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АНГЛИЙСКИЙ ЯЗЫК

*Учебно-методический комплекс
для студентов факультета
физической культуры и спорта*

УДК
ББК

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Данный учебно-методический комплекс по английскому языку предназначен для студентов факультета физической культуры и спорта, занимающихся на заочной форме обучения по специальностям "Физическая культура", "Физическая культура. Физическая реабилитация", "Физическая реабилитация и эрготерапия".

Издание 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.

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ПРЕДИСЛОВИЕ

Учебно-методический комплекс предназначен для занятий по английскому языку на факультете физической культуры и спорта (заочная форма обучения).

Комплекс 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. Издание также содержит текстовый материал по специальностям факультета: "Физическая культура", "Физическая культура. Физическая реабилитация", "Физическая реабилитация и эрготерапия". Весь текстовый материал каждого семестра разделен на 4 блока (А, В, С, D). Тексты А, В под рубриками "From History of Sport" и "Sport Celebrities" предназначены для студентов, занимающихся по специальности "Физическая культура"; тексты С, D под рубриками "Sport Examined" и "Sport and Injury" - для студентов по специальностям "Физическая реабилитация" и "Физическая реабилитация и эрготерапия". Тексты снабжены активным словарем, а также лексическими предтекстовыми и послетекстовыми упражнениями.

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

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

Установочная сессия

LESSON 1

О пользовании словарем

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

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

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

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

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

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

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

* * *

Не следует выписывать из текста все незнакомые слова сразу, чтобы затем, отложив текст, искать их значения по словарю. Многие слова имеют

несколько значений. То значение, которое подходит для данного текста, не всегда стоит первым.

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

* * *

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

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

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

data	данные, а не дата
novel	роман, а не новелла
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 часам, сколько времени вам потребуется на то, чтобы найти по словарю первые значения следующих существительных. Если вы затратите больше 4 минут, повторите алфавит и еще раз прочтите параграф о структуре словаря:

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

О необходимости определения части речи незнакомого слова

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

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

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

to cause - причинять; **demand** - требование, **to demand** - требовать) является специфическим способом образования новых слов в английском языке. 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 преводиться описательно:

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

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

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

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

LESSON 2

Множественное число существительных

	<i>Окончание</i>	<i>Произношение</i>	<i>Единственное число</i>	<i>Множественное число</i>
1. После звонких согласных и гласных	s	[z]	a boy a dog a hand	boys dogs hands
2. После глухих согласных	s	[s]	a book a cat	books cats
3. После шипящих и свистящих звуков, которые дают следующие буквы и буквосочетания: s [s], ss [s], x [ks], ch [tʃ], tch [tʃ], sh [ʃ]	es	[ɪz]	a bus a box a brush a match	buses boxes brushes matches

Особые случаи образования множественного числа:

Man (мужчина) – men

Woman (женщина) – women [ˈwɪmɪn]

Foot (нога) – feet

Child (ребенок) – children

Fish (рыба) – fish

Hair (волос) – hair

Fruit (фрукт) – fruit

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

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

Упр. 2. Переведите на английский язык:

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

Неопределенный артикль

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

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

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

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

Определенный артикль

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

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

Упр. 6. Вставьте артикль, где необходимо:

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

... paper. 10. This is ... bag. ... bag is brown. It is my sister's ... bag. And this is my ... bag. It is ... yellow.

Левое определение, выраженное существительным

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

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

Опорному существительному может предшествовать целая цепочка определений, выраженных существительным:

a space flight section – *отдел космических полетов*

an office telephone number – *номер рабочего телефона*

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

a working people delegation – *делегация трудящихся*

a first year student – *студент первого курса*

foreign language study – *изучение иностранного языка*

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

Существительное в функции левого определения может переводиться:

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

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

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

Упр. 7. Переведите на русский язык:

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

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

Предложения переведите:

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

Притяжательный падеж существительных

Притяжательный падеж передает различные оттенки принадлежности и употребляется с одушевленными существительными, а также с некоторыми неодушевленными, обозначающими время, расстояние, время года, день, месяц, название страны, реки, города:	
<i>Единственное число</i>	<i>Множественное число</i>
My sister's letter. Письмо моей сестры.	These students' book. Книга этих студентов.
The student's book. Книга студента.	The Petrovs' room. Комната Петровых (семьи).

Aunt Julia's face. Лицо тети Джулии.	
В некоторых случаях, при обозначении места (дома, квартиры, магазина...), опорные существительные опускаются. Например, вместо at the baker's shop говорят просто at the baker's – в булочной, at the brother's у моего брата (т.е. в доме брата), at the hairdresser's в парикмахерской и т. п.	

Упр. 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 дяди, одежда детей, глаза кошки, комната моих братьев, дети этой женщины, имена моих друзей, руки ребенка, ноги мужчины, школа сына, день рождения матери, жена брата, страницы книги, окна дома.

Личные и притяжательные местоимения

Ли- цо	Личные местоимения		Притяжательные местоимения	
	Именит. падеж	Объектный падеж	I форма (справа стоит существительное)	II форма (существ. 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;"> <div style="display: inline-block; vertical-align: middle;">he</div> <div style="display: inline-block; vertical-align: middle;">she</div> <div style="display: inline-block; vertical-align: middle;">it</div> </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;">{</div> <div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">him – ему, его</div> <div style="display: inline-block; vertical-align: middle;">her – ей, ее</div> <div style="display: inline-block; vertical-align: middle;">it – его, ее</div> </div> </div>	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">him – ему, его</div> <div style="display: inline-block; vertical-align: middle;">her – ей, ее</div> <div style="display: inline-block; vertical-align: middle;">it – его, ее</div> </div>	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">his – его</div> <div style="display: inline-block; vertical-align: middle;">her – ее</div> <div style="display: inline-block; vertical-align: middle;">its – его, ее</div> </div>	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">his</div> <div style="display: inline-block; vertical-align: middle;">hers</div> <div style="display: inline-block; vertical-align: middle;">its</div> </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, эта книга моя, а эта - твоя, этот дом наш, а этот - её, эти учебники их, а эти - наши.

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

Упр. 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 80 лет.
Институт находится на Московском проспекте. Это очень широкая улица.

Упр. 17. Сделайте предложения отрицательными и вопросительными:

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

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

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

to be glad	радоваться
to be tired	быть усталым
to be sorry	сожалеть; извиняться
to be over	заканчиваться
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 (is, are ...)

Предложения с оборотом there is утверждают наличие или отсутствие какого-либо предмета (предметов) в определенных условиях (в данном месте, в данное время и т.д.). На русский язык они переводятся предложениями, начинающимися с обстоятельства. Глагол to be в обороте может употребляться в разных временных формах.

There are different books on the shelf.

There were many mistakes in your dictation.

There will be a meeting after classes.

В вопросах компоненты конструкции there is меняются местами:

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

Упр. 1. Переведите на русский язык:

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

Упр. 2. Переведите на английский язык:

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

Местоимения some, any, no

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

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

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

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

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

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

Упр. 4. Сделайте предложения отрицательными и вопросительными:

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

Упр. 5. Переведите на английский язык:

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

Спряжение глагола to have иметь

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

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

Упр. 6. Вставьте правильную форму глагола to have:

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

Упр. 7. Переведите на английский язык:

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

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

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

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

Упр. 8. Переведите на русский язык:

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

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

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

Упр. 10. Переведите на английский язык:

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

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, The Staff Retraining Faculty.

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 12 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 Staff Retraining 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:

Model: to help – helped – helped – helping

to go – went – gone – going

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

Видо-временные формы английского глагола
в действительном залоге

	Indefinite (Simple) Простое	Continuous Длительное	Perfect Завершенное	Perfect Continuous Завершенно- длительное
	Констатация факта	Процесс	Завершенность	Процесс уже в течение некоторого периода времени
	to V	to be V-ing	to have V ₃	to have been V-ing
P R E S E N T	V, V-s I write Я пишу (часто)	am is are } V-ing I am writing Я пишу (сейчас)	have has } V ₃ I have written Я написал (сегодня, уже, только что)	have has } been V-ing I have been writing Я пишу (уже час; с двух часов)
P A S T	V – ed, V ₂ I wrote Я (на)писал (вчера; два дня тому назад)	was were } V-ing I was writing Я писал (вчера в три часа; когда он вошел; пока он читал)	had V ₃ I had written Я написал (вчера к трем часам; до того, как он пришел)	had been V-ing I had been writing Я писал (уже два часа, когда он пришел)
F U T U R E	shall/will V I shall/will (I'll) write Я напишу, буду писать завтра.	shall/will be V-ing I shall/will (I'll) be writing Я буду писать (завтра в 3 часа).	shall/will have V ₃ I shall/will (I'll) have written Я напишу (завтра к 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 sister prefers to travel by air.
4. The director of the car factory goes to work by Rolls-Royce.
5. Tony's two stepsisters worked in a bank 2 years ago.
6. The spouses are getting divorced.
7. When we reached the airport, the plane had already taken off.
8. All week long they were trying to choose a name for their child.
9. He will come back tomorrow.
10. I will have completed the work by Friday.
11. I have been working there for three months.
12. The Prime Minister will be speaking on TV tonight at 9.30.
13. I have just returned from my trip round Europe.
14. I have something in my eye.
15. He had had breakfast by the time when his family got up.

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

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

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

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

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

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

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

Запомните исключения:

Идти	to go – he goes [gouz]
Делать	to do – he does [dʌz]

Говорить to say – he says [sez]

Упр. 2. Прочтите следующие глаголы в 3-м лице единственного числа.

Обратите внимание на правильное чтение окончаний:

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

Обратите внимание на орфографию:

1) to study – I study – he studies (y/i + es [iz])

но: to play – I play – he plays [z]

2) to teach – I teach – he teaches [iz]

Упр. 3. Поставьте глаголы в 3-е лицо единственного числа:

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

Упр. 4. Выберите правильную форму глагола:

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

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

I speak English. He/She speaks English too.

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

Примечание: местоимение one's, соответствующее русскому «чье-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. Она рассказывает детям смешные истории. 7. У них два урока немецкого языка в неделю. 8. Анна плавает хорошо. 9. Летом дети купаются в море. 10. Он работает до полуночи.

Упр. 8. Сделайте предложения отрицательными:

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

Упр. 9. Сделайте предложения вопросительными:

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

Различные функции окончания –s (es)

-s	Показатель множественного числа существительных: walls, classes
	Показатель 3-го лица единственного числа глаголов в Present Indefinite: he goes, he reads
	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 текст "Sports and Games" и выучите следующие слова:

enjoyment [in`d ɔimənt]	удовольствие
feeling	чувство
relaxation [ri:læk`seiʃən]	отдых, уменьшение напряжения
health [helθ]	здоровье
tension [tenʃn]	напряжение
participant [pa:`tisipənt]	участник
performance [pi`fɔ:məns]	выступление
entertainment [entə`teinmənt]	развлечение
important [im`pɔ:tənt]	важный
possible	возможный
favourite [ˈfeivərit]	любимый
attractive	привлекательный
outdoor games [ˈaʊt dɔ:]	игры на открытом воздухе
indoor games [ˈindɔ:]	комнатные игры
aquatic [ə`kwætik]	водный
to get rid of	избавиться от чего-либо
to hit	бить, ударять
to seem	казаться
to take drugs	принимать наркотики
to watch	смотреть
to practise	заниматься
to go in for (sport)	заниматься (спортом)
to include	включать

Упр. 12. Переведите следующие слова, учитывая часть речи.

Выучите их:

Important – importance; to relax – relaxation; to attract – attractive - attraction; to perform – performance; health – healthy; to enjoy – enjoyment; to participate – participation – participant; to entertain – entertainment; possible – possibility.

Упр. 13. Прочитайте и переведите текст, выписав остальные неизвестные Вам слова:

SPORTS AND GAMES

Sport has played an important part in our lives for many centuries.

Sport is enjoyment because of the good feeling that is produced when the body has done some physical work. Sports are very good for active relaxation and are important for our physical and mental health. After 6-8 hour work in offices people feel the need for exercise at the end of the day and turn to sport.

How better get rid of tension or let off steam than to hit a ball hard or go running? Sport at an amateur level is for enjoyment and fitness and provides an outlet for surplus energy. Professional sport seems less to do with enjoyment and more to do with making money. Top sports people view their sport as a way of making as much money as possible in as short time as possible. As a result of this desire some participants take drugs to help their performances and their bank balances.

Televised sport is a great entertainment. Millions of people like to watch matches on TV or listen to them on the radio and keep their fingers crossed for their favourite teams. And without these potential record-breaking performances sport would not be so attractive to watch on TV.

There are lots of types of sports and games. We can practise outdoor and indoor sports, there are also aquatic sports.

Outdoor sports are: golf, skiing (cross-country, down-hill, slalom, ski-jump), windsurfing, marathon-running, fishing, climbing, hiking (tourism), mountaineering, horse riding, rallies.

Indoor sports include table tennis, gymnastics, chess. Ball games, athletics (sprint, high jump, long jump, javelin throw), tennis, shooting, skate-boarding and skating (figure skating, speed skating and roller skating), may be practised both outdoors and indoors.

Aquatic sports are water skiing, swimming, diving, water polo, yachting, canoeing, rowing.

People all round the world go in for sports.

Упр. 14. Разделите следующие виды спорта на 3 группы: indoor games, outdoor games, aquatic sports. Выучите виды спорта:

Diving, chess, climbing, racing, yachting, equestrian sport, skiing, golf, fishing, marathon-running, draughts, windsurfing, ski-jump, gymnastics.

Упр. 15. Закончите следующие предложения:

1. Sport is enjoyment because ...
2. Sports are very good for ...
3. Sports are important for ...
4. At an amateur level sport provides ...
5. At a professional level sport is a way of ...

Упр. 16. Ответьте на следующие вопросы:

1. How can people get rid of tension or let off steam? 2. What are the levels of sport? 3. Why do millions of people like to watch sport programmes? 4. What types of sports and games do you know? 5. Do you use sport as a way of relaxation? If not, what physical activity do you take? 6. Would you like to have a career of a professional sportsman? In what kind of sport? Why?

