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АНГЛИЙСКИЙ ЯЗЫК

*Учебно-методический комплекс
для студентов художественно-графического
факультета*

УДК
ББК

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Данный учебно-методический комплекс по английскому языку предназначен для студентов художественно-графического факультета, занимающихся на заочной форме обучения по специальностям: "Изобразительное искусство", "Изобразительное искусство и черчение", "Трудовое обучение (технический труд)".

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

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ПРЕДИСЛОВИЕ

Учебно-методический комплекс предназначен для занятий по английскому языку на художественно-графическом факультете (заочная форма обучения).

Комплекс состоит из пяти частей, структурно соотносящихся с этапами обучения иностранного языка, предусмотренными программой высшей школы для заочного отделения: 1-я часть предназначена для занятий в период установочной сессии, 2-я часть – для занятий во время I семестра, 3-я часть – II семестра, 4-я часть – III семестра, 5-я – IV семестра.

В каждой части представлен грамматический материал с логически выстроенной системой упражнений для его закрепления. Издание также содержит текстовый материал по специальностям факультета: “Изобразительное искусство”, “Изобразительное искусство и черчение”, “Трудовое обучение (технический труд)”. Тексты снабжены активным словарем, а также лексическими предтекстовыми и послетекстовыми упражнениями.

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

- 1) вопросов для самоконтроля;
- 2) текстов для самостоятельного чтения с пред- и послетекстовыми заданиями;
- 3) контрольных работ по изученному грамматическому материалу.

ЧАСТЬ I

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: 1. брак (супружество) и 2. брак (испорченная продукция); 1. **case** (случай, дело) и 2. **case** (ящик, коробка).

После глагола в его основных значениях расположены составные глаголы с послелогам, меняющими значение основного глагола. Послеслоги 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».

* * *

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
magazine	журнал, а не магазин

* * *

Слова в словаре даются в их исходной форме: глагол – в инфинитиве (без частицы to), 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 [ʃaɪn] 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 часам, 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,

который называется конверсией. 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 (артикли, суффиксы, окончания и т. д.);
- 2) анализа порядка слов в предложении.

Основные формально-структурные 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 переводиться 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>
1. После звонких согласных и гласных	s	[z]	a boy a dog a hand	boys 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	[ɪz]	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, pencils, 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 согласными 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 [ðə] перед согласными the book	the [ði:] перед гласными 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:

A. 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.

B. 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 **артикл, 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. 6. 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. 7. 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>	<i>Множественное число</i>
My sister’s letter. Письмо моей сестры.	These students’ book. Книга этих студентов.
The student’s book. Книга студента.	The Petrovs’ room. Комната Петровых (семьи).
Aunt Julia’s face. Лицо тети Джулии.	

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. 8. 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. 9. 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. 10. Переведите на английский язык:

Города Беларуси, книга маминой подруги, парки нашего города, кинотеатры Витебска, лица женщин, собака моего дяди, 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="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">{</div> <div style="display: flex; flex-direction: column; gap: 5px;"> he she it </div> </div> </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> him – ему, его her – ей, ее it – его, ее </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> his – его her – ее its – его, ее </div>	<div style="display: flex; flex-direction: column; gap: 5px;"> his hers its </div>
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. 11. 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. 12. 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, эта книга моя, а эта - твоя, этот дом наш, а этот - её, эти учебники их, а эти - наши.

Упр. 13. 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	I was	I shall be
	You are	You were	You will be
	He } She } is	He } She } was	He } She } will be
	It }	It }	It }
	We are	We were	We shall be
	You are	You were	You will be
	They are	They were	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 You are not He } She } is not It } We are not You are not They are not	I was not You were not He } She } was not It } We were not You were not They were not	I shall not be You will not be He } She } will not be It } We shall not be You will not be They will not be

Упр. 14. 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. 15. Переведите на английский язык:

1. Я студентка. Меня зовут Ира. Мне 17 лет. Я из Полоцка. Моя подруга 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. 16. 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 for	быть готовым к чему-либо
to be afraid of	бояться чего-либо, кого-либо
to be proud of	гордиться чем-либо, кем-либо
to be late for	опаздывать к чему-либо, куда-либо
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 of	радоваться

to be tired (of)	быть усталым (устать от чего-либо)
to be sorry (for)	сожалеть; извиняться (жалеть кого-то)
to be over	заканчиваться
to be on	идти (о фильме, спектакле)
to be married (to)	быть женатым (на), быть замужем (за)

Упр. 17. 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. 18. 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. 19. Прочитайте и запомните следующие слова:

• colour [ˈkʌlɪd] *цвет* • colourist [ˈkʌlɪdɪst] *колорист* • flower [ˈflaʊə] *цветок* • rose [raʊz] *роза* • opera [ˈɒprə] *опера* • name [neɪm] *имя, фамилия* • style [stɑɪl] *стиль* • pianist [ˈpiænɪst] *пианист* • dramatist [ˈdræmətɪst] *драматург* • art studio [ˈɑ:t ˈstju:diəʊ] *мастерская художника* • mosaic [məˈzeɪɪk] *мозаика* • what kind of [ˈwɒt ˈkaɪnd əv] *какой? (какого рода?)* • green [ɡri:n] *зеленый* • blue [blu:] *синий, голубой* • red [red] *красный* • brown [braʊn] *коричневый* • yellow [ˈjeləʊ] *желтый* • grey [ɡreɪ] *серый* • charming [ˈtʃɑ:mɪŋ] *очаровательный, обаятельный* • academic [ˌækədˈdemɪk] *академический* • emotional [ɪˈməʊʃənl] *эмоциональный* • experienced [ɪksˈpɪəriənst] *опытный* • monumental [ˌmɒnjuˈmentəl] *монументальный* • original [əˈrɪdʒənəl] *оригинальный* • classic [ˈklæsɪk] *классический* • real [riəl] *настоящий* • favourite [ˈfeɪvərɪt] *любимый* • poetic [pəʊˈetɪk] *поэтический*

Упр. 20. Составьте вопросы и ответы по образцу:

Model: Who is this man? – This is Henry Black.

What is he? – He is a film director.

What kind of a film director is he? – He is an experienced film director.

1. Jack Brook, a popular director, talented. 2. Ann White, an English film star, charming. 3. Peter Smith, a poet, progressive. 4. Ted Manson, an American

cameraman, experienced. 5. Kate David, a British artist, original. 6. Fred, a young pianist, fine.

Упр. 21. Составьте вопросы и ответы по образцам:

Model: What is this? – This is an art studio.

What kind of studio is it? – It is a big studio.

Landscape (charming); film (poetic); portrait (original); opera (classic); story (funny); flower (white); dictionary (Russian-English); painting (realistic).

Model: What are these? – These are frames.

What kind of frames are they? – They are big.

What colour are they? – They are brown.

Pens (new, red); pencils (thin, blue); tubes (old, green and yellow); stars (big, red); flowers (charming, white and yellow); brushes (thick, black); houses (modern, white and grey); musical instruments (old, brown).

Упр. 22. Прочитайте текст и переведите его:

AN AMERICAN ARTIST

Anton Refrigier is an original and talented American painter. He is a monumental artist. His big mosaics and wide monumental paintings are very popular in America. They are brilliant. Refrigier is not an academic painter, his style is modern, but his art is realistic. He is a great colourist. His landscapes, portraits and still-lives are emotional and fine. He is an experienced painter and a real master.

Упр. 23. Ответьте на вопросы к тексту:

1. Is Anton Refrigier a British or and American artist? 2. What kind of a painter is he? 3. Are his paintings popular in America? 4. What kind of paintings are they? 5. Is his art realistic or abstract? 6. Is he a young artist or an experienced master?

Упр. 24. Переведите письменно:

а) 1. Что это, - Это музыкальный инструмент. Какой это инструмент? – Это старая скрипка. 2. Какой это фильм? – Это цветной широкоэкранный (wide-screen) фильм. 3. Какая это пьеса? – Это плохая пьеса. 4. Какие это кисти? - Это чистые кисти. 5. Что это? – Это цветы. Какие это цветы? – Это розы. Какого они цвета? – Они красные. 6. Что это? – Это новое платье. Какого оно цвета? – Оно голубое.

б) 1. Кто вы (по специальности)? – Я дирижер. 2. Как вас зовут? – Меня зовут Том Браун. 3. Кто ваша сестра (по специальности)? – Она врач. 4. Кто этот молодой человек? – Это Тэд Смит. Кто он (по специальности)? – Он художник. Какой он художник? – Он монументалист.

LESSON 3

Оборот there is / there 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 переводятся предложениями, начинающимися с обстоятельства. При отсутствии обстоятельств перевод такого предложения начинается словами: *есть, имеется, существует*: **There are different methods of teaching English.** – *Есть (существуют) разные методы обучения английскому языку.* Глагол **to be** в обороте может употребляться в разных временных формах.

There are different books on the shelf. – *На полке имеются разные книги.*

There were many mistakes in your dictation. – *В вашем диктанте было много ошибок.*

There will be a meeting after classes. – *После занятий будет собрание.*

В вопросах компоненты конструкции there is меняются местами:

Is there a newspaper on the desk? – Yes, there is. – *На письменном столе есть газета? – Да.*

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?

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»: Any child knows it. – *Любой ребенок знает это.*

Упр. 2. Ответьте на вопросы:

Model: Is there any piano in your classroom? – Yes, there is some. (No, there isn't any.).

Are there any portraits on the walls? – Yes, there are some. (No, there aren't any.).

1. Is there any monument in front of your Institute? 2. Is there any greenery around it? 3. Are there any classrooms on the ground floor? 4. Are there any big classrooms in your Institute? 5. Are there any books on art in the Institute library? 6. Is there any piano in your classroom? 7. Are there any paintings in the corridors? 8. Are there any portraits on the walls of your classrooms? 9. Are there any curtains on the windows? 10. Are there any good musicians among your friends?

Упр. 3. Измените предложения по образцам:

Model: There are some museums in their town. – There are no museums in their town.

a) 1. There are some sets on the stage. 2. There are some pictures between the windows. 3. There is some painting on the easel. 4. There is some monument in the centre of the square. 5. There is some furniture in the hall. 6. There is some government office on the ground floor.

Model: There is a piano in our house. – There isn't any piano in our house.

b) 1. There is a decoration on the ceiling of the theatre. 2. There is a symphony orchestra in this town. 3. There are some statues in the park. 4. There is some music in this film. 5. There is some paint on this palette.

Model: There is a piano in your house. – Is there any piano in your house?

c) 1. There is a shop in this house. 2. There are some offices in our street. 3. There are some historical monuments in your town. 4. There is a landscape on the wall. 5. There are some children in their family. 6. There are some party members in our group.

Упр. 4. Переведите письменно:

1. Есть ли (какие-нибудь) старые дома на вашей улице? 2. На нашей улице нет (никаких) старых домов. 3. Здесь есть несколько высоких каменных домов. 4. Около этих домов есть (какая-нибудь) зелень? 5. Есть ли (какие-нибудь) учреждения в этих домах? 6. На нашей улице есть несколько магазинов и одно правительственное учреждение. 7. В вашем городе нет метро. 8. В центре города нет трамваев. 9. Перед некоторыми зданиями есть фонтаны. 10. есть ли в вашем городе (какие-нибудь) театры?

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, некоторое 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. 5. 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. 6. 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. 7. 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. 8. 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. 9. 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.

Much и **many** употребляются главным образом в вопросительных и отрицательных предложениях: **Have you much work to do today?** – *Много ли у вас сегодня работы?*

В утвердительных предложениях *much* и *many* употребляются только в тех случаях, когда они являются: **a)** подлежащим или определением к подлежащему или **b)** когда определяются словами **very, rather, too, so, as, how: There are very many illustrations in this book.** – В этой книге очень много иллюстраций. **Many people visit our museum.** – Много людей посещает наш музей.

В других случаях в утвердительных предложениях вместо *much* употребляются **a lot (of), lots (of), plenty (of), a good deal (of), a great deal (of).** Вместо *many* употребляются **a lot (of), lots (of), plenty (of), a great many, a good many**, которые означают: **масса, множество, много:** We have plenty of time, - У нас много времени. We saw a lot of people there. – Мы видели там много народу.

Упр. 10. 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. 11. 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. 12. 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.

«BEDROOM IN ARLES» by Vincent Van Gogh

Упр. 1. Прочитайте и запомните слова к тексту:

• basin [ˈbeɪsɪn] *таз* • bed-sheet [ˈbedʃi:t] *простыня* • blanket [ˈblæŋkɪt] *одеяло* • butter [ˈbʌtə] *сливочное масло* • canvas [ˈkænvəs] *холст, полотно* •

clothes [klaʊðz] одежда • image [ˈɪmɪdʒ] образ, изображение • pillow [ˈpiːlu] подушка • print [prɪnt] гравюра • rest [rest] отдых • shadow [ˈʃædəʊ] тень • sleep [sliːp] сон • space [speɪs] пространство • tension [ˈtenʃn] напряжение • treatment [ˈtriːtmənt] трактовка • balanced [ˈbælənst] уравновешенный, стабильный • empty [ˈempti] пустой • flat [flæt] плоский • friendly [ˈfrendli] дружеский • fresh [freʃ] свежий • main [meɪn] главный • modest [ˈmɒdɪst] скромный • scarlet [ˈskaːlɪt] алый • solid [ˈsɒlɪd] твердый, крепкий • wooden [ˈwudn] деревянный • colour treatment цветовое решение • in combination with в сочетании с • in contrast to по контрасту с • thanks to благодаря • like как (подобно) • outside world внешний мир • linear perspective линейная перспектива • that is all вот и все

Упр. 2. Прочитайте и переведите следующие интернациональные слова:

impressionist [ɪmˈpreʃənɪst], interior [ɪnˈtɪəriə], instability [ˌɪnstəˈbɪləti], lemon [ˈlemən], linear [ˈliːniə], object [ˈɒbdʒɪkt], orange [ˈɒrɪndʒ], reproduction [ˌriːprəˈdʌkʃən], type [taɪp], violet [ˈvaɪələt].

Упр. 3. Прочитайте и переведите текст:

«BEDROOM IN ARLES» by Vincent Van Gogh

картинка стр. 55

This is a reproduction of a picture by the well-known French impressionist painter Van Gogh.

We see an empty room. There is little furniture in it. The furniture is simple and modest. On the right there is a wooden bed. In the background there is a small dressing-table near the window. On the left there is a door. There is another door on the other side of the room. On the walls there are some paintings and drawings - a few portraits and a landscape. To the left of the window there is a square mirror. There are some clothes on the right. There is a chair between the table and the bed and another chair near the door. There is no carpet on the floor and there are no curtains on the window.

This is a typically impressionistic picture, because colour is the main expressive element here. Thanks to colour perspective in combination with linear perspective there is an impression of space. The colours are bright. There are no shadows, the image is flat as in Japanese prints. Thanks to such colour treatment there is an atmosphere of rest. The walls are light-violet. The floor is of red squares. The bed and the chairs are bright yellow like fresh butter. The bed-sheets and the pillows are lemon-green. The blanket is scarlet. The window is green. The table is orange. The basin on the table is blue. There are no other things in the room. It is full of solid, square and familiar objects. It is friendly and balanced in contrast to the instability of the outside world.

Упр. 4. Поставьте вопросы к предложениям с оборотом *there is, there are*.

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

г) **Participle I** (V-ing): going, playing, helping.

