

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
Кафедра иностранных языков

Е. П. Тарнаруцкая, Н.Н. Черных

АНГЛИЙСКИЙ ЯЗЫК

*Учебное пособие
для студентов-заочников
I курса исторического факультета*

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Целью пособия является помощь студенту-заочнику в самостоятельном освоении и систематизации знаний основных языковых явлений, приобретении и отработке навыков различных видов чтения и понимания текстов исторического содержания.

Предусмотренный программой материал разделен на два семестра, каждый из которых включает три занятия и контрольную работу. Предлагается подробно разработанный грамматический комментарий, тренировочные упражнения и задания по текстам, что способствует соблюдению принципов последовательности и систематичности в обучении иностранному языку. В конце каждого семестра помещен лексический минимум и тексты для дополнительного чтения.

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ПОРЯДОК САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТА-ЗАОЧНИКА

Основная форма работы студента-заочника – самостоятельная подготовка, что представляет особую трудность в случае занятий по иностранному языку. Наибольший эффект достигается при непродолжительных, но как можно более частых занятиях.

Исходя из этого, для удобства студента материал каждого семестра в пособии подразделяется на 3 урока, задания которых необходимо выполнять в той последовательности, в которой они даны здесь, а также контрольной работы, которая выполняется после освоения материала трех уроков семестра.

Правильное оформление контрольной работы предусматривает:

- 1) на обложке работы – фамилия, имя, отчество студента, факультет, номер группы, номер контрольной работы;
- 2) условия заданий необходимо списывать;
- 3) английский текст упражнений на левой странице, перевод – параллельно на правой;
- 4) задания выполнять полностью, в той последовательности, которая дается в контрольной работе.

В сроки, установленные учебным планом, студент представляет контрольную работу в деканат, затем получает ее с исправлениями и замечаниями преподавателя. Проверенную контрольную работу необходимо проанализировать и сделать работу над ошибками. В случае незачтенной контрольной – переделать и вновь представить ее. Зачет по контрольной работе обязателен для допуска студента к сессии.

В течение сессии на практических занятиях проверяется выполнение заданий трех уроков, в том числе лексического минимума и домашнего (дополнительного) чтения. В качестве дополнительного чтения может быть использована историческая, художественная литература и статьи из периодики. При проверке дополнительного чтения разрешается пользоваться списком предварительно выписанных из текста незнакомых слов с переводом. Пользование письменным переводом текста запрещено. Студенту может быть предложено ответить на вопросы и передать содержание прочитанного.

РАБОТА СО СЛОВАРЕМ

Умение правильно и быстро отыскать значение и транскрипцию слова в англо-русском словаре необходимо для успешного самостоятельного изучения английского языка.

Для этого обязательно знание английского алфавита, так как принцип алфавитного расположения лексических единиц в словаре распространяется не только на начальные, но и на последующие буквы слова. В верхних углах страниц помещено сочетание трех начальных букв первых слов данной страницы.

Когда слово найдено, определите его часть речи, исходя из формы слова, порядка слов в предложении, служебных слов и контекста.

Наиболее употребительные обозначения частей речи в словаре:

<i>n</i>	- существительное (noun)
<i>v</i>	- глагол (verb)
<i>a, adj</i>	- прилагательное (adjective)
<i>adv</i>	- наречие (adverb)
<i>num</i>	- числительное (numeral)
<i>pron</i>	- местоимение (pronoun)
<i>prep</i>	- предлог (preposition)
<i>pp</i>	- причастие прошедшего времени (past participle)
<i>conj</i>	- союз (conjunction)
<i>part</i>	- частица (particle)
<i>int</i>	- междометие (interjection)

Имейте в виду, что в словаре глагол дается в инфинитиве, существительное в общем падеже единственного числа, прилагательное, наречие – в положительной степени.

Различные значения многозначных слов приводятся во многих словарях арабскими буквами.

Омонимы, то есть слова, совпадающие по форме, но разные по значению, часто даются отдельно под римскими цифрами.

В конце англо-русского словаря обычно приводятся списки собственных имен, географических названий и сокращений.

Англо-русский словарь для учебной работы студента исторического факультета должен содержать не менее 30 - 40 тысяч лексических единиц.

I СЕМЕСТР

ЗАДАНИЕ НА I СЕМЕСТР

1. Проработать лексический и грамматический материал уроков I-III. Выполнить грамматические упражнения и упражнения по текстам.
2. Выучить лексический минимум семестра.
3. Подготовить домашнее чтение в объеме 10 тысяч печатных знаков.
4. Выполнить письменно и выслать в срок контрольную работу № I.

УРОКИ

Лексико-грамматический материал

1. Лексико-грамматические особенности английского языка.
2. Существительное. Множественное число и притяжательный падеж. Существительное в функции определения. Артикли.
3. Основные группы местоимений: личные, притяжательные, неопределенные, вопросительные.
4. Английский глагол. 4 основные формы глагола.
5. Глагол *to be, to have, to do*. Их спряжение и многообразие функций.
6. Видовременные формы глагола группы Indefinite действительного залога.
7. Порядок слов утвердительного и отрицательного предложения. Виды вопросов.
8. Побудительные предложения. Повелительное наклонение глагола.

Лексико-грамматические особенности английского языка

Основная особенность грамматического строя английского языка заключается в том, что в ходе исторического развития в нем исчезли почти все окончания (словоизменятельные суффиксы) имени прилагательного и существительного, а глагол сохранил лишь незначительное число окончаний. Таким образом, английский язык относится к группе аналитических языков, т.е. для построения предложения в нем используются, главным образом, аналитические средства: члены английского предложения, следующие в определенном порядке, а для уточнения морфологических форм и явлений широко используются строевые слова: артикли, предлоги, вспомогательные глаголы и т.п.

Существительное. Noun

Существительное в английском языке имеет общий падеж с нулевым окончанием и притяжательный с окончанием *s'* множественного числа. В форме притяжательного падежа употребляются главным образом существительные, обозначающие одушевленные предметы, а также следующие неодушевленные понятия:

1. World, country, nature, sun, moon, ocean.

The Earth's resources

ресурсы земли

The country's sights

достопримечательность страны

2. Названия городов, стран, месяцев, времен года.

September's earliest frosts ранние сентябрьские морозы

3. Обозначения времени и расстояния

Five minutes' walk пять минут ходьбы

A mile's distance расстояние в одну милю

Существительные, которые могут быть сосчитаны, называемые исчисляемыми, образуют форму множественного числа прибавлением окончания *-s*.

Особые случаи образования множественного числа имен существительных

1) Некоторые существительные образуют множественное число путем изменения корневой гласной или прибавления окончания:

Единственное число		Множественное число	
man	мужчина	men	мужчины
woman ['wʊmən]	женщина	women ['wʊ:mi:n]	женщины
foot	фут, нога	feet	футы, ноги
tooth	зуб	teeth	зубы
child [tʰaɪld]	ребенок	children [ˈtʰɪldrən]	дети

2) Имена существительные, заимствованные из греческого и латинского языков, сохранили формы множественного числа этих языков:

Единственное число		Множественное число	
analysis [əˈnæləsɪs]	анализ	analyses [əˈnæləsɪz]	анализы
basis ['beɪsɪs]	базис, основа	bases ['beɪsɪz]	основы
crisis ['kraɪsɪs]	кризис	crises ['kraɪsɪz]	кризисы
thesis [ˈθi:si:s]	диссертация	theses [ˈθi:si:z]	диссертация
addendum [əˈdendəm]	приложение	addenda [əˈdendə]	приложения
bacterium [bækˈtɪəriəm]	бактерия	bacteria [bækˈtɪəriə]	бактерии
datum ['deɪtəm]	данная величина	data ['deɪtə]	данные, данные величины
stratum [ˈstrɑ:təm]	слой, пласт	strata [ˈstrɑ:tə]	слои, пласты
criterion [kraɪˈtɪəriən]	критерий	criteria [kraɪˈtɪəriə]	критерии
phenomenon [fɪˈnɑ:mɪnən]	явление	phenomena [fɪˈnɑ:mɪnə]	явления
nucleus [ˈnju:kliəs]	ядро	nuclei [ˈnju:kliə]	ядра
radius ['reɪdiəs]	радиус	radii ['reɪdi]	радиусы
stimulus [ˈstɪmjʊləs]	стимул	stimuli [ˈstɪmjʊlə]	стимулы

Часто существительные выполняют функцию определений. Так называемые «цепочки существительных» следует переводить, начиная с последнего существительного, так как все остальные выполняют в словосочетании роль определения.

Middle East oil and gas export. Экспорт нефти и газа с Ближнего Востока.

Распознать в тексте имена существительные помогают определители имен существительных: стоящие перед ними притяжательные, указательные, неопределенные местоимения, а также артикли.

Артикль. Article

Артикли – служебные слова, не имеющие самостоятельного лексического значения, которые употребляются перед существительными и их определениями. Неопределенный артикль «a» («an» перед гласным) употребляется с исчисляемыми существительными единственного числа, указывая на принадлежность предмета к какому-то классу однородных предметов, но не выделяя его.

I saw an apartment house in the distance.

Я увидел многоквартирный дом в отдалении.

Определенный артикль “the” указывает на выделение предмета из класса ему подобных и употребляется перед существительными в единственном и множественном числе.

I saw the apartment house I looked for.

Я увидел многоквартирные дома, которые я искал.

Особые случаи употребления артиклей

Артикль и его употребление	Пример	Перевод
<ul style="list-style-type: none"> После местоимений <i>what</i> (какой) – в восклицательных предложениях, <i>such</i> (такой), <i>quite</i> (совсем, довольно). 	<p>What a glorious battle!</p> <p>We had quite a substantial lunch.</p>	<p>Какая славная битва!</p> <p>Мы довольно плотно пообедали.</p>
<p>Определенный артикль</p> <ul style="list-style-type: none"> Перед местоимениями <i>same</i>, <i>very</i> (тот же самый), <i>next</i> (следующий), <i>last</i> (последний). Перед именами собственными, означающими: <ul style="list-style-type: none"> названия рек, океанов, морей, горных хребтов, архипелагов названия некоторых стран и местностей (большинство употребляется без артикля) названия судов, гостиниц и газет Перед порядковыми числительными Перед прилагательными в превосходной степени Перед субстантивированными прилагательными и существительными, обозначающими фамилию, семью. 	<p>You are the very man I need.</p> <p>The Thames</p> <p>The Canary Islands</p> <p>The United States</p> <p>The Ukraine</p> <p>The Caucasus</p> <p>The Netherlands</p> <p>The Orient Express</p> <p>The Times</p> <p>The second day</p> <p>The fastest runner</p> <p>The young</p> <p>The English</p> <p>The Americans</p>	<p>Вы тот самый человек, который мне нужен.</p> <p>Темза</p> <p>Канарские острова</p> <p>Соседиенные Штаты</p> <p>Украина</p> <p>Кавказ</p> <p>Нидерланды</p> <p>Гостиница «Ориент экспресс»</p> <p>Газета «Таймс»</p> <p>Второй день</p> <p>Самый быстрый бегун</p> <p>Молодежь</p> <p>Англичане</p> <p>Американцы</p>

Некоторые случаи перевода артикля на русский язык

Как правило, артикли *a(an)*, *the* не переводятся на русский язык, но иногда неопределенный артикль может переводиться на русский язык числительным «один» (со значением *какой-то*).

Например:

*I read it in a magazine.
A man told me about it.*

*Я прочел это в одном журнале.
Один (какой-то) человек
рассказал мне об этом.*

Определенный артикль может переводиться указательными местоимениями «этот», «эти», «тот», «те», в зависимости от контекста. Например:

*At the moment he couldn't give a
definite answer.*

*В то время он не мог дать
определенного ответа.*

Местоимение. Pronoun

Местоимения относятся к группе слов, без твердого знания которых невозможна языковая практика, в том числе чтение исторических текстов.

Личные местоимения		Притяжательные местоимения		Возвратные местоимения
Именительный падеж	Объектный падеж	Связанная форма	Независимая форма	
I - я	Me	My	Mine	Myself
You - ты, вы	You	Your	Yours	Yourself
He - он	Him	His	His	Himself
She - она	Her	Her	Hers	Herself
It - неодушевленный предмет	It	Its	Its	Itself
We - мы	Us	Ours	Ours	Ourselves
They - они	Them	Their	Theirs	Themselves

Объектный падеж личных местоимений соответствует косвенным падежам в русском языке. Притяжательные местоимения обозначают принадлежность и отвечают на вопрос *Whose?* – чей? Связанная форма притяжательного местоимения употребляется перед существительным, притяжательные местоимения в независимой форме используются без существительного.

That's her own business, not yours!

Это ее дело, а не ваше!

Возвратные местоимения придают глаголам возвратное значение, соответствуют русским местоимениям «себя» и «сам».

Неопределенные местоимения

Местоимение *some* и сложные местоимения, в состав которых входит *some*, употребляются чаще в утвердительных предложениях, а местоимения, имеющие в своем составе *any*, в вопросительных и отрицательных предложениях.

Местоимения с неопределенными значениями		Местоимения с обобщенными значениями		Местоимения с отрицательными значениями	
<i>some</i>	несколько	<i>each</i> }	каждый	<i>no</i>	нет,
<i>any</i>	какой-то	<i>every</i> }			никакой
<i>something</i> }	что-то	<i>everything</i>	всё	<i>nothing</i>	ничто
<i>anything</i> }		<i>everybody</i> }	все	<i>no one</i> }	никто
<i>someone</i> }		<i>everyone</i> }		<i>nobody</i> }	
<i>anyone</i> }	кто-то			<i>none of</i>	никто из
<i>somebody</i> }					
<i>anybody</i> }					

Указательные местоимения

Единственное число

This – этот

That – тот

Множественное число

These – эти

Those – те

Such – такой, такие

Местоимения *that* (*those*) и *one* употребляются во избежание повторения существительных.

Can you give me another book?

Дайте мне другую книгу.

I don't like this one.

Эта мне не нравится.

The period of capitalism is shorter than that of feudalism. *Период капитализма короче, чем период феодализма.*

Вопросительные и относительные местоимения

Вопросительные и относительные местоимения в английском языке в основном совпадают по форме.

В вопросительных предложениях они являются вопросительными словами, а когда они присоединяют придаточное предложение к главному, то служат союзными словами.

Местоимение *who* имеет две формы: *who* – для именительного падежа и *whom* – для косвенных, т.е. всех остальных падежей. Когда местоимение *whom* выполняет функцию прямого дополнения, перед ним не ставится предлог, во всех остальных случаях ему предшествует предлог.

For whom do you collect these data? *Для кого вы собираете эти данные?*

Местоимение *whom* характерно для письменной и официальной речи.

наиболее часто употребляющимися глаголами английского языка. Каждый из них способен выполнять несколько функций в предложении, распознавание которых чрезвычайно важно для понимания высказываний.

Глагол to be

Это единственный глагол, сохранивший особые формы в настоящем и прошедшем времени.

Present Indefinite		Past Indefinite	
Ед. ч.	Мн. ч.	Ед. ч.	Мн. ч.
I am	We are	I was	We were
You are	You are	You were	You were
He is	They are	He was	They were

Глагол to be также является единственным глаголом, который образует формы сказуемого во временах Present и Past Indefinite без участия вспомогательного глагола.

Is Mr Williams a manager?

Мистер Уильямс – менеджер?

Unfortunately, they were not at home.

К сожалению, их не было дома.

В предложении глагол to be может быть смысловым глаголом, частью составного сказуемого. Как вспомогательный глагол он входит в состав сложных глагольных форм. Глагол to be способен иметь модальные значения с оттенком долженствования.

Функция	Значение	Признак	Пример	Перевод
1. а) смысловой глагол б) связка в составном сказуемом	Быть, находиться, являться Часто не переводится на русский язык	После to be существительное, прилагательное или наречие	I'll be in London this summer. She is busy today.	Этим летом я буду в Лондоне. Она сегодня занята.
2. Вспомогательный глагол времен Continuous и страдательного залога	Самостоятельного значения не имеет	После to be - V _{ing} (Participle 1) После to be - V ₃ (Participle 2)	I was reading at 5.30. This book is translated into Russian.	В 5.30 я читал. Эта книга переведена на русский язык.
3. Модальный глагол; употребляется в Present Indefinite и Past Indefinite	Долженствование, необходимость по расписанию или в результате договоренности	После to be - частица to и инфинитив глагола	They are to come at 5. The lecture was to begin at 11.30.	Они должны прийти в 5. Лекция должна была начаться в 11.30.

Глагол to have

Многозначный глагол *to have*, сохранивший в настоящем времени форму *has* для 3 лица единственного числа, может употребляться в предложении в качестве знаменательного глагола, иногда частично утратив значение в сочетании с существительными; как вспомогательный глагол аналитических видовременных форм, а также как модальный глагол.

