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АНГЛИЙСКИЙ ЯЗЫК

Пособие для студентов заочного отделения

(исторический, филологический факультеты)

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Рецензент:

Данное пособие по английскому языку предназначено для студентов исторического и филологического факультетов, занимающихся на заочной форме обучения.

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

Предисловие

Пособие предназначено для занятий по английскому языку на историческом и филологическом факультетах (заочная форма обучения).

Пособие состоит из пяти частей: 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 – III семестра, 5-я – IV семестра.

В каждой части представлен грамматический материал с системой упражнений для его первичного закрепления. Пособие также содержит текстовый материал по специальностям факультетов. Тексты снабжены активным словарем и лексическими 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, вместо него ставится знак ~ (тильда).

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

После глагола в его основных значениях расположены составные глаголы с послесловами, меняющими значение основного глагола. 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.

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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
pretend	притворяться, а не претендовать
magazine	журнал, а не магазин

* * *

Слова в словаре даются в их исходной форме: глагол – в инфинитиве, существительное – в общем падеже, прилагательные и наречия – в положительной степени. В тексте же слова встречаются, как правило, в производных формах. Следовательно, прежде чем обращаться к словарю, надо восстановить исходную форму искомого слова, отбросив суффиксы и окончания. В английском языке пять словоизменяющих 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 частям, сколько времени вам потребуется на то, чтобы найти по словарю первые значения следующих существительных. Если вы затратите больше 4 минут, повторите алфавит и еще раз прочтите параграф о структуре словаря:

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

О необходимости определения части речи незнакомого слова

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

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

Такой переход слова из одной части речи в другую без изменения самой формы слова (**house** - дом, **to house** - вмещать; **cause** - причина, дело, **to cause** - причинять; **demand** - требование, **to demand** - требовать)

является специфическим способом образования новых слов в английском языке. Для русского языка это явление не типично.

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

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

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

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

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

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

Основные формально-строєвые признаки частей речи

Имя существительное

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

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

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

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

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

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

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

Глагол

1. Суффиксы **-ate, -en, -(i)fy, -ize, -ise: characterize, satisfy, penetrate.**

2. Окончания **-s, -ed**, если слово занимает второе место в предложении: **The museum houses rich collections of sculpture and painting.**

3. Окончания отсутствуют, слово занимает в предложении место после подлежащего и перед прямым дополнением: **They involve pupils in the learning process.**

Наречие

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

Прилагательные

1. Суффиксы **-able, -ible, -al, -an, -ful, -ic, -ish, -less, -en: capable, visible, critical, childish.**

2. Наличие перед данным словом таких слов как **more, the most, more important, the most difficult.**

3. Окончание **-er** при наличии союза **than** и окончание **-est: the widest practical use of mental testing. Minsk is larger than Vitebsk.**

Упр. 4. Запишите исходную форму данных слов:

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

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

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

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

Softly, purify, development, hopeless, regional, changeable, responsible, assistance, indicator, scientist, science, architecture, redder, 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>Множествен- ное число</i>
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, pensils, bags, windows, pages, boxes, pictures, walls, desks, tables, girls, boys, teachers, cities, towns, rivers, glasses, rooms, dresses, processes, inches, maps, names, pupils, students, studies.

Упр. 2. Переведите на английский язык:

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

Неопределенный артикль

a перед 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 [ð] перед согласными: the book	the [i:] 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:

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

Упр. 6. Вставьте артикль, где необходимо:

1. This is ... pen. ... pen is red. 2. These are ... pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought ... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea.

9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 10. This is ... bag. ... bag is brown. It is my sister's ... bag. And this is my ... bag. It is ... yellow.

Левое определение, выраженное существительным

Английское существительное часто может выполнять функцию определения, отвечая на вопрос **какой?** и не обладая при этом дополнительно никакими внешними признаками (в русском языке подобное невозможно): Sometimes Jack and Fred have a *coffee break* with their friends. *Иногда Джек и Фред устраивают перерыв, во время которого пьют кофе со своими друзьями.*

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

Опорному существительному может предшествовать целая цепочка определений, выраженных существительным:

a space flight section – *отдел космических полетов*

an office telephone number – *номер рабочего телефона*

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

a working people delegation – *делегация трудящихся*

a first year student – *студент первого курса*

foreign language study – *изучение иностранного языка*

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

Существительное в функции левого определения может переводиться:

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

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

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

Упр. 7. Переведите на русский язык:

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

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

Предложения переведите:

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

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:	
Единственное число	Множественное число
My sister’s letter.	These students’ book.
Письмо моей сестры.	Книга этих студентов.
The student’s book.	The Petrovs’ room.
Книга студента.	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. 9. Переведите на русский язык:

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

Упр. 10. Переведите на английский язык:

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

of + существительное

(соответствует русскому родительному падежу)

the streets of Vitebsk – улицы Витебска

the students of our Institute – студенты нашего института

the father of Ann's mother – отец Аниной матери

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

Упр. 11. Переведите на английский язык:

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

Личные и притяжательные местоимения

Ли- цо	Личные местоимения		Притяжательные местоимения	
	Именит. падеж	Объектный падеж	I форма (справа стоит существительное)	II форма (существительного справа нет)
1.	I	me – мне, меня	my – мой, мои	mine
2.	-	-	-	-
3.	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;"> he she it </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">{</div> </div>	<div style="display: inline-block; vertical-align: middle;"> him – ему, его her – ей, ее it – его, ее </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">{</div>	<div style="display: inline-block; vertical-align: middle;"> his – его her – ее its – его, ее </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">{</div>	<div style="display: inline-block; vertical-align: middle;"> his hers its </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">{</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. 12. Переведите на английский язык:

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

Упр. 13. Переведите на английский язык:

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

Упр. 14. Замените личным местоимением:

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

Спряжение глагола to be

Present Indefinite		Past Indefinite	Future Indefinite
Утвердительная форма	I am	I was	I shall be
	You are	You were	You will be
	He } is	He } was	He } will be
	She }	She }	She }
	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 { is not She { It { We are not You are not They are not	I was not You were not He { was not She { It { We were not You were not They were not	I shall not be You will not be He { will not be She { It { We shall not be You will not be They will not be

Упр. 15. Переведите на русский язык:

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

Упр. 16. Переведите на английский язык:

1. Я студентка. Меня зовут Ира. Мне 17 лет. Я из Полоцка. Моя подруга из Орши. Мы не из Витебска.

2. Витебск – красивый город. Наш институт старый. Ему около 85 лет. Институт находится на Московском проспекте. Это очень широкая улица.

Упр. 17. Сделайте предложения отрицательными и вопросительными:

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

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

to be ready	быть готовым
to be afraid of	бояться
to be proud of	гордиться
to be late	опаздывать
to be good at	иметь способности к (чему-либо)
to be fond of	увлекаться (чем-то)
to be sure of	быть уверенным

to be glad	радоваться
to be tired	быть усталым
to be sorry	сожалеть; извиняться
to be over	кончаться
to be on	идти (о фильме, спектакле)
to be married	быть женатым, быть замужем

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

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

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

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

Упр. 20. Переведите на английский язык:

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

LESSON 3

Конструкция с вводным there (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. Глагол **to be** в обороте может употребляться в разных временных формах.

There are different books on the shelf. *На полке стоят 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 парте 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 (*желание*), there is a way. 7. Will there be a concert tomorrow?

Упр. 2. Переведите на английский язык:

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

Местоимения some, any, no

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

Примечание: В утвердительных предложениях **any** имеет значение «любой, всякий».

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 какой-нибудь; несколько, некоторые, некоторое количество	<i>somebody</i> кто-то	<i>someone</i> кто-то	<i>something</i> что-то	<i>somewhere</i> где-то, куда-то
any какой-либо; какие- нибудь, сколько- нибудь	<i>anybody</i> кто-то, кто- нибудь	<i>anyone</i> кто-то, кто- нибудь	<i>anything</i> что-нибудь	<i>anywhere</i> где-то, куда-то
no никакие, никакой	<i>nobody</i> никто, никого	<i>no one</i> никто, никого	<i>nothing</i> ничто, ничего	<i>nowhere</i> нигде, никуда

Примечание: В утвердительных предложениях производные от **any** имеют значение: **anybody, anyone** - *всякий, любой, кто угодно*; **anything** - *что угодно*; **anywhere** - *где/куда угодно, везде*.

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

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

Упр. 4. Сделайте предложения отрицательными и вопросительными:

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

Упр. 5. Переведите на английский язык:

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

Спряжение глагола **to have** иметь

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

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

Упр. 6. Вставьте правильную форму глагола *to have*:

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

Упр. 7. Переведите на английский язык:

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

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

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

Примечание: 1. **much** и **many** употребляются преимущественно в вопросительных и отрицательных предложениях. 2. В утвердительных предложениях они употребляются после слов **very, rather, too, so, as, how** или служат подлежащим, или определением к подлежащему. 3. В утвердительных предложениях вместо них употребляются выражения **a lot (of), lots (of), plenty of** с исчисляемыми и неисчисляемыми существительными, **a large number of, a good many** (с исчисляемыми существительными).

Упр. 8. Переведите на русский язык:

1. Much depends on your answer. 2. I like plenty of butter on my bread. 3. He has a lot of friends there. 4. I have a lot of time. 5. You have a lot of mistakes in your dictation. 6. There isn't much hope. 7. I don't eat much bread for breakfast. 8. There aren't many trees in the garden. 9. There are few people in the street. 10. There are a few people in the street. 11. There is little sugar in the box. 12. There is a little sugar in the box. 13. My friend means much to me.

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

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

Упр. 10. Переведите на английский язык:

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

TEXT**Vitebsk State University****Упр. 1. Прочитайте и переведите следующие интернациональные слова:**

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

Упр. 2. Прочитайте и выучите названия факультетов:

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

Упр. 3. Выучите новые слова:

camp	лагерь	gym hall	спортзал
internal	очное	hostel	общежитие
external	заочное	main	главный, основной

famous	знаменитый	total	полный, весь
foundation	основание	to train	обучать

Упр. 4. Прочитайте и переведите текст:

Vitebsk State University

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

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

Now the total number of students is more than 5000.

Упр. 5. Дайте английские эквиваленты следующим словосочетаниям:

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

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

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

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

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

LESSON 4

Основные формы глаголов

Глаголы в английском языке имеют четыре формы:

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

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

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

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

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

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

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

Упр. 2. Приведите формы данных инфинитивов:

to help – helped – helped – helping

to go – went – gone – going

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

Видо-временные формы английского глагола
в действительном залоге

	Indefinite (Simple) Простое	Continuous Длительное	Perfect Завершенное	Perfect Continuous 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 V-ing are 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 трем часам; до того, как он придет)	shall/will have been V-ing I shall/will (I'll) have been writing Я буду писать (завтра уже 3 часа, когда он придет)

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

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

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

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

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

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

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

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

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

- а) сейчас.
- 1) Я пишу б) уже 20 минут.
в) каждый день.
- а) уже (на этой неделе).
- 2) Я написал сочинение б) вчера.
в) вчера к 7 часам.
- а) вчера.
- 3) Я писал статью б) вчера, когда вы пришли.
в) вчера уже 3 часа, когда вы пришли.
- а) завтра
- 4) Я напишу сочинение б) завтра к 7 часам.
- 5) Я буду писать сочинение а) когда он придет.
б) уже час, когда ты придешь.

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

1. The taxi has just arrived. 2. They have been cooking lunch since 11 a.m. 3. My fiancé *жених* 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 *супруга* are getting divorced. 7. When we reached the airport, the plane had already taken off. 8. All week long they were trying to choose a name for their child. 9. He will come back tomorrow. 10. I will have completed the work by Friday. 11. I have been working there for three months. 12. The Prime Minister will be speaking on TV tonight at 9.30. 13. I have just returned from my honeymoon *медовый месяц* round Europe. 14. I have something in my eye. 15. He had had breakfast by the time when his family got up.

Упр. 8. Прочитайте следующие слова активного словаря урока. Запомните их:

• mean [mi:n] *в значить* • foreign [ˈfɔːrɪn] *а иностранный* • value [ˈvælju:] *в ценить, оценивать* • highly [ˈhaɪli] *а очень, весьма* • devote [diˈvout] *в посвящать* • abroad [əˈbrɔːd] *н за границей* • create [kriˈeɪt] *в создавать, творить* • faithful [ˈfeɪθfʊl] *а верный, правдивый* • lose [luːz] (lost, lost) *в терять* • description [disˈkripʃən] *н описание, изображение* • delightful [diˈlaɪtful] *а очаровательный, восхитительный* • prairie [ˈpreəri] *н степь, зд. луг* • significant [sigˈnɪfɪkənt] *а значительный, многозначительный* • admit [ədˈmɪt] *в признавать* • quality [ˈkwɒlɪti] *н качество, свойство, достоинство* • lack [læk] *в испытывать недостаток, нужду* • badly [ˈbædli] *lack очень недоставать, не хватать* • impress [ɪmˈpres] *в отпечатывать, запечатлеть, зд. производить впечатление* • heart [ha:t] *н сердце* • suffer [ˈsʌfə] *в страдать* • suffering from [ˈsʌfərɪŋ] *p.I*

страдающий от • incurable [in`kjuðrəbl] а неизлечимый • cure [kjʊð] в
лечить • penetrate [ˈpenitreit] в проникать • soul [soul] n душа • reveal
[ri`vi:l] в обнаруживать, открывать • common [ˈkɒmən] а простой,
обыкновенный • describe [dis`kraib] в описывать • kindness [kaɪndnis] n
доброта, доброжелательность

**Упр. 9. Прочитайте, перепишите и дайте письменный перевод
следующих интернациональных слов. Если необходимо, пользуйтесь
словарем:**

intellectual [inti`lektjuəl] n интеллигент, culture [ˈkʌltʃə] n культура,
music [ˈmju:zɪk] n музыка, national [ˈnæʃnəl] а национальный, народный,
image [ˈɪmɪdʒ] n образ, изображение, ideal [aɪ`diəl] n идеал, charm [tʃɑ:m] n
обаяние, очарование, nature [ˈneɪtʃə] n природа, характер, prose [prəʊz] n
проза, poetic [pəʊ`etɪk] а поэтический, style [stɑɪl] n стиль, слог, perfect
[ˈpɜ:fɪkt] а совершенный, законченный, dialogue [ˈdaɪəlɒɡ] n диалог,
разговор, balanced [ˈbælənst] а уравновешенный, sympathise [ˈsɪmpəθaɪz] в
сочувствовать, симпатизировать.

**Упр. 10. Прочитайте и переведите текст, выписав остальные
неизвестные вам слова:**

TEXT My Favourite Writers

Literature means much in my life. It helps to form the character and the
world outlook, to understand life better.

There are some names in Russian and foreign literature that are very dear to
me. In Russian literature I value Ivan Sergeyevich Turgenev (1818-1883)
highly. For me he is a real intellectual and aristocrat, a man of culture, devoted
to literature, music and painting. Though he lived abroad for a long time he
didn't stop to be a Russian writer for a moment. He created a number of national
characters in his books. The image of Turgenev's woman, deeply feeling,
faithful and tender is an ideal of a Russian woman for me. It doesn't lose its
charm even today. Turgenev's descriptions of nature are delightful too. Take for
example his *Byezhin Prairie*, *Torrents of Spring*, etc.

Turgenev's prose is very poetic. His style is perfect, his dialogues are easy-
read, interesting, life-like, yet always significant.

One may think that Turgenev is too balanced, too poetic for the new age,
but one must admit that these are the qualities we badly lack today.

My favourite foreign writer is O. Henry. In childhood I was deeply
impressed by his story *The Last Leaf*. Since then I bear in my heart the image of
a young girl suffering from incurable illness and her friends doing everything
they can to give her hope and bring back to life. The author penetrates deeply
into a person's soul and reveals its best qualities. He obviously sympathises with

common people, describes their feelings to other people, their warm-heartedness and kindness.

Упр. 11. Ответьте письменно на следующие вопросы:




























1. What does literature mean in our life? 2. What did I.S.Turgenev create in his books? 3. How did I.S.Turgenev describe women in his works? 4. What do you know about I.S.Turgenev from this text? 5. Does O.Henry penetrate deeply in person's soul and reveal its best qualities? 6. What qualities in prose do we badly lack today?

Упр. 12. Прочитайте и переведите следующие предложения. Составьте свои предложения с выделенными словами:

1. My favourite writer is Chekhov. 2. Nekrasov and Turgenev created a number of national characters. 3. The image of Pushkin's Tatyana is an ideal of a Russian woman. 4. The most prominent names in modern Belarusian literature are Maxim Tank, Nil Gilevich, Vasil Bykov, Vladimir Korotkevich, etc. 5. His first success was a volume of verse. It was published in 1947.

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  writes It  We write You write They write	I wrote You wrote He  She  wrote It  We wrote You wrote They wrote	I shall write You will write He  She  will write It  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  does not write It  We do not write You do not write They do not write	I did not write You did not write He  She  did not write It  We did not write You did not write They did not write	I shall not write You will not write He  She  will not write It  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. <i>Мы сдаем экзамены 2 раза в год.</i> They often go to the cinema. <i>Они часто ходят в кино.</i> If you finish your work early ring me up. <i>Если вы закончите работу рано, позвоните мне.</i> When you come we shall go to see our friends. <i>Когда вы придете, мы пойдем навестить наших друзей.</i>
Past Indefinite	<ol style="list-style-type: none"> Для обозначения действия, совершившегося в прошлом. Для выражения ряда последовательных действий в прошлом. 	<ol style="list-style-type: none"> I saw him two days ago. <i>Я видел его 2 дня назад.</i> In winter we went skating. <i>Зимой мы ходили на лыжах.</i> In the morning I got at 7, took my breakfast and went to the Institute. <i>Утром я встал в 7, позавтракал и пошел в институт.</i>
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. <i>Они скоро придут.</i> In summer we'll have our holidays. <i>Летом у нас будут каникулы.</i> I'm going to enter the Institute. <i>Я собираюсь поступать в институт.</i> He is about to enter the University. <i>Он вот-вот поступит в университет.</i>

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

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

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

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

THE PRESENT INDEFINITE TENSE

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

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

Запомните исключения: *идти to go* – he goes [gouz]; *делать to do* – he does [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] после согласных)
но: to play – I play – he plays [z] (y после гласных)
- 2) to teach – I teach – he teaches [iz] (после сочетаний, передающих свистящие и шипящие звуки)

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

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

Упр. 4. Выберите правильную форму глагола.

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

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

I speak English. He/She speaks English too.

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

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

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

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

1. He (to understand) German well. 2. She (to get up) at 6 a.m. 3. We (to have) two English classes a week. 4. Peter (to have) coffee in the morning. 5. My mother (to come) home at 6 p.m. 6. I (to wonder) why you always (to

walk) alone. 7. Our teacher (to wear) suits of dark colours. 8. They (to take) a train to get to Minsk. 9. In summer my son (to ride) a horse (лошадь). 10. John and Jake (to come) from America. 11. The girl (to talk) to strange people. 12. The sound of Big Ben (to go) all over the world. 13. He (to want) to catch the six o'clock train.