Английские глаголы бывают правильные и неправильные, в зависимости от того, как они образуют Past Indefinite и Participle II. Например: to play, to help – правильные, to be, to have, to go – неправильные. 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:

Model: 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 Continu- ous Завершено- 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 (часто)	am is are } V-ing I am writing Я пишу (сейчас)	have has } V ₃ I have written Я написал (сегодня, уже, только что)	have has } been V-ing I have been writing Я пишу (уже час; с двух часов)
P A S T	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 3 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 определенного периода времени, в течение которого шел процесс.

- 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 sister 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 trip 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 "Two Group Portraits":

• attractive [ə'træktiv] *привлекательный* • clever ['klevə] *умный* • curly ['kɜ:li] *кудрявый, вьющийся* • dreamy ['dri:mi] *мечтательный* • fashionable ['fæʃənəbl] *модный* • golden ['gouldən] *золотистый* • good-looking ['gud'lukɪŋ] *симпатичный* • hard [hɑ:d] *твердый; трудный* • kind [kaɪnd] *добрый* • pleasant ['pleznt] *приятный* • plump [plʌmp] *полный* • quiet ['kwaɪət] *спокойный* • slim [slɪm] *стройный* • soft [sɒft] *мягкий* • spiritual ['spɪrɪtʃuəl] *духовный* • straight [streɪt] *прямой* • ugly ['ʌgli] *некрасивый, уродливый* • well-dressed ['wel'drest] *хорошо одетый* • colouring ['kʌlərɪŋ] *колорит* • double ['dʌbl] *двойной* • ideal [aɪ'diəl] *идеал* • idyll ['aɪdl] *идиллия* • manner ['mænə] *манера* • nature ['neɪtʃə] *натура, природа* • person ['pɜ:sn] *человек, лицо* • regular ['regjʊlə] *правильный*

Интернациональные слова:

blond [blɒnd], elegant ['elɪɡənt], farmer ['fɑ:mə], form [fɔ:m], harmony ['hɑ:məni], intellectual [ˌɪntɪˈlektʃuəl], lyrical ['lɪrɪkl].

Features of the face Черты лица

• appearance [əˈpiərəns] *внешность* • beard [biəd] *борода* • cheeks [tʃi:ks] *щеки* • chin [tʃin] *подбородок* • eyes [aiz] *глаза* • eye-glasses [ˈaɪˈgla:sɪz] *очки* • eyelashes [ˈaɪˈlæʃɪz] *ресницы* • eyebrows [ˈaɪbraʊz] *брови* • forehead [ˈfɔːrɪd] *лоб* • lips [lɪps] *губы* • look [lʊk] *взгляд* • mouth [maʊθ] *рот* • nose [nouz] *нос* • smile [smaɪl] *улыбка* • teeth [ti:θ] *зубы*

Parts of the body Части тела

• arm [a:m] *рука (до кисти)* • back [bæk] *спина* • breast [brest] *грудь* • ears [iəz] *уши* • foot (feet) {fu:t, fi:t} *нога, ноги (ступни)* • finger [ˈfɪŋɡə] *палец (на руке)* • figure [ˈfɪɡə] *фигура* • knee [ni:] *колени* • hair [heə] *волосы* • head [hed] *голова* • leg [leg] *нога (до ступни)* • neck [nek] *шея* • shoulder [ˈʃəʊldə] *плечо* • throat [θraʊt] *горло* • waist [weɪst] *талия*

Clothes Одежда

• belt [belt] *пояс* • blouse [blaʊz] *блузка* • coat [kəʊt] *пальто, пиджак* • shoes [ʃu:z] *туфли* • skirt [skɜ:t] *юбка* • shirt [ʃɜ:t] *сорочка* • suit [sju:t] *костюм* • tie [taɪ] *галстук* • trousers [ˈtraʊzəz] *брюки* • to have ... on *быть одетым в*

Упр. 9. Прочитайте и переведите текст:

Two Group Portraits

Картинки со стр. 73

a) You see a reproduction of Gainsborough's famous double portrait. The name of this picture is 'The Morning Walk'. John Gainsborough is a world-known English artist of the 18th century. His name is familiar to all art-lovers. He is famous for his brilliant sense of composition, harmony and form. In the

foreground of the picture you see a pretty slim young woman of about 25, an elegant young man. The woman has a very fashionable long dress on, her face is attractive. She has dreamy blue eyes, and thick, curly golden hair. As for the man, he is tall and handsome, the features of his face are pleasant and expressive. His eyes are dark, his look is proud, his mouth is rather large, his nose is straight and he has a classical strong figure. I am sure that the young people are happy because they are young, they are in love, because the day is fine, and life is beautiful. It is an idyllic scene in a romantic landscape. Thanks to the soft colour treatment the picture has a lyrical and poetic atmosphere

b) In the picture "American Gothic" of 1930 by the American painter Grant Wood we see a man and a woman. They are husband and wife. They are poor farmers. The man's face is thin, long and old, he has a thin long mouth and serious eyes. He has a simple coat and a white shirt on. His wife is like her husband - she also has a long face, a thin mouth. Her blue eyes are expressionless. Her hair is straight and blond. She has a rather simple clean dress on. She is not good-looking and her husband is not handsome. There are no emotions in their faces. There is no charm about them. In the background of the picture we see a simple farmer's house. It is a symbol of a primitive, hard life. The atmosphere of the picture is sad and depressing because these people have no ideals, no spiritual life, no illusions.




























Упр. 10. Ответьте на вопросы к тексту:

a) 1. Was Gainsborough a master of portraiture? What portraits did he create? 2. What is he famous for? 3. How are a young woman and a young man portrayed? 4. What kind of atmosphere does the picture have? 5. What is your personal attitude to this painter?

b) 1. Does the picture "American Gothic" differ greatly from the picture "The Morning Walk"? 2. Why is the atmosphere of this picture so sad and depressing? 3. What means did the painter use to depict a primitive, hard life? 4. Can you say that Grant Wood is recognized as the most brilliant portraitist?

LESSON 5

Неопределенные времена (Indefinite Tenses)

		<i>Present</i>	<i>Past</i>	<i>Future</i>
Утвердительная форма	Единств. число Множ. число	I write You write He  She  It  writes We write You write They write	I wrote You wrote He  She  It  wrote We wrote You wrote They wrote	I shall write You will write He  She  It  will write We shall write You will write They will write
Вопросительная форма	Единств. число Множ. число	Do I write? Do you write? Does  he write? Does  she write? Does  it write? Do we write? Do you write? Do they write?	Did I write? Did you write? Did  he write? Did  she write? Did  it write? Did we write? Did you write? Did they write?	Shall I write? Will you write? Will  he write? Will  she write? Will  it write? Shall we write? Will you write? Will they write?
Отрицательная форма	Единств. число Множ. число	I do not write You do not write He  She  It  does not write We do not write You do not write They do not write	I did not write You did not write He  She  It  did not write We did not write You did not write They did not write	I shall not write You will not write He  She  It  will not write We shall not write You will not write They will not write

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	<ol style="list-style-type: none"> Для выражения обычного или регулярно повторяющегося действия. Для выражения будущего действия в придаточных обстоятельственных предложениях времени и условия. 	<ol style="list-style-type: none"> We take our examinations twice a year. They often go to the cinema. If you finish your work early ring me up. When you come we shall go to see our friends.
Past Indefinite	<ol style="list-style-type: none"> Для обозначения действия, совершившегося в прошлом. Для выражения ряда последовательных действий. 	<ol style="list-style-type: none"> I saw him two days ago. In winter we went skating. In the morning I got at 7, took my breakfast and went to the Institute.
Future Indefinite	<ol style="list-style-type: none"> Для выражения действия, которое совершится в будущем. <p>Примечание: to be going, to be about являются эквивалентами будущего времени</p>	<ol style="list-style-type: none"> They will come soon. In summer we'll have our holidays. I'm going to enter the Institute. He is about to enter the University.

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

Present Indefinite – usually, always, every day, as a rule, sometimes, often, rarely (seldom);

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), in 2012.

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

<i>После глухих согласных</i>	<i>После гласных и звонких согласных</i>	<i>После –s, -z, -ss, -ch, -sh, -x</i>
[s]	[z]	[ɪz]
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 [dʌz]
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-е лицо 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 bed 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 at classes; 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 Jane (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. Она 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. Повторите слова урока 4.

Упр. 12. Повторите употребление артиклей (урок 2) и заполните пропуски артиклями, где необходимо. Текст переведите:

“GIRL IN THE SUNLIGHT” by Serov

This is ... picture by ... Valentin Serov. ... name of ... picture is “... Girl in ... Sunlight”. This is ... portrait of ... Serov’s daughter. We see ... young girl in ... foreground of ... picture. She is ... charming young girl of about twenty. She has ... long curly hair and ... round fresh face. ... features of ... her face are pleasant. ... expression of ... her face is serious.

She has ... dreamy and quiet eyes. She has ... dark skirt and ... simple white blouse on. There is ... wide belt on ... her waist I think that ... girl is good-natured and modest. This is ... main feature of ... girl’s character. We see ... girl against ... green summer landscape. Thanks to ... soft colouring there is ... impression of ... poetry and ... charm about ... figure of ... girl.

Упр. 13. Прочитайте описание репродукции, переводя слова, данные в скобках:

Children’s Portrait

The name of the picture by Zinaida Serebriakova is («Завтрак»). In the picture we see two boys and one girl. They are (братья) and (сестра). They (похожи на свою мать). They have big (темные глаза) and (свежие, розовые, приятные лица). The children’s (волосы) is (кудрявые, мягкие и густые), their (брови) are (тонкие). I think that their (лица) are (слишком) serious. The boy in the background has (мечтательные глаза) and long (ресницы). He has a glass in his (рука). These children are very (симпатичные). They have grey (простая одежда) on. On the table there are some tea-things. We see only their mother’s (рука), but she is not in the picture. The composition of the picture is rather original and (выразительна). It has the atmosphere of a (приятной, спокойной) everyday life. (По-моему) this is one of the best pictures of the artist.

Упр. 14. 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.

Упр. 15. Напишите 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. 16. 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. 17. 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 question. 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. 18. 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 [ˈbulfait] *бой быков*.

Упр. 19. 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. 20. 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. 21. Скажите, что Вы (или кто-то другой) будет делать это же завтра, в следующем месяце, году ... :

Model: - *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. 22. 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 \searrow is writing it \swarrow we are writing you are writing they are writing	I was writing you were writing he she \searrow was writing it \swarrow we were writing you were writing they were writing	I shall be writing you will be writing he she \searrow will be writing it \swarrow 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 \swarrow he \searrow she writing? \swarrow it Are we writing? Are you writing? Are they writing?	Was I writing? Were you writing? Was \swarrow he \searrow she writing? \swarrow it Were we writing? Were you writing? Were they writing?	Shall I be writing? Will you be writing? Will \swarrow he \searrow she be writing? \swarrow it 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 \searrow is not writing it \swarrow we are not writing you are not writing they are not writing	I was not writing? you were not writing he she \searrow was not writing it \swarrow we were not writing you were not writing they were not writing	I shall not be writing you will not be writing he she \searrow will not be writing it \swarrow 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.

Употребление Present Continuous Tense

1) Длительное действие, совершающееся в момент речи	You are going a bit too fast. I can't catch up with you. Look! A big girl is walking slowly to the sea. Where is N.? – He is reading a book in the library.
2) Длительное действие, совершающееся в настоящий период времени	All the women are wearing thin dresses because it is a hot day. The Smiths are staying at the hotel. They are on holiday now. Spring is setting in. Nature is awakening from its winter sleep.

3) Действие как непрерывный процесс	The earth is always moving and the sun is ever shining. The population of the world is constantly rising.
4) Будущее действие, когда высказывается намерение или уверенность в его совершении	They are leaving for the seaside on Sunday. They are coming back from their trip tomorrow.

Примечание: глаголы, выражающие чувства, восприятия и умственные состояния, а также некоторые другие глаголы не могут обозначать действие или состояние как процесс, совершающийся в определенный момент, поэтому они не употребляются во временах группы Continuous.

К числу таких глаголов относятся: **to love, to like, to hate, to want, to wish, to desire, to see, to hear, to feel, to notice, to know, to understand, to remember, to forget, to believe, to recognize, to seem, to appear, to possess, to contain, to consist** и некоторые другие.

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. Прочитайте текст, заменяя местоимение I местоимениями you, he, we, they и внося другие нужные изменения. (При описании действий людей на картине употребляются глаголы в настоящем продолженном времени):

a) I am sitting at a concert. I am listening to the music. I am thinking about the music piece. I am looking at the conductor. I am holding a programme of the concert in my hands. I am trying to concentrate on the music.

b) I'm standing at the corner of the street. I'm waiting for my friends. I'm not looking at anybody. I'm reading today's newspaper.

Упр. 3. Сделайте предложения вопросительными и отрицательными:

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. 4. Составьте вопросы и ответы по образцам:

Model: What are you doing? – I am singing a song.

a) to draw (portrait); to eat (an apple); to play (chess); to write (a letter); to hold (a stick); to try (to concentrate on my work); to examine (a picture); to shoot (a film sketch); to work (on my report); to watch (a TV programme); to look through (a magazine).

Model: Where are you going? – I am going home.

b) to hurry (to the studio), to run (to the bus stop); to sit (opposite the window); to look (through the window); to shoot (on the set); to stand (by the door); to hang the picture (on the wall).

Model: Why are you hurrying? – I am hurrying because I am late.

c) to smile (to be happy); to wait for the break (to be tired); to laugh (to be glad to see); to shout (to be noisy); to cry (to be sorry for); to close the window (to be cold).

Упр. 5. Перефразируйте вопросы по образцу:

Model: About whom are you speaking? – Who are you speaking about?

1. With whom are you working? 2. At whom are you looking? 3. For whom are you waiting? 4. About what are you thinking? 5. To whom are you listening? 6. About what is he dreaming? 7. With what brush is he painting? 8. For what are you looking? 9. To whom does this painting belong? 10. At what institute do you study?

Упр. 6. 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. 7. Прочитайте и запомните слова к тексту “The First Demonstration” by Petrov-Vodkin:

• to close [kloʊz] закрывать • to cry [krai] кричать, плакать • to emphasize [ˈemfəsaɪz] подчеркивать • to hear [hiə] слышать • to hurry [ˈhʌri] спешить • to be in a hurry спешить • to laugh [la:f] смеяться • to light up [ˈlaɪtʌp] освещать • to look through [θru:] просматривать • to prepare [priːpəɪd] готовить(ся) • to rest [rest] отдыхать • to ring [riŋ] звонить • to ring up звонить по телефону • to run [rʌn] бежать • to shout [ʃaʊt] кричать • to stay [steɪ] оставаться • to walk [wɔ:k] ходить (пешком), гулять • walking stick [ˈwɔ:kiŋˈstɪk] трость • to watch [wɔ:tʃ] наблюдать • chess [tʃes] шахматы • festive [ˈfestɪv] праздничный • masterpiece [ˈma:stɜːpi:s] шедевр • notes [nəʊts] записи, конспекты • report [riˈpɔ:t] доклад • right after сразу после • still [stɪl] все еще • task [ta:sk] задача • through [θru:] через, сквозь • to look at смотреть на • to listen to слушать • to wait for ждать • to look for искать

Интернациональные слова:

demonstration [ˌdemənstreɪʃn], over the radio *по радио*, over the telephone *по телефону*

Упр. 8. Прочитайте и переведите текст:

“The First Demonstration” by Petrov-Vodkin

картинка с. 109

This is a picture by Petrov-Vodkin, portraying a worker's family. The action takes place right after the October Revolution. The worker in the foreground is talking to his wife. His smiling wife is looking at him. She is holding him by the arm and is saying good-bye to him. He is leaving for the demonstration and she is staying at home with the baby. The baby is still sleeping in his bed. The clock on the wall shows that it is about 6 o'clock in the morning. The older boy sitting by the window is waiting for his father because they are going to the festive demonstration together. The style of the furniture in the room emphasizes the period. The sunlight coming through the window gives a festive atmosphere to this scene. The picture is a masterpiece of Soviet art. It belongs to the collection of the Tretyakov Gallery.