Упр. 17. Переведите следующие словосочетания на английский язык, используя лексику текста:

Здоровый образ жизни, важность спорта, избавиться от напряжения, любительский спорт, участники соревнований, заниматься прыжками в длину, любимое развлечение, водные виды спорта, игры на свежем воздухе, игры в помещении, зарабатывать как можно больше денег.

Упр. 18. 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. 19. 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. 20. 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. 21. 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. 22. Прочтите, употребляя Past Simple Tense:

When in Spain two Englishmen (to come) into a small restaurant to have their lunch. They (not to speak) Spanish, the waiter (not to speak) English. The Englishmen (to want) to order some milk. They (to pronounce) the word several times, they (to write) it, they (to draw) it, but the waiter (not to understand)

them. At last one of them (to decide) to draw a cow. He (to take) out a pencil and (to draw) a picture of a cow. The waiter (to smile) and (to nod) in approval and (to run) out of the room. In a quarter of an hour he (to come) back and (to put) in front of his clients two tickets for a bullfight [ˈbulfait] *бой быков*.

Упр. 23. Переведите на английский язык:

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

Упр. 24. 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. 25. 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. 26. Сделайте предложения отрицательными и вопросительными:

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

LESSON 6

Продолженные времена (Continuous Tenses)

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

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

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

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

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

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

Упр. 2. Сделайте предложения отрицательными и вопросительными:

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

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

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

Упр. 4. Переведите на русский язык:

1. I was waiting for you the whole evening yesterday. 2. Irene was watering the flowers when Peter came. 3. As I was having 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. At this time tomorrow we shall be going 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 текст "How Sporting are the British?" и выучите следующие слова:

существительное	прилагательное	глагол
list – список	famous [ˈfeɪməs] - знаменитый	to invent - изобретать
popularity [pɒpjʊˈlærɪti] – популярность	fast [faːst] быстрый	to occupy [ˈɔkjʊpaɪ] – занимать
spectator [spekˈteɪtə] – зритель	major [ˈmeɪd ə] – главный	to grow (grew, grown) - расти

influence – [ˈɪnfluəns] – влияние	enormous [iˈnɔːməs] - огромный	to tend – иметь; тенденция
obsession [əˈbseʃən] – одержимость, наваждение		to draw [drɔː] – привлекать
		to fill - наполнять
		to win (won, won) ([wʌn]) - побеждать
		to keep fit – быть бодрым и здоровым
		to find (found, found) [faɪnd (faʊnd)] – находить

Упр. 7. Переведите следующие словосочетания:

National obsession, to occupy 40 percent of the news pages, sporting people, to grow fastest in popularity, to draw fewer spectators, to fill the grounds in all the major sports, to double the popularity, spectator sport, enormous influence, thanks to television, to take exercise to keep fit, a nation of spectators, a nation of doers.

Упр. 8. Переведите текст, выписав остальные неизвестные Вам слова:

HOW SPORTING ARE THE BRITISH?

The list of sports invented by the British is a long one. It includes boxing, football, golf, lawn tennis, badminton, cricket, rugby, squash, darts, billiards and snooker. That's why Britain is sometimes called the cradle of sports. In Britain today sport is almost a national obsession. Sport occupies 40 percent of the news pages of the popular newspapers. The British are very sporting people. They knight¹ their most famous footballers and cricketers.

Team games are not as popular as they were in the 1950s. The sports which grew fastest in popularity in the 1980s and 1990s were all sports for individuals, like swimming, cycling, snooker. Team games also tended to draw fewer spectators, especially football, though international matches and cup matches in all the major sports still filled the grounds. Motor-racing, on the other hand, more than doubled its popularity and golf became a major spectator sport.

Television has an enormous influence on sport. Darts, snooker, golf and cycling have found regular places in TV programmes. Thanks to television, darts has become an international game, played by professionals. American football and Japanese sumo wrestling have won over British TV fans.

More and more British people take exercise to keep fit and this is running Britain from a nation of spectators to a nation of doers.

¹ to knight [naɪt] – обожествлять

Упр. 9. Разделите следующие виды спорта на 2 группы:

Team games

Sports for individuals

Golf, lawn tennis, cricket, rugby, snooker, cycling, motor-racing, wrestling, darts.

Упр. 10. Скажите, соответствуют ли утверждения содержанию текста. Исправьте информацию в предложениях, не соответствующую содержанию текста:

1. The British invented a lot of sports.
2. Sumo wrestling is a British invention.
3. More and more British people take exercise to keep fit.
4. Team games are as popular now as they were in the 1950s.
5. Sports for individuals grew fastest in popularity in the 1960s.
6. Golf and motor-racing became a major spectator sport.
7. Thanks to newspapers darts has become an international game played by professionals.
8. Britain is becoming a nation of doers.

Упр. 11. Задайте вопросы, для которых логичными ответами были бы следующие утверждения:

- 1) ----- ?
- The British invented golf, boxing, lawn tennis, rugby, darts, badminton.
- 2) ----- ?
- Team games were popular in the 1950s.
- 3) ----- ?
- Sports for individuals grew fastest in popularity in the 1990s.
- 4) ----- ?
- Television has an enormous influence on sport.
- 5) ----- ?
- The British take exercise to keep fit.

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.

Text A

♦ A Bit of History

THE HISTORY OF THE OLYMPIC GAMES

Упр. 1. Выучите следующие слова:

существительное	прилагательное	глагол
neighbour [ˈneɪbə] – сосед	ancient [ˈeɪnʃənt] – древний	to wage – вести войну
negotiations – переговоры	successful [səkˈsesfəl] – успешный	to suffer – страдать
achievement – достижение	sacred [ˈseɪkrɪd] – священный	to stay – оставаться

herald – глашатай (вестник)	responsible – ответственный	to recognize – признавать
oath – клятва		to celebrate – праздновать
wreath [ri:θ] – венок		to last – длиться
fear [fið] – страх		to devote – посвящать
death penalty – смертная казнь		to compete – состязаться (соревноваться)
exception – исключение		to prepare – готовить(ся)
coach – тренер		to allow [ə'laʊ] – поз- волять
reason – причина		to coach – тренировать
revival [ri'vaɪvəl] – воз- рождение		to excell [ɪk'sel] – пре- восходить
		to ban [bæn] – запрещать
		to revive – возрождать
		to establish – устанавливать
394 A.D. (anno Domini) лат. 394 нашей эры 394 B.C. (before Christ) 394 до нашей эры		

Упр. 2. Письменно переведите предложения, обращая внимание на то, что некоторые слова имеют одинаковые формы на письме, но используются как разные части речи:

Model: I can't be in two places at once. – Я не могу быть в 2-х местах одновременно.

He always places the books in the right order. – Он всегда кладет книги на место.

1. There was a single exception, when a woman coached her son. But from that time all athletes and their coaches must compete without any clothes. 2. In the beginning this feast lasted one day. The last ancient Olympic Games took place in 394 A.D. 3. At that time all wars were stopped by special heralds. Modern Olympics are held two times a year: there are Winter and Summer Olympic Games.

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

THE HISTORY OF THE OLYMPIC GAMES

Long ago ancient Greeks often waged wars. Small states suffered and lost much even if they did not take any side and stayed out of wars. The ruler of such a small state, Elis, wanted to live in peace with all neighbours. He was a good

diplomat because his negotiations were successful and Elis was recognized a neutral state. To celebrate this achievement, he organized athletic games.

In the beginning this feast lasted one day, but later a whole month was devoted to it. All wars and feuds were stopped by special heralds who rode in all directions of Greece.

The games were held every four years in Olympia on the territory of Elis.

Usually the Olympic Games began before the middle of the summer. Best athletes arrived from many Greek states to Olympia to compete in running, long jumps, throwing of discus and javelin and wrestling. In the course of time² fist fighting (boxing) and chariot races were also included in the Games.

All athletes took an oath that they had been preparing well for the Games and promised to compete honestly and keep the rules of the sacred Olympics.

The athletes took part in all kinds of competitions. Winners were called “olympionics”, they got olive wreaths and cups of olive oil. This tradition has survived. In our time sportsmen often get cups and wreaths for winning the first place in sports competitions.

Only men could take part in the Olympic Games. Women were not allowed even to watch the competitions at the stadium under the fear of death penalty. There was a single exception, when a woman coached her son and accompanied him to the stadium in men's clothes. That brave woman was spared the penalty³ because her son excelled in many events. But from that time all athletes and their coaches had to compete without any clothes.

The Olympic Games had been held for about eleven hundred years, until the emperor Theodosius banned them for religious reasons in 394 A.D.⁴

The revival of the Olympic Games began long time afterwards, in 1892, when a young French teacher Pierre de Coubertin made a public speech before the Union of French sports clubs in Paris. At that time many people in many countries practised various kinds of sports and games. They wanted to make friends and compete with sportsmen from other lands. Pierre de Coubertin understood the importance of sports which unified peoples of the world and served the cause of peace like in ancient time.

On the 23rd of June 1894 the International Congress of amateur sportsmen made an important decision: to revive the Olympic Games and to establish the International Olympic Committee which would be responsible for the administration of the modern Olympic Games.

The first Olympics of the modern times were held in 1896 in Athens, Greece.

² in the course of time - с течением времени

³ was spared the penalty – была избавлена от наказания

⁴ until the emperor Theodosius [θið`dɔsiðs] banned them for religious reasons in 394 A.D. – пока император Феодосий не запретил их по религиозным соображениям в 394 г. н. э.

Упр. 4. Выберите, выпишите и выучите названия видов спорта, которые были включены в древние Олимпийские игры:

Swimming, horse-riding, chariot races, boxing, hammer throwing, discus throwing, javelin throwing, pole vault, running, wrestling, hurdle races, long jumps, fencing, diving, cycling, gymnastics, weight-lifting.

Упр. 5. Ответьте письменно на следующие вопросы:

1. When did the Olympic Games begin? 2. Who could take part in the Olympic competition? 3. Whose efforts helped to revive the Olympic Games? 4. What is the International Olympic Committee responsible for? 5. What did Pierre de Coubertin understand about sport?

Text B

◇ Sport Celebrities

BASKETBULLS: DENNIS "BED BOY" RODMAN

Упр. 1. Переведите и выучите данные глаголы. Выучите также формы неправильных глаголов:

To play, to buy (bought [bɔ:t]), to have (had), to get (got), to dye [dai], to throw (threw [θru:], thrown), take off (took, taken), to go out (went, gone).

Упр. 2. Письменно переведите слова и разделите их на 2 группы: а) относящиеся к спорту; б) общеупотребительные:

Popular, team, applause, empty, stadium, attention, game, reputation, thug, enjoy, fighting, defender, definitely, amusing, spectators, wig, basketball court, shirt, famous.

Упр. 3. а) Обратите внимание на особенности перевода конструкции *used + inf*, которая обозначает действие регулярно, часто происходившее в прошлом, но не происходящее в настоящем. При переводе можно добавить слово «раньше»:

He used to play for this team. – Раньше он играл за эту команду.

б) Письменно переведите следующие предложения:

1. He used to read much but now he doesn't. 2. They used to go to the seaside every year, but now they don't. 3. He used to be popular. 4. He used to be a defender but now he is a forward.

Упр. 4. Переведите текст, выписав остальные неизвестные Вам слова:

BASKETBULLS

The Chicago Bulls are one of the most popular basketball teams ever. When they play in different cities, they often get more applause than the home team. There are never empty seats in the stadium when the Bulls play. Why are they so popular? It has something to do with the people in the team.

Dennis “Bad Boy” Rodman

Dennis Rodman loves being the centre of attention. He used to play for the San Antonio Spurs but the Bulls bought him in 1995. At first he was not popular because he had a reputation for behaving badly during games. This reputation got worse when he hit a referee!

You might ask why he is popular if he is a thug (someone who enjoys fighting). The answer is simple – he’s a brilliant basketball player. Many people believe that he is one of the best defenders in the history of the Bulls. He is definitely one of the most amusing. He normally dyes his hair red, green or blonde. The spectators love this. They often throw wigs at him on the basketball court.

After each game, Dennis takes off his shirt and throws it to them.

He is also popular with the rich and famous. He is good friends with Cindy Crawford and he often goes out with her.

Упр. 5. Выберите и запишите вариант, соответствующий содержанию текста:

1. The Chicago Bulls are one of the most ... basketball teams.
a) interesting b) popular c) rough
2. Dennis Rodman had a reputation for behaving ... during games.
a) well b) badly c) funny
3. Dennis Rodman’s reputation got worse after ...
a) the San Antonio Spurs b) hitting a referee c) meeting Cindy Crawford
4. Spectators often throw ... on the basketball court.
a) shirts b) toys c) wigs
5. Many people believe that he is one of the best ... in the history of the Bulls.
a) defenders b) forwards c) referee

Упр. 6. Ответьте письменно на следующие вопросы:

1. Why is the Chicago Bulls team so popular?
2. When did Dennis Rodman worsen his reputation?
3. Why do people consider him amusing?

