expresses the real actions having taken place at present, in the past and in the future, f.e.:

*'For over one hundred years, the Statue of Liberty has stood in New-York Harbor, facing out to sea and holding high a burning torch'*

*'Adeline anxiously watched from her chamber window the sun set behind the distant hills, and the time of her departure draw night'*

**2. The Imperative Mood** expresses the motive to the action(request, order, advice), f.e.:

*'Stop!'; 'Please, make no noise'; 'Do turn the TV set off'; 'Let's not talk about it'*

**3. The Subjunctive Mood** contrast to the Indicative one doesn't designate the action as real fact but it designates the action as a possible, an unreal, a supposed and a desired one, f.e.:

*'If I knew the train arrival time I should meet you at the station'*

*'If I had supposed that he would leave us, I should have changed my decision about his work'*

*'If it were not for these events my brother might be far from here'*

*'If he were not so busy he would have come last week'*

**4. The Conditional Mood** expresses real and unreal conditions when the action may precede (present, past and future tense), f.e.:

*'He went to meet me as though he would shake hands with me'*

*'Oh, if only I knew where to be!'*

*'Oh, if only it would stop a snowfall!'*

*'Will you come to us, won't you? We would rather that you came to us tomorrow'*

*'If she were to refuse our invitation it would be by mistake'*

*'It was desirable that John should be advised with the guidance about working schedule maintenance'*

The verb has two special forms: the **participle** and the **adverbial participle**.

The participle designates the object's (person's) sign by its (his/her) action

The participles are divided into imperfect (present participle / pres.p. /) aspect and perfect (past participle / p.p. /) one. The participles have independent meanings (explain the objects or persons by their actions) and are used of forming some verbs' tenses (Passive Voice and Continuous Tense). Let's consider some instances:

*'She is reading an interesting article now'* (Present Continuous)

*'Pure broiled water was delivered immediately'* (p.p. explain the object / water /; Passive Voice)

*'Well-dressed coming nearer to us young man was a foreigner'*: pay a particular attention that the p.p. and pres.p. explain the object of 'man' by its action. According to 'The Analogy' draw a parallel between the adjective what explains the objects (persons) by various signs and the participle (pres.p. and p.p.).

The **adverbial participle** designates the extra action by the *principal* in the sentence and **adverbial participle** can be either *imperfect* or *perfect* aspect.

*'Reading and writing however she had time to answer a lot of questions'* (underlined **adverbial participles**/ **imperfect** aspect / are the extra actions by the principal of 'had time')

*'Having locked a door John hurried to his started up car'* (*having locked* – **perfect adverbial participle**, designates an extra action by the principal - *hurried*)

- **The modal verbs**

What can it mean the idea of modality? It implies:

a) the speaker's attitude to the utterance's content

b) grammatical category what is expressed by the verb's forms, intonation and parenthetical words and again it expresses by the corresponding manner the speaker's attitude to the utterance's content

By the modal verbs expressing not the very action but the *knack, physical possibility, ability, permission, probability, supposition, necessity, duty of order, prohibition, categorical advice, obligation, will, intention, senselessness or useless and so on to do any action or to dare to do it the speaker shows he supposes one or another action as possible or not, obligatory or not, probable or not and so on.*

There are the following modal verbs in English:

**can**(could)

*'He can play the piano'; 'The boy could read before he went to school'*

**may**(might)

*'He may be at home'; 'You might go and help him'*

**must**

*'My friend must be sure to rewrite his test today by 8 PM'; 'You must warn him'; 'The streets are deserted. It must be late'*

**to have to...**

*'My sister-in law had to move from New-York to Baltimore for reason of health'*

### **had better...**

'You are wet through. You had better to and change your clothes'

### **to be to...**

'Who is to arrange the chess competitions?'; 'We are to be ready to any surprises'

### **ought to...**

'Ought she to make her new hair style?'; 'Generally the existent rules ought not to break'

### **need**

'Did you need to read all those books?'; 'Need I repeat it?'; 'I don't need to explain anything'

### **dare**

'How dare she come here?'; 'He dared not look at her'

### **to be able to...**

'The boy was able to drive a car'; 'You will be able to master mathematics'

## **The adverb**

The **adverb** designates an action's sign, an object's sign and a sign of another sign

It is difficult to apprehend that definition after the first perusal but it's accessible.

1. The adverb designates action's sign when is joined to verb or adverbial participle:  
'to work together'; 'to live in a friendly manner'; 'reading carefully'; 'having written quickly'  
etc.
2. The adverb designates object's sign when is joined to noun:  
'the tie by knot'; 'with chest well out'; 'riding on horseback' etc.
3. The adverb designates sign of another sign when is joined to adjective, participle or to another adverb:  
'very arguable question'; 'too few'; 'too many' etc.

The adverbs divided into:

### **1. Adverbs of time and frequency**

'today; in the morning; in the evening the day before; now; a long ago; yesterday; in sinter; early; in the day-time; when; then; often; sometimes; ever; constantly' etc.

### **2. Adverbs of place and direction**

'at home; above; far off; in the distance; at a distance; everywhere; anywhere; here; there and everywhere; from a distance; to the right; the left; down; below; behind; close by; nearby; not far from; inside; abroad' etc.

### **3. Adverbs of cause and consequence**

'in a fit of temper; due to poor sight; against one will; consequently; as a result' etc.

### **4. Adverbs of manner**

'quickly; well; slowly; clean; in a friendly way; in Russian; carefully; attentively; suddenly' etc.

### **5. Adverbs of purpose**

'purposel; on purpose; for fun; to spite smb.; to what degree?; to what extent?' etc.

### **6. Adverbs of measure and degree**

'very; very much; highly; greatly; too; quite; fully; enough; absolutely; utterly; quite; extraordinarily; extremely; so; in two; twice; together; two together' etc.

### **7. Negative adverbs**

'nowhere; never; thereis nowhere; from nowhere; barely; hardly; scarcely; seldom; rarely' etc.

### **8. Modal adverbs**

'certainly; surely; of course; really; indeed; perhaps; possibly; evidently' etc.

## **THE AUXILIARY PARTS OF SPEECH**

### **• The preposition**

It's used as the expression of spatial, temporal, causal, purposeful, possessive, limiting and other relations between the objects or as the expression the same objects' relations to the actions, conditions and qualities.

Generally the English prepositions are divided into *temporal*, *spatial* and *causal*. Pay a particular attention the English prepositions are polysemantic therefore the same prepositions can be used as temporal, spatial, and causal simultaneously. The English prepositions are used as prepositions of government of the cases relations between the noun and the explaining it words (adjectives, numerals, pronouns, participles). The prepositions can be pair and compound. The main English prepositions are the following:

'at, in, on (upon), of, for, from, above, under, near, behind, from behind (compound), over, along, to, into, onto, by, with, out, out of (compound), from ... to (pair), till, off, from under (compound), in advance of (compound), against, during, since, opposite, facing, before, in front of (compound), beside, through, because of (compound)' etc. Let's consider a few instances and using the interrogative adverbs (*when?*, *where?*, *why?*) you can determine the preposition's rank:

'In accordance **with** the schedule the plane will arrive **in** time' (**with** / why? / - causal preposition; **in** / when? / - temporal preposition)

'He is **on** holiday now' (**on** / where? / - spatial preposition)

'Americans were delighted **with** this French gift' (**with** / with what? / - government preposition)

'The room appeared to have been built **in** modern times **upon** a Gothic plan' (**in** / when? / - temporal preposition; **upon** / why? / - causal preposition)

- The Conjunction

The conjunction joins the homogeneous parts of sentence in simple one; the independent sentences in the complex sentence and the subordinate clause with the principal one in the compound sentence.

The conjunction are divided in two main ranks:

1. The Coordinating conjunctions
2. The Subordinating conjunctions

Like the prepositions the conjunctions can be the simple, pair and compound. The Coordinating conjunctions are divided into three groups:

- a) the *Copulative* conjunctions
- b) the *Adversative* conjunctions
- c) the *Disjunctive* conjunctions

- a) the *Copulative* conjunctions

'and (as copulative meaning); **not only ... but also** (pair); **both; both ... and** (pair)'

- b) the *Adversative* conjunctions

'and (without opposition); **but; but** (as opposition meaning); **however; but then; in return**'

- c) the *Disjunctive* conjunctions

'or; **whether**; either; **either ... or** (pair); **now ... now** (pair); **half ... half** (pair); **whether ... or** (pair); **neither ... nor** (pair)'

The *Subordinating* conjunctions are divided into the following groups:

- a) the *Causal* conjunctions
- b) the *Purposeful* conjunctions
- c) the *Temporal* conjunctions
- d) the *Conditional* conjunctions
- e) the *Comparative* conjunctions
- f) the *Expressive* conjunctions



g) the Concessive conjunctions

Let's consider the Subordinating conjunctions in more detail:

a) the Causal conjunctions

'because; as; since; thanks to; owing to; thanks to the fact that; in connection with'

b) the Purposeful conjunctions

'in order(+ to inf.); with a view(to ger.); in order that(+ may + inf.)'

c) the Temporal conjunctions

'when; soon; as soon as; while; till( = *untill*); just'

d) the Conditional conjunctions

'if; if only; since; whether; as soon as'

e) the Comparative conjunctions

'as; like; as if; as though'

f) the Expressive conjunctions

'that; how'

g) the Concessive conjunctions

'though; however'

- The Particle

The particles are called such words what usually don't have full independent real or material meaning but generally they add extra tinges to the meaning of other words, groups of words, sentences or they are used for various grammatical relations. The particles aren't changed and they aren't as the parts of sentence. By their meaning they are divided into three ranks:

1. The Form-building Particles

'whatever; whoever; whenever; wherever; whether; if'

2. The Negative Particles

'not; not a'

3. The Modal Particles

The Modal Particles express the various sense tinges in the sentence such as:

a) *question*

'really?'

b) *directions*

'there; here; over there'

c) *specification*

'namely; videlicet(viz); that is; just; exactly'

d) *apportionment, limitation*

'exclusively; solely; merely; almost'

e) *exclamation*

'what; what kind/sort of'

f) *doubt*

'hardly; scarcely'

g) *reinforcement*

'even; be sure; really for all that; still; nevertheless'

h) *softening, demand*

'just; what if'

- The Interjection

The Interjection is the particular unchanged part of speech what expresses the various senses and motives and the interjection isn't a part of sentence:

'O!(Oh!); hello; ha; O dear me!; oh; what a lie!' etc.

Please, pay attention to the designating each part of speech and other abbreviations using in 'The English-Russian Dictionary':

1. noun – n
2. adjective – a
3. numeral – num.card.; num.ord.
4. pronoun – pron
5. verb – v
6. adverb – adv
7. preposition – prep
8. conjunction – cj
9. particle – part
10. interjection – int
11. past tense – pt
12. past participle – pp
13. verbs – vv
14. plural – pl
15. the 3<sup>rd</sup> person singular present tense – 3<sup>rd</sup> pers sing pres t
16. superlative degree – superl

and etc. Every Dictionary contains the Using Instructions and you ought to read it carefully.

- THE SYNTAX

The Syntax considers the word as a part of sentence and learns the word combinations and the sentence. The word combination is the Syntax's unit and it is a combination of two or more independent words what are bound up with each other by sense and grammatically. The word combination consists of the main and depending words. The words sense connection in the word combinations is defined by questions what are put from the main word to the depending one therefore in any case your best assistant will be the interrogative words of 'who?', 'what?', 'when?' 'why? how?' etc. It's concerned by sentence composing too.

*The sentence is a single word or several words what expresses the information, question or motive (order, request, advice).*

The sentence has its own structure and strictly words order in it:

'subject – predicate – direct object – indirect object – attribute – adverbial modifier of place, manner, cause, effect, condition, concession, time'

The word combination serves as more detailed information about the objects (persons), actions and their signs.

The way of sentence's composing:

a word – the word combination – the sentence

Above given part of grammatical conclusion will be for you like a multiplication table. You'll make sure later that this way allows you to avoid any mistakes by sentence composing and summarize the numerous grammatical rules.

Now let's return to the Grammar part of 'Morphology' and pay attention to the parts of speech intercommunication in the word combinations.

The independent parts of speech such as noun, adjective, numeral, pronoun, verb (including its special form of participle and adverbial participle) and adverb have their primary form. As to the noun, adjective, numeral and pronoun their primary form is any name only:

**noun** – name of any object or person (proper, common, animate, unanimate etc.)

**adjective** – name of any sign (colour, smell, size etc.). The participle names the sign but by object's or person's action.

**numeral** – name of any number (cardinal, ordinal, fractional etc.)

**pronoun** – pointing to the noun, adjective and numeral but names nothing

**verb** – name of any action(condition is expressed by the complex form)

All relations between the noun, adjective, numeral, pronoun and participle is expressed through the cases' relations. Below you see the six cases and their purpose:

**Nominative** – name only

**Genitive** – part of the whole; absence, lack; belonging('of, from, for')

**Dative** – action's address('to')

**Accusative** – action's transition to the object or person

**Instrumental** – action's unstrument('by, with')

**Prepositional** – acton's revealing within, inside or on the surface of the object or person; what's spoken about('on, in, by, about, at etc.')

Before it was said about the preposition of government therefore where needs it's given the necessary prepositions of government.

Now we'll unite the four basis notions to introduce the whole Grammar as '**Generalized Conclusion**' what including the two main Grammar parts: '*Morphology*' and '*Syntax*':

**'Morphology'** – *the cases' relations and the verb's signs*

**'Syntax'** – *words' order in the sentence; the way of sentence composing*

Pay a particular attention '**Generalized Conclusion**' will be as **a guide to action forever** therefore you must reprint it from Dictionary on the CD and keep it always before your eyes.

In our speech we express the real/unreal, conditional, preusmable, possible or impossible, compulsory or needless, probable or improbable etc. actions(object's or person's condition) by composing an impersonal, simple, complex or compound sentences(affirmative, negative, interrogative, exclamatory, imperative ones).

#### 'GENERALIZED CONCLUSION'

The cases' relations

**Nominative** – name only

**Genitive** – part of the whole; absence, lack; belonging('of, from, for')

**Dative** – action's address('to')

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+

The verb's signs(and its special forms)

1. aspect
2. reflection
3. voice
4. conjugation
5. tense
6. transition
7. mood



The sentence's words order:

**subject**(Who?, What?) – **predicate**(What does?, Who does?, Who did?, What did?, What will do?, Who will do?, Who has done?, What has done?, What can do?, Who can do?...) and so on for the Active Voice. "What is done?, Who is done?, What was done?, Who was done?, What'll be done?, Who'll be done?, What has been done?, Who has been done?"

done?, **What** can be done?, **Who** can be done?... and so on for the Passive Voice) – **direct object**(What?, Who {I see}?) – **indirect object**(questions of G., D., I., P cases) – **attribute**(**What?**, **Whose?**) – **adverbial modifier of place**(**Where?**, **Where to?**, **Where from?**), **manner**(How?), **cause**(Why?), **effect**(*To what effect?*), **condition**(In what condition?), **concession**(In spite of what?), **time**(**When?**, **How long?**, **Till when?**, **Since when?**..)



### The way of sentence composing:

**word – word combination** – *subordiante clause*

By the “The Generalized Conclusion” you’ll be able to solve any Grammatical tasks.

As it was spoken above the verb is the kernal of any language. But many same English words are used both as a noun and a verb, f.e.: ‘place(n) – *to place*(v)’; ‘turn(n) – *to turn*(v)’; ‘shave(n) – *to shave*(v)’ etc.

The Regular English verbs form their Past Indefinite and the Past Participle by the ‘-ed’ suffix adding to the verb’s base. When to define of ‘Regular’ or ‘Irregular’ verbs it’s enough to run over ‘The Table of Irregular Verbs’. If there isn’t the necessary verb you can bravely add the suffix of ‘-ed’ to its base, f.e.:

*‘to reply - replied’; ‘to wash - washed’; ‘to study - studied’ etc.*

The English verb is subjected to the negligible changings when coordinates in the sentence. When the 3<sup>rd</sup> person of Present Indefinite Tense, the verb takes ‘-s(-es)’ ending. The same rule is used for Noun’s Plural forming because the same word can be used as a noun, f.e.:

*‘He watches... (v, 3<sup>rd</sup> person Present Indefinite Tense singular)’; ‘watch(n, singular) – watches(n, plural)’*

*‘She plays... (v, 3<sup>rd</sup> person Present Indefinite Tense singular)’; ‘play(n, singular) – plays(n, plural)’*

In our speech the special role plays the various interrogative sentences. The English and Russian interrogative sentences by their structure are the same and divided into the following groups:

#### 1. The General Questions

Put to the whole sentence, f.e.:

*‘John writes the test(affirmative sentence)’; ‘Does John write the test?’(interrogative question)*

#### 2. The Special Questions

Put to the parts of sentence to define more exactly of any details and they are built on the General Questions base, f.e.:

*‘Really my sister graduated the University successfully last year’(affirmative sentence)*

- a) question to the **subject**(...*my sister*...)
 

*‘Who really graduated the university successfully last year?’*
- b) question to the **predicate**(...*graduated*...)
 

*‘What did my sister do last year?’*
- c) question to the **direct object**(...*the University*...)
 

*‘Really what did my sister graduate successfully last year?’*
- d) question to the **adverbial modifier of manner**(...*successfully*...)
 

*‘Really how did my sister graduate the University?’*
- e) question to the adverbial **modifier of time**(...*last year*)
 

*‘Really when did my sister graduate the University successfully?’*

There are used the special words such as interrogative pronouns of ‘**Who?**’, ‘**What?**’ and interrogative adverbs of ‘**Where?**’, ‘**When?**’, ‘**Why?**’, ‘**How?**’ and so on.

#### 3. The Disjunctive Questions

Put to the purpose to get a confirmation of expression’s justice of the affirmative(negative) sentence. By structure the Disjunctive Questions consist of two parts that is the affirmative(negative) narrative sentence and a short question consisting of a correlated with a subject of narrative part of sentence pronoun and the correlated with predicate auxiliary verb. If the narrative part of sentence is affirmative then a question is negative and vice versa :

- a) He **is** at home, **isn’t** he?’
- b) ‘Your friends **don’t** live in London, **do** they?’

#### 4. The Alternative Questions

Put to the purpose to suggest to an interlocutor to make a choose between two objects, actions, qualities, notions etc. By structure that question is built on base of two General Questions linked by a disjunctive conjunction of 'or', f.e.:

- a) 'Are you leaving tonight **or** (are you leaving) tomorrow?'
- b) 'Do you want a black pen **or** (do you want) a blue pen?'

In our usual speech the Alternative Questions are curtailed on account of the second sentence's part where are kept the words only which content an alteration, f.e.:

- a) 'Are you leaving tonight **or** tomorrow?'
- b) 'Do you want a black pen **or** a blue one?'

#### 5. The Think Questions

Put to the purpose to know an interlocutor's opinion. They are divided into:

- a) The General Think Questions  
'**Do you think**, it will rain?'
- b) The Special Think Questions  
'What **do you think** he told them?'  
'**Why do you think** they won't stay a little longer?'  
'**How much time do you think** he spent for his invention
- c) The Disjunctive Think Questions  
'**Do you think** he will phone us **or** send a telegram?'  
'**Do you think** she plays golf **or** tennis?'

In the sentences we use the parenthetical words what expresses the speaker's attitude to the report and the parenthetical words have the following meanings:

- a) confidence(more or less): 'of course; undoubtedly; absolutely; really; seem; evidently; probably; perhaps' etc.
- b) source of report: 'according to'
- c) sequence of thoughts and their connection: 'first of all; so; then; well then; on the contrary; for example' etc.
- d) various feeling: 'luckily; unfortunately; to surprise' etc.
- e) Remarks about the manner of thoughts' mounting: 'in other words; in a word' etc.

Now let's consider by detailed Syntax analysis the most probable grammatical exanples through 'Generalized Conclusion':

- The Indicative Mood

#1.

'Perhaps, Stanley gives Jane the flowers': affirmative sentence; the Present Indefinite Tense; Indicative Mood

subject – 'Stanley', proper name, singular

predicate – 'gives', real action, expressed by a single transition irregular verb, the 3d person(' -s' ending); primary form is 'to give'; Active Voice

indirect object – 'Jane', proper name, singular

direct object – 'the flowers', the common inanimate countable noun; plural

parenthetical word: 'perhaps', expresses a less confidence

#2.

'Perhaps, the flowers are given by Stanley to Jane': affirmative sentence; the Present Indefinite Tense; Passive Voice

subject – 'the flowers', common inanimate countable noun, plural

predicate – 'are given'(primary form: 'to be given'). The Present Indefinite Passive Voice is expressed by the auxiliary verb of 'to be + past participle of sense verb'. The auxiliary verb designates a person, number and Tense(it's conjugated), real action.

indirect object – 'by Stanley', proper noun, Instrumental case(preposition of government 'by')

indirect object – 'to Jane', proper noun, Dative case(preposition of government 'to'), action's address

parenthetical word: 'perhaps', expresses a less confidence

#3.

'The snow flakes slipped past the window noiselessly': affirmative sentence; the Past Indefinite Tense, Active Voice; Indicative Mood

subject: 'the snow flake', word combination of two common inanimate nouns; 'flakes': countable noun, plural; noun of 'snow'(uncountable), used as adjective' explains the noun of 'flakes'

predicate: 'slipped', real action, expressed by a single transition regular verb, the 3<sup>rd</sup> person; primary form of 'to slip'

adverbial modifier of place: 'past the window', word combination(adverb + noun)

adverbial modifier of manner: 'noiselessly', adverb of manner. Complex word: 'noise(noun) + -less(suffix) = noiseless(adjective) + -ly(suffix) = noiselessly(adverb)

#4.

'While he was reading a newspaper I was writing an article': two affirmative sentences connected by the temporal conjunction of 'while'; express the synchronous real actions; the Past Indefinite Continuous; Active Voice, Indicative Mood

subjects: 'he; I' expressed by the personal pronouns(3<sup>rd</sup> and 1<sup>st</sup> person)

predicates: 'was reading; was writing'(primary forms: to be reading; to be writing)(Indefinite Continuous: to be + present participle)

direct objects: 'a newspaper; an article', expressed by the common inanimate countable nouns

#5

'A new fascinating adventure movie is being shown by TV now': real action; affirmative sentence; Present Continuous Passive; Indicative Mood

subject: 'A new fascinating adventure movie'; attributive expression: the noun of 'movie' is explained by the noun of 'adventure', by the present participle of 'fascinating' and by the adjective of 'new'

predicate: 'is being shown', primary form: 'to be being shown'; the 3<sup>rd</sup> person; primary form of the irregular sense verb: 'to show'

indirect object: 'by TV', instrumental case

adverbial modifier of time: 'now', adverb

A subject is an attributive expression(refer to the section of attributive expression). Sense verb's meaning from CD 'English-Russian Dictionary'.

