

THE ROLE OF ADDITION IN TRANSLATION PROCESS

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Abstract

This article discusses the dependence of complex objects on verbs of mental activity, the differences between gerund complexes and complex objects are examined, and special attention is paid to the specifics of the use and translation of the passive infinitive.

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One of the interesting and difficult to use and translate phenomena of English grammar is a complex addition. Thus, the possibility of the existence of sentences with certain types of complex objects after verbs of mental activity depends on whether the given verb can be combined in meaning with each of the components of the complex object separately. However, it happens that the use of the verb of mental activity with each component of a complex object separately is possible, but the sentence as a whole does not correspond to the norm of the language.

After some verbs of mental activity, complex objects are freely used as part of the initial participial phrases when it is impossible to use them after the same verbs in the personal form. For example: "Suspecting him to accept bribes, the judge convened a grand jury to look into the matter" or a sentence with a complex object with "to be, for example The judge suspected him to be a bribe-taker, perhaps a sentence with gerund The judge suspected him of accepting bribes.

A comparison of the use of complex objects and the corresponding subordinate clauses shows that when choosing one of these linguistic means, it is advisable to be guided by which verb introduces the object. In this case, several options are possible: sentences with a complex addition

- a) are the norm, while subordinate clauses are an aberration.
- b) are used more often and have a more colloquial connotation than sentences with additional clauses.
- c) are used less often and have a book shade.
- d) are not used.

Instead of "They said it to be the right one" they use "They said it was the right one" or "It was said to be the right one".

Verbs of mental activity (such as "remember", "recall", "imagine") can take both a complex object and a gerund complex, for example:

"I remember him/his stealing the money".

e) If the subject of the -ing form cannot be used in the possessive form, it naturally forms not a gerundial complex, but a complex object with the participle I.

This applies to subjects expressed by demonstratives and some indefinite pronouns (for example, "all", "each", "some", "and few"), numerals, or substantivized adjectives.

For example:

He will not hear of that being possible; I'm not surprised at young or old falling in love with her.

Subjects of -ing forms expressed by pronouns are more often possessive than subjects expressed by long proper nouns and attributive phrases.

Compare:

"We appreciate his being discreet" and "We appreciate Professor Wesley Abernathy being discreet".

Short nouns can be used both in the possessive and in the common case, for example:

"We appreciate Marion/Marion's being discreet".

The possessive pronoun is preferable in the case of a singular subject, and the personal

➤ In the case of the use of the plural subject.

Compare:

"I don't like your going so fast and I don't like you and him going so fast."

This is all the more true for cases where one of the homogeneous subjects is a noun. For example:

They remarked about my son and me being well qualified to keep each other company.

f) Gerundial complexes differ from complex additions stylistically: the former belong to the book-written, and the latter to the colloquial style. When distinguishing between the use of gerund and participle complexes in other positions (other than those described in the paragraphs), an additional criterion may be their syntactic function: gerund complexes predominate in the function of the subject.

For example:

"His saying that surprised us."

The choice between sentences with complex additions and their equivalents with a predicate in the passive is determined by the fact that the former can refer to the colloquial style and the latter are stylistically neutral.

Compare:

Razg. He had his fruit stolen and neutral.

His fruit was stolen.

A) the general meaning of participle I in complex additions, as in the composition of Continuous forms, is duration, repetition, incompleteness, deployment of the action, and the meaning of the infinitive is brevity, singleness, completeness.

Since the action conveyed by participle I is not limited in time, and the action expressed by the infinitive is usually completed, participles I are often translated by imperfective verbs, and infinitives by perfective verbs.

Compare:

"I saw Doug running across the field"

- "I saw Doug run across the field";

"I saw Doug run across the field" - "I saw that (how) Doug ran across the field."

This difference indicates the impossibility of using sentences like I saw Bob drown, so I rescued him "I saw (that) Bob drown, so I saved him."

At the same time, such sentences with participle I do not violate the language norm.

Compare:

"I saw Bob drowning, so I rescued him" - "I saw Bob drowning, so I saved him."

Compare also the transmission by the participle I of a multiple action and the transmission by the infinitive of the action of a single action:

"I heard the door slamming all night long; I heard the door slam just after midnight."

If a complex addition refers to a series of different actions, then infinitives are used to designate them.

For example:

I saw him enter the room, open a drawer and take out a revolver.

After verbs of mental activity like remember, imagine, recall, picture, participles I are used, when the speaker or writer imagines the ongoing action and seeks to convey this idea to the interlocutor or reader.

For example:

"I can easily remember (imagine, recall, picture) Billy stealing a cookie from the jar."

Any of these sentences can be rephrased using "in the act of".

For example:

"I can easily picture Billy in the act of stealing a cookie from the jar."

If the predicate is used can / could + see / hear, i.e. equivalents of Continuous forms, in a complex addition, not the infinitive, but the participle I is usually used.

The verbs of "catching" naturally require the use not of the infinitive, but of participle I, since the person referred to in the complex addition was caught doing the corresponding action.

If a noun or a pronoun denoting an animated object is combined with verbs that convey the physical position of an object (such as "lie", "lean", "stand"), then these verbs can be used both in the infinitive form and in the participle form I. For example - mer: "I saw the girl lie/lying on the bed". If the object is inanimate, that is, not capable of independently changing its state, which, therefore, can last a long time, then only participles I are used. For example: "I saw the glasses lying (but not * lie) on the bed".

