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АНГЛИЙСКИЙ ЯЗЫК

Пособие для студентов заочного отделения

(биологический факультет)

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Рецензент:

Данное пособие по английскому языку предназначено для студентов биологического факультета, занимающихся на заочной форме обучения.

Пособие содержит теоретический материал по грамматике и комплексы упражнений для его закрепления, текстовый материал с системой упражнений и задания для самостоятельной работы в течение межсессионного периода.

Предисловие

Пособие предназначено для занятий по английскому языку на биологическом факультете (заочная форма обучения).

Пособие состоит из пяти частей: 1-ая часть предназначена для занятий в период установочной сессии; 2-ая часть – для занятий во время I семестра; 3-я часть – II семестра, 4-ая – III семестра, 5-ая – IV семестра.

В каждой части представлен грамматический материал с системой упражнений для его первичного закрепления. Пособие также содержит текстовый материал по специальности факультета. Тексты снабжены активным словарем и небольшим количеством лексических упражнений.

В конце каждой части дается задание для самостоятельной работы в течение межсессионного периода. Оно состоит из:

1) вопросов для самоконтроля; 2) текстов для самостоятельной проработки с пред- и послетекстовыми заданиями; 3) контрольных работ по грамматике данного семестра.

Установочная сессия

LESSON 1

О пользовании словарем

Словарь – главный помощник в процессе перевода. Им пользуются не только тогда, когда хотят узнать значение того или иного слова, но также и для отбора наиболее подходящего значения из ряда уже известных.

Для того, чтобы умело пользоваться словарем, надо знать его структуру.

Все слова расположены в словаре строго в алфавитном порядке и по гнездовому принципу. Слова надо отыскивать не по первой букве, а по первым трем буквам. В верхнем левом углу каждой страницы стоят первые три буквы первого слова на этой странице, а в верхнем правом углу – первые три буквы последнего слова на этой странице. Твердое знание английского алфавита – обязательное условие быстрой работы со словарем.

Перевод отдельного слова может не совпадать с переводом того же слова в словосочетаниях: **to make** – делать, производить; **to make a bed** – стелить постель; **to make an answer** – отвечать. Поэтому при многих словах даются сочетания слов, в состав которых входит данное гнездовое слово. Заголовочное слово внутри словарной статьи не повторяется, вместе него ставится знак ~ (тильда).

В словаре отражена многозначность английских слов. Различные значения одного и того же слова обозначены арабскими цифрами. Римскими цифрами обозначены омонимы: брак (супружество) и брак (испорченная продукция); **case** (случай, дело) и **case** (ящик, коробка).

После глагола в его основных значениях расположены составные глаголы с послесловами, меняющими значение основного глагола. Послелог даны в алфавитном порядке, например: **to look** – смотреть; ~ **about** – осматриваться; ~ **down** – смотреть свысока; ~ **for** – искать; ~ **forward** – предвкушать и т. д.

Словарная статья заканчивается наиболее употребительными устойчивыми словосочетаниями (фразеологизмами), которые приводятся за знаком ♦ (ромб). Например, для глагола **to keep**: ♦ **to ~ bad company** – быть в плохой компании; **to ~ one's end** – стоять на своем; **to ~ on at a person** – беспрестанно бранить кого-либо и т. д.

* * *

Не следует выписывать из текста все незнакомые слова сразу, чтобы затем, отложив текст, искать их значения по словарю. Многие слова имеют несколько значений. То значение, которое подходит для данного текста, не всегда стоит первым.

Прежде чем приступить к переводу текста, надо просмотреть этот текст для того, чтобы понять, о чем в нем пойдет речь. Особое внимание следует обратить при этом на заглавие, т. к. оно обычно называет тему научной статьи. Общее содержание текста и его характер подскажут, какое из нескольких значений слова необходимо выбрать. Так, в текстах о школе слово **period** обычно переводится как «урок», в текстах же по математике или астрономии – как «период». Слово **student** в зависимости от контекста может быть переведено как «студент», «учащийся», «ученый».

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В английском языке, также как и в русском, существует много международных слов, которые имеют сходные написание и значение в обоих языках. Значение таких слов можно установить при чтении самостоятельно, не обращаясь к словарю. Например:

constitution	конституция	mathematics	математика
delegation	делегация	history	история
fact	факт	physics	физика

Правильность определения значения этих слов следует, однако, всегда проверять контекстом. Необходимость такой проверки вызвана тем, что некоторые международные слова значительно изменили свое значение в русском языке по сравнению с английским, например:

data	данные, а не дата
novel	роман, а не новелла
pretend	притворяться, а не претендовать
magazine	журнал, а не магазин

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Слова в словаре даются в их исходной форме: глагол – в инфинитиве, существительное – в общем падеже, прилагательные и наречия – в положительной степени. В тексте же слова встречаются, как правило, в производных формах. Следовательно, прежде чем обращаться к словарю, надо восстановить исходную форму искомого слова, отбросив суффиксы и окончания. В английском языке пять словоизменительных окончаний: **-es, -er, -est, -ed, -ing**.

При отбрасывании окончания чтение основы слова не должно меняться. Например, чтобы найти исходную форму слова **shines**, надо отбросить лишь окончание **-s**, но не **-es**, т.к. иначе вместо [ʃain] основа слова станет читаться [ʃɪn].

Если окончанию **-ing** предшествует буква «y» в односложном слове-основе, имеющем одну согласную, буква «y» заменяется буквосочетанием **ie**: **lying – lie, dying – die**.

Если перед окончаниями **–es, -er, -est, -ed** есть буква «i», перед которой стоит согласная буква, то для определения исходной формы слова надо отбросить окончание, а букву «i» заменить буквой «y»: **tries – try, easier – easy.**

Упр. 1. Расставьте слова в алфавитном порядке по первой букве:

Failure, mental, intelligence, ability, common, mature, underestimate, join, yet, testing.

Упр. 2. Расставьте слова в алфавитном порядке по первым трем буквам:

Psychological, individual, challenge, quite, concern, complain, infant, quarrel, prove.

Упр. 3. Определите по частям, сколько времени вам потребуется на то, чтобы найти по словарю первые значения следующих существительных. Если вы затратите больше 4 минут, повторите алфавит и еще раз прочтите параграф о структуре словаря:

Objective, level, curriculum, need, demand, law, point, personnel, reach, trade.

О необходимости определения части речи незнакомого слова

Перевод – это не механическая подстановка взятых из словаря значений вместо иностранных слов. Можно знать все слова и не понимать смысла предложения. Нельзя правильно понять английское предложение, если не выяснена принадлежность слова к определенной части речи и его функция в предложении. Так, предложение **Our windows face south** не может быть переведено правильно, если слово **face** ошибочно принять за существительное. При этом в русском варианте получится лишенный смысла набор слов: Наши окна лицо юг.

В связи с почти полным отсутствием окончаний многие английские слова вне контекста оказываются лишенными признаков определенной части речи. Совершенно одинаковые по написанию слова **face** - существительное и **to face** – глагол имеют различные значения «лицо» и «выходить на» (Наши окна выходят на юг).

Такой переход слова из одной части речи в другую без изменения самой формы слова (**house** - дом, **to house** - вмещать; **cause** - причина, дело, **to cause** - причинять; **demand** - требование, **to demand** - требовать) является специфическим способом образования новых слов в английском языке. Для русского языка это явление не типично.

Одним из признаков принадлежности слова к определенной части речи являются суффиксы. В словаре могут отсутствовать некоторые производные слова, о значении которых легко догадаться, если известно значение корневого слова: Например, редко встречаются в словарях слова с суффиксом **-ly**. Зная, что это суффикс наречия, легко найти значение всего слова, найдя перевод соответствующего слова без суффикса. Например, **strict** – строгий, **strictly** – строго.

На принадлежность слова к определенной части речи указывают также артикли, притяжательные местоимения, префиксы, окончания и т. д.

Распознаванию части речи по синтаксическим признакам помогает твердый порядок слов в английском предложении.

В английском языке, также как и в русском, предложение состоит из подлежащего, сказуемого, дополнений и обстоятельств. Некоторые части речи могут выполнять в предложении лишь одну функцию. Например, личные местоимения **I, he, she, we, they** могут быть только подлежащими, наречия выполняют функции обстоятельств, модальные глаголы – первый элемент сказуемого и т. д. Но большинство слов могут выполнять различные синтаксические функции в зависимости от позиции в предложении.

Итак, при определении части речи незнакомого слова следует исходить из:

- 1) анализа внешних формальных признаков слова (артикля, суффиксы, окончания и т. д.);
- 2) анализа порядка слов в предложении.

Основные формально-строєвые признаки частей речи

Имя существительное

1. Наличие артикля перед словом. Если за артиклем идет ряд существительных, не разделенных предлогами, артикль относится к последнему из них: **an adult, a toy, the games, a study period, the school activities**.

2. Наличие детерминатива (определителя) к слову. В качестве детерминатива могут выступать числительные, существительные в притяжательном падеже, слова **some, any, no, this, that, these, my, his, her, our, its, your, their, much, many, every** и т. д.: **these ideas, your troubles, the Parents' Associations, every chance, three attempts**.

3. Характерные суффиксы существительного: **-er/-or, -ist, -ism, -ness, -ent, -ant, -ance, -ence, -dom, -hood, -(i)ty, -y, -ment, -tion, -sion, -ture: childhood, reaction, failure, patience**.

4. Наличие предлога **of** перед словом: **the organization of a play, a feeling of respect**.

5. Наличие других предлогов перед словом: **in reference, on the board**.

6. Наличие окончания **-(e)s**, если слово не занимает при этом второго места в предложении: **units, rules**.

7. Наличие предлога **of** после слова, если это слово не является глаголом: **the system of education.**

Глагол

1. Суффиксы **–ate, –en, –(i)fy, –ize, –ise: characterize, satisfy, penetrate.**
2. Окончания **–s, –ed**, если слово занимает второе место в предложении: **The museum houses rich collections of sculpture and painting.**
3. Окончания отсутствуют, слово занимает в предложении место после подлежащего и перед прямым дополнением: **They involve pupils in the learning process.**

Наречие

1. Суффикс **–ly: unfortunately, lately.**

Прилагательные

1. Суффиксы **–able, –ible, –al, –an, –ful, –ic, –ish, –less, –en: capable, visible, critical, childish.**
2. Наличие перед данным словом таких слов как **more, the most, more important, the most difficult.**
3. Окончание **–er** при наличии союза **than** и окончание **–est: the widest practical use of mental testing. Minsk is larger than Vitebsk.**

Упр. 4. Запишите исходную форму данных слов:

Experiences, youngest, activities, toys, cries, tried, highest, losing, worried, planning, earlier, clearly, devoting, dying.

Упр. 5. Подберите по словарю наиболее подходящее значение глагола *to leave (left, left)* в каждом из следующих предложений:

- 1) The first train leaves at 6 o'clock.
- 2) He leaves the house early.
- 3) We left the book on the desk.
- 4) He left school when he was 16.
- 5) They left Minsk for Moscow.

Упр. 6. Не заглядывая в словарь, определите, какой частью речи являются следующие слова, назовите структурный признак, по которому вы ее определили:

Softly, purify, development, hopeless, regional, changeable, responsible, assistance, indicator, scientist, science, architecture, redden, peaceful, periodic.

Упр. 7. Догадайтесь, что означают следующие международные слова:

Situation, test, radical, constant, concentrate, fundamental, social, practice, normal, dynamic, reality, optimism.

КОНВЕРСИЯ

Многие английские слова в их основной форме могут относиться к различным частям речи (существительным, прилагательным, глаголам) без изменения в написании и произношении:

Smile улыбка – to smile улыбаться, empty пустой – to empty опустошать.

Иногда глаголы отличаются от существительного по значению, или могут преводиться описательно:

Result результат – to result иметь результатом, повлечь за собой, приводить к ..., house дом – to house располагаться, помещаться.

Определить часть речи данного конкретного слова можно по наличию служебных слов (артиклей, местоимений, частиц), окончаний и функции его в предложении.

Упр. 8. Прочтите и переведите предложения. Определите, какой частью речи является подчеркнутое слово.

1. Please, give me a sheet of paper. 2. He is good at paper – work. 3. Send these papers at once. 4. Are you fond of hard work? 5. My work-day starts at 7 o'clock. 6. He works six days a week. 7. There's a great need for a book on this subject. 8. Does he need help? 9. No admittance without a pass. 10. The road is narrow for cars to pass. 11. He is under the influence of his wife. 12. Do parents influence their child's character? 13. Does goodness charm more than beauty? 14. Her charm makes her very popular. 15. There is a handbag with long handles on the chair. 16. Ann knows how to handle her husband. 17. What's your home address? 18. Don't address me as "You". 19. You cause trouble to all of us. 20. There's no cause for worry.

LESSON 2

Множественное число существительных

	<i>Окончание</i>	<i>Произношение</i>	<i>Единственное число</i>	<i>Множественное число</i>
После звонких со-			a boy	boys

гласных и гласных	s	[z]	a dog a hand	dogs hands
2. После глухих согласных	s	[s]	a book a cat	books cats
3. После шипящих и свистящих звуков, которые дают следующие буквы и буквосочетания: s [s], ss [s], x [ks], ch [tʃ], tch [tʃ], sh [ʃ]	es	[iz]	a bus a box a brush a match	buses boxes brushes matches

Особые случаи образования множественного числа:

Man (мужчина) – men

Woman (женщина) – women [ˈwɪmɪn]

Foot (нога) – feet

Child (ребенок) – children

Fish (рыба) – fish

Hair (волос) – hair

Fruit (фрукт) – fruit

Упр. 1. Прочтите следующие существительные, обращая внимание на правильное произношение окончаний множественного числа:

Books, pens, pensils, bags, windows, pages, boxes, pictures, walls, desks, tables, girls, boys, teachers, cities, towns, rivers, glasses, rooms, dresses, processes, inches, maps, names, pupils, students, studies.

Упр. 2. Переведите на английский язык:

Две ручки, 5 учеников, много учителей, хорошие манеры, молодые женщины, счастливые дети, два сына, две дочери, много фруктов, трое мужчин, большие города, много картин, хорошие студенты, белые стены, красные карандаши, седые волосы, большие комнаты.

Неопределенный артикль

a перед согласн. a book	an перед гласными an apple	Употребляется с исчисляемыми существительными в единственном числе, когда речь идет о предмете, упоминаемом впервые.
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Упр. 3. Вставьте правильную форму неопределенного артикля:

... end, ... apple, ... bed, ... aim, ... small table, ... nice bag, ... old flat, ... easy lesson.

Упр. 4. Определите, какие существительные являются а) исчисляемыми; б) неисчисляемыми. Поставьте неопределенный артикль перед исчисляемыми существительными.

Stamp, book, petrol, tree, air, money, pound, music, job, work, apple, soup, plane, problem, information, flower, wine, rice, water, car, blood, sugar, meat, camera.

Определенный артикль

the [ð] перед согл. the book	the [i:] перед гласн. the apple	Употребляется с исчисляемыми и неисчисляемыми существительными в единственном и множественном числе, когда речь идет о конкретных предметах, известных говорящему.
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Упр. 5. Вставьте артикль, где необходимо:

1. This is ... tree tree is green. 2. I can see three ... boys. ... boys are playing. 3. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle. 4. Our ... room is large. 5. We wrote ... dictation yesterday. ... dictation was long. 6. She has two ... daughters and one ... son. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big. 10. I got ... letter from my ... friend yesterday. ... letter was interesting.

Упр. 6. Вставьте артикль, где необходимо:

1. This is ... pen. ... pen is red. 2. These are ... pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought ... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea. 9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 10. This is ... bag. ... bag is brown. It is my sister's ... bag. And this is my ... bag. It is ... yellow.

Левое определение, выраженное существительным

Английское существительное часто может выполнять функцию определения, отвечая на вопрос **какой?** и не обладая при этом дополнительно

никакими внешними признаками (в русском языке подобное невозможно): Sometimes Jack and Fred have a *coffee break* with their friends. *Иногда Джек и Фред устраивают перерыв, во время которого пьют кофе со своими друзьями.*

ЗАПОМНИТЕ: если в английском предложении встречаются подряд два или несколько существительных, то главным (опорным) из них является то, которое стоит последним, а все предыдущие только описывают его, отвечая на вопрос **какой?** Перевод в таких случаях делаем справа налево: table **window** – окно (какое?) → **окно**, расположенное над столом / у стола; window **table** – **стол** (какой?) → **стол**, расположенный у окна / рядом с окном.

Опорному существительному может предшествовать целая цепочка определений, выраженных существительным:

a space flight **section** – *отдел космических полетов*

an office telephone **number** – *номер рабочего телефона*

Существительное в функции определения может, в свою очередь, иметь определение, выраженное существительным, прилагательным, причастием, числительным порядковым или количественным:

a working people delegation – *делегация трудящихся*

a first year student – *студент первого курса*

foreign language study – *изучение иностранного языка*

a ten per cent wage increase – *увеличение зарплаты на 10%*

Существительное в функции левого определения может переводиться:

- прилагательным: a newspaper article – *газетная статья*;
- существительным в родительном падеже: a rest home – *дом отдыха*, a computer programme – *программа компьютера*;
- существительным в одном из косвенных падежей с предлогом: a watch pocket – *карман для часов*, air requirement – *потребность в воздухе*;
- словосочетанием с описательной конструкцией: return ticket – *билет в обе стороны*, the Children Rehabilitation Unit special education program – *особая программа учебно-воспитательной работы, разработанная центром по оказанию помощи трудным детям.*

Для правильного перевода необходимо установить границы определения, выраженного существительным. Его **левая граница** – определитель существительного, которым может быть **артикль, притяжательное, указательное или неопределенное местоимение**. Его **правая граница** – опорное существительное, признаком которого является формальный грамматический показатель начала следующего члена предложения:

The experiment traced the eye movements of children in the process of reading. – признаком опорного существительного является правое определение **of children**, начинающееся предлогом **of**.

Упр. 7. Переведите на русский язык:

A bus stop, a picture gallery, a river port, our university building, oil export, export oil, grammar rules, one way ticket, return ticket, the North Pole expedition, the Moon Exploration (исследование) Committee, a two centimetre thick rope, an everyday life case (случай), personality development, personality – social – emotional development, Vicky’s growing memory capacity, separation anxiety.

**Упр. 8. Найдите комбинации слов с конструкцией “noun + noun”.
Предложения переведите.**

1. Organized teacher training did not begin in England and Wales until the 19th century. 2. From time to time he appeared at public protest meetings. 3. The orchestra’s art director and conductor (дирижер) was Vasily Andreyev, a famous musician and a virtuoso balalaika player. 4. There are more study films and Moscow TV’s education programmes are also used. 5. When adults begin to learn foreign language pronunciation problems often arise. 6. People vary in their reading abilities and interests. 7. Vicky’s growing memory capacity underlines the development of separation anxiety, the fear that Mother will not return.

Притяжательный падеж существительных

Притяжательный падеж передает различные оттенки принадлежности и употребляется с одушевленными существительными, а также с некоторыми неодушевленными, обозначающими время, расстояние, время года, день, месяц, название страны, реки, города:	
<i>Единственное число</i> My sister’s letter. Письмо моей сестры. The student’s book. Книга студента. Aunt Julia’s face. Лицо тети Джулии.	<i>Множественное число</i> These students’ book. Книга этих студентов. The Petrovs’ room. Комната Петровых (семьи).
В некоторых случаях, при обозначении места (дома, квартиры, магазина...), опорные существительные опускаются. Например, вместо at the baker’s shop говорят просто at the baker’s – в булочной, at the brother’s у моего брата (т.е. в доме брата), at the hairdresser’s в парикмахерской и т. п.	

Упр. 9. Переведите на русский язык:

Diana and Mary's answer, the child's mother, children's voices, women's rights, the students' works, at the doctor's, in December's morning, at my grandmother's, the teachers' flowers, to my friend's.

Упр. 10. Переведите на английский язык:

Стол учителя, портфель студента, книжка ученика, друг сестры, имя мальчика, сын врача, мамины платья, картина учителя, ручки студентов, Анин учебник, комната брата, муж сестры, ученики Ивана Георгиевича, у сестры, в парикмахерской, у врача, у бабушки.

of + существительное

(соответствует русскому родительному падежу)

the streets of Vitebsk – улицы Витебска

the students of our Institute – студенты нашего института

the father of Ann's mother – отец Аниной матери

Примечание: перед существительным, за которым следует предлог **of**, стоит, как правило, артикль **the**.

Упр. 11. Переведите на английский язык:

Города Беларуси, книга маминой подруги, парки нашего города, кинотеатры Витебска, лица женщин, собака моего дядюшки, одежда детей, глаза кошки, комната моих братьев, дети этой женщины, имена моих друзей, руки ребенка, ноги мужчины, школа сына, день рождения матери, жена брата, страницы книги, окна дома.

Личные и притяжательные местоимения

Ли- цо	Личные местоимения		Притяжательные местоимения	
	Именит. падеж	Объектный падеж	I форма (справа стоит существительное)	II форма (су- ществ. справа нет)
1.	I	me – мне, меня	my – мой, мои	mine
2.	-	-	-	-
3.	<div style="display: inline-block; vertical-align: middle;"> <div style="font-size: 2em; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle;"> he she it </div> </div>	him – ему, его her – ей, ее it – его, ее	his – его her – ее its – его, ее	his hers its
1.	we	us – нам, нас	our – наш, наши	ours

2.	you	you – вам, вас	your – ваш, ваши	yours
3.	they	them – им, их	their – их	theirs

Упр. 12. Переведите на английский язык:

Their flat, a friend of mine, your table, our classroom, his name and mine, my room and yours, your book and hers, their house and ours, his car and yours, our teacher and theirs, your letter and his, her mother, their newspaper.

Упр. 13. Переведите на английский язык:

Наши проблемы, их игра, ее манеры, их пример, ваши дети, его ученики, моя первая учительница, его музыка, его (дома) стены, ее (газеты) статьи, их (книг) страницы, их отец.

Упр. 14. Замените личным местоимением:

My sister, Robert Brown, these books, a cat, our rivers, you and me, Olga, Minsk, Moscow, my dogs, Nick and Mike.

Спряжение глагола to be

	Present Indefinite	Past Indefinite	Future Indefinite
Утвердительная форма	I am You are He } She } is It } We are You are They are	I was You were He } She } was It } We were You were They were	I shall be You will be He } She } will be It } We shall be You will be They will be
Вопросительная форма	Am I? Are you? Is { he? she? it? Are we? Are you? Are they?	Was I? Were you? Was { he? she? it? Were we? Were you? Were they?	Shall I be? Will you be? Will { he be? she be? it be? Shall we be? Will you be? Will they be?

Отрицательная форма	I am not	I was not	I shall not be
	You are not	You were not	You will not be
	He } is not	He } was not	He } will not be
	She } is not	She } was not	She } will not be
	It } is not	It } was not	It } will not be
	We are not	We were not	We shall not be
	You are not	You were not	You will not be
	They are not	They were not	They will not be

Упр. 15. Переведите на русский язык:

1. He is not at home. 2. I'm from Vitebsk. 3. We were ill. 4. I'm cold.
5. She is 25. 6. We are first year students. 7. They are happy. 8. We shall be at
the Institute. 9. He was in Polotsk. 10. They will be here tomorrow.

Упр. 16. Переведите на английский язык:

1. Я студентка. Меня зовут Ира. Мне 17 лет. Я из Полоцка. Моя под-
руга из Орши. Мы не из Витебска.
2. Витебск – красивый город. Наш институт старый. Ему около 80 лет.
Институт находится на Московском проспекте. Это очень широкая улица.

Упр. 17. Сделайте предложения отрицательными и вопросительными:

1. They are workers. 2. He is 25 years old. 3. Her parents' flat is small.
4. Pete's sister is a teacher. 5. I am here. 6. You are my friend. 7. These are your
books. 8. This house is new. 9. She is a popular actress. 10. You are young.

**Запомните следующие словосочетания,
в состав которых входит глагол to be:**

to be ready	быть готовым
to be afraid of	бояться
to be proud of	гордиться
to be late	опаздывать
to be good at	иметь способности к (чему-либо)
to be fond of	увлекаться (чем-то)
to be sure of	быть уверенным
to be glad	радоваться
to be tired	быть усталым
to be sorry	сожалеть; извиняться
to be over	кончаться
to be on	идти (о фильме, спектакле)
to be married	быть женатым, быть замужем

Упр. 18. Укажите, в каком времени стоит глагол *to be*, переведите предложения:

1. You will be proud of me. 2. Why are you late? 3. He is fond of music. 4. I'm glad to see you. 5. We were tired. 6. The lesson is over. 7. What is on at the cinema "Belarus"? 8. We are not afraid of you. 9. She is good at nothing. 10. I was sure of it. 11. Why are you so tired? 12. You will be sorry for this one day.

Упр. 19. Вставьте глагол *to be* в нужной форме.

1. My grandmother ... young at that time. 2. I ... glad to see you tomorrow. 3. ... you ready for the lesson today? 4. I ... not sure of it. 5. You ... married next year. 6. The film ... over at 3 o'clock. 7. I ... tired in the evening. 8. When I ... small, I wanted to become a doctor. 9. Yesterday they ... together. 10. We ... friends at school. 11. ... you fond of music? 12. She ... good at languages.

Упр. 20. Переведите на английский язык.

1. В «Беларуси» идет интересный фильм. 2. Я горжусь тобой. 3. Почему ты опоздал? 4. У меня нет способностей к математике. 5. Сколько лет этим девочкам? 6. Нет, они не из нашей группы. 7. Мы из Беларуси. 8. Я буду рада видеть вас. 9. Ты в этом уверен? 10. Занятия закончатся в 2 часа. 11. Он еще не старый. 12. Когда ты там был?

LESSON 3

Конструкция с вводным *there* (is, are ...)

Предложения с оборотом *there is* утверждают наличие или отсутствие какого-либо предмета (предметов) в определенных условиях (в данном месте, в данное время и т.д.). На русский язык они переводят-

ся предложениями, начинающимися с обстоятельства. Глагол to be в обороте может употребляться в разных временных формах.

There are different books on the shelf.

There were many mistakes in your dictation.

There will be a meeting after classes.

В вопросах компоненты конструкции there is меняются местами:

Is there a newspaper on the desk? – Yes, there is.

Упр. 1. Переведите на русский язык:

1. There will be an interesting exhibition in our museum. 2. There are many schools in Vitebsk. 3. There was an evening party yesterday. 4. There is no smoke without fire. 5. While there is life, there is hope. 6. Where there is a will, there is a way. 7. Will there be a concert tomorrow?

Упр. 2. Переведите на английский язык:

1. В Витебске 4 института. 2. В нашей квартире три комнаты. 3. В библиотеке много студентов? 4. В нашей группе нет парней. 5. Сегодня будет собрание? 6. На концерте было много людей? 7. На этой улице нет магазинов. 8. Здесь будет парк в будущем. 9. Вчера здесь было две книги. 10. Сколько студентов в вашей группе?

Местоимения some, any, no

Утвердительная форма	some	There are some books on the shelf.
Вопросительная форма	any	Are there any books on the shelf?
Отрицательная форма	no	There are no books on the shelf.
	not any	There are not any books on the shelf.

Примечание: В утвердительных предложениях any имеет значение «любой, какой-нибудь».

Неопределенные местоимения и наречия, производные от some, any, no

<i>Неопределенные местоимения</i>	<i>Производные слова</i>			
	<i>body</i>	<i>one</i>	<i>thing</i>	<i>where</i>

some несколько, некоторые какой-нибудь, некото- рое количество	somebody кто-то, кто- нибудь	someone кто-то, кто- нибудь	something что-то, что- нибудь	somewhere где-то, куда-то
any какие-либо, какие- нибудь, сколько- нибудь	anybody кто-то, кто- нибудь	anyone кто-то, кто- нибудь	anything что-нибудь	anywhere где-то, куда-то
no никакие	nobody никто, никого	no one никто, никого	nothing ничто, ничего	nowhere нигде, никуда

Упр. 3. Вставьте some, any, no или их производные:

1. Are there ... students in the classroom? 2. Are there ... pictures in the magazine? – Yes, there are ... pictures in the magazine. 3. There is ... opera-house in Vitebsk. 4. There is ... in the bag. 5. There is ... in the room. 6. Is there ... in the classroom? 7. This book is ... on the shelf. 8. There are ... cinemas in this town.

Упр. 4. Сделайте предложения отрицательными и вопросительными:

1. There is somebody in the next room. 2. There was something in the newspaper about it. 3. There are some children in the classroom. 4. There was somebody at home. 5. There are some interesting articles in the magazine. 6. There will be some poets there. 7. There was something on the blackboard. 8. There is somebody behind the door.

Упр. 5. Переведите на английский язык:

1. У тебя в руках есть что-нибудь? 2. Их нигде нет. 3. В той комнате кто-то есть. 4. Там никого нет. 5. В аудитории несколько студентов. 6. В газете есть что-нибудь интересное? 7. В этой комнате нет телевизора. 8. Есть что-нибудь в этой сумке? 9. В этой книге нет ничего нового.

Спряжение глагола to have иметь

<i>Present</i>		<i>Past</i>		<i>Future</i>	
I	have	I	had	I shall	have
You	have	You		You will	
He	has	He		He will	
She		She		She will	

It	It	It will
We have	We	We shall
You have	You	You will
They have	They	They will

Примечание: Часто в разговорной речи вместо have, has употребляется сочетание have got, has got (краткие формы 've got и s'got) с тем же значением: We've got a nice flat. – У нас хорошая квартира.

Упр. 6. Вставьте правильную форму глагола to have.

1. My mother ... two sisters. 2. We ... many plans for the future. 3. I ... no time yesterday. 4. They ... a new flat next year. 5. The farmer ... many cows. 6. How many pages ... the book? 7. Last year I ... three problem pupils in my class. 8. We ... a good speciality in the future. 9. The classroom ... three windows.

Упр. 7. Переведите на английский язык.

1. У меня есть время помочь тебе. 2. О, у тебя новая сумка! 3. У них большая семья. 4. У нас очень мало времени. 5. У моего брата есть деньги, чтобы купить эти книги. 6. У нее была трудная жизнь. 7. У нас к вам есть вопросы. 8. У него очень хорошая профессия. 9. У нас есть шанс. 10. У тебя будет много работы.

Неопределенные местоимения many, much, little, a little, few, a few

<i>Исчисляемые существительные</i>	<i>Неисчисляемые существительные</i>
Many – много There are many students here.	Much – много There is much light in the room.
Few – мало I have few English books.	Little – мало I have very little time.
A few – немного, несколько I have many Russian books but a few English books.	A little – немного I have a little time, I can help you.

Примечание: much и many употребляются преимущественно в вопросительных и отрицательных предложениях. В утвердительных предложениях вместо них употребляются выражения a lot of, lots of, plenty of, a great deal of, a large number of, a good many.