Функция	Значение	Признак	Пример	Перевод
1. а) Знаменательный глагол	Иметь, владеть, обладать	После <i>to have</i> – существительное или его группа	He has two sons.	У него два сына.
б) часть устойчивого словосочетания	Самостоятельное значение теряется		She had a good rest in summer.	Она хорошо отдохнула летом.
2. Вспомогательный глагол времен группы Perfect, Perfect Continuous.	Самостоятельного значения не имеет.	После <i>to have</i> – Participle 2 (V ₃) другого глагола.	You have translated the article will.	Ты хорошо перевел статью.
3. Модальный глагол.	Необходимость ввиду обстоятельств: вынужден, должен	После <i>to have</i> – частица <i>to</i> и инфинитив другого глагола.	I had to ask for help.	Я должен был просить о помощи.

Глагол to do

Глагол *to do* (форма 3 лица единственного числа настоящего времени *does*) употребляется в качестве смыслового глагола, в устойчивых словосочетаниях и в качестве вспомогательного глагола. У глагола *to do* нет модальной функции, но он может заменять смысловой глагол во избежании повторения и подчеркивать его действие.

Функция	Значение	Признак	Пример	Перевод
1. а) знаменательный глагол	Делать, заниматься	После <i>to do</i> – существительное	Do exercise 5!	Сделай упражнение 5!
б) часть устойчивого словосочетания	Самостоятельное значение теряется		She always does the washing on Saturday.	Она всегда стирает в субботу.

<p>2. Вспомогательный глагол</p> <p>а) вопросительные и отрицательный формы <i>Present Indefinite, Past Indefinite</i></p> <p>б) Отрицательные формы повелительного наклонения</p>	<p>Самостоятельного значения не имеет</p>	<p>Вопросительный знак в конце предложения или частица <i>not</i> после глагола <i>do (don't)</i></p>	<p>Did you see him yesterday?</p> <p>Don't go away!</p>	<p>Ты видел его вчера?</p> <p>Не уходи!</p>
<p>3. Замена смыслового глагола</p> <p>а) во избежание повторения</p> <p>б) в кратких ответах</p>	<p>Самостоятельного значения не имеет</p>	<p>Заменяет в предложениях смысловой глагол</p> <p>После <i>Yes, No</i></p>	<p>Did he translate the text better than I did?</p> <p>No, he did not.</p>	<p>Он перевел текст лучше меня?</p> <p>Нет, не лучше.</p>
<p>4. Подчеркивает действие смыслового глагола</p>	<p>Действительно, именно + перевод смыслового глагола.</p>	<p>После <i>to do</i> – инфинитив смыслового глагола без частицы <i>to</i></p>	<p>I do love her.</p>	<p>Я действительно ее люблю.</p>

Видовременные группы глагола

Грамматическая категория времени, отражающая момент совершения действия (прошедшее, настоящее, будущее) в английском языке тесно связана с категорией вида, которая указывает на характер совершенного действия. В английском языке глагол имеет следующие видовременные группы: *Indefinite, Continuous, Perfect, Perfect Continuous*.

Видовременные формы группы *Indefinite*

Формы настоящего, прошедшего и будущего времени *Indefinite* являются самыми древними по своему происхождению формами спряжения английского глагола.

Как указывает само название, *Indefinite* – неопределенная форма – нейтральная в видовом отношении. Глаголы в форме *Indefinite* относят действие к настоящему, прошедшему или будущему времени, не уточняя,

как оно протекает во времени, и лишь в некоторых случаях – главным образом в настоящем времени – указывают на то, что действие является обычным, не единичным, Например:

I go to the factory.

Я хожу (иду) на фабрику.

В прошедшем и будущем времени глаголы в форме *Indefinite* могут соответствовать русским глаголам как совершенного, так и несовершенного вида. Например:

I did this work yesterday.

Я сделал *или* я делал эту работу вчера.

I shall do this work tomorrow.

Я сделаю *или* я буду делать эту работу завтра.

При уточнении связи действия со временем, т.е. при более четком выражении характера действия, употребляются формы *Continuous* и *Perfect*, образуемые из сочетания личной формы вспомогательного глагола и смыслового глагола в одной из четырех форм.

Формы группы *Indefinite*

Время	Образование	Отрицательная форма	Вопросительная форма	Употребление
Present настоящее	V₁ I smile She smiles.	I do not smile. She does not smile	Do you smile? Does she smile?	Регулярное повторяющееся действие usually, often, rarely, sometimes
Past прошедшее	V₂ He smiled	He did not smile	Did he smile?	Действие в прошлом yesterday, last year и т.п.
Future будущее	Will (shall) V₁ They will smile	They will not smile	Will they smile?	Действие в будущем tomorrow, next year и т.п.

Примечания:

1. Все глаголы в английском языке, кроме *to be*, *to have* (иногда), *can*, *may*, *must*, образуют вопросительную и отрицательную форму *Present* и *Past Indefinite* с помощью изменяемых форм вспомогательного глагола *to do* (см. таблицу)

2. В технической литературе will часто переводится на русский язык настоящим временем, так как выражает неизбежное (обычное) действие

Direct current will flow in one direction.

Постоянный ток (обычно) течет в одном направлении.

3. Примеры сокращенных форм, которые часто употребляются в разговорной речи:

<i>I do not</i>	<i>I don't</i>
<i>He does not</i>	<i>he doesn't</i>
<i>We did not</i>	<i>we didn't</i>
<i>I shall not</i>	<i>I shan't</i>
<i>He will not</i>	<i>he won't [wəʊnt]</i>

Порядок слов в предложении. Word order

В английском языке с его аналитической структурой порядок слов предложения играет ведущую роль в определении грамматических отношений между словами.

В простом повествовательном предложении обычно бывает прямой порядок слов. Подлежащее предшествует сказуемому, за которым следует дополнение. Остальные члены предложения занимают строго определенные позиции.

Об- стоя- тель- ство	Опре- деле- ние	Под- лежа- щее	Опре- деле- ние	Об- стоя- тель- ство	Ска- зуе- мое	Об- стоя- тель- ство	Опре- деле- ние	До- пол- не- ние	Опре- деле- ние	Обстоя- тель- ство
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Students read books. – нераспространенное предложение

At week ends first-year students of our faculty often read scientific history books at the library. – Распространенное предложение

В простом отрицательном предложении с прямым порядком слов к вспомогательному глаголу добавляется отрицательная частица «not».

Students do not read books.

Вопросительные предложения

Для большинства вопросительных предложений характерен обратный порядок главных членов. Первый элемент сказуемого – вспомогательный глагол – выносится вперед, следом стоит подлежащее, за которым следует смысловой глагол.

1. Общий вопрос, на который отвечают «да» или «нет»

<i>вспомогательный глагол</i>	<i>подлежащее</i>	<i>смысловой глагол</i>	
Do	students	read	books?

2. Специальный вопрос с вопросительным словом к определенному члену предложения

<i>вопросительное слово</i>	<i>вспомогательный глагол</i>	<i>подлежащее</i>	<i>смысловый глагол</i>
What	do	students	read?

3. Вопрос к подлежащему или его определению требует не обратного, а прямого порядка слов. Подлежащим становится вопросительное слово.

Who reads books?

Побудительные предложения

Побудительные предложения выражают побуждение к совершению действия, просьбу, приказание или запрещение.

Вежливые просьбы, чрезвычайно распространенные в английском языке, имеют форму вопроса.

Could you tell me about it?

Ты не мог бы рассказать мне об этом?

Will you be so kind as to lend me the book?

Будьте добры, дайте мне прочитать эту книгу.

Повелительное наклонение глагола

Предложения, побуждающие к совершению действия, образуются с помощью повелительного наклонения глагола, которое строится с помощью V_1 (1 формы глагола).

Read!

Отрицательная форма такого предложения образуется с помощью *do* и *not*, которые чаще всего сливаются, и V_1 .

Don't read!

Побуждение, относящееся к 1 и 3 лицу, образуется с помощью сочетания глагола *let* с личным местоимением в форме объектного падежа и инфинитивом без *to* (V_1).

Let him read.

Пусть он читает.

Let us read.

Давай(те) почитаем.

Грамматические упражнения

Упражнение 1

А. Переведите на русский язык, обращая внимание на особенности перевода существительных единственного и множественного числа, существительных в притяжательном падеже и «цепочек» существительных.

1. US Dollar exchange rate rise.
2. A three room flat.
3. British ethnologists' analyses and a hypothesis.

4. New stone men's flint weapons.
5. The USA state power.
6. 10 per cent wage increase.
7. The 20th century folk music.

В. Выберите русское слово, соответствующее английскому.

1. Phenomenon	ядра
2. Datum	данные
3. Strata	явления
4. Nuclei	базисы
5. Crises	критерии
6. Criterion	приложение
7. Data	радиус
8. Phenomcna	данная величина
9. Stratum	анализы
10. Nucleus	явления
11. Basis	приложенис
12. Bases	диссертация
13. Criteria	радиусы
14. Addendum	кризисы
15. Analyses	слои
16. Radius	ядро
17. Radii	анализ
18. Addenda	базис
19. Thesis	слой
20. Analysis	критерий

Упражнение 2

Вставьте в пропущенные места неопределенный и определенный артикль, где это необходимо. Переведите устно на русский язык.

I was born in ... Samara where I study and work. Samara was founded as ... wooden fortress on ... left bank of ... Volga in 1586 for ... purpose of defending ... eastern border of ... Russia from ... nomadic tribes. ... history of ... Samara is closely connected with ... historical events in our country. In ... 19th century ... town had become ... centre of ... Volga region.

Nowadays Samara is ... quite ... big city and one of ... most important industrial and cultural centres of ... Russian Federation.

Упражнение 3

Переведите с русского на английский язык, обращая внимание на неопределенные местоимения.

1. Я ничего не вижу здесь.
2. Ты знаешь кого-нибудь в этой группе?

3. Нет, я не знаю никого здесь.
4. Все готовы отвечать.
5. Он помнит все о нас.
6. У нас есть хлеб, но нет молока.
7. Некоторые студенты говорят по-английски хорошо.

Упражнение 4

Переведите устно на русский язык и замените повторяющиеся существительные местоимениями *that/those, one/ones*.

1. We know the history of Europe better than the history of Africa.
2. This subject is not so difficult as that subject.
3. Wars, except just wars, were waged to conquer other lands.
4. Russian historical records translated into English shouldn't differ from the records in Russian.

Упражнение 5

Переведите предложения, указав функции глагола "to be"

1. Nobody was in the room when I came in.
2. Look out! The car is approaching you.
3. Prof. Johnson is to deliver a lecture in Ethnography.
4. Our duty is to solve the problem.

Упражнение 6

Переведите предложения, указав функции глагола "to have".

1. We have to carry out several tasks.
2. We have never been abroad.
3. She has two brothers and a sister.
4. Do you have breakfast at 8?

Упражнение 7

Переведите предложения, указав функции глагола "to do".

1. What do you do? -- I am a student of History.
2. Why don't you believe me? I did visit him at the time.
3. I didn't do the shopping yesterday. My wife did.
4. It was not so easy to do that work.

Упражнение 8

Переведите устно предложения, поставьте их в вопросительную форму, указав видовременные формы группы "Indefinite".

1. The Red Army won a victory in the battle.
2. Our family spends all week-ends at home in winter.
3. We'll help our neighbour to carry suit-cases.
4. Last year I taught pupils in that school.
5. She will call me tomorrow.

Упражнение 9

Переведите устно предложения и поставьте глаголы, в нужном глагольном времени группы "Indefinite".

Not long ago I (*to enter*) the university. I (*to be*) a first year student of History. I (*to decide*) to study history before leaving school. May be I (*to be*) a teacher or a research worker, but the university course (*to help*) me to become quite knowledgeable in History and social science. Every week I (*to have*) a lot of lectures and seminars. At our English classes we (*to learn*) words and grammar, (*to speak*) and (*to write*) a lot.

Упражнение 10

Обращая внимание на порядок слов предложения, составьте из слов утвердительные и отрицательные предложения.

1. Passed, university, summer, the, I, entrance, at, in, examinations.
2. Office, brother, works, the, my, at.
3. English, does not, she, learn.
4. Help, I, you, to, will, translate.
5. Started, campaign, his, king, military, the.

Упражнение 11

Определите, какой частью речи являются выделенные слова. Переведите предложения.

1. This is a very detailed *plan*.
2. We *plan* to finish our work next week.
3. Every machine requires some sort of *power* to operate.
4. There are many new *power* plants in this part of the country.
5. That motor will *power* the machine.
6. This *means* is not efficient in this case.
7. This *means* that you must apply other devices in this case.
8. Such decision *results* in the complete change of all methods.
9. The *results* of your research will be discussed at the conference.

Тексты к уроку 1

Текст А

Old Stone Men and New Stone Men

Many thousands years ago the land we now call England was not separated from the continent of Europe by the English Channel and the North Sea. A succession of very brave and strong races of men and women gradually moved to Britain from the continent. Nobody knows when they first came to Britain. No educated men wrote about them.

Something, however, has been learnt about their appearance and ways of living. Those people were shorter than we are. Men of those very distant times knew nothing of any metal. He used flint or bone weapons for hunting. But his axes and daggers, although quite sharp, do not have regular smooth sides and are never polished. This race is called Old Stone Men to distinguish them from New

Stone Men who lived later and knew how to polish.

¶Nobody knows what happened at last to Old Stone Men. They disappeared. Gradually the salt water of the Atlantic crept up the valley and formed the English Channel, and a new race replaced Old Stone Men.

A New Stone Man knew a great deal more. He knew how to grind his stone axes smooth and could polish them till they shone. He could chip dints into beautiful arrowheads and knives.

Much of the knowledge that we find very useful today was first discovered by New Stone Men, and so we should be very thankful to them. They tamed animals: dogs, sheep, cows, goats and pigs. So they were better off than Old Stone Men who lived by hunting and starved when they could find nothing to hunt.

But there were some things they didn't find out. New Stone Men in Britain never knew how to grow corn and make it into flour and bread. He could neither spin the wool of his sheep into thread, nor weave thread into cloth.

Задание 1

Выпишите из словаря транскрипцию и правильно прочитайте:

а) географические названия *The English Channel, the Atlantic, Britain, Europe, the North Sea.*

б) слова *neither, appear, distinguish, succession, average, weapon, island, thread, arrowhead, discover, gradually, flour, grind, call, know, knew, deal, great, learn.*

Задание 2

Найдите в тексте слова и словосочетания, имеющие следующий перевод: *исчезать, образ жизни, постепенно, намного больше, заменять, оружие, голодать, хотя, народ.*

Задание 3

Прочитайте текст, выпишите с переводом все незнакомые слова, переведите текст на русский язык.

Задание 4

Выпишите из текста существительные во множественном числе, в том числе существительные с неправильным образованием множественного числа.

Задание 5

Выпишите из текста предложения с относительными местоимениями и наречиями (*that, what, when* и т.п.). Переведите их на русский язык.

Задание 6

Выпишите из текста 2 предложения с неопределенными местоимениями и 1 предложение с местоимениями *neither...nor*, переведите их на русский язык.

Задание 7

Выпишите из текста предложения:

- с глаголом *to be* в 2-х функциях;
- с глаголом *to have* в 2-х функциях;
- с глаголом *to do* в 2-х функциях.

Обозначьте функции этих многозначных глаголов и переведите предложения на русский язык.

Задание 8

Найдите в тексте 1 предложение, в котором употреблены глаголы в двух видовременных формах *Indefinite*. Обозначьте время глаголов и переведите это предложение на русский язык.

Текст В

The Celtic Conquest of Great Britain

About 700 BC further settlers came from the Rhine valley. They were succeeding tribes of Celts, generally tall, fair people whose main common feature was their language: the Gauls, the Brythons and the Belgae. They brought iron to Britain as well as better ploughs and iron tools, including axes with which some clearing of the forests in river valleys began.

Their society was still tribal, with some remaining features of primitive communism. They had links with related tribes on the continent and used money for trade. They were mostly farmers and with their better tools they built larger villages. They used hill forts and ditches in some places, for example, Glastonbury in Somerset. Gradually the Celts spread across Britain and mixed with earlier settlers, a mixture which was the basis of the British population.

Soon after the Belgae came to Britain the Roman empire was extended to the area of what is now northern France and Belgium. The tribes living there were supported by the Belgae Celts in Britain in their struggle against Roman invasion.

Julius Ceasar brought troops to attack Britain, and raided the country in 55 and 54 BC. Cassivellaunus, the chief of all southern British Celts resisted the attacks, and only a hundred years later the Romans occupied most of Britain.

Задание. Прочитайте текст, выписав из словаря значение четырех слов, стараясь угадать значение остальных незнакомых слов с помощью контекста. Передайте основное содержание текста на русском языке.

Грамматический материал

1. Степени сравнения прилагательных и наречий. Сравнительные обороты.
2. Числительные.
3. Оборот *there+ be*
4. Видовременные формы *Continuous* действительного залога.

Степени сравнения прилагательных и наречий. Degrees of Comparison

В английском, как и в русском языке, есть 3 степени сравнения качественных прилагательных и наречий: положительная, сравнительная и превосходная.