Упр. 9. Опишите картинку, употребляя глаголы в Present Continuous.

The Past Continuous Tense Прошедшее длительное время

<i>was</i>	<i>doing (v –ing)</i>
<i>were</i>	

<i>Утвердительная форма</i>	I (He, She, It) was We (You, They) were	working.
<i>Отрицательная форма</i>	I (He, She, It) was not (wasn't) We (You, They) were not (weren't)	working.
<i>Вопросительная форма</i>	Was Were	I (he, she, it) we (you, they) working?
	Was Were	I (he, she, it) we (you, they) doing?

Past Continuous выражает прошедшее действие в процессе его совершения, т.е. незаконченное длительное действие. Оно переводится на русский язык глаголом несовершенного вида в прошедшем времени.

Past Continuous употребляется:

1) для выражения длительного действия, происходившего в определенный момент или период времени в прошлом. Этот момент может быть определен такими обозначениями времени, как *at 5 o'clock, at noon, at that time* и другими:

What were you doing at 8 last night?	<i>Что ты делал вчера в 8 часов вечера?</i>
I was watching TV.	<i>Я смотрел телевизор (т.е. я начал смотреть телевизор до 8 часов и продолжал смотреть телевизор после 8 часов).</i>

2) для выражения длительного действия, начавшегося до определенного момента в прошлом, которое обозначается другим прошедшим действием, выраженным глаголом в Past Indefinite:

Ann was watching TV when the phone rang.	<i>Анна смотрела телевизор, когда зазвонил телефон (т.е. Анна начала смотреть телевизор до того, как зазвонил телефон).</i>
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3) для выражения двух длительных действий в прошлом, совершавшихся одновременно:

Ann was watching TV while I was reading.	<i>Анна смотрела телевизор в то время, как я читал (т.е. оба действия совершались одновременно).</i>
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4) с такими обозначениями как *all day long, all day yesterday, all the time, whole evening, from 5 till 8, during the summer* и др.:

I was watching TV all day yesterday. *Я смотрел телевизор вчера весь день.*

Упр. 1. Переведите следующие предложения. Объясните употребление Past Continuous Tense:

1. I didn't answer the call because I was taking a bath. 2. Jean was looking through the mail when the telephone rang. 3. This time last year he was living in London. 4. Who were you waiting for when I came? 5. I didn't take little Jane for a walk yesterday because it was raining heavily. 6. Lucy and David were playing tennis while Ben was watching them. When I entered the room, Kate was changing the baby's nappy. 8. What was the child doing when you came home? 9. Were you driving fast when the accident happened? 10. The little boy was whining weakly while his mother was wetting his forehead. 11. He watched the children for a moment. Some of them were bathing in the sea, others were playing on the sand. 12. The line was free from ten to eleven, I wasn't making any calls. 13. The children were frightened because it was getting dark. 14. Detective: I'm afraid I must ask you both what you were doing yesterday at 10.20 p.m. Mr. X: I was playing chess with my wife. Mr. Y: I was listening to a play on the radio.

Упр. 2. Откройте скобки, употребив сказуемое в Past Continuous:

1. At 7 last night I (to have) a meal in a restaurant. 2. I saw Jane while I (to wait) for the bus. 3. When the telegram arrived we (to receive) guests. 4. The television was on but nobody (to watch) it. 5. The doorbell rang while Tom (to take) a shower. 6. The mother was watching little Kate carefully while she (to take) her first steps. 7. At 10 o'clock yesterday morning Dr. White (to instruct) young mothers in the ways of taking care of their babies. 8. I was filling the bath with warm water while little John (to undress) before it. 9. When Sue entered the kitchen her husband ... (to mend) the kettle. 10. Harry was very nervous while his young wife (to give) birth to their first child. 11. The child was crying while his mother (to change) his wet nappy.

Упр. 3. Скажите, что вы или другие люди делали в определенное время в прошлом:

1. What were you doing when it started to rain? (walk home) 2. What were they doing while you were eating? (dance) 3. What was the man doing when the policeman came? (to write a letter) 4. What was Joan doing while Peter was cleaning the flat? (to prepare lunch) 5. What was Kate doing when you saw her in the shop? (to buy a new dress) 6. What was the child doing while his mother was washing the clothes? (to crawl on the carpet).

The Future Continuous Tense Будущее длительное время

I	shall be speaking	Shall	I	be speaking?	I	shall not be speaking (shan't)
we			we		we	
he	will be speaking	Will	he	be speaking?	he	will not be speaking (won't)
she			she		she	
it			it		it	
you			you		you	
they			they		they	

The Future Continuous употребляется:

1) для выражения действия, которое будет находиться в процессе в определенный момент или отрезок времени в будущем. Этот момент может быть ясен из контекста или обозначен:

а) точным указанием времени (часа) в будущем: I **shall be doing** my homework **at 8 o'clock tomorrow** again. – Я снова буду готовить уроки завтра в 8 часов.

б) другим действием в будущем, выраженным глаголом в настоящем времени группы Indefinite в придаточном предложении времени или условия: I **shall be working** when you **come** to see me. – Когда ты **придешь** ко мне, я **буду работать**. If you **come** back at 11, I'll still **be working**. – Если вы **вернетесь** в 11, я все еще **буду работать**.

2) для выражения запланированных действий недлительного характера, которые произойдут в будущем: I'll **be going** to the city center later. Can I get you anything? – Позже я **поеду** в центр. Тебе что-нибудь купить?

Future Continuous часто употребляют, когда интересуются планами собеседников, особенно если чего-то хотят от него или когда хотят, чтобы он что-то сделал:

- Will you **be using** your bicycle this evening?

- Ты **поедешь** куда-нибудь сегодня вечером на велосипеде?

- No, you can take it. – Нет, можешь взять его.

Во многих случаях Future Continuous может заменяться временем Present Continuous: He will be travelling by bus. – He is travelling by bus.

Упр. 1. Просмотрите текст, найдите глаголы в Future Continuous и объясните их употребление. Текст переведите:

Happy Thanksgiving

Thanksgiving¹ is this week and several of our relatives from out of town will be staying with us during the long holiday weekend.

Uncle Frank will be staying for a few days. He'll be sleeping on the couch² in the living-room.

¹ Thanksgiving Day – (амер.) официальный праздник в память первых колонистов Массачусетса (в первой половине ноября)

² couch [kaʊtʃ] n кушетка

My wife's parents will be staying until next Monday. They'll be sleeping in the guest room over the garage³.

And Cousin Bertha will be staying for a week or more. She'll be sleeping on a cot⁴ in the children's bedroom. My wife and I will be busy for the next few days. She'll be preparing Thanksgiving dinner and I'll be cleaning the house from top to bottom.

We're looking forward to the holiday but we know we'll be happy when it's over. Happy Thanksgiving.

Упр. 2. Ответьте на следующие вопросы:

1. What will you be doing tonight? And your friend? And your sister? 2. Will your family be having supper when you come home? And your neighbours? 3. Will you be working hard at your report next term? And other students? 4. When will Ann be doing the washing? And you? And your grandmother? 5. Will he be working hard or having a rest at 5 o'clock? And his groupmates? 6. Will they be studying English for two or three more years? And their younger brothers? 7. Where will he be travelling in a fortnight? And you? 8. Will you be still sitting at your desk and writing when I return? And the other students?

Упр. 3. 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.

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?

³ garage [ˈgæɡə:] гараж

⁴ cot – детская кроватка

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**?
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.

ТЕХТ I

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

• to decide [di'said] *решать* • to forget [fə'get] *забывать* • to get into trouble [ˈget ɪntə ˈtrʌbl] *попасть в беду* • to go for a walk [wɔ:k] *идти на прогулку* • to have tea [ti:] *пить чай* • to drink tea *пить чай* • to know how [ˈnou ˈhaʊ] *уметь* • to matter [ˈmætə] *иметь значение* • It doesn't matter. *Это неважно.* What is the matter? *В чем дело?* • door-bell [ˈdɔ:bel] *дверной звонок* • pupil [ˈpju:pil] *ученик* • sheet of paper [ˈʃi:t əv ˈpeɪpə] *лист бумаги* • views [vju:z] *взгляды* • better [ˈbetə] *лучше* • the best [best] *наилучший* • last [la:st] *последний* • enough [ɪˈnʌf] *достаточно* • That's enough. *Довольно.* (Хватит.) • against [əˈgeɪnst] *против* • in surprise [səˈpraɪz] *с удивлением* •

with his back to us *спиной к нам* • with his face to us *лицом к нам* • the same [seim] *тот же самый* • it says [sez] *в нем говорится*

Интернациональные слова:

conflict [ˈkɒnflikt], nervous [ˈnɜːvəs], prose [prəʊz], stop [stɒp], revolutionary [ˌrevəˈluːʃnəri].

Упр. 2. Прочитайте и переведите текст:

Text I “PROSE OF LIFE” by Baksheyev

This is a picture by Baksheyev, a famous Soviet painter. The action takes place at the end of the last century in a middle-class family. There are three people in the room. They are sitting at a tea table. They are having breakfast. We feel there is some conflict between the girl and her father. The girl sitting with her back to her father is looking through the window. There are tears in her eyes but her face expresses protest. Her father sitting on the right looks tired and nervous. He is looking at his daughter angrily and is trying to light up his cigarette. The girl's mother is sitting in the background. She is not taking part in the conflict. She is holding a cup of tea. She is not even looking at her husband or her daughter. They are not talking. The interior of the room emphasizes the period. The atmosphere of the picture is tense and depressing. The reasons for the conflict are not clear but they make all the three unhappy.

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Упр. 3. Письменно ответьте на вопросы:

1. What does this picture portray? 2. When does the action take place? 3. How many people are there in the room? 4. What are they doing? 5. Why is the old man angry? Is he right? 6. Why is the girl looking through the window? 7. What does her face express? Is the girl right? 8. Why isn't the old woman taking part in the conflict? 9. Why isn't she looking at her husband? 10. Why aren't they talking? 11. What do you think is the reason of the conflict? 12. Whom do

you sympathize with, the girl or the parents? 13. Do you know any other paintings by the same artist?

TEXT II

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

• to convey [kənˈveɪ] *передавать* • to face [feɪs] *сталкиваться с* • to fill [fɪl] *наполнять* • to manage [ˈmænɪdʒ] *удаваться* • to shoot on location [ˈʃu:t ɒn lo(u)ˈkeɪʃn] *снимать на натуре* • to tie [taɪ] *привязывать* • to travel [ˈtrævl] *путешествовать* • background [ˈbækgraʊnd] *фон* • beauty [ˈbju:ti] *красота* • eternity [ɪˈtɜ:nɪti] *вечность* • feeling [ˈfi:lɪŋ] *чувство* • greatness [ˈgreɪtnɪs] *величие* • horse [hɔ:s] *лошадь* • location shot [lo(u)ˈkeɪʃn ˈʃɒt] *натурный кадр* • meaning [ˈmi:nɪŋ] *значение, смысл* • movement [ˈmu:vmənt] *движение* • step [step] *шаг* • stillness [ˈstɪlnɪs] *тишина, покой* • sunrise [ˈsʌnraɪz] *восход солнца* • sunset [ˈsʌnset] *закат солнца* • clear [kliə] *ясный* • elder (son) [ˈeldə] *старший (сын)* • eternal [ɪˈtɜ:nəl] *вечный* • gentle [ˈdʒentl] *мягкий, нежный* • golden [ˈgouldn] *золотистый* • lonely [ˈlounli] *одинокий* • still [stɪl] *неподвижный, тихий* • alone [əˈləʊn] *один, наедине* • cycle of life [ˈsaɪkl] *круговорот (цикл) жизни* • for example [ɪgˈzɑ:mpl] *например* • the fact that *то, что* • from town to town *из города в город* • just a few *всего лишь несколько* • just a few steps away *всего лишь в нескольких шагах*

Интернациональных слова:

decorative [ˈdekəreɪtɪv], delicate [ˈdelɪkət], idealize [ˈaɪdɪəlaɪz], genius [ˈdʒi:niəs], method [ˈmeθəd], melancholic [ˌmeləŋˈkɒlɪk], pastoral [ˈpɑ:stərəl], philosophical [ˌfɪləˈsɒfɪkəl], result [rɪˈzʌlt], rhythm [rɪðm], unique [juˈni:k].

Упр. 2. Письменно переведите следующие сочетания интернациональных слов:

а) деликатные манеры, монотонный ритм, меланхолическая тема, политический конфликт, символическая форма, уникальный талант, идеальный климат, практический результат, нервный тип.

б) expressive monologue, political protest, real genius, continental climate, regular seminar, British colony, spiritual music, serious measure, compositional method.

Упр. 3. Прочитайте и переведите тексты II и III:

Text II A GENTLE GENIUS: ISAAC LEVITAN (1860-1900)

There are many brilliant landscape-painters in Russian art. We all love Shishkin's forests, Polenov's charming views of Russian nature, Savrasov's fresh and optimistic landscapes and many others.

But Levitan is unique. When you stand before his lovely canvases you forget that just a few steps away there is a big city full of movement, where people are hurrying here and there like mad, where cars are speeding along the streets filling the air with smoke... Here you are alone with Beauty, alone with Russia.

Levitan's landscapes are full of loneliness and sadness. It is difficult to believe that some of these paintings are the work of a 17-year-old painter (like "Autumn", 1877). His art is like the music of Tchaikovsky and Rakhmaninov. It is lyrical and melancholic. His palette is not bright. It is soft and gentle. Even the names of almost all his pictures reflect the feeling of hopelessness and sadness, for example, "Eternal Peace", "Golden Autumn".

Let's have a look at one of Levitan's landscapes "Autumn Day. Sokolniki". The picture portrays a lovely view of a park. In the foreground there is a lonely figure of a lady walking along the road. On each side of the road there are tall trees. It is early autumn. The leaves are already getting yellow. It is warm and still. The sky is clear. It is not only a decorative background in Levitan's pictures but a symbol of greatness and eternity. It speaks of life passing, of the Greatness of Nature.

k. c/ 128

Text III "ARTIST TRAVELLING ABOUT WALES"
by Thomas Rowlandson

c. 130

This is a drawing by the well-known English artist of the XVIIIth century. Thomas Rowlandson. The name of the picture is "Artist travelling about Wales". The action takes place at night. It is dark. Rowlandson portrays a poor painter, travelling from town to town on an old horse. He is holding his easel under his left arm, his palette and box of paints are tied to the saddle. He is holding an umbrella over his head because it is raining hard and a cold wind is blowing. The man is not young. His face expresses hope. He hopes to find some lonely farm and spend the night there. The painter is not travelling alone. His wife and two children are walking after him. The woman is holding a baby in her arms and the elder son is holding her by the hand. They are already tired and hungry. Rowlandson emphasizes the fact that these people are homeless and poor and that their life is very hard.