Упр. 8. Переведите на русский язык.

1. Much depends on your answer. 2. I like plenty of butter on my bread. 3. He has a lot of friends there. 4. I have a lot of time. 5. You have a lot of mistakes in your dictation. 6. There isn't much hope. 7. I don't eat much bread for breakfast. 8. There aren't many trees in the garden. 9. There are few people in the

street. 10. There are a few people in the street. 11. There is little sugar in the box. 12. There is a little sugar in the box. 13. My friend means much to me.

Упр. 9. Вставьте *many, much, little, a little, few, a few*.

1. He is a lonely man, he has ... friends. 2. Will you go to the shop? There is ... bread in the house. 3. He is very ill; there is ... hope for him. 4. This new hat costs ... money. 5. ... people study English nowadays. 6. I haven't ... sugar, but I have ... jam. 7. ... people understood him as he did not speak clearly. 8. The cactus needs very ... water. 9. Do not ask so ... questions. 10. How ... cups of tea did you drink yesterday? 11. How ... money do you spend? 12. How ... sugar did you put? 13. How ... books are there on the table? 14. How ... mistakes are there in your exercise?

Упр. 10. Переведите на английский язык.

1. У него мало друзей. 2. У нас было мало времени. 3. У меня много работы. 4. У них было много комнат. 5. У нас еще есть немного кофе. 6. У нас мало снега в этом году. 7. Здесь мало воздуха. 8. У них много денег. 9. У меня дома много цветов. 10. У нее много работы. 11. В парке много людей. 12. У тебя много друзей.

Vitebsk State University

Упр. 1. Прочитайте и переведите следующие интернациональные слова:

university, education, institution, tradition, republic, professional, date, type, territory, modern, center, international, regional, conference, department, agricultural, practice, museum, faculty, decorative, literature, student.

Упр. 2. Прочитайте и выучите названия факультетов:

the Biology faculty, the Physics faculty, the Philology faculty, the Mathematical faculty, the Law faculty, the Faculty of Belarussian Philology and Culture, the Faculty of History, the Faculty of Social Studies, the Physical Training and Sport Faculty, the Arts Faculty, The Faculty of Education.

Упр. 3. Выучите новые слова:

camp	лагерь	gym hall	спортзал
internal	очное	hostel	общежитие
external	заочное	main	главный, основной
Famous	знаменитый	total	полный, весь
Foundation	основание	to train	обучать

Упр. 4. Прочитайте и переведите текст:

Vitebsk State University

Vitebsk State University named after P.M. Masherov is the oldest higher educational institution in the Republic of Belarus. It is famous for its main traditions in training professionals. The date of foundation is 1910. It was the first educational establishment of such a type on the territory of modern Belarus. Today the University is a center of international republican and regional conferences.

There are 2 departments at the University: internal and external. The University has 11 faculties: the Biology faculty, the Physics faculty, the Philology faculty, the Mathematical faculty, the Law faculty, the Faculty of Belarussian Philology and Culture, the Faculty of History, the Faculty of Education, the Faculty of Social Studies, the Physical Training and Sport Faculty and the Arts Faculty. The University has 4 buildings, 6 hostels, a botanical garden, agricultural biological station, a center for field practice, a stadium, 7 gym halls, a camp, calculating and television centers, a publishing house, 5 museums. They are the museum of the history of the University, P.M. Masherov's memorial museum, the museum of Biology, the museum of literature and the museum of decorative and applied arts.

Now the total number of students is more than 5000.

Упр. 5. Дайте английские эквиваленты следующим словосочетаниям:

высшее учебное заведение, дата основания, вычислительный центр, декоративно-прикладное искусство, сельскохозяйственная станция, полевая практика, издательский центр, общежитие, корпус университета, дневное и заочное отделения, подготовка специалистов.

Упр. 6. Скажите, с какими существительными употреблялись в тексте следующие числительные:

2, 12, 1910, 6, 4, 5.

Упр. 7. Задайте вопросы, начав их со специального слова в скобках:

1. The full name of our institution is Vitebsk State University. (What...?)
2. The date of foundation is 1910. (What...?)
3. There are more than 5000 students at our University. (How many...?)
4. We have 11 faculties at the University. (How many...?)
5. The University has 4 buildings. (How many...?)

LESSON 4

Основные формы глаголов

Глаголы в английском языке имеют четыре формы:

а) инфинитив **the Infinitive** (глагол отвечает на вопрос *что делать?*): to go, to play, to help.

б) прошедшее неопределенное время **Past Indefinite** (V-ed, V₂ – вторая форма в таблице неправильных глаголов): went, played, helped.

в) причастие прошедшего времени **Past Participle** (Participle II) (V-ed, V₃ – третья форма в таблице неправильных глаголов): gone, played, helped.

г) причастие настоящего времени **Present Participle** (Participle I) (V-ing): going, playing, helping.

Английские глаголы бывают правильные и неправильные. Например: to play, to help – правильные, to be, to have, to go – неправильные. Правильность и неправильность глаголов учитывается при образовании Past Indefinite и Participle II. Формы неправильных глаголов даны в таблице в конце пособия.

Упр. 1. Пользуясь таблицей неправильных глаголов, распределите следующие глаголы на две группы: правильные и неправильные.

Ask, answer, sell, repeat, buy, teach, help, live, leave, work, walk, read, write, tell, give, eat, describe, go, remember, do, know, have.

Упр. 2. Приведите формы данных инфинитивов.

to help – helped – helped – helping

to go – went – gone – going

To help, to leave, to walk, to go, to live, to work, to eat, to teach, to build, to make, to tell, to talk, to speak, to take, to think, to win.

Видо-временные формы английского глагола **в действительном залоге**

Indefinite (Simple) Простое		Continuous Длительное	Perfect Завершенное	Perfect Continuous Завершенно- длительное
Констатация факта		Процесс	Завершенность	Процесс уже в течение некоторого периода времени
to V		to be V-ing	to have V ₃	to have been V-ing
P R E S E N T	V, V-s I write Я пишу (час-то)	am is V-ing are I am writing Я пишу (сейчас)	have has V ₃ I have written Я написал (сегодня, уже, только что)	have been has V-ing I have been writing Я пишу (уже час; с двух часов)
	V – ed, V ₂ I wrote Я (на)писал (вчера; два дня тому назад)	was were V-ing I was writing Я писал (вчера в три часа; когда он вошел; пока он читал)	had V ₃ I had written Я написал (вчера к трем часам; до того, как он пришел)	had been V-ing I had been writing Я писал (уже два часа, когда он пришел)
F U T U R E	shall/will V I shall/will (I'll) write Я напишу, буду писать завтра.	shall/will be V-ing I shall/will (I'll) be writing Я буду писать (завтра в 3 часа).	shall/will have V ₃ I shall/will (I'll) have written Я напишу (завтра к трем часам; до того, как он придет)	shall/will have been V-ing I shall/will (I'll) have been writing Я буду писать (завтра уже 3 часа, когда он придет)

Условные обозначения: V - основа глагола; V-s - форма глагола в 3-ем лице ед. числа; V-ed - Past Indefinite стандартных глаголов; V₂ - Past Indefinite нестандартных глаголов; V₃ - Participle II как стандартных, так и нестандартных глаголов; V-ing - Participle I.

Упр. 3. Используя таблицу, определите время следующих форм глаголов.

- | | | |
|-------------------------------------|--------------------|--------------|
| 1. am V-ing | 7. had V-ed | а) настоящее |
| 2. V-s | 8. was V-ing | б) прошедшее |
| 3. V | 9. will V | в) будущее |
| 4. have V-ed (V ₃) | 10. has V-ed | |
| 5. V-ed | 11. had been V-ing | |
| 6. will have V-ed (V ₃) | 12. has been V-ing | |

Упр. 4. Соотнесите формы глагола с их видовыми характеристиками.

- | | |
|-----------------------------------|--|
| 1. to be V-ing | а) констатация факта (Indefinite) |
| 2. V-s, V | б) завершенность действия (Perfect) |
| 3. to have been V-ing | в) процесс, незаконченность действия (Continuous) |
| 4. to have V-ed (V ₃) | г) действие, совершающееся уже в течение определенного периода времени (Perfect Continuous). |
| 5. will V | |
| 6. V-ed | |

Упр. 5. Прочтите русские предложения. Определите, какая характеристика действия заложена в каждом из выделенных глаголов.

1) Я учу английский язык каждый день. 2) Я учу новые слова. Не мешай мне. 3) Я учил эти слова вчера. 4) Я выучил слова. Проверь меня. 5) Я буду учить слова завтра. 6) Я учил слова вчера, когда ты смотрел телевизор. 7) Я буду учить английский завтра в 6 часов вечера. 8) Вчера к 6 часам я уже выучил все слова. 9) Я надеюсь, что к 7 часам я их выучу. 10) Я изучаю английский уже 3 года. 11) Я учил слова уже час, когда пришла сестра. 12) На будущий год я буду изучать английский язык уже 5 лет.

Упр. 6. Пользуясь таблицей временных форм глагола, определите, какую видовую характеристику вы выбрали бы для перевода следующих предложений:

- а) незаконченность (процесс)
 б) завершенность (результат)
 в) констатация факта (регулярность)
 г) процесс + завершенность уже в течение определенного периода времени.

- а) сейчас.
 1) Я пишу б) уже 20 минут.
 в) каждый день.
 а) уже (на этой неделе).
 2) Я написал сочинение б) вчера.

- в) вчера к 7 часам.
 а) вчера.
 3) Я писал статью б) вчера, когда вы пришли.
 в) вчера уже 3 часа, когда вы пришли.
 а) завтра
 4) Я напишу сочинение б) завтра к 7 часам.
 5) Я буду писать сочинение а) когда он придет.
 б) уже час, когда ты придешь.

Упр. 7. Найдите сказуемое, определите его время и переведите, исходя из его характеристики.

1. The taxi has just arrived. 2. They have been cooking lunch since 11 a.m. 3. My fiancé prefers to travel by air. 4. The director of the car factory goes to work by Rolls-Royce. 5. Tony's two stepsisters worked in a bank 2 years ago. 6. The spouses are getting divorced. 7. When we reached the airport, the plane had already taken off. 8. All week long they were trying to choose a name for their child. 9. He will come back tomorrow. 10. I will have completed the work by Friday. 11. I have been working there for three months. 12. The Prime Minister will be speaking on TV tonight at 9.30. 13. I have just returned from my honeymoon round Europe. 14. I have something in my eye. 15. He had had breakfast by the time when his family got up.

Упр. 8. Прочтите и запомните слова к тексту "The Stories that Monuments Tell":

• reason [ri:zn] *n* причина, мотив, повод; довод, аргумент; for (by) reason – из-за, по причине; with reason – не без основания • agree [ə'gri:] *v* соглашаться (with – с кем-л.; to – с чем-л.) • mean [mi:n] *v* (meant [ment]) – иметь в виду, подразумевать; значить, означать, иметь значение • need [ni:d] *v* нуждаться (в чем-л.); иметь надобность, потребность • guidebook ['gaidbuk] *n* справочник, путеводитель • explain [iks'plein] *v* объяснять • explanation [ˌeksplə'neiʃn] *n* объяснение • kind [kaɪnd] *n* тип, вид, класс; семейство • animal ['æniməl] *n* животное • bird [bɜ:d] *n* птица • even [i:vn] *adv* даже • insect ['ɪnsɛkt] *n* насекомое • pleasant [pleznt] *a* приятный • unpleasant [ʌn'pleznt] *a* неприятный • remember [ri'membə] *v* помнить; *ant.* to forget [fə'get] • correct [kə'rekt] *v* исправлять; *a* правильный, верный, точный • mistake [mis'teɪk] *n* ошибка • plant [plɑ:nt] *n* растение • the same *prn* одинаковый; тот же самый • allow [ə'laʊ] *v* позволять, разрешать • bring *v* (brought [brɔ:t]) привозить, приносить • grow [grəʊ] *v* (grew, grown) расти • spread [spred] *v* (spread) распространяться • speed [spi:d] *n* скорость • chance [tʃɑ:ns] *n* возможность, шанс • war [wɔ:] *n* война; to start a war against smth начать воевать с чем-л. • spend *v* (spent) тратить, расходовать • tremend-

ous [tri'mendəs] *a* огромный, громадный • success [sək'ses] *n* успех; • successful [sək'sesful] *a* успешный; to be successful иметь успех • grass [gra:s] *n* трава • at last наконец • eat [i:t] *v* (ate, eaten [et, i:tn]) есть, поглощать • egg *n* яйцо • put up a monument (to) воздвигнуть памятник (кому-л.) • save from спасать от • enemy ['enimi] *n* враг • terrible ['teribl] *a* ужасный • few [fju:] *a* немногие, немного, мало • wolf [wulf] *n* волк • last [la:st] *a* последний • forest ['fɒrist] *n* лес • either [ðiðə] *prn* также (при отрицании) • true [tru:] *a* верный, правильный; зд. как вводное слово: правда • sign [sain] *n* знак, символ • marauder [mɑ'rɔ:də] *n* мародер • poor [puə] *a* бедный; poorer ['puəə] сравн. степень беднее • since *cj* с тех пор как • kill *v* убивать

Упр. 9. Прочтите следующие интернациональные слова. Переведите их, не пользуясь словарем. Обратите внимание, какой частью речи они являются:

monument *n*, history *n*, special ['speʃəl] *a*, specialist ['speʃəlɪst] *n*, catastrophic [ˌkætə'strɒfɪk] *a*, organism ['ɔ:gənɪzəm] *n*, cactus ['kæktəs] *n*, fantastic [fæn'tæstɪk] *a*, chance [tʃa:ns] *n*, farmer *n*, start *v*, sum [sʌm] *n*, biologist [baɪ'ɒlədɪst] *n*, million ['mɪljən] *n*, marauder [mɑ'rɔ:də] *n*, nature ['neɪtʃə] *n*.

Упр. 10. Отработайте чтение следующих географических названий и имен собственных:

Shakespeare [ʃeɪkspiə] - Шекспир, Queensland ['kwɪ:nzlənd] - Квинсленд, Australia [ɔ'streɪljə] - Австралия, Latin [lətɪn] – латинский, Argentina [ˌɑ:dən'ti:nə] - Аргентина.

Упр. 11. Прочитайте и переведите текст:

THE STORIES THAT MONUMENTS TELL

Shakespeare wrote that there is reason in all things, if only we are clever enough to find that reason. We must agree with the great writer, although the reason in many things around us is sometimes very difficult to find. Among the most difficult sometimes are people's reasons for building monuments.

We do not mean monuments whose history is well known to the whole world. But to understand other monuments, to "find the reason" in them, we need special guidebooks, the explanations of specialists. We shall speak here of monuments of this kind, monuments to people, animals, birds and even insects.

In Queensland, Australia, stands a monument to an unpleasant little insect, with a long Latin name Cactoblasis. The people of the country want to remember the insect because it helped to correct a catastrophic mistake.

As we know, plant and animal life in Australia is not the same as in other parts of the world. Today, nobody is allowed¹ to bring living organism into Australia from other countries, for very good reasons. Here is² one of them.

A few years ago, somebody brought a cactus plant to Australia from Argentina. The plant found a wonderful new home in Australia. It began to grow and spread with such fantastic speed that soon it didn't give other plants a chance to live. The farmers started a war against the cactus; the government spent tremendous sums of money, but they were not successful. The cactuses continued to spread, and Australian grass had no place³ to grow. At last biologists found an insect that eats cactus plants. Three thousand million eggs of this insect were brought⁴ to Australia: the cactuses were all eaten up⁵, and the farmers put up a monument to the insect that had saved their land from the terrible enemy.

Shakespeare says there is reason in all things. But there are probably few people who can find reason in the explanation that the English give of their monument "To the Last Wolf". Long ago, the forests of England were full of wolves. Today there are no wolves left⁶ (true, there aren't many forests either). The English put up a monument to the wolf, not as a sign of their victory over the marauder, but because, as they say, nature has become poorer and less interesting since the last wolf was killed.

Упр. 12. Ответьте на вопросы к тексту:

1. What is one of the most difficult things to find? 2. Whom do people put up monuments to? 3. Why did farmers put up a monument to Cactoblastis? 4. Are people allowed to bring any living organisms into Australia from other countries? 5. What plant was brought to Australia from Argentina? 6. Why did farmers start a war against it? 7. Who helped farmers in their war against cactus plants? 8. How do the English explain their building a monument to the wolf?

LESSON 5

Неопределенные времена (Indefinite Tenses)

	<i>Present</i>	<i>Past</i>	<i>Future</i>
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¹ nobody is allowed – никому не разрешается

² here is - вот

³ grass had no place – траве негде было

⁴ were brought – были привезены

⁵ the cactuses were all eaten up – все кактусы были съедены

⁶ there are no wolves left – волков не осталось

<p>Утвердительная форма</p>	<p>Единств. число</p> <p>Множ. число</p>	<p>I write You write He \searrow She \searrow writes It \searrow We write You write They write</p>	<p>I wrote You wrote He \searrow She \searrow wrote It \searrow We wrote You wrote They wrote</p>	<p>I shall write You will write He \searrow She \searrow will write It \searrow We shall write You will write They will write</p>
<p>Вопросительная форма</p>	<p>Единств. число</p> <p>Множ. число</p>	<p>Do I write? Do you write? Does $\begin{matrix} \text{he} \\ \text{she} \\ \text{it} \end{matrix}$ write? Do we write? Do you write? Do they write?</p>	<p>Did I write? Did you write? Did $\begin{matrix} \text{he} \\ \text{she} \\ \text{it} \end{matrix}$ write? Did we write? Did you write? Did they write?</p>	<p>Shall I write? Will you write? Will $\begin{matrix} \text{he} \\ \text{she} \\ \text{it} \end{matrix}$ write? Shall we write? Will you write? Will they write?</p>
<p>Отрицательная Форма</p>	<p>Единств. число</p> <p>Множ. число</p>	<p>I do not write You do not write He \searrow She \searrow does not write It \searrow We do not write You do not write They do not write</p>	<p>I did not write You did not write He \searrow She \searrow did not write It \searrow We did not write You did not write They did not write</p>	<p>I shall not write You will not write He \searrow She \searrow will not write It \searrow We shall not write You will not write They will not write</p>

Do not - don't

Does not – doesn't

Did not – didn't

Shall not – shan't

Will not – won't

Употребление времен группы Indefinite

Present Indefinite	1. Для выражения обычного или регулярно повторяющегося действия. 2. Для выражения будущего действия в придаточных обстоятельственных предложениях времени и условия.	1. We take our examinations twice a year. 2. They often go to the cinema. 1. If you finish your work early ring me up. 2. When you come we shall go to see our friends.
Past Indefinite	1. Для обозначения действия, совершившегося в прошлом. 2. Для выражения ряда последовательных действий.	1. I saw him two days ago. 2. In winter we went skating. 1. In the morning I got at 7, took my breakfast and went to the Institute.
Future Indefinite	1. Для выражения действия, которое совершится в будущем. Примечание: to be going, to be about являются эквивалентами будущего времени	1. They will come soon. 2. In summer we'll have our holidays. 1. I'm going to enter the Institute. 2. He is about to enter the University.

Упр. 1. Запомните слова-сигналы, которые подсказывают, что сказуемое надо употреблять в:

Present Indefinite – usually, always, every day, as a rule, sometimes, often;

Past Indefinite – yesterday, last week (month, year), two days ago, in May, on Sunday, in 1990;

Future Indefinite – tomorrow, tonight, next week (year, month), in a day (через день).

Чтение окончания – (e)s в 3-м лице единственного числа

После глухих согласных	После гласных и звонких согласных	После –s, -z, -ss, -ch, -sh, -x
[s]	[z]	[iz]
He looks He talks	He wonders He rides	He passes He teaches

Запомните исключения:

Идти to go – he goes [gouz]

Делать to do – he does [d^z]

Говорить to say – he says [sez]

Упр. 2. Прочтите следующие глаголы в 3-м лице единственного числа. Обратите внимание на правильное чтение окончаний:

He/She speaks, listens, dresses, writes, hurries, passes, awakens, wears, studies, shines, watches, spends, teaches, gets, catches, smiles, points, knows, raises.

Обратите внимание на орфографию:

- 1) to study – I study – he studies (y/i + es [iz])
 но: to play – I play – he plays [z]
 2) to teach – I teach – he teaches [iz]

Упр. 3. Поставьте глаголы в 3-м лице единственного числа.

Do, go, brush (чистить), sell (продавать), match (сочетать), give, take, smile, answer, watch, dress, hear, eat, study, mix (смешивать), fly (летать), shine, hurry, catch, stay (оставаться), smoke (курить), move (двигать), manage.

Упр. 4. Выберите правильную форму глагола.

1. My daughter (go/goes) to sleep at 9 p.m. 2. Our dog (eat/eats) everything we give him. 3. I (do/does) my work attentively. 4. He (speak/speaks) in a soft, quiet voice. 5. My grandmother often (tell/tells) me nice stories. 6. We (have/has) two French classes a week. 7. They (sing/sings) English songs. 8. She (come/comes) from Poland. 9. Jerry (smoke/smokes) a lot. 10. The sun (warm/warms) the earth. 11. The teacher (point/points) to our mistakes. 12. My watch (show/shows) the correct time.

Упр. 5. Используя следующие словосочетания с глаголами, составьте предложения по образцу:

I speak English. He/She speaks English too.

To write Spanish; to speak in a soft voice; to know how to manage one's business; to make a joke; to get a sleep; to sleep in class; to tell funny stories to friends; to listen to a lecture; to ride a bike; to dress in good taste; to have lunch at home; to go to the institute; to do homework; to work hard.

Примечание: местоимение one's, соответствующее русскому «чьё-либо», в предложении заменяется притяжательным местоимением, соответствующим подлежащему или смыслу предложения.

For example: I manage **my** business, he manages **his** business.

Упр. 6. Поставьте глагол в Present Indefinite. Следите за орфографией.

1. He (to understand) German well. 2. She (to get up) at 6 a.m. 3. We (to have) two English classes a week. 4. Peter (to have) coffee in the morning. 5. My mother (to come) home at 6 p.m. 6. I (to wonder) why you always (to walk) alone. 7. Our teacher (to wear) suits of dark colours. 8. They (to take) a train to get to Minsk. 9. In summer my son (to ride) a horse (лошадь). 10. John and Jake (to come) from America. 11. The girl (to talk) to strange people.

12. The sound of Big Ben (to go) all over the world. 13. He (to want) to catch the six o'clock train.

Упр. 7. Переведите на английский язык:

1. Она читает английские книги. 2. Петр не курит. 3. Я ношу яркие платья (костюмы). 4. Он преподает французский. 5. Мы ходим в институт по будням. 6. ... рассказывает детям смешные истории. 7. У них два урока немецкого языка в неделю. 8. Анна плавает хорошо. 9. Летом дети купаются в море. 10. Он работает до полуночи.

Упр. 8. Сделайте предложения отрицательными:

1. She knows English well. 2. I get up early. 3. Her mother teaches at school. 4. We find our flat cosy. 5. She tells the truth. 6. They make an awful noise. 7. They dance every day. 8. She keeps company with these students. 9. He drinks red wine. 10. We spend our days in reading.

Упр. 9. Сделайте предложения вопросительными:

1. You buy many books. 2. He hates shopping. 3. We ask many questions. 4. You live in Pushkin Street. 5. You pay much money for the room. 6. Your mother lives with you. 7. Your friends like to sing. 8. We know these young people.

Различные функции окончания –s (es)

-s	Показатель множественного числа существительных: walls, classes
	Показатель 3-го лица единственного числа глаголов в Present Indefinite: he goes, he reads
-es	Показатель притяжательного падежа существительных: a student's book, students' books, Mike's flat

Упр. 10. Определите функцию окончания –s (-es) в слове. Предложения переведите.

1. I changed places with Mrs. Clark. 2. He places his books on the shelf. 3. She always books tickets in advance (заранее). 4. There are two national parks in this country. 5. Sometimes he parks his car near the house. 6. I went to my friend's two weeks ago. 7. The results of the game were unpredictable. 8. He got good marks in French. 9. The teacher marks our homework twice a week. 10. He is Tom's son.

Упр. 11. Прочитайте и запомните слова к тексту "A Drop of Blood":

• drop *n* капля • blood [blʌd] – кровь • cell *n* клетка • each [i:tʃ] *pron* каждый, всякий • thousand [ˈθaʊzənd] *num* тысяча • so long as = as long as пока • health [helθ] *n* здоровье; to be in good health быть здоровым • suppose [səˈpəʊz] *v* допускать • for example [fɔːr ɪɡˈzɑːmpl] например • almost [ˈɔːlməʊst] *adv* почти • immediately [ɪˈmiːdɪətli] *adv* немедленно, тотчас же • a number of insects – много насекомых • increase [ɪnˈkriːs] *v* увеличивать(ся), возрастать • as many as a million and a half [ha:f] целых полтора миллиона • disease [diˈziːz] *n* болезнь • germ [d ɜːm] *n* микроб, бактерия • produce [prəˈdjuːs] *v* вырабатывать, производить • body [bɔːdi] *n* тело • divide [diˈvaɪd] *v* делить(ся) • movement [ˈmʊvmənt] *n* перемещение, передвижение • cause [kɔːz] *v* быть причиной, вызывать • close [klaʊs] *a* близкий (о времени и месте) • further [fɜːðə] *adv* (в сравнительной степени) затем • shape *n* форма • change [tʃeɪnd] *v* (из)менять • wrap up [ræp] *v* обволакивать, окутывать • inside [ɪnˈsaɪd] *adv* внутри • digest [diˈdʒest] *v* переваривать(ся) • protein [ˈprəʊtiːn] *n* белок • called [kɔːld] *p.p.* называемый • platelet [ˈpleɪtlɪt] *n* тромбоцит • contain [kənˈteɪn] *v* содержать в себе, вмещать • ordinarily [ˈɔːdnrɪli] *adv* обычно • stay [steɪ] *v* оставаться, находиться • cut [kʌt] *v* (cut) (по)резать • finger [fɪŋɡə] *n* палец • surface [ˈsɜːfɪs] *n* поверхность • wound [wuːnd] *n* рана • break [breɪk] *v* (broke, broken) down разрушать(ся) • release [riˈliːs] *v* освобождать, выпускать на волю • affect [əˈfekt] *v* действовать на, воздействовать • gelatin-like [ˌd eləˈtiːnlaɪk] *v* = jelly-like *a* желеобразный, студенистый • network [ˈnetwɜːk] *n* сеть • fibre [ˈfaɪbə] *n* волокно • enough [ɪˈnʌf] *adv* достаточно • stopper [ˈstɒpə] *n* пробка • clot [klɒt] *v* свертываться • stop bleeding перестать кровоточить

Упр. 12. Прочтите следующие интернациональные слова. Переведите их, не пользуясь словарем:

Infection [ɪnˈfekʃn] *n*, appendicitis [əˌpendɪˈsaɪtɪs] *n*, chemical [ˈkemɪkəl] *n*, produce [prəˈdjuːs] *v*, stimulate [ˈstɪmjuleɪt] *v*, start *v*, protein [ˈprəʊtiːn] *n*.

Упр. 13. Прочтите и переведите следующий текст:

A DROP OF BLOOD

Do you know that we have between 250 and 300 million red cells in each drop of blood? As for the white cells⁷, there are only about 350 to 500 thousand of them in a drop of your blood so long as you are in good health. But suppose you get an infection – appendicitis, for example. Almost immediately the num-

⁷ as for the white cells – что касается белых клеток крови

ber of white cells begins to increase until you may have⁸ as many as a million and a half in a drop of blood.

The disease germs produce certain chemicals in the body. These chemicals make the white cells divide⁹, so that each white cell produces two new cells. The chemicals also stimulate the movement of the white cells toward the place where the germs are causing the infection. Then, when a white cell is close to a germ, it is further stimulated to change its shape. It wraps the germ up. The germ is now inside the white cell, which then starts to digest it. So we can say that the white cells really eat up disease germs. Our blood also has proteins in it. And it has a lot of little cells called platelets, which contain a special chemical. Ordinarily, of course, this chemical stays inside the platelets. But suppose you cut your finger. The blood comes to the surface of the wound and the platelets break down. The chemical is released¹⁰ and it starts to affect the gelatin-like¹¹ protein in the blood, building a network of fibres. Soon the network is big enough to form a jelly-like stopper for the wound. We say that the blood has clotted and the wound stops bleeding.

Упр. 14. Ответьте на вопросы к тексту:

1. How many red cells are there in each drop of blood? 2. How many white cells do you have in a drop of your blood when you are in good health? 3. Does the number of white cells increase or decrease when you get an infection? 4. What do the chemicals produced by the disease germs do? 5. What does the white cell do when it is close to a germ? 6. What is the name of little cells that contain chemicals clotting the blood?

Упр. 15. Прочитайте следующие правильные глаголы во 2-ой форме (Past Indefinite), обращая внимание на произношение суффикса –ed: после глухих согласных он передает звук [t], после звонких и гласных - [d], после [t] и [d] - [ɪd]:

Asked, worked, kicked, laughed, tried, called, translated, troubled, tied, stopped, walked, saved, destroyed, jumped, helped, wanted, worried, finished, remembered, lived, liked, loved, respected, watched, visited.

⁸ until you may have – пока у вас не будет где-то

⁹ make the white cells divide – заставляют белые клетки крови делиться

¹⁰ is released - высвобождается

¹¹ -like – суффикс, образующий от основ существительных прилагательные со значением *подобный, напоминающий, имеющий характерные черты* (того, что обозначено основой): childlike – как ребенок; gelatin-like - студенистый

Упр. 16. Приведите и запомните 3 формы следующих неправильных глаголов:

Be, begin, buy, come, do, get, give, go, have, know, leave, meet, read, see, send, show, speak, take, teach, tell, think, write.

Упр. 17. Скажите, что Вы (или кто-то другой) делали это же вчера, на прошлой неделе, в прошлом году ... :

Модель: - I often write letters to my friend.

- I wrote a letter to my friend on Sunday.

1. I come home at 6 o'clock. 2. I often think about you. 3. My sister teaches Byelorussian. 4. This boy works at his English hard. 5. My son likes ice-cream. 6. Lessons at our school begin at 8 o'clock. 7. I want to see our first teacher. 8. My daughter often asks me this question. 9. We go there every week. 10. I have a dog. 11. I am a sportsman. 12. She is my friend.

Упр. 18. Сделайте предложения отрицательными и вопросительными:

1. She taught at our school two years ago. 2. I knew that. 3. We told you about that. 4. My mother bought a new coat. 5. They showed us his photo. 6. You asked me this questions. 7. He kicked me. 8. They saved a lot of money. 9. You saw many American films last year. 10. You did it on Sunday. 11. She saw you. 12. We met her in Gagarin Street.