When it is necessary to convey an unfolding action in a complex object, the problem arises of choosing between participles I and continuous infinitives, since both are adapted to perform this function.

After the verbs of physical perception and sensation, the complex object is used with the participle, if the verb-predicate is used in its direct meaning. However, if the verb is rethought and expresses mental activity, the complex object is used with the infinitive in the Continuous form. Compare: "We felt the ground giving way under foot" - "We felt the ground leaving from under our feet" and "We felt the ground to be giving way under foot" - "We realized that the earth was leaving from under our feet".

b) Infinitives are used after verbs more colloquial and more frequent, and participles - after verbs more bookish and less frequent. Compare: "I heard him

Speak"; "I saw him come"; "Watch him go and I observed them walking"; "I spied them approaching";

don't stare at me eating.

c) After the verb "have", expressing motivation, the use of the infinitive is more typical for the American variant. For example:

"Have Mr Smith come in, please." The use of participle I occurs in both British and American variant. For example:

"We'll soon have your car going again."

The well-known rules for using the particle to before infinitives in a compound object are as follows. After verbs of physical perception and sensation ("see", "watch", "notice", "hear", "feel") and some verbs expressing motivation ("make", "let", "have", "bid"), the infinitive is used without to. If the verbs "see" and "feel" were rethought and used in a derivative sense ("think", "believe"), the infinitive after them is used in the same way as after the other verbs of mental activity, i.e. with to. And vice versa, if the verb of mental activity "know" is used in the meaning of physical perception ("see", "hear"), the infinitive after it is used without to. These rules need a number of clarifications and additions. It is necessary to take into account: a) the presence of a group of verbs that are adjacent in meaning to the verbs of physical perception and sensation, b) some additional data on the rethinking of the meanings of the verbs of physical perception and sensation, c) the stylistic scope of the use of the corresponding sentences, d) the differences between the American and British variants.

a) According to the transmitted meanings, the above-mentioned verbs "to catch" come closer to the verbs of physical perception and sensation. This allows you to sometimes use them without the following particle to. So, although you can't say "*They found him walk away", but sentences like "I found my attention wander" are widely used.

b) With the exception of the verb "know", rethinking usually occurs only in one direction: a number of verbs of physical perception and sensation develop the meaning of mental activity, while verbs of mental activity do not develop the meaning of physical perception and sensation.

In derived meanings, not only the verbs "see" and "feel" are used (and therefore require an infinitive with to), but also some other verbs of physical perception and sensation, for example: sense, show, view. Compare: "Can you show it happen?" – "Can you show how it happens?" (direct meaning) and "Can you show it to happen?" "Can you prove that it happens?" (derived value).

However, not all verbs of this group can be subjected to such rethinking. For example, watch and listen to only pass physical perception and therefore require an infinitive without to as part of a complex complement. For example: "Watch Jim do it" (Longman); "I won't listen to you be ridiculous".

Some verbs, such as "hear", can be rethought mainly in perfect forms. Compare: I heard them to be unwilling, I heard them to be unwilling and I've heard them to be unwilling. All three sentences convey the same thought ("I found out that they don't want to"). However, when interviewing informants, their opinions regarding the commonness of the first two sentences were divided, while the compliance with the norms of the language of the third sentence did not raise objections. The rethinking of the meaning of verbs in perfect forms is explained by the fact that simple tenses are better suited to convey physical perception and sensation, since they express short actions; mental activity requires more time and therefore is better conveyed by perfect forms.

c) After the verb make, the particle to is found in older texts and when stylized "antique".

For example: The very sound of her voice at a distance, went to my heart like an arrow, and made all my nerves to shrink (J. Hogg).

Incoming complex object synonymous verbs expressing

Motivation, differ stylistically. So a get sentence like She got him dig away the snow has a more

colloquial connotation and is used more often than a have sentence like She had him dig away the snow.

d) The use of know in a rethought meaning (and therefore without to) is more typical for the British version.

The specifics of the use of the passive infinitive without to and with to should be specially mentioned.

The sentence I saw him rejected can mean "I saw that (how) he was rejected" or "I saw him rejected." For an unambiguous interpretation in the first meaning, a passive infinitive is needed without to, but not with be, but with get, i.e. not * I saw him be rejected, but I saw him get rejected. The use of be in this meaning is possible if, at the same time, the complex object is interpreted as conveying not a state, but an action. This can be achieved by using the predicate in the form of the perfect, or by expressing the meaning of the repeated action with the help of a predicate or circumstance. For example: I have seen him be rejected; I used to see him be rejected; Again and again I saw him be rejected. The semantic differences between the sentences I have seen him be rejected and I have seen him get rejected are as follows. In the case of be, the action was seen and made sure that it was possible in principle, and in the case of get, it is said that the action was simply seen. Compare the translations of these sentences: "I saw the case when he was rejected" and "I saw that (how) he was rejected."

The passive infinitive with to is used after several verbs of mental activity and speech (understand, assume, conceive, assert, claim). After some other verbs of mental activity (suppose, imagine, think, believe, find), one participle is used

Compare: We assumed all of them to be quite sold on the project and We supposed all of them to be quite sold on the project supposed all of them to be quite happy with the project).

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