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PROSPECTIVE ENGLISH TEACHERS' TRAINING FOR THE GRAMMATICAL COMPETENCE FORMATION OF THE NON-FINITE FORMS USE

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Аннотация

Выпускная квалификационная работа посвящена теме употребления неличных форм глагола в современном английском языке, которая зачастую вызывает у обучающихся ряд трудностей. Теоретическая часть представлена анализом употребления неличных форм глагола в современном английском языке, а также раскрывает состояние и проблемы обучению неличных форм глагола на занятиях в высшем учебном заведении. Практическая часть основывается на организации эксперимента по применению комплекса упражнений, направленного на развитие навыков употребления неличных форм глагола на занятиях по английскому языку в условиях вуза. Работа содержит 70 листов текста.

Abstract

Graduation project is devoted to the topic of the use of non-finite verb forms in Modern English which often causes students a great number of difficulties. The theoretical part is presented by the by the analysis of the non-finite verb forms use and reveals the state and problems of their learning during classes in higher educational institution. The practical part is based on the organization of an experiment on the use of the complex of exercises aimed at developing the skills of using non-finite forms of the verb in English classes. The work contains 70 sheets of text.

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INTRODUCTION

Nowadays English is an undisputed leader in the international arena. It is not only a communicative means among the population of the United Kingdom, the United States, Australia, New Zealand, and Canada; its native speakers live on all continents of the world. Only as an official language English was recognized by 58 sovereign states; moreover, it is the main way of communicating for many migrants from different countries.

With regard to political changes the international relations of the Russian Federation and other countries are currently in a troubled state. However, despite this fact, the English language does not lose its significance, as the Russian Federation is trying to adopt policies aimed at creating a stable and sustainable system of international relations based on the international law and founded on the principles of equality and mutual respect.

Learning any foreign language takes always enormous work requiring a strong desire and a great motivation to master the tool of another culture. Those who start their acquaintance with foreign languages in general and English in particular, face many problems, the main part of which is connected with grammar.

The importance of the English language learning has still remained in the educational sector. Its study is in the same line with the basic subjects both at school and in higher educational establishments. However, the proposed amount of training hours is clearly insufficient for mastering a foreign language at the functional level. The process of learning a foreign language is difficult in the field of grammar, primarily because there are many differences in comparison with the Russian language. First of all, it should be noted that the Russian language belongs to the flexive

language system while the English language has a complex analytical structure. This means that the words in the sentence are connected with auxiliary verbs and functional words such as prepositions, which often do not find correspondence in the Russian language. The construction of English sentences has its own specifics, different from Russian. As a result, there are many factors that can cause difficulties in studying, for example, tenses, the regularities of syntactic organization of sentences, the correct use of prepositions, as well as the use of articles and gerund, which have no analogues in the Russian language.

According to the Federal State Educational Standard two hours a week are allocated for students who study English as a non-core language. But for those who study at the English faculty is to take classes at least three to eight hours a week. Of course the proposed amount of training hours is insufficient for learning a foreign language and the students often turn to additional classes, study the material on their own or attend special clubs and groups. It should also be noted that not only students, but also applicants find themselves in a difficult situation. After all, the university entrance exam in English is considered one of the most difficult and requires a fairly high level of the language proficiency.

For the reason that it is not possible to put all grammatical, lexical and phonetic peculiarities and nuances into the university English course, some negative factors and incompetence in the application of elementary grammatical structures by students subsequently arise. Since higher educational establishments focus on the use of tenses and the development of reading, speaking and writing skills, the topic of non-finite verb forms is often studied superficially, which, of course, affects their use skills and leads to the inability to master the language at a high level.

The learning process on the topic of non-finite verb forms (infinitive, gerund, participle) causes a number of difficulties for students. The abundance of forms and functions, the presence of constructions, various examples, ways of formation and translation of the infinitive, gerund and participle make students of the English faculty face a difficult choice.

The study of the practical component of the language grammatical structure (which is an integral component of the language competence) is of great importance in the study of a foreign language. Grammar, vocabulary and phonetics are the main material basis of speech and it is impossible to master oral speech, understand its structure and analyze texts without knowledge of these constituents. The ability and real willingness to carry out foreign language communication at a high level and to achieve mutual understanding with native speakers is largely determined by the development of the grammatical structure of the language.

In the educational process the formation and development of foreign language skills and abilities is carried out in conjunction in all types of speech activity. In many cases different grammatical structures of the English language intersect so it causes a sense of unnecessary complexity and difficulty in choosing. Hence there is the need for practical training. Its task is to compare grammar options and show the student that in each case there is a set of tools in order to most closely correspond to what we want to say.

In order to form a speech grammatical skill, one must learn how to reproduce the studied phenomenon in typical speech situations and develop its flexibility by changing the communication conditions that require correct grammatical design of the statement.

From the point of view of theoretical grammar, the problem of non-finite verb forms functioning was studied by such researchers as: M. Bloch, I. Bondarko, V. Britsyn, G. Zolotova, B. Ilish, I. Kalaydovich, T. Lomtev, D. Ovsyaniko-Kulikovsky, K. Perafer, A. Peshkovsky, A. Potebnya, A. Smirnitsky, A. Shakhmatov, R. Quirk, J. N. Leach. The following scholars considered the non-finite forms of the verb from the perspective of teaching methods: V. Babaitseva, L. Barkhudarov, M. Belyaeva, G. Boguslavskaya, L. Verba, G. Verba, L. Gudkova, N. Dmitrieva, V. Zhigadlo, I. Ivanova, E. Korneeva, E. Sidelnikova, K. Timofeev and many others.

The urgency of this work is due to the fact that despite a large number of works and a sufficient number of methodological and additional literature on this topic, the problem of using non-finite forms of the verb is given insufficient attention. This circumstance can be confirmed by the result of the test proposed to the first-year students of the Humanities and Education Science Academy, according to which 5% of students completed tasks at a high level, 17% - at a sufficient level, 21% - at an average level, and 47% of students failed the test at all. It only emphasizes the need to scheme out a new method and more effective forms of teaching the use of non-finite verb forms in higher educational institutions (Appendix A).

The aim of this research is the elaboration, theoretical grounding and approbation of the complex of exercises oriented towards formation the skills of using non-finite forms of the verb in higher educational institution. The implementation of this aim involves solving a number of tasks that can be formulated as follows:

1) to identify the specifics of the use of non-finite verb forms basing on the study of this problem;

2)   to conduct the comparative analysis of the use of non-finite verb forms in Modern English basing on the analysis of philological literature;

3)   to determine the state and the problems of teaching students to use non-finite forms of the verb;

4)   to develop and theoretically ground the complex of exercises aimed at developing the skills of using non-finite verb forms in a higher educational institution;

5)   to approve the elaborated complex of exercises during the classes in a higher educational institution.

The object of the work is the process of teaching English grammar to students of a higher educational institution.

The subject of the study is prospective English teachers' training for the grammatical competence formation of the non-finite forms use.

In order to achieve this aim we will use the following **methods**:

Theoretical – comparison, generalization of data on the research problem based on the study of scientific and methodological, philological literature, analysis (qualitative and quantitative) of the results of the experiment.

Empirical – experimental observations of the learning process in a higher educational institution, didactic testing, interviews and questionnaires with lecturers and teachers of English, the complex of exercises elaboration using didactic tools.

The scientific novelty consists in determining the state and problems of teaching the use of non-finite forms of the verb, in establishing an effective complex of exercises aimed at developing skills in the use of non-finite forms of the verb during English classes.

The practical significance of our work lies in the fact that the elaborated theoretical and practical material can be used in English classes in a higher educational establishment, as well as in the use of the results of students' work while conducting their own research activities.

CHAPTER 1. THE USE OF NON-FINITE FORMS OF THE VERB IN MODERN ENGLISH: PHILOLOGICAL AND METHODICAL ASPECTS

1.1. The non-finite forms of the verb functioning in Modern English

There are finite and non-finite forms of the verb in English. Almost all textbooks on theoretical and practical grammar that describe the structure of the English language pay attention to non-finite forms of the English verb. The concept itself implies that the verb includes various versions of verb formations that go beyond the scope of verb categories. This term has other names such as "non-predicative", "non-finite" and "nominal" forms of the verb. However, the use of the term "non-finite" is the most appropriate and understandable, as it indicates the essential property of this form of the verb that is the absence of a category of person. In English, this concept also has various kinds of terms, for example:

1) *«non-finite»* (K. Kachalova, V. Kaushanskaya) [17, P. 222],

2) *«verbals»* (I. Ivanova) [14, P. 80],

3) *«verbids»* (B. Rogovskaya, B. Khaimovich) [27, P. 187].

The first term is an analogue of Russian "non-finite", and the next two are less accurate from a linguistic point of view, that is why they are used much less often.

Non-finite forms of the verb in English are considered to be the infinitive, gerund and participle. They combine the properties

of a verb and a noun (infinitive, gerund) or a verb and an adjective (participle), as shown in the figure 1.1.

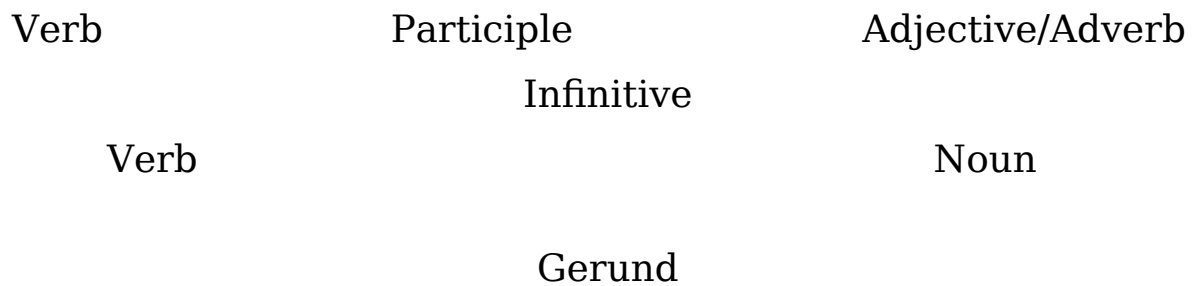| Verb	Participle	Adjective/Adverb
	Infinitive	
Verb		Noun

Gerund

Figure 1.1. Non-finite forms of the verb

A distinctive feature of English non-finite verb forms is their ability to form so-called syntactic complexes, that is, combinations with nouns or pronouns that are equivalent in meaning to subordinate clauses and acting as complex members of the sentence (complex object, predicate, subject, attribute or circumstance). Non-finite forms of the verb do not have any signs of person, number or mood. They cannot independently perform a function of predicate in a sentence, specifying only a minor action, or being a part of the predicate as one of its component parts.

