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С.С.Юлаева

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Настоящее пособие предназначено для занятий со студентами второго и третьего курсов заочного отделения исторического факультета. Целью данного пособия является углубление и расширение, а также практическое овладение грамматическими конструкциями (явлениями), представляющими наибольшие трудности при переводе материалов по специальности и обработке полученной информации. Сюда входят инфинитив, герундий, причастие в различных функциях и сложные конструкции, включающие эти глагольные формы, а также модальные глаголы в сочетании с различными формами инфинитива и некоторые явления синтаксиса сложноподчиненного предложения. Представленные упражнения направлены не только на выработку правильного понимания изучаемых явлений, но и на умение воспроизвести их в собственном предложении.

Приведенные в пособии тексты помогут созданию лексического минимума по специальности и послужат базой для приобретения навыков работы с текстом. Все основные тексты уроков являются оригинальными.

Данные методические материалы могут быть в различных целях использованы по усмотрению преподавателя на занятиях дневного отделения университета.

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Рецензент д-р пед. наук, проф. М.Д.Горячев

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Первый семестр

Part I

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

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

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

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

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

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

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

Примечание

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

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

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

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

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

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

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

Для составления **summary** целесообразно:

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

Lesson I

Для того, чтобы правильно выполнить задания первого урока необходимо:

I. Изучить грамматические пояснения к уроку:

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

2. Глагол **to be** с последующим инфинитивом как часть составного глагольного сказуемого. Модальный глагол **can** в вопросительных и отрицательных предложениях

3. Союз и относительное местоимение. Случаи их опущения.

II. Перевести текст урока и выполнить лексические упражнения. Выучить новые слова.

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

Грамматические пояснения

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

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

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

	Active		Passive	
	Non-Continuos	Continuos	Non-Continuos	Continuos
Non Perfect	to write	to be writing	to be written	-
Perfect	to have written	to have been written	to have been written	-

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

	Active	Passive
Simple	to write	to be written
Continuos	to be writing	
Perfect	to have written	to have been written
Perfect Continuos	to have been writing	

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

I wanted to ask somebody about it. – Я хотел спросить кого-нибудь об этом.

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

It was pleasant to be driving the car – Было приятно снова вести машину.

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

I was sorry to have said that. – Я сожалел, что сказал это.

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

He is known to have been working – Известно, что он работает над этой проблемой уже много лет.

II. Инфинитив в предложении может выполнять различные функции. Он может служить в предложении подлежащим, дополнением, определением, обстоятельством, быть частью сказуемого. Из всех функций инфинитива мы обратимся лишь к тем, которые могут представить затруднение для русскоязычных студентов.

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

He is to come at six. – Он должен прийти в 6 часов.

но и неизбежность,

He was never to see her. – Ему не суждено было ее видеть.

а также возможность

He was nowhere to be found. – Его нигде нельзя было найти.

и намерение (в условных предложениях).

If we are to come in time, we must – Если мы хотим прийти вовремя, нам надо сразу отправляться.

2. Инфинитив в функции определения стоит после определяемого слова. В этом сочетании возникают модальные оттенки должествования, возможности (иногда желания) или выражается значение будущего.

The article to be found in that magazine will help you to solve the problem you are working at. – *Статья, которую вы можете найти в этом журнале, поможет вам разрешить проблему, над которой вы работаете.*

Инфинитив в функции определения после порядковых числительных переводится личной формой глагола.

He is always the first to come. – *Он всегда приходит первым.*

The first scientist to discover this phenomenon was Lomonosov. – *Первым ученым, который открыл это явление, был Ломоносов.*

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

There are many problems to be solved. – *Следует решить много вопросов, или Есть много вопросов, которые следует решить.*

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

There are many examples to illustrate the rule. – *Существует много примеров, которые поясняют это правило.*

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

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

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

She is too young to understand it. – *Она слишком молода, чтобы понять это.*

He is not so foolish as to believe all he reads. – *Он не настолько глуп, чтобы верить всему, что он читает.*

He was old enough to be my father. – *По возрасту он годился мне в отцы.*

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

They cannot think so. – *Они не могут так думать.*
= *Не может быть, чтобы они так думали.*

Can they be expecting you at such a late hour? – *Неужели они ждут вас в такой поздний час?*

Can he have said it? – *Неужели (Разве) он сказал это?*

He cannot have said it. – *Он не мог этого сказать.*
= *Не может быть чтобы он это сказал.*

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

This is the man whom we met yesterday. – *This is the man we met yesterday.*
He posted the letter which he had written. – *He posted the letter he had written.*

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

This is the house in which I used to live. – *This is the house I used to live in.*
The article that I translated last week was very easy. – *The article I translated last week was very easy.*

The man about whom we were talking yesterday will come at five o'clock. – *The man we were talking about yesterday will come at five o'clock.*

Союз *that* часто опускается в придаточных дополнительных предложениях.

I know that he has returned. – *I know he has returned.*
He said that he felt tired. – *He said he felt tired.*

Grammar exercises

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

1. I hoped to have finished my work in three days. 2. The motorcar was waiting at the door to take us to the railway station. 3. He was not the man to leave his work half finished. 4. There was nothing in the news to make him think. 5. Is there anyone to look after you here? 6. The question to be discussed is very important. 7. This is a fact to note. 8. There was only one sound to be heard in the street. 9. He was too astonished to speak. 10. To do our work properly is to do our duty.

II. Replace the subordinate clause with an Infinitive.

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

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

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

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

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

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

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

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

b) E.g. *He gave a talk on pop music. (clever)*
It was clever of him to have given a talk on pop music.

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

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

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

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

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

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

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

He can't understand every word you say.
Не может быть, чтобы он понимая каждое слово, которое вы говорите.

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

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

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

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

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

TEXT

Columbus, of course, was not the first to «discover» America – the presence of the Indians here at the time of his arrival being sufficient proof of that. Moreover, there exist many more or less *plausible tales* about earlier navigators who also «discovered» the western hemisphere, sailing from various countries during thousands years *prior to* Columbus' celebrated voyage.

Among these supposed discoverers may be listed the group of *Chinese* priests who are said to have landed on California about the year 458. Besides there were several Portuguese sailors seven Spanish bishops and the Irishman, *Ari Marson*, adventurers who are rumoured to have crossed the Atlantic to the American coasts in the sixth, seventh, and ninth centuries. Also it is claimed that *Basque* fishermen were fishing off the Newfoundland

banks as early as the year 1000. It is guessed that Columbus may have learned something from the latter about the fabled America.

More authentic than these many misty myths and legends, however, are the records of the voyages of the *Norsemen*, *Leif Ericson* and others, who in the period of the tenth to fourteenth centuries, sailing from the base in Iceland, visited Greenland, Labrador, Newfoundland and New England. There are signs that these navigators may even have penetrated the *Great Lakes* as far west as *Minnesota*.

The distinctive feature about Columbus' discovery, however in contrast to all those transatlantic voyages which preceded it was that it ended the isolation of the western hemisphere. It definitely and permanently linked the new continents economically, politically and culturally with the rest of the known world.

I. Words and word combinations to be learnt.

- | | | | |
|---------------|----------------|------------------|----------------|
| 1. sufficient | 6. to land | 11. to penetrate | 16. to suppose |
| 2. proof | 7. to discover | 12. feature | 17. to guess |
| 3. navigator | 8. to cross | 13. distinctive | 18. Portugese |
| 4. hemisphere | 9. record | 14. to precede | 19. Spanish |
| 5. voyage | 10. to sail | 15. celebrated | 20. Chinese |

II. Give the English for the following Russian:

- 1) более или менее;
- 2) остальной мир;
- 3) еще в 458 г.;
- 4) в отличие от;
- 5) связывать в экономическом, политическом и культурном отношении;
- 6) утверждают (заявляют);
- 7) полагают (али);
- 8) знаменитое путешествие;
- 9) последние (из упомянутых);
- 10) отличительная черта;
- 11) достаточное доказательство;
- 12) предшествовать путешествию Колумба.

III. Give the opposite of

- | | |
|---------------|-------------------|
| 1. the latter | 5. misty |
| 2. sufficient | 6. in contrast to |
| 3. earlier | 7. permanently |
| 4. arrival | 8. presence |

IV. Find in the text words and word combinations which mean more or less the same.

- | | |
|---|---------------------------|
| 1. seeming to be right | 6. to be joined with |
| 2. earlier in time, order or importance | 7. not expected to change |
| 3. known to be time | 8. enough |
| 4. journey by water | 9. famous |
| 5. separation | 10. one hundred years |

V. Translate the following sentences. Pay attention to the word «the rest». Replace «the rest» either by «the other(s)» or «the remainder».

1. Take what you want and throw the rest away.
2. Her hat was red like the rest of her clothes.
3. I'm going home, what are the rest of you going to do?
4. I'll eat one of these sweets and then you can have the rest.

VI. Pick out of the text nouns, adjectives and verbs referring to navigation.

VII. Form adjectives of negative meaning by adding the prefix «in» (or its variants «im», «il», «ir»). Define their meaning. Make use of your dictionary if necessary.

Human, legal, possible, responsible, different, sufficient, literate, rational, resolute, personal, patient, moral, modest, attentive, passive, expensive.

VIII. Add negative prefixes to the words given below and define their meaning. Make use of your dictionary if necessary.

- a) -dis – charge, organize, appear, connect, agree, credit, advantage, close, respect, play;
- b) -un – dress, lock, certain, tidy, lucky, comfortable, pack;
- c) -mis – trust, print, use, inform, place, direct, fortune, interpret.

IX. Translate the following text without using a dictionary.

WAS HE THE FIRST EUROPEAN IN AMERICA?

Leif Ericson may have been the first European traveler to reach the North American continent. He was one of the boldest of all the Vikings. The Vikings lived in what are today the countries of Norway, Sweden, and Denmark. They were fierce fighters and adventurous sailors. Five centuries before the time of Columbus, Vikings settled on the North Atlantic islands

of Iceland and Greenland. However, the Viking colony in Greenland had disappeared by the fifteenth century.

Sometime around A.D. 1000 Leif Ericson sailed west beyond Greenland. He reached a country he called Vinland because of the many wild grape vines growing there. Probably Vinland was somewhere along the Canadian or New England coast. Leif Ericson and his crew may have spent a winter there before returning to Greenland. Other Vikings made some attempts to follow up on this discovery but lacked the necessary power, organization, and desire to establish a permanent colony in Vinland. Leif Ericson's travels are known today only because he is the hero in a few Icelandic sagas, or legends.