Упр. 7. Переведите на английский язык:

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

Упр. 8. Сделайте предложения отрицательными:

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

Упр. 9. Сделайте предложения вопросительными:

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

Различные функции окончания –s (es)

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

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

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

Упр. 11. Прочитайте следующие слова активного словаря урока. Запомните их;

• bold [bəʊld] а смелый • merry [ˈmeri] а веселый • proud [praʊd] а гордый • cruel [ˈkruːl] жестокий • real [riːl] а реальный, действительный, настоящий, истинный, несомненный • possible [ˈpɒsɪbl] а возможный • genuine [ˈdʒenjuːn] а 1) подлинный, истинный, неподдельный, настоящий; 2) искренний • semi- [ˈsemi] pref полу-; semi-historical figure (character) [ˈsemiːhɪsˈtɒrɪkəl ˈfɪɡə (ˈkærɪktə)] полуисторическая личность, фигура • oppressive [əˈpresɪv] а деспотический; гнетущий, угнетающий • to pass time [paːs] проводить время • church [tʃɜːtʃ] n церковь; churchman [ˈtʃɜːtʃmən] церковник • noble [ˈnəʊbl] а благородный, великодушный; величественный, величавый; титулованный, знатный; noble n = nobleman [ˈnəʊblmən] n 1) титулованное лицо, пэр (в Англии); 2) дворянин • die [daɪ] v умереть • grave [ɡreɪv] n могила • suppose [səˈpəʊz] v предполагать, полагать, допускать, думать; supposed а мнимый, предполагаемый • believe [bɪˈliːv] v верить; доверять • doubt [daʊt] v 1) сомневаться, колебаться; 2) не доверять, подозревать; n сомнение • inscription [ɪnˈskrɪpʃən] n 1) надпись; 2) краткое посвящение (книги и т. п.) • century [ˈsentʃəri] n столетие, век • lettering n надпись, тиснение (букв) • scholar [ˈskɒlə] n = scientist [ˈsaɪəntɪst] n ученый • argument [ˈɑːɡjʊmənt] n дискуссия, спор; 2) довод, аргумент (for – в пользу чего-л., against – против чего-л.); 3) аргументация • exist [ɪɡˈzɪst] v существовать; existence [ɪɡˈzɪstəns] n существование, жизнь; наличие • mention [menʃən] v упоминать, ссылаться (на); n упоминание, ссылка (на) • introduce [ˌɪntrəˈdjuːs] интродуцировать, внедрять, вводить; was introduced into England – зд. появился в Англии • connect [kəˈnekt] v соединять, связывать; connection [kəˈnekʃən] n связь; in ~ with – в связи с • celebrate [ˌselɪbreɪt] v (от)праздновать, прославлять; celebration [ˌselɪˈbreɪʃən] n празднование, торжество; прославление • Middle Ages средние века; the late (later) Middle Ages – позднее средневековье • liberty [ˈlɪbəti] n свобода • to stand for smth выступать за что-л., стоять за, поддерживать • right [raɪt] n право, справедливое требование • law [lɔː] n 1) закон, правило; 2) юр. право, юриспруденция

Упр. 12. Прочитайте, перепишите и дайте письменный перевод следующих интернациональных слов. Если необходимо, пользуйтесь словарем:

legend [ˈled ənd] n, legendary [ˈled əndəri] а, hero [ˈhiːrəʊ] n, heroic [hiːˈrəʊɪk] а, romantic [rəˈmæntɪk] а, ballad [bæləd] n, centre [ˈsentə] n, person [pɜːsn] n, a real person, history [ˈhɪstəri] n, historical [hɪsˈtɒrɪkəl] а, historian [hɪsˈtɒrɪən] n, basis [ˈbeɪsɪs] n, copy [ˈkɒpi] n, argument [ˈɑːɡjʊmənt] n,

festival n, myth [miθ] n, mythical [ˈmiθikəl] a, figure [ˈfigə], ideal [aiˈdiəl] n, common people, liberty [ˈlibəti] n, tyranny [ˈtirəni] n.

Упр. 13. Потренируйтесь в чтении имен собственных:

England [ˈiŋɡlənd], Nottingham [ˈnɒtɪŋəmə] г. Ноттингем, Yorkshire [ˈjɔːkʃɪə] – графство Йоркшир, Robin Hood [ˈrɒbɪn hʊd].

Упр. 14. Прочитайте и переведите текст. Найдите в словаре значение неизвестных вам слов и запишите их в свою рабочую тетрадь:

TEXT

ROBIN HOOD
(a real person or a mythical character?)

One of the most romantic of all legendary heroes is the bold Robin Hood of England. The old ballads tell us that Robin Hood with his merry men lived near Nottingham, in the centre of England. They lived a mirthful life, passing time in games of archery, hunting the king's deer and levying toll on proud churchmen and cruel nobles.

Was Robin Hood a real person? It is possible that there is some historical basis for the legends. They say that Robin Hood lived from 1160 till 1247. Most of the legends say that he died in Yorkshire, and there is a grave which people suppose to be Robin's.

Some believe that the inscription, which is in 18th century lettering, is a copy from an earlier and genuine stone, but most scholars doubt this. An argument against the existence of the hero is the fact that no historian of the 12th – 13th centuries mentioned him. More probably, Robin Hood was a mythical character that was first introduced into England in connection with the plays and morris dances of the May-day celebration. In the 15th century and later the May-day celebrations in England were called "Robin Hood's Festivals". Garlands of flowers, a Maypole, morris dances, archery contests and bonfires were features. Robin Hood was King of May, and Maid Marian was his Queen.

Whether Robin Hood was a semi-historical character or only a mythical figure, he represents the ideal of the common people in England in the later Middle Ages. He stands for liberty and the rights of the people against oppressive laws and the tyranny of the nobles.

- | | |
|--|--|
| 1. mirthful – веселый, радостный | 6. more probably [mɔːˈprɒbəbli] – более вероятно |
| 2. archery [ˈɑːtʃəri] – стрельба из лука | 7. morris dance [ˈmɔːrisˈdaːns] – танец в костюмах |
| 3. hunting the king's deer – охотясь на королевских оленей | |
| 4. levying toll [ˈleviŋ ˈtəʊl] – собирая пошлину | |
| 5. most of the legends – большинство легенд | |

Упр. 15. Прочитайте текст еще раз и письменно ответьте на вопросы:

1. Who is the text about?
2. What country did he live in?
3. When did Robin Hood live?
4. How do people know about him?
5. Where is Robin Hood's grave?
6. In what letters is the inscription on the grave made?
7. Why do most scientists doubt the existence of Robin Hood?
8. What do scientists think about the origin of that legendary hero?
9. What is Robin Hood to the common people of England?

THE PAST INDEFINITE TENSE

Упр. 16. 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. 17. Приведите и запомните 3 формы следующих неправильных глаголов:

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

Упр. 18. 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. 19. Сделайте предложения отрицательными и вопросительными:

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

Упр. 20. Прочтите, употребляя Past Simple Tense.

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

Упр. 21. 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.

THE FUTURE INDEFINITE TENSE

Упр. 22. 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. 23. Скажите, что Вы (или кто-то другой) будет делать это же завтра, в следующем месяце, году ...

Модель: - I teach at school.

- I shall also teach at school in the future.

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

Упр. 24. 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 + V-ing		
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: 1. Поскольку глаголы во временах Continuous обозначают действия в процессе их совершения, то есть незаконченные длительные действия, то на русский язык они переводятся глаголами несовершенного вида;

2. Глаголы **to be, to see, to hear, to feel, to notice, to forget, to remember, to believe, to appear, to seem, to know, to want, to like, to love, to understand, to have, to possess, to consist** и др. в Continuous Tenses не употребляются, так как не могут выражать действие или состояние как процесс, совершающийся в определенный момент.

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; all the time, the whole evening, from 5 till 7; **Future Continuous** – at this time tomorrow, when she comes, at 3 o'clock tomorrow, all day tomorrow, all the time, from 5 till 7.

Упр. 2. Сделайте предложения отрицательными и вопросительными:

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

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

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

Упр. 4. Переведите на русский язык:

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

Упр. 5. Переведите на русский язык:

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

Упр. 6. Прочитайте следующие слова активного словаря урока. Запомните их.

• marry [ˈmæri] v жениться, выходить замуж; marriage [ˈmærid] n брак, женитьба • the eldest son [ˈeldist] самый старший сын • to fall (fell, fallen) into debt [det] влезть в долги • sell (sold) [sel, sould] v продавать • property [ˈprɒpɪti] n имущество, собственность, хозяйство • trade [treid] n лавка, магазин; розничная торговля • become (became, become) v стать, становиться • acquainted [əˈkweintɪd] а знакомый; to get (to become) acquainted with smth ознакомиться, познакомиться с чем-л. • performance

[pɒˈfɔːmɪŋs] n театр. представление • theatre [ˈθiətə] n театр; theatrical [θiˈætrɪkəl] a театральный • company [ˈkʌmpəni] n труппа, ансамбль артистов; travelling company бродячая труппа • miracle play [ˈmɪrəkl] средневековая мистерия, мистическая • neighbouring [ˈneɪbərɪŋ] a расположенный по соседству, соседний • little more than немного старше • belong [bɪˈlɒŋ] v принадлежать • respect [rɪˈspekt] v уважать • yeoman [ˈjoʊmən] n 1) ист. иомен; 2) фермер средней руки, мелкий землевладелец • twins n близнецы • leave (left) оставлять, покидать; to leave for smth уехать куда-л. • difficult [ˈdɪfɪkəlt] a трудный; difficulty n трудность • reach [ri:tʃ] v добираться до, достигать • straight [streɪt] a, adv прямой, прямо • hold (held) v держать • horse лошадь • call [kɔːl] звать, окликать; называть, давать имя; call out names выкрикивать имена • part роль

Упр. 7. Прочитайте и письменно переведите следующие интернациональные слова:

drama [ˈdraːmə] n, dramatist [ˈdræmətɪst] n, actor [ˈæktə] n, gentleman [ˈdʌntlmən] n, theatre [ˈθiətə] n, globe [gləʊb] n, author [ˈɔːθə] n, poem [ˈpəʊm] n, sonnet [ˈsɒnɪt] n.

Упр. 8. Потренируйтесь в чтении имен собственных:

William [ˈwɪljəm], Shakespeare [ˈʃeɪkspiə], Stratford-upon-Avon [ˈstrætˌfɔːd əpənˈeɪvən], Warwickshire [ˈwɔːrɪkʃɪə], London [lʌndən], Coventry [ˈkɒvəntri], Susanna [suːˈzænə] – Сюзанна, Judith [ˈdʌdɪθ] – Джудит

Упр. 9. Прочитайте и переведите текст, найдите в словаре значение неизвестных вам слов и запишите их в свою рабочую тетрадь:

TEXT

WILLIAM SHAKESPEARE (1564-1616)

William Shakespeare, the greatest English poet and dramatist, was born on April 23, 1564 in Stratford-upon-Avon, Warwickshire, in England. He was the eldest son and the third child in the marriage. We know very little about the life of William, especially about his early years. At the age of seven the parents sent William to Stratford Grammar School where he studied for six years.

In 1577 William's father, John Shakespeare fell into debt and sold the larger part of his property. He took William from school and for some time the boy helped his father in the trade. Nobody knows what he did between his fourteenth and eighteenth year. We know nothing about these five years of his life.

When still at Stratford William became well acquainted with theatrical performances because travelling companies of players often visited Stratford.

Probably, Shakespeare also saw miracle plays in the neighbouring town of Coventry.

In 1582, when little more than eighteen, William married Anne Hathaway, a daughter of Richard Hathaway who belonged to a well-respected yeoman family. Ann was eight years older than her husband and the marriage was not a happy one. In 1583 their daughter Susanna was born and in 1585 their twins named Hamnet and Judith were born.

When William was about twenty-one, he left for London where he had many difficulties. There is a story that when Shakespeare reached London he went straight to the theatre to get some work there. He began by holding the horses of the fine gentlemen who came to see the plays. Later he called out the names of the actors and after a time he received a small part to act. But soon he tried to change old plays and he made them into something different and better. Then he started to write plays himself. Shakespeare is the author of 37 plays, 2 poems and 154 sonnets.

Упр. 10. Прочитайте текст еще раз и письменно ответьте на вопросы:

1. Where and when was William Shakespeare born?
2. What education did William Shakespeare receive?
3. Why did he leave school?
4. Where did Shakespeare become acquainted with theatrical performances?
5. How old was Shakespeare when he got married?
6. Was his marriage happy?
7. Where did Shakespeare get his first work when he reached London?
8. How did he become a playwright [pleirait] – драматург?

Вопросы для самоконтроля:

1. Как располагаются слова в словаре, если в них совпадают первые 2 буквы?
2. Что является признаком принадлежности слова к определенной части речи?
3. Что помогает определить, что данное слово является существительным? Глаголом? Наречием? Прилагательным?
4. Какой порядок слов в простом повествовательном предложении?
5. Какие категории слов могут иметь окончание –s ? Как их отличить друг от друга?
6. Как переводятся на русский язык предложения с оборотом there is?
7. Что нужно сделать, чтобы предложение, содержащее оборот there is, превратить в вопрос?

8. Какое слово в цепочке существительных (the Institute lecture hall) является главным, опорным? Какую функцию выполняют остальные существительные цепочки?
9. В чем разница в употреблении слов some и any? В чем отличие в употреблении many и much, few и little?
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; выписать и выучить незнакомые слова к этим текстам.

SECTION I

ТЕКСТЫ ДЛЯ СТУДЕНТОВ ИСТОРИЧЕСКОГО ФАКУЛЬТЕТА

TEXT

- I. Обратите внимание на произношение и перевод следующих слов. Запомните их:**

Government [ˈgʌvnmənt] *правительство*; to overthrow (overthrew, overthrown) [əʊvəˈθraʊ] *свергать*; to withhold (withheld, withheld) [wiˈhəʊld] *удерживать, останавливать; не сдавать*; a squad [skwɔːd] *воен. отряд, отделение*; to seize [siːz] *захватывать; завладевать*; to declare [diˈkleə] *объявлять*; to declare war [diˈkleə wɔː] *объявлять войну*; to trigger [ˈtrɪɡə] *вызвать; спровоцировать*; event [iˈvent] *событие; происшествие*; provisional [prəˈvi ʔn(ə)l] *временный, предварительный*; to elect [iˈlekt] *выбирать (голосованием)*; a treaty [ˈtriːti] *договор*; drastic [ˈdræstɪk] *решающий*.

II. Прочтите следующие интернациональные слова. Определите, к какой части речи они относятся. Письменно дайте их перевод на русский/белорусский язык:

Official version [ə'fiʃ(ə)l 'vɜ:ʃən]; revolution [ˌrevə'lʊ:ʃ(ə)n]; attack [ə'tæk]; army ['ɑ:mi]; ammunition [ˌæmjʊ'niʃ(ə)n]; military ['militəri]; control [kən'trəʊl]; recruit [ri'kru:t]; a genius ['d i:njəs]; historian [his'tɔ:riən]; democratically [dɒmə'krætik(ə)li]; parliament ['pa:ləmənt]; regime [rei 'i:m]; unpopular [ʌn'pɒpjulə]; flag [flæg]; leader ['li:də]; dictatorship ['dik'teitəʃɪp]; general [d enəʃəl].

III. Письменно переведите следующие словосочетания на русский/белорусский язык:

The hated October Provisional Government; top-rate leaders; the Great powers; a military genius in command; the powers; the Bolshevik regime; the Constituent Assembly; the democratically elected parliament; the Social revolutionaries; the First World War; a peace treaty; iron-producing areas; the supreme ruler of Russia.

IV. Прочтите текст и ответьте на вопрос: Is there any difference between the official Soviet version of events and the real state of things?

The Russian Civil War **Did the Whites stand a chance?**

The story of the Russian Civil War looks deceptively simple, and for a long time it suited Soviet governments. Essentially the official Soviet version of events looked like this:

The Bolsheviks overthrew the hated Provisional Government in the October Revolution, and their enemies joined forces to attack them. The Bolsheviks had no experience of leading armies and they were short of troops, ammunition and food. Their enemies, the 'Whites', were well trained and experienced, they had top-rate leaders, and they had plenty of military equipment. Above all, they had military support from all the Great Powers of the world – Britain, France, Japan and the USA. The Whites controlled huge areas of Russia. But they didn't win. By an immense effort the Bolsheviks were able to recruit men and train them to fight. When the peasants withheld food, the Cheka (Bolshevik secret police) sent squads into the countryside to seize it. Above all, the Bolsheviks found – to their delight – that they had a military genius in command, in the person of Leon Trotsky.

This version looks simple, but if it is true even in outline, then it raises a lot of questions:

- If the White leaders were so experienced, why did Trotsky beat them?

- If the Whites had such strong support from the Allied powers, why didn't they make better use of it?
- If the Whites controlled so much of Russia, why could they not control the rest of it?

Why Was There a Civil War Anyway?

Let's look at how the Civil War actually started. It is difficult to be precise about this because there was no point when one side 'declared' war on the other, but historians agree that there were two main events that triggered opposition to the Bolshevik regime and started the Civil War:

(a) January 1918: Lenin closes down the Constituent Assembly

The Constituent Assembly was the democratically elected parliament.

Danger: a lot of groups who opposed the Tsar and the Provisional Government, such as the Social Revolutionaries, were angry at this move by Lenin. One of them, Fanya Kaplan, even managed to shoot Lenin and very nearly killed him.

(b) March 1918: the Treaty of Brest-Litovsk

Lenin wanted to get Russia out of the First World War, even if it meant signing a humiliating peace treaty. In the Treaty of Brest-Litovsk Russia gave up vast areas of land to the Germans, including the whole of the Ukraine, 73% of its iron-producing areas and 75% of its coalfields.

Danger: such a drastic peace treaty was very unpopular with the Russians. Even many Bolsheviks thought it was too harsh.

The fighting began when the Social Revolutionaries decided to set up a new Russian government, based at Samara in southern Russia. Suddenly lots of other groups were joining them. They all hated the Bolsheviks but for very different reasons. The Civil War started.

Whites Versus Reds

The Bolsheviks adopted red as their colour for flags, banners and so on. So their enemies called themselves the Whites. But there were many different groups of Whites; they did not all have the same leader; and they did not all want the same thing.

- The **Social Revolutionaries** wanted the Constituent Assembly back.
- The **monarchists** wanted the Tsar back.
- The **White Army leaders** wanted some sort of military dictatorship in Russia.

The Whites had no shortage of generals. In the north, General Yudenich led an attack on Petrograd. In the south, General Denikin led an attack through the Ukraine. In the east, Admiral Kolchak led an attack and declared himself the supreme ruler of Russia.

In addition, other countries sent help to the Whites. The British and French sent ships and troops to help General Denikin; along with the Americans and the Italians, they also sent help to General Yudenich in the north. In the east, Admiral Kolchak had help from the Japanese. He also had the support of one of the most effective groups fighting in the war, the Czech legion.

They were not pleased when the Bolsheviks signed the Treaty of Brest-Litovsk and pulled out of the war. (*GCSE Modern History Review Hindsight*, Volume 11, Number 2, January 2001)

V. Определите, являются ли следующие утверждения истинными или ложными (True/False)?

1. The official Soviet version of the Russian Civil War never suited Soviet governments. 2. Leon Trotsky was the leader of the Social Revolutionaries. 3. One of the main events that triggered the war was Fanya Kaplan's attempt to shoot Lenin. 4. The Treaty of Brest-Litovsk was very unpopular with the Russians. 5. There was just one group of the Whites; they had one leader. 6. General Yudenich, General Denikin, Admiral Kolchak are the names of White generals.

VI. Прочтите текст еще раз и переведите его на русский/белорусский язык. Найдите в словаре и выпишите в рабочую тетрадь незнакомые слова.

VII. Письменно ответьте на следующие вопросы:

1. What were two main events that triggered the Civil War? 2. What were the main points in the Treaty of Brest-Litovsk? 3. What groups did the Whites consist of? 4. Who supported the Whites?

VIII. Выделите в тексте ключевые слова и нарисуйте spidergram. (Spidergram - это схема, отображающая центральное понятие и его связь со всеми остальными аспектами, рассматриваемыми в тексте.)

IX. Составьте план текста. Напишите краткую аннотацию.

SECTION II

ТЕКСТЫ ДЛЯ СТУДЕНТОВ ФИЛОЛОГИЧЕСКОГО ФАКУЛЬТЕТА И
ФАКУЛЬТЕТА БЕЛОРУССКОЙ ФИЛОЛОГИИ И КУЛЬТУРОЛОГИИ

ТЕКСТ 1

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

• well-known [ˈwelˈnəʊn] а известный • joy [dɔɪ] n 1) радость, веселье; 2) что-л., вызывающее восторг, восхищение; joyous [ˈdɔɪəs]=joyful а веселый, радостный • adventure [ədˈventʃə] n приключение • favourite [ˈfeɪvərɪt] а любимый • character [ˈkærɪktə] 1) лит. образ, герой; тип, роль, действующее лицо (в драме); 2) характер; 3) личность, фигура • depict [dɪˈpɪkt] characters описывать, обрисовывать характеры • yet [jet] adv однако (в начале предложения) • personality [ˌpɜːsəˈnælɪti] n 1) личность, индивидуальность; 2) личные свойства, особенности характера • striking [straɪkɪŋ] а поразительный, замечательный • original [ˌɒrɪdɪnəl] а 1) оригинальный, самобытный; 2) подлинный; 3) первоначальный • apply [əˈplaɪ] v применять, употреблять • cliché [ˈkliːʃeɪ] n штамп, избитая фраза • the common man [ˈkɒmən] обыкновенный человек • serious [ˈsɪəriəs] а серьезный, глубокомысленный • treatment [ˈtriːtmənt] n 1) трактовка 2) обращение (с кем-л.), обхождение • superficial [ˌsjuːpəˈfiʃəl] а 1) поверхностный, неглубокий; 2) несерьезный, неосновательный • aim [eɪm] n цель • amuse [əˈmjuːz] v забавлять, развлекать • entertain [ˈentəˈteɪn] v развлекать, занимать • rather (than) [ˈraː ə] adv скорее, вернее... (чем) • lack [læk] v не хватать, недоставать • observe [əbˈzɜːv] v наблюдать (за); observation [ˌɒbzəˈveɪʃən] n наблюдательность • create [kriˈeɪt] v создавать • -like – суффикс образует от основ существительных прилагательные со значением подобный, напоминающий, имеющий характерные черты; life-like [ˈlaɪf laɪk] а словно живой, очень похожий • human [ˈhjuːmən] а человеческий • not ... either ... or ни ... ни

Упр. 2. Прочитайте, перепишите и дайте перевод интернациональных слов. Если необходимо, пользуйтесь словарем:

- a) character [ˈkærɪktə] n, personality [ˌpɜːsəˈnælɪti] n, cliché [ˈkliːʃeɪ] n, serious [ˈsɪəriəs] а, fact [fækt] n, criticize [ˈkrɪtɪsaɪz] v, situation [ˌsɪtʃuˈeɪʃən] n, human [ˈhjuːmən]
- b) novel [ˈnɒvəl] n, drama [ˈdraːmə] n, calendar [ˈkæləndə] n, reflect [rɪˈflekt] v, typical [ˈtɪpɪkəl] а, social [ˈsou.ʃəl], humorous [ˈhjuːmərəs] а.