V. Zhigadlo notes that non-finite forms have such verbal features as the categories of time, type and voice, and they can also have a non-prepositional object and be determined by a circumstance. This ability is expressed in the same type of combinations which do not differ from similar combinations with personal forms of the verb. This means that the verbal features are shown in the presence of non-finite forms of the English verb category of time, type and voice, as well as in the characteristics of phrases in which the studied forms function: *telling the story again – without telling the story again – to tell the story again – I am telling the story again* [12, P. 141].

The nominal features of non-finite verb forms are shown in the syntactic functions that they perform. In this respect, non-finite forms are heterogeneous, and each acts according to its own meaning, different from the meanings of other non-finite forms [13, P. 53].

In relation to nominal features, non-finite forms retain their historical connections with the noun (infinitive and gerund) and with the adjective (participle), while verbal features are mainly the result of their gradual and long-term development. The history of the development of non-finite forms of verbs is the history of their gradual inclusion in the verbal system, so that in order to identify their specificity in Modern English, their verbal properties are more important than their native nominal features [14, P. 33].

In contrast to personal forms which express time in relation to the moment of speaking, non-finite forms indicate time in relation to the moment of action expressed by the verb in a personal form [11, P. 253-254]: *Jack is happy to have finished that article.* – Джек счастлив, что закончил эту статью. *She was glad to have told that story to Henry.* – Она была рада, что рассказала эту историю Генри.

Such linguists as K. Guzeeva, V. Zhigadlo, B. Ilish, O. Korneeva, and T. Tsvetkova came to the conclusion that the main difference between non-finite forms of the verb from personal ones is that that the participle, gerund and infinitive do not have grammatical categories of a person and number and therefore they cannot perform the syntactic function of the predicate which is the property of the personal forms of the verb. The absence of this syntactic function of person is reflected in the very concept of "non-finite forms".

All non-finite verb forms are capable of forming predictive constructions, that is, constructions that consist of two components: a nominal expressed by a noun or a pronoun, and a verb expressed by a non-finite verb form – a participle, gerund or infinitive.

Both components of the predicative construction depend on predicativity, which mean the relations between the subject and predicate of sentence. G. Vorontsova, L. Verba, B. Ilish and others, denote this fact as secondary predication. "Every sentence must contain a predication, without which there will be no sentence. In a common or general sentence consisting of two constituents, the predication is between the subject and the predicate. This is a single predication for the most sentences. However, there are sentences that contain another predication that is not between the subject and the predicate. This predication may be called "secondary predication", notes B. Ilish [15, P. 62].

Since the verbal component of the predictive complex can only be expressed by the non-finite form of the verb, all predictive constructions can be classified according to the content of the verbal component as follows:

1)   predicative constructions with the infinitive;
2)   predicative constructions with the gerund;
3)   predicative constructions with the participle.

Each of the distinguished groups has a further division depending on the lexical content of the predicative construction components and the syntactic function of this construction in the sentence.

Predicative constructions with the infinitive are subdivided into the following subgroups:

1)   Objective Infinitive Complex;
2)   Subjective Infinitive Complex;
3)   The Prepositional Infinitive Complex.

However, Kachalova notes another predicative complex called "Independent Infinitive Complex" in addition to those three groups. The author claims that this complex consists of a noun in the general case and an infinitive. The noun in of this complex denotes a person or an object performing an action expressed by the infinitive, or being subjected to this action. This complex is at the end of the sentence and is translated into Russian using the conjunction "*причём*", due to which the verb-predicate expresses obligation. Independent Infinitive Complex is most often found in juridical texts and in commercial documents:

The sellers offered the buyers 5,000 tons of gasoil, <u>delivery to be made in October.</u> – Продавцы предложили покупателям 5000 тонн газойля, причём сдача должна была быть произведена в октябре [17, Р. 332].

Moreover, K. Kachalova uses other terms for the names of these structures. Thus, she denotes Objective Infinitive Complex just as Objective with the Infinitive; for Subjective Infinitive Complex the author has the variant as Subjective with the Infinitive, and for the Prepositional Infinitive Complex (with the preposition for) she has a scheme like for + noun (or pronoun) + infinitive.

These terms do not have a generally recognized meaning, because first of all, the concept of predicative construction is not considered by all authors of textbooks and manuals on grammar of Modern English, and secondly, many of the philologists, such as M. Belyaeva, I. Berman, M. Bloch, V. Vinogradova, V. Zhigadlo, I. Ivanova, B. Ilish, K. Kachalova, N. Kobrin, I. Konkova, E. Korneeva,

E. Morokhovskaya, N. Raevskaya, A. Khudyakov and many others dealing with this problem, indicate the name of the constructions in English without translation.

Considering the specifics of the use of predicative constructions with the infinitive, it can be argued that the "Objective Infinitive Complex", represents a combination of a pronoun in the objective case or a noun in the general case with the infinitive. The Russian language does not have a construction corresponding to this complex, and it is translated into Russian by an additional sentence with a subordinate clause.

Subjective Infinitive Complex is the combination of a noun in the general case (or a pronoun in the nominative case) with an infinitive.

The Prepositional Infinitive Complex consisting of the preposition *for + noun (or pronoun) + infinitive* is a single syntactic group in which the action expressed by the infinitive refers to a person (or object) indicated by a noun in the general case or a pronoun in the objective case.

In Modern English *predicative constructions with a gerund* are represented only by one construction that I. Berman calls "a gerund with a possessive case or a noun in the possessive case", however, they can also be called as gerundial.

As may be inferred from the name of the construction the gerund is accompanied by a noun in the possessive case or a possessive pronoun in this complex. In this regard secondary predicativity relations arise between the two components of the predicative construction [3, P. 88].

Such predicative constructions imply that gerund expresses the action that a person or a subject performs, and it is denoted by a noun or a pronoun that takes place before the gerund. The whole

part of a sentence consisting predicative construction is usually translated into Russian by a subordinate clause. The subject corresponds to the possessive pronoun or a noun in the possessive case or in the common case of the English gerundial complex. As for the predicate, it corresponds to the gerund of this complex. For example, *She was so glad to know about her sister **having been told** the truth.* In Russian it sounds like "Она была так рада узнать, что о её сестре сказали правду".

Predicative constructions with a participle are divided into:

1) *the Objective Participial Construction;*
2) *the Subjective Participial Construction;*
3) *the Nominative Absolute Participial Construction;*
4) *the Prepositional Absolute Participial Construction;*
5) *Absolute Constructions without a Participle.*

The past participle can form secondarily predicative constructions in combination with its own "internal" subject-supporting constituent; participial semi-predicative constructions include complex object with a past participle; complex subject with a past participle which is a transformation of a complex object in the passive voice that is absolute participial construction.

Thus, after analyzing the philological literature and various textbooks on theoretical and practical grammar, we examined the concepts of personal and non-finite forms of the verb, and also identified the distinguishing features between them. It was noted that all non-finite verb forms are capable of forming predicative constructions. Next, we presented their classification according to the content of the verbal component, namely: predicative complexes with an infinitive, predicative complexes with a gerund, and predicative complexes with a participle. Each of the selected

groups have a further division depending on the lexical content of the components of the predicative construction and the syntactic function of this construction in the sentence. Examples of different terminology for the names of these structures are also given, and the presence of other complexes introduced by I. Berman and K. Kachalova is mentioned.

1.2. The comparative analysis of the use of non-finite forms of the verb

In English non-finite verb forms include the infinitive, gerund, and participle. It should be noted that the number of tense forms varies. The great attention in English speech is paid to the infinitive, since it has 6 forms, while the participle is 5, and the gerund is 4.

The non-finite forms of the verb have some similarities, such as: the same origin, similar structure of form and voice, as well as some functions due to which they can replace each other. The most similar non-finite forms are the gerund and infinitive forms which perform almost the same functions in a sentence. There is an only difference which involves the next rule. If we want to emphasize the fact that an action is represented as a process of its passing or flow, we express it in the form of a gerund in speech. Examples are given below in the table 1.1:

Table 1.1

Gerund and infinitive forms

The action in progress	The statement of a fact
I mind your smoking here! – Я возражаю против курения здесь!	*You mustn't smoke here!* – Вы не должны курить здесь!
He likes speaking French because it is a wonderful language. – Ему нравится говорить на французском, потому что это красивый язык.	*He likes to speak French when he is in France.* – Ему нравится говорить на французском, когда он находится во Франции.

In modern colloquial speech, the gerund as a subject, as well as the infinitive, is usually used in a construction with a formal subject *it*.

For instance:

It is foolish arguing over trifles. – Глупо спорить по пустякам.

It is useful to read every day. – Полезно читать каждый день.

As for the category of time, the infinitive is usually associated with the present and future, and the gerund is associated with the past tense.

For instance:

Good seeing you again. – Приятно было повидаться с Вами снова.

It is good to see you again. – Приятно видеть Вас снова.

Unlike the infinitive *(Indefinite Infinitive Active)*, the gerund *(Indefinite Gerund Active)* and the participle *(Present Participle Simple)* can denote completed or ongoing actions, while the infinitive only names the action. Examples are shown below in the table 1.2:

Table 1.2

Comparison of infinitive, gerund and participle

Indefinite Infinitive Active		*Indefinite Gerund Active*		*Present Participle Simple*	
Example	Translation	Example	Translation	Example	Translation
She asked me to enter the room.	Она попросила меня **войти** в комнату.	*Everybody was glad on his entering the room.*	Все были рады, когда он **вошёл** в комнату.	*Entering the room he found all the family present.*	**Войдя** в комнату, он обнаружил, что вся семья в сборе.

I am ready to meet this girl.	Я готов **встретить** эту девушку.	I remember meeting that girl before.	Я помню, как **встречался** с той девушкой.	I stood at the window meeting this girl.	Я стоял у окна, **встречая** эту девушку.

The gerund in English expresses the name of an action and has the properties of both a verb and a noun. In this regard, the understanding of this form is a little more complicated. The gerund functions in a sentence are similar to the infinitive, with the only difference that there are more properties of the noun in it. In simple terms it's like "doing something".

According to I. Ivanova, gerund is the most peculiar non-finite form in the English verb system. While the infinitive and participles are forms common to all modern European languages, gerund has a parallel only in Spanish. This form is combining verbal and substantive features.

With a paradigm containing verb features and the ability to accept the first (direct) object, the gerund takes only substantive positions in the sentence. These contradictory properties extend the possibilities of a simple sentence: the gerund is often a concise way of expressing relationships passed on in other languages by subordinate clauses.

Thus, gerund is distinguished from other non-finite forms of the English verb that there is no analogue of gerund in the Russian language, and therefore we translate it using the participle or an adverbial modifier.