Упр. 4. Прочитайте следующий текст и перескажите его:

Text IV MUSEUMS OF ONE PAINTING

Every painting is the artist's world of feeling and ideas. It takes an artist many months or even years to create his picture. But at a museum or at an exhibition people usually spend only a few seconds or minutes in front of it, especially if they see a lot of new pictures. So it "works" actively for a very short time. It will be good if we can organize museums of one painting. If there is a big hall, with good lighting, comfortable arm-chairs and a thick rug on the floor, that does not let visitors hear footsteps, the impression of the picture will be stronger. And if there is background music, the effect of the painting will be much greater. It will be wonderful if in another room visitors may read some material about the painter's life and work and study his sketches for the picture.

The people will really have a chance to come in closer contact with an art work when such museums appear. They will also inspire the painters if they want to pass the test, as the picture for such a museum must be a masterpiece.

The first museum of one painting opened in Penza in 1985.

Упр. 5. Отработайте чтение следующих слов и запомните их значение:

• Dutch [dʌtʃ] голландский • to keep [ki:p] хранить • prodigal [ˈprɪdɪɡəl] блудный • eyesight [ˈaɪsaɪt] зрение • wait [weɪt] ожидание • to feel [fi:l] ощущать • to kneel [ni:l] стоять на коленях • shaven [ˈʃeɪvən] бритый • hardships [ˈhɑ:dʃɪps] трудности • poverty [ˈpɒvəti] бедность • faith [feɪθ] вера • readiness [ˈredɪnis] готовность • career [kəˈrɪə] деятельность; профессия • to treat [tri:t] трактовать • to achieve [əˈtʃi:v] достигать • lonely [ˈlʌnli] одинокий • still (зд.) по-прежнему • kindness [ˈkaɪndnis] доброта • sympathy [ˈsɪmpəθi] сочувствие

Упр. 6. Прочитайте и переведите текст V:

Text V “THE RETURN OF THE PRODIGAL SON” by Rembrandt

Rembrandt was the greatest Dutch painter of the 17th century. His masterpieces are kept in all the big museums of the world. There are 26 paintings of his at the Hermitage too. “The Return of the Prodigal Son” is one of them. In this canvas the artist used the subject of an ancient legend. The picture portrays the meeting of an old father with his son, who has been away from home for many years. With the help of light the painter emphasizes the face of the old man, who has lost eyesight in the long years of wait. The old father is feeling with his hands the figure of his son who is kneeling before him. His son has just returned home and is asking his father for help. The son’s poor clothes, his shaven head show that he has gone through many hardships, has seen poverty and want. He has lost faith in life, in future and in happiness. But his kind father is ready to help him.

In this picture Rembrandt emphasized the humanistic idea of closeness of people, their readiness to help each other in need. This picture was painted in 1668 at the end of the great master’s life.

But the subject had attracted Rembrandt also at the beginning of his art career. In 1636 he had made an engraving and a number of drawings in which he had treated the same subject quite differently. But only in the last variant the painter achieved true monumentality and perfection. The old and lonely master who had lost all those he had loved still believed in human kindness and sympathy.

Упр. 7. Ответьте на вопросы к тексту:

1. How old was Rembrandt when he painted this picture and what was his life like? 2. What does this painting portray? 3. How long has the young man been away from home? 4. Where has he been all that time? 5. Why has he returned home? 6. What idea has Rembrandt conveyed in his painting? 7. When did Rembrandt first use the subject of the old legend? 8. How did the painter treat the same subject when he was young?

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 University.

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 this rule 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 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 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.

ЧАСТЬ II

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 } difficult less	the most } difficult the least
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 <i>старше</i> (по возрасту) elder <i>старше</i> (в пределах одной семьи или по об- ществ. положен.)	the oldest самый старый the eldest самый старший
	near близкий	nearer ближе	the nearest ближайший * <u>синоним</u> : next – следующий (по по- рядку); будущий (по времени)
	late поздний	later более поздний latter последний (из двух)	the latest последний (по врем. появления) ** <u>синоним</u> : last – последний (по по- рядку); прошлый (по времени)

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.
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 (чутью) 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, 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

Perfect Tenses Перфектные времена

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

Упр. 1. 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 ...

The Present Perfect Tense Настоящее совершенное время

Образование: The Present Perfect Tense образуется с помощью вспомогательного глагола **to have** в форме настоящего времени и причастия II смыслового глагола:

I have found a new job.
Я нашел новую работу.

He has lost his key.
Он потерял свой ключ.

Употребление:

1) The Present Perfect Tense употребляется для выражения действия, которое совершилось (или не совершилось) к данному моменту. Говорящего и слушающего интересует **результат** совершения действия, а не его время. Однако это действие связано и настоящим моментом через наличие в момент речи результата действия, опыта или знаний, приобретенных к данному моменту: Have you read Hamlet? – No, I haven't read any of Shakespeare's plays. *Вы читали Гамлета? - Нет, я не читал ни одной из пьес Шекспира.*

2) The Present Perfect Tense может выражать действие, которое уже совершилось до момента речи, но его связь с настоящим моментом проявляется в виде указания на период времени, который еще не закончился: **today** сегодня, **this week** на этой неделе, **this winter** этой зимой, **this year** в этом году: Ron hasn't studied very much this term. – Рон не очень много внимания уделял учебе в этом семестре. Has Ann had a holiday this year? – У Анны был отпуск в этом году?

3) The Present Perfect Tense также выражает действия, которые повторялись несколько раз в прошлом, но точное время не указано: Pete has eaten at that restaurant many times. – Пит много раз ел в этом ресторане. I have been to that theatre 5 or 6 times. – Я был в этом театре раз пять или шесть.

4) Это время также употребляется для выражения действия, которое началось в прошлом и еще не закончилось, часто с глаголами, не употребляющимися в форме Continuous. В этом случае глагол в Present Perfect переводится, как правило, глаголом в настоящем времени. В предложении имеются обстоятельства времени, обозначающие этот незаконченный период времени:

а) с предлогом **since** с (since 5 o'clock - с пяти часов, since that time - с того времени);

б) с предлогом **for** в течение (for 10 min - в течение 10 минут, for a long time - давно, долго, for years - в течение многих лет, for ages - целую вечность и др.): **I have known him for 20 years.**

The Present Perfect Tense часто употребляется с наречиями неопределенного времени:

а) just *только что*
 already *уже*
 ever *когда-либо*
 never *никогда*

б) yet *еще не; уже*
 lately *недавно (дни, недели)*
 recently *недавно (месяцы, годы)*
 за последнее время
 of late – *недавно, в последнее время*

Наречия списка (а) ставятся, как правило, перед смысловым глаголом, а из списка (б) – в конце предложения. **Already** в вопросительных предложениях имеет значение **так скоро**, выражает удивление и ставится в конце предложения. **Yet** в отрицательном предложении имеет значение **еще**, а в вопросительном – **уже**:

Have you translated the article **already**? *Неужели вы уже (так скоро) перевели статью?*

Has it stopped raining **yet**? *Дождь уже прекратился?*

I haven't told them about the accident **yet**. *Я еще не рассказал им о несчастном случае.*

Have you **ever** eaten caviar? *Вы когда-либо ели икру?*

He has **never** driven a car before. *Он никогда до этого не вел машину.*

Упр. 2. 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. 3. 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. 4. 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. (К данному моменту).
He 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. 5. 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. 6. 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.

The Past Perfect Tense Прошедшее совершенное время

причастие II had + смыслового глагола

Сокращенные формы: **I had done = I'd done**

I had not done = I hadn't done

Past Perfect употребляется для выражения прошедшего действия, которое уже совершилось к определенному моменту в прошлом. Этот момент может быть определен:

а) обстоятельством времени с предлогом **by**: *by six o'clock* к шести часам, *by that time* к тому времени, *by the end of the week* к концу недели и т.д.: We **had translated** the article *by five o'clock*. – Мы перевели статью к пяти часам. *By the end of the year* he **had learnt** to speak English. – К концу года он выучился говорить по-английски.

б) другим более поздним действием, выраженным в Past Indefinite: We **had just reached** the station *when it began to rain*. – Мы едва дошли до вокзала, как начался дождь. *He suddenly realized* that he **had left** his umbrella in the bus. – Он внезапно понял, что оставил зонтик в автобусе.

В сложноподчиненных предложениях Past Perfect может употребляться как в главном, так и в придаточном предложении: с союзом **after** *после того как* – в придаточном предложении, с союзом **before** *прежде чем* – в главном предложении: *After she had finished* her housework she turned on the television. – После того как она закончила работу по дому, она включила телевизор. I **had finished** my work *before* I returned home. – Я окончил свою работу прежде, чем он вернулся домой.

Упр. 7. 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. 8. Ответьте на вопросы, говоря, что действие уже произошло до того, как вас об этом спросили. Глаголы в скобках используйте 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).

The Future Perfect Tense Будущее совершенное время

shall have + V ₃ will
--

Future Perfect употребляется для выражения будущего действия, которое совершится к определённом моменту в будущем. Момент, до которого совершится действие, может быть обозначен:

1) обстоятельствами времени с предлогом **by** (by 5 o'clock, by Monday, by the end of the month и пр.): **1 shall have translated** the text *by the end of the week*. - Я переведу этот текст до конца недели.

2) другим будущим действием, выраженным в Present Indefinite, в придаточных предложениях времени и условия: **I shall have translated** the text *when you return*. - Я уже переведу этот текст, когда ты вернешься.

Future Perfect не употребляется в придаточных предложениях времени и условия. В этих случаях вместо **Future Perfect** употребляется **Present Perfect** или **Present Indefinite**: I shall go to the country *after I have passed my exams*. - Я поеду в деревню после того, как сдам экзамены. We shan't be able to start at 7 *unless it stops raining*. - Мы не сможем отправиться в 7 часов, если не перестанет дождь.

Упр. 9. 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 of bread 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. 10. Скажите, что все эти действия уже произойдут к определённому 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.

Репозиторий ВГУ

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 Future Indefinite

Present Indefinite	Past Indefinite	Future Indefinite
I am He is We are } invited	I was We were They were } invited	I shall He will They will } 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** (The telegram was delivered by a new postman. – Телеграмму принес новый почтальон);

5) если дополнение с предлогом **by** отсутствует, то страдательный оборот переводится на русский язык неопределенно-личным предложением (The telegram was delivered in the morning. – Телеграмму принесли утром).

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 (tell)
Я показал	- Мне показали (show)
Она привела	- Ее привели (take)
Мы спросили	- Нас спросили (ask)
Мы ответили	- Нам ответили (answer)
Мы послали	- Нас послали (send)
Они дали	- Им дали (give)
Он помог	- Ему помогли (help)
Он посоветовал	- Ему посоветовали (advise)
Он забыл	- Его забыли (forget)
Он вспомнил	- Его вспомнили (recall)
Мы пригласили	- Нас пригласили (invite)
Мы поправили	- Нас поправили (correct)
Он вылечил	- Его вылечили (cure)
Он позвал	- Его позвали (call)

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, как правило, 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; писать и выучить незнакомые слова к этим текстам.*

ТЕХТ I

Упр. 1. Прочитайте и выучите следующие слова:

• mature [mə'tjuə] *созреть, вполне развиться* • ferment ['fə:mənt] *волнение, возбуждение* • prevalent ['prevələnt] *распространенный* • thesis ['θi:sis] *тезис, тема* • truly *истинно, правдиво* • literal *буквальный, точный; literal description совершенно точное описание* • creed [kri:d] *кредо, убеждение, символ веры* • sympathetic [sɪmpə'tetɪk] *благожелательный, одобрительный; близкий по духу, соответствующий вкусам, настроению...* • hence [hens] *отсюда, следовательно*

Упр. 2. Прочитайте и переведите следующий текст. При необходимости найдите в словаре неизвестные вам слова и запишите их в свою рабочую тетрадь:

The Wanderers

The second half of the 19th century saw the maturing of Realism in Russia. A sympathetic attitude toward the hard life of the people is reflected in the works of painters and sculptors of that time. The populist revolutionary ferment prevalent toward the end of the 1850s and the beginning of the 1860s, and inspired by the writers Nikolay Dobrolyubov and Nikolay Chernyshevsky pro-

vided the basis for the new trend in art. The main thesis of Chernyshevsky's dissertation *The Aesthetic Relations of Art to Reality* (1855) that art must not only reflect reality but also explain and judge it, became a starting point for contemporary artists.

A truly national tradition did not begin, however, until the 1870s with the appearance of the "Wanderers" – the *Peredvizhniki*. This society was formed by a group of Romantic artists who regarded themselves as Realists. They rejected the restrictive and foreign – inspired classicism of the Russian Academy to form a new realist and nationalist art that would serve the common men. Believing that art should be placed at the service of humanitarian and social ideals, they produced realistic portrayals of inspiring or pathetic subjects from Russian middle-class and peasant life in a literal, easily understood style.

Forming a Society of Wandering Exhibitions, they organised mobile exhibitions (hence the name) of their works in an effort to bring serious art to the people. The most prominent Russian artists of the 1870s and 1880s, including Ivan Kramskoy, Il'ya Repin, Vassily Surikov, Vassily Perov, and Vassily Vereshchagin, belonged to this group. The Wanderers attached much importance to the moral and literary aspects of art than to aesthetics. Its artistic creed was realism, national feeling, and social consciousness. The influence of the Wanderers spread throughout Russia. This group was dominant for nearly 30 years, but by the end of the century it had greatly declined nevertheless it became model for the Socialist Realism of the Soviet Union.

Упр. 3. Скажите, верны или ошибочны следующие утверждения:

1. From the last third of the 19th century the history of Russian art is the history of a series of school struggles: the Slavophiles against the Westerners; the Academy against the Wanderers.
2. Nikolay Dobrolyubov and Nikolay Chernyshevsky initiated the Society of Wandering Exhibitions.
3. The most prominent Wanderers were Venetsianov, Fedotov, Ivanov, Kramskoy, Tropinin.
4. The Wanderers attached more importance to the moral and literary aspects of art than to aesthetics.
5. The influence of the *Peredvizhniki* spread throughout Europe and was dominant for nearly 100 years.
6. The Wanderers believed that art should be placed at the service of humanitarian and social ideals.