Синтетический способ образования степеней сравнения

Односложные прилагательные и двусложные с ударением на первом слоге образуют сравнительную степень с помощью словозменительного суффикса *-er*, а превосходную степень с помощью суффикса *-est*. Имя существительное, определяемое прилагательным в превосходной степени, употребляется с определенным артиклем:

This cube is small but that cube is smaller. Этот куб небольшой, а тот меньше.

This glass is dirty but that glass is dirtier. Этот стакан грязный, а этот грязнее.

February is the shortest month. Февраль, самый короткий месяц.

Определенный артикль сохраняется перед превосходной степенью и в том случае, когда отсутствует существительное.

This cube is the smallest. Этот куб самый маленький.

A ————— B	C ————— D	E ————— F
The segment AB is long.	The segment CD is longer than the segment AB.	The segment EF is the longest.
Отрезок АВ длинный.	Отрезок CD длиннее, чем отрезок АВ.	Отрезок EF самый длинный.

После сравнительной степени часто употребляется союз *than*, который переводится словом *чем* или совсем не переводится.

Например:

The segment CD is longer than the segment AB.

Отрезок CD длиннее отрезка АВ.

Аналитический способ образования степеней сравнения прилагательных

Сравнительная степень многосложных прилагательных образуется при помощи слова *more*, а превосходная – при помощи слова *the most*, которые ставятся перед основной формой прилагательного:

<i>important</i>	<i>more important</i>	<i>(the) most important</i>
важный	Более важный, важнее	самый важный, важнейший

This is the most interesting article in the magazine. *Это самая интересная статья в журнале.*

Для того чтобы выразить уменьшение качества или свойства предмета, употребляются слова *less* менее, *(the) least* наименее:

<i>Complex</i>	<i>Less complex</i>	<i>(the) least complex</i>
сложный	Менее сложный	наименее сложный

Если английское прилагательное в сравнительной степени употребляется в функции определения, оно переводится на русский язык сложной формой сравнительной степени (более важный), вне зависимости от способа образования степени сравнения.

We use simpler methods in that case. *В этом случае мы применяем более простые методы.*

Некоторые прилагательные образуют степени сравнения от разных основ.

Степени сравнения прилагательных от разных основ

Положительная	Сравнительная	Превосходная
<i>Good</i> хороший	<i>Better</i> лучше	<i>(the) best</i> наилучший, самый лучший
<i>Bad</i> плохой	<i>Worse</i> хуже	<i>(the) worst</i> самый худший
<i>Many</i> многие	<i>More</i> больше	<i>(the) most</i> самый большой
<i>Much</i> много	<i>Less</i> меньше	<i>(the) least</i> наименьший
<i>Little</i> маленький	<i>Father</i> более далекий	<i>(the) farthest</i> самый далекий
<i>Far</i> далекий, дальний	<i>Further</i> дальнейший, добавочный	<i>(the) furthest</i> самый дальний, последний

Сравнительные обороты

Степень	Пример	Перевод
Положительная степень	1. This exercise is <i>as difficult as</i> that one. 2. She doesn't speak English <i>so fluently as</i> you do. 3. You must read <i>as much as possible</i> .	1. Это упражнение такое же трудное, как то. 2. Она говорит по-английски не так бегло, как ты. 3. Ты должен читать как можно больше.
Сравнительная степень	1. This film is more interesting <i>than</i> the one we saw last week. 2. He speaks German <i>much better than</i> I do. 3. <i>The more</i> you know the better.	1. Этот фильм интереснее, чем тот, который мы смотрели на той неделе. 2. Он говорит по-немецки гораздо лучше, чем я. 3. Чем больше вы знаете, тем лучше.
Превосходная степень	This method is <i>by far</i> the most efficient of all other methods.	Этот метод работы гораздо эффективнее по сравнению со всеми другими.

Обратите особое внимание на перевод следующих словосочетаний:

Twice as much as
 Four times as long as
 Four times as high as
 Ten times as much as
 Half as much as
 Half as many as
 Half the size
 Half the weight

В два раза больше
 В четыре раза длиннее
 В четыре раза выше
 В десять раз больше
 Вдвое меньше
 В два раза меньше по размеру
 В два раза меньше по весу

Числительные. Numerals

Как и в русском языке, числительные делятся на количественные и порядковые.

Количественные	Порядковые
1 one	first
2 two	second
3 three	third
4 four	fourth
5 five	fifth [fif]
6 six	sixth
7 seven	seventh
8 eight	eighth
9 nine	ninth
10 ten	tenth
11 eleven	eleventh
12 twelve	twelfth
13 thirteen	thirteenth
14 fourteen	fourteenth
15 fifteen ['fif'teen]	fifteenth
20 twenty	twentieth
21 twenty-one	twenty-first
30 thirty	thirtieth
40 forty	fortieth
100 a hundred	hundredth
101 a hundred and one	hundred and first
1000 a thousand	thousandth
1.000.000 a million	millionth
1.000.000.000 a billion	billionth

• Существительные, следующие за порядковыми числительными, употребляются с определенным артиклем.

Числительные *hundred, thousand, million* не принимают окончания *-s* во множественном числе. По три разряда, начиная с единиц, отделяются запятыми:

3,005,240 – three million five thousand two hundred and forty.

• При обозначении номеров страниц, глав, аудиторий, домов, транспорта и т.п. обычно употребляются количественные числительные, которые следуют за определяемыми ими существительными, причем не имеют артиклей: *Read paragraph 5!*

• Даты обозначаются двумя способами:

1) *8 December – the 8th of December;*

2) *December 8 – December the eighth.*

• При чтении обозначения года оно делится пополам, и каждая половина читается как отдельное число:

1250 до н.э. – *twelve fifty BC (before Christ)*.

1998 н.э. – *nineteen ninety eight AD (Anno Domini)*.

• Простые дроби выражаются количественным числительным для числителя и порядковым для знаменателя:

$1/6$ – *one sixth*.

• Десятичные дроби отделяются от целого не запятой, а точкой

4.25 – *four point twenty-five (four point two five)*.

Оборот there+be

Этот часто употребляющийся оборот указывает на пребывание в определенном месте или времени предмета, который называется вперые.

There was a beautiful town in Egypt Много лет назад в Египте был прекрасный город.

Вводное "there" на русский язык не переводится. Перевод таких предложений чаще всего начинают с обстоятельства. Глагол to be переводится «иметься», «быть», «находиться» или не переводится совсем.

Видовременные формы Continuous действительного залога

Формы группы *Continuous (Progressive)* – длительные, продолженные – характеризуют действия, имеющие незавершенный, процессуальный характер.

Формы глагола *Continuous* образуются с помощью вспомогательного глагола *to be* и смыслового глагола с окончанием *-ing*.

Время	Образование	Примеры	Употребление
Present Continuous	Am Is Are } V ing	1) I am reading now; 2) I am meeting him tomorrow at 12.	1) действие в настоящий момент (now, at the moment); 2) действие, запланированное на конкретное время
Past Continuous	Was Were } V ing	1) I was reading when you came; 2) The moon was shining	1) действие в момент или период прошлого (at 6 o'clock, from 5 till 6); 2) при описаниях
Future Continuous	Will Shall be } V ing	1) I'll be reading at 5 o'clock; 2) I'll be calling you.	1) действие в момент или период будущего (at 3 o'clock, from 2 till 3); 2) намерение

• Вопросительные предложения образуются путем выноса первого вспомогательного глагола вперед подлежащего:

Will you be reading at 5 o'clock?

• В отрицательных предложениях частица *not* ставится после первого вспомогательного глагола.

I will not (=won't) be reading at 5 o'clock.

• Некоторые глаголы редко употребляются в формах Continuous.

- 1) глаголы восприятия *to see, to hear*;
- 2) глаголы чувств *to love, to like, to hate*;
- 3) глаголы умственной деятельности *to know, to believe, to understand, to remember, to mean*;
- 4) глаголы состояния *to belong, to consist, to contain, to possess*.

Грамматические упражнения

Упражнение 1

Напишите сравнительную и превосходную степень следующих прилагательных и наречий.

- a) wet, heavy, thin, brave, hard;
- b) much, good, far, little, badly, well;
- c) ancient, dangerous, slowly, pleasant.

Упражнение 2

Переведите на русский язык предложения со сравнительными оборотами.

1. New Stone men were more skillful than Old Stone Men.
2. Flint weapons were only half as sharp as bronze ones.
3. Traditional products are as important in Japan as in a China.
4. Mount Everest is roughly twice as high as Mont Blanc.
5. The Volga – Don canal isn't so long as the Panama Canal.

Упражнение 3

Переведите на английский язык, написав числа словами с использованием количественных и порядковых числительных.

22 октября 1952 года; 2/3; 2885 книг; XX век; 2001 год до н.э.; 0.47 этого количества; 200 долларов; 5030285000 километров; 5-ый автобус.

Упражнение 4

Переведите на русский язык предложения с оборотом *there + be*. Напишите вопросы к предложениям.

1. There is a lecture in Room 409.
2. There were no English classes last week.
3. I think there will be no wars in the 21st century.
4. Samara is one of few Russian cities where there is an underground system.
5. There is practically no traffic in this street.

Упражнения 5

Поставьте предложения с глагольными формами *Continuous* в вопросительную и отрицательную форму.

1. The Director is having lunch now.
2. I'll be working at the course paper tomorrow.
3. The car was moving very slowly.
4. I am taking kids to my grandparents this weekend.
5. It was raining hard.

Упражнение 6

Поставьте глаголы в скобках во времена Present Indefinite или Present Continuous.

1. As a rule, my sister (*to do*) all her house work in the evening.
2. You (*to understand*) this English song?
3. Look up! The sun (*to shine*) so brightly.
4. It's 6 o'clock. I (*to go*) home now.
5. Usually he (*to work*) at the library on Saturday evening, but today he (*to dance*) in the night club.

Упражнение 7

Поставьте глаголы в скобках в видовременные формы Past Indefinite и Past Continuous.

1. I (*to watch*) a video when my friend (*to come*).
2. They (*to come back*) from London last Thursday.
3. While I (*to speak*) on the telephone, my mother (*to cook*) breakfast.
4. She (*not believe*) me yesterday.
5. My friend (*to write*) an essay from 5 o'clock in the morning till one in the afternoon.

Упражнение 8

Переведите текст устно на русский язык. Поставьте глаголы, данные в скобках, в нужные временные формы групп Indefinite и Continuous.

Ann, a tourist from Russia, and Brenda, a London guide, (*to stand*) in the hall of a hotel. They (*to discuss*) the schedule of sightseeing for the day.

Brenda: We (*to meet*) at 10 o'clock after breakfast for a tour of Stonehenge and Bath.

Ann: What we (*to see*) in Stonehenge?

B.: It is a pre-historic monument with circles of enormous stones.

A.: When it (*to appear*).

B.: Historians (*to think*) that early inhabitants of Britain (*to build*) it about 3000 BC.

A.: What about Bath?

B.: There you (*to see*) well-preserved baths used by the Romans during their invasion of Britain. There (*to be*) hot springs, baths and rest rooms with underfoot heating.

Тексты к уроку 2

Текст А

Roman Villa

43 years after the birth of Christ the finest soldiers the world ever knew came against the ancient Britons and conquered their land. The Romans were ruling Britain for nearly 400 years and left many traces behind them. These were forts, stone roads and towns. In the southern part of the country houses called villas have been found.

On the heights of Greenwich Park overlooking the Thames there is a piece of pavement 2.08 square feet. It was once part of the floor of one of those country houses. No one knows what part of the house it belonged to; perhaps it was a bit of the floor of a room, or a passage or even a stable.

Let us pretend we are visiting a Roman villa many years after the conquest, suppose, in 210 A. D. A great many trees have been cut since the Romans first came to Britain, so there is more room to grow corn than there was at the time of the ancient Britons.

The owner of the villa doesn't work on the land himself, his labourers do it for him. But he doesn't pay them wages either. They work for a small plot of land he lends them. Today labourers can leave their master, but none of these labourers who work for the master of the villa is allowed to do that.

Higher up the river there are red roofs of London. London has become a much bigger place than it was at the times of ancient inhabitants of Britain. It has stone buildings and warehouses. Its streets are noisy. But of course it is not nearly as big as nowadays. If we could see that Roman London, we would think it was a very small place indeed.

Задание 1

Выпишите транскрипцию и правильно прочитайте.

А) географические названия и названия национальностей: *London, The Thames, Greenwich, Roman, Briton.*

В) слова: *warehouse, conquer, conquest, ancient, nowadays, owner, soldier, square, indeed.*

Задание 2

Прочитайте и переведите текст на русский язык.

Задание 3

Найдите в тексте эквиваленты следующих слов и словосочетаний:

древний работник	завоевание	больше места
владелец виллы	никто из них	кусочек поля
править выше по реке	принадлежность	остатки
шумный	разрешено	следы
		солдат

Задание 4

Найдите в тексте прилагательные в сравнительной и превосходной степени и сравнительный оборот.

Задание 5

Выпишите из текста и напишите словами дробь и дату.

Задание 6

Найдите в тексте и переведите все предложения с оборотом *there+be*.

Задание 7

Найдите в тексте 1 предложение в Present Continuous, 1 предложение в Past Continuous, переведите их письменно.

Задание 8

Найдите в тексте ответы на вопросы:

1. *Who and when conquered ancient Britons?*
2. *How long were they ruling Britain?*
3. *What can you find on the Heights of Greenwich park?*
4. *Did the owner of the villa work on his land?*
5. *What was London like in the times of the Romans?*

Текст В !

Anglo – Saxon Invasion

The new invaders of Britain came during the 5th and 6th centuries from the area later known as northern Germany and Denmark. They were the Angles, Saxon and Jutes. From the Angles came the name Angleland which in time became England. The new settlers together with a few of the native British population, formed the English people. A large part of the native British population, however, were driven from their land and retreated to the east, into the present Wales or Cornwall, or north into Scotland. Some of the Celts sailed south from Cornwall to settle in the north - west corner of France, Brittany, a name which was another version of Britain. The Celtic speaking Bretons of Brittany can still carry on conversations with Welsh - speaking natives of Wales. Another significant feature is legends about King Arthur and his knights, fictional heroes of the Celtic resistance against the Anglo-Saxon advance, legends which remain parts of the folk -lore both of Britain and Brittany.

Historical records of these times are very few, but there is evidence that the Angles occupied the north-east of England. The Saxons settled mainly further west, across the Midlands, and along the south coast. The Jutes came to Kent and the Isle of Wight. As these tribes settled down they established seven kingdoms: Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex. From the 6th to the 9th century there were struggles for national leadership between these kingdoms.

Задание

Прочитайте текст, стараясь пользоваться словарем как можно реже. С помощью географической карты найдите те местности, о которых говорится в тексте. Напишите краткий реферат текста на русском языке (6-7 предложений).

УРОК №3

Грамматический материал

1. Модальные глаголы и их эквиваленты.
2. Видовременные формы Perfect действительного залога.
3. Видовременные формы глагола Perfect-Continuous.
4. Система видовременных форм глагола действительного залога.
5. Особенности употребления глагольных форм в предложениях с придаточными времени и условия.
6. Усилительные конструкции.

Модальные глаголы и их эквиваленты Modal Verbs

Модальные глаголы обозначают не само действие, а указывают на отношение к нему говорящего.

Модальные глаголы выражают способность, возможность, допустимость, долженствование.

Модальные глаголы называются недостаточными, так как они:

1. Не имеют величных форм – инфинитива, причастия, герундия.
2. Не изменяются ни по лицам, ни по числам (не имеют окончания в 3-м лице ед. числа): He can do this work.
3. Образуют вопросительную форму путем постановки глагола can, may или must на место перед подлежащим, а отрицательную форму – путем добавления отрицания not, т.е. так же, как глагол be.

Can you lift this apparatus?

Must I read this article?

We **must not** be late for the lecture.

Можете вы поднять этот аппарат?

Должен ли я прочесть эту статью?

Мы не должны (нам нельзя) опаздывать на лекцию.

Can и may имеют формы настоящего и прошедшего времени, а глагол must имеет только форму настоящего времени.