The gerund forms do not have a direct corresponding form in the Russian language. Moreover, the inability to distinguish between gerund and participle often becomes a real problem. It should be noted that they are absolutely identical in the formation

of their species and the voice forms (the suffix –ing is used, for example: *doing, having done, being done, having been done*). Also, gerund and participle have similar verb properties: they can have a direct object, an attribute expressed by an adverb, they have indefinite and perfect forms, as well as forms of the voice – active and passive. But there is a verbal noun which differs from them as it has only one form, has an article before it, can be used in a plural form, and can have an attribute expressed by demonstrative pronouns.

Analyzing the functions of the gerund and participle, it was concluded that in contrast to the participle the gerund as an object can be introduced by prepositions after verbs and verbal phrases. The gerund can define another noun and then the form coincides with the participle in the same role. However, if the participle means an action performed by a person or an object (a dancing girl – a girl who dances), then the gerund as part of a compound noun conveys the purpose of the object (a dancing hall – a hall for dancing). It is sometimes very difficult to make clear distinctions between them and when it happens two meanings are suggested. This fact will be best demonstrated in the Russian translation: *a sewing machine* – швейная машина / машина, которая шьёт; *a hunting dog* – охотничья собака / собака, которая охотится [11, P. 185].

Comparing the difference between predicative complexes with gerund and complexes with participle 1, it is worth highlighting some of the most significant differences. Thus, in contrast to the gerundial complex, the subjective and objective participial complexes, are lexically restricted, as they are used only after certain verbs. The subjective and participial complexes perform only one function – the complex subject or object respectively,

while the gerundial complex can act as a subject, an attribute, an object (prepositional and non-prepositional), and adverbial modifier. Some difficulties may arise in distinguishing the absolute participial complex from the gerundial one. The difference between them is that the participial complex has an independent subject (*The day being warm, we opened the window.* – Так как день был тёплым, мы открыли окно.) and always performs a role of an adverbial modifier in a sentence, while the gerundial complex can perform various syntactic functions [13, P. 189].

Referring to the experience of foreign researchers, I. Krylova states that the traditional distinction between gerund and present participle is insignificant from the point of view of the real functioning of these forms in speech. Therefore, the aforementioned forms should be considered undifferentiated as an -ing form. "The reason for combining these forms into a single one is, on the one hand, the fact that there is no difference between them in morphogenesis (only the suffix –ing is used), nor in the formation of their species and voice forms (doing, having done, being done, having been done), and on the other hand, the fact that the syntactic functions that the -ing form performs in the sentence, except for minor particulars, are completely parallel to the functions performed by the infinitive. Consequently, the practical difficulty in mastering the use of the –ing form is not to distinguish gerund from participle (which is not always possible to do), but to learn to make the right choice between the infinitive and the -ing form if they perform similar syntactic functions (for example, subject, predicate, object, attribute, adverbial modifiers, etc.)" [20, P. 224].

There are some similarities in the predicative complexes of non-finite verb forms. For example, the objective participial phrase

is translated into Russian in the same way as the objective infinitive phrase, i.e. by an additional subordinate clause beginning with the conjunction "как". However, one can notice the semantic difference between them, since the participle expresses the action in the process of its completion and the infinitive often shows the completed action. Therefore, the complexes with the participle are translated into Russian by the subordinate clause with imperfective verb, and the complexes with the infinitive are translated with the help of the subordinate clause and the verb of the perfect form. Examples are given below in table 1.3:

Table 1.3

Participial and infinitive complexes

Participial complex (the action in the process of its completion)	
I saw you passing our house.	Я видел, как ты проходил мимо нашего дома.
I heard him coming up the stairs.	Я слышал, как он поднимался по лестнице.
Infinitive complex (the completed action)	
I saw you pass our house.	Я видел, что ты прошёл мимо нашего дома.
I heard him come up the stairs.	Я слышал, что он поднялся по лестнице.

A common feature of non-finite verb forms is that the time category has a relational nature. It means that their tense differences acquire significance only in comparison with the tense of the personal form (predicate) of the given sentence. The infinitive, gerund and participle are not able to place the action in a particular time period, they indicate only the ratio of the time of the action indicated by them to the action of the predicate verb – i.e. simultaneity or its antecedence. Thus, they only indicate relative time.

All non-finite verb forms possess both verbal and nominal features. The verbal features of the infinitive, participle and gerund are the categories of time, type and voice that are peculiar to them, although they have their own characteristics, as well as the ability to accept non-prepositional object and be determined by an adverbial modifier.

The nominal features of non-finite forms of the verb appear in the syntactic functions they perform. Each of them arises according to its characteristic meanings different from the meanings of other non-finite verb forms.

In relation to nominal features, non-finite forms retain their historical connections with the noun (infinitive and gerund) and with the adjective (participle), while verbal features are mainly the result of their gradual and long-term development. The history of the development of non-finite verb forms is the history of their gradual inclusion in the verb system, so that to identify their specifics in Modern English, their verbal properties are more important than their original characteristics and native nominal features. Without expressing faces and numbers, the gerund, the participle and the infinitive cannot be consistent with the subject and, therefore, never act independently as a simple predicate. Table 1.4 shows the comparative characteristics of non-finite verb forms:

Infinitive (to) *Corresponds to the indefinite form of the verb in the Russian language*			Gerund (-ing) *There is no similar correspondence in the Russian language*		Participle 1 (-ing) *Corresponds to the Participle in the Russian language*	
Tenses	Active Voice	Passive Voice	Active Voice	Passive Voice	Active Voice	Passive voice
			asking	being asked	asking	being asked
Indefinite	to ask	to be asked	-	-	-	-
Continuous	to be asking		having asked	having been asked	having asked	having been asked
Perfect	to have asked	to have been asked	-	-	-	-
Perfect Continuous	to have been asking	-				

Participle 2 (-ed) asked

Table 1.4

Non-finite forms of the verb

In accordance with the table data it will be remarked that the number of tense forms is different. Much attention in the English language is given to the infinitive, since it has 6 forms, while the participle is 5, and the gerund is only 4. The infinitive corresponds to the indefinite form of the verb in the Russian language. As for participle it coincides with the participle of the Russian language. However, the forms of gerund do not have a direct corresponding form in the Russian language.

The table 1.5 presents comparison characteristics.

Table 1.5

A comparison of the functions of the infinitive, gerund and participle

FUNCTIONS			
	Infinitive	**Gerund**	**Participle**
Subject	**To skate** is fun.	**Skating** is fun.	-
Predicate	My goal is **to learn** Spanish.	My goal is **learning** Spanish.	He is **writing** a letter.
Object	She likes **to dance**.	She likes **dancing**.	-
Attribute	I have a lot of work **to do**.	There are many ways of **solving** this problem.	The bookcase, **standing** in the corner of the living-room, was fool of unique.
Adverbial modifier of: **purpose* **result* **manner* **time* **cause*	We went there **to study**.	We went there for **studying**.	**Studying** we found out a lot of new.
	He has come **to see** her.	This hall is used for **dancing.**	-
	You are sufficiently strong **to win** in this fight.	He improved his pronunciation **owing** to reading aloud every day.	-
	She gently moved her finger towards his lips as if **to show** him how she loved him.	They ate without **talking**.	Mary stood for a time in silence, **watching** and **listening.**
	-	Upon **reaching** the park he waited and waited and Carrie did not come.	When **called** he refused to come.
	-	-	**Frightened** by the noise of the sea the child began crying.

As a result, a general conclusion is made concerning functions of the infinitive, gerund and participle. The infinitive performs five main functions in a sentence: the functions of the subject, part of the predicate, the object, the attribute, and the adverbial modifier, which is divided into the adverbial modifier of purpose, result and manner. Having analyzed a large number of sources, the infinitive with a function of an adverbial modifier of time and reason was not found. The gerund as well as the infinitive is implemented in five similar functions, however, unlike the infinitive, it can have a function of an adverbial modifier of time. The participle can perform three functions in sentences, namely: the functions of a part of the predicate, an attribute and an adverbial modifier that is differentiated into an adverbial modifier of cause, manner and time. Unlike the gerund and the infinitive, the participle cannot

have the function of subject, object and adverbial modifier of purpose and result.

The last criterion compared in table 1.6 is the translation of non-finite forms of the verb. Based on the data in the table, we can conclude that while translating from English into Russian, the infinitive and the gerund coincide in the characteristics of the translation of certain sentences and thus can be translated by the infinitive, noun, participle, adjective, as well as the personal form of the verb. The only difference is that the infinitive is most often translated into Russian as an infinitive, and the gerund as a noun. Analyzing the translation of the participle into Russian, we can sum up that the participle like the infinitive and gerund is translated by the Russian participle and finite form of the verb. However, unlike the infinitive and the gerund, the participle may still exist like the participle when translated from English, but it is impossible to find an equivalent in the translation of the infinitive, noun, and adjective.

Table 1.6

The translation of non-finite forms of the verb into Russian

Infinitive	Gerund	Participle
<u>As an infinitive</u> *I have so much to learn.* — Мне так много надо **выучить**.	<u>As an infinitive</u> *Your job is sorting the mail.* – Твоя работа – **сортировать** почту.	<u>As a participle (an attribute)</u> *Reading girl is sitting in front of me.* – **Читающая** девушка сидит напротив меня.
<u>As a noun</u> *His task is to provide conditions for experiments.* — Его задачей является **обеспечение** условий для эксперимента.	<u>As a noun</u> *They tickled nothing, of course, for their giggling and shouting scared every spotted thing away.* - Конечно, они ничего не поймали, потому что их **визг** и **хохот** распугал всех форелей.	<u>As a participle (an adverbial modifier)</u> *When crossing the street, first look to the left, then to the right.* - **Переходя** улицу, вначале посмотрите налево, потом направо.
<u>As a participle</u> *Hydrogen and oxygen unite to form water.* – Водород и кислород соединяются, **образуя** воду.	<u>As a participle</u> *I spent the whole week in learning my part.* – Я потратил целую неделю, **заучивая** роль.	<u>A finite form of the verb (in complexes and constructions)</u> *She looked at the man driving the bus and he seemed to be familiar to her.* – Она посмотрела на мужчину, **который вёл** автобус, и он показался ей знакомым.
<u>An attribute</u> *The shape of things to come is shown by the data obtained by the experts.* – О характере **предстоящих** событий можно судить по данным, полученным специалистами.	<u>An attribute</u> *In spite of being so very short many Japanese poems are exquisitely beautiful.* - Несмотря на то, что японские стихи такие **короткие**, они удивительно красивы.	
<u>A finite form of the verb (in complexes and constructions)</u> *He was the first to enter the reading–hall.* – Он первым **вошёл** в читальный зал.	<u>A finite form of the verb (in complexes and constructions)</u> *But on his way upstairs he could not for the life of him help raising a corner of a curtain and looking from the staircase window.* – И всё же, поднимаясь по лестнице, он **не удержался, приподнял** край шторы и выглянул на улицу.	