TEXT II

Упр. 1. Прочитайте и выучите следующие слова:

• tubular [ˈtju:bjulə] *трубчатый, полый* • fragmentation [ˌfræɡmenˈteɪʃn] *распад, распадение, дробление* • multiplication [ˌmʌltipliˈkeɪʃn] *умножение*

(разнообразие, размножение, многочисленность) • Grinder ['graɪndə] то-чильщик, шлифовщик • devise [di'vaɪz] разработать, придумывать, изобретать • secular ['sekjʊlə] 1) извечный, вековой; 2) светский, мирской, внецерковный • evidence ['eɪdəns] доказательство, свидетельство • reconcile ['rekənsaɪl] примирить, согласовать • intercession [ˌɪntə'seʃn] ходатайство, посредничество, заступничество • infinite ['ɪnɪtɪt] бесконечный, беспредельный • avant [ə'vɑːŋ] выступающий

Упр. 2. Прочитайте и переведите следующий текст. При необходимости найдите в словаре неизвестные вам слова и запишите их в свою рабочую тетрадь:

Kasimir Malevich (1878-1935)

Russian painter and designer, one of the most important pioneers of geometrical art, Kasimir Malevich was born near Kiev. He was trained at Kiev School of Art and Moscow Academy of Fine Arts. He began working in an unexceptional Post-Impressionist manner, but by 1912 he was painting peasant subjects in a massive “tubular” style similar to that of Linger as well as pictures combining the fragmentation of form of Cubism with multiplication of the image of Futurism (*The Knife Grinder*, 1912). Malevich was eager to free art to a radical geometric simplicity. In 1913 Malevich devised abstract geometric patterns which he called supramatism – “pure aesthetic feeling” – proposing a secular equivalent to a religious experience. The painter claimed that he made a picture consisting of nothing more but a black square on a white field as early as 1913. However, it is also very difficult to find out which of his paintings were hung, as photographs of early exhibitions provide conflicting evidence.

Malevich reconciled folk art and abstraction. It should be noted that the iconic tradition also influenced his art. In the Russian Orthodox Church more than in Western Christian church pictures are the means of intercession. In the presence of a holy icon the worshipper feels transported to heaven. For many Russian artists abstraction was the spiritual art of the new scientific Communist age, in which man, and not God, was the controlling force. It is regrettable that this ideal did not survive the days of the Revolution. The infinite freedom and hopes which avant-garde art expressed actually flourished under the Christian Tsar.

Упр. 3. Письменно ответьте на вопросы:

1. Where was Malevich trained in painting? 2. What styles did Malevich work out early in life? 3. What was Malevich's dream? 4. What did Malevich devise in 1913? What is implied under the Suprematist paintings? What difficulties did the Suprematist paintings evoke? When were the Suprematist paintings first made public in Moscow? 5. What did Malevich synthesise in his work? Which pictures are the means of intercession? 6. How did Russian artists treat

abstraction? Did the ideal survive the Revolution days? What flourished under the Christian Tsar?

TEXT III

Упр. 1. Прочитайте и выучите следующие слова:

• treasure [ˈtreʒə] *сокровище* • variety [vəˈraɪəti] *разнообразие* • to cover a span *охватывать период* • excellent [ˈeksələnt] *превосходный, отличный* • print *оттиск, гравюра, эстамп* • applied art [əˈplaɪd] *прикладное искусство* • to display [disˈpleɪ] *выставлять (картину)* • to distribute [disˈtribju:t] *распределять* • to execute [ˈeksɪkju:t] *выполнять, осуществлять* • image [ˈɪmɪdʒ] *образ* • to reveal [riˈvi:l] *открывать, показывать* • desire [dɪˈsaɪə] */сильное/ желание* • to surround *окружать* • aspiration [æspiˈreɪʃən] *стремление, желание* • taste *вкус* • portraite [ˈpɔ:trɪtʃə] *портретное искусство*

Упр. 2. Отработайте произношение следующих имен собственных:

Leonardo da Vinci [ˌli:əˈna:dou da:ˈvɪntʃi], Raphael [ˈræfeɪl], Titian [ˈtiʃiən], El Greco [elˈgreɪkou], Rembrandt [ˈrembrænt], Van Dyck [væn ˈdaɪk], Rubens [ˈru:binz], Michelangelo [ˌmaɪkl̩ ˈændʒɪləu], Canova [kæˈnouə], Walker [ˈwɔ:kə], Lely [li:ˈli], Reynolds [ˈreɪnɔldz], Gainsborough [ˈgeɪnzɔərə], Morland [ˈmɔ:lənd], Hogarth [ˈhɒgɑ:θ]

Упр. 3. Прочитайте и переведите следующий текст. При необходимости найдите в словаре неизвестные вам слова и запишите их в свою рабочую тетрадь:

The Hermitage

The State Hermitage in Leningrad is the greatest art museum of the Soviet Union. Its treasures take one of the very first places among the world's collections. The collections of the Hermitage take up 4 buildings. Over 300 rooms are open to the public. The exhibits possessed by the Museum are of great variety, they cover a span of about 500 000 years.

Excellent paintings, prints and drawings, sculptures and objects of applied art are displayed there.

All the collections are distributed among 7 departments. World famous is the collection of west-European paintings. There are works by Leonardo da Vinci, Raphael, Titian, El Greco, outstanding painting by Rembrandt, Van Dyck, Rubens, Impressionist painting. This department of the Museum also includes a fine collection of European sculpture, containing works by Michelan-

gelo, Canova, Houdon, Rodin and other great masters, one of the world's best collections of applied art, rich in furniture, metalwork, silver.

The collection illustrates the art of Italy, Spain, Germany, Holland, France, Britain and some other countries. The pictures, executed in the character of the images represented, as well as in the manner of execution. However, they reveal with great force the main features of art of their countries and of their periods of time. They demonstrate the artists desire to show the world surrounding them, their passionate aspiration for revealing the beauty of man. Noble ideas embodied in the poetic images have great influence on the people, their feelings and taste.

The Hermitage is one of the very few on the continent which contains a special section for English pictures.

Portraiture, landscape painting and satiric art are represented by a number of first-class paintings and prints executed by the most outstanding artists of the British School. The Hermitage possesses several works by Walker, Lely, Reynolds, Gainsborough, Morland. The collection has no paintings by William Hogarth, but some of his prints are on show.

Упр. 4. Ответьте на следующие вопросы:

1. What kind of museum is the Hermitage? 2. How many departments are there? 3. What kind of works represent the art of Western Europe at the Hermitage? 4. Whose masterpieces are on view there? 5. What common features characterize all the works of art displayed at the Hermitage? 6. What excellent examples of the British School does the Hermitage possess?

TEXT IV

Упр. 1. Прочитайте и выучите следующие слова:

- to belong [bi'lɒŋ] принадлежать • trend [trend] течение, уклон, направление • reason [ri:zən] причина • to capture [kæptʃə] увлечь, захватить • talented [tælɪntɪd] талантливый • to graduate from [grædʒu'eɪt] закончить (университет) • to search [sɜ:tʃ] искать • to settle down [selt] поселиться • private ['praɪvɪt] частный, личный • to consider [kən'sɪdə] рассматривать • establishment [ɪs'tæbliʃmənt] учреждение • to remain [ri'meɪn] оставаться • archives ['ɑ:kaivz] архив • to state [steɪt] констатировать, заявлять • branch [bræntʃ] отрасль • to elect [ɪ'lekt] избирать • to enter ['entə] вступать • rapidly [ræpɪdli] быстро • on the eve [i:v] накануне • certificate [sə'tɪfɪkət] удостоверение • furnish [fə'nɪʃ] предоставлять • sphere [sfɪə] сфера • to aim at [eɪm] намереваться • to cause [kɔ:z] вызывать, быть причиной • in spite of [spaɪt] несмотря на • to manage [mænɪdʒ] управлять, руководить • to appoint [ə'pɔɪnt] назначать • to head [hed] возглавлять • art shops мастерские • a deputy-director ['depjuti] заместитель директора • opposition

[əpɒˈziʃən] оппозиция • to call [kə:l] называть, звать • to renew [riˈnju:] обновлять, восстанавливать, заменять новым, возрождать

Упр. 2. Прочитайте и переведите следующий текст. При необходимости найдите в словаре неизвестные вам слова и запишите их в свою рабочую тетрадь:

THE ART SCHOOL OF VITEBSK

At the end of 1910 the ways of many talented painters of the XX century met. They were different in their outlook on art and their belonging to this or that trend in art. The reasons which brought them to Vitebsk were different too. But they all were captured by the same idea of setting up a professional art school in Vitebsk.

Among the initiators of "The Vitebsk School" there was an interesting painter and a talented teacher Jury Moiseevich Pen. After graduating from the Petersburg Academy of arts in 1886 in search of work Pen came to Vitebsk. In 1896 he settled down in Vitebsk and founded a private studio which could be considered the first educational art establishment in Belarus. For a long time the date of its setting up had remained the subject of discussion until a document was found in Archives. It stated that the school had been set up in 1897.

This school opened the way to professional art for many young talents such as M. Chagall, O. Zadkin, O. Meshchaninov, A. Pen, L. Lisitsky etc..

In the middle of 1919 Chagall invited his teacher to direct the studio which had become a branch of the school.

In the autumn of 1922 Pen was elected II vice-rector. But in 1922 Pen left his pedagogical activity at the Institute and continued to teach young people in his studio in Gogolevskaya street up to his tragic death on the first of March in 1937.

Mark Chagall entered Pen's school in his 20th year of life, and continued his education in Petersburg. In 1910 he left for Paris. Having learnt the lessons of the new European art and shown himself to be a rapidly growing master, Chagall returned to Vitebsk on the eve of the first world war. Chagall left Vitebsk and returned back for several times.

In September 1918 he returned to Vitebsk with a mandate which furnished him with full powers in the sphere of art culture.

He aimed at setting up an art school and in spite of the difficulties caused by the civil war he managed to do it. A folk art school was organized as a labour school. Chagall invited painters from Moscow and Petersburg to work at the school.

On the 20th of December a telegram from Petersburg came to state that Dobuzhinsky had been appointed director of the school. But in March 1919 Dobuzhinsky left the school and it was directed by Chagall who continued

realizing his idea of organizing the school as a system of free art shops directed by painters of different trends.

Under Chagall's leadership schools-studios were opened in Velizh, Nevel, Lepel, Orsha and Polotsk. An important role in the history of the Vitebsk art school belonged to Vera Mihailovna Ermolayeva. On leaving Petersburg gymnasium she studied at a private studio of Bernstein.

In May 1919 she came to Vitebsk and started working at the folk art school as a manager of an art shop and a deputy-director.

Because of the opposition of Malevich and some administrative problems Chagall left Vitebsk and Ermolayeva became the head of the educational establishment which renewed its name and began to be called "The Vitebsk state free art shops".

Упр. 3. Ответьте на вопросы к тексту:

1. When did the ways of many talented painters meet? 2. What is the idea the painters were captured by? 3. Why did Pen come to Vitebsk? 4. When did Pen found a private studio? 5. What was found in archives? 6. What did the document state? 7. Who; did Chagall invite to head his studio? 8. When did Mark Chagall enter Pen's school? 9. What did Chagall aim at? 10. What cities did Chagall invite painters from? 11. Where were schools-studios opened under Chagall's leadership? 12. When did Ermolayeva come to Vitebsk? 13. Who became the head of the educational establishment which was called "The Vitebsk state free art shops"?

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) than his years. 7. You are not as (nice) as people think.

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 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. 7. 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 Воркуте.

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:

<i>время</i>	<i>предложение</i>	<i>обстоятельство</i>	<i>перевод</i>
Present Indefinite	The teacher marks the test	every day.	Учитель проверяет 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) than 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 (используя 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 open-

ing 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 groupmates. 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 по форме с пассивным залогом 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 особенности употребления пассивного залога:

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, обращая внимание на предлоги:

1. He was **talked about**. 2. He was **sent for**. 3. He was **waited for**. 4. He was **looked at**. 5. He was **listened to**. 6. 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 смысловой 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 He } She } is being shown It } We } You } are being shown They }	I have been shown He } She } has been shown 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 завершенность 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

Модальность - это отношение говорящего к действительности, выраженное различными языковыми средствами

Модальность может быть выражена:

1) лексически - при помощи слов и выражений, имеющих модальное значение: **evidently** (очевидно), **maybe** (возможно), **probably** (вероятно) и др.;

2) специальными модальными глаголами **can, may, must, should, ought (to)** и их эквивалентами.

Общая характеристика модальных глаголов

1) они не изменяются по лицам и числам (единая форма для всех лиц ед. и мн. числа);

2) у них нет форм инфинитива и причастия;

3) инфинитив смыслового глагола следует за ними без **to** (кроме **ought to; to be to; to have to**);

4) вопросительная и отрицательная форма образуется без вспомогательного глагола (кроме **to have to**).

Вопросительная форма образуется путем постановки этих глаголов перед подлежащим: Can he speak French? May I take the book?

Отрицательная форма образуется при помощи отрицательной частицы **not**, которая ставится после глагола: I can not (can't) come to you next Sunday.

Can, could and be able to

Глагол **can** имеет две формы: **can** и **could** [kud]. Полная отрицательная форма **cannot** или **can't** [ka:nt].

Глагол **can** выражает:

1) физическую возможность или способность совершить действие: Can you lift this box? - Вы можете поднять этот ящик? Ann can swim well. - Аня умеет хорошо плавать. I'm afraid I can't translate this text. - Боюсь, я не могу перевести этот текст.

В прошедшем времени в этом же значении мы употребляем **could**: When he was young he could dance well. - Когда он был молод, он умел (мог) хорошо танцевать. I could already read at the age of 4. - Уже в 4 года я умел читать.

Но если говорящий хочет сказать, что ему удалось (он смог) сделать что-либо в конкретной ситуации, ему следует употреблять **was/were able to** (а не **could**): We were able to finish our work by noon. The fire spread quickly but everyone was able to escape.

2) В некоторых ситуациях **could** употребляется для выражения возможных действий в настоящем или будущем, особенно когда мы планируем что-либо: What shall we do this evening? – We **could** go to the cinema. (*Мы могли бы пойти в кино.*)

Can тоже возможен в этой ситуации, но он выражает большую степень уверенности, чем **could**.

3) И **can**, и **could** используются для выражения вежливой просьбы. Причем **can** употребляется в более дружеской обстановке: Jill, **can** you give me a lift, please? – *Джил, **не могла бы ты** меня подвезти?* Excuse me. **Could** you show me the way to the bus station? – *Извините, **не могли бы вы** мне показать, как пройти на автобусную остановку?*

4) И **can**, и **could** используются для выражения удивления: How can you be so stupid! – *Как можно быть таким глупым!* **How could he have told** you such lies? – *И как он мог так налгать тебе!*

5) **Could** в сочетании с перфектным инфинитивом относится к прошедшему времени и обозначает, что у вас была возможность сделать что-то, но вы не сделали это:

- Did you go to the cinema? – *Вы ходили в кино?*

- No, we **could have gone** to the cinema, we decided not to. – *Нет, мы **могли бы** (пойти в кино), но решили не ходить.*

6) В будущем времени эквивалентом глагола can выступает **will be able to (inf.)**: Now I can't speak English well but in a year of practising I'll **be able to** do it better. – *Сейчас я не умею хорошо говорить по-английски, но после года практики я **смогу** говорить лучше.*

Note: отрицательная форма может означать запрещение (переводится «нельзя»): You **can't** cross the street here. – *Здесь **нельзя** переходить улицу.*

Упр. 1. Прочтите предложения и прокомментируйте значение модального глагола can. Предложения переведите:

1. I can't understand what you're talking about. 2. Timothy can't be so unfair. 3. Jack couldn't see her face, she was sitting with her back to him. 4. James was an excellent tennis player. He could beat anybody. But once he had a difficult game against Ken. Ken played very well but in the end James was able to beat him. 5. Can I give you a lift home? 6. "Do you think I could borrow your bicycle?" – "Yes, please". 7. "Do you buy a new car?" – "No, we could have bought it, but we decided not to". 8. "What shall I give Mary for her birthday?" – "You could give her a book". 9. Could I borrow your camera? 10. A hundred years ago I could have ridden a horse, but I couldn't have flown in an aeroplane. 11. Kate can't play the piano, but in a year she will be able to play well. 12. We were able to run very fast when I was a boy.