Упр. 19. Прочтите, употребляя Past Simple Tense.

When in Spain two Englishmen (to come) into a small restaurant to have their lunch. They (not to speak) Spanish, the waiter (not to speak) English. The Englishmen (to want) to order some milk. They (to pronounce) the word several times, they (to write) it, they (to draw) it, but the waiter (not to understand) them. At last one of them (to decide) to draw a cow. He (to take) out a pencil and (to draw) a picture of a cow. The waiter (to smile) and (to nod) in approval and (to run) out of the room. In a quarter of an hour he (to come) back and (to put) in front of his clients two tickets for a bullfight [ˈbulfaɪt] бой быков.

Упр. 20. Переведите на английский язык:

1. Ты вчера получил письмо? 2. Они нам об этом не рассказывали. 3. Экзамен начался в 9 часов. 4. Ты в воскресенье в кино ходила? 5. Что ты вчера делала? 6. Я не знала об этом. 7. У нее вчера был день рождения. 8. Я видела тебя в субботу. 9. Он показал мне эту статью. 10. Мы не подумали об этом. 11. Она преподавала в нашей школе физику. 12. Они не хотели идти с нами.

Упр. 21. Прочитайте следующие предложения и назовите слова/словосочетания, выражающие будущее время. Обратите внимание на их место в предложении.

1. They will finish their work soon. 2. Tomorrow they will clean the car. 3. She will see you next week. 4. He will visit his friend in hospital in a few day's time. 5. Next year they will travel to Australia. 6. The concert will begin in a few seconds. 7. On the 30th of December the school will break up for holidays. 8. In a day or two she will get a job in a restaurant. 9. The forecast says it will snow heavily in February.

Упр. 22. Скажите, что Вы (или кто-то другой) будет делать это же завтра, в следующем месяце, году ...

Модель: - I teach at school.

- I shall also teach at school in the future.

1. I get a lot of letters. 2. She worked in summer. 3. We called her Sally. 4. My father gave up smoking. 5. They finished school two years ago. 6. He climbs mountains. 7. They make good shoes. 8. We spend summer in the south. 9. She remembers my name. 10. They run in the mornings.

Упр. 23. Сделайте предложения отрицательными и вопросительными:

1. We shall buy this bag. 2. The horse will kick me. 3. Peter will teach biology at school. 4. I shall do something with it. 5. She will tell somebody about it. 6. The teacher will give you the book. 7. You will find the answer in this article. 8. I shall leave my bag here. 9. We shall show you the document.

LESSON 6

Продолженные времена (Continuous Tenses)

	Present	Past	Future
	Образование: to be + ing-form		
Утвердительная форма единств. число множ. число	I am writing you are writing he she → is writing it we are writing you are writing they are writing	I was writing you were writing he she → was writing it we were writing you were writing they were writing	I shall be writing you will be writing he she → will be writing it we shall be writing you will be writing they will be writing
Вопросительная форма единств. число множ. число	Am I writing? Are you writing? Is he writing? Is she writing? Is it writing? Are we writing? Are you writing? Are they writing?	Was I writing? Were you writing? Was he writing? Was she writing? Was it writing? Were we writing? Were you writing? Were they writing?	Shall I be writing? Will you be writing? Will he be writing? Will she be writing? Will it be writing? Shall we be writing? Will you be writing? Will they be writing?
Отрицательная форма единств. число множ. число	I am not writing you are not writing he she → is not writing it we are not writing you are not writing they are not writing	I was not writing you were not writing he she → was not writing it we were not writing you were not writing they were not writing	I shall not be writing you will not be writing he she → will not be writing it we shall not be writing you will not be writing they will not be writing

Примечание: глаголы **to see, to hear, to forget, to remember, to believe, to be, to seem, to know, to want, to like, to love, to understand** в Continuous Tenses не употребляются.

Упр. 1. Запомните обстоятельства времени, с которыми обычно употребляются:

Present Continuous – now, at the present moment, at this moment;

Past Continuous – at that time yesterday, at 5 o'clock yesterday, when he came;

Future Continuous – at this time tomorrow, when she comes, at 3 o'clock tomorrow.

Упр. 2. Сделайте предложения отрицательными и вопросительными:

1. She is speaking Polish. 2. You are thinking about your family now. 3. Charlie is reading a book. 4. It is raining. 5. They are taking their examination. 6. The teacher is writing on the blackboard. 7. These students are staying at my friend's.

Упр. 3. Употребите глагол to be (am, is, are) в нужном лице и числе:

1. He ... sleeping now. 2. We ... drinking tea now. 3. They ... going to the University now. 4. I ... not watching TV now. 5. ... my mother working now? 6. He ... not playing. 7. ... your sister having a rest now? 8. What ... you doing? 9. They ... walking? 10. I ... not writing a letter. 11. We ... listening to the music. 12. ... she playing golf now? 13. Carry ... cleaning the house at the moment. 14. What ... you and your sister doing? 15. ... your teacher reading now? 16. ... the students writing a test-paper?

Упр. 4. Переведите на русский язык:

1. I was waiting for you the whole evening yesterday. 2. Irene was watering the flowers when Peter came. 3. As I was sitting at breakfast this morning, there came a knock at my door. 4. I was walking along the avenue one day when I heard my name called. 5. We were watching TV at that time yesterday. 6. What were you doing at 6 o'clock on Friday? 7. What were you doing all day yesterday? – I was working in the garden. 8. When I was crossing the street a policeman saw me. 9. When I went out the sun was shining.

Упр. 5. Переведите на русский язык:

1. We shall be sitting at the concert at this time tomorrow. 2. By this time tomorrow we shall be nearing home. 3. What will you be doing at 7 o'clock? – I'll be preparing my lessons. 4. I shall be sleeping if you come so late. 5. I shall be cleaning up when you come with my things. 6. He will be working in his garden from 9 till 12. 7. We shall be having our lesson at that time. 8. We shall be having breakfast in a minute. 9. I shall be waiting for you at 5 o'clock sharp. 10. She will be talking for at least another two hours.

Упр. 6. Прочитайте и запомните слова к тексту "Molds":

• mold=mould [mould] *n* плесень, плесенный грибок; *v* покрываться плесенью • sunlight [ˈsʌnlait] *n* солнечный свет • nearly [ˈniəli] *adv* почти • everywhere везде, повсюду • food [fud] *n* продукты, пища • spoil *v* портить • sick [sik] *a* больной • helpful *a* полезный • use [ju:z] *v* использовать, применять • dead [ded] *a* мертвый • decay [diˈkei] *v* гнить, разлагаться • discover [disˈkʌvə] *v* открыть, обнаружить • by accident [ˈæksɪdənt] случайно • to do an experiment with smth проводить опыт над чем-л. • tiny [ˈtaɪni] *a* кро-

шечный • living thing живое существо • find [faɪnd] v (found) обнаружить, найти • cover [ˈkʌvə] v покрывать (with - чем-либо) • other [ˈʌðə] *prn* другой • hear [hiə] v (heard [hɜːd]) (у)слышать • harmful [ˈhɑːmful] *a* вредный • life (*pl* lives) *n* жизнь; live – жить • still *adv* по-прежнему, все еще • understand [ˌʌndɪˈstænd] v (understood) понимать • research [riˈsɜːtʃ] *n* научное исследование • researcher [riˈsɜːtʃə] *n* исследователь • all over the world по всему свету • hope v надеяться; *n* надежда • cause [kɔːz] *n* причина • cure [kjʊə] *n* лекарство (от чего-либо – for smth); v вылечить, исцелить

Упр. 7. Прочитайте следующие интернациональные слова. Переведите их, не пользуясь словарем:

spore [spɔː] *n*, medicine [ˈmedsin] *n*, penicillin [ˌpenɪˈsɪlɪn] *n*, experiment [ɪksˈperɪmənt] *n*, information [ˌɪnfəˈmeɪʃn] *n*.

Упр. 8. Определите, какой частью речи является выделенное слово. Предложение переведите:

1. Penicillin cures people of many diseases. 2. They did not find any cures for this disease. 3. Some helpful molds cause dead things to decay. 4. Some harmful molds are the cause of spoiled food. 5. What caused the plants to die? 6. The researcher hopes to find some new cure. 7. We have no news from him but we are still hoping. 8. Their hopes came true. 9. A tiger cub lives with its mother for 2 years. 10. Penicillin has saved the lives of many people.

Упр. 9. Прочитайте и переведите следующий текст:

MOLDS

Molds are tiny plants that grow from spores. They need water. But they do not need sunlight. Molds are found¹² nearly everywhere. They grow on food. Harmful molds spoil food and make people sick. Helpful molds are used¹³ to make some cheeses. Other helpful molds cause dead things to decay. One kind of mold is used to make a medicine called penicillin.

Penicillin was discovered¹⁴ by accident. In 1929, Sir Alexander Fleming was doing an experiment with tiny living things. One day, he found that his experiment was covered¹⁵ with mold. He saw that no other tiny things were growing where the mold was.

¹² molds are found – плесень находят

¹³ molds are used – плесень используют

¹⁴ ... was discovered – был открыт

¹⁵ ... was covered with mold - ... покрывала плесень

Other scientists heard about Fleming's work. They started doing experiments with mold. A few years later, it was discovered¹⁶ that a mold called penicillin kills many harmful living things. Since then, penicillin has saved the lives of many people.

Today, there are still many diseases we do not understand. Researchers do experiments to find new information. Researchers all over the world are hoping to find the causes and cures for diseases.

Упр. 10. *Согласитесь или не согласитесь со следующими утверждениями:*

1. Molds grow from germs. 2. They don't need water and sunlight. 3. Penicillin was discovered by Alexander Fleming. 4. Penicillin kills many harmful living things.

Упр. 11. *Ответьте на вопросы к тексту:*

1. Where do molds grow? 2. What kinds of molds are there? 3. What do helpful molds do with dead things? 4. What important event *событие* took place in 1929? 5. Why no other tiny living things grew together with mold in Alexander Fleming's experiment?

Вопросы для самоконтроля:

1. Как располагаются слова в словаре, если в них совпадают первые 2 буквы?
2. Что является признаком принадлежности слова к определенной части речи?
3. Что помогает определить, что данное слово является существительным? Глаголом? Наречием? Прилагательным?
4. Какой порядок слов в простом повествовательном предложении?
5. Какие категории слов могут иметь окончание –s ? Как их отличить друг от друга?
6. Как переводятся на русский язык предложения с оборотом *there is*?
7. Что нужно сделать, чтобы предложение, содержащее оборот *there is* превратить в вопрос?
8. Какое слово в цепочке существительных (*the Institute lecture hall*) является главным, опорным? Какую функцию выполняют остальные существительные цепочки?
9. В чем разница в употреблении слов *some* и *any*? В чем отличие в употреблении *many* и *much*, *few* и *little*?

¹⁶ ... it was discovered - ... обнаружили

10. Какая характеристика действия заложена в каждой из 4-х групп времен в английском языке? На примере любого глагола назовите формулы 4-х групп времен.
11. Какое действие передает Present Indefinite и какое – Present Continuous? Что в значении этих двух времен общее и чем они отличаются по значению друг от друга?
12. Как образуется вопрос и отрицание в Present Indefinite?
13. Как образуется утвердительная форма Past Indefinite? Как образуется вопрос и отрицание?
14. Как образуется Present Continuous?
15. Чем правильные глаголы отличаются от неправильных?

ЗАДАНИЕ НА I СЕМЕСТР

1. Знать ответы на все вопросы для самоконтроля (см. выше)
2. Выполнить письменно контрольную работу № 1.
3. Уметь читать и устно переводить тексты по специальности; выписывать и выучить незнакомые слова к этим текстам.

ТЕКСТ I

Упр. 1. Отработайте чтение следующих слов активного словаря. Запомните их:

• tiger [ˈtaɪɡə] *n* тигр • danger [ˈdeɪnd ə] *n* опасность, угроза • endanger [ɪnˈdeɪnd ə] *v* подвергать опасности, ставить под угрозу • species [ˈspiːʃiːz] *n* ед. и мн. число вид • endangered species - вид, находящийся под угрозой исчезновения • crane [kreɪn] *n* журавль • whooping crane [ˈwuːpɪŋˈkreɪn] *n* журавль американский • wild [waɪld] *a* дикий • mustang [ˈmʌstæŋ] *n* мустанг • whale [weɪl] *n* кит • extinct [ɪksˈtɪŋkt] *a* вымерший • law [lɔː] *n* закон; to pass a law принимать закон • safe *a* невредимый, сохраненный; безопасный • to keep safe сберегать • pet *n* любимое животное • tame *a* ручной, прирученный; *v* приручать, дрессировать • take care of smb заботиться о ком-л. • to be alike [ˈlaɪk] быть похожими • paw [pɔː] *n* лапа • whiskers [ˈwɪskəz] *n* усы (кошки, тигра и т. д.) • happen [ˈhæpən] *v* случаться • move in [muːv] поселиться, вселяться • stay away from smb, smth держаться в стороне от кого-л., чего-л. • hide [haɪd] *v* (hid, hidden) прятаться • hunt [hʌnt] *v* охотиться • for food для пропитания • antelope [ˈæntɪloʊp] *n* антилопа • pig *n* свинья • ox *n* (pl oxen) буйвол, бизон • elephant [ˈelɪfənt] *n* слон • baby *n* дитеныш • fight [faɪt] *v* (fought [fɔːt]) драться, сражаться, воевать • cub [kʌb] *n* щенок, дитеныш • female [ˈfiːmeɪl] *a* женского пола, женский; *n* зоол. самка; бот. женская особь • give birth [bɜːθ] родить, произвести на свет • on its

own [oun] самостоятельно • rare [rɛə] а редкий • cut down forests вырубать леса • skin *n* шкура • fur [fɜ:] *n* мех • too [tu:] *adv* перед наречием или прилагательным слишком; too many слишком много • alive [əˈlaɪv] а живой, в живых • earth [ɜ:θ] *n* земля • to protect [prəˈtekt] *v* охранять, защищать, preserving • may [meɪ] *v* возможно, быть может (выражает предположение, возможность) • might [maɪt] (прошедшее от *may*, выражает неуверенное предположение, сомнение) быть может (но вряд ли)

Упр. 2. Определите, какой частью речи является слово *like* в следующих предложениях. Предложения переведите:

like a = *alike* – подобный, похожий, одинаковый; *like adv* = *alike adv* – подобно; *like v* – нравиться, любить, предпочитать

1. I didn't like to disturb you. 2. Tigers and cats are alike in some ways. 3. I like to read in bed but I don't like having meals in bed. 4. Other animals, like some kinds of birds and fish, are nearly extinct. 5. Tigers, like all cats, use their front paws for different things. 6. She likes him but she doesn't love him. 7. They are as like as two peas горошины. 8. Like causes produce like results.

Упр. 3. В данном тексте часто встречаются прилагательные в сравнительной и превосходной степенях сравнения. О том, как их определить и правильно перевести, прочитайте в Lesson 1 Часть II. Переведите следующие предложения:

1. Tigers eat smaller animals, too. 2. Tigers may use one paw more than the other. 3. When they get older they can hunt for their own food. 4. There are no more of those animals alive. 5. Soon, there may be no more wild tigers.

Упр. 4. Отработайте чтение следующих географических названий:

Malaysia [məˈleɪʒ] Малайзия, Manchuria [mænˈtʃʊəriə] Маньчжурия, Asia [eɪʒ] Азия.

Упр. 5. Прочитайте и переведите текст:

TIGERS

Now people are starting to think about endangered species. They think about whooping cranes, wild mustangs, and whales. People want to save these animals. They do not want them to become extinct. Governments are passing laws to keep these animals safe.

You may have a cat at home. Or maybe one of your friends has a cat. These cats are pets. They are tame animals. People take care of them. Have you also

seen the big cats in a circus? The big cats in the circus and the pet cats in a home are alike in some ways. They have paws and whiskers.

Tigers are cats that can take care of themselves. They are not pets. They are wild animals. The tiger is the largest member of the cat family. They have dark stripes. A full-grown tiger weighs 135 to 190 kilograms (about 300 to 400 pounds).

Tigers live in many different places. They are found in hot, rainy forests in Malaysia. They are found also in Manchuria in snow and cold. Until the 1800s, there were tigers all over southern Asia.

The tiger's stripes help it to hide from its enemies. Most tigers stay away from people. They stay in the shadows of a forest.

Tigers hunt large animals for food. Tigers hunt antelope, wild pigs, oxen, and baby elephants. Tigers eat smaller animals, too.

Tigers, like all cats, use their front paws for different things. They may use them when they eat. They may also use them to play or fight. Sometimes, a tiger will use its right paw. Sometimes, the tiger will use its left paw. Tigers may use one paw more than the other to do these things.

A baby tiger is called a cub. When they are born, cubs weigh about 1,4 kilograms (about 3 pounds). A female tiger often has two or three cubs at one time. Sometimes, she gives birth to as many as six cubs.

The female tiger teaches the cubs to hunt. The cubs need to know how to do this. Otherwise, they cannot hunt for their own food when they get older. By the time a cub is about 2 years old, it can live on its own.

It is not easy for wild animals and people to live in the same place. What happens to the wild animals when people move in?

Today, there are very few wild tigers. The wild tiger is a rare animal. This means that tigers are not often seen or found. There are tigers in zoos. But soon there may be no wild tigers. What has happened to these big cats?

People cut down the forests where tigers lived. They found the tigers and hunted and killed them. People hunted and killed the tigers for their skins. They used tiger skins for rugs. They made coats out of tiger skins. People made the rugs and coats because they thought the fur of the tigers was beautiful.

What happens when too many animals of one kind are killed? Soon, there are almost none left. Then, we say that the animal may become extinct. When one kind of animal becomes extinct, there are no more of those animals alive.

There are still some wild tigers alive. But there are not many. We say the tiger is an endangered species. That means the tiger is in danger of becoming extinct. Soon, there may be no more wild tigers.

The tiger is not the only endangered species. Other animals, like some kinds of birds and fish, are nearly extinct. Sometimes, people kill these animals for food. Sometimes, people kill these animals for sport or for money. The whooping crane is an endangered species.

Today, there are many kinds of animals on Earth. But some kinds of animals might become extinct. It is important to protect the rare animals left in the world.

Упр. 6. Ответьте на вопросы к тексту:

1. Are tigers wild or tame animals? 2. What animal is the largest member of the cat family? 3. In what parts of the world do tigers live? 4. What animals do tigers hunt for food? 5. How many cubs does a female tiger have? 6. At what age can tiger cubs live on their own? 7. Why are wild tigers rare? 8. Why did people kill tigers?

Упр. 7. Соотнесите термины и их определения:

A pet		animals, living in natural conditions.
Tame animals	is	the animal seldom seen or found.
Wild animals	are	animals, that are no longer in existence (that have died out).
A cub		domesticated animals brought under control and accustomed to living with human beings.
A rare animal		a young tiger, bear, fox, lion.
Extinct animals		a tame animal, kept as a companion.

TEXT 2

Упр. 1. Отработайте чтение следующих слов активного словаря. Запомните их:

• adapt [əˈdæpt] *v* приспособлять(ся) • fit *a* приспособленный, подходящий; *v* приспособливать(ся) • fitness *n* соответствие, (при)годность • environment [inˈvaɪdrɪnmənt] *n* окружение, окружающая обстановка, среда • surround [səˈraʊnd] *v* окружать • freezing cold ледянящий холод • survive [səˈvaɪv] *v* остаться в живых, уцелеть • low [ləʊ] *a* низкий • color=colour [ˈkʌlə] *n* цвет • thick *a* густой; thickness *n* густота • possible *a* возможный; it makes it possible дает возможность • in order to *сj* для того чтобы • resting stage период спячки • hibernation [ˌhaɪbərˈneɪʃən] *n* зимняя спячка • fall [fɔːl] *n* амер. *syn.* autumn [ɔːtəm] *n* брит. осень • store [stɔː] *v* запасать, откладывать; *n* запас • fat *n* жир • thin *a* худой • hungry [ˈhʌŋɡri] *a* голодный • air [eə] *n* воздух • beat [bi:t] *n* биение (сердца) • heartbeat [ˈha:tbi:t] *n* пульсация сердца • cave [keɪv] *n* пещера, впадина, берлога • lightly [ˈlaɪtli] *adv* чутко, некрепко • arise [əˈraɪs] *v* (arose, arisen) подниматься, вставать • fly [flaɪ] *v* (flew, flown) летать • escape [ɪsˈkeɪp] *v* избежать, бежать, спастись • bury oneself [ˈberi] *v* зарываться в землю • mud [mʌd] *n* грязь, ил, тина • stream [stri:m] *n* ручей, река, поток • underneath [ˌʌndəˈniːθ] *prep* под • coil in clumps сворачиваться

в клубки • frost line *n* граница замерзания • turn [tɜ:n] *v* становиться • catch on smth цепляться за что-л. • drop *v* бросать, ронять

Упр. 2. Правильно прочитайте и выучите названия животных:

• bear [beɪ] *n* медведь • polar bear [ˈpəʊlə beɪ] *n* белый медведь
 • squirrel [ˈskwɪrəl] *n* белка • ground squirrel *n* 1) суслик; 2) бурундук
 • earthworm [ˈɜ:θwɜ:m] *n* земляной червь • clam [klæm] *n* съедобный морской моллюск • snail [sneɪl] *n* улитка • spider [ˈspaɪdɪ] *n* паук • turtle [ˈtɜ:tl] *n* черепаха • snake [sneɪk] *n* змея • toad [təʊd] *n* жаба • chipmunk=chipmuck [ˈtʃɪpmʌŋk, ˈtʃɪpmʌk] *n* бурундук

Упр. 3. Выучите названия растений и их частей:

• stem *n* стебель; ствол • bud [bʌd] *n* почка • root [ru:t] *n* корень • twig *n* веточка • annual [ˈænjuəl] *n* однолетник • Spanish needles [ˈspæniː ni:dlz] *n* череда • seed [si:d] *n* семя • sharp points острые иголки • flowering plants [ˈflaʊərɪŋ ˈplɑ:nts] цветковые растения • weed [wi:d] *n* сорняк

Упр. 4. Переведите следующие словосочетания и предложения из текста:

1. Many turtles bury themselves in the mud. 2. This causes the leaves to change colors and fall to the ground. 3. This causes new leaves to continue growing. 4. Grasses turn brown. 5. The grass uses the food stored in its roots to grow. 6. Many animals spend part of the winter resting. 7. Their bodies use the stored fat as food. 8. Its heartbeat is over 200 beats per minute.

Упр. 5. Вы встретите в данном тексте глаголы в пассивном (страдательном) залоге. Прежде чем переводить текст, прочитайте сведения о пассивном залоге и способах его перевода в Lesson 3 Часть II пособия. Переведите следующие предложения, используя активный словарь урока:

1. A baby tiger is called a cub. 2. Living things are fitted to their environment. 3. Polar bears are adapted to the freezing cold of the Arctic. 4. The food is stored in their bodies as fat. 5. These plants are called annuals. 6. The seeds are dropped on the ground. 7. The buds have already been formed. 8. Food for the spring has been stored in the roots and stems of the plant.

Упр. 6. Прочитайте и переведите текст:

HOW LIVING THINGS ADAPT

Fitness to the environment

Living things are fitted, or adapted, to their environment. The environment is everything that surrounds a living thing. A polar bear's environment is the Arctic. Polar bears are adapted to the freezing cold of the Arctic. They have thick white fur all over their bodies and even on their feet. This fur "blanket" helps the polar bears survive, or live through, the low temperatures of their environment. The color of the polar bears' fur protects them from enemies. Can you guess how? The thickness and color of the fur are adaptations. An adaptation is something that makes it possible for a living thing to survive in its environment.

Squirrels in north and south

Ground squirrels can live in the North, as well as in the South. In order to stay alive, the squirrels have adapted to the different climates. In the winter, ground squirrels that live in the cold, northern climate go into a resting stage, called hibernation. They rest or hibernate until early spring, about four months.

Ground squirrels hibernate in South, too. But the resting stage is shorter, because winters in the South are shorter than in the North. Squirrels in the South are adapted to the short winters.

Animals in winter

During the cold winter, many animals hibernate. Earthworms, clams, snails, spiders, many insects, turtles, snakes, toads, and chipmunks are some of the animals that hibernate. In the fall, most of these animals eat as much as they can. The food is stored in their bodies as fat. During hibernation, animals eat very little. Their bodies use the stored fat as food. When spring comes, the animals are thin and hungry.

Animals are not very active during hibernation. So, they do not need much air, and their heartbeat is slow. When it is active, the heartbeat of a ground squirrel is over 200 beats per minute. During hibernation, its heartbeat is fewer than five times per minute!

Many animals spend part of the winter resting. Bears make "beds" in caves and sleep when it gets cold. Bears sleep lightly though, and they may arise and move around on warm winter days.

Many birds fly south to escape the cold. But some birds stay in places where there is food. Many turtles bury themselves in the mud underneath streams. Earthworms coil in big clumps below the frost line of the ground.

Changes in plants

In the fall, days get short and nights get cold. This causes the leaves and stems of many plants to change colors and fall to the ground. But, the buds for the next spring's leaves and flowers have already been formed. And food for the spring has been stored in the roots and stems of the plant. There are more hours of daylight in spring, and the weather becomes warmer. This causes new leaves, twigs, and flowers to continue growing.

Some plants look dead in the winter. When the temperature is cold, grasses turn brown and do not grow. When it gets warm, grasses begin to grow again. The grass uses the food stored in its roots to grow.

Some plants live only one year. These plants are called annuals. The Spanish needle plant is an annual. When cold weather comes, all Spanish needle plants die. But, the seeds of the Spanish needle plant stay alive. These seeds have sharp points. Sometimes, the points catch on people's clothing and in the fur of animals. After the seeds are dropped on the ground, new Spanish needle plants can grow. The seeds will grow into plants the next spring.

Many of the prettiest flowering plants are annuals. Many weeds are annuals, too.

Упр. 7. Соотнесите термины и их определения:

Environment		to stay alive.
Adaptation		food stored in the bodies of animals.
Hibernation		plants that live only one year.
To survive	is	something that makes it possible for a living thing to
To protect	are	survive in its environment.
To adapt		pass the whole of the winter in an inactive state.
To hibernate		everything that surrounds a living thing.
Fat		a resting stage in which some animals spend the whole
Annuals		winter.
		to keep safe from danger of enemies.
		become suitable for a new situation.

Упр. 1. Отработайте чтение следующих слов активного словаря. Запомните их:

• around [əˈraʊnd] *adv* вокруг • soil *n* почва • include [inˈkluːd] *v* включать
 • building [ˈbɪldɪŋ] *n* здание • breathe [briːð] *v* дышать • smell *v* обонять, чувствовать запах, пахнуть; *n* запах, обоняние • whole [həʊl] *a* целый, весь; *n* целое, всё • pollute [pəˈluːt] *v* загрязнять • pollution [pəˈluːʃən] *n* загрязнение • land *n* почва; земля, суша; страна • fat land плодородная почва • poor land скудная почва • throw smth away (threw, thrown) [ˈθrou əˈwei] *v* выбрасывать что-л.; throw into сбрасывать в • beauty [ˈbjuːti] *n* красота • noise [naɪz] *n* шум • waste [weɪst] *n* отбросы, отходы • recycle [ˈriːsaɪkl] *v* рециркулировать, переработать с целью повторного использования • treat [tri:t] *v* обрабатывать, подвергать действию • need [niːd] *v* нуждаться, иметь необходимость • keep [ki:p] *v* хранить, сохранять • drink (drank, drunk) *v* пить
 • sink *n* сточная труба, трубопровод • sewage [ˈsjuːɪd] *n* сточные воды • sewage treatment plant [triːtmənt plaːnt] *n* очистные сооружения • travel [trævl] *v* перемещаться • flow [fləʊ] *v* (flew, flown) течь, литься (into – в) • nearby [ˈniːəbaɪ] *a* близкий, соседний • ocean [oʊən] *n* океан • trash [træʃ] *n* отбросы, хлам, мусор • garbage [ˈɡɑːbɪdʒ] *n* (кухонные) отбросы; гниющий мусор • fishing area [ˈfɪʃɪŋ əˈriːə] *n* зона рыболовства • liquid [ˈlɪkwɪd] *a* жидкий • oil [ɔɪl] *n* нефть • oil refinery [riˈfaɪnəri] *n* нефтеочистительный завод • gasoline=gasolene [ˈɡæsəliːn] *n* амер. бензин • chemical [ˈkemɪkəl] *n pl* химикалии, химические препараты • dump *v* сбрасывать • pest [pest] *n* с/х вредитель, вредное насекомое, паразит • poison [ˈpɔɪzn] *n* яд, отравка; *a* ядовитый, отравляющий; *v* отравлять • poisonous [ˈpɔɪznəs] *a* ядовитый • amount [əˈmaʊnt] *n* количество • lead [liːd] to smth *v* вести к чему-л. • call [kɔːl] *v* называть • chlorine [ˈklɔːriːn] *n* хлор • add [æd] *v* добавлять • spray [spreɪ] *v* распылять • handle [hændl] *v* обращаться, обходиться, управлять • plant 1. *n* растение; *v* садить; 2. *n* завод

Упр. 2. Прочитайте и переведите следующие интернациональные слова:

cycle [saɪkl] *n, v*; recycle [riˈsaɪkl] *v*; chemical [ˈkemɪkəl] *a, n*; chlorine [ˈklɔːriːn] *n*; pesticide [ˈpestisaɪd] *n*; natural [ˈnætʃərəl] *a*; toilet [ˈtɔɪlɪt] *n*.

Упр. 3. Прочтите и переведите слова и их производные:

care – careful – carefully – careless – carelessly – carelessness; cycle – recycle; wide – to widen; less – to lessen; worse – to worsen; large – to enlarge – enlargement; harm – harmful – harmless – harmlessness; pollute – polluted – pollution; safe – unsafe; chlorine – chlorinate – chlorinated – chlorination.

Упр. 4. В данном тексте встречаются предложения с герундием (V+ing). Прежде чем переводить предложения, проработайте сведения о герундии в Части IV Lesson 4 пособия. Переведите следующие предложения:

1. Throwing things away carelessly pollutes the environment. 2. Spoiling natural beauty is another form of pollution. 3. Trash and garbage pollute important fishing areas. 4. Polluting the water is dangerous to all living things. 5. More complete burning makes smoke less dangerous. 6. Some chemicals leave over from manufacturing. 7. Recycling is done at special centers. 8. Is there a recycling center near you? 9. Using things wisely is another way to stop pollution. 10. The government makes laws about littering. 11. You and your family can help by obeying the laws.

Упр. 5. Прочитайте и переведите текст:

ENVIRONMENTAL CONTROL

Your environment is everything around you. Soil, air, and water are all parts of your environment. Your environment includes people, plants, and animals. Buildings and automobiles are parts of your environment. What you see, breathe, smell and hear affect your life.