Text C

◇ Sport Examined

PERSONALITY AND SPORT**Упр. 1. Выучите слова к тексту:**

существительное	прилагательное	глагол
questionnaire [kwestiə`neɪ] – анкета	suitable [ˈsju:təbl] – подходящий	to classify – классифицировать
scale – шкала	sound [saʊnd] – здра- вый	to seem – казаться
majority – большинство	successful [sək`sesful] – успешный	to apply [əp`lai] - применять(ся)
extreme – крайность	certain [ˈse:tn] определенный	to express – выражать
confidence – уверенность		to tend – иметь тенден- цию (склонность)
ability – способность		to assess [ə`ses] – оп- ределять
conclusion – заключение		to perform – выполнять (участвовать)
tension level – уровень напряжения (level of arousal[ə`rauʒəl])		to seek – искать
skill – умение		to occur [ə`kɔ:] – возникать
movement – движение		to excel [ik`sel] – превосходить (преуспевать)
pain – боль		to involve – вовлекать
		to tolerate – переносить (терпеть)
		to take part – принимать участие

Упр. 2. а) Обратите внимание на перевод предложений с конструкцией *neither ... nor*, которая переводится как «ни ... ни»:

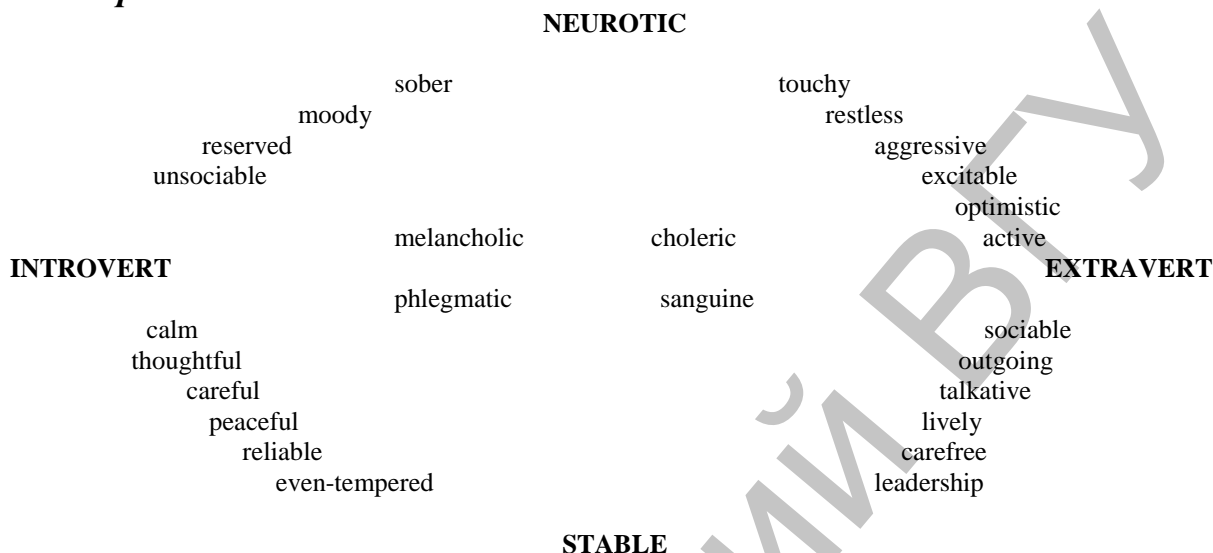
The majority of us are neither complete introverts nor complete extroverts.
– Большинство из нас как ни абсолютные интроверты, так и ни абсолютные экстраверты.

б) Переведите письменно следующие предложения:

1. Neither introverts nor extroverts produce their best work when their tension level is above or below a particular point.

2. Neither he or she understood the rules.
3. He will go neither to Rome nor Paris.

Упр. 3. Изучите шкалу классификации людей в зависимости от типа темперамента Айзенка.



Упр. 4. Переведите текст, выписав остальные неизвестные Вам слова:

PERSONALITY AND SPORT

Do people behave consistently and do they behave differently from each other?

We can all think of one of more boy or girl in our form, year or our school who is always talking and always wishing to be the centre of attention. We can also think of others who seldom talk in class, who keep their thoughts to themselves and who get on with their work with the minimum of fuss. People do seem to behave differently from each other. One of the skills in life is learning to anticipate how others will behave in all sorts of situations. If we could not predict a person's behaviour then life would be very difficult for us. If we know a person is friendly, awkward, touchy, easy going or quick tempered then we will treat them accordingly.

Psychologists have attempted to classify people's personality in a more accurate way. Even so their results seem to show that our commonsense categories are usually quite sound. Eysenck, for example, places individuals on two different scales according to their answers to a personality questionnaire. One scale is the introversion – extroversion scale whilst the other is the neuroticism – stability scale.

The majority of us are neither complete introverts nor complete extroverts but lie somewhere between the two extremes. The same applies to the neuroticism – stability extreme. Extreme extroverts would have the following characteristics: the ability and the need to express themselves, their ideas etc., high self confidence in new situations, high opinions of themselves and their ideas. They would also be socially outgoing and tend to be the leaders of any group.

Extreme introverts would tend to show the opposite characteristics: little wish, or ability to express their ideas, very quiet when in a group with no wish to expose themselves or their ideas in new situations.

Sports psychologists have used a wide variety of personality questionnaires as well as other methods in order to assess the personalities of sportsmen and sportswomen. Thousands of people have been tested, some young, some old, some top class sportsmen and sportswomen and others who take part in spite of their lack of sporting ability.

A number of interesting conclusions have been suggested by these psychologists.

People produce their best work when their tension level (or arousal level) is at a particular point. Both above and below this level, their performances will not be as good.

Introverts reach their peak performance at a lower level of arousal than extroverts.

Extroverts seek sports in which high states of arousal are most likely to occur. They are therefore more likely to take part in team games than in individual sports.

Introverts perform better in fine physical skills where confined and precise movements are required. They probably excel in sports such as fencing, rifle shooting, archery and rock climbing. Extroverts perform better at gross physical skills, that is movements using the whole of the body in a relatively unlimited manner.

Extroverts prefer sports in which there is plenty of activity and uncertainty. Hence such sports as cross country running and long distance swimming, in which there is little variety in what the sportsman has to do, tend to be more attractive to the introverted person. For example rifle shooting, rock climbing, golf.

Research experiments have shown that extroverts can tolerate more pain than introverts. Sports which are likely to involve physical pain, for example body contact sports such as boxing, wrestling, judo and rugby should therefore be more suitable for extroverts.

In general the most successful sportsmen and sportswomen tend to be stable extroverts, although there are exceptions to this general rule. It is certainly true that the more neurotic a person is the less likely they are to take part in sport.

Упр. 5. Выберите одно наиболее подходящее по смыслу слово и закончите предложение. Запишите и переведите полученный вариант:

1. Research suggests that solitary sporting activities are likely to attract
a) introverts b) extroverts c) all endomorphs d) all mesomorphs
2. Games involving body contact and with the risk of pain tend to attract
a) introverts b) neurotics c) extroverts d) conservatives
3. An extrovert sportsman is usually
a) rather quiet and shy b) very sociable and the centre of attention
c) friendly in a restrained way (сдержанно)
d) retiring (склонный к уединению) and unfriendly

Упр. 6. Письменно заполните таблицу, разделив данные ниже виды спорта на 2 группы: а) наиболее характерные для экстравертов, б) наиболее характерные для интровертов:

виды спорта наиболее характерные для экстравертов	виды спорта наиболее характерные для интровертов

Discus throwing, fencing, boxing, judo, archery, wrestling, rugby, football, rifle shooting, cross-country running, hockey, long distance swimming, golf, rock climbing.

Упр. 7. Запишите вопросы, для которых следующие утверждения были бы ответами. (Чтобы правильно поставить вопрос, определите время глагола):

1. _____?
The most successful sportsmen tend to be stable extroverts.
2. _____?
Eysenck places individuals on two different scales.
3. _____?
An Introvert probably excels in sports such as fencing, rifle shooting, archery and rock climbing.

Text D

◇ Sport and Injury

SPORTS MEDICINE**Упр. 1. Выучите следующие слова:**

существительное	прилагательное	глагол
rise - увеличение	trivial - незначительный	to take part - принимать участие
injury [ˈɪndʒəri]- рана, ушиб, травма	painful - болезненный	to suffer [ˈsʌfə]- страдать
sympathy - сочувствие, сострадание	sufficient [səˈfɪʃənt] - умелый, профессиональный	to recognise [ˈrekəɡnaɪz]- узнавать
treatment - лечение	satisfactory - удовлетворительный	to treat - лечить
pain - боль		to deal with - иметь дело с (to be dealt with)
recovery [riˈkʌvəri]- выздоровле-ние		to save - спасать
staff [sta:f]- штат, персонал		to recover [ruˈkʌvə]- вы-лечить
health [helθ]- здоровье		to run - управлять
insurance [ɪnˈʃʊ(ə)rəns] company - страховая компания		to support [səˈpɔ:t] - поддерживать
		to maintain - поддерживать, оказывать поддержку
		to fund - вкладывать капитал
		to be in charge - заведовать (руководить)
		to hasten [heɪsn] - ускорять
		to inflict - причинять боль
		to be spread - распространяться
		to map - укомплектовывать

Упр. 2 а) Переведите следующие слова, обращая внимание, что слова, заканчивающиеся на суффикс -ly как правило являются наречиями (отвечают на вопрос как?):

Probable (вероятный) - probably (вероятно)

Relatively, normally, painfully, sufficiently, painfully, specially, voluntarily, insufficiently, individually, highly.

б) Образуйте наречия от следующих прилагательных. Переведите полученные наречия:

Conservative, necessary, relative, quick, expensive, thin (зд. в тексте - редкий, малочисленный), normal, considerable, voluntary.

Упр. 3. Переведите следующие словосочетания:

The local casualty department, sports injuries clinics, Sports Council, local sport centres, health clinics, local authorities centres, individual sports clubs, rehabilitation centres.

Упр. 4. Прочитайте и переведите текст, выписав остальные неизвестные Вам слова:

SPORTS MEDICINE

The rise in the number of people taking part in sport has led to a rise in the number of people suffering from sports injuries. Most sporting injuries are medically speaking, relatively trivial. Some doctors see sports injuries as self inflicted injuries and show little sympathy. A number of them are also unaware of how to recognise and treat some types of sports injury.

If the injured sportsman or sportswoman goes to the local casualty department then he will probably be dealt with by an overworked and understaffed department with little sports injury expertise. Treatment will normally be very conservative. "Rest and come back if it is still painful in a week". Although rest is helpful for some injuries, many require more than just rest. Early diagnosis may save much unnecessary pain and expert advice may hasten recovery considerably. There are about 30 sports injuries clinics being run by National Health hospitals. These clinics do not receive any special funding however and staff man them voluntarily. They are also thinly spread over the country. The Sports Council is helping to set up sports injuries clinics open to all at local sports centres, health clinics, local authority centres and individual sports clubs. There are still insufficient sports injuries clinics however.

Private enterprise is stepping in to fill the gap. A number of sports injuries clinics have been set up in private hospitals, usually with a highly experienced physiotherapist in charge. Private health associations and insurance companies are also investigating the idea of sports injuries insurance policies. Quick, skilled treatment is therefore possible, but it can also be expensive.

This is far from satisfactory. A fit society maintaining fitness through regular exercise needs to be supported by a sympathetic and knowledgeable sports injuries service. We need a new policy of sports medicine in this county. The NHS (National Health Service) needs to be funded in such a way that sports medicine for all is a reality.

Упр. 5. Найдите в тексте и переведите следующие словосочетания. Запишите английский вариант:

Принимать участие в спортивных мероприятиях, незначительные травмы, ускорять выздоровление, получать финансовую поддержку, управлять клиникой, частные клиники, восполнять нехватку (пробел) спортивных медицинских центров, квалифицированное лечение.

Упр. 6. Письменно ответьте на следующие вопросы:

1. Why do more people suffer from sports injuries?
2. Where can a sportsman get skilled treatment?
3. How are private enterprises trying to fill the gap?
4. Why can't National Health hospitals sometimes be helpful for sportsmen?

Контрольная работа № 1

Вариант № I

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

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

Упр. 2. Сделайте предложения отрицательными:

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

Упр. 3. Сделайте предложения вопросительными:

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

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

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

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

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

Вариант № 2

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

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

Упр. 2. Сделайте предложения отрицательными:

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

Упр. 3. Сделайте предложения вопросительными:

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

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

1. Their great aims are mental health and normal development. 2. Our foreign policy aims at promoting peace. 3. He is Tom's father. 4. The children's names

are Peter, Jack and Bill. 5. This hall houses only a part of the exhibits. 6. There are many new houses in our town. 7. London stretches for many miles.

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

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

Вариант № 3

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

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

Упр. 2. Сделайте предложения отрицательными:

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

Упр. 3. Сделайте предложения вопросительными:

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

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

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

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

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

ЧАСТЬ II

LESSON 1

Степени сравнения прилагательных Degrees of Comparison

<i>Качественные прилагательные</i>	<i>Положительная the positive degree</i>	<i>Сравнительная the comparative 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 <i>последний</i> (по порядку)

Для выражения сравнения существует также ряд конструкций

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

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

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

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

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

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

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

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

Упр. 5. Сравните времена:

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

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

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

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

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

LESSON 3

The Passive Voice Indefinite Tenses

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

В предложении **Я послал телеграмму**

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

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

Упр. 1. Определите залог сказуемого в следующих предложениях:

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

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

to be + V -ed/3

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

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

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

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

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

The Present Simple Passive

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

The Past Simple Passive

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

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

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

Вопросы для самоконтроля:

1. Как образуются степени сравнения от прилагательных и наречий, состоящих из 1-2 слогов?
2. Как образуются степени сравнения от многосложных прилагательных?
3. Назовите степени сравнения от good, bad, much, many, little, well, far.
4. Как образуется Present Perfect?
5. Каким временем 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.

Text A

♦ A Bit of History

MODERN PENTATHLON

Упр. 1. Выучите следующие слова:

существительное	прилагательное	глагол
dispatch – депеша(донесение)	hostile [ˈhɒstail] – вражеский	to deliver – доставлять
enemy [ˈenimi] – враг	complex – сложный	to mount [maunt] – взбираться на лошадь
sabre [ˈseibɔ] – сабля		to capture [ˈkæptʃ] – захватить
fight [fait] – сражение (бой)		to break – ломать(ся)
weapon [ˈwepən] – оружие		to appear – появляться
suggestion – предложение		to leave – оставлять
contest [ˈkɒntest] – состязание		to refuse [riˈfjuːz] – отказываться

bout [baut] – схватка, встреча		to rename – переименовывать
silhouette [ˌsiluːˈet] target – мишень в виде силуэта		to ride – ездить верхом
point – очко		to announce [əˈnaʊns] – объявлять
origin – происхождение (начало)		to turn off – убирать
defeat [diˈfi:t] – поражение		to conclude – заключать
		to add – добавлять
		to cover [ˈkʌvə] – преодолевать

Упр. 2. Переведите письменно следующие предложения:

Обратите внимание на конструкцию, когда после have (has, had, will have) стоит инфинитив (to do, to play и т.д.). Это эквивалент модального глагола must. В этом случае при переводе употребляются слова "должен (приходится, должен был, пришлось, должен буду, придется)". (См. таблицу урока 3, часть 3)

Например: He had to work hard. – Ему пришлось много работать.