- Imperative Mood

Order, advice, request (affirmative and negative sentences)

#6

**a)**

'Please **read** carefully all the following important safeguards that are applicable to your equipment'

**b)**

'Push the FUNCTION switch to the RADIO position'

Don't hurry and carefully step by step realize all single word and word combination meanings not forgetting about sentence of the Imperative Mood. It's out of place to remember the notion of 'The Semantic Equality' that is the selection of linguistics materials to express the same thought.

**c)**

'Watch for nearby vehicles or pedestrians'

(when driving)

**d)**

'Don't return to the other lane too soon after passing'

(when driving)

#7

'O my children! O friends far distant! Alas!': exclamatory sentences(O; Alas are interjections)

#8

'I intended to lie down somewhere till morning': real action; affirmative sentence; Past Indefinite Active; Indicative Mood

subject: 'I' – personal pronoun, 1<sup>st</sup> person singular

predicate: 'intended to lie'(primary form: 'to intend to lie') is the complex verbal predicate.

adverbial modifier of manner: somewhere – adverb

adverbial modifier of time(compound): 'till morning(adverb + noun)'

• **Modal Verbs**

#9

(skill)

'My mother can play the piano': affirmative sentence; Present Indefinite Active

subject: 'my mother'; attributive expression; 'my' – possessive pronoun; 'mother' – animate noun

predicate: 'can play' 'can' – modal verb; 'to play' – sense verb(after modal verbs without 'to')

indirect object: 'the piano'; common inanimate countable noun

#10

(uncertainty)

'He may be at home': affirmative; Present Indefinite Active

subject: 'he' – personal pronoun; 3<sup>rd</sup> person singular

predicate: 'may be'; 'may' – modal verb; 'to be' – the auxiliary verb(after modal verbs without 'to')

adverbial modifier of place: 'at home'(spatial preposition 'at' and common inanimate uncountable noun 'home')

#11

(permission)

[a]

'Michael can I borrow your book?'

subject: 'I' personal pronoun

predicate: 'borrow' – a single verb of Present Tense

direct object: 'your book' – word combination of a possessive pronoun and a noun(corresponds to the Accusative case)

address: 'Michael' proper name

It's realized of the familiar relation.

[b]

'Professor may I borrow your book?'

All sentences express the permission but the modal verb of 'can' is used when familiar relations and the modal verb of 'may' is used when official ones. The interrogative sentences.

#12

(preference)

'You are wet through. You had better go and change your clothes'

#13

(obligation)

'You ought to apologize to him for your coming late'

Compare the primary form meanings and in the sentence ones. Collate your actions by 'The Generalized Conclusion'.

#14

(needless)

[a]

'You needn't come'

The modal verb of 'need' is used in negative and interrogative sentences.

[b]

'Need I repeat it?'

[c]

'He dared not look at her'

Mainly the modal verbs of 'dare' and 'need' are used in negative and interrogative sentences. Control your steps through 'The Generalized Conclusion'.

#15

(modal verb's equivalent)

'In spite of the incredible efforts to improve the arisen situation somehow he has had to be submitted with it': affirmative compound sentence; the Present Perfect Active; Indicative Mood

the principal clause: 'he has had to be admitted of it'

subject: 'he'; personal pronoun of the 3<sup>rd</sup> person singular

predicate: 'has had to' (primary form of modal verb's equivalent of 'must' is 'to have to')

direct object: 'to be admitted' (expressed by the Passive Voice)

indirect object: 'with it' (expressed by the preposition of government 'with' and the indefinite pronoun of the 3<sup>rd</sup> person singular 'it')

the subordinate clause of concession: 'In spite of the incredible efforts to improve the arisen situation somehow' (it's brought in by the concessive preposition of 'in spite of' and expressed by the word combination)

a) principal clause

he has had to be admitted of it'

b) subordinate clause

'In spite of the incredible efforts to improve the arisen situation somehow'

#### • The Perfect Tenses

#16

'He has already taken a very nice book from the library': affirmative sentence; the Present Perfect Active; Indicative Mood

subject: 'he'; personal pronoun; 3<sup>rd</sup> person singular

predicate: 'has taken' (primary form 'to have taken') ('to have' is the auxiliary verb; irregular sense verb of 'to take')

direct object: 'a very nice book'; attributive expression; the common inanimate countable noun of 'book' is explained by the adjective of 'nice' and the adverb of 'very'

adverbial modifier of place: 'from the library' (spatial preposition of 'from' and the common inanimate countable noun of 'library')

adverbial modifier of time: 'already' (adverb)

#17

'I had done my assignments by 7 PM': affirmative sentence; the Past Perfect Active; Indicative Mood

subject: 'I'; personal pronoun; 1<sup>st</sup> person singular

predicate: 'had done'

adverbial modifier of time: 'by 7 PM' (the temporal preposition of 'by' and precise time)

#18

'For several years I have been saving up to return to my homeland': affirmative compound sentence; the Present Perfect Continuous Active; Indicative Mood.

the principal clause: 'For several years I have been saving up

subject: 'I' (the personal pronoun of the 1<sup>st</sup> person singular)

predicate: 'have been saving up'

adverbial modifier of time: 'for several years' (temporal preposition of 'for'; indefinite pronoun of 'several'; common inanimate countable plural noun of 'years')

the subordinate clause of purpose: 'to return to my homeland' (it's introduced by the primary verb's form of 'to return')

adverbial modifier of place: 'to my homeland' (spatial preposition of 'to'; possessive pronoun of 'my' and common inanimate countable noun of 'homeland')

adverbial modifier of purpose: 'to return' (primary form)

a) principal clause

'For several years I have been saving up'

b) subordinate clause of purpose

'to return to my homeland'



#19

'When we came to the station the train had already left': affirmative compound sentence; precedence action;  
Indicative Mood

the principal clause: 'the train had already left';

subject: 'the train'; common unanimate countable noun

predicate: 'had left'; the Past Perfect Tense Active(primary form 'to have left')

adverb: 'already'

the subordinate clause of time: 'When we came to the station'

subject: 'we'; personal pronoun 1<sup>st</sup> person plural

predicate: 'came'; irregular verb(primary form 'to come'); the Past Indefinite Active

adverbial modifier of place: 'to the station'; spatial preposition of 'to' and common unanimate countable noun of  
'station'

a) principal clause

'the train had already left'

b) subordinate clause

When we came to the station

#20

'The letter has just been written by Michael': affirmative sentence; the Present Perfect Passive; Indicative Mood

subject: 'The letter'; common inanimate countable noun

predicate: 'has been written'(primary form 'to have been written')

adverb of time: 'just'

indirect object: 'by Michael'(proper animate noun)

#21

'If you come at 7 PM he will have been writing for an hour by that time': affirmative compound sentence of real  
condition; Indicative Mood Active

the principal clause: 'he will have been writing for an hour by that time'; the Future Perfect Continuous

subject: 'he'; the personal pronoun of the 3<sup>rd</sup> person singular

predicate: 'will have been writing'; 'will, have and been are the auxiliary verbs'; 'writing is the sense verb'

adverbial modifiers of time: 'for an hour'; 'by that time'

the subordinate clause: 'If you come at 7 PM'

subject: 'you'

predicate: 'come'

adverbial modifier of time: 'at 7 PM'

- **Sequence of Tenses**

#22

'I knew that he had worked at his invention before entering the college': the affirmative compound sentence;  
Indicative Mood Active; precedence action

the principal clause: 'I knew'(the Past Indefinite Active)

subject: 'I'(the 1<sup>st</sup> person singular personal pronoun)

predicate: 'knew'(irregular verb; the primary form is 'to know')

the subordinate object clause: 'he had worked at his inventory before entering the college'

subject: 'he'(the 3<sup>rd</sup> person singular personal pronoun)

predicate: 'had worked'(the Past Perfect Active; the primary form is 'to have worked'; the primary form of sense  
regular verb is 'to work')

*indirect object*: 'at his invention' (causal preposition of 'at'; possessive singular pronoun of 'his'; common inanimate countable noun of 'invention')

*adverbial modifier of time*: 'before entering the college' (the adverb of time 'before'; the gerund of 'entering'; the common inanimate countable noun of 'college')

The subordinate clause is brought in by the subordinating conjunction of 'that'

#23

'I knew that he would be in the country on Sunday': affirmative compound sentence; Indicative Mood Active; the following action

the principal clause: 'I knew'; (the Past Indefinite Active)

*subject*: 'I' (the 1<sup>st</sup> person singular personal pronoun)

*predicate*: 'knew' (irregular verb; the primary form is 'to know')

the subordinate clause: 'he would be in the country on Sunday'

*subject*: 'he' (the 3<sup>rd</sup> person singular personal pronoun)

*predicate*: 'would be' (by the auxiliary verb of 'would' is expressed the following action when Sequence of Tenses)

*adverbial modifier of place*: '**in the country**' (spatial preposition of 'in' and the common inanimate countable noun of 'country')

The subordinate clause is brought in by the subordinating conjunction of '**that**'

#24

'I didn't know what I should do without him': the negative compound sentence; Indicative Mood Active; the following action

the principal clause: '**I didn't know**' (the Past Indefinite Active)

*subject*: 'I' (the 1<sup>st</sup> person singular personal pronoun)

*predicate*: '**knew**' (irregular verb; the primary form is 'to know')

the subordinate clause: 'what I should do without him'

*subject*: 'I' (the 1<sup>st</sup> person singular personal pronoun)

*predicate*: '**should do**' (by the auxiliary verb of 'should' is expressed the following action for 1<sup>st</sup> persons singular and plural when Sequence of Tenses)

*indirect object*: '**without him**' (by word combination of a preposition '**without**' and a personal pronoun of object case)

The objective subordinate clause is brought in by the relative pronoun of '**what**'.

- **Subjunctive Mood**  
(unreal condition)

#25

'**If I could go to a college my parents would be very glad to that event**': the affirmative compound sentence; Subjunctive Mood Active

the principal clause: '**my parents would be very glad of that event**'

*subject*: '**my parents**' (the possessive pronoun of 'my' and the common animate countable noun of 'parents')

*predicate*: '**would be**'

*attribute*: '**very glad to that event**'

the subordinate clause: '**If I could go to a college**'

*subject*: 'I'

*predicate*: '**could go**'

*adverbial modifier of place*: '**to a college**'

#26

'**If I had done my test correctly yesterday I wouldn't have to rewrite it today**': the negative compound sentence; Subjunctive Mood Active

the principal clause: 'I wouldn't have to rewrite it today'

*subject*: 'I' (personal pronoun of the 1<sup>st</sup> person singular)

*predicate*: 'wouldn't have to rewrite' (is expressed by the equivalent of modal verb 'must'/'to have to'/)

*direct object*: 'it'

*adverbial modifier of time*: 'today' (adverb)

the subordinate clause: 'If I had done my test correctly yesterday'

*subject*: 'I' (personal pronoun of the 1<sup>st</sup> person singular)

*predicate*: 'had done' (the Past Perfect Tense Active)

*direct object*: 'my test' (the possessive pronoun of 'my' and the common inanimate countable noun of 'test')

*adverbial modifier of manner*: 'correctly' (adverb)

*adverbial modifier of time*: 'yesterday' (adverb)

#27

'If my friend knew the train arrival time he should meet me at the station': the affirmative compound sentence of unreal condition; Subjunctive Mood Active

the principal clause: 'he should meet me at the station'

*subject*: 'he'; personal pronoun of the 3<sup>rd</sup> person singular

*predicate*: 'should meet' (auxiliary verb of 'should' and the sense verb of 'meet' without the particle of 'to')

*direct object*: 'me' (personal pronoun of the 1<sup>st</sup> person singular)

*adverbial modifier of place*: 'at the station' (spatial preposition of 'at' and the common inanimate countable noun of 'station')

the subordinate clause: 'If my friend knew the train arrival time'

*subject*: 'my friend'; attributive expression (common inanimate countable noun of 'friend' is explained by the possessive pronoun of 'my')

*predicate*: 'knew' (the Present of the Subjunctive Mood; irregular verb)

*direct object*: 'the train arrival time' (common inanimate uncountable noun of 'time' is explained by the common inanimate countable nouns of 'arrival' and 'train')

#28

(unreal /unfeasible/ wish; simultaneous actions both principal and subordinate clause)

'I wished I knew French': the affirmative compound sentence; Subjunctive Mood Active

the principal clause: 'I wish'

*subject*: 'I' (personal pronoun of the 1<sup>st</sup> person singular)

*predicate*: 'wished' (the Present Indefinite; regular verb)

the subordinate clause: 'I knew French'

*subject*: 'I' (personal pronoun of the 1<sup>st</sup> person singular)

*predicate*: 'knew' (the Present Subjunctive Mood; irregular verb)

#29

(unreal /unfeasible/ wish; precedence action of the subordinate clause)

'He wished that she had gone to the concert': the affirmative compound sentence; Subjunctive Mood Active

the principal clause: 'He wished'

*subject*: 'he' (the personal pronoun of the 3<sup>rd</sup> person singular)

*predicate*: 'wished' (the Past Indefinite Tense; regular verb)

the subordinate clause: 'that she had gone to the concert'

*subject*: 'she' (the personal pronoun of the 3<sup>rd</sup> person singular)

*predicate*: 'had gone' (the Past Perfect Active)

*adverbial modifier of place*: 'to the concert' (the spatial preposition of 'to' and common inanimate countable noun of 'concert')

#30

(unreal wish; following action of the subordinate clause)

'We wished (that) he would show us his pictorial picture' the affirmative compound sentence; Subjunctive Mood Active

the principal clause: 'We wished'

*subject*: 'we' (the personal pronoun of the 1<sup>st</sup> person plural)

*predicate*: 'wished' (the Past Indefinite Tense Active; regular verb)

the subordinate clause: 'he would show us his pictorial picture'

*subject*: 'he' (the personal pronoun of the 3<sup>rd</sup> person singular)

*predicate*: 'would show' (by the auxiliary verb of 'would' is expressed the following action when Sequence of Tenses)

*indirect object*: 'us' (the personal pronoun; Dative case)

*direct object*: 'his pictorial picture' (the possessive pronoun of 'his'; the adjective of 'pictorial' and the common inanimate countable noun of 'picture')

#31

(unreal comparison; simultaneous actions both principal and subordinate clause)

'He speaks Spanish as if he is a Spaniard': the affirmative compound sentence; Subjunctive Mood Active

the principal clause: 'He speaks Spanish'

*subject*: 'he' (the personal pronoun of the 3<sup>rd</sup> person singular)

*predicate*: 'speaks' (the Present Indefinite Tense; the irregular verb 'to speak' of the 3<sup>rd</sup> person)

the subordinate clause: 'as if he is a Spaniard'

*subject*: 'he' (the personal pronoun of the 3<sup>rd</sup> person singular)

*predicate*: 'is' (the Present Indefinite Tense; irregular verb of 'to be' of the 3<sup>rd</sup> person)

*direct object*: 'Spaniard' (proper inanimate countable noun)

#32

(unreal comparison; the precedence action of the subordinate clause)

'The huge boulders could be seen now here now there as though they had been thrown about by somebody in disorder': the affirmative compound sentence; Subjunctive Mood Passive

the principal clause: 'The huge boulders could be seen now here now there'

*subject*: 'the huge boulders'

*predicate*: 'could be seen' (the Past Indefinite Passive)

*adverbial modifier of place*: 'now here now there' (pair of conjunction 'now ... now')

the subordinate clause: 'as though they had been thrown about by somebody in disorder' (the subordinate clause is brought in by the conjunction of comparison of 'as though')

*subject*: 'they' (the personal pronoun of the 3<sup>rd</sup> person plural)

*predicate*: 'had been thrown about' (the Past Perfect Passive)

*indirect object*: 'by somebody' (the preposition of government of 'by' and the indefinite pronoun of 'somebody')

*adverbial modifier of manner*: 'in disorder' (causal preposition of 'in' and the common inanimate uncountable noun of 'disorder')

#33

(unreal comparison; the following action of the subordinate clause)

'The sky began to be dark as if it would be just about to peal a thunder': the affirmative compound sentence; Subjunctive Mood Active

the principal clause: 'The sky began to be dark'

*subject*: 'The sky' (the common inanimate uncountable noun)

*predicate*: 'began to be dark' (the Past Indefinite; the complex verbal predicate; the primary form is 'to begin to be dark')

*the subordinate clause*: 'as if it would be just about to peal a thunder' (it's brought in by the conjunction of comparison of 'as if')

*subject*: 'it' (the indefinite pronoun of the 3<sup>rd</sup> person singular)

*predicate*: 'would be just about to peal' (by the auxiliary verb of 'would' is expressed the Subjunctive Mood)

*direct object*: 'a thunder' (the common inanimate countable noun)

*adverbial modifier of time*: 'just about'

#34.

(unrealizable desire; Present Tense)

'O if only my sister were at home!': the affirmative exclamatory sentence; the Subjunctive Mood Active

*subject*: 'my sister'

*predicate*: 'were' (the Subjunctive Present)

*adverbial modifier of place*: 'at home' (spatial preposition of 'at' and the common inanimate countable noun of 'home')

#35

(unrealizable desire; Past Tense)

'O if only my wife had rung me up!': the affirmative exclamatory sentence; the Subjunctive Mood Active

*subject*: 'my wife'

*predicate*: 'had rung up' (the Subjunctive Past)

*indirect object*: 'me' (the personal preposition; Dative case)

#36

(unrealizable desire; Future Tense)

'O if only their life could(would) be so well!': the affirmative sentence; the Subjunctive Mood Active

*subject*: 'their life' 'their' – possessive pronoun plural'; 'life' – noun primary form of feminine gender Nominative case singular)

*predicate*: 'could(would) be'; 'to be' – existing link-verb primary form'

*attribute*: 'so well'

The unrealizable desire of the Subjunctive Future Tense is formed by the combination of the interjection, the conjunction of 'if only' and the English Subjunctive Future).
---

#37

(expression of the unreal concession)

'Even if she were here I wouldn't come up to her': the negative compound sentence; the Subjunctive Mood Active

*the principal clause*: 'I wouldn't come up to her'

*subject*: 'I' (personal pronoun singular)

*predicate*: 'wouldn't come up' (the Subjunctive form-building auxiliary verb of 'would' in negative form and the sense verb of 'come up')

*indirect object*: 'to her' (preposition of government of 'to' and the personal pronoun singular of 'her')

*the subordinate clause*: 'Even if she were here'

*subject*: 'she' (the personal pronoun of the 3<sup>rd</sup> person singular)

*predicate*: 'were' (the Subjunctive Present Tense)

*adverbial modifier of place*: 'here' (adverb)

The Subjunctive unreal concession expression is formed by the combination of the adverb and conjunction of 'even if' and the Subjunctive Present of the subordinate clause and the Subjunctive form-building auxiliary verb of 'would' of the principal clause.
---

- The Suppositional Mood

Besides the expression of various real and unreal actions in our speech we express so called presumable actions that is when considered not the very action but its supposition owing to some circumstances what is expressed by the compound sentences. Usually the principal clause is expressed by the impersonal sentences and they contain the expression of 'wish', 'demand', 'suggestion', 'surprise', 'a feeling of regret', 'indignation', 'gladness' etc.

#38

'**If she were to refuse our invitation it would be by mistake**': the affirmative compound sentence; the Suppositional Mood Active

the principal clause: '**it would be by mistake**'

subject: 'it'(the indefinite personal pronoun of the 3<sup>rd</sup> person singular)

predicate: '**would be**'(the Subjunctive form-building auxiliary verb of '**would**' and the link-verb of '**to be**' without the particle of '**to**')

indirect object: '**by mistake**'(the preposition of government of '**by**' and the common inanimate countable noun of '**mistake**')

the subordinate clause: '**If she were to refuse our invitation**'(it expresses the supposition)

subject: '**she**'(3<sup>rd</sup> person personal pronoun singular)

predicate: '**were to refuse**'(the Subjunctive Present = the Past Indefinite '**were**' + the sense primary verb's form of '**to refuse**')(it can be any sense verb)

direct object: '**our invitation**'(the possessive pronoun of '**our**' and the common inanimate countable noun of '**invitation**')

#39

(foreknowing chance expression)

'**I shall let you know if my car should break down**': the affirmative compound sentence; the Suppositional Mood Active

the principal clause: '**I shall let you know**'(it expresses the promise)

subject: 'I'(personal pronoun of the 1<sup>st</sup> person singular)

predicate: '**shall let**'(the auxiliary form-building the Future Indefinite Tense verb of '**shall**' and sense verb of '**to let**' without the particle of '**to**')

indirect object: '**you**'(the personal pronoun of the 2<sup>nd</sup> person singular)

direct object: '**know**'(sense verb in the primary form without the particle of '**to**')

the subordinate clause: '**if my car should break down**'(it expresses the condition)

subject: '**my car**'(the possessive pronoun of '**my**' and the common inanimate countable noun of '**car**')

predicate: '**should break down**'(the form-building of the Subjunctive Mood auxiliary verb of '**should**' and the primary form sense verb of '**break down**' without the particle of '**to**')

#40

(foreknowing chance expression)

'**In case the operating gas delivery agreement should be broken we'll have to sign a new one with another firm**': the affirmative compound sentence; the Suppositional Mood

the principal clause: '**we'll have to sign a new one with another firm**'(it expresses the necessity)

subject: '**we**'(the personal pronoun of the 1<sup>st</sup> person plural)

predicate: '**will have to sign**'(used an equivalent of the modal verb of 'must' 'to have to')

direct object: '**a new one**'(qualitative adjective of '**new**' and the noun's substitute of '**one**' what substitutes the subject of the subordinate clause '**the operating gas delivery agreement**')

indirect object: '**with another firm**'(the preposition of government of '**with**'; the indefinite pronoun of '**another**' and a common inanimate countable noun of '**firm**')

the subordinate clause: '**In case the operating gas delivery agreement should be broken**'(it expresses the condition; Passive)

subject: '**the operating gas delivery agreement**'(the common inanimate countable noun of '**agreement**' is explained by the nouns of '**delivery**', '**gas**' and gerund of '**operating**')

*predicate:* '**should be broken**' (the form-building of the Subjunctive Mood auxiliary verb of '**should**' and the primary form of the Passive Voice '**to be broken**' without the particle of '**to**')

The conditional subordinate clause is brought in by the conjunctive words of '**in case**'.