Примеры сокращенных форм, которые часто употребляются в разговорной речи:

I cannot = I can't

He must not = he mustn't

Модальные глаголы и их эквиваленты

Модальный глагол, его значение в настоящем времени	Отношение к прошлому	Отношение к будущему	Примеры	Перевод
Can ↙ ↘ Физическая возможность предположение	Could Was able to	Will be able to	I could swim at 5 years old. He'll be able to do it.	Я умел плавать в 5 лет. Он справится с этим.
	Can could } have	can	Could she have changed so? She can come.	Неужели она так изменилась? Она может прийти.
May ↙ ↘ Разрешение Предположение с оттенком сомнения	Was allowed To	Will be Allowed to	You may play. He was allowed to teach.	Тебе можно играть. Ему разрешили стать учителем.
	May might } have	May might	They may have come there already. It might rain or snow today.	Возможно, они уже пришли туда. Может быть, сегодня пойдет дождь или снег.
Must ↙ ↘ Долженствование Предположение с оттенком уверенности	Had do Was to Must have	Will have to is (are to) must	The lecture is to begin at 10. I'll have to get early tomorrow. The weather must change. The must have left it.	Лекция должна начаться в 10 часов. Завтра мне придется встать рано. Погода, скорее всего, изменится. Должно быть, они оставили это.
	Should ↙ ↘ моральная обязанность, долг, совет Ought to	Should Ought to } have	I ought to look after my parents. You should have done it. You should go there immediately.	Мне следует заботиться о родителях. Тебе надо было сделать это. Тебе надо сделать это немедленно.
Need Needn't ↙ ↘ необходимость ее отсутствие	Had to Needed to Didn't have to Didn't need to	Needs't will have to	You needn't take so much. -Will I have to change transport? -No, you needn't.	Можно не брать столько. -Мне надо делать пересадку? - Нет, не обязательно.
	Dare ↙ ↘ смелость осмеливаться	Didn't, dare dared	I dare not go there. Dare you ask him?	Я не смею туда идти. Ты осмелишься спросить его?

Видовременные глагольные формы *Perfect* действительного залога

Глагольные формы *Perfect* (совершенные) выражают завершенность, закончившееся действие, указывают на его связь с более близким по времени моментом.

Они образуются с помощью личных форм вспомогательного глагола *to have* и смыслового глагола в III форме – V_3 (причастие страдательного залога).

Вопросительные и отрицательные предложения образуются по общему правилу.

Время	Образование	Примеры	Употребление
Present Perfect	Have } Has } V_3	Have you ever been to the USA? – Вы когда-нибудь были в США? I have lived here since 1980. – Я живу там с 1980 года. She has just seen me. – Она только что увидела меня.	Закончившееся или не закончившееся действие, связанное с настоящим (<i>just, already, this week, lately, yet, since, for, ever, never</i>).
Past Perfect	Had V_3	I had written the test when the bell rang. – Я не дописала тест, когда позвонил звонок. The snow had fallen by December. – Снег выпал к декабрю.	Действие до прошлого момента или действия (<i>by, before, when, till</i>).
Future Perfect	Will } Shall } have V_3	Will you have prepared everything by Sunday? – Вы приготовите все к воскресенью? I am afraid we shall not have done it. – Боюсь мы не сделаем это.	Действие до будущего момента или действия (<i>by, before, at, just</i>).

Формы *Perfect* обычно переводятся на русский язык глаголами в форме прошедшего или будущего времени совершенного вида, чем и подчеркивается завершенность действия.

В английском языке играет роль наличие результата, причем результат может быть не только вещественным. Результатом может быть также впечатление, представление о том, что сохранилось к моменту речи.

We have understood the teacher's explanation. Мы поняли объяснение преподавателя.

He has seen that new film. Он видел этот фильм.

Видовременные формы *Perfect Continuous*

Данная группа форм совмещает значение совершенности *Perfect* и значение продолженности, выраженное формой *Continuous*, т.е. передает действие, имевшее место до момента речи или включающее этот момент.

Эти формы образуются с помощью личных форм изменяемого вспомогательного глагола *have*, неизменяемой формы *been* (V_3 от *be*) и IV формы – *V ing* смыслового глагола.

Вопросы и отрицания образуются по общему правилу: в вопросе первый вспомогательный глагол стоит перед подлежащим, в отрицательном предложении *not* стоит после первого вспомогательного глагола.

Время	Образование	Примеры	Употребление
Present Perfect Continuous	Have } been <i>V ing</i> Has }	I've been reading since 5 o'clock. – Я читаю с 5 часов.	Действие, начатое до момента речи и продолжающееся (<i>since, for</i>).
Past Perfect Continuous	Had been <i>V ing</i>	The telephone had been ringing for three minutes when I answered it. – Телефон звонил 3 минуты к моменту, когда я взял трубку.	Действие, начавшееся до момента в прошлом и продолжавшееся (<i>since, for, when, before</i>).
Future Perfect Continuous	Will } Have } been <i>V ing</i> shall }	Next year we'll have been living in this house for 20 years. – На будущий год исполнится 20 лет, как мы живем в этом доме.	Действие, начавшееся до момента в будущем и продолжающееся в будущем (<i>since, for, at</i>).

Глагольные формы в предложениях с придаточными времени и условиях

В сложноподчиненных предложениях с придаточными времени и условия в придаточных после союзов *when, if, till, untill, after, before, as soon as* и других будущее действие выражается глаголом в одном из настоящих времен (*Present*). В то же время в главном предложении употребляется одно из будущих времен.

When I come to London I shall write a letter to you. Когда я приеду в Лондон, я напишу тебе письмо.

Видовременные формы английского глагола в действительном залоге

Время	Вид	Значения	Continuous - длительное	Perfect - завершенное	Perfect Continuous - завершенное длительное
Present	Факт действия	<p>V₁ do в вопросах и в отрицаниях; does в отрицаниях; Окончание -s у 3 л. ед. ч. Обычное, результирующее действие I often run. Я часто бегаю. Do you run? Ты бегаешь? <i>Usually, often, seldom, sometimes, never, every day</i></p>	<p>Doing в процессе Be + V_{ing}</p> <p>Am V_{ing} Действие сейчас Is V_{ing} сейчас Are (в наст. момент) 2. Заложено действие I am running now (tomorrow). Я бегу сейчас. (Я побегу завтра.) now, at the moment</p>	<p>Have + V₃</p> <p>Have Действие в прошлом Has законное с настоящим I've run the distance. Я пробежал дистанцию. Already, just, ever yet, since, for</p>	<p>Have been V_{ing} Наст. продолж. Действие, не завершившееся в момент речи. I've been running for an hour. Я бегу уже час. For, since, already</p>
			<p>V₂ did в вопросах и в отрицаниях Действие в прошлом I ran yesterday. Я бегал вчера Did you run? Ты бегал? Last, ..., when, ago, in 1996, in the 19th century</p>	<p>Had V₃ Действие до момента в прошлом I had run 3 km by 9 a.m. Я пробежал 3 км к 9 часам. By, till, already, yet, when.</p>	<p>Had been V_{ing} Действие не завершившееся в прошлом I'd been running for an hour when you saw me. Я бегал час, когда ты меня увидел. For, since, by, already, when.</p>
Future	Факт действия	<p>Will be V_{ing} Действие в будущем He will run soon. Он скоро побегит. Next, tomorrow, later, soon</p>	<p>Will have V₃ Действие до момента в будущем I'll have run 3 km by 9 a.m. Я пробежу 3 км к 9 часам. By, before, at, already</p>	<p>Will have been V_{ing} Действие, не завершившееся в будущем I'll have been running for an hour when you see me. Я буду бегать час, когда ты меня увидишь. For, since, by, already, when</p>	
			<p>Should Would V₁ He said he would run. Он сказал, что будет бегать.</p>	<p>Should Would V₃ He said he'd have run 3 km by 9 a.m. Он сказал, что пробежит 3 км к 9 часам.</p>	<p>Should Would V_{ing} He said he'd have been running for an hour when I saw him. Он сказал, что будет бегать час, когда я увижу его.</p>

Грамматические упражнения

Упражнение 1

Переведите предложения на русский язык, обращая внимание на оттенки значения модальных глаголов и их эквивалентов.

1. Father must be in the garden watering flowers.
2. May I take your book? – I am afraid you can't.
3. You needn't make a special study of this problem.
4. The students can't have finished writing their test-paper.
5. We'll have to take our examination tomorrow.
6. This question shouldn't have been discussed in my absence.
7. Our plane was to take off at 6.45.

Упражнение 2

Поставьте следующие предложения со сказуемыми, выраженными грамматическими формами Perfect и Perfect Continuous в вопросительную и отрицательную формы.

1. I have been studying at the university for 5 months.
2. My sister had cleaned the room by 11 o'clock.
3. I have seen him here.
4. They will have arrived in London by the morning.
5. He had been working for 5 hours when he took a break

Упражнение 3

Откройте скобки и поставьте глаголы в нужной форме настоящего времени (Present).

1. The Prime Minister regularly (*to meet*) President.
2. I am so tired, I (*to work*) for 10 hours already.
3. Be quiet, please, I (*to listen*) to the voice.
4. I just (*to finish*) the test paper.
5. Historians (*to remember*) thousands of dates.

Упражнение 4

Откройте скобки и поставьте глаголы в нужной форме прошедшего времени (Past).

1. When I (*to come in*) he (*to speak*) on the telephone.
2. He (*to buy*) that sweater several days ago.
3. We already (*to stop*) the work by the time the bell (*to ring*).
4. I (*to sleep*) for two hours when you (*to come*).
5. It (*to be*) cold and frosty. The winter sun (*to shine*).

Упражнение 5

Откройте скобки и поставьте глаголы в одной из временных форм, обозначающих действие в будущем. Обратите внимание на предложения с придаточными времени и условия.

1. I (*to go*) home soon. What about you?
2. I hope I (*to finish*) the course paper by the end of the month.
3. You (*to find*) him at home. He (*to watch*) a new videofilm from 6 till 8.
4. I (*to pay*) you back when I next (*to see*) you.
5. I (*not to leave*) my flat until the postman (*to come*).
6. If it (*to rain*), we (*to stay*) at the hotel.

Упражнение 6

Переведите на русский язык предложения с усилительными конструкциями.

1. Never have I seen such a mess in the room.
2. It was the French Revolution of the 18th century that opened up a new epoch in history.
3. Five o'clock had hardly struck when the alarm – clock rang.
4. No sooner had I come home and switched on the TV set than the figure – skating began.
5. It's in two years time that I am going to major in ancient languages.
6. It was one of graduate students of our faculty who won the prize at the competition.

Тексты к уроку 3

Текст А

How King Alfred Saved his Kingdom Of Wessex from the Northmen

In the 8 century AD Northern pirates called the Vikings, the Danes or the Northmen from Denmark and Norway territories in their war boats began to raid English coasts. When Alfred became king in the year 871 the Northmen had been burning villages for 80 years. The great armies conquered a large part of England and settled there. Soon almost all England north of the Thames was held by them.

Hardly had Alfred begun to reign when a great host of Northmen burst into his kingdom. At first it seemed as though that part of England was going to be conquered like the rest. But the English believed that the king could defeat the enemy. They gathered round him and after some fighting compelled the leaders of the Northmen to go away to other parts of the country they had conquered.

After that Alfred called on the rich men called "thanes" who armed their followers and trained them. With their help Alfred repaired the walls of many towns or built the new ones. Well-fortified towns began to be called "boroughs" So enemies dared not land on the coast or sail up rivers for fear that the brave soldiers would fight them from the boroughs.

King introduced very strict rules of life. If a soldier was fighting with

another soldier, the punishment was severe, for men who fight together hate one another and can not do well in a day of battle.

Alfred thought that religion might help to make good soldiers. So he ordered to build new churches and to educate new priests. For this end he had to gather all the learned men he knew and build schools. He also translated books from Latin into English himself, so that more people could read them.

Within 25 years strong forts grew up all along the boundaries of Wessex, and no Northman was allowed to land or settle there. If they tried to, the thanes and their soldiers went against the enemy and almost always defeated them because they had become good soldiers. So it was king Alfred who saved Wessex and the south of England from the Northmen.

Задание 1

Прочитайте следующие слова, выписывая из словаря транскрипцию.

А) географические названия и исторические термины:

Denmark, Norway, Danes, Vikings, Wessex, the Thames, Northmen, thane
[ci:n], *bourough* ['bʌr]

Б) слова: *church, defeat, soldier, severe, punishment, rule, boundary, well-fortified, coast, compel, repair, conquer.*

Задание 2

Пользуясь англо-русским словарем, выпишите однокоренные слова данных слов и заучите их.

Fight, religion, learn, punish, settle, believe, educate, conquer, arm.

Задание 3

Прочитайте текст, выписывая незнакомые слова, и, пользуясь словарем, переведите его.

Задание 4

Найдите в тексте слова и словосочетания, имеющие следующий перевод:

<i>военные суда</i>	<i>как будто</i>	<i>вторгаться</i>
<i>к югу от Темзы</i>	<i>царствовать</i>	<i>сжигать</i>
<i>быть завоеванным</i>	<i>почти всегда</i>	<i>строгий</i>
<i>храбрый</i>	<i>ненавидеть</i>	<i>зывать</i>
<i>вынуждать</i>	<i>хорошо укрепленный</i>	

Задание 5

Выпишите из текста предложения, где сказуемые выражены следующими видовременными формами глагола и переведите эти предложения.

- Present Indefinite*
- Future Indefinite*
- Past Indefinite*
- Past Perfect*
- Past Continuous*
- Past Perfect Continuous*

Задание 6

Найдите в тексте 5 предложений с модальными глаголами и их эквивалентами, переведите их на русский язык.

Задание 7

Найдите в тексте 2 предложения с усилительными конструкциями и правильно переведите их на русский язык.

Задание 8

Задайте к тексту 7 вопросов. Напишите ответы на эти вопросы. Составьте краткий пересказ текста на английском языке, связывая эти 7 предложений с помощью слов:

therefore, thus – следовательно

so – поэтому

but – но

though – хотя

nevertheless – несмотря на это

Текст В

An Episode of Living History

Everything you see and experience in this museum is very unusual: it is a piece of living history. At the Centre you drive through display in a "Time Car". It looks like a dodgem with built-in commentary that tells you what is happening.

The Time Car is used to move you backwards through 30 generations. Figures from the 20th century back to the 9th help give an idea of where the Vikings came in history. Time stops. The Car swings into a Viking town. It smells sweet and dirty at the same time. The air is full of a strange language that no one speaks now.

We go along a street and through a house. We see an open hearth with a few Vikings sitting around it. You can hear the crackle of the fire. On to the other half of the house, where children chatter excitedly in Old Norse (this is the name of the language of the early Scandinavians).

Then you move into the part of the display where they show how the excavation work was done. The car stops, and visitors walk through the exhibition. You can touch, prod or feel remains set in a wall display. There are no *don't touch* glass cases and unfriendly guards, and you will even get the chance to mint your own Viking coin on the way out.

There is also a special film show where you could see screen version of Viking (Danes') period in Britain.

Задание

Переведите текст с помощью словаря и ответьте на вопрос по-английски или по-русски: What is the difference of the Jorvic Viking Center from most museums?

✓ КОНТРОЛЬНАЯ РАБОТА №1

Внимательно прочитайте и переведите текст "Norman Conquest", выписывая из словаря перевод и транскрипцию незнакомых слов.

Norman Conquest

1. In 1066 William, Duke of Normandy brought an army to England and defeated the English army. King Harold was killed at the battle of Hastings. On Christmas day William the Conqueror was crowned king in Westminster Abbey.

2. It had been a terrible year for Englishmen. William was marching slowly to London, his men were plundering villages so terribly that it took them many years to recover. He began to drive English nobles from their lands for he said they would treacherously fight against him.

3. Let us imagine that we are visiting a village when its new master rides into it. All through the winter the peasants have starved, as they have little corn to live on.

4. The Norman is making his way to the house of the former English master where he will reside until the villagers build a new house for him and his family. Then the Norman noble gives his order to the folk on his new land.

5. He intends to increase the amount of food the villagers pay, therefore they must work harder to produce and to plough up new lands. People of the village will also have to put up a new castle for their lord surrounded by a stone wall and a ditch. There are other pieces of work for them. They are to replace the old neglected village church by a new stone one, to repair a mill dam by next harvest and to pave a road to it.

6. Meanwhile the Norman is well aware of the fact that there are fewer men than there were before the war. So, the villagers have to labor like serfs on their master's land.

7. For many days there is rage in the hearts of the villagers. A lot of men are ground to poverty by the lord. Thus they feel the results of the Norman Conquest. All England feels them as well and for 5 years to come there are rebellions in different parts of the country.

Упражнение 1

Выпишите первые предложения каждого абзаца, разберите их по членам предложения, напишите над словами название частей речи.

Упражнение 2

Выпишите из абзацев 1, 2, 3 предложения с глаголами *to have, to be*, напишите, какую функцию они выполняют. Переведите предложения с правой стороны тетради.

Упражнение 3

Выпишите из абзаца 2 второе предложение. Объясните, почему существительные в данном предложении не имеют при себе артиклей. Переведите предложение.

Упражнение 4

Выпишите все слова с окончанием s ('s, s'), напишите, какими частями речи они являются, и что обозначают эти окончания. Переведите справа.

Упражнение 5

Выпишите из текста все качественные прилагательные и напишите их степени сравнения.

Упражнение 6

Выпишите из абзацев 5,6 предложения с эквивалентами модальных глаголов. Переведите предложения с правой стороны тетради. Напишите, каким модальным глаголом данные сочетания близки по значению.

Упражнение 7

Выпишите из текстов сказуемые, выраженные следующими глагольными формами действительного залога:

Present Indefinite

Past Continuous

Past Indefinite

Past Perfect

Present Continuous

Present Perfect

Упражнение 8

Задайте 10 вопросов по содержанию текста (общие, специальные, альтернативные). Напишите ответы на эти вопросы.