Thus, we have determined that in English the non-finite forms of the verb include the infinitive, gerund and participle. The greatest use in the English language is given to the infinitive, since it has 6 forms, while the participle is 5, and the gerund is only 4. The infinitive corresponds to the indefinite form of the verb in the Russian language. As for participle it coincides with the participle of the Russian language. However, the forms of gerund do not have a direct corresponding form in the Russian language.

All non-finite forms of the verb have some similarities, for example, the same origin, similar structure of form and voice, as well as some functions due to which they can replace each other. A common feature of non-finite verb forms is that the time category has a relational nature. It means that their tense differences acquire significance only in comparison with the tense of the personal form (predicate) of the given sentence. The infinitive, gerund and participle are not able to place the action in a particular time period, they indicate only the ratio of the time of the action indicated by them to the action of the predicate verb – i.e. simultaneity or its antecedence. Consequently, they only indicate relative time.

The differences between non-finite verb forms mainly consist in the functions they perform in sentences, as well as in the features of translation from English into Russian. It was determined that the infinitive is implemented in five main functions in the sentence, as well as the gerund. However, unlike the infinitive, gerund may have a function of an adverbial modifier of time. The participle is capable of performing only three functions in the sentences, and unlike the gerund and the infinitive, it does not have the role of the subject, object and adverbial modifiers of purpose.

While translating from English into Russian, the infinitive and the gerund coincide in the characteristics of the translation of certain sentences and thus can be translated by the infinitive, noun, participle, adjective, as well as the personal form of the verb. The only difference is that the infinitive is most often translated into Russian as an infinitive, and the gerund as a noun. The participle like the infinitive and gerund is translated by the Russian participle and personal form of the verb. However, unlike the infinitive and the gerund, the participle may still exist like the participle when translated from English, but it is impossible to find an equivalent in the translation of the infinitive, noun and adjective.

The gerund and infinitive perform almost the same functions in a sentence, differing only in the internal nature of the action itself, therefore, if we want to emphasize the fact that the action is represented as an action in progress, we express it in the form of the gerund in speech.

Thus, a comparative description of the use of non-finite forms of the verb was carried out in this paragraph. In the course of our work, similar and different features in forms, functions, and predicative constructions are identified. Moreover, the nominal and verbal features that are peculiar to the infinitive, gerund, and participle were also revealed.

1.3. The state and the problems of teaching students to use non-finite forms of the verb in higher educational institutions

This paragraph of our research describes the current state of teaching to use non-finite verb forms in higher educational institutions nowadays. At the current phase of our work, the

educational process is monitored at the university, namely at the Humanities and Education Science Academy in Yalta. It should be done to identify problems associated with teaching to use the infinitive, gerund and participle. We conducted interviews with lecturers of English who work directly with students in order to consider forms and methods of teaching the use of non-finite verb forms in practice. We also analyzed the recommended textbooks and teaching aids that are used in the learning process, and tested some groups to determine the level of proficiency in the use of non-finite verb forms.

The non-finite forms of the verb represent the largest cognitive discrepancy between the original language and the translation. Attention to these parts of speech, i.e. infinitive, gerund and participle, due to the greater frequency of their use in English than in Russian, the discrepancy between semantic and grammatical meaning of the corresponding parts of speech in Russian and English languages and discourse marking. It means that these parts of speech have a special pragmatic load in academic and professional texts and it allows to describe different actions.

In order to identify forms and methods of teaching the peculiarities of using non-finite verb forms in the English language course in practice, we had conversations with with lecturers of English, and we also attended their classes. In this regard, it should be noted that lecturers of English when introducing the topic of non-finite forms of the verb, use either a blackboard with some notes of a simple context, or they demonstrate these grammatical phenomena in the text, accompanying the material with tables, diagrams and drawings. Most commonly, these tools are not used separately, but in various combinations with each

other. The teacher begins the explanation by preparing students for the perception of new grammatical material, in the process of which he or she reminds them some familiar grammatical means of a foreign language, which he or she intends to use as the main ones when explaining.

After the students organize themselves to master a new topic, the teacher selects an unfamiliar grammatical phenomenon from the proposed context, reveals its forms, functions, meanings and the usage features. The explanation ends with the formulation of a generalizing rule. Also the teacher checks the retention of the given topic with questions or some test, as well as the primary fixing of the material.

Induction and deduction are used as the main ways to explain grammar in higher educational institutions. According to the methodology of teaching foreign languages, the matter of induction is that grammatical phenomena are observed in the graphic text / sounding speech, studied in specially selected examples and generalized in the rules. Deduction refers to the movement of knowledge and cognition from the general to the particular, that is from a generalizing rule or rule-instruction concerning the form, meaning and functions of the corresponding phenomenon, to observing the context and fixing it in exercises [26, P. 27].

In the case of studying the peculiarities of using non-finite forms of the verb, teachers use mainly the deductive method of introducing grammatical material, that is, from the rule to the action:

1) the rule is studied and usually formulated using specific grammatical terms that are not always clear to students (for example: *The Perfect Continuous Infinitive, adverbial modifier of cause* and others);

2) students find this grammatical phenomenon in sentences or in the text, name its form, and try to explain what meaning it is used in this context;

3) restatement exercises are done according to the model, as well as exercises on transformation in accordance with the rule (for example: open the brackets using the necessary form of infinitive, gerund and participle, rephrase the sentence, replace simple sentences with complex ones using non-finite forms of the verb, etc.);

4) translation exercises are carried out from the Russian language into the English one and vice versa.

This method of introducing grammatical material implements the principles of conscientiousness, scientific knowledge; provides operational processing of grammatical material; contributes to the formation of educational skills, great autonomy of students, and can also be used for individual work. However, despite the positive aspects, students face difficulties with understanding grammatical terminology, and grammar is often practiced on impersonal sentences, beyond a coherent speech context, beyond the actual vocabulary and topics of communication, which leads to the fact that the grammatical skill exists, as if by itself, beyond the formed speech skills [10, P. 39].

Negative was the fact that teachers do not consider such topics as functions of non-finite verb forms, ways to translate non-finite verb forms, and do not pay due attention to predicative constructions. Despite the large number of texts and dialogues saturated with complex lexical material, as well as a sufficient amount of visual material, grammar rules are formulated quite briefly. The core material is aimed at the development of unhindered communication, however, fluent and at the same time

correct speech is impossible without grammar skills. Therefore, it is necessary to form and then develop grammatical skills for high-quality communication, i.e. automated actions with language material. It can also be noted that the use of only a textbook during the class is not enough for a good grasp of grammar material. To provide complete and accessible information, teachers should use additional methodological, theoretical and practical literature to improve the ways of teaching the use of non-finite forms of the verb.

As a result of attending English classes and talking with teachers, we can conclude that this problem is not given enough attention, both in the existing methodological literature and in the implementation of methodological techniques in practice. This happens due to the fact that most teachers use a small number of exercises aimed at the ability to use non-finite forms of the verb in English correctly, mainly because of their absence in programme tutorials, since according to the educational calendar planning the required number of hours is not allocated for mastering this topic.

After analyzing some of proposed foreign language textbooks for higher educational institutions, namely, "Practical course of the English language" by V. Arakin, as well as "A Grammar of the English Language" by V. Kaushanskaya, we came to the conclusion that both textbooks consist of sections of listening, reading, introducing new lexical material, grammar, speaking and writing. However, despite the large number of proposed texts, dialogues, tasks that gradually prepare you to speak English fluently, creative projects, as well as a sufficient amount of visual material, the grammatical rules are formulated in a fairly concise form. But they are structured and clear simultaneously. The core material is aimed at the development of smooth communication, however,

fluent and at the same time correct speech is impossible without grammar skills. Therefore, it is necessary to form and then develop grammatical skills for high-quality communication.

Each module of this educational complex includes paragraphs devoted to grammar. It often happens that the grammar topics which are given in some context has already been highlighted and further explained in the brief theoretical tables and schemes. At the end of the textbook we have a reference material on grammar, which was studied throughout the academic year, where students are offered a more detailed explanation of the rules and also some training exercises to fix their knowledge, skills and abilities.

The topic of using non-finite forms of the verb is given about 10 hours for groups studying English philology. It does not cover all aspects of this grammatical question and the number of exercises for practice is limited. After reviewing the content of textbooks, we found that starting from the freshman year, the topic of participle is introduced. According to the calendar and thematic planning It is allocated only 2 academic hours. The first academic hour is devoted to the introduction of a new topic where students get acquainted with the concept of this phenomenon and do several exercises to refine the acquired grammatical skills. The second one is devoted to the revision of this grammatical problem. Students are offered listening, reading and translating the text, as well as finding participle forms in it. Having done these tasks, students should express their opinion about the main idea of the text using the topic of the class.

Further, the topics of gerund and infinitive are studied simultaneously or separately at the teacher's discretion. Also he or she enters a list of verbs after which only the infinitive (with and without the particle to) or only the gerund is used. It is mandatory

that the term "gerund" is used in this topic, and it is no longer referred to as "-ing form" as it was customary to do in school. The term "bare infinitive" is also present and you should choose the correct verb form from the listed ones, i.e. –ing / to-infinitive / infinitive without to. On the topic of gerund and infinitive, students must complete a number of tasks including matching exercises, substitution, questioning, working in pairs and tasks related to the text. During the entire academic year, 8 academic hours are allocated to this topic taking into account that 4 academic hours are planned for the introduction of the topic of non-finite verb forms, as well as for working out the acquired knowledge and skills. Then 2 hours of study are devoted to revising the studied grammatical topics and 2 more to writing a test paper.

As can be seen from the above, there is still a problem of allocating an insufficient number of hours to master these grammatical topics, since it is recommended to spend more hours studying and revising the infinitive, gerund, and participle in the ensuing years. In total, it is supposed that tasks which include mainly exercises for filling in gaps and substitution exercises will be completed successfully, as they are used to consolidate grammatical material and develop automatism in the use of grammatical structure.

It is important to offer tasks for filling in gaps, opening brackets, and a new form of task aimed at comparing sentences with the use of the infinitive and gerund and explaining the reasons for which the correct answer was chosen. It is significant to note that students should be able to tell each other about themselves and their preferences by using the suggested verbs and putting them in the correct gerund or infinitive form. At the same time, in addition to the active voice, it is necessary to use the

passive voice which made the task more complicated for students. Moreover, the teacher shouldn't forget about the task for the development of written skills, the aim of which is to transform two given sentences into one using the form of the past participle in the passive voice.

For instance:

The lake is surrounded by forest. The lake is in a stunning location. – Surrounded by forest, the lake is in a stunning location.

Summing up the results of analyzing the textbooks and manuals recommended for teaching we should conclude that the topic of using non-finite forms of the verb is allocated an insufficient number of training hours and it does not cover all aspects of this grammatical question. Negative was the fact that lecturers do not consider such topics as functions of non-finite verb forms, ways to translate non-finite verb forms, and do not pay due attention to predicative constructions.