#41

**'It was high time that you should do your morning exercises every day'**: the affirmative compound sentence; the Suppositional Mood Active

the principal clause: '**It was high time**' (the impersonal sentence)

*subject:* '**it**' (the indefinite personal pronoun of the 3<sup>rd</sup> person singular)

*predicate:* '**was**' (the Past Indefinite of the link-verb of '**to be**')

*direct object:* '**high time**' (qualitative adjective of '**high**' explains the common inanimate uncountable noun of '**time**')

the subordinate clause: '**you should do your morning exercises every day**' (the subordinate adverbial clause; it expresses the advice)

*subject:* '**you**' (the personal pronoun of the 2<sup>nd</sup> person singular)

*predicate:* '**should do**' (the Suppositional Mood form-building verb of '**should**' and the sense verb of '**to do**' without the particle of '**to**')

*direct object:* '**your morning exercises**' (a common inanimate countable plural noun of '**exercises**' is explained by noun of '**morning**' and the personal pronoun of the 2<sup>nd</sup> person singular of '**your**')

*adverbial modifier of time:* '**every day**' (the common inanimate countable noun of '**day**' is explained by the attributive pronoun of '**every**')

The subordinate adverbial clause is brought in by the coordinating conjunction of '**that**'.

#42

**'It's essential that the prepared scheme should have been approved by my brother'**: the affirmative compound sentence; the Suppositional Mood

the principal clause: '**It's essential**' (an impersonal affirmative sentence; it expresses the state's tinges of a supposed action)

*subject:* '**it**' (the indefinite personal pronoun of the 3<sup>rd</sup> person singular)

*predicate:* '**is essential**' (the Present Indefinite of the link-verb of '**to be**' + an adjective of '**essential**')

the subordinate clause: '**the prepared scheme should have been approved by my brother**' (it's expressed the supposed action; Passive Voice)

*subject:* '**the prepared scheme**' (a common inanimate countable noun of '**scheme**' is explained by the past participle of '**prepared**')

*predicate:* '**should have been approved**' (the form-building of the Subjunctive Mood auxiliary verb of '**should**' and the Present Perfect Passive of the sense verb of '**to approve**')

#43

**'It was desirable that Alexander should be advised with the guidance about working schedule maintenance'**: the affirmative compound sentence; the Suppositional Mood

the principal clause: '**It was desirable**' (an impersonal sentence; it expresses a wish)

*subject:* '**it**' (the indefinite personal pronoun of the 3<sup>rd</sup> person singular)

*predicate:* '**was desirable**' (the Past Indefinite of the link-verb of '**to be**' + an adjective of '**desirable**')

the subordinate clause: '**Alexander should be advised with the guidance about working schedule maintenance**' (it's expressed the supposed action; Passive Voice)

*subject:* '**Alexander**' (a proper animate countable noun)

*predicate:* '**should have been approved**' (the form-building of the Subjunctive Mood auxiliary verb of '**should**' and the Present Perfect Passive of the sense verb of '**to advise**')

*indirect object:* 'with the guidance about working schedule maintenance' (a preposition of government of 'with' and a common inanimate countable noun of 'guidance'; (a Prepositional case government preposition of 'about', gerund of 'working' and a noun of 'schedule' explain a common inanimate countable noun of 'maintenance')

The subordinate adverbial clause is brought in by the coordinating conjunction of 'that'.

#44

'Our father wondered whether he should take a long-term credit': the affirmative compound sentence; the Suppositional Mood

the principal clause: 'Our father wondered' (the affirmative sentence; the Past Indefinite Active Voice)

*subject:* 'our father' (a possessive pronoun plural of 'our' explains the common animate countable noun of 'father')

*predicate:* 'wondered' (the sense verb of 'to wonder' in the Past Indefinite Active)

the subordinate clause: 'whether he should take a long-term credit' (it expresses a doubt)

*subject:* 'he' (the personal pronoun of the 3<sup>rd</sup> person singular)

*predicate:* 'should take' (the form-building of the Subjunctive Mood auxiliary verb of 'should' and the sense verb of 'to take' without the particle of 'to')

*direct object:* 'a long-term credit' (a common inanimate countable noun of 'credit' is explained by the word combination of an adjective and noun 'long-term')

The subordinate clause is brought in by the disjunctive conjunction of 'whether'.

#45

'My fellow-traveller suggested that we should travel in the same state-room two together': the affirmative compound sentence; the Suppositional Mood Active

the principal clause: 'My fellow-traveller suggested' (it expresses the suggestion)

*subject:* 'my fellow-traveller' (a common inanimate countable noun of 'traveller' has an apposition of 'fellow' and the explaining possessive singular pronoun of 'my')

*predicate:* 'suggested' (the Past Indefinite of the sense verb of 'to suggest' without the particle of 'to')

the subordinate clause: 'that we should travel in the same state-room two together' (it expresses the presumable action)

*subject:* 'we' (the personal pronoun of the 1<sup>st</sup> person plural)

*predicate:* 'should traveller' (the form-building of the Subjunctive Mood auxiliary verb of 'should' and the sense verb of 'to travel' without the particle of 'to')

*adverbial modifier of place:* 'in the same state-room' (a common inanimate countable noun of 'room' has an apposition of 'state' and the spatial preposition of 'in')

*adverbial modifier of manner:* 'two together' (the cardinal number of 'two' explains the adverb of 'together')

The subordinate clause is brought in by the coordinating conjunction of 'that'.

#46

'The students demanded that their physics laboratory should have been supplied with the new modern equipment this academic year': the affirmative compound sentence; the Suppositional Mood

the principal clause: 'The students demanded' (the affirmative sentence; expresses a demand; the Past Indefinite Active)

*subject:* 'students' (the animate countable plural noun)

*predicate:* 'demanded' (the Past Indefinite Active)

the subordinate clause: 'that their physics laboratory should have been supplied with the new modern equipment this academic year' (the affirmative sentence; the Suppositional Mood Passive)

*subject:* 'their physics laboratory' (the common inanimate countable noun of 'laboratory' is explained by the singular noun of 'physics' and the possessive plural pronoun of 'their')



*predicate:* 'should have been supplied' (the form-building of the Suppositional Mood auxiliary verb of 'should' and the Present Perfect Passive of the sense verb of 'to supply')

*indirect object:* 'with the new modern equipment' (the common inanimate countable noun of 'equipment' is explained by the adjectives of 'new modern' and the preposition of government of 'with')

*adverbial modifier of time:* 'this academic year' (the common inanimate countable noun of 'year' is explained by an adjective of 'academic' and demonstrative singular pronoun of 'this')

The subordinate clause is brought in by the coordinating conjunction of 'that'.

#47

'We are surprised that he shouldn't follow up any matter to the logical end': the negative compound sentence; the Suppositional Mood

the principal clause: 'We are surprised' (the affirmative sentence; it expresses a surprise; the Present Indefinite Passive)

*subject:* 'we' (the personal pronoun of the 1<sup>st</sup> person plural)

*predicate:* 'are surprised' (the Present Indefinite Passive; the primary form: 'to be surprised')

the subordinate clause: 'that he shouldn't follow up any matter to the logical end' (the negative sentence; the Suppositional Mood Active)

*subject:* 'he' (the 3<sup>rd</sup> person singular personal pronoun)

*predicate:* 'shouldn't follow up' (the form-building of the Suppositional Mood auxiliary verb of 'should' in negative form and the sense verb of 'to follow up' without a particle of 'to')

*direct object:* 'any matter' (the common inanimate uncountable noun of 'matter' is explained by the indefinite pronoun of 'any')

*adverbial modifier of place:* 'to the logical end' (the common inanimate countable noun of 'end' is explained by an adjective of 'logical' and the preposition of government of 'to')

The subordinate clause is brought in by the coordinating conjunction of 'that'.

#48

'It's strange that they shouldn't be met at the hour agreed and in the place agreed': the negative compound sentence; the Suppositional Mood

the principal clause: 'It's strange' (an impersonal affirmative sentence; expresses a regret)

*subject:* 'it' (the indefinite personal pronoun of the 3<sup>rd</sup> person singular)

*predicate:* 'is strange' (the Present Indefinite of the link-verb of 'to be' + an adjective of 'strange')

the subordinate clause: 'that they shouldn't be met at the hour agreed and in the place agreed'

*subject:* 'they' (the 3<sup>rd</sup> person personal pronoun plural)

*predicate:* 'shouldn't be met' (the form-building of the Suppositional Mood auxiliary verb of 'should' in negative form and the sense verb in Passive form of 'to be met' without a particle of 'to')

*adverbial modifier of time:* 'at the hour agreed' (the common inanimate countable noun of 'hour' is explained by the past participle of 'agreed' and the temporal preposition of 'at')

*adverbial modifier of place:* 'in the place agreed' (the common inanimate countable noun of 'place' is explained by the past participle of 'agreed' and the spatial preposition of 'in')

As the homogeneous parts of sentence an adverbial modifier of time and adverbial modifier of place are linked by the copulative conjunction of 'and'.

Above given instances will be translated from English into Russian in «The General Course» section by the detailed analyses.

## THE RUSSIAN PHONETICS

**Note that every Russian word's stressed vowel is marked by red**

The word is the least intercourse's unit and in its turn every word has definite meaning in our speech though it were ORAL or WRITING.

Meanwhile a single sound doesn't have an independent meaning. In **ORAL** the word you pronounce by using our vocal organs and the words are differed from each other by the sound distinctive cover. It's impossible to express the precise quantity of all sounds forming any language. When you hear any foreign speech like Russian one the unknown and unusual sound combinations are difficult for perception though many English and Russian vowel and consonant sounds are the same. The sound combinations present some difficulties when studying any foreign language therefore it's important to give a particular attention to the Russian sound combinations especially their pronunciation.

There are not distinctions between short and long vowel sounds in Russian as opposed to English where the vowel sound length has an influence on the word sense.

In **WRITING** the word is depicted by the letters and some English letters are depicted like Russian ones.

Now let's begin to consider the Russian language sounds and for all this you must always remember you have been speaking English since your childhood therefore you don't control your vocal organs they work automatically. But now you'll have to control your vocal organs work to obtain the correct pronunciation of the Russian sounds. All sounds and sound combinations will be presented in the straight brackets. It's recommended to use a dictaphone to work through your pronunciation both separate sounds and sound combinations. You'll have to determine and give a meaning to the marked by red and underlined transcription sign(or signs) independently. Please, don't hurry. Pronounce slowly and observe the pause between pronounced sound or sound combination. Then you can pronounce everything at your own usual accent routine. Little by little we'll bring in the new private rules such as:

If we speak or hear the word of 'A sound(or sound combination)' in **ORAL** we must pronounce that sound(or name every sound forming that sound combination) but in **WRITING** we must depict that sound(or every sound forming that sound combination) by the transcription sign in the straight brackets.

If we speak or hear the word of 'A letter(or letter combination)' in **ORAL** we must pronounce that alphabetical letter's name(or pronounce every alphabetical letter's name forming that letter combination) but in **WRITING** we must depict that letter(or every letter forming that letter combination) graphically.

Above given rules are called as '**The Division of The Ideas**' and they help you to comprehend one would think the complicated Grammar structure both English and Russian. For the present instance those rules are concerned to the Grammar part of '*Morphology*(subsection of '**Orthoepy**', rules of correct pronunciation)'. English and Russian Grammar have two main parts:

'*Morphology*(considers the word as a part of speech)'

'*Syntax*(considers the word as a part of sentence)'

The notions of '**The Semantic Equality**', '**The Analogy**', '**The Division of The Ideas**' and '**The Generalized Conclusion**' are the private ones. Every of them will be later filled in by the detailed content. They will allow you to perceive and give a meaning of all setting forth Grammar materials better according to your own individual abilities. Even you are always to summarize the studied Grammar rules to use them for qualitative sentences' composing. Many of you are adult therefore you have a rich life experience what will be you the best assistant when you draw an analogy to many Grammar rules. To reach the good primary results you are to do the following:

to write or to type a lot to master the Russian letters writing way

to work through a dictaphone all given Russian vowel and consonant sounds

It doesn't take much studying time(from one and a half to two hours per day). You know some English transcription signs are resembling to the English letters writing way but they aren't the letters. They are the conditional signs' rank only. In Russian all mentioned is the same.

### The Russian Vowel Sounds

1. The Russian vowel sound of / **a** / corresponds to the English sound of / **U** / in the word of '**bus** / b U s /'
2. The Russian vowel sound of / **э** / corresponds to the English sound of / **e** / in the word of '**ten** / t e n /'
3. The Russian vowel sound of / **и** / corresponds to the English sound of / **i** / in the word of '**big** / b i g /'
4. The Russian vowel sound of / **о** / corresponds to the English sound of / **O** / in the word of '**dog** / d O g /'
5. The Russian vowel sound of / **е** / corresponds to the English sound of / **e** / in the word of '**yes** / j e s /'
6. The Russian vowel sound of / **у** / corresponds to the English sound of / **u** / in the word of '**put** / p u t /'
7. The Russian vowel sound of / **ё** / corresponds to the English sound combination of / **jO** / in the word of '**yacht** / **jO** t /' but separately that sound is pronounced more long.
8. The Russian vowel sound of / **ю** / corresponds to the English sound of / **ju** / in the word of '**cure** / k **ju** W /'

9. The Russian vowel sound of / я / corresponds to the English sound combination of / jA / in the word of 'yard / jA:d /. Please, pay attention the Russian vowel sound of / A / isn't a long one like in the given English word.

10. The Russian vowel sound of / ы / . There isn't such vowel sound in English language. Let's consider that compound Russian vowel sound in detail. Pronounce several times the English vowel sound of / i / and control your vocal organs especially your tongue position. At that moment the mouth is half-open and tongue's tip is above your lower teeth. Then control how the air passes outside.

Now press your tongue's tip to the lower internal teeth gum. Your mouth is half-open. It's a point of departure. From that point try to pronounce the English vowel sound of / i /. The received guttural vowel sound will be differed from the English vowel sound of / i /. It'll be the real Russian vowel sound of / ы /.

## Pages 57 – 65 (24 – 32)

It's always important to remember that the primary form of the independent parts of speech is as a point of departure when starting any word combination or sentence composing.

Let's introduce once more the English verb's signs what are the same as the Russian ones:

1. **Conjugation**
2. **Aspect**
3. **Transition**
4. **Reflection**
5. **Tense**
6. **Voice**
7. **Mood**

By a single Russian verb we can determine a **person**, a **number** and a **Tense** because the Russian verb has its **personal endings** when is **conjugated**, **Tense form building** and the Russian verb designates the **gender** of the object or person (Past Indefinite and Subjunctive Mood). It's a **general distinction between the English and Russian verb**.

**The index of the English verb's primary form is the particle of 'to'**

*The index of the Russian verb's primary form is the endings of ' -ть ', ' -ать ', ' -еть ', ' -ить ', ' -оть ', ' -уть ' and ' -ся ( -сь )*

## 1. The Conjugation

The verbs' changing by persons and numbers is the conjugation. By their personal endings the verbs are divided into two conjugations: the 1<sup>st</sup> and the 2<sup>nd</sup>. Let's introduce the personal verbs' endings:

the 1<sup>st</sup> conjugation

Person	Singular	Plural
1 <sup>st</sup>	-у (-ю)	-ем
2 <sup>nd</sup>	-ешь	-ете
3 <sup>rd</sup>	-ет	-ут (-ют)

the 2<sup>nd</sup> conjugation

Person	Singular	Plural
1 <sup>st</sup>	-у (-ю)	-им
2 <sup>nd</sup>	-ишь	-ите
3 <sup>rd</sup>	-ит	-ат (-ят)

To the 1<sup>st</sup> conjugation it's concerned the verbs of endings of “-еть; -ать; -оть; -уть; -ть etc.”, f.e.:

'to fly – летать'  
 'to work – работать'  
 'to get wet – мокнуть'  
 'to grind – молотъ'  
 'to spread – распространять'

To the 2<sup>nd</sup> conjugation it's concerned the verbs' endings of: а) “-ить”(except of 'to shave – брить' and 'to spread – стелить'):

'to build – строить'  
 'to go – ходить'  
 'to carry – носить'  
 'to fell – рубить'  
 'to saw – пилить'  
 'to compliment – хвалить' etc.

7 verbs of “-еть” ending:

'to see – видеть'  
 'to look – смотреть'  
 'to hate – ненавидеть'  
 'to suffer – терпеть'  
 'to hurt – обидеть'  
 'to turn(round and round) – вертеть'  
 'to depend on – зависеть'

4 verbs of “-ать” ending:

'to hear – слышать'  
 'to breathe – дышать'  
 'to hold – держать'  
 'to drive – гнать'

## 2. The Aspect

The verbs of the imperfective aspect don't point to the action's completion, to its end or result. The verbs of perfective aspect point to the action's completion, to its end or result.

Here it's necessary to remember that a single English verb has two Russian meanings of **imperfect** and **perfect** aspects.

To the verb of an aspect can correspond the verb of another one of the same lexical meaning. Such verbs form the aspectual pairs, f.e.:

<i>Imperfect aspect</i>	<i>Perfect aspect</i>
to draw – <b>вычерчивать</b>	to draw – <b>вычертить</b>
to plough up – <b>вспахивать</b>	to plough up – <b>вспахать</b>
to unite – <b>объединять</b>	to unite – <b>объединить</b>
to reach – <b>достигать</b>	to reach – <b>достигнуть</b>
to double – <b>удваивать</b>	to double – <b>удвоить</b>
to illustrate – <b>иллюстрировать</b>	to illustrate – <b>проиллюстрировать</b>

<i>to build</i> – соор <sup>у</sup> ж <sup>а</sup> ть	<i>to build</i> – соор <sup>у</sup> д <sup>и</sup> ть
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There are used the **prefixes** to form an aspect from another, f.e.:

'to go – ех<sup>а</sup>ть(imperfect); to leave – уех<sup>а</sup>ть(perfect)'  
 'to rush – мч<sup>а</sup>ться(imperfect); to come tearing along – примч<sup>а</sup>ться(perfect)' etc.  
 and the suffixes, f.e.:

'to push – толк<sup>а</sup>ть(imperfect); to push – толк<sup>н</sup>уть(perfect)'  
 'to flood – наводн<sup>я</sup>ть(imperfect); to flood – наводн<sup>и</sup>ть(perfect)'

The verbs' aspects formation can be accompanied by the vowel gradation and the interchange of consonants of verbs' stem. Pay a particular attention to the following table and to a designation pointing to the gradation and interchange:

Gradating sounds	Perfect aspect	Imperfect aspect
о // а	<i>to be late</i> – опозд <sup>а</sup> ть	<i>to be late</i> – опазд <sup>ы</sup> вать
е // и	<i>to efface</i> – стер <sup>е</sup> ть	<i>to efface</i> – стир <sup>я</sup> ть
о // ы	<i>to breathe</i> – вздохн <sup>у</sup> ть	<i>to breathe</i> – вздых <sup>а</sup> ть
я // им	<i>to understand</i> – пон <sup>я</sup> ть	<i>to understand</i> – пони <sup>м</sup> ать
а // ин	<i>to begin</i> – нач <sup>а</sup> ть	<i>to begin</i> – начин <sup>а</sup> ть
д // ж	<i>to accompany</i> – провод <sup>и</sup> ть	<i>to accompany</i> – провож <sup>а</sup> ть
д // жд	<i>to win</i> – побед <sup>и</sup> ть	<i>to win</i> – побежд <sup>а</sup> ть
ж // г	<i>to set forth</i> – излож <sup>и</sup> ть	<i>to set forth</i> – излаг <sup>а</sup> ть
т // ч	<i>to answer</i> – ответ <sup>и</sup> ть	<i>to answer</i> – ответч <sup>а</sup> ть
з // ж	<i>to lower</i> – сниз <sup>и</sup> ть	<i>to lower</i> – сниж <sup>а</sup> ть
м // мл	<i>to tire</i> – утом <sup>и</sup> ть	<i>to tire</i> – утомл <sup>я</sup> ть
ст // щ	<i>to forgive</i> – прост <sup>и</sup> ть	<i>to forgive</i> – прощ <sup>а</sup> ть
т // щ	<i>to defend</i> – защит <sup>и</sup> ть	<i>to defend</i> – защищ <sup>а</sup> ть
с // ш	<i>to beg</i> – упрос <sup>и</sup> ть	<i>to beg</i> – упрощ <sup>а</sup> ть
п // пл	<i>to strengthen</i> – укреп <sup>и</sup> ть	<i>to strengthen</i> – укрепл <sup>я</sup> ть

Some aspectual verbs' pairs are as the different words and have the different bases:

Perfect	Imperfect
<i>to take</i> – вз <sup>я</sup> ть	<i>to take</i> – бр <sup>а</sup> ть
<i>to say</i> – сказ <sup>а</sup> ть	<i>to say</i> – говор <sup>и</sup> ть
<i>to put</i> – полож <sup>и</sup> ть	<i>to put</i> – кла <sup>с</sup> ть
<i>to catch</i> – пойм <sup>а</sup> ть	<i>to catch</i> – лов <sup>и</sup> ть
<i>to lie</i> – леч <sup>ь</sup>	<i>to lie</i> – лож <sup>и</sup> ться
<i>to sit</i> – с <sup>е</sup> сть	<i>to sit</i> – сад <sup>и</sup> ться
<i>to go out</i> – вы <sup>й</sup> ти	<i>to go out</i> – вых <sup>о</sup> дит <sup>ь</sup>
<i>to find</i> – най <sup>т</sup> и	<i>to find</i> – иск <sup>а</sup> ть

The separate aspectual pairs can differ by the stress:

Perfective	Imperfective
<i>to cut</i> – разр <sup>е</sup> зать	<i>to cut</i> – разр <sup>е</sup> з <sup>а</sup> ть
<i>to fill up</i> – засып <sup>а</sup> ть	<i>to fill up</i> – засып <sup>а</sup> ть
<i>to cut off</i> – отр <sup>е</sup> з <sup>а</sup> ть	<i>to cut off</i> – отр <sup>е</sup> з <sup>а</sup> ть

### 3. The Transition

If the verbs are or can be combined with the noun or pronoun in the Accusative case without preposition then they are **transitive**, f.e.:

'vegetables – о<sup>в</sup>ощи'  
 'to like – люб<sup>и</sup>ть, нрав<sup>и</sup>ться'  
 'I – я'

'I like (what?) the vegetables – Я люб<sup>ю</sup> (что?) о<sup>в</sup>ощи'

The **transitive** verbs designate such action what transits to another object.