They'll have to leave the place. – Им придется (надо будет) уехать.

1. The officer had to take out his sabre and met his enemies face to face.
2. The officer had to run not to be late.
3. In the beginning of the 20th century officers had to be good at riding, fencing, pistol shooting, swimming and running.
4. The sportsmen have to ride unknown horses.
5. Sportsmen have to cover a 1 km distance with twenty different fences in two and a half minutes.

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

MODERN PENTATHLON

In the war-time an officer was sent to deliver a dispatch. He mounted his horse and rode along roads and paths, through forests and bushes. Suddenly he saw hostile soldiers. They fired at him and killed his horse.

The enemies wanted to capture him alive and stopped shooting. The officer took out his sabre and met them face to face. Their fight was hot, but the sabre broke, and the officer drew a pistol, his last weapon. Shooting back, he made his way to a river that suddenly appeared before him.

The officer dived into the water and quickly swam across the river leaving his enemies on the other bank. There was little time left, so the officer had to run

not to be late. He ran for about a quarter of an hour and delivered the dispatch in time.

Such is the legend about the origin of modern pentathlon. In the beginning of the 20th century officers had to be good at cross-country riding, fencing, pistol shooting, swimming and running. Officers practised this complex event and competed among each other. At first it was called “the officers’ pentathlon”.

Do modern officers need the art of fencing? Or horse riding? No, they do not. But this does not make the pentathlon old. There were suggestions to change a horse for a motor cycle, but all sportsmen refused such a change.

In 1912 the officers’ pentathlon was included in the Olympic programme and in 1948 renamed into the “modern pentathlon”. Now it is practised in nearly fifty countries. The pentathlon competitions last for five days and begin with horse-riding. Sportsmen must cover a 1 km distance with twenty different fences in two and a half minutes. Horse-riding usually takes place at hippodromes. The sportsmen must ride unknown horses, whose names are only announced an hour before the contest. And only fifteen minutes are given to the rider for learning the character and habits of the horse.

Fencing goes second. Each sportsman has a bout with each of his opponents. The bouts are fenced for the first hit. If there is no result after three minutes each sportsman gets a defeat.

On the third day there is pistol shooting. The sportsmen must fire twenty rounds at silhouette targets from the distance of 25 m. The target shows for 3 seconds and then turns off. The interval between shots is 10 seconds.

The fourth day sees 300 m free-style swimming. And on the fifth day cross-country running over a 4 km distance concludes the competitions.

The sportsman who gets more points, added up after all events, becomes the winner.

Упр. 4. Переведите предложения и определите, соответствуют ли они содержанию текста. Поставьте знак «V» в соответствующей колонке:

Yes No

1. An officer was sent to carry on negotiations in the war-time.
2. The enemies wanted to shoot the officer.
3. Pentathlon was called “the officers’ pentathlon” because at first officers started to practise this complex event.
4. The officers’ pentathlon was included in the Olympic programme in 1912.
5. The pentathlon competitions begin with 300 m free-style swimming.
6. All events of modern pentathlon have definite (particular) order.

Упр. 5. Расположите элементы современного пятиборья по порядку:

4 km distance cross-country running
horse-riding
pistol shooting
300 m free-style swimming
fencing

Text B

◇ Sport Celebrities

BASKETBULLS: MICHAEL “AIR” JORDAN

Упр. 1. а) переведите и выучите следующие глаголы (у неправильных глаголов выучите также их формы):

to call, to return, to relax, to practise, to improve, to impress, to respect, to insult, to leave (left).

б) заполните пропуски в предложении, подставив подходящие по смыслу глаголы из списка «а» в необходимой форме. Предложения письменно переведите:

1. People ... Michael Jordan “His Airness”.
2. He ... basketball many hours a day.
3. He ... basketball to play baseball.
4. He didn't ... and ... a lot.
5. He ... to basketball and began to play even better.

Упр. 2. Переведите и выучите следующие прилагательные. Образуйте их сравнительную и превосходную степень. (См. урок 1, часть 2):

High, good, hard, bad, unbeatable, valuable, dirty, happy.

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

BASKETBULLS

The Chicago Bulls are one of the most popular basketball teams ever. When they play in different cities, they often get more applause than the home team. There are never empty seats in the stadium when the Bulls play. Why are they so popular? It has something to do with the people in the team.

MICHAEL “AIR” JORDAN

Michael Jordan is a legend. People call him “His Airness” because he used to jump so high. These days he can't jump as high but he is still “The Basketball

King”. Last year several Japanese tourists fainted in a hotel reception when they saw him.

He left basketball temporarily to play baseball. When he returned, people said he used to play better before. Michael was insulted and trained even harder than before. Instead of relaxing and playing his favourite game, golf, he went to the gym and practised basketball even more. He improved a lot. Everyone was impressed.

In a survey, young Americans said Michael Jordan was the person who they respected most.

Упр. 4. Поставьте вопросы, для которых следующие утверждения были бы ответами:

1. _____?
People call him “His Airness” because he used to jump very high.
2. _____?
He changed basketball for baseball.
3. _____?
Young Americans respect him a lot.
4. _____?
Golf is his favourite game.

Text C

◇ Sport Examined

PHYSICAL FITNESS

Упр. 1. Выучите следующие слова:

существительное	прилагательное	глагол
power – сила	various – разный	to feel – чувствовать
strength – сила	vigorous – энергичный, сильный	to achieve – достигать
endurance – выносливость	extra – дополнительный	to gain – получать
flexibility – гибкость	efficient [iˈfiʃnt] – эффективный	to need – нуждаться
agility [əˈdɪlɪti] – ловкость, быстрота	strong – сильный	to remove – удалять(ся)
spirit – дух	fast – быстрый	to respond – отвечать
skill – навык, умение	muscular [ˈmʌskjʊlə] – мышечный	to cope – справляться
quality [ˈkwɒlɪti] – качество	different – разный	to take place – происходить
effort – усилие	possible – возможный	to cause [kɔːz] – вызывать (быть причиной)

cell [sel] – клетка		to reduce – сокращать
condition – условие		
muscle [m^sl] – мышца		
fuel [fjuəl] – топливо, горючее		

Упр. 2. а) при помощи суффикса –ness образуются ряд существительных в английском языке (См. стр.7 пособия):

fit – fitness happy – happiness
подтянутый подтянутость счастливый счастье

Образуйте существительные от следующих прилагательных и переведите полученные пары:

Dark, weak, kind, polite, lazy, quiet.

б) при помощи суффикса –ly образуются ряд наречий, которые отвечают на вопрос «как»?

active – actively constant – constantly
активный активно постоянный постоянно

Образуйте наречия от следующих прилагательных. Переведите полученные пары:

Possible, smooth, regular, efficient, quick, vigorous.

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

PHYSICAL FITNESS

Fitness means different things to different people. A man who is fit for his work as a taxi driver may be dangerously unfit for a game of squash and a marathon runner may be unfit for lifting weights. If you are asked the question, “Are you fit?” you should always answer with another question “Fit for what?”

Fitness is a blend of a number of physical qualities. We all need these qualities to a greater or lesser extent.

power
heat/lung strength
strength
muscular endurance
balance
FITNESS
flexibility
agility
speed
reactions
skill
spirit

Exercise helps to make you fit. It is good for the heart and it makes you feel good. Fitness and exercise go together. Fitness is an active state. It is achieved by movement and by effort. It cannot be gained by reading about it, thinking about it or seeing examples of it on television.

The cells of the body do not like change. It is the task of the various control systems to keep conditions in the body as constant as possible. This constant state is called homeostasis. Homeostasis is threatened whenever we take part in any vigorous activity. The working muscles need extra fuel and oxygen to keep going. All waste products must be removed and any rise in the body temperature must be controlled. A number of body systems respond to physical activity to keep the body working smoothly. If the physical activity is repeated on a regular basis the body systems adapt to cope more efficiently with these demands being placed upon them. This is how the body is trained.

If exercise takes place on a regular basis, the various systems of the body will adapt to be able to cope with the stresses placed upon them. The body can be trained to become stronger, faster and more flexible.

What happens to our body when we exercise?

The circulatory system must circulate the blood (and therefore oxygen) more quickly. It must also get more blood to the areas most in need.

The pumping action of the muscles forces more deoxygenated blood back to the heart. This results in a great beat volume. The heart responds by contracting more vigorously pumping out a greater quantity of blood with each contraction.

Упр. 4. Из приведенных ниже слов выпишите те, которые не являются составляющими понятия "fitness":

Strength, flexibility, toleration, speed, balance, temperature, determination, agility, heat/cold endurance, power.

Упр. 5. Из предложенных определений выберите подходящее для термина "homeostasis". Определение запишите и переведите:

1. The treatment of disease by manual or instrumental operations.
2. Any medicine or treatment that cures or relieves a disease or bodily disorder or tends to restore health.
3. The tendency to maintain normal internal stability in an organism by coordinated responses of the organ system that automatically compensate for environmental changes.

Упр. 6. Ответьте письменно на вопрос, закончив предложения:

What happens to our body when we exercise?

1. Adrenaline causes
2. Adrenaline released into blood stimulates

3. Adrenaline is used to breakdown
4. Anticipation of exercise causes hormonal release ...

Text D

◇ Sport and Injury

WHY DO SPORTS INJURIES HAPPEN?

Упр. 1. Выучите следующие слова:

существительное	прилагательное	глагол
ankle - лодыжка	constant - постоянный	to happen - случаться
muscle [mʌsl] - мышца	harmful - вредный	to move - двигаться
bone - кость	hazardous [ˈhæzədʌs] - рискованный, опасный	to involve - включать, вовлекать
limb [lim] - конечность	liable [ˈlaɪəbl] - подверженный	to sprain - растянуть связку
tackle - столкновение	persistent - постоянный	to tear (torn - порванные) - рвать
damage [ˈdæmɪdʒ] - ущерб	permanent - постоянный	to break (broken - сломанный) - ломать
tissue [ˈtɪʃjuː] - ткань		to attract - привлекать
groin - пах		to occur [əˈkɜː] - происходить
knee [niː] - колено		to cope - справляться
mileage [ˈmaɪlɪdʒ] - расстояние в милях		to accept [əˈkɛpt] - принимать
foul [ˈfəʊl] - удары, приемы		to affect - влиять
		to heal [hiːl] - заживать
		to increase - увеличивать

Упр. 2. Переведите следующие предложения, обращая внимание на перевод слов "likely", "unlikely", в словосочетаниях to be likely, to be unlikely:

to be likely - вероятно
to be unlikely - маловероятно

1. They are more likely to get tackles from behind with a greater risk of injury.
2. Some sporting activities are likely to be more hazardous than others.
3. Players coming into physical contact are likely to suffer from torn muscles, sprained ankles, broken bones.
4. Chronic injuries are unlikely to be really healed.

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

WHY DO SPORTS INJURIES HAPPEN?

The human body is built for movement. We are constantly being encouraged to take part in sport because most sports involve exercise, and we all know that exercise is good for us. However, sport can also have harmful effects. Torn muscles, sprained ankles, broken bones and all sorts of other injuries can result. Some sporting activities are obviously more hazardous than others. Rugby players are more liable to injury than table tennis players, athletes more than golfers and gymnasts more than swimmers. Most people take part in their particular sport in spite of any possible dangers, although it is clear that sports such as pot holing, climbing, hang gliding and so on attract participants because of the element of risk to life and limb.

Sports injuries occur for one of two basic reasons:

1. As a result of sudden or persistent stress on a particular part of the body with which the body cannot cope. In a sport where players come into physical contact with each other such as rugby league, these stresses happen as a result of tackles, fouls and collisions. They are an accepted part of the game. Some players suffer injury because of their style of play. Others are in danger because of the position they play. For example front runners in soccer often move with their bodies towards the defenders. They are more likely to get tackles from behind with a greater risk of injury.

2. As a result of damage to the body tissues because of the long term stresses placed on particular body parts within their sport. Professional footballers are again a good example of people affected in this way. They are often involved in two matches plus training each week for nine months of the year. They are in danger of suffering from overuse injuries affecting the groin, knee and ankle. These may develop into chronic injuries, never really healing and leaving the player permanently less than fully fit. His place in the team and therefore his career may be in danger. Overuse injuries are not only a problem for professional sportsmen and sportswomen. The increasing number of amateurs taking part in distance running with the necessary high training mileage is producing many new overuse injuries.

Упр. 4. Письменно ответьте на следующие вопросы:

1. What are harmful effects of sport?
2. What are two basic reasons for injuries in sport?

Упр. 5. Письменно переведите следующие вопросы на английский язык:

1. Какие виды спорта более травматичны?
2. Почему в американском футболе игроки переднего плана чаще получают травмы?
3. Почему футболисты часто имеют травмы колена, лодыжки, растяжение связок?

Упр. 6. Письменно продолжите следующие предложения:

1. Harmful effects of sport are ...
2. Sometimes the body can't cope with ...
3. Not only professionals but amateurs ...

Контрольная работа № 2

Вариант № 1

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

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

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

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

- He has already translated it.

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

Упр. 3. Сделайте предложения отрицательными и вопросительными:

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

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

1. He (to forget) to bring my book and I cannot do my lessons. 2. I (to read) much about the historical monuments of the city. 3. He (to smoke) a

cigarette and (to leave) the room. 4. Every evening we (to play) in the garden. 5. In a moment we (to enter) the house. 6. Mr. Worthing (not to return) from town yet. I (to see) this film last week.