The following tasks of our study consisted in a detailed study of the approach to teaching non-finite verb forms, as well as identifying the knowledge and skills of using infinitive, gerund and participles among the students. To determine the skills of using non-finite forms of the verb, we decided to conduct a test and involve the students not only from the English faculty, but also from the design faculty for whom English is not the main subject for learning.

The material for testing was textbooks and manuals on English grammar for school graduates and first-year students. The test work consisted of 4 tasks of varying degrees of complexity. Students had to do the following: choose the correct answer, translate sentences from English to Russian and vice versa, using the necessary non-finite form of the verb, and determine their

syntactic functions in the sentence (Appendix B). The test results were unsatisfactory, since most of the students did not cope with the proposed tasks, and those who completed the work at a high and sufficient levels included students who attend extra classes of English, in addition to academic hours in the institution. Table 1.7 shows the exact results of our test for students.

Table 1.7

Groups	The level of the formed skills on the topic of non-finite forms of the verb			
	High level	Sufficient level	Intermediate level	Low level
	The student receives an excellent mark and there are no mistakes	The student solves the test with a minimum number of slight mistakes	The student makes 3-5 mistakes	The student receives a satisfactory mark and there is a significant number of mistakes
Philologists	20% (3 p.)	33,3% (5 p.)	13,4% (2 p.)	33,3% (5 p.)
Designers	6,6% (1 p.)	20% (3 p.)	26,7% (4 p.)	46,7% (7 p.)

The results of the test

According to the test results, both groups have a high percentage of students with a low level of skills in using non-finite forms of the verb. 33,3% and 46.7 % say that the current situation is quite serious, since as can be seen from the table, most of the students did not cope with simple tasks. This indicates that traditional methods of teaching a foreign language do not produce the desired result. It should be noted that for good learning of grammar material by students, lecturers should use additional

methodological and practical literature to improve the techniques and methods of teaching the use of non-finite forms of the verb.

We also can conclude that the students of both groups have a sufficient level of knowledge of the general rules on this topic. However, the difficulty lies in the tasks for translating sentences from Russian into English, as well as in exercises for determining syntactic functions. This suggests that an insufficient number of training hours are devoted to studying the topic of non-finite verb forms during the English classes. Students do not have the opportunity to practice their knowledge and skills on the use of the infinitive, gerund and participle.

These results prompted us to elaborate our own complex of exercises by searching for new teaching methods and techniques, as well as effective grammar tasks that will be applied both to a regular foreign language course and to elective classes.

Thus, during our research, we analyzed the current curriculum in English at universities, conducted testing among the students, and also studied in detail the textbooks and manuals used in the learning process. In general, the problems and state of non-finite forms of the verb (infinitive, participle, gerund) and in particular, the questions of their belonging are solved in terms of their vocabulary, grammar, pragmatics, and reference to speech activity in modern linguistics. Therefore, teaching the grammatical material such as non-finite forms of a verb should not be reduced to forms of learning isolated from the sociocultural aspect of communication. The presentation of the material, rich in sociocultural realities of the language and life of English-speaking countries, will allow students make culturally and personally meaningful comparisons and thus provide an opportunity to learn about their own culture and the culture of others.

CHAPTER 2. RESEARCH AND EXPERIMENTAL WORK AIMED AT THE SKILLS FORMATION OF THE USE OF NON-FINITE FORMS OF THE VERB IN HIGHER EDUCATIONAL INSTITUTION'S CLASSES

2.1. Theoretical grounding and elaboration of the complex of exercises aimed at developing the skills of the use of non-finite forms of the verb

The prevalence of non-finite forms of the verb in English, their multifunctionality and the ability to form peculiar constructions that have no parallels in the Russian language make it necessary to find ways and possibilities for more effective teaching of non-finite forms of the verb.

The purpose of our exercise complex is to:

✓ give a description of the forms, meanings and functions of English non-finite verb forms, i.e. infinitive, participles, gerund and constructions with them;

✓ to reveal the main difficulties in understanding and using non-finite forms, thereby focusing the attention of students on issues that require special memorization and consolidation;

✓ show the main reasons for mistakes in the use and understanding, and therefore in the translation of non-finite forms, thereby preventing the repetition of typical mistakes in students;

✓ to teach grammatical reading of a sentence, i.e. to teach to distinguish homonymous non-finite forms (-ing forms; matching the spelling of past participle forms) and to recognize the functions of non-finite forms in a sentence;

✓ show the features of each non-finite form on numerous examples and form automatic skills of its use;

✓ make students read original literature according to their speciality.

Currently, the main goal of teaching English grammar in a higher educational institution is the formation and development of grammar skills as an essential component of speech skills in speaking, reading, listening, and writing. According to the method of I. Bim, in order to form certain grammatical mechanisms of students, it is necessary:

1) to consider learning of grammar not as an end in itself, but as a means of acquirement the methods of inflection, word formation, word placement, that is, as a means of acquirement the methods of structural formulation of speech that carries one or another substantive content;

2) to select the necessary and sufficient grammatical

minimum, the adoption of which will provide, on the one hand, the relatively correct grammatical formulation of productive types of speech activity, mainly speaking, on the other hand, will provide reception, that is, understanding of reading and listening; therefore, we are talking about the selection of the active grammatical minimum and the so-called passive minimum;

3) to provide a strong and automated possession of the grammatical minimum for active use in speech which requires special efforts in the university environment, that is, to achieve such a position while speaking that it is enough to "start only the first element, and all the rest just work according to the given programme" [32].

In connection with the strengthening of the leading position of grammar in the formation of communicative competence, the problem of developing grammatical skills is one of the most relevant. In English textbooks grammar is introduced in separate topics, each of which is assimilated separately, but does not provide a key to a comparative analysis of all non-finite forms of the verb. This forces students to translate texts and do exercises on an intuitive level and resort to guess, which is unacceptable, because often this leads to inaccurate and even opposite in meaning translation and incorrect execution of tasks. Most mistakes are caused by the incorrect perception of homonymous grammatical forms. Thus, when passing through the textbook material, it is necessary to conduct a systematic analysis of grammatical forms in various contexts, paying particular attention to multivalued forms.

Since grammar skills are connatural inhomogeneous, it is necessary to create a comprehensive approach that will affect all the basic aspects of teaching the use of non-finite verb forms, and

which can be applied both to facultative and to main classes of the English language course in higher educational institution.

Grammar exercises in the elaborated complex respond the following basic requirements:

1)	the presence of a communicative orientation;

2)	learning to use grammatical material correctly;

3)	the inclusion of various types of exercises (substitutional, exercises after the pattern, exercises on the independent use of new grammatical material, exercises on the transformation of one form into another, translation exercises).

During the classes, lecturers should explain the grammatical material with the purpose of developing primary abilities and skills after which the students do the exercises in the classroom, some of them will be assigned for independent study as homework which will then be disassembled and analyzed in the classroom. In addition to various exercises, students will be offered to work with thematic assignments, in particular with a text on the different topics (for example, Tourism and Traveling), the main purpose of which is to study grammar. While listening and reading texts, it is assumed that students will recognize the studied grammatical topic and will be able to find some forms of infinitive, gerund and participles, correctly translate it into Russian, and also give a comment indicating the formal and semantic features of non-finite verb forms and the principles of their differentiation.

In higher educational institutions of the Russian Federation there are also the facultative classes for those wishing to increase their level of knowledge and clear all the problems that emerge periodically in understanding of the new grammar material. So the main purpose of these facultative classes is to deepen students' knowledge, develop their abilities, interests and tendencies. The

advantage is that it makes possible to take into account the individual capabilities of students and combines them with a collective form of work. Moreover, the degree of independence on the basis of execution creative tasks, preparing messages or working with home reading is increasing, and there is also a mutual interest in the results of work and responsibility to groupmates. In this regard, the conduct of such special facultative courses is also provided in our complex. Within the work of these classes, individual questions for discussion will be put forward, problems encountered in studying the topic of non-finite forms of the verb will be considered, as well as the elaboration of complex tasks, which will be divided into a number of simple ones with subsequent discussion of the results of their implementation.

As the most of difficulties is associated with the translation of sentences from Russian into English and vice versa, students are offered mainly translation exercises. For example:

Translate the sentences from English into Russian and point to the verbal

1. He seems to have done it especially for you. 2. It is no use worrying about it. There is nothing you can do.

Circle the correct variant of translation.

Говорят, что эта статья переведена на все языки мира.

1. They say that this article has been translated into all the languages of the world.
2. This article was said to have been translated into all the languages of the world.
3. This article is said to have been translated into all the languages of the world.

3. Translate the words and phrases in brackets.

1) Go to the shop and ask the man (стоящего там) to show you the way. 2) The man (стоящий у окна) was our teacher last year. 3) Did you see in what direction the man (стоявший здесь) went?

These translation exercises will help students to work out and remember grammatical constructions with non-finite verb forms much better, to understand the discrepancies between the Russian and English versions of the translation, consolidate theoretical knowledge and develop basic skills for using infinitive, gerund and participles.

Substitutional exercises are the next type of exercises offered to students. Its main advantage is to provide more repeatability of the topic being studied that each time leads to more productive and effective implementation of such tasks and also helps to achieve automation in the correct use of non-finite forms of the verb.

For instance:

Open the brackets using the appropriate form of the infinitive and state its function.

1. He seized every opportunity (to appear) in public: he was so anxious (to talk) about. 2. The woman pretended (to read) and (not to hear) the bell.

Open the brackets using the appropriate form of the gerund and state its function.

1. The girls were busy (to pack) when one of them suddenly remembered (to leave) the milk on the stove which was probably boiling over. 2. After thoroughly (to examine) the student, the professor gave him a satisfactory mark.

Open the brackets using the appropriate form of the participle and state its function.

1. (to phone) the agency, he left (to say) he would be back in two hours. 2. She looked at the enormous bunch of roses with a happy smile, never before (to give) such a wonderful present.

Another type of exercise that is recommended for students to do is created in the form of a test and is aimed at the direct use of the material studied, and also focuses students on the grammatical structure and the use of a certain form. Moreover, the test form of the tasks will help the teacher and student to understand which topics are well learning and which ones should be revised and worked out again. (Appendix D)

Transformational exercises will also help students to formulate skills for combining, replacing, reducing, or expanding the given grammatical structures in speech. Despite the fact that they have more complex character of transformation, in contrast to substitution exercises, students develop the ability to respond quickly to proposed tasks, and as a result one or another grammatical model is fixed and leads to automation in speech.

For example:

Replace the underlined parts of the sentences with infinitive, participial or gerundial constructions.

1. The new medicine may be recommended only <u>after it is approved by the Scientific Board.</u> 2. Don't promise <u>that you will do it</u>, if you are not sure that you can.