The environment is the whole world. Pollution of the environment can mean many things. Air, water, and land can be polluted. Throwing things away carelessly pollutes the environment. Spoiling natural beauty is another form of pollution. Noise pollutes the environment. Some wastes can be recycled. Other wastes can be treated to make them safe. Air, water, and soil need to be kept clean. Everyone can help to stop pollution.

Polluting the water

At one time, all lakes and streams were clean. The water was safe to drink. But that was before the days of large cities and factories. Now, many streams and lakes are spoiled by pollution. What pollutes the water?

In many cities, wastes from sinks and toilets run into sewers, or underground pipes. The waste materials that travel in sewers are sewage. In some cities, sewage flows into nearby streams. There, it kills fish and plants. Water in the streams is not safe to drink or to swim in. Some cities along the ocean throw their trash and garbage into the ocean. This pollutes important fishing areas.

Factories have many kinds of liquid wastes, such as oil, gasoline, and chemicals. Oil and gasoline wastes come from oil refineries. Liquid chemicals are sometimes dumped into streams. Some chemicals, such as pesticides, are poisonous. These pesticides are used to kill insect pests. Small amounts of pesti-

cides will kill fish. These poisons make the fish that survive, or live, unsafe to eat.

Cleaning the water

In many cities, sewers lead to a sewage treatment plant, where harmful wastes are taken out. In a sewage treatment plant, a chemical called chlorine is added to the water. Chlorine kills germs. Water treated with chlorine is safe to drink. Sometimes, the waste water is sprayed into the air many times. Chemicals and air clean the water. Then, it is safe to put into a stream, or a lake, or the ocean.

Seattle, Washington, has a good way to handle sewage. For many years, sewage was dumped into Lake Washington. By 1960, most of the lake was polluted. Then, a new sewage treatment plant was built. Today, the lake is clean again. People swim, boat, and fish there.

Упр. 6. Прочитайте текст и выберите пары синонимов из списков а) и в)

- a) 1. adapted *p.p.* 2. survive *v.* 3. environment; 4. fall *n.* 5. rest *v.* 6. hibernation *n.* 7. unsafe *a.*
- b) 1. everything that surrounds a living thing; 2. fitted *p.p.* 3. autumn *n.* 4. a resting stage; 5. stay alive; 6. hibernate *v.* 7. dangerous *a.*

Упр. 7. Прочитайте текст еще раз и ответьте на вопросы:

1. What does our environment include?
2. What affects the life of people?
3. In what way can people pollute the environment?
4. When was the water of all lakes and streams safe to drink?
5. How do many cities pollute the water?
6. How do factories pollute the water?

Контрольная работа № 1

Вариант № I

Упр. 1. Перепишите предложения, указав время, в котором стоит глагол-сказуемое. Предложения переведите:

1. Where are you going?
2. Where does he go in the evenings?
3. We went to the cinema.
4. They will not go there.
5. You go there every month.
6. Your parents are proud of you.
7. He has no family.
8. They didn't understand us.
9. Shall I see you tomorrow?
10. I know that.
11. You knew that.

Упр. 2. Сделайте предложения отрицательными:

1. Mary knows three thousand English words. 2. Tom worked in the garden yesterday. 3. They try to help us. 4. You will take the first place in the competition. 5. It is raining at present. 6. They are going to the stadium. 7. Kate met her friend. 8. I shall think about you.

Упр. 3. Сделайте предложения вопросительными:

1. I go to the Institute by bus. 2. My friend has breakfast at home. 3. They came home from the Institute at 3 o'clock. 4. Ann is speaking English. 5. You are listening to me. 6. We shall translate the text tomorrow. 7. They study at our Institute.

Упр. 4. Перепишите предложения, подчеркнув слово с окончанием –s. Укажите, какую функцию выполняет это окончание в каждом конкретном случае (т.е. служит ли оно для образования множественного числа существительного, 3 лица сказуемого в Present Indefinite или образует притяжательный падеж):

1. There are a lot of studies at our Institute. 2. Bill studies well. 3. It was pleasant to see the children's rosy faces. 4. The room faces south. 5. My brother parks his car here. 6. Near our houses there is a large park. 7. I am going to my friend's.

Упр. 5. Вставьте some, any, no и производные от них слова:

1. Have you ... books? 2. Put ... sugar in your tea. 3. He does not need ... help. 4. Give me ... to eat. 5. We read ... about it. 6. Is there ... on the table? 7. Is ... listening to the radio?

Вариант № 2

Упр. 1. Перепишите предложения, указав время, в котором стоит глагол-сказуемое. Предложения переведите:

1. He reads well. 2. He read well. 3. What is he reading? 4. They will not read this book. 4. Why didn't you read it? 5. He is not afraid of anybody. 6. I had many friends at school. 7. We saw you. 8. I shall understand you. 9. They do not go there. 10. She does not remember me. 11. She is looking for something.

Упр. 2. Сделайте предложения отрицательными:

1. She thinks about you. 2. Jane wanted to buy some fruit. 3. I shall see you tomorrow. 4. They are walking with little Alice. 5. I come home late. 6. I am waiting for you. 7. I get up early. 8. She understood well.

Упр. 3. Сделайте предложения вопросительными:

1. Peter worked at the plant last year. 2. She often meets her friends at the University. 3. They are listening to music. 4. Alice's brother is sitting in the garden. 5. I teach biology. 6. I shall come home late. 7. She will understand you.

Упр. 4. Перепишите предложения, подчеркнув слова с окончанием –s. Укажите, какую функцию выполняет это окончание в каждом конкретном случае (т.е. служит ли оно для образования множественного числа существительных, 3 лица сказуемого в Present Indefinite или образует притяжательный падеж):

1. Their great aims are mental health and normal development. 2. Our foreign policy aims at promoting peace. 3. He is Tom's father. 4. The children's names are Peter, Jack and Bill. 5. This hall houses only a part of the exhibits. 6. There are many new houses in our town. 7. London stretches for many miles.

Упр. 5. Вставьте some, any, no и производные от них слова:

1. ... can understand this text: it is so difficult. 2. There is ... in the next room. 3. Did you read ... about it? 4. I can see ... without glasses. 5. Is there ... in that box? 6. Does ... like apples? 7. He wrote ... letters in the morning.

Вариант № 3

Упр. 1. Перепишите предложения, указав время, в котором стоит глагол-сказуемое. Предложения переведите:

1. John writes poems. 2. You do not understand me. 3. What are they writing? 4. What books did he write? 5. I wrote a letter to my friend. 6. When will you write it? 7. He was there at 12 o'clock. 8. She has many friends. 9. We didn't tell them about it. 10. What will you do? 11. They are laughing at us.

Упр. 2. Сделайте предложения отрицательными:

1. I shall go there next week. 2. They visited the museum on Sunday. 3. She likes sweets. 4. I know Byelorussian as well as Russian. 5. Her parents arrived yesterday. 6. Mary is having an exam now. 7. We are going to the cinema. 8. We study French.

Упр. 3. Сделайте предложения вопросительными:

1. My brother goes to town every day. 2. My sisters are standing at the window. 3. I bought the book. 4. They'll come here on Tuesday. 5. You are studying the same book. 6. We get back at 5 o'clock. 7. They went by bus to the University.

Упр. 4. Перепишите предложения, подчеркнув слова с окончанием –s. Укажите, какую функцию выполняет это окончание в каждом кон-

кретном случае (т.е. служит ли оно для образования множественного числа существительного, 3 лица сказуемого в *Present Indefinite* или образует притяжательный падеж:

1. There are two tram stops near our Institute. 2. The tram stops not far from my house. 3. The boy places his instrument into a special box. 4. I'd like to see all the places of interest in your town. 5. We looked at the women's faces. 6. I didn't know that teacher's friends. 7. He plays Hamlet.

Упр. 5. Вставьте *some, any, no* и производные от них слова:

1. ... boys are football fans. 2. Have you ... questions? 3. Is there ... in the classroom? 4. It was very dark. We could see 5. Is there ... in that box? 6. She is singing 7. He said ... about it.

LESSON 1

Степени сравнения прилагательных Degrees of Comparison

<i>Качественные прилагательные</i>	<i>Положительная the positive degree</i>	<i>Сравнительная the comparative de- gree</i>	<i>Превосходная the superlative de- gree</i>
одно- и двуслож- ные на -er, -ow, -y, -e.	young heavy hot simple	younger heavier hotter simpler	the youngest the heaviest the hottest the simplest
многосложные	difficult	more less } difficult	the most the least } difficult
особая группа	good bad many, much little	better worse more less	the best the worst the most the least
имеющие по две формы степеней сравнения, разли- чающиеся по зна- чению и употреб- лению	far далекий	farther более далекий further дальнейший	the farthest самый дальний the furthest самый далекий
	old старый	older старше (по возрасту) elder старше (в пределах одной семьи или по об- ществу положен.)	the oldest самый старый the eldest самый старший
	near близкий	nearer ближе	the nearest ближайший the next следующий
	late поздний	later более поздний latter последний из двух	the latest последний (по врем. появления) the last последний (по порядку)

Для выражения сравнения существует также ряд
конструкций

Конструкция	Значение	Перевод	Пример
As... as	Равная степень качества	Такой же... как	He is as cheerful as his brother.
Not so... as	Отрицание равенства степени качества	Не такой... как	This table is not so small as that one.
More... than Less... than	Сравнение степеней качеств предметов	Более... чем Менее... чем	This task is more important than that task.
The + сравн.степень the + сравн.степень the warmer..., the better	Зависимость одного от другого	Чем + сравнит. степень, тем + сравнит. степень Чем теплее..., тем лучше	The warmer the weather, the better I feel. (<i>Чем теплее погода, тем лучше я себя чувствую</i>)
Much }+ сравн.ст. far much cheaper far more serious	Значительное превышение качества одного предмета над другим	гораздо (намного) дешевле гораздо серьезнее	Let's go by car. It's much cheaper. Her illness was far more serious than we at first thought.
a bit }+ сравн.ст. a little a little warmer	Незначительное превышение	Немного (чутьку) теплее	It's a little warmer today than it was yesterday.

Упр. 1. Прочтите и переведите следующие прилагательные:

Big – bigger – biggest, busy – busier – busiest, brave – braver – bravest, dirty – dirtier – dirtiest, hot – hotter – hottest, early – earlier – earliest, gay – gayer – gayest, nice – nicer – nicest, simple – simpler – simplest, easy – easier – easiest, sad – sadder – saddest.

Упр. 2. Образуйте сравнительную и превосходную степени от следующих слов:

Old, young, large, wide, difficult, good, hot, bad, much, easy, early, well, many, big, interesting, dangerous, far, late.

Упр. 3. Употребите слова, данные в скобках, в нужной степени сравнения.

1. I want a (small) room. This one is too large. 2. Give me a (short) piece of string. This one is too long. 3. Ann is two years (old) than Kate. 4. The game becomes (interesting). 5. Which of the three girls has the (good) dress? 6. Kate is much (beautiful) than her sister. 7. Australia is the (large) island in the world. 8. The first is still (important) question than the second. 9. This is the (weak) point

of his report. 10. I am tall, but there is a (tall) girl in our class. 11. My tea is too strong, can you make it (weak)? 12. The new bed is (comfortable) than the old one. 13. Mike is the (brave) of all the soldiers. 14. The flag flies at the top of the (high) mast. 15. The lake is much (clear) than the river. 16. This is the (dark) room in the house. 17. Where is (near) bus stop? 18. Where does your (old) brother live? 19. We heard (late) news over the radio. 20. Your paper is (bad) than mine. 21. Whose translation is (good)? 22. She lives in (far) part of the city. 23. She will get (thin) when she gets (old).

Упр. 4. Переведите:

1. The longer (is) the night, the shorter (is) the day. 2. The more we read, the more we know. 3. He can speak German twice as fast. 4. Your room is three times as large as mine. 5. We shall drive at a speed as great as 90 km per hour. 6. New streets are usually not so (as) narrow as old streets. 7. She does not know Moscow so (as) well as we do. 8. This boy is as tall as my brother. 9. The earlier you get up, the more you will do.

Упр. 5. а) Прочтите и переведите текст.

A Letter

Deat Jane!

I am very happy in my new job and my new town. In fact I'm much happier than I was before. I like my new job very much. It's much better than my old one. My boss is more polite than my old boss. My office is larger than the previous one. My co-workers are more friendly than the ones I worked with before. My hours are shorter than the hours at my old job. And my salary is higher than my previous salary. I also like my new town. In general it's much cleaner, the buildings are nicer, and the weather is warmer and the people are more hospitable. You should visit here. I think you'll like it a lot. Please write soon.

Yours sincerely, Lucy.

б) Ответьте на вопросы:

1. What does Lucy think of her new job? 2. Does she like her new boss? Why? 3. What does she think about her new co-workers? 4. What else does she like about her new job? 5. What is her impression of her new town?

с) Перескажите текст.

LESSON 2

Упр. 1. а) Прочтите предложения. Найдите сказуемое, определите время, объясните его употребление. б) Сделайте предложения вопросительными и отрицательными.

1. He often reads books in the evening. 2. He has a magazine in his hand and he is reading it. 3. My friend lived in Riga some years ago. 4. I came into the room because the boys were making a lot of noise. 5. They'll be having a lecture at 5 o'clock tomorrow. 6. He was writing an article the whole day yesterday. 7. Look! The boys are working very hard. 8. In the picture a woman is sitting in an arm-chair. She often sits in that arm-chair in the afternoon. 9. They'll come next week. 10. She makes very good coffee. 11. She made very good tea yesterday.

Perfect Tenses

(Перфектные времена)

Образование: to have – Participle II смыслового глагола			
	<i>Present</i>	<i>Past</i>	<i>Future</i>
Утвердительная форма множ. чис. един. число	I have written You have written He } She } has written It }	I had written You had written He } She } had written It }	I shall have written You will have written He } She } will have written It }
Вопросительная форма множ. чис. един. число	Have I written? Have you written? he } Has she } written? it }	Had I written? Had you written? he } Had she } written? it }	Shall I have written? Will you have written? he } Will she } have written? it }
Отрицательная форма множ. числ. ед. числ.	I have not written You have not written He } She } has not written It }	I had not written You had not written He } She } had not written It }	I shall not have written You will not have written He } She } will not have written It }

Упр. 2. Запомните слова, которые обычно употребляются с совершенными временами:

Present Perfect – already (уже), just (только что), never (никогда), ever (когда-либо), since (с тех пор, как), yet (еще), lately (в последнее время), recently (недавно), а также - today, this month, this week, this year ...;

Past Perfect – by that time yesterday, by 3 o'clock, before he came;

Future – by that time tomorrow, by 4 o'clock, before she comes ...

Упр. 3. Переведите предложения на русский язык. Сделайте их отрицательными и вопросительными:

1. We have made a mistake. 2. The lesson has begun. 3. I have read today's newspapers. 4. We have seen some boys. 5. Ann has been to London. 6. She has put on a new dress. 7. She has bought a new watch. 8. They have seen a lot of things. 9. The bus has stopped. 10. We have studied this problem since 1990.

Упр. 4. Поставив глаголы в скобках в Present Perfect, скажите, что действие уже выполнено.

Model: Why isn't Igor doing his translation? – He has already done it.

1. Why isn't Ann cooking dinner? 2. Why aren't the boys learning the song? 3. Why aren't you helping us? 4. Why isn't he watching the film? 5. Why aren't they learning the verbs? 6. Why aren't you reading up for your exams? 7. Why isn't he answering this question? 8. Why aren't they typing the papers?

Упр. 5. Сравните времена:

<i>Past Simple</i>	<i>Present Perfect</i>
I finished my work two hours ago.	I have already finished my work.
Я закончил работу 2 часа тому назад. (В определенный момент в прошлом – 2 часа назад).	Я уже закончил работу. (В неопределенное время в прошлом).
It was in Europe last year (three years ago, in 1989, in 1992, when I was ten years old. (Действие произошло в определенный момент в прошлом).	I have been to Europe many times (several times, a couple of times, once). (Действие происходило раз или несколько раз, но не указано когда).

Упр. 6. Переведите предложения, обращая внимание на разницу в употреблении Present Perfect и Past Simple.

1. Has he come yet? When did he come? 2. Have you been to any museum lately? Yes, I have. I was in the Art Museum some days ago. 3. I have never been to Moscow, but my brother was there last year. 4. I have seen the new film. I saw it last week. 5. He began to read the book two weeks ago, but he hasn't finished it yet. 6. When did you finish school? 7. Were you in England last year? No, I have never been to England. 8. Where were you born? 9. Your hair looks nice. Have you had a haircut? Yes, I had my haircut yesterday. 10. Where is

Tom? He has gone out. He left his flat ten minutes ago. 11. Do you want to go to the cinema with us tonight? No, thanks. We have seen the new film. We saw it on Wednesday. 12. Have you ever eaten at the student canteen? Yes, I have. I have eaten there many times. I ate breakfast there an hour ago.

Упр. 7. Раскройте скобки, употребляя глаголы в Present Perfect или Past Indefinite.

1. We (to travel) around Europe last year. 2. My father knows so much because he (to travel) a lot. 3. I (to see) Pete today. 4. She (to see) this film last Sunday. 5. Alex (to meet) his friend two hours ago. 6. I just (to meet) our teacher. 7. The children already (to decide) what to do with the books. 8. Yesterday they (to decide) to help their grandmother. 9. Helen speaks French so well because she (to live) in France. 10. She (to live) there last year. 11. The rain (to stop) and the sun is shining in the sky again. 12. The rain (to stop) half an hour ago. 13. Mary (to buy) a new hat. 14. I (to buy) a pair of gloves yesterday. 15. The wind (to blow) off the man's hat, and he cannot catch it. 16. The weather (to change), and we can go for a walk. 17. The wind (to change) in the morning.

Упр. 8. Прочитайте предложения и объясните употребление Past Perfect. Предложения переведите.

1. She had written the report by six o'clock. 2. By what time had the meeting been over? 3. I had not finished my work by Monday. 4. When we entered the hall, the performance had already begun. 5. As soon as I saw him I understood that something had happened. 6. I bought a new dictionary because I had lost my old one. 7. I told my friends a new joke which I had heard recently. 8. When I came out into the street I saw that the rain had stopped. 9. On my way home I met a friend of mine whom I had not seen for many years. 10. I didn't recognize him because so many years had passed since we met last.

Упр. 9. Ответьте на вопросы, говоря, что действие уже произошло до того, как вас об этом спросили. Глаголы в скобках употребите в Past Perfect.

Model: - Why didn't you watch that film on TV yesterday? (see)
- Because I had seen it before.

1. Why didn't you see Ann when you came to Minsk? (leave) 2. Why didn't you tell him my address? (forget) 3. What did Tom hear about Kate's examination? (pass) 4. Why did Fred come home so soon from his holiday? (spend all the money) 5. Why couldn't you get into your flat at once? (lose the key) 6. What did you learn about Bob? (marry) 7. What did he learn about Helen from the letter he received? (be ill for a month).

Упр. 10. Прочтите диалоги. Найдите глаголы в Perfect. Объясните его употребление. Диалоги переведите.

1.

- I'll have written my composition by 6 o'clock.
- Oh, I shan't even have begun mine by then. But I'll have begun it as soon as supper is over.
- I hope you will.

2.

- Kitty, I want you to go to the baker's before 6 o'clock. I have this ironing to do but I shall have finished it in half an hour and I need a loaf for supper.
- Can I go after 6 o'clock, Mum? I am watching an interesting film and it won't have finished by 6 o'clock.
- I'm sorry, but the baker's shop will have closed by the time the film finishes.
- All right, Mum. I'll go now.
- I hope you will. We shall have had supper and you will have cleared the table by half past seven, then you can watch another film before your bed-time. Will it have finished by 9 o'clock?
- Oh, yes, it will have finished by half past eight.

Упр. 11. Скажите, что все эти действия уже произойдут к определенному моменту в будущем.

Model: The concert (finish) by 10 o'clock. – The concert will have finished by 10 o'clock.

1. We hope you (learn) all this by tomorrow. 2. I (finish) everything by the time you get back. 3. ... you (write) all your letters by 5 o'clock? 4. By next Tuesday you (stay) with us for 5 weeks. 5. He (write) his report by Monday. 6. They (arrive) at the theatre by the end of the journey. 7. When we reach that village we (do) half of the journey. 8. They (go) for a walk by the time I have finished the job. 9. You (have) a good rest by the end of the week.

LESSON 3

The Passive Voice Indefinite Tenses

В любом языке глаголы могут употребляться в 2-х залогах: активном (действительном) и пассивном (страдательном). Если глагол-сказуемое стоит в активном залоге, это означает, что подлежащее активно, т.е. само выполняет действие над объектом.

В предложении **Я послал телеграмму**

Я – подлежащее (деятель) выполнил действие над объектом (дополнением).

Если глагол-сказуемое стоит в пассивном залоге, это означает, что объект действия выполняет функцию подлежащего, и действие производится над ним. Исполнитель действия может не указываться. В предложении **Телеграмма была послана мною** подлежащее пассивно, действие выполняется над ним.

Упр. 1. Определите залог сказуемого в следующих предложениях.

1. Том убирает класс. 2. Мистер Грин коллекционировал марки. 3. Работа сделана вовремя. 4. Телеграмма будет отправлена вовремя. 5. Я отправлю телеграмму завтра. 6. Мы получили ответ 2 дня спустя. 7. Ответ был получен 2 дня спустя. 8. Они покажут тебе дорогу к университету. 9. Дом был построен 5 лет назад. 10. Текст будет переведен завтра.

В английском языке формы пассивного залога совпадают с русскими: т.е. они образуются при помощи вспомогательного глагола **to be** в соответствующем времени (Present: am, is, are; Past: was, were; Future: will be) и смыслового глагола в форме причастия прошедшего времени (V - ed/3)

to be + V -ed/3

Спряжение глагола to invite в Present, Past и Fututre Indefinite

<i>Present Indefinite</i>	<i>Past Indefinite</i>	<i>Future Indefinite</i>
I am He is We are	I was We were They were	I shall He will They will
} invited	} invited	} be invited

Сравните:

<i>Active Voice</i>	<i>Passive Voice</i>
I ask – я спрашиваю	I am asked – меня спрашивают
I asked – я спрашивал	I was asked – меня спрашивали
I will ask – я спрошу	I will be asked – меня спросят

Упр. 2. Переведите предложения:

I teach – I am taught; I ask – I am asked; he introduced – he was introduced; they prepared – they were prepared; we ensure – we were ensured; I shall instruct – I shall be instructed; she will dress – she will be dressed; she admires – she is admired; we took – we were taken; it made – it was made; we shall invite – we shall be invited.

Способы перевода предложений со сказуемым в пассивном залоге

1) глаголом «быть» в сочетании с краткой формой причастия страдательного залога (I was invited to the concert. – Я был приглашен на концерт);

2) глаголом, оканчивающимся на **–ся, –сь** (This question is being discussed. – Этот вопрос обсуждается);

3) глаголом в действительном залоге в 3-ем лице множественного числа в составе неопределенно-личного предложения (Houses are built very quickly now. – Дома строят теперь очень быстро);

4) глаголом в действительном залоге, если в предложении (в страдательном залоге) есть дополнение с предлогом **by** (He was laughed at by the boys. – Мальчики смеялись над ним);

5) если дополнение с предлогом **by** отсутствует, то страдательный оборот переводится на русский язык неопределенно-личным предложением (He was laughed at. – Над ним смеялись; The doctor was sent for. – За доктором послали).

Упр. 3. Выберите нужный вариант перевода сказуемого:

1) Special attention is paid to the translation of passive constructions.
а) уделяли; б) уделяется; в) уделяет; г) будет уделено; д) уделялось.

2) The students will be shown a new film.
а) показывают; б) показали; в) будут показывать; г) покажут; д) были показаны.

3) This road was built last year.
а) строят; б) строилась; в) строится; г) была построена; д) будет построена.

Обратите внимание, что предлог **by** присоединяет исполнителя действия (кем?): by me – мною, by him – им, by her – ею. А предлог **with** присоединяет орудие, при помощи которого выполняется действие (чем?): with a knife – ножом, with snow – снегом.

Упр. 4. Заполните пропуски «by» или «with»:

1. America was discovered ... Columbus in 1492. 2. It was made ... simple tools *инструментами*. 3. The ground was covered ... snow. 4. Rice is eaten ... chopsticks in China. 5. Donald Duck was created ... Walt Disney in 1936.

6. Whatever he did was always done ... passionate conviction *с горячей убежденностью*. 7. These contests are held ... Olympic Committee. 8. Only one of his books was translated into Russian ... our specialists. 9. The bridge was destroyed ... a bomb. 10. A lot of damage was done ... the earthquake *землетрясение*. 11. The house was seriously damaged ... the flood *наводнение*.

Упр. 5. Переведите на английский язык, употребляя глаголы в *Past Indefinite Active* или *Past Indefinite Passive*.

Я рассказал	- Мне рассказали
Я показал	- Мне показали
Она привела	- Ее привели
Мы спросили	- Нас спросили
Мы ответили	- Нам ответили
Мы послали	- Нас послали
Они дали	- Им дали
Он помог	- Ему помогли
Он посоветовал	- Ему посоветовали
Он забыл	- Его забыли
Он вспомнил	- Его вспомнили
Мы пригласили	- Нас пригласили
Мы поправили	- Нас поправили
Он вылечил	- Его вылечили
Он позвал	- Его позвали

Упр. 6. Переведите на английский язык, употребляя глаголы в *Present, Past* или *Future Indefinite Passive*.

Мне рассказали	- Мне рассказывают	- Мне расскажут
Мне показали	- Мне показывают	- Мне покажут
Ее привели	- Ее приводят	- Ее приведут
Нас спросили	- Нас спрашивают	- Нас спросят
Нам ответили	- Нам отвечают	- Нам ответят
Нас послали	- Нас посылают	- Нас пошлют
Им дали	- Им дают	- Им дадут
Ему помогли	- Ему помогают	- Ему помогут
Ему посоветовали	- Ему советуют	- Ему посоветуют
Его забыли	- Его забывают	- Его забудут
Его вспомнили	- Его вспоминают	- Его вспомнят
Нас пригласили	- Нас приглашают	- Нас пригласят
Нас поправили	- Нас поправляют	- Нас поправят
Его позвали	- Его зовут	- Его позовут

Упр. 7. Найдите сказуемые в следующих предложениях и определите их видо-временную форму.

1. The work of this student was discussed at the meeting. 2. The letter will be sent at once. 3. I was told to buy tickets. 4. We were given new equipment. 5. She was looked at coldly. 6. Who was shown the Palace of Congress yesterday? 7. Why are children forbidden to play on the carriage-way? 8. The examinations were taken in June. 9. All these magazines are sent abroad.

The Present Simple Passive

<i>Подлежащее</i>	<i>Глагол в активном залоге</i>	<i>Дополнение</i>
Milkmen	sell	milk
Milk	is sold	by milkmen
<i>Подлежащее</i>	<i>Глагол в пассивном залоге</i>	<i>Деятель</i>

The Past Simple Passive

<i>Подлежащее</i>	<i>Глагол в активном залоге</i>	<i>Дополнение</i>
Milkmen	sold	milk
Milk	was sold	by milkmen
<i>Подлежащее</i>	<i>Глагол в пассивном залоге</i>	<i>Деятель</i>

Упр. 8. Преобразуйте предложения из активного залога в пассивный, сделав все необходимые изменения. Используйте таблицу, данную выше, как образец.

1. Hob opened the door. 2. Mary helped the teacher. 3. The porter takes the luggage to the train. 4. Mrs. Priestley welcomes the visitors. 5. Susan brought in the coffee. 6. I'll finish my work about 5 o'clock. 7. Susan washes the dishes. 8. Lucille drives the car. 9. Sir Joseph Binks will give Tom a small cheque. 10. Mr. Priestley brings some students for tea. 11. Hob tells the students about Uncle Tom. 12. My friend took me to the cinema yesterday. 13. Hob sends some cigarettes to Uncle Albert. 14. We'll use your books in our class. 15. Hob often tells us jokes.

Вопросы для самоконтроля:

1. Как образуются степени сравнения от прилагательных и наречий, состоящих из 1-2 слогов?

2. Как образуются степени сравнения от многосложных прилагательных?
3. Назовите степени сравнения от good, bad, much, many, little, well, far.
4. Как образуется Present Perfect?
5. Каким временем переводятся глаголы в Present Perfect на русский язык?
6. Какие слова подсказывают, что в предложении надо употребить это время?
7. В чем смысловое различие в употреблении времен Present Perfect и Past Indefinite?
8. В чем смысловое отличие в употреблении Past Perfect и Past Indefinite?
9. Из каких компонентов состоит глагол в страдательном залоге в английском языке?
10. Является ли подлежащее в предложении со сказуемым в страдательном залоге объектом или субъектом действия?
11. Какие способы перевода предложений со сказуемым в страдательном залоге вы знаете?

Задание на II семестр:

1. Знать ответы на все вопросы для самоконтроля.
2. Выполнить письменно контрольную работу № 2.
3. Уметь читать и устно переводить тексты по специальности; выписывать и выучить незнакомые слова к этим текстам.

ТЕХТ 1

Упр. 1. Прочитайте и запомните слова активного словаря текста I:

- truck [trʌk] *n* грузовик • trash truck *n* мусороуборочная машина • exhaust [igˈzɔːst] *v* выпускать, выкачивать • exhaust (gases) *n* выхлопные газы
- pollutant [pəˈluːtənt] *n* загрязняющее вещество, загрязнитель • danger [ˈdeɪndʒ] *n* опасность • dangerous [ˈdeɪndʒərəs] *a* опасный • carbon monoxide [ˈkɑːbn mɒˈnɔːksaɪd] *n* окись углерода, угарный газ • poison [ˈpɔɪzən] *n* яд
- deadly [ˈdedli] *a* смертельный • give off *v* испускать, выделять • smoke *n* дым • smoke stack *n* дымовая труба • collect [kəˈlekt] *v* собирать(ся) • blow [bləʊ] *v* (blew, blown) дуть (away – уносить) • breathe [briːz] *v* дышать
- harm *v* вредить • lungs [lʌŋz] *n* легкие • moisture [ˈmɔɪstʃə] *n* влажность, сырость, влага • clear [kliə] *a* чистый, прозрачный; ясный, светлый
- particle [ˈpɑːtɪkl] *n* частица • speck [spek] *n* частица, частичка, крупинка • dirt [dɜːt] *n* грязь • necessary [ˈnesɪsəri] *a* необходимый • furnace [ˈfɜːnis] *n* печь (техническая) • burn [bɜːn] *v* (burnt) жечь, сжигать • burning *n* горение
- complete [kəmˈpliːt] *a* полный • trap *v* поглощать, улавливать, отделять • remove [rɪˈmuːv] *v* уничтожать, удалять, убирать • place *v* помещать • used

things [ju:zd θiŋz] вещи, побывавшие в употреблении, изношенные, отработанные • plastic bags [ˈplæstɪk] целлофановые мешки • can *n* консервная коробка или банка (*из любого материала*) • list *n* список; *v* составить список, перечислить • solid [ˈsɒlɪd] *a* твердый • dump *n* свалка; куча мусора; *v* сваливать • top *n* верх, поверхность • not ... anymore больше не ... • junkyards [d ʌŋkja:dz] *n* место, куда свозятся и где сортируются утиль, отбросы, старый хлам *и т. п.* • rust *v* ржаветь • fill *v* заполнять • leave over from manufacturing оставаться после процесса изготовления чего-л. • leak out [ˈli:k] *v* просачиваться, вытекать • barrel [ˈbærəl] *n* бочка

Упр. 2. Прочитайте тексты Air Pollution и Land Pollution и выпишите предложения со сказуемым в пассивном залоге. Предложения письменно переведите.