If the action doesn't transit strictly to another object then such verbs are **intransitive**, f.e.:

'school – ш<sup>к</sup>ола'  
 'to go – ход<sup>и</sup>ть'  
 'they – он<sup>и</sup>'  
 'to – в'

'They go to school – Он<sup>и</sup> ид<sup>у</sup>т в ш<sup>к</sup>о<sup>л</sup>у' Usually in this case it's used a preposition.

### 4. The Reflection

The verb's **reflection** implies the action's return to the executor of given action. In English usually the reflection is expressed by the Passive Voice. The Russian **reflexive** verbs have the ending of '-ся' after the consonants, f.e.:

'to teach – **учить** (primary form of consonant ending); to learn – **учиться** (reflexive verb); to go to school – **учиться** в школе'

'to meet – **встречать** (primary form of consonant ending); to run across – **встречаться** (reflexive verb)'

'to wash – **умывать** (primary form of consonant ending); to wash (oneself) – **умываться** (reflexive verb)' etc. and the ending of '-сь' after the vowels, f.e.:

'I meet – Я **встречаюсь** (reflexive verb's form)'

'I pride – Я **горжусь** (reflexive verb's form)'

'I try – Я **старюсь** (reflexive verb's form)'

## 5. The Tense

**Like in English the Russian verb has three temporal forms: Present Tense, Past Tense and Future Tense but there isn't the notion of any Continuous in Russian because the Russian verb is more flexible and independent. It's the general distinction between English and Russian Grammar Structure.**

### The Present Tense

The Present Tense verbs' form show that the action **takes place at that very instant of a speech** and the verbs can designate the actions **what are happened constantly**.

The Present Tense's verbs are changed by persons and numbers, f.e.:

The Russian personal pronouns

Singular	Plural
I – <b>я</b>	we – <b>мы</b>
you – <b>ты</b>	you – <b>вы</b>
she – <b>она</b>	they – <b>они</b>
he – <b>он</b>	
it – <b>оно</b>	

'to read – **читать** (the 1<sup>st</sup> conjugation)'

'to go – **ходить** (the 2<sup>nd</sup> conjugation)'

'to build – **строить** (the 2<sup>nd</sup> conjugation)'

Person	Singular	Person	Plural
1 <sup>st</sup> <b>I</b>	<b>read, go, build</b>	1 <sup>st</sup> <b>we</b>	<b>read, go, build</b>
2 <sup>nd</sup> <b>you</b>	<b>read, go, build</b>	2 <sup>nd</sup> <b>you</b>	<b>read, go, build</b>
3 <sup>rd</sup> <b>she</b>	<b>reads, goes, builds</b>	3 <sup>rd</sup> <b>they</b>	<b>read, go, build</b>
3 <sup>rd</sup> <b>he</b>	<b>reads, goes, builds</b>		
3 <sup>rd</sup> <b>it</b>	<b>reads, goes, builds</b>		

Person	Singular	Person	Plural
1 <sup>st</sup> <b>И-я</b>	<b>читаю, иду, строю</b>	1 <sup>st</sup> <b>we-мы</b>	<b>читаем, идём, строим</b>
2 <sup>nd</sup> <b>you-ты</b>	<b>читаешь, идёшь, строишь</b>	2 <sup>nd</sup> <b>you-вы</b>	<b>читаете, идёте, строите</b>
3 <sup>rd</sup> <b>she-она</b>	<b>читает, идёт, строит</b>	3 <sup>rd</sup> <b>they-они</b>	<b>читают, идут, строят</b>
3 <sup>rd</sup> <b>he-он</b>	<b>читает, идёт, строит</b>		
3 <sup>rd</sup> <b>it-оно</b>	<b>читает, идёт, строит</b>		

Remember that in Russian the familiar mutual relation is designated by the pronoun of 'you – **ты** (Russian Singular)' and vice versa the formal mutual relation is designated by the pronoun of 'you – **вы** (English Plural)'. You can compare the English and Russian verbs conjugation and make sure that by a single Russian one can determine a number, a person and a tense.

### The heteroclitic verbs

The verbs of 'to want – **хотеть**' and 'to run – **бежать**' are changed by the 1<sup>st</sup> conjugation but partially they are changed by the 2<sup>nd</sup> one therefore they are called as heteroclitic verbs:

'to want – **хотеть**'

	1 <sup>st</sup> conjugation		2 <sup>nd</sup> conjugation
Person	Singular	Person	Plural
1 <sup>st</sup> <b>И-я</b>	<b>хочу</b>	1 <sup>st</sup> <b>we-мы</b>	<b>хотим</b>

2 <sup>nd</sup> <i>you-ты</i>	<b>хочешь</b>	2 <sup>nd</sup> <i>you-вы</i>	<b>хотите</b>
3 <sup>rd</sup> <i>she-она</i>	<b>хочет</b>	3 <sup>rd</sup> <i>they-они</i>	<b>хотят</b>
3 <sup>rd</sup> <i>he-он</i>	<b>хочет</b>		
3 <sup>rd</sup> <i>it-оно</i>	<b>хочет</b>		

*'to run – бежать'*

Person	Singular	Person	Plural
1 <sup>st</sup> <i>I-я</i>	<b>бегу</b> (1 <sup>st</sup> conjugation)	1 <sup>st</sup> <i>we-мы</i>	<b>бежим</b> (2 <sup>nd</sup> conjugation)
2 <sup>nd</sup> <i>you-ты</i>	<b>бежишь</b> (2 <sup>nd</sup> conjugation)	2 <sup>nd</sup> <i>you-вы</i>	<b>бежите</b> (2 <sup>nd</sup> conjugation)
3 <sup>rd</sup> <i>she-она</i>	<b>бежит</b> (2 <sup>nd</sup> conjugation)	3 <sup>rd</sup> <i>they-они</i>	<b>бегут</b> (1 <sup>st</sup> conjugation)
3 <sup>rd</sup> <i>he-он</i>	<b>бежит</b> (2 <sup>nd</sup> conjugation)		
3 <sup>rd</sup> <i>it-оно</i>	<b>бежит</b> (2 <sup>nd</sup> conjugation)		

The verbs of *'to eat – есть (кушать)'* and *'to give – давать (дать)'* are conjugated particularly:

*'to eat – есть (кушать)'*

Person	Singular	Person	Plural
1 <sup>st</sup> <i>I-я</i>	<b>ем</b> (кушаю)	1 <sup>st</sup> <i>we-мы</i>	<b>едим</b> (кушаем)
2 <sup>nd</sup> <i>you-ты</i>	<b>ешь</b> (кушаешь)	2 <sup>nd</sup> <i>you-вы</i>	<b>едите</b> (кушаете)
3 <sup>rd</sup> <i>she-она</i>	<b>ест</b> (кушает)	3 <sup>rd</sup> <i>they-они</i>	<b>едят</b> (кушают)
3 <sup>rd</sup> <i>he-он</i>	<b>ест</b> (кушает)		
3 <sup>rd</sup> <i>it-оно</i>	<b>ест</b> (кушает)		

*'to give – давать (дать)'*

Person	Singular	Person	Plural
1 <sup>st</sup> <i>I-я</i>	<b>даю</b> (дам)	1 <sup>st</sup> <i>we-мы</i>	<b>даём</b> (дадим)
2 <sup>nd</sup> <i>you-ты</i>	<b>даёшь</b> (дашь)	2 <sup>nd</sup> <i>you-вы</i>	<b>даёте</b> (дадите)
3 <sup>rd</sup> <i>she-она</i>	<b>даёт</b> даст	3 <sup>rd</sup> <i>they-они</i>	<b>дают</b> (дадут)
3 <sup>rd</sup> <i>he-он</i>	<b>даёт</b> даст		
3 <sup>rd</sup> <i>it-оно</i>	<b>даёт</b> даст		

### The Past Tense

Keep always in mind **there is a Past Tense in Russian only** though in English the action or condition can be expressed by the Past Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, Past Perfect Tense or Past Perfect Continuous Tense. All of them correspond to the Russian Past Tense (imperfect and perfect meaning).

The Past Tense verbs' form show that the action took place before that very instant of a speech. The Russian Past verbs' Tense are formed of the primary form by the suffix of '-л' and they are changed by **numbers** and **genders** in Singular but they aren't changed by **persons** in Plural, f.e.:

*'to write – писать'*

*'to work – работать'*

*'to see – видеть'*

Person	Singular	Person	Plural
1 <sup>st</sup> <i>I – я</i>	<b>писал, работал, видел</b>	1 <sup>st</sup> <i>we – мы</i>	<b>писали, работали, видели</b>
2 <sup>nd</sup> <i>you – ты</i>	<b>писал, работал, видел</b>	2 <sup>nd</sup> <i>you – вы</i>	<b>писали, работали, видели</b>
3 <sup>rd</sup> <i>he – он</i>	<b>писал, работал, видел</b>	3 <sup>rd</sup> <i>they – они</i>	<b>писали, работали, видели</b>
1 <sup>st</sup> <i>I – я</i> ; 3 <sup>rd</sup> <i>she – она</i>	<b>писала, работала, видела</b>		
3 <sup>rd</sup> <i>it – оно</i>	<b>писало, работало, видело</b>		

The imperfective verbs having their primary form endings of '-чь, -ти, -нуть' form the Past Tense Singular, Masculine without suffix of '-л', f.e.:

*'to take care – беречь'*

*'to carry – нести'*

*'to bake – печь'*

*'to dry – сохнуть'*

Person	Singular	Person	Plural
1 <sup>st</sup> <i>I – я</i>	<b>берёг, нес, пёк, сох</b>	<i>we – мы</i>	<b>берегли, несли, пекли, сохли</b>
2 <sup>nd</sup> <i>you – ты</i>	<b>берёг, нес, пёк, сох</b>	<i>you – вы</i>	<b>берегли, несли, пекли, сохли</b>
3 <sup>rd</sup> <i>he – он</i>	<b>берёг, нес, пёк, сох</b>	<i>they – они</i>	<b>берегли, несли, пекли, сохли</b>
1 <sup>st</sup> <i>I – я</i> ; 3 <sup>rd</sup> <i>she – она</i>	<b>берегла, несла, пекла, сохла</b>		
3 <sup>rd</sup> <i>it – оно</i>	<b>берегло, несло, пекло, сохло</b>		

Some Russian verbs have the following Past Tense meanings:

'to find – **найти**'

'to go – **идти**'

'to grow – **расти**'

Person	Singular	Person	Plural
1 <sup>st</sup> I – <b>я</b>	<b>нашёл, шёл, рос</b>	1 <sup>st</sup> we – <b>мы</b>	<b>нашли, шли, росли</b>
2 <sup>nd</sup> you – <b>ты</b>	<b>нашёл, шёл, рос</b>	2 <sup>nd</sup> you – <b>вы</b>	<b>нашли, шли, росли</b>
3 <sup>rd</sup> he – <b>он</b>	<b>нашёл, шёл, рос</b>	3 <sup>rd</sup> they – <b>они</b>	<b>нашли, шли, росли</b>
1 <sup>st</sup> I – <b>я</b> ; 3 <sup>rd</sup> she – <b>она</b>	<b>нашла, шла, росла</b>		
3 <sup>rd</sup> it – <b>оно</b>	<b>нашло, шло, росло</b>		

It's important to remember the correct stress in the following Past Tense verbs' forms according to their person and number. The Russian meanings will be introduced without a personal pronoun:

'I took – **я брал**; she took – **она брала**; it took – **оно брало**; they took – **они брали**'

'I was – **я был**; she was – **она была**; it was – **оно было**; they were – **они были**'

'I took – **я взял**; she took – **она взяла**; it took – **оно взяло**; they took – **они взяли**'

'I turned out – **я гнал**; she turned out – **она гнала**; it turned out – **оно гнало**; they turned out – **они гнали**'

'I lived – **я жил**; she lived – **она жила**; it lived – **оно жило**; they lived – **они жили**'

'I borrowed – **я занял**; she borrowed – **она заняла**; it borrowed – **оно заняло**; they borrowed – **они заняли**'

'I gave – **я подарил**; she gave – **она подарила**; it gave – **оно подарило**; they gave – **они подарили**'

'I understood – **я понял**; she understood – **она поняла**; it understood – **оно поняло**; they understood – **они поняли**'

'I swam – **я плыл**; she swam – **она плыла**; it swam – **оно плыло**; they swam – **они плыли**'

'I arrived – **я прибыл**; she arrived – **она прибыла**; it arrived – **оно прибыло**; they arrived – **они прибыли**'

'I lifted – **я поднял**; she lifted – **она подняла**; it lifted – **оно подняло**; they lifted – **они подняли**'

'I received – **я принял**; she received – **она приняла**; it received – **оно приняло**; they received – **они приняли**'

'I cleaned up – **я прибрал**; she cleaned up – **она прибрала**; it cleaned up – **оно прибрало**; they cleaned up – **они прибрали**'

### The Future Tense

The Future verbs Tense form show that the action will take place after that instance of a speech. The Russian Future Tense has two forms: a **simple** and a **complex**. First of all let's introduce the **link-verb** of 'to be – **быть**' conjugation in the Future Tense:

Person	Singular	Person	Plural
1 <sup>st</sup> I – <b>я</b>	<b>буду</b>	1 <sup>st</sup> we – <b>мы</b>	<b>будем</b>
2 <sup>nd</sup> you – <b>ты</b>	<b>будешь</b>	2 <sup>nd</sup> you – <b>вы</b>	<b>будете</b>
3 <sup>rd</sup> she – <b>она</b>	<b>будет</b>	3 <sup>rd</sup> they – <b>они</b>	<b>будут</b>
3 <sup>rd</sup> he – <b>он</b>	<b>будет</b>		
3 <sup>rd</sup> it – <b>оно</b>	<b>будет</b>		

The purpose of the **link-verb** of 'to be – **быть**' is the same like in English. The complex Future Tense form consists of the link-verb of 'to be – **быть**' and the primary form of the **imperfective** verb, f.e.:

'to draw – **рисовать**'

'I'll draw – Я **буду рисовать**' etc.

Person	Singular	Person	Plural
1 <sup>st</sup> I – <b>я</b>	<b>буду рисовать</b>	1 <sup>st</sup> we – <b>мы</b>	<b>будем рисовать</b>
2 <sup>nd</sup> you – <b>ты</b>	<b>будешь рисовать</b>	2 <sup>nd</sup> you – <b>вы</b>	<b>будете рисовать</b>
3 <sup>rd</sup> she – <b>она</b>	<b>будет рисовать</b>	3 <sup>rd</sup> they – <b>они</b>	<b>будут рисовать</b>
3 <sup>rd</sup> he – <b>он</b>	<b>будет рисовать</b>		
3 <sup>rd</sup> it – <b>оно</b>	<b>будет рисовать</b>		

A simple Future Tense is expressed by a single word that is by the **perfective** verbs. Russian **perfective** verb is formed by the various prefixes however in English the same is expressed by different way, f.e.:

'to sleep – **спать**' (the 1<sup>st</sup> conjugation)

'a little – **немного**'

to sleep a little – **поспать**' (adverb **a little** corresponds to a Russian prefix of '**по-**')

Person	Singular	Person	Plural
1 <sup>st</sup> I – <b>я</b>	<b>посплю</b>	1 <sup>st</sup> we – <b>мы</b>	<b>поспим</b>
2 <sup>nd</sup> you – <b>ты</b>	<b>поспишь</b>	2 <sup>nd</sup> you – <b>вы</b>	<b>поспите</b>



3 <sup>rd</sup> she – она	поспит	3 <sup>rd</sup> they – они	поспят
3 <sup>rd</sup> he – он	поспит		
3 <sup>rd</sup> it – оно	поспит		

The verb of 'to keep – **держать**' is an exception and it concerns to the 2<sup>nd</sup> conjugation.

'to keep for a certain time – **продержать**' ('for a certain time' corresponds to the Russian prefix of 'про-')

Person	Singular	Person	Plural
1 <sup>st</sup> I – я	<b>продержу</b>	1 <sup>st</sup> we – мы	<b>продержим</b>
2 <sup>nd</sup> you – ты	<b>продержишь</b>	2 <sup>nd</sup> you – вы	<b>продержите</b>
3 <sup>rd</sup> she – она	<b>продержит</b>	3 <sup>rd</sup> they – они	<b>продержат</b>
3 <sup>rd</sup> he – он	<b>продержит</b>		
3 <sup>rd</sup> it – оно	<b>продержит</b>		

The simple Future verbs' Tense form of perfective aspect is arised the same way as the simple Present form, f.e.:

'to open – **открывать**' (1<sup>st</sup> conjugation)

Person	Singular	Person	Plural
1 <sup>st</sup> I – я	<b>открою</b>	1 <sup>st</sup> we – мы	<b>откроем</b>
2 <sup>nd</sup> you – ты	<b>откроешь</b>	2 <sup>nd</sup> you – вы	<b>откроете</b>
3 <sup>rd</sup> she – она	<b>откроет</b>	3 <sup>rd</sup> they – они	<b>откроют</b>
3 <sup>rd</sup> he – он	<b>откроет</b>		
3 <sup>rd</sup> it – оно	<b>откроет</b>		

'to learn – **выучить**' (2<sup>nd</sup> conjugation)

Person	Singular	Person	Plural
1 <sup>st</sup> I – я	<b>выучу</b>	1 <sup>st</sup> we – мы	<b>выучим</b>
2 <sup>nd</sup> you – ты	<b>выучишь</b>	2 <sup>nd</sup> you – вы	<b>выучите</b>
3 <sup>rd</sup> she – она	<b>выучит</b>	3 <sup>rd</sup> they – они	<b>выучат</b>
3 <sup>rd</sup> he – он	<b>выучит</b>		
3 <sup>rd</sup> it – оно	<b>выучит</b>		

## 6. The Voice

If the action can be done by the executor(object or person) then it's called as **Active Voice**. If the executor can be subjected to the action then it's called as **Passive Voice**.

You know in English the Passive Voice is expressed by the combination of the link-verb of 'to be' + past participle of the sense verb where the link-verb of 'to be' is as a *number* and a *person* index .

The Russian verb's suppleness allows it to express the Passive Voice in many cases independently. Like in English the Russian past participle expresses the Passive Voice too what we consider just a little later.

Now let's remember the personal pronouns declension:

*Singular*

'I – я', 'you – ты', 'he – он', 'she – она', 'it – оно'

(И)Nom.	<b>я</b>	<b>ты</b>	<b>он</b>	<b>она</b>	<b>оно</b>
(Р)Gen.	<b>меня</b>	<b>тебя</b>	<b>его</b>	<b>её</b>	<b>его</b>
(Д)Gen.	<b>мне</b>	<b>тебе</b>	<b>ему</b>	<b>ей</b>	<b>ему</b>
(В)Acc.	<b>меня</b>	<b>тебя</b>	<b>его</b>	<b>её</b>	<b>его</b>
(Т)Inst.	<b>мной</b>	<b>тобой</b>	<b>им</b>	<b>ею(ей)</b>	<b>им</b>
(П)Prep.	(обо) <b>мне</b>	(о) <b>тебе</b>	(о) <b>нём</b>	(о) <b>ней</b>	(о) <b>нём</b>

*Plural*

'we – мы', 'you – вы', 'they – они'

(И)Nom.	<b>мы</b>	<b>вы</b>	<b>они</b>
(Р)Gen.	<b>нас</b>	<b>вас</b>	<b>их</b>
(Д)Gen.	<b>нам</b>	<b>вам</b>	<b>им</b>
(В)Acc.	<b>нас</b>	<b>вас</b>	<b>их</b>
(Т)Inst.	<b>нами</b>	<b>вами</b>	<b>ими</b>
(П)Prep.	(о) <b>нас</b>	(о) <b>вас</b>	(о) <b>них</b>

'to help – **помогать**(imperfective, 1<sup>st</sup> conjugation)'

'to help – **помочь**(perfective, 1<sup>st</sup> conjugation)'

### The Present Tense Active Voice

Person	Singular	Person	Plural
<b>I</b>	<b>help</b>	<b>we</b>	<b>help</b>
<b>you</b>	<b>help</b>	<b>you</b>	<b>help</b>
<b>he</b>	<b>helps</b>	<b>they</b>	<b>help</b>
<b>she</b>	<b>helps</b>		
<b>it</b>	<b>helps</b>		

Person	Singular	Person	Plural
1 <sup>st</sup> <b>I – я</b>	<b>помогаю</b>	1 <sup>st</sup> <b>we – мы</b>	<b>помогаем</b>
2 <sup>nd</sup> <b>you – ты</b>	<b>помогаешь</b>	2 <sup>nd</sup> <b>you – вы</b>	<b>помогаете</b>
3 <sup>rd</sup> <b>she – она</b>	<b>помогает</b>	3 <sup>rd</sup> <b>they – они</b>	<b>помогают</b>
3 <sup>rd</sup> <b>he – он</b>	<b>помогает</b>		
3 <sup>rd</sup> <b>it – оно</b>	<b>помогает</b>		

The Russian Passive Voice expression will be introduced after considering of the participle.

## 7. The Mood

The **Mood** is the verb's form what points to the action's attitude of the **reality**.

In our speech we express the **real/unreal, conditional, presumable, possible or impossible, compulsory or needless, probable or improbable** etc. actions(object's or person's condition) by composing an impersonal, simple, complex or compound sentences(affirmative, negative, interrogative, exclamatory, imperative ones).

The **presumable, possible or impossible, compulsory or needless, probable or improbable** etc. actions(object's or person's condition) are expressed by the modal verbs.

The **modality** as such it is means the speaker's relation to the utterance's content and grammatical category what is expressed by the verbs' forms, intonation and the parenthetical words.