In addition to the exercises for mastering and consolidating the knowledge gained on the topic of non-finite forms of the verb, listening will also be held regularly. This skill is certainly important and especially effective in combination with reproduction skills, i.e. speaking and writing. The material for listening can be songs, dialogues, audio books, news and podcasts. Listening to various texts implements the communicative orientation of learning, as

students are involved in oral communication which helps to form and develop vocabulary and grammar skills.

We also provided facultative classes that allow us to expand and deepen students' knowledge, develop their abilities and solve problems associated with a misunderstanding of some aspects of the topics studied in the required course. The difference between facultative and compulsory training of students lies in the methods and techniques of teaching, as well as in its organization, that is, conducting classes on a voluntary basis.

The main task of facultative classes is the use of formed skills in speaking and reading. Thus, the focus on improving skills means that classes can be based on material with a predominance of either the lexical or grammatical aspect. At the same time, grammatical phenomena are generalized in such a way as to provide a certain set of diverse communicative intentions in the class. If several constructions are being worked out simultaneously, then such communicative intentions are selected where all these grammatical phenomena would be equally necessary to achieve a speech goal, and if work is underway on one complex grammatical phenomenon, then in speech tasks it should be shown the variability of its application for the implementation of several communicative intentions. [36]

Regarding the stages of the class, it should be noted that since extra-curricular grammatical phenomena or fundamentally new lexical topics are not introduced, the stage of introduction with the language material, as a rule, is not detailed, informative and does not occupy a significant part of the class, but sometimes this stage can take an important place in the structure of the class. To some extent, the need for introduction is caused by the shortcomings of an English language textbook that has been in

force for many years. However, for any basic textbook, it is necessary to generalize the material studied at a different qualitative level, from the point of view of both the speaker and the perceiver; however, such generalizations should not overload the facultative course. As for speech skills, introduction with them is happens more often during the facultative classes than regular ones. This entry is more oriented to the transfer of relatively simple speech actions from the mother tongue than to the development of complex intellectual skills, such as definition, logical determination or objective character of the utterance. [36]

The course of optional classes is a single whole with the main course which continues and develops it and creates opportunities for additional use of programme material in all types of speech activity. The programme of optional classes provides new real situations for the use of a foreign language for the purpose of communication in the preparation of staging, role-plays, holidays, musicals, plays and reader contests. All the listed forms of classes provide the improvement of lexical and grammatical skills and the development of speech skills in conditions that are as close as possible to real speech or imitate such communication within the framework of the spheres and subject-specific content of communication defined by the programme. [34]

One of the productive ways to improve one's knowledge of English is home reading which is carried out on a facultative course. Home reading, as an independent aspect of the subject "English language", can provide a more solid formation of all the skills of various types of speech activity, that is, it serves as a learning tool for reading, listening, writing and speaking, and also helps to solve problems in the process of teaching a foreign

language, which require a special educational and meaningful context. [35]

As a material for home reading, the fiction of Theodore Dreiser "Jenny Gerhardt" was chosen. This choice is explained by the fact that the work is a classic literary text and reflects all the grammatical norms of the English language. Home reading tasks are aimed at improving the translation and writing skills of students, searching for and recognizing non-finite verb forms, analyzing the frequency of use of the infinitive, gerund and participles, as well as improving the skill of using them in modern colloquial speech.

Learning and using non-finite forms of the verb in speech is the most difficult for students. In the absence or insufficient amount of training, students of the English language have difficulties in choosing one or another construction, as the thinking of teenagers is organized in their native language. To this end, the facultative provides for students to learn how to use non-finite verb forms by identifying differences and similarities between grammatical phenomena in both languages, which makes it possible to minimize the appearance of typical mistakes.

Thus, the elaborated complex of exercises for training the use of non-finite forms of the verb includes a variety of tasks used both in ordinary classes in traditional forms and types of work, as well as in optional classes using other methods and techniques. Doing a number of exercises helps students to recreate the situation of natural communication, makes it possible to remember authentic speech, and also helps to automate the correct speech skills in terms of grammar.

2.2. Approbation of the complex of exercises aimed at formation the skills of the use of non-finite forms of the verb in English classes

Approbation the complex of exercises was to be carried out in two groups. One of them was a control group, its main task was to do all the tasks without going beyond the curriculum, and the second one was an experimental group, the classes of which would also go according to the curriculum but with the introduction of our complex of exercises.

Thus, the complex of exercises that we elaborated was introduced and tested in English classes in the experimental group of students at the Humanities and Education Science Academy. According to the discipline-based curriculum, 108 academic hours are allotted for the study of the English language. "Practical course of the English language" by V. Arakin, as well as "A Grammar of the English Language" by V. Kaushanskaya were used as the main textbooks. The elaborated complex of exercises was tested in the framework of the theme of non-finite verb forms. During the classes students did different kind of exercises from the complex we elaborated in the classroom, some of which were given for individual task as homework. However, the complex of exercises corresponded to the curriculum and, above all, was consistent with the proposed exercises on calendar-thematic planning of the federal state educational standard, which did not violate the educational process of the higher educational institution.

The group of primary exercises was introduced directly behind the explanation of grammatical material and had as its goal the development of initial skills. The exercises were of receptive character and consisted in the formation and functioning of non-

finite forms of the verb, recognition of the studied grammatical topics during listening and reading, the ability to find a particular construction in the text and correctly translate into Russian.

When the grammar material was introduced to students the following sequence was followed:

1) translation of sentences with non-finite verb forms from English into Russian establishing their meaning based on the analysis of several written contexts;

2) comments indicating formal and semantic features of non-finite verb forms and the principles of their differentiation.

After these tasks the students were asked to perform a series of reproductive exercises which consisted in the oral and written education of non-finite forms of the verb. The explained rule was fixed by means of a range of tasks which were gradually complicated by translation, substitution, and transformational exercises.

These translation exercises helped students to work out and remember grammatical constructions with non-finite verb forms much better, to understand the discrepancies between the Russian and English versions of the translation, to consolidate theoretical knowledge and develop basic skills for using infinitive, gerund and participles.

Substitution exercises provided greater repeatability of the topic being studied, which each time led to more efficient and productive implementation of such tasks and helped to achieve automation in the correct use of non-finite forms of the verb.

Another type of exercise was introduced in the form of a test and aimed at the direct use of the material studied, and also focused the students on the grammatical structure and use of a certain form.

Transformational exercises helped students to develop the skills of combining, replacing, reducing, and expanding given grammatical structures in speech. Despite the fact that they had a more complex character of transformation, as opposed to substitution exercises, students elaborated the ability to respond quickly to proposed tasks, as a result of which they fixed the use of appropriate grammatical models.

In addition to the training exercises for mastering and consolidating the knowledge gained on the topic of non-finite verb forms, listening was regularly conducted. The material for listening was songs, dialogues, audio books, news and podcasts. Listening to various texts helped to realize the communicative orientation of learning, as students were involved in oral communication, which helped to form and develop vocabulary and grammar skills.

Moreover, we considered optional classes that allowed us to expand and deepen students' knowledge, develop their abilities and eliminate problems associated with a misunderstanding of some aspects of the topics studied in the required course. The difference between the facultative and compulsory training of students consisted in the methods and techniques of teaching, as well as in its organization, that is, conducting classes on a voluntary basis. The main task in elective classes is the use of formed skills in speaking and reading.

Also at the optional class, students received home reading tasks which were aimed at improving the translation and oral and writing skills, searching and recognizing non-finite verb forms, analyzing the frequency of using the infinitive, gerund and participle, as well as improving the skill of using them in modern colloquial speech. As part of home reading, students prepared for a short retelling of the text and wrote compositions and essays using

constructions with non-finite verb forms, learnt by heart various dialogues full of infinitive forms, gerund and participles, as well as listened to audio recordings of the book being read and recognized certain grammar models.

Certainly in the course of our experiment a number of difficulties arose and they were associated with some certain tasks that students were supposed to do. The difficulty was in such exercises as: translation from Russian into English, opening brackets with the correct form and explanation of this choice, defining functions, writing compositions or essays and brief retelling using all non-finite verb forms.

Thus, for example, in the sentence: "*Being written* in pencil, the letter was difficult to read", the impossibility to recognize whether it is gerund or participle became a problem for students, as they are identical in the formation of their types and voice forms, where the –ing suffix is used in both.

There also were some difficulties in the exercise on the use of gerund and infinitive where the key point was to distinguish between verbs that can appear in combination with gerund and infinitive, but have different meanings. For example, the sentences "*I remember posting your letter*" and "*He remembered to post the letter*" at first glance seemed to the students exactly the same, and there was no difference other than changing the pronoun from *I* to *he* and the form of Present Simple to Past Simple. However, there is a significant difference in the content of the text, since in the first sentence "remember" is translated into the Russian language as «помнить», and in the second one we translate it like "вспомнить", that is, in the meaning of "не забыть что-то сделать".

It should be noted that the difficulty in understanding the grammatical material is explained by the fact that educational and developmental goals in learning cannot be fully achieved due to the fact that students, while studying traditional grammars of a foreign language, do not understand the practical significance of the terms and concepts, and goals of grammar analysis. This situation also indicates that students do well with simple tasks associated with training primary theoretical material, such as tests or transformation exercises, but they cannot always explain the application of theory in practice.

Extra difficulties for students caused a creative task given to them in the optional class, which was associated with home reading. This problem results due to the fact that few hours are given to a foreign language and often such practices as home reading are not introduced into the English course. Most of all the difficulty consisted in retelling the plot for 10-15 sentences using non-finite forms of the verb. Students got used to make up the Russian sentence and often expressed their thoughts in Russian, using complex sentences and forgetting about the use of infinitive, gerund and participle which was previously agreed in the assignment.

There were also difficulties with the use of one or another predicative construction. The greatest number of difficulties was caused by the infinitive complex with the preposition <u>for</u> (*The Prepositional Infinitive Complex*) and the independent participial construction (*The Nominative Absolute Participial Construction*). This phenomenon is explained by the fact that predicative complexes are extremely rare during the study of the English course and students have poorly formed skills for their use.

Despite a number of problems that resulted during the experiment, there were a lot of positive points. Students managed with the translation of sentences from English into Russian without any difficulties, did tasks for comparing sentences in accordance with the translation, and also easily did transformation exercises the tasks of which were oriented for combining, replacing, reducing or expanding the proposed grammatical structures in speech.

It cannot be denied the fact that students gladly wrote essays and combinations on various topics using non-finite verb forms and made the minimum number of light mistakes. Top scores and results were also achieved in listening when students were listening songs, broadcasts of British radio, dialogues, news and book passages. Special-interest effect for students was caused by the task with podcasts, which led to the completion of the task at a fairly good level. The students were supposed to complete the quest the main task of which was to record and send voice messages to each other with invented tasks of different difficulty levels.