Упр. 3. Определите сказуемое. Предложения переведите:

1. Their exhaust gases pollute the air. 2. Factories give off poison gases and smoke. 3. The polluted air makes it hard to breathe. 4. The gases smoke and moisture form smog. 5. Poison gases form in the ground under garbage dumps.

Упр. 4. Прочитайте следующие предложения и определите придаточные и их типы. Придаточные дополнительные находятся после сказуемого, а определительные - после существительного, которое они определяют (Союз *that, which* может опускаться):

1. Factories give off poison gases and smoke that collect over the cities. 2. On days when the air is not very polluted, you can see farther. 3. Chemicals that are left over from manufacturing may be buried in the ground. 4. In time, the chemicals leak out of the barrels they were stored in and poison the ground.

Упр. 5. Прочитайте и переведите текст:

ENVIRONMENTAL CONTROL

Air pollution

Cities have many cars, trucks, and buses. Their exhaust gases pollute the air. One of the most dangerous pollutants is carbon monoxide, a deadly poison. Carbon monoxide is a gas in the exhaust from cars. Factories give off poison gases and smoke that collect over the cities. Sometimes, the wind does not blow these pollutants away. The polluted air makes it hard to breathe and can harm your lungs. The gases, smoke, and moisture in the air form smog. Smog makes it impossible to see the buildings in this picture. On days when the air is not very polluted, you can see farther.

Even when the air looks clear, there can be little particles, or specks, of dirt in it.

Smoke from factories is not necessary. More air can be used in furnaces, to produce more complete burning. Smoke can be trapped in special smoke-stacks, too. Poison gases and particles can be removed by special filters placed inside the smokestacks.

Land pollution

People throw things away. They throw out used things. Do you throw out newspapers, boxes, plastic bags, cans, and bottles? Can you list other things? What happens to the solid wastes from your home? Does a trash truck take them away? Or do your parents take them to the dump?

Everyday, people throw away millions of tons of trash. In the past, solid waste was dumped on top of the land. This does not happen as often, anymore. But you can still see junkyards in some places. Often, they are filled with rusting cars. And sometimes, poison gases form in the ground under junkyards and garbage dumps. They pollute the land.

Wastes from factories also pollute the land. Chemicals that are left over from manufacturing may be buried in the ground. In time, the chemicals leak out of the barrels they were stored in and poison the ground. These poisons can get into water and become a danger to plants, animals, and people.

Упр. 6. Прочитайте текст еще раз и ответьте на следующие вопросы:

1. Why are exhaust gases dangerous? 2. In what way do factories pollute air? 3. What is smog? 4. What cities in the world suffer *страдают* from smog most? 5. In what way can factory smoke be made less dangerous? 6. Give examples of solid wastes. 7. Where are solid wastes taken? 8. Why do junkyards pollute the land? 9. Do factories pollute only the air?

Упр. 7. Завершите предложения, подобрав из списка, данного ниже, подходящие по смыслу слова/словосочетания:

1. Cars, trucks and buses are ... 2. ... is the most dangerous pollutant. 3. A mixture of fog and smoke is called ... 4. ... is anything that pollutes air, water or land. 5. Solid worthless material is called ... 6. ... is a lorry that collects solid wastes and takes them away to junkyards. 7. ... is substance causing death or harm if absorbed by a living thing.

(pollutant, poison, smog, trash, carbon dioxide, means of transport, trash track).

TEXT 2

Упр. 1. Отработайте произношение слов активного словаря текста II. Запомните их:

• dig (dug) *v* копать • hole [ˈhəʊl] *n* яма • sanitary landfill [ˈsænitəri ˈlændfil] *n* место, где производят закапывание мусора, отходов • heat [hi:t] *n* теплота • billboard [ˈbilbɔ:d] *n* доска для афиш и объявлений • power line(s) [ˈpaʊə ˈlaɪn] *n* электросеть, электрические провода • power plant [pla:nt] *n* электростанция • ugly [ˈʌgli] *a* безобразный, уродливый, некрасивый • bother [ˈbɒðə] *v* причинять беспокойство • hurt [hɜ:t] *v* (hurt) причинять боль • motorcycle [ˈməʊtəsaɪkl] *n* мотоцикл • community [kəˈmju:niti] *n* община, сообщество • government [ˈɡʌvənmənt] *n* правительство • litter [ˈlitə] *n* сор, мусор; *v* сорить, мусорить • obey [əˈbeɪ] *v* подчиняться, повиноваться • representative [ˌrepriˈzentətɪv] *n* представитель, депутат • engine [ˈendʒɪn] *n* мотор • fuel [ˈfju:əl] *n* топливо • whenever [wenˈevə] *conj* всякий раз когда; когда бы ни

Упр. 2. Прочтите и переведите следующие интернациональные слова:

recycle [ˈriːsaɪkl] *v*, recycling [riˈsaɪklɪŋ] *n*, special [ˈspeʃl] *a*, center=centre [ˈsentə] *n*, material [məˈtɪəriəl] *n*, natural beauty [ˈnætʃrəl], protect [prəˈtekt] *v*, automobile [ˈɔ:təməbi:l] *n*, *a*

Упр. 3. Переведите предложения. Обратите внимание, что относительное местоимение *what*, присоединяющее придаточные подлежащие, сказуемые и дополнительные предложения, часто переводится на русский язык посредством то что:

1. This is not what I want. 2. The weather is not what it was yesterday. 3. They laughed at what he said. 4. Another kind of pollution spoils what we see. 5. What you see, breathe, smell and hear affect your life.

Упр. 4. Прочитайте и переведите текст:

FIGHTING LAND POLLUTION

In many cities, solid trash is buried. Holes are dug in the ground. The trash is dumped into the holes. Then, the trash is covered with earth. The places where trash is buried are called sanitary landfills. When the land is filled in, it can be made into a park. Houses can be built on landfill, too.

Some kinds of solid wastes, such as cans and bottles, can be used again. They can be recycled. Paper can be recycled, too. Recycling is done at special centers. The used material is sent to factories, where new things are made from it. Is there a recycling center near you? If there is, you can take wastes there. Sometimes, you may be able to use things over again at home or in school, too.

Other kinds of pollution

Heat can cause pollution. Electrical power plants and factories burn coal or oil. That is how they make the electricity and other things that we need. Sometimes water from streams or lakes is used to cool these plants and factories. Then, this water becomes hot. The hot water is returned to the stream or lake. Because it is hot, the water spoils the environment of the stream or lake. It may also kill the plants and animals living there.

Another kind of pollution spoils what we see. Billboards and junkyards are not pretty. Power lines and even some buildings are ugly. They spoil the natural beauty of the land.

Noise pollutes the environment, too. Loud noise bothers many people. It can also hurt our ears. Trucks, motorcycles, and cars all make life noisy.

Is there pollution in your community? Many people are trying to stop pollution. But the big causes of pollution are hard to stop. People in the government can help and so can you. The government makes laws about littering and about wastes from power plants and factories. You and your family can help by obeying the laws. You can write to your representative in congress about new laws to protect the environment.

Using things wisely is another way to stop pollution. When people waste things, they cause more pollution. What can you do to stop wasting things?

Factories can be made to produce less smoke. Automobile engines can be built that produce less carbon monoxide. But whenever fuels are burned, there will always be some waste gases or smoke. Engineers are trying to find ways to remove wastes from factory and automobile exhausts.

Упр. 5. Ответьте на вопросы к тексту:

1. What is the difference between junkyards and sanitary landfills?
2. Which way is better?
3. Is it necessary to dump cans, bottles and paper into sanitary landfills?
4. Is there a recycling centre near your town?
5. How do power plants make electricity?
6. What do they use to cool power plants?
7. Is this water harmful?
8. Is noise a pollutant?
9. How can each of us help to stop pollution?
10. What are the ways to stop pollution?

TEXT 3

- Упр. 1. Отработайте произношение слов активного словаря текста**
III. Запомните их:

• biosphere [ˈbaɪəsfɪə] *n* биосфера • originate [ˌɒrɪdɪneɪt] *v* возникать; давать начало • casual [ˈkæʊəl] *a* непреднамеренный, случайный • casually *adv* случайно • concept [ˈkɒnsɛpt] *n* понятие, идея, общее представление, концепция • play part of smth играть роль • science [ˈsaɪəns] *n* наука • scientist [ˈsaɪəntɪst] *n* ученый • essential [ɪˈsenʃl] *a* существенный, существенно важный • essentially *adv* существенно, существенным образом; по существу • accept [əˈksept] *v* признавать, принимать • emerge [ɪˈmɜːd] *v* появляться, возникать • relatively [ˈrelatɪvli] *adv* относительно • layer [ˈleɪə] *n* слой • influence [ˈɪnfluəns] *v* влиять • composition [ˌkɒmpəzɪʃ(ə)n] *n* состав • fragile [ˈfrædʒaɪl] *a* хрупкий • film *n* пленка, легкий слой чего-л., оболочка • vary [ˈveəri] *v* разниться, расходиться; разнообразить; (из)менять(ся) • desert [ˈdezət] *n* пустыня • cycle [ˈsaɪkl] *v* проходить цикл развития; повторяться • run [rʌn] (on smth) *v* циклически функционировать за счет чего-л., работать, действовать • space *n* космос; пространство • biota [baɪˈaʊtə] *n* биота, фауна и флора определенного района • biotic [baɪˈɒtɪk] *a* жизненный, живой, биотический; biotic potential способность организма или вида к выживанию • abiotic [æbaɪˈɒtɪk] *a* абиотический, неживой, нежизненный • lithosphere [ˈlɪθo(u)sfiə] *n* литосфера • liquid [ˈlɪkwɪd] *n* жидкость; *a* жидкий • branch [braːntʃ] *n* область, отрасль • treat [tri:t] *v* рассматривать, трактовать • human [hjuːmən] *a* человеческий • level [ˈlevl] *n* уровень • interaction [ɪntərˈækʃn] *n* взаимодействие • concern [kənˈsɜːn] *n* интерес; беспокойство, забота; отношение • particular [pəˈtɪkjʊlə] *a* особенный • unit [ˈjuːnɪt] *n* единица • population [ˌpɒpjʊˈleɪʃn] *n* популяция; население • multidisciplinary [ˌmʌltɪˈdɪsɪplɪnəri] *a* включающий многие отрасли наук • draw [drɔː] *v* (drew, drawn) facts привлекать, собирать факты • chemistry [ˈkemɪstri] *n* химия • originally [ˌɒrɪdɪnəli] *adv* первоначально, сначала • deal [di:l] *v* (dealt) with problems заниматься проблемами • growth [ɡrəʊθ] *n* рост • emergence [ɪˈmɜːd(ə)ns] *n* появление • along with наряду с • magnitude [ˈmæɡnɪtjuːd] *n* величина, размеры • complexity [kəmˈpleksɪti] *n* сложность, запутанность • rate [reɪt] *n* темп, скорость • modify [ˈmɒdɪfaɪ] *v* видоизменять • modification [ˌmɒdɪfɪˈkeɪʃ(ə)n] *n* модификация, видоизменение, изменение • observe [əbˈzɜːv] *v* наблюдать, следить • observation [ˌɒbsə(ː)ˈveɪʃn] *n* наблюдение • satellite [ˈsætəˈlaɪt] *n* спутник, искусственный спутник • reveal [rɪˈviːl] *v* обнаруживать, показывать • to some extent [ɪksˈtent] *n* до некоторой степени • damage [ˈdæmɪdʒ] *v* повреждать • agricultural [ˌæɡrɪˈkʌltʃərə(ə)l] *a* сельскохозяйственный • whereas [weəˈræz] *conj* в то время как, тогда как • remain [rɪˈmeɪn] *v* оставаться • intact [ɪnˈtækt] *a* нетронутый, неповрежденный • humankind [ˈhjuːmənˈkaɪnd] *n* человечество, род людской • enter [ˈentə] *v* вступать в, входить в • relationship [rɪˈleɪʃnʃɪp] *n* отношение, взаимоотношение, связь • respond [rɪˈspɒnd] *v* реагировать

на • importance [im`pɔ:təns] и важность • global [ˈgloubəl] а мировой, всемирный, общий, всеобщий

Упр. 2. Прочтите интернациональные слова и переведите их на русский язык:

biosphere [ˈbaɪəsfiə], structure [ˈstrʌktʃə], nature [ˈneɪtʃə], natural [ˈnætʃ(ə)rəl], human [ˈhju:mən], physics [ˈfɪziks], concept [ˈkɒnsept], cycle [saɪkl], lithosphere [ˈliθo(u)sfiə], atmosphere [ˈætməsfiə], hydrosphere [ˈhaɪdro(u)sfiə], organism [ˈɔ:gənɪzəm], ecosystem [ˈi:kə(u)sɪstəm], chemistry [ˈkemɪstri], discipline [ˈdɪsɪplɪn], modify [ˈmɒdɪfaɪ], ecology [iˈkɒlədʒi], biology [baɪˈɒlədʒi], energy [ˈenədʒi], component [kəmˈpəʊnənt], organization [ˌɔ:gən(a)ɪzeɪʃ(ə)n], biologic [ˌbaɪəˈlɒdʒɪk], energetics [ˌenəˈdʒetiks], biochemical [ˌbaɪə(u)ˈkemɪk(ə)l], abiotic [ˌæbaɪˈɒtɪk], tundra [ˈtʌndrə], fauna [ˈfəʊnə], flora [ˈflɔ:rə], industrial [ɪnˈdʌstriəl], transform [trənsˈfɔ:m], radically [ˈrædɪkəli], global [ˈgloubəl]

Упр. 3. Прочитайте и переведите текст:

BIOSPHERE. ECOLOGY

The idea of biosphere originated rather casually more than a century ago. The concept played little part in scientific thought, however, until it was developed by the Russian scientist V.I. Vernadsky. It is essentially his concept of the biosphere that we accept today¹⁷.

The first living cells emerged between 4 billion and 3.8 billion years ago. At present biosphere includes vast numbers of plants, animals, and other life-forms of our planet, many of them are yet to be discovered. Biosphere is a relatively thin life-supporting layer around the Earth containing living organisms, which is strongly influenced in composition, structure and energetics by the living organisms. Part of the biosphere containing the highest concentration of living matter – the Earth's thin and fragile “film of life” – varies from a few meters in deserts and tundra to a hundred meters in tropical forest regions and oceans.

The biosphere is a complex system of energy use and material cycling. This system runs on energy flowing into it from the Sun¹⁸ and it gives off energy (primarily as heat) to space.

We can divide the biosphere into two parts, living and nonliving, or biotic and abiotic. The biotic part of the biosphere consisting of fauna and flora is known to be called biota¹⁹. We can further divide the abiotic portion into three

¹⁷ It is essentially his concept of the biosphere that we accept today. – В основном как раз его теорию биосферы мы принимаем.

¹⁸ Energy flowing into it from the Sun – энергия, излучаемая солнцем

¹⁹ The biotic part ... is known to be called biota. – Как известно, биотическую (живую) часть ... называют биотой.

parts: the solid Earth or lithosphere, liquid water or hydrosphere, and the atmosphere.

Ecology is a branch of science which treats the world of nature – including its human component – at certain levels of biological organization. It is the study of the living organisms interactions with each other and with their environment. Particular concern of the ecologists is with the “higher” levels of life organization: from populations to biosphere. The functional unit in ecology is the ecosystem because it includes all of the interactions of communities with both their living (biotic) and their nonliving (abiotic) environments.

Ecology is a multidisciplinary science. Facts about ecological systems are drawn from biology, geology, chemistry, physics, and other sciences. Originally ecology was treated as environmental biology. Modern ecology has to deal with environmental problems caused by human activities.

People have always affected the natural environment. But the population growth along with emergence of industrial world economy during the last two centuries has increased the magnitude, complexity and rate of these modifications. Today environment is not just modified by human action: it is radically transformed. Global satellite observations of the Earth²⁰ have revealed that about 60 percent of land surface is to some extent damaged by industrial, agricultural, and other human activities, whereas no more than 40 percent of land remains intact.

Humankind is entering a new era in its evolution characterized by a new relationship with nature. An understanding of how the biosphere works, and how it responds to the global environmental change is of fundamental importance.

Упр. 4. В тексте имеется несколько определений. Приведите термины, чтобы сделать предложения законченными:

1. ... is the layer around the Earth in which all living organisms exist. 2. ... is the sum total of all liquid and frozen water on or near the Earth's surface. 3. ... is a region of gases, airborne particles and water vapor enveloping the Earth (envelop – окутывать). 4. ... is the solid Earth with the rocks, soils and sediment on its crust (rock – скала, горная порода; sediments – осадочные породы, отложения; crust – земная кора).

Упр. 5. Составьте как можно больше словосочетаний со следующими словами:

layer (thick, of water, of gas, outer, thin, around the Earth);
environment (biotic, intact, damaged, healthy, parts of, physical, clear);
interactions (humankind, nature, stable, communities, global, constant, living organisms, environment).

²⁰ Global satellite observation of the Earth

Упр. 6. Прочитайте текст еще раз и ответьте на вопросы:

1. What two main concepts are dealt with in the text? 2. Who developed the concept of biosphere? 3. What is biosphere? 4. What two parts can the biosphere be divided into? 5. What does biota consist of? 6. What does the abiotic part of the biosphere consist of? 7. What is ecology? 8. What does the ecosystem include? 9. Where from does ecology draw facts about ecological systems? 10. What does modern ecology deal with? 11. How much of land surface is damaged by industrial, agricultural and other human activities? 12. How many percents of land remain intact?

Контрольная работа № 2

Вариант № 1

Упр. 1. Поставьте слова, данные в скобках, в нужной степени сравнения:

1. The sooner, the (good). 2. I think that rainy autumn is the (bad) season of the year. 3. One of the (rich) libraries in the world is situated in the British Museum. 4. It is the (big) risk I have ever taken. 5. John is (little) musical than his sister. 6. He looked (young) that his years. 7. You are not as (nice) as people think.

Упр. 2. Ответьте на вопросы по модели (употребив Present Perfect):

Model: - Why isn't Nick translating the text?

- He has already translated it.

1. Why aren't you buying this house? 2. Why isn't Ann opening the window? 3. Why aren't they going to the cinema? 4. Why isn't she making tea? 5. Why aren't they returning the document? 6. Why aren't you phoning the doctor? 7. Why isn't he bringing the magazine?

Упр. 3. Сделайте предложения отрицательными и вопросительными:

1. She has bought a new dress. 2. Dr. Johnson has given an interesting lecture today. 3. They have been to Berlin. 4. We have written some new articles. 5. Allan has washed his clothes. 6. He has shown me her photo. 7. I have heard about it.

Упр. 4. Раскройте скобки, употребив глагол-сказуемое в Past Indefinite или Present Perfect:

1. He (to forget) to bring my book and I cannot do my lessons. 2. I (to read) much about the historical monuments of the city. 3. He (to smoke) a cigarette and (to leave) the room. 4. Every evening we (to play) in the garden. 5. In a

moment we (to enter) the house. 6. Mr. Worthing (not to return) from town yet. I (to see) this film last week.

Упр. 5. Переведите на английский язык:

1. Ты видел этот фильм? 2. Я не читала этой книги. 3. Они уже ушли. 4. Он принес мне сегодня новый журнал. 5. Я никогда не был в Ташкенте. 6. Она в этом месяце купила два новых платья. 7. Они нас уже поблагодарили.

Упр. 6. Переведите:

1. He did as you had told him. 2. Come tomorrow evening; by that time I'll have finished my work. 3. The old man had laid down his knife and fork, and was staring at his son in amazement. 4. I shall be back by six, and I hope you will have had a good sleep by that time.

Упр. 7. Заполните таблицу, поставив предложение в соответствующие времена:

<i>время</i>	<i>предложение</i>	<i>обстоятельство</i>	<i>перевод</i>
Present Indefinite	The doctor examines the patients	every morning.	Доктор обследует пациентов каждое утро.
Past Indefinite		two hours ago.	
Future Indefinite		tomorrow morning.	
Present Continuous		at the moment.	
Past Continuous		at 10 o'clock yesterday.	
Future Continuous		from 10 to 12 tomorrow morning.	
Present Perfect		just.	
Past Perfect		when the students came.	
Future Perfect		by 12 o'clock tomorrow.	

Упр. 8. Перепишите предложения, указав время и залог сказуемого. Предложения переведите:

1. I told nothing more. I was told nothing more. 2. You will be translated the article tomorrow. You will translate the article tomorrow. 3. She asks many questions. She will be asked many questions. 4. I send postcards to my sister. I am sent postcards by my sister.

Вариант № 2

Упр. 1. Поставьте слова, данные в скобках, в нужной степени сравнения:

1. The farther you go, the (long) is the way back. 2. He is 2 years (old) than his brother. 3. He knows the history of your town (good) than you. 4. What is the (large) city in the world? 5. The University of London is the (important) higher school and the (big) research centre in Great Britain. 6. To my mind the (interesting) thing in art is the personality of the artist. 7. It was as (cold) as in winter there.

Упр. 2. Ответьте на вопросы по модели (используя Present Perfect):

Model: Why isn't Nick translating the text?

- He has already translated it.

1. Why aren't you reading the book? 2. Why isn't Pete opening the window? 3. Why isn't she showing the document? 4. Why aren't you cooking dinner? 5. Why isn't the child drinking the milk? 6. Why aren't they thanking Tim? 7. Why aren't you calling the doctor?

Упр. 3. Сделайте предложения отрицательными и вопросительными:

1. I have brought you the book. 2. We have seen some boys there. 3. The workers have already come back. 4. They have helped me. 5. Robert has thanked us. 6. Sally has called them. 7. They have just gone out.

Упр. 4. Раскройте скобки, используя глагол-сказуемое в Past Indefinite или Present Perfect:

1. We already (to learn) 1000 English words. 2. They (to come) to the theatre at 7 o'clock. 3. Why are you reading the letter? – I (to read) it. 4. No scientist (to do) so much for the development of Russian science as M. Lomonosov. 5. I (not to miss) any lectures this month. 6. The sun (to come) out a moment ago. 7. I (not to sleep) since that night.

Упр. 5. Переведите на английский язык:

1. Я уже слышал об этом фильме. 2. Ты Веру сегодня видела? 3. Мы еще не звонили врачу. 4. Они уже съели свой завтрак. 5. Сестра дала мне 50 рублей. 6. Ребенок уже ушел в школу. 7. Он никогда не был в Воронеже.

Упр. 6. Переведите:

1. He had finished to do his work before we came. 2. I shall have worked as a teacher for 20 years by next May. 3. He knew the poem by heart when he had heard it several times. 4. They will have reached the place by noon. 5. Those two had not spoken to each other for three days and were in a state of rage.

Упр. 7. Заполните таблицу, поставив предложение в соответствующие времена:

время	предложение	обстоятельство	перевод
Present Indefinite	The teacher marks	every day.	Учитель прове-

	the test		ряет тесты каждый день.
Past Indefinite		two hours ago.	
Future Indefinite		in the evening.	
Present Continuous		at the moment.	
Past Continuous		at 10 o'clock last night.	
Future Continuous		from 10 to 12 tomorrow morning.	
Present Perfect		just	
Past Perfect		when the students came.	
Future Perfect		by 2 o'clock.	

Упр. 8. Перепишите предложения, указав залог и время сказуемого. Предложения переведите:

1. I shall give you this photo. I shall be given this photo. 2. The children were shown new games. They will show us new games. 3. Mike has promised us these tickets. 4. He is laughed at.

Вариант № 3

Упр. 1. Поставьте слова, данные в скобках, в нужной степени сравнения:

1. Two heads are (good) then one. 2. The population of Great Britain is (large) than the population of Belarus. 3. She works at her English (much) than you. 4. That was the (difficult) year in my life. 5. The more books he has read the (interesting) will be his report. 6. He looked much (young) than Sheila or me. 7. My mother was the (proud) of women.

Упр. 2. Ответьте на вопросы по модели (употребив Present Perfect):

Model: Why isn't Nick translating the text?

- He has already translated it.

1. Why aren't you thanking Nick? 2. Why isn't he helping you? 3. Why aren't you buying this dress? 4. Why isn't she leaving? 5. Why aren't you opening the window? 6. Why isn't Jim coming in? 7. Why aren't they phoning the hotel?

Упр. 3. Сделайте предложения отрицательными и вопросительными:

1. Jim has just come back. 2. Ted and Pete have seen you. 3. She has already shouted at us. 4. We have taken some papers. 5. I have lost your address. 6. They have phoned me. 7. I have helped David.

Упр. 4. Раскройте скобки, употребив глагол-сказуемое в Past Indefinite или Present Perfect:

1. We (to come) home at 7 o'clock. 2. The students already (to pass) all their examinations. 3. My friend (to tell) me the news last night. 4. Nobody (to see) you, I am sure. 5. I (to be) always on friendly terms with all my group-mates. 6. He (to do) a great deal of work today. 7. We (to meet) in the club.

Упр. 5. Переведите на английский язык:

1. Она очень изменилась. 2. Вы когда-нибудь видели моего сына? 3. Они никогда не были в Воронеже. 4. Он купил себе сегодня новый костюм. 5. Извините, я взяла Вашу ручку. 6. Мы перевели уже две статьи. 7. Аня ушла в кино.

Упр. 6. Переведите:

1. Our students had completed the experiment by the end of the last month. 2. He will have returned to the town by the time you come from Moscow. 3. She said she had expected to return to work soon. 4. I shall have been a teacher for 20 years by next May. 5. When they had left, I went down to the beach.

Упр. 7. Заполните таблицу, поставив предложения в соответствующие времена:

<i>время</i>	<i>предложение</i>	<i>обстоятельство</i>	<i>перевод</i>
Present Indefinite	He buys the newspaper	twice a week.	Он покупает газеты 2 раза в неделю.
Past Indefinite		two hours ago.	
Future Indefinite		in the morning.	
Present Continuous		now.	
Past Continuous		when I came up to him.	
Future Continuous		when you see him.	
Present Perfect		just.	
Past Perfect		before we saw him.	
Future Perfect		by 12 o'clock.	

Упр. 8. Перепишите предложения, указав залог и время сказуемого.

Предложения перепишите:

1. We looked for the headmaster everywhere. The document is looked for everywhere. 2. We shall be shown his photo. They will show you this photo. 3. She was not answered. She did not answer. 4. They sent the result of our work to Moscow. You will also be sent the result of our work. 5. I shall not be asked this question.

ЧАСТЬ III

LESSON 1

Особые случаи употребления пассивного залога

В английском языке ряд глаголов: to ask, to give, to invite, to offer, to order, to pay, to promise, to show, to tell, to teach и некоторые другие могут принимать два дополнения: прямое (кого? что?) и косвенное (кому?):

They showed **the children** (кому?) **his photograph** (что?).

В пассивном залоге с этими глаголами возможны две конструкции:

1) **His photograph** was shown to the children. – *Его фотография была показана детям* (Совпадает с употреблением пассивного залога в русском).

2) **The children** were shown his photograph. – *Детям (кому?) показали его фотографию* (Пассивный залог невозможен в русском языке).

Во второй конструкции подлежащим стало косвенное дополнение. При переводе его следует поставить в дательный падеж, а остальную часть предложения переводим неопределенно-личным оборотом, если не указан деятель (**by** + существительное или местоимение в объектном падеже (см. пример выше). При наличии дополнения с предлогом **by** оно становится подлежащим русского предложения: The children were shown his photograph **by the policeman**. – *Полицеский* показал его фотографию детям.

Упр. 1. Постройте как можно больше предложений и переведите их, обращая внимание на то, что их дословный перевод на русский невозможен:

Pete and Mike	was shown	his photograph.
The children	were given	tickets for the concert.
He	were promised	new toys.
The pupils	was offered	the post of a headmaster.
They	will be shown	the new games.
We	have been promised	a large sum of money.
	shall be allowed	a short trip.

Составные глаголы в пассивной форме

Многие глаголы получают свое смысловое значение только в сочетании с предлогом, частицей или существительным.

а) Глаголы с предлогами:

to look at – смотреть на, **to look after** – присматривать за, **to look for** – искать кого-либо, **to arrive at/in** – достигать чего-либо, принимать (решение), **to deal with** – иметь дело с кем-либо, рассматривать, излагать, **to insist on** – настаивать на чем-либо, **to laugh at** – смеяться над, **to rely on (upon)** – полагаться на кого-либо, **to speak (about)** – говорить о чем-либо, **to send for** – посылать за кем-либо, **to refer to** – ссылаться на что-либо, **to depend on** –

зависеть от чего-либо, **to listen to** – слушать кого-либо, **to comment upon** – толковать, объяснять.

б) Фразеологические сочетания:

to do away with – избавиться от чего-либо, **to lose sight of** – потерять из виду, **to make use of** – использовать, **to take care of** – заботиться о, **to make a fool of** – делать дурака из кого-либо, **to pay attention to** – обращать внимание на кого-либо, что-либо.

В тех случаях, когда в качестве подлежащего пассивной конструкции употребляется предложное дополнение, предлог **сохраняет** свое место **после глагола** и стоит под ударением:

Everyone listened **to him** with great attention. – He was `listened `to with `great attention. The headmaster sent **for the boy's parents**. – The `boy's **parents** were `sent `for. *За родителями мальчика послали.*

При переводе предлог ставится впереди английского подлежащего, превращая его в предложное дополнение. Некоторые английские глаголы с послелогом переводятся на русский глаголами, требующими прямого дополнения:

to listen to smb – слушать кого-либо, to look for smb – искать кого-либо и др.

Упр. 2. Переведите шутку, обращая внимание на предлоги:

He was **talked about**.

He was **sent for**.

He was **waited for**.

He was **looked at**.

He was **listened to**.

He was **laughed at**.