By the modal verbs are expressed not the very actions but ability, physical possibility, capacity for, permit, probability, supposition, necessity, orders, prohibition, explicit advice, obligation, will, wish, intention etc. to do any action and are expressed the speaker's relation to the content of the expression. There are the following modal verbs in English:

Can(could) – **мочь**(primary form). Expresses ability, physical possibility, capacity for, perplexity, incredibility, impatience, amazement

may(might) – **мочь**(primary form). Expresses *supposition* based on the uncertainty, the *possibility* creating by the obstacles, *permission, disapproval or rebuke*. The Past form of 'might' can express the Subjunctive Mood what corresponds to the Russian Conditional Mood of unreal condition designated by the form-building particle of '**бы**'

must – **должен**(1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person, masculine singular); **должна**(1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person, feminine singular); **должны**(1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person, feminine and masculine plural);

to have to... – **приходиться**(primary form of reflexive). Expresses the duty, necessity(from the speaker's standpoint); prohibition, pressing advice; *supposition* based on the confidence

had better... – expresses the preferable choice

to be to... – expresses the preliminary agreement or duty as a result; orders, instructions; something inevitable; a possibility stipulated by the obstacles

ought to... – expresses the obligation what can weaken depending on the context

need – expresses both necessity and needlessness

to be able to... – expresses the skill, possibility

dare – expresses the meaning of 'to dare to do something'

should – usually expresses the *obligation* but it can *weaken* to the expression of *action's desire, any advice or recommendation*

**Further all English modal verbs and their Russian equivalents are described in more detail**

From the foregoing it follows that all actions and conditions can be divided into real and unreal. The real actions and conditions are expressed by the **Indicative Mood**, f.e.:

'brother – брат'  
'my – мой'  
'to study – изучать'  
'Russian – русский'  
'language – язык'

'My brother studies the Russian language – Мой брат изучает русский язык'

'to be – быть'  
'to – в'  
'Moscow – Москва'  
'ever – когда-либо'

'Have you ever been to Moscow? – Вы были когда-либо в Москве?'

About any Russian verb's meaning refer to 'The Verb' section on CD but every time don't forget to acquaint with reading rules.

'if – если'  
'we – мы'  
'to be late – опаздывать (primary form)'  
'not – не'  
'friends – друзья'  
'home – дом'  
'to find at home – застать дома'  
'our – наш (наше, наши, наших, нашими)'

'If we aren't late then we'll find our friends at home – Если мы не опоздаем (perfect aspect), то застанем наших друзей дома'

'If we aren't late then we'll find our friends at home – Если мы не опаздываем (imperfect aspect), то застанем наших друзей дома'

Pay attention to the Russian variant of subordinate clause. As a single English verb has two meanings its primary form in Russian then we have two Russian sentences and use one of them by our discretion.

The Russian Conditional Mood of unreal condition corresponds to the English Subjunctive Mood and it's formed by the Past verb's form of '-л' ending *plus* the form-building particle of 'бы'.

In Russian the form-building particle of 'бы' can be either before the verb or after it however that particle can be separated of the verb by other words, f.e.:

'to read (primary form) – читать (imperfective) – прочитать (perfective) – читал (Past imperfect) – прочитал (Past perfect)'

'to draw (primary form) – рисовать (imperfective) – нарисовать (perfective) – рисовал (Past imperfect) – нарисовал (Past perfect)'

'picture – картина'  
'book – книга'

'We would read a book – Мы прочитали бы книгу'

'I would draw a picture – Я нарисовал бы картину'

'cinema – кино'

'to go – идти (imperfect aspect), пойти (perfect aspect)'

'I would go to the cinema – Я бы пошёл в кино'

The **Imperative Mood** expresses the motive to the action, order, request. The **Imperative Mood**'s verbs are usually used in the 2<sup>nd</sup> person (singular or plural) and they aren't changed by the tenses.

The **Imperative Mood** is formed on the base of simple Present or Future verb's form by the suffix of

'-и' (singular number). In Plural the verb has an ending of '-те', f.e.:

'to solve – решать (primary form imperfect); решить (primary form perfect)'  
'Solve! – Реши! (when familiar relations); Решите! (when official relations)'  
'Solve! – Решай! (when familiar relations); Решайте! (when official relations)'

'to take – брать (primary form imperfect) – взять (primary form perfect)'  
'Take! – Бери! (when familiar relations); Берите! (when official relations)'  
'Take! – Возьми! (when familiar relations); Возьмите! (when official relations)'

Sometimes it's added the particle of '-ка(*just* or *what if*)' to the verb of the Imperative Mood what slightly softens an order, f.e.:

'to go out – **выходить**(primary form imperfect); **выйти**(primary form perfect)'

'Just go out! – **Выйди-ка!**(when familiar relations); **Выйдите-ка!**( when official relations)  
**Выходи-ка!**(when familiar relations); **Выходите-ка!**( when official relations)

'to buy – **покупать**(primary form imperfect) – **купить**(primary form perfect)  
'hat – шляпа'

'What if I buy a hat! – **Куплю-ка я эту шляпу!**'

Please don't ever forget the Russian verb has its own personal endings when conjugated(section 'The Verb' on CD).

### THE RUSSIAN PARTICIPLE

The **participle** is the special verb's form what designates the object's sign by its action and **like adjective** answers to the question of '*what?*(interrogative pronoun)'. That English interrogative pronoun has **four** Russian meanings:

'**какой?**(masculine Nominative case singular), **какая?**(feminine Nominative case singular), **какое?**(neuter Nominative case singular), **какие?**(all genders Nominative case plural)'

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#12

(modal verb's equivalent)

'**In spite of the incredible efforts to improve the arisen situation somehow he has had to be submitted with it**': affirmative compound sentence; the Present Perfect Active; Indicative Mood

the principal clause: 'he has had to be admitted of it'

subject: 'he'; personal pronoun of the 3<sup>rd</sup> person singular

predicate: 'has had to'(primary form of modal verb's equivalent of 'must' is 'to have to')

direct object: 'to be admitted'(expressed by the Passive Voice)

indirect object: 'with it'(expressed by the preposition of government 'with' and the indefinite pronoun of the 3<sup>rd</sup> person singular 'it')

the subordinate clause of concession: '**In spite of the incredible efforts to improve the arisen situation somehow**'(it's brought in by the concessive preposition of 'in spite of' and expressed by the word combination)

a) principal clause

'he has had to admitt of it'

subject: he – он(2<sup>nd</sup> person singular personal pronoun)

predicate: to have to – **приходиться**('must' modal verb equivalent); has had to –

**пришлос**  
ь(Past  
Tense  
meaning)

direct object: to submit – **смиряться**(imperfect reflexive primary form), **смириться**(perfect reflexive primary form)

indirect object: with – с(Instrumental case government preposition); it – **это**(indefinite pronoun); with it – **с этим**(stable word combination)

'he has had to be admitted of it – ему пришлось смириться с этим'

Never forget to observe conjugation and declension rules when making agree parts of sentence. Pay a particular attention the Russian reflexive verb of 'to submit – смиряться' isn't expressed by English Passive Voice. Use CD 'Methodical Instructions' and CD 'English-Russian Dictionary'.

**b)** subordinate clause

'In spite of the incredible efforts to improve the arisen situation somehow'

*in spite of* – **несмотря на**(concessive conjunction);

*incredible* – **невероятный**(adjective masculine Nominative singular primary form)

*effort* – **усилие**(inanimate countable neuter Nominative singular noun); *efforts* – **усилия**(plural)

*the incredible efforts* – **невероятные усилия**(stable word combination)

*to improve* – **выправлять**(imperfect primary form); *to arise* – **создавать**(imperfect primary form)

*arisen* – **создавшийся**(Past Active participle masculine Nominative singular primary form)

*situation* – **ситуация**(inanimate countable feminine Nominative singular noun), **положение**(inanimate countable neuter Nominative singular noun)

*the arisen situation* – **создавшееся положение**(stable word combination)

*somehow* – **как-то**(adverb of manner)

'In spite of the incredible efforts to improve the arisen situation somehow – Несмотря на невероятные усилия как-то выправить создавшееся положение'

Pay attention to the primary form of the words: 'arisen – создавшийся(perfect participle); situation – ситуация, положение(noun of neuter gender singular)'. Russian participle is coordinated with the noun like an adjective that is in number, case and gender and has a corresponding to it ending(underlined word combination).

Now link both principal and subordinate clauses together:

'In spite of the incredible efforts to improve the arisen situation somehow he has had to be submitted with it - Несмотря на невероятные усилия как-то выправить создавшееся положение, ему пришлось смириться с этим'

In spite of one would think the incredible complex sentences always observe a strict sequence of any sentence forming: 'primary form of all forming that sentence components their coordination in accordance with conjugation and declension'. When using an English 'must - должен' modal verb equivalent of 'to have to – приходится' in Russian it's realized as a Passive Voice therefore the personal pronoun has a Dative case meaning(refer to CD 'English-Russian Dictionary' of personal pronoun declension).

- **The Perfect Tenses**  
#13

'He has already taken a very nice book from the library': affirmative sentence; the Present Perfect Active; Indicative Mood

subject: 'he'; personal pronoun; 3<sup>rd</sup> person singular

predicate: 'has taken' (primary form 'to have taken') ('to have' is the auxiliary verb; irregular sense verb of 'to take')

direct object: 'a very nice book'; attributive expression; the common inanimate countable noun of 'book' is explained by the adjective of 'nice' and the adverb of 'very'

adverbial modifier of place: 'from the library' (spatial preposition of 'from' and the common inanimate countable noun of 'library')

adverbial modifier of time: 'already' (adverb)

subject:

'he – он(3<sup>rd</sup> person singular personal pronoun)'

predicate:

*to take* – брать(imperfect primary form); *has taken* - взял(Past Tense form)

direct object:

very – **очень**(adverb of manner)

nice – **изысканный**(adjective masculine Nominative singular primary form)

book – **книга**(inanimate countable feminine Nominative singular noun)

very nice book – **очень изысканная книга**(stable word combination)

adverbial modifier of place:

from – **из**(spatial preposition);

library – **библиотека**(inanimate countable feminine Nominative singular noun)

from the library – **из библиотеки**(adverb)

adverbial modifier of time:

already - **уже**(adverb of time)

*'He has already taken a very nice book from the library – Он уже взял очень изысканную книгу из библиотеки'*

English Present Perfect Form corresponds to Russian Past Tense Form: 'has taken – **взял**'. Every time refer to Printed Appendix to '**Real Russian**' Manual of '*Methodical Instructions Table of Contents*', **CD** '*Methodical Instructions*', '*English-Russian Dictionary*' and '**Generalized Conclusion**' to collate your steps.

#### #14

'I had done **my assignments by 7 PM**': affirmative sentence; the Past Perfect Active; Indicative Mood  
subject: '**I**'; personal pronoun; 1<sup>st</sup> person singular

predicate: '**had done**'

adverbial modifier of time: '**by 7 PM**' (the temporal preposition of '**by**' and precise time)

subject:

'**I - я**' (1<sup>st</sup> person singular personal pronoun)

predicate:

to do – **делать**(Imperfect primary form)

had done – **сделал**(English Past Perfect Form corresponds to Russian Past Tense Form perfect meaning)

direct object:

my – **мой**(masculine Nominative singular possessive pronoun primary form)

assignment – **задание**(inanimate countable neuter Nominative singular noun); *assignments* – **задания**(plural)

my assignments – **мои задания**(stable word combination)

adverbial modifier of time:

by – **к**(temporal preposition)

o'clock – **час**(inanimate countable masculine Nominative singular noun)

seven – **семь**(Nominative cardinal numeral)

evening – **вечер**(inanimate countable masculine Nominative singular primary form); **вечерний**(adjective masculine Nominative singular primary form)

time – **время**(inanimate uncountable neuter Nominative singular noun)

evening time – **вечернее время**(stable word combination)

PM – evening time; by 7 PM (by seven o'clock in the evening time) – **к семи часам вечера**(stable word combination)

*'I had done my assignments by 7 PM – Я сделал мои задания к семи часам вечера'*

Additional meanings are given to comprehend a difference between time counting out system. Every time refer to Printed Appendix to '**Real Russian**' Manual of '*Methodical Instructions Table of Contents*', **CD** '*Methodical Instructions*', '*English-Russian Dictionary*' and '**Generalized Conclusion**' to collate your steps.

#### #15

'For several years I have been saving up to return to my homeland': affirmative compound sentence; the Present Perfect Continuous Active; Indicative Mood.

the principal clause: 'For several years I have been saving up

subject: 'I' (the personal pronoun of the 1<sup>st</sup> person singular)

predicate: 'have been saving up'

adverbial modifier of time: 'for several years' (temporal preposition of 'for'; indefinite pronoun of 'several'; common inanimate countable plural noun of 'years')

the subordinate clause of purpose: 'to return to my homeland' (it's introduced by the primary verb's form of 'to return')

adverbial modifier of place: 'to my homeland' (spatial preposition of 'to'; possessive pronoun of 'my' and common inanimate countable noun of 'homeland')

adverbial modifier of purpose: 'to return' (primary form)

a) principal clause

'For several years I have been saving up

subject: I – я (1<sup>st</sup> person singular personal pronoun)

predicate: to save up – копить (imperfect primary form)

have been saving up – коплю (English Present Perfect Continuous corresponds to Russian Present Tense Form Active)

adverbial modifier of time:

for – в течение (temporal preposition)

several – несколько (numeral)

year – год (inanimate countable masculine Nominative singular noun); years – годы (plural)

for several years – в течение нескольких лет (stable word combination)

For several years I have been saving up – В течение нескольких лет я коплю

Pay attention to the adverbial modifier of time: 'years – **годы**' and 'for several years – в течение **нескольких лет**'. Every language contains some quantity of exceptions to the rules. We say: 'a year – **один год**'; 'two years – **два года**'; 'three years – **три года**'; 'four years – **четыре года**' but 'five years – **пять лет...**'; ... 'nineteen years – **девятнадцать лет**'; 'twenty years – **двадцать лет**'; but 'twenty-one years – **двадцать один год**'; ... 'twenty-four years – **двадцать четыре года**'; but 'twenty-five years – **двадцать пять лет**' and so on. Refer to CD 'Methodical Instructions' of 'Russian Cardinal Numeral and Noun concord'.

b) subordinate clause of purpose

'to return to my homeland'

adverbial modifier of purpose

to return – возвращаться (imperfect primary form), вернуться (perfect primary form)

adverbial modifier of place:

to – на (spatial preposition)

my – мой (masculine Nominative singular possessive pronoun primary form)

homeland – родина (inanimate countable feminine Nominative singular noun)

to my homeland – на мою родину (stable word combination)

'to return to my homeland – **чтобы вернуться на мою родину**'

The subordinate clause of purpose is brought in by the Russian expressive conjunction of 'чтобы' which corresponds to the English verb's primary form. Let's link both principal and subordinate clauses into a compound sentence:

For several years I have been saving up to return to my homeland – **В течение нескольких лет я коплю, чтобы вернуться на мою родину**

In Russian the subordinate clause of purpose is separated by the comma. Every time refer to Printed Appendix to 'Real Russian' Manual of 'Methodical Instructions Table of Contents', CD 'Methodical Instructions', 'English-Russian Dictionary' and 'Generalized Conclusion' to collate your steps.

#16

'When we came to the station the train had already left': affirmative compound sentence; precedence action; Indicative Mood

the principal clause: 'the train had already left';

subject: 'the train'; common unanimate countable noun

predicate: 'had left'; the Past Perfect Tense Active(primary form 'to have left)

adverb: 'already'

the subordinate clause of time: 'When we came to the station'

subject: 'we'; personal pronoun 1<sup>st</sup> person plural

predicate: 'came'; irregular verb(primary form 'to come'); the Past Indefinite Active

adverbial modifier of place: 'to the station'; spatial preposition of 'to' and common unanimate countable noun of 'station'

a) principal clause

'the train had already left'

subject:

*train* – поезд(animate countable masculine Nominative singular noun)

predicate:

*to leave* – покидать(imperfect primary form), уходит(impf perfect primary form)

*had left* – ушёл(English Past Perfect Tense Form corresponds to Russian Past Tense Form perfect meaning)

*had already left* – уже ушёл(stable word combination)

adverb:

*already* – уже(adverb of time)

'the train had already left – поезд уже ушёл'

It's the usual simple sentence.

b) subordinate clause

'When we came to the station'

*when* – когда(adverb of time);

*we* – мы(1<sup>st</sup> person plural personal pronoun)

*to come* – приходит(impf perfect primary form); *came* – пришёл, пришла, пришло, пришли(Past Tense verb's perfect meanings 1<sup>st</sup>, 3<sup>rd</sup> persons singular and all persons plural)(CD 'Dictionary')

*to* – на(spatial preposition) 'station' – станция(animate countable feminine Nominative singular noun)

вокзал(animate countable masculine Nominative singular noun)

*to the station* – на вокзал(stable word combination)

'When we came to the station – Когда мы пришли на вокзал'

When coordinate collate your steps by 'The Generalized Conclusion', 'English-Russian Dictionary' and Dictionary on CD.

Let's link both principal and subordinate clauses into a compound sentence:

'When we came to the station the train had already left – Когда мы пришли на вокзал, поезд уже ушёл'

Don't forget the Russian verbs have the personal endings and take it into account when concurring. Every time refer to Printed Appendix to 'Real Russian' Manual of 'Methodical Instructions Table of Contents', CD 'Methodical Instructions', 'English-Russian Dictionary' and 'Generalized Conclusion' to collate your steps.

#17

'The letter has just been written by Michael': affirmative sentence; the Present Perfect Passive; Indicative Mood

subject: 'The letter'; common inanimate countable noun

predicate: 'has been written'(primary form 'to have been written')

adverb of time: 'just'

indirect object: 'by Michael'(proper animate noun)

subject: 'letter' – письмо(inanimate countable neuter Nominative singular noun)

predicate:



to write – **писать**(imperfect primary form)

just – **только что**(adverb of time)

has just been written – **только что написано**(stable word combination)

indirect object:

by – government preposition of Instrumental case; *Michael* – **Миша**(proper masculine name)

’The letter has just been written by Michael – **Письмо только что написано Мишей**’

Russian proper names are declined as the ordinary nouns. Pay attention the action is expressed by the Russian participle’s short form(full form ’written – **написанный**’). Every time refer to Printed Appendix to ‘**Real Russian**’ Manual of ‘*Methodical Instructions Table of Contents*’, **CD** ‘*Methodical Instructions*’, ‘*English-Russian Dictionary*’ and ‘**Generalized Conclusion**’ to collate your steps.

### #18

(real condition)

’**If you come at 7 PM he will have been writing for an hour by that time**’: affirmative compound sentence of real condition; Indicative Mood Active

the principal clause: ’**he will have been writing for an hour by that time**’; the Future Perfect Continuous

subject: ’**he**’; the personal pronoun of the 3<sup>rd</sup> person singular

predicate: ’**will have been writing**’; ’will, have and been are the auxiliary verbs’; ’writing is the sense verb’

adverbial modifiers of time: ’**for an hour**’; ’**by that time**’

the subordinate clause: ’**If you come at 7 PM**’

subject: ’**you**’

predicate: ’**come**’

adverbial modifier of time: ’**at 7 PM**’

a) principal clause

’**he will have been writing for an hour by that time**’

subject:

*he* – **он**(3<sup>rd</sup> person singular personal pronoun)

predicate:

*will have been writing* – **будет писать**(complex Future Tense form)

’to write – **писать**(imperfect primary form). There isn’t a notion of ’the Future Perfect Continuous’ in Russian but there is the Future Tense only that’s why one can express the complex Future Tense form of ’**будет писать**’

adverbial modifier of time:

*for an hour* – **в течение часа**: The government preposition of ’for’ designates a Genitive case and corresponding to it noun’s ending(’**часа**’) but the same preposition designates a space of action’s time

adverbial modifier of time:

*by* - **к**(temporal preposition)

*by that time* – **к тому времени**(stable word combination)

*that* – **тот**(demonstrative pronoun primary form)’; ’*time* - **время**(inanimate uncountable neuter Nominative singular noun)

’*he will have been writing for an hour by that time* – **он будет писать в течение часа к этому времени**’

The sentence’s sense is that the executor will make an action in Future for a definite space of time by the designated time.

b) subordinate clause of real condition

’**If you come at 7 PM**’

subject:

*you* – **вы(ты)**: personal pronoun. It has two Russian meanings of official '*you* - **вы**' and familiar '*you* - **ты**'

predicate:

**come**: '*to come* - **приходить**(imperfect primary form)

adverbial modifier of time: **at 7 PM – в семь часов вечера**:

*at* – **в**(temporal preposition) Instance #17 contents a detailed explanation about Russian time counting out system.

*if* - **если**(conditional conjunction)

'*If you come at 7 PM – Если вы придёте в семь часов вечера*'

Now link both principal and subordinate clauses into a compound sentence:

'*If you come at 7 PM he will have been writing for an hour by that time – Если вы придёте в семь часов вечера, он будет писать в течение часа к этому времени*'

The subordinate clause of real condition can be placed either before the principal one or after it but the subordinate clause is separated by the comma. Every time refer to Printed Appendix to '**Real Russian**' Manual of '*Methodical Instructions Table of Contents*', CD '*Methodical Instructions*', '*English-Russian Dictionary*' and '**Generalized Conclusion**' to collate your steps.

- **Sequence of Tenses**

#19

**'I knew that he had worked at his invention before entering the college'**: the affirmative compound sentence;  
Indicative Mood Active; precedence action

the principal clause: '**I knew**' (the Past Indefinite Active)

subject: '**I**' (the 1<sup>st</sup> person singular personal pronoun)

predicate: '**knew**' (irregular verb; the primary form is '*to know*')

the subordinate object clause: 'he had worked at his inventory before entering the college'

subject: '**he**' (the 3<sup>rd</sup> person singular personal pronoun)

predicate: '**had worked**' (the Past Perfect Active; the primary form is '*to have worked*'; the primary form of sense regular verb is '*to work*')

indirect object: '**at his invention**' (causal preposition of '**at**'; possessive singular pronoun of '**his**'; common inanimate countable noun of '**invention**')

adverbial modifier of time: '**before entering the college**' (the adverb of time '**before**'; the gerund of '**entering**'; the common inanimate countable noun of '**college**')

The subordinate clause is brought in by the subordinating conjunction of '**that**'

a) principal clause  
'**I knew**'

subject: *I* – **я** (1<sup>st</sup> person singular personal pronoun)

predicate:

*to know* – **знать** (imperfect primary form)

*knew* – **знал** (Past Tense perfect meaning)

'*I knew – Я знал*'

It's a simple Past Indefinite sentence.

b) Object Subordinate clause

**'that he had worked at his invention before entering the college'**

subject: *he* – **он** (3<sup>rd</sup> person singular personal pronoun)

predicate:

*to work* – **работать** (primary form)

*had worked* – **работал** (past tense imperfect meaning). Though in English an action is expressed by the Past Perfect Form its Russian equivalent is expressed by Past Tense Form but in our case of imperfect meaning. Remember about it rigorously.

indirect object:

*invention* – **изобретение**(inanimate countable neuter Nominative singular noun)

**at** – **над**(points to the action, pursuit and designates an Instrumental case)

*his* – **его(своим)**(possessive pronoun; has two Russian meanings)

*at his invention* – **над своим изобретением**(stable word combination)

adverbial modifier of time:

*before* – **перед/до**(temporal preposition)

*to enter* – **поступать**(imperfect primary form); *entering* – **поступление**(verbal inanimate countable neuter Nominative singular noun)

*college* - **колледж**(inanimate countable masculine Nominative singular noun)

*before entering the college* – **перед(до) поступлением в колледж**(stable word combination)

The objective subordinate clause is brought in by the expressive conjunction of 'that - **что**'. There is given the expressive conjunction primary form having stressed vowel but in the compound sentence many conjunctions are unstressed.