Упр. 5. Переведите на английский язык:

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

Упр. 6. Переведите:

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

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

<i>время</i>	<i>предложение</i>	<i>обстоятельство</i>	<i>перевод</i>
Present Indefinite	The doctor examines the patients	every morning.	Доктор обследует пациентов каждое утро.
Past Indefinite		two hours ago.	
Future Indefinite		tomorrow morning.	
Present Continuous		at the moment.	
Past Continuous		at 10 o'clock yesterday.	
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 told nothing more. I was told nothing more. 2. You will be translated the article tomorrow. You will translate the article tomorrow. 3. She asks many questions. She will be asked many questions. 4. I send postcards to my sister. I am sent postcards by my sister.

Вариант № 2

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

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

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

Model: Why isn't Nick translating the text?

- He has already translated it.

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

Упр. 3. Сделайте предложения отрицательными и вопросительными:

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

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

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

Упр. 5. Переведите на английский язык:

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

Упр. 6. Переведите:

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

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

<i>время</i>	<i>предложение</i>	<i>обстоятельство</i>	<i>перевод</i>
Present Indefinite	The teacher marks the test	every day.	Учитель проверяет тесты каждый день.
Past Indefinite		two hours ago.	
Future Indefinite		in the evening.	
Present Continuous		at the moment.	
Past Continuous		at 10 o'clock last night.	
Future Continuous		from 10 to 12 tomorrow morning.	
Present Perfect		just	
Past Perfect		when the students came.	
Future Perfect		by 2 o'clock.	

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

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

Вариант № 3

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

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

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

Model: Why isn't Nick translating the text?

- He has already translated it.

1. Why aren't you thanking Nick? 2. Why isn't he helping you? 3. Why aren't you buying this dress? 4. Why isn't she leaving? 5. Why aren't you 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 предложения в соответствующие времена:

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

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

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

ЧАСТЬ III

LESSON 1

Особые случаи употребления пассивного залога

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

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

В пассивном залоге с этими глаголами возможны две конструкции:

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

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

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

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

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

Составные глаголы в пассивной форме

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

а) Глаголы с предлогами:

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

б) Фразеологические сочетания:

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

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

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

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

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

Упр. 2. Переведите, обращая внимание на предлоги:

1. He was **talked about**. 2. He was **sent for**. 3. He was **waited for**. 4. He was **looked at**. 5. He was **listened to**. 6. He was **laughed at**.

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

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

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

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

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

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

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

Английские переходные глаголы, соответствующие русским глаголам с предложным косвенным дополнением

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

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

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

Active Voice

An interesting film **followed** the lecture.

За лекцией **последовал** интересный фильм.

Passive Voice

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

За лекцией **последовал** интересный фильм.

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

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

На лекции присутствовало большое количество студентов.

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

Your help is needed.

В вашей помощи нуждаются.

English is spoken all over the world.

На английском говорят во всем мире.

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

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

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

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

The lecture

are needed

by thousands of people.

These text-books

was followed

by all our students.

All your questions

will be watched

with great interest.

The hockey match

will be answered

in three days.

LESSON 2

Длительные и перфектные времена глаголов в Passive Voice

<i>Continuous (процесс)</i> <i>to be being V₃</i>	<i>Perfect (завершенность)</i> <i>to have been V₃</i>
I am being shown He } She } is being shown It } We } You } are being shown They }	I have been shown He } She } has been shown It } We } You } have been shown They }
I } He } was being shown She } It } We } You } were being shown They }	I } He } had been shown She } It } We } You } had been shown They }
-	I } shall have been shown We } He } She } It } will have been shown You } They }

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

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

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

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

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

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

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

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

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

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

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

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

1. This question is still being discussed. 2. Mary is proud. Her work has been praised *хвалить*. 3. Her remark *замечание* was not answered. 4. Dick is

happy. His dog has been found. 5. The guests *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)	придется, вынужден, надо (было)	необходимость, вызванная обстоятельствами;	-
to be (to) am } (to) is } 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 следующие предложения в пассивном залоге. Предложения переведите:

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

Вам нужно это сделать. – Это нужно сделать.

You can do it. – *It can be done.*

Ты можешь это сделать. – Это можно сделать.

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

Упр. 11. Переведите следующие предложения, обращая внимание на то, что неопределенное местоимение one может быть подлежащим для обозначения неопределенного лица. Такие предложения на русский язык переводятся неопределенно-личными предложениями:

One can see – можно видеть

One must know – нужно знать

One needn't hurry – не надо спешить

One must not be late – нельзя опаздывать

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

Вопросы для самоконтроля

1. Назовите, из каких компонентов состоит сказуемое в пассивном залоге. Какой из них несет смысловую нагрузку, а какой отвечает за видо-временную форму?
2. Совершается ли действие, выраженное глаголом в страдательном залоге, подлежащим?
3. Какой предлог употребляется перед дополнением, называющим производителя действия?
4. Как переводится предложение при употреблении в пассивном залоге глаголов, требующих после себя предлог (**These children are not looked after**)?
5. Поставьте глагол **to answer** во всех видо-временных формах пассивного залога.
6. В чем разница в значении модальных глаголов **can, may, must**?
7. Назовите форму прошедшего времени глаголов **can, may** и эквивалент **must** в прошедшем времени.
8. Назовите эквиваленты **can, may** и **must** в будущем времени.
9. В чем разница в значении модальных глаголов **to be, to have**?
10. После каких модальных глаголов и их эквивалентов инфинитив ставится с частицей **to** ?

Задание на III семестр:

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

Text A

♦ A Bit of History

ICE SKATING

Упр. 1. Выучите слова к тексту:

существительное	прилагательное	глагол
doubt [daʊt] – сомнение	slow – медленный	to originate – возникать (брать начало)
wood – дерево	sharp – острый	to glide – скользить
bone – кость	royal – королевский	to stick (stuck) – застревать
appearance [əˈpiːrəns] – появление	fashionable – модный	to skid – тормозить
blade – лезвие	cheap – дешевый	to abandon [əˈbændən] – бросить

edge – край		to allow [əˈlau] – позволять
recreation – отдых		to date back – возникать (брать начало)
evidence [ˈevidəns] – свидетельство		to spread [spred] – распространять(ся)
craft – ремесло		to return – возвращать(ся)
order – приказ		to invent – изобретать
leather [ˈleðə] – кожа		to afford [əˈfɔːd] – позволять
		to mount [maunt] – прикрепляться (крепиться)
		to spike – закреплять

Упр. 2. а) Обратите внимание на перевод предложения: (См.урок2, часть5)

Bone skates² [are believed]¹ to be³ more than 2000 years old.

Полагают¹, что конькам² из кости более³ 2000 лет.

(Полагают, что коньки из кости, были уже более 2000 лет назад).

б) Переведите письменно следующие предложения:

1. Ancient skating is considered to be a variant of skiing.
2. Skating is believed to be means of transport in Holland.
3. The earliest evidence of ice skating as a sport is believed to date back to the 11th century.
4. The first skates which could be mounted on common footwear by leather straps are believed to be invented in 1850 in America.

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

ICE SKATING

No doubt, that ice skating originated from the North of Europe. People made skates of wood and bones and used them for gliding over frozen lakes and rivers. In some museums there are bone skates which are believed to be more than two thousand years old.

Ancient skating is considered as a variant of skiing. Wooden or bone skates were slow because they stuck to ice, so ancient skaters had two spiked sticks which helped the skates from skidding sideways. Those sticks were abandoned with the appearance of steel blades with sharp edges, which allowed to kick off without skidding.

Skating was practised as means of transport mostly in Holland, where many canals became natural ice roads in winter. Like many practical activities, skating became a kind of recreation. The earliest evidence of ice skating as a sport dates back to the 11th century. In the middle of the 18th century skating

spread in other European countries. It became a mass sport in England; the French royal court found it fashionable, too.

Peter the Great¹ visited Holland in 1698 and studied different crafts there. Besides, he learnt to skate and after returning home, the first in Russia all-metal skates were made by his order in Tula. Those skates were permanently fixed on leather boots. The first skates which could be mounted on common footwear by leather straps were invented in 1850 in America.

Skating became the most widely-spread winter sport because skates were cheap and even poor people could afford them. The first skating club appeared in 1742 in Scotland. National ice skating federations were organized more than 100 years later, and the international governing body, the International Skating Union, was formed in 1892. Since that time, the Union has been controlling the administration of the three variants of skating: ice figure-skating, ice dancing and ice speed-skating.

¹Peter the Great – Петр Великий

Упр. 4. Выберите окончание предложения, соответствующее содержанию текста. Запишите полный правильный вариант предложения и его перевод:

- Two spiked sticks were abandoned with the appearance of ...
a) bone skates b) steel blades c) leather boots
- The first skating club appeared in 1742 in ...
a) Holland b) America c) Scotland
- The earliest evidence of ice skating as a sport dates back to the ...
a) 10th century b) 12th century c) 11th century
- Peter the Great ordered to make all-metal skates in Tula after ...
a) he had founded St. Petersburg b) he had returned from Holland
c) he had visited Tula

Упр. 5. Напишите вопросы, для которых данные утверждения были бы ответами:

- Where _____?
Skating was practised as means of transport mostly in Holland.
- What _____?
Peter the Great visited Holland in 1698 and studied different crafts there.
- What _____?
The International Skating Union has been controlling the administration of the three variants of skating: ice figure-skating, ice dancing and ice speed-skating.
- When and where _____?
The first skating club appeared in 1742 in Scotland.

Text B

◇ Sport Celebrities

BASKETBULLS SCOTTIE “MOST VALUABLE PLAYER” PIPPEN

Упр. 1. Переведите и выучите следующие глаголы (у неправильных глаголов выучите их формы):

To make – made – made; to work; to leave – left – left; to get – got – got; to change; to do – did – done; to return; to call; to admit.

Упр. 2а) суффикс –able образует прилагательные, выражающие способность подвергнуться каким-либо действиям:

wash	–	washable
стирать	–	которое можно стирать
understand	–	understandable
понимать	–	которое можно понять

Образуйте прилагательные от следующих глаголов, письменно переведите их и употребите в своих собственных словосочетаниях. Запишите полученные словосочетания:

Value, beat, drink, read, remark, forget.

б) приставка –in в английском языке имеет отрицательное значение:

forgettable	–	unforgettable	–	незабываемый
washable	–	unwashable	–	который нельзя стирать

Образуйте прилагательные с отрицательным значением, переведите их и употребите в своих собственных словосочетаниях. Запишите полученные словосочетания:

Valuable, beatable, drinkable, readable, forgettable.

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

BASKETBULLS

The Chicago Bulls one of the most popular basketball teams ever. When they play in different cities, they often get more applause than the home team. There are never empty seats in the stadium when the Bulls play. Why are they so popular? It has something to do with the people in the team.

SCOTTIE “MOST VALUABLE PLAYER” PIPPEN

Scottie used to be very shy but now he is one of the most popular members of the team. Together, Michael Jordan and Scottie have made the Bulls (almost) unbeatable. They work very well together.

When Michael left the Bulls to play baseball, Scottie got bored and said he might change teams. Luckily, he did not do it and Michael returned to the Bulls. Last year, Michael Jordan called Scottie “the most valuable player in the league”.

Scottie used to dislike Dennis Rodman because he used “dirty tactics”. However, now Scottie is happier and admits that Rodman is a very good player.

Упр. 4. Определите и отметьте знаком «V», какие из утверждений верны, а какие – нет:

Yes No

1. Scotties wasn't shy when he was a child.
2. Scottie got bored when Michael Jordan left the Bulls to play baseball.
3. Scottie liked Dennis Rodman because of his dirty tactics.
4. Scotties is a valuable player in the team.
5. Dennis Rodman called Scottie “the most valuable player in the league”.

Упр. 5. Переведите на английский язык:

1. Скотти Пиппен, Майкл Джордан и Деннис Родман сделали Chicago Bulls непобедимыми.
2. Скотти хотел поменять команду, когда М.Джордан начал играть в бейсбол.
3. Скотти Пиппен считает Д. Родмана очень хорошим игроком, но он не одобряет его «грязные приемы игры» (тактику).

Text C

◇ Sport Examined

AMATEURISM AND PROFESSIONALISM IN SPORT

Упр. 1. Выучите следующие слова:

существительное	прилагательное	глагол
amateur [ˈæmətəd] - любитель	slow – медленный	to happen – случаться
century – век	successful [səkˈsesfəl] – успешный	to link – связывать(ся)

reward [ri`wɔ:d] – вознаграждение	available – доступный	to receive – получать
enjoyment – наслаждение	different – различный	to give up – бросать, что-либо делать
satisfaction – удовлетворение	fair [fɛə] (unfair) – справедливый	to claim – заявлять
leisure [ˈleɪə] – отдых	pure [pjʊə] – чистый	to force – принуждать
profit – прибыль	out of date – несовременный	to compete – состязаться
advantage [əd`va:ntid] – преимущество (disadvantage) – недостаток	acceptable [ik`septəbl] – приемлемый	to earn [ɛ:n] – зарабатывать
rule – правило		to make a living – зарабатывать на жизнь
		to win – побеждать
		to obey [ə`bei] – подчиняться (слушаться)
		to take part - принимать участие

Упр. 2. Из колонки В выберите однокоренное слово к слову в колонке А. Переведите оба, учитывая часть речи:

А	В
fortunately	decision
different	purely
to compete	unfortunately
pure	choice
satisfy	difference
decide	satisfaction
to choose	competition

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

AMATEURISM AND PROFESSIONALISM IN SPORT

Labelling sportsmen and sportswomen as amateurs or professionals has only happened during the last century. Athletes competing in the Ancient Olympics did not have to show that they were amateurs.

In the early nineteenth century, the word "amateur" was closely linked with a person's social position. Only slowly did it become a matter of rewards received and time given up to sport. The famous cricketer Dr. W.G. Grace made

a great deal of money from his sport. However, since he was a doctor by profession, he remained an amateur.

Today the situation is very confused at the highest amateur levels. Few top sportsmen or sportswomen could honestly claim to be amateurs in the traditional way. Nevertheless, around the country millions of people still happily take part in sport as amateurs.