Упр. 3. а) Определите сказуемое; б) переведите смысловой глагол с послелогом; в) определите время сказуемого; г) переведите предложение:

1. After a long and heated discussion the compromise was arrived at.
2. These terms will be insisted upon.
3. This problem will be dealt with in a number of articles.
4. Her strange behaviour was commented upon.
5. Geometry is much written about.
6. Children are looked after by their parents.
7. This problem was not spoken about.
8. The doctor was sent for.
9. The film "Titanic" was much spoken about.
10. They will be waited for.
11. His article is referred to in all recent publications.

Упр. 4. Письменно постройте как можно больше предложений. Переведите их на русский:

He	is always listened to	everywhere.
His new article	was sent for	with great attention.
The student teachers	were laughed at	by many scientists.
The papers	are looked for	everywhere.
His advice	was referred to	by many students.
She	is listened to	carefully.
The freshmen	will be spoken to	seriously.

Упр. 5. Скажите то же самое, поставив сказуемое в страдательный залог:

Образец: They sent for him – He was sent for.

1. They speak much about B. Akunin's new book. 2. Everybody often laughs loudly at his jokes. 3. Readers often ask for this book. 4. We looked for the prefect in the hostel. 5. They listened to the chief with great attention. 6. We often look after the children. 7. Parents take great care of children. 8. The administration will pay for their work.

Английские переходные глаголы, соответствующие русским глаголам с предложным косвенным дополнением

В английском языке имеется ряд глаголов, которые, являясь переходными, требуют прямого дополнения, а соответствующие им русские глаголы являются непереходными и имеют после себя предлог.

К ним относятся: to affect (smb, smth) – влиять на (кого-либо, что-либо), to answer (smth) – отвечать на что-либо, to attend (smth) – присутствовать на (чем-либо), to enjoy (smth) – получать удовольствие от (чего-либо), to follow (smb, smth) – следовать за (кем-либо, чем-либо), to join – присоединяться к (кому-либо, чему-либо), to need (smb, smth) – нуждаться в (ком-либо, чем-либо), to watch – следить за (кем-либо, чем-либо).

Трудность перевода таких страдательных оборотов заключается в том, что соответствующие русские глаголы не могут употребляться в страдательном залоге.

Active Voice

An interesting film **followed** the lecture.

За лекцией **последовал** интересный фильм.

Passive Voice

The lecture **was followed** by an interesting film.

За лекцией **последовал** интересный фильм.

Как видно из примера, на русский язык такие глаголы в пассивном залоге переводятся соответствующими действительными оборотами, причем

перевод предложения следует начинать с предлога, превращая подлежащее английского предложения в предложное косвенное дополнение.

The lecture **was attended** by a great number of students.

На лекции присутствовало большое количество студентов.

При отсутствии дополнения с предлогом **by** такие пассивные обороты переводятся на русский язык неопределенно-личными предложениями, которые начинаются с предложного дополнения.

Your help is needed.

В вашей помощи нуждаются.

English is spoken all over the world.

На английском говорят во всем мире.

Упр. 6. Определите сказуемое предложения, переведите смысловый глагол, подобрав соответствующий предлог. Начните перевод предложения с этого предлога:

Образец: Young F.S. Fitzgerald was influenced by a spirit of competition ruling at the University. – На молодого Ф.С. Фитджеральда повлиял дух соперничества, царящий в университете.

1. The letter will be answered immediately. 2. Our group was joined by some new people. 3. The football match was watched with great interest by everybody. 4. His report was followed by a discussion. 5. The concert was enjoyed by the children. 6. That discovery was soon followed by another one. 7. The meeting was attended by thousands of people. 8. These textbooks are needed by all our students.

Упр. 7. Составьте письменно как можно больше предложений. Переведите их на русский язык.

The lecture	are needed	by thousands of people.
These text-books	was followed	by all our students.
All your questions	will be watched	with great interest.
The hockey match	will be answered	in three days.

LESSON 2

Длительные и перфектные времена глаголов в Passive Voice

<i>Continuous (процесс)</i> <i>to be being V₃</i>	<i>Perfect (завершенность)</i> <i>to have been V₃</i>
I am being shown	I have been shown
He } She } is being shown	He } She } has been shown
}	}

It We You are being shown They	It We You have been shown They
I He } was being shown She } It } We } You } were being shown They }	I He } had been shown She } It } We } You } had been shown They }
-	I } shall have been shown We } He } She } It } will have been shown You } They }

Времена страдательного залога употребляются по тем же правилам, что и времена действительного залога.

Так как глагол в форме Continuous Passive показывает действие в его развитии, он переводится на русский язык формами глагола несовершенного вида с окончанием – ся или неопределенно-личным предложением.

A vast Palace of Sports is being built in our street. – Грандиозный дворец спорта строят/строится на нашей улице.

При переводе глагола в Perfect Passive необходимо подчеркнуть законченность действия, поэтому его всегда переводят глаголом совершенного вида.

A vast Palace of Sports has been built in our street. – На нашей улице построили грандиозный дворец спорта.

Упр. 1. Переведите следующие предложения, сказуемые которых обозначают действия в процессе развития:

1. His lecture was being listened to attentively when the door suddenly opened.
2. The new film was being shown in all the cinemas of our town the whole week.
3. The children were being sent for when I entered the room.
4. This question is not connected with the problem which is being discussed now.
5. He is being waited for.
6. The new project is still being worked at.
7. What was being displayed in the Pushkin Art Museum when you visited it?
8. What's going on in the yard? – Trees and bushes are being planted *сажать* there.
9. What is going on in the laboratory? – A new device *прибор* is being tested there.

Упр. 2. Переведите следующие предложения, сказуемые которых обозначают действия завершенного характера:

1. When you rang up, the work had just been finished. 2. Come at 11. The documents will have been checked and the letters will have been typed when you come. 3. His problem has been solved *решать* by Russian scientists. 4. The house will not have been lived in till warm days come. 5. That house hasn't been lived in any longer. 6. The children have been already sent for. 7. This room hasn't been used for ages. 8. You have been warned *предупреждать*. 9. I had a letter from my brother some days ago. He wrote he had been accepted to the college.

Упр. 3. Найдите сказуемые в следующих предложениях, определите их залог, время и характер действия. Предложения переведите.

1. When we returned the door had been locked *закрывать на замок*. 2. In fact Jim knew about the change of plans. He had been told. 3. By what time will the work have been finished? 4. How much has Susan been fined for speeding *штрафовать за превышение скорости*? 5. Two men are being questioned *допрашивать* at the Police Station in connection with armed robbery *вооруженное ограбление*. 6. Another man has been arrested for the crime *преступление*. 7. Missing *пропавшая* schoolgirl Sheila Patterson, aged eleven, has been found alive and well. Now she is being looked after at Leicester Police station. 8. I couldn't use my car last week, it was being repaired *ремонттировать*. 9. By the year 2010, many actresses who are famous today will have been forgotten. 10. Shakespeare's plays have been translated into many languages. 11. You can't go into the sitting-room. The walls are being painted there. 12. When we came to Kiev there were a lot of houses there which had been destroyed by the German fascists.

Упр. 4. Переведите на русский, обращая внимание на время сказуемого.

1. This question is still being discussed. 2. Mary is proud. Her work has been praised *хвалить*. 3. Her remark *замечание* was not answered. 4. Dick is happy. His dog has been found. 5. The guests *гости* were upstairs. They were being shown the laboratories. 6. We were joined by the whole class. 7. Do you know that your voice *голос* is being recorded *записывать*? 8. Let's go to Peter's birthday. – How can we? We haven't been invited. 9. The documents will have been typed before the boss returns. 10. His strange behavior was commented upon. 11. It is said that the teachers talk too much. 12. It is known that some children grow faster than the others. 13. It is thought that much study time is spent reading textbooks. 14. The child was greatly affected by the scene. 15. When I entered the hall the young specialists were being instructed what to do. 16. The room had been prepared for the Hunts but they didn't come. 17. The book will have been published by the end of the year. 18. The computer will

have been tested by the end of the work day. 19. They realized that the telegram hadn't been received.

LESSON 3

MODAL VERBS

<i>Present Indefinite</i>	<i>Past Indefinite</i>	<i>Отрицательная форма</i>	<i>Перевод</i>	<i>Что обозначает</i>	<i>эквиваленты (синонимы)</i>
can	could	cannot can't could not	могу, можем, сможешь...	1) физическая или умственная возможность, умение; 2) вежливая	to be able (to)

				просьба	
may	might	may not might not	можно, возможно, могу, быть может	1) разрешение 2) предположе- ние	to be allowed (to)
must	had to	must not mustn't need not needn't	должен, надо	долженствование	to have (to)
to have (to) has (to)	had (to)	don't have (to), doesn't have (to), didn't have (to)	придется, вынужден, надо (было)	необходимость, вызванная обстоятельствами	-
to be (to) am } is } (to) are }	was (to) were (to)	is not (to) was not (to)	должен, надо	необходимость совершения зара- нее запланиро- ванного (обуслов- ленного) действия	-
should	-	should not shouldn't	следует, надо	совет, желательность (субъективное мнение)	ought (to)
ought (to)	-	ought not oughtn't	следует, надо	необходимость, обусловленная логикой вещей, моральный долг	-

Упр. 1. Пользуясь таблицей, переведите предложения. Обратите внимание на перевод модальных глаголов и их эквивалентов.

1. He couldn't do this work. 2. We will be able to finish this work in time. 3. Will you be allowed to take this magazine? 4. You ought to help your sister in English. 5. Students have to pass exams twice a year. 6. Our sportsmen can win gold medals at the competition. 7. You may ring me up. 8. She can enter the University. 9. That Sunday I might get up later. 10. They must wait for us. 11. You should be more tactful. 12. You ought to visit your parents. 13. I am to come at 5. 14. I'm typing the letter you had to type in the morning.

Упр. 2. Переведите, обращая внимание на различные значения двух отрицательных форм глагола must.

Отрицательная форма

They must not go there. <i>Выражает категорическое запрещение. В переводе – нельзя, не должен.</i> Им нельзя идти туда.	They needn't go there. <i>Выражает отсутствие необходимости и долженствования. В переводе – не надо, не нужно.</i> Им не надо идти туда.
---	--

1. You mustn't do it. 2. Peter must not come here today. 3. Peter needn't come here today. 4. We must not stay here long. 5. Children must not smoke. 6. You needn't do this translation. 7. You needn't call the doctor. 8. You mustn't take this medicine.

Упр. 3. Поставьте частицу to перед инфинитивами после модальных глаголов, где необходимо.

I can ... see; he ought ... know; he will be able ... change; he was allowed ... translate; I may ... arrive; he could ... go; I must ... do; he has ... ask; they are ... read; they have ... translate; he should ... help; we had ... build; they may ... build; they were allowed .. answer; he will be able ... make; he has ... arrive; she must ... change; you will be able ... translate; they should ... tell; they ought ... tell the truth.

Упр. 4. Сделайте предложения отрицательными и вопросительными.

1. You can lift this box. 2. I could translate this text then. 3. I may smoke at the performance. 4. You must leave the room at once. 5. You should take an aspirin. 6. We will have to change our style of living. 7. We are to hand in our projects on Monday. 8. Ann can dance well. 9. They could do it themselves. 10. Alice can give you her book.

Упр. 5. Поставьте следующие предложения в прошедшее и будущее время.

1. The students have to work hard. 2. I can go shopping with you. 3. We may borrow books from the library. 4. They are to read all texts from this book. 5. We must help him. 6. You may ask any questions you like. 7. She can act on the stage well. 8. We must discuss this problem in detail. 9. She has to take part in the conference. 10. He may come in. 11. You must pay your taxes. 12. I can run very fast. 13. They are to answer these questions. 14. They have to get up early.

Упр. 6. Раскройте скобки, выбрав нужный модальный глагол.

1. The talker (can, must) remember that conversation (must, should) serve a purpose (цель). 2. We often (may, have to) use encyclopaedias where we (must, can) find information that we need at the moment. 3. Writers do not always express things directly so that you (have to, may) think carefully to see what they mean. 4. Reading a book (may, should) be a conversation between you and the author. 5. To achieve (чтобы достичь) progress in any subject we (may, must) discuss things. 6. You (can't, shouldn't) worry. 7. When we are introduced to new people we (may, should) try to appear friendly (казаться дружелюбными). 8. You (must, can) be there on time. 9. I (may, have to) get up early. 10. The lecturer (may, must) remember the names of his students.

Упр. 7. Переведите, указав значения модальных to be и to have.

To have to – to be to необходимость		
To have to + inf – <i>вынужденная необходимость</i>		
To be to + inf – <i>необходимость по договоренности, плану или приказу</i>		
I have to go there <i>Я вынужден идти туда</i>	I had to go there <i>Я вынужден был идти туда</i>	I'll have to go there <i>Я вынужден буду идти туда</i>
I am to go there <i>Я должен идти туда</i> (договорились)	I was to go there <i>Мне предстояло идти туда</i>	

1. We are to meet Jane at the station. 2. Helen is to go to the country. 3. Ann has to cook dinner as her mother is away. 4. They had to wait long as she didn't return in time. 5. The Dean isn't in the Dean's office. You will have to come here again. 6. What time were they to come here yesterday? 7. My sister is to arrive on Sunday. 8. We are to take four exams in winter. 9. The train goes out at 5 a.m., so we shall have to get up early. 10. The meeting is to take place after classes.

Упр. 8. Поставьте нужную форму глагола to be. Предложения переведите.

1. The lecture ... to begin at eight. 2. She ... to come and help. 3. You ... to learn all the new words. 4. The planters ... to gather their cotton at once. 5. I ... to leave tomorrow. 6. The youngest children ... to play on the beach. 7. We ... to wait for them at the door. 8. He ... to meet her at the station yesterday. 9. They ... to stay at that hotel yesterday. 10. They ... to start on Monday.

Упр. 9. Поставьте нужную форму глагола to have. Предложения переведите.

1. She ... to send a telegram because it was too late to send a letter. 2. I ... to finish some work at the phonetics laboratory. 3. The child has stomach trouble (проблемы с желудком) and ... to take castor oil. 4. If I don't ring up before six o'clock, then you ... to go to the concert hall alone. 5. He ... to wear glasses as my eyesight (зрение) is very weak. 6. You ... to do it alone. Without anybody's help. 7. They ... to translate this article. 8. It's raining. You ... to put on your rain-coat. 9. I didn't feel well yesterday but I ... to go to the University because I was to take an exam. 10. The text is rather difficult that's why you ... to look the new words up in the dictionary.

Упр. 10. Передайте следующие предложения в пассивном залоге. Предложения переведите.

Образец: *You must do it.* – *It must be done.*

Вам нужно это сделать. – Это нужно сделать.

You can do it. – *It can be done.*

Ты можешь это сделать. – Это можно сделать.

1. You must do three of these exercises tomorrow. 2. You can find the book you need in any library. 3. We must send these letters at once. 4. You must take the box to the station. 5. You can cross the river on a raft. 6. The workers can finish the building of the house very soon. 7. You must return the books the day after tomorrow. 8. I can easily forgive this mistake. 9. You can find such berries everywhere. 10. You must do this work very carefully.

Упр. 11. Неопределенное местоимение one может быть подлежащим для обозначения неопределенного лица. Такие предложения на русский язык переводятся неопределенно-личными предложениями.

One can see – можно видеть

One must know – нужно знать

One needn't hurry – не надо спешить

One must not be late – нельзя опаздывать

1. One must know at least one foreign language. 2. If one wants to study, one can always find time for it. 3. One can easily do it. 4. One must work hard at a foreign language if one wants to master it. 5. One mustn't be late for classes. 6. What can one see out of the window of your classroom? 7. One may take magazines from the library. 8. One needn't use a dictionary if the text is clear. 9. One must know a lot of words to read books on the speciality.

Вопросы для самоконтроля

1. Назовите, из каких компонентов состоит сказуемое в пассивном залоге. Какой из них несет смысловую нагрузку, а какой отвечает за видо-временную форму?
2. Совершается ли действие, выраженное глаголом в страдательном залоге, подлежащим?
3. Какой предлог употребляется перед дополнением, называющим производителем действия?
4. Как переводится предложение при употреблении в пассивном залоге глаголов, требующих после себя предлог (**These children are not looked after**)?
5. Поставьте глагол **to answer** во всех видо-временных формах пассивного залога.

6. В чем разница в значении модальных глаголов **can, may, must**?
7. Назовите форму прошедшего времени глаголов **can, may** и эквивалент **must** в прошедшем времени.
8. Назовите эквиваленты **can, may** и **must** в будущем времени.
9. В чем разница в значении модальных глаголов **to be, to have**?
10. После каких модальных глаголов и их эквивалентов инфинитив ставится с частицей **to** ?

Задание на III семестр:

1. Знать ответы на все вопросы для самоконтроля.
2. Выполнить письменно контрольную работу № 3.
3. Уметь читать и устно переводить тексты по специальности; выписать и выучить незнакомые слова к этим текстам.

TEXT 1

Упр. 1. Прочитайте и запомните слова активного словаря текста I:

• species [spi:ʃi:z] - вид, виды; • moisture [ˈmoɪstʃə] - влажность, сырость, влага; • grasshopper - кузнечик; • competitor [kəmˈpetɪtə] - соперник, конкурент; • roam - бродить, скитаться; • predator [priˈdeɪtə] - хищник; • hide [haɪd] - шкура, кожа; • horn - рог; • shelter - жилище; • prey - жертва; • tribe - племя; • relationship [riˈleɪʃnʃɪp] - отношение, взаимоотношение; • intrusion [ɪnˈtru:ʒn] - вторжение; • primary [ˈpraɪməri] - первичный, главный; • source [so:s] - источник; • eliminate - уничтожать; • elimination [ɪlɪmɪˈneɪʃn] - уничтожение; • remain [riˈmeɪn] - оставаться; • starve - умирать от голода; • starvation - голодная смерть; • tongue [tʌŋ] - язык; • rot - гнить, разлагаться; • fertilizer [ˈfɜ:tilaɪzə] - удобрение; • provide [prəˈvaɪd] - обеспечить; • remote - отдаленный; • eventually [ɪˈventʃuəli] - в конце концов; • reserve [riˈzɜ:v] - заповедник; • attempt - пытаться; • desire [dɪˈzaɪə] - желать; • crossbreeding - скрещивание; • breed - порода; • extinction [ɪksˈtɪŋkʃn] - вымирание.

Упр. 2. Прочитайте и переведите следующие интернациональные слова из текста:

Prairie [preəri], region [ˈrɪdʒən], dominant, ornament, control, portion, central, original, convert [kənˈvɜ:t], meter [mi:tə], protect, ranch, result, territory, populate, occupy, policy, organism, million, ecosystem, collect, civilization [sɪvɪlaɪˈzeɪʃn], individual [ɪndɪˈvɪdʒuəl], human [ˈhju:mən].

Упр. 3. а) Дайте точный перевод следующих слов из текста:

few, a few, than, between, numbers, impossible, while, another, others, the rest of, known as, greater, dryer, shorter, lower.

b) Объясните разницу между словами:

few – little, a few – a little, than – then, between – among, number – numbers, impossible – possible, while – when, another – others, the rest of – to rest, known as – to know, greater – greatest, drier – dry, shorter – shortest, lower – low.

Упр. 4. Прочитайте и переведите текст.

The History of the Bison

The original ecosystem in the central portions of North America was a prairie dominated by a few species of grasses. The eastern prairie, where the moisture was greater, had grasses up to 2 meters tall, while the drier western grasslands were populated with shorter grasses. Many different kinds of animals lived in this area, including prairie dogs, grasshoppers, many kinds of birds, and bison. The bison was the dominant organism in the area. Millions of these animals roamed the prairie regions of North America with few predators other than the Native Americans, who used the bison for food, their hides for shelter, and their horns for tools and ornaments. The relationship between the bison and Native Americans was a predator-prey relationship in which the humans did not significantly reduce bison numbers.

When Europeans came to North America, they changed this relationship drastically. European-born Americans sought to convert the prairie to agriculture and ranching. However, two things stood in their way: the Native Americans, who resented the intrusion of the “white man” into their territory, and the bison. Since²¹ many of the Native American tribes had horses and a history of warlike encounters with other tribes, they attempted to protect their land from this intrusion. The bison was a competitor in the eyes of the settlers, since it was impossible to use the land for agriculture or ranching with the millions of bison occupying so much area. The U.S. government established a policy of controlling the bison and Native Americans: Since bison were the primary food source of Native Americans in many areas, elimination of the bison would result in² the starvation of many Native Americans, which would eliminate them as a problem for the frontier settler³. In 1874, the Secretary of the Interior⁴ stated that “...the civilization of the Indian was impossible while the buffalo remained on the plains.” Another example of this kind of thinking was expressed by a Colonel Dodge,

²¹ Since – так как

² result in – приводить к

³ the frontier settler – первые поселенцы

⁴ Secretary of the Interior – Министр внутренних дел

who was quoted as saying⁵, “Kill every buffalo you can, every buffalo dead is an Indian gone.” Bisons were killed by the millions. Often, only their hides and tongues were taken; the rest of the animal was left to rot. Years later, the bones from these animals were collected and ground up to provide fertilizer. By 1888, the bison was virtually eliminated.

A few bisons were left in the Canadian wild and remote mountain areas of the United States, while others were present in small captive herds. Eventually, in the early 1900s, the U.S. government established the national Bison Range⁶ near Missoula, Montana. The Canadian Government also established a bison reserve in Alberta. These animals have proven to be useful since many people now desire meat with a lower fat content. Crossbreeding cattle with bison has led to a new breed of cattle with reduced fat content known as a feefalo. The animal that was barely⁷ saved from extinction by a few thoughtful individuals may contribute to better health for all.

Упр. 5. Выберите слова, соответствующие тексту, из данных в скобках:

1. The eastern prairie had grasses (taller, shorter) than the western grasslands.
2. The number of bisons roaming the prairie regions of North America was (great, small).
3. The Native Americans used the bison (for food, for food and other purposes).
4. (A lot of, few) different kinds of animals lived in this area.
5. Native Americans killed (a lot of, not many) bisons.
6. (The bison, the Native Americans) prevented the settlers from using the land for agriculture.
7. (Bisons, other animals) were the main food source for the Native Americans.
8. When millions of bisons were killed people often used their (meat, hides, horns).

Упр. 6. Ответьте на вопросы к тексту:

1. Why did the eastern prairie have taller grasses than the western grasslands?
2. What was the dominant animal in the central part of North America? Why?
3. What did the North Americans use the bison for?
4. Who changed the relationship between the bison and Native Americans?
5. What did European-born Americans search to convert the prairie to?
6. What was in their way?
7. What policy did the U.S. government establish, concerning the tribes?
8. Why were bisons killed by the millions?

⁵ who was quoted as saying – которого цитировали как

⁶ range - пастбище

⁷ barely - едва

9. What was done to the bones from bisons?
10. What did the Canadian government do to save the bison from extinction?
11. Why do people think that beaver is good for health?
12. Are there many bisons in our Republic?

TEXT II

Упр. 1. Прочитайте и запомните следующие слова и выражения к тексту:

• the Ice Age ледниковый период • the birth of Christ [kraɪst] рождение Христа • trunk ствол • bark кора • sequoia [siˈkwɔɪə] секвоя, мамонтово дерево • to protect sequoias from being cut охранять секвою от вырубки • giant [dʒaɪənt] гигантский, огромный • B.C. до нашей эры • durable [ˈdjʊərəbəl] прочный, долговечный • lightning [ˈlaɪtnɪŋ] молния • dinosaur [ˈdaɪnəsɔːr] динозавр • tribe [traɪb] племя • alphabet [ˈælfəbet] алфавит

Упр. 2. Прочитайте и переведите текст:

The Living Giants

The sequoia trees are the oldest living things in the world. Millions of years ago, in the age of dinosaurs, they grew in large forests throughout much of the world. There were many kinds of sequoias but most of them disappeared during the Ice Age.

Today, there are only two kinds of the sequoia tree left on our planet, and one of them, the giant sequoia, can be found only in the north of California.

The name *sequoia* comes from the name of an American Indian, Sequoyah, who invented a written alphabet for his tribe.

No one knows how long a sequoia can live. Many trees in Sequoia National Park, in California, are more than 3 000 years old. Before a law was passed that protected sequoias from being cut, one of the oldest and largest of them was chopped down. The growth ring at the centre of this giant sequoia dated back to 1305 BC. It means that it was more than a thousand years old at the time of the birth of Christ!

One of the biggest sequoias in Sequoia National Park and in the whole world is the General Sherman tree. It is 83,8 metres high, and the diameter of its trunk is 31,4 metres – wider than average city street. The trunk, scientists say, weighs nearly 1,385 tons!

Sequoias are very durable. None of these trees has died from old age or disease yet. The bark of the tree has a special tannin or juice. This protects the tree from fire and insects.

However, lightning often destroys the tops of the largest sequoia trees.

Today, these rare and remarkable trees are protected. It is illegal to cut them down. Great care is taken to avoid any injury to the trees.

Упр. 3. Ответьте на вопросы к тексту:

1. Are the sequoia trees the oldest living things in the world? 2. Where did they grow millions of years ago? 3. How many kinds of sequoias are left on our planet? 4. What does the name *sequoia* come from? 5. Does anybody know how long a sequoia can live? 6. How old are many trees in Sequoia National Park? 7. What law was passed in the USA? 8. What is the General Sherman tree like? 9. What does the bark of the tree have? 10. Why are the tops of the largest sequoia trees often destroyed?

TEXT III

Упр. 1. Прочитайте и запомните следующие слова и выражения к тексту:

• an alien [ˈeɪljən] зд. инопланетянин • vapour [ˈveɪpə] пар • the sea floor, the seabed морское дно • patch [pætʃ] пятно • vast (huge) [vaːst] ([hjuːd]) огромный • upper верхний • depth [depθ] глубина • creature [ˈkri:tʃə] существо • twilight [ˈtwɪlaɪt] сумерки • explore [ɪksˈplɔː] исследовать, изучать • if you were an alien если бы вы были инопланетянин.

Упр. 2. Прочитайте и переведите текст:

The Ocean

If you were an alien visiting our planet from Space, you would see the Earth as a blue planet scattered with brown patches. The vast areas coloured blue are water, and the brown patches are land. Over 70 percent of the Earth's surface is covered with water, which forms a huge world sea, or ocean.

When the Earth was born, some 45,000 million years ago, there were no oceans. The Earth was far too hot, and so water only existed as vapour. When the Earth began to cool down, the water vapour condensed into storm clouds, and rain began to fall. Rain water began to form pools on the surface, and nearly 1,000 million years later the oceans were born. The early oceans and continents were not in the same places as they are today. And they are still on the move.

You might think that the sea floor is flat, but you would be wrong. Deep down on the seabed there are vast plains, high mountains and deep valleys. The deepest valleys and tallest mountains on Earth are found under the sea.

People have studied and mapped every continent, but much of the land under the sea is still unknown to us.

Thousands of different plants and animals live in the ocean. Most of them can be found in the upper 200 metres of the ocean. Further down, in the dimly lit

twilight zone, the octopus lives... No light at all can reach depths below 1,000 metres, yet life still exists. Strange-looking fish with enormous teeth and luminous bodies can be met there. There are creatures that we have probably never seen.

The ocean is a fascinating and mysterious world, waiting to be explored.

Упр. 3. Ответьте на вопросы к тексту:

1. When was the Earth born? 2. Were there any oceans when the Earth was born? 3. How were the oceans formed? 4. What is the sea floor like? 5. Is the land under the sea known to us? 6. In what part of the ocean do different plants and animals live? 7. Where does the octopus live? 8. Does life exist in depths below 1000 metres? 9. What can be met there?

Контрольная работа № 3

Вариант № 1

Упр. 1. Заполните таблицу, поставив предложения в соответствующие времена пассивного залога:

<i>Время</i>	<i>Предложение</i>	<i>Обстоятельство</i>	<i>Перевод</i>
Present Simple	A dictation is written	twice a week.	
Past Simple		an hour ago.	
Future Simple		in the morning.	
Present Continuous		now.	
Past Continuous		when I came into the classroom.	
Present Perfect		just.	
Past Perfect		before they bell rang.	
Future Perfect		by 12 o'clock.	

Упр. 2. Распределите предложения на 2 группы:

1) предложения в *Active Voice*;

2) предложения в *Passive Voice*;

Определите время каждого предложения. Предложения переведите:

1. We have read the book. 2. The book has been already read. 3. Water surrounds an island. 4. Bob mailed the package. 5. He was invited to the party. 6. I'll ask you to do this work. 7. I'll be asked to help him. 8. The meeting was

canceled by the president. 9. I was given the money. 10. They were brought the telegram. 11. They brought me the telegram.

Упр. 3. Вставьте can, may или must в нужной форме:

1. I ... go and see him in a day or two. 2. ... you drive? 3. It ... rain tonight. 4. You ... use all my books. 5. May I take your pencil? – Yes, you 6. John ... be at the station by now. 7. ... you give me this magazine? 8. At 2 o'clock they ... go to the dining-room for dinner. 9. ... I read the letter? 10. You ... not smoke so much.

Упр. 4. Сделайте предложения отрицательными и вопросительными:

1. I can see him there. 2. We must go there at once. 3. He may come tomorrow. 4. You may take this magazine. 5. I can imagine how angry he is. 6. You must talk to your daughter about her future.

Упр. 5. Подчеркните модальные глаголы и их эквиваленты. Предложения переведите:

1. You ought to have another opinion. 2. The little boy could not open the heavy door, so a passer-by had to do it for him. 3. It cannot be true. 4. I had to do it yesterday. 5. You should do it now. 6. We were to meet at the entrance of the theatre at a quarter to eight. 7. I shall have to take the pupils into the hills, as usual. 8. Did you have to walk all the way home? 9. You should be more careful. 10. It may snow soon. 11. Why couldn't you do it yourself? 12. Can I have my photo taken?

Упр. 6. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:

1. How are they to know that you are here? 2. In silence the soup was finished – excellent, if a little thick, and fish was brought. In silence it was handed. 3. I am leaving tonight. 4. The house was too big. 5. It will be much cooler there. 6. They were to go to Spain for the honeymoon. 7. They were thus introduced by Holly. 8. When I returned to town the school was still being built. 9. I never talk while I am working. 10. She is to say nothing of this to anybody.

Упр. 7. Переведите, обращая внимание на разные функции глагола to have:

1. As I was to be there at 5 o'clock, I had to take a taxi. 2. I did not have to walk, I took a tram. 3. I am a little frightened for I have lost my way. 4. Have you ever translated technical articles? 5. I am tired. I shall go and have a nap before dinner. 6. I'd like to have a look at that part of the world. 7. She wants to have her hair cut. 8. You will have many new friends.