'that he had worked at his invention before entering the college – **что он работал над своим изобретением до поступления в колледж**'

Though in English the action is realized by the Past Perfect Tense in Russian the same action is realized by Past Tense Form. Link both principal and subordinate clauses into a compound sentence:

*I knew that he had worked at his invention before entering the college* – **Я знал, что он работал над своим изобретением до поступления в колледж**'

Though the English principal clause expresses the precedence action and in both clauses are used different English verb's form in Russian compound sentence both principal clause and subordinate one contain the Past Tense form. Every time refer to Printed Appendix to 'Real Russian' Manual of 'Methodical Instructions Table of Contents', CD 'Methodical Instructions', 'English-Russian Dictionary' and 'Generalized Conclusion' to collate your steps.

## #20

'**I knew that he would be in the country on Sunday**': affirmative compound sentence; Indicative Mood Active; the following action

the principal clause: '**I knew**'; (the Past Indefinite Active)

subject: '**I**'(the 1<sup>st</sup> person singular personal pronoun)

predicate: '**knew**'(irregular verb; the primary form is 'to know')

the subordinate clause: 'he would be in the country on Sunday'

subject: '**he**'(the 3<sup>rd</sup> person singular personal pronoun)

predicate: '**would be**'(by the auxiliary verb of '**would**' is expressed the following action when Sequence of Tenses)

adverbial modifier of place: '**in the country**'(spatial preposition of 'in' and the common inanimate countable noun of 'country')

adverbial modifier of time: '*on Sunday* – **в воскресенье**': '*Sunday* - **воскресенье**'; '*on* – **в**(used of week days names)'

The subordinate clause is brought in by the subordinating conjunction of '**that**'

**a)** principal clause  
'**I knew**'

subject: '*I* – **я**(1<sup>st</sup> person singular personal pronoun)

predicate:

*to know* – **знать**(imperfect primary form)

*knew* – **знал**(Past Tense imperfect meaning)

'*I knew* – **Я знал**'

It's a simple Past Indefinite sentence.

**b)** subordinate clause

'that he would be in the country on Sunday'

subject: *he* – он(1<sup>st</sup> person singular personal pronoun)

predicate:

*to be* – **быть, являться, находиться**(existing link-verb primary form)

*would be* – **будет**(simple Future Tense form)

adverbial modifier of place:

*city* - **город**(inanimate countable masculine Nominative singular noun); *out of a city* – **вне города**(stable word combination)

*country*(out of city settlement) – **деревня**(inanimate countable feminine Nominative singular noun), **дача**(inanimate countable feminine Nominative singular noun)

*in the country* – **за городом**. The phrase of '*out of a city* – **вне города**' is synonymous to the phrase of '*in the country* – **за городом, на даче**(stable word combination)

adverbial modifier of time: '*on Sunday* – **в воскресенье**': '*Sunday* - **воскресенье**'; '*on* – **в**(used of week days names)'

The objective subordinate clause is brought in by the expressive conjunction of '*that* - **что**'.

**that he would be in the country on Sunday – что он будет на даче в воскресенье**

Let's link both principal and subordinate clauses into a compound sentence:

'I knew **that** he would be in the country on Sunday – **Я знал, что он будет на даче в воскресенье**'

Be carefully about English and Russian verbs' meanings always remembering that in Russian there are Present, Past and Future Tense only. Every time refer to Printed Appendix to '**Real Russian**' Manual of '*Methodical Instructions Table of Contents*', **CD** '*Methodical Instructions*', '*English-Russian Dictionary*' and '**Generalized Conclusion**' to collate your steps.

#21

'**I didn't know what I should do without him**': the negative compound sentence; Indicative Mood Active; the following action

the principal clause: 'I didn't know' (the Past Indefinite Active)

subject: 'I' (the 1<sup>st</sup> person singular personal pronoun)

predicate: '**knew**' (irregular verb; the primary form is 'to know')

the subordinate clause: 'what I should do without him'

subject:

**I** (the 1<sup>st</sup> person singular personal pronoun)

predicate: '**should do**' (by the auxiliary verb of 'should' is expressed the following action for 1<sup>st</sup> persons singular and plural when Sequence of Tenses)

indirect object: '*without him*' (by word combination of a preposition '*without*' and a personal pronoun of object case)

The objective subordinate clause is brought in by the relative pronoun of '**what**'.

**a)** principal clause  
'**I didn't know**'

subject: I – я(1<sup>st</sup> person singular personal pronoun)

predicate:

'*to know* – **знать**(imperfect primary form)

*didn't know* – **не знал**(Past Tense imperfect meaning)

**I didn't know – Я не знал**

A simple Past Indefinite sentence

**b)** subordinate clause

**'what I should do without him'**

subject: **Я** – я(1<sup>st</sup> person singular personal pronoun)

predicate:

*to do* – **делать**(imperfect primary form)

*should do* – **буду делать**(Future Tense complex form)

indirect object: 'without him – **без него**': 'without – **без**(preposition)'; 'him – **него**(Genitive case meaning of personal pronoun 'he – **он**')'

'what I should do without him – **что я буду делать без него**'

Let's link both principal and subordinate clauses into a compound sentence:

'I didn't know what I should do without him – **Я не знал, что я буду делать без него**'

Every time refer to Printed Appendix to '**Real Russian**' Manual of '*Methodical Instructions Table of Contents*', CD '*Methodical Instructions*', '*English-Russian Dictionary*' and '**Generalized Conclusion**' to collate your steps.

- **Subjunctive Mood**

(unreal condition)

#22

'**If I could go to a college my parents would be very glad to that event**': the affirmative compound sentence;  
Subjunctive Mood Active

the principal clause: 'my parents would be very glad of that event'

subject: '**my parents**'(the possessive pronoun of '**my**' and the common animate countable noun of '**parents**')

predicate: '**would be**'

attribute: '**very glad to that event**'

the subordinate clause: '**If I could go to a college**'

subject: '**I**'

predicate: '**could go**'

adverbial modifier of place: '**to a college**'

a) principal clause

'**my parents would be very glad of that event**'

subject:

*my* – **мой**(masculine Nominative singular possessive pronoun primary form)

*parents* – **родители**(animate masculine Nominative plural noun)

*my parents* – **мои родители**(stable word combination)

predicate:

*would be* – **были бы**(Subjunctive primary form)

*to be* – **быть, являться, находиться**(link-verb of existing); Russian Subjunctive Mood is expressed by the combination of the Russian Past Tense Form + a form-building particle of '**бы**'

attribute:

'*very glad to that event* – **очень рады этому событию**': '*very* – **очень**(adverb)'; '*glad* – **рад** (short form adjective; Russian adjective has either full or short form)'; '*to* – Dative case government preposition'; '*that* – **этот**(demonstrative pronoun)'; '*event* – **событие**'. Because there is a Dative case designation through the government preposition of '*to*' then the noun of '*event* – **событие**' has a corresponding to Dative case ending but the demonstrative pronoun of '*that* – **этот**' is coordinated with the noun in case, gender and number(refer to CD '*English-Russian Dictionary*' Paginal Words Address through Appendix to '**Real Russian**' Manual.

'*my parents would be very glad of that event* – **мои родители были бы очень рады этому событию**'

If you don't understand anything refer to the section of Russian Subjunctive Mood expression.

b) subordinate clause

### 'If I could go to a college'

subject: I – я (1<sup>st</sup> person singular personal pronoun)

predicate:

*could go* – пошёл бы (Subjunctive primary form)

*to go* – идти (imperfect primary form)

adverbial modifier of place:

*to* – в (spatial preposition)

*college* – колледж (inanimate countable masculine Nominative singular noun)

*to a college* – в колледж (stable word combination)

*'If I could go to a college – Если бы я пошёл в колледж'*

If you don't understand anything refer to the section of Russian Subjunctive Mood expression. Never hurry and work at every position.

Let's link both principal and subordinate clauses into a compound sentence:

*'If I could go to a college my parents would be very glad of that event – Если бы я пошёл в колледж мои родители были бы очень рады этому событию'*

*'If I could go to a college my parents would be very glad of that event – Если я пошёл бы в колледж мои родители были бы очень рады этому событию'*

You see two Russian variants of a single English sentence. Pay attention to the Russian form-building particle of 'бы' position in every sentence when the last can be separated by other words from a verb. Every time refer to Printed Appendix to 'Real Russian' Manual of 'Methodical Instructions Table of Contents', CD 'Methodical Instructions', 'English-Russian Dictionary' and 'Generalized Conclusion' to collate your steps.

### #23

'If I had done my test correctly yesterday I wouldn't have to rewrite it today': the negative compound sentence;  
Subjunctive Mood Active

the principal clause: 'I wouldn't have to rewrite it today'

subject: 'I' (personal pronoun of the 1<sup>st</sup> person singular)

predicate: 'wouldn't have to rewrite' (is expressed by the equivalent of modal verb 'must'/'to have to')

direct object: 'it'

adverbial modifier of time: 'today' (adverb)

the subordinate clause: 'If I had done my test correctly yesterday'

subject: 'I' (personal pronoun of the 1<sup>st</sup> person singular)

predicate: 'had done' (the Past Perfect Tense Active)

direct object: 'my test' (the possessive pronoun of 'my' and the common inanimate countable noun of 'test')

adverbial modifier of manner: 'correctly' (adverb)

adverbial modifier of time: 'yesterday' (adverb)

a) principal clause

'I wouldn't have to rewrite it today'

subject: I – я (1<sup>st</sup> person singular personal pronoun)

predicate:

*to rewrite* – переписывать (imperfect primary form)

*wouldn't have to rewrite* – не пришлось бы переписывать (Subjunctive primary form)

direct object: it - это (indefinite pronoun)

adverbial modifier of time:

*today* - сегодня (adverb of time)

'I wouldn't have to rewrite it today – мне не пришлось **бы** переписывать её сегодня'

Pay attention to the Russian meaning of the indefinite pronoun of 'it - это' in the Russian principal clause 'её'. When we consider the subordinate clause we'll return to that pronoun meaning.

**b)** subordinate clause

**'If I had done my test correctly yesterday'**

subject: **Я** – я (1<sup>st</sup> person singular personal pronoun)

predicate:

*to do* – **делать** (imperfect primary form)

*had done* – **сделал** (Past Tense perfect meaning)

direct object: 'my test – **моя контрольная работа**': 'my – **мой** (masculine Nominative possessive pronoun primary form)'; 'test – **контрольная работа**'. Consider in more detail the sense matter of English word of 'test' relatively to the Russian equivalent of 'контрольная работа' and what can that Russian word combination means in English: 'control – **контрольный** (Russian adjective primary form of masculine gender Nominative Singular)'; 'work – **работа** (Russian noun primary form of Nominative Singular)'. As Russian adjective is coordinated with noun in gender, case and number but that noun of 'work – **работа**' is of Feminine gender then the Russian adjective has a corresponding to Nominative case ending. Every noun though it were a single one or a word combination we can change by a pronoun therefore because the Russian noun is of Feminine 3<sup>rd</sup> person Singular we use a Russian pronoun of '**она** (3<sup>rd</sup> person primary form Nominative Singular)'. In subordinate clause that pronoun is as an indirect object (Accusative case meaning and it has a corresponding meaning in the principal clause (indirect object of 'её') (refer to CD 'English-Russian Dictionary' Paginal Words Address through Appendix to 'Real Russian' Manual).

adverbial modifier of manner

*correctly* – **правильно** (adverb of manner)

adverbial modifier of time

*yesterday* – **вчера** (adverb of time)

The subordinate clause is brought in by conditional conjunction of 'if – **если**'.

'If I had done my test correctly yesterday – **Если бы я сделал мою контрольную работу правильно вчера**'

'If I had done my test correctly yesterday – **Если я сделал бы мою контрольную работу вчера правильно**'

First you see two Russian variants of a single English sentence. Though the English compound sentence keeps the traditional parts of sentence order in Russian ones you see free parts of sentence order especially of Russian form-building particle of '**бы**'. The subordinate clause is brought in by the conditional conjunction of 'if – **если**'.

Let's link both principal and subordinate clauses into a compound sentence:

'If I had done my test correctly yesterday I wouldn't have to rewrite it today – **Если я сделал бы мою контрольную работу вчера правильно, мне не пришлось бы переписывать её сегодня**'

In Russian the subordinate clause of unreal condition is always separated by the comma. Every time refer to Printed Appendix to 'Real Russian' Manual of 'Methodical Instructions Table of Contents', CD 'Methodical Instructions', 'English-Russian Dictionary' and 'Generalized Conclusion' to collate your steps.

#24

**'If my friend knew the train arrival time he should meet me at the station'**: the affirmative compound sentence of unreal condition; Subjunctive Mood Active

Pages 190 – 193 (42 – 44)

Pay a particular attention to the imperfect form of the verb of 'to suggest – предложить' in the sentence because a single English primary verb form has two Russian meanings: perfect and imperfect.

'Sorry, my dear, I won't let you refuse' – usual apology and respectful address to the interlocutor. 'Sorry - извините'; 'dear - уважаемый'; 'to let – позволять'; 'to refuse – отказываться(imperfect reflexive primary form)'; 'you – вам'. All given meanings are taken from published 'English-Russian Dictionary' and are made agree according to Russian Grammar Rules.

'Sorry, my dear, I won't let you refuse – Извините, уважаемый, я не позволю вам отказаться'

Because the interlocutor is masculine the Russian underlined adjective of 'dear – уважаемый' has such meaning.

'Please, what do you prefer white coffee or tea?' – usual friendly Disjunctive question. 'please - пожалуйста'; 'what – что(relative pronoun)'; 'to prefer – предпочитать(imperfect primary form)'; 'white – белый'; 'coffee – кофе'; 'or – или(particle)'; 'tea – чай'; 'white coffee – кофе с молоком(stable word combination though there isn't any allusion about the idea of 'milk - молоко')'

'Please, what do you prefer white coffee or tea? - Пожалуйста, что вы предпочитаете: кофе с молоком или чай?'

*"In my turn I'm very glad to see you again too but first of all I'd like to suggest you a light breakfast. Sorry, my dear, I won't let you refuse. Please, what do you prefer white coffee or tea? – В свою очередь я также очень рад видеть вас снова, но, прежде всего, мне бы хотелось предложить вам лёгкий завтрак. Извините, уважаемый, я не позволю вам отказаться. Пожалуйста, что вы предпочитаете: кофе с молоком или чай?"*

**2(b)** "Thanks, Николай Владимирович. It was a tasty breakfast. Now let's begin to talk over our business."

'thanks - спасибо'

'Thanks, Николай Владимирович - Спасибо, Николай Владимирович'

'tasty – вкусный(adjective masculine Nominative singular primary form)'; 'breakfast – завтрак(inanimate countable masculine Nominative singular noun)'; 'tasty breakfast – вкусный завтрак(stable word combination)'

'It was a tasty breakfast – Это был вкусный завтрак'

'now - сейчас, теперь(adverb of time)'; 'to let – давать(when calling to joint action)'; 'to begin – начинать(imperfect primary form)'; 'to talk over – обсуждать(imperfect primary form)'; 'our – наши(1<sup>st</sup> person plural Nominative possessive pronoun)'; 'business – дело(inanimate countable neuter Nominative singular noun)'

'Now let's begin to talk over our business – Теперь давайте начнём обсуждать наши дела(noun plural)'

Pay attention to the Russian noun of 'дела' plural meaning in the sentence. It depends of the inserting internal sense into the stable word combination what is known to the interlocutor.

*"Thanks, Николай Владимирович. It was a tasty breakfast. Now let's begin to talk over our business - Спасибо, Николай Владимирович. Это был вкусный завтрак. Теперь давайте начнём обсуждать наши дела"*

**1(c)** "I listen to you carefully"

'to listen to – слушать(imperfect primary form)'; 'you – вас(2<sup>nd</sup> person plural Genitive personal pronoun meaning)'; 'carefully – внимательно(adverb of manner)'

"I listen to you carefully - Я слушаю вас внимательно"

**2(c)** "When last meeting we undersigned the cultural exchanging agreement and now let's discuss some details and introduce clarity into it"

'when - когда, во время(adverb of time)'; 'last – последний(adjective masculine Nominative singular primary form)'; 'meeting – встреча(inanimate countable feminine Nominative singular



noun)'; 'last meeting – **последняя встреча**(stable word combination; adjective is coordinated by number, gender and case)'

'When last meeting – **Во время последней встречи**'

'we – **мы**(1<sup>st</sup> person plural personal pronoun)'; 'to undersign – **подписывать**(imperfect primary form)'; 'cultural – **культурный**(adjective masculine Nominative singular primary form)'; 'exchanging – **обмен**(verbal inanimate countable masculine Nominative singular noun)'; 'agreement – **соглашение**(inanimate countable neuter Nominative singular noun)'

'we undersigned the cultural exchanging agreement – **мы подписали соглашение по культурному обмену**'

It's necessary to take into account the features of English and Russian attributive expressions. To comprehend better refer to the corresponding Grammar section about Russian attributive expressions.

'and – **и**(copulative conjunction)'; 'now – **сейчас, теперь**(adverb of time)'; 'to let – **давать, разрешать, позволять**'; 'to discuss – **обсуждать**(imperfect primary form)'; 'some – **некоторый**(indefinite pronoun like adjective masculine Nominative singular primary form)'; 'detail – **подробность**(inanimate countable feminine Nominative singular noun)'; 'to introduce – **представлять**(imperfect primary form)'; 'clarity – **ясность**(inanimate uncountable feminine Nominative singular noun)'; 'into – **в**(spatial preposition)'; 'it – **это**(indefinite pronoun)'; 'to introduce clarity into... – **вносить ясность в...**(stable word combination primary form)'

'and now let's discuss some details and introduce clarity into it – **и теперь давайте обсудим некоторые детали и внесём ясность в это**'

*When last meeting we undersigned the cultural exchanging agreement and now let's discuss some details and introduce clarity into it - **Во время последней встречи мы подписали соглашение по культурному обмену и теперь давайте обсудим некоторые детали и внесём ясность в это***

Keep in mind that in Russian are Present, Past and Future Tense only.

**1(d)** "Just a moment, dear Mr. Smith. While I'm doing my preparations you can look through a new book about our mutual achievements, can't you?"

'just – **только**(adverb of manner)'; 'moment – **момент**(inanimate countable masculine Nominative singular noun), **минута**(inanimate countable feminine Nominative singular noun)'

'Just a moment – **Одну минуту**(stable word combination)'

'dear – **уважаемый**(adjective masculine Nominative singular primary form)'; 'Mr. – **господин**(address)'; 'dear Mr. Smith – **уважаемый господин Смит**(usual polite address)'

'Just a moment, dear Mr. Smith – **Одну минуту, уважаемый господин Смит**'

'while – **в то время как; пока**(adverb of manner)'; 'to do – **делать**(imperfect primary form)'; 'I'm doing(English Present Continuous) – **Я делаю**(Russian Present Tense)'

'While I'm doing – **Пока я делаю**(literal translation)'

'my – **мой**(like adjective masculine Nominative singular primary form)'; 'preparation – **приготовление**(inanimate countable neuter Nominative singular noun)'; 'preparations – **приготовления**(plural)'; 'my preparations – **свои приготовления**(stable word combination)'

'my preparations – **свои приготовления**(literal translation)'

Before it was mentioned about the idea of 'The Semantic Equality' what goes that in every language the same thought is expressed by its own distinctive linguistics materials therefore not always is used the literal translation but it's used the corresponding to that language stylistics:

'While I'm doing my preparations – **Пока я готовлюсь**'

'you – **вы**(2<sup>nd</sup> person plural personal pronoun)'; 'can – **мочь**(modal imperfect primary form)'; 'to look through – **просматривать**(imperfect primary form)'; 'new – **новый**(adjective masculine Nominative singular primary form)'; 'book – **книга**(inanimate countable feminine Nominative singular noun)'; 'new book – **новая книга**(stable word combination primary form)'

'you can look through a new book – **вы можете просмотреть новую книгу**'

'about – **о**(causal preposition of Prepositional case government)'; 'our – **наш**(1<sup>st</sup> person plural possessive pronoun)'; 'mutual – **взаимный, общий**(adjective masculine Nominative singular

primary forms); 'achievement – достижение (inanimate countable neuter Nominative singular noun)'; 'achievements – достижения (plural meaning)'

'our mutual achievements – наши общие достижения (stable word combination primary form)'

'about our mutual achievements – о наших общих достижениях (coordinated of Prepositional case word combination)'

'cann't you? – не так ли? (Disjunctive question component)'

"Just a moment, dear Mr. Smith. While I'm doing my preparations you can look through a new book about our mutual achievements, cann't you? – Одну минуту, уважаемый господин Смит. Пока я готовлюсь, вы можете просмотреть новую книгу о наших общих достижениях, не так ли?"

**2(d)** "Oh, yes! I see it's an edition de luxe and contents the wonderful photos especially of animate nature. I think, Николай Владимирович, it's necessary to distribute those books among people as much as possible"

'oh – о (interjection)'; 'yes – да (confirmation)'

'Oh, yes! – О, да!'