Упр. 3. В текстах этого задания вы встретите герундий – неличную форму глагола (V+ing), обозначающую название действия:

а) Прочитайте теоретические сведения о герундии в уроке 4 части IV пособия;

б) Перепишите и письменно переведите глаголы и образованные от них герундии:

depict – depicting , create – creating , entertain – entertaining , teach – teaching , reflect – reflecting.

Упр. 4. Прочитайте и переведите текст I. Найдите в словаре значение неизвестных вам слов и запишите их в свою рабочую тетрадь:

TEXT I. WILLIAM JOHN LOCKE

William John Locke (1863-1930), an English writer, was born in Barbados. He wrote many books among which especially well-known are “Septimus”, “Simon the Jester”, “Stella Marris” and “The Joyous Adventures of Aristide Pujol”. Lock’s favourite character is a man who is poor and alone in the world, but yet whose striking and original personality doesn’t make it possible to apply to him the possible cliches of “common man” or “small man”.

Locke is not a “serious” writer. His treatment of facts of life is certainly superficial; his aim is to amuse and entertain, rather than teach or criticize. Yet, he doesn’t lack observation either in depicting human characters or in creating life-like situations.

Упр. 5. Прочитайте текст еще раз и письменно ответьте на следующие вопросы:

1. Who is *Text I* about?
2. Who is W.J. Locke’s favourite character?
3. Why is Locke not a “serious” writer?
4. The writer’s aim is to teach and criticize, isn’t it?
5. Does the writer create life-like situations?

Упр. 6. Письменно составьте возможные словосочетания из слов списка a и b и переведите их:

Model: a) to write, favourite; b) character, books

to write books – *писать книги*, favourite character – *любимый персонаж*

- a) striking, poor, common, serious, superficial, amuse, observation, human, situations, to depict;
- b) readers, to lack, character, personality, cliches, man, writer, life-like, treatment of facts.

TEXT II

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

• novel [ˈnɒvəl] n роман; pl. сборник новелл • crime [kraɪm] n преступление • crime novel = detective story [dɪˈtektɪv ˈstɔːri] n детективный роман • thriller [ˈθrɪlɪ] n приключенческий или детективный роман или фильм, боевик • story of adventure приключенческий роман • criminal drama [ˈkrɪmɪnəlˈdraːmə] криминальная драма (пьеса) • found [faʊnd] v основать • founder n основоположник • just [dʒʌst] a справедливый • sanders = sandals [ˈsændəz], [ˈsændəlz] n pl сандаловые деревья • archer [ˈɑːtʃə] n стрелок из лука • calendar [ˈkælɪndə] n 1) календарь; 2) реестр; 3) юр. список дел, назначенных к слушанию • purpose [ˈpʊːps] n цель • sole [ˈsəʊl] a единственный • keen [kiːn] a острый, проницательный; keen observer проницательный наблюдатель • human nature [ˈneɪtʃə] человеческая природа, натура • reflect [rɪˈflekt] v отражать, изображать • relation [rɪˈleɪʃən] n отношение • humorous [ˈhjuːmərəs] a юмористический • prove [pruːv] v доказывать, подтверждать

Упр. 2. Прочитайте и переведите текст II. Найдите в словаре значение неизвестных вам слов и запишите их в свою рабочую тетрадь:

TEXT II. EDGAR WALLACE

Edgar Wallace (1875-1932) wrote thrillers, crime novels, stories of adventure and is considered to be the founder of criminal drama in England. Among his novels (he wrote more than 300) especially well-known are “The Four Just Men,” “Sanders of the River,” “The Green Archer,” “The Face in the Night.” His last book was “The Calendar” written in 1929.

Wallace wrote for the sole purpose of entertaining his reader, not teaching him. Yet, as a keen observer of life and human nature, he could not help reflecting¹ in his books certain typical features of social life and human relations. The humorous story “Solo and the Lady”² perfectly proves it.

Notes:

1. **he couldn't help reflecting...** - он не мог не отобразить...
2. **“Solo and the Lady”** – «Соло и леди» (Соло – имя).

Упр. 3. Письменно задайте вопросы, на которые следующие предложения являются ответами:

1. This text is about Edgar Wallace.

2. Edgar Wallace is the founder of criminal drama in England.
3. He wrote his last book "The Calendar" in 1929.
4. He wanted to entertain his readers.

Упр. 4. Письменно закончите данные утверждения, подобрав окончание из предложенных фраз:

- | | |
|--|--|
| 1. In his books Edgar Wallace reflected ... | 1. reflecting certain typical features of human relations. |
| 2. The humorous story "Solo and the Lady" perfectly proves that he was a master of ... | 2. entertain his readers. |
| 3. His sole purpose was to ... | 3. certain typical features of social life. |
| 4. Edgar Wallace was a keen observer of ... | 4. life and human nature. |

ТЕКСТ III

Упр. 1. Прочитайте слова активного словаря текста III. Выучите их:

• language [læŋgwɪd] n язык • use [ju:z] v использовать, пользоваться; [ju:s] n польза, использование; р.р. used [ju:zd] используемый, применяемый • expand [iks'pænd] v расширять(ся); expansion [iks'pænsjən] n распространение, экспансия; расширение • influence ['ɪnfluəns] v влиять на что-л.; n влияние • contribute [kɒn'tribju:t] v 1) содействовать, способствовать (to smth. – чему-л.); 2) делать вклад (в науку и т.п.); contribution [ˌkɒntri'bju:ʃən] n содействие; вклад (денежный, научный и т.п.) • spread [spred] n распространение, the spread of learning распространение знаний; v простираться, распространять(ся) • phenomenon [fɪ'nɒmɪnən] (pl – ena) 1) явление; 2) необыкновенное явление, феномен • unique [ju:'ni:k] а 1) единственный в своем роде, уникальный • intercourse ['ɪntə(:)kɔ:s] n общение • official [ə'fi:ʃl] а официальный; служебный; формальный; n должностное лицо, служащий (государственный, банковский) • overseas [ˌoʊvə'si:z] adv за морем, за границей, за рубежом • besides [bi'saɪdz] adv кроме того, сверх того • undergo (underwent, undergone) [ˌʌndə'gəʊ] v подвергаться, претерпевать • preserve [prɪ'zɜ:v] v сохранять, оберегать • countryside ['kʌntri'saɪd] n сельская местность; местное сельское население • speech [spi:tʃ] n речь • elderly ['eldəli] а пожилой • pronounce [prɒ'naʊns] v произносить, выговаривать • pronunciation [prɒ'nʌnsi'eɪʃən] n 1) произношение, выговор; 2) произнесение • peculiar [ˈpi:kju:liə] а специфический, особенный, своеобразный, необычный • separate ['sepəreɪt] v отделять(ся), разделять(ся); separation [ˌsepə'reɪʃən] n отделение, разделение; separate ['sepɪt] а 1) отдельный; 2) особый, индивидуальный • outside [ˌaʊt'saɪd] prep вне, за пределами • inside [ˈɪn'saɪd] prep внутри, в • vocabulary [vɒ'kæbjʊləri] n словарь, словарный

состав языка • general [ˈd enðrəl] adj 1) общий, общего характера; 2) обычный; 3) повсеместный • feature [ˈfi:tʃə] n топ. подробность рельефа, местности; особенность, характерная черта • way [wei] n 1) образ, способ; 2) путь, дорога • call for [kɔ:l] требовать • native [ˈneitiv] a родной; native speaker носитель языка • various [ˈveəriəs] a разный, различный; разнообразный • all over the world [ɔ:l ɒvð] – по всему миру • as a result [riːzʌlt] в результате • for the most part – большей частью • for example [fɔr igˈzɑ:mpl] например •

Упр. 2. Отработайте чтение следующих интернациональных слов. Переведите их письменно:

colony [ˈkɒləni] n, colonial [kəˈlɒniəl] a, official [ɒˈfi:ʃəl] a, economic [ikəˈnɒmik] a, political [pəˈlitikəl] a, cultural [ˈkʌltʃərəl] a, unique [juːˈni:k] a, phenomenon [fiˈnɒminən] n, history [ˈhistəri] n, international [ˌintəˈnæʃnəl] a, standard [ˈstændəd] n, university [ˌjuːniˈvɜ:siti] n, literature [ˈlitritʃə] n, press n, radio [ˈreidiəʊ] n, television [ˌteliˈviʒən] n, educated people [ˌedjuˈkeɪtɪd], dialect [ˈdaɪəlekt] n, cultivate [ˈkʌltiveɪt] v, class dialect, million [ˈmɪljən] num, result [riːzʌlt] n, geographical [dʒiˈɡræfɪkəl] a, flora [ˈflɔ:rə] n, fauna [ˈfɔ:nə] n, contact [ˈkɒntækt] n, aborigines [ˈæbədʒɪniːz] n pl, element [ˈelimənt] n

Упр. 3. Отработайте чтение географических названий и имен собственных:

English [ˈɪŋɡlɪʃ], British [ˈbrɪtɪʃ], the British Isles [aɪlz], Britain [ˈbrɪtən], the USA [juːˈesˌei], Canada [ˈkænədə], Australia [ɔsˈtreɪljə], Australian [ɔsˈtreɪljən], South Africa [ˈsauθˌæfrɪkə], Standard English [ˈstændədˌɪŋɡlɪʃ] литературный английский язык, Cockney [ˈkɒkni] кокни, лондонец из низов, уроженец восточной части Лондона, Cockney English, Indian [ˈɪndiən], Maori [ˈmaʊri] 1) маори, 2) язык маори; New Zealand [ˈnjuːˈziːlənd]

Упр. 4. а) в текстах, предложенных вам для самостоятельной работы, встречаются предложения, где сказуемое стоит в страдательном залоге. Прежде чем переводить тексты, прочитайте о способах перевода таких предложений в части II, урок 3 данного пособия; б) письменно переведите предложения, обращая внимание на сказуемое в страдательном залоге:

1. English *is used* and *taught* in these countries. 2. The official language of Great Britain *is known* as Standard English. 3. Standard English *is taught* at schools. 4. Standard English *is used* in literature, by the press, the radio and television. 5. Standard English *is spoken* by educated people. 6. The old local dialects *are preserved* in the countryside. 7. Irish Gaelic *was spoken* in Ireland. 8. Gaelic *is still spoken* on the islands. 9. Gaelic Language Society *is dedicated*

to preserving the traditions of the Gaelic songs. 10. The Welsh language Society was formed in 1962.

Упр. 5. а) В тексте для самостоятельной работы вы встретите прилагательные и наречия в сравнительной и превосходной степенях сравнения. Сведения о степенях сравнения даны в части II урок 1; б) определите степень сравнения следующих прилагательных и дайте их письменный перевод:

the most important language; little – less; old – older – oldest; old – elder – eldest; far – farther – farthest; many – more – most; widely – more widely; frequently – most frequently

Упр. 6. а) В данных текстах часто употребляется причастие II (Participle II), аналогичное русскому страдательному причастию. Прочтите об употреблении причастия II в качестве определения в части IV урок 2; б) письменно переведите следующие словосочетания с причастием II:

one of the most widely used languages; the model used in teaching English overseas; the official language used in Great Britain; Standard English taught at school; the speech cultivated by the radio; a class dialect spoken by two million working-class Londoners; English spoken outside the British Isles

Упр. 7. а) в части II урок 2 вы найдете сведения о времени Present Perfect, выражающем действия, которые уже завершились к моменту речи; б) письменно переведите предложения со сказуемым в Present Perfect:

1. English has become the language of international intercourse. 2. English has developed certain differences in vocabulary. 3. Contacts with other languages have left their mark on English outside Great Britain. 4. These contacts have introduced new elements into the English vocabulary.

Упр. 8. Прочитайте и переведите текст III. Найдите в словаре значение неизвестных вам слов и запишите их в свою рабочую тетрадь:

TEXT III. ABOUT THE ENGLISH LANGUAGE

English is one of the most important and widely used languages. British colonial expansion in the 17th, 18th and 19th centuries took the English language all over the world. Except Britain it became the official (or the second official) language of the USA, Canada, Australia, South Africa and other countries. Economic, political and cultural influence of these countries in the world contributed to further spread of English in the 20th century. As a result we have a

unique phenomenon in history : about 1 500 million people – over a third of the world's population – live in countries where English is used and taught. In fact it has become the language of international intercourse.

The English we study (the model used in the teaching of English overseas) is known as Standard English. Standard English is the official language used in Great Britain. It is taught at schools and universities. It is used in literature, by the press, the radio and television and spoken by educated people.

Besides Standard English there are very many local dialects in Great Britain. Under the influence of Standard English taught at school and the speech cultivated by the radio, television and the cinema the local dialects are undergoing a change. The old local dialects are mainly preserved in the countryside and for the most part in the speech of elderly people. One of them is Cockney English. Cockney is a class dialect spoken by about two million working-class Londoners – Cockneys – in the East End of London. It differs from Standard English by its peculiar pronunciation.

As a result of geographical separation English spoken outside the British Isles has developed certain differences in vocabulary and pronunciation but less in grammar. Differences in geographical features, in the flora and fauna and in the way of life call for new words which find their way in the general English vocabulary.

Contacts with other languages have also left their mark on English outside Great Britain. Contacts with various native languages, as for example, with Red Indian language in America, the languages of the Australian aborigines and the Maori in New Zealand have introduced new elements into the English vocabulary.

Упр. 9. Прочитайте текст еще раз и письменно ответьте на следующие вопросы:

1. What language is the text about? 2. In what countries did the English language become the official language? 3. How many people use English? 4. What is the name of the English which we study? 5. Where is Standard English used? 6. Is Standard English the only language used in Great Britain? 7. Where are the old local dialects preserved? 8. Where do people speak Cockney? 9. Is there any difference between Standard English and English spoken outside the British Isles? 10. What are these differences?

Упр. 10. Прочтите и письменно переведите следующие производные от глаголов: $v + er (or) = n$; $v + (a)tion = n$.

Образец: 1) work v работать – worker n рабочий;

2) inform v информировать – information n информация;

1) use – user, expand – expander, contribute – contributor, teach – teacher, cultivate – cultivator, separate – separator, mark – marker, leave – leaver, speak – speaker, learn – learner;

2) separate – separation, pronounce – pronunciation, introduce – introduction, investigate – investigation, contribute – contribution, cultivate – cultivation, educate – education.

Упр. 11. Письменно образуйте словосочетания с помощью предлога of, выражающего принадлежность.

Model: *to investigate a problem – the investigation of a problem*
исследование проблемы:

to develop certain differences, to contribute the spread of English, to cultivate Standard English, to introduce new elements, to pronounce words

TEXT IV

Упр. 1. Прочитайте слова активного словаря текста IV. Выучите их:

• talk [tɔ:k] *в говорить, разговаривать* (about, of – *о чем-л.*; with – *с кем-л.*) • localize [ˈloukəlaɪz] *в локализовать, ограничивать распространение; относить к определенному месту*; localized [ˈloukəlaɪzd] *р.п. присущий определенной местности*; localism [ˈloukəlɪzəm] *н местное слово, выражение, провинциализм* • complete [kəmˈpli:t] *в завершать, заканчивать; а полный; законченный; совершенный, абсолютный* • own [aʊn] *в владеть; а собственный* • revive [rɪˈvaɪv] *в возрождать; revival [rɪˈvaɪvəl] н возрождение* • dedicate [ˈdedɪkeɪt] *в посвящать; dedicated а посвященный* • restore [rɪˈstɔ:] *в возрождать (обычаи, традиции и пр.), восстанавливать(ся)* • fight (fought) [faɪt, fɔ:t] *в сражаться, вести борьбу* • recognize [ˈrekəɡnaɪz] *в признавать* • broadcast [ˈbrɔ:dka:st] *в передавать по радио, вещать; broadcaster н диктор; broadcasting н радиовещание, радиопередача, трансляция* • society [səˈsaɪəti] *н общество* • alternative [ɔ:lˈtɜ:nəti] *н альтернатива, выбор; а взаимоисключающий, альтернативный* • strange [ˈstreɪnd] *а странный* • strong *а сильный* • verse [vɜ:s] *н строфа; стих; стихи; поэзия; lyrical verse лирическая поэзия; in verse or prose в стихах или в прозе* • area [ˈɛəriə] *н район, область, зона; площадь, пространство* • island [ˈaɪlənd] *н остров* • isle [aɪl] *н остров (в названиях)* • still *adv (все) еще, по-прежнему* • since *prp с; сj 1) с тех пор как; 2) так как* • final exams [ˈfaɪnəl ɪˈgzæms] *выпускные экзамены* • equal [ˈi:kwəl] *а равный, одинаковый, равносильный* • valid [ˈvælɪd] *а юр. действительный, имеющий силу* • court [kɔ:t] *н = law court суд* • channel [ˈtʃænl] *н канал* • more and more *все больше и больше* • as well as ... *также как и ...* • either ... or *как ... так и; и ... и* •

Упр. 2. Отработайте чтение следующих интернациональных слов. Письменно переведите их, обращая внимание на часть речи:

surprise [səˈpraɪz] v, n, dialect [ˈdaɪəlekt] n, version [ˈvɜːʃn] n, localized version, alternative [ɔːlˈtɜːnətv] n, a; phrase [ˈfreɪz], form n, grammar [ˈgræmə] n, poetry [ˈpɔɪtri] n, culture [ˈkʌltʃə] n, interest [ˈɪntrɪst] n, tradition [trəˈdɪʃn] n, prose [praʊz], form v, programme [ˈprɒɡræm]

Упр. 3. Обратите внимание на произношение и перевод географических названий и имен собственных:

The British Isles [aɪlz] – Британские острова; Wales [weɪlz] – Уэльс; Welsh [welʃ] n – валлийский, уэльский язык; the Welsh – валлийцы, уэльсцы; Scotland [ˈskɒtlənd] – Шотландия; Gaelic [ˈgeɪlɪk] n – гаэльский язык; Gael [geɪl] n – гаэл, шотландский или ирландский кельт; Ireland [ˈaɪələnd] – Ирландия; Irish [ˈaɪrɪʃ] a ирландский; Manx [mæŋks] – мэнский диалект; the Manx – жители острова Мэн; Cornish [ˈkɔːnɪʃ] n – корнуоллский, корнийский язык; the Lowlands (of Scotland) – южная, менее гористая часть Шотландии

Упр. 4. Прочитайте и переведите текст IV. Найдите в словаре значение неизвестных вам слов и запишите их в свою рабочую тетрадь:

TEXT IV. LANGUAGES OF THE BRITISH ISLES

It may surprise you to know that until a few centuries ago there were natives of the British Isles, who did not speak English. The Western land of Wales spoke Welsh; in the farthest north and the islands of Scotland the language was Gaelic; and in Ireland people spoke a similar language, Irish Gaelic; Manx was the language of the Isle of Man, and Cornish was the language of the south-western tip of Britain.

We're not talking about dialects – localized versions of a language – which often contain alternative words or phrases for certain things; but which are forms of English. Welsh, Gaelic, Manx and Cornish are complete languages with their own grammar, poetry and stories – all that we call a culture.

Strangely enough, there's a strong revival of interest in them. In Scotland Gaelic Language Society has existed for eighty years. It's dedicated to preserving the traditions of the Gaelic songs, verse and prose. And more and more people in the Lowland areas of Scotland, as well as the islands, where Gaelic is still spoken, now want to learn the language.

Since the early 1970s, more and more people are learning Gaelic and go to evening classes. Now people in schools can choose to take Gaelic for their final exams. In Wales the Welsh language Society was formed in 1962 and it has been fighting to restore Welsh to an equal place with English. In 1967 they won

an important victory: Welsh was recognized as being equally valid for use in law courts, either written or spoken. In Wales some of the programmes of the fourth channel are broadcast in Welsh.

Упр. 5. Прочитайте текст еще раз и письменно ответьте на следующие вопросы:

1. What is the text about? 2. Did all the natives of the British Isles speak English a few centuries ago? 3. What languages did they speak? 4. Are these languages dialects of English? 5. Do any people in the Lowland areas of Scotland want to learn Gaelic? 6. What does Gaelic language Society do? 7. Is there such a society in Wales? When was it formed? 8. What was its aim? 9. Are Welsh and Gaelic restored to an equal place with English?