Упражнение 9

Перепишите на левую сторону тетради абзацы 3, 4, 5 текста. Дайте их параллельный перевод на правой стороне тетради.

ЛЕКСИЧЕСКИЙ МИНИМУМ 1 СЕМЕСТРА

conquer v.
conqueror n.
conquest n.
labour n., v.
ancient a.
pretend v.
soldier n.
trace n., v.
lend v.
belong to v.
punish v.
punishment n.
rule n., v.
religion n.
defeat n., v.
boundary n.
land n. v.
raid n. v.
believe v.
discovery n.
arrow n.
average a.
tribe n.
trade n.
fort n.
fortify v.
plough n., v.
include v.
valley n.
empire n.
area n.
generation n.
avoid v.

severe a.
compel v.
church n.
brave a.
educate v.
settle v.
settlement n.
burn v.
though conj.
as though conj.
therefore adv.
thus adv.
weapon n.
gradually adv.
race n.
appear v.
disappear v.
replace v.
succession n.
discover v.
support v.
invade v.
invasion n.
invader n.
native a.
resist v.
resistance n.
struggle n.
retreat v.
evidence n.
establish v.
advance v. n.
education n.

ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ

EARLY HISTORY OF AMERICA

THE ABORIGINAL INDIANS

Everybody knows that it was Christopher Columbus who discovered America. European explorers came there only five hundred years ago. However, America had been settled long before it was discovered by the Spanish. Its true discoverers were the remote ancestors of the Native Americans.

Some twenty thousand years ago there was a land bridge connecting Alaska and Siberia. The early Americans came to America across that bridge. They came from Asia without knowing that they were real discoverers of a new continent. People from Asia continued to come across the land bridge for thousands of years, until the rising of the sea level submerged it. They spread all over the continent and formed a variety of tribes speaking their own languages and having different lifestyles. Probably, there were several waves of migration from Asia to America, for by the time of European colonization there had been several hundred tribes living there.

The aboriginal Americans are generally known as Indians. Columbus and other early explorers were greatly amazed by their appearance. They had red or copper coloured skins, coarse, straight black hair, and black eyes. They wandered over the land as they pleased. Everything on it was free to them. Forests supplied them with food, clothing, and shelter.

The Indian had no shops or stores or factories, because he made the few things he needed. His only writing was primitive pictures that told a story. He lived for hundreds of years in a land rich in oil, coal and iron, without ever learning how to make use of them. Peoples like the aboriginal Americans are called uncivilised.

The Indians lived together in tribes or large families. Some of American states are named after the Indian tribes that used to dwell there, as Illinois, the Dakotas, Massachusetts, Iowa, Alabama, Kansas. Certain tribes of the Indians were more civilized than the rest. These were the Mayas of Central America, the Aztecs of Mexico, and the Incas of Peru. Who the Mayas were, nobody exactly knows. They had disappeared before the white men came to America. Today the ruins of their splendid cities and their great temples, decorated with fine carvings, can be seen in Central America. Except for these and a few other tribes who were farmers, most of the Indians were chiefly hunters of the forests and plains.

THE VICINGS IN AMERICA

About the year 1000 a strange ship came to the eastern coast of North America. She was very long and had many oars, as well as a square sail. A fierce-looking dragon decorated the prow. The men in the ship had long golden hair, blue eyes, and fair skins. They wore armor and carried shields and spears. The men were Norsemen; that is, men of the race that lived in the northern lands of Denmark, Norway, and Sweden in Europe.

The Norsemen, or "Vikings", as they were called in their own country, had always been daring sailors. Their saying had led them to the discovery of Iceland, and some Norsemen had gone to live there.

Eric, one of the Vikings of Iceland, had sailed west until he came to a wide, barren land. He named this place Greenland because he thought people would be more likely to go there if the land had a good name.

Eric had a son, Lief, who was as daring as his father. It was Lief who sailed south of Greenland, to the eastern coast of North America, in a Norse ship about the year 1000. He noticed first a land covered with stones. He called this country Helluland, "the land of flat stones". Going farther south along the coast, Lief saw a land of forests and named it Markland, "the forest land". At a place still farther south some of his men went ashore. They returned with bunches of grapes. Lief called the grape country Vineland. Helluland was probably Labrador; Markland may have been Massachusetts.

A few years later some Norsemen liked Vineland so well that they built a small village there. They traded with the Indians, and many aboriginal Americans used to come to their village. One day a bull belonging to the white men broke loose and frightened the Indians away. A great number of them returned in a few weeks. They waved their clubs angrily at the Norsemen and began to throw stones. Two Norsemen were killed by the Indians. Fearing more trouble from the Indians, the Norsemen left Vineland. They came to America no more.

COLUMBUS DECIDED TO REACH CHINA BY SAILING WESTWARD

Sailors wanted to find a way to China and "the Indies", as India and the lands and islands farther east were called. That desire started the craze of great geographical discoveries.

In the 15th century most people in Europe believed that the earth was flat, and ships were supposed to fall off if they approached the edge of it. Sailors might run a risk sailing to nowhere. Even some of the learned men who believed the earth to be a globe thought that a voyage to the East was extremely dangerous. They said the surface of the globe was spherical, and if the ship should sail down its slope it could never climb up again. It was generally believed that the ocean at the equator was so hot that no ship could go through it.

There were also grim tales about sea monsters big enough to swallow a ship at one gulp and about the tribes of cannibals feeding on brave travelers. The Atlantic Ocean watering the shores of such sea-faring countries as Portugal, Spain and England was called the Sea of Darkness, as every night the sun set there. It seemed that every night it was swallowed by the darkness. Nobody thought it possible to sail far out on it, threatened by the perspective of perishing in eternal darkness, or being burned in the seas of fire, where the sun traveled during the night.

Still there were some brave and wise men who did not believe those tales and called them nonsense. Christopher Columbus, a famous explorer, was one of them.

Christopher Columbus, an Italian, was born in Genoa. His father was a wool weaver, and wanted his son to study his trade. But the boy did not like wool weaving and hoped to become a sailor. His dream was quite understandable, as Genoa was one of the busiest seaport towns in Europe.

When a boy, Columbus heard plenty of wonderful stories told by sailors. No wonder the wool weaver's son gave up his father's monotonous business and became a sailor. At the age of fourteen he made his first voyage on board the trading ship. Twelve years later his ship was attacked by pirates, and Christopher had to escape to Portugal. At that time there was no better country for a sailor.

The Portuguese had already become a great seafaring nation, the country of brave explorers and sailors. Prince Henry the Navigator did much for the development of shipbuilding and the science of navigation in his country. Prince Henry was the son of King John I of Portugal. Henry never went on voyages himself, but he devoted his life to exploration.

He was the great patron of sailors and hoped they would find a new way to the East around Africa to enrich their country. He provided ships and money for the Portuguese captains who were pushing further and further into the Sea of Darkness and down the coast of Africa. Prince Henry died in 1460, but exploration of the world started by him was going on. European sailors went along the coast of Africa and to the west of the British Isles.

Columbus decided to settle in Portugal. Soon he married a beautiful girl, Felipa. Felipa was an orphan. Her father had been a great sea captain, and she liked to tell her husband about him. These documents, as well as Marco Polo's famous book, made Columbus think that there was a great ocean lying east of China.

Columbus believed the earth to be a globe, and it occurred to him that the ocean mentioned by Polo was the Atlantic. He guesses that China and the Indies could be reached by sailing westward, not eastward.

In 1486 Columbus came to Spain and got a chance to explain his idea to King Ferdinand and Queen Isabella. Some courtiers were present at the audience. They laughed at Columbus and advised the sovereign not to spend

money on such wild schemes. It was Queen Isabella who thought his plan worth trying. The Queen promised Columbus to fit a small expedition to the Indies.

At the time Spain was deeply engaged in the war with the Moors, who had conquered a good deal of Spanish lands. By January, 1492, the Moors had been driven out, and preparations for the expedition were started at last. Almost six years had passed before Isabella kept her word.

Columbus was provided with three small ships, the "Santa Maria", the "Pinto", and the "Nina". The first ship was the largest, of about one hundred tons burden, the second was fifty tons burden, and third, only about forty tons. Eighty-eight sailors formed the three crews. There were some clever, honest and bold men among them, but most of the sailors were criminals released from prisons on condition they would sail with Columbus. The members of the expedition were regarded as men who would never come back.

On the third day of the voyage the "Pronto" lost its rudder, and Columbus had to sail to the Canary Islands to mend the ship. It took him about a month, and the expedition left the Canaries only on the 6th of September.

The sailors were not enthusiastic to set out again, and some of them tried to persuade Columbus to sail home. But Columbus was resolved to reach the Indies and sailed on bravely. The former prisoners felt themselves like men who were given their death warrants. Columbus might be the only member of the voyage.

SAILING WESTWARD

Day after day, week after week the three ships sailed out on the trackless ocean, where there was nothing but a waste of sky and water. The men were growing tired with the monotony of the voyage. Some members of the crew were ready to rise the mutiny against Columbus, throw him overboard and sail back to Spain under pretence of having lost their commander who had accidentally fallen into the sea. Columbus managed to suppress the riot at the very beginning, and the voyage went on.

Columbus kept a journal where he fixed the story of the voyage. Now we know that he hoped to reach the Indies after 2,000 miles. But the ships were to sail much more than this.

At the beginning of October the sailors saw the signs of land lying close by. From time to time birds flew over the ships. Once a bush with red berries was seen in the water. Finally, on Thursday, October 11, the sailors cried out with joy on seeing a green branch floating by. Everybody was impatient to see land at last.

That night Columbus could not sleep at all. He stood the looking to the west. Suddenly he saw a far-off light rising and falling on the water. It was like a torch lighted on the shore. Columbus spent all night looking at it.

At sunrise his patience was recompensed, as the sailors saw a beautiful tropical island unknown to Europeans. That happened on Friday, October 12, 1492.

II СЕМЕСТР

ЗАДАНИЕ НА II СЕМЕСТР

1. Проработать лексическо-грамматический материал уроков I, II, III. Выполнить грамматические упражнения и упражнения по текстам.
2. Выучить лексический минимум семестра.
3. Подготовить домашнее чтение в объёме 10 тысяч печатных знаков.
4. Выполнить письменно и выслать в срок контрольную работу №2.

УРОК №1

Грамматический материал

1. Страдательный залог.
2. Грамматические упражнения.
3. Основной текст "The First English Printer"
4. Дополнительное чтение.

Страдательный залог. Passive Voice

В английском языке очень часто встречаются предложения, в которых глагол обозначает действие, направленное на подлежащее. В этих случаях грамматическое подлежащее обозначает не действующее лицо (или предмет), а лицо (или предмет), на которое направлено действие, например: *книга прочитана, гости будут приглашены.*

Passive Voice в английском языке образуется с помощью вспомогательного глагола to be (в соответствующем времени, лице, числе) и причастия II (III формы смыслового глагола), которое остаётся неизвестным.

to be + Participle II

The work *is done* – Работа сделана

The work *was done* – Работа была сделана

The work *will be done* – Работа будет сделана

В Passive Voice любое из дополнений (косвенное или прямое) может занять место подлежащего. Если есть необходимость упомянуть действующее лицо, то оно вводится предлогом *by*.

He gave me a book (Active Voice).

a) I was given a book *by him* (Passive Voice).

b) A book was given to me *by him* (Passive Voice).

Способы перевода страдательного залога на русский язык разнообразны.

1. *The book was written last year.*

Книга была написана в прошлом году.

2. *The problem is studied.*

Проблема изучается.

3. *The post graduate will be given this article.*

Аспиранту дадут эту статью.

4. *These problems are dealt with.*

Этими проблемами занимаются.

5. *This film is often spoken about.*

Об этом фильме часто говорят.

Модальные глаголы могут сочетаться с инфинитивом в страдательном залоге.

The problems must be dealt with. Этими проблемами надо заниматься.

Tense	Indefinite	Continuous	Perfect	Perfect Continuous
Present	am } is } V ₃ are }	am } is } being V ₃ are }	have } has } been + V ₃	Present Perfect Passive
Past	was } were } V ₃	was } were } being V ₃	had been V ₃	Past Perfect Passive
Future	will } shall } be+ V ₃	Future Indefinite Passive	will } shall } have been V ₃	Future Perfect Passive

Примечание:

1. Предлоги не должны опускаться.

The picture is looked at with great interest.

2. Наречия образа действия ставятся перед глаголом, к которому они относятся:

The book was thoroughly studied.

Грамматические упражнения

Упражнение 1

Употребите сказуемое в следующих предложениях в прошедшем и будущем времени, изменив соответственно обстоятельство времени.

1. Our students are given a lot of homework to do everyday.
2. What kind of books are discussed in class?
3. John is often asked to translate articles from English into French.
4. How many houses are built in your city a year?
5. Why aren't these exercises done?

Упражнение 2

Поставьте следующие предложения в вопросительную и отрицательную форму, делая необходимые по смыслу добавления.

1. Houses are built very quickly now.
2. This work will be finished tomorrow.
3. The delegation was met at the station.
4. The article has been translated into Russian.
5. The work can be done tomorrow morning.
6. The doctor has been sent for.
7. The question has been discussed.

- Jane is wanted on the phone.
- The rules will be revised at the next lesson.
- The novel was written in 1966.

Упражнение 3

Измените активную структуру предложений на пассивную.

- I looked through all these journals a couple of days ago.
- He has obtained very interesting results.
- They will build a new laboratory next year.
- Everybody likes modern music.
- They will have solved all the problems by tomorrow.
- The students are writing the test now.
- He knows all the books by this writer.
- They had discussed every detail by the time secretary came.

Упражнение 4

Задайте вопросы, используя вопросительные местоимения, данные в скобках.

- The students were provided with books. (*what kind of*)
- The creator of this system was asked to speak about it. (*when*)
- The examination will be taken only tomorrow. (*why*)
- Control must be doubled. (*why*)
- Our classroom was occupied by another group. (*when*)

Упражнение 5

Составьте предложение по следующим образцам, используя данные словосочетания.

Образец I:

The book was edited last year.

The book wasn't edited last year, was it?

When was the book edited?

The book will be edited.

The book will be edited, won't it?

When will the book be edited?

To be done, to be found, to be used, to be given back.

Образец II:

He's been told to finish the work.

To be given a lot of work to do, to be shown the way to, to be advised to learn.

Образец III:

Hasn't the problem been discussed yet?

To be forgotten, to be decided, to be left, to be revised.

Образец IV:

The film has been sent for.

To be talked about, to be spoken about, to be listened to, to be looked at.

Образец V:

The keys can be found.

Can the keys be found?

The keys can't be found.

To be met, to be sent, to be shown, to be built, to be finished.

Упражнение 6

Переведите предложения на английский язык, обращая внимание на употребление страдательного залога.

1. Эти вопросы обычно обсуждаются после работы.
2. Я думаю, что об этой книге будут много говорить.
3. После лекции было задано много вопросов.
4. Преподают ли французский язык в вашей школе?
5. Его надо сейчас же найти.
6. Могут дать эти журналы в понедельник утром.
7. В первый раз меня повели в театр, когда мне было 5 лет.
8. Детям велели быть дома в 8 часов.
9. Кем была написана эта статья?
10. Надо сейчас же послать за доктором.

Тексты к уроку 1

Текст А

The First England Printer

Four hundred years ago books were so expensive that only the richest people could afford buying them. The man who had thirty books was considered to have a quite a library. As they were expensive, rules were made for their use. They were not to be touched with dirty hands, nor put on the table at meal times. Greasy elbows were not to be placed on the pages. Books were expensive in price, because every copy had to be written out by hand, and this was a long process which only educated men could perform.

Printing was first introduced into England by William Caxton. His house was in Westminster close to the Abbey. Houses didn't have numbers in those days. They were distinguished from one another by signs. Outside Caxton's house we should have seen a picture of a shield with a red hand running from top to bottom. The house is gone now, and nobody knows exactly where it stood.

For thirty years Caxton lived as a cloth merchant at Brugge in Belgium. When he gave up business, he remembered that idleness was the mother of vice, and so he sought a good occupation, and found it in reading. In a French book which he read, he found many interesting stories that gave him great pleasure. Then, because the book was new and had never been read in English, he thought it would be "a good business" to translate. When he had performed his task he found that many people desired to buy the book and constantly asked him to write out fresh copies when his hand grew weary and not steadfast with copying and his eyes were dimmed with too much looking on the write paper. So having heard of a newly discovered way of making books, he sought out men to teach him. He learned how to print, came to England in 1476 and set up his shop in Westminster.

Pages look like print to us, but to a man of Caxton's time it resembled writing for the types were made to give a mark exactly like the written letters. If the printed words had been different from the written ones, men would not have been able to read them in those days. Lines were uneven in length. In our books all lines are of the same length, because printers can make the spaces between the words wider or narrower to suit them and so make all lines and exactly underneath one another on the right side of the page. But Caxton didn't learn this trick till some years after he began to print. Then his lines began to end regularly.