'to see – видеть (imperfect primary form)'

'I see – Я вижу (parenthetic words)'

'it's – это (есть) {mind in Russian Present Tense form meaning of the link-verb of 'to be' is omitted}'; 'edition de luxe – шикарное издание (stable word combination primary form; adjective 'de luxe - шикарный' is coordinated of a noun)'

'it's an edition de luxe – это шикарное издание'

'Oh, yes! I see it's an edition de luxe – О, да! Я вижу, что это шикарное издание'

'and – и (copulative conjunction)'; 'to content – содержать (imperfect primary form)';

'wonderful – великолепный (adjective masculine Nominative singular primary form)'; 'photo – фотография (inanimate countable feminine Nominative noun)'; 'especially – особенно (adverb of manner)'; 'of – о (specifying preposition)'; 'animate – живой (adjective masculine Nominative singular primary form)'; 'nature – природа (inanimate feminine Nominative singular noun)'

'animate nature – живая природа (stable word combination primary form; adjective 'animate - живой' is coordinated of a noun)'

'and contents the wonderful photos especially of animate nature – и содержит великолепные фотографии, особенно о живой природе'

"Oh, yes! I see it's an edition de luxe and contents the wonderful photos especially of animate nature – О, да! Я вижу, что это шикарное издание и содержит великолепные фотографии, особенно о живой природе"

'to think – думать (imperfect primary form)'

'I think, Николай Владимирович – Я думаю, Николай Владимирович (parenthetic words)'

'it's necessary – необходимо (impersonal sentence)'

'I think, Николай Владимирович, it's necessary – Я думаю, Николай Владимирович, необходимо'

'to distribute – распределять (imperfect primary form)'; 'those – те (demonstrative pronoun)';

'book – книга (inanimate countable feminine Nominative singular noun)'; 'books – книги (plural noun)'

'to distribute those books – распределить те книги (stable word combination)'

'I think, Николай Владимирович, it's necessary to distribute those books – Я думаю, Николай Владимирович, необходимо распределить те книги'

'among – среди (adverb)'; 'people – люди (there is used as plural primary form)'

'among people – среди людей (coordinated stable word combination)'

' I think, Николай Владимирович, it's necessary to distribute those books among people – Я думаю, Николай Владимирович, необходимо распределить те книги среди людей' 'as much as(stable word combination as adverb of time) - **насколько**'; 'possible – **возможный**(adjective masculine Nominative singular primary form)

'as much as possible – **насколько возможно**'

Pay attention to the Russian adjective's short form of 'possible – **возможно**'(ask CD 'English-Russian Dictionary')

' I think, Николай Владимирович, it's necessary to distribute those books among people as much as possible – Я думаю, Николай Владимирович, необходимо распределить те книги среди людей **насколько возможно**'

“Oh, yes! I see it's an edition de luxe and contents the wonderful photos especially of animate nature. I think, Николай Владимирович, it's necessary to distribute those books among people as much as possible nature – О, да! Я вижу, что это шикарное издание и содержит великолепные фотографии, особенно о живой природе. Я думаю, Николай Владимирович, необходимо распределить те книги среди людей **насколько возможно**.”

1(e) “I'm satisfied by your opinion very much, Mr.Smith. It's a feasible task and we'll do it together.”

'to satisfy – **удовлетворять**(imperfect primary form)'; 'satisfied – **удовлетворённый**(Past perfect masculine Nominative singular participle primary form)'; '**удовлетворён**(Past perfect masculine Nominative singular participle short form)'; 'by – Instrumental case government preposition'; 'your – **вашим**(Instrumental case possessive pronoun meaning)'; 'opinion – **мнение**(inanimate countable neuter Nominative singular noun)'; 'to be satisfied – verbal word combination of person's condition primary form'; 'very – **очень**(adverb of manner)'; 'much – **много**(indefinite numeral)'; 'very much – **очень много** (stable adverbial word combination)'

'I'm satisfied by your opinion very much, Mr.Smith – Я **очень** удовлетворён **вашим** **мнением**, **господин Смит**'

'feasible – **выполнимый**(adjective primary form)'; 'task – **задача**(inanimate countable feminine Nominative singular noun)'

'feasible task – **выполнимая задача**(stable word combination primary form)'

'to be a feasible task – verbal stable word combination of an object's condition'

'It's a feasible task – **Это (есть) выполняемая задача**'

Mind about Russian conventional rule when the Russian equivalent of existing link-verb of 'to be' 3<sup>rd</sup> person Present Tense meaning of 'is' is omitted.

'and – **и**(copulative conjunction)'; 'we – **мы**(1<sup>st</sup> person plural personal pronoun)'; 'to do – **делать**(imperfect primary form)'; 'it – **это**(indefinite pronoun)'; 'together – **вместе**(adverb of manner)'

'and we'll do it together(Future Tense) – **и мы сделаем это вместе**'

“I'm satisfied by your opinion very much, Mr.Smith. It's a feasible task and we'll do it together – Я **очень** удовлетворён **вашим** **мнением**, **господин Смит**. **Это выполняемая задача и мы сделаем это вместе**”

2(e) “Николай Владимирович, I'd like to suggest to bring in an essential amendment to our agreement. It's concerned of agreement's time accomplishment.”

'Николай Владимирович' is an application

'I'd like =I would like'. It's a stable polite English expression which corresponds to the Russian Subjunctive Mood phrase of 'Мне **бы** хотелось'. That phrase ought to learn by heart because as a rule it is used at every step.

'I'd like – **мне бы хотелось**'

'Николай Владимирович, I'd like – Николай Владимирович, **мне бы хотелось**'

## PREFACE

Dear Ladies & Gentlemen!

You are welcome to learn Russian language. Being suggested you Comparative Grammar Method isn't new but well-forgotten old one. The better you know your Mother tongue the easier and quicker you'll master any foreign language. You can make sure independently further.

All Grammar materials are presented like two printed parts and three recorded on **CD** ones. They are the following:

- Printed '**Real Russian**' Manual contains the main Russian Grammar materials where you can orient by '*Table of Contents*' using
- Being before your eyes printed '*Appendix*' to '**Real Russian**' Manual is an interim '*English-Russian Dictionary*'. After '**PREFACE**' with '*Analysing Guide*' follows '*The Methodical Instructions Table of Contents*' '*The Generalized Conclusion*' with '*Parenthetic Words*' and '*Paginal Words Address*'. The last six pages (**A – F**) is '*Touch Typing Method*' Instructions
- Recorded on **CD** 560 pages volume '*The Methodical Instructions*' contain like the Patterns much detailed Russian Grammar information
- Recorded on **CD** 4,028 pages volume '*English-Russian Dictionary*' contains of English words Russian equivalents and gives you a full measured information about each entry.

For your part you are to provide yourself with pen, felt pens, writing-books and Dictaphone. Your computer is to be equipped with a Russian version program because it's very important to master '*Touch Typing Method*' to type both in English and in Russian.

The Comparative Grammar Method of any foreign language learning foresees translation everything from your Mother tongue into learning one only. Don't worry the reverse action will be like a walk along the way paved by you personally. The Comparative Grammar Method of any foreign language learning works out the independence of any Grammar task solving and allows to progress independently in future.

Your writing speech must be literate. You can control yourself independently and compare your oral and writing speech level. It's recommended gradually to rewrite '*Practical Analysed English Instanced*' from '**Real Russian**' Manual (p.13 – 23) with given explanations. It helps you to apprehend any studying Grammar structure better and at last as a whole unit.

Observe and follow to all given instructions. Remember everything must operate like clockwork for only an aim that is to compile a correct sentence as a finished thought expression.

It's impossible to remember a plenty of sentences by heart for all life cases. '*The Methodical Instructions*' '*Russian Speech Practical Forming Way*' section will introduce the various every day life short stories and teach you to translate everything from English into Russian. You can be able to translate what you need but not what you are pressed on. Further it allows to use your knowledge at your own discretion.

I'm not going to extol introduced work. Only the learners and nobody has a right to value one or another introduced materials and to put a corresponding mark. I'd like to wish you a good success.

The Author

### ANALYSING GUIDE

When using our Mother tongue against our will we speak, read, write and perceive the speech automatically but simultaneously observing our Mother tongue Grammar rules and sometimes not remembering them. It's a result of many years cultivated practice. Beginning to learn any foreign language to speak, read, write and perceive unknown speech correctly we are to observe the Grammar Rules of learning one. '*Analysing Guide*' foresees of each English sentence analysis to determine what kind of Russian linguistic materials you can use to have only a final correct result. But it doesn't mean that we'll refer to '*Analysing Guide*' constantly. Gradually as to be peculiar for human we begin to refer to '*Analysing Guide*' more less and less completing our actions to the automatism. Simply that way

allows to master given extensive grammar materials quickly and qualitatively but having spent considerably more less time:

- First by referring to the Manual of **'Real Russian'** page: **13 – 23** ('Interrogative sentences'); **14 – 15** ('Imperative Mood'); **15 – 16** ('Modal Verb'); **16 – 17** ('Perfect Tenses'); **17 – 18** ('Sequence of Tenses'); **18 – 20** ('Subjunctive Mood'); **20 – 23** ('Suppositional Mood') you can faultlessly define the English sentence type
- By using *'The Generalized Conclusion'* define forming parts of a concrete sentence taking into account each part of sentence can be expressed by *only a word*, by a *word combination* or by a *whole sentence*
- By using *'The Methodical Instructions Table of Contents'* page **7** define **English** and *Russian Verb Tense Forms (Active)* and page **25** **English** and *Russian Verb Tense Forms (Passive)* Correspondence
- Consider each part of sentence separately *having rewritten* the separate English words. As a structural Pattern you can take any instance introduced in *'The Methodical Instructions'*
- By using *'Paginal words address'* you can easy find the sought for word in *'The English-Russian Dictionary'* and then choose the necessary meaning simultaneously having made the corresponding concordance both between the separate words in the word combinations if they are and between the parts of sentence
- When any question about concrete thought expression you can always get an answer by using introduced in *'The Methodical Instructions'* through *'The Methodical Instructions Table of Contents'* a concrete grammar position

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GENERALIZED CONCLUSION”

In our speech we express the **real/unreal, conditional, presumable, possible or impossible, compulsory or needless, probable or improbable** etc. actions(object’s or person’s condition) by composing an impersonal, *simple, complex or compound* sentences(affirmative, negative, interrogative, exclamatory, imperative ones).

The cases’ relations

**Nominative** – name only

**Genitive** – part of the whole; absence, lack; belonging(’**of, from, for**’)

**Dative** – action’s address(’**to**’)

**Accusative** – action’s transition to the object or person

**Instrumental** – action’s instrument(’**by, with**’)

**Prepositional** – action’s revealing within, inside or on the surface of the object or person; what’s spoken about(’**on, in, by, about, at** etc.’)

+

**The verb’s signs** (and its special forms)

8. aspect
9. reflection
10. voice
11. conjugation
12. tense
13. transition
14. mood



### The sentence's words order:

**subject**(Who?, What?) – **predicate**(What does?, Who does?, Who did?, What did?, What will do?, Who will do?, Who has done?, What has done?, What can do?, Who can do?...) and so on for the Active Voice. “What is done?, Who is done?, What was done?, Who was done?, What’ll be done?, Who’ll be done?, What has been done?, Who has been done?, What can be done?, Who can be done?... and so on for the Passive Voice) – **direct object**(What?, Who {I see}?) – **indirect object**(questions of G., D., I., P cases) – **attribute**(What?, Whose?) – **adverbial modifier of place**(Where?, Where to?, Where from?), **manner**(How?), **cause**(Why?), **effect**(To what effect?), **condition**(In what condition?), **concession**(In spite of what?), **time**(When?, How long?, Till when?, Since when?..)



### The way of sentence composing:

word – **word combination** – subordinate **clause**

## PARENTHETICAL WORDS

### 1. The various degree of confidence

#### a) more confidence degree:

*of course* – **конечно, разумеется**  
*It's sure* – **бесспорно**  
*doubtless* – **несомненно**  
*without doubt; beyond doubt* – **без сомнения**  
*of course; there is no doubt* – **безусловно**  
*really, indeed* – **действительно**

#### b) less confidence degree , supposition:

*It seems that* – **кажется**  
*probably* – **вероятно**  
*obviously; apparently; manifestly; evidently* – **очевидно**  
*possibly; perhaps* – **возможно**  
*may; I think that* – **пожалуй**

### 2. The various feelings

*fortunately; luckily; as luck would have it* – **к счастью**  
*to everyone's joy* – **к общей радости**  
*unfortunately* – **к несчастью, к сожалению**  
*to one's surprise* – **к удивлению**

### 3. The source of report (who belongs the report to)

*according to somebody's report* – **по сообщению кого-либо**

*according to somebody's words* – по **словам** кого-**либо**  
*according to somebody's opinion* – по **мнению** кого-**либо**

#### 4. The thoughts' order and their connection

*at first* – **во-первых**  
*at second* – **во-вторых**  
*at third* – **в-третьих**  
*at last* – **наконец**  
*therefore, consequently, hence* – **следовательно**  
*so well, well then* – **значит**  
*so, thus* – **итак**  
*on the contrary* – **напротив, наоборот**  
*and vice versa* – **и наоборот**  
*for example* – **например**  
*thus* – **таким образом; so** – **так**

#### 5. remarks of thoughts' accounting ways

*in a word* – **одним словом**  
*in other words* – **иначе говоря**  
*better to say* – **лучше сказать**

### THE INTRODUCTORY INTERROGATIVE WORDS

*to think* – **думать**  
*to suppose* – **полагать**  
*to believe / bi"li:v /* – **доверять, придавать большое значение**  
*Do you think?; What do you think?* – **Как ты думаешь? (Как вы думаете?)**  
*Do you believe?; Do you suppose?* – **Как ты полагаешь? (Как вы полагаете?)**

### APPENDIX OF THE CD PAGINAL WORDS ADDRESS

#### TABLE OF CONTENTS

Each part of speech alphabetical index will help you for quick and correct searching of the necessary English word and its Russian equivalent. First of all **CD** is to be loaded into computer's compartment. Let's consider an instance:

Needs to find out the verb of 'to narrow'. Refer to the Section 'The Verbs', the letter of 'N' is located on p.p. 14 – 15 where you see page number for the verb of 'to narrow' on **CD** (1163 – 1164):

- Press functional key F5 on the keyboard. You'll get an inquiry
- Enter page number to the corresponding window and confirm it by key of 'Enter' pressing
- As a result you'll get a necessary word and its Russian equivalents that is all Russian verb meanings

If needs to find out the word of other part of speech repeat above given steps.

#### THE VERBS

(1 – 29)

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<b>S:</b> 74 – 81	<b>T:</b> 81 – 85	<b>U:</b> 85	<b>V:</b> 85 – 86	<b>W:</b> 86 – 89	<b>X:</b> 89
		<b>Y:</b> 89	<b>Z:</b> 89		

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<b>A:</b> 89 – 91	<b>B:</b> 91 – 93	<b>C:</b> 93 – 97	<b>D:</b> 97 – 99	<b>E:</b> 99 – 101	<b>F:</b> 101 – 104
<b>G:</b> 104 – 105	<b>H:</b> 105 – 107	<b>I:</b> 107 – 112	<b>J:</b> 112 – 113	<b>K:</b> 113	<b>L:</b> 113 – 115
<b>M:</b> 115 – 116	<b>N:</b> 116 – 117	<b>O:</b> 117 – 119	<b>P:</b> 119 – 122	<b>Q:</b> 122	<b>R:</b> 122 – 124
<b>S:</b> 124 – 129	<b>T:</b> 129 – 130	<b>U:</b> 130 – 133	<b>V:</b> 133	<b>W:</b> 133 – 134	<b>X</b>
		<b>Y:</b> 134	<b>Z:</b> 135		

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(135 – 136)

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(136 – 137)

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2. The Reflexive pronoun: 136
3. The Interrogative and Relative pronouns: 136
4. The Indefinite pronouns: 136
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### THE ADVERBS

(137 – 143)

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<b>G:</b> 139	<b>H:</b> 139	<b>I:</b> 139	<b>J:</b> 139	<b>K:</b> 140	<b>L:</b> 140
<b>M:</b> 140	<b>N:</b> 140	<b>O:</b> 140 – 141	<b>P:</b> 141	<b>Q:</b> 141	<b>R:</b> 141
<b>S:</b> 141 – 142	<b>T:</b> 142 – 143	<b>U:</b> 143	<b>V:</b> 143	<b>W:</b> 143	<b>X</b>
		<b>Y:</b> 143	<b>Z</b>		

### THE INTERJECTION

(143 – 144)

### TOUCH TYPING METHOD

(A-F)

### THE VERBS

#### A

##	Verb	Synonym(s)	Page
1	to abandon	<u>Also:</u> 'to leave', 'to forsake', 'to desert'	1-3
24	to award	<u>Also:</u> 'to reward', 'to decorate', 'to confer', 'to endow'	43-45

#### B

25	to bare oneself (Ref)	<u>Also:</u> 'to uncover oneself'	45-46
117	to buy	<u>Also:</u> 'to purchase'	194-196

#### C

118	to call oneself (Ref)	<u>Also:</u> 'to name oneself'	196-198
195	'to cut one's hair (Ref)	<u>Also:</u> 'to trim one's hair', 'to have a haircut'	333-335

#### D

196	dare	<u>Also:</u> 'to make bold/free'	335-336
259	to dye	<u>Also:</u> 'to tinture', 'to paint'	453-456

#### E

260	to eat	Also: 'to have', 'to take'	456-457
321	to exptol	Also: 'to praise highly'	573-575

**F**

322	to face	-	575-576
378	to fuss	Also: 'to adhere', 'to stick to', 'to come alongside', 'to put in to', 'to bother', 'to pester'	678-679

**G**

379	to gab	Also: 'to stir', 'to dangle', 'to chatter', 'to jabber', 'to natter', 'to twaddle', 'to rubbish', 'to drivel'	679-681
420	to gun	Also: 'to shoot', 'to fire', 'to cadge'	749-752

**H**

421	to hack	Also: 'to shred'	752-754
467	to hurt	Also: 'to wound smb's feelings'	834-836

**I**

468	to ice	Also: 'to anaesthetize'	836-838
521	to itch (Ref)	Also: 'to scratch oneself'	940-941

**J**

522	to jam	Also: 'to compress', 'to squeeze', 'to clench'	941-944
531	to justify oneself	Also: 'to make excuses', 'to put oneself right', 'to come true'	956-957

**K**

532	to keen over	Also: 'to lament(for, over)', 'to bewail'	957-959
545	to know	Also: 'to be acquainted', 'to be aware'	980-982

**L**

546	to labour (Ref)	Also: 'to toil'	982-983
599	to lumber	Also: 'to rumble'	1077-1078

**M**

600	to maintain	Also: 'to observe', 'to keep'	1078-1079
642	to mumble	Also: 'to mutter'	1156-1157

**N**

643	to name	Also: 'to call'	1157-1159
655	to nut	Also: 'to think over', 'to turn over in one's mind', 'to ponder'	1178-1180

**O**

656	to object	Also: 'to retort', 'to return', 'to rejoin', 'to object', 'to raise an objection', 'to mind'	1180-1182
694	to own	Also: 'to have', 'to possess', 'to be master', 'to be in possession', 'to hold', 'to be going to', 'to control'	1257-1259

**P**

695	to pace	Also: 'to walk', 'to step(over, across)', 'to stride'	1259-1260
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784	to puzzle	<u>Also:</u> 'to perplex', 'to take back'	1436-1438
<u>Q</u>			
785	to quarrel with (Ref)	<u>Also:</u> 'to embroil with', 'to cause', 'to fall out with'	1438-1439
789	to quiet	<u>Also:</u> 'to calm', 'to soothe', 'to assuage', 'to reassure', 'to set at rest'	1446-1448
<u>R</u>			
790	to race (Ref)	<u>Also:</u> 'to compete', 'to contend'	1448-1450
871	to rustle	-	1599-1600
<u>S</u>			
872	to sacrifice	<u>Also:</u> 'to endow with', 'to make a donation', 'to give up to', 'to offer to', 'to offer up to'	1600-1603
111 7	to symbolize	-	2046-2047
<u>T</u>			
111 8	to take	<u>Also:</u> 'to shoulder', 'to borrow', 'to hire', 'to rent', 'to book'	2047-2049
120 3	to turn over (Ref)	<u>Also:</u> 'to turn inside out', 'to turn upside-down'	2199-2200
<u>U</u>			
120 4	to unbend (Ref)	<u>Also:</u> 'to soften', 'to become soft', 'to grow softer', 'to relax', 'to relent'	2200-2202
123 7	to utilize	<u>Also:</u> 'to use', 'to make the most of', 'to make good use'	2269-2271
<u>V</u>			
123 8	to vacate	<u>Also:</u> 'to abolish', 'to cancel'	2271-2273
124 8	to vote for	<u>Also:</u> 'to put to the vote', 'to vote on'	2289-2291
<u>W</u>			
125 0	to wait for	<u>Also:</u> 'to expect', 'to await'	2291-2293
131 0	to write	-	2399-2400
<u>X</u>			
131 1	to X-ray	<u>Also:</u> 'to be translucent', 'to appear through'	2400-2403
<u>Y</u>			
131 2	to yellow	<u>Also:</u> 'to turn yellow'	2403-2404
131 3	to yield	<u>Also:</u> 'to let smb. have smth.', 'to give in', 'to give way', 'to concede', 'to be inferior to in', 'to abate', 'to take off', 'to let have for'	2404-2406
<u>Z</u>			
131 4	to zinc(zinck)	<u>Also:</u> 'to galvanize'	2406-2409
131 5	to zone	<u>Also:</u> 'to gird', 'to girdle', 'to surround', 'to encircle'	2409-2411

## THE NOUNS

### A

#	<u>Noun</u>	Synonym(s)	Page
131 6	ABC (alphabet)	-	2411
152 2	axis	<u>Also:</u> 'axle', 'spindle', 'pin'	2444

### B

152 3	baby	<u>Also:</u> 'my little one'	2444-2445
178 1	bypass	<u>Also:</u> 'round', 'roundabout way', 'evasion', 'circumvention'	2487

### C

178 2	cab	<u>Also:</u> 'taxi'	2487
209 5	cutting clothes	-	2539

### D

209 6	dagger	<u>Also:</u> 'poniard'	2540
229 3	dynasty	-	2572

### E

229 4	eagle	-	2572
240 4	eyelid	-	2590

### F

240 5	fabrication	<u>Also:</u> 'falsification', 'forgery', 'imitation', 'counterfeit', 'fake'	2590
253 4	fuss	<u>Also:</u> 'bustle', 'vanity'	2611-2612

### G

253 5	gab	<u>Also:</u> 'talk', 'chatter', 'jabber', 'twaddle', 'tittle-tattle'	2612
264 2	gun	<u>Also:</u> 'instrument', 'implement', 'tool'	2629

### H

264 3	habit	-	2629-2630
275 5	hyacinth	-	2648

### I

275 6	ice	-	2648
288 2	item	<u>Also:</u> 'point', 'station', 'paragraph'	2669

**J**

288 3	jab	<u>Also:</u> 'kick'	2669
292 8	juxtaposition	<u>Also:</u> 'comparison', 'confrontation'	2676

