

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
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ДЕЛОВАЯ РЕПУТАЦИЯ ЖУРНАЛИСТА

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В практикуме используются материалы из английских и американских источников по проблемам работы журналистов и средств массовой информации, ориентирующие студентов на выполнение функциональных обязанностей в процессе профессиональной деятельности.

При отборе текстов учитывались профессиональные потребности студентов в информации журналистики, их деловой репутации как критерия профессионализма. Текстовые материалы практикума служат основой для создания словарного запаса специальной лексики и формирования навыков, перевода литературы по специальности.

Грамматический минимум излагается систематически в соответствии с требованиями программы для заочных отделений неязыковых вузов и для удобства пользования разработками приводится перед началом каждого урока.

Контрольные задания ставят своей целью не только проверку усвоения грамматического материала семестра и навыков перевода, но также их обобщения, повторение и закрепление.

Данный практикум предназначен для студентов II курса специальности Журналистика и может быть использован в работе со студентами дневного отделения для повторения, систематизации и корректировки знаний грамматики и контролирования навыков перевода.

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Третий семестр

Part I

1. Для того, чтобы правильно выполнить задания первого раздела студенту необходимо усвоить следующие разделы курса грамматики английского языка:

1) Инфинитив. Формы и функции. Конструкции субъектного предикатива (**Complex Subject**), объектного предикатива (**Complex Object**), **for + Infinitive (for phrase)**.

2) Модальные глаголы **can, may, must** с различными формами инфинитива. (**Simple Infinitive, Continuous Infinitive, Perfect Continuous Infinitive**).

3) Союзы и относительные местоимения **that, which, what**.

4) Сложноподчиненное предложение с придаточным подлежащим, сказуемым, обстоятельственным придаточным времени.

2. Студенту следует сделать перевод основных текстов уроков, выучить новые слова и выполнить лексические упражнения.

Выполнить упражнения по извлечению и преобразованию содержащейся в тексте информации. (**Summary, précis, outline** и т.д.)

Примечание:

В данной работе преобразование информации текста рассматривается как методический прием, способствующий более глубокому и точному пониманию содержания, а также активизации языкового материала, представленного в тексте.

Основными способами преобразования текстового материала в учебных целях является его сжатое изложение в форме **précis** и **summary**.

Précise (часто понимаемое как реферат-резюме) представляет собой сжатое изложение основных мыслей и положений первичного текста без обоснования и доказательств. Изложение ведется с позиции автора.

Summary – сжатое изложение основного содержания текста в соответствии с заданием. Материал должен излагаться без искажений и субъективных оценок.

Для написания **précis** после чтения и перевода текста рекомендуется:

- 1) выделить основную мысль каждого абзаца;
- 2) выделить ключевое предложение каждого абзаца;
- 3) сгруппировать и объединить одной формулировкой абзацы близкие по содержанию;
- 4) определить абзацы, раскрывающие содержание темы;
- 5) найти абзац, в котором выражена главная мысль;
- 6) найти абзац (или абзацы), которые содержат выводы автора.

На основании такого смыслового анализа текста можно составить список положений, которые должны войти в **précis**. Затем приступить к его написанию.

Для составления **summary** целесообразно:

- 1) разделить текст на относительно самостоятельные в смысловом отношении части, соответствующие обсуждаемым проблемам;
- 2) определить основное содержание каждой из частей;
- 3) выделить ключевые предложения и слова в каждой из частей;
- 4) составить план содержания;
- 5) кратко изложить смысловое содержание текста, руководствуясь планом.

Lesson I

Для того, чтобы правильно выполнить задания первого урока необходимо:

1. Изучить грамматические пояснения к уроку:

а) **The Infinitive.** Формы и функции. Инфинитив в функции подлежащего, обстоятельства цели, следствия и сопутствующих обстоятельств. Инфинитив в составном сказуемом с модальным значением. Инфинитив в функции определения и вводного члена предложения.

б) Союз и относительное местоимение. Случаи их опущения.

2. Перевести тексты урока и выполнить лексические упражнения. Выучить новые слова.

3. Выполнить упражнения по извлечению и преобразованию информации, содержащейся в тексте.

Грамматические пояснения:

I. Инфинитив, а также герундий и причастие называют непредикативными и неличными формами, так как они не употребляются в функции сказуемого и не изменяются по лицам. Их иногда называют именными формами, так как по своему происхождению они связаны либо с существительным (инфинитив, герундий), либо с прилагательным (причастие). В современном языке эти формы обладают как глагольными, так и именными свойствами.

Неличные формы имеют общую с личными формами глагольную основу со значением процесса.

а) Инфинитив имеет формы трех грамматических категорий глагола: временной отнесенности (**Non-Perfect, Perfect**), вида (**Continuos, Non-Continuos**) и залога (**active, passive**).

Таким образом, инфинитив представляет собой чистую основу глагола и имеет шесть форм:

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

6) **The Simple Infinitive (to write)** - выражает действие, происходящее одновременно с действием глагола-сказуемого или следующее за ним по времени.

*I wanted to ask somebody
about it.*

*Я хотел спросить кого-нибудь
об этом.*

The Continuous Infinitive (to be writing) подчеркивает развитие действия, происходящего одновременно с действием глагола-сказуемого.

*It was pleasant to be driving
the car again.*

Было приятно снова вести машину.

He pretends to be sleeping

Он притворялся спящим.

The Perfect Infinitive (to have written) выражает действие, которое произошло раньше действия глагола-сказуемого.

*I was sorry to have said that.
I would prefer not to have met
him before.*

*Я сожалел, что сказал это.
Я бы предпочел не встречаться
с ним раньше*

The Perfect Continuous Infinitive (to have been writing) обозначает действие, которое началось раньше действия глагола-сказуемого и продолжается вплоть до него.

*He is known to have been working
on this problem for many years.*

*Известно, что он работает
над этой проблемой уже
много лет.*

II. Инфинитив в речи может выполнять различные функции. Он может служить в предложении подлежащим, дополнением, определением, обстоятельством, быть частью сказуемого.

*Who was the last to come?
(определение)*

Кто пришел последним?

Инфинитив в действительном залоге после *there is (there are)* не имеет модального значения.

There are many examples to illustrate the rule.

Существует много примеров, которые поясняют это правило.

There is one simple reason not to take his offer.

Есть одна простая причина, почему не надо принимать его предложение.

III. Инфинитив в функции обстоятельства следствия часто соотносится с наречиями **too** - слишком, **sufficiently, enough** - достаточно, **sufficient** - достаточный. Инфинитив в функции обстоятельства следствия может также непосредственно следовать после союза *as*, соотносящегося в предложении с наречием **so** или местоимением **such**.

So ... as to - так (такой, настолько)... что (чтобы).

Such ... as to - такой ... что (чтобы).

He is always the first to come.

Он всегда приходит первым.

The first scientist to discover this phenomenon was Lomonosov.

Первым ученым, который открыл это явление, был Ломоносов

б) Если инфинитив в страдательном залоге является определением к слову, входящему в состав конструкции с *there is (there are)*, то оттенок модального значения, возникающего в предложении можно передать словами "следует", "нужно", "можно было".

There are many problems to be solved.

Следует решить много вопросов

There are so many countries to be seen! -

Можно еще столько стран посетить!

She is too young to understand it.

Она слишком молода, чтобы понять это.

He was old enough to be my father.

По возрасту он годился мне в отцы.

He is not so foolish as to believe all he reads.

Он не настолько глуп, чтобы поверить всему, что он читает.

Для выражения обстоятельства цели, помимо самого инфинитива, можно использовать конструкцию *in order to* - для того, чтобы.

He studies in the university to become a good specialist.

Он учится в университете, чтобы стать хорошим специалистом.

In order to become a good specialist he studies in the university.

4. Союзы связывают два предложения, но сами при этом не являются членами предложения. В отличие от союзов относительные местоимения **who, whom, whose, what, which, that**, связывая два предложения, являются подлежащим или дополнением придаточного предложения. Относительные местоимения, являющиеся дополнением в придаточных определительных предложениях, часто опускаются.

This is the man whom we met yesterday. This is the man we met yesterday.

He posted the letter which he had written. He posted the letter he had written.

Если перед местоимением стоит предлог, то при пропуске местоимения он ставится после глагола, а при наличии дополнения после дополнения.

This is the house in which I used to live. This is the house I used to live in.

The article that I translated last week was very easy. The article I translated last week was very easy.

The man about whom we talked yesterday will come at five o'clock

The man we talked about yesterday will come at five o'clock.

Союз **that** часто опускаются в придаточных дополнительных предложениях.

I know that he has returned.

I know he has returned.

He said that he felt tired.

He said he felt tired.

Grammar exercises

1. Translate the following sentences. Define the function of the Infinitive.

1. I hoped to have finished my work in three days. 2. The motocar was waiting at the door to take us to the railway station. 3. He was not the man to leave his work half finished. 4. There was nothing in the news to make him think. 5. Is there anyone to look after you here? 6. The question to be discussed is very important. 7. This is a fact to note. 8. There was only one sound to be

heard in the street. 9. He was too astonished to speak. 10. To do our work properly is to do our duty.

II. State the form of the Infinitives in the following sentences. Translate the sentences into Russian.

1. I can't hear a word, though he seems *to be speaking*. 2. I'm happy *not to have failed* exams. 3. We were sorry *to find out* that most of the museums we wanted *to visit* that day were closed. 4. After the incident some people were taken to the hospital *to be operated*. 5. He was very sorry *to have missed* the seminar, because he appeared *to be interested* in the topic. 6. I hate *to be made* fun of! 7. I'm very pleased *to have been promoted*. 8. He seems *to have been traveling* all his life. He managed *to visit* 24 different countries. 9. - Don't you want *to change* your work? - Of course, not! I'm glad *to be working* here!

III. Make a new sentence using the proper infinitive form.

E.g. *He has lost weight, (seem) - He seems to have lost weight.*

Tom is worried about something.	(appear)...
You know a lot of people.	(seem)...
My English is getting better.	(seem) ...
That car has broken down.	(appear)...
David forgets things.	(tend)...
They have solved the problem.	(claim)...
They are getting more benefit this year.	(tend)...

IV. Paraphrase the following sentences using perfect infinitives.

E.g. *It's a pity I couldn't go to the wedding. - I would like to have gone to the wedding.*

It's a pity I didn't see the programme.	I would like ...
It's a pity I didn't meet Ann.	I would love ...
I'm glad I didn't lose my watch.	I would hate ...
I'm glad I wasn't alone.	I wouldn't like ...
It's a pity I couldn't travel by train.	I would prefer...

V. Replace the subordinate clause with an Infinitive.

a) E.g. *The boy had many toys which he could play with. - The boy had many toys to play with.*

1. Here is a new brush which you will clean your teeth with.
2. Here are some articles which must be translated for you tomorrow.
3. Soon we found that there was another problem that we were to consider.
4. I have an examination which I must take soon, so I can't go to the theater with you.

b) *E.g. He is so busy that he cannot talk with you. – He is too busy to talk with you.*

1. The rule was so difficult that they did not understand it.
2. The baby is so little that it cannot walk.
3. The accident was so terrible that I don't want to talk about it.
4. She was so foolish that she could not understand my explanation.

VI. Make sentences of your own. Follow the models. Translate your sentences.

a) *E.g. Why did you close the window? (to keep out the loud noise)*

I closed the window to keep out the loud noise.

What did he go to the doctor for? (to ask for his advice)

He went to the doctor to ask for his advice.

1. What did you go to the airport for? (to see off a friend)
2. Why were you in a hurry? (to catch my train)
3. What did you go to the library for? (to read up for my exam)
4. Why do you listen to English records? (to improve my English)

b) *E.g. He gave a talk on pop music, (clever)*

It was clever of him to have given a talk on pop music.

1. She offered me a ticket to the concert. (kind)
2. They visited their old schoolteacher. (nice)
3. They told her the news. (wrong)
4. She took some medicine with her on the trip. (wise)

VII. Omit the conjunctives wherever possible. Make the necessary changes.

1. You are the very person whom I wanted to see.
2. I looked at the house in which I had spent my childhood.
3. English is the subject which requires every day work.
4. I don't know which pencil is mine.
5. He told me that he would come.
6. The students whose papers were excellent did not take the exam.
7. I know the girl with whom he is playing chess.
8. I don't know the professor who lectures on Russian Literature.
9. I knew that she was willing to help.
10. The watch at which you are looking is wrong.

Essential Vocabulary

to establish - основывать, создавать; устанавливать; упрочивать
to establish a company / corporation / culture / reputation
establishment - основание; учреждение

to entertain - развлекать
entertainment - развлечение

- to broadcast** - транслировать, передавать по радио или телевидению
to broadcast news / music / information / entertainment / coverage of
local events / sports commentary
Broadcasting Agency / Broadcasting Centre / Broadcasting Company
- to provide** - обеспечивать; передавать
to provide a service / programmes / news / academic materials
- to reduce** - уменьшать; снижать(ся)
to reduce audience / benefit / income / speed / quality
- local** - местный; локальный
local station / news / policy / materials of local interest
- commercial** - коммерческий
commercial radio station / television
but! Television commercials
- foreign** - иностранный
foreign policy / affairs / language
Foreign Office / Home Office

TEXT1

Radio in the UK

In 1936 the government established the British Broadcasting Corporation (BBC) to provide a public service in radio. But it was also the first agency to begin broadcasting that year on the recently invented television. And soon television and radio managed to change the entertainment habits and the culture of the whole nation. In 1955, however, the establishment of independent and commercial television and radio removed the BBC's broadcasting monopoly.

In spite of its much reduced evening audience, BBC radio still provides an important service. Its five radio stations (BBC Radio 1-5) provide: 1) non-stop pop music; 2) light entertainment; 3) minority interests, e.g. classical music, arts programmes and academic material (some for Open University courses); 4) news and comment and discussion programmes; 5) sport. The BBC additionally runs 38 local radio stations to provide material of local interest.

Commercial radio offers three nationwide services: Classic FM, which broadcasts mainly classical music; Virgin 1215, broadcasting popular music; and Talk Radio UK, a speech-based service. In addition there are 180 independent local radio stations to broadcast news, information, music and other entertainment, coverage of local events, sports commentary, chat shows and 'phone-in' programmes.

An important but separate part of the BBC's work is its 'external services'. The BBC World Service broadcasts by radio in English and 43 different languages. The service is funded separately from the rest of the BBC, by the Foreign Office,*

because it is a promotional part of British foreign policy. The BBC World Service is considered to have reached an audience of about 140 million listeners, and seems to be increasing its audience who are predominantly young (aged between 25 and 35) and male.

(1527 знаков)

I. Consult the text and give Russian equivalents for the following.

recently invented	to remove monopoly	'external services'
reduced audience	predominantly young	promotional policy
to begin broadcasting	minority interests	entertainment habits
coverage of local events	speech-based service	discussion programmes

II. Translate into English.

внешняя политика	коммерческое телевидение
* министерство иностранных дел	независимые радиостанции
транслировать по радио	управлять радиостанциями

III. Read the text and explain what do the following figures correspond to.

a – 38; b – 140; c – 1955; d – 1936; e – 25-35; f – 180

IV. Match the words from the text with their corresponding definitions in the right column.

- | | |
|---------------------------|---|
| 1. the government | a. to direct a radio station. |
| 2. audience ratings | b. an interactive show, where a listener or a viewer can call to ask a question or take part in discussion. |
| 3. foreign policy | c. private television getting its income from advertising and television commercials. |
| 4. broadcast | d. customary ways to have fun. |
| 5. to run a radio station | e. report on events happened recently. |
| 6. 'phone-in' programme | f. level of popularity according to the number of listeners or viewers of a programme. |
| 7. minority interests | g. to provide news, music, etc. on the air. |
| 8. entertainment habits | h. ruling state body. |
| 9. independent television | i. state or company activity abroad. |
| 10. coverage of news | j. rights and ambitions of a minor social group. |

V. Replace the words in italics with the words used in the text.

E.g. BBC (the British Broadcasting Corporation) was *set up* (**e s t a b l i s h e d**) by the government in 1936.

1. The service is *paid* (**f**___) by the Foreign Office to promote British policy.
2. In addition to the BBC there are 180 *non-government* (**i** _____) local radio stations in Britain.
3. The BBC was the first agency to *provide* (**b** _____) shows on the television.
4. The BBC additionally *directs* (**r**___) 38 local radio stations.
5. The British independent radio stations *give on the air* (**p**_____) news, information, music and other entertainment, *reports* (**c** _____) of local events, sports commentary, chat *programmes* (**s**_____).
6. Television and radio changed the entertainment *customs* (**h**_____) and the culture of the whole nation.

VI. Complete the chart and make a survey of radio stations in the UK. Be ready to sum up the content of the text.

UK RADIO

Government: The BBC		Independent/commercial	
BBC Radio 1	provides non-stop pop music/national top charts	Classic FM	broadcasts classical music
.....
.....
.....
.....
.....

Note
.....
.....

Lesson II

Для того, чтобы правильно выполнить задания урока второго необходимо:
Изучить грамматические пояснения к уроку:

1. Конструкция объектного предикатива (**Complex Object**)
2. Повторить: модальный глагол **must**, его значения и употребление с различными формами инфинитива и его эквиваленты; модальный глагол **can** и его значения; Придаточное подлежащее и придаточное сказуемое.
3. Перевести текст урока и выполнить лексические упражнения. Выучить новые слова.
4. Выполнить упражнения по извлечению и преобразованию информации, содержащейся в тексте.