Упр. 1. Заполните таблицу, поставив предложения в соответствующие времена пассивного залога:

Время	Предложение	Обстоятельство	Перевод
Present Simple	A text is discussed	twice a week.	
Past Simple		an hour ago.	
Future Simple		in the morning.	
Present Continuous		now.	
Past Continuous		when I came into the classroom.	
Present Perfect		just.	
Past Perfect		before they bell rang.	
Future Perfect		by 12 o'clock.	

Упр. 2. Распределите предложения на 2 группы:

3) *предложения в Active Voice;*

4) *предложения в Passive Voice;*

Определите время каждого предложения. Предложения переведите:

1. She was offered a new job. 2. You will teach English next year. 3. You will be taught English next year. 4. She has always be admired. 5. I am being waited for. 6. They helped me a lot. 7. She is laughed at. 8. They were helped a lot. 9. The documents haven't been typed yet. 10. I interviewed some people to the job. 11. Ann is often spoken about.

Упр. 3. Вставьте can, may или must в нужной форме:

1. A fool may ask more questions that a wise man ... answer. 2. ... you speak English? – Of course, I 3. ... I write in pencil? – No, you ... not. 4. Jack ... run for two hours without a rest. 5. You ... clean your teeth every day. 6. We ... work at our English systematically. 7. Children ... obey their parents. 8. ... I smoke here? 9. You ... call on me if you need my help. 10. ... you draw?

Упр. 4. Сделайте предложения отрицательными и вопросительными:

1. He can translate the text. 2. She could walk very fast. 3. We must go now. 4. You must consult a doctor. 5. She may take my book. 6. You may come in.

Упр. 5. Подчеркните модальные глаголы и их эквиваленты. Предложения переведите:

1. We'll have to wait for Ann. 2. I was to do this work. 3. May I use your phone? 4. You must not smoke so much. 5. She was and remains a riddle to me.

She may not be a riddle to you. 6. He ought never to have married a woman 18 years younger than himself. 7. You should be more careful. 8. What am I to do? 9. Why should I do it? 10. It couldn't be true. 11. You ought to say a word or two about yourself. 12. He may have been at home for about two hours.

Упр. 6. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:

1. Erik says that you may be coming to New York. 2. We are to go there tonight. 3. Where is he to be found? 4. What were you doing at that time? 5. I am fond of animals. 6. He was not answered. 7. He may be ill. 8. They are in the next room. 9. My sister says I am to leave you alone. 10. She was my friend.

Упр. 7. Переведите, обращая внимание на разные функции глагола to have:

1. He had his watch mended. 2. Let's have a smoke in the corridor. 3. She has no time for me. 4. You have to go to the dentist. 5. Where have you been since last Thursday? 6. I have known him for many years. 7. Those two had not spoken to each other for three days and were in a state of rage. 8. Did you have to walk all the way home?

Вариант № 3

Упр. 1. Заполните таблицу, поставив предложения в соответствующие времена пассивного залога:

Время	Предложение	Обстоятельство	Перевод
Present Simple	A new material is explained	twice a week.	
Past Simple		an hour ago.	
Future Simple		in the morning.	
Present Continuous		now.	
Past Continuous		when I came into the classroom.	
Present Perfect		just.	
Past Perfect		before they bell rang.	
Future Perfect		by 12 o'clock.	

Упр. 2. Распределите предложения на 2 группы:

5) предложения в *Active Voice*;

6) предложения в *Passive Voice*;

Определите время каждого предложения. Предложения переведите:

1. The reporter was given 20 minutes. 2. I am told nothing. 3. This little girl is taught music. 4. We have written the letter. 5. She told her nothing. 6. She has been sent 2 telegrams. 7. Teachers often ask questions. 8. They were helped a lot when they were children. 9. They haven't yet sent for the assistant. 10. We shall

be translating the article for the next 45 minutes. 11. We are translating the sentences now.

Упр. 3. Вставьте can, may или must в нужной форме:

1. ... I sit down? 2. I ... not answer this question. 3. ... I speak to you? 4. You ... be ready by 9 o'clock. 5. He ... speak English fluently. 6. Jane ... climb high mountains. 7. Pupils ... obey their teachers. 8. If you want to know English, you ... read much. 9. It ... rain today. Take the umbrella. 9. ... we take these books? 10. You ... ring me up if you need my help.

Упр. 4. Сделайте предложения отрицательными и вопросительными:

1. Her name can be Doolittle. 2. He can do it for you. 3. You may come in. 4. He may be in the house now. 5. You must do that. 6. We must come tomorrow.

Упр. 5. Подчеркните модальные глаголы и их эквиваленты. Предложения переведите:

1. We worked that land for maybe a hundred years. 2. You should consult a doctor. 3. What a pity you have to go now. 4. Am I to come tomorrow? 5. I'm afraid I must be off. 6. I don't see why we shouldn't make friends. 7. You ought to help him; he is in trouble. 8. Why do I have to do everything? 9. He must have been writing a letter when I came. 10. Could I have a cup of tea, Mother? 11. At your age you ought to be earning your living. 12. Is he to arrive tomorrow?

Упр. 6. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:

1. We are to wait for them at the entrance. 2. What is to become of him? 3. I haven't been given a chance to explain. 4. We were told some interesting news. 5. Peter is busy. 6. They are in the language laboratory. 7. What are you crying for? 8. You were to arrive yesterday. 9. I am telling you the truth. 10. You have been a good deal talked about.

Упр. 7. Переведите, обращая внимание на разные функции глагола to have:

1. Have you a letter for me, postman? 2. What have they done? 3. She was no fool. She had read much, in several languages, and she could talk of the books she had read with good sense. 4. She knows what she has to do. 5. They will have to come here again. 6. He had his leg broken. 7. I had breakfast at home. 8. She has not slept since that night.

Репозиторий ВГУ

ЧАСТЬ IV

LESSON 1

The Infinitive Инфинитив

Инфинитив – неличная форма глагола, обладающая 7 признаками и глагола, и существительного.

Формальным признаком инфинитива является частица **to** (to go, to do, to help).

Частица **to** не ставится:

- 1) после модальных глаголов (**can, may, must, need, could, might, should**): She can swim well. They should do it.
- 2) после глаголов **to make** (в значении «заставлять» в активном залоге), **to let** (*разрешать*): She let them go.
- 3) после выражений **had better** (*лучше бы*): You'd better sing us. А также **would rather** (*предпочел бы*): I would rather do it later.

Упр. 1. Найдите инфинитив в предложении. Объясните случаи, где инфинитив употреблен без частицы to. Предложения переведите:

1. He wanted to help us in biology. 2. They promised to inform us about their work. 3. His parents let him watch this film. 4. To swim in cold water is healthy. 5. Jane wants to buy a present to her Mum. 6. Our teacher makes us read every class. 7. You had better think about it. 8. Let me know what's happening. 9. They will go to the library to read new magazines. 10. You needn't decide at once how to act. 11. Don't make him eat. 12. His friend made him learn English.

Упр. 2. Раскройте скобки, употребив инфинитив с частицей to или без нее.

1. You may (join) us, if you wish. 2. Let her (do) what she wants (do). 3. When I was a child my granny made me (practise) the piano every day. 4. I won't make Jim (come) to the club tonight. 5. You'd better (try) not to think about it. 6. I will make him (do) the work again. 7. I'd like (eat) fish this evening. 8. I'm glad (see) you. 9. She will be happy (invite) them. 10. Give me something (read). 11. She doesn't like (ask) questions. 12. I want (learn) English.

Свойства инфинитива

1. Инфинитив имеет формы залога (т. е. может быть активным и пассивным).

2. Инфинитив имеет формы относительного времени (т. е. выражают одновременность по отношению к другому действию (Indefinite Infinitive, Continuous Infinitive) или предшествование по отношению к другому действию (Perfect Infinitive).

Перевод инфинитива на русский язык зависит от его формы.

The Infinitive

	Active	Passive
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Indefinite	to write	to be written
Continuous	to be writing	-
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-

Упр. 3. а) пользуясь таблицей, дайте остальные формы следующих инфинитивов:

to ask, to do, to help, to make, to translate, to pass, to take, to answer;

б) определите форму данных инфинитивов:

to trouble (беспокоить), to have troubled, to be working, to have been told, to be invited, to have been working, to be done, to be doing, to have invited, to have lost, to stay, to be answered, to have made, to have been made, to have been reading, to have phoned, to have been asked, to have met, to be met, to have been helped, to be helping, to be helped, to have sent, to have been questioned.

Упр. 4. Укажите форму инфинитива. Сравните значения различных форм:

1. I like to ask questions. Я люблю задавать вопросы. 2. I like to be asked many questions. Я люблю, когда мне задают много вопросов. 3. They happened, at the moment, to be asking something about the examination. В этот момент они как раз что-то спрашивали об экзамене. 4. I remember to have asked this question. Я помню, что задавал этот вопрос. 5. I remember to have been asked this question. Я помню, что мне задавали этот вопрос. 6. For about twenty minutes they seemed to have been asking one and the same question formulating it in different ways. Минут двадцать они, казалось, задавали один и тот же вопрос, по-разному формулируя его.

Упр. 5. Переведите:

1. We were ready to take the exam beforehand. 2. I wanted to be invited to the concert. 3. He is glad to have chosen this institute. 4. I am glad to have seen you. 5. There was nothing left for him to do but watch and wait. 6. Laws are not made to be broken. 7. To visit her was all that I wanted. 8. He is proud to have been offered this post. 10. My greatest wish was to tell her everything. 11. For a moment she seemed to be hesitating. 12. In that same week I happened to have been enquiring whether all the invitations have been sent out. 13. All I want to do is to help you. 14. He seemed to have received all he wanted. 15. Alice arrived in time to hear Tom's remark. 16. I am sorry not to have seen her. 17. I don't like to be interrupted. 18. I don't like to interrupt.

Упр. 6. а) вставьте подходящую по смыслу форму инфинитива: Passive или Active:

1. The lecturer wants ... The students want ... (to understand, to be understood). 2. We expected the meeting ... next month. He expected ... the attention of the audience (to hold, to be held). 3. Some changes had ... He wanted ... some changes in the project (to make, to be made). 4. There were a lot of things ... He was nowhere ... (to see, to be seen).

b) вставьте подходящую по смыслу форму инфинитива Indefinite или Perfect:

1. It's good ... work for the day (to finish, to have finished). 2. She admits ... the same mistake in her previous paper (to make, to have made). 3. He was sorry not ... the idea earlier (to give up, to have given up). 4. She confessed ... the man before (to see, to have seen). 5. The negotiations seem ... to an end (to come, to have come). 6. The relations between the two countries seem ... the lowest point (to reach, to have reached).

Употребление и способы перевода инфинитива

Инфинитив употребляется в английском языке в целом ряде функций.

Инфинитив - подлежащее

<i>To make</i> mistakes is easy.	Ошибки <i>делать</i> легко.
It is easy <i>to make</i> mistakes.	

Инфинитив – дополнение

He asked us <i>to help</i> .	Он просил нас <i>помочь</i> .
We found it difficult <i>to help</i> him.	Нам было трудно <i>помочь</i> ему.

Инфинитив – часть сказуемого

Our plan was <i>to introduce</i> new methods of research.	Наш план заключался в том, <i>чтобы ввести</i> новые методы исследования.
They must <i>continue</i> their research.	Они должны <i>продолжить</i> свое исследование.

Особое внимание нужно обратить на инфинитив-определение и инфинитив-обстоятельство.

Инфинитив в функции определения следует переводить придаточным определительным предложением, начиная его словом «который» + модальный глагол или глагол-сказуемое в будущем времени.

При переводе предложения с инфинитивом в функции обстоятельства перед инфинитивом логично поставить слово «чтобы».

Инфинитив-определение

Here is an example <i>to be followed</i> .	Вот пример, которому <i>нужно следовать</i> .
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The examples <i>to be found</i> in this paper are interesting.	Примеры, которые <i>содержатся</i> (можно найти) в этой статье, интересны.
Can you give me some work <i>to do</i> .	Дайте мне какое-нибудь дело (работу), которую я мог бы выполнить.

Инфинитив-обстоятельство

He stopped for a minute <i>to rest</i> (in order to rest).	Он остановился на минуту, чтобы отдохнуть.
We were too tired <i>to discuss</i> the matter.	Мы слишком устали, чтобы обсуждать этот вопрос.
You are old <i>enough to earn</i> your own living.	Ты уже достаточно взрослый, чтобы самому зарабатывать на жизнь.
To study well you <i>should work</i> hard.	Чтобы хорошо учиться, вы должны упорно работать.

Упр. 7. Переведите, обращая внимание на различные функции инфинитива:

1. To see is to believe. 2. To swim in the Black Sea was a real pleasure. 3. He wants to accept your offer. 4. He wants to be accepted to the University. 5. He is happy to have been accepted to the Academy. 6. To produce a great number of excellent consumer goods, meeting the requirements of the population, is the task of our light industry. 7. I am sorry to have interrupted you. 8. To resume meetings of our circle we have to speak to the Dean. 9. This is the problem to be solved as soon as possible. 10. That was a nice seaside place to spend the holidays. 11. I need a pen to write with. 12. Lomonosov was the first to use the Russian language in scientific books. 13. She was the last to speak at the meeting. 14. We were the first to ring him up and to tell the news. 15. He told us nothing about his plan of research work to be carried out next year. 16. I have something interesting to tell you. 17. There was nothing interesting at the exhibition to attract our attention. 18. To master this speciality one must work hard. 19. To improve the drawing skill one must draw every day. 20. To come to my office in time I must leave at 7.30. 21. To greet the teacher the students stand up when the teacher enters the classroom.

LESSON 2

The Participle Причастие

Participle I	V + ing: reading, doing
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Participle II	V3/Ved: translated, done
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В английском языке различают причастие первое (Participle I) и причастие второе (Participle II).

Вы уже встречались с ними, изучая времена английского глагола, где Participle I и Participle II являлись частью сказуемого и входили в состав времен: Participle I – в состав времен группы Continuous, а Participle II – в состав времен группы Perfect и форм пассивного залога.

He is **reading** now. – Он читает сейчас (Participle I).

They will have **finished** the work by 5 p.m. – Они закончат работу к 5 вечера; Texts are **translated** by students. – Тексты переводятся студентами (Participle II).

Кроме того, Participle I и Participle II могут быть в предложении определением и обстоятельством. Тогда Participle I переводится на русский язык действительным причастием с помощью суффиксов **-ащ, -ящ, -ущ, -ющ** или деепричастием (словом, отвечающим на вопрос *что делая?* в зависимости от его функции в предложении): reading – читающий, читая; doing – делающий, делая.

Participle II переводится на русский язык страдательным причастием с помощью суффиксов **-анн, -енн**: read [red] – прочитанный, читаемый; done – сделанный, делаемый; asked – заданный, задаваемый.

Упр. 1. а) Разделите причастия на 2 группы: I и II:

Speaking, seen, standing, asked, destroyed, written, shut, living, falling, interested, given, singing, repeated, sent, chosen, broken, eaten.

б) Образуйте причастие I и II:

To work, to walk, to give, to send, to arrest, to write, to read, to offer, to form, to go, to bring, to do, to approach, to take, to break, to forget, to grow, to know, to change, to plan.

Упр. 2. Переведите на русский язык, обращая внимание на Participle I:

1. Everybody looked at the dancing girl. 2. The little plump woman standing at the window is my grandmother. 3. The man playing the piano is Kate's uncle. 4. Entering the room, she turned on the light. 5. Coming to the theatre, she saw that the performance had already begun. 6. Looking out of the window, he saw his mother watering the flowers. 7. Hearing the sounds of music we stopped talking. 8. She went into the room, leaving the door open.

Упр. 3. Переведите на русский язык, обращая внимание на Participle II:

1. My sister likes boiled eggs. 2. We stopped before a shut door. 3. Tied to the tree, the goat could not run away. 4. They saw overturned tables and chairs

and pieces of broken glass all over the room. 5. This is a church built many years ago. 6. The books written by Dickens give us a realistic picture of the 19th century England. 7. She put a plate of fried fish in front of me. 8. The coat bought last year is too small for me now. 9. Nobody saw the things kept in that box.

Упр. 4. Переведите на русский язык, обращая внимание на Participle I и Participle II:

1. a) A fish taken out of the water cannot live.
b) A person taking a sun-bath must be very careful.
c) Taking a dictionary, he began to translate the text.
2. a) A line seen through this crystal looks double.
b) A teacher seeing a mistake in a student's dictation always corrects it.
c) Seeing clouds of smoke over the house, the girl cried: "Fire! Fire!"
3. a) The word said by the student was not correct.
b) The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.
c) Standing at the window, she was waving her hand.
4. a) A letter sent from St. Petersburg today will be in Moscow tomorrow.
b) He saw some people in the post-office sending telegrams.
c) When sending the telegram she forgot to write her name.
5. a) Some of the questions put to the lecturer yesterday were very important.
b) The girl putting the book on the shelf is the new librarian.
c) While putting the eggs into the basket she broke one of them.
6. a) A word spoken in time may have very important results.
b) The students speaking good English must help their classmates.
c) The speaking doll interested the child very much.
d) While speaking to Nick some days ago I forgot to ask him about his sister.

Упр. 5. Выберите из скобок требующуюся форму причастия:

1. a) The girl (writing, written) on the blackboard is our best pupil.
b) Everything (writing, written) here is quite right.
2. a) The house (surrounding, surrounded) by tall trees is very beautiful.
b) The wall (surrounding, surrounded) the house was very high.
3. a) Who is that boy (doing, done) his homework at that table?
b) The exercises (doing, done) by the pupils were easy.
4. a) The girl (washing, washed) the floor is my sister.
b) The floor (washing, washed) by Helen looked very clean.
5. a) We listened to the girls (singing, sung) Russian folk songs.
b) We listened to the Russian folk songs (singing, sung) by the girls.
6. Do you know the girl (playing, played) in the garden?
7. The book (writing, written) by this scientist is very interesting.
8. Translate the words (writing, written) on the blackboard.

9. We could not see the sun (covering, covered) by dark clouds.
10. The (losing, lost) book was found at last.
11. (Going, gone) along the street, I met Mary and Ann.
12. Read the (translating, translated) sentences once more.
13. Name some places (visiting, visited) by you last year.
14. I picked up the pencil (lying, lain) on the floor.
15. She was reading the book (buying, bought) the day before.
16. Yesterday we were at a conference (organizing, organized) by the pupils of the 10th form.
17. (Taking, taken) the girl by the hand, she led her across the street.
18. It was not easy to find the (losing, lost) stamp.
19. I shall show you a picture (painting, painted) by Hogarth.
20. Here is the letter (receiving, received) by me yesterday.
21. Look at the beautiful flowers (gathering, gathered) by the children.
22. His hat (blowing, blown) off by the wind was lying in the middle of the street.
23. "How do you like the film?" he asked, (turning, turned) towards me.
24. When we came nearer, we saw two boys (coming, come) towards us.
25. I think that the boy (standing, stood) there is his brother.

Упр. 6. Переведите на английский язык, употребив либо Participle I, либо Participle II.

Помогающий, приносящий, сломанный, растущие силы, известный писатель, работающие студенты, забытая книга, посылающий, данная задача, играющие дети, спящая девочка, выполненное задание, бегущий мальчик, написанное письмо, переведенный текст, изученный материал, съеденный обед, прочитанный журнал.

LESSON 3

Функции глаголов to be и to have (обобщение)

Функция	to be	to have
1. Смысловой	Справа нет другого глагола. Име-	Справа нет другого глагола. Име-

глагол	ет значение «быть, нахо-диться». We <u>are</u> in the Institute now.	ет значение «иметь». He <u>has</u> a good library.
2. вспомога- тельный гла- гол	Справа стоят другой глагол в 3 форме или с суффиксом -ing . Не переводится. She <u>is</u> reading a book. We <u>were</u> invited there.	Справа стоит другой глагол в 3 форме. Не переводится. I <u>have</u> read your letter.
3. Глагол- связка	To be в этом случае является пер- вой частью составного именного сказуемого и не переводится. Справа стоит основная часть ска- зуемого, выраженного существи- тельным, прилагательным, ме- стоимением, инфинитивом, ге- рундием или наречием: She is a pretty child. His aim is to become a teacher.	
4. Модальный глагол для вы- ражения дол- женствования	Справа стоит другой глагол в ин- финитиве (с частицей to). Пере- водится словами «надо, должен...» I was to send a telegram but I forgot to do it.	Справа стоит другой глагол в ин- финитиве (с частицей to). Пере- водится словами «пришлось, придется, надо...». I shall have to stay at home as my mother is ill.
5. Первый компонент ус- тойчивого со- четания с су- ществитель- ным или дру- гой частью ре- чи	Значения таких словосочетаний надо найти в словаре и запо- мнить: to be fond of – увлекаться; to be afraid of – бояться; to be late – опаздывать; to be proud of – гордиться.	Значения таких словосочетаний надо запомнить: to have dinner – обедать; to have a smoke – покурить; to have a look – взглянуть.
6. Первый компонент объектного причастного оборота		Оборот состоит из have + сущест- вительное (или местоиме- ние) + причастие II. Оборот указывает, что действие, выра- женное причастием, выполняется по настоянию (просьбе, требованию) подлежащего: She has her hair cut short. – Она коротко постриглась (т.е. ее постригли).

Упр. 1. Определите функции глагола to be и переведите предложения:

1. She is an experienced teacher. 2. We were to meet on Sunday. 3. Where are you going? 4. Were you in the south last summer? 5. Don't forget that we are to meet in the evening. 6. He is in the library now. 7. There will be an interesting concert next week. 8. He is reading up for his exams. 9. They are to come in 20 minutes. 10. You were to tell us about it. 11. I am afraid of nothing.

Упр. 2. Переведите, учитывая разные функции глагола to be:

He was to listen to you; he was listening; he was listened to; he was a rich person; it is translated; it is to translate; he is translating; it is a difficult text; they are caused; they are to cause; he will be changed; he is changed; he is to change.

Упр. 3. Определите функции глагола to have и переведите предложения:

1. I have a very good English dictionary. 2. Have a look at this picture! 3. I have to write a letter to my parents today. 4. I have already seen this film. 5. She has just read an interesting story. 6. They have an English lesson every day. 7. We have breakfast in the morning. 8. He had to stay at home as it was raining hard. 9. We had a meeting after the lessons yesterday. 10. We had to wait for him for half an hour. 11. They had had dinner before we came. 12. Next week I shall have to return this textbook. 13. I'll have the car brought round. 14. Why don't you have your hair waved? 15. The man had his leg amputated. 16. We have to translate all these texts. 17. They will have a new flat soon.

Упр. 4. Переведите, учитывая разные функции глагола to have:

I have arrived; I have to arrive; he had to translate; he had translated; he had the text to translate; I will have to understand; he has helped; he has to help; he will have to help; he had to help; he has asked; they have to ask; you had asked; she has to ask.

LESSON 4

Gerund Герундий

Герундий – одна из неличных форм глагола, выражающая **название** действия. Кроме глагольных свойств, герундий имеет свойства имени существительного. В русском языке соответствующей формы нет; по значе-

нию к герундию близки такие русские отлагольные существительные, как *хождение, ожидание, воспевание* и т. п.

Формы герундия совпадают с формами Participle I: V + ing: to work – working, to read – reading.

Значение герундия может передаваться существительным, инфинитивом, деепричастием (в функции обстоятельства), глаголом в личной форме и придаточным предложением:

Reading English books every day will improve your knowledge of the language. Ежедневное чтение английских книг улучшит ваше знание языка.

I remember **hearing** this song in my childhood. Я помню, что слышал эту песню в детстве.

Выбор способа перевода герундия зависит от его формы и функции в предложении.

Глагольные свойства герундия

Формы герундия

<i>Tense</i> \ <i>Voice</i>	<i>Active</i>	<i>Passive</i>
Indefinite <i>одновременность</i>	telling	being told
Perfect <i>предшествование</i>	having told	having been told

Упр. 1. Рассмотрите предложения, иллюстрирующие значение разных форм герундия:

Indefinite Tense <i>действие происходит одновременно со сказуемым</i>	Perfect Tense <i>действие предшествовало действию сказуемого</i>
He likes telling fairy-tales. Он любит рассказывать сказки. He liked telling fairy-tales. Он любил рассказывать сказки.	He is proud of having done the work. Он гордится, что сделал эту работу. He was proud of having done the work. Он гордился, что сделал эту работу.

Упр. 2. По форме сказуемого определите, одновременно ли его действие действию сказуемого или предшествовало ему. Предложения переведите:

1. I remember (*помнить*) having read the book before. 2. She likes sitting in the sun. 3. He talked without stopping. 4. Can you remember having seen the man before? 5. I avoided (*избегать*) speaking to them about that matter.

6. Excuse my interrupting (*прерывать*) you. 7. Excuse my having interrupted you. 8. They accuse (*обвинять*) him of having robbed (*грабить*) the house.

<i>Active Voice</i>	<i>Passive Voice</i>
Действие выполняет подлежащее предложения или лицо, выраженное притяжательным местоимением/существительным, которые стоят перед герундием.	Действие герундия выполняется над подлежащим или лицом, обозначенным притяжательным местоимением/существительным, которые стоят перед герундием.
1. I am looking forward to sending my children to the country. <i>Я с нетерпением жду, когда отправлю своих детей в деревню.</i>	1. I am looking forward to being sent to the country. <i>Я с нетерпением жду, когда меня отправят в деревню.</i>
2. I object to her asking such questions. <i>Я возражаю (я против того), чтобы она задавала такие вопросы.</i>	2. I object to her being asked about it. <i>Я возражаю, чтобы ее спрашивали об этом.</i>

Упр. 3. Переведите предложения, обращая внимание на залог герундия:

1. I am against being helped in this work, I can do it myself. 2. They are against helping him. 3. Mankind (*человечество*) is interested in atomic energy being used only in peaceful purposes (*цели*). 4. I never mind (*возражать*) seeing a good film twice. 5. He keeps asking me the time and I keep telling him to buy himself a watch. 6. She doesn't like being interrupted. 7. They must not come to the party without being invited.

Свойства существительного, присущие герундию

Герундий, как и существительное, может выполнять в предложении функции подлежащего, части сказуемого, прямого и предложного дополнения, определения, обстоятельства.

Упр. 4. Изучите таблицу:

<i>Функция</i>	<i>Особенности</i>	<i>Примеры</i>	
подлежащее	занимает первое место в предложении	Reading means gaining knowledge.	Читать – значит, приобретать знания.

дополнение	третье место в предложении	<ol style="list-style-type: none"> 1. Do you like dancing? 2. He insisted on adopting the new plan. 	<ol style="list-style-type: none"> 1. Вы любите танцевать? 2. Он настаивал на принятии нового плана.
часть сказуемого	после to be; to stop <i>прекращать</i> ; to finish <i>заканчивать</i> ; to continue, to keep on, to go on <i>продолжать</i> ; to begin, to start <i>начинать</i>	<ol style="list-style-type: none"> 1. My favourite occupation is walking in the forest. 2. He began writing his books in 1990. 3. The young man stopped reading the notices. 	<ol style="list-style-type: none"> 1. Мое любимое занятие – прогулки в лесу. 2. Он начал писать книги в 1990 году. 3. Молодой человек перестал читать объявления.
определение	всегда с предлогом после абстрактных существительных, как: opportunity (of) <i>возможность</i> ; way (of) <i>способ</i> ; experience (in) <i>опыт</i> ; interest (in) <i>интерес к</i> ; reason (for) <i>причина, основание</i> ; chance (of) <i>возможность</i>	<ol style="list-style-type: none"> 1. I see no other way of doing it. 2. Do you realize the importance of learning foreign languages? 3. It is difficult to improve your English if you haven't much chance of speaking it. 4. She takes much interest in reading French books. 	<ol style="list-style-type: none"> 1. Я не вижу другого способа сделать это. 2. Осознаете ли вы важность изучения иностранных языков? 3. Трудно усовершенствовать свой английский, если у вас мало возможностей говорить на нем. 4. Она проявляет живой интерес к чтению французских книг.

обстоятельство времени, образа действия или сопутствующего действия	всегда с предлогом: after, on <i>после того, как</i> ; before <i>до того, как</i> ; by <i>существительным в творительном падеже или деепричастием</i> ; instead of <i>вместо того, чтобы</i> ; besides <i>кроме</i>	1. After training for a long time, ... 2. On seeing his father, the boy ran up to him. 3. We learn a lot by reading . 4. You can't leave without saying good-bye to them. 5. Besides taking part in amateur performances, he ...	1. После длительной тренировки.. 2. Увидев отца, мальчик подбежал к нему. 3. Читая, мы многое познаем. 4. Вы не можете уехать, не попрощавшись с ними. 5. Помимо того, что он принимает участие в концертах самодеятельности, он...
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Упр. 5. Переведите на русский язык, определив формы и функции герундия:

1. Learning rules without examples is useless. 2. She suspected (*подозревать*) him of deceiving (*обманывать*) her. 3. She denied (*отрицать*) having been at home that evening. 4. After graduating from the university she left Vitebsk and went to teach in her home town. 5. Seeing a good film is a pleasure. 6. He went home without seeing the film. 7. He talked without stopping. 8. Miss Brown was in the habit of asking Mr. Dick his opinion (*мнение*). 9. He solved the problem of inventing such a device (*прибор*). 10. He solved the problem, by inventing a new device. 11. Ring us up before leaving home. 12. Instead of reading up for his exam, he is watching TV.

Сложные герундиальные обороты

Подобно существительному, герундий может определяться притяжательным местоимением или существительным в притяжательном (иногда в общем) падеже. Это сочетание называется сложный герундиальный оборот.

При переводе на русский язык это существительное или местоимение становится подлежащим придаточного предложения, а герундий – сказуемым. Такой оборот часто вводится словами *то, что*; *о том, что*.

Сравните:

I don't mind opening the window.	Я не против того, чтобы открыть окно.
I don't mind his opening the window.	Я не против того, чтобы он открыл окно.

She insisted on being allowed to go home.	Она настаивала, чтобы ей разрешили поехать домой.
She insisted on her son being allowed to go home.	Она настаивала, чтобы ее сыну разрешили поехать домой.

Упр. 6. Переведите на русский язык, обращая внимание на сложный герундиальный оборот:

1. I am told of your being very busy. 2. Do you mind my smoking here? 3. My teacher insists (*настаивать на*) on my reading aloud every day. 4. I am not very friendly with him, so I was surprised by his asking me to dinner. 5. The thieves (*воры*) broke into the shop without anyone seeing them. 6. He doesn't mind his daughter going to the cinema once a week. 7. The teacher insists on these articles being translated into Russian. 8. There is no hope of our coming in time.