Контрольная работа № 1

Вариант № I

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

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

Упр. 2. Сделайте предложения отрицательными:

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

Упр. 3. Сделайте предложения вопросительными:

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

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

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

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

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

Вариант № 2

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

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

Упр. 2. Сделайте предложения отрицательными:

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

Упр. 3. Сделайте предложения вопросительными:

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

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

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

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

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

Вариант № 3

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

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

Упр. 2. Сделайте предложения отрицательными:

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

Упр. 3. Сделайте предложения вопросительными:

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

Упр. 4. Перепишите предложения, подчеркнув слова с окончанием –s. Укажите, какую функцию выполняет это окончание в каждом 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 degree</i>	<i>Превосходная the superlative degree</i>
одно- и двусложные на -er, -ow, -y, -e.	young heavy hot simple	younger heavier hotter simpler	the youngest the heaviest the hottest the simplest
многосложные	difficult	more less } difficult	the most the least } difficult
особая группа	good bad many, much little	better worse more less	the best the worst the most the least
имеющие по две формы степеней сравнения, различающиеся по значению и употреблению	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 обществ. положен.)	the oldest самый старый the eldest самый старший
	near близкий	nearer ближе	the nearest ближайший the next следующий
	late поздний	later более поздний latter последний из двух	the latest последний (по врем. появления) the last последний (по порядку)

Для выражения сравнения существует также ряд конструкций

Конструкция	Значение	Перевод	Пример
As... as	Равная степень качества	Такой же... как	He is as cheerful as his brother.
Not so... as	Отрицание равенства степени качества	Не такой... как	This table is not so small as that one.
More... than Less... than	Сравнение степеней качеств предметов	Более... чем Менее... чем	This task is more important than that task.
the + сравн.степень the + сравн.степень the warmer..., the better	Зависимость одного от другого	Чем + сравнит. степень, тем + сравнит. степень Чем теплее..., тем лучше	The warmer the weather, the better I feel. (<i>Чем теплее погода, тем лучше я себя чувствую</i>)
much + сравн.степень 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 (чуть) теплее	It's a little warmer today than it was yesterday.

Упр. 1. Прочтите и переведите следующие прилагательные:

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

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

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

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

1. I want a (small) room. This one is too large. 2. Give me a (short) piece of string. This one is too long. 3. Ann is two years (old) than Kate. 4. The game

becomes (interesting). 5. Which of the three girls has the (good) dress? 6. Kate is much (beautiful) than her sister. 7. Australia is the (large) island in the world. 8. The first is still (important) question than the second. 9. This is the (weak) point of his report. 10. I am tall, but there is a (tall) girl in our class. 11. My tea is too strong, can you make it (weak)? 12. The new bed is (comfortable) than the old one. 13. Mike is the (brave) of all the soldiers. 14. The flag flies at the top of the (high) mast. 15. The lake is much (clear) than the river. 16. This is the (dark) room in the house. 17. Where is (near) bus stop? 18. Where does your (old) brother live? 19. We heard (late) news over the radio. 20. Your paper is (bad) than mine. 21. Whose translation is (good)? 22. She lives in (far) part of the city. 23. She will get (thin) when she gets (old).

Упр. 4. Переведите:

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

Упр. 5. а) Прочтите и переведите текст.

A Letter

Deat Jane!

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

Yours sincerely, Lucy.

б) Ответьте на вопросы:

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

с) Перескажите текст.

LESSON 2

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

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

Perfect Tenses

(Перфектные времена)

Образование: to have + Participle II смыслового глагола			
	<i>Present</i>	<i>Past</i>	<i>Future</i>
Утвердительная форма множ. чис. един. число	I have written You have written He } She } has written It } 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. 2. Запомните слова, которые обычно употребляются с совершенными временами:

Present Perfect – already (уже), just (только что), never (никогда), ever (когда-либо), since (с тех пор, как), not ... yet (еще не), yet (уже), lately (в последнее время), recently (недавно), а также - today, this month, this week, this year ...;

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

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

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

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

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

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

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

Упр. 5. Сравните времена:

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

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

1. Has he come yet? When did he come? 2. Have you been to any museum lately? Yes, I have. I was in the Art Museum some days ago. 3. I have never been to Moscow, but my brother was there last year. 4. I have seen the new film. I saw it last week. 5. He began to read the book two weeks ago, but he hasn't finished it yet. 6. When did you finish school? 7. Were you in England last year?

No, I have never been to England. 8. Where were you born? 9. Your hair looks nice. Have you had a haircut? Yes, I had my haircut yesterday. 10. Where is Tom? He has gone out. He left his flat ten minutes ago. 11. Do you want to go to the cinema with us tonight? No, thanks. We have seen the new film. We saw it on Wednesday. 12. Have you ever eaten at the student canteen? Yes, I have. I have eaten there many times. I ate breakfast there an hour ago.

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

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

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

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

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

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

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

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

1.

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

2.

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

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

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

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

LESSON 3

The Passive Voice Indefinite Tenses

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

В предложении **Я послал телеграмму**

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

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

Упр. 1. Определите залог сказуемого в следующих предложениях.

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

В английском языке формы пассивного залога совпадают с русскими: т.е. они образуются при помощи вспомогательного глагола **to be** в соответствующем времени (Present: am, is, are; Past: was, were; Future: will be) и смыслового глагола в форме причастия прошедшего времени (V-ed/V3)

to be + V-ed/V3

Спряжение глагола to invite в Present, Past и Future Indefinite

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

Сравните:

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

Упр. 2. Переведите предложения:

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

Способы перевода предложений со сказуемым в пассивном залоге

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

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

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

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

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

Упр. 3. Выберите нужный вариант перевода сказуемого:

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

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

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

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

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

1. America was discovered ... Columbus in 1492. 2. It was made ... simple tools *инструментами*. 3. The ground was covered ... snow. 4. Rice is eaten ... chopsticks in China. 5. Donald Duck was created ... Walt Disney in 1936. 6. Whatever he did was always done ... passionate conviction *с горячей убежденностью*. 7. These contests are held ... Olympic Committee. 8. Only one of his books was translated into Russian ... our specialists. 9. The bridge was destroyed ... a bomb. 10. A lot of damage was done ... the earthquake *землетрясение*. 11. The house was seriously damaged ... the flood *наводнение*.

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

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

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

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

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

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

The Present Simple Passive

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

The Past Simple Passive

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

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

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

Вопросы для самоконтроля:

1. Как образуются степени сравнения от прилагательных и наречий, состоящих из 1-2 слогов?
2. Как образуются степени сравнения от многосложных прилагательных?
3. Назовите степени сравнения от good, bad, much, many, little, well, far.
4. Как образуется Present Perfect?
5. Каким временем переводятся глаголы в Present Perfect на русский язык?
6. Какие слова подсказывают, что в предложении надо употребить это время?
7. В чем смысловое различие в употреблении времен Present Perfect и Past Indefinite?
8. В чем смысловое отличие в употреблении Past Perfect и Past Indefinite?
9. Из каких компонентов состоит глагол в страдательном залоге в английском языке?
10. Является ли подлежащее в предложении со сказуемым в страдательном залоге объектом или субъектом действия?
11. Какие способы перевода предложений со сказуемым в страдательном залоге вы знаете?

Задание на II семестр:

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

SECTION I

ТЕКСТЫ ДЛЯ СТУДЕНТОВ ИСТОРИЧЕСКОГО ФАКУЛЬТЕТА

TEXTS

- I. Обратите внимание на произношение и перевод следующих слов. Выучите их:**

Troops [tru:ps] *войска*; to deploy [di`plɔɪ] *воен. развертывать*; a combat mission [ˈkɒmbæt miʃn] *боевая миссия*; impoverished [im`pɒvəriʃt] *доведенный до бедности, истощенный*; war-weary [ˈwɔ:-wiəri] *утомленный войной*; to consider the interests [kən`sidə i`intrists] *учитывать интересы*; to demobilish [di`mɒbiliʃ]; imposition of control [ˌimpə`ziʃ(ə)n əv kən`trɒl] *наложение контроля*; to impose [im`pɒuz] *налагать*; shattered [ˈʃætəd] *разрушенный, разбитый*; defence [di`fens] *защита, оборона*; mutual defence [ˈmjʊ:tuəl di`fens] *обоюдная защита*; alliance [ə`laiəns] *союз, альянс*; to sign an alliance [tə saɪn ən ə`laiəns] *подписывать договор*; HQ – headquarters [ˈhed`kwɔ:təz] *штаб-квартира*; to deter [di`tɜ:] *удерживать от чего-л.; отпугивать*; to set up [ˈset`ʌp] *учреждать, воздвигать*; fourfold [ˈfɔ:fəʊld]

четырёхкратный, вчетверо; cohesive [kəu`hi:siv] связанный; withdrawal [wi`drɔ:əl] отдергивание; изъятие; отозвание, увод; уход, удаление; Pershing missiles [`pɜ:ʃɪŋ `misailz] ракеты Першина; cruise missiles [`kru:z `misailz] крылатые ракеты.

II. Прочтите следующие международные слова. Переведите их на русский/белорусский язык:

Intensive [in`tensiv]; occupation [ˌɔkjʊ`peɪʃ(ə)n]; originally [ə`rɪd nəlɪ]; expansion [ɪks`pænʃ(ə)n]; motives [`moutɪvz]; divisions [dɪ`vi (ə)n]; economy [i:`kɒnəmi]; blockade [blɔ`keɪd]; catalyst [kætəlist]; atmosphere [`ætməsfiə]; communism [`kɒmjʊnɪz(ə)m]; capitalism [`kæpɪ`təlɪz(ə)m]; atomic bomb [æ`tɔ:mɪk bɔ:m]; escalation [ˌeskə`leɪʃ(ə)n]; collapse [kə`læps]; NATO [neɪtəu].

III. Письменно переведите следующие словосочетания на русский/белорусский язык:

Intensive air attack; cold war rivalry; perceived threat; vast wartime army; to be aggressive and expansionist; to contribute to one's defence; mutual defence; military cooperation in the event of war; the threat posed by Russia; joint action; to ensure efficient military co-operation, to rebuild shattered economies.

IV. Прочтите текст и ответьте на вопрос: What is NATO?

NATO

In June 1999, after weeks of intensive air attack, troops of the North Atlantic Treaty Organisation (NATO) moved into Kosovo to 'liberate' the Kosovan Albanian population from occupation by the Serbian Army. This was the first time since its formation 50 years earlier that NATO had deployed troops on a real combat mission as opposed to an exercise. They were deployed in very different circumstances and in a region far removed from what was originally expected in 1949.

What is NATO and why was it formed? Has it been a success or a failure? What are its strengths and weaknesses?

Cold War Rivalry

NATO was very much the product of the Cold War. It grew out of the rapidly developing fears and suspicions between the USSR and the Western powers at the end of the Second World War. It was an attempt to join the impoverished and war-weary western European states together with the USA to try to ensure that Soviet expansion in Europe went no further.

The motives of President Harry Truman and his allies (including Britain's Foreign Secretary Ernest Bevin) varied, as each had to consider the interests of

his own country, but were similar in that they were all responding to the same perceived threat.

- Russia had not demobilised its vast wartime army and still maintained 250 divisions in eastern Europe, compared to fewer than 12 that the Western nations could put into the field. By 1949 Russia appeared to be aggressive and expansionist because of its imposition of control over states such as Poland, East Germany, Hungary and Czechoslovakia.
- The USA did not want communism to spread further and wanted to encourage the western European states to do more to contribute to their own defence. The Marshall Plan of 1947 was helping to rebuild shattered economies, but more than economic aid was needed.
- Britain saw a strong need to unite western European countries for mutual defence. In 1947 Britain and France signed an alliance (the Treaty of Dunkirk) and in March 1948 those two states joined with Belgium, the Netherlands and Luxembourg (Benelux) in the Brussels Defence Treaty, which provided for military cooperation in the event of war. It set up a command HQ near Paris and appointed Britain's Field Marshal Montgomery ('Monty' of Second World War fame) as the head of military planning. NATO was the next logical step, linking these countries with the USA and Canada.
- In June 1948 the Soviet blockade of Berlin began. This threat to the West's hold on Germany's capital proved a catalyst in binding together the capitalist powers. Western cooperation in mounting the airlift to supply Berlin provided the right atmosphere for the development of NATO. It highlighted the threat posed by Russia and showed the benefits of joint action.
- In January 1949 Russia formed Comecon, its own economic organisation to rival Marshall Aid. This also helped to emphasise the divide between communism and capitalism, showing the advantages of joining NATO.
- Later in 1949 the world appeared an even more dangerous place, in need of NATO, when the USSR tested its first atomic bomb in September.
- In October 1949 China finally became fully communist, another apparent threat to the West.

NATO Established and Developed

Twelve countries joined NATO at the start. The key elements of the treaty were that:

- any attack on any one member country was to be regarded as an attack on all members;
- the defence forces of each country were to be put under the NATO joint command.

These points were meant to deter any attack and to ensure efficient military co-operation.

The addition of Italy meant that NATO was more than just an agreement between the Atlantic powers; Italy was seen as important in stopping the spread of communism southwards.

NATO was strengthened by firmer agreements between the USA and each member in 1950, by the addition of Greece and Turkey in 1952 and by West Germany's membership in 1955.

Between 1950 and 1953 the Korean War showed the importance of efficient organisation for multinational forces; therefore SHAPE (Supreme Headquarters Allied Powers Europe) was set up near Paris. At this difficult point of the Cold War it was recognised that the forces aiming to defend western Europe needed to increase fourfold to provide security against a Russian attack; and five divisions of the US Army were to be stationed permanently in Germany as a sign of America's commitment to Europe's defence.

NATO appeared to be strengthened by the creation of parallel organisations in other regions. SESATO (Southeast Asia Treaty Organisation, 1954) and CENTO (Central Treaty Organisation, 1959 – replacing the Baghdad Pact of 1955) were both similarly directed against the communist states and aimed to unite weaker capitalist countries under US protection. They were never as cohesive or convincing as NATO, however, and no longer have any effective role to play.

Later developments have included the need to cope with France's temporary withdrawal from NATO in 1966, when President de Gaulle objected to placing French troops and nuclear weapons under foreign control. In 1979 NATO decided that by 1983 it would site over 500 Pershing and cruise missiles in Europe, as a response to the growth in numbers of Soviet nuclear weapons. This marked an escalation in a highly expensive arms race, which increasingly crippled the Soviet economy and arguably led to the collapse of communism in the USSR and Europe in the late 1980s. (*GCSE Modern History Review Hindsight*, Volume 11, Number 2, January 2001)

V. *Определите, являются ли следующие утверждения истинными или ложными:*

1. NATO deployed troops on a real combat mission in 1999. 2. NATO was an attempt to join western European states together with the USSR. 3. Comecon was formed by Russia to rival the Brussels Defence Treaty. 4. There were 12 countries who joined NATO at the start. 5. Greece and Italy became NATO members in 1952. 6. In 1960 France withdrew from NATO permanently.

VI. *Прочтите текст еще раз и переведите его на русский / белорусский язык. Найдите в словаре и выпишите в рабочую тетрадь незнакомые слова.*

VII. Ответьте на следующие вопросы:

1. Why was NATO created? 2. What was the essence of the Marshall Plan?
3. Why did the world appear a dangerous place in 1949? 4. How did NATO develop? 5. What marked an escalation in the arms race?

VIII. Выделите в тексте ключевые слова и нарисуйте spidergram.

IX. Составьте план текста. Напишите краткую аннотацию.

SECTION II

**ТЕКСТЫ ДЛЯ СТУДЕНТОВ ФИЛОЛОГИЧЕСКОГО ФАКУЛЬТЕТА И
ФАКУЛЬТЕТА БЕЛОРУССКОЙ ФИЛОЛОГИИ И КУЛЬТУРОЛОГИИ**

TEXT I

Упр. 1. Прочитайте слова активного словаря текста I. Запомните их:

• clergyman ['klɜ:dɪmən] n священник • to be educated [ˌedʒuˈkeɪtɪd] получить образование • graduate ['grædʒueɪt] v закончить (вуз); graduation [ˌgrædʒuˈeɪʃən] n окончание высшего учебного заведения • reviewer [riˈvjuːə] n обозреватель; рецензент • publish ['pʌbliʃ] v публиковать • author ['ɔ:θə] n автор • considerable [kənˈsɪdərəbl] a значительный • regard [riˈgɑ:d] v считать, рассматривать • honest ['ɒnɪst] a честный • comment ['kɒment] n комментарий, толкование • somewhat ['sʌmwɔ:t] pron отчасти, до некоторой степени, несколько, довольно • static ['stætɪk] a статичный, неподвижный • lack [læk] v не хватать, не доставать • force [fɔ:s] n сила • background ['bækgraʊnd] n фон, подоплека, предпосылка • medium ['mi:djəm] n средство, способ • manage ['mænɪd] v суметь, удаваться • attractive [əˈtræktɪv] a привлекательный, притягательный • aspect ['æspekt] n аспект, сторона • true to life [tru:] реалистический, жизненно правдивый; точно воспроизведенный • understand [ˌʌndəˈstænd] v понимать; understanding n понимание • compassion [kəmˈpæʃən] n жалость, сострадание, сочувствие • endow [ɪnˈdaʊ] v наделять, одарять • radiance ['reɪdjəns] n великолепие, блеск; сияние • melancholy ['melənkəli] a грустный; мрачный

Упр. 2. Прочитайте и переведите следующие интернациональные слова:

author ['ɔ:θə] n, publish ['pʌbliʃ] v, `comment n, static ['stætɪk] a, social [ˈsouʃəl] a, aspect ['æspekt] n, talent ['tælənt] n, problem [ˈprɒblem], sympathy [ˈsɪmpəθi] n, melancholy ['melənkəli] n, a

Упр. 3. Выпишите из текста предложения со сказуемым в страдательном залоге (4). Предложения переведите.

Упр. 4. Прочитайте и переведите текст I:

TEXT I. HUGH SEYMOUR WALPOLE

Hugh Seymour Walpole (1884-1941) was born in Auckland, New Zealand, in the family of a clergyman. He was educated at King's School, Canterbury, and at Cambridge. After graduation he worked as a school teacher and later as a reviewer. His first novel "The Wooden Horse" was published in 1909. He is the author of a considerable number of novels, of which "Mr Perrin and Mr Traill" is generally regarded as his best. Walpole's work is a serious and honest comment on life. Yet his novels are somewhat static, they lack force and colour; their social background is narrow.

Hugh Walpole's short stories are less known than his novels. Yet, it is probably through this medium that the writer manages to show the most attractive aspects of his talent. It is not only that men and women in his stories are true to life and that their problems are very much our problems. It is also the author's sympathy, understanding and compassion that endows the stories with a special warm – even if somewhat melancholy – radiance.

Упр. 5. Письменно задайте вопросы, ответы на которые даны ниже:

1. H.S. Walpole was born in New Zealand. 2. He graduated from Cambridge University. 3. The novel "Mr Perrin and Mr Traill" is his best work. 4. His short stories are not so well-known as his novels.

Упр. 6. Ответьте письменно на следующие вопросы к тексту:

1. What did H.S. Walpole do after graduation from Cambridge University? 2. When did he publish his first novel? 3. What are the negative features of Walpole's novels? 4. What are the positive features of his short stories?