Грамматические пояснения:

1. В грамматической и учебной литературе конструкция объектного предикатива имеет несколько названий в зависимости от теоретической позиции автора описания. Ее называют сложным дополнением (**Complex Object**), объектным инфинитивным оборотом, конструкцией "аккузатив с инфинитивом" (**Accusative with the Infinitive**) и т.д.

Рассматриваемая конструкция представляет собой сочетание существительного в общем падеже или личного местоимения в объектном падеже с инфинитивом, который является как бы сказуемым к нему.

В русском языке соответствующего оборота нет и он переводится на русский язык придаточным дополнительным предложением.

He wants me to come on Saturday.

Он хочет, чтобы я пришел в воскресенье.

I believe her to be in Leningrad now.

Я полагаю, что она сейчас в Ленинграде.

Конструкция объектный предикатив лексически зависима. Она употребляется:

1. После глаголов чувственного восприятия	see hear feel watch perceive notice observe	I saw him <u>cross</u> the street (инфинитив без частицы to)
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2. После глаголов, выражающих желания, чувства и намерения	want wish like hate desire intend	He wants me { to come on Sunday to belive invited there (инфинитив с частицей to)
3. После глаголов умственной деятельности	know believe think consider expect	We believe him <u>to have finished</u> the work (инфинитив с частицей to)
4. После глаголов выражающих приказание, просьбу, тразрешение	tell ask order command allow	The captain ordered them to surrender (инфинитив с частицей to)
5. После глаголов, выражающих побуждение к действию	let make have get (to)	She made him drink some milk. It isn't easy to get him (to) agree . (инфинитив без частицы to)
5 а. Глагол get допускает употребление инфинитива как с частицей to , так и без нее.		

2. Глагол **must** и его эквиваленты могут иметь следующие формы:

Modal Verb	Present	Past	Future
Equivalent			
must	must	-	-
to have to	has to	had to	will have to
to be to	am to / is to are to	was to were to	-

3. Модальный глагол **must** и его эквиваленты могут иметь следующие значения:

Обязанность, необходимость

1. Необходимость

*I **must** go there tonight, (надо) I **have to** go there, (надо) I **had to** go there, (пришлось) I shall **have to** go there, (придется).*

2. Обусловленная необходимость

*The lecture **is to** begin at five. I **was to** meet her there.*

Составное глагольное сказуемое, состоящее из сочетания глагола **to be** с последующим инфинитивом, может выражать не только долженствование, как мы это уже знаем,

*He **is to** come at six.*

Он должен прийти в 6 часов.

но и неизбежность,

*He **was never to** see her.*

Ему не суждено было ее видеть.

а также возможность

*He **was nowhere to** be found.*

*Его нигде **нельзя** было найти.*

и намерение (в условных предложениях).

*If we **are to** come in time, we **must** start at once.*

*Если мы **хотим** прийти вовремя, нам **надо** сразу отправляться.*

Побуждение к действию

1. Приказ - увещание

*You **must** come and see my flat.*

2. Строгий приказ

*You **are to** take a spoonful of this after each meal.*

3. Запрещение
4. Строгое запрещение

You **must not** do it.
You **are not** to leave this room.

Предположение

1. Предположение, граничащее с уверенностью
(должно быть, вероятно).

Somebody **must** know her.
Somebody **must** be waiting there,
Somebody **must have known** her.
Somebody **must have been waiting** there.

Выражая предположение, "must" может сочетаться с **Simple, Continuous, Perfect** и **Perfect Continuous Infinitive**.

He **must know** her address.
It **must be** five o'clock now.
She **must be waiting** for you.

Он, должно быть, знает ее адрес.
Теперь, должно быть, пять часов.
Должно быть, она ждет вас.

Perfect Infinitive и **Perfect Continuous Infinitive**, в значении предположения, относят действие к прошлому.

They **must have forgotten** their promise.
She **must have been waiting** for you there since five o'clock.

Должно быть, они забыли свое обещание.
Она, должно быть, ждала тебя с пяти часов.

Для выражения предположения, относящегося к будущему, глагол **must** не употребляется. Вместо него используется наречие **probably**.

4. В вопросительных и отрицательных предложениях **can** в сочетании с инфинитивом может употребляться для выражения удивления, сомнения по поводу того, что действие, выраженное инфинитивом, совершается, будет совершаться или совершилось в действительности.

They **cannot** think so.

- Они не могут так думать.
= Не может быть, чтобы они так думали.

Can they be expecting you at such a late hour?

- Неужели они ждут вас в такой поздний час?

Can he have said it?

Неужели (Разве) он сказал это?

He **cannot** have said it.

- Он не мог этого сказать.
= Не может быть, чтобы он это сказал.

5. Придаточные предложения подлежащие отвечают на вопросы **who?** - кто?, **what?** - что? Они соединяются с главным предложением союзами **that** - что, **whether, if** - ли и союзными словами (**whom**) who, whose, what, which, when, where, how, why.

That he made a mistake is strange. - Странно то, что он сделал ошибку.
Whether they will come today is not known yet. - Придут ли они сегодня, еще неизвестно.
What we want now is rest. - То что нам нужно сейчас — так это отдых.

Придаточные предложения сказуемые выполняют в предложении функцию именной части составного сказуемого и отвечают на вопросы **what is the subject?** - каково подлежащее?, **what is the subject like?** - что представляет собой подлежащее? Они соединяется с главным предложением теми же союзами и союзными словами, что и придаточное подлежащее.

The question is whether they will be able to help us. - Вопрос заключается в том, смогут ли они нам помочь.
The weather is not what it was yesterday. - Погода не такая, как (она была) вчера.

Grammar exercises

I. Translate the following sentences into English.

1. I don't like you to repeat that nonsense.
2. We expected everybody to be ready by seven.
3. We knew him to be a clever man.
4. He felt her heart beat with joy.
5. She felt her hand tremble.
6. He declared himself to be a member of the club.
7. We can't have them waste their time in this way.
8. At last they got him to write a letter to his brother.
9. Mother had her little son put his toys into a special box.
10. We won't have you speak like that.

II. Ask questions specifying the statements. Begin with the suggested interrogatives.

E.g. They want us to come to see them, (when)
When do they want us to come?

1. I want you to help my friend. (how)
2. I want you to take music lessons. (how often)
3. Mother wants Jim to buy bread. (how much)
4. I want you to buy me something to read. (what)

III. Replace the subordinate clause with an objective predicative construction.

1. He heard that someone called his name.
2. We did not expect that he would return so soon.
3. I expect that you will join our excursion.
4. We knew that he was a clever man.
5. I noticed that he gave me a look of interest.
6. We believe that he is worthy of our trust.
7. I did not expect that my brother would forget to bring her the book.

IV. Ask general questions in response to the following statements.

E.g. Nina sang beautifully, (hear)

Did you hear her sing?

1. He worked in the garden the whole Sunday. (see)
2. They entered the house almost immediately. (notice)
3. She sang on the radio yesterday. (hear)
4. The child crossed the street safely. (watch)

V. Translate the following sentences.

1. To say such a thing to a child was simply thoughtless of you.
2. To tell him the truth at the moment meant nearly to kill him.
3. To know English well you will have to work very hard.
4. To get the new magazine I had to go to the library.
5. To explain this simple fact is not very easy.
6. To improve my knowledge of English I read English books every day.
7. To solve this problem is extremely important.
8. We took a taxi so as not to miss the train.
9. I was silent in order to give them time to think.

VI. Use the appropriate form of the infinitive to express your opinion of what is said.

E.g. Peter looks very tired, (to work too hard) He must be working too hard.

1. Peter is absent from the lesson. (to work in the library)
2. Peter was to take his examination in English yesterday. When he came home he looked quite miserable. (to fail)
3. I haven't seen him for a long time. (to be unwell)
4. I expected Peter to ring me up last night, but he didn't. (to work a lot yesterday)

VII. Use the appropriate form of the infinitive in brackets. Translate the sentences into Russian.

1. You must (not to smoke) here. This is a nonsmoking compartment.
2. I can't find my ball-pen anywhere. I must (to lose) it.
3. Our friend is in trouble. We must (to help) him.
4. Ann refused to go to the cinema with us. She must (to see) this film already.
5. Where is your brother? He must (to do his lessons) now.

VIII. Change the following sentences using "to be to". Translate your sentences. Remember that "to be to" implies an arrangement, an expected or planned action.

1. The meeting is supposed to begin at five.
2. We expected him to buy milk on his way home.
3. It was arranged that she should come to Leningrad for her holidays.
4. It was planned that we should wait for them in the camp.

IX. Translate the following sentences. Explain the meanings of the verb to be.

1. You are not to say such things.
2. We wondered who was to live in the house we were building.
3. You are to say nothing unless somebody speaks to you.
4. We did not know then that a day was to come when we would be glad to have any roof over our heads.

X. Express strong doubt about the statements. Translate your sentences.

E.g. He understands every word you say.

Can he understand every word you say? Неужели он понимает каждое слово, которое вы говорите.

He can't understand every word you say.

He может быть, чтобы он понимал каждое слово, которое вы говорите.

1. She is really fond of the child.
2. They know how to get there.
3. She is looking for somebody.
4. He is telling the truth.
5. Children like to play here.

XI. Translate the following sentences into English. Use can (can't) + Perfect Infinitive.

1. She hasn't yet returned from the forest.
Не может быть, чтобы она сбилась с пути, (loose one's way)
Неужели она сбилась с пути?
2. It's not late at all now.
Не может быть, чтобы она легла спать. (to go to bed)
Неужели она легла спать?
3. I have done it.
Не может быть, чтобы вы это сделали.
Неужели вы это сделали?
4. He came to see you.
Не может быть, чтобы он пришел навестить меня.
Неужели он пришел навестить меня?

XII. Join the following sentences to form.

a) Subject clauses.

E.g. He was an egoist. It was known to everybody.

That he was an egoist was known to everybody.

1. He didn't feel well enough. It didn't stop him.
2. It was rather late. It didn't change their plans.
3. He lost the tickets. It was most unfortunate.
4. He was ten years Jane's senior. It didn't matter at all.

b) Predicative clauses.

E.g. This is the chief reason: you don't work hard.

The chief reason is that you don't work hard.

1. This is what I want to say: you can do much better.
2. This is what I mean: he is not the man to rely on.
3. This is the strangest thing: I've never heard about the man.
4. This is the most unfortunate trait of her character: she is too timid.

TEXT

TV News Bulletin.

Like a newspaper, every TV news programme has its own team of journalists. Some are foreign correspondents who live and work abroad - other report on domestic stories. Their job is to collect information about each day's events as quickly and accurately as possible. But, unlike newspaper journalists, their stories are not long articles illustrated by just one or two photos - they're short, clear scripts which have to be read aloud and are illustrated by film.

After the information's collected and camera crew have shot the film -what happens next? Well, next, the two are combined. To do this, journalists write to pictures. In other words, they make each story fit the images which will appear on the screen. This is a very skilled job, because reports have to be an exact length - for example, 45 seconds or 1 minute 10 seconds. To do this, the journalists first write a 'short list' which includes every scene from the film. Then they write their own script to fit the list, allowing three words per second (i.e. on average it takes one minute to say 180 words).

Once each day's stories are ready, a programme editor (the person in charge of a bulletin) arranges them in order of importance. Meanwhile, the studio presenter or 'newsreader' is to prepare his/her own script to link all the correspondents' reports together. When it is ready, this is put into a computer and then appears on the 'autocue'- a kind of TV monitor. While watching news you must notice newsreaders talk directly to the camera without making mistakes? Well, it's because they're reading from an autocue.

Everyone involved in TV news works under enormous pressure. They have to, because news is happening all the time. Stories are often dropped or added just minutes before a bulletin goes on the air. But then that's one reason why so many people watch TV news - it tells you today's news *today*. (1549 знаков)

I. Consult the text and give Russian equivalents for the following.

foreign correspondent	to report on	studio presenter
domestic stories	illustrated by photos	skilled job
clear scripts	to shoot a film	to read from an autocue
camera crew	to appear on the screen	enormous pressure

II. Translate into English.

работать за рубежом
выходить в эфир
ведущий новостей

распределять по степени важности
снимать фильм
вносить в компьютер

III. Make a list of people involved in releasing News Bulletins. What is every of them responsible for?

IV. Match definitions in the right column with the following word combinations in the left one.

- | | |
|---------------------|---|
| 1. bulletin | a. group of people, who make films for news programmes. |
| 2. domestic stories | b. special machine to display the script to the newsreader |
| 3. chief executive | c. a written report for a news programme. |
| 4. camera crew | d. reports on home affairs or events of local interest. |
| 5. script | e. the person in charge / boss. |
| 6. autocue | f. work, which requires special capabilities. |
| 7. skilled job | g. a very short news programme, in which only the most important pieces of news are read. |

V. Agree or disagree with the statements given below. Some of them are contestable, so use the text to prove your angle.

1. To make a good bulletin home correspondents first wait till something important happens.
2. Foreign correspondents, who live and work abroad, send their reports on domestic affairs specially for the news programme.
3. Camera crew collect information and shoot the film to illustrate the report.
4. The studio presenter or 'newsreader' arranges information in order of importance. Then he prepares his own script to link all the correspondents' reports together.
5. Everyone involved in TV news is deeply depressed.
6. The newsreader can add any news to the script before the programme goes on the air if he wants.
7. TV journalism is a very skilled job.

Lesson III

Для того, чтобы правильно выполнить задания урока третьего необходимо:

Изучить грамматические пояснения к уроку:

- 1) Конструкция субъектного предикатива (**Complex Subject**).
- 2) Инфинитивный оборот с предлогом *for*.
- 3) обстоятельство придаточное предложение времени.
- 4) Повторить следующий грамматический материал: модальный глагол **may**, его значения и употребление с различными формами инфинитива
- 5) Перевести текст урока и выполнить лексические упражнения. Выучить новые слова.
- 6) Выполнить упражнения по извлечению и преобразованию информации, содержащейся в тексте.

Грамматические пояснения:

1. В грамматической и учебной литературе конструкция субъектного предикатива также имеет несколько названий в зависимости от теоретических взглядов автора описания. Ее называют сложным подлежащим (**Complex Subject**), именительным падежом с инфинитивом (**Nominative with the Infinitive**), субъектным инфинитивным оборотом.

В данном случае эта функция инфинитива называется "субъектный предикатив", так как действие, обозначенное инфинитивом, является как бы вторым сказуемым к субъекту (подлежащему) предложения. О действии, состоянии или свойствах субъекта (подлежащего) сообщается, как правило, не в спрягаемой части сказуемого, а в следующем за ним инфинитиве. Спрягаемая часть сказуемого обычно выражает отношение автора к содержанию предложения, способ получения информации о содержании предложения, восприятие информации о содержании предложения лицами причастными к ней и т.д.

This book is reported to have been translated into many languages.

This writer is supposed to be translating English poetry.

He doesn't seem to know the subject.

Как сообщают, эта книга переведена на многие языки.

Предполагают, что этот писатель сейчас переводит английскую поэзию.

Кажется, он не знает этого предмета.

Таким образом, предложения, содержащие конструкцию субъектный предикатив, могут переводиться на русский язык сложноподчиненным предложением, в котором главное предложение представлено глаголом в форме 3-го лица множественного числа с неопределенно-личным значением (говорят,

сообщают, предполагают и т.д.). Во многих случаях такие предложения переводятся при помощи русского простого предложения, имеющего в своем составе вводное слово (кажется, вероятно) или предложение (как сообщают, как полагают и т.д.).

Рассматриваемая конструкция также как и конструкция объектного предикатива лексически зависима. Конструкция субъектный предикатив употребляется в следующих случаях:

1. При сказуемом в страдательном залоге, выраженном глаголами речи, умственной деятельности, чувственного восприятия и побуждения:

state
say
report
announce
know
believe
think
find
consider
suppose
expect
see
hear
make

His theory is believed to be correct.

He is supposed to have come back.

A car was heard to arrive.

She was made to rewrite the rest of the test.

You are known to have been working at the problem for the last three years.

2. При сказуемом в действительном залоге, выраженном глаголами:

chance
happen
seem
appear
prove
turn out
likely
unlikely
sure
certain

He seems to know the man.

The weather seems to be chamine.

3. При сказуемом, выраженном сочетанием глагола-связки с прилагательными:

She is sure to come.

They are likely to have completed their work.

10. Инфинитивный оборот с предлогом for (for phrase) представляет собой сочетание предлога for с существительным в общем падеже или местоимением в объектном падеже и инфинитива. Он может выступать в функции различных членов предложения:

1) подлежащего

It is important for a student to be well-read in his field.

Студенту важно быть хорошо начитанным в своей области.

2) дополнения

Everybody waited for the meeting to start.

Все ждали, когда начнется собрание.

3) именной части сказуемого

It is for him to take the final decision.

Это он должен принять окончательное решение.

4) определения

The best thing for him to do is to leave this place.

Самое лучшее, что он может сделать, это уехать отсюда.

5) обстоятельства

I'll make a new dress for you to wear at the ball, (цель)

Я сошью для тебя новое платье, чтобы ты смогла одеть его на бал.

The problem is too difficult for me to understand. (следствие)

Проблема слишком трудна, для того, чтобы я могла ее понять.

3. Глагол **may** и его эквивалент **to be allowed** могут иметь следующие формы:

Modal verb	Present	Past	Future
Equivalent			
may	may	might	-
to be allowed to	am is allowed to are	was allowed to were	will be allowed to

Модальный глагол **may** может иметь следующие значения:

Возможность

1. Отсутствие препятствий к совершению действия

*You **may** buy this book at any shop.*
Примечание: в этом значении очень часто употребляется глагол **can**.