Amateur sportsmen and sportswomen take part in sport because of the enjoyment and satisfaction they get from the activity. Taking part is more important than the result of the game or competition. They train and compete in their own time, usually after work or weekends. They are not paid.

Above all, amateurs make their own decisions about sport. They choose to play. No one can force them to take part. Sport is quite separate from their work. It is a leisure time activity.

Professional sportsmen and sportswomen are paid to compete in sport. Winning is all-important. The more successful they are, the more money they earn. They usually train full time and devote themselves to their sport. Sport is their work. They sign contracts and must take part in competitions.

There are amateurs in all sports. In many sports there are also professionals. Some sports do not distinguish between amateurs and professionals. They call their sportsmen and sportswomen 'players' and we say the sport is 'open'.

In some sports the links between amateurs and professionals are very close. They may even compete together. In other sports the amateurs have no contact at all with the professionals.

The international governing bodies of each sport draw up rules to decide who is an amateur in their sport. They decide if professionals may compete with amateurs. Unfortunately there is no agreement between the sports on the definition of an amateur. This makes the situation very confusing. For example, amateur athletes are allowed officially to receive appearance money and to advertise products. The money is passed through their association and placed in a trust fund, to be available to them after they have retired.

Different countries and sports look at the rules differently. The Olympic Movement has a set of rules which amateurs must obey. Sports in the Olympic programme must agree to these rules. It is well known that many Olympic competitors are not really amateurs. They work at sport like professionals.

For more than eighty years, the International Olympic Committee (IOC) has made rules about amateurism. The Committee wants only true amateurs to take part in the Olympic Games. In the early days of the modern Olympics, the IOC allowed governing bodies to check that their athletes were amateurs. However it was soon clear that different sports had different ideas about rules for amateurs. This meant that some athletes had unfair advantages.

The IOC believes that sportsmen and sportswomen should not use their sport to make a living or any form of profit. Over the years many sets of rules

have been issued and changed later. No set of rules has yet been found which is acceptable to all countries and all sports. The Olympic ideal is of a competition between part-time sportsmen and sportswomen competing purely for enjoyment. Many people believe this ideal to be out of date. Winning at the highest level, is now too important.

Упр. 4. Найдите предложения в тексте, которые раскрывают разницу между терминами «профессионал» и «любитель», по следующим критериям. Занесите их в таблицу:

	<i>Amateurs</i>	<i>Professionals</i>
1. Attitude to Sport		
2. Rewards		
3. Time spent on sport		

Упр. 5. Определите и отметьте знаком «V», какие из утверждений соответствуют содержанию текста, а какие – нет:

Yes No

1. Labelling sportsmen as amateurs or professionals happened at the ancient Olympics.
2. In the last century amateur status was linked to social position.
3. The Olympic Movement has a set of rules which amateurs must obey.
4. Professional sportsmen are not paid to compete in sport.
5. The IOC allowed governing bodies to check that their athletes were amateurs.
6. At the Olympic Games sportsmen compete purely for enjoyment.

Text D

◇ Sport and Injury

HOW CAN SPORTS INJURIES BE PREVENTED?

Упр. 1. Выучите следующие слова:

существительное	прилагательное	глагол
implement ['implimənt] - спорт. инвентарь fracture - перелом bruise [bru:z] - синяк	responsible - ответственный continual - постоянный (продолжительный)	to prevent - предотвращать to link - связывать to achieve -

ligament - связка bump - столкновение graze - царапина joint - сустав stamina - выносливость strength - сила flexibility - гибкость skill - умение, мастерство soreness - болезненность stiffness - затверделость (негибкость) tendon - сухожилие sign [sain] - признак	numerous - многочисленный minor [mainɔ] - незначительный frequent [ˈfri:kwɒnt] - частый experienced - опытный single - единственный particular [paˈtɪkjʊlə] - определенный	достигать to adapt - приспосабливаться
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Упр. 2. а) Переведите следующие слова, обращая внимание, что приставка "over" обозначает "сверх-, над-, чрезмерно-, пере-":

Overactive, overdo, overdose, overeat, overpay, overtrain, overstep.

б) Переведите на английский язык:

Поработать больше необходимого, перетренироваться, переутомиться (strain), перепрыгнуть, перерасти.

Упр. 3. Прочитайте и переведите текст, выписав остальные неизвестные Вам слова:

HOW CAN SPORTS INJURIES BE PREVENTED?

It is possible to have a sporting career without suffering a single injury. The risk of injury is linked to the speed of the sport, the implements used and the degree of body contact, as well as other factors.

The type of injury suffered depends on the particular sport. Fractures, bruising and torn ligaments occur regularly in body contact sports. Muscle strains and stress fractures are more common among track and field athletes. Racket players may receive eye and head injuries from racket or ball as well as developing shoulder and ankle strains. There is a lower rate of injury for boxing and judo than for soccer. Most soccer injuries are trivial however (cuts, bumps and grazes) whereas the injuries in boxing and judo may be to the head or joints and therefore potentially more dangerous. Although the injury rate in rock climbing is low, the injuries suffered can be deadly.

All sports put stress on one or more of the body systems. Fit individuals, however, are better able to cope with these stresses. Their bodies are less likely to break down and suffer injury when put under the additional stress brought

about through competitive sport. Fitness must include stamina, strength, flexibility and skill.

Training is necessary to achieve high levels of fitness. It can also be responsible for many injuries. If training puts too much stress on the body or if the body is given too little time to recover between bouts of training, then injury can occur.

Sportsmen and sportswomen can also overtrain. The signs of overtraining include persistent tiredness and loss of interest in training, continual soreness and stiffness in the muscles, joints and tendons as well as numerous minor injuries, frequent colds and so on.

Overtraining can be a problem for complete beginners as well as to experienced professional athletes. The cure is a rest from training. Minor muscle injuries can also occur if you introduce new training methods too quickly into your regular routine. You will be using muscle groups in ways in which they have not worked hard before. They must be given time to adapt.

Упр. 4. Письменно составьте вопросы, на которые данные утверждения являлись бы ответами:

1. _____?
The type of injury suffered depends on the particular sport.
2. _____?
There is a lower rate of injury for boxing and judo than for soccer.
3. _____?
Fit individuals are better able to cope with these stresses.
4. _____?
Fitness must include stamina, strength, flexibility and skill.

Упр. 5. Письменно продолжите следующие предложения:

1. Fitness includes
2. The signs of overtraining include
3. ..., ..., ... occur in body contact sports.
4. Muscle strains are more common among

Упр. 6. Соотнесите термин и его определение (дефиницию):

- | | |
|----------------|---|
| 1. stamina | 1. The ability to endure much physical strain. |
| 2. strength | 2. The ability to do something well. |
| 3. flexibility | 3. The quality of being strong. |
| 4. skill | 4. The ability to bend easily without breaking. |

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.	Диктант пишут 2 раза в неделю.
Past Simple		an hour ago.	
Future Simple		in the morning.	
Present Continuous		now.	
Past Continuous		when I came into the classroom.	
Present Perfect		just.	
Past Perfect		before they bell rang.	
Future Perfect		by 12 o'clock.	

Упр. 2. Распределите предложения на 2 группы:

1) предложения в *Active Voice*;

2) предложения в *Passive Voice*;

Определите время каждого предложения. Предложения переведите:

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

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

1. I ... go and see him in a day or two. 2. ... you drive? 3. It ... rain 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?

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.	Текст обсуждают 2 раза в неделю.
Past Simple		an hour ago.	
Future Simple		in the morning.	
Present Continuous		now.	
Past Continuous		when I came into the classroom.	
Present Perfect		just.	
Past Perfect		before they bell rang.	
Future Perfect		by 12 o'clock.	

Упр. 2. Распределите предложения на 2 группы:

3) предложения в *Active Voice*;

4) предложения в *Passive Voice*;

Определите время каждого предложения. Предложения переведите:

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

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

1. A fool may ask more questions that a wise man ... answer. 2. ... you speak English? – Of course, I 3. ... I write in pencil? – No, you ... not. 4. Jack ... run for two hours without a rest. 5. You ... clean your teeth every

day. 6. We ... work at our English systematically. 7. Children ... obey their parents. 8. ... I smoke here? 9. You ... call on me if you need my help. 10. ... you draw?

Упр. 4. Сделайте предложения отрицательными и вопросительными:

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

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

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

Вариант № 3

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

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

Упр. 2. Распределите предложения на 2 группы:

5) предложения в *Active Voice*;

6) предложения в *Passive Voice*;

Определите время каждого предложения. Предложения переведите:

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

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

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

Упр. 4. Сделайте предложения отрицательными и вопросительными:

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

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

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

ЧАСТЬ IV

LESSON 1

The Infinitive Инфинитив

Инфинитив – неличная форма глагола, обладающая признаками 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), <i>которую я мог бы выполнить</i> .

Инфинитив-обстоятельство

He stopped for a minute <i>to rest (in order to rest)</i> .	Он остановился на минуту, <i>чтобы отдохнуть</i> .
We were too tired <i>to discuss</i> the matter.	Мы <i>слишком</i> устали, <i>чтобы обсуждать</i> этот вопрос.
You are old <i>enough to earn</i> your own living.	Ты уже <i>достаточно</i> взрослый, <i>чтобы самому зарабатывать</i> на жизнь.

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

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

LESSON 2

The Participle Причастие

Participle I	V + ing: reading, doing
Participle II	V3/Ved: translated, done

В английском языке различают причастие первое (Participle I) и причастие второе (Participle II).

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

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

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

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

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

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

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

б) Образуйте причастие I и II:

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

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

1. Everybody looked at the dancing girl. 2. The little plump woman standing at the window is my grandmother. 3. The man playing the piano is Kate's uncle. 4. Entering the room, she turned on the light. 5. Coming to the theatre, she saw that the performance had already begun. 6. Looking out of the

window, he saw his mother watering the flowers. 7. Hearing the sounds of music we stopped talking. 8. She went into the room, leaving the door open.

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

1. My sister likes boiled eggs. 2. We stopped before a shut door. 3. Tied to the tree, the goat could not run away. 4. They saw overturned tables and chairs and pieces of broken glass all over the room. 5. This is a church built many years ago. 6. The books written by Dickens give us a realistic picture of the 19th century England. 7. She put a plate of fried fish in front of me. 8. The coat bought last year is too small for me now. 9. Nobody saw the things kept in that box.

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

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

Упр. 5. Выберите из скобок требующуюся форму причастия:

1. a) The girl (writing, written) on the blackboard is our best pupil.
b) Everything (writing, written) here is quite right.
2. a) The house (surrounding, surrounded) by tall trees is very beautiful.
b) The wall (surrounding, surrounded) the house was very high.

3. a) Who is that boy (doing, done) his homework at that table?
b) The exercises (doing, done) by the pupils were easy.
4. a) The girl (washing, washed) the floor is my sister.
b) The floor (washing, washed) by Helen looked very clean.
5. a) We listened to the girls (singing, sung) Russian folk songs.
b) We listened to the Russifn 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 pensil (lying, lain) on the floor.
15. She was reading the book (buying, bought) the day before.
16. Yesterday we were at a conference (organizing, organized) by the pupils of the 10th form.
17. (Taking, taken) the girl by the hand, she led her across the street.
18. It was not easy to find the (losing, lost) stamp.
19. I shall show you a picture (painting, painted) by Hogarth.
20. Here is the letter (receiving, received) by me yesterday.
21. Look at the beautiful flowers (gathering, gathered) by the children.
22. His hat (blowing, blown) off by the wind was lying in the middle of the street.
23. "How do you like the film?" he asked, (turning, turned) towards me.
24. When we came nearer, we saw two boys (coming, come) towards us.
25. I think that the boy (standing, stood) there is his brother.

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

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

LESSON 3

Функции глаголов to be и to have (обобщение)

Функция	<i>to be</i>	<i>to have</i>
1. 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 стоит 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 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 Ежедневное *чтение* английских
will improve your knowledge of the книг улучшит ваше знание языка.
language.

I remember **hearing** this song in my Я помню, что *слышал* эту песню в
childhood. 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 <i>likes</i> telling fairy-tales. Он любит <i>рассказывать</i> сказки.	He <i>is</i> proud of having done the work. Он гордится, что <i>сделал</i> эту работу.
He <i>liked</i> telling fairy-tales. Он любил <i>рассказывать</i> сказки.	He <i>was</i> proud of having done the work. Он гордился, что <i>сделал</i> эту работу.

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

1. I remember (*помнить*) having read the book before. 2. She likes sitting in the sun. 3. He talked without stopping. 4. Can you remember having seen the man before? 5. I avoided (*избегать*) speaking to them about that matter. 6. Excuse my interrupting (*прерывать*) you. 7. Excuse my having interrupted you. 8. They accuse (*обвинять*) him of having robbed (*грабить*) the house.

<i>Active Voice</i>	<i>Passive Voice</i>
<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>	1. I am looking forward to being sent to the country. <i>Я с нетерпением жду, когда меня отправят в деревню.</i>
2. I object to her asking such questions. <i>Я возражаю (я против того), чтобы она задавала такие вопросы.</i>	2. I object to her being asked about it. <i>Я возражаю, чтобы ее спрашивали об этом.</i>

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

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

Свойства существительного, присущие герундию

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

Упр. 4. Изучите таблицу:

Функция	Особенности	Примеры	
подлежащее	занимает первое место в предложении	Reading means gaining knowledge.	Читать – значит, приобретать знания.
дополнение	третье место в предложении	1. Do you like dancing ? 2. He insisted on adopting the new plan.	1. Вы любите танцевать? 2. Он настаивал на принятии нового плана.
часть сказуемого	после to be; to stop <i>прекращать</i> ; to finish <i>заканчивать</i> ; to continue, to keep on, to go on <i>продолжать</i> ; to begin, to start <i>начинать</i>	1. My favourite occupation is walking in the forest. 2. He began writing his books in 1990. 3. The young man stopped reading the notices.	1. Мое любимое занятие – прогулки в лесу. 2. Он начал писать книги в 1990 году. 3. Молодой человек перестал читать объявления.
определение	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 swithcing on the TV? 5. Do you mind our publishing the results of our work? 6. The exhibition (*выставка*) is worth seeing. 7. The article is worth seeing. 8. This country is worth visiting. 9. She succeeded in organizing the

discussion. 10. They succeeded in getting the permission to see their son. 11. They failed keeping their promise. 12. John failed finding any job in London. 13. He didn't come that evening. He failed catching the last train.