During our classes, both individual and frontal forms of control were used to avoid the passivity of the group and individual students. The class was dominated by students with intermediate academic achievement, but there were also several low-achieving students. Special attention was paid to such students, and of course individual work was carried out with them, separate tasks were offered, while the main group of students was engaged in reading and revealing in it non-finite forms of the verb. Students' answers were always encouraged, additional explanations and examples were given for better understanding and learning by the

students, a homework survey was conducted, quests and competition assignments were introduced.

Another important factor was the creation of a positive atmosphere in ordinary classes, as well as in facultative classes. This task was accomplished through the use of various techniques and methods that arouse personal interest among the students in completing tasks.

By the end of classes in the experimental group students learned:

1) to formulate the rules for the use and formation of non-finite forms of the verb;

2) to recognize the presence of non-finite verb forms in various texts and audio recordings;

3) to determine the functions of the infinitive, gerund and participle;

4) to distinguish predicative constructions;

5) to transform simple sentences into complex ones and vice versa;

6) to compose and retell texts using non-finite verb forms;

7) to write essays and compositions on various topics using constructions with the infinitive, gerund and participle;

8) to use set expressions and utterances with non-finite verb forms;

9) to read home reading, analyze and search for the necessary information;

10) to acquire self-confidence, instill knowledge, skills and abilities and always improve them, refine the quality of work, as well as the desire to do the best, learn more and harder, develop and become more active among low-achieving students.

2.3. The results of approbation of the elaborated complex of exercises and summing up

After the complex of exercises was introduced in the experimental group of students aimed at developing the skills of using non-finite verb forms when studying the English language course, the control and experimental groups were tested the second time. The purpose of testing was to re-determine the level of skills formation of using non-finite verb forms in English in the selected groups. The test results are presented in tables 2.1 and 2.2.

Table 2.1

The results of testing in the control group

The level of the formed skills on the topic of non-finite verb forms			
High level	Sufficient level	Intermediate level	Low level
The student receives an excellent mark and there are no mistakes	The student solves the test with a minimum number of slight mistakes (1-2)	The student makes 3-5 mistakes	The student receives a satisfactory mark and there is a significant number of mistakes (more than 5)
21,4% (3 p.)	28,6% (4 p.)	28,6% (4 p.)	21,4% (3 p.)

Table 2.2

The results of testing in the experimental group

The level of the formed skills on the topic of non-finite verb forms			
High level	Sufficient level	Intermediate level	Low level
The student receives an excellent mark and there are no mistakes	The student solves the test with a minimum number of slight mistakes (1-2)	The student makes 3-5 mistakes	The student receives a satisfactory mark and there is a significant number of mistakes (more than 5)

33,3% (6 p.)	38,9% (7 p.)	22,2% (4 p.)	5,6% (1 p.)

The second test was made the similar way as the primary. The material and exercises for testing were taken from textbooks and manuals on English grammar for higher educational institution (Appendix B). Testing consisted of four tasks of different level of complexity having four answers for each task. The purpose of the first block of tasks was to determine whether the students could cope with differentiating non-finite forms of the verb. As for the second block of assignments, students were asked to choose the correct type of tense form namely gerund, participle or infinitive, and to use prepositions correctly.

The received test results made it possible to compare the level of skill formation in the control and experimental groups. This information is presented below in the table 2.3.

Table 2.3

The final level of the formed skills of using non-finite verb forms among the students of control and experimental groups

The level of the formed skills on the topic of non-finite verb forms	Control group	Experimental group
High level	21,4%	33,3%
Sufficient level	28,6%	38,9%
Intermediate level	21,4%	22,2%
Low level	28,6%	5,6 %

These results allow us to make the following conclusion, that is, the elaborated complex of exercises for the experimental group improved the students' grade. Thus, the number of students with a high level of proficiency in grammar skills is higher than in the control group by 11,9%. The number of students with a low level is

23% less. Comparatively to the initial indicators in the experimental group, the number of students with a high level of formed skills increased by 12.5%. The number of students with a low level of formed skills decreased by 25%. Comparative data of the test results before and after the implementation of the exercise complex are presented in Appendix D.

Thus, as we can see, the students improved their skills in using non-finite forms of the verb, correctly translated from English into Russian and from Russian into English, and also developed, solidified the skills of using correct speech in terms of grammar.

CONCLUSION

Nowadays English is an undisputed leader in the international arena. With regard to political changes the international relations of the Russian Federation and other countries are currently in a troubled state. However, despite this fact, the English language does not lose its significance, as the Russian Federation is trying to adopt policies aimed at creating a stable and sustainable system of international relations based on the international law and founded on the principles of equality and mutual respect.

The importance of the English language learning has still remained in the educational sector. Its study is in the same line with the basic subjects both at school and in higher educational establishments. However, the proposed amount of training hours is clearly insufficient for mastering a foreign language at the functional level. The process of learning a foreign language is difficult in the field of grammar, primarily because there are many differences in comparison with the Russian language.

For the reason that it is not possible to put all grammatical, lexical and phonetic peculiarities and nuances into the university English course, some negative factors and incompetence in the application of elementary grammatical structures by students subsequently arise. Since higher educational establishments focus on the use of tenses and the development of reading, speaking and writing skills, the topic of non-finite verb forms is often studied superficially, which, of course, affects their use skills and leads to the inability to master the language at a high level.

The learning process on the topic of non-finite verb forms (infinitive, gerund, participle) causes a number of difficulties for students. The abundance of forms and functions, the presence of

constructions, various examples, ways of formation and translation of the infinitive, gerund and participle make English students face a difficult choice.

According to the Federal State Educational Standard two hours a week are allocated for students who study English as a non-core language. But for those who study at the English faculty it is recommended to take classes at least three to eight hours a week. Of course the proposed amount of training hours is insufficient for learning a foreign language and the students often turn to additional classes, study the material on their own or attend special clubs and groups.

This circumstance can be confirmed by the result of the test proposed to the first-year students of the Humanities and Education Science Academy, according to which 5% of students completed tasks at a high level, 17% - at a sufficient level, 21% - at an average level, and 47% of students failed the test at all.

The aim of our research was the development, theoretical justification and testing of the complex of exercises oriented towards developing the skills of using non-finite verb forms in higher educational establishment. To achieve this aim we did a number of tasks namely we identified the specifics of the use of non-finite verb forms basing on the study of this problem; compared the use of non-finite verb forms in Modern English basing on the analysis of philological literature; determined the state and problems of teaching the use of non-finite verb forms; elaborated and theoretically ground the complex of exercises aimed at formation the skills of using non-finite verb forms in a higher educational establishment; and tested the elaborated complex of exercises during the classes in a higher educational institution.

Thus, during our research, we analyzed the current curriculum in English at universities, conducted testing among the students, and also studied in detail the textbooks and manuals used in the learning process. After that we introduced a elaborated complex of exercises for training the use of non-finite forms. This complex included variety of tasks applied both in ordinary classes in traditional forms and types of work, as well as in optional classes using other methods and techniques. Performing a series of exercises helped students recreate the situation of natural communication, made it possible to remember authentic speech, and also helped automate the skills of correct speech in terms of grammar.

The elaborated complex of exercises for the experimental group improved the students' grade. Thus, the number of students with a high level of proficiency in grammar skills is higher than in the control group by 11,9%. The number of students with a low level is 23% less.

These data allow us to conclude that students improved their skills in using non-finite verb forms, correctly translated from English into Russian and from Russian into English, and also developed, consolidated the skills of using correct speech in terms of grammar.

Thus, in the course of our study, the set aims and objectives were successfully solved. The undertaken experiment does not exhaust the complexity of the problems and does not pretend to be a qualitatively completed development related to teaching the use of non-finite verb forms in the English language school course, but only opens up prospects for further study of the topic, the establishment of new experiments and more detailed studies.

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APPENDICES

APPENDIX A

Test for the first-year students of the Humanities and Education Science Academy

1) Определите функцию герундия

1) After <u>being corrected</u> by the teacher, the students' papers were returned to them.
a) определение;　　　b) обстоятельство;　　　c) подлежащее.
2) I had the pleasure of <u>dancing</u> with her.
a) обстоятельство;　　　b) определение;　　　c) предложное дополнение.
3) <u>Playing</u> chess is his hobby.
a) обстоятельство;　　　b) подлежащее;　　　c) определение.

2) Выделите предложение с инфинитивом в функции части сказуемого

a) In this area there are no monuments to speak of.
b) His plan was to finish this work in time.
c) He was the last to answer this question.

3) Выберите предложение с Infinitive Perfect Continuous Active

a) The student wanted to be examined as soon as possible.
b) Which is more pleasant: to give or to be given presents?
c) He is proud to have been working with you for many years.

4) Укажите предложение с независимым причастным оборотом

a) Radio was invented in Russia, its inventor being the Russian scientist A. S. Popov.
b) When we were given dictionaries, we managed to translate the article easily.

c)Having been shown the wrong direction, the raveler soon lost their way.

5) Найдите предложение с субъектным инфинитивным оборотом, соответствующее русскому

Говорили, что он знает шесть языков.
a) They said that he knew six languages.
b) He was said to have known six languages.
c) He was said to know six languages.

6) Определите функцию причастия

1. We could not see the sun <u>covered</u> by the clouds.
a) определение;　　　　b) часть сказуемого;　　　　c) обстоятельство.
2) Nobody saw the things <u>kept</u> in that box.
a) обстоятельство;　　　b) определение;　　　　c) часть сказуемого.
3) <u>Having done</u> his homework, he went for a walk.
a) определение;　　　　b) часть сказуемого;　　　　c) обстоятельство.

7) Подберите правильный перевод для сложного герундиального оборота

I know of his having passed the examination.
a) Я знаю о том, что он сдаёт экзамен.
b) Я знаю о том, что он сдаст экзамен.
c) Я знаю о том, что он сдал экзамен.

8) Participle II в функции части глагола – сказуемого участвует в образовании

1) только всех форм пассивного залога
2) Continuous Active
3) Indefinite Active
4) the Passive Voice и Perfect

9) Определите герундий по формальным признакам

a) entering the room;　　　b) on entering the room;　　　c) while entering the room.

10) Выберите нужную форму причастия

a) The girl … on the blackboard is our best student.
a. writing;   b. written.
b) The house … by tall trees is very beautiful.
a. surrounding;   b. surrounded.
c) Who is that boy … his homework at that table?
a. doing;   b. done.

Appendix B

Test for the students of design faculty of the Humanities and Education Science Academy

1) <u>**Translate the following sentences from English into Russian**</u>

1) The coat bought last year is too small for me now.

2) A celebration such as this was a chance not to be missed.

3) Would you mind my smoking?

4) I've got a wife and a child to look after.