TEXT II

Упр. 1. Прочитайте слова активного словаря текста II. Выучите их:

• activity [æk'tiviti] n *деятельность* • government [ˈɡʌvnmənt] n *правительство*; governmental [ˌɡʌvnməntəl] a *правительственный*
commercial [kə'mɜːʃl] a *торговый, коммерческий* • within [wiːn] prep *в, в пределах; внутри* • about [ə'baʊt] adv *около, приблизительно*; prep *о (чем-л.)*
• legal [ˈliːɡl] a *законный* • other [ˈʌðə] a *другой, иной* • such as [sʌtʃ əz] *такой как* • share [ʃeə] v *делить(ся) чем-л., пользоваться вместе* • former [ˈfɔːmər] a *прежний, бывший* • over [ˈoʊvər] adv *сверх, более, больше* • respect [rɪsˈpekt] n *отношение, касательство*; in this respect *в этом*

отношении • acquire [əˈkwaɪə] v приобретать; достигать • communication [kə,mjʊniˈkeɪʃn] n общение; средство общения • frontier [ˈfrʌntɪə] n граница • across frontiers [əˈkrɒs] через границы • commerce [ˈkɒmə(:)s] (оптовая) торговля, коммерция • half [ha:f] n половина • associate [əˈsouʃieɪt] v соединять, связывать; ассоциировать; associated a связанный, объединенный • technology [tekˈnɒlədʒi] n техника; технология; technological [ˌteknəˈlədʒɪkəl] a технический • manufacturing [ˌmænjʊˈfæktʃərɪŋ] a промышленный • principal [ˈprɪnsɪpəl] a главный • aid [eɪd] n помощь • automation [ˌɔ:təˈmeɪʃn] n автоматика • shipping [ˈʃɪpɪŋ] n торговый флот • degree [diˈɡri:] n степень • major [ˈmeɪdʒ] n главная посылка (о силлогизме); профилирующая дисциплина • frequently [ˈfri:kwəntli] adv часто • conduct [ˈkɒndʌkt] n ведение, руководство; conduct of a business [ˈbɪznɪs] руководство делом • the United Nations = UN [juˈnaɪtɪd neɪʃnz] Организация Объединенных Наций, ООН

Упр. 2. Потренируйтесь в чтении следующих интернациональных слов. Письменно переведите их, обращая внимание на части речи:

province [ˈprɒvɪns] n, commerce [ˈkɒməs] n, commercial [kəˈmɜ:ʃl] a, social [ˈsouʃl] a, educational [ˌedʒuˈkeɪʃnəl] a, activity [ækˈtɪvɪti] n, legal [ˈli:ɡəl] a, official [ɔˈfiʃl] a, status [steɪtəs] n, international status [ˌɪntəˈnæʃnəl], territory [ˈterɪtəri] n, communication [kə,mjʊniˈkeɪʃn] n, associate [əˈsouʃiet] v, technology [tekˈnɒlədʒi] n, economic [ˌi:kəˈnɒmɪk] a, manufacture [ˌmænjʊˈfæktʃə] v, manufacturing [ˌmænjʊˈfæktʃərɪŋ] a, principal [ˈprɪnsɪpəl] a, automation [ˌɔ:təˈmeɪʃn] n, computer [kəmˈpjʊ:tə] n, technology [tekˈnɒlədʒi] n, universal [ˌju:niˈvɜ:səl] a всеобщий, public [ˈpʌblɪk] a, communication [kə,mjʊ:niˈkeɪʃn] n, diplomacy [dɪpˈlɒməsi] n, debates [diˈbeɪts] n, nation [ˈneɪʃn], general [ˈdʒenrəl] a, business [ˈbɪznɪs] n

Упр. 3. Отработайте чтение географических названий и имен собственных:

North America [ˈnɒθ: əˈmerɪkə], the British Isles [aɪlz], Australia [əˈstreɪljə], New Zealand [ˈnjuːˈzi:lənd], the Caribbean Sea [ˌkæriˈbi:ən si:] – Карибское море, South Africa [ˈsauθ ˈæfrɪkə], Quebec [kwɪˈbek] – Квебек (провинция Канады), Canada [ˈkænədə], Africans [ˌæfriˈkɑ:nz] n - африканцы, бурский язык, Bantu [ˈbæntu:] n – банту, Irish [ˈaɪrɪʃ], Welsh [welʃ], Celtic [ˈkeltɪk] n, a – кельтский язык, Nigeria [naɪˈdʒɪəriə], India [ˈɪndiə], the United Nations [juˈnaɪtɪd ˈneɪʃnz]

Упр. 4. Прочитайте и переведите текст II:

TEXT II. THE USE OF ENGLISH AS A NATIVE, SECOND AND FOREIGN LANGUAGE

More than 300 million people speak English as a native language. Most of them live in North America, the British Isles, Australia, New Zealand, the Caribbean, and South Africa. In several of these countries, English is not the sole language: the Quebec province of Canada is French-speaking, most South Africans speak Afrikaans or Bantu languages, and many Irish and Welsh people speak Celtic languages. But those whose native language is not English will have it as their second language for certain governmental, commercial, social, or educational activities within their own country.

About twenty-five countries legally use English as an official language; in about ten (such as Nigeria) it is the sole official language, and in some fifteen others (such as India) it shares that status with one or more other languages. Most of these countries are former British territories. English is a second language for well over 300 million people: the number of second-language speakers may soon exceed the number of native speakers, if it has not done so already.

Even more widely English is studied and used as a foreign language. In this respect it acquired an international status. It is used for communication across frontiers, listening to broadcasts, reading books and newspapers, in commerce and travel. Half of the world's scientific literature is in English. English is associated with technological and economic development of the great manufacturing countries and it is the principal language of international aid. It is the language of automation and computer technology. It is not only the universal language of international aviation, shipping and sport, it is to a considerable degree the universal language of literacy and public communication. It is the major of diplomacy, and is the most frequently used language both in the debates in the United Nations and in the general conduct of UN business.

Упр. 5. Согласитесь с утверждением или отвергните его, дав письменно краткий ответ, утвердительный или отрицательный:

1. People in Canada speak only English. 2. English is not spoken in Ireland. 3. In India English shares the status of an official language with one or more other languages. 4. English acquired an international status. 5. Russian is the language of automation and computer technology.

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

1. What is text II about? 2. How many people speak English as a native language? 3. Is it the sole (only) language in several countries of North America,

South Africa, Ireland and Wales? 4. How many countries legally use English as an official language? 5. How many official languages have former British territories? 6. Does the number of second language speakers get larger? 7. Where do people use English as a foreign language?

TEXT III

Упр. 1. Прочитайте следующие слова активного словаря урока. Запомните их:

• fraction [ˈfrækʃən] *н частица* • ancient [ˈeɪnʃənt] *а древний, античный*
 • compose [kəmˈpəʊz] *в составлять* • irretrievably [ɪrɪˈtriːəbli] *невозместимо, невосполнимо, неоправимо* • lose (lose, lost) *в терять*
 • exercise [ˈeksəsaɪz] *упражнять(ся), тренировать(ся), обучать(ся), развивать(ся)* • influence [ˈɪnfluəns] *н влияние, воздействие* • deed [diːd] *н действие, поступок, подвиг* • awe [ɔː] *в внушать благоговение, страх*
 • breadth [bredθ] *н широкий размах, широта* • insight [ˈɪnsaɪt] *н проницательность, интуиция* • meaningfulness [ˈmiːnɪŋfʊlnɪs] *н многозначительность, выразительность* • parable [ˈpærəbl] *н притча*
 • infinite [ɪnˈfɪnɪt] *а бесконечный, безграничный* • warmth [wɜːmθ] *н теплота* • tenderness [ˈtendənɪs] *н нежность* • consciously [ˈkɒnʃəsli] *сознательно* • unconsciously [ʌnˈkɒnʃəsli] *бессознательно* • subsequent [ˈsʌbsɪkwənt] *а последующий* • pertinence [ˈpɜːtɪnəns] *н уместность, отношение, связь* • general [ˈdʒenərəl] *а общий, главный* • significance [sɪɡˈnɪfɪkəns] *н значение* • remain [rɪˈmeɪn] *в оставаться* • diminish [dɪˈmɪnɪʃ] *уменьшать*

Упр. 2. Прочитайте и переведите текст III. Найдите в словаре значение неизвестных вам слов и запишите их в свою рабочую тетрадь:

TEXT III. THE HERITAGE OF GREEK LITERATURE

Only a small fraction of what ancient Greeks composed has come down to modern times. The greater part of their literature is irretrievably lost. So it is surprising that Greek literature has exercised such an unparalleled influence. The very words for different dramatic and poetic forms – “tragedy”, “comedy”, “lyric”, “epic” – or for the different verse metre – “jamb”, “dactyl”, “hexameter” – bear witness to its importance. What schoolchild or student of modern times has not heard of Homer, has not dreamed of the mighty deeds of his heroes? What modern reader would not be awed by the breadth of Homer’s vision of the human race, his insight into human emotions, the charm and meaningfulness of his parables? What poet or lover of poetry would not be captured by the infinite

warmth and tenderness of the lyrics of Sappho, Pindar, or Anacreon? Their names may be less familiar than Homer's, but their influence has been felt, consciously and unconsciously; and their poetry has given direction to the form and content of songs and poems in all subsequent ages. Equally potent has been the influence of the Greek dramatists, of Sophocles, Aeschylus and Aristophanes. Their individual topics, whether mythological or political, have lost much pertinence, but their general significance has remained undiminished.

Упр. 3. Закончите предложения и запишите их:

1. Sappho, Pindar and Anacreon poetry has given direction to
2. Greek literature has exercised
3. The names of ... are less familiar than Homer, but their influence has been felt.
4. The greater part of Greek literature is
5. There are different dramatic and poetic forms

Упр. 4. Ответьте письменно на следующие вопросы:

1. What influence has Greek literature exercised on modern literature?
2. What different verse metres are mentioned in the text?

Контрольная работа № 2

Вариант № 1

Упр. 1. Поставьте слова, данные в скобках, в нужную степень сравнения:

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

Упр. 2. Ответьте на вопросы по образцу (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 close) the window and (to leave) the room. 4. Every evening we (to play) in the garden. 5. In a moment we (to enter) the house. 6. Mr. Worthing (not to return) from town yet. I (to see) this film last week.

Упр. 5. Переведите на английский язык:

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

Упр. 6. Переведите:

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

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

время	предложение	обстоятельство	перевод
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.	
Fututre 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 shall invite my friends. I shall be invited by my friends. 2. He often sees the girl in the bar. He is often seen in the bar. 3. They often used this expression. The expression was often used by native speakers.

Вариант № 2

Упр. 1. Поставьте слова, данные в скобках, в нужную степень 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 образцу (используйте 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 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 данное 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. The photo will be given to you tomorrow. 2. Mr. Brown teaches English. The students are taught well. 3. They did not allow to smoke here. Smoking was not allowed here.

Вариант № 3

Упр. 1. Поставьте слова, данные в скобках, в нужную степень 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 образцу (используйте Present Perfect):

Model: Why isn't Nick translating the text?

- He has already translated it.

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

Упр. 3. Сделайте предложения отрицательными и вопросительными:

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

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

1. We (to come) home at 7 o'clock. 2. The students already (to pass) all their examinations. 3. My friend (to tell) me the news last night. 4. Nobody (to see) you, I am sure. 5. I (to be) always on friendly terms with all my 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 данное предложение в соответствующие времена:

время	предложение	обстоятельство	перевод
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 переведите:

1. Bread is made from flour. 2. Mr. White sent two engineers to London. Is Mr. Smith often sent to London, too? 3. They sold books last week. Books were sold in that bookshop. 4. The new research centre was shown to the scientists.

ЧАСТЬ III

LESSON 1

Особые случаи употребления пассивного залога

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

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

В пассивном залоге с этими глаголами возможны две конструкции:

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

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

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

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

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

Составные глаголы в пассивной форме

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

Запомните:

а) Глаголы с предлогами:

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

б) Фразеологические сочетания:

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

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

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

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

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

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

He was **talked about**.

He was **sent for**.

He was **waited for**.

He was **looked at**.

He was **listened to**.

He was **laughed at**.

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

1. After a long and heated discussion the compromise was arrived at.
2. These terms will be insisted upon.
3. This problem will be dealt with in a number of articles.
4. Her strange behaviour was commented upon.
5. Geometry

is much written about. 6. Children are looked after by their parents. 7. This problem was not spoken about. 8. The doctor was sent for. 9. The film “Titanic” was much spoken about. 10. They will be waited for. 11. His article is referred to in all recent publications.

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

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

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

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

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

Английские переходные глаголы, соответствующие русским глаголам с предложным косвенным дополнением

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

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

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

Active Voice

An interesting film **followed** the lecture.

За лекцией **последовал** интересный фильм.

Passive Voice

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

За лекцией **последовал** интересный фильм.

Как видно из примера, на русский язык такие глаголы в пассивном залоге переводятся соответствующими действительными оборотами, причем перевод предложения следует начинать с предлога, превращая подлежащее английского предложения в предложное косвенное дополнение.

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

На лекции присутствовало большое количество студентов.

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

Your help is needed.

В вашей помощи нуждаются.

English is spoken all over the world.

На английском говорят во всем мире.

Упр. 6. Определите сказуемое предложения, переведите 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 законченность действия, поэтому его всегда переводят глаголом совершенного вида.

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

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

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

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

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

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

1. When we returned the door had been locked *закрывать на замок*. 2. In fact Jim knew about the change of plans. He had been told. 3. By what time will the work have been finished? 4. How much has Susan been fined for speeding *штрафовать за превышение скорости*? 5. Two men are being questioned *допрашивать* at the Police Station in connection with armed robbery *вооруженное ограбление*. 6. Another man has been arrested for the crime *преступление*. 7. Missing *пропавшая* schoolgirl Sheila Patterson, aged eleven, has been found alive and well. Now she is being looked after at Leicester Police station. 8. I couldn't use my car last week, it was being repaired *ремонтировать*. 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 *зосми* were upstairs. They were being shown the laboratories. 6. We were joined by the whole class. 7. Do you know that your voice *голос* is being recorded *записывать*? 8. Let's go to Peter's birthday. – How can we? We haven't been invited. 9. The documents will have been typed before the boss returns. 10. His strange behavior was commented upon. 11. It is said that the teachers talk too much. 12. It is known that some children grow faster than the others. 13. It is thought that much study time is spent reading textbooks. 14. The child was greatly affected by the scene. 15. When I entered the hall the young specialists were being instructed what to do. 16. The room had been prepared for the Hunts but they didn't come. 17. The book will have been published by the end of the year. 18. The computer will have been tested by the end of the work day. 19. They realized that the telegram hadn't been received.

LESSON 3

MODAL VERBS

<i>Present Indefinite</i>	<i>Past Indefinite</i>	<i>Отрицательная форма</i>	<i>Перевод</i>	<i>Что обозначает</i>	<i>эквиваленты (синонимы)</i>
can	could	cannot can't could not	могу, можем, сможешь	1) физическая или умственная возможность, умение; 2) вежливая просьба	to be able (to)
may	might	may not might not	можно, возможно, могу, быть может	1) разрешение 2) предположение	to be allowed (to)
must	had to	must not mustn't need not needn't	должен, надо	долженствование	to have (to)
to have (to) has (to)	had (to)	don't have (to), doesn't have (to), didn't have (to)	приходится 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. 1. Пользуясь таблицей, переведите предложения. Обратите внимание на перевод модальных глаголов и их эквивалентов:

1. He couldn't do this work. 2. We will be able to finish this work in time.
3. Will you be allowed to take this magazine? 4. You ought to help your sister in English. 5. Students have to pass exams twice a year. 6. Our sportsmen can win gold medals at the competition. 7. You may ring me up. 8. She can enter the

University. 9. That Sunday I might get up later. 10. They must wait for us. 11. You should be more tactful. 12. You ought to visit your parents. 13. I am to come at 5. 14. I'm typing the letter you had to type in the morning.

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

Отрицательная форма

They must not go there. <i>Выражает категорическое запрещение. В переводе – нельзя, не должен.</i> Им нельзя идти туда.	They needn't go there. <i>Выражает отсутствие необходимости и долженствования. В переводе – не надо, не нужно.</i> Им не надо идти туда.
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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. 3. Поставьте частицу *to* перед инфинитивами после модальных глаголов, где необходимо.

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

Упр. 4. Сделайте предложения отрицательными и вопросительными.

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

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

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

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

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

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

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

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

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

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

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

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

Упр. 10. Передайте содержание следующих предложений, употребив сказуемое в пассивном залоге. Предложения переведите:

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

Вам нужно это сделать. – Это нужно сделать.

You can do it. – *It can be done.*

Ты можешь это сделать. – Это можно сделать.

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

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

One can see – можно видеть

One must know – нужно знать

One needn't hurry – не надо спешить

One must not be late – нельзя опаздывать

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

Вопросы для самоконтроля

1. Назовите, из каких компонентов состоит сказуемое в пассивном залоге. Какой из них несет смысловую нагрузку, а какой отвечает за видо-временную форму?
2. Совершается ли действие, выраженное глаголом в страдательном залоге, подлежащим?
3. Какой предлог употребляется перед дополнением, называющим 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:

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

SECTION I

ТЕКСТЫ ДЛЯ СТУДЕНТОВ ИСТОРИЧЕСКОГО ФАКУЛЬТЕТА

TEXTS

- I. Обратите внимание на произношение и перевод следующих слов.
Запомните их:

To eliminate [i`limineit] уничтожать, ликвидировать; embodiment [im`bɔ dimənt] воплощение; воен. формирование; extermination [iks,tʒ.mi`nei](ə)n уничтожение, истребление, искоренение; persecution [pɜ:sɪ`kju:](ə)n гонение, преследование; purge [ˈpɜ:d] очищение, чистка; an offensive [ə`fensiv] нападение; наступательная кампания, агрессия; coup [ku:] удачный ход, зд. переворот; euthanasia [ˈju:θə`neizjə] эвтаназия, умерщвление в случае неизлечимой болезни; to plunge [plʌnd] погружаться; eugenics [ju:`d eniks] евгеника; to evolve [i`v lv] развиваться,

развертываться; outbreak [ˈaʊtbreɪk] *взрыв; внезапное начало*; blueprint [ˈbluːprɪnt] *черновик плана*; to herd [hɜːd] *толпиться, ходить стадом, пасти*; notorious [nəʊˈtɔːriəs] *известный; отъявленный*; intact [ɪnˈtækt] *нетронутый, неповрежденный, целый*; to deteriorate [diˈtɪəriəreɪt] *ухудшать(ся); портиться, вырождаться*; curfew [ˈkɜːfjuː] *сигнал тревоги*; atrocity [əˈtrɒsɪti] *жестокость, зверство*; to round up [ˈraʊnd ʌp] *арестовывать*; Weltanschauung = philosophy of life; Volkskörper = racial body; Lebensraum = living space; Sonderkommando = special commando group, murder squads.

II. Прочтите следующие интернациональные слова и переведите их на русский/белорусский язык:

Campaign [kæmˈpeɪn]; activists [ˈæktɪvɪsts]; conservatives [kənˈsəːvətɪvz]; charismatic [ˌkærɪzˈmætɪk]; to gas [gæs]; medical experts [ˈmedɪk(ə)l ˈekspɜːts]; sterilisation [sterɪlɪˈzeɪʃ(ə)n]; bureaucrats [ˈbjʊ(ə)rəkræts]; radical [ˈrædɪkl]; ghettoisation [ˌgetəʊɪˈzeɪʃ(ə)n]; elite [eɪˈliːt] = [iˈliːt]; execution [eksɪˈkjuːʃ(ə)n]; arrests [ˈærəsts]; deportations [ˌdiːpɔːˈteɪʃ(ə)nz].

III. Переведите следующие словосочетания на русский/белорусский язык:

The National Socialists; to remove the civil rights; an intensive propaganda dominance; to evolve into the Holocaust; to create a master race; the mentally and physically handicapped; “mercy killing”; unproductive consumers of food; to put theory into practice; racial purity; the death camps; the wildest fights of fantasy.

IV. Прочтите текст и ответьте на вопрос: What is the Holocaust?

The Germans and The Holocaust 1938-45

During the 1930s the National Socialists had introduced a series of measures that removed the civil rights of Jews. Their aim was to eliminate Jews from everyday life, though this programme had a mixed impact on the population. It was accompanied by an intensive propaganda campaign that sought to portray the Jews as the embodiment of evil. Historian Saul Friedlander suggests that by the end of the 1930s the majority of the German people had been transformed into passive ‘onlookers’ rather than ‘activists’ and had come to accept the ‘Nazis’ persecution of the Jews.

A successful foreign policy had meant that Hitler’s personal popularity rose, while the purge of the conservatives among the top military commanders reduced the danger of an army coup. To use historian Ian Kershaw’s phrase, Hitler’s ‘charismatic dominance’ of the German people had begun and would not end until 1945.

The Euthanasia Programme

The first mass victims of the Nazi desire to create a **master race** were not the Jews, but the mentally and physically handicapped. On 1 September 1939 Hitler authorised the start of a secret programme of 'mercy killing', headed by an SS officer in the Chancellery, Philip Bouhler, and a medical expert, Dr. Brandt. The order carried Hitler's signature and therefore directly linked his name to what followed. The document coincided with the outbreak of the war, so in Hitler's own mind the great racial struggle had begun. The programme was given the code name *Aktion T4* after the offices where Bouhler and Brandt were based (4 *Tiergartenstrasse* in Berlin). In all, 70,000 handicapped people were gassed by SS personnel with the help of prominent medical experts.

During the war this programme was extended to 150,000 'unproductive consumers of food'. As historian Michael Burleigh has shown, **euthanasia** and **eugenics** had a long tradition in Germany and were advocated in the 1920s by many genuinely humane figures. But it was the Nazi government that put theory into practice by creating a regime obsessed with racial purity. In 1934 special 'Eugenic Courts' were established to allow the sterilisation of 350,000 examples of 'dead-weight life'.

Few of the medical experts were motivated by blood lust; many saw an opportunity to further their careers. Their contribution was as essential to the Holocaust as that of the bureaucrats at German railways who organised transport. The order of 1 September 1939, was eventually replaced in the spring of 1940 with the Law on the Treatment of Community Aliens. The ultimate aim of the programme was a *Volkskörper* purged of the genetically feeble. *Aktion T4* experts were eventually sent to the East, where their expertise made a vital contribution to the extermination programme.