If the printer wanted to make eighty copies of a book, eighty pages are printed one after another and placed one on top of the other. When the eighty were complete, the printer took the frame from the press, took out the type and set it in order for a new page.

At last, when all the necessary pages were complete, they were sent to the binder to be stitched together.

The invention of printing made books much cheaper, so that many more people could buy and read them. When men began to study books more, they began to wish for great changes.

Задание 1

Прочитайте текст, выпишите незнакомые слова, найдите их значения в словаре. Переведите текст.

Задание 2

Найдите в тексте эквиваленты следующим русским словам и словосочетаниям:

- ✓ –печатник
- торговец тканями
- нетвердый (о руке)
- переплётчик
- пробел между словами
- строки не одинаковые по длине
- праздность – мать порока
- старательно посвящая часы досуга переписке
- нельзя было опираться на страницы грязными локтями

Задание 3

Найти в тексте ответы на следующие вопросы.

1. Who was the first to print books in England?
2. How was it that W. Caxton decided to learn the art of printing?
3. How did a page of a book look like in Caxton's time?
4. Did the invention of printing change men?

Задание 4

Найдите в тексте и выпишите все случаи употребления пассивного залога и определите, каким видоременным формам они принадлежат.

Задание 5

Напишите краткое резюме, выражающее основную идею текста.

Текст В

Towns grew as centers of trade with their own fairs and markets. When they were rich enough they paid money to the king for a Charter, which made them independent bodies, free of feudal duties to local lords. This process spread in the second half of the twelfth century and early thirteenth century, when Henry II, Richard I and King John needed money for wars. Charters were granted, for example, to London about 1130, to Bristol in 1154, Oxford in 1191, Ipswich in 1200 and Exeter in 1208. These developments reflected the growth of a money economy in the towns, particularly in the east and south of England, where production for the continental market was most important. The sale of charters strengthened the position of kings and increased the stability of feudal society.

William and the later Norman kings had taken over a lot of the administrative system and legal structure of Saxon England. The king continued to call his Great Council together, a meeting of feudal lords which gave the king information on the state of the country and which had to raise money for him. In the next century great improvements were made, first by Henry I (1100-35), who created a new central administration of justice and finance by royal secretaries or ministers. This was developed still further by Henry II (1154-89) with the establishment of a king's army, with an increase in the power of the king over the nobles and the bringing of the church under royal law. The legal system was improved with a division of the country into six districts which the king's judges traveled "on circuit", a system maintained until recent time in the Assize Courts, whose name was changed in 1972 to Crown Courts. Trial by jury was introduced in 1166, though its original form was not fair trial of a man by his equals, but for bringing suspected persons before the king's courts. Jurymen were seen as local representatives of the king.

Задание

а) Ответьте на следующие вопросы:

- *Why did towns pay money to the king for a Charter?*
- *Why did the process of paying money by towns spread in the second part of the 12th century and early 13th century? What did it reflect?*
- *Where had William and the later Norman kings taken over a lot of administrative system and legal structure and how did it look like?*
- *Who was the first to make improvements in the administrative system?*
- *What did Henry I create and develop in the administrative system?*

б) Переведите первый абзац текста. Дайте краткое резюме.

Текст С

It was under Henry II that Ireland was first invaded, and he gave Dublin as a colony to Bristol in 1172. From then on Ireland was gradually taken over by the English as their first colony. In this period the growth of trade meant more money in the hands of landowners and merchants, and this was not overlooked by the English kings when they wanted to impose more taxes to pay for their wars in the twelfth and thirteenth centuries. Resentment grew as more taxes were imposed on the free towns by sheriffs, who were unpopular anyway as oppressors of the

people, as we know from the stories of Robin Hood and the Sheriff of Nottingham. King John "Lackland" (1199-1216) treated the barons despotically and, worst crime of all, lost a war in France which meant the loss of Normandy and other provinces. He had gone too far. The barons forced him to meet them at Runnymede, on the banks of the Thames near Windsor, on June 15th 1215. With armed force well in evidence, they made the king agree to their demands set out in Magna Carta (the Great Charter), demands largely based on the rules of administration developed by Henry I and II, producing a balance of power between the king and his Great Council. In British school history books this document is revered as the foundation of the liberties of the freemen of England, guaranteeing them a fair by their peers, or equals. This overlooks the fact that freemen were a minority of the population. Far more important was the agreement of the king not to impose new taxes without the consent of the barons.

This agreement was broken by King Henry III in 1258, and again the barons met in the Great Council, which decided to take financial powers out of the hands of the king. But the barons had conflicting personal interests, and the king was able to win over a section of them to start a civil war to regain his power. He was defeated by Simon de Montfort, who led a group of barons supported by rich London merchants. In 1265 de Montfort, in the king's name, called the first Parliament. This was a new kind of assembly, including not only the lords but two knights to represent each country and two burgesses or citizens from each town. The new body was more than just a meeting to consent to taxation; it was a body helping to decide what taxes should be imposed.

Задание

а) Ответьте на следующие вопросы:

- .. *When did Dublin become a colony?*
- *What events took place in Ireland?*
- .. *What do you know about King John "Lackland" (1199-1216)?*
- *What were the demands of the barons?*
- .. *What can you say about the agreement of the king not to impose new taxes without the consent of the barons?*
- *Who was King Henry III defeated by?*

б) Ответьте на вопрос:

- *How did the first Parliament called by Simon de Montfort look like?*

Переведите 2-ой абзац текста;

в) Дайте краткое резюме текста.

Грамматический материал

1. Согласование времени. Sequence of Tenses. Грамматические упражнения.
2. Основной текст "The Black Death in 1348".
3. Дополнительное чтение.

Согласование времён. Sequence of Tenses

В сложных предложениях выбор временной формы сказуемого в придаточном предложении (дополнительном, а иногда и определительном, обстоятельственном) обусловлен тем, в каком времени употреблено сказуемое (глагол) главного предложения. Сравните:

He knows that	→	she works there	работает
		she is working there	
	→	she worked there	работала
		she was working there	
	→	she will work there	будет работать
		she will be working there	
He knew that	→	she worked there	работает
		she was working there	
	→	she had worked there	работала
		she had been working there	
	→	she would work there	будет работать
		she would be working there	

Во второй группе предложений (первые два предложения) сказуемое придаточного предложения выражает действие одновременное с действием, выраженным глаголом-сказуемым главного предложения, и переводится на русский язык настоящим временем.

Действие, выраженное придаточным предложением в третьем и четвертом примерах второй группы предложений, предшествует действию, выраженному сказуемым главного предложения. На русский язык они переводятся прошедшим временем.

В пятом и шестом предложениях действие придаточного предложения относится к будущему. Здесь вместо вспомогательных глаголов *shall* (1 лицо) и *will* (2, 3 лицо) употребляются вспомогательные глаголы *should* и *would*

соответственно. В вышеописанных примерах мы опираемся на правило согласования времен; в английском языке время глагола в придаточном предложении зависит от времени глагола в главном предложении.

Правило согласования времён действует и при обращении предложения в косвенную речь. Например:

John said "I *shall* come" → John said he *would* come *there* again
here again *tomorrow*". *on the next day.*

She said "I *bought* a pot" → She said *she had bought* a pot
of jam *yesterday*". *of jam the day before.*

При обращении прямой речи в косвенную происходят следующие изменения:

- в глаголе-сказуемом
- в местоимениях и наречиях.

a) Direct Speech
(*прямая речь*)

Present Indefinite
Present Continuous
Present Perfect
Past Indefinite
Present Perfect Continuous
Future Indefinite
Future Indefinite

Indirect Speech
(*косвенная речь*)

- *Past Indefinite*
- *Past Continuous*
- *Past Perfect*
- *Past Perfect*
- *Past Perfect Continuous*
- *Future Indefinite in the Past*
- *Future Perfect in the Past*

b) Direct Speech
(*прямая речь*)

now
today
yesterday
tomorrow
last night
here
this
these

Indirect Speech
(*косвенная речь*)

- *then, at that time*
- *(on) that day*
- *the day before/(on) the previous day*
- *(on) the next day/on the following day*
- *the night before*
- *there*
- *that*
- *those*

Модальные глаголы в косвенной речи.

Modal Verbs in the Reported Speech

Direct Speech (*прямая речь*)

can
may
must
mustn't
needn't

Indirect (Reported) Speech (*косвенная речь*)

— *could, was able to*
— *might (was allowed to)*
— *must (had to)*
— *mustn't (didn't have to)*
— *needn't (it was not necessary)*

Правила согласования времён

Правила согласования времён следует соблюдать и в том случае, если надо заменить вопросительное предложение косвенной речью. Порядок слов в косвенном вопросе всегда прямой. Общие вопросы вводятся в этом случае союзами *if* или *whether*.

He said to me, "Will you leave the city for the vocation?" — *He asked me if (whether) I should leave the city for the vocation.*

Перевод косвенного вопроса следует начинать со сказуемого *знаю ли, найдем ли, сделали ли*.

В предложениях, содержащих вопросительное слово, оно сохраняется в начале косвенного вопроса.

He said to me, "What have you done?" — *He asked me what I had done.*

При замене косвенными конструкциями вопросительных предложений, содержащих просьбу или приказание, глагол в косвенной речи употребляется в форме инфинитива.

Direct Speech (*прямая речь*)

The teacher said to the pupils. [*"Sit down, please"*
"Don't come into the room."]

Indirect (Reported) Speech (*косвенная речь*)

The teacher asked the pupils to sit down (not to come into the room).

Учитель попросил учеников сесть (не входить в комнату).

Бессоюзные придаточные предложения

Определительные и дополнительные придаточные предложения в английском языке могут присоединяться к главному без помощи союзных слов, если союзное слово не является подлежащим придаточного.

Если придаточное определительное заканчивается предлогом, то при переводе на русский язык предлог ставится перед союзным словом, которое в русском языке нельзя опускать.

Определительные придаточные предложения

<i>The man (whom) you saw yesterday was our professor.</i>	—Человек, которого ты видел вчера, наш профессор.
<i>Here is the paper the teacher has told us about.</i>	—Вот статья, о которой учитель говорил нам.
<i>The key(which, that) you had lost was mine.</i>	—Ключ, который ты потерял, был мой.

Дополнительные придаточные предложения

<i>He thought (that) they would hold the conference.</i>	—Он думал, (что) они проведут конференцию.
<i>It seemed to me (that)I had seen the man somewhere.</i>	—Мне казалось, что я уже видел где-то этого человека.

В главной части сложноподчиненного предложения часто используются следующие глаголы и глагольные словосочетания.

<i>to tell</i>	<i>to inform</i>
<i>to answer</i>	<i>to remark</i>
<i>to announce</i>	<i>to add</i>
<i>to declare</i>	<i>to promise</i>
<i>to exclaim</i>	<i>to be sure</i>
<i>to shout</i>	<i>to express regret</i>
<i>to think</i>	<i>to express hope</i>
<i>to suppose</i>	<i>to suggest</i>

Упражнение 1

Поставьте глаголы в скобках в правильную форму.

My daughter said that she (*to be*) busy all day. She was writing an important letter to a friend. When she (*to write*) the first page, she suddenly (*to see*) that she (*to forget*) to mention a very important thing. So she (*to tear*) the letter up and (*to begin*) writing again. After she (*to finish*) the letter, she (*to read*) it and (*to notice*) that she (*to make*) two spelling mistakes. She (*to correct*) the mistakes (*take*) the letter and (*to go*) outside to look for a letter- box. Before putting the letter into the letter- box, she (*to read*) the address which she (*to write*) on it to see that it was correct, and then (*to notice*) that she (*to forget*) to put a stamp on so she decided that she (*to buy*) one and (*to sent*) the letter off the next day.

Упражнение 2

Переведите следующие предложения на русский язык.

1. He says that they discussed all the problems.
2. He said that they discussed all the problems.
3. He said that they had discussed all the problems.
4. He said that they were going to discuss all the problems.
5. He said that they would discuss all the problems.

Упражнение 3

В следующих предложениях замените прямую речь косвенной.

Образец: *What did she say? (I often go to concerts)*

She said she often went to concerts.

1. My sister is fond of music.
2. We want to see this picture gallery.
3. I spoke to my friend about his family.
4. One of my friends came back from an international conference.
5. We shall not change the procedure.
6. I have changed my mind.
7. They don't believe this man.
8. When did he attend seminars?
9. How will he solve that problem?
10. Will you consider the situation tomorrow?

Упражнение 4

В следующих предложениях замените косвенную речь прямой.

1. I asked her if she had emptied her bag.
2. She asked them why he had stayed there.
3. I wanted to know when they would hold the conference.
4. Jane is not sure if her children can count well enough.
5. My friend wants to know if I have ever played chess.
6. I wanted to know what the average number of students in an English class was.

Упражнение 5

Переведите следующие предложения на английский язык.

1. Вы знаете, где живёт ваш преподаватель?
2. Мой товарищ позвонил мне и сказал, что не сможет прийти завтра.
3. Я не знаю, кто может помочь вам сделать эту работу.
4. Вы можете сказать мне, сколько времени мне понадобится, чтобы прочитать эту книгу.
5. Он сказал, что я должен сделать это сразу.
6. Он сказал, что знает три иностранных языка.

Тексты к уроку 2

Текст А



The Black Death in 1348

In the year 1348 sailors at sea sometimes found vessels drifting about upon the waters, as though there were no men on board to steer them. When they ran alongside the decks, eager to solve the mystery, they found dead men lying there. Down below in the bunks more dead bodies were found. With terror in their hearts the sailors fled, for they knew the Black Death was upon the ship. This dreadful plague came slowly from the East across Europe, and reached England in summer of 1348. It appeared first at Melcombe Regis, in Dorsetshire and in eighteen months spread through all England. Some writers said that half the population had died of it.

The bodies of those it attacked were covered with boils and sores. Spitting of blood and awful fever were other signs of it. Some died of it in a day, others lingered for three or even four days. Few recovered. Those who did so were rarely attacked a second time. Once the disease appeared in a house, few could hope to escape. There were silent houses with closed doors on each side of the street. Their doors were closed and nobody had passed through them for weeks. Everyone knew what had happened. Within some houses feeble voices could be heard calling for water and for a priest to confess sins to. It happened that sons and daughters had deserted fathers and mothers, and husbands their wives, and fathers their children. But there were others who had been faithful.

Not all the villagers were doing their duty like brave men and women. Fear had driven some of them to drunkenness that made them forget their woes.

The mill wheel stood still. No carts with corn upon them was coming up. No one was fishing for eels in the pond. The sound of the smith's hammer on his anvil was silent. The monk in the abbey was suffering heavily.

The days of the plague were days of horror in an English village.

Задание 1

Прочитайте текст, выпишите незнакомые слова, найдите их значения в словаре. Переведите текст.

Задание 2

Найдите в тексте эквиваленты следующим русским словам и словосочетаниям.

- чёрная смерть (название чумы);
- судно;
- словно на борту не было никого, чтобы управлять;
- ужасная чума;
- пузыри (вздутая лимфатических узлов) и болячки;
- страшная лихорадка.

Задание 3

Найдите в тексте и выпишите предложения, в которых действует правило согласования времен.

Задание 4

Ответьте на вопросы по тексту.

– *What is Melcombe Regis known for?*

– *What do you know about terrible events of the year 1348?*

– *What is the Black Death?*

Задание 5

Напишите краткое резюме, выражающее основную идею текста.

Текст В

Changing Feudalism

By the 14th century the continued growth of trade was more dependent on production by craftsmen, with the development of commodity-money exchange stimulating more commodity production. Early capitalist forms of production were appearing, as was seen most clearly in Italy and Flanders where, for example, woolen cloth was woven from English wool.

The wars of that period reflected the changing economic system. While England was fighting in Wales and Scotland to add to the possessions of the king and the barons in the customary medieval way, other wars were wars of a new kind, trade wars. The Crusades have already been mentioned. The Hundred Years' War (1338-1453) was partly aimed at the normal feudal target of extra land to exploit, and partly at securing political domination over Gascony, the southwest region of France, which then supplied most of England's wine and salt, and over Flanders, the centre of the wool industry and the main customer for English wool.

In these wars there was less and less reliance on feudal duties to provide the manpower for long campaigns. Barons preferred to pay a cash contribution to the king and war became a new trade with soldiers hired at 3 D a day for archers and 6 D a day for mounted troops. The archers, whether hired professionals or temporary soldiers from English villages, used the longbow, a simple, popular weapon which only required practice to be a deadly instrument even against armoured knights. This was shown decisively in the Battle of Crecy, 1346, when English archers defeated a stronger army of French cavalry. The longbow put the peasant on terms of military equality with his lord. The political lessons of this revolutionary change were drawn by the peasants in 1381 and by outlaws like Robin Hood. The Peasants' Revolt of 1381 was the culmination of a long period of class conflict. As trade had expanded with the east, a demand for the new imported luxuries grew among the feudal lords. Their need for money increased and they had incentive for a more ruthless exploitation of their serfs. Conflict between lords and serfs became more widespread.