**K**

292 9	kangaroo	-	2676
255 9	knuckle	<u>Also:</u> 'joint', 'articulation'	2681

**L**

296 0	label	<u>Also:</u> 'edict', 'lag'	2681
307 0	lynx		2699

**M**

307 1	madam	<u>Also:</u> 'lady', 'Mrs.', 'Miss.', 'Mme.', 'Mlle.', 'Signora', 'Signorina', 'Frau'	2699
322 5	myth	-	2725

**N**

322 6	nail	<u>Also:</u> 'fingernail', 'thumbnail', 'toe-nail'	2725
328 2	nut	<u>Also:</u> 'nut-tree'	2734

**O**

328 3	oak	-	2734
335 9	oyster	-	2747

**P**

336 0	pace	<u>Also:</u> 'step', 'stride', 'tread', 'footsteps'	2747
359 9	pursuit	<u>Also:</u> 'chase', 'persecution', 'victimization', 'pursuance'	2786

**Q**

360 0	quadrate	<u>Also:</u> 'square'	2786
361 3	quote	<u>Also:</u> 'citation'	2788



**R**

361 4	rabbit	-	2789
382 0	Russian language	-	2822-2823

**S**

382 1	sabotage	-	2823
423 7	system	-	2891

**T**

423 8	tab	<u>Also:</u> 'peg', 'rack', 'stand', 'hall-stand', 'cloak-room'	2891
446 9	tyre	<u>Also:</u> 'splint', 'bus-bar'	2929-2930

**U**

447 0	ubiquity	-	2930
449 3	utterance	<u>Also:</u> 'pronouncing'	2933-2934

**V**

449 4	vacancy	-	2934
455 4	voter	<u>Also:</u> 'elector'	2943-2944

**W**

455 5	wade	<u>Also:</u> 'ford'	2944
469 5	wrong	<u>Also:</u> 'error', 'delusion'	2966-2967

**X**

469 6	X	<u>Also:</u> 'cross'	2967
469 7	Xerox	-	2967

**Y**

469 8	yacht	-	2967
471 0	youth	<u>Also:</u> 'young people'	2969

**Z**

471 1	zander	-	2969
471	zoo	<u>Also:</u> 'zoological gardens'	2970

7			
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THE ADJECTIVES

A

471 8	abhorrent	<u>Also:</u> 'hated', 'hateful'	2970-2971
482 5	azure	<u>Also:</u> 'blue', 'pale-blue', 'sky-blue', 'idealized'	3021

B

482 6	baby	<u>Also:</u> 'child's', 'children's', 'childish', 'infantile', 'puerile', 'childlike'	3021-3022
490 5	buttery	<u>Also:</u> 'oily'	3057

C

490 6	cadaverous	<u>Also:</u> 'putrid'	3057-3058
512 8	cute	<u>Also:</u> 'quick-witted', 'sharp', 'bright'	3157

D

512 9	dabby	<u>Also:</u> 'damp', 'raw', 'uncooked', 'half-done', 'soggy', 'unripe', 'green'	3157-3158
525 6	Dutch	-	3215

E

525 7	each	<u>Also:</u> 'every'	3215
534 7	extreme	<u>Also:</u> 'extraordinary'	3255

F

534 8	facetious	<u>Also:</u> 'witty', 'humorous', 'playful', 'jocular', 'flippant'	3256
548 8	fuzzy	<u>Also:</u> 'downy', 'fluffy'	3316

G

548 9	gabby	<u>Also:</u> 'talkative', 'loquacious'	3316-3317
556 6	guttural	<u>Also:</u> 'laryngeal'	3352

H

556 7	habile	<u>Also:</u> 'skillful', 'clever'	3352-3353
565 7	husky	<u>Also:</u> 'hoarse'	3392-3393

I

565 8	icy	<u>Also:</u> 'glacial', 'ice-cold', 'chilling'	3393
594 0	itinerary	<u>Also:</u> 'travelling'	3507

J

594 1	jagged	<u>Also:</u> 'drunk', 'tipsy', 'intoxicated', 'tight'	3507-3508
595 9	juvenile	<u>Also:</u> 'youthful'	3515

K

596 0	keen	<u>Also:</u> 'perspicacious', 'acute', 'shrewd', 'astute'	3515
596 8	knockabout	<u>Also:</u> 'vagrant', 'strolling'	3519-3520

L

596 9	labial	<u>Also:</u> 'lip'	3520
605 9	lyric	<u>Also:</u> 'lyrical'	3558

M

606 0	machinal	<u>Also:</u> 'power-driven', 'mechanical'	3558-3559
615 8	mythical	<u>Also:</u> 'mythological'	

N

615 9	nameless	<u>Also:</u> 'anonymous', 'unnamed'	3599-3600
622 6	nutritious	<u>Also:</u> 'nourishing', 'feeding'	3624-3625

O

622 7	oaken	<u>Also:</u> 'coarse', 'thick', 'hard'	3625
629 9	own	<u>Also:</u> 'private'	3654-3655

P

630 0	pabular	<u>Also:</u> 'foodstuffs', 'eatables'	3655
648 8	pusillanimous	<u>Also:</u> 'cowardly', 'faint-hearted', 'craven', 'poor-spirited'	3730

Q

648 9	quadrate	<u>Also:</u> 'square'	3730
649 4	quotidian	<u>Also:</u> 'banal', 'commonplace', 'hackneyed', 'trite', 'trivial'	3732

**R**

649 5	rackety	<u>Also:</u> 'disorderly', 'confused', 'untidy', 'slovenly', 'tumultuary'	3732-3733
657 1	rusty	-	3761

**S**

657 2	sable	<u>Also:</u> 'sombre', 'gloomy', 'dark', 'dismal', 'dreary', 'tenebrous'	3762
682 6	systematical	<u>Also:</u> 'methodical'	3864-3865

**T**

682 7	taboo	<u>Also:</u> 'forbidden'	3865
692 1	twirled	-	3902-3903

**U**

692 1	ugly	<u>Also:</u> 'misshapen', 'deformed', 'abnormal'	3903
705 7	utmost	<u>Also:</u> 'maximum'	3955

**V**

705 8	vacant	<u>Also:</u> 'disengaged', 'unoccupied'	3955-3956
709 6	vulturous	<u>Also:</u> 'predatory', 'raptorial'	3970

**W**

709 7	wall	-	3970-3971
714 7	wry	<u>Also:</u> 'crooked', 'curved'	3990-3991

**Y**

714 8	yearly	<u>Also:</u> 'annual'	3991
715 3	youthful	<u>Also:</u> 'young'	3993

**Z**

715 4	zenithal	<u>Also:</u> 'anti-aircraft'	3993
715 6	zoological	<u>Also:</u> 'brutish', 'bestial'	3994

## THE NUMERALS

*THE CARDINAL NUMERALS*

715	one (1); some	-	3994
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7			
715 8	two (2)	-	3994-3995
715 9	from 'three (3)' to 'nineteen (19)'	-	3995
716 0	from 'twenty (20)' to 'forty (40)'	-	3995
716 1	from 'fifty (50)' to 'ninety (90)'	-	3995-3996
716 2	one hundred	-	3996
716 3	from 'one hundred (100)' to 'nine hundred (900)'	-	3996
716 4	one thousand (1,000)	-	3997
716 5	a million (1,000,000)	-	3997
716 6	a milliard(billion) (1,000,000,000)	-	3997
716 7	a trillion (1,000,000,000,000)	-	3997

#### THE ORDINAL NUMERALS

7168	the first (1 <sup>st</sup> )	-	3997-3998
7169	the second (2 <sup>nd</sup> )	-	3998
7170	the third (3 <sup>rd</sup> )	-	3998
7171	the fourth (4 <sup>th</sup> )	-	3998
7172	the fifth (5 <sup>th</sup> )	-	3998-3999
7173	the sixth (6 <sup>th</sup> )	-	3999
7174	the seventh (7 <sup>th</sup> )	-	3999
7175	the eighth (8 <sup>th</sup> )	-	3999
7176	the ninth (9 <sup>th</sup> )	-	3999
7177	the tenth (10 <sup>th</sup> )	-	3999
7178	the eleventh (11 <sup>th</sup> )	-	3999-4000
7179	the twelfth (12 <sup>th</sup> )	-	4000
7180	the thirteenth (13 <sup>th</sup> )	-	4000
7181	the fourteenth (14 <sup>th</sup> )	-	4000
7182	the fifteenth (15 <sup>th</sup> )	-	4000
7183	the sixteenth (16 <sup>th</sup> )	-	4000-4001
7184	the seventeenth (17 <sup>th</sup> )	-	4001
7185	the eighteenth (18 <sup>th</sup> )	-	4001
7186	the nineteenth (19 <sup>th</sup> )	-	4001
7187	the twentieth (20 <sup>th</sup> )	-	4001
7188	the thirtieth (30 <sup>th</sup> )	-	4001
7189	the fortieth (40 <sup>th</sup> )	-	4001-4002
7190	the fiftieth (50 <sup>th</sup> )	-	4002
7191	the sixtieth (60 <sup>th</sup> )	-	4002
7192	the seventieth (70 <sup>th</sup> )	-	4002
7193	the eightieth (80 <sup>th</sup> )	-	4002
7194	the ninetieth (90 <sup>th</sup> )	-	4002-4003
7195	the hundredth (100 <sup>th</sup> )	-	4003

7196	the two-hundredth (200 <sup>th</sup> )	-	4003
7197	the three-hundredth (300 <sup>th</sup> )	-	4003
7198	the four-hundredth (400 <sup>th</sup> )	-	4003
7199	the five-hundredth (500 <sup>th</sup> )	-	4003-4004
7200	the six-hundredth (600 <sup>th</sup> )	-	4004
7201	the seven-hundredth (700 <sup>th</sup> )	-	4004
7202	the eight-hundredth (800 <sup>th</sup> )	-	4004
7203	the nine-hundredth (900 <sup>th</sup> )	-	4004
7204	the thousandth (1,000 <sup>th</sup> )	-	4004-4005
7205	the millionth (1,000,000 <sup>th</sup> )	-	4005
7206	the milliardth (1,000,000,000 <sup>th</sup> )	-	4005
7207	Russian complex <b>cardinal</b> numerals forming way	-	4005-4006
7208	Russian complex <b>ordinal</b> numerals forming way	-	4006-4007

## THE PRONOUNS

### 1. *The Personal pronouns*

7209	I, you(familiar), he, she, it, we, you(official), they	-	4007
7210	Reading rules	-	4007-4008

### 2. *The Reflexive pronoun*

7211	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves	-	4008
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### 3. *The Interrogative and Relative pronouns*

7212	who?(who)	-	4009
7213	what?(what)	-	4009
7214	what?(what)	-	4009
7215	whose?(whose)	-	4010
7216	how many?(how much?)	-	4010
7217	how many(how much)	-	4010
7218	who?, which?	-	4010
7219	who, which	-	4010-4011

### 4. *The Indefinite pronouns*

7220	someone, anyone, one, a certain	-	4011
7221	something, anything	-	4011
7222	several, some, any, a few	-	4011
7223	somebody, someone	-	4012
7224	somebody, anybody, some people, any people	-	4012
7225	some, any, some or two, a couple	-	4012
7226	somebody's, someone's, anyone's	-	4012-4013

### 5. *The Negative pronouns*

7227	nobody(anybody), no one	-	4013
7228	nothing	-	4013
7229	there is nobody(anybody) to..., there is no one to...	-	4014

7230	there is nothing to...	-	4014
7231	no (...whatever), none (whatever)	-	4014
7232	nobody's, no one's	-	4014
7233	none at all, no...at all, not any...at all	-	4014

**6.** *The Possessive pronouns*

7234	my(mine)	-	4014-4015
7235	your(yours) (Singular)	-	4015
7236	our(ours)	-	4015
7237	your(yours) (Plural)	-	4015-4016
7238	my(mine), your(yours), our(ours), your(yours)	-	4016

**7.** *The Demonstrative pronouns*

7239	that; those		4016
7240	this; it; these		4016
7241	such		4016-4017
7242	so much; so many		4017

**8.** *The Attributive pronouns*

7243	myself, yourself, himself, herself, itself	-	4017
7244	ourselves, yourselves, themselves	-	4017
7245	every	-	4018
7246	any	-	4018
7247	the very, the same as, the most	-	4018
7248	some, different, other	-	4018
7249	others	-	4018-4019
7250	other, another, different, another thing, something else	-	4019
7251	others	-	4019
7252	any, every	-	4019
7253	all kinds of	-	4019
7254	all, the whole of	-	4019-4020

**THE ADVERBS**

**A**

7255	aboard	-	4020
7283	audibly	-	4020

**B**

7284	back	-	4020
7296	by	-	4021

**C**

7297	carefully	-	4021
7317	crossly	-	4021

**D**

7318	darkly	-	4021
7332	duly	-	4021

**E**

7333	easily	-	4021
7345	extremely	-	4022

**F**

7346	faintly	-	4022
7363	furtively	-	4022

**G**

7364	galore	-	4022
7369	guardedly	-	4022

**H**

7370	hastily	-	4022
7389	humanly	-	4022

**I**

7390	ill	-	4022
7399	insensibly	-	4023

**J**

7400	just		4023
7401	justly		4023

**K**

7402	knowingly		4023
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**L**

7403	last	-	4023
7417	luckily	-	4023

**M**

7418	mainly	-	4023
7427	much	-	4023

**N**

7428	naturally	-	4023
7441	nowise	-	4023

**O**

7442	occasionally	-	4024
7456	overnight	-	4024

**P**

7457	parcel	-	4024
7487	purposely	-	4024

**Q**

7488	questionless	-	4024
7491	quite	-	4024

**R**

7492	rationally	-	4024
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7504	roundly	-	4025
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S

7505	scarcely	-	4025
7538	sweetly	-	4025

T

7539	tantivy	-	4025
7573	truly	-	4026

U

7574	uncommonly	-	4026
7581	utterly	-	4026

V

7582	vastly	-	4026
7587	virtually	-	4026

W

7588	way behind	-	4026
7610	wrong	-	4027

Y

7611	yes	-	4027
7613	yonder	-	4027

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surprise, pain, terror expression	4027
question, hope, surprise, cherish hopes for listener's consent expression	4027
motive, warning	4027
encouragement, also with tinge of reproach	4027
as a question: expectation	4027
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consent, concession, conciliation, easing, regret	4028

Thank you for time and attention

# ‘ГРАММАТИЧЕСКОЕ ЕДИНСТВО’

## ОГЛАВЛЕНИЕ

**Внимание:** в скобках указаны аналогичные разделы английской грамматики

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ПРИЛОЖЕНИЕ ПО ПРАКТИЧЕСКОМУ ИСПОЛЬЗОВАНИЮ АНГЛИЙСКОГО ЯЗЫКА	169
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Пособие ‘Грамматическое единство’ используется в сочетании с Приложением ‘Методические указания’ аналогичного формата и содержащим необходимые дополнительные материалы, позволяющие усвоить грамматическую структуру как родного русского, так и английского языка как единое целое, что в свою очередь вырабатывает умение быть самостоятельным при решении любых грамматических задач, т.к. с первых минут занятий всё нацелено на перевод только с родного языка на изучаемый с учётом строгих требований грамматики английского языка и в дальнейшем использовать английский язык по своему усмотрению, независимо от выбранного Вами направления активной трудовой деятельности.

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В нашей речи мы выражаем **реальные** или **нереальные**, **условные**(реальные или нереальные), **предположительные**, **возможные** или **невозможные**, **обязательные** или **ненужные**, **вероятные** или **неправдоподобные** и т.д. действия(**состояния**) лица или предмета.

### ”ОБОБЩЁННЫЙ ВЫВОД”



“**МОРФОЛОГИЯ**”– признаки глагола и падежи для определения отношений между словами в словосочетаниях и

“**СИНТАКСИС**”– общая схема формирования и порядка слов английского предложения:

“ОБЩЕЕ”



Падежи склонения самостоятельных частей речи(существительного, прилагательного, числительного, местоимения и причастия, поясняющего существительное/ называющего признак лица или предмета / по его действию)

1. Именительный (кто?, что?)
2. Родительный (кого?, чего?)
3. Дательный (кому?, чему?)
4. Винительный (кого?, что?)
5. Творительный (кем?, чем?)
6. Предложный (о ком?, о чём?)

Признаки глагола(и его особых форм: причастия и деепричастия)

1. Вид
2. Спряжение
3. Возвратность
4. Переходность
5. Время
6. Наклонение
7. Залог

### Порядок слов в предложении

**подлежащее** (кто?, что?)---**сказуемое**(что делает?, кто делает?, кто сделал?, что сделал?, кто сделает?, что сделает?, кому делают?, чему делают?, кому сделали?, чему сделали?, кому сделают?, чему сделают?, каков предмет?(*был, есть, будет*), *чей он?*(*был, есть, будет*), *где находится?*(находился, будет находиться) предмет или лицо---**дополнение**(*прямое*: кого?, что?) или *косвенное*(кого?, чего?, кем?, чем?, кому?, чему?, о ком?, о чём?)---**определение**(какой?, чей?)---**обстоятельства**: **образа действия**(как?, каким образом?), **места**(где?, куда, откуда?), **условия**(при каком условии?), **причины**(почему), **уступки**(вопреки чему?), **цели**(зачем?, с какой целью?), **времени**(когда?, с каких пор?, до каких пор?, как долго?)

Общий порядок формирования любого члена предложения

**слово** - - - **словосочетание** - - - **придаточное предложение**

Используется как при анализе русского предложения, так и при его составлении. Независимо от вида высказываемого (приведено выше) порядок слов любого предложения остаётся **неизменным**. В силу **большой** самостоятельности русских слов члены русского предложения могут быть расположены произвольно, поэтому, **проанализировав** русское предложение путём постановки вопросов (на которые отвечает каждый член предложения) буквально с первого слова рассматриваемого предложения **и определив** все составляющие с учётом ‘**Общего порядка формирования любого члена предложения**’, перед переводом на английский язык в **обязательном порядке** расположить члены искомого предложения как указано выше (порядок слов английского предложения).

## ВВОДНЫЕ СЛОВА

### 1. Различная степень уверенности

#### а) большая степень уверенности:

*конечно, разумеется* – of course / kO:s / - ‘of course’

*бесспорно* – It’s sure / SuW / - ‘It’s sure’

*несомненно* – doubtless / dUutlis / - ‘doubtless’

*без сомнения* - without / wi"DUut / doubt; beyond / bi"jOnd / doubt – ‘without doubt; beyond doubt’

*безусловно* – ‘of / Wv / course / kO:s /; there is no doubt’

*действительно* – really / ŪriWli /, indeed / in"di:d / - ‘really, indeed’

#### б) меньшая степень уверенности, предположение:

*кажется* - It seems / si:mz / that / Dé / - ‘It seems that’

*вероятно* - probably / prObWbli / - ‘probably’

*очевидно* - obviously / 'ObviWsl /; apparently / W'pérWntli /; manifestly / ménifestli /; evidently /evidWntli / - ‘obviously; apparently; manifestly; evidently’

*возможно* - possibly / pOsWbli /; perhaps / pW'héps / - ‘possibly; perhaps’

*пожалуй* - may(+inf.); I think / QiNk / that / Dé / - ‘may(+inf.); I think that’

### 2. Различные чувства

*к счастью* - fortunately / fO:tSnitli /; luckily / IUkili /; as luck / IUk / would / wud / have / hév / it – ‘fortunately; luckily; as luck would have it’

*к общей радости* – to / tW / everyone’s / evriwUnz / joy / dJOi / - ‘to everyone’s joy’

*к несчастью, к сожалению* - unfortunately / UnŪfO:tSnitli / - ‘unfortunately’

*к удивлению* - to / tW / one’s / wUnz / surprise / sWŪpraiz / - ‘to one’s surprise’

### 3. Источник сообщения (кому принадлежит сообщение)

*по сообщению кого-либо* - according / W' kO:diN / to / tW / somebody’s / sUmbOdiz / report / ri' pO:t / - ‘according to somebody’s report’

*по словам кого-либо* - according to somebody’s words / wW:dz / - ‘according to somebody’s words’

*по мнению кого-либо* - according to somebody’s opinion / W'pinjWn / - ‘according to somebody’s opinion’

### 4. Порядок мыслей и их связь

*во-первых* - at / ét / first / fW:st / - ‘at first’

*во-вторых* - at / ét / second / sekWnd / - ‘at second’

*в-третьих* – at / ét / third / QW:d / - ‘at third’

*наконец* – at / ét / last / lA:st / - ‘at last’

*следовательно* - therefore / DEW'fO: /; consequently / 'kOnsikwWntli /; hence / hens / - ‘therefore; consequently; hence’

*значит* - so / sWu /; well, well then / Den / - ‘so; well, well then’

*так* – so / sWu /; thus / DUs / - ‘so; thus’

*напротив, наоборот* - on the / DW / contrary / kOntrWri / - ‘on the contrary’

*и наоборот* (в конце предложения) - and / énd / vice versa / vaisi'vW:sW / - ‘and vice versa’

*например* - for / fO:(r) / example / ig'zA:mpl / - ‘for example’

*так* – so / sWu /; thus / DUs / - ‘so; thus’

### 5. Замечания о способах оформления мыслей

*одним словом* - in / in / a word / wW:d / - ‘in a word’

*иначе говоря* - in / in / other / UDW / words / wW:dz / - ‘in other words’

*лучше сказать* - better / betW / to say / sei / - ‘better to say’

## ВВОДНЫЕ ВОПРОСИТЕЛЬНЫЕ СЛОВА

*думать* – to / tu / think / QiNk / - ‘to think’

*полагать* – to / tu / suppose / sW<pWuz / - ‘to suppose’

*доверять, придавать большое значение* - to believe / bi"li:v / - ‘to believe’

*Как ты думаешь? (Как вы думаете?)* – Do / du / you / ju: / think / QiNk /?; What / wOt / do / du / you / ju: / think / QiNk /? – ‘Do you think?; What do you think?’

*Как ты полагаешь? (Как вы полагаете?)* - Do / du / you / ju: / believe / bi"li:v /?; Do / du / you / ju: / suppose / sW<pWuz /? – ‘Do you believe?; Do you suppose?’



Г. Х. Ибрагимов

# ГРАММАТИЧЕСКОЕ ЕДИНСТВО

Пособие по изучению английского  
языка методом сравнительной  
грамматики



2009  
Санкт-Петербург

Г. Х. Ибрагимов

## МЕТОДИЧЕСКИЕ УКАЗАНИЯ

К Пособию "Грамматическое единство" по  
изучению английского языка методом  
сравнительной грамматики



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