Упр. 7. Выучите значение следующих глаголов и словосочетаний, после которых употребляется герундий. Предложения переведите:

Would you mind ... - Будьте любезны ...;
 I don't mind ... - Я не возражаю ...;
 It is worth ... - Стоит (что-либо делать) ...;
 I cannot help ... - Я не могу не ...;
 to succeed in ... - удаваться ...;
 to fail ... - потерпеть неудачу, не суметь сделать что-либо.

Образец:

1. Would you mind passing me the salt?
Будьте любезны, подайте мне соль.
2. I don't mind your staying with your friend.
Я не возражаю, если ты погостишь у своего друга.
3. His lectures are worth listening to.
Стоит послушать его лекции.
4. I cannot help laughing at his stories.
Я не могу не смеяться над его рассказами.
5. He succeeded in mastering his speciality.
Ему удалось овладеть специальностью.
6. They failed passing the exam.
Они не сдали экзамен.

1. You look wonderful today. I can't help looking at you. 2. She can't help telling him about this letter. 3. I couldn't help inviting them to our party. 4. Do you mind my switching on the TV? 5. Do you mind our publishing the results of our work? 6. The exhibition (*выставка*) is worth seeing. 7. The article is worth seeing. 8. This country is worth visiting. 9. She succeeded in organizing the discussion. 10. They succeeded in getting the permission to see their son. 11.

They failed keeping their promise. 12. John failed finding any job in London. 13. He didn't come that evening. He failed catching the last train.

Вопросы для самоконтроля

1. Какие формы инфинитива передают действие, происходящее одновременно с действием, выраженным сказуемым? Приведите примеры.
2. Какие формы инфинитива передают действие, предшествующее действию, выраженному сказуемым? Приведите примеры.
3. В чем разница между активным и пассивным инфинитивом? Приведите примеры.
4. После каких слов частица **to** не употребляется перед инфинитивом?
5. Как образуется Participle I и какие функции выполняет и как переводится на русский язык (в функции определения и обстоятельства)? Приведите примеры.
6. Как образуется Participle II и как переводится на русский язык? Приведите примеры.
7. Какие свойства, общие с существительным, имеет герундий?
8. Какая разница между простой и перфектной формами герундия?
9. Назовите словосочетания, после которых англичане предпочитают употреблять герундий.

Задание на IV семестр

1. Знать ответы на все вопросы для самоконтроля.
2. Прочитать и перевести тексты по специальности.
3. Письменно выполнить контрольную работу № 4.

TEXT I

Упр. 1. Прочитайте и запомните следующие слова и выражения к тексту:

• spider [ˈspaɪdə] паук • species [ˈspiːʃɪz] вид, виды • insect [ɪnˈsekt] насекомое • arachnid паукообразные • cave [keɪv] пещера • woodlice [ˈwʊdlɪs] мокрица • centipede [ˈsentɪpiːd] губоногое; многоножка, сороконожка • web [web] паутина • arachnophobia боязнь пауков • docile [ˈdɒsaɪl] послушный, понятливый

Упр. 2. Прочитайте и переведите текст:

Simply Spiders

There are over 40 000 different species of spider. Remember: spiders are NOT insects, although many people think they are. Ask your friends, and if they say that spiders are insects, give them a surprise. Spiders are arachnids! Insects

have six legs, and arachnids have eight. Arachnids also have a two-part body and two pinchers. They don't have antennae, but instead have bristly hairs on their body and legs, which are used to pick up signals and messages – spiders can taste things with their feet!

Spiders live everywhere, from the tops of mountains to the bottoms of caves, wherever there is food.

Most spiders catch their own food and most eat insects, woodlice and centipedes. Larger spiders, such as the tarantulas, can catch and kill birds, lizards and snakes.

Only half of all spiders can spin webs, which they use to catch prey. Other spiders have to hunt or lie in wait for their food. Spiders don't get stuck in their webs because they have special claws on the ends of their legs, which they use to move across the web without touching the sticky areas. Some spiders build webs which can be up to 1.5 metres in diameter!

A fear of spiders is called arachnophobia, but only a few spiders are harmful to humans.

In Europe, there are no poisonous spiders, but in Australia and the USA, people learn to live with some of the most dangerous spiders, including black widow.

The world's most poisonous spider is found in Brazil and is called the Brazilian huntsman. There is an antidote for this spider, and the number of people who die from their bites is very low.

So spiders (most of them) are not dangerous, and you might seriously consider having a spider for a pet. They can be very useful at home, for they kill flies, they don't need much space, they are not too noisy, and they are generally very docile.

Упр. 3. Ответьте на вопросы к тексту:

1. Why does the author say that spiders are not insects? 2. Where do spiders live? 3. Can all spiders spin web? 4. Why do spiders build webs? 5. Are spiders harmful to humans? 6. Are you afraid of spiders? 7. What is a fear of spiders called?

Упр. 4. Выразите свое согласие или несогласие с помощью фраз: Yes, it's true. No, it's wrong:

1. Spiders can taste things with their legs. 2. The world's most poisonous spider is found in Belarus. 3. The number of people who die from their bites is very high. 4. In Europe there are no poisonous spiders. 5. Spiders use webs to move across it.

TEXT II

Упр. 1. Прочитайте и запомните следующие слова и выражения к тексту:

• barren [ˈbærən] пустошь, пустырь • rocky [ˈrɒki] каменистый • healthful [ˈhelθfʊl] здоровый • dump [dʌmp] выбрасывать, вываливать • waste [weɪst] отходы • leak [li:k] давать течь, протекать • spill проливать • oil [ɔɪl] нефть • trash мусор • state зд. состояние • improve [imˈpru:v] улучшать • marine [məˈri:n] морской • protect защищать • turtle [ˈtɜ:tl] черепаха • whale [weɪl] кит • mistake ошибочно принять за • litter [ˈlɪtə] мусор, мусорить • since [sɪns] зд. так как • take part принимать участие • beach [bi:tʃ] пляж, побережье • flow [fləʊ] течь, протекать

Упр. 2. Прочитайте и переведите интернациональные слова. Запомните их:

realize [ˈrɪəlaɪz], vital [vaɪtl], ocean [ouˈn], planet, board [bɔ:d], circle [sə:kl], energy [ˈenədʒi], minerals [ˈmɪnɪrəls], regulate [ˈregjuleɪt], temperature [ˈtemprɪtʃə], toxic [ˈtɒksɪk], situation [ˌsɪtʃuˈeɪʃn], state [steɪt], plastic [ˈplæstɪk], bottle [bɒtl], affect [əˈfekt], project [prəˈdʒekt], tanker [ˈtæŋkə]

Упр. 3. Соотнесите английские и русские слова:

1) the sun; 2) the Earth; 3) air; 4) environment; 5) to keep; 6) need; 7) ships; 8) boaters; 9) overboard; 10) hopeless; 11) birds; 12) everyone; 13) to learn more; 14) a way; 15) almost; 16) clean-up; 17) to throw.

а) бросать; б) окружающая среда; в) земля; г) солнце; д) воздух; е) сохранять; ж) за борт; з) безнадежный; и) птицы; к) нуждаться; л) почти; м) способ; н) очистка; о) узнавать больше; п) все, каждый; р) люди, плавающие на лодках.

Упр. 4. Прочитайте и переведите текст:

SOS – SAVE OUR SEAS!

Many people don't realize just how vital the ocean is. Without the ocean, the Earth would be just another barren, rocky planet circling the sun. The ocean gives us food, energy and minerals. It regulates the air temperature and helps to keep the environment healthful.

Today, the ocean needs help. Ships dump toxic waste, tankers leak and spill oil, boaters throw trash overboard...

The situation may sound hopeless, but it's not. You, your parents, your friends... everyone can help. You are already doing something important: you are learning more about the state of the ocean and what can be done to improve it. Here are a few more things you can do today.

Protect ocean birds and marine life: don't throw plastic bags, bottles, etc. in or near the water. Sea birds, turtles, whales and other sea animals often mistake plastic things for food and die.

Don't litter. Rubbish has a way of ending up in rivers, lakes, and oceans.

Let people know that since almost all water usually flows into the sea, what we do inland can affect the oceans.

Take part in beach clean-up projects.

Упр. 5. Перескажите текст, используя следующие вопросы:

1. Do all people realize how vital the ocean is? 2. What would the Earth be like without the ocean? 3. What does the ocean give us? 4. How do we pollute the ocean? 5. What can be done to improve the situation? 6. Why is it necessary *необходимо* to stop throwing plastic bags, bottles in the water? 7. What can affect the oceans?

ТЕКСТ III

Упр. 1. Прочитайте и запомните следующие слова и выражения к тексту:

• border [bɔːdə] – граница • once [wʌns] – когда-то • divert [daɪˈvɜːt] – отводить • feed up – питать, кормить • stretch – простираться • boundary [ˈbaʊndəri] – граница • success [səkˈses] – успех • impact – влияние • surface [ˈsɜːfɪs] – поверхность • salt-encrusted [ˈsɔːlt ɪnˈkrʌstɪd] – покрытый солью • wastelands – пустошь • apparent [əˈpeərənt] – очевидный • depend [dɪˈpend] – зависеть • consequence [ˈkɒnsɪkwens] – последствие • dust [dʌst] – пыль • surround [səˈraʊnd] – окружать • increase [ɪnˈkriːs] – увеличивать

Упр. 2. Прочитайте и переведите интернациональные слова. Запомните их:

Plan, planner, irrigate [ɪrɪˈgeɪt], irrigation [ɪrɪˈgeɪʃn], hectare [ˈhektaː] , cotton, canal, kilometer [ˈkɪləˌmiːtə], parallel, production [prəˈdʌkʃn], exporter, program, ecological, public [ˈpʌblɪk], percent [pɜːsent], square [skweə], salt, human, attribute [ˈætrɪbjʊt], port, comment, center, cancer [ˈkænsə].

Упр. 3. Прочитайте и переведите текст:

Death of a Sea

The Aral Sea, on the border between Uzbekistan and Kazakhstan, which was once larger than any of the Great Lakes except Superior, is disappearing. Since the 1920s, Soviet agricultural planners have used up the Aral Sea, diverting its waters to irrigate cotton. The two rivers feeding the Aral were drawn off

to irrigate millions of hectares of cotton. The irrigation canal, the world's longest, stretches over 1 300 kilometers, paralleling the boundaries of Afghanistan and Iran. The cotton production plan worked, and by 1937 the Soviet Union became a net exporter of cotton. The success of the cotton program, however, was to spell the end for the Aral Sea.

For a long time, the ecological impact on the sea and surrounding area was largely hidden from public view. Since the 1960s, however, the Aral has lost about 40 percent of its surface area, or almost 20 000 square kilometers of what are now largely dry, salt-encrusted wastelands. The once-thriving fishing industry that depended on the water is all but gone. Another apparent consequence is a host of human illnesses. A high rate of throat cancer is attributed to dust from the drying sea.

The former fishing center of the sea was a town named Muynak. The town is now landlocked more than 30 kilometers from the water. Less than twenty-five years ago, Muynak was a seaport. In 1990, the mayor of Muynak and its last harbormaster commented: "The water continued to go away while the salinity increased. The weather changed for the worse, with the summers getting hotter and the winters colder. The people feel salt on their lips and in their eyes all the time. It's getting hard to open your eyes here".

Упр. 4. Ответьте на вопросы к тексту:

1. Where is the Aral Sea situated? 2. What was it like many years ago? 3. What is happening to it now? 4. Why is it disappearing now? 5. What rivers were drawn off to irrigate millions of hectares of cotton? 6. What was largely hidden from public view? 7. What percentage of water has the Aral lost since the 1960s? 8. What consequences has the death of the Aral Sea? 9. What can you tell us about the former fishing center Muynak? 10. What did the mayor of Muynak say in 1990 about the consequences of this ecological disaster? 11. Can you give some other examples of sea deaths?

Контрольная работа № 4

Вариант № 1

Упр. 1. Подчеркните инфинитив и укажите его форму. Предложения переведите:

1. To do it seemed a natural thing. 2. Andrew was the third to be interviewed. 3. There is always a question or two to be considered. 4. It is so glorious to love and to be loved. 5. I was glad to have seen this man. 6. I happened to be spending a day in Paris. 7. He looked too young to have taken part in this conference. 8. I am glad to have been working at school all these years. 9. He hoped to be sent with that expedition.

Упр. 2. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:

1. How are they to know that you are here? 2. In silence the soup was finished – excellent, if a little thick; and fish was brought. In silence it was handed. 3. I am leaving tonight. 4. The house was too big. 5. It will be much cooler there. 6. They were to go to Spain for the honeymoon. 7. They were thus introduced by Holly. 8. When I returned to town the school was still being built. 9. I never talk while I am working. 10. She is to say nothing of this to anybody.

Упр. 3. Переведите, обращая внимание на разные функции глагола to have:

1. As I was to be there at 5 o'clock, I had to take a taxi. 2. I did not have to walk, I took a tram. 3. I am a little frightened for I have lost my way. 4. Have you ever translated technical articles? 5. I am tired. I shall go and have a nap before dinner. 6. I'd like to have a look at that part of the world. 7. She wants to have her hair cut. 8. You will have many new friends.

Упр. 4. Прочтите предложения, найдите Participle I и II. Переведите на русский язык:

1. The flying plane is TU-144. 2. The broken cup was lying on the floor. 3. The lost document was returned to Helen. 4. The girl playing in the garden is my daughter. 5. Passing the shop I saw a beautiful dress. 6. She sat looking out of the window. 7. I saw her smiling. 8. All books taken from the library were new. 9. She sent all the letters written by her father. 10. Knowing English well she spoke fluently.

Упр. 5. Переведите на русский язык, обращая внимание на разные формы герундия:

1. Watching football matches may be exciting enough, but of course it is more exciting playing football. 2. Can you remember having seen the man before? 3. She was terrified of having to speak to anybody, and even more, of being spoken to. 4. He never agreed to their going on that dangerous voyage. 5. He did not approve of her drinking so much coffee. 6. The teacher of mathematics did not approve of his pupils dreaming.

Вариант № 2

Упр. 1. Подчеркните инфинитив и укажите его форму. Предложения переведите:

1. My friend was glad to have been given such an interesting assignment. 2. To know her is to love her. 3. I wanted to be answered at once. 4. We are happy to have been working together all these years. 5. He likes to speak with us on this subject. 6. I ought not to have stayed there so long. 7. I hoped to have

written you a long letter. 8. I don't like to be interrupted. 9. This work must be finished today.

Упр. 2. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:

1. Erik says that you may be coming to New York. 2. We are to go there tonight. 3. Where is he to be found? 4. What were you doing at that time? 5. I am fond of animals. 6. He was not answered. 7. He may be ill. 8. They are in the next room. 9. My sister says I am to leave you alone. 10. She was my friend.

Упр. 3. Переведите, обращая внимание на разные функции глагола to have:

1. He had his watch mended. 2. Let's have a smoke in the corridor. 3. She has no time for me. 4. You have to go to the dentist. 5. Where have you been since last Thursday? 6. I have known him for many years. 7. These two had not spoken to each other for three days and were in a state of rage. 8. Did you have to walk all the way home?

Упр. 4. Прочтите предложения, найдите Participle I и II. Переведите на русский язык:

1. The flying plane is TU-144. 2. The broken cup was lying on the floor. 3. The lost document was returned to Helen. 4. The girl playing in the garden is my daughter. 5. Passing the shop I saw a beautiful dress. 6. She sat looking out of the window. 7. I saw her smiling. 8. All books taken from the library were new. 9. She sent all the letters written by her father. 10. Knowing English well she spoke fluently.

Упр. 5. Переведите на русский язык, обращая внимание на разные формы герундия:

1. After being corrected by the teacher, the students' papers were returned to them. 2. I wondered at my mother's having allowed the journey. 3. On being told the news she turned pale. 4. All the happiness of my life depends on your loving me. 5. I object to his borrowing money from you. 6. I stretched out my hand to prevent her from attacking you.

Вариант № 3

Упр. 1. Подчеркните инфинитив и укажите его форму. Предложения переведите:

1. Nothing can be done, I'm afraid. 2. He could have written the composition much better. 3. It's very nice of you to have come. 4. Can he be waiting for us? 5. I think you should have told him you were sorry. 6. The facts are too few to be spoken about. 7. He must have forgotten my address. 8. To see is to be-

lieve. 9. She looked too young to have been working as a teacher for three years.
10. We happened to be staying at the same hotel.

**Упр. 2. Переведите, обращая внимание на разные функции глагола to be.
Глагол to be подчеркните:**

1. We are to wait for them at the entrance. 2. What is to become of him?
3. I haven't been given a chance to explain. 4. We were told some interesting
news. 5. Peter is busy. 6. They are in the language laboratory. 7. What are you
crying for? 8. You were to arrive yesterday. 9. I am telling you the truth.
10. You have been a good deal talked about.

**Упр. 3. Переведите, обращая внимание на разные функции глагола to
have:**

1. Have you a letter for me, postman? 2. What have they done? 3. She was
no fool. She had read much, in several languages, and she could talk of the
books she had read with good sense. 4. She knows what she has to do. 5. They
will have to come here again. 6. He had his leg broken. 7. I had breakfast at
home. 8. She has not slept since that night.

**Упр. 4. Прочтите предложения, найдите Participle I и II. Переведите
на русский язык:**

1. The flying plane is TU-144. 2. The broken cup was lying on the floor.
3. The lost document was returned to Helen. 4. The girl playing in the garden is
my daughter. 5. Passing the shop I saw a beautiful dress. 6. She sat looking out
of the window. 7. I saw her smiling. 8. All books taken from the library were
new. 9. She sent all the letters written by her father. 10. Knowing English well
she spoke fluently.

**Упр. 5. Переведите на русский язык, обращая внимание на разные фор-
мы герундия:**

1. At last he broke the silence by inviting everybody to walk into the din-
ing-room. 2. I understand perfectly your wishing to start the work at once. 3.
The place is worth visiting. 4. He keeps insisting on my going to the south. 5.
Do you mind my asking you a difficult question? 6. She could not help smiling.

IV семестр

LESSON 1

Инфинитив является составной частью нескольких конструкций: Complex Object (Сложное дополнение), Complex Subject (Сложное подлежащее), For-to-Infinitive Construction (Инфинитивная конструкция с предлогом **for**).

Complex Object Сложное дополнение

Ранее уже отмечалось, что инфинитив может выполнять в предложении функцию дополнения:

I want (*чего?*) to go to London. - Я хочу (*чего?*) поехать в Лондон.

Но если перед инфинитивом (или Participle I) стоит существительное в общем падеже или местоимение в объектном падеже (**me, us, you, him, her, it, them**), то это существительное (или местоимение) и инфинитив образуют сложное дополнение.

I want **Jane to go** to London.

Complex Object является эквивалентом дополнительного придаточного предложения и переводится на русский язык дополнительным придаточным предложением, вводимым союзами: **чтобы, что, как, когда**.

Таким образом, предложение **I want Jane to go to London** на русский язык переводится *Я хочу, чтобы Джейн поехала в Лондон*.

Сложное дополнение. Complex Object

I	wish	you	to be happy.	Я желаю, чтобы вы были счастливы.
He	wants	me	to tell him everything.	Он хочет, чтобы я сказал ему всё.
She	likes	her son	to be at home.	Она любит, когда ее сын дома.
I	should like	them	not to be late.	Я бы хотел, чтобы они не опоздали.
My friends	hope	Mike	to finish the experiment.	Мои друзья надеются, что Майк закончит эксперимент.
He	saw	a man	run across the street.	Он увидел, что (как) человек перебегает улицу.

I	heard	them	talk about it.	Я слышал, как они говорили об этом.
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Примечание 1: инфинитив в сложном дополнении употребляется без частицы **to** после глаголов **to see** *видеть*, **to notice** *замечать*, **to watch** *наблюдать*, **to make** *заставлять*, **to let** *разрешать*, **to feel** *чувствовать*, **to hear** *слышать* и некоторых других.

Примечание 2: после глаголов **hear, see, feel, watch, notice** может употребляться также сложное дополнение с причастием I вместо инфинитива. В этом случае не просто констатируется факт, а подчеркивается продолжительность действия, выраженного причастием: **I saw the man cross the road.** – Я видел, что человек перешел улицу (констатация факта); **I saw the man crossing the road.** – Я видел, как человек переходил улицу (продолжительность действия).

Упр. 1. Укажите Complex Object. Предложения переведите:

1. We consider this congress to be one of the biggest events of our time.
2. Have you ever heard him speak at the meeting? 3. I should like you to do this work at once. 4. Some of the delegates may wish the report to be translated into their native language. 5. I expect them to be discussing this question now. 6. We suppose them to have changed the time-table. 7. Nothing could make him stay there. 8. The pupil wanted the teacher to ask him. 9. The patient wants the doctor to examine him. 10. The doctor made me take the medicine. 11. I hope my friends to come to my birthday party. 12. The old man hoped the dog to show him the way.

Упр. 2. Вставьте частицу to, где необходимо (см. примечание 1):

1. Our teacher wanted us ... stay after classes. 2. We saw her son ... enter the house. 3. Everybody noticed Peter ... leave the room. 4. My parents prefer me ... stay at home. 5. They made me ... do it. 6. We were watching the boat ... come up to the shore. 7. We can't let you ... go so early. 8. The guests would like her ... sing for them. 9. I wish him ... be healthy, wealthy and wise. 10. We are waiting for the guests ... arrive.

Упр. 3. Переведите (см. примечание 2):

1. Nobody has noticed him come in. 2. Nobody has seen him go upstairs.
3. He heard footsteps coming from the direction of the library. 4. Bridget heard Luke drive up. She came out on the steps to meet him. 5. As I looked out at the garden I heard a motor-truck starting on the road. 6. One night in late November

I heard him make a remark about his coming marriage. 7. I heard him saying the other day he could do with a few more pounds a week. 8. I held her close against me and could feel her heart beating. 9. We saw the troops marching along the road.

Упр. 4. Закончите предложения, употребив *Complex Object*:

1. Our friends wanted (чтобы мы пошли на концерт). 2. We saw (как дети играли в футбол). 3. This girl has a fine voice. Have you heard (как она поет)? 4. I watched (как молодой человек играл на пианино). 5. We didn't notice (как он вышел). 6. We want (чтобы вы получили хорошее образование). 7. I saw (как он работает). 8. We consider (что он хороший друг).

Упр. 5. Закончите предложения:

1. I want you to ... 2. I'd like the dean to ... 3. We hope our pupils to 4. I didn't expect you to ... 5. We saw our Rector 6. I wanted my mother to ... 7. I know you to ...

LESSON 2

Complex Subject Сложное дополнение

Оборот «сложное подлежащее» состоит из двух компонентов: **существительного** в общем падеже (или **местоимения** в именительном падеже), расположенного перед сказуемым, и **инфинитива**, расположенного после сказуемого.

В предложении **He is said to know Chinese** *He ... to know* – Complex Subject, но переводить нужно начинать со сказуемого, выражающего чужие мысли по поводу действия, о котором идет речь в предложении.

Complex Subject употребляется после определенных глаголов, а именно:

is	→	known – известно (было известно)	}, что ...
are	→	said – говорят (говорили)	
was	→	believed – полагают (полагали)	
were	→	considered – считают (считали)	
		supposed – предполагают (предполагали)	
		expected – полагают (полагали)	
		seem (s/ed) – кажется (казалось)	}, что ...
is	→	likely – вероятно	
are	→	unlikely – маловероятно	
		sure [ʃʊə] – точно, обязательно, непременно, безусловно	

После того, как перевели сказуемое неопределенным личным предложением или вводным предложением, переводим само Complex Subject. Его первый элемент делаем подлежащим придаточного предложения, а второй (инфинитив) – сказуемым. Полученное придаточное предложение присоединяем к главному союзом «что».

Таким образом, **He is said to know Chinese** переводится: *Говорят, что он знает китайский.*

Упр. 1. Назовите Complex Subject. Предложения переведите:

1. They were seen to leave the house early in the morning. 2. Philip Bosinney was known to be a young man without fortune. 3. These islands are said to have been discovered as early as 1762. 4. We are sure to come back. 5. He is said to be very ill. 6. She was not expected to answer, but she did. 7. He was thought to be honest and kindly. 8. The book is believed to have been written in the 15th century. 9. But he is sure to marry her. 10. This fire is certain to produce a panic in the morning. 11. They seemed to have quite forgotten him already. 12. Only yesterday we happened to see Soames Forsyte. 13. The experiment proved to be a failure. 14. The Earth was proved not to be quite a sphere. 15. The first university in Britain is known to be founded in the 12th century.

Упр. 2. Преобразуйте следующие предложения, употребив Complex Subject.

Образец: *It is expected* that **summer** will start soon. – **Summer** *is expected to start* soon.

1. It is believed that everything will be O.K. 2. It is known that she drives a car well. 3. It is supposed that there is a secret tunnel between them. 4. It is expected that the company will lose money this year. 5. It seems that the class will end soon. 6. It is likely that we will learn new words. 7. It is expected that the computer saves the scientists a lot of time. 8. It is said that this factory produces modern furniture. 9. It is believed that the expedition will return next Sunday. 10. It is unlikely that the meeting will take place tomorrow.

LESSON 3

For-to-Infinitive Construction

Инфинитивный оборот с предлогом *for* состоит из предлога **for** + **существительное** в общем падеже (или **местоимение** в именительном падеже) + **инфинитив**. Оборот переводится придаточным дополнительным

предложением, связанным с главным союзами *чтобы, что* или простым предложением, поставив существительное/местоимение после *for* в дательный падеж.

It is necessary for you to know it. – *Необходимо, чтобы вы знали это. Вам необходимо знать это.*

Упр. 1. Переведите следующие предложения:

1. Have you got anything for me to read? 2. It will take a number of years for the two sides to come to an agreement. 3. It will be convenient for all of us to have the exam on Monday. 4. We are waiting for the jury to announce their verdict. 5. He waited for the papers to be published. 6. There is only one thing for you to do. 7. For the experiment to be successful he had to do much work. 8. It will be convenient for them to postpone *отложить* the visit.

Упр. 2. Из данных слов и выражений составьте предложения, употребляя конструкцию “For ... to + Infinitive”:

It is necessary	journalists	take a different view.
It is important	economists	take some interest in politics.
It is essential	politicians	confront reality /face facts.
It is impossible	philosophers	deny the progress of science.

Упр. 3. Закончите следующие предложения:

1. It is necessary for her 2. It is advisable *желательно* for them
3. They waited for us 4. It was important for them 5. There was no reason for him

LESSON 4

Перевод слов с суффиксом –ed

1) Глагол с суффиксом **–ed** является **сказуемым**, если в предложении нет другого глагола и (или) если слева от него стоят:

а) личное местоимение в именительном падеже или другое подлежащее:

Fortunately she recognized the boy. – К счастью, она узнала мальчика.

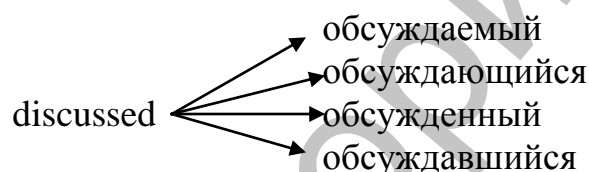
б) неопределенные наречия always, often, usually, sometimes, never ... :

They often played in small groups. – Они часто играли маленькими группами.

в) глагол **to be** или **to have**:

She is not well and has changed very much of late. – Она нездорова и сильно изменилась в последнее время. **The room was dimly lighted from the ceiling by a single electric lamp.** – Комната слабо освещалась с потолка единственной электрической лампочкой.

2) В остальных случаях слово с суффиксом **–ed** является причастием II. Справа от него часто стоят словосочетания с предлогами **by, in** и др. Перевод причастия II обусловлен контекстом и временем глагола-сказуемого:



Упр. 1. а) Прежде чем переводить предложение, определите, являются ли слова с суффиксом –ed сказуемыми или выполняют другую функцию;

б) Предложения переведите:

1. The results received by the scientists were discussed at the conference.
2. The article translated at the lesson is of great interest for me.
3. I was very much surprised.
4. They say the programmes will be based on episodes from students' life.
5. No nation was ever ruined by trade.
6. Brain-damaged children placed in a classroom limited to 10 or 12 pupils were able to return to regular classes within one to three years.
7. The question asked by the professor was very difficult.
8. I have not yet looked at the newspaper.
9. At last you have come: I have waited for you for about an hour.
10. The child began a sitdown strike expressed by negativences.
11. The boy progressed from the very simple social-emotional stage to a very complex personality.
12. It is a mistake to discipline the child out of habit determined by his temperament.
13. The pupil's pride in successful achievement strengthened his newly established work habits.
14. They always used such methods.
15. We spoke of some frequently used methods of work.

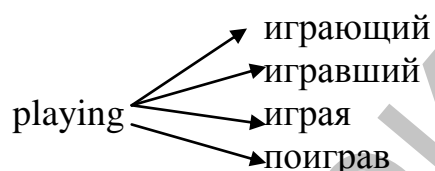
Перевод слов с суффиксом –ing

1) Слово с суффиксом **-ing** является частью сказуемого только в том случае, если слева от него есть глагол **to be (am, is, are, were, was, been), will (shall) be**. Это может быть:

а) простое глагольное сказуемое в Present, Past или Future Continuous:
Rain was falling heavily by that time. – *К тому времени уже шел сильный дождь.*

б) составное именное сказуемое:
His hobby is reading. – *Его хобби – чтение.*

2) В остальных случаях это либо причастие I, либо герундий. Перевод причастия I обусловлен контекстом и временем глагола-сказуемого:



3) Герундий может переводиться существительным, деепричаастием, инфинитивом или целым придаточным предложением:

Smoking is not allowed here. – *Курение (курить) здесь запрещено.* **I am surprised at her son's coming in time.** – *Я удивлен тем, что ее сын пришел вовремя.*

Упр. 2. а) Прежде чем переводить предложение, определите, входят ли слова с суффиксом -ing в состав сказуемого или выполняют другую функцию;

б) Предложения переведите:

1. After leaving her umbrella in the hall, she entered the living room. 2. Opening the door, he went out on the terrace. 3. I never talk while I am working. 4. He is coming to us tomorrow to stay till next month. 5. Not being able to read, think, or work, Bathsheba asked Liddy to stay and breakfast with her. 6. Anna hearing his step, ran to the door to meet him. 7. I am afraid I took your wife's umbrella for my own, when I was leaving your house tonight. 8. God knows what I shall be saying in a minute. 9. Watching them with excited eyes, Simon discussed their character. 10. But back in his office, looking down at his desk, his sense of humour left him. 11. I was going to thank you for looking after my son till I came. 12. He saw me watching him. 13. The bus passed us without stopping. 14. We had both sat for a long time, not speaking in the quiet. I knew she was not reading. 15. He went out and was heard laughing in the hall. 16. I

noticed him working in the garden. 17. Learning rules without examples is useless. 18. Avoiding difficulties is not my method. 19. Deciding is acting.

Репозиторий ВГУ