X. Answer the following questions.

1. How does Columbus' celebrated voyage differ from other transatlantic voyages?
2. What do we know about other navigators who are also said to discover the western hemisphere?
3. Do you think Columbus knew anything about the fabled America before he started on his voyage?
4. Why do we know more about Leif Ericson than about other precolumbian discoverers of America?
5. What were the main occupations of the Vikings?
6. Where did they establish their colony in about the 9th century?
7. When did their first colony exist?
8. What did Leif Ericson call the country he reached around A.D. 1000? Why?
9. How long did the Vikings stay there?
10. Do you know anything about the investigation of the recently unearthed Norman settlement in New England?

XI. Read and translate the following passages.

New World Empires: Spanish and French

On the morning of October 12, 1492, three small ships came to anchor in the sheltered bay of a Caribbean island. The admiral of the little fleet and his ships' captains went ashore in small boats. It was the first time they had set foot on land in 37 days.

The last time they had walked on land had been in early September in the Canary Islands, 60 miles off Africa. There the expedition had taken on firewood, casks of water, and food. The rudder of one of the ships had been repaired. Then the fleet had left these pleasant islands and moved out to

sea. Under the orders of the admiral, the fleet's course had always been in the direction of the setting sun.

The admiral was Italian-born Christopher Columbus, sailing in the service of Spain. He and his captains knelt and gave thanks to God for their successful voyage from Europe. The admiral called the island San Salvador (Spanish for «Holy Savior»). He then took possession of the land in the name of King Ferdinand and Queen Isabella of Spain. Thus began an era when the nations of Europe would compete for lands in America where they would establish colonies.

1. Find the sentence which sums up the general idea of the passage.
2. Summarize the contents of the passage in not more than four sentences.
3. Point out which details are of no particular importance for the contents of the passage.

The Spanish in the West Indies

For Columbus this moment of going ashore was one of great satisfaction. Earlier that year he had acquired from the Spanish king and queen the backing he had long sought to test his *hypothesis*. A hypothesis is a guess that is based on facts. Like other well-informed people of his time, Columbus knew the world was round. If this was so, he reasoned, it should be possible to reach the Spice Islands of Asia by sailing westward into the unknown waters of the Atlantic.

Columbus thought the island he had reached was off the mainland of Asia. Instead it was one of the small islands in the Caribbean Sea. Today it is known as Watlings Island in the chain called the Bahamas. Because Columbus thought he had reached the East Indies, he called the people he found there Indians. Columbus never knew he had reached the islands of a vast landmass that was soon to be called America.

Did Columbus' voyage prove that his hypothesis was correct? Why or why not?

Colonizing the West Indies. In the years following Columbus' first voyage, the Spanish quickly conquered and colonized Puerto Rico, Jamaica, Cuba, Hispaniola, and other islands in what came to be called the West Indies. There they raised cattle and grew sugar and cotton.

Most of the Spanish colonists were unemployed soldiers. They had fought for Ferdinand and Isabella in wars against the Moslems. These former soldiers regarded work on the land beneath their dignity. They became overseers and forced the Indians to work as laborers on the land.

But the colonists were more interested in riches than in farming. The Indians' stories of the mainland – of great cities and of untold wealth – spurred the Spanish to one expedition after another.

1. Give account of the hypothesis Columbus wanted to bring to the test.
2. Answer the question put by the authors in the text of the passage.

The French Explorers

Like Spain, France was interested in building up its power in the New World. From the 1500's on, French exploration centered on eastern Canada, far to the north of the Spanish-held lands around the Caribbean Sea.

For some time, French fishers had been sailing to the Grand Banks, off Newfoundland. To dry their catch, they set up stations ashore and there they first traded with the Indians for furs.

The French saw the fur trade as one source of strength. In Europe there was a great demand for furs, particularly beaver. The pelts of mink, otter, and marten also found a ready market. The Indians eagerly traded furs to the French for guns, tools, cloth, and brandy. In search of furs, the French pushed westward, up the St. Lawrence River and into the Great Lakes.

Like the Spanish, the French sent missionaries to the New World. The Jesuits in particular played an important role in the exploration and settlement of New France. They journeyed far into the interior, setting up missions and cultivating good relations with the Indians.

1. Answer the following questions and sum up your answers.
2. Which part of the continent did French exploration center on?
3. What did the French see as one source of their strength? Why?
4. What made the French push westward?
5. What role did the Jesuits play in the exploration and settlement of New France?

New World Empires: The English

England's claims in the New World stemmed from the voyages of an Italian-born sailor known in England as John Cabot. In 1497 Cabot explored the coast of North America from Newfoundland, southward, possibly as far as Chesapeake Bay. He claimed this land for England. The following year Cabot set out to explore further this region where he had planted the English flag. The expedition never returned. It seems likely that the ships with all aboard went down in the stormy waters of the North Atlantic.

It was to be many years before England followed up this claim. As a way to gain power, England turned to trade with other countries rather than to overseas colonization. Many farmers began raising sheep, and the manufacture and sale of woolen goods became a big business for England. Meanwhile, Spain grew rich and powerful from the gold and silver of Mexico and Peru.

During the reign of Elizabeth I (1558-1603), England laid the groundwork for prosperity and power. England was gradually changing from a farming country into a seafaring, commercial nation. Queen Elizabeth built up the royal navy, and England prepared to challenge Spain on the high seas.

1. Find the answers to the questions in the text of the passage. Sum up your answers.

1. Which part of the New World did John Cabot claim for England?
2. How did it happen that England did not follow up Cabot's claim immediately?
3. When were the English ready to challenge Spain and France in the New World?

XII. Make an outline of the text «New World Empires» using the facts you find in the three passages.

XIII. Write a précis in English (or in Russian) according to your outline.

Lesson II

Для того, чтобы правильно выполнить задания урока второго необходимо:

I. Изучить грамматические пояснения к уроку:

1. Конструкция объектного предикатива (**Complex Object**).
2. Инфинитив в функции подлежащего и обстоятельства цели.
3. Модальный глагол **must**, его значения и употребление с различными формами инфинитива. Его эквиваленты.
4. Придаточное подлежащее и придаточное сказуемое.

II. Перевести текст урока и выполнить лексические упражнения. Выучить новые слова.

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

Грамматические пояснения

1. В грамматической и учебной литературе конструкция объектного предикатива имеет несколько названий ~~в зависимости от теоре-~~

тической позиции автора описания. Ее называют сложным дополнением (**Complex Object**), объектным инфинитивным оборотом, конструкцией «аккузатив с инфинитивом» (**Accusative with the Infinitive**) и т.д.

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

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

He wants me to come on Saturday. – Он хочет, чтобы я пришел в воскресенье.

I believe her to be in Leningrad now. – Я полагаю, что она сейчас в Ленинграде.

Конструкция объектный предикатив лексически зависима. Она употребляется:

<p>1. После глаголов чувственного восприятия (инфинитив частицы to) без</p>	<p>see hear feel watch perceive notice observe</p>	<p>I saw him cross the street</p>
<p>2. После глаголов, выражающих желания, чувства и намерения (инфинитив частицей to) с</p>	<p>want wish like hate desire intend</p>	<p>He wants me { to come on Sunday. to be invited there.</p>
<p>3. После глаголов умственной деятельности (инфинитив частицей to) с</p>	<p>know believe think consider expect</p>	<p>We believe him { to finish the work in two days. to be finishing the work. to have finished the work.</p>

4. После глаголов выражающих приказание, просьбу, разрешение (инфинитив с частицей to в страдательном залоге)	tell ask order command allow	<i>The captain ordered the cases to be loaded.</i>
5. После глаголов, выражающих побуждение к действию (инфинитив частицы to) без	let make have get (to)	<i>She made him drink some milk.</i> <i>It is not easy to get him (to) take part in the show.</i>
5а. Глагол get допускает употребление инфинитива как с частицей to , так и без нее.		

2. Инфинитив в функции подлежащего занимает обычно первое место в предложении, но часто стоит после сказуемого, если имеет при себе пояснительные слова. В этом случае перед сказуемым стоит формальное подлежащее **it**.

To listen to such music is very pleasant. – Приятно слушать такую музыку.
It is pleasant to listen to such music.

Если при подлежащем в форме инфинитива сказуемое выражено глаголом-связкой **to be** + инфинитив, то связка переводится словом «значит».

To do our work properly is to do our duty. – Выполнять свою работу настоящим образом – значит выполнять свой долг.

Инфинитив в функции обстоятельства цели отвечает на вопрос «для чего?» и может вводиться союзами **in order (to)**, **so as (to)**.

I'll go there at once so as (in order) not to be late. – Я пойду туда сейчас же, чтобы не опоздать.

Так как инфинитив в качестве обстоятельства цели может также занимать первое место в предложении следует быть внимательным при переводе и правильно определить его функцию. Сравните:

To drive a car in a big city is very difficult.
To drive a car in a big city you must be very experienced.

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

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

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

Обязанность, необходимость	Побуждение к действию	Предположение
<p>1. Необходимость</p> <p><i>I must go there tonight. (надо)</i> <i>I have to go there. (надо)</i> <i>I had to go there. (пришлось)</i> <i>I shall have to go there. (придется).</i></p>	<p>1. Приказ-увершение</p> <p><i>You must come and see my flat.</i></p> <p>2. Строгий приказ</p> <p><i>You are to take a spoonful of this after each meal.</i></p>	<p>1. Предположение, граничащее с уверенностью, относящееся к настоящему</p> <p><i>Somebody must know her.</i></p> <p><i>Somebody must be waiting there.</i> <i>(должно быть, вероятно).</i></p>
<p>2. Обусловленная необходимость</p> <p><i>The lecture is to begin at five.</i> <i>I was to meet her there.</i></p>	<p>3. Запрещение</p> <p><i>You must not do it.</i></p> <p>4. Строгое запрещение</p> <p><i>You are not to leave this room.</i></p>	<p>2. Предположение, граничащее с уверенностью, относящееся к прошлому.</p> <p><i>Somebody must have known her.</i> <i>Somebody must have done it.</i> <i>Somebody must have been waiting there.</i></p>

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

He must know her address. – Он должно быть (вероятно) знает ее адрес.
It must be five o'clock now. – Теперь должно быть пять часов.
She must be waiting for you. – Она должно быть ждет вас (сейчас).

Perfect Infinitive и **Perfect Continuous Infinitive**, выражая предположение, относят действие к прошлому.

They must have forgotten their promise. – Они должно быть забыли свое обещание.

She must have been waiting for you there since five o'clock. – Она должно быть ждала тебя с пяти часов.

Для выражения предположения, относящегося к будущему **must**, не употребляется. Русскому предложению «Лекция, должно быть, будет интересной» соответствует *The lecture will probably be interesting.*

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

That he made a mistake is strange. – Странно то, что он сделал ошибку.

Whether they will come today is not known yet. – Придут ли они сегодня, еще неизвестно.

What we want now is rest. – То что нам нужно сейчас – так это отдых.

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

The question is whether they will be able to help us. – Вопрос заключается в том, смогут ли они нам помочь.

The weather is not what it was yesterday. – Погода не такая, как (она была) вчера.

Grammar exercises

I. Translate the following sentences into English.

1. I don't like you to repeat that nonsense.
2. We expected everybody to be ready by seven.
3. We knew him to be a clever man.
4. He felt her heart beat with joy.
5. She felt her hand tremble.

6. He declared himself to be a member of the club.
7. We can't have them waste their time in this way.
8. At last they got him to write a letter to his brother.
9. Mother had her little son put his toys into a special box.
10. We won't have you speak like that.

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

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

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

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

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

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

E.g. Nina sang beautifully. (hear)
Did you hear her sing?

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

V. Translate the following sentences.

1. To say such a thing to a child was simply thoughtless of you.
2. To tell him the truth at the moment meant nearly to kill him.
3. To know English well you will have to work very hard.
4. To get the new magazine I had to go to the library.
5. To explain this simple fact is not very easy.
6. To improve my knowledge of English I read English books every day.

7. To solve this problem is extremely important.
8. We took a taxi so as not to miss the train.
9. I was silent in order to give them time to think.

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

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

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

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

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

VIII. Join the following sentences to form.
 Subject clauses.

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

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

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

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

TEXT I

LORD NOVGOROD THE GREAT

Novgorod or, to use its formal name, Lord Novgorod the Great stands out as one of the most impressive and important states of appanage Russia. When Kievan might and authority declined and economic and political weight shifted, Novgorod rose as the capital of northern Russia as well as the greatest trading center and, indeed, the leading city of the entire country. Located in a lake area, in the northwestern corner of European Russia, and serving throughout the appanage period as a great Russian bulwark against the West, it came to rule enormous lands, stretching east to the Urals and north to the coast line. Yet, for the historian, the unusual political system of the principality of Novgorod and its general style of life and culture possess even greater interest than its size, wealth, and power.

The Historical Evolution of Novgorod

Novgorod was founded not later than the eighth century of our era – recent excavations and research emphasize its antiquity and its connection with the Baltic Slavs – and, according to the *Primary Chronicle*, it was to Novgorod that Riurik came in 862 at the dawn of Russian history. During the hegemony of Kiev, Novgorod retained a position of high importance. In particular, it served as the northern base of the celebrated trade route «from the Varangians to the Greeks», and also as a center of trade between the East and the West by means of the Volga river. The city seems to have remained outside the regular Kievan princely system of succession from brother to brother. Instead, it was often ruled by sons of the grand princes of Kiev who, not infrequently, themselves later ascended the Kievan throne; although some persons not closely related to the grand prince also governed in Novgorod on occasion. Iaroslav the Wise in particular came to be closely linked to Novgorod where he ruled for a number of years before his accession to the Kievan throne; even the *Russian Justice* has been considered by many scholars as belonging to the Novgorodian period of his activities. And Novgorod repeatedly offered valuable support to the larger ambitions and claims of its princes, for example, to the same Iaroslav the Wise in his bitter struggle with Sviatopolk for the Kievan seat.

The evolution of authority and power within Novgorod proved to be even more significant than the interventions of the Novgorodians on behalf of their favorite princes. While we know of a few earlier instances when Novgorod refused to accept the prince allotted to the city – it is with the famous expulsion of a ruler in 1136 that the Novgorodians embarked upon their peculiar political course. After that date the prince of Novgorod became in essence a hired official of the city with strictly circumscribed authority and prerogatives. In 1156 Novgorod obtained virtual

independence in religious administration too by seizing the right to elect its own archbishop. To be exact, under the new system the Novgorodian veche selected three candidates for the position of archbishop; next, one of the three was chosen by lot to fill the high office; and, finally, he was elevated to his new ecclesiastical rank by the head of the Russian Church, the metropolitan.

I. Write the translation of text I «Historical Evolution of Novgorod».

II. Find in the text the answers to the following questions.

1. When was Novgorod founded?
2. Why did Novgorod retain a position of high importance?
3. Why do historians take a great interest in the political system of the principality of Novgorod?
4. When did Novgorod embark upon its peculiar political course?
5. How did the Novgorodians obtain independence in religious administration?

III. Sum up your answers.

TEXT II

I. Novgorod's defense of Russian lands from foreign invasions, stemming from its location in the northwestern corner of Russia, might well have had a greater historical significance than its wars against other Russian principalities. The most celebrated chapter of this defence is linked to the name of Prince Alexander, known as Alexander Nevskii, that is, of the Neva, for his victory over the Swedes on the banks of that river. Alexander became the prince of Novgorod and later the grand prince of Russia at a particularly difficult time in the history of his country. Born in 1219 and dying in 1263, Alexander had to face the Mongol invasion and the imposition of the Mongol yoke on Russia, and he also was forced to deal with major assaults on Russia from Europe. These assaults came from the Swedes and the Teutonic Knights, while neighboring Finnish and especially strong Lihuanian tribes applied additional pressure. The German attack was the most ominous: it represented a continuation and extension of the long-term German drive eastward which had already resulted in the Germanization or extermination of many Baltic Slavic and western Lithuanian tribes and which had spread to the Estonian, Latvian, and Lithuanian neighbors of Russia. A forcible conversion of all these peoples to Roman Catholicism, as well as their subjugation and Germanization, constituted the aims of the Teutonic Knights who had begun as a crusading order in the Holy Land and later transferred their activities to the Baltic area.

II. In the year in which Kiev fell to the Mongols, 1240, Alexander seized the initiative and led the Novgorodians to a victory over the advancing Swedes on the banks of the Neva River. The chronicles tell us that Alexander himself wounded the Swedish commander Birger, who barely escaped capture. In the meantime the Teutonic Knights had begun their systematic attack on northwestern Russian lands in 1239, and they succeeded in 1241 in capturing Pskov. Having defeated the Swedes and settled some differences with the Novgorodians, Alexander Nevskii turned against the new invaders. In short order he managed to drive them back and free Pskov. What is more, he carried warfare into enemy territory. The crucial battle took place on April 5, 1242, on the ice of Lake Chud, or Peipus, in Estonia. It became known in Russian historical tradition as «the massacre on the ice» and has been celebrated in song and story – more recently in Prokofiev's music and Eisenstein's brilliant film *Alexander Nevskii*. The massed force of mailclad and heavily armed German knights and their Finnish allies struck like an enormous battering ram at the Russian lines; the lines sagged but held long enough for Alexander Nevskii to make an enveloping movement with a part of his troops and assail an enemy flank; a complete rout of the Teutonic Knights followed, the spring ice breaking under them to aid their destruction.

III. Relations with the Mongols took a different turn. Although the Mongol invasion failed to reach Novgorod, the principality together with other Russian lands submitted to the khan. In fact, the great warrior Alexander Nevskii himself instituted this policy of co-operation with the Mongols, becoming a favorite of the khan and thus the grand prince of Russia from 1252 until his death in 1263. Alexander Nevskii acted as he did because of a simple and sound reason: he considered resistance to the Mongols hopeless. And it was especially because of his humble submission to the khan and his consequent ability to preserve the principality of Novgorod as well as some other Russian lands from ruin that the Orthodox Church canonized Alexander Nevskii.

I. Words and word combinations to be learnt.

- | | | | | |
|-----------------|------------------|-------------------|---------------|------------------|
| 1. principality | 5. extermination | 9. capture | 13. to settle | 17. to face |
| 2. prince | 6. subjugation | 10. ally | 14. to drive | 18. to deal with |
| 3. yoke | 7. activity | 11. to succeed in | 15. to fail | 19. to transfer |
| 4. assault | 8. chronicles | 12. to seize | 16. to submit | 20. to settle |

II. Give the verbs corresponding to the following nouns.

invasion, conversion, extension, destruction, cooperation, subjugation, extermination, resistance, difference.

III. Find the opposite of.

- | | |
|-------------------|-----------------|
| 1. to succeed | 6. victory |
| 2. to be defeated | 7. advancing |
| 3. heavily armed | 8. to free |
| 4. to manage | 9. submission |
| 5. allies | 10. cooperation |

IV. Find in the text words and word combinations which mean more or less the same:

- 1) violent and sudden attack;
- 2) to take hold of;
- 3) aid;
- 4) soldier, fighter;
- 5) ruler of a small state;
- 6) country ruled by a prince;
- 7) complete destruction;
- 8) disagreement;
- 9) to force people to change their beliefs;
- 10) to win a victory over;
- 11) to gain one's purpose;
- 12) working or acting together for a common-purpose;
- 13) come or go forward;
- 14) entering a country with armed force in order to attack;
- 15) record of events in the order of their happening.

V. Give the English for the following Russian:

- 1) защита от иностранного вторжения;
- 2) сохранить княжество;
- 3) политика сотрудничества;
- 4) полный разгром;
- 5) перенести военные действия на территорию врага;
- 6) уладить разногласия;
- 7) едва избежать плена;
- 8) захватить инициативу;
- 9) движение на восток;
- 10) насильственное обращение в католичество;
- 11) особенно трудное время в истории страны;
- 12) ему пришлось мужественно выдерживать монгольское нашествие;
- 13) нападение на Русь со стороны Европы;
- 14) распространиться на соседей Руси;

VI. Form adjectives with the help of the suffix «-less». Translate them.

defense, hope, name, help, friend, child, end, hat, colour, class, father, life.

VII. Form adjectives with the help of the suffix «-ful». Translate them.

hope, help, colour, thank, beauty, event, peace, use, law.

VIII. Form adverbs with the help of the suffix «-ly». Translate them.

forcible, historical, strong, bare, new, free, recent, heavy, complete, different, simple, humble, consequent, brilliant, sudden.

IX. Fill in the blanks with the suitable words from the text in the correct form.

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

The Germans took advantage of his absences, ... the ancient Russian city of Izborsk and ... on Pskov. Pskov ... by a detachment of ... The Germans ... the land of Novgorod and built the fortress of Koporye.

Under the circumstances the Novgorod veche demanded Alexander's return. He arrived at Novgorod with his retinue of ... and a Suzdal detachment. He marched out and ... and ... the Koporye fortress. In 1242 he marched on Pskov ... the German garrison and ... the city.

X. Answer the following questions.

1. What activities are the people of Novgorod remembered and honoured for?
2. Whose name is one of the most celebrated chapters in the history of Novgorod linked to?
3. What trials did Alexander and the people of Novgorod have to face?
4. Why is prince Alexander known as Alexander Nevskii?
5. What were the aims of the Teutonic knights?
6. When did the decisive battle against the Teutonic knights take place?
7. Why is this battle known as «the massacre on the ice»?
8. What was the outcome of the battle?
9. Did the Mongol invasion reach Novgorod?
10. What was prince Alexander's policy towards the Mongols like?
11. What were Alexander's reasons for his policy of submission?
12. How did the Orthodox Church show its appreciation of prince Alexander's activities?

- XI. Entitle the whole of the text and give a heading to each of its parts.
- XII. Word the central idea of the whole passage.
- XIII. State which part contains the main idea of the passage.
- XIV. Give the principal idea of each part.
- XV. Make an outline of the whole passage.
- XVI. Write a précis in English (or in Russian) according to your outline.

Lesson III

Для того, чтобы правильно выполнить задания урока третьего необходимо:

- I. Изучить грамматические пояснения к уроку:
 - 1) Конструкция субъектного предикатива (**Complex Subject**);
 - 2) Инфинитивный оборот с предлогом **for**;
 - 3) Модальный глагол **may**, его значения и употребление с различными формами инфинитива;
 - 4) обстоятельствоное придаточное предложение времени.
- II. Перевести текст урока и выполнить лексические упражнения. Выучить новые слова.
- III. Выполнить упражнения по извлечению и преобразованию информации, содержащейся в тексте.

Грамматические пояснения

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

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

предложения, восприятие информации о содержании предложения лицами причастными к ней и т.д.

This book is reported to have been translated into many languages. - Сообщают, что эта книга переведена на многие языки (как сообщают; сообщается, что ...)

This writer is supposed to be translating English poetry. - Предполагают, что этот писатель сейчас переводит английскую поэзию.

He doesn't seem to know the subject. - Кажется, (похоже на то, что ...) он не знает этого предмета.

Таким образом, предложения, содержащие конструкцию субъектный предикатив, могут переводиться на русский язык сложно-подчиненным предложением, в котором главное предложение представлено глаголом в форме 3-го лица множественного числа с неопределенно-личным значением (говорят, сообщают, предполагают и т.д.). Во многих случаях такие предложения переводятся при помощи русского простого предложения, имеющего в своем составе вводное слово (кажется, вероятно) или предложение (как сообщают, как полагают и т.д.).

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

1. При сказуемом в страдательном залоге, выраженном глаголами речи, умственной деятельности, чувственного восприятия и побуждения:	state say report announce know believe think find consider suppose expect see hear make	<i>His theory is believed to <u>be</u> correct.</i> <i>He is supposed to <u>have come</u> back.</i> <i>A car was heard to <u>arrive</u>.</i> <i>She was made to <u>rewrite</u> the rest of the test.</i> <i>You are known to <u>have been working</u> at the problem for the last three years.</i>
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2. При сказуемом в действительном залоге, выраженном глаголами:	chance happen seem appear prove turn out likely unlikely sure certain	<i>He seems to <u>know</u> the man.</i> <i>The weather seems to <u>be changing</u>.</i> <i>She is sure <u>to come</u>.</i> <i>They are likely to <u>have completed</u> their work.</i>
3. При сказуемом, выраженном сочетанием глагола-связки с прилагательными:		

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

1) подлежащего

It is important for a student to be well-read in his field. – Студенту важно быть хорошо начитанным в своей области.

2) дополнения

Everybody waited for the meeting to start. – Все ждали, когда начнется собрание.

3) именной части сказуемого

It is for him to take the final decision. – Это он должен принять окончательное решение.

4) определения

The best thing for him to do is to leave this place. – Самое лучшее, что он может сделать, так это уехать отсюда.

5) обстоятельства

I'll make a new dress for you to wear at the ball. (цель) – Я сошью для тебя новое платье, чтобы ты могла надеть его на бал.

The problem is too difficult for me to understand. (следствие) – Проблема слишком трудна для того, чтобы я могла ее понять.

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

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

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

	Побуждение совершенно действия	к	Предположение
<p>1. Отсутствие препятствий к совершению действия</p> <p><i>You may buy this book at any shop.</i></p> <p><u>Примечание:</u> в этом значении очень часто употребляется глагол <i>can</i>.</p>	<p>1. Разрешение (главным образом в вопросительных предложениях)</p> <p>- <i>May I come in?</i> - <i>Yes, you can. (may)</i> - <i>No, you can't. (may not)</i></p> <p>2. Запрещение</p> <p><i>You may not leave the room until I say so.</i></p> <p>3. Просьба, упрек (чаще иронически)</p> <p><i>You might leave the child alone.</i> <i>Могли бы оставить ребенка в покое.</i> <i>You might have brought her a present.</i></p>		<p>1. Сомнение, предположение относительно настоящего или будущего</p> <p><i>She may / / be living here. might /</i></p> <p><i>Она, возможно, живет здесь.</i></p> <p>2. Сомнение, предположение, относящееся к прошлому.</p> <p><i>May / She / have done it might /</i></p> <p>(может быть, возможно)</p>

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

They may come to Moscow in the summer. - Они могут приехать в Москву летом.
Mother may be cooking dinner. - Мама, возможно, готовит обед.
My friend may have taken your books. - Мой друг, может быть, взял твои книги.

The baby may have been crying - Ребенок, может быть, плачет с тех пор, как проснулся.

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

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

She will ring you up when she comes home. - Она позвонит вам, когда придет домой.

While you are having dinner, I shall be reading the newspaper. - Пока вы будете обедать, я буду читать газету.

Grammar exercises

I. Translate into Russian.

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

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

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

- b) *He is studying the documents now. (appear);*
He appears to be studying the documents now;
- c) *He finished his letter. (seem);*
He seems to have finished his letter.

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

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

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

IV. Translate into English.

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

V. Translate into Russian.

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

VI. Analyse the meanings of the verb «may».

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

VII. Translate into English.

1. Можно мне здесь подождать? – Да, конечно.
2. Может быть, он уже ушел.
3. Может быть, он еще ждет.
4. Вы могли бы приходить во-время. Вы всегда опаздываете.
5. Нельзя пользоваться словарем во время контрольной работы.
6. Могло бы быть и хуже.

VIII. Join the following pairs of sentences into complex sentences with subordinate clauses of time.

Use the correct tense forms:

a) make use of the conjunctions «after», «before», «when», «till», «until».

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

b) make use of the conjunctions «hardly .. when», «no sooner ... than».

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

TEXT

Why Moscow Succeeded

The rise of Moscow was a fundamental development in Russian history. The ultimate success of the northeastern principality meant the end of the appanage period and the establishment of a centralized state, and the particular character of Muscovite government and society affected the evolution of Russia for centuries to come. Yet, while the role of Moscow proved to be in the end overwhelming, its ability to attain this role long remained subject to doubt and thus its success needs a thorough explanation. Moscow, after all, began with very little and for a long time could not be compared to such flourishing principalities as Novgorod or Galicia. Even in its own area, the northeast, it started as a junior not only to old centers like Rostov and Suzdal but also to Vladimir, and it defeated Tver in a long struggle which it appeared several times to have lost. Written sources, on their part, indicate the surprise of contemporaries at the unexpected emergence of Moscow. In explaining the rise of Moscow, historians have emphasized several factors, or rather groups of factors, many of which have already become apparent in our brief narrative.

First, attention may be given to the doctrine of geographical causation which represents both one of the basic and one of the earliest explanations offered, having already been fully developed by S. Soloviev. It stresses the decisive importance of the location of Moscow for the later expansion of the Muscovite state and includes several lines of argument. Moscow lay at the crossing of three roads. The most important was the way from Kiev and the entire declining south to the growing northeast. In fact, Moscow has been described as the first stopping and settling point in the northeast. But it also profited from movements in other directions, including the reverse. Thus, it seems, immigrants came to Moscow after the Mongol devastation of the lands further to the northeast. Moscow is also situated on a bend of the Moscow river, which flows from the northwest to the southeast into the Oka, the largest western tributary of the Volga. To speak more broadly of water communications which span and unite European Russia, Moscow had the rare fortune of being located near the headwaters of four major rivers: the Oka, the Volga, the Don, and the Dnieper. This offered marvelous opportunities for expansion across the flowing plain, especially as there were no mountains or other natural obstacles to hem in the young principality.

The economic argument is linked in part to the geographic. The Moscow river served as an important trade artery, and as the Muscovite principality expanded along its waterways it profited by and in turn helped to promote increasing economic intercourse. Soviet historians in particular have treated the expansion of Moscow largely in terms of the growth of a common market. Another economic approach emphasizes the success of

the Muscovite princes in developing agriculture in their domains and supporting colonization. These princes, it is asserted, clearly outdistanced their rivals in obtaining peasants to settle on their lands, their energetic activities ranging from various inducements to free farmers to the purchase of prisoners from the Mongols. As a further advantage, they managed to maintain in their realm a relative peace and security highly beneficial to economic life.

It is generally believed that the policies of the Muscovite princes made a major and massive contribution to the rise of Moscow. From Ivan Kalita to Ivan III and Basil III these rulers stood out as «the gatherers of the Russian land», as skillful landlords, managers, and businessmen, as well as warriors and diplomats. They all acted effectively even though, for a long time, on a petty scale. Kliuchevsky distinguishes five main Muscovite methods of obtaining territory: purchase, armed seizure, diplomatic seizure with the aid of the Golden Horde, service agreements with appanage princes, and the settlement by Muscovite population of the lands beyond the Volga. The relative prosperity, good government, peace, and order prevalent in the Muscovite principality attracted increasingly not only peasants but also, a fact of great importance, boyars, as well as members of other classes, to the growing grand principedom.

I. Words and word combinations to be learnt.

- | | | |
|-----------------------------|------------------------|------------------|
| 1. appanage period | 9. argument | 17. to include |
| 2. flourishing principality | 10. intercourse | 18. to describe |
| 3. source(s) | 11. domain | 19. to profit |
| 4. contemporary | 12. purchase | 20. to emphasize |
| 5. expansion | 13. advantage | 21. to stress |
| 6. devastation | 14. peace and security | 22. major |
| 7. opportunity | 15. contribution | 23. apparent |
| 8. obstacle | 16. to develop | 24. beneficial |

II. Form nouns with abstract meaning from the following adjectives with the help of the suffixes:

a) -ance (-ence)

important, different, significant, efficient, absent, present, evident

b) -ness

dark, kind, weak, cold

c) -ty (-ity, -ability, -ibility)

active, safe, secure, certain, possible, responsible, available

III. Find the English for:

- 1) относительное процветание, относительный мир и безопасность;
- 2) обычно полагают, что;
- 3) внести большой вклад в;
- 4) собиратели русской земли;
- 5) вооруженный захват;
- 6) в мелком масштабе;
- 7) частично;
- 8) образование централизованного государства;
- 9) лежать на пересечении трех дорог;
- 10) возможности для расширения;
- 11) естественные препятствия;
- 12) Москву нельзя было сравнить с таким процветающим княжеством как ...;
- 13) письменные источники, со своей стороны, свидетельствуют ...;
- 14) историки подчеркивают (выделяют) несколько факторов;
- 15) внимание должно быть уделено ...;
- 16) как утверждают.

IV. Give verbs corresponding to the following nouns and translate them

- a) seizure, prosperity, contribution, expansion, government, argument, success
- b) purchase, profit, doubt, defeat, offer, stress, land

V. Find the combinations which the following words form in the text and translate them.



1. skillful
2. relative
3. economic
4. seizure
5. principality
6. appanage

VI. Find in the text words and word combinations which mean more or less the same.

1. a new stage which is the result of developing
2. original documents serving as material for study
3. social community; certain grouping of humanity
4. something in the way that stops progress or makes it difficult
5. favourable time or chance

6. a countryman working on the land, either for wages or on a small farm which he rents or owns
7. a person from whom another rents land or building(s)
8. buying
9. belonging to the same time
10. younger, lower in rank
11. safety, freedom from danger
12. to flourish
13. vigorous in action, forcible

VII. Find in the text the opposite of the following.

1. decreasing economic intercourse
2. historians failed to notice (disregarded) several factors
3. careless inaccurate explanation
4. the failure of Muscovite princes
5. weak activities
6. unprofitable to economic life
7. diminishing of Moscow principality
8. the economic argument is not connected with the geographic.

VIII. Read the following text and translate it without a dictionary. These words may be helpful.

1. descendants – потомки
2. to seek help – искать помощи
3. impregnable – неприступный

TEXT II

Try to infer from the context the meaning of the words you don't know.

BEGINNING OF THE STRUGGLE AGAINST THE TATARS

Dimitry Donskoi. The increase of Muscovy continued after the death of Ivan Kalita. The Grand Principality of Vladimir remained all the time in the hands of Ivan Kalita's descendants. Only in 1359, when his second son, Ivan II, died and the Moscow throne passed to the latter's young son, Dimitry Ivanovich (1350-1389), did the neighbouring princes attempt to dispossess the young Moscow prince of the grand principality. The metropolitan Alexei and the Moscow boyars succeeded in getting the Horde to confirm their prince as the grand prince; they placed the boy Dimitry in

the saddle and marched against their rival, the prince of Suzdal. Moscow was victorious and Dimitry recovered Vladimir.

Under Dimitry Muscovy became extremely powerful. He fortified his capital, Moscow, building a stone wall round it in place of the former oak wall (1366). He pursued a vigorous policy of gaining supremacy over the other principalities and «brought all the Russian princes under his will». He had to wage a prolonged war against the neighbouring principalities of Tver, Ryazan and Nizhni Novgorod. Dimitry's enemies sought help from the Lithuanian Grand Duke, Olgerd, who thrice marched against Moscow, but the patriotism of the Muscovites and the stone wall of the capital made it impregnable. The boyars and clergy, and especially the metropolitan Alexei, helped Dimitry considerably.

IX. Answer the following questions.

1. What is the significance of the rise of Moscow?
2. Why was the rise of Moscow unexpected and surprising for contemporaries?
3. What factors do historians emphasize in explaining the rise of Moscow?
4. What was one of the earliest explanations offered?
5. What were the advantages of Moscow's location?
6. How is the economic factor linked to the geographic?
7. What are the two economic approaches to the explanation of Moscow's success?
8. What is the contribution of the policies of the Muscovite princes to the rise of Moscow?
9. What were their methods of obtaining territory?
10. What attracted people to the growing principality of Moscow?

X. Sum up your answers to the questions given above.

XI. State the main problems discussed in the text. «Why Moscow Succeeded».

XII. Divide the text into as many parts as the contents in your opinion require.

XIII. Find the main idea of each part.

XIV. Give the title to each part.

XV. State which part contains the principle idea of the whole text.

XVI. Make an outline of the text.

XVII. Compress the text to no more than 8-10 sentences.

КОНТРОЛЬНАЯ РАБОТА №1

I. Translate the following sentences containing the Infinitive in different functions.

- a) 1. The committee began working out a resolution to be presented to the conference.
2. You are just the man to do it.
3. There is nothing to be gained by pretending.
4. Whether you want to do it or not is a matter for you to decide.
5. I came in to see if I could help her pack.
6. He opened his mouth wide as if to speak.
7. He liked her too much to cause her any trouble.
8. I had only to look at mother to know the answer.
9. He was not an easy man to get on with.
10. It's wonderful to have someone to help.
- b) 1. He was heard to repeat his answer several times.
2. Passing the house I heard him play the piano.
3. She bought some toys for the children to play with.
4. He did not appear to be surprised at the news.
5. He seems to be satisfied to be doing nothing.
6. He is sure to remember me.
7. I have closed the window for you not to catch cold.
8. He is known to take very sudden decisions.
9. The book is likely to be published soon.
10. The best thing for you to do is to consult a dictionary.

II. Translate the following sentences. Pay attention to the meaning of the verb «can».

1. Can this woman be your sister? She can't have changed so much.
2. She can't have told you this. I don't believe you.
3. Could she have been at home all that time?
4. This old bracelet can't have been found in Africa.
5. Can she have been waiting for us all this time?

III. Fill in the blanks with «to be to» or «to have to».

1. Where ... the lecture to take place? – I suppose in the assembly hall.
2. I ... to ask him about it tomorrow, as today he has already gone.
3. She ... to send a telegram because it was too late to send a letter.
4. So, our plan is as follows: I ... to go to the library and bring the books.
You ... to look through all the material here. Later we ... work together.

IV. Paraphrase the following sentences using the modal verb «may». Mind the form of the Infinitive.

1. Why didn't Nick ring us up? – It is possible that he forgot about it.
2. Perhaps they will come home very soon: be ready.
3. Perhaps the question was too difficult for her.
4. Perhaps she tried to enter the University, but failed.
5. It is possible that your brother has never heard about this singer.

V. Copy the following sentences, omitting the relative pronoun wherever possible. Transform the sentences if necessary.

1. I have brought the book about which I told you yesterday.
2. The house that I live in was built ten years ago.
3. There are many people who do not smoke.
4. I have just found a letter which I ought to have posted yesterday.
5. This is the hotel at which we stayed.
6. There is the student whose book you found.
7. The street which leads to the station is very wide.

VI. Read and translate the following text.

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 Russians 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 frost. When the Ugra froze, Ivan ordered his troops to withdraw in order to give battle from more favourable 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 two centuries had lain heavily upon the Russian people. Having won its independence from Tatar domination, the 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, the capital of which was the city of Astar Khan.

VII. Copy the text. Guided by the contents divide it into paragraphs.

VIII. Copy out the key sentences of each paragraph.

IX. Entitle the text.

Второй семестр

Part II

I. Для того, чтобы правильно выполнить задание второго семестра студенту необходимо усвоить следующие разделы курса грамматики английского языка:

1. Герундий. Формы и функции. Значение и употребление конструкций с герундием (герундиальных комплексов).

2. Причастие I. Формы и функции. Причастие II. Синтаксические конструкции, включающие причастие I и причастие II.

3. Значение и употребление модальных глаголов **need, ought to, should**.

4. Сложноподчиненное предложение с придаточным обстоятельства цели, причины и придаточным уступительным.

II. Студенту следует перевести тексты уроков, выполнить лексические упражнения, выучить новые слова.

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

Lesson I

Для того, чтобы правильно выполнять задание урока первого необходимо:

1. Усвоить грамматические пояснения к уроку:

- 1) формы и функции герундия в предложении;
- 2) значение и употребление герундиальных оборотов (комплексов);
- 3) обстоятельственное придаточное предложение причины.

2. Перевести текст урока и выполнить лексические упражнения, выучить новые слова.

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

Грамматические пояснения

1. Герундий является неличной формой глагола, которая обладает грамматическими особенностями как глагола, так и существительного. По происхождению он связан с отглагольным существительным. По значению герундий, как глагольная форма, выражает процесс.

происходящий во времени и соотносённый с каким либо носителем действия – лицом или предметом.

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

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

Non-perfect Perfect	Active	Passive
		writing having written

He was surprised at hearing this.

Swimming is a good exercise.

He likes being invited by his friends.

I remember having shown her the letter.

I remember having been shown the letter.

- Он был удивлен, когда услышал это.

- Плавание – хорошее физическое упражнение.

- Он любит, когда его приглашают друзья.

- Я помню, что я показывал ей это письмо.

- Я помню, что мне показывали это письмо.

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

She was used to sitting up late.

(She used to sit up late.)

My mother was angry with me for seeing him.

(I saw him.)

- Она привыкла поздно засиживаться по вечерам.

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

2. В предложении герундий может выполнять функции:

1) Подлежащего:

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

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

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

it is worth while – стоит, заслуживает

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

There was no avoiding him now. - Теперь встречи с ним невозможно было избежать.

There is no denying the fact. - Этот факт нельзя отрицать.

2) Именной части составного сказуемого:

My favourite occupation is reading. - Мое любимое занятие – чтение.

3) Дополнения прямого и предложного:

I like studying English. - Мне нравится изучать английский язык.

He was surprised at having been asked about it. - Он был удивлен, что его спросили об этом.

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

- | | |
|------------------------|--------------------|
| 1. to be surprised at | - удивляться |
| 2. to be interested in | - интересоваться |
| 3. to be engaged in | - заниматься |
| 4. to be fond of | - любить |
| 5. to be proud of | - гордиться |
| 6. to be afraid of | - бояться |
| 7. to object to | - возражать против |
| 8. to insist on | - настаивать на |

9. to depend on	- зависеть от
10. to prevent from	- препятствовать, мешать
11. to result in	- иметь результатом, приводить к чему-либо
12. to succeed in	- удаваться
13. to accuse of	- обвинять
14. to approve of	- одобрять
15. to suspect of	- подозревать

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

We discussed different methods of teaching foreign languages. - Мы обсуждали различные методы изучения иностранных языков.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Since you have finished your work,
you may go home.*

*He walked quickly for he was in a
hurry.*

*Now that he is here, he can help
you.*

*- Поскольку вы окончили свою рабо-
ту, вы можете идти домой.*

*- Он шел быстро, так как он очень
спешил.*

*- Теперь когда (поскольку) он здесь,
он может помочь вам.*

Grammar exercises

I. Translate the following sentences into English.

1. Working long hours without a break is very tiring.
2. They say the film is boring. It's not worth seeing.
3. There is no telling whether they will come or not.
4. I am against giving pupils much homework.
5. I am against being given this work.
6. He mentioned speaking to my friend about it.
7. He mentioned having been spoken about it.
8. My little son likes being read to.
9. On being told of his sudden illness I went to see him at once.
10. The poor peasant thanked Robin Hood for having helped him.
11. We are looking forward to seeing you again.
12. My friend succeeded in translating this difficult text.

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

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

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

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

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

- a) *E.g. Can Nina make dresses?*
Yes, she is good at making dresses.
All her dresses look nice.

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

- b) *E.g. Why can't you watch figure-skating competition? (cook)*
- Because I'm busy cooking. We have dinner at six.

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

- c) *E.g. Do you like to travel by sea?*
Yes, I enjoy travelling by sea.

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

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

1. I don't like the idea of our starting so early.
2. In spite of his coming in time we couldn't start at once.
3. The play is not so bad but I can't imagine anyone wanting to see it three times.
4. Today's paper not commenting on this important event is most surprising.
5. His having failed the examination surprised everybody.

6. We do not object to the question being discussed at the meeting.
7. The teacher is surprised at your having made so many mistakes.
8. He was upset at his son being constantly accused of bad conduct at school.

VI. Change the following sentences using gerundial constructions.

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

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

VII. Translate into Russian.

1. Этот фильм стоит посмотреть.
2. Она ушла не попрощавшись.
3. Бесполезно идти туда сейчас. Уже поздно.
4. Я получил удовольствие, читая вашу книгу.
5. Я помню, что переводил эту статью.
6. Извините, что я прерываю вас.
7. Никто не настаивал на обсуждении этого вопроса.
8. Я не возражаю против того, чтобы остаться дома и поработать над переводом.
9. Я с нетерпением ждал встречи с братом.
10. Я настаиваю на том, чтобы вы сказали мне правду.
11. Болезнь отца помешала ему отправиться в экспедицию.
12. Она подозревала, что он говорит ей неправду.

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

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

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

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

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

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

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

X. Answer the follow questions. Begin your answers with «because».

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

TEXT

Read and translate the following text.

RUSSIAN HISTORY FROM PETER THE GREAT TO CATHERINE THE GREAT: THE REIGNS OF CATHERINE I, 1725-27, PETER II, 1727-30

Russian history from the death of Peter the Great to the accession of Catherine the Great has been comparatively neglected. Moreover, the treatments available turn out not infrequently to be superficial in nature and derisive in tone. In the course of thirty-seven years Russia had, sardonic commentators remark, six autocrats: three women, a boy of twelve, an infant, and a mental weakling.

But the tragicomedy at the top should not be allowed to obscure important developments which affected the country at large. Westernization continued to spread to more people and broader areas of Russian life. Foreign relations followed the Petrine pattern, bringing Russia into an ever-closer relationship with other European powers. And the gentry made a successful bid to escape service and increase their advantages.

When the first emperor died without naming his successor, several candidates for the throne emerged. The dominant two were Peter, Alexis's son and Peter the Great's grandson, and Catherine, Peter the Great's second wife. The deceased sovereign's daughters, Anne and Elizabeth, and his nieces, daughters of his half-brother Tsar Ivan V, Catherine and Anne,

appeared as more remote possibilities at the time, although before very long two of them were to rule Russia, while descendants of the other two also occupied the throne. Peter was the only direct male heir and thus the logical successor to his grandfather. He had the support of the old nobility, including several of their number prominent in the first emperor's reign, and probably the support of the masses. Catherine, who had been crowned empress in a special ceremony in 1724 – in the opinion of some, a clear indication of Peter the Great's intentions with regard to succession – possessed the backing of «the new men» such as Iaguzhinsky and especially Menshikov, who had risen with the reforms and dreaded everything connected with Peter's son Alexis and old Muscovy. The Preobrazhenskii and Semenovskii guard regiments decided the issue by demonstrating in favor of the empress. Opposition to her collapsed, and the dignitaries of the state proclaimed Catherine the sovereign of Russia, «according to the desire of Peter the Great.» The guards, as we shall see, were subsequently to play a decisive role in determining who ruled Russia on more than one occasion.

Catherine's reign, during which Menshikov played the leading role in the government, lasted only two years and three months. The empress's most important act was probably the creation, in February 1726, of the Supreme Secret Council to deal with «matters» of exceptional significance.» The six members of the council, Menshikov and five others, became in effect constant advisers and in a sense associates of the monarch, a departure from Peter the Great's administrative organization and practice. Catherine I died in 1727, having appointed young Peter to succeed her and nominated as regent the Supreme Secret Council, to which Anne and Elizabeth, her daughters and the new ruler's aunts, were added.

Peter II, not yet twelve when he became emperor, fell into the hands of Menshikov, who even transferred the monarch from the palace to his residence and betrothed him to his daughter. But Peter II did not like Menshikov; he placed his confidence in young Prince Ivan Dolgoruky. The Dolgoruky family used this opportunity to have Menshikov arrested. The once all-powerful favorite and the closest assistant of Peter the Great died some two years later in exile in northern Siberia, and the Dolgorukys replaced him at the court and in the government. Two members of that family sat in the Supreme Secret Council, and late in 1729 the engagement of Peter II to a princess Dolgorukaia was officially announced. But again the picture changed suddenly and drastically. Early in 1730, before the marriage could take place and when Peter II was not quite fifteen years old, he died of smallpox.

I. Words and word combinations to be learnt.

- | | | |
|--------------------------|-------------------|-------------------------------|
| 1. available | 9. in favour of | 17. to succeed |
| 2. to affect | 10. dignitary | successor |
| 3. to escape | 11. subsequently | succession |
| 4. remote | 12. to deal with | 18. to place confidence in |
| 5. heir (male) | 13. adviser | 19. to use an opportunity |
| 6. prominent | 14. to appoint | 20. to fall into the hands of |
| 7. to crown
(empress) | 15. in exile | |
| 8. backing | 16. areas of life | |

II. Give the English for:

- 1) оказаться поверхностным по характеру;
- 2) все более тесные отношения;
- 3) европейские державы;
- 4) длиться два года и три месяца;
- 5) вопросы (дела) исключительной важности;
- 6) в некотором смысле;
- 7) соратники монарха;
- 8) назначить наследником;
- 9) назначить регентом;
- 10) всесильный фаворит;
- 11) ближайший помощник;
- 12) при дворе;
- 13) измениться внезапно и коренным образом;
- 14) более чем в одном случае;
- 15) возвыситься в результате реформ;
- 16) решить проблему;
- 17) занимать трон;
- 18) оппозиция потерпела крах.

III. Give the opposite for.

- | | |
|-----------------|----------------------------|
| 1. in favour | 6. remote |
| 2. infrequently | 7. opposition |
| 3. at the top | 8. according to the desire |
| 4. advantage | 9. constant advisers |
| 5. descendants | 10. to use an opportunity |

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

- 1) support;
- 2) dominant;
- 3) one who holds high office or rank;
- 4) a partner, colleague, companion;
- 5) convenient time or occasion; chance;
- 6) near in space or time;
- 7) person or thing that follows another;
- 8) one who governs during youth, absence or unfitness of the rightful ruler;
- 9) to make known publicly, to announce officially;
- 10) antagonism, resistance.

V. Give the verbs corresponding to the following nouns and translate them.

opposition, successor, commentator, indication, creation, departure, confidence, favourite, increase, escape, place, reform, number, support, back

VI. Form nouns from the verbs with the help of the following suffixes and translate them.

a) -ion (ation, tion, sion, ssion)
collect, connect, submit, include, produce, introduce, combine, oppose, demonstrate, succeed occupy;

b) -ment

achieve, agree, govern, pay, settle, develop, appoint, engage

c) -age

break, marry, pass, pack, band

VII. Answer the following questions.

1. What important developments took place in Russia as a result of Peter the Great's activities?
2. Who were the dominant candidates for the Russian throne after Peter I's death?
3. Whose backing did Catherine possess?
4. Who was Peter supported by?
5. Who decided the issue?
6. What was the new empress's most important act?
7. Who did she appoint to succeed her?
8. Whose hands did Peter fall into when he became emperor?

9. What family came to play the leading role in Peter II's short reign?
10. What changed the situation suddenly and drastically?

VIII. 1) How many parts could you divide the text into, guided by the contents?

- 2) Which part contains the main idea of the passage?
3) What is the principal idea of each of the parts?

IX. Give a title to each of the parts.

X. Make an outline basing it on the principal ideas of the passage.

XI. Write a précis, omitting nothing important.

I. Read the following text without a dictionary for full understanding, that is, try to grasp both the central idea and the details.

Here are some words and word combinations that may be helpful.

1. volume – том
2. to reject the premise – зд. отвергать предположение
3. to exert efforts – прилагать усилия
4. to rot away – гибнуть, превращаться в прах

First Russian encyclopaedia discovered

The first Russian encyclopaedia, a vast collection of articles written over four centuries ago, has been discovered in the library of the historical-architectural museum of the ancient Russian city of Novgorod.

The encyclopaedia was edited and compiled by Metropolitan Makary of Novgorod. He was a highly educated man of his time. He assembled all the people engaged in book-making and gave them the difficult task of copying and putting together all the books «that are to be found in Rus». Work on the collection, consisting of 12 volumes, was completed in 1541. The articles in it were not arranged alphabetically but in a calendar order – to be read every month. Hence the title – «Great Menology», i.e., monthly readings.

The medieval compilers of the Novgorod encyclopaedia included in it works on medicine, philosophy, mathematics, anthropology and other sciences. There are also explanations of natural phenomena – snowfall, rain, earthquakes and volcanic eruptions.

The encyclopaedia rejects the premise that the Earth is flat and declares: «The Earth does not stand on anything, but hangs in the air ...»

An anonymous author left on one of the volumes a sort of a mini-review on the work: «Many people exert all their efforts to obtain riches: they take land from others by force, collect gold, pearls and other stones. But the compiler of this encyclopaedia sought neither beads nor gold. Because he was well aware that all riches on Earth rot away. Only wisdom exists for ever.»

II. Answer the following questions to make sure that you understood every detail.

1. What information did the Novgorod encyclopaedia contain?
2. In what way were its contents arranged?
3. How did the reading of the encyclopaedia impress the anonymous author quoted in the text?

III. Scan the following text and answer the following questions.

1. By whose order was the collection of enemy artillery pieces founded?
2. Who was the biggest gun cast by?
3. What is its weight and the length of its barrel?
4. In whose reign was it cast?
5. Was it ever put into action?

THE TSAR CANNON

HAVING entered the Moscow Kremlin through the Trinity Gate, you see a beautiful collection of cannons near the Arsenal building, which was erected on the orders of Peter the First at the beginning of the 18th century. The tsar wanted to found a museum of Russian military glory and collected captured enemy artillery pieces and other military hardware.

Among the hundreds of artillery pieces in this collection are 40 very old cannons made in the 16th-17th centuries in Russia and abroad. Through them we are better able to trace the history of artillery over a period of 400 years.

Once upon a time ancient cannons protected the Moscow Kremlin. They were installed on its towers and special pads, called «raskaty». At that time the towers had no cone-shaped roofs, they were flat topped.

Among the casting masters the name of Andrei Chokhov was particularly famous. This talented man cast the «Troil» which is displayed by the Arsenal. «Troil» stands for the King of Troy. (Old cannons, by the way, had names and were decorated during casting with ornaments showing animals, mythical beasts and people.) The Troil has a picture of

the King of Troy in full armour with a banner and a sword. The cannon weighs 7 tons.

Andrei Chokhov's biggest gun, the famous Tsar Cannon, stands near the ancient cathedrals on a white stone pedestal. It owes its name to its gigantic size, which is unchallenged in the world. The cannon weighs 80 tons, its barrel is 5 m. 34 cm long and has a calibre of 890 mm.

Chokov cast a picture of a galloping horseman on the cannon. The picture is of Tsar Fyodor Ivanovich, the Tsar and Ruler of Great Russia».

Another inscription mentions the fact that the cannon had been cast by Andrei Chokhov.

The cannon was cast for military purposes but it never fired a shot. In days of old the cannon stood outside the Kremlin covering the approaches to the Spassky Gate. It was made ready for action only once when Kazy-Girei was advancing on Moscow.

Its gun-carriage was cast in the 19th century.

Lesson II

Для того, чтобы правильно выполнить задание урока второго необходимо:

1. Внимательно проработать грамматические пояснения к уроку второму.
 1. Формы и функции причастия I.
 2. Причастие II.
 3. Придаточное уступительное предложение.,
2. Перевести текст урока, выполнить лексические упражнения, выучить новые слова,
3. Выполнить упражнения по преобразованию информации, полученной из текста.

Грамматические пояснения

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

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

Подобно прилагательному причастие выполняет в предложении функцию определения, характеризуя предмет через производимое им действие. Подобно наречию английское причастие, как и русское дее-

причастие, выполняет функцию обстоятельства, показывая при каких условиях, совершается действие.

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

Форма причастия I

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

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

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

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

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

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

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

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

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

The barking dog ran out towards me. - Навстречу мне выбежала лаяющая собака.

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

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

Обстоятельство времени

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

Обстоятельство причины

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

Обстоятельство условия

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

Сопутствующие обстоятельства

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

Обстоятельство образа действия

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

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

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

Причастие II может выполнять функции: определения

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

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

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

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

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

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

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

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

- He went out in spite of the fact that he had a bad cold.* - Он вышел, несмотря на то, что был очень простужен.
- Though (although) it was only nine o'clock, there were few people in the streets.* - Хотя было только девять часов, на улицах было мало народу.
- However busy he is he will find time to help us.* - Как бы он ни был, занят, он найдет время помочь нам.
- Don't believe him, no matter what he says.* - Не верьте ему, что бы он ни говорил.

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

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

Grammar exercises

I. Translate the following sentences into Russian.

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

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

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

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

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

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

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

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

1. The answer that had so long been expected came at last.
2. The opinions that were expressed by the critics greatly differ.
3. Since I received no answer to my letter I sent him a telegram.

4. When they came to the station they saw that their train was about to leave.
5. A word which is said in time may have very important results.
6. He has no language problems, because he has been studying English for a long time.
7. As he had been taught by a good teacher he knew the English language well.
8. The moon was invisible as it was hidden by a cloud.

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

1. The little boy, ... warmly dressed, caught a bad cold.
2. They were in a hurry ... pressed for time.
3. ... very much offended, he didn't show it.
4. ... asked he will tell them all about it.
5. ... skating yesterday he fell and broke his leg.
6. ... invited he always comes on time.
7. ... sent tonight the telegram will be received in the morning.
8. He never does anything ... compelled to.
9. ... given instructions he will manage to do this work in time.
10. ... waiting for the bus Jane read the book I gave her.

VII. Translate into English.

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

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

1. Although he has a car he often uses busses and trams.
2. However often I tried I couldn't find the answer.
3. Try as you will you won't manage it.
4. No matter what I did no one paid any attention.
5. Rich as he is I don't envy him.
6. For all you say I still like him.
7. Even if he did say so we cannot be sure that he was telling the truth.

8. I couldn't be angry with her even if I tried.
9. Good as he is he will never be top of the class.
10. Old as he is he works with great energy and enthusiasm.
11. Don't change your plans whatever happens.
12. Even though he sat next to me, we never said a word to each other.

IX. Paraphrase the following sentences using «in spite of the fact that» instead of «though».

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

TEXT

Read and translate the following text.

The Tudors

The century of Tudor rule (1485-1603) is often thought of as a most glorious period in English history. Henry VII built the foundations of a wealthy nation state and a powerful monarchy. His son, Henry VIII, kept a magnificent court, and made the Church in England truly English by breaking away from the Roman Catholic Church. Finally, his daughter Elizabeth brought glory to the new state by defeating the powerful navy of Spain, the greatest European power of the time. During the Tudor age England experienced one of the greatest artistic periods in its history.

There is, however, a less glorious view of the Tudor century. Henry VIII wasted the wealth saved by his father. Elizabeth weakened the quality of government by selling official posts. She did this to avoid asking Parliament for money. And although her government tried to deal with the problem of poor and homeless people at a time when prices rose much faster than wages, its laws and actions were often cruel in effect.

The new monarchy

Henry VII is less well known than either Henry VIII or Elizabeth I. But he was far more important in establishing the new monarchy than either of them. He had the same ideas and opinions as the growing classes of merchants and gentleman farmers, and he based royal power on good business sense.

During the fifteenth century, but particularly during the Wars of the Roses, England's trading position had been badly damaged. The strong

German Hanseatic League, a closed trading society, had destroyed English trade with the Baltic and northern Europe. Trade with Italy and France had also been reduced after England's defeat in France in the mid-fifteenth century. The Low Countries (the Netherlands and Belgium) alone offered a way in for trade in Europe. Only a year after his victory at Bosworth in 1485, Henry VII made an important trade agreement with the Netherlands which allowed English trade to grow again.

The authority of the law had been almost completely destroyed by the lawless behaviour of nobles and their armed men. Henry used the «Court of Star Chamber», traditionally the king's council chamber, to deal with lawless nobles. Local justice that had broken down during the wars slowly began to operate again. Henry encouraged the use of heavy fines as punishment because this gave the Crown money.

Henry's aim was to make the Crown financially independent, and the lands and the fines he took from the old nobility helped him do this. Henry also raised taxes for wars which he then did not fight. He never spent money unless he had to. One might expect Henry to have been unpopular, but he was careful to keep the friendship of the merchant and lesser gentry classes. Like him they wanted peace and prosperity. He created a new nobility from among them, and men unknown before now became Henry's statesmen. But they all knew that their rise to importance was completely dependent on the Crown.

When Henry died in 1509 he left behind the huge total of £ 2 million, about fifteen years' worth of income. The only thing on which he was happy to spend money freely was the building of ships for a merchant fleet. Henry understood earlier than most people that England's future wealth would depend on international trade. And in order to trade, Henry realised that England must have its own fleet of merchant ships.

Henry VIII was quite unlike his father. He was cruel, wasteful with money, and interested in pleasing himself. He wanted to become an important influence in European politics. But much had happened in Europe since England had given up its efforts to defeat France in the Hundred Years' War. France was now more powerful than England, and Spain was even more powerful, because it was united with the Holy Roman Empire (which included much of central Europe). Henry VIII wanted England to hold the balance of power between these two giants. He first unsuccessfully allied himself with Spain, and when he was not rewarded he changed sides. When friendship with France did not bring him anything, Henry started talking again to Charles V of Spain.

Henry's failure to gain an important position in European politics was a bitter disappointment. He spent so much on maintaining a magnificent court, and on wars from which England had little to gain, that his father's carefully saved money was soon gone. Gold and silver from newly discovered America added to economic inflation. In this serious financial

crisis, Henry needed money. One way of doing this was by reducing the amount of silver used in coins. But although this gave Henry immediate profits, it rapidly led to a rise in prices. It was therefore a damaging policy, and the English coinage was reduced to a seventh of its value within twenty-five years.

I. Words and word combinations to be remembered.

- | | | |
|-------------------------|---------------------|-----------------------|
| 1. to be damaged | 8. to reward | 15. statesman |
| 2. to reduce | 9. to gain | 16. disappointment |
| 3. to encourage | 10. to save (money) | 17. cruel |
| 4. to raise taxes | 11. to experience | 18. to change sides |
| 5. to depend on | 12. amount | 19. to waste wealth |
| 6. to please oneself | 13. justice | 20. to weaken |
| 7. to ally oneself with | 14. fine | 21. to bring glory to |

II. Give the English for.

1. заложить основы богатого национального государства
2. принести прибыль немедленно (сразу)
3. занять важное место в европейской политике
4. связать себя не имевшим успеха союзом
5. поддерживать баланс сил
6. отказать от попыток
7. поощрять наложение больших штрафов в качестве наказания
8. сохранять дружественные отношения с купечеством и мелкопоместным дворянством (джентри)
9. их возвышение целиком и полностью зависело от короля
10. заключить важное торговое соглашение
11. дворянин, занимающийся сельским хозяйством
12. принести славу новому государству
13. пережить один из периодов высочайшего художественного подъема
14. содержать пышный двор
15. отойти от римской католической церкви

III. Give the Russian for.

1. he based royal power on good business sense
2. there is, however, a less glorious view of the Tudor century
3. she did this to avoid asking Parliament for money
4. the lawless behavior of nobles
5. Henry used the «Court of Star Chamber» ...

6. he left behind the huge total of £ 2 million, about fifteen years' worth of income
7. interested in pleasing himself
8. it was therefore a damaging policy

IV. Give the opposite for the following.

- | | | |
|-----------------------|---------------------------|-----------------------------|
| 1. dependent | 6. benefit | 11. losses |
| 2. to encourage | 7. popular | 12. to strengthen |
| 3. economical, saving | 8. weakness, helplessness | 13. to unite, to join |
| 4. powerful | 9. common people | 14. slow |
| 5. needy, poor | 10. to restore, to repair | 15. insignificant, trifling |

V. Give words or word combinations equivalent of the following.

1. riches, material
2. loss, harm
3. to make less in value, quantity or size
4. to unite by treaty, marriage, confederacy etc.
5. ruin, demolish, kill
6. the body of persons of rank above the common people
7. money paid as penalty
8. to work, act or function
9. splendid, grand, glorious
10. power or right to act or command

VI. Form verbs from the following adjectives and nouns with the help of the suffixes:

a) - en

strength, broad, short, length, black, weak, less

b) - ty, - ity

intense, false, pure, simple, glory, just

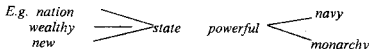
c) - ize, - ise

character, sympathy, modern, liberal, legal, patron, memory, popular, authority.

VII. Give nouns corresponding to the following verbs. Translate them.

discover, ally, unite, destroy, reduce, allow, encourage, realize, add.

VIII. Find the combinations which the following words form in the text.



1. trading
2. policy
3. merchant
4. period
5. trade
6. class

IX. Answer the following question. Consult the text.

1. What opposing views are true of the Tudor century?
2. Which of the three monarchs (Henry VII, Henry VIII, Elisabeth I) played the most important part in establishing the new monarchy in England?
3. What were the reasons for Henry VII's success?
4. What was the main aim of his activities?
5. What measures did Henry take to achieve his aim?
6. What sections of English society supported Henry? Why?
7. How was Henry VIII different from his father?
8. Why was he so much in need of money?
9. Why can we rightly call Henry VIII's financial policy damaging?

X. Divide the text into as many parts as its contents may require.

XI. Entitle each part.

XII. Read the following text for full understanding.

When the Hundred Years' War was over, the big feudal lords who commanded the English forces came back home. They did not disband their troops, and with their help resumed internecine wars and highway robberies in England.

At the king's court the nobles were fighting fiercely for power, for the right to control the royal treasury. Two years after the end of the Hundred Years' War a civil war broke out in England. The feudal lords were divided into two hostile groups; each supported one of the two rivalling aristocratic families that struggled against each other for the throne. In the coat of arms of one of the families there was a red rose and in that of the other a white rose, that's why this war became known as *the War of the Roses*. As success changed hands many feudal lords went over from one camp to the other in order to be always on the winning side.

The war lasted for 30 years and it was waged with extreme cruelty. The relatives of the killed took revenge on the families of their enemies, murdering everybody, even children.

The war came to an end when nearly all the higher nobles were exterminated. Only small groups took part in the last battle on both sides. A distant relative of one of the fighting families, *Henry VII the Tudor*, was the winner. He became the founder of the Tudor *dynasty* (1485) in England.

The War of the Roses undermined the power of big landlords in England. The new king was supported by smaller feudal lords and rich townspeople. A powerful king could protect the smaller feudal lords from the peasant rebels and defend the interests of the English merchants in their trade with other countries.

Nothing but strong royal power could put an end to the lawlessness of the nobility. Henry VII (1485- 1509) ordered the nobles to disband their troops. With artillery fire he destroyed the castles of the feudal lords who tried to resume the civil war. At the king's order some of them were executed and their lands included in royal possessions.

By the end of the 15th century the royal power in England was strengthened and England became a powerful centralized state.

XIII. Pick out the main idea of each paragraph by answering the following questions.

1. What happened in England two years after the end of the Hundred Years' War?
2. What two groups was the English nobility divided into?
3. How long did the war last?
4. Who was the winner?
5. What sections of the British population was the new king supported by?
6. What was necessary to put an end to the lawlessness of the nobility?
7. How did the new king deal with the nobles who tried to resume the civil war?

XIV. Write out the topic sentences in each paragraph.

XV. Entitle the text.

XVI. Write a précis basing on the main ideas of the text.

Lesson III

Для того, чтобы правильно выполнить задание урока третьего необходимо:

I. Внимательно проработать грамматические пояснения к уроку третьему.

1. Синтаксические конструкции (комплексы), включающие причастие I и причастие II
2. Конструкции с причастием I или II в функции субъектного предикатива
3. Независимый причастный оборот (абсолютная номинативная конструкция).

II. Модальные глаголы **need, ought to, should**.

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

Грамматические пояснения

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

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

I saw him running. – Я видел как он бежал.

I heard her shouting. – Я слышал как она кричала.

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

I watched him approaching the gate. – Я наблюдал, как он подходил к калитке.

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

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

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

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

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

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

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

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

3) В английском языке имеются причастные конструкции, в которых перед причастием может стоять существительное в общем падеже или местоимение в именительном падеже, обозначающее субъект действия, выраженного причастием. Поскольку причастие в таких конструкциях не сочетается ни с существительным, ни с дополнением в основной части предложения, они называются независимыми (самостоятельными) причастными оборотами. (Nominative Absolute Participial Construction). Такие конструкции выполняют функции обособленных обстоятельств и соответствуют в русском языке либо придаточным, либо самостоятельным предложениям. Значение независимой причастной конструкции определяется контекстом. Она может выражать:

а) время

- The work finished we went home.* - Когда работа была окончена, мы пошли домой.
 (=When the work was finished).
- The sun having risen, they continued their way* (= After the sun had risen). - После того, как солнце взошло, они продолжали свой путь.

б) причину

- The text was not difficult, many words having been learnt before* (=as many words had been learnt before). - Текст не был труден, так как многие слова были выучены заранее.
- The hour being late, she hastened home* (=as the hour was late). - Так как время было позднее, она поспешила домой.

в) условие

- Time permitting, we shall go for a walk* (= if time permits). - Если время позволит мы пойдем погулять.

г) сопутствующие обстоятельства

- We started on our way, the dog running in front of us.* - Мы отправились в путь, а собака бежала впереди нас.
- She hurried back along the path to the house, raindrops falling from the trees.* - Она поспешила обратно в дом по тропинке. Дождевые капли падали с деревьев.

Самостоятельный причастный оборот может вводиться предлогом with.

- The girl went away, with tears rolling down her cheeks.* - Девочка пошла прочь, а слезы катились по ее щекам.

Иногда самостоятельный причастный оборот, вводимый предлогом **with**, может выражать причину.

With the temperature falling and the wind getting stronger we couldn't carry on our excavations. - Так как температура падала и ветер становился сильнее, мы не могли продолжать раскопки.

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

Need he come here? - Нужно ли ему приходить сюда? (Есть ли необходимость?)

You needn't come so early. - Вам не нужно приходить так рано.

She needn't go to the shops today, there is plenty of food in the house. - Ей можно не ходить в магазин сегодня в доме много еды.

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

You needn't have come so early. - Вам не было необходимости (можно было и не приходить) приходить так рано.

We needn't have hurried. - Нам можно было и не торопиться.

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

You needn't do it.
You don't have to do it. } Вы можете этого и не делать.

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

She needn't have done it. - Ей можно было этого и не делать.

She didn't have to do it. - Ей не нужно было этого делать.

2) Модальные глаголы **should** и **ought to** близки по смыслу и часто взаимозаменяемы. Они переводятся как «должен, следует, следовало бы». Глагол **ought to** подчеркивает идею морального долга или обязанности. Эти глаголы могут обозначать:

а) совет

You should be more careful. - Тебе следует быть более осторожным.
You ought to do it. - Тебе следовало бы это сделать.

б) неодобрение

You shouldn't treat me like this. - Ты не должен так со мной обращаться.
You oughtn't to smoke so many cigarettes. - Тебе не следует курить так много папирос.

в) упрек, критическое отношение к совершенному действию

You ought to have done it yesterday. - Тебе следовало бы сделать это вчера.
You should have listened more carefully. - Тебе следовало бы слушать более внимательно.

г) предположение, граничащее с уверенностью

It should be about five now. - Сейчас, должно быть, около пяти.
Flowers ought to grow well here. - Цветы, должно быть, растут здесь хорошо.

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

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

Grammar exercises

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

- a) 1. I watched the luggage registered.
2. I want it done quickly.
3. He heard footsteps and turning sharply saw a young man coming towards us.
4. I noticed her peeping into her friend's notebook.
5. We watched the dog being washed.
6. They found him working in the laboratory.
7. He didn't consider himself obliged to her at all.
8. I'm going to get my shoes mended.
- b) 1. She was found lying in the street.
2. The children were seen playing in the garden.
3. He was heard talking to mother only a few minutes ago.
4. The driver was found repairing his car.
5. He was heard telling Kate about it.
6. He was reported feeling much better.
7. The baby was found sitting on the floor.
8. The children were found locked in the room.

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

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

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

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

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

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

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

III. Answer the following questions according to the model.

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

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

IV. Translate into English.

1. Я слышал, как они говорили на лестнице.
2. Я вижу, как студенты играют в волейбол во дворе.
3. Я хочу, чтобы эту картину отнесли на чердак (the top of the house).
4. Ему надо сфотографироваться на следующей неделе.
5. Мы обнаружили, что он ждет нас дома.
6. Она услышала, что произнесли ее имя, и обернулась.

V. Translate the following sentences. Pay attention to the functions of the Nominative Absolute Participial Construction.

1. The weather being cold, he put on his overcoat.
2. The last train having gone, we had to walk home.
3. The sun having set, we couldn't continue our way.
4. It being late, the children were sent to bed.
5. The letter written, she went to post it.
6. There being a severe storm at sea, the steamer couldn