Genocide

Historians have searched but have so far failed to find a decree that directly links Hitler to the Holocaust. Nevertheless, the three most important actors – Hitler, Himmler and Heydrich – obviously appreciated that they were committing the foulest of crimes as they attempted to conceal their precise roles. The extermination programme fitted in with the **Weltanschauung** of the most radical of the radicals, Hitler himself. From the moment that German armies drove eastwards into Poland in September 1939, a series of steps were taken that led to the establishment of the death camps. Henry Friedlander feels that the euthanasia programme provided the blueprint, but on this occasion the authorisation came from 'verbal' orders.

In Poland special SS mobile units (*Einsatzgruppen*) rounded up Jews and cleared psychiatric institutions, without any legal restraint. By the spring of 1941, 365,000 people, mostly Jews, had been rounded up and sent to the **General Gouvernement** of Poland under Hans Frank. A policy of **ghettoisation** began to take shape where Jews were herded into sealed-off areas

in Warsaw and Lodz. Here, fed on the poorest of diets, the Jews were forced to work for the regime.

Operation Barbarossa, Hitler's - attack on the Soviet Union in 1941, marked the final settling of scores with the two enemies of Germany, the Jews and the Bolsheviks. Before the offensive began, a 'General Plan East' was drawn up that fulfilled Hitler's wildest flights of fantasy. *Lebensraum* in Russia would secure the future of the German people, who would provide a new ruling élite. In total and anticipated 31-51 million 'racial' aliens would be moved to make way 20 January 1942. This sought to bring together all elements of the Holocaust to co-ordinate their activities and for Heydrich to assert his authority over the whole process. Throughout 1942 a series of killing facilities was constructed on the advice of *Aktion T4* experts at **Auschwitz** (January), **Sobibor** (April) and **Treblinka** (July).

Within Germany the condition of the Jewish community steadily deteriorated. By law all Jews wore yellow stars, and a curfew was imposed permitting Jews to go out on the streets only between 4 and 5 p.m. The regime tried to hide its crimes from the rest of the world. The Red Cross was shown the 'model' ghetto at Theresienstadt in Bohemia while the killing took place in the East. But stories of atrocities soon filtered back home from soldiers on leave, and anyone travelling by rail could see the arrests and deportations to the East by cattle truck. It is true that 1,400 Berlin Jews were saved by sympathetic Germans, but the majority of the population hardly lifted a finger. Research has shown that the state's terror apparatus, especially the Gestapo, left the majority of Germans alone and concentrated on the regime's racial enemies.

Conclusion

The Holocaust is hard to explain. The Nazis did not work to any blueprint, and a direct link between *Mein Kampf* and subsequent events is unclear. During the 1930s Hitler's main concern was to establish himself in power, and his anti-Semitism reemerged later. It is also important to distinguish between a hard core of National Socialists, for whom war against the Jews was essential, and the remaining population, who tended to demonstrate indifference. This helps explain some of the early measures introduced by the regime and challenges Goldhagen's argument that Germans were inherently anti-Semitic.

No single 'Hitler decree' to begin the final solution has been found, nor is this likely. The eugenic intent of the government, the gradual stripping of civil rights from the Jews in the 1930s and the race war that began in 1941 all led to the murderous logic of the death camps. (*Modern History Review*, Volume 12, Number 2, November 2000)

V. Определите, являются ли следующие высказывания истинными или ложными. (True/False)

1. Hitler was popular with the German people. 2. The first mass victims were physically and mentally handicapped. 3. Euthanasia and eugenics were put into practice in Germany in the 1920s. 4. There are many decrees that directly link Hitler to the Holocaust. 5. By law all Jews wore yellow stars. 6. 1,400 Berlin Jews were saved by sympathetic Austrians.

VI. Прочтите текст еще раз и переведите его на русский/белорусский язык. Найдите в словаре и запишите в рабочую тетрадь незнакомые слова.

VII. Письменно ответьте на следующие вопросы:

1. What is the essence of “mercy killing”? How was it carried out in Germany? 2. What was the essence of a “General Plan East”? 3. What were the outcomes of the Wannsee Conference? 4. What was the condition of the Jewish community within Germany?

VIII. Выделите в тексте ключевые слова и нарисуйте spidergram.

IX. Составьте план текста. Напишите краткую аннотацию.

SECTION II

ТЕКСТЫ ДЛЯ СТУДЕНТОВ ФИЛОЛОГИЧЕСКОГО ФАКУЛЬТЕТА И ФАКУЛЬТЕТА БЕЛОРУССКОЙ ФИЛОЛОГИИ И КУЛЬТУРОЛОГИИ

ТЕКСТ I

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

• connection [kəˈnekʃn] n связь, родство • ordinary [ˈɔːdnri] a обыкновенный, заурядный • signature [ˈsɪɡnɪtʃə] n подпись • unclear [ˌʌnˈkliə] a неясный • provide [prəˈvaɪd] v обеспечивать, заготавливать, снабжать • forever [fəˈrevə] навсегда, постоянно • inherit [ɪnˈherɪt] v наследовать, унаследовать • possession [pəˈzeʃn] n владение, обладание, одержимость • employ [ɪmˈplɔɪ] v употреблять, применять • sign [saɪn] n знак, признак • preserve [prɪˈzɜːv] v сохранить, предохранить • follow [ˈfɒləʊ] v следовать • reveal [rɪˈviːl] v обнаруживать, открывать • cipher [ˈsaɪfə] n шифр • bottom [ˈbɒtəm] n нижняя часть • vary [ˈveəri] v изменять(ся), расходиться • occasional [əˈkeɪʃnl] a случайный, редкий • unique [juːˈniːk] a неподобный, единственный в своем роде • unfortunately [ˌʌnˈfɔːtʃənɪtli] k

несчастью, к сожалению • aid [eid] v *помогать* • deciphering [di`saifðriŋ] n *расшифровка* • discover [dis`kʌvə] v *раскры(ва)ть*

Упр. 2. Переведите однокоренные слова, обращая внимание на часть речи, и в скобках укажите ее:

1. connect - connection - connected; 2. heir - inherit - inheritance - inherited; 3. vary - various - variety; 4. relate - relative - relation - relatively; 5. sign - signature; 6. employ - employment - unemployed - unemployment - employee.

Упр. 3. Прочитайте и переведите текст. Найдите в словаре значение неизвестных вам слов и запишите их в свою рабочую тетрадь:

TEXT I. HANDWRITING OF COLUMBUS

Columbus used a seven-lettered monogram in connection with his ordinary signature. The significance of these seven letters remains unclear. However, Columbus considered his monogram especially important and provided that his heirs forever employ its form.

“Don Diego, my son, or any other who shall inherit this entail, after inheriting and coming into possession of the same, shall sign with my signature which I now employ which is an X with an S over it and an M with a Roman A over it and over that an S and then a Greek Y with an S over it, preserving the relations of the lines and the punctuation.” The heirs did not follow his instructions and Columbus never revealed the meaning of this cipher.

Only the bottom line varied from its usual Xpo FERENS, a half Greek and a half Latin form of Columbus (“bearer for Christ”) to the occasional, “el Admirante” meaning the “Admiral”, as shown above. A number of documents and letters bearing Columbus’s unique signature have been preserved.

The Admiral generally marked a cross at the head of any piece of paper on which he was to write. According to his son, Ferdinand, he began all his writings in Latin with “Jesus cum Maria sit nobis in via” which means “May Jesus and Mary be with us in our way.” Unfortunately, these words do not aid in deciphering his monogram. Although there has been much speculation, it is unlikely that any accurate meaning will be discovered.

Упр. 4. Определите, соответствуют или не соответствуют следующие утверждения содержанию текста:

1. Columbus used a seventeen-lettered monogram. 2. Columbus considered his monogram significant. 3. Columbus marked a line at the head of any piece of paper. 4. Only the bottom line varied from its usual Xpo FERENS, a half Roman and a half Latin form of Columbus. 5. "el Admirante" means "admiration".

ТЕХТ II

Упр. 1. Прочитайте слова активного словаря текста II. Запомните их:

• lay [ˈleɪ] баллада • warfare [ˈwɔːfeɪd] война • mute [mjuːt] приглушать
 • appeal [əˈpiːl] привлекательность • dim [dɪm] по(тускнеть), за(туманиться) • brilliant [ˈbrɪljənt] блестящий, сверкающий • slackening [slækənɪŋ] слабость, замедление • actually [ˈæktʃuəli] действительно • continue [kənˈtɪnjuː] продолжать • well-known [ˈwel ˈnəʊn] известный • acquire [əˈkwaɪə] приобретать • previously [ˈpriːvjəsli] прежде • a scribe [skraɪb] писец, переписчик • include [ɪnˈkluːd] содержать, включать • secular [ˈsekjulə] светский, мирской • commission [kəˈmɪʃən] комиссия • writing [ˈraɪtɪŋ] писание, сочинение, произведение • closed down [ˈkləʊz ˈdaʊn] закрытие • parish [ˈpærɪʃ] погибать • invaluable [ɪnˈvæljuəbl] неоценимый • vague [veɪɡ] неясный, неопределенный, смутный • notion [ˈnoʊʃən] представление, понятие • jeweler [ˈdʒuːələ] ювелир • therefore [ˈeðfɔː] поэтому, следовательно • refuse [rɪˈfjuːz] отказываться • marvelous [ˈmɑːvələs] изумительный, удивительный • belong [bɪˈlɒŋ] принадлежать, относиться • voice [vɔɪs] голос • widespread [ˈwaɪdspred] широко распространенный • subject [sʌbˈdʒekt] подчинить, подвергнуть • doubt [ˈdaʊt] сомнение • although [ɔːlˈθəʊ] хотя • testimonial [testɪˈmɒnjəl] рекомендательное письмо • authentic [ɔːˈθentɪk] подлинный, аутентичный • authenticity [ɔːθenˈtɪsɪti] подлинность, достоверность, аутентичность • preserve [prɪˈzɜːv] сохранять • investigate [ɪnˈvestɪgeɪt] исследовать • hardly possible [ˈhɑːdli ˈpɒsəbl] едва ли возможно • obscure [əˈskjuːə] неясный, неизвестный, непонятный • clarify [ˈklærɪfaɪ] выяснять, делать ясным • reference [ˈrefrəns] ссылка, упоминание • actual [ˈæktʃuəl] действительный • insulate [ɪnˈsjuːleɪt] изолировать, отделять, обособлять • fight (fought) [faɪt] воевать, бороться • for the sake of [seɪk] ради чего-либо • purely personal [ˈpjʊəli ˈpɜːsnl] чисто личный • claim [kleɪm] требование, претензия, иск • cursory [ˈkɜːsəri] беглый, поверхностный • enumeration [ɪˈnjuːməreɪʃn] перечисление • achievement [əˈtʃiːvmənt] достижение • evidence [ˈeɪdɪns] доказательство, улика • contemporary [kənˈtempəri] современный, современник • applied arts [əˈplaɪd] прикладные искусства • pride [praɪd] гордость • wealth [welθ] богатство, изобилие • destroy [dɪˈstrɔɪ] уничтожать, истреблять, разрушать • enemy [ˈenɪmi] враг, противник, неприятель • raid [reɪd] набег, налет, облава • perish [ˈperɪʃ] погибать • negligence [ˈneglɪdʒəns] небрежность • prove [pruːv] доказывать, удостоверять • existence [ɪɡˈzɪstəns] существование • development [dɪˈveləpmənt] развитие • numerous [ˈnjuːməəs] многочисленный • demand [dɪˈmaːnd] требование; потребность, спрос

• habit [ˈhæbit] *привычка* • diversity [daɪˈvɜːsɪti] *разнообразие, различие*
 • reflect [rɪˈflekt] *отражать* • separate [ˈseprɪt] *отдельный* • feudal [ˈfjuːdəl] *феодалный* • principedom [ˈprɪnsdɒm] *княжество* • exert [ɪɡˈzɜːt] *оказывать влияние* • refine [rɪˈfaɪn] *очищать, совершенствовать; делать более утонченным* • indisputably [ɪndɪˈspjuːtəbli] *неоспоримо, бесспорно* • attempt [əˈtempt] *попытка* • establish [ɪsˈtæbliʃ] *установить* • identity [aɪˈdentɪti] *тождественность* • assumption [əˈsʌmpʃən] *предположение* • assume [əˈsjuːm] *предполагать* • view [vjuː] *кругозор, взгляд, намерение* • monk [mʌŋk] *монах* • familiar [fəˈmɪljɪə] *близкий* • concept [ˈkɒnsept] *идея, концепция* • educated [ˈedjuː(ː)keɪtɪd] *образованный* • toil [ˈtɔɪl] *заниматься тяжелым физическим трудом* • remote [rɪˈmɔʊt] *отдаленный, дальний*
 • response [rɪsˈpɒns] *отклик, отзыв, ответ* • recent [rɪˈsɛnt] *недавний, свежий* • happening [ˈhæpənɪŋ] *случай, событие* • hurt [hɜːt] *причинять боль*
 • vividly [ˈvɪvɪdli] *ярко, живо* • hint [hɪnt] *намек* • reminder [rɪˈmaɪndə] *напоминание* • indication [ɪndɪˈkeɪʃən] *указание* •

Упр. 2. Прочитайте и обратите внимание на значение следующих интернациональных слов:

• patriotic [pəˈtriɔːtɪk] *патриотический* • epic [ˈepɪk] *эпический* • poem [ˈpəʊɪm] *поэма, стихотворение* • idea [aɪˈdiə] *идея, мысль* • antiquity [ænˈtɪkwɪti] *древность, старина* • manuscript [ˈmænjuskript] *рукопись*
 • original [əˈrɪdʒənəl] *подлинный, первоначальный, оригинальный* • copy [ˈkɒpi] *копия, рукопись* • collection [kəˈlekʃən] *коллекция, собрание* • agent [ˈeɪdʒənt] *агент, доверенное лицо* • literature [ˈlɪtərɪtʃə] *литература* • literary [ˈlɪtərəri] *литературный* • architecture [ˈɑːkɪtektʃə] *архитектура* • surprise [səˈpraɪz] *удивление, сюрприз* • historical [hɪsˈtɒrɪkəl] *исторический* • science [ˈsaɪəns] *наука* • genuine [ˈdʒenjuɪn] *подлинный, неподдельный* • imitation [ɪmɪˈteɪʃən] *подделка* • actual [ˈæktʃuəl] *действительный* • feudal [ˈfjuːdəl] *феодалный* • fractioning [ˈfrækʃənɪŋ] *деление* • economical [iːkəˈnɒmɪk(ə)l] *экономический* • political [pəˈlɪtɪkəl] *политический* • cultural [ˈkʌltʃərəl] *культурный* • genre [ˈɑːnr] *литературный жанр; жанр, стиль* • style [stɑɪl] *стиль* • tradition [trəˈdɪʃən] *традиция, предание* • natural [ˈnætʃərəl] *естественный* • combination [kəmˈbɪneɪʃən] *сочетание, комбинация*
 • fantastic [fænˈtæstɪk] *фантастичный, причудливый* • author [ˈɔːθə] *автор* • social [ˈsəʊəl] *социальный* • position [pəˈzɪʃən] *положение* • soldier [ˈsəʊldɪə] *солдат* • sympathy [ˈsɪmpəθi] *сочувствие, симпатия* • elite [eɪˈliːt] *элита, цвет (общества)* • element [ˈelimənt] *элемент* • elements *основы*
 • poetry [ˈpəʊɪtri] *поэзия* • campaign [kæmˈpeɪn] *поход, кампания* •

Упр. 3. Прочитайте и переведите текст II. Найдите в словаре и выпишите в рабочую тетрадь незнакомые слова:

TEXT II. THE LAY OF THE WARFARE WAGED BY IGOR

The Lay of the Warfare Waged by Igor was written as long ago as in 1187, but time has not muted its patriotic appeal or dimmed its brilliant colours. Interest in *The Lay*, far from slackening, is actually growing wider and deeper.

Why is this not very long epic poem enjoying such a long life? Why do the ideas it carries and the writing itself continue to move us till this day?

The Lay was first published in the autumn of 1800. Count Alexei Musin-Pushkin, a well-known collector and lover of Russian antiquities had acquired the manuscript a few years previously. True, it was not the original author's text, but one of the copies made by a scribe in the 16th century and included in a collection of old Russian secular writing. And it was this collection that Musin-Pushkin bought among other manuscripts through a commission agent from Archimandrite Joel of the since closed down Spasso-Yaroslavsky Monastery.

The manuscript perished in the Moscow fire of 1812 together with the whole invaluable collection of Musin-Pushkin, which he kept in his house.

At the beginning of the 19th century, ancient Russia had been little studied as yet. People had only a very vague notion of ancient Russian literature and the literary language, of its wonderful architecture, painting and jeweler's art. Therefore, it was not surprising that when *The Lay* was discovered the skeptics refused to believe that a marvelous work like that could have belonged to the 12th century. Their voices were all the louder because "scientific skepticism" in general was widespread at the beginning of the 19th century. In Russia, as in the West, there existed a whole trend in historical science, a "skeptical school". It subjected to doubt the authenticity of most ancient writings (Russian, Ancient Greek, and West European), even Nestor's *Chronicle* (*The Tale of Bygone Years*) among them although hundreds of 14th – 16th century copies and numerous testimonials of its authenticity have been preserved.

The more *The Lay* was investigated, the clearer it became that it was genuine. At the end of the 18th century, ancient Russian was so little known that an imitation was hardly possible. In the course of research some passages in *The Lay* which first seemed obscure were clarified, as were also many references to actual historical events found in the poem.

The poem was written at a time when the feudal fractioning of Russia was at its height. The economical, political and cultural life of the princedoms was insulated within their local little worlds. A great number of the smaller princes fought with each other, contending for land, for seniority, and becoming involved in fratricidal wars for the sake of purely personal, local claims. And Kiev list its significance as the centre of the Russian lands.

Just a cursory enumeration of 12th century cultural achievements is evidence enough that *The Lay* was not the time's only work of art. It had its contemporaries in different spheres: in architecture, in painting, in applied arts.

Literature – oral or written – was really the pride of Russian 12th century culture. The little that has come down to us of the wealth that was destroyed in enemy raids, that perished in fires or was lost through negligence, proves not just the existence of good literary works but also the general development of literature at the time. There were several literary schools, numerous genres, a demand for literature and an ingrained habit of reading.

The diversity of schools, styles, traditions and genres in architecture, painting and literature, reflecting the fractionisation of the land into separate feudal princedoms, must also be put down to another development, typical for the 12th century, that is, the intensified influence of the old local folk tradition exerted on the development of the Russian national culture. This influence was at its strongest during the writing of *The Lay*, although it had begun long before, and the poem with its natural combination of folk tradition and elements of refined literature is indisputably typical for the 12th century.

The name of the author is unknown to us, and will hardly ever be known. So far, all the attempts to establish his identity have been based on the most fantastic assumptions.

Still, there are some things we can assume about the author, his views, and his social position. First of all, he was not a monk, he was most likely a soldier, seeing how familiar he is with military concepts. He was undoubtedly an educated man and did not belong to the toiling class. In his political views, however, he clearly gave his sympathies to the working population of Russia, and had none for the class interests of the feudal elite. That is why he uses elements of folk poetry so freely. He wrote *The Lay* soon after Igor's campaign of 1185. It is not a historical tale about the remote past, it is a response to a recent happening that still hurts. He speaks of things that are very well known to him. It is a fresh impression of something that his readers, his contemporaries, still vividly remember, and therefore the poem is full of hints, reminders, and muted indications. There is no doubt that in the 16th century *The Lay* was copied out in Pskov or else in Novgorod.

Упр. 4. Письменно ответьте на вопросы:

1. When was "The Lay of the Warfare waged by Igor" written? 2. When was it first published? 3. Was the manuscript of the Lay preserved? 4. Did everybody at that time believe that the poem was genuine? 5. What proves that it was genuine? 6. What can be said about the development of literature in the 12th century?

Контрольная работа № 3

Вариант № 1

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

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

Упр. 2. Распределите предложения на 2 группы:

1) предложения в *Active Voice*;

2) предложения в *Passive Voice*;

Определите время каждого предложения. Предложения переведите:

1. We have read the book. 2. The book has been already read. 3. Water surrounds an island. 4. Bob mailed the package. 5. He was invited to the party. 6. I'll ask you to do this work. 7. I'll be asked to help him. 8. The meeting was canceled by the president. 9. I was given the money. 10. They were brought the telegram. 11. They brought me the telegram.