5) We appreciate John's helping us.

2) <u>**Name the appropriate non-finite form of the verb (The Infinitive, The Gerund or The Participle) and state its functions**</u>

1) It's easier <u>for me to go</u> out and buy a new pair of gloves.

2) She worked in the garden <u>singing</u> merely.

3) I will not be able to do it without <u>being helped</u>.

4) <u>To be recognized</u> gave her great joy.

5) The young men <u>building</u> our house with me are my brothers.

3) <u>**Translate the following sentences from Russian into English**</u>

1) Что вы хотите, чтобы я сделал для вас?

2) Статья, переведенная на английский, очень большая.

3) Говорят, что она сейчас работает на заводе.

4) Вы не будете против, если я открою дверь?

5) Они, кажется, совершенно нас забыли.

4) <u>Choose the correct answer</u>

<u>1) Найдите предложение с объектным инфинитивным оборотом, соответствующее русскому</u>
Наш преподаватель любит, когда мы задаём вопросы.

a) Our teacher likes us to ask questions.

b) Our teacher likes when we ask questions.

c) Our teacher likes to ask us many questions.

2) Укажите причастие в форме Perfect Participle Active

a) writing;   b) having written;   c)   having   been written.

3) Укажите предложение с независимым причастным оборотом

a) Having written this exercise, I began to doubt whether it was

correct.

b) While listening to the lecturer, students should always be

attentive.

c) The dinner being over, the old lady asked Barbara to come and sit down on the sofa near her.

4) Укажите предложение со сложным герундиальным оборотом

a)His being sent to Moscow was quite unexpected.

b)After reading the article I made notes.

c)It was no use talking about it any longer.

Appendix C

The second test after approbation of the exercise complex for students of control and experimental groups

1) <u>**Translate the following sentences from English into Russian**</u>

1) The books written by Dickens give us a realistic picture of the 19th century England.

2) Your coming has done him good.

3) Nobody saw the things kept in that box.

4) She is pleasant to look at.

5) You're a bachelor with no family to take care of.

2) <u>**Name the appropriate non-finite form of the verb (The Infinitive, The Gerund or The Participle) and state its functions**</u>

1) I had the pleasure of <u>dancing</u> with her.

2) The plan will be discussed at the meeting <u>to be held</u> on May 25.

3) <u>Doing</u> his study she found a note under his desk.

4) Ann could retell the English story she had read without <u>looking</u> into the book.

5) You <u>should have told</u> me about it yesterday.

3) <u>**Translate the following sentences from Russian into English**</u>

1) Будучи очень занят, он не сразу услышал меня.

2) Это хороший способ уйти от ответа.

3) Нет надежды, что он закончит свою работу к вечеру.

4) Артистка, рассказывающая детям сказки по радио, знаменита на всю страну.

5) Они, вероятно, не получили зарплату сегодня.

4)Choose the correct answer

1) Выберите предложение с Infinitive Perfect Continuous Active

a) The student wanted to be examined as soon as possible.
b) Which is more pleasant: to give or to be given presents?
c) He is proud to have been working with you for many years.

2) Выберите причастие, соответствующее по форме и содержанию русским группам слов
1) разработав прибор

    a) having developed the device;

    b) having been developed the device;

    c) developing the device.

2) используя этот метод

    a) having been used this method;

    b) using this method;

    c) having used this method.

3) Подберите правильный перевод для сложного герундиального оборота
I know of this article being written at present.

    a) Я знаю о том, что эту статью сейчас пишут.

    b) Я знаю о том, что эту статью написали.

    c) Я знаю о том, что эту статью скоро напишут.

4) Укажите предложение с субъектным инфинитивным оборотом

    a) The results to be expected are of great importance.

    b) The computer is said to be able to do computation in milliseconds.

c) The mechanic heard the engine start.

Appendix E

The complex of exercises

1) Translate the sentences from English into Russian and point to the verbal.

He seems to have done it especially for you. 2. Having been built of concrete, the house was always cold in winter. 3. It is no use worrying about it. There is nothing you can do. 4. She doesn't like to be reminded of her duties. 5. He is proud to have been working with this famous artist for many years. 6. What makes you ask me that? 7. But fortune had another fling for him to endure. 8. In a few minutes the guests will be arriving wearing smiles and carrying presents. 9. Being written in pencil, the letter was difficult to read. 10. She can't stand being contradicted.

2) Circle the correct variant of translation.

Говорят, что эта статья переведена на все языки мира.

a) They say, that this article has been translated into all the languages of the world.

b) This article was said to have been translated into all the languages of the world.

c) This article is said to have been translated into all the languages of the world.

Он хотел, чтобы я прочитал эту книгу.

a) He wanted me to read this book.

b) He wanted this book to be read as soon as possible.

c) This book is to be read as soon as possible.

3) Match the sentences according to the translation.

I think you've had the worst luck in the world, and if I was in your	Я хотел бы, чтобы Вы подробно рассказали мне о своих делах.

shoes, I would be scared.	
We cannot solve that problem without analysing the results of the experiment.	Но в глубине души она понимала, что роковой день всё равно скоро наступит.
Electronics is playing a very important part in industry.	Он зарабатывал на жизнь, строя людям беседки и гаражи.
Here you can have your coat cleaned overnight.	Мы не можем решить эту проблему, не анализируя результатов эксперимента.
Hereafter I want you to keep me informed of how things are going with you.	Я думаю, что тебе досталось худшее, что есть в этом мире, и если бы я был на твоём месте, я бы испугался.
But in her heart of hearts she knew that the evil day could not be long postponed.	Здесь вам почистят пальто за одни сутки.
He came back and stood on the steps leading down to the street.	Он вернулся и стоял на лестнице, ведущей на улицу.
He made his living building summer houses or garages for people.	Электроника играет очень важную роль в промышленности.

4) Translate the words and phrases in brackets.

1. Go to the shop and ask the man (стоящего там) to show you the way. 2. The man (стоящий у окна) was our teacher last year. 3. Did you see in what direction the man (стоявший здесь) went? 4. The conference (проходящая сейчас) in our city is devoted to the problems of environment protection. 5. Unable to attend the conference (проходившую тогда) at the University, we asked to inform us about its decisions. 6. They are now at a conference (которая проходит) at the University. 7. We hope he will succeed ... (найти свое место в жизни). 8. Why do you avoid ... (смотреть на меня)? 9. How proud I was of ... (что изобрел это замечательное устройство). 10. They prided themselves ... (что первыми изобрели этот прибор).

5) Open the brackets using the appropriate form of the infinitive and state its function.

1. He seized every opportunity (to appear) in public: he was so anxious (to talk) about. 2. The woman pretended (to read) and (not to hear) the bell. 3. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow. 4. They seemed (to quarrel): I could hear angry voices from behind the door. 5. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings. 6. Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall. 7. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget).

6) Open the brackets using the appropriate form of the gerund and state its function.

1. The girls were busy (to pack) when one of them suddenly remembered (to leave) the milk on the stove which was probably boiling over. 2. After thoroughly (to examine) the student, the professor gave him a satisfactory mark. 3. After thoroughly (to examine) by the examination commission, .the student was given a satisfactory mark. 4. You never mentioned (to be) to Greece. 5. I landed in London on an autumn evening. My friends expected me home for the holidays, but had no idea of my (to return) so soon. I had purposely not informed them of my (to come), that I might have the pleasure of (to take) them by surprise. And yet I had a feeling of disappointment in (to receive) no welcome. I even felt like (to cry). 6. The girl was proud of (to choose) to represent the sportsmen of the school at the coming competition. She thanked her friends for (to choose) her and promised to do her best to win.

7) Open the brackets using the appropriate form of the participle and state its function.

1. (to phone) the agency, he left (to say) he would be back in two hours. 2. She looked at the enormous bunch of roses with a happy smile, never before (to give) such a wonderful present. 3. (to wait) for some time in the hall, he was invited into the drawing room. 4. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady. 5. They reached the oasis at last, (to walk) across the endless desert the whole day. 6. (to lie) down on the soft couch, the exhausted child fell asleep at once. 7. She went to work, (to leave) the child with the nurse.

8) Chose the correct answer.

This information is very important. It may... by students for preparing for exams.			
a) be using	b) to be used	c) be used	d) have used
The students were discussing something. They didn't notice the lecturer ... the room.			
a) to enter	b) entering	c) has entered	d) enter
He was accused of ... his friend.			
a) betrayed	b) betraying	c) being betrayed	d) having been betrayed
Would you rather ... conflicts or ...?			
a) avoiding, quarreling	b) to avoid, to quarrel	c) avoid, quarrel	d) have been avoided, have been quarreled
The student was happy ... abroad.			
a) to be sending	b) been sent	c) sent	d) to have been sent

9) Replace the underlined parts of the sentences with infinitive, participial or gerundial constructions.

1. The new medicine may be recommended only after it is approved by the Scientific Board. 2. Don't promise that you will do it, if you are not sure that you can. 3. Since he needed a shelter for the night, Peter decided to go to the neighbours' house. 4. As the people were afraid of falling into a ditch in the darkness at any

moment, they felt their way about very carefully. *5.* She is happy <u>that she has found such a nice place to live in</u>. 6. Just before I left the classroom, I was approached by a fellow student who asked me to help him. 7. My sister will be thrilled <u>when she is wearing a dress as lovely as that.</u> 8. <u>The fact that you took English lessons</u> some years ago helps you in your studies now. 9. <u>As he now felt more at ease</u>, the man spoke in a louder voice.

10) Choose the correct answer

1. You had better … more words and word expressions by heart if you want to understand English films.

a) learn   b) to learn   c) to be learning   d) have learned

2. The student was happy … abroad.

a) to be sending   b) been sent   c) sent   d) to have been sent

3. Would you mind … your boarding pass?

a) to show   b) show   c) showing   d) being shown

4. I was sorry … as I couldn't write my essay up to the end.

a) to bother b) to have been bothered   c) to be bothering   d) bother

5. He was accused of … his friend.

a) betrayed   b) betraying   c) being betrayed   d) having been betrayed

6. Would you rather … conflicts or …?

a) avoiding, quarreling   b) to avoid, to quarrel   c) avoid, quarrel
d) have been avoided, have been quarreled

7. While reading jokes, I can't help … .

a) to laugh   b) laugh   c) laughing   d) be laughing

8. I don't want the flight … .

a) to delay   b) delayed   c) delaying   d) to be delayed

9. I thanked my mum for … me yesterday.

a) helping   b) help   c) having helped   d) being helped

10. Two parties succeeded … resolving conflicts in a peaceful way.

a) at   b) in   c) on   d) with

11. I can't stand communicating with him. He is pleased … criticizing people.

a) at   b) with   c) of   d) from

12. Many pupils dream … getting higher education, but they don't work hard at school.

a) about   b) of   c) in   d) on