Вопросы для самоконтроля

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

Задание на IV семестр

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

Text A

♦ A Bit of History

SUMO

Упр. 1. Выучите слова к тексту:

существительное	прилагательное	глагол
fight [fait] – бой, схватка	rare – редкий	to take part – принимать участие
evil spirits – злые духи	responsible – ответственный	to fight (fought) – бороться
attention – внимание		to carry out – проводить
weapon – оружие		to stamp – топтать ногой
aim – цель		to frighten [ˈfraɪtən] – пугать

		(отпугивать)
decision [di'siʒn] – решение		to clap – хлопать
arguing – спор		to attract – привлекать
belt – ремень		to throw – бросать
weight [weit] – вес		to purify [ˈpjuːrɪfaɪ] – очищать
dish – блюдо		to extend – вытягивать
quantity [ˈkwɒntəti] – количество		to hide – прятать
fat – жир		to stare – пристально смотреть
level – уровень		to move – двигать
		to accept [ɪkˈsept] – принимать
		to order a rematch – назначить повторный поединок
		to push out – вытолкнуть
		to weigh [wei] – весить
		to serve [sɜːv] – подавать
		to attain – достигать
		to retire – уходить в отставку (на пенсию)
		to lose [luːz] – терять
		to encourage [ɪnˈkʌrɪdʒ] – поощрять(ся)

Упр. 2. Обратите внимание на конструкцию, когда инфинитив (глагол с частицей to) стоит после сказуемого и является обстоятельством цели. При переводе нужно добавить слово «чтобы» (урок 1, часть 4):

The wrestlers clap their hands to attract the attention of the Gods. – Борцы хлопают в ладоши, чтобы привлечь внимание богов.

Письменно переведите следующие предложения:

1. The wrestlers stamp the ground to frighten away any evil spirits.
2. The wrestlers throw salt to purify both the wrestlers and the ring.
3. The wrestlers extend their hands to show that they are not hiding any weapons.

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

SUMO

Sumo wrestling is an ancient Japanese sport.

Tournaments

The Sumo wrestling that can be seen today dates back to the Edo period (1603 – 1868). Nowadays there are tournaments in Japan six times a year. Each

tournament called *a basho* lasts 15 days. Only men can take part, although hundreds of years ago women also fought. It is almost only the Japanese who take part, but in 1972 Jesse Kuhaulua, who was born in Hawaii, won an important tournament.

Rituals

There are many rituals that have to be carried out before the fight can start. The wrestlers stamp the ground to frighten away any evil spirits and clap their hands to attract the attention of the Gods. They also throw salt which is to purify both the wrestlers and the ring. Before the fight, they extend their hands to show that they are not hiding any weapons and stare at each other for a long time. These rituals before a fight often take many minutes and are part of the psychological build-up designed to frighten each other.

The fight

The fight itself is very short, usually lasting only a few seconds. It is very rare for a fight to go on longer than a minute. The aim is for one wrestler to move the other out of the ring or *dohyo*. The wrestlers have to accept the decision of the referee – there is no arguing. If, however, it is difficult to decide who was pushed out of the ring first, the referee can order a rematch. When fighting the wrestlers wear a brightly coloured *mawashi* – a type of belt made of silk.

The wrestlers

Sumo wrestlers are extremely large but very fit men. They are often 1.80 m tall and can easily weigh up to 136 kgs. During their training they learn how to cook and are responsible for their own diet. Traditionally they eat *chankonabe* which is a dish of meat or fish with vegetables, usually served with rice. They drink large quantities of beer which helps them to put on weight, but drunkenness is not encouraged. After their meals the wrestlers usually have a rest so that the food and drink can turn to fat. They start their training quite young (12 or 13) and gradually hope to work up to the highest level – *Yokozuna* – that of Grand Champion, but only about 60 wrestlers have ever attained this level. They usually retire in their 30s and then lose weight. Most of them live to a good old age.

Упр. 4. Найдите в тексте и запишите предложения, которые объясняют следующие термины. Предложения переведите:

basho

chankonabe

mawashi

dohyo

yokozuna

Упр. 5. Письменно ответьте на следующие вопросы:

1. How long do tournaments last in Japan?
2. How long does a fight usually last?
3. What rituals are part of the psychological build-up designed to frighten each other?

4. What is the aim of the fight?
5. Why is it important for them to rest after a meal?
6. How old are they when they start their training?

Text B

◇ Sport Celebrities

IS JACKIE CHAN REALLY ONE OF THE TOUGHEST PEOPLE ON EARTH?

Упр. 1. Письменно переведите и выучите следующие глаголы. У неправильных глаголов выучите их формы:

To sell (sold), to afford, to walk, to admire, to stab, to save, to give up (gave, given), to hurt (hurt), to refuse, to break (broke, broken), to hate, to insure.

Упр. 2. а) Обратите внимание на перевод конструкции *to be used to (doing) something*, которая переводится как «привык»:

Например: Jackie Chan is used to feeling pain. – Он привык испытывать боль.

б) Письменно переведите следующие предложения:

1. Jackie Chan is used to doing all his own tricks.
2. Jackie Chan is used to shooting films over a hundred times before he gets it right.
3. Jackie Chan isn't used to going to hospital because he hates injections.

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

IS JACKIE CHAN REALLY ONE OF THE TOUGHEST PEOPLE ON EARTH?

When he was four years old, his parents couldn't afford to keep him so they sold him to the Peking Opera school. He had to start at 5 a.m. and he didn't finish until midnight. The school was famous for its cruelty. The boys were beaten frequently but he did learn all types of martial arts* as well as singing and dancing. He was in his first film when he was eight years old.

When he was 14 years old, he and two friends were walking in the street when they saw six men on motorbikes. Jackie and his friends were admiring the bikes when one of the men asked what they were looking at and attacked them. Luckily Jackie and his friends had studied martial arts for seven years and the six men lost dramatically. Jackie had been stabbed but not seriously. When he

* martial arts ['ma:ʃəl a:ts] - боевые искусства

looked at his hand, he saw one of the biker's teeth in it. Since then he has been against real violence. He saves it for films.

What's so impressive about his films? He does all his own tricks. Nothing in his films is a special effect. Sometimes he has to film things over a hundred times before he gets it right. Once he tried something 1600 times before he gave up. Following the success of Jackie Chan's First Strike, he has recently made "Rumble In The Bronx". Now both Quentin Tarantino and Sylvester Stallone want to have him in their films.

Does he hurt himself? Yes! He has broken almost all the bones in his body so he is used to feeling pain and normally refuses to go to hospital because he hates injections. He has even broken his neck three times. No company will insure him!

Упр. 4. Заполните пропуски, подставив в предложения подходящие по смыслу глаголы из таблицы (в соответствующей форме). Запишите и переведите полученные предложения:

1. Jackie Chan's parents had his son to the Peking Opera school.
2. Jackie and his friends the bikes.
3. At school he all types of martial arts, singing and dancing.
4. He violence for his films.
5. His films are very impressive because he all his own tricks.
6. He hospitals and injections.
7. He almost all the bones in his body.

*to sell, to learn, to admire, to
save, to do, to hate, to break*

Упр. 5. Письменно поставьте вопросы, для которых следующие предложения были бы ответами:

1. _____?
Because his parents couldn't afford to keep him.
2. _____?
He had to start at 5 a.m. and finish his working days at midnight.
3. _____?
Because Jackie and his friends had studied martial arts for seven years.
4. _____?
He does all his own tricks in his films.

Text C

◇ Sport Examined

SPONSORSHIP IN SPORT**Упр. 1. Выучите слова к тексту:**

существительное	прилагательное	глагол
publicity [pʌb`lisiti] – реклама (известность)	dangerous – опасный	to mean – означать
in return for – взамен на	doubtful – сомнительный	to connect – связывать
increase – увеличение	expensive – дорогой	to reach – достигать
society [sə`saɪəti] – общество	prominent – выдающийся	to encourage – поощрять discourage – отбить охоту
agreement – соглашение		to advertise [`ædvətaɪz] – рекламировать
income [ˈɪnkʌm] – доход		to offer – предложить
coach – тренер		to benefit [ˈbenɪfɪt] – извлекать пользу (выгоду)
public esteem [is`ti:m] – общественная оценка		to provide – обеспечить
danger – опасность		to be short of money – иметь недостаточно денег
sporting events – спортивные мероприятия		to avoid [ə`vɔɪd] – избегать
income – доход		to support – поддерживать
tax – налог		to withdraw [wi`drɔ:] – взять назад (приостановить)
		to suffer – страдать
		to maintain – поддерживать

Упр. 2. а) Обратите внимание на разные значения слова “look” в зависимости от послелога (слова, стоящего после look):*at* - смотреть на*for* – искать**look***after* – заботиться, ухаживать*forward to* – с нетерпением ожидать чего-либо.**б) Письменно переведите следующие предложения:**

1. In recent years more and more individuals and teams look for extra money.
2. The manager and the coach are to look after a sportsman's well-being.
3. Amateurs look forward to being professionals.

Упр. 3. Переведите текст, выписав остальные неизвестные Вам слова:

SPONSORSHIP IN SPORT

Sports sponsorship usually means that a commercial organisation gives financial help to an individual, a team or a sport in return for publicity.

In recent years two particular needs have contributed to the great increase in sponsorship. The increasing popularity of sport has given rise to higher standards of performance. To achieve these higher standards, extra money is needed by the individual or team and by the sport in general.

At the same time, since sport has become a major interest in society, the business world has looked for ways to be connected with it. Sponsorship is a way for companies to reach a large number of people.

Today sponsorship is available throughout the sporting world. It is not only the champions who are sponsored. Local teams and groups can also find sponsors. There are also many sponsored achievement and coaching schemes to encourage young people. Most major championships and international fixtures have a sponsor.

It should be remembered that every company that sponsors sport does so in order to increase its business. Advertising is a very powerful force in the world today. It is usually the company which offers the greatest amount of money that gets the sponsorship agreement. Of course competitors and the sport in general will also benefit.

Advantages of sponsorship

For sport

1. Sponsorship in professional sport provides another source of income for the players and the sports organization.
2. For amateurs sponsorship gives help in raising standards of performance. Individuals may be able to devote themselves full-time to their sport without the need for regular employment. Sponsors may cover all the costs of training and competition.
3. Most amateur sports organizations are short of money. Without sponsorship they would not be able to operate many coaching and training schemes. Major events are expensive to organize and without the help of sponsors many would not take place.

For the sponsor

1. The sponsor gains publicity by being linked with a popular, wholesome activity like sport. The name of the company or product is prominently

displayed. The media may refer to the sponsor, the event may be named after the sponsor and television pictures can hardly avoid the sponsor's name.

2. Companies may reduce their tax through sponsorship. However any advantages gained this way depend on how the money is given to sport.

3. The company may gain public esteem by being seen to support British sporting achievements.

Disadvantages of sponsorship

For sport

1. Once sponsorship is accepted, the sport comes to rely on it. Then there is the danger of collapse if the sponsorship is removed. This gives the sponsor a potentially powerful hold on the sport. This is especially true if a large amount of money is involved and few alternative sponsors are available. Sponsors may be able to change the way a sport is conducted. Some sporting events in Europe, have been held at unusual times in order to be available on American television at popular times.

2. There is the possibility that less popular activities which attract little or no sponsorship may actually decline, as the cost of maintaining their activities increases.

3. A governing body may make an agreement with a sponsor which is then binding on its sportsmen and sportswomen. Competitors may be forced to wear clothing or use equipment which is not of their choice. Their name may also be associated with a product without them first being consulted.

For the sponsor

1. The main difficulty is assessing the effectiveness of the publicity received in return for the money given to sport. If it is not seen as worthwhile the sponsor will pull out. Usually agreements between sport and sponsor are only for a limited period.

2. The sponsor may withdraw support if the image of the sport or reputation of the individual suffers in any way.

3. For the best publicity, sponsors need successful people and worthwhile causes. Regular losers and doubtful issues attract few sponsors.

4. Since sponsorship in sport continues to increase, it would seem that generally companies see it as a worthwhile investment.

Упр. 4. Письменно дополните предложения информацией, полученной из текста. Предложения переведите:

1. Today sponsorship is available
2. Sponsorship is a way
3. Extra money is needed by the individual or team to
4. Companies may reduce

5. The sponsor may withdraw
6. Competitors may be forced to

Упр. 5. Ответьте письменно на следующие вопросы:

1. What does sponsorship in professional sport provide?
2. What help does sponsorship give for amateurs?
3. What gives the sponsor a potentially powerful hold on the sport?
4. What is a very powerful force in the sports world today?