May, Might and Be Allowed (Permitted) to

Глагол **may** имеет две формы: **may** для настоящего времени, **might** [maɪt] для прошедшего.

Глагол **may** обозначает:

1) разрешение совершить действие: May I use your phone? May I take (borrow) your car?

* Эквивалент **may – to be allowed (permitted) to** - тоже употребляется в этом значении: Are we allowed to use a dictionary?

Отрицательный ответ на вопрос, содержащий **просьбу** или **разрешение**, может быть следующим:

1) No, don't, please. (Пожалуйста, не надо)	Don't менее строгий, чем may not . Скорее это просьба.
2) No, you may not. (Нет, нельзя = не смей)	Запрещает что-либо.
3) No, you must not. (Запрещено, нельзя)	Имеется в виду, что не человек запрещает действие, а не позволяют обстоятельства, правила.
4) No, you can't. (Нельзя)	Запрещено из-за каких-то обстоятельств, законов, правил.

В будущем времени вместо **may** употребляется его эквивалент **will be allowed to (permitted) to**: They **won't be allowed to** leave the lecture.

2) Возможные действия в будущем.

На русский язык переводится при помощи слов «возможно», «может быть»: I may go to Spain (=perhaps I will go). It might rain this evening (=perhaps it will rain).

В этом значении нет разницы в употреблении **may/might**.

3) Предположение, основанное на неуверенности.

В этом значении глагол **may (might)** употребляется не только с Indefinite Infinitive, но и с Continuous Infinitive, Perfect Infinitive и Perfect Continuous Infinitive.

На русский язык переводится при помощи модальных слов «возможно», «может быть».

Might выражает меньшую степень вероятности совершения действия: He may (might) be here. – *Может быть, он здесь*. He may (might) be sleeping. – *Возможно, он спит (сейчас)*. He may (might) have translated the article. – *Он, возможно, перевел статью*. He may (might) have been sleeping – *Может быть, он спал*.

4) **Might** может выражать упрек. На русский язык переводится «мог бы»: You **might be** more attentive. Why aren't you following me? - *Вы могли бы быть повнимательнее. Почему вы не слушаете меня?* He **might have** helped you! The bus was so heavy. - *Он мог бы и помочь вам. Сумка была такая тяжелая!*

5) **Might** употребляется вместо **may** по правилам согласования времен: **May** I see you off? He asked if he **might** see me off.

Упр. 2. Проанализируйте значение модального глагола may. Предложения переведите:

1. You are not permitted to shout here. 2. Mary will be allowed to drive a car soon. 3. He said I might go. 4. May I smoke here? - No, you may not. 5. She may like pop music. 6. He might come later. 7. You might do it better. 8. He said I might come any day I like. 9. It was some special occasion. I don't remember what. It may have been my birthday. 10. He may not have learned the news, that's why he looks as if nothing had happened. 11. Never put off till tomorrow what may be done today. 12. Nothing is so bad but it might have been worse.

Must

Глагол **must** выражает:

1) долженствование, необходимость совершить действие: You **must** respect your parents. - *Вы должны уважать своих родителей.*

Отрицательная форма глагола **must – must not (mustn't)** означает запрещение: **May** I do it? *Можно мне сделать это?* – No, you **mustn't**. *Нет, нельзя.*

Для выражения отсутствия необходимости, употребляется **needn't** – «не нужно», «не надо»: You **needn't** go there now. - *Тебе не нужно идти туда сейчас.*

На вопрос **Must I do it?** – *Нужно ли мне делать это?* возможны ответы: Yes, you must. – *Да, надо.* или No, you needn't. – *Нет, не надо.*

2) Команду, настоятельную просьбу: You must leave the room at once! – *Сейчас же выйдите из комнаты!*

3) Предположение, основанное на уверенности. В этом случае глагол **must** переводится на русский язык модальными словами «очевидно», «должно быть», «наверняка», «вероятно» и употребляется с разными формами инфинитива: Peter must be at home. – *Петр, должно быть, дома.* He must be working at the library. – *Он, вероятно, работает в библиотеке.* He must have been working hard lately. – *Он, очевидно, много работает в последнее время.* She must have mentioned it. – *Она, должно быть, упомянула об этом.*

Для выражения долженствования в будущем и прошедшем времени вместо **must** употребляется глагол **to have** в прошедшем и будущем времени в сочетании с инфинитивом и частицей **to**: I had to post the letter. – *Мне надо было отправить письмо.* I shall have to do it. – *Я должен буду это сделать.* Did you have to post it yesterday? – *Тебе надо было отправить его вчера?* I didn't have to do it yesterday. – *Мне не надо было делать это вчера.*

Упр. 3. Прокомментируйте употребление модального глагола must в следующих предложениях. Предложения переведите:

1. You must do it. 2. You mustn't go there. 3. It must be very difficult. 4. He must have repaired his car. 5. I must write to Ann. I haven't written to her for ages. 6. He must be laughing at us now. 7. It must have been a plane. 8. Mary must be crazy if she wants to marry that man. 9. You mustn't steal other people's things. 10. They must have been taking their exam. 11. I'm doing the work you had to do last week.

Should

Модальный глагол **should** употребляется со всеми лицами ед. и мн. ч. и выражает:

1) совет, пожелание о необходимости совершить или не совершать действие (в сочетании с Indefinite Infinitive) и переводится – «следует», «необходимо»: You should be more careful. – *Вам следует быть осторожнее.*

2) Упрек, неодобрение, порицание, неудовольствие по поводу того, что действие было или не было совершено (в сочетании с Perfect Infinitive): You should have helped them. – *Вам бы следовало помочь им.* Why didn't you do it? – *Почему вы этого не сделали?* You shouldn't have told her about it. She got upset. – *Вам бы не следовало говорить ей об этом. (Зря вы сказали ей об этом.) Она расстроилась.*

3) Возмущение, недоумение, негодование (в вопросительных предложениях, начинающихся с **why**): Why should I wait for him? – *С какой стати я должен ждать его?* Why should I have said it? – *С чего бы я стал это говорить?*

Ought (to)

Модальный глагол **ought (to)** близок по значению к глаголу **should**. После глагола **ought** инфинитив употребляется с частицей **to**.

Он выражает:

1) Совет, пожелание, напоминание о необходимости совершить или не совершать действие (в сочетании с Indefinite Infinitive): You ought to visit your aunt. – *Вам следует навестить тетю.* He oughtn't to behave like that. – *Ему не следует так вести себя.*

2) Порицание, неодобрение того, что действие было или не было совершено (в сочетании с Perfect Infinitive): You ought to have warned them. – *Вам следовало их предупредить. (Зря вы их не предупредили).* He oughtn't to have interfered. – *Ему не следовало вмешиваться. (Зря он вмешался).*

Упр. 4. Прокомментируйте употребление модальных глаголов should и ought to. Предложения переведите:

1. You ought to eat less. 2. You should be more careful. 3. He shouldn't have given so much money to children. 4. You oughtn't to have given a child company sweets. 5. Liars should have good memories. 6. Blind men should judge no colours. 7. These people who live in glass houses shouldn't throw stones. 8. it was his birthday yesterday. I should have sent him a birthday post-card. 9. You should have listened more carefully.

Modal Verbs

<i>Present Indefinite</i>	<i>Past Indefinite</i>	<i>Отрицательная форма</i>	<i>Перевод</i>	<i>Основные значения</i>	<i>эквиваленты (синонимы)</i>
can	could	cannot can't could not	могу, можем, сможешь...	1) физическая или умственная возможность, умение; 2) вежливая просьба	to be able (to)
may	might	may not might not	можно, возможно, могу, быть может	1) разрешение; 2) предположение, основанное на неуверенности	to be allowed (to)
must	had to	must not mustn't need not needn't	должен, надо	1) долженствование; 2) предположение, основанное на уверенности	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 заранее запланированного (обусловленного) 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. 5. 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. 6. 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.
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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. 7. 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. 8. 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. 9. 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. 10. 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 encyclopedias 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. 11. Переведите, указав значения модальных to be и to have:

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

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. 12. 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. 13. 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. 14. 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. 15. Переведите следующие предложения, обращая внимание на то, что 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 производителя 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:

4. *Знать ответы на все вопросы для самоконтроля.*
5. *Выполнить письменно контрольную работу № 3.*
6. *Уметь читать и устно переводить тексты по специальности; писать и выучить незнакомые слова к этим текстам.*

TEXT I

Упр. 1. Прочитайте и запомните следующие слова:

• to overcome difficulties *преодолевать трудности* • fame [feim] *известность, слава, репутация* • incomprehensible [in,kɒmpri'hensəbl] *непонятный, непостижимый* • boldness ['bəʊldnis] *смелость, дерзновенность* • to produce [prə'dju:s] *ставить (пьесу), предъявлять* • to flatter ['flætə] *льстить кому-либо* • to insult [in'sʌlt] *нанести оскорбление, нападать, набрасываться* • patrons ['peitrənz] *покровители* • to scorn [skɜ:n] *высмеивать, издеваться* • authority [ɔ:θɔ:riti] *власть, полномочие* • ground-

breaking *разрушающая основа* • rather than *скорее, предпочтительнее* • incomprehensibility [in'kɒmpri,hensə'biliti] *непонятность, непостижимость* • to welcome ['welkəm] *одобрять, приветствовать*

Упр. 2. Прочитайте и переведите следующий текст. При необходимости найдите в словаре и запишите в рабочую тетрадь неизвестные вам слова:

ART AND SOCIETY

Most artists of the past had to overcome great difficulties, but being understood was not one of them. What stood in the way of immediate fame, and caused many of them to die in poverty, was not their personal independence and boldness of ideas. Shakespeare's plays and Beethoven's symphonies were produced almost as they came from the master's hand. Rembrandt's difficulties came from the failure of his paintings to flatter a money-smug Dutch middle class. Mozart remained poor because even a most popular composer who insulted aristocratic patrons and scorned back-door politics found little money coming his way. New styles were often hotly discussed and debated, but because of their break with authority and tradition rather than because of their incomprehensibility. Often new artists were attacked, not because they were not understood, but because their ground-breaking ideas were too well understood and not welcomed.

Упр. 3. Ответьте на следующие вопросы::

1. What service do you think the painter performs for mankind? 2. Why was it that an artist was sometimes unappreciated in his own times yet highly praised by following generations? 3. Why were new artists attacked? Were they not understood or were they too well understood and not welcomed?

TEXT II

Упр. 1. Прочтите и запомните следующие слова:

• virtuoso [və:tjuɪ'əuzəu] *знаток в искусстве, виртуоз* • penetration [ˌpeni'treiʃn] *проницательность, глубина проникания, проникновение* • handling ['hændliŋ] *умение художника владеть кистью* • to evoke [i'vəuk] *вызывать чувства, пробуждать* • completely [kəm'pli:tli] *полно, совершенно закончено* • to break colour apart *разложить цвет на различные оттенки или на составные части* • sumptuous ['sʌmptjuəs] *роскошный, пышный, великодушный* • to dissolve [di'zɒlv] *растворять(ся), разрушать(ся)* • infinite ['ɪnɪnɪt] *бесконечно, очень многочисленный* • to bring into being *создать* • spots [spɒts] and strokes [strəʊks] *пятна, места и штрихи, мазки, черты* • impasto [ɪm'pɑ:stəu] *наложение красок густым слоем* • shimmering (tones)

[ˈʃiməriŋ] мерцающие, блестящие • in the bulk в большом количестве, большие размеры (оптом) • to disclose [disˈkləʊz] раскрывать, обнажать • kin [kin] родственные (быть родственниками, родней) • common [kɒmən] общий, обычный • to stir [stəː] взволновать, возбуждаться • mind [maɪnd] ум, разум • to prove [pruːv] доказывать • to define [diˈfaɪn] определять, устанавливать • enlight(ment) [inˈlaɪt] просвещать, проливать свет

Упр. 2. Прочитайте и переведите следующий текст. При необходимости найдите в словаре и запишите в рабочую тетрадь неизвестные вам слова:

ON MASTERY

Rembrandt is a master of paint. He is no virtuoso. But yet out of his penetration of nature and reality he builds up a masterful handling of line and colour which represents his own mind, his own eyes, and hands, his own "voice", so to speak, and yet evokes so completely a feeling of actual life in the observer. Like El Greco, Velasquez, and Rubens, in his century, Rembrandt broke colour apart¹ in his hand and put its elements together again. His dark yet sumptuous colour seems to disappear as colour to dissolve into light, with infinite gradations of tone. It seems to bring into being² the form of the painting, by what it picks out of the shadows. It is only on close examination that we realize with what freedom and understanding colour must be used to achieve this "disappearance", what an "orchestration" he has created of little spots and strokes of red, gold, green, blue and orange, thin- brushstrokes and heavier impasto, the rhythms of the brushstrokes themselves combining to create these shimmering tones and vibrations of light. His form is as varied as his subjects and it is monumental, not in sharp outlines but in the bulk and living character of the human beings he discloses, as they come to life out of shadow and out of surrounding space. They are seen always with an eye for what is most typically human in them, what makes them kin to all common humanity. He has affected and stirred the mind of humanity as few artists in history, and what his greatness proves is that while mastery of the tools of art is necessary, it is where this mastery ends that greatness begins. It is defined by nothing other than the mind of the artist, the power, depth, realism, courage and enlightenment of his thought.

Упр. 3. Ответьте на следующие вопросы:

1. Who was a great master in conjuring ([ˈkɒndʒəriŋ] – вызывать в воображении) up the effects of the shining textures as Rubens or Velasquez? 2. Who has affected and stirred the mind of humanity as few artists in history? 3. What is Rembrandt's greatness defined by?

TEXT III

Упр. 1. Прочтите и запомните следующие слова:

• delusive [di'lu:siv] обманчивый, иллюзорный, нереальный • appearance [ə'piərəns] здесь: 1. видимость, парад; 2. внешний вид • habit ['hæbit] привычка, обычай • to labour ['leibə] трудиться, прилагать усилия • determinate [di'tə:mit] определенный • to require [ri'kwaɪə] требовать, нуждаться • power(s) [paʊəz] способность(и), сила • lie torpid бездействовать • torpid [tɔ:pɪd] опустевший, онемелый, апатичный • for want of из-за недостатка • incapable [in'keɪpəbl] неспособный, несостоятельный • conversant with ['kɒnvə:sənt] хорошо знакомый, сведущий • to attain [ə'tein] достигать, доходить (до) • servile(ly) ['sə:vail] рабский, зависимый • to observe [əb'zə:v] наблюдать, замечать, соблюдать • the manner of handling способ, манера владения художника кистью • artifices ['ɑ:tɪfɪsɪz] остроумное изобретение, искусная проделка, здесь: приемы (способы) • glaze [gleɪz] лессировка, прозрачная краска (для лессировки) • expedients [ɪks'pi:diənts] приемы, уловки, средства для достижения цели • (the) value ['vælju:] сочетание света и тени в картине • tint(s) [tɪnt] краска, оттенок, тон, смешанный тон • contemplate ['kɒntempleɪt] созерцать, размышлять, обдумывать • derive [di'raɪv] извлекать, получать • advantage [əd'vɑ:ntɪdʒ] преимущество • niceties of expression тонкости выражения • capable ['keɪpəbl] умелый, способный, восприимчивый, правомочный • otherwise ['ʌðəwaɪz] в противном случае, иначе • to inspire [ɪn'spaɪə] вдохновлять, вселять (чувство, идею) • confidence ['kɒnfɪdəns] уверенность, смелость • to be incited [ɪn'saɪtɪd] - incite [ɪn'saɪt] побуждать, подстрекать • to endeavour [ɪn'devə] пробовать, стараться, прилагать усилия • excellence ['eksələns] высокое качество, выдающееся мастерство

Упр. 2. Прочитайте и переведите следующий текст. При необходимости найдите в словаре и запишите в рабочую тетрадь неизвестные вам слова:

REYNOLDS ON THE USE OF COPYING

I consider general copying as a delusive kind of industry: the student satisfies himself with the appearance of doing something; he falls into the dangerous habit of imitating without selecting, and of labouring without any determinate object: as it requires no effort of the mind, he sleeps over his work, and those powers of invention and composition which ought particularly to be called out and put in action, lie torpid, and lose their energy for want of exercise.