Задание

а) Ответьте на следующие вопросы:

– *When were early capitalist forms of production appearing?*

– *What reflected the changing economic system?*

What can you say about the wars of the 14th century?

б) Переведите 2-ой абзац текста.

в) Дайте краткое резюме текста.

Text C₂

The word Parliament, used to describe the new body set up in 1265, is usually supposed to have come from the French word "parlement", a discussion or conference. By the end of the thirteenth century the new rule was firmly established, and the right of Parliament to share in taxation decisions was accepted. This was a vital change. It meant the end of one-man rule by a king and the development of a more collective form of government by the ruling class through their representatives in Parliament. But the feudal ruling class had won these only rights with the help of allies, smaller property-owners in town and country. This alliance was reflected in the composition of the two House of Parliament, meeting separately, a division that has continued throughout the seven hundred years of Parliamentary history. The House of Lords contained the lords temporal and spiritual: the nobility, lords, earls and so on, with the bishops; the House of Commons contained two burgesses from each town and two knights from each county. These burgesses were the growing class of bourgeois traders and merchants; the knights, the smaller landowners, had responsibility in their own areas for keeping the "king's peace". They were given power to judge all sorts of offences in 1360, at the time of serious conflicts between villeins and landowners following the Black Death. This was the beginning of the system of Justices of the Peace.

The knights were already making some use of wage labour, especially in the east and south-east of England, producing wool for export to Flanders. In these knights we can see the beginning of the squirearchy which dominated the English countryside for about five centuries; this was the start of the landed bourgeoisie, a development that was to be a decisive factor in the change from feudalism to capitalism. At the same time, changes in the form of production relationship were developing. The compulsory labour given by serfs in return for their land was more and more being commuted (or transformed) into a commodity rent or money rent.

Задание

а) Ответьте на следующие вопросы:

- *What is the origin of the word "parliament"?*
- *What led to the development of a more collective form of government?*
- *What kind of a division has continued throughout the seven hundred years of Parliamentary history?*
- *What do you know about the production relationships of that time?*

б) Переведите 1-й абзац текста.

в) Дайте краткое резюме текста.

УРОК №3

Грамматический материал

- 1) Грамматика. Инфинитив, его формы и функции.
- 2) Модальные глаголы с инфинитивом.

Инфинитив. The Infinitive

Инфинитив – неопределённая форма глагола. Признаком инфинитива является частица **to**.

to do

to talk

to work

Инфинитив имеет следующие формы в активе и пассиве:

	Active	Passive	
Indefinite	<i>to write</i>	<i>to be written</i>	} <i>Выражают действия, одновременные с действием глагола-сказуемого</i>
Continuous	<i>to be writing</i>	—	
Perfect	<i>to have written</i>	<i>to have been written</i>	} <i>Выражают действия, предшествующие действию глагола-сказуемого. Переводятся прошедшим временем.</i>

Форма Perfect Continuous Infinitive – (*to have been speaking*) редко встречаются в научной литературе.

Инфинитив вместе с относящимися к нему словами образует инфинитивный оборот. В предложении инфинитив может быть:

1) подлежащим

To know English is helpful.

Знать английский полезно.

2) частью сказуемого

- a) We have *to write* the test in time.

Мы должны написать тест вовремя.

To do this means to change the structure.

Сделать это – значит изменить структуру.

- b) Our task is *to organize* the meeting.

Наша задача – организовать встречу.

В случае (б) инфинитив является именной частью сказуемого, следующего за подлежащим, обычно выраженным словами:

task

method

plan

problem

air

purpose

function

3) *дополнением*

I expect *to be given* complete information.

Я рассчитываю, что мне дадут полную информацию.

4) *определением*

The film *to be seen* is cognitive.

Фильм, который будет просмотрен (предстоит посмотреть), познавательный.

I was the first *to come*.

Я пришёл первым.

The idea *to go* to the theatre seems good to me.

Мысль о том, чтобы сходить в театр, кажется мне хорошей.

Инфинитив в функции определения всегда расположен после определяемого им существительного.

5) *обстоятельством*

Tourists go to France *to see* Paris.

Туристы едут во Францию, чтобы увидеть Париж.

To pass the exams you have to study hard.

Чтобы сдать экзамены, ты должен усердно учиться.

Модальные глаголы в сочетании с инфинитивом Modal verbs with Infinitive

Модальные глаголы присоединяют к себе инфинитив без частицы "to".

You must speak English. – Вы должны говорить по-английски.

Модальные глаголы *must* и *may* в сочетании с перфектным инфинитивом выражают *предположение*, относящееся к прошедшему времени.

The article *must have been published* Эта статья, должно быть, была
many years ago. опубликована много лет назад.

The problem *may have been discussed.* Проблема, возможно, уже обсуждена.

Для выделения действия, которое могло бы произойти, но не произошло, употребляется перфектный инфинитив в сочетании с глаголами:

could

might

ought

should

You *could have learnt* all the new words. Вы могли бы выучить все новые слова.

He *ought to have given up* smoking. Ему бы следовало бросить курить.

Грамматические упражнения

Упражнение 1

Определите функцию инфинитива в предложении. Переведите предложения.

1. To find the truth is the aim of our discussion.
2. To know English well you must study grammar, read books in the original.
3. One has to consider all the details to know the essence of the matter.
4. The text to be translated is very difficult.
5. You have to leave the city.
6. The film is to be seen.
7. You may have played football when being a child.
8. You are to give your viewpoint on the subject.
9. My task has been to comment on the game.
10. The teacher was the last to agree.

Упражнение 2

Измените следующие предложения, используя инфинитив.

1. *Knowing* English is helpful.
2. *Finding* out the truth is necessary.
3. *Playing* tennis is rather difficult.
4. *Attending* these lectures is important.

Упражнение 3

Измените следующие предложения, используя инфинитив.

1. I like *collecting* stamps.
2. He began *collecting* books on history.
3. She likes *playing* chess.
4. He expect *being asked* to speak at the conference.

Упражнение 4

Измените следующие предложения, используя инфинитив.

1. He showed me the book *which must be translated*.
2. The person *who must be given* this work is quite young.
3. The viewpoint *that will be started* is rather unexpected.
4. There are certain facts *that are to be considered*.

Упражнение 5

Переведите на английский язык следующие предложения с использованием инфинитива.

1. Туристы едут в США, чтобы увидеть статую свободы.
2. Этот студент последним закончил работу.
3. Ты, должно быть, увлекался музыкой в детстве.

4. Знать правду не всегда приятно.
5. Правила, которые предстоит выучить, очень важны.
6. Он ожидал, что ему расскажут правду.
7. Профессор первым вошёл в аудиторию.
8. Ты должен сам выбирать свой путь.
9. Проблема должна быть решена.
10. Вы могли бы сделать всю работу самостоятельно.

Тексты к уроку 3

Текст А

The Frairs.

A man is tramping sturdily along the road. He seems to be happy. His face seems kind, as though he spent his days in helping others laughing with them when they were gay and mourning with them, when they were sad. His feet are bare, his grey clothes look old and are bleached by sun and rain. He is dressed like a monk, in a long gown with a tippet to it and he has a knotted rope with a crucifix hanging from one end round his waist.

This man is a Frair, whose work is to serve God by helping men. One day he knelt before the altar of a church and promised God to give all his wealth away and to be like the apostles. So he preaches the Gospel wherever he goes. He begs his food by the roadside and sleeps where he can. He is sometimes called a Franciscan Frair, because the first man to live and work in this way was St. Francis.

If he likes peasant's food he will surely get as much as he wants for every man and woman and child he meets smiles to see him. If they have no priest in their village there is much work for the friar to do. There are people in the village who wish to confess their sins and receive forgiveness, there are aged and sick to be comforted, men and women to be married and babies to be baptized; and everybody wants to hear about Jesus and God and the Cross, Heaven and Hell in a language they understand. So the frair will have plenty to do. In the daytime he lends a helping hand in the fields where the villagers work. At night he thinks himself lucky if he finds a hay loft to sleep in. Many a time he has slept in cold church porches.

He is always ready to help. If he meets a hungry man upon the road, he gives him all the food he has without thought for himself.

It was in the year 1224 that the frairs first came to England. The first comers lived in the slums of the cities they visited. In London they settled in the swampy undrained part of the town where the poor and outcast lived. In Cambridge they took up their lodging at first in an old Jewish church. It is said that the frairs at Oxford did not even use pillows at first, nor sandals, unless they were ill or weak.

Soon the people began to love them. They were better educated than many of the priests. They could answer all sorts of questions and explain what God

desired His true believers to do. So the people built them small and mean churches. Common people came there in crowds to listen to the English preaching, to confess their sins and to promise to lead better lives.

The number of the frairs increased, and their dwellings became larger. While traveled the country they were given money. They spent it not on themselves, but on the poor, as well as on buildings and books. Learned scholars arose among them and soon they became professors at the Universities and lectured to large classes. They printed lovely pictures, wrote great books and helped to make Oxford into the great University that it is today.

Sad to relate, the frairs began to lose some of their popularity as years went on. Both priests and people began to dislike the begging frairs, because they asked so continually for money. Nevertheless they did much to bring English men and women to the knowledge of God and Christ.

Задание 1

Прочитайте текст, выпишите незнакомые слова, найдите их значения в словаре. Переведите текст.

Задание 2

Найдите в тексте эквиваленты следующих русских слов и словосочетаний.

- монах нищенствующего ордена;
- побелевший от солнца и дождя;
- длинная ряса с капюшоном;
- завязанная узлом верёвка;
- преклонить колени перед алтарём;
- церковная паперть;
- бродяга;
- тюрьма;
- причащение.

Задание 3

Ответьте на вопросы по тексту.

1. *What does the word "Frair" mean?*
2. *What are the reasons why men and women liked frairs?*
3. *What are the ways in which frairs differed from monks?*
4. *What did a day of a frair look like?*
5. *Why did people begin to dislike the frairs?*
6. *What did the frairs do to bring English men and women to the knowledge of God and Christ?*

Задание 4

Напишите краткое резюме, выражающее основную идею текста.

Text B

In 1379 the king had imposed a graduated Poll Tax, that is, a tax increasing according to the rank of the person paying, from a groat (4d) up to 6, the latter being paid by a duke. This did not raise enough money, so in 1380 another tax was announced, this time only ranging from a shilling (for villeins) up to a pound. This tax was criticized as much less fair. In fact, that was its aim. Parliament had complained that, "The wealth of the nation is in the hands of the workmen and labourers" and supported a tax aimed at taking away some of this wealth. In May 1381 tax collectors set out to bring in the money and when one of them arrived at an Essex village he was killed. The news spread rapidly across the country and the revolt began, with peasants burning down manor houses with all the manorial records, attacking or killing lords and priors, and then marching towards London. The Great Society had obviously prepared well. John Ball was in prison when the revolt began, but the peasants released him at once, and he marched with the men of Kent to meet those marching to London from the north. The peasant armies no doubt contained veterans of Crecy, confident in the power of their longbows. On June 13th the gates of London were opened by friendly workers and apprentices, who included many former serfs, and London was occupied. The king and his ministers met the peasants at Mile End, and again at Smithfield. During these talks one leader, Wat Tyler, had been killed, but the king then promised to meet all the demands of the peasants. They then returned home, only to learn a bitter lesson in royal and upper-class morality.

Far from granting the demands of the peasants, the king's army toured the country, killing leaders like John Ball and hundreds of others, with or without a trial. But the revolt had important results. The ruling class was too frightened to try again to put the clock back. Serfdom was practically abolished. As well as withdrawing the unpopular Poll Tax, the House of Commons in 1382 insisted on the withdrawal of measures agreed by the king and the House of Lords to suppress heretics. The Lollards were still free to preach and to criticise, though twenty years later suppression was renewed and some heretics were burned. More than a century later there were still followers of the Lollards ready to welcome Luther's teachings when they reached England.

Such revolts against feudal oppression were by no means confined to England. Peasants in several countries suffered from heavier burdens through the debasement of currencies (similar in effect to modern inflation) and the costs of wars by which feudal kings were trying to solve their economic problems. The Jacquerie in France in 1358, revolts in Italy in 1382 and in the same year in Flanders, all had similar roots. They reflected the crisis of fully developed feudal society and their results led to a further intensification of the social crisis by increasing the polarization of classes.

Задание

а) Ответьте на следующие вопросы:

What taxes were imposed at the end of the 14th century?

What events took place in 1381?

What were the results of the revolt of 1381?

Did this revolt reflect the event in other countries?

б) Переведите 2-ой абзац текста.

в) Дайте краткое резюме текста.

Text C

Struggle of Novgorod and Pskov Against the Swedish and German Feudal Lords

The victory on the Neva over the Swedes. For a long time the Swedes had been trying to seize the water-route from the Gulf of Finland to the land of Novgorod, which would give them control over the entire trade with Eastern Europe.

In 1240 the Swedes launched a campaign on the Neva under the command of Count Birger, who governed the Swedish kingdom at that time. But no sooner had the Swedes landed near the mouth of the Neva than they were attacked by the Novgorod troops under the command of the Novgorod Grand Prince Alexander, son of Yaroslav. Alexander was one of the most outstanding princes of his time; he pursued a very cautious and wise policy with the Tatar khans and won the respect of the Golden Horde. He was also a brave and skillful military commander. "While conquering, he was unconquerable", a contemporary said of him. In the battle of the Neva against the Swedes, fought under his command, the Novgorod people displayed great valour. One of them, Gavriila Oleksich, in pursuing the enemy, rode his horse over the gangplank right onto an enemy's ship. Thrown into the water together with his horse, he swam to the bank and once more rushed into the fray. Misha of Novgorod and his men sank three Swedish vessels. Savva made his way to Birger's tent and cut down the pole which supported it; the unexpected collapse of the tent in view of the combatants inspired the Russian troops. The Swedes were utterly defeated; Birger himself was almost killed by a blow from Alexander's lance, but saved his life by fleeing to his ships. The men of Novgorod pursued the retreating foe. For this victory on the Neva Prince Alexander won his honorific epithet of Nevsky.

Alexander was an imperious prince who realised that a strong rule was necessary in time of war. The Novgorod boyars, however, tried to limit his power. Soon after the victory on the Neva he came into conflict with the boyars and left Novgorod.

The Germans took advantage of Alexander's absence, seized the ancient Russian city of Izborsk and advanced on Pskov. Some of the boyars in the city proved to be traitors. Pskov was captured by a detachment of knights. The Germans invaded the land of Novgorod, built the fortress of Koporye, and made themselves masters of the land within thirty kilometres of Novgorod.

The Battle on the Ice. Under these circumstances the Novgorod *veche* demanded Alexander's return. He promptly answered the call and arrived at Novgorod with his retinue of warriors and an auxiliary Suzdal detachment. He marched out and captured and destroyed the Koporye fortress. In 1242 he marched on Pskov, routed the German garrison and liberated the city. Then he invaded the lands of the Order. A powerful German army came out to meet him.

opening joust between the skirmish lines was not in Novgorod's favour. Alexander held a position of vantage on Lake Chudskoye (lake Peipus). There, on the ice, on April 5, 1242, a battle took place which went down in history as the *Battle on the Ice*. The Germans attacked in their usual "ping's snout" formation, that is, a closed wedge. The point of the wedge was formed by a heavily armed body of horsed knights, fringing a body of foot soldiers, armed with spears and swords. The rear and flanks ere protected by a detachment of mounted knights. The battle was, in the words of a chronicler, "a furious one"; the ice was stained with blood. The Novgorod men pursued the Germans for seven kilometers, killed 500 knights and took 50 prisoners. After this defeat the Germans hastened to conclude peace. They renounced Pskov and all their other conquests.

The Battle on the Ice ended the offensive of the German knights against Russian soil and saved it from the fate that overtook Livonia. The knights were driven back from the Russian frontier. This victory put a halt to the movement of the German feudal lords against Russian lands. The Russian people saved the Lithuanians, Esthonians and Latvians from destruction by the Germans.

Задание

а) Ответьте на следующие вопросы:

Speak about the Swedish campaign in 1240 and about the victory of the Novgorod Grand Prince Alexander.

Why did Alexander leave Novgorod after the victory in the battle with the Swedes?

б) Расскажите о "ледовом побоище".

КОНТРОЛЬНАЯ РАБОТА №2

Для того, чтобы выполнить контрольную работу №2, необходимо повторить следующий грамматический материал по рекомендованным учебным пособиям.

1. Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Т.1. – М., 1996.
2. Кашурникова Т.Б. Повторяем времена английского глагола. – Киев, 1995.
3. Кузнецова Н.А. Практическая грамматика английского языка. – Самара, 1996.

Система видовременных форм английского языка в страдательном залоге

Кашурникова Т.Б. Повторяем времена английского глагола. – Киев, 1995. С.148-171; Кузнецова Н.А. Практическая грамматика английского языка. – Самара, 1996. С.63.