Побуждение к совершению действия

1. Разрешение (главным образом в вопросительных предложениях)

May I come in ?
- Yes, you **can**. (**may**)
- No, you **can't** (**may not**)

2. Запрещение

- *You **may not** leave the room until I say so.*

3. Просьба, упрек (чаще иронически)

- *You **might** leave the child alone.*
(Могли бы оставить ребенка в покое)
- *You **might** have brought her a present.*

Предположение

1. Сомнение, предположение (может быть, возможно)

*She **may/might** be living here.*
(Возможно, она живет здесь)
*She **may/might** have left the country.*
(Возможно она уехала из страны)

В значении предположения, неуверенности глагол **may** может сочетаться с разными формами инфинитива.

*They **may** come to Moscow in the summer.*

Они могут приехать в Москву летом.

*Mother **may** be cooking dinner.*

Мама, возможно, готовит обед.

*My friend **may** have taken your books.*

Мой приятель, может быть, взял твои книги.

*The baby **may** have been crying since it woke up.*

Ребенок, может быть, плачет с тех пор, как проснулся.

3. Придаточное времени отвечает на вопросы **when?** - когда?, **since when?** - с каких пор?, **how long?** - как долго? Оно присоединяется к главному предложению союзами **when** - когда, **whenever** - всякий раз когда, **while** - в то время как, пока, **as** - когда, в то время как, по мере того как, **till, until** - пока, до тех пор пока ... (не), **as soon as** - как только, **as long as** - пока, до тех пор пока, **since** - с тех пор как, **hardly ... when** - едва только ... как, **no sooner ... than** - едва только ... как, не успел ... как и др.

В придаточных предложениях времени формы будущего не употребляются. Они заменяются соответствующими формами настоящего времени: **Future Simple - Present Simple, Future Continuous - Present Continuous, Future Perfect - Present Perfect.**

She will ring you up when she comes home.

- Она позвонит вам, когда придет домой.

While you are having dinner, I'll be reading the newspaper.

- Пока вы будете обедать, я буду читать газету.

Grammar Exercises

I. Translate into Russian.

1. He is said to have lived in China. He is said to have been living there for a number of years.
2. You are not supposed to talk like that to your father.
3. Peter is expected to return in a few days.
4. The children are said to be taught music and singing.
5. She doesn't seem to know German.
6. She seemed to be trying to come to a decision.
7. A hare is known to run very fast.
8. His invention is considered to be of great importance.
9. The poem is believed to have been written by Byron.
10. She appeared to be an excellent actress.
11. These two young people are sure to be very good friends.
12. This article is likely to appear in the next issue of the journal.

II. Change the statements according to the models. Use the appropriate form of the Infinitive. Translate your sentences into Russian.

E.g. a) *He understands the English text, (seem)*
He seems to understand the English text.

b) *He is studying the documents now. (appear)*
He appears to be studying the documents now.

c) *He finished his letter, (seem)*
He seems to have finished his letter.

1. They dislike each other, (seem)
2. Tom is winning the argument, (appear)
3. They completed the repairs yesterday, (happen)
4. The actor has lost his temper, (appear)

III. Paraphrase the following sentences using the subjective predicative construction.

1. It turned out that the language of the article was quite easy.
2. It was understood that the parties had come to an agreement.
3. It is said that this book is popular with young and old.
4. People consider the climate there to be very healthful.
5. It appeared that he was losing patience.
6. It is not very likely that he will change his opinion.
7. It was certain that they would come to an understanding.
8. It was reported that five ships were missing after the battle.

IV. Translate into English.

1. Говорят, что эта статья переведена на все языки мира.
2. Предполагают, что заседание закончится в 10 часов.
3. Оказалось, что мы уже когда-то встречались.
4. Вы, кажется, устали.
5. Я случайно встретил его в Москве.
6. Известно, что римляне построили хорошие дороги на Британских островах.

V. Translate into Russian.

1. She saw that he was anxious for her to make a good impression.
2. The main difficulty is for him to leave the town.
3. Here is the article for you to read.
4. The first thing for you to do is to find his telephone number.
5. There was nothing for the boy to read.
6. She waited for the telephone to ring.
7. There were no hats for Helen to choose from.
8. The best thing for you to do is to see your doctor.
9. I do it for you to understand my motives.
10. It's for you to decide where we shall go in summer.

VI. Analyse the meanings of the verb "may".

1. She hasn't come to the lecture. She may have fallen ill.
2. Children may borrow books from the school library.
3. You may not smoke here.
4. She didn't answer the telephone. She may have been sleeping.
5. You might have gone to see her while she was ill.
6. He may not know about it.
7. You may as well write to him now.

VII. Translate into English.

1. Можно мне здесь подождать? - Да, конечно.
2. Может быть, он уже ушел.
3. Может быть, он еще ждет.
4. Вы могли бы приходиться вовремя. Вы всегда опаздываете.
5. Возможно, она сейчас пишет статью.
6. Может быть, он согласится дать интервью.
7. Нельзя пользоваться словарем во время контрольной работы.
8. Вы могли бы подготовиться к встрече.
9. Могло бы быть и хуже.
10. Возможно, ты хочешь расследовать это дело.

VIII. Join the following pairs of sentences into complex sentences with subordinate clauses of time. Use the correct tense forms.

a) Make use of the conjunctions "after", "before", "when", "till", "until"

1. The children returned from school. Mother cooked dinner.
2. We went for a walk. It stopped raining.
3. He waited. His wife laid the table for dinner.
4. The children fell asleep. The parents came back from the pictures.
5. I waited. She did the room.

b) Make use of the conjunctions "hardly.. when", "no sooner ... than".

1. They bought the furniture. The prices were increased.
2. She laid the table. Her friends came.
3. Paul switched on the tape recorder. It went wrong again.
4. He entered the classroom. The bell rang.
5. They reached the station. It began to rain.
6. I heard this news. I started running home.

Essential Vocabulary

cub – жарг. «новичок»

interview – интервью; собеседование
fact-finding / formal / option interview
to conduct / give / lead / arrange an interview
interviewee / interviewer

resourceful – находчивый
unresourceful

beat – дозор, обход; маршрут дозора
beat reporter / a reporter on the beat
to be on the White House beat

information – информация
to possess / ask for / obtain / publish information
sources / channels of information

news story – газетный материал информационного содержания
to get / print / edit a news story

reliance – уверенность, доверие
to rely on smb
reliable man / information / source

confidence – доверие
to inspire / win / enjoy confidence
confident

TEXT

Newspaper reporters not only have risked and lost their lives in the front lines during wars, but they have braved danger in peace time to cover floods, hurricanes, fires, strikes, crimes and many other kinds of stories. No editor expects a reporter to place himself in unreasonable jeopardy, but he does drill into every *cub* the fact that there always is more than one way to get any story. Resourcefulness by the reporter is imperative; the editor miles away cannot do his most important thinking for him.

Consider an experience which the beginner might meet - arrival at the scene of an automobile accident after the crowd has disappeared, the injured persons have been removed and the wreckage has been cleared away. The unresourceful reporter probably would phone his office that he is unable to get the story. The resourceful one, however, makes inquiries at the story and residences nearby. He tries to find the police on the beat who probably has the names of the persons who were involved. The experienced reporter possesses the knowledge of all the possible channels through which he can obtain the information that he desires. Often the reporter may recall some news story printed in his paper weeks or months previously which suggests a solution to the mystery at hand. The wise reporter

makes a practice of reading his own and rival newspapers dairy, and he preserves news items which may be of value to him later. When in doubt whether to clip a certain article, he follows the safer policy and clips.

When he establishes corftact with someone able to give him information, the reporter may be disappointed to discover that the news source is reluctant to cooperate to the desired effect.

The best kind of interview is that which proceeds in a natural, friendly, informal way. The reporter may inspire confidence and make himself attractive by not coming to the point of his visit at once, but by beginning the conversation with some general comment. If he can get his subject chitting about another matter, he may be able to lead the interview easily into the channel that he wishes it to take.

I. Give Russian equivalents for the following expressions:

to cover different kinds of stories
to brave danger
to risk one's life
to place oneself in jeopardy
to drill some ideas into somebody
to get a story
to be involved in some accident
a news source
to inspire one's confidence
to make oneself attractive
general comment
to lead the interview easily

II. Answer the following questions about the text:

1. Why is the job of a reporter dangerous?
2. What fact does every editor try to drill into every cub?
3. Why is the resourcefulness of the reporter imperative?
4. What will a resourceful reporter do if he arrives at the scene of some accident after the wreckage has been removed and all the witnesses have left the place?
5. Why is it necessary for a reporter to read rival newspapers regularly?
6. What will a resourceful reporter do if he discovers that the news source is reluctant to speak?
7. Why is it not always advisable for a reporter to come to the point of his visit at once?
8. Why is it difficult to speak if the listener is taking verbatim what you are saying?

Контрольная работа № 3

I. Translate the following sentences define the form of the Infinitive.

1. To play chess was his greatest pleasure. 2. The child did not like to be washed. 3. Isn't it natural that we like to be praised and don't like to be scolded? 4. The child was happy to have been brought home. 5. Jane remembered to have been told a lot about Mr. Rochester. 6. I am sorry to have spoilt your mood. 7. Sorry to have placed you in this disagreeable situation. 8. To improve your phonetics you should record yourself and analyse your speech. 9. This is the book to be read during the summer holidays. 10. To be instructed by such a good specialist was a great advantage. 11. He is very forgetful. But he doesn't like to be reminded of his duties. 12. I am sorry to have kept you waiting. 13. Sorry not to have noticed you. 14. I am sorry to have added some more trouble by what I have told you. 15. I remembered to have been moved by the scene I witnessed.

II. Open the brackets, using the proper infinitive form.

E.g. He is sorry that he has said it. → He is sorry to have said it.

1. He seems (to read) a lot. 2. He seems (to read) now. 3. He seems (to read) since morning. 4. He seems (to read) all the books in the library. 5. We expect (to be) back in two days. 6. He expected (to help) by the teacher. 7. The children seem (to play) since morning. 8. I am glad (to do) all the homework yesterday. 9. She seems (to work) at this problem ever since she came here. 10. I am sorry (to break) your pen. 11. I want (to take) you to the concert.

III. Make a new sentence using the proper infinitive form.

E.g. He is sorry that he has said it. He is sorry to have said it.

1. It is certain that it will rain if you don't take your umbrella. 2. Don't promise that you will do it, if you are not sure that you can. 3. He was happy that he was praised by everybody. 4. He was very proud that he had helped his elder brother. 5. She was sorry that she had missed the beginning of the concert. 6. I am glad that I see all my friends here. 7. I was afraid of going past that place alone. 8. My sister will be thrilled when she is wearing a dress as lovely as that. 9. We must wait till we hear the examination results. 10. She is happy that she has found such a nice place to live in. 11. I should be delighted if I could join you. 12. He hopes that he will know everything by tomorrow.

IV. Make a new sentence using Complex Object.

E.g. He dropped his bag. → I saw it. I saw him drop his bag.

1. The boy noticed a bird. It flew on to the bush near the window. 2. Jane saw her neighbour. He opened the door of his flat and went in. 3. I saw him. He pointed to a picture on the wall. 4. I heard him. He shut the door of the study. 5. We saw that the children climbed to the tops of the trees. 6. I noticed that Henry went up and spoke to the stranger. 7. He slipped and fell. I saw it. 8. I heard

that she suddenly cried out loudly. 9. She bent and picked up something from the floor. The policeman saw it. 10. I saw that he opened the door and left the room. 11. She dropped the cup on the floor and broke it. I saw it. 12. They turned the corner and disappeared. We watched them. 13. The doctor touched the boy's leg. The boy felt it. 14. Pete bought some flowers. His friends saw it. 15. The wounded hunter felt that the bear touched him, but he did not move.

V. Open the brackets, using must, may, can, need, to have to, to be able to.

1. You ... not come to help them tomorrow: the work is done. 2. You ... not change the whole text as the beginning is all right. You ... only rewrite the second part of it. 3. ... you help me now? – I am afraid not: I am in a great hurry. I shall be free in the evening. Come to my place at about eight, and I ... help you. 4. John ... not tell us the rules of the game: we know them. 5. ... I return the book to you on Friday? I am afraid I ... not finish it before. – No, that is too late. You ... bring it to me not later than Wednesday. 6. It is already six o'clock. We ... hurry if we don't want to be late. 7. ... you translate this text into English? – I think I ...

VI. Read and translate the following text.

Britain's first newspapers appeared over 300 years ago. Now, as then, newspapers receive no government subsidy, unlike in some other European countries today. Advertising has always been a vital source of income. As long ago as 1660, King Charles II advertised in a newspaper for his lost dog. Today, income from *The Press* advertising is as crucial as income from sales. In 1995, for example, £5,465 million was spent on press advertising, making the press by far the largest advertising medium in Britain.

There are approximately 130 daily and Sunday papers, 1,400 weekly papers and over 6,500 periodical publications. More newspapers, proportionately, are sold in Britain than in almost any other country. On average, two out of three people over the age of 15 read a national morning newspaper. National newspapers have a circulation of about 13 million on weekdays and 17 million on Sundays, but the readership is twice this figure. At first glance, therefore, the British press seems in good health.

The national newspapers, both on weekdays and on Sundays, fall into two broad categories: the 'popular' and 'quality' press.

Ownership of the press is in the hands of a few large publishing groups. The most significant of these are News International, owned by the Australian-born press tycoon Rupert Murdoch, and the Mirror Group. Although the law provides safeguards against undue concentration of control in one company, the acquisitions of News International have caused concern. On acquiring *The Times* in 1981 they marked the beginning of a shift in that paper from an establishment view, politically slightly right of centre but independent, to a more openly right-wing position. They also purchased *The Sunday Times*, and two popular papers, the *Sun*,

a daily, and the *News of the World*, a Sunday paper, both of which it successfully turned into the two largest circulation newspapers. Thus News International owns the papers read by over one-third of the newspaper-reading public. In 1989 they entered the television market by launching a satellite television network, now known as BSkyB Television.

(1766 знаков.)

I. Replace the words in italics with the words used in the text.

E.g. The BBC was *set up* (**e s t a b l i s h e d**) by the government in 1936.

1. Nowadays income from advertising is very *important* (c _____) for a newspaper, because it has always been a *significant* (v _____) source of money.
2. _____ The British newspapers have never received *money* (s _____) from the government since their appearance.
3. _____ The press is a *great* (s) power, that's why the UK law gives (p _____) safeguards against undue concentration of control in one company.
4. _____ News International enhanced its influence by buying (a _____) *The Times*.
5. _____ News International entered the television market by *starting* (l _____) a new satellite television network.

II. Answer the questions.

1. When did the first newspaper appear in Britain?
2. Was it subsidized by the government?
3. What is the main source of income of the British press?
4. How much money was spent on press advertising in Britain in 1995?
5. What categories can you divide English papers into?
6. What people read press in Britain?
7. What are the largest publishing groups in Britain?
8. How did News International develop? Can you list the most significant acquisitions of this group?
9. Why are these acquisitions so important?

Четвертый семестр

Part II

1. Для того, чтобы правильно выполнить задание второго семестра студенту необходимо усвоить следующие разделы курса грамматики английского языка:
 - а) Герундий. Формы и функции. Значение и употребление конструкций с герундием (герундиальных комплексов).
 - б) Значение и употребление модальных глаголов **need, ought to, should**.
 - в) Сложноподчиненное предложение с придаточным остоятельства цели, причины и придаточным уступительным.
2. Повторить: причастие I; формы и функции; причастие II; синтаксические конструкции, включающие причастие I и причастие II.
3. Студенту следует перевести тексты уроков, выполнить лексические упражнения, выучить новые слова.
4. Выполнить упражнения по преобразованию информации, полученной из текста.

Lesson I

Для того, чтобы правильно выполнить задание урока первого необходимо:

1. Усвоить грамматические пояснения к уроку.
 - 1) Формы и функции герундия в предложении
 - 2) Значение и употребление герундиальных оборотов (комплексов)
 - 3) обстоятельственное придаточное предложение причины.
2. Перевести тексты урока и выполнить лексические упражнения, выучить новые слова.
3. Выполнить упражнения по преобразованию информации, полученной из текста.

Грамматические пояснения:

1. Герундий является неличной формой глагола, которая обладает грамматическими особенностями как глагола, так и существительного. По происхождению он связан с отглагольным существительным. По значению герундий, как глагольная форма, выражает процесс, происходящий во времени и соотносённый с каким либо носителем действия - лицом или предметом.

В русском языке нет формы, соответствующей герундию. Герундий называет действие и приближается по значению к русскому отглагольному существительному: **reading** - чтение, **smoking** - курение, **waiting** - ожидание. Однако изолированно, вне предложения, герундий переведен быть не может.

Подобно глаголу герундий имеет формы временной отнесенности и залога. Как и другие неличные формы, герундий может выражать действие как одновременное (неперфектные формы) так и предшествующее действию глагола-сказуемого (перфектные формы). В некоторых случаях герундий может выражать последующее действие. Герундий имеет формы действительного и страдательного залогов.

	Active	Passive
Non-perfect	writing	being written
Perfect	having written	having been written

*He was surprised at **hearing** this.*

*Он был удивлен, когда **услышал** это.*

***Swimming** is a good exercise.*

***Плавание** — хорошее физическое упражнение.*

*He likes **being invited** by his friends.*

*Он любит, когда его **приглашают** друзья.*

*I remember **having shown** her the letter.*

*Я помню, что я **показывал** ей это письмо.*

*I remember **having been shown** the letter.*

*Я помню, что мне **показывали** это письмо.*

Действия, выраженные герундием, обычно связаны по смыслу с каким-то словом в предложении, которое воспринимается либо как действующее лицо (когда герундий имеет форму действительного залога), либо как объект действия (когда герундий имеет форму страдательного залога). Такое слово часто называют смысловым подлежащим. Оно может совпадать с грамматическим подлежащим предложения или быть обозначенным каким-нибудь второстепенным членом предложения.

*She was used to **sitting** up late. (She used to sit up late.)*

*Она **привыкла** поздно засиживаться по вечерам.*

*My mother was angry with me for **seeing** him. (I saw him.)*

*Мама сердилась на меня за то, что я **виделась** с ним*

2. В предложении герундий может выполнять функции:

а) Подлежащего:

***Reading** is her favourite occupation. - Чтение - ее любимое занятие.*

Если герундий (с зависящими от него словами) стоит после сказуемого, то перед сказуемым ставится формальное подлежащие **it**. Такое употребление герундия часто встречается после сочетаний:

it is no use	}	бесполезно
it is useless		
it is no good		
it is worth while		

— стоит.

*It is no use **arguing**.*

-Бесполезно **спорить**.

*It's no good **trying to persuade him**.*

-Бесполезно **пытаться**
переубедить его.

*He is very **stubborn**.*

-Он очень **упрямый**.

*It is worth while **watching this film**.*

-**Стоит посмотреть** этот фильм.

*It's **classics!***

-**Это классика!**

Герундий может употребляться также в отрицательных предложениях, вводимых конструкцией **there is (there are)**

*There was no **avoiding him now**.*

-Теперь встречи с ним невозможно
было **избежать**.

*There is no **denying the fact**.*

-Этот факт нельзя **отрицать**.

б) Именной части составного сказуемого:

*My favourite occupation is **reading**.* - Мое любимое занятие — **чтение**.

в) Дополнения прямого и предложного

*I **like studying English**.*

-Мне нравится **изучать** английский
язык.

*He was surprised at **having been asked about it**.*

-Он был удивлен, что его **спросили об**
этом.

Запомните следующие слова и выражения, после которых употребляется герундий в функции предложного дополнения:

1. to be surprised at	удивляться
2. to be interested in	интересоваться
3. to be engaged in	заниматься
4. to be fond of	любить
5. to be proud of	гордиться
6. to be afraid of	бояться
7. to object to	возражать против
8. to insist on	настаивать на
9. to depend on	зависеть от
10. to prevent from	препятствовать, мешать
11. to result in	иметь результатом, приводить к чему-либо
12. to succeed in	удаваться
13. to accuse of	обвинять
14. to approve of	одобрять
15. to suspect of	подозревать

г) Определения. В этой функции герундий употребляется с различными предлогами, чаще всего с предлогом **of**.

We discussed different methods of teaching foreign languages. - Мы обсуждали различные методы обучения иностранным языкам.

К числу существительных, после которых часто употребляется герундий в функции определения относятся:

1. plan for	план	7. means of	средство
2. preparatio for	подготовка к	8. necessity of	необходимость
3. reason for	причина, основание	9. right of	право
4. interest in	интерес	10. way of	способ
5. habit of	привычка	11. objection to	возражение
6. idea of	мысль		

д) Обстоятельства. В функции обстоятельства герундий употребляется с предлогами **on (upon), after, before, in** для выражения времени,

After saying this he left the room. - *Сказав это, он вышел из комнаты.*

с предлогом **by** со значением "путем, при помощи" (на вопрос как? каким образом?),

He improved his article by changing the end. - *Он сделал статью лучше, изменив конец.*

с предлогами **besides, instead of, without**, для выражения сопутствующих обстоятельств,

Besides being clever, he is very hard working. - *Кроме того, что он умен, он еще и очень трудолюбив.*

с составными предлогами **for the purpose of, with the view to** - с целью, для того чтобы.

They came to Moscow for the purpose of conducting negotiations. - *Они приехали в Москву для ведения переговоров.*

3. Действие, выраженное герундием, может не относиться к лицу или предмету, обозначенному подлежащим предложения. В таких случаях на носителя действия, выраженного герундием, может указывать слово, непосредственно предшествующее герундию. Этим словом может быть:

- а) существительное в общем падеже,
- б) существительное в притяжательном падеже,
- в) притяжательное местоимение,
- г) личное местоимение в объектном (редко в именительном) падеже,
- д) указательное местоимение **this**.

Такие сочетания герундия со словом, обозначающим лицо или предмет, выполняющее действие, выраженное герундием, составляют герундиальные обороты (комплексы). Герундиальные обороты эквивалентны придаточным предложениям и употребляются в функции подлежащего, определения, дополнения, обстоятельства.

The student's knowing French well will help him in learning English. - *That the student knew French will help him in learning English.*

- *То, что студент знает французский, поможет ему в изучении английского языка.*

There was no hope of our getting the tickets. - *There was no hope that we should get tickets.*

- *Не было надежды на то, что мы получим билеты.*

He insisted on my returning soon. - *He insisted that I should return soon.*

- *Он настаивал на том, чтобы я вернулся скоро.*

On the lecturer's appearing in the hall, there was loud applause. - *When the lecturer appeared in the hall there was loud applause.*

- *Когда лектор появился в зале, раздались громкие аплодисменты.*

4. Придаточные предложения причины отвечают на вопрос **why?** - почему? и соединяются с главным предложением союзами **because** - потому что, **as** так как, **since** - так как, поскольку, **for** - так как, ибо, **now that** - теперь когда, поскольку.

Since you have finished your work, you may go home. , *- Поскольку вы окончили свою работу, вы можете идти домой.*

He walked quickly for he was in a hurry. *- Он шел быстро, так как он очень спешил.*

Now that he is here, he can help you. *- Теперь когда (поскольку) он здесь, он может помочь вам.*

Grammar exercises

I. Translate the following sentences into English.

1. Working long hours without a break is very tiring.
2. They say the film is boring. It's no worth seeing.
3. There is no telling whether they will come or not.
4. I am against giving pupils much homework.
5. I am against being given this work.
6. He mentioned speaking to my friend about it.
7. He mentioned having been spoken about it.
8. My little son likes being read to.

9. On being told of his sudden illness I went to see him at once.
10. The poor peasant thanked Robin Hood for having helped him.
11. We are looking forward to seeing you again.
12. My friend succeeded in translating this difficult text.

II. Use gerunds instead of subordinate clauses. Mind the prepositions to go with the gerunds.

1. I remember that I have seen this picture somewhere.
2. The fact that you took English lessons some years, ago, helps you in your studies now.
After we had passed our examinations we had a very entertaining evening.
4. When Robert came home from the college after he had passed his examinations, he felt very happy, (on)
5. When you consider this question don't forget to use the latest information of the subject (in).
6. The students developed their speaking skills because they practiced their English every day. (through)
7. You will never have a good command of a foreign language unless you learn its grammar, (without)
8. I thought I would come and see you tomorrow, (of)

III. Make up sentences according to the model. Use the words given in brackets.

1. Instead of going home he went to the club. (to answer my question - to ask me his; to do her homework - to watch TV; to stay in bed - to go out)
2. I don't mind seeing this film again, (to have another cup of coffee, to be sent to that far off place, to give him my notes, to be invited to the party)
3. It's no use doing it now. (to teach her music, to talk to them, to make this proposal, to attend that lecture)
4. Your coat needs (wants, requires) cleaning, (watch - to repair; house - to paint; hair - to cut, floor - to wash)

IV. Answer the following questions using the Gerund. Follow the model.

a) E.g. Can Nina make dresses? Yes, she is good at making dresses.

All her dresses look nice.

1. Can Bill learn foreign languages easily?
2. Can they sing?
3. Can she cook?
4. Can Jane type?

b) E.g. Why can't you watch figure-skating competition? (cook)

-Because I'm busy cooking. We have dinner at six.

1. Why can't we have dinner now? (do the room)
2. Why can't she give me the article? (type)
3. *Why can't you go to the concert with us? (write an essay)*
4. Why can't she answer the telephone? (have a bath)

c) *E.g. Do you like to travel by sea?*

d) *-Yes, I enjoy travelling by sea.*

1. Do you like to buy presents for your little son?
2. Do you like swimming in the sea?
3. Do you like to listen to classical music?

V. Translate the following sentences. Pay attention to gerundial constructions.

1. I don't like the idea of our starting so early.
2. In spite of his coming in time we couldn't start at once.
3. The play is not so bad but I can't imagine anyone wanting to see it three times.
4. Today's paper not commenting on this important event is most surprising.
5. His having failed the examination surprised everybody.
6. We do not object to the question being discussed at the meeting.
7. The teacher is surprised at your having made so many mistakes.
8. He was upset at his son being constantly accused of bad conduct at school.

VI. Change the following sentences using gerundial constructions.

E.g. Everything has been organized for starting immediately (we). – Everything has been organized for our starting immediately.

1. I don't like the idea of going out in the rain (our daughter).
2. It's no use telling me not to worry (you).
3. I don't mind sleeping with the open window (the child).
4. John denied having taken the book (his sister).
5. I'm looking forward to spending a week at the seaside (we).
6. Can you remember having seen the man before? (anybody)

VII. Translate into Russian.

1. Этот фильм стоит посмотреть.
2. Она ушла не попрощавшись.
3. Бесполезно идти туда сейчас. Уже поздно.
4. Я получил удовольствие, читая вашу книгу.
5. Я помню, что переводил эту статью.
6. Извините, что я прерываю вас.
7. Никто не настаивал на обсуждении этого вопроса.
8. Я не возражаю против того, чтобы остаться дома и поработать над переводом.
9. Я с нетерпением ждал встречи с братом.

10. Я настаиваю на том, чтобы вы сказали мне правду.
11. Болезнь отца помешала ему отправиться в экспедицию.
12. Она подозревала, что он говорит ей неправду.

VIII. Answer the following questions. Use the conjunction "as" in your answer. Add a sentence of your own to develop the idea.

E.g. *Why didn't you telephone Mary at once? (I - to be busy) - I couldn't do it as I was very busy. I had a visitor.*

1. Why couldn't he say anything about the film? (he - not to see it).
2. Why did you have to go out and look for a telephone box? (telephone - to be out of order)
3. Why didn't you eat that roast-beef? (it - to be undone)
4. Why shan't we drop into this shop? (they - not to sell fish)

IX. Continue the following sentences according to the model. Use the conjunction "for".

E.g. *I'm sure I'll miss Mike, (be close friends)*

I'm sure I'll miss Mike for we have been close friends for years.

1. The little boy was shivering, (to be cold)
 2. We walked very quickly, almost ran. (to be in a great hurry)
 3. *We decided to return to the camp, (to be late, to get dark)*
- I sent a reply-paid telegram, (to want to receive the answer).

X. Answer the follow questions. Begin your answers with "because".

1. Why didn't you go out yesterday? (the weather to be bad)
2. Why didn't you buy that hat? (too expensive)
3. Why didn't the train stop at that station? (an express train)
4. Why don't you want to go there by sea? (to become sea-sick)

Essential Vocabulary

- to establish** - основывать, создавать; устанавливать; упрочивать
to establish a company / corporation / culture
establishment - основание; учреждение; истеблишмент, правящая элита
establishment view / policy / control
authority - власть; авторитет
to have the authority
tycoon - магнат
press / oil tycoon
to acquire - приобретать, овладевать
to acquire a company / The Times / the knowledge
acquisition
to subsidize - субсидировать
to receive subsidy
income - доход, прибыль
source of income / average income
to get income
position - положение, позиция; должность; отношение, точка зрения
openly right-wing / left-wing position
to occupy a position - занимать позицию
to be in a position to do smth - иметь возможность сделать что-то
to define one's position - определить свое отношение
to publish - публиковать, печатать
to publish an article / a novel / an interview
publishing group / house
publisher
issue - важный вопрос; выпуск (журнала)
issue of freedom / sensitive issue / political issue
a number of issues per year
to anger - злить, рассерживать; **anger** - злость
to anger the government / authority
to be angry with
public - общество, общественность; общественный, народный
to attract public attention to / to appeal to the public
publicly - публично, открыто
publicity - гласность, реклама
publicist - публицист, журналист; агент по рекламе
to advertise - рекламировать
advertising medium
to put an advertisement into
television commercials

TEXT

Hold On the Media

Nowhere is the issue of journalistic freedom more sensitive than in the case of the BBC, for it occupies a curious position. It is generally regarded as admirably independent of government. But it is controlled by a board of 12 governors appointed by the government. They are answerable to the government for all aspects of BBC broadcasting, and in the end the Home Secretary has the authority to replace them. In 1986 the governors came under intense pressure from the government on account of certain programmes which angered the government. One senior Cabinet minister publicly referred to the BBC as the 'Bashing Britain Corporation'. The BBC's Director General was sacked on account of two programmes that angered the government, an act which suggested that the BBC had less independence than many thought.

Nevertheless, the BBC is freer today than in the 1950s when its sense of national loyalty was defined in terms of loyalty to the state rather than the people. There has been a subtle change in vocabulary. Forty years ago, people would have asked of a controversial programme, 'Was it in the national interest?' Today, people are more likely to ask whether it is 'in the public interest'.

There was another way in which the government exercised a hold on the media in order to reduce its true independence. This was through the 'Lobby', a system whereby government ministers and MPs made disclosures to certain accredited journalists on the understanding that it was 'off the record'. The Lobby system began in 1884. The advantage to journalists was that they learnt many things officially not admitted. The advantage to politicians was that they could make things public in an anonymous or deniable way. Officially such meetings between journalists and politicians 'never took place'. Typical newspaper reports begin, 'Senior government sources are saying ...' or, 'Sources close to the Prime Minister...'. Politicians used this method for various purposes, often to attack a colleague in a way they could not possibly do publicly. Prime Ministers, for example, used this technique to undermine a minister's public standing before sacking him or her. Or it was a way of manipulating information to mislead, possibly to attract attention to one issue in order to avoid press attention on something else.

(1900 знаков)

I. Find antonyms to the following words in the text.

- | | |
|-----------------|------------------------|
| 1. secretly | 6. to please |
| 2. to increase | 7. silly / meaningless |
| 3. weak | 8. irresponsible |
| 4. betrayal | 9. to recruit |
| 5. disadvantage | 10. extraordinary |

II. Find words and word combinations which mean more or less the same

- | | |
|----------------------------------|----------------------|
| 1. freedom | 5. method |
| 2. pressure | 6. to damage / ruin |
| 3. to have power | 7. show |
| 4. to focus other people on smth | 8. to be responsible |

III. Find words in the text to the following definitions.

1. an active member of a party working in a government body.
2. a group of people trying to influence on authority to struggle for their interests.
3. ruling social group.
4. various measures to make smb obey.
5. a vital problem.

IV. Answer the questions.

1. Is the BBC an independent company or not?
2. Who controls the BBC?
3. Why was the BBC's Director General sacked in 1986?
4. Does the BBC occupy a more independent position these days?
5. What is the advantage of the anonymous co-operation between a journalist and a politician?
6. Can you find an example of such a co-operation in the text.

Lesson II

Для того, чтобы правильно выполнить задание урока второго необходимо:

1. Внимательно проработать грамматические пояснения к уроку второму.

1) Формы и функции причастия I

2) Причастие II

3) Придаточное уступительное предложение,

2. Перевести тексты урока, выполнить лексические упражнения, выучить новые слова.

3. Выполнить упражнения по преобразованию информации, полученной из текста.

Грамматические пояснения:

1. Причастие (the Participle) является неличной формой глагола, в которой сочетаются признаки имени прилагательного или наречия с признаками глагола.

Как по форме, так и по содержанию выделяются два причастия причастие I и причастие II (**Participle I** и **Participle II**). В грамматиках **Participle I** часто показывают **Present Participle**, **Participle II - Past Participle**.

Подобно прилагательному причастие выполняет в предложении функцию определения, характеризуя предмет через производимое им действие. Подобно наречию английское причастие, как и русское деепричастие, выполняет функцию обстоятельства, показывая при каких условиях, совершается действие.

Причастие I, как и другие неличные формы может выражать временную отнесенность и залог. Формы причастия I полностью совпадают с формами герундия. Причастие II - неизменяемо (**written, done, translated** и т.д.).

Форма причастия I

	Active	Passive
Non-Perfect	writing	being written
Perfect	having written	having been written

Неперфектные формы (Non-Perfect), как правило, выражают действие одновременное с действием глагола-сказуемого.

She is looking at the woman sitting at the window. Она смотрит на женщину, сидящую у окна.

The large house being built in our street is a new school - *Большой дом, строящийся на нашей улице — новая школа.*

Перфектные формы (Perfect) обозначают действие, предшествующее действию глагола-сказуемого и выражают обстоятельства, при которых свершается действие.

Having lost my friend's address I was unable to write to him. *Потеряв адрес своего друга, я не смог написать ему.*

Having been sent to the wrong address the letter didn't reach her. *Так как письмо было послано по неверному адресу, оно не дошло до нее.*

В роли определения причастие I, как правило, выражает характеристику одновременную данной ситуации в настоящем, прошедшем или будущем.

В качестве определения причастие I может стоять перед определяемым словом или после него. В последнем случае причастие I часто входит в состав причастного оборота, равнозначного определительному придаточному предложению.

The barking dog ran out towards me. *Навстречу мне выбежала лающая собака.*

He came up to the children waiting for the school bell to ring(who were waiting). *Он подошел к детям, которые ждали, когда прозвонит звонок.*

В функции обстоятельства причастие I может обозначать как одновременное, так и предшествующее действие и употребляется в формах **Perfect** и **Non-Perfect**. При этом причастие I может выступать в качестве обстоятельства времени, причины, условия, образа действия или сопутствующих обстоятельств. В таких случаях причастие I обычно является частью обстоятельственного причастного оборота, эквивалентного придаточному предложению. Для уточнения обстоятельств, при которых совершается действие, причастный оборот может вводиться союзами *when*, *while*, *if*, *though*, *as if*, *as though* и др.

Обстоятельство времени

Looking out of the window I saw her passing the house. *Глядя в окно, я увидел, как она (=when I was looking out of the window) I saw her passing the house.* *проходит мимо дома.*

Обстоятельство причины

Having lost the key, (as he had lost в Потеряв ключ, он не мог войти the key) he could not enter the room. комнату.

Обстоятельство условия

Reading English books (if you read Читая книги на английском языке, English books) you will enlarge your ты увеличишь свой словарный запас. vocabulary.

Сопутствующие обстоятельства

He sat in the armchair reading a -Он сидел в кресле, читая газету. newspaper.

Обстоятельство образа действия

He ran up to me breathing heavily. Он подбежал ко мне, тяжело дыша.

2. Причастие II также является неличной формой глагола, но имеет только одну форму. От правильных глаголов оно образуется прибавлением суффикса **ed** к основе глагола, а от неправильных глаголов оно образуется индивидуально, например: **written, begun, shut**.

Причастие II в отличие от других глагольных форм обозначает не сам процесс как таковой, а следствие или результат процесса. Причастие II может также обозначать действие, сопровождающее действие сказуемого.

Причастие II может выполнять функции: определения

*A broken cup lay on the table. Разбитая чашка лежала на столе.
All books taken from the library must be returned next week. Все книги взятые из библиотеки, должны быть возвращены на следующей неделе.*

В положении после определяемого слова обороты с причастием II соответствуют придаточным определительным предложениям.

Books published for children - Книги, издающиеся для детей (which are published for children) usually very well illustrated. are usually very well illustrated.

В функции обстоятельного члена предложения причастие II может выражать различного рода обстоятельства, при которых совершается действие сказуемого: время, причину, условие, образ действия, сопутствующие обстоятельства и др. Обстоятельные обороты с причастием II часто вводятся союзами, которые уточняют характер обстоятельств.

<i>If asked he will tell them all about it.</i>	Если его спросят, он им все расскажет.
<u>обстоятельство условия</u>	
<i>Though expected on Saturday he only arrived on Monday.</i>	Хотя его ожидали в субботу, он приехал только в понедельник.
<u>обстоятельство уступки</u>	
<i>He didn't usually say a word unless spoken to.</i>	Обычно он не говорил ни слова, если к нему не обращались.
<u>обстоятельство условия</u>	
<i>When asked he answered our question at once.</i>	Когда его спросили, он тотчас же ответил на вопрос.

Если в состав оборота входит причастие II от глагола, требующего предложного дополнения, то предлог сохраняется в положении после глагола, а весь оборот переводится как определительное придаточное предложение.

<i>The book just referred to has been translated into Russian.</i>	Книга, на которую только что ссылались, переведена на русский.
<i>The terms agreed upon were include into the contract.</i>	Условия, о которых договорились, были включены в контракт.
<i>These are just a few problems dealt with by Lomonosov.</i>	Это лишь несколько проблем, которыми занимался Ломоносов.

3. Уступительные придаточные предложения указывают на обстоятельство, вопреки которому совершается действие главного предложения. Они соединяются с главным предложением союзами **though (although)** - хотя, **in spite of the fact that** - несмотря на то, что, по **matter what** - что бы ни, **no matter how** - как бы ни, **whoever** - кто бы ни, **whatever** - что бы ни, **however** - как бы ни и др.

<i>He went out in spite of the fact that he had a bad cold.</i>	Он вышел, несмотря на то, что был очень простужен.
<i>Though (although) it was only nine o'clock, there were few people in the streets.</i>	Хотя было только девять часов, на улицах было мало народу.

However busy he is he will find time to help us. *Как бы он ни был, занят, он найдет время помочь нам.*
Don't believe him, no matter what he says. *Не верьте ему, что бы он ни говорил.*

Особый тип придаточных уступительных предложений представляют собой предложения, вводимые союзом **as**.

Late as it was, we decided to go there. *Хотя и было поздно, мы решили пойти туда.*
Tired as I was I began to work. *Хотя я и был усталым, я начал работать.*
Quickly as I walked I could hardly catch up with them. *Хотя я и шел быстро, я едва мог догнать их.*

Grammar exercises

I. Translate the following sentences into Russian.

1. The rising sun was hidden by the clouds.
2. Everybody looked at the dancing girl.
3. Being an orphan at six, she was brought up by a distant relative.
4. Receiving no answer, he turned to the woman standing at the desk.
5. Not having been written in time, the article was not accepted by the editor.
6. Being very ill she couldn't go to school.
7. People watching a performance are called the audience.
8. Having been shown the wrong direction the travelers soon lost their way.
9. Though having started rather late they arrived at the appointed place on time.
10. If being told what to do they will certainly try to help you.
11. While talking to his friend he kept thinking about his lecture.
12. When going home I thought about my trip to Moscow.

II. Use the right form of Participle I instead of the infinitive in brackets.

1. (to invite) to the theater I could not refuse.
2. (to do) his homework he was thinking hard.
3. (to do) his homework he went for a walk.
4. (to read) the story, she closed the book and put it on the shelf.
5. Yesterday our professor told us about the experiments (to carry on) now in his laboratory.
6. (to buy) a new coat don't forget to try it on first.

III. Translate the following sentences. Pay attention to the meaning and the syntactical functions of Participle II.

1. He answered through the locked door.
2. Though astonished by her interest in the details of the accident I went on with my story.
3. He will certainly come if asked.
4. He stopped as if struck by a new idea.
5. The coat bought last year is too small for me now.
6. They saw overturned chairs and tables and pieces of broken glass all over the room.
7. Pressed for time, I couldn't even have breakfast.
8. Some of the questions put to the lecturer yesterday were very interesting.

IV. Insert Participle I or Participle II instead of the verbs in brackets.

1. In five minutes we were in the middle of a (heat) argument.
2. I sat in the corner (watch).
3. The dress (buy) at the department store was very beautiful.
4. (not buy) anything for dinner we had to go to the cafeteria.
5. (flush and excite) the boy came running to his mother.
6. (write) by a popular writer, the novel is a great success.
7. The meeting (hold) now is devoted to the work of our trade union organization.
8. The book (lose) by any friend was returned to the library.
9. (leave) our things at the left luggage office we went sightseeing.

V. Use a construction with Participle I or Participle II instead of the subordinate clause.

1. The answer that had so long been expected came at last.
2. The opinions that were expressed by the critics greatly differ.
3. Since I received no answer to my letter I sent him a telegram.
4. When they came to the station they saw that their train was about to leave.
5. A word which is said in time may have very important results.
6. He has no language problems, because he has been studying English for a long time.
7. As he had been taught by a good teacher he knew the English language well.
8. The moon was invisible as it was hidden by a cloud.

VI. Use the subordinating conjunctions while, when, though, if, as, it, as though, unless to specify the meaning of the participial phrases. Translate your sentences into Russian.

1. The little boy,... warmly dressed, caught a bad cold.
2. They were in a hurry ... pressed for time.
3. ... very much offended, he didn't show it.

4. ... asked he will tell them all about it.
5. ... skating yesterday he fell and broke his leg.
6. ... invited he always comes on time.
7. ... sent tonight the telegram will be received in the morning.
8. He never does anything ... compelled to.
9. ... given instructions he will manage to do this work in time.
- 10.... waiting for the bus Jane read the book I gave her.

VII. Translate into English.

1. Я еще не просмотрел журналы, присланные из Москвы.
2. Я уже проверил все работы, написанные студентами этой группы.
3. Он положил спящего ребенка на диван.
4. Прочитав письмо, он положил его в ящик стола.
5. Читая этот рассказ, я встретил несколько интересных выражений.
6. Играя в шахматы, вы должны быть очень внимательны.
7. Покажите мне список студентов, изучающих английский язык.

VIII. Translate into Russian. Pay attention to the meaning and structure of the clauses of concession.

1. *Although he has a car he often uses busses and trams.*
2. However often I tried I couldn't find the answer.
3. Try as you will you won't manage it.
4. No matter what I did no one paid any attention.
5. Rich as he is I don't envy him.
6. For all you say I still like him.
7. Even if he did say so we cannot be sure that he was telling the truth.
8. I couldn't be angry with her even if I tried.
9. Good as he is he will never be top of the class.
10. Old as he is he works with great energy and enthusiasm.
11. Don't change your plans whatever happens.
12. Even though he sat next to me, we never said a word to each other.

VIII. Paraphrase the following sentences using "in spite of the fact that" instead of "though".

1. He remained at home though the weather was wonderful.
2. Everybody bought the book though the price was rather high.
3. They went out though the weather was nasty.
4. Nobody admires him though he has talent.

Essential Vocabulary

to operate - работать, действовать; управлять; действовать на

to operate a sound service / studio / car / machine

to set into operation

to allocate - размещать, распределять, назначать (to)

to be allocated to

to cater to / for - обслуживать зрителя; стараться доставить удовольствие to

cater for the varying tastes / diverse public / audience

external - внешний

external broadcasting services / policy / affairs

ant. domestic, home

wave-lengths - длина волны

long / medium / short wave-lengths

frequency - частота

low / high frequency transmitter

reception - прием гостей; прием радио-волн

clear reception

to interfere - вмешиваться (in); мешать, надоедать, препятствовать (with)

to interfere in one's business / the broadcast;

to interfere with smb

interference - вмешательство; препятствие; радио помехи

to minimise / avoid / prevent interference

effect - эффект; влияние, воздействие; сила; эффекты

to have an effect on / to go into effect / to take effect

effective = efficient

to diminish / increase the effectiveness

to produce - производить, выпускать

to produce programmes / a band / a film

production

producer

TEXT

Sound Broadcasting

The BBC operates four domestic sound broadcasting services from 59 transmitting stations, and two main groups of external broadcasting services from 37 high power, high frequency transmitters in the United Kingdom and from two (used for relay purposes) in Tebrau, near Singapore. Until recently, the domestic sound services were broadcast solely on long and medium wavelengths, allocated to the United Kingdom under the Copenhagen Agreement of 1948, which aimed at minimising interference between the broadcasting stations of the participating countries. However, the growth of the number of European broadcasting stations after that date (there were now three times as many as in 1948) so diminished the effectiveness of the Agreement that, in 1955, the BBC began to establish a new network of very high frequency (VHF) transmitters. And soon, by 1958, a dozen of permanent VHF transmitting stations had been built and set into operations.

The VHF stations broadcast the Home Service appropriate to the region in which they are situated, as well as *the Light Programme, the Third Programme and Network Three*, and for all of these services greatly improved reception is assured. Even more such stations have been approved by the Postmaster General.

There are 157 studios for the domestic sound programmes, 61 are in London and 96 at various centres in the regional areas. The external services use 32 London studios. There are also semi-automatic studios which can be operated in 14 different centres of the United Kingdom by a programme official without the attendance of an engineer. In this way the domestic sound services manage to produce over 20,000 programme hour a year, catering for the varying tastes of a diverse listening public.

(1490)

I. Give the opposite for the following.

- | | |
|---------------------------|-------------------------------------|
| 1. to disappoint audience | 4. single |
| 2. foreign | 5. to make worse |
| 3. to be closed | 6. to increase/reduce effectiveness |

II. Find synonyms to the following.

- | | |
|------------------|------------------|
| 1. to run/direct | 6. reducing |
| 2. foreign | 7. launch (2) |
| 3. not long ago | 8. to be located |
| 4. home (adj.) | 9. to praise |
| 5. different | 10. to suit |

III. Agree or disagree with the statements given below. Some of them are contestable, so use the text to prove your angle.

1. The BBC is a huge broadcasting corporation with a wide radio network.
2. The Copenhagen Agreement was aimed at reducing BBC's influence.
3. The Postmaster General approved the work of VHF stations.
4. Most of the BBC programmes suit listeners' tastes.

IV. Mark the correct ending of the sentences.

1. The domestic sound services were broadcast solely on long and medium wave-lengths, because

a) the Copenhagen Agreement of 1948 interfered the BBC to provide its services.

b) it minimized the participating of the other stations.

c) it minimized other stations' interference in the BBC sound service.

2. The BBC began to establish a new network of very high frequency (VHF) transmitters

a) to diminish the effectiveness of the Agreement.

b) because a dozen of permanent VHF transmitting stations had been built and set into operations.

c) because appeared a great number of stations operating on long and medium wave-lengths.

3. The VHF stations have been approved by the Postmaster General

a) because they are situated in the regions.

b) for the clear reception and quality service.

c) because they assured improved reception.

Lesson III

Для того, чтобы правильно выполнить задание урока третьего необходимо:

1. Внимательно проработать грамматические пояснения к уроку третьему.
 - 1) Синтаксические конструкции (комплексы), включающие причастие I и причастие II
 - 2) Конструкции с причастием I или II в функции субъектного предикатива
2. Модальные глаголы **need, ought to, should**.
3. Выполнить упражнения по преобразованию информации, полученной из текста.

Грамматические пояснения:

- I. 1) Конструкция с причастием I в функции субъектного предикатива употребляется после глаголов, обозначающих восприятие посредством органов чувств (физического восприятия) - to see видеть, to watch, to observe наблюдать, to notice замечать, to hear слышать, to feel чувствовать, и др.

Этот оборот представляет собой сочетание существительного в общем падеже или местоимения в объектном падеже с причастием I.

*I saw him **running**.*
*I heard her **shouting**.*

*Я видел как он **бежал**.*
*Я слышал как она **кричала**.*

Этот оборот соответствует русскому придаточному предложению, вводимому союзами "как" или "что". Так как причастие I в обороте подчеркивает процессность действия, то оборот переводится на русский язык придаточным предложением с глаголом-сказуемым несовершенного вида.

*I watched him **approaching** the gate.*

*Я наблюдал, как он **подходил** к калитке.*

В рассматриваемом обороте причастие II также часто употребляется после глаголов, обозначающих восприятие посредством органов чувств и после глаголов, выражающих желание (нежелание).

<i>I heard his name mentioned several times.</i>	Я слышал, как несколько раз упоминалось его имя.
<i>I saw the luggage put into the car.</i>	Я видел, как багаж: положили в машину.
<i>He wants the work done immediately.</i>	Он хочет, чтобы работа была сделана немедленно.

Причастие II употребляется также в обороте после глагола *to have*, обозначая действие, совершенное не подлежащим, а кем-то другим за него или для него.

<i>I have my shoes mended in that shop.</i>	Я чиню ботинки в этой мастерской (в значении: мне чинят ...)
<i>I have my hair done every Friday.</i>	Я делаю прическу (в парикмахерской) каждую пятницу.
<i>Here you can have your coat cleaned overnight.</i>	Здесь вам почистят пальто за одни сутки.

После глаголов *to have*, *to make*, *to get* в значении побуждения к действию (распорядиться, позаботиться о том, чтобы ...) мы также находим оборот с причастием II.

<i>I couldn't make myself heard.</i>	Я не мог сделать так, чтобы меня услышали (заставить услышать себя).
<i>How did she get herself invited.</i>	Как она сделала так, чтобы ее пригласили (заставила себя пригласить).
<i>I must have my luggage sent to the station.</i>	Я должен отправить багаж: на станцию (в значении: распорядиться, чтобы отправили, поручить кому-нибудь).

- 2) В функции субъектного предикатива (сложное подлежащее, именительный падеж с причастием) мы также встречаем как причастие I, так и причастие II, хотя и реже чем инфинитив.

<i>The car was heard arriving.</i>	Слышали, как подъезжала машина.
<i>He was reported feeling much better.</i>	Сообщили, что он чувствует себя гораздо лучше.
<i>The picture was considered stolen.</i>	Считали, что картина украдена.

- II. 1) Глагол *need* с Simple Infinitive употребляется для выражения необходимости совершить действие. Модальный глагол *need* употребляется в вопросительных и отрицательных предложениях.

Need he come here?

Нужно ли ему приходить сюда?

(Есть ли необходимость?)

You needn't come so early.

Вам не нужно приходить так рано.

*She needn't go to the shops today,
plenty of food in the house.*

*Вам можно не ходить в магазин *their is*
сегодня в доме много еды.*

В сочетании с перфектным инфинитивом **needn't** обозначает действие, которое совершилось, хотя в этом и не было необходимости.

You needn't have come so early.

Вам не было необходимости

(можно было и не приходить)

приходить так рано.

We needn't have hurried.

Нам можно было и не торопиться.

Needn't + Simple Infinitive является эквивалентом выражения **don't have to**.

You needn't do it.

You don't have to do it.

} Вы можете этого и не делать.

Needn't + Perfect Infinitive не равнозначно **didn't have to do it**, так как первое обозначает, что действие было совершено, хотя в этом и не было необходимости, второе выражение указывает лишь на отсутствие необходимости.

She needn't have done it.

Ей можно было этого и не делать.

She didn't have to do it.

Ей не нужно было этого делать.

2) Модальные глаголы **should** и **ought to** близки по смыслу и часто взаимозаменяемы. Они переводятся как "должен, следует, следовало бы".

Глагол **ought to** подчеркивает идею морального долга или обязанности.

Эти глаголы могут обозначать:

а) совет

You should be more careful.

Тебе следует быть более

осторожным.

You ought to do it.

Тебе следовало бы это сделать.

б) неодобрение

You shouldn't treat me like this.

Ты не должен так со мной

обращаться.

*You oughtn't to smoke so many
cigarettes.*

*Тебе не следует курить так много
папирос.*

в) упрек, критическое отношение к совершенному действию
You ought to have done it yesterday. Тебе следовало бы сделать это вчера.
You should have listened more carefully. Тебе следовало бы слушать более внимательно.

г) предположение, граничащее с уверенностью
It should be about five now. Сейчас, должно быть, около пяти.
Flowers ought to grow well here. Цветы, должно быть, растут здесь хорошо.

3. Придаточные предложения цели указывают, с какой целью совершается действие главного предложения, и отвечают на вопросы **what for?** зачем? для чего?, **for what purpose?** с какой целью? Придаточные цели присоединяются к главному предложению союзами **so that, so, in order that**. Наиболее употребительным является союз **so that**; союз **so** употребляется главным образом в разговорной речи. Сказуемое в придаточном предложении обычно выражается глаголами **may (might), can (could)** и **should**.

I gave him my text-book so that (in order that) he might learn his lesson. Я дал ему свой учебник, чтобы он выучил (мог выучить) урок.
I'll ring him up so (so that) he shouldn't wait for me. Я ему позвоню, чтобы он меня не ждал.
The teacher speaks slowly so that his pupils can understand him. Преподаватель говорит медленно, чтобы его ученики понимали (могли понимать) его.

Grammar exercises

I. Translate the following sentences. Pay attention to the use of the Participial Constructions.

- a) 1. I watched the luggage registered.
2. I want it done quickly.
3. He heard footsteps and turning sharply saw a young man coming towards us.
4. I noticed her peeping into her friend's notebook.
5. We watched the dog being washed.
6. They found him working in the laboratory.
7. He didn't consider himself obliged to her at all.
8. I'm going to get my shoes mended.

- b) 1. She was found lying in the street.
2. The children were seen playing in the garden.
3. He was heard talking to mother only a few minutes ago.
4. The driver was found repairing his car.
5. He was heard telling Kate about it.
6. He was reported feeling much better.
7. The baby was found sitting on the floor.
8. The children were found locked in the room.

II. Respond to the following statements according to the model.

a) *E.g. Your coat needs cleaning (next week).
I'm going to have it cleaned next week.*

1. Your hair needs cutting (tomorrow).
2. Their lock needs repairing (as soon as possible).
3. Their flat needs cleaning (today).
4. His shoes need mending (today).

b) *E.g. The car can't be repaired now. (next week)
Have it repaired next week.*

1. The floor can't be washed now. (in the morning)
2. The telegram can't be sent now. (in an hour)
3. The windows can't be cleaned now. (in spring)
4. The house can't be painted now. (next month)

c) *E.g. - My hair is much shorter now. (cut)
- Oh, have you had it cut?*

1. My watch keeps good time at last. (repair)
2. My suit is as good as new. (clean and press)
3. My camera works well at last. (repair)
4. This dress is much longer now. (let out)

III. Answer the following questions according to the model.

E.g. What are you going to do now (get my shoes mended). -I'm going to get my shoes mended.

1. What is Mary going to do now? (to get her new dress made)
2. What are you going to do now? (to get this job finished)
3. What is she going to do now? (to get her hair dyed)
4. What is your father going to do now? (to get the radio mended)

IV. Translate into English.

1. Я слышал, как они говорили на лестнице.
2. Я вижу, как студенты играют в волейбол во дворе.

3. Я хочу, чтобы эту картину отнесли на чердак (the top of the house).
4. Ему надо сфотографироваться на следующей неделе.
5. Мы обнаружили, что он ждет нас дома.
6. Она услышала, что произнесли ее имя, и обернулась.

V. Translate into Russian. Pay attention to the meanings of the verb "need".

1. You needn't speak so slowly. I can understand you easily.
2. Need she speak in such a loud voice?
3. He needn't have taken his umbrella. It didn't rain.
4. You needn't get there before five. The meeting begins at six.
5. You needn't answer the letter at once. It may wait.
6. Need she walk so much? Yes, she must. She is putting on weight.
7. You needn't shout at me. I'm not deaf.
8. He needn't have stayed there for the night.

VI. Paraphrase the following sentences. Use the modal verb "need".

1. There was no necessity for her to do it.
2. There is no reason to worry: he is strong enough.
3. Why did you mention all those figures? The situation was clear as it was.
4. It was not necessary for you to remind me of her birthday. I remember the date very well.
5. I see no reason why we should argue.
6. There is no use worrying for her; she is quite able to take care of herself.
7. I don't think there is any need to bother them.

VII. Translate into English. Use the modal verb "need".

1. Можете сегодня туда не ходить.
2. Нам можно не повторять эти правила, мы их хорошо знаем.
3. Он мог и не приходить. Все уже было сделано.
4. Не к чему было покупать мне эту книгу, она есть в библиотеке.
5. Можете не говорить ему об этом.
6. Не к чему было так волноваться.
7. Я могу и не спрашивать его, он сам мне все расскажет.

VIII. Translate the following sentences into Russian. Pay attention to the forms and meanings of the modal verbs "should" and "ought to".

1. They should have never married.
2. It should be about five now.
3. I think you ought to write the answer at once.
4. They ought to have done all the exercises to this lesson already.
5. You ought to have known that he usually leaves for his office at 8.
6. He felt that he ought to do something about it without any delay.

7. I should have sent him a birthday card, but I forgot to.
8. You should be more careful about your health and take a lot of exercise.
9. Why should I go there?
10. You are a big girl and you ought to tidy up your room yourself.

IX. Make up sentences expressing advice. Turn them into criticism of a past action by changing the form of the Infinitive.

E.g. to take better care of one's health

1. You should take better care of your health
2. You should have taken better care of your health.

1. put the butter into the refrigerator;
2. not to smoke in the dining room;
3. to drive slowly;
4. to make a copy of the letter;
5. to use the lift.

X. Translate into English.

1. Вам не следует оставаться там так поздно.
2. Ему следует прочитать эту книгу.
3. Ему следовало уже прочитать эту книгу.
4. Ей следует пойти туда и поговорить с ним.
5. Ей следовало сходить туда (раньше) и поговорить с ним.
6. Ей давно бы следовало вернуться.
7. Вам бы следовало поговорить с вашим дядей, когда он приедет.
8. Ей не надо было носить такие тяжелые вещи.
9. Ему следовало помнить об этом.

XI. Translate into Russian. Pay attention to the form of the subordinate clause of purpose.

1. Let's walk a little slower so that they can catch up with us.
2. Show her the plan so that she can see what you are talking about.
3. The gates are never locked in order that the children may come and go as they like.
4. I did it only that you might know how I love you.
5. Speak softer so that the children may not hear you.
6. They worked hard so that they might complete the experiment in time.
7. I repeated the address so that Bob could remember it better.

XII. Translate into English.

1. Она тихо открыла дверь, чтобы дети не проснулись.
2. Говорите громче, чтобы все вас слышали.
3. Зажгите свет, чтобы они могли читать.

4. Положите часы на стол, чтобы дети не сломали их.
5. Дай ему руку, чтобы он не упал.
6. Я оставлю письмо на столе, чтобы она сразу увидела его.
7. Я дал им несколько примеров, чтобы они не делали больше этой ошибки.

TEXT

Television Broadcasting.

In 1936, the BBC launched the world's first public television service. By 1958, this service was being transmitted from 20 stations and was available to over 98 per cent of the population.

The BBC television service broadcasts a maximum of 50 hours of programmes a week, with permitted extensions (averaging 10 hours) for outside and other broadcasts of a special character. In the course of a year, the service broadcasts more than 7,000 items on a national network, made up of studio productions, outside broadcasts, films, and relays from the continent of Europe.

BBC studio productions come from the London Television Theatre at Shepherd's Bush; eight main London studios; and fully equipped regional studios at Manchester, Birmingham, Cardiff, Glasgow, Bristol and Belfast. In addition, eight small interview studios (used mainly for short insertions into the news) have been established in London, Scotland, Wales, and in the north, midland and west of England regions. The Television Film Department of the BBC is housed at the Ealing film studios; and Television News and newsreel programmes originate from a specially equipped studio at Alexandra Palace, London. The studios at the Television Centre in London (which has been specially designed for television purposes) came into use in 1961.

Outside broadcast, transmitting over 1,000 programmes a year, and providing in this way about 18 per cent of the total BBC television output, covers most parts of the United Kingdom with its mobile units. It presents programmes both of national and of specifically regional interest, and also brings scenes of events in Europe to viewers in the United Kingdom.

The first regular independent television - ITV - service was inaugurated in 1955. By 1958 programmes were being transmitted for 50 hours a week, with permitted extensions averaging a further 10 hours a week, from 7 stations in all parts of Great Britain. ITV shows were produced at modern studio centres in London, Birmingham, Manchester, Glasgow, Cardiff, Southampton and Newcastle, so that approximately three-quarters of the total number of homes with TV-sets were able to receive ITV.

КОНТРОЛЬНАЯ РАБОТА №4

I. Translate the following sentences. Pay special attention to the use, form and function of the Gerund.

1. There is no telling what he will do.
2. It's no use phoning him at four. He is never at home before five.
3. Going to concerts is about one thing he thoroughly enjoyed.
4. Your going there won't help much.
5. Though everybody was tired they went on walking.
6. I remember being asked about it.
7. I hope you won't mind my using your dictionary?
8. We couldn't help thinking about the matter.
9. I don't like having to speak in public.
10. They suggested meeting him at the station.
11. He objects to having to come here every day.
12. He was surprised at having been asked about it.
13. There is no sense in going there today.
14. I don't like the idea of our starting so early.
15. On getting up in the morning I found a letter on the table.
16. Instead of writing his letter himself he asked his friend to do it.
17. I can't understand your doing such a thing without consulting anybody.
18. In explaining the project he forgot one thing.
19. We arrived in time by taking a taxi.
20. I can't stand their wasting so much time.

II. Use the appropriate form of Participle I instead of the Infinitive in brackets.

1. (to do) his homework, he was thinking hard.
2. (to do) his homework, he went for a walk.
3. (to eat) all the potatoes, she drank a cup of tea.
4. (to look) through some magazines I came across an interesting article.
5. The exercises (to do) by the pupils were very easy.
6. (to wash) by Helen the floor looked very clean.

III. Choose the appropriate form of the Participle in brackets.

1. Everything (writing, written) here is quite right.
2. The (losing, lost) book was found at last.
3. He saw some people in the post-office (sending, sent) telegrams.
4. The wall (surrounding, surrounded) the house was very high.
5. The house (surrounding, surrounded) by tall trees is very beautiful.
6. I picked up the pencil (lying, lain) on the floor.

IV. Substitute the Nominative Absolute Participial Construction for the subordinate clause.

1. As the underground station was not far, we walked there.
2. When the packing had been done, the girls left for the station.
3. As our work was finished, we went home.
4. If mother permits us, we shall go to the theatre.
5. When the third bell had gone, the curtain slowly rose.

V. Fill in the missing modal verbs "should", "need", or "to have to".

1. You ... not (to go) out in this rain, as it is you have a cold in your head.
2. It was Sunday, and we ... not (to go) to school.
3. Everything is all right. You see that you ... not (to worry).
4. You ... not (to go) with her: she knows the way perfectly well.
5. You ... not (to put) so much pepper in the meat. No one will be able to eat it.

VI. Read and translate the following text.

TEXT

Government and the media

Writing in 1741, the philosopher David Hume praised press freedom in Britain with the words:

'Nothing is more apt to surprise a foreigner, than the extreme liberty which we enjoy in this country, of communicating whatever we please to the public, and of openly censuring every measure entered into by the King or his ministers.' But in practice the relations between government and the media is bound to be an uneasy one in any democracy. Governments are concerned with maintaining their own authority. The media must watch the exercise of that authority, and criticise when they feel it is wrongly used.

For over 50 years the government has had an arrangement for the protection of national security in the media. Its Defence, Press and Broadcasting Committee has agreed that in some circumstances the publication of certain information might endanger national security. In such cases a 'D (Defence) Notice' is issued. A 'D Notice' does not quite have the force of law, but no newspaper editor would ignore a 'D Notice' without incurring major penalties. Over the past 25 years there has been increasing criticism of the apparent abuse of the 'D Notice' system in order to conceal not matters of national security but potentially embarrassing facts.

During the 1980s the government frequently tried to prevent discussion of sensitive issues, in 1989 the new Official Secrets Act greatly strengthened the government's ability to prevent disclosure of sensitive information. Any

revelation of material obtained in any unauthorised way from a government source would make a Journalist liable to prosecution. Not surprisingly, this provoked strong criticism from Journalists. (1408 знаков)

I. Answer the following questions.

1. Why can Britain seem surprising for a foreigner?
2. What are the government and the media's concerns?
3. What publications are prohibited or not recommended in Britain?
4. What is 'D Notice'? In what way do politicians try to abuse the 'D Notice'?
5. What provoked journalists' strong criticism in 1989?

II. Read the text again and think.

- 1) How many parts could you divide the text into, guided by the contents?
- 2) Which part contains the main idea of the passage?
- 3) What is the principal idea of each of the parts?

III. Give a title to each of the parts.

SUPPLEMENTARY TEXTS

THE UNITED KINGDOM

The British Isles lie off the north-west coast of continental Europe. They are made up of Great Britain, Ireland and some 5 500 smaller islands.

Great Britain is washed by the Atlantic Ocean in the northeast, north and north-west.

It is separated from Europe by the North Sea, the Straits of Dover and the English Channel. In the west Great Britain is separated from Ireland by the Irish Sea, North Channel and St. George's Channel. The seas surrounding Great Britain are shallow and rich in fish.

There are two states in the British Isles. One of them is the Republic of Ireland which occupies most of the Island of Ireland. It is also called 'Eire' (the Irish language name). Informally it is referred to as just 'Ireland' or 'the Republic'.

The other state has the authority over the rest of the British Isles. Its official name is the United Kingdom of Great Britain and Northern Ireland although it is usually known by a shorter name. It is often referred to as 'the United Kingdom'. In everyday speech it is often shortened to 'the UK'. In other contexts it is referred to as "Great Britain".

The United Kingdom of Great Britain and Northern Ireland has the total area of about 242 000 sq. km. It is nearly 500 km. across at the widest point, and almost 1 000 km. long.

It is divided into 4 historically developed regions: England consisting of 46 administrative counties, Wales - of 13 counties, Scotland - of 33 counties, including the Hebrides, the Orkney Islands and the Shetland Islands, and North Ireland (or Ulster), consisting of 6 counties.

There are two small parts of the British Isles which have special political arrangement. They are the Channel Islands and the Isle of Man. Each has complete internal self-government, including its own Parliament and its own tax system. Both are ruled by a Lieutenant Governor appointed by the British government.

RELIEF

The Island of Great Britain is quite distinctly divided into two parts: mountainous (north and west) and lowland, sometimes hilly (south and east).

The most important mountain territories are those located in the north of Scotland. Geologically these mountains are among the oldest in the world. The large valley - the Central Lowland - divides these mountain ranges into the Northern Highlands and Southern Uplands. The narrow valley of Glen More, through which runs the Caledonian Canal, separates the North-West mountains

from the Grampians. The highest peak is Ben Nevis (1343 m) which is also the highest point of the British isles. In the centre of England is a range of mountains called the Pennines, which are also known as 'the backbone of England'. The Pennines form an almost continuous stretch of high land extending to 890 km. The highest point is Cross Fell (893 m).

On the north-west side of the Pennines lies the Lake District the greater part of which is taken by the Cumbrian Mountains. The mountains are not very high (Scafell, the highest peak, is only 978 m).

The Southern Uplands, Pennines and Cumbrians form a practically continuous group. The Southern Uplands are separated from the Pennines by the Cheviot Hills, a mass of granite and red sandstone.

The Cambrian Mountains occupy nearly the whole of Wales, leaving only narrow coastal strips of lowland. The highest peak in North Wales is Snowdon (1085 m).

In the extreme south-west is Cornwall Peninsula where the rocks rise to a maximum height of 621 m.

In the south of the Pennines lies the Midlands, the hilly region of the country.

Lowland Britain extends from the south of the River Tyne in the north-east of England to the mouth of the River Exe. Lowland Britain is a rich plain with chalk and limestone hills.

In Northern Ireland the large central plain with boggy areas is surrounded by mountains and Hills. The Mourne Mountains, rising sharply in the south-east, include Slieve Donard, the highest peak in Northern Ireland (852 m).

PRE-NORMAN BRITAIN

The first settlers on the British Isles were the Iberians, who probably came from the Iberian (Spanish) Peninsula in the third millennium BC. They brought their metal-working skills and the first real civilization to Britain. They settled in the western part of Britain and Ireland, from Cornwall to the far north. They built wooden buildings and stone circles. These 'henges', as they were called, were centres of religious, political and economic power. The most famous of them was Stonehenge, built in separate stages over a period of a thousand years. It remains one of the most famous and mysterious archaeological sights in the world.

Around 700 BC, another group of people began to arrive. They were the Celts, who probably came from Central Europe. The Celts were technically more advanced. They knew how to work with iron and used more advanced farming methods. The Celts introduced their tribal organisation. The Celtic tribes were ruled over by priests, or Druids. They had no temples, but they met in sacred groves of trees, on certain hills, by rivers or river sources.

The Celts are important in British history because they are the ancestors of many of the people in Highland Scotland, Wales and Ireland today.

The Romans invaded Britain in 55 BC, led by Julius Caesar. They ruled Britain for over two hundred years and left behind three things of importance: a system of roads-which was to be important for many centuries, the sites of important cities (notably London), and the seeds of Christianity. The Romans also brought the skills of reading and writing to Britain. The written word was important for spreading ideas and for establishing power. The Romans established a Romano-British culture across the southern part of Britain, from the river Humber to the River Severn. The Romans could not conquer 'Caledonia', as they called Scotland, although they spent over a century trying to do it. At last they built a strong wall along the northern border, naming it after the emperor Hadrian who planned it. You can still see Hadrian's wall today.

The Roman armies left Britain in 410 AD because northern tribes were attacking Rome.

In the fifth century the Anglo-Saxons invaded Britain. The Angles, Saxons and Jutes were the Germanic tribes that came from Northern Europe. They established a number of kingdoms, some of which still exist in county or regional names: Essex (East Saxons), Sussex (South Saxons), Wessex (West Saxons), Middlesex (Middle Saxons), East Anglia (East Angles).

The Anglo-Saxons were pagans when they came to Britain. In 597 Pope Gregory sent a monk, Augustine, to convert the English to Christianity. He went to Canterbury, the capital of the King of Kent. Augustine became the first Archbishop of Canterbury in 601.

England became Christian very quickly. The Church increased the power of the English state. It established monasteries, or minsters, which were places of learning and education. The monasteries trained the men who could read and write, so they had the necessary skills for the growth of royal and Church power.

At the end of the 8th century the Danes, another branch of the Germanic people, began to attack Britain. The man who stopped them was King Alfred of Wessex. His army defeated the Danes, and he joined all the kingdoms into one, thus becoming the first King of the whole of England. Later he became known as Alfred the Great - the only monarch in English history to be given this title. He was not only a great warrior but also a wise ruler and dedicated scholar. He established a system of laws based on old Anglo-Saxon customs. He started the Anglo-Saxon Chronicle, the most important historical document of the period.

MEDIEVAL BRITAIN

The Norman invasion of England in 1066 brought Britain into the mainstream of Western European culture. The Norman leader, Duke William of Normandy, became King of England. He is known in history as 'William the Conqueror'.

William introduced in England a strict feudal system. The basis of feudal society was the holding of land. All land was owned by the King, but it was held by the others, called 'vassals', in return for services and support. The king gave large estates to his main nobles, or barons. They were directly responsible to the King, they became his vassals, they promised to be loyal to the King and give him their support. The barons gave part of their land to lesser nobles, lords and knights, who were directly responsible to a baron. Under them were the peasants, tied by a strict system of rules to the local lord. The peasants were the English-speaking Saxons. The lords and the barons were the French-speaking Normans. This was the beginning of the English class system.

The power of the barons gradually increased and they, together with the Church, began to challenge the King's absolute power. In 1215, they forced King John to sign a document known as 'Magna Carta', or the Great Charter. The King promised all freemen protection from his officers, and the right to a fair and legal trial. The Charter, thus cancelled the right of the King to control the personal property and the personal liberty of all freemen, the towns were guaranteed their municipal liberties. In fact, the Charter gave no freedom to the majority of people in England. At that time only about a quarter of the population were freemen, most were serfs. But it was an important step in the decline of English feudalism. But it took another three hundred years before it disappeared completely. Today historians see Magna Carta as a foundation of the British legal and parliamentary system.

During the reign of Henry III, Parliament was born. It was a meeting of the King and his barons at which various administrative and financial problems were discussed. In 1295, during the reign of Edward I the House of Commons appeared, which, included elected representatives from urban and rural areas.

The 14th century was ruinous for Britain, because of the effects of wars and plagues. The terrible plague of 1345, known as the Black Death, reached almost every part of Britain. It killed one-third of the British population, whole villages disappeared, and some towns were almost completely deserted until the plague itself died out. The Hundred Years' War fought between France and England was ruinous for the English economy. The high taxation necessary to finance the war led to a peasant revolt in 1381. The leader of the revolt, Wat Tyler, was the first to call for fair treatment of England's poor people. The idea that God had created all people equal called for an end to feudalism and respect for honest labour. Although the revolt was severely put down, it finally led to the abolition of serfdom in the country.

The Middle Ages ended with a major technical development: William Caxton's first English printing press was set up in 1476. Caxton's printing press was an important technological revolution, it provided books for people and encouraged literacy. Printing began to standardise spelling and grammar.

BRITISH PARLIAMENT

British Parliament is housed in the Westminster Palace, which stands on the bank of the river Thames. It consists of two Chambers. The lower chamber, the House of Commons, occupies the north part of the Palace, and the upper chamber, the House of Lords, occupies the south end. Parliament is the highest legislative authority in Great Britain and its legislative power is unlimited. It means that there is no institution in Great Britain similar to the Supreme Court of the United States of America that can abolish a law if it considers it contradictory to the Constitution. British Parliament can pass any law, and there is no institution in Britain strong enough to abolish it. The new *Bills* (draft laws) are introduced and debated by the House of Commons. When the majority of the members are in favour of the bill, it goes to the House of Lords to be debated and, finally, to the monarch to be approved. Then it becomes a law. The Lords cannot prevent the bill from becoming a law but may delay its coming into force for a period of one year. The monarch can refuse to approve a new law but it has not been done for more than 200 years!

It is not the only parliament in the United Kingdom. There are other parliaments - there is the Assembly of the States in the Channel Islands and there is the Tynwald in the Isle of Man and the parliaments of Northern Ireland and Scotland. But they deal with domestic matters, and, in the matters affecting their common interests, the Parliament at Westminster has overriding authority.

THE HOUSE OF LORDS

The parliaments began as meetings between kings and noblemen. That is why the House of Lords may be called the oldest part of British Parliament. It is also, by tradition, the meeting place of members of Parliament with the Sovereign on the "big days", such as the first session after the recess. On this day the monarch usually reads "the throne speech". The members of the House of Commons are also invited to listen to it. They stand crowding at the Bar - the grating that separates the Houses.

The gilded royal throne stands opposite the chair of the presiding officer of the chamber - Lord Chancellor. This chair is known as the Woolsack because it is stuffed with wool. This tradition of stuffing the chair of Lord Chancellor with wool dates back to the days of King Edward III (14th century), when wool was the main article of English export. The House is full only on the "big days". Normally not many members attend the sittings. By tradition, five members are enough for opening a sitting. Many members appear there very rarely. In the House they are called *backwoodsmen*. If there is no quorum for important voting, they are brought to the House in a special car and delivered back home after the voting. Traditionally, the members of the House of Lords had not been

receiving salaries for their parliamentary work. Not long ago, special money compensation was allotted to them, to get them interested in attending the sessions. They are paid up to 14 pounds for each sitting they attend.

There are about 1,200 members in the House of Lords. The youngest of them, irrespective of his age, is usually referred to as "the Baby of the House". The members are usually divided into two groups - Lords Spiritual (the Archbishops of Canterbury and York, the Bishops of London, Durham, Winchester and twenty-one other bishops of the Church of England) and Lords Temporal (*hereditary peers* of England and Scotland — dukes, marquises, earls and barons — who got their right to sit in the House from their ancestors, *life peers* and *life peeresses* who earned this title by their distinguished work for the country but have no right to pass it to their children, and 9 "*law lords*" - members of the High Court of Justice. By custom, the Royal Dukes (members of the Royal Family) do not attend the sittings of the House.

From time to time a discussion is renewed in Britain on whether or not it is advisable to have such a definitely "undemocratic" institution as the House of Lords. But each time this discussion leads to nowhere, because this institution has more supporters than critics. The supporters of British system of government say that the House of Lords, being an "undemocratic" institution is more or less free from some shortcomings of democracy. The Lords do not depend of elections and can avoid "political football" typical for the House of Commons. The Lords are often looked upon as the positive conservative force that helps Britain to avoid radical changes in politics.

The House of Lords is a part of legislative branch of Government and, in principle, the Lords have a right of legislative initiative, i.e. they have a right to suggest a bill. But, by tradition, the Lords never use this right, limiting their legislative activities by discussions and approvals of the bills prepared and passed by the House of Commons. Fifty years ago the Lords had a right of veto; they could prevent a bill from becoming a law. Now they have no right to veto a bill but can delay its becoming a law for a period of one year. There is one exception here - the Lords cannot hold up any "Money Bill", i.e. the bill dealing with taxation.

So the Lords do not make laws: they can only approve the laws made by the Commons. But in the matter of observation over the laws' fulfilment the Lords have more power than the Commons, because the High Court of Justice is a part of this chamber. The head of this important body is the presiding officer of the House - Lord Chancellor himself.

THE HOUSE OF COMMONS

The House of Commons occupies the northern part of the Westminster Palace. There are some hundreds of rooms there, among them the library, restaurants, committee rooms and a few small rooms in which the members can

read, write letters and so on. The debating chamber is only one of many rooms of the palace, but is usually called "the House". The members of the House of Commons (the MPs) hold their seats during the period between the General Elections, which are held every five years. The total membership is 650, but the House is too small to contain seats for them all: only 370 people can sit on the benches. Normally it does not create a problem because usually not more than one third of these 370 seats are occupied during the sittings. But on "big days" the chamber is overcrowded. Many members have to stand in the aisles and by the walls. During World War II Westminster Palace was damaged by bombing. There appeared a chance to build bigger chambers, so that to accommodate all the Members. But the House was rebuilt in the same size and shape, only with addition of some modern conveniences, such as air-conditioning, better lighting and microphones.

The House meets five times a week at 2.30 PM. They have a peculiar tradition to begin a day's work. At 2.30 PM the voice of a Parliamentary Clerk is heard: "Hats off, strangers," and a small group of Parliamentary officials is seen making their way into the chamber, headed by *the Speaker* - the presiding officer of the House. He is elected immediately after the House is formed. Before that he may have been a member of any political party. But on his election he suspends his party membership: his function is to provide neutral policy in the House and to stand above party interests.

They have a peculiar tradition to elect the Speaker. After his election, the new Speaker is dragged to the Speaker's chair by two MPs. On the way they kick and push him. The tradition goes back to the days of the English Revolution, when the Speaker's position was one of the most dangerous in the state: he had to speak to the King on behalf of Parliament (hence his title), and he often risked his head while doing it. That is why the people accepted this post unwillingly and often were forced to take it.

Nowadays the main function of the Speaker is not to speak but to give the members the opportunity to do it. When a Member of Parliament has something to say, he must first «catch the Speaker's eye», and it is up to the Speaker whether to allow him to speak or not. The members speak from their seats, facing the Speaker. According to the traditions of parliamentary speaking, they may mention their colleagues only in the 3rd person, and they must not use «non-parliamentary expressions» while doing it. In this case the Speaker gives them *the Admonition* (warning). Only a few people, besides the Speaker, have the right to special seats in the House. His chair is at one end. To his right there are five rows of benches for the MPs representing the majority party, also called the Government party. To his left there are five rows of benches for the representatives of the largest minority party, also called the Opposition party. The five rows of seats facing the Speaker are for the Independent Members, those who belong to neither the Government party nor the Opposition party. The two front benches to the right and to the left of the Speaker are reserved for the leaders of the largest

parliamentary groups. The front bench to the right is called *Treasury Bench*. It is reserved for the Prime Minister and the members of the Cabinet. The front seat to the left is called *Opposition Bench*. It is reserved for the Leader of Opposition and the Shadow Cabinet. The ordinary members are called *backbenchers*. The members of the independent parties are called *crossbenchers*. The shape and arrangement of the chamber favours the two-party system.

LONDON AND THE HOME COUNTIES

Being the capital of the country, London was the first city affected by the recent administrative reforms, carried out in Britain. It provided the model later copied by other big cities. In the 1920s the County of London had been created which included the suburbs of the city with a population of 4.5 million people. The London Government Act of 1963 created a new *County of Greater London*. It included the *built-up development* around the city with eight million inhabitants, together with the old county known as "*inner London*" (about three million inhabitants). It included parts of the surrounding counties, and the whole county of *Middlesex*, which ceased to exist as an administrative area. London contains more people than the whole of Scotland and Wales taken together. Still it has not enough people to fill its industrial, commercial and government offices. That is why many people who work in London have their homes far away. Usually they go up to London every day by suburban train. In English there is a word to refer to regular travelling between home and work - "to commute". That is why much of the counties situated in the neighbourhood of London in the Thames valley (Kent, Surrey, Sussex, Essex, Hertford, and Hampshire) are often called "Commuter Land". Another term to refer to this area is "Home Counties", which emphasizes their being "homes" for London office workers. And still another term is "the dormitory suburbs of London", which emphasizes their main function for the people who spend most of the day away from home.

The Home Counties do not have big cities or towns. But some of them are worth mentioning because they are, as English people say, "thick with English history". *Canterbury* is famous for its ancient cathedral with *Beckefs* tomb, *Hastings* for its associations with the famous battle. On the coast, seaside-resort towns have grown up. Four of these — *Brighton*, *Bournemouth* and *Southerd* in the south, and *Blackpool* in the northwest, have become important towns themselves, with more than 150,000 people each, and there are several smaller seaside towns, which are remarkable for the great number of summer visitors they receive, some to stay for a week, some - for a few hours on the beach before returning home in the evening. The county of *Kent*, where all these towns are situated, is known as the "Garden of England". It has a

favourable climate, and, which is more important, a long tradition for gardening and fruit growing.

The city of *Bath* is famous for its hot springs. Their curing effect was discovered by the Romans, who built magnificent baths there. In the picture, behind the baths, you can see the medieval abbey. Bath became famous in the 18th century as a fashionable spa, where people used to go "to take waters". This famous water has a horrible taste, but is good for health.

After World War II, there appeared in the Home Counties many so-called *new towns* with modern community centres, broad streets and well-planned houses, each with a small garden. Their streets are laid out attractively, in harmony with the relief of the surrounding country. As the new towns grew up, their councils were trying to make life more interesting for the local people. The community centres are being improved and developed, the theatrical companies on tour are invited, and so on.

LONDON

Greater London covers 600 square miles of land. It consists of 32 districts called "boroughs", some of which had been small towns that were swallowed up by London as it grew in all directions. Among them are Chelsea, Paddington, Greenwich, Battersea and many others.

In the centre of Greater London, there are two small towns from which it has grown up: the City and Westminster. *The City* covers one square mile on the north bank of the Thames. It contains most of the financial institutions in Britain. It is the Commercial Capital of the country. The last World War seriously affected London's position in the world. Britain had to sell many of its valuable stocks and shares in overseas concerns to help pay for the war, and New York largely succeeded London as the financial and commercial centre of the world. Nevertheless, London firms still retain a high reputation for good business and fair deal, and there is no sign that London is losing its prosperity.

About half a million people come to work in its offices during the weekdays. On Saturday and Sunday the City is almost deserted, except for the weekend crowds visiting *St. Pauls Cathedral*, *the Tower* and other tourist sites. The chief officer of this small but important area is *the Lord Mayor of London* (new each year, like other mayors). He looks after the needs of 4,000 inhabitants while *the Chairman of the Greater London County* deals with seven-million.

Westminster is not far away from the City. It includes *the Houses of Parliament*, *Buckingham Palace* (the residence of the royal family), main government offices in the short street called *Whitehall*. In addition to these political and royal houses, Westminster contains many institutions important for intellectual and cultural life of the country: the University of London, *the British Museum*, *the National Gallery*, and *the Tate Gallery*.

Westminster is a part of a larger division of London called *the West End*. This name is associated with wealth, luxury and goods of high quality. Most of the private houses were built during the Georgian era. For a long time it was once entirely residential, but as it grew up, some of the streets of the West End became associated with particular trades and professions: *Bleett Street* with journalism, as all English newspapers are printed there, *Savile Row* with fashionable tailors and dressmakers, *Hatton Garden* with diamond merchants, *Harley Street* with medical consultants, *Mincing Lane* with tea merchants. More and more offices, however, are now being established in the West End, though many of London's leading businesses still have their offices in the City, because they need to be close to the various Exchanges.

The fashionable West End is quite different from *the East End*, which is situated behind the Port of London - miles upon miles of docks. The East End has also factories producing clothing, shoes, food and drink and other things of importance for such a huge city as London. It is not a very attractive part of London, with poorer houses of the people who work in the docks and factories.

London's size and population, its historical associations, its political and government offices, its industries and trades make it really one of the greatest cities of the world.

SCHOOLS

Schooling is compulsory for twelve years, for all children aged five to sixteen. There are voluntary years of schooling (nurseries). The primary cycle lasts from five to eleven. In primary schools the first two years are spent on informal development of expression and ability to concentrate.

Secondary school lasts either until the end of the compulsory attendance cycle, or includes the two final years of secondary education generally known in Britain as the 'sixth form'. In many parts of the country these two years are spent at a tertiary or sixth form college, which provides academic and vocational courses.

The approach to education has changed in the past thirty years. It is now widely accepted that it is not enough for children simply to absorb and remember information. They should be equipped to evaluate and criticise the information they receive, and to find out things for themselves. The content of education should be practicable and relevant to real life. Children are encouraged to undertake projects on their own account, often in pairs or in groups.

Outside the academic curriculum there is a great concern with the development of the child's personality. Clubs are encouraged for the joint pursuit of interests in nature, such as bird-watching, or music, dancing or drama. There is also a pastoral system, through which each-teacher meets an assigned group of twenty or thirty pupils regularly to discuss problems

of the world in general, and gives advice on choice of courses and, if necessary, on personal problems.

The academic year begins in September, after the summer holidays. It is divided into three terms, with the intervals between them formed by the Christmas and Easter holidays. The exact days of the holidays vary from area to area, being in general about two weeks at Christmas and Easter. In addition, there is normally a week holiday in the middle of each term, and five weeks in the summer.

Schools mostly work Mondays to Fridays only, from about 9 a.m. to between 3 and 4 p.m. Lunch is provided and parents pay most of the cost unless their income is low enough to entitle them to free children's meals.

The public examinations are set on completion of the compulsory cycle of education at the age of 16, and on completion of the two voluntary years.

General Certificate of Secondary Education (GCSE) is the name of the examination taken by school pupils at the end of their fifth year of secondary education, at the age of 16. It is also open to anyone who has studied for it. The examination was introduced in 1989. Pupils take an average of seven GCSE's in a variety of subjects. Grades go from A to G, and pupils can fail completely.

During the two voluntary years of schooling, pupils specialise in two or three subjects and take the GCSE Advanced Level (or A-Level) examinations, usually with a view to entry to a university, polytechnic or other colleges of higher education. To enter most types of higher education, a student must usually have three 'A' levels with good grades.

FURTHER AND HIGHER EDUCATION

Further education has traditionally been characterised by part-time vocational courses for those who leave school at the age of 16 but need to acquire a skill, be that in the manual, technical or clerical field. In all, about three million students enrol each year in part-time courses at further education (FE) colleges, some released by their employers and a greater number unemployed. In addition there have always been a much smaller proportion in full-time training. In 1985 this figure was a meagre 400,000, but by 1995 this had doubled. Given Labour's emphasis on improving the skills level of all school-leavers, this expansion will continue. Vocational training, most of which is conducted at the country's 550 further education colleges is bound to be an important component.

Higher education has also undergone a massive expansion. In 1985 only 573,000, 16 per cent of young people, were enrolled in full-time higher education. Ten years later the number was 1,150,000, no less than 30 per cent of their age group.

This massive expansion was achieved by greatly enlarging access to undergraduate courses, but also by authorising the old polytechnics to grant their own degree awards, and also to rename themselves as universities. Thus there are today 90 universities, compared with 47 in 1990, and only seventeen in 1945. They fall into five broad categories: the medieval English foundations, the medieval Scottish ones, the nineteenth-century 'redbrick' ones, the twentieth-century 'plate-glass' ones, and finally the previous polytechnics. They are all private institutions, receiving direct grants from central government.

Oxford and Cambridge, founded in the thirteenth and fourteenth centuries respectively, are easily the most famous of Britain's universities. Today 'Oxbridge', as the two together are known, educate less than one-twentieth of Britain's total university student population. But they continue to attract many of the best brains and to mesmerise an even greater number, partly on account of their prestige, but also on account of the seductive beauty of many of their buildings and surroundings.

Both universities grew gradually, as federations of independent colleges, most of which were founded in the fourteenth, fifteenth and sixteenth centuries. In both universities, however, new colleges are periodically established, for example Green College, Oxford (1979) and Robinson College, Cambridge (1977).

Scotland boasts four ancient universities: Glasgow, Edinburgh, St Andrews and Aberdeen, all founded in the fifteenth and sixteenth centuries. In the Scottish lowlands greater value was placed on education during the sixteenth and later centuries than in much of England. These universities were created with strong links with the ancient universities of continental Europe, and followed their longer and broader course of studies. Even today, Scottish universities provide four-year undergraduate courses, compared with the usual three-year courses in England and Wales.

With the expansion of higher education in the 1960s, many more plate-glass universities were established. They were named after counties or regions rather than old cities, for example, Sussex, Kent, East Anglia.

As with the school system so also with the higher education, there is a real problem about the exclusivity of Britain's two oldest universities. Although now open to all according to intellectual ability, Oxbridge retains its exclusive and narrow character. Together with the public school system, it creates a narrow social and intellectual channel from which the nation's leaders are almost exclusively drawn.

The Open University is highly successful. It was devised to satisfy the needs of working people of any age who wish to study in their spare time for degrees. The University conducts learning through correspondence, radio and television, and also through local study centres. Most course work is run by part-time tutors (many of whom are lecturers at other universities), they meet students to discuss their work at regular intervals. There are short, residential summer courses. The students are of all ages, some of them retired. They may

spread their studies over several years, and choose their courses to suit their individual needs and interests. The Open University has helped greatly towards the idea of education accessible to everyone who aspires to it.

PAINTING

Painting in modern sense came late in history of Britain. There was no truly national school before the 18th century. It is usual to regard English painting as beginning with the Tudor period and at that time it was developed by foreign painters. Hans Holbein the Younger and Anthony Van Dyck were the most celebrated masters of the period.

During the 18th century a truly national school of painting was created in England. William Hogarth, Joshua Reynolds and Thomas Gainsborough were the most talented representatives of this school.

William Hogarth (1697-1764) was one of the greatest of English artists. He was a keen observer of people and life and he had a gift for dramatic composition. He is best known for his satirical series of painting 'The Harlot's Progress', 'The Rake's Progress', 'Election' series and others. The satirical talent of the painter was manifested best of all in his series 'Marriage a la Mode'.

Hogarth also produced a number of powerful, well-characterised portraits. In this genre he displayed the realistic and democratic character of his talent. His 'Shrimp Girl' is executed with a limited range of colours, but it is full of joy of life and happiness. The picture, takes its place among the masterpieces of the world in its harmony of form and content, its freshness and vitality.

Joshua Reynolds (1723-1792) was the leading portrait painter of his day, and the first president of the Royal Academy of Arts. He was an educated man, and in his paintings he tried to combine the vivid colours of Titian, Rembrandt's mastery of psychological penetration and the dynamic style of the Italian masters of the 17th century. Reynolds created a whole gallery of portraits of his contemporaries. His most famous works include the portraits of Dr. Johnson (his friend), David Garrick (the famous actor), Mrs Sarah Siddons (the famous Shakespearrian actress) and others.

Thomas Gainsborough (1727-1788) was a fashionable portrait painter who rivalled Reynolds in fame. His manner of painting differed greatly from that of Reynolds. He was not interested in photographic likeness but rather in the poetic expression of individuality.

Gainsborough was one of the first English landscape painters. In his landscapes he, followed the Dutch masters, but contributed his own strong feeling for his native countryside. Gainsborough often represented his sitters out-of-doors, and thus united portraiture with landscape, as it was done in the portrait of Mr. And Mrs. Andrews sitting in a wheat-field.

Landscape painting began to develop in the 19th century. The great artist who made the English school of painting were John Constable and William Turner.

John Constable (1776-1837) was a famous English landscape painter known for his pastoral scenes. He was thoroughly English; no foreign master influenced him, and English nature gave him both his material and his inspiration. He painted the quiet, undramatic English landscape just as he saw it. His subjects were drawn from his native Suffolk which is known as 'the Constable country'. He gained little recognition in his own country during his lifetime, but he was highly appreciated in France. His picture 'The Hay Wain', which was exhibited in Paris in 1824 produced a notable effect.

Constable was the first English landscape painter who considered that every painter should make sketches directly from nature, working in the open air. This manner of painting is characteristic of modern artists. Constable's technique and colours are very close to those of impressionists.

Joseph Mallord William Turner (1775-1831) was an English romantic painter, known especially for his dramatic landscapes and seascapes. Turner was particularly fond of painting sea scenes. To find out what it was like he once had himself tied to the mast of a ship during a storm at sea. His seascapes include 'The Shipwreck', 'The Calais Pier', 'Fishing Boats in a Squall' and others. He had a splendid visual memory. He painted waves and storms with such great mastery that critics said you could smell the spray and hear the noise of the water and the wail of the deafening wind. 'The Fighting Temeraire' (an old sailing ship) is one of his best known paintings.

When in his fifties, Turner began to try to paint the different effects of light. Some of his later paintings are almost entirely abstract. Turner is particularly known for his watercolours and his paintings of sun sets.

By the middle of the 19th century the British art became swept into pettiness. The artists of that time lost the achievements of the great painters of the 18th century. The Pre-Raphaelite Movement was the first organised revolt against the Royal Academy banalities. Typical for Pre-Raphaelite painters was the intensity of feeling, brilliance of colours and precision of detail.

English art critics mark the astonishing variety of artistic directions and trends that appear and develop in modern painting.

The history of British painting in the first decade of the 20th century is marked by a slow absorption of impressionist principle of light and colour.

Walter Sickert (1860-1942) was one of the leading impressionist of the English school. He was a skilled painter of light effects. Most of his paintings are an exploration of the man/woman relationship as in his famous picture 'Ennui' ('Boredom').

A new movement, surrealism, began to develop in Britain in the 30s. The painters of this trend tried to explore the subconscious world of people.

Graham Sutherland (1903-1930), a representative of surrealism in English painting, began his career as an engraver. In the 30s he turned to painting. Surrealism is evident in his semiabstract landscapes where he presented odd combinations of real objects. The thorn as a symbol of cruelty is present in many of his canvases painted during World War I and after the war. Portraiture was an integral part of his work, and he depicted his sitters with intense psychological penetration. His most famous portraits were those of William Somerset Maugham (1949) and of Sir Winston Churchill (1954).

Ben Nicholson (1894-1982) was the chief representative of British abstractionism. He painted landscapes and still-life paintings in which he tried to synthesize and abstract from nature its essentials.

ARCHITECTURE

After the Roman Conquest architecture flourished as church-building. The majority of cathedrals and monasteries were built in the late 11th and early 12th centuries primarily by French architects and craftsmen in the so-called Romanesque (or Norman) style. The most perfect of all the Norman buildings in England is Durham Cathedral.

Later on, Gothic architecture was introduced, again from France. It was a style harmoniously blending architecture, sculpture and pictorial art. Salisbury Cathedral is usually shown as an example of pure early English Gothic.

The 11-13th centuries were remarkable for glass-staining. Stained glass, with religious themes usually, was an important element of Gothic church architecture.

The Tudor period was a time of transition from late medieval to Renaissance culture. Christopher Wren (1632-1723) was a representative of classical style in architecture.

Christopher Wren's first building was the Sheldonian Theatre at Oxford, built as a classical amphitheatre. After the Great Fire of London Christopher Wren rebuilt a great number of churches and houses of wealthy citizens. St. Paul's Cathedral, which is the finest protestant church in the world, is a good example of his style.

English architecture in the Victorian Age made a notable contribution to the architecture of the world, the introduction of cast iron and sheet glass into building construction. It resulted in the construction of the Crystal Palace, the building made to contain the Great Exhibition of 1851 in Hyde Park.

In the 20th century the new functional architecture of the continent began to influence Britain. New structures were stripped of any ornament to emphasize the essential quality of proportion and the relation of parts to one another and to the whole. It was particularly felt in Charles Holden's designs for London underground stations.

MUSIC

In the Middle Ages all segments of society felt the powerful influence of the Roman Catholic Church. The cathedral was the centre of musical life. The most important musicians were priests. An important occupation in thousands of monasteries was liturgical singing.

Most medieval music was vocal, though a variety of instruments were used as accompaniment. The organ was most prominent.

The Elizabethan Age in England was marked by the emergence of secular music wholly independent of the Church. An important genre of secular music was the madrigal, a piece for several solo voices set to a short poem, usually about love.

Instrumental music became more important during the Renaissance. Traditionally, instrumentalists accompanied voices or played music intended for singing. During the 16th century, however, instrumental music separated from vocal models. More music was written specifically for instruments.

Henry Purcell (1659-1695) was the greatest English composer of the 17th century. He wrote a great deal of magnificent church music, but it is in his operas that he made his chief contribution to English musical history. His opera 'Dido and Aeneas', composed in 1688, was an important landmark in the history of English dramatic music. It was a genuine opera, there was no spoken dialogue in it, its place was taken by a recitative in which Purcell showed great mastery.

In the 18th century the rich treasures of English music were forgotten. London at that time was a centre to which Italian companies came to play, and there was no longer any attempt at encouraging native opera.

Still folk-songs and folk-ballads were very popular. The ballad was a legend or a story in verse that was lyrical and descriptive. It provided the material for a new musical genre: the ballad opera. In 1728, the ballad opera, entitled 'The Beggars' Opera', was written by John Gay. The form of the ballad opera was rather primitive, there was no recitative, but the dialogue was always spoken, and the musical numbers were quite separate from it.

In the late 19th century W.S. Gilbert and Arthur Sullivan recreated genuine English light opera. Between 1871 and 1896, they produced 14 comic operas which charmed the audience by lively melodic inventions, rhythmic subtlety and neat orchestration.

In 1895, Sir Henry Wood, a prominent conductor, organised the Promenade Concerts (or Proms), which he conducted for 50 years almost without break until his death in 1945. Henry Wood enriched the musical taste of at least two generations and improved the quality of orchestra playing.

Benjamin Britten (1913-1976) was one of the most remarkable composers of the 20th-century. Even his early works showed a mature mastery of technique and a fine lyrical talent of expression. He was a leading opera composer of his time, among his most successful operas were 'Peter Grimes', 'Billy Budd' and 'The

'Turn of the Screw'. He also wrote a great deal of chamber music and music for the orchestra. Britten was also successful in depicting patriotic subjects, as in 'gloriana', composed for the coronation of Queen Elizabeth II. Among his other works, the most remarkable is 'War Requiem', a profound tribute to the dead of many wars.

Britten was a fine pianist and conductor, and frequently played piano accompaniments for his life-long friend Peter Pears, a tenor singer.

In 1948 Britten and Pears started the Aldeburgh Festival in East Anglia, an important musical occasion which takes place every year. Shortly before he died Benjamin Britten was made life peer as Lord Britten.

Musical festivals, brass bands, opera and ballet are quite popular in British cultural life today. There are five major opera companies in England, presenting a vast range of works. Vocal music and choral singing occupy a very important place in English musical life.

Rock and pop music is listened to by a large number of people. The Beatles were the most influential performing group in the history of rock. Their music, hairstyle, dress and lifestyle was imitated all over the world, resulting in a phenomenon known as Beatlemania. The group's highly original style derived from a variety of sources, including traditional blues, the rhythm-and-blues, the rock-and-roll, English folk songs, and the lyrics of Bob Dylan. Most striking was the Beatles' use of many electronic and instrumental sounds not previously associated with rock.

British pop music still has a world-wide audience today. Groups from Britain are quite popular in the English-speaking countries, as well as in many other countries.

THEATRE

The birth of theatre can be traced back to the 15th century to 'miracles', plays on religious subjects performed in churches. Later they were performed on movable platforms in various parts of the town, attracting holiday crowds. They laid the foundation for the development of the national drama.

The 16th century was an age of the theatre art. In the first period it was the time of 'morality plays' and 'mystery plays'. There were also plays by classical Greek and Roman tragedians, staged by university students. There were also 'masque plays' written on biblical subjects. The professional actors played them in taverns and inns. In 1576 the first theatre was built in London by a group of actors and soon theatres appeared everywhere.

Thanks to William Shakespeare, England developed the finest drama the world had ever known. In his works Shakespeare showed the Renaissance spirit of optimism and joy, the ultimate triumph of love and freedom over the dark forces of hatred and lust for power.

In the 17th century theatre suffered attacks from puritans. The Act of 1642 banned stage plays in England. Until the Restoration of 1660 there was practically no activity on the London stage. In the restoration period under the influence of French classic drama a new genre appeared - a heroic drama. The masque tradition led on to a play with music and subsequently to opera.

The most outstanding figure of that time was David Garrick, an actor and playwright. His contribution to the art of acting was known as character acting. Unlike the tradition of his predecessors Garrick's acting was very natural and expressive. He gave a new interpretation in the parts of Macbeth, Lear and Hamlet, and put new spirit in comedy,

Two playwrights were active at that time - Oliver Goldsmith and Richard Sheridan. Goldsmith's play 'She Stoops to Conquer' differed greatly from the sentimental comedy which was then in fashion. Richard Sheridan was noted for his wit and humour. 'The School for Scandal' was his masterpiece.

At the beginning of the 19th century a new trend in art appeared known as romanticism. One of the greatest romantic actors of his time was Edmund Kean. He shattered all traditions by his brilliant acting. His Shylock, Othello and Richard III made him famous.

The finest comedy writer of this time was Oscar Wilde. His 'Ideal Husband', 'Lady Windermere's Fan', 'The Importance of Being Earnest' and others are still staged today and delight the audiences with their brilliant wit and epigrammatic cleverness.

Henry Irving won the position of the indisputable leader of the English stage at the beginning of the 20th century. He had an extraordinary forceful personality and an acute dramatic intelligence. He scored his greatest successes as Hamlet and Shylock. However, he kept aloof from social problems of his time and he never appeared in Bernard Shaw's plays.

George Bernard Shaw was the leading figure of the 'new movement' in England. He created intellectual drama distinguished for its realistic value, high artistic quality and intellectual brilliancy.

The theatre of the 20th century is complex and controversial. There are professional theatres, provincial 'repertory' theatres, clubs and societies producing plays. Britain may be duly proud of a great number of first-class actors, among them Michael Redgrave, Vivien Leigh, Sir John Gielgud, Paul Scofield and Sir Laurence Olivier.

For half a century, Laurence Olivier dominated the English stage. There was hardly any role, from Astrov in Chekhov's 'Uncle Vanya' to Zeus in 'Clash of the Titans', that he would not take on. He was especially good in Shakespearean performances. Laurence Olivier was knighted in 1947.

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