How incapable of producing anything of their own are those, who have spent much of their time in making finished copies, is well known to all who are conversant with our art.

The great use in copying, if it be at all useful, should seem to be in learning to colour; yet even colouring will never be perfectly attained by servilely copying the model before. An eye critically nice can only be formed by observing well-coloured pictures with attention: and by close inspection, and minute examination, you will discover, at last, the manner of handling, the artifices of contrast, glazing, and other expedients, by which good colourists have raised the value of their tints, and by which nature has been so happily imitated.

From contemplating the works of Titian and Correggio we derive this great advantage; we learn that certain niceties of expression are capable of being executed, which otherwise we might consider as beyond the reach of art; this inspires us with some degree of confidence, and we are thus incited to endeavour at other excellencies in the same line.

Упр. 3. Ответьте на следующие вопросы:

1. What advantages and disadvantages for a student did Reynolds see in copying? 2. What dangerous habit does a student fall into by servilely copying a model? 3. In what ways can good colourists raise the value of their tints? 4. How do you practice copying in museums?

TEXT IV

Упр. 1. Прочтите и запомните следующие слова:

• to appreciate [ə'pri:ʃieɪt] *ценить, понимать, ценность, значение* • to penetrate [ˈpenɪtreɪt] *постигать, понимать* • to share [ʃɛə] *разделять (вкусы, мнение)* • vision [vɪʒən] *видение (художника)* • to lack [læk] *испытывать недостаток, не иметь чего-либо (в чем-либо)* • connoisseur [ˌkɒni'sə:] *зна-ток* • dare [deə] *сметь, отваживаться* • sensitivity [sensɪ'tɪvɪti] *чувстви-тельность* • to gain understanding *приобрести понимание* • enjoyment [ɪn'dʒɔɪmənt] *наслаждение, удовольствие, радость* • to view [vju:] *рас-сматривать, оценивать* • earnestly ['ɜ:nɪstli] *по-настоящему (упорно, серь-езно)* • to seem [si:m] *казаться* • taste [teɪst] *вкус (чувство), понимание* • re-lish [reɪlɪʃ] *вкус, здесь. оценка* • excellencies of art [ˈeksələnsɪz] *высокие каче-ства искусства* • acquired [ə'kwaiəd] *благоприобретенный (вкус)* • to pos-sess [pə'zes] *обладать, владеть* • cultivation [ˌkʌltɪ'veɪʃn] *развитие, воспи-тание (вкуса)* • to mention [menʃn] *упоминать, ссылаться на* • to be ashamed [ə'ʃeɪmd] *стыдиться чего-либо* • apparent [ə'pærənt] *явный, оче-видный, несомненный* • dullness ['dʌlnɪs] *тупость* • tinder [ˈtɪndə] *сухое гнилое дерево* • instantly [ˈɪnstəntli] *немедленно, тотчас, мгновенно* • divine spark [dɪ'vaɪn] *божественный, святой; божественная искра* • to flatter

[ˈflætə] льстить кому-либо • perception [prəˈsepʃn] восприятие, ощущение, осознание, понимание • just [dʒʌst] точный, верный, правильный • likely подходящий, удовлетворительный • florid яркий, светлый, вычурный, кричащий • to captivate [ˈkæptiveɪt] очаровывать, увлекать • to satisfy [ˈsætɪsfaɪ] утолять, удовлетворять • judgement [ˈdʒʌdʒmənt] оценка, взгляд, суждение, мнение • acquisition [ækwiˈzɪʃn] приобретение • discriminative [disˈkrɪmɪnətɪv] тонкий (вкус) • to distinguish [disˈtɪŋɡwɪʃ] отличать, разделять, выделять • to pronounce [prəˈnaʊns] выносить решение, высказывать мнение • im perceptible [ɪmpəˈseptəbl̩] незаметный, незначительный

Упр. 2. Прочитайте и переведите следующий текст. При необходимости найдите в словаре и запишите в рабочую тетрадь неизвестные вам слова:

HOW TO APPRECIATE PAINTINGS

The beauty of a work of art has to be felt. One needs the ability to penetrate and share the vision of the artists; lacking such ability, one may develop it. Is it impossible then to learn how to look at and appreciate paintings? Certainly not. No art critic, connoisseur, or collector would dare say he was born with a developed sensitivity.

The best way to gain better understanding and greater enjoyment of art is to view many paintings, looking at them thoughtfully and earnestly. Great works of art seem to look different every time one stands before them.

Read what Sir Joshua Reynolds, the outstanding British portraitist, says about his own experience:

ON TASTE

...I am now clearly of opinion that a relish¹ for the higher excellencies of art is an acquired taste, which no man ever possessed without long cultivation, and great labour and attention. On such occasion as that which I have mentioned² we are often ashamed of our apparent dullness; as if it were to be expected that our minds, like tinder, should instantly catch fire from the divine spark of Raphael's genius. I flattered myself that now it would be so, and that I have a just and likely perception of his great powers: but let it be always remembered, that the excellency of his style is not on the surface, but lies deep; and at the first view is seen but mistily. It is the florid style, which strikes at once, and captivates the eyes for a time, without ever satisfying the judgement. Nor does painting in this respect differ from other arts. A just poetical taste, and the acquisition of a nice discriminative musical ear, are equally the work of time. Even the eye, however perfect in itself, is often unable to distinguish between the brilliancy of two diamonds; though the experienced jeweller will be amazed at its blindness; not considering that there was a time when he himself

could not have been able to pronounce which of the two was the most perfect, and that his own power of discrimination was acquired by slow and imperceptible degrees.

Упр. 3. Ответьте на следующие вопросы:

1. What is the best way to gain better understanding and greater enjoyment of art? 2. Is it possible or impossible to learn how to appreciate paintings? And how? 3. Is the cultivation of an acquired taste the work of time? 4. Is the acquisition of a nice discriminative musical ear the work of time as well?

Контрольная работа № 3

Вариант № 1

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

Время	Предложение	Обстоятельство	Перевод
Present Simple	A dictation is written	twice a week.	Диктант пишут 2 раза в неделю.
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 глагола-сказуемого каждого предложения. Предложения переведите:

1. We have read the book. 2. The book has already been 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 to-night. 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?

Вариант № 2

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

Время	Предложение	Обстоятельство	Перевод
Present Simple	A text is discussed	twice a week.	Текст обсуждают 2 раза в неделю.
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 глагола-сказуемого 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 an enigma to me. She may not be an enigma 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.

Вариант № 3

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

Время	Предложение	Обстоятельство	Перевод
Present Simple	A new material is explained	twice a week.	Новый материал объясняют дважды в неделю.
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 the 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 глагола-сказуемого 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?

ЧАСТЬ IV

LESSON 1

The Infinitive Инфинитив

Инфинитив – неличная форма глагола, обладающая признаками глагола и существительного, которая выражает действие без указания лица и числа, времени и наклонения.

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

	<i>Active</i>	<i>Passive</i>
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 wants ... (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).

б) 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 mistakes is easy.</i> <i>It is easy to make mistakes.</i>	Ошибки <i>делать</i> легко.
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Инфинитив – дополнение

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

Our plan was <i>to introduce</i> new methods of research. They must <i>continue</i> their research.	Наш план заключался в том, <i>чтобы ввести новые</i> методы исследования. Они должны <i>продолжить</i> свое исследование.
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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 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> .
The examples <i>to be found</i> in this paper are interesting.	Примеры, которые <i>содержатся (можно найти)</i> в этой статье, интересны.
Can you give me some work <i>to do</i> .	Дайте мне какое-нибудь дело (работу), <i>которую я мог бы выполнить</i> .

Инфинитив-обстоятельство

He stopped for a minute <i>to rest (in order to rest)</i> .	Он остановился на минуту, <i>чтобы отдохнуть</i> .
We were too tired <i>to discuss</i> the matter.	Мы <i>слишком</i> устали, <i>чтобы обсуждать</i> этот вопрос.
You are old <i>enough to earn</i> your own living.	Ты уже <i>достаточно</i> взрослый, <i>чтобы самому зарабатывать</i> на жизнь.
To study well you should work hard.	<i>Чтобы</i> 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
Participle II	V3/Ved: translated, done

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 или 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	<i>to be</i>	<i>to have</i>
1. Смысловый глагол	Справа нет другого глагола. Имеет значение «быть, находиться». We <u>are</u> in the Institute now.	Справа нет другого глагола. Имеет значение «иметь». He <u>has</u> a good library.
2. Вспомогательный глагол	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 первой частью составного именного сказуемого и не переводится. Справа стоит основная часть сказуемого, выраженного существительным, прилагательным, местоимением, инфинитивом, герундием или наречием: She is a pretty child. His aim is to become a teacher.	-
4. Модальный глагол для выражения долженствования	Справа стоит другой глагол в инфинитиве (с частицей to). Переводится словами «надо, должен...» I was to send a telegram but I forgot to do it.	Справа стоит другой глагол в инфинитиве (с частицей to). Переводится словами «пришлось, придется, надо...». I shall have to stay at home as my mother is ill.
5. Первый компонент устойчивого сочетания с существительным или другой частью речи	Значения таких словосочетаний надо найти в словаре и запомнить: to be fond of – увлекаться; to be afraid of – бояться; to be late for – 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 + существительное (или местоимение) + причастие II. Оборот указывает, что действие, выраженное 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

The Gerund Герундий

Герундий – одна из неличных форм глагола, называющая процесс действия. Кроме глагольных свойств, герундий имеет свойства имени существительного. В русском языке соответствующей формы нет; по значению к герундию близки такие русские отглагольные существительные, как *хождение, ожидание, воспевание* и т. п.

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

Функция	Особенности	Примеры	
подлежащее	занимает первое место в предложении	Reading means gaining knowledge.	Читать – значит, приобретать знания.
дополнение	третье место в предложении	1. Do you like dancing ? 2. He insisted on adopting the new plan.	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>	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.	1. Мое любимое занятие – прогулки в лесу. 2. Он начал писать книги в 1990 году. 3. Молодой человек перестал читать объявления.
определение	1) чаще всего 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> 2) определение, расположенное перед существительным	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. 5. a swimming pool an ironing board a parking lot a drinking fountain	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.

Герундиальные обороты

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

cussion. 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 образуются Participle I и Participle II? Как переводятся они на русский язык в функции определения и обстоятельства? Приведите примеры.
6. Какие свойства, общие с существительным, имеет герундий?
7. Какая разница между простой и перфектной формами герундия?
8. 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. Отработайте чтение следующих слов активного словаря. Запомните их значение:

• ability [əˈbɪlɪti] *способность* • approach [əˈprəʊtʃ] *подход* • conclusion [kənˈkluːʒn] *вывод* • device [diˈvaɪs] *прием, средство* • education [ˌedʒuːkeɪʃn] *образование* • inspiration [ˌɪnspəˈreɪʃn] *вдохновение* • means [miːnz] *средство, способ* • meaning [ˈmiːnɪŋ] *смысл, значение* • object [ˈɒbdʒɪkt] *цель* • right [raɪt] *право; правильный* • to explain [ɪksˈpleɪn] *объяснять* • to falsify [ˈfɔːlsɪfaɪ] *искажать* • to simplify [ˈsɪmplɪfaɪ] *упрощать* • certain [ˈsəːtn] *данный* • guiding [ˈgaɪdɪŋ] *основополагающий* • human [ˈhjuːmən] *человеческий* • visible [ˈvɪzəbl] *видимый* • to beautify [ˈbjuːtɪfaɪ] *украшать, приукрашивать* • to depict [dɪˈpɪkt] *изображать, отображать* • to develop [dɪˈveləp] *развивать* • to direct [dɪˈrekt] *руководить* • to emphasize [ˈemfəsaɪz] *подчеркнуть* • to be against *быть против* • to be sure that ... *быть уверенным, что ...* • to give attention to *уделять внимание* • I should

like + Inf. *мне бы хотелось* • in addition [ə`diʃn] *в дополнение* • in the present *в настоящее (время)* • it is kind (good, nice) of you *с вашей стороны любезно ...* • means of expression *способ (средство) выражения* • to mean to say *хотеть сказать, иметь в виду* • must be clear on *должны уточнить* • or rather [ˈra:ðə] *или вернее (скорее)* • to solve a problem *решить проблему* • to start anew [ə`nju:] *начать заново*

Интернациональные слова:

academic [ˌækə`demik], individuality [ˌindividju`æliiti], structure [ˈstrʌktʃə], style [stail], theme [θi:m]

Упр. 2. Прочитайте и переведите текст:

GUSTAVE COURBET TO A GROUP OF STUDENTS

At the beginning of the 1860s a group of students asked the first great realist in painting of their time Courbet to open a new studio and to direct it. In all art-schools at that time young artists were to paint only pictures on historical themes of the past in academic style.

Courbet's approach to art was more interesting because it was new, so they decided to invite him to be their teacher.

The text below is Courbet's answer to the group of students.

"Gentlemen and dear friends,

You want to continue your artistic education in a new school and it is kind of you to invite me to direct it. You are sure that I shall be able to do it. But before I give my answer we must be clear on the meanings of the words "to Direct, Art and Artists". Let me explain to you that I have no students and I cannot have them, because I believe that every artist should be his own master and nobody can teach him art. The talent of each artist is his own ability to study art. It is a result of his own inspiration. Every artist should study tradition, but in addition he must be sensitive to the ideas and objects of the time in which he lives.

Only the artists of a certain age can depict that age, I mean to say the artists that live during it. I am sure that the artists of a certain age can't depict the past or the future, and they have no right to do it, because they may falsify history. I am not against historical art, but I believe that it must be contemporary. That is why I am against teaching at our schools. The new ages ought not to beautify or simplify the past. The human spirit should always start anew, always in the present. The human spirit must give attention to the life surrounding it, it must solve problems of the present time. That's why it must go from synthesis to synthesis, from conclusion to conclusion.

In addition I should like to emphasize that the true artists are those who are able to develop tradition further and express their own epoch. The true artists are those who are able to find BEAUTY. I believe that beauty is in NATURE and the true artist finds it. When he finds it it belongs to art or rather to the artist who

was able to make it visible, who was able to find and to develop the means of expression, who was able to use the right artistic devices to express it. Here are my guiding principles. With this approach to art I am afraid I won't be able to direct any school. I can only explain the method of how to become a painter with all his individuality.

Sincerely yours,
Gustave Courbet".