Text D

◇ Sport and Injury

MUSCLE INJURIES

Упр. 1. Выучите следующие слова:

существительное	прилагательное	глагол
strain - напряжение	desperate [ˈdespɜːrɪt] - отчаянный	to remain - оставаться
sprain - растяжение связок	gradual - постепенный	to stretch - растягивать
soreness [ˈsɔːnɪs] - болезненность	severe [siˈviə] - резкий, сильный	to swell - раздуваться
fibre [ˈfaɪbə] - волокно	swollen [ˈswɒlədʒn] - вздутый, опухший	to grasp [graːsp] - захватывать, жимать
relief [riˈliːf] - облегчение	minor - незначительный	to apply [əˈplaɪ] - применять
thigh [θaɪ] - бедро		to cause [kɔːz] - вызывать
warm up [wɔːm ʌp] - разминка		to heal [hiːl] - заживать
supply [səˈplaɪ] - доступ		to vary [ˈveəri] - различаться (отличаться)
wrenching [ˈrentʃɪŋ] - вывих		to replenish - пополнять(ся)
joint - сустав		
elevation - принятие вертикального положения		
blood [blʌd] vessel - кровеносный сосуд		
fracture [ˈfræktʃə] - перелом		
hamstring - подколенное сухожилие		

Упр. 2. Переведите следующие группы слов, обращая внимание на часть речи и характерные для нее суффиксы:

1. Severe - severely - severity.
2. Treat - treatment.

3. Recover - recovery - recovered.
4. Apply - application - applied - applicant.
5. Sore - soreness.
6. Short - shorten.

Упр. 3. Прочитайте и переведите текст, выписав остальные неизвестные Вам слова:

MUSCLE INJURIES

Muscle injuries can be caused by external forces or by internal forces such as tears or strains. Muscle soreness is quite normal and may remain for between eight to twenty four hours after exercise. It is more likely to happen if the exercise is new to you. The muscle fibres will have been stretched during the muscular activities. After exercise they swell as they are repaired and replenished. Gentle exercise will help to give relief. Severe muscle injuries should be seen by a doctor on the day of the injury.

What is a pulled or torn muscle?

Most of us have seen the sprinter at top speed suddenly in great pain grasp the back of his thigh and desperately attempt to stop running. He or she has probably torn or pulled a hamstring. The muscle fibres have torn because they could not cope with the force which was being applied to them. The pain is very localised and the greater it is the more serious the tear. The possible reasons for torn or pulled muscles include poor training methods, bad technique, overtraining, lack of warm up and poor flexibility.

Treatment

As soon as a sharp localised pain is felt STOP. Continued exercise will cause more damage and increase the recovery time. Follow the R.I.C.E. treatment. (Rest, Ice, Compression and Elevation) for at least 48 hours!

After 48 hours it is important to get increased supplies of nutrients to the damaged muscle. This can be done by applying heat to the area. The blood vessels will open up and increase the blood supply to the area. Do not start to exercise until the pain has gone. When you do start increase the amount of exercise gradually. The length of time a pulled or torn muscle takes to heal will depend upon the size of the tear and the treatment given. Your age is also important. The older you are the longer the recovery time. It is particularly important that you include many gentle stretching exercises in your training programme. This will ensure that the injured muscle does not heal in a shortened position.

What is a sprain?

A sprain occurs when the ligaments and other tissues around a joint are torn often as a result of a sudden or severe wrenching. The joint is forced beyond its normal range and a great deal of pain is felt. Movement becomes difficult and the area around the joint becomes swollen as blood and other fluids spread from the damaged vessels.

Treatment

Sprains vary greatly in their severity. It is sometimes difficult to distinguish a bad sprain from a fracture in one of the surrounding bones. If there is any doubt, treat the injury as if it is a fracture, that is get immediate medical help. In cases of minor sprain apply the R.I.C.E. treatment. Ensure that the injured person sees his or her doctor if the pain is still present after 24 hours.

Упр. 4. Письменно переведите следующие словосочетания:

Боль в мышцах, порванное сухожилие, потянуть мышцу, упражнения на растяжку, сильный вывих, закрытый (открытый) перелом, небольшое (незначительное) растяжение, опухший сустав.

Упр. 5. Ответьте письменно на следующие вопросы:

1. What is the R.I.C.E. treatment?
2. What injuries require the R.I.C.E. treatment from doctors?

Упр. 6. Из данных слов составьте, запишите и переведите предложения:

1. Severe, fractures, injuries, should, doctors, treat, muscle, and, wrenchings.
2. Will, minor, the R.I.C.E., be, treatment, if, is, the sprain, helpful.
3. Wrenching, a severe, to, a sprain, leads.

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

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

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

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

1. At last he broke the silence by inviting everybody to walk into the dining-room. 2. I understand perfectly your wishing to start the work at once. 3. The place is worth visiting. 4. He keeps insisting on my going to the south. 5. Do you mind my asking you a difficult question? 6. She could not help smiling.

ЧАСТЬ V

IV семестр

LESSON 1

Инфинитив является составной частью нескольких конструкций: Complex Object (Сложное дополнение), Complex Subject (Сложное подлежащее), For-to-Infinitive Construction (Инфинитивная конструкция с предлогом **for**).

Complex Object Сложное дополнение

Ранее уже отмечалось, что инфинитив может выполнять в предложении функцию дополнения:

I want (*чего?*) to go to London. - Я хочу (*чего?*) поехать в Лондон.

Но если перед инфинитивом (или Participle I) стоит существительное в общем падеже или местоимение в объектном падеже (**me, us, you, him, her, it, them**), то это существительное (или местоимение) и инфинитив образуют сложное дополнение.

I want **Jane to go** to London.

Complex Object является эквивалентом дополнительного придаточного предложения и переводится на русский язык дополнительным придаточным предложением, вводимым союзами: **чтобы, что, как, когда**.

Таким образом, предложение **I want Jane to go to London** на русский язык переводится *Я хочу, чтобы Джейн поехала в Лондон*.

Сложное дополнение. Complex Object

I	wish	you	to be happy.	Я желаю, чтобы вы были счастливы.
He	wants	me	to tell him everything.	Он хочет, чтобы я сказал ему всё.
She	likes	her son	to be at home.	Она любит, когда ее сын дома.
I	should like	them	not to be late.	Я бы хотел, чтобы они не опоздали.
My friends	hope	Mike	to finish the experiment.	Мои друзья надеются, что Майк закончит эксперимент.

He	saw	a man	run across the street.	Он увидел, что (как) человек перебегает улицу.
I	heard	them	talk about it.	Я слышал, как они говорили об этом.

Примечание 1: инфинитив в сложном дополнении употребляется без частицы **to** после глаголов **to see** видеть, **to notice** замечать, **to watch** наблюдать, **to make** заставлять, **to let** разрешать, **to feel** чувствовать, **to hear** слышать и некоторых других.

Примечание 2: после глаголов **hear, see, feel, watch, notice** может употребляться также сложное дополнение с причастием I вместо инфинитива. В этом случае не просто констатируется факт, а подчеркивается продолжительность действия, выраженного причастием: **I saw the man cross the road.** – Я видел, что человек перешел улицу (констатация факта); **I saw the man crossing the road.** – Я видел, как человек переходил улицу (продолжительность действия).

Упр. 1. Укажите Complex Object. Предложения переведите:

1. We consider this congress to be one of the biggest events of our time.
 2. Have you ever heard him speak at the meeting? 3. I should like you to do this work at once. 4. Some of the delegates may wish the report to be translated into their native language. 5. I expect them to be discussing this question now. 6. We suppose them to have changed the time-table. 7. Nothing could make him stay there. 8. The pupil wanted the teacher to ask him. 9. The patient wants the doctor to examine him. 10. The doctor made me take the medicine. 11. I hope my friends to come to my birthday party. 12. The old man hoped the dog to show him the way.

Упр. 2. Вставьте частицу to, где необходимо (см. примечание 1):

1. Our teacher wanted us ... stay after classes. 2. We saw her son ... enter the house. 3. Everybody noticed Peter ... leave the room. 4. My parents prefer me ... stay at home. 5. They made me ... do it. 6. We were watching the boat ... come up to the shore. 7. We can't let you ... go so early. 8. The guests would like her ... sing for them. 9. I wish him ... be healthy, wealthy and wise. 10. We are waiting for the guests ... arrive.

Упр. 3. Переведите (см. примечание 2):

1. Nobody has noticed him come in. 2. Nobody has seen him go upstairs. 3. He heard footsteps coming from the direction of the library. 4. Bridget heard Luke drive up. She came out on the steps to meet him. 5. As I looked out at the garden I heard a motor-truck starting on the road. 6. One night in late November I heard him make a remark about his coming marriage. 7. I heard him saying the other day he could do with a few more pounds a week. 8. I held her close against me and could feel her heart beating. 9. We saw the troops marching along the road.

Упр. 4. Закончите предложения, употребив Complex Object:

1. Our friends wanted (чтобы мы пошли на концерт). 2. We saw (как дети играли в футбол). 3. This girl has a fine voice. Have you heard (как она поет)? 4. I watched (как молодой человек играл на пианино). 5. We didn't notice (как он вышел). 6. We want (чтобы вы получили хорошее образование). 7. I saw (как он работает). 8. We consider (что он хороший друг).

Упр. 5. Закончите предложения:

1. I want you to ... 2. I'd like the dean to ... 3. We hope our pupils to 4. I didn't expect you to ... 5. We saw our Rector ... 6. I wanted my mother to ... 7. I know you to ...

LESSON 2

Complex Subject Сложное дополнение

Оборот «сложное подлежащее» состоит из двух компонентов: **существительного** в общем падеже (или **местоимения** в именительном падеже), расположенного перед сказуемым, и **инфинитива**, расположенного после сказуемого.

В предложении **He is said to know Chinese** *He ... to know* – Complex Subject, но переводить нужно начинать со сказуемого, выражающего чужие мысли по поводу действия, о котором идет речь в предложении.

Complex Subject употребляется после определенных глаголов, а именно:

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 (s/ed) – <i>кажется (казалось)</i>	} , что ...
is	→	likely – <i>вероятно</i>	
are	→	unlikely – <i>маловероятно</i>	
		sure [ʃʊd] – <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. 2. These islands are said to have been discovered as early as 1762. 4. We are sure to come back. 5. He is said to be very ill. 6. She was not expected to answer, but she did. 7. He was thought to be honest and kind. 8. The book is believed to have been written in the 15th century. 9. But he is sure to marry her. 10. This fire is certain to

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

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

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

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

LESSON 3

For-to-Infinitive Construction

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

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

Упр. 1. Переведите следующие предложения:

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

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

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

Упр. 3. Закончите следующие предложения:

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

LESSON 4

Перевод слов с суффиксом –ed

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

а) личное местоимение в именительном падеже или другое подлежащее:

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

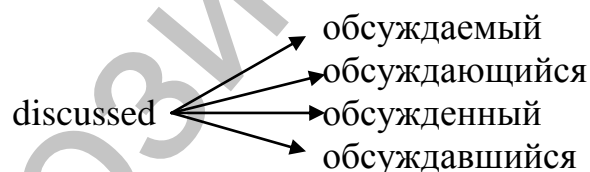
б) неопределенные наречия always, often, usually, sometimes, never ... :

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

в) глагол **to be** или **to have**:

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

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



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

б) Предложения переведите:

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

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

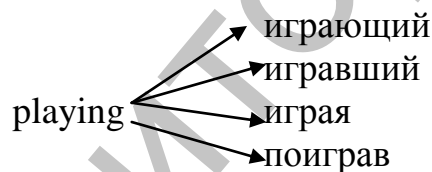
Перевод слов с суффиксом –ing

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

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

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

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



3) Герундий может переводиться существительным, 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 [wɔːz], were [wɜː]	been [biːn]
2. become [biˈkʌm] становиться	became [biˈkeɪm]	become [biˈkʌm]
3. begin [biˈɡɪn] начинать	began [biˈɡæn]	begun [biˈɡʌn]
4. blow [bləʊ] дуть	blew [bluː]	blown [bləʊn]
5. break [breɪk] ломать	broke [brəʊk]	broken [brəʊkn]
6. bring [brɪŋ] приносить	brought [brɔːt]	brought [brɔːt]
7. build [bɪld] строить	built [bɪlt]	built [bɪlt]
8. burn [bɜːn] гореть	burnt [bɜːnt]	burnt [bɜːnt]
9. buy [baɪ] покупать	bought [bɔːt]	bought [bɔːt]
10. can [kæn] мочь	could [kʊd]	
11. catch [kætʃ] ловить	caught [kɔːt]	caught [kɔːt]
12. come [kʌm] приходить	came [keɪm]	come [kʌm]
13. cost [kɔːst] стоить	cost	cost
14. cut [kʌt] резать	cut	cut
15. deal [diːl] иметь дело с ...	dealt [delt]	dealt [delt]
16. do [duː] делать	did [dɪd]	done [dʌn]
17. draw [drɔː] рисовать	drew [druː]	drawn [drɔːn]
18. drink [drɪŋk] пить	drank [dræŋk]	drunk [drʌŋk]
19. drive [draɪv] ехать	drove [drouv]	driven [drɪvn]
20. eat [iːt] есть	ate [et]	eaten [iːtn]
21. fall [fɔːl] падать	fell [fel]	fallen [fɔːln]
22. feel [fiːl] чувствовать	felt [felt]	felt
23. find [faɪnd] находить	found [faʊnd]	found
24. fly [flaɪ] летать	flew [fluː]	flown [fləʊn]
25. forget [fəˈɡet] забывать	forgot [fəˈɡɔːt]	forgotten [fəˈɡɔːtn]
26. get [ɡet] получать	got [ɡɔːt]	got
27. give [ɡɪv] давать	gave [geɪv]	given [ɡɪvn]
28. go [ɡəʊ] идти	went [went]	gone [ɡɔːn]
29. grow [ɡrəʊ] расти	grew [ɡruː]	grown [ɡrəʊn]
30. hang [hæŋ] вешать	hung [hʌŋ]	hung
31. have [hæv] иметь	had [hæd]	had
32. hear [hiə] слышать	heard [hɜːd]	heard
33. hide [haɪd] прятать	hid [hɪd]	hidden [hɪdn]

<i>Неопределенная форма The Infinitive</i>	<i>Прошедшее время Past Indefinite</i>	<i>Причастие прошедшего времени Participle II</i>
34. hurt [hɜ:t] причинять	hurt [hɜ:t]	hurt
35. keep [ki:p] хранить	kept [kept]	kept
36. know [nou] знать	knew [nju:]	known [noun]
37. learn [lɜ:n] учиться	learned [lɜ:nd] learnt [lɜ:nt]	learned learnt
38. leave [li:v] оставлять	left [left]	left
39. lend [lend] давать взаймы	lent [lent]	lent
40. let [let] позволять	let	let
41. lose [lu:z] терять	lost [lɔst]	lost
42. make [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:t] 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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