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

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

Упр. 4. Сделайте предложения отрицательными и вопросительными:

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

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

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

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

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

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

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

Вариант № 2

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

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

Упр. 2. Распределите предложения на 2 группы:

3) предложения в Active Voice;

4) предложения в Passive Voice;

Определите время каждого предложения. Предложения переведите:

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

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

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

Упр. 4. Сделайте предложения отрицательными и вопросительными:

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

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

1. We'll have to wait for Ann. 2. I was to do this work. 3. May I use your phone? 4. You must not smoke so much. 5. She was and remains a riddle to me. She may not be a riddle to you. 6. He ought never to have married a woman 18 years younger than himself. 7. You should be more careful. 8. What am I to do? 9. Why should I do it? 10. It couldn't be true. 11. You ought to say a word or two about yourself. 12. He may have been at home for about two hours.

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

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

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

1. He had his watch mended. 2. Let's have a smoke in the corridor. 3. She has no time for me. 4. You have to go to the dentist. 5. Where have you been

since last Thursday? 6. I have known him for many years. 7. Those two had not spoken to each other for three days and were in a state of rage. 8. Did you have to walk all the way home?

Вариант № 3

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

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

Упр. 2. Распределите предложения на 2 группы:

5) предложения в *Active Voice*;

6) предложения в *Passive Voice*;

Определите время каждого предложения. Предложения переведите:

1. The reporter was given 20 minutes. 2. I am told nothing. 3. This little girl is taught music. 4. We have written the letter. 5. She told her nothing. 6. She has been sent 2 telegrams. 7. Teachers often ask questions. 8. They were helped a lot when they were children. 9. They haven't yet sent for the assistant. 10. We shall be translating the article for the next 45 minutes. 11. We are translating the sentences now.

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

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

Упр. 4. Сделайте предложения отрицательными и вопросительными:

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

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

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

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

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

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

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

ЧАСТЬ IV

LESSON 1

Функции глаголов to be и to have (обобщение)

Функция	<i>to be</i>	<i>to have</i>
1. Смысловой 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 – 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 2

The Infinitive **Инфинитив**

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

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

Частица **to** не ставится:

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

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

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

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

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

Свойства инфинитива

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

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

Перевод инфинитива на русский язык зависит от его формы.

The Infinitive

	<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</i> mistakes is easy. <i>It is easy to make</i> mistakes.	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</i> новые 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».

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), которую я мог бы <i>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</i> самому зарабатывать на жизнь.

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 3

The Participles Причастия

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, либо Participle II.

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

LESSON 4

Gerund Герундий

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

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

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

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

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

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

Глагольные свойства герундия

Формы герундия

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

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

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

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>
<i>Действие выполняет подлежащее предложения или лицо, выраженное притяжательным местоимением/существительным, которые стоят перед герундием.</i>	<i>Действие герундия выполняется над подлежащим или лицом, обозначенным притяжательным местоимением/существительным, которые стоят перед герундием.</i>
1. I am looking forward to sending my children to the country. <i>Я с нетерпением жду, когда отправлю своих детей в деревню.</i> 2. I object to her asking such questions. <i>Я возражаю (я против того), чтобы она задавала такие вопросы.</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 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	всегда с предлогом после абстрактных существительных, как: opportunity (of) <i>возможность</i> ; way (of) <i>способ</i> ; experience (in) <i>опыт</i> ; interest (in) <i>интерес</i> ; reason (for) <i>причина, основание</i> ; chance (of) <i>возможность</i>	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.	1. Я не вижу другого способа сделать это. 2. Осознаете ли вы важность изучения иностранных языков? 3. Трудно усовершенствовать свой английский, если у вас мало возможностей говорить на нем. 4. Она проявляет живой интерес к чтению французских книг.

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

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

Сложные герундиальные обороты

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

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

Сравните:

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

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

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

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

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

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

Образец:

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

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

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

Вопросы для самоконтроля

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

Задание на IV семестр

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

SECTION I

ТЕКСТЫ ДЛЯ СТУДЕНТОВ ИСТОРИЧЕСКОГО ФАКУЛЬТЕТА

TEXTS

I. Обратите внимание на произношение и перевод следующих слов. Запомните их:

• to exert influence [ək'sɜ:t 'ɪnfluəns] оказывать влияние • potent [ˈpəʊtənt] могущественный, сильно действующий, убедительный • sheer [ʃiə] чистый, явный, абсолютный, полнейший • scope [skəʊp] охват, сфера, простор • to endure [ɪn'dʒʊə] длиться, выносить, терпеть • to ebb [eb] ослабевать, угасать • to flow [fləʊ] изобиловать • to overrun [ˌduvə'rʌn] заполнять, опустошать (страну - о неприятеле) • stronghold [ˈstrɒŋhəʊld] крепость, цитадель • to wane [weɪn] убывать, уменьшаться • to linger on

[ˈlɪŋdʒ] *задерживаться, продолжаться* • to shroud [ˈfraʊd] *окутывать* • authority [ˈɔːθɔːrɪti] *зд. авторитет, авторитетный историк* • to yield [jiːld] *производить, приносить, давать* • to thrive [θraɪv] *процветать, преуспевать* • thriving *процветающий, преуспевающий* • cemetery [ˈsemitri] *кладбище* • excavation [ˌekskaʊˈveɪʃ(ə)n] *раскопки* • to inter [ɪnˈtɜː] *предавать земле, хоронить* • sieve [siːv] *сито* • wine sieve *зд. сито, через которое процеживали вино* • scabbard [ˈskæbəd] *ножны* • armour [ˈɑːmə] *доспехи, латы* • haunch [hɔːntʃ] *бедро, ляжка, задняя нога* • foretaste [fɔːteɪst] *предвкушение* • the Danube [ˈdænjuːb] *р. Дунай* • artefacts [ˈɑːtɪfækt] *артефакты, памятники материальной культуры* • mercenary [ˈmɜːsɪnəri] *наемник* • Asia Minor [ˈeɪʃə ˈmaɪnər] *п-ов Малая Азия* • Brittany [ˈbrɪtəni] *Бретань* • B.C. (before Christ) [ˈbiːˈsiː kraɪst] *до нашей эры* • A.D. (лат. anno Domini) [ˈeɪˈdiː] *нашей эры* • c. (лат. circa) *приблизительно, около* •

II. Прочтите следующие интернациональные слова. Определите, к какой части речи они относятся. Переведите их на русский/белорусский язык:

Civilization [sɪvɪlɪˈzeɪʃ(ə)n], culture [ˈkʌltʃə], Empire [ɪmˈpaɪə], Christianity [krɪstɪˈæniːti], Celts [ˈkelts], Celtic [ˈkeltɪk], millennium [mɪˈlenɪəm], period [ˈpiəriəd], mystery [ˈmɪstəri], region [ˈriːdʒən], the era [iːˈi(ə)rə], prehistoric [ˌpriːhɪˈstɔːrɪk], archeological [ˌɑːkiˈɒlədʒɪkəl], an archeologist [ən ˈɑːkiˈɒlədʒɪst], a commercial centre [ə ˈkɒməːʃl ˈsentə], bronze [brɔːnz], style [ˈstɑɪl], the druidic religion [iːˈdruːɪdɪk riˈliːdʒən].

III. Переведите следующие словосочетания на русский/белорусский язык:

To take root, loosely knit tribes, a coherent nation, the impact of their culture, to date back, rudimentary traces, vital archeological evidence, this remote spot, the salt mines, revealing clues, to unearth, to undertake detailed excavations, the most intriguing discoveries, the 'teardrop' shape, foreign craftsmen, the Celtic heartlands, cultural continuity, the mists of legend.

IV. Прочтите текст и ответьте на вопрос: How do modern historians get information about the Celts?

TEXT I.

The Art of The Celts Background

Few civilizations have exerted a more lasting influence than that of the Celts. Their culture flourished in Europe before the Romans built their Empire and before Christianity took root, and, yet, it remains a living force to this day. Celtic languages are still spoken in Brittany, in Ireland, and in parts of the

British Isles, and the visual appeal of early Celtic design remains as potent as ever.

The sheer scope of the Celtic world may surprise some people, for it endured for over a millennium - from around the 6th century B.C. to the 9th century A.D. During this lengthy period, the fortunes of the Celts ebbed and flowed, and although they always remained a group of loosely knit tribes and never formed a coherent nation, their power extended over most parts of Europe at one time or another. At their peak, they were mighty enough to overrun the strongholds of Rome (386 B.C.) and Delphi (279 B.C.). Even when their military strength waned, the impact of their culture lingered on, imprinting itself on the style of early Christian artworks.

The precise origins of the Celts are shrouded in mystery. The earliest mention of the word *keltoi*, used by Greek writers to describe a people living in the Upper Danube region, occurred in the 6th century B.C. Despite this, it is clear that certain facets of Celtic civilization date back much further. Many authorities have seen rudimentary traces of it in the late Hallstatt era or, more exactly, in the Hallstatt D period (c. 600 B.C. - c. 450 B.C.). Its full development, however, took place in the following era, the La Tène period, which lasted from c. 450 B.C. to c. 50 B.C. and when the true blossoming of Celtic Art occurred.

Both Hallstatt and La Tène refer to important prehistoric sites, which have yielded vital archaeological evidence. Hallstatt is situated in Austria, some 225 km southwest of Vienna. In ancient times, this remote spot was a thriving commercial centre, the result of the salt mines in the area. Revealing clues about the community that worked here have been unearthed from Hallstatt's cemetery, which was discovered by Johann Georg Ramsauer in 1846. Ramsauer was a mining surveyor and, over the course of the next 17 years, he undertook detailed excavations, uncovering almost a thousand graves.

From a Celtic perspective, the most intriguing discoveries were made in Grave 994. Here, a warrior was interred along with his weapons, helmet and a wine sieve. Much attention has been focused on the man's bronze scabbard, which includes engraved depictions of horsemen and footsoldiers. Their weapons and armour relate closely to finds in other Celtic graves, and the stylized portrayal of the horses - most notably, the 'teardrop' shape of their haunches - provides a telling foretaste of the La Tène style.

The greatest finds have been discovered in Britain and France, where the druidic religion provided some cultural continuity. But traces are also found in Belgium, the Netherlands, Germany, Austria and Northern Italy, as well as in the countries through which the mighty river Danube flows: Hungary, Romania, Czechia, Slovakia and former Yugoslavia. Artefacts from traders have been unearthed in Scandinavia and Russia, and evidence of Celtic warriors, perhaps mercenaries, exists in Central Italy, Sicily, Greece, Asia Minor, Egypt and North Africa.

A high proportion of the articles in these places were either imported or were made locally by foreign craftsmen. Even so, they indicate the early presence in the Celtic heartlands of the many and varied artistic strands, which would eventually come together to form the distinctive style that we now associate with the Celts.

Spiritual, warlike, artistic and richly literary, the Celts and the Celtic heritage embody much that we consider romantic in the complex and varied European tradition. Yet many of the facts of Celtic history are shrouded in the mists of legend. (Iain Zaczek, **The Art of the Celts**, Parkgate Books Ltd, 1997, pp. 7-10)

V. Определите, являются ли следующие утверждения истинными или ложными (True/False):

1. The La Tené period lasted c. 500 years.
2. The Celts had an independent state.
3. Celtic languages are still spoken in some parts of the world.
4. The precise origins of the Celts are well-known.
5. Georg Ramsauer lived in the 19th century.
6. The Celts overran the strongholds of Rome in 386 B.C.

VI. Прочтите текст еще раз и переведите его на русский/белорусский язык. Найдите в словаре и выпишите в рабочую тетрадь незнакомые слова.

VII. Ответьте на следующие вопросы:

1. How many years did the Celtic world exist? When did it begin?
2. When did Celtic Art see its true blossoming?
3. What was Georg Ramsauer famous for?
4. What intriguing discoveries were made in Grave 994?
5. Where are the Celtic traces found?
6. How did foreign craftsmen contribute to Celtic Culture?

VIII. Выделите в тексте ключевые слова и нарисуйте spidergram.

IX. Составьте план текста. Напишите краткую аннотацию на английском языке.

X. Прочтите текст, составьте spidergram и сделайте реферативный перевод (300 печатных знаков):

Scabbards

By and large, scabbards offered greater scope for decoration and the range of options was considerable. The best-known individual example is the proto-

Celtic scabbard from grave 994 at Hallstatt. The images on this - soldiers, horsemen, and figures turning a wheel - have a narrative quality that is unusual in Celtic art. The stylized dragons at the chape (or point), however, are much more typical. In true Celtic fashion, they almost seem to slither up the edge of the scabbard.

Plant forms and stylized animals proved to be the most popular motifs throughout the La Tène era. During the Waldalgesheim period, in particular, craftsmen demonstrated a preference for flowing tendril patterns, running the full length of the scabbard. These were usually created with the aid of compasses. The tendril designs were often enlivened with faint hints of animal forms. On a French scabbard, discovered at Cernon-sur-Cooles, eagle-eyed observers can discern a series of rudimentary bird heads. These consist of nothing more than a slit-like eye and a rapacious beak, which curves round sharply, merging with the line of the tendril.

Dragon pairs (S-shaped forms placed back to back) also figured on many scabbard patterns, dating back as far as the 4th century B.C.. Examples have been found throughout Celtic Europe, although the greatest concentrations were produced in Hungary and Switzerland. No fewer than six scabbards of this kind were discovered at the cemetery of Kosd, near Budapest. Some of these had been ritually damaged, before being cast onto the funeral pyre. In general, Swiss designs were less ostentatious and were frequently restricted to the area around the mouth of the scabbard. In addition to the usual methods of incising and hatching, their armourers also employed chagrinage or ring-punched decoration.

Similar designs can be observed on the surviving remnants of Celtic spears. These weapons were widely used at the start of the La Tène era and were invariably present in the earliest warrior graves. Indeed, the Gaesatae, one of the most warlike of the Celtic factions, are thought to have gained their name from the *gaesum*, a Gaulish throwing spear. In later periods, though, the influence of the weapon gradually began to diminish. (Iain Zaczek, **The Art of the Celts**, Parkgate Books Ltd, 1997, pp. 97-99)

SECTION II

ТЕКСТЫ ДЛЯ СТУДЕНТОВ ФИЛОЛОГИЧЕСКОГО ФАКУЛЬТЕТА И ФАКУЛЬТЕТА БЕЛОРУССКОЙ ФИЛОЛОГИИ И КУЛЬТУРОЛОГИИ

Упр. 1. Прочитайте слова активного словаря текста I. Запомните их:

• rank among *находится в ряду с* • to see oneself obliged to take up law *считать необходимым заняться правом* • occupation *профессия* • join the Bar (здесь) *вступить в коллегия адвокатов* • the Bar *адвокатура* • legal affairs (здесь) *юридическая практика, деятельность* • to try one's fortune in literature *попытать счастья в литературе* • to make use [ju:s] of = to use

[ju:z] *использовать* • “The Minstrelsy of the Scottish Border” “Поэзия пограничной Шотландии” (собрание старинных шотландских баллад и легенд, 1802-1803 гг.) • to win one’s fame *прославиться* • to turn attention to *переключить внимание на* • masterpiece [ˈma:stəpi:s] *шедевр* • to go bankrupt *обанкротиться* • a debt of £117,000 [det] *долг в сумме 117.000 фунтов стерлингов* • health [helθ] *здоровье* • to shatter health [ʃætə] *подорвать здоровье* • great strength *зд. напряженная работа*

Упр. 2. Прочитайте и переведите текст I. Найдите в словаре значение неизвестных вам слов и запишите их в свою рабочую тетрадь:

TEXT I. WALTER SCOTT (1771 – 1832)

Walter Scott ranks among the greatest English poets and novelists. He was born in the city of Edinburgh, Scotland, in the year 1771. The son of a lawyer, Scott saw himself obliged [əˈblaɪd d] to take up law as his future occupation. At the age of seventeen he entered Edinburgh University, and three years later, upon graduating it, joined the Bar. But he remained in the law office only a short time. Far from being a success in his legal [ˈli:gəl] affairs, he tried his fortune in literature. In his childhood the boy was fond of Scottish folklore [ˈfouklɔ:] and showed a great interest in historical stories. Later, while travelling over Scotland, he collected old legends and ballads [ˈbælədz] which he made use [ju:s] of in his future poems.

The writer’s literary activity, to which Scott devoted the whole of his life, started with the publication of “The Minstrelsy [ˈmɪnɪstrəlsi] of the Scottish Border”. Scott first became known as a poet, but won the fame as a novelist. In his first novels he depicted mainly Scotland and her struggle for independence; later, however, he turned his attention to England and France describing critical periods in their history.

Scott is justly spoken of as the creator of the historical novel. Of all his numerous works mention should be made of “Ivanhoe” which is but a masterpiece of the historical description. Scott introduced a new element in the historical novel by explaining present history through the history of the past and showing man as a product of history.

The publishing firm which Scott was connected with one day went bankrupt, leaving the writer a debt of £117,000. Being compelled to pay the debt Scott set about writing new novels, but the great strain shattered his health. He went abroad for treatment, but seeing there was no hope of recovery, he returned home to die in his castle in Abbotsford.

Speaking of Scott Belinski once said: “Walter Scott created the historical novel, and the artistic merits of his novels place him on a level with the greatest masters of all ages and all nations”.

Упр. 3. Письменно ответьте на вопросы к тексту:

1. When was Walter Scott born? 2. Where did he come from? 3. In what family was he born and brought up? 4. At what age did he enter the University of Edinburgh? 5. What did he do upon graduation from the University? 6. Did he carry out his work as a lawyer successfully? Did he like it? Why did he try his fortune in literature? 7. What was he fond of in his childhood? Did he show a great interest in history at an early age? 8. What did he collect while travelling over Scotland? 9. When did he start his literary work? 10. Was Scott a poet or a novelist? 11. What did he describe in his first novels? 12. Scott is the creator of the historical novel, isn't he? 13. What helped to awaken a great interest in history at that time? 14. Why did Scott glorify [ˈglɔːrɪfaɪ] the past, especially the Middle Ages? 15. What shattered his health? 16. When (in what) year did he die? 17. What did Belinski say about Walter Scott?

ТЕХТ II

Упр. 1. Прочитайте слова активного словаря текста II. Запомните их. Обратите внимание на особенности значения многих интернациональных слов (список а):

а)

• genre [ˈɑːnr] *литературный жанр; жанр, стиль* • literature [ˈlɪtəritʃ] *литература* • literary [ˈlɪt(ə)rəri] *литературный* • criticism [ˈkritisɪzəm] *критика* • poetry [ˈpɔɪtri] *поэзия, стихи* • drama [ˈdraːmə] *драма* • typical [ˈtɪpɪk(ə)l] *типичный* • prose [ˈprəʊz] *проза* • novelist [ˈnɒvəlɪst] *романист* • dramatist [ˈdræmətɪst] *драматург* • dialogue [ˈdaɪəlɒɡ] *диалог, разговор* • form [fɔːm] *форма* • action [ˈækʃ(ə)n] *действие, акт, поступок* • genius [dʒiːnɪəs] *гениальность, одаренность* • man of ~ *гениальный человек* • author [ˈɔːθə] *автор, писатель* • basis [ˈbeɪsɪs] *основа, база, основание, базис* • character [ˈkærɪktə] *характер, личность, персонаж* • original [əˈrɪdʒɪnəl] *подлинный, своеобразный, творческий* • heroine [ˈhero(u)ɪn] *героиня* • person [ˈpɜːsn] *личность, особа, человек* • presentation [ˌprezənˈteɪʃ(ə)n] *представление* • fantasy [ˈfæntəsi] *фантазия, воображение* • leading [ˈliːdɪŋ] *ведущий, передовой* • complex [ˈkɒmpleks] *сложный; комплекс* • human [ˈhjuːmən] *человеческий* • emotion [ɪˈməʊʃ(ə)n] *эмоция, волнение* •

б)

• prose fiction [ˈfɪkʃn] *беллетристика* • novel [ˈnɒv(ə)l] *роман* • sample [ˈsɑːpl] *образец* • distinguish [dɪsˈtɪŋɡwɪʃ] *различать, отличать* • note [ˈnəʊt] *замечать, записывать* • narrative [ˈnærətɪv] *рассказ, повествование* • compose [kəmˈpəʊz] *составлять* • description [dɪsˈkrɪpʃən] *описание, изображение* • entirely [ɪnˈtaɪəli] *всецело, совершенно* • restrict [rɪsˈtrɪkt] *ограничивать* • capable [ˈkeɪpəbl] *способный* • essential [ɪˈsenʃəl] *существенный, важный* • recognizable [ˈrekəɡnaɪzəbl] *могущий быть*

узнанным • ramble [ˈræmbəl] говорить бессвязно • magnify [ˈmægnɪfaɪ] увеличивать • event [ɪˈvent] событие • sketched [sketʃɪd] схематичный • inner [ˈɪnə] внутренний • mood [mu:d] настроение, расположение духа • observation [əbzəˈveɪʃən] наблюдение • limited [ˈlɪmɪtɪd] ограниченный • length [lenθ] продолжительность • flexible [ˈfleksɪbəl] гибкий • point out [pɔɪnt] указывать • plot [plɒt] сюжет •

Упр. 2. Прочитайте и переведите следующие интернациональные слова:

Genres, literature, poetry, literary, criticism, drama, typical, prose, novelist, dramatist, dialogue, form, action, genius, author, basis, character, original, heroine, person, presentation, fantasy, leading, complex, human, emotion.