Согласование времён

Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Т.1. – М., 1996. С.198.; Кузнецова Н.А. Практическая грамматика английского языка. Самара, 1996. С.63.

Общие вопросы в косвенной речи

Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Т.1. – М., 1996. С.210.

Специальные вопросы в косвенной речи

Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Т.1. – М., 1996. С.223.

Просьба и приказание в косвенной речи

Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. Т.1. – М., 1996. С.239.; Кузнецова Н.А. Практическая грамматика английского языка. Самара, 1996. С.78.

Задание 1

Из английских грамматических форм в правой колонке выберите ту видовременную форму, которую вы бы употребили при переводе следующих предложений. Переведите предложения.

- | | |
|---|--|
| 1. Много домов было построено в прошлом году. | a) <i>built</i>
b) <i>had built</i>
c) <i>were built</i>
d) <i>are built</i> |
| 2. Когда я приехал в этот город, этот дом строился. | a) <i>was built</i>
b) <i>had been built</i>
c) <i>was building</i>
d) <i>was being built</i> |
| 3. Много домов строится в Москве. | a) <i>are built</i>
b) <i>have been built</i>
c) <i>was being built</i> |
| 4. Этот дом был построен, когда я приехал. | a) <i>was built</i>
b) <i>had been built</i>
c) <i>was being built</i> |
| 5. Этот дом будет построен в следующем месяце. | a) <i>will have been built</i>
b) <i>will be built</i>
c) <i>will built</i> |

Задание 2

Переведите на русский язык.

New underground railway lines are being built in Samara. Plans have been drawn up to built new underground railway stations. Samara's underground is served by a great staff.

Задание 3

Переведите следующие предложения.

1. Много читать значит много знать.
2. Вы хотите посетить лекцию?
3. Мой брат поехал в Германию учиться.
4. Кто пришёл последним?
5. Врач не велел мне выходить из дому в течение недели.
6. Здравствуй. Рад тебя видеть.
7. Рад, что мы повидались с вами.
8. Он, кажется, что-то пишет.

Задание 4

Составьте предложения с использованием следующих инфинитивных конструкций.

- *to take part in the show*
- *to go camping*
- *to settle things by oneself*
- *to clear up the matter*
- *not to fail the exam*

Задание 5

Дополните предложения, вводя придаточные дополнительные соглас. по образцу. Полученные предложения переведите на русский язык.

Образец:

<i>I knew that</i>	→	<i>he published his book</i>
	→	<i>he had published his book</i>
	→	<i>he would publish his book</i>

1. He remarked that...
2. My friend suggested...
3. The teacher asked when...
4. We don't know how many...
5. She asked me if...

Задание 6

Переведите на английский язык.

1. Нам сообщили, что собрание состоится завтра.
2. Студенты написали контрольную работу прежде, чем прозвенел звонок.
3. Мы пожалели, что приехали сюда.
4. Я не был уверен, придет ли она.
5. Директор завода выразил сожаление, что план не был выполнен полностью.
6. Меня спросили, буду ли я принимать участие в конференции.

Задание 7

Прочитайте и переведите текст.



Going on Pilgrimage in the Fourteenth Century

Pilgrims were seen passing on foot or horseback through towns, or along the country roads, on their way to pray, at the tomb of some holy man who had died long before. Sometimes they were called for help in sickness or danger. Canterbury was the spot to which most English pilgrims went, for Saint Thomas a Becket, the great Archbishop whom Henry the Second's men had slain in his cathedral was buried there. At the tomb of the murdered man miracles were said to have been performed on sick people, who recovered their health by touching the saint's garments, or drinking water in which a drop or two of his blood had

been mixed. Soon many pilgrims began to walk and ride from all parts of England to Canterbury to pay for forgiveness of sins or recovery from illness.

But pilgrims did not go only to Canterbury. There was a piece of wood at Chester that was said, to be part of the Cross on which Christ had died. Men said that their sins would be forgiven if they repented of their sins and prayed to God before it. Some went to Westminster Abbey to ask the aid of St. Edward, the Confessor, or to Durham to St. Cuthbert's shrine, or to many other places. And some men or women were happy to carry home a rag, which had once been part of a Saint's clothing, or a piece of his fingernail, or a bit of leather from his shoe. Bad men pretended to sell relics. Ignorant men thought that to die with a relic in their hands increased their chances of going to Heaven. Some pilgrims carried bells which were called Canterbury bells.

Having returned home they talked for months about what they had seen and done and showed the proofs of their pilgrimage.

Задание 8

Найдите в тексте эквиваленты следующим словам и словосочетаниям.

- *гробница*
- *невежественные люди*
- *паломник*
- *моги*
- *выздоровливать*
- *могила*

Задание 9

Найдите в тексте ответы на следующие вопросы.

1. *Why did people go on pilgrimage?*
2. *Where did pilgrims go to?*
3. *What did they take with them as the proofs of their pilgrimage?*

Лексический минимум 2 семестра

print v.	murder n.
distinguish v.	vessel n.
shield n.	plague n.
merchant n.	disease n.
perform v.	produce v.
desire v., n.	production n.
weary a.	medieval a.
resemble v.	crusade n.
invent v.	knight n.
independent a.	serf n.
state body n.	lord n.
charter n., v.	armour n., v.
grant n., v.	archer n.
feudal a.	campaign n.
society n.	village n.
tax n., v.	outcast n.
scholar n.	pilgrim n.

ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ

STRENGTHENING OF THE MOSCOW PRINCIPALITY

In the first quarter of the 14th century a bitter struggle for the Grand Principality of Vladimir broke out between two of the most powerful principalities of Northeastern Rus – Tver and Moscow. Both of these principalities occupied a favorable geographic position. They were less open to attack by the Tatars since they were shielded on the southeast by other principalities, and afforded refuge to fugitives from the ravaged regions. The growth of productive forces in the Tver and Moscow principalities was more rapid than in the other regions of Northeastern Rus.

Tver was situated on the Volga at its confluence with the Tvertsa River. The city controlled the entire trade route from Novgorod to the Volga. Novgorod merchants travelled by the Tvertsa to Northeastern Rus. The Volga was the trade route of Tver merchants dealing with eastern countries.

Moscow was situated on the River Moskva, a tributary of the Oka. A direct road from the Upper Volga to the Oka passed through the Moscow principality. From here one could travel to the upper reaches of the Don, down to the Azov and the Black seas and to the Crimea for trade with the Italian trading colonies which existed there at the time.

The advantage of Moscow lay in its central position, which enabled it to fight both against the Tatars and Lithuania, and also made it easier for Moscow to unite all the separate principalities of North-eastern Rus.

Moscow became the capital of a separate principality at the end of the 13th century after the establishment of the Tatar yoke. At that time the Moscow principality was very small, and comprised Moscow proper and two other cities—Ruza and Zvenigorod. In 1301 the Moscow prince, Daniel (son of Alexander Nevsky) took possession of Kolomna, which stands at the confluence of the Moskva and the Oka. In 1302 he inherited the neighbouring principality of Pereyaslavl, to which Moscow had once been subject, and thus greatly added to Moscow's power. Nevertheless Tver was the stronger at first. The Grand Prince of Tver, Mikhail Yaroslavich, in the beginning of the 14th century received a letter of investiture from the Tatars bestowing upon him the Grand Principality of Vladimir.

The Tatar's policy was to weaken Rus and not allow any one prince to enhance his power at the expense of another. Uzbek Khan, one of the most powerful khans since Batu, fearing the growing power of the Grand Prince of Vladimir, supported the Moscow Prince Yuri Danilovich (1303-1325) against him. The khan gave his sister in marriage to Yuri and also placed Tatar troops at his disposal to fight against the Grand Prince of Tver. In spite of the Tatar help, Yuri suffered a severe defeat. His wife, Uzbek's sister, was taken prisoner. She died in captivity, and Yuri took advantage of this fact to accuse Mikhail sentenced to death, while he himself received the cherished letter of investiture to the grand principality. But he himself soon fell at the hands of one of Mikhail's sons. Uzbek executed Yuri's murder, but nevertheless bestowed the grand principality on another of Mikhail's sons, Prince Alexander Mikhailovich.

Задания:

1. Read and translate the text.
2. Give Russian equivalents for the following English words and word combinations:
 - principality
 - investiture
 - confluence
 - tributary
 - captivity
3. State what part contains the main idea of the text.
4. Translate the 4th paragraph in writing.
5. Divide the text into logical parts and give a heading to each of them.

IVAN DANILOVICH KALITA

In Moscow Yuri was succeeded by his brother, Ivan Danilovich (1325-1341), surnamed Kalita, meaning "moneybag", on account of his wealth. Ivan Kalita was a shrewd and crafty sovereign. He had no scruples about the means he employed to achieve his ends and to strengthen Muscovy. He was greatly assisted by the church. The Russian metropolitans at that time resided in Vladimir, and not in Kiev, which had been ruined by the Tatars. Yuri Danilovich and Ivan Kalita succeeded in winning over the metropolitan Peter. He transferred his seat from Vladimir to Moscow, and ever since Moscow has been the religious center of Russia. The church used all its religious influence to consolidate the power of the Moscow princes. The threat of the metropolitan's malediction was sufficient to compel the neighboring princes to submit to Moscow's will. Furthermore the church possessed vast populated lands and was in a position to help the Moscow princes with money and troops.

While endeavouring to win the sympathy and support of the church Ivan Kalita at the same time did not grudge his riches when it was a question of bribing the khan, his wives and his retainers. Soon he had an opportunity of gaining possession of the grand principality with the aid of the Tatars. In 1327 the khan's envoy, Cholkhan (Shchelkhan as Russian folk songs called him), came to Tver with a large Tatar force. The Tatars began to pillage the city, causing an outbreak among the populace. Grand Prince Alexander himself headed the rebels. Cholkhan and his Tatars were wiped out. Ivan Kalita hastened to the Horde and offered the khan his services to punish the rebels. With a large Tatar army he invaded the principality of Tver and desolated it. Grand Prince Alexander Mikhailovich took refuge in Pskov. However, the metropolitan Theognost threatened the Pskov people with excommunication if they did not deliver the grand prince; the latter therefore left to Lithuania. Later Alexander returned to Tver and managed to obtain the khan's pardon. Instigated, however, by Ivan Kalita the khan later summoned Alexander to the Horde and had him put to death.

The Moscow prince achieved his goal. In 1328, after the suppression of Tver, the title of Grand Prince of Vladimir was bestowed upon him. The khan granted him the right to collect the Tatar tribute from all of Rus and to deliver it in person to the Horde. This greatly increased Ivan Kalita's importance among the other Russian princes, and he exercised a certain authority over them. On the other hand he became more independent of the Tatars. He appropriated some of the tribute, thus enriching himself. Ivan Kalita considerably expanded his possession at the expense of the other princes. Tenacious and unscrupulous, he diligently enlarged his possessions, sometimes by purchase, sometimes by violence. He made adroit use of the Tatars to increase his own power. As Marx said, Ivan Kalita used the khan as a weapon by means of which he rid himself of his most dangerous rivals and removed every obstacle that hampered his seizure of power.

At the time of his death Ivan Kalita left a fairly large principality. His brother Yuri and he himself had added Mozhaisk and several other towns to the possessions they had inherited from their father. Now the Moskva River all along its course from Kolomna to Mozhaisk belonged to the Moscow princes. Thus was built up the territory of the future Russian realm.

Ivan Kalita was so powerful that he succeeded in establishing a certain amount of order in his principality. The chronicler assures us that under him "a great peace settled over the entire Russian land and the Tatars ceased to war against it" And within the principality itself brigandage diminished and life became safer.

Задания:

1. Read and translate the text.
2. Give English equivalents for the following Russian words and word combinations:
разрушать
религиозное влияние
обладать
плотно заселенные земли
завоевывать
достигать цель
3. Ask questions about the text.
4. Make an outline of the text.
5. Give the principal idea of the text.

OVERTHROW OF THE TATAR YOKE (1480)

With the incorporation of Great Novgorod, Muscovy became powerful enough to venture on casting off the Tatar yoke. Ivan III made the most of the Golden Horde's disintegration. He contracted a close alliance with the Crimean khan, Mengli Girai, to whom he annually sent envoys with personal gifts for the khan, his wives and his leading feudal lords. Taking advantage of the weakness of the Golden Horde, Ivan III stopped paying tribute to the Tatars.

Ahmed, khan of the Golden Horde, leagued himself with the Grand Duke of Lithuania in 1480 and went forth to compel Moscow to pay tribute. The grand prince led his troops to the Oka, to meet the Tatars. Ahmed, who was expecting help from the Lithuanian Grand Duke, moved upstream, in the direction of the Lithuanian border. At this time Ivan III was confronted with the menace of a mutiny on the part of his brothers. The grand prince hastened back to Moscow, subdued his brothers and returned to his troops.

The Tatar and the Russian hosts stood facing each other on opposite sides of the Ugra River, a tributary of the Oka. Neither the Russian nor the Tatars crossed the river. Ahmed was willing to make peace but he insisted upon the payment of tribute. The bishop of Rostov, Vassian, sent a message to Ivan III exhorting him to courageously stand his ground against the Tatars and not to heed the cowards who advised him to betray his native land to the enemy. Thus, things dragged on until the onset of frosts. When the Ugra froze, Ivan ordered his troops to withdraw in order to give battle from more favorable positions. The khan, however, hesitated to attack. His troops were suffering from the cold and lack of food. Meanwhile, Ivan III's ally, the Crimean Khan Mengli Girai, was menacing the Golden Horde from the rear and the Grand Duke of Lithuania, who had promised his aid, had left Ahmed in the lurch. The latter retired from Moscow's borders. Thus ended this remarkable seven months' hostile meeting on the Ugra River.

And thus ended the Tatar-Mongolian yoke, which for 2 centuries had lain heavily upon the Russian people. Having won its independence from Tatar domination, Russian national state was now able further to develop and strengthen itself politically and economically.

The so recently omnipotent Golden Horde was utterly routed by the Crimean Tatars in 1502. In place of the Golden Horde a small khanate came into existence on the lower reaches of the Volga, capital of which was the city of Astrakhan.

Задания:

1. Read and translate the text.
2. Divide the text into logical parts and give a heading to each of them.
3. Translate the 3d paragraph in writing.
4. Give the principal idea of the text.
5. Express your own point of view on the problem discussed in the text.

RUSSIAN'S FOREIGN POLICY (1492 – 1505)

Freedom from the Tatar yoke enabled Ivan III to undertake the gradual recovery of Russian territories on its western frontier. From the Murmansk coast to the lower reaches of the Danube and the Black Sea lay the ancient Russian lands of Kiev Rus, which had been seized by the Danes, Swedes, Germans, Lithuanians and Turks. As a preliminary to his struggle for the acquisition of Smolensk and the Baltic, Ivan III in 1492 concluded peace with Turkey, being the first European sovereign to do so.

That same year Ivan III had a fortress built on the delta of the Narova River, and named it after himself – Ivan-gorod (the city of Ivan). This marked the beginning of Russia's righteous war for possession of the Baltic Sea. The Russian army, in retaliating the Swedish incursions which reached almost to the city of Vologda, advanced to the shores of the Gulf of Bothnia. A diplomatic war commenced over Pechenga (Petsamo) which the Danes were endeavouring to seize. In 1500 open war that lasted three years broke out with Lithuania for possession of ancient Russian lands. The Muscovy troops won several brilliant victories over the Lithuanians. Lithuania entered into an alliance with the Livonian order. The German knights approached Pskov several times but suffered a serious defeat at the hands of the Russian troops. By a peace treaty with Lithuania, the ancient Russian province, the land of Seversk, including the city of Chernigov, were annexed to the dominions of Muscovy, bringing Russia close up to Kiev. The Livonian Order undertook to pay annual tribute to the Moscow Grand Prince, but did not fulfil its obligations.

Ivan III forced the Kazan khanate to accept vassal dependence on Muscovy. He interfered in the appointment of khans to the Kazan throne, and the people of Kazan could do nothing without the permission of Muscovy.

Several campaigns were launched in the Urals. In 1500 the troops of Muscovy crossed the Ural Mountain Range. In the mountains they were attacked by the Nentsi, whom they defeated and from whom they took away 200 reindeer. After that the Moscow waywodes continued on their way by reindeer while the common soldiers traveled on dog teams. The Yugra princes who came forth against them were routed and compelled to pay tribute.

Ivan III pursued a cautious but tenacious policy of consolidating the Russian state. Occasional failures did not daunt or check him. He achieved his ends by clever and surefooted tactics. His relations with the Tatar khans were governed by subtle policy, he skillfully played off the Crimean and Siberian Tatars against the Golden Horde, and tried to avoid recourse to arms. Harsh in his attitude towards his vassals, he held the power firmly in his hands and succeeded in making himself feared.

Задания:

1. Read and translate the text.
2. Translate the 2nd paragraph in writing.
3. Ask questions about the text.
4. Make an outline of the text.
5. Express your own point of view on the problem discussed in the text.

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