Упр. 3. Письменно ответьте на вопросы:

1. Whom did a group of students ask to open a new studio? 2. What were artists to paint at art-schools in the 1860's? 3. What approach to art did they find more interesting? 4. Why couldn't Courbet have students? 5. What is the talent of each student according to Courbet? 6. What should every artist study according to Courbet? 7. Why can't the artists of a certain age depict the past or the future, according to Courbet? 8. Was Courbet against historical art? 9. What must the human spirit give attention to (according to Courbet)? 10. What kind of artists does Courbet call true?

ТЕХТ II

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

• to abhor [əb`hɔ:] ненавидеть, питать отвращение • to alter [ˈɔ:ltə] изменять(ся) • to arrange [ə`reɪndʒ] устраивать, располагать • to borrow [ˈbɔ:rou] заимствовать • to care (about) [кеə] заботиться (о)б питать интерес (к) • to forgive (forgave, forgiven) [fə`gɪv, fə`geɪv, fə`gɪvn] прощать • to fuse [fju:z] соединить, слить • to herald [ˈherəld] возвещать, объявлять • ignore [ɪg`nɔ:] игнорировать • to introduce [ˌɪntrə`dju:s] вводить • to propose [prə`pəʊz] предлагать • to suggest [sʌ`dʒest] предлагать • to witness [ˈwɪtnɪs] быть свидетелем • grace [greɪs] изящество • hallmark [ˈhɔ:l`ma:k] отличительный признак • herald [ˈherəld] провозвестник • inclination [ˌɪnklei`neiʃn] склонность • necessity [ni`sesɪti] необходимость • observation [ˌɔbzə`veɪʃn] наблюдение • portraiture [ˈpɔ:trɪtʃə] портретная живопись • posterity [pəs`terɪti] потомство • reason [ˈri:zn] разум • sitter [ˈsɪtə] модель • subject [ˈsʌbdʒɪkt] объект, предмет • subject matter содержание картины • teaching [ˈti:tʃɪŋ] доктрина, учение • toe [tu] палец ноги • velvet [ˈvelvɪt] бархат, бархатный • alongside [ə`lɒŋsaɪd] наряду • bitterly [ˈbɪtəli] резко • however [haʊ`evə] однако • air [εə] вид • care [кеə] забота • demand [di`ma:nd] требование • discovery [dis`klʌvəri] открытие • disposition [ˌdɪspə`ziʃn] predisposition • exposition [ˌekspə`ziʃn] толкование • familiarity [fə,mɪli`æriti] зд. обыденность, привычность • fault [fɔ:lt] вина •

frame [freim] *обрамление* • deliberate(ly) [di`libərit(li)] *умышленный (умышленно)* • desirable [di`zaiərəbl] *желательный* • glittering [ˈglitəriŋ] *блестящий, сверкающий* • obvious [ˈɒvviəs] *очевидный* • (the) only [ˈounli] *единственный* • satin [ˈsæ:tin] *атласный* • silk [silk] *шелковый* • woollen [ˈwulin] *шерстяной* • would-be [ˈwudbi:] *будущий* • to be familiar with *быть знакомым с* • to be opposed (to) *быть враждебным (к)* • to be responsible (for) *отвечать за, быть ответственным за* • to bring into line with *довести до уровня* • to find it important that ... *считать важным, чтобы ...* • to be sick of *надоесть, уставать от* • to do must to + Inf *сделать особенно много, чтобы ...* • to have nothing to do with... *не иметь ничего общего с ...* • in accordance with *в соответствии с* • to remind smb of smth [ri`maɪnd] *напоминать*

Интернациональные слова:

antitheses [æn`tiθisis], aristocratic [ˌæristə`krætik], apostle [ə`pɒsl], drapery [ˈdreipəri], eccentric [ik`sentrɪk], isolate [ˈaisəleɪt], personage [ˈpɜ:snɪdʒ], proportion [prə`pɔ:ʃn], standard [ˈstændəd], viola-da gamba [vi`oulədə`gæmbə], zenith [ˈzeniθ]

Упр. 2. Прочитайте и переведите текст:

FROM THE HISTORY OF BRITISH PAINTING

British painting reached its zenith in the 18th and early 19th century. Beginning with Hogarth, a school of painting appeared that could be identified as characteristically British. The one hundred years between 1750-1850 witnessed the development of the three art forms: portraiture, landscape and genre, that became the hallmarks of British painting.

However, up to the third quarter of the 18th century portraiture was practically the only form of painting in Britain. It is quite explainable as the Englishman's standard of living had become very high by the middle of the century and those who had achieved success wished they could be remembered for posterity.

This demand for portraits was most successfully met by a gifted painter – Sir Joshua Reynolds (1723-1792), who didn't want British art to be so provincial and isolated. It was he who insisted that English artists should be brought into line with European art and that they should develop the Grand Style of painting.

When the Royal Academy was founded in 1768, it was obvious that Reynolds was the only possible choice for President. From 1769 to 1790 he delivered lectures every year at prize-giving ceremonies. These lectures were regarded as the most sensible exposition of the Academic view that by well-

directed work it was possible to learn the Rules of Art and use discoveries and ideas of the old masters to create a new style of one's own.

In these lectures Reynolds recommended that the would-be painter should put his faith in old masters, from whom he should be ready to borrow. He advised that in portraits the grace should consist more in taking the general air than in exact rendering of every feature. He suggested that the proportions of a sitter's figure should be altered in accordance with a fixed ideal. Thus a young woman should have the proportions of the goddess Diana, and her height should be exactly ten times the length of her face. He considered it necessary that the hand should be the same length as the face and the big toe should be the same length as the nose. If the ladies of the 18th century seem impossibly tall and willow-like, it is Sir Joshua's theories rather than the physical peculiarities of English women that are responsible for it.

In his teaching Reynolds also proposed that drapery and clothing should be the subject of rules. In his opinion it was desirable that painters in the Grand Style should paint clothing as neither woollen, nor silk, satin or velvet: it should be drapery and nothing more. The drapery shouldn't remind one of contemporary costumes, the familiarity of which alone was enough to destroy all dignity. Thus the draperies have nothing to do with the costumes of the period and are merely imaginary dresses skilfully arranged to form an impressive frame for the aristocratic personage. Finally he taught that everything in the picture should look very natural. Thus Reynolds tried to fuse portraiture with historical painting.

However, the painter who did most to introduce another type of subject matter into English art was Thomas Gainsborough (1727-1788). Of a poetic nature he was the antithesis of the businesslike Reynolds. He abhorred rules and cared little about the old masters. By necessity a portraitist, he was by inclination and disposition a landscapist. "I am sick of portraits, I wish I could walk off with my viola-da gamba to some sweet village where I could paint a landscape," he wrote. His dreamlike landscapes heralded the great English school of landscape painting.

His lead was followed in the next generation by perhaps the greatest landscapist, John Constable (1776-1837). Like Gainsborough he ignored the rules established by Reynolds. He insisted that art should be based on observation of nature on the one hand and feeling rather than logic and reason on the other. Constable was the herald of romanticism. But the realistic quality of his art is sensed very strongly. It was best expressed by an eccentric contemporary who put up an umbrella while looking at his landscapes.

The furious apostle of the philosophy of romanticism was William Blake (1757-1827), who was bitterly opposed to the rules of Reynolds, proposing that the guiding force for creative spirit should come from imagination, not reason.

A complete expression of romantic ideal can find itself in the pictures of J.M.W.Turner (1775-1851). Although his great talent was recognized at an early age he deliberately turned his back on the glittering social world of London.

Victorian England, which found it more important that a man be a gentleman in the first place and only in the second be a genius, never forgave him.

Упр. 3. Письменно ответьте на вопросы:

1. When did British painting reach its zenith? 2. What art forms became the hallmarks of British painting? 3. What was the only form of painting in Britain up to the third quarter of the 18th century? 4. What did Sir Joshua Reynolds propose when the Royal Academy was founded? 5. What did he recommend in his lectures? 6. What did Thomas Gainsborough introduce into English art? 7. What did John Constable insist on? What did he ignore? 8. What did William Blake propose? 9. What couldn't Victorian England forgive Turner?

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 be-

fore 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 предложения 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 предложения 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 believe. 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 got 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 предложения 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. At last he broke the silence by inviting everybody to walk into the dining-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.

ЧАСТЬ V

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.

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:

am →	known – известно (было известно)	}	, что ...
is →	said – говорят (говорили)		
are →	believed – полагают (полагали)		
was →	considered – считают (считали)		
were →	supposed – предполагают (предполагали)		
were →	expected – полагают (полагали)		
seem (s/ed) – кажется (казалось)		}	, что ...
is →	likely – вероятно		
are →	unlikely – маловероятно		
was, were →	sure [ʃʊd] – точно, обязательно, непременно, безусловно		

После того, как перевели сказуемое неопределенным личным предложением или вводным предложением, переводим сам 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 kind. 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 their 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 дателный 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 to ... 2. It is advisable *желательно* for them to ... 3. They waited for us to ... 4. It was important for them to ... 5. There was no reason for him to ... 6. It would be best for me to ... 7. There was nobody there for him to ... 8. It must be nearly time for them to ... 9. Here is the book for the students to ... 10. Everybody waited for the meeting to ... 11. She spoke loud for you to ... 12. The teacher asked for the papers to ...

LESSON 4

Перевод слов с суффиксом –ed

1) Глагол с суффиксом –ed является **сказуемым или его частью**, 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 и выполняет функцию определения или обстоятельства. 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:

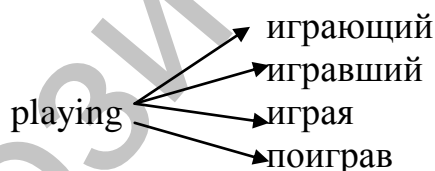
а) частью простого глагольного сказуемого в Present, Past или Future Continuous:

Rain was falling heavily by that time. – *К тому времени уже шел сильный дождь.*

б) частью составного именного сказуемого:

His hobby is reading. – *Его хобби – чтение.*

2) Слово с суффиксом **–ing** может быть причастием I в функции определения или обстоятельства. Перевод обусловлен контекстом и временем глагола-сказуемого:



3) В остальных случаях это герундий, который может переводиться существительным, деепричастием, 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.

Таблица глаголов, изменяющихся не по общим правилам

<i>Неопределенная форма The Infinitive</i>	<i>Прошедшее время Past Indefinite</i>	<i>Причастие прошедшего времени Participle II</i>
1. be [bi:] быть	was [wɔ:z], were [wɜ:]	been [bi:n]
2. become [bi`kʌm] становиться	became [bi`keim]	become [bi`kʌm]
3. begin [bi`gin] начинать	began [bi`gæn]	begun [bi`gʌn]
4. blow [blou] дуть	blew [blu:]	blown [bloun]
5. break [breik] ломать	broke [brouk]	broken [broukn]
6. bring [brɪŋ] приносить	brought [brɔ:t]	brought [brɔ:t]
7. build [bild] строить	built [bilt]	built [bilt]
8. burn [bɜ:n] гореть	burnt [bɜ:nt]	burnt [bɜ:nt]
9. buy [bai] покупать	bought [bɔ:t]	bought [bɔ:t]
10. can [kæn] мочь	could [kud]	
11. catch [kætʃ] ловить	caught [kɔ:t]	caught [kɔ:t]
12. come [kʌm] приходить	came [keim]	come [kʌm]
13. cost [kɔst] стоить	cost	cost
14. cut [kʌt] резать	cut	cut
15. deal [di:l] иметь дело с ...	dealt [delt]	dealt [delt]
16. do [du:] делать	did [did]	done [dʌn]
17. draw [drɔ:] рисовать	drew [dru:]	drawn [drɔ:n]
18. drink [drɪŋk] пить	drank [dræŋk]	drunk [drʌŋk]
19. drive [draɪv] ехать	drove [drouv]	driven [drɪvn]
20. eat [i:t] есть	ate [et]	eaten [i:tn]
21. fall [fɔ:l] падать	fell [fel]	fallen [fɔ:ln]
22. feel [fi:l] чувствовать	felt [felt]	felt
23. find [faɪnd] находить	found [faund]	found
24. fly [flai] летать	flew [flu:]	flown [floun]
25. forget [fɒ`get] забывать	forgot [fɒ`gɔt]	forgotten [fɒ`gɔtn]
26. get [get] получать	got [gɔt]	got
27. give [gɪv] давать	gave [geɪv]	given [gɪvn]
28. go [gou] идти	went [went]	gone [gɔn]
29. grow [grou] расти	grew [gru:]	grown [groun]
30. hang [hæŋ] вешать	hung [hʌŋ]	hung
31. have [hæv] иметь	had [hæd]	had
32. hear [hiə] слышать	heard [hɜ:d]	heard
33. hide [haɪd] прятать	hid [hid]	hidden [hɪdn]
34. hurt [hɜ:t] причинять	hurt [hɜ:t]	hurt
35. keep [ki:p] хранить	kept [kept]	kept
36. know [nou] знать	knew [nju:]	known [noun]
37. learn [lɜ:n] учиться	learned [lɜ:nd] learnt [lɜ:nt]	learned learnt
38. leave [li:v] оставлять	left [left]	left
39. lend [lend] давать взаймы	lent [lent]	lent
40. let [let] позволять	let	let
41. lose [lu:z] терять	lost [lɔst]	lost

42. make [meɪk] делать	made [meɪd]	made [meɪd]
43. mean [mi:n] значить	meant [ment]	meant
44. meet [mi:t] встречать	met [met]	met
45. put [pʊt] класть	put	put
46. read [ri:d] читать	read [red]	read [red]
47. ride [raɪd] ездить верхом	rode [roud]	ridden [rɪdn]
48. rise [raɪz] подниматься	rose [rouz]	risen [rɪzn]
49. run [rʌn] бежать	ran [ræn]	run [rʌn]
50. say [seɪ] сказать	said [sed]	said [sed]
51. see [si:] видеть	saw [sɔ:]	seen [si:n]
52. sell [sel] продавать	sold [sould]	sold
53. send [send] посылать	sent [sent]	sent
54. set [set] устанавливать	set	set
55. show [ʃəʊ] показывать	showed [ʃəʊd]	shown [ʃəʊn]
56. sit [sɪt] сидеть	sat [sæt]	sat
57. sing [sɪŋ] петь	sang [sæŋ]	sung [sʌŋ]
58. speak [spi:k] говорить	spoke [spouk]	spoken [spoukn]
59. spend [spend] проводить	spent [spent]	spent
60. stand [stænd] стоять	stood [stu:d]	stood
61. sweep [swi:p] подметать	swept [swept]	swept
62. swim [swɪm] плавать	swam [swæm]	swum [swʌm]
63. take [teɪk] брать	took [tuk]	taken [teɪkn]
64. tear [teə] рвать	tore [tɔ:]	torn [tɔ:n]
65. tell [tel] рассказывать	told [tould]	told [tould]
66. teach [ti:tʃ] обучать	taught [tɔ:t]	taught
67. think [θɪŋk] думать	thought [θɔ:t]	thought
68. throw [θrou] бросать	threw [θru:]	thrown [θroun]
69. understand [ˌʌndəˈstænd] понимать	understood [ˌʌndəˈstu:d]	understood
70. wear [weə] носить	wore [wɔ:]	worn [wɔ:n]
71. win [wɪn] выигрывать	won [wʌn]	won
72. write [raɪt] писать	wrote [rout]	written [rɪtn]

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