Упр. 3. Переведите предложения, содержащие инфинитивные конструкции:

1. Many of Byron's lyrical poems are known to have been put to music.
2. Leo Tolstoy regarded B.Shaw to be a writer of great talent, original thought and deep insight into every kind of problem. 3. It is important for a student of philology to be well-read.

Упр. 4. Переведите предложения, содержащие причастные конструкции:

1. E. Hemingway began to write fiction about 1923, his first book being the reflection of his war experience. 2. We heard these linguists compiling a new dictionary. 3. His famous novel "Martin Eden" having been published, Jack London became famous the world over.

Упр. 5. Прочитайте и переведите текст. Найдите в словаре значение незнакомых вам слов и выпишите их в рабочую тетрадь:

TEXT II. NOVEL, DRAMA AND SHORT STORIES

1. There are different genres in literature: prose fiction, poetry, literary criticism, etc. Novel, drama and short stories are the most typical samples of prose.

2. What distinguishes a novelist from a dramatist? The following points must be noted here. A dramatist is a man who tells a story in dialogue. A novelist tells a story in narrative. He may not use any dialogue or use very little, but a dramatist cannot use anything else. A novel may be composed of conversation, of description, of narrative, any or all of these, and it may take many forms; but a play is entirely composed of talk, even when there is a great deal of action in it; and its form is much more restricted than that of the novel.

3. Not all the writers, even men of genius, are capable of writing both plays and novels. It may be said even of these authors that each of them is usually better at one form than at another. In the last years John Galsworthy and Somerset Maugham are superb examples of novelist-playwrights while G.B. Shaw is an example of a man who was born a dramatist and not a novelist.

4. The basis of all great novels and plays is a character. It is essential that the characters should be superbly original and recognizable as real men of their time. Some novels ramble from the birth of hero or heroine, through a life-time, and to death itself, others magnify the events of a few hours; and others again, assemble at one spot many persons whose lives are quickly sketched. But the novel is more than a presentation of events. The inner life of characters, their temperament, moods, fantasies, and momentary observations are as essential to it as the other action.

5. And what is essential to a short story? One can define it as a piece of prose fiction, limited in length. It is the most flexible of all prose forms. As one of the leading contemporary writers, H.E. Bates, has pointed out, a short story can be anything from a prose-poem without plot or character to an analysis of the most complex human emotions. The most distinguished short story writers of the twenties are Katherine Mansfield, A.E. Coppard, H.E. Bates, Elizabeth Bowen, Sherwood Anderson, V.S. Pritchett and Frank O'Connor.

Упр.6. Письменно ответьте на следующие вопросы к тексту:

1. What are the most typical samples of prose? 2. What distinguishes a novelist from a dramatist? 3. The basis of all great novels and plays is a character, isn't it? 4. What is essential to a novel and what is essential to a play? 5. How can one define a short story? 6. What are the most distinguished short-story writers?

TEXT III

Упр. 1. Прочитайте слова активного словаря. Запомните их:

• poetry [ˈpɒɪtri] • inadequate [ɪnˈædɪkwɪt] • spontaneous [spɒnˈteɪniəs] • emotion [ɪˈməʊʃn] • verse [vɜːs] • irregular [ɪˈregjʊlə] • unrhythmic [ʌnˈrɪθmɪk] • characteristic [ˌkærɪktəˈrɪstɪk] характерный, типичный • metre [ˈmiːtə] метр • national [ˈnæʃnəl] национальный, народный, государственный • idiom [ˈɪdiəm] говор, идиома • syntax [ˈsɪntæks] синтаксис • iambic [aɪˈæmbɪk] ямбический • poem [ˈpəʊɪm] стихотворение, поэма • rhyming [ˈraɪmɪŋ] рифмованный • poetic [pəʊˈetɪk] поэтический, поэтичный • metaphors [ˈmetəfə] метафора • to receive [rɪˈsiːv] получать, принимать, воспринимать • widely [ˈwaɪdli] широко, далеко • attempt [əˈtempt] пытаться • to define [dɪˈfaɪn] определять, дать характеристику, устанавливать значение • to declare [dɪˈkleɪə] заявить • order [ˈɔːdə]

порядок • inexact [ˌɪnɪɡˈzækt] неточный • overflow [ˌoʊvəˈflaʊ] разлив, наводнение • powerful [ˈpaʊdʃl] мощный • feeling [ˈfiːlɪŋ] чувство • composition [kəmˈpɒzɪʃn] сочинение • language [ˈlæŋɡwɪdʒ] язык, речь • admitting [ədˈmɪtɪŋ] допуская • exception [ɪkˈsepʃən] исключение • furthermore [ˈfɜːðəˈmɔː] кроме того, к тому же • quality [ˈkwɒləti] качество, свойство • imagination [ɪˈmædɪˈneɪʃən] воображение, фантазия • to illuminate [ɪˈljumɪneɪt] озарять • to explain [ɪksˈpleɪn] объяснять • spirit [ˈspɪrɪt] дух • obvious [ˈɒbvɪəs] очевидный, ясный • permanent [ˈpɜːmənənt] постоянный, неизменный • transitory [ˈtrænsɪtəri] мимолетный, скоротечный • sincerity [sɪnˈserɪti] искренность • clarity [ˈklærɪti] ясность • simplicity [sɪmˈplɪsɪti] простота • true [truː] настоящий • important [ɪmˈpɔːtənt] важный, значительный • tongue [tʌŋ] язык • familiar [fəˈmɪljə] близкий • inflection [ɪnˈflekʃən] модуляция • suited [sjuːtɪd] соответствующий, подходящий • main [meɪn] главный • to dominate [ˈdɒmɪneɪt] преобладать, господствовать • stanza [ˈstænzə] строфа • closely [ˈkloʊzli] тесно, близко • knit [nɪt] связывать • elaborate [ɪˈlæbəreɪt] сложный, тщательно выработанный • sequence [ˈsiːkwəns] последовательность • famous [ˈfeɪməs] знаменитый • craftsmen [ˈkraːftsmən] мастер • device [dɪˈvaɪs] изобретение • alliteration [ˌɒlɪtəˈreɪʃ(ə)n] аллитерация • adjective [ˈædʒɪktɪv] имя прилагательное • vowel [ˈvaʊəl] гласный (звук) • consonant [ˈkɒnsənənt] согласный (звук) • repetition [ˌrepɪˈtɪʃən] повторение • proper [ˈprɒpə] подходящий, правильный • connection [kəˈnekʃən] связь, родство, соединение

Упр. 2. Прочитайте и переведите текст. Найдите в словаре и выпишите в рабочую тетрадь незнакомые слова:

THE ESSENTIALS OF POETRY

1. What is poetry? It's a question which has been asked many times since the world began and it has received a number of widely differing answers. Samuel Taylor Coleridge, for example, attempting to define prose and poetry declared: "Prose is words in their best order; poetry is the best words in the best order" – but that is clearly inadequate and inexact. Coleridge's friend the famous English poet William Wordsworth wrote that poetry is "the spontaneous overflow of powerful feelings and emotions" which is also not enough. The Oxford English Dictionary says that "poetry is composition in verse or metrical language" and that is, probably, as close as we shall ever get in a few words.

2. Admitting some exceptions we understand that in general poetry must be metrical, however irregular or even unrhythmic. Furthermore, it must be based rather upon qualities of imagination than those of matter of fact; it must illuminate rather than explain, it must deal with things and thoughts of the spirit

rather than be limited to the obvious, with that which is permanent rather than that which is transitory.

3. Amongst most essential qualities of poetry come sincerity, clarity and simplicity. Without them there can be no true poetry. Form and characteristic metres are also very important.

4. Every national tongue has the metres most familiar to its stresses and inflection, most suited to its idioms and its syntax. In English the main and the most characteristic metre is the five-foot iambic, which has gradually come to dominate almost all poems and verses with the great exception of Spencer, who wrote ninelined stanzas closely knit by the elaborate pattern of their rhyming sequence.

5. Apart from the great Spencer, “the poets’ poet” there are some other world famous poets of England. At least Shakespeare, Milton, Wordsworth, Keats, Burns should be mentioned. They were fine craftsmen in poetry making good use of different poetic devices: alliteration, metaphors, adjectives, vowels and consonants, repetitions and their proper connections.

Упр. 3. Письменно ответьте на следующие вопросы к тексту:

1. What definition of poetry do you accept? 2. What is poetry based upon? 3. What are the essential qualities of poetry? 4. What is the most characteristic metre of the English poetry? 5. What famous English poets do you know?

Контрольная работа № 4

Вариант № 1

Упр. 1. Подчеркните инфинитив и укажите его форму. Предложения переведите:

1. To do it seemed a natural thing. 2. Andrew was the third to be interviewed. 3. There is always a question or two to be considered. 4. It is so glorious to love and to be loved. 5. I was glad to have seen this man. 6. I happened to be spending a day in Paris. 7. He looked too young to have taken part in this conference. 8. I am glad to have been working at school all these years. 9. He hoped to be sent with that expedition.

Упр. 2. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:

1. How are they to know that you are here? 2. In silence the soup was finished – excellent, if a little thick; and fish was brought. In silence it was handed. 3. I am leaving tonight. 4. The house was too big. 5. It will be much cooler there. 6. They were to go to Spain for the honeymoon. 7. They were thus

introduced by Holly. 8. When I returned to town the school was still being built. 9. I never talk while I am working. 10. She is to say nothing of this to anybody.

Упр. 3. Переведите, обращая внимание на разные функции глагола to have:

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

Упр. 4. Прочтите предложения, найдите Participle I и II. Переведите на русский язык:

1. The flying plane is TU-144. 2. The broken cup was lying on the floor. 3. The lost document was returned to Helen. 4. The girl playing in the garden is my daughter. 5. Passing the shop I saw a beautiful dress. 6. She sat looking out of the window. 7. I saw her smiling. 8. All books taken from the library were new. 9. She sent all the letters written by her father. 10. Knowing English well she spoke fluently.

Упр. 5. Переведите на русский язык, обращая внимание на разные формы герундия:

1. Watching football matches may be exciting enough, but of course it is more exciting playing football. 2. Can you remember having seen the man before? 3. She was terrified of having to speak to anybody, and even more, of being spoken to. 4. He never agreed to their going on that dangerous voyage. 5. He did not approve of her drinking so much coffee. 6. The teacher of mathematics did not approve of his pupils dreaming.

Вариант № 2

Упр. 1. Подчеркните инфинитив и укажите его форму. Предложения переведите:

1. My friend was glad to have been given such an interesting assignment. 2. To know her is to love her. 3. I wanted to be answered at once. 4. We are happy to have been working together all these years. 5. He likes to speak with us on this subject. 6. I ought not to have stayed there so long. 7. I hoped to have written you a long letter. 8. I don't like to be interrupted. 9. This work must be finished today.

Упр. 2. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:

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

Упр. 3. Переведите, обращая внимание на разные функции глагола to have:

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

Упр. 4. Прочтите предложения, найдите Participle I и II. Переведите на русский язык:

1. The flying plane is TU-144. 2. The broken cup was lying on the floor. 3. The lost document was returned to Helen. 4. The girl playing in the garden is my daughter. 5. Passing the shop I saw a beautiful dress. 6. She sat looking out of the window. 7. I saw her smiling. 8. All books taken from the library were new. 9. She sent all the letters written by her father. 10. Knowing English well she spoke fluently.

Упр. 5. Переведите на русский язык, обращая внимание на разные формы герундия:

1. After being corrected by the teacher, the students' papers were returned to them. 2. I wondered at my mother's having allowed the journey. 3. On being told the news she turned pale. 4. All the happiness of my life depends on your loving me. 5. I object to his borrowing money from you. 6. I stretched out my hand to prevent her from attacking you.

Вариант № 3

Упр. 1. Подчеркните инфинитив и укажите его форму. Предложения переведите:

1. Nothing can be done, I'm afraid. 2. He could have written the composition much better. 3. It's very nice of you to have come. 4. Can he be waiting for us? 5. I think you should have told him you were sorry. 6. The facts are too few to be spoken about. 7. He must have forgotten my address. 8. To see is to 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 a letter for me, postman? 2. What have they done? 3. She was no fool. She had read much, in several languages, and she could talk of the books she had read with good sense. 4. She knows what she has to do. 5. They will have to come here again. 6. He had his leg broken. 7. I had breakfast at home. 8. She has not slept since that night.

Упр. 4. Прочтите предложения, найдите Participle I и II. Переведите на русский язык:

1. The flying plane is TU-144. 2. The broken cup was lying on the floor. 3. The lost document was returned to Helen. 4. The girl playing in the garden is my daughter. 5. Passing the shop I saw a beautiful dress. 6. She sat looking out of the window. 7. I saw her smiling. 8. All books taken from the library were new. 9. She sent all the letters written by her father. 10. Knowing English well she spoke fluently.

Упр. 5. Переведите на русский язык, обращая внимание на разные 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+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 подлежащее

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 и словосочетаний, а именно:

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

После того, как перевели сказуемое неопределенным личным предложением или вводным предложением, переводим само Complex Subject. Его первый элемент делаем подлежащим придаточного предложения, а второй (инфинитив) – сказуемым. Полученное придаточное предложение присоединяем к главному союзом «что».

Таким образом, **He is said to know Chinese** переводится: **Говорят, что он знает китайский.**

Упр. 1. Назовите Complex Subject. Предложения переведите:

1. They were seen to leave the house early in the morning. 2. Philip Bosinney was known to be a young man without fortune. 3. These islands are said to have been discovered as early as 1762. 4. We are sure to come back. 5. He is said to be very ill. 6. She was not expected to answer, but she did. 7. He was thought to be honest and kindly. 8. The book is believed to have been written in the 15th century. 9. But he is sure to marry her. 10. This fire is certain

to produce a panic in the morning. 11. They seemed to have quite forgotten him already. 12. Only yesterday we happened to see Soames Forsyte. 13. The experiment proved to be a failure. 14. The Earth was proved not to be quite a sphere. 15. The first university in Britain is known to be founded in the 12th century.

Упр. 2. Преобразуйте следующие предложения, употребив Complex Subject.

Образец: *It is expected that summer will start soon. – Summer is expected to start soon.*

1. It is believed that everything will be O.K. 2. It is known that she drives a car well. 3. It is supposed that there is a secret tunnel between them. 4. It is expected that the company will lose money this year. 5. It seems that the class will end soon. 6. It is likely that we will learn new words. 7. It is expected that the computer saves the scientists a lot of time. 8. It is said that this factory produces modern furniture. 9. It is believed that the expedition will return next Sunday. 10. It is unlikely that the meeting will take place tomorrow.

LESSON 3

Оборот *for* + существительное (или местоимение) + инфинитив

Инфинитивный оборот с предлогом *for* состоит из предлога **for** + **существительное** в общем падеже (или **местоимение** в именительном падеже) + **инфинитив**. Оборот переводится придаточным дополнительным предложением, связанным с главным союзами *чтобы*, *что* или простым предложением, поставив существительное/местоимение после *for* в дательный падеж.

It is necessary for you to know it. – *Необходимо, чтобы вы знали это. Вам необходимо знать это.*

Упр. 1. Переведите следующие предложения:

1. Have you got anything for me to read? 2. It will take a number of years for the two sides to come to an agreement. 3. It will be convenient for all of us to have the exam on Monday. 4. We are waiting for the jury to announce their verdict. 5. He waited for the papers to be published. 6. There is only one thing for you to do. 7. For the experiment to be successful he had to do much work. 8. It will be convenient for them to postpone *отложить* the visit.

Упр. 2. Из данных слов и выражений составьте предложения, употребляя конструкцию “*For + Infinitive*”:

It is necessary	journalists	take a different view.
It is important	economists	take some interest in politics.
It is essential	politicians	confront reality /face facts.
It is impossible	philosophers	deny the progress of science.

Упр. 3. Закончите следующие предложения:

1. It is necessary for her 2. It is advisable *желательно* for them
3. They waited for us 4. It was important for them 5. There was no reason for him

LESSON 4

Перевод слов с суффиксом –ed

1) Глагол с суффиксом –ed является **сказуемым**, если в предложении нет другого глагола и (или) если слева от него стоят:

а) личное местоимение в именительном падеже или другое подлежащее:

Fortunately she recognized the boy. – К счастью, она узнала мальчика.

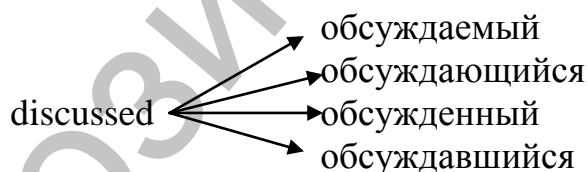
б) неопределенные наречия always, often, usually, sometimes, never ... :

They often played in small groups. – Они часто играли маленькими группами.

в) глагол **to be** или **to have**:

She is not well and has changed very much of late. – Она нездорова и сильно изменилась в последнее время. **The room was dimly lighted from the ceiling by a single electric lamp.** – Комната слабо освещалась с потолка единственной электрической лампочкой.

2) В остальных случаях слово с суффиксом –ed является причастием II. Справа от него часто стоят словосочетания с предлогами **by, in** и др. Перевод причастия II обусловлен контекстом и временем глагола-сказуемого:



Упр. 1. а) Прежде чем переводить предложение, определите, являются ли слова с суффиксом –ed сказуемыми или выполняют другую функцию;

б) Предложения переведите:

1. The results received by the scientists were discussed at the conference.
2. The article translated at the lesson is of great interest for me.
3. I was very much surprised.
4. They say the programmes will be based on episodes from students' life.
5. No nation was ever ruined by trade.
6. Brain-damaged children placed in a classroom limited to 10 or 12 pupils were able to return to regular classes within one to three years.
7. The question asked by the professor was very difficult.
8. I have not yet looked at the newspaper.
9. At last you have come: I have waited for you for about an hour.
10. The child began a sitdown strike expressed by negativences.
11. The boy progressed from the very simple

social-emotional stage to a very complex personality. 12. It is a mistake to discipline the child out of habit determined by his temperament. 13. The pupil's pride in successful achievement strengthened his newly established work habits. 14. They always used such methods. 15. We spoke of some frequently used methods of work.

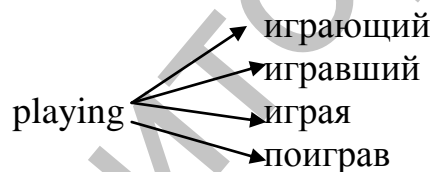
Перевод слов с суффиксом –ing

1) Слово с суффиксом **–ing** является частью сказуемого только в том случае, если слева от него есть глагол **to be (am, is, are, were, was, been), will (shall) be**. Это может быть:

а) простое глагольное сказуемое в Present, Past или Future Continuous:
Rain was falling heavily by that time. – *К тому времени уже шел сильный дождь.*

б) составное именное сказуемое:
His hobby is reading. – *Его хобби – чтение.*

2) В остальных случаях это либо причастие I, либо герундий. Перевод причастия I обусловлен контекстом и временем глагола-сказуемого:



3) Герундий может переводиться существительным, 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 [wɔz], 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 [fɔ`get] забывать	forgot [fɔ`gɔt]	forgotten [fɔ`gɔtn]
26. get [get] получать	got [gɔt]	got
27. give [giv] давать	gave [geiv]	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

<i>Неопределенная форма The Infinitive</i>	<i>Прошедшее время Past Indefinite</i>	<i>Причастие прошедшего времени Participle II</i>
42. make [meik] делать	made [meid]	made [meid]
43. mean [mi:n] значить	meant [ment]	meant
44. meet [mi:t] встречать	met [met]	met
45. put [put] класть	put	put
46. read [ri:d] читать	read [red]	read [red]
47. ride [raid] ездить верхом	rode [roud]	ridden [ridn]
48. rise [raiz] подниматься	rose [rouz]	risen [rizn]
49. run [rʌn] бежать	ran [ræn]	run [rʌn]
50. say [sei] 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 [ʃou] показывать	showed [ʃoud]	shown [ʃoun]
56. sit [sit] сидеть	sat [sæt]	sat
57. sing [siŋ] петь	sang [sæŋ]	sung [sʌŋ]
58. speak [spi:k] говорить	spoke [spouk]	spoken [spoukn]
59. spend [spend] проводить	spent [spent]	spent
60. stand [stnd] стоять	stood [stu:d]	stood
61. sweep [swi:p] подметать	swept [swept]	swept
62. swim [swim] плавать	swam [swæm]	swum [swʌm]
63. take [teik] брать	took [tuk]	taken [teikn]
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 [θiŋk] 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 [win] выигрывать	won [wʌn]	won
72. write [rait] писать	wrote [rout]	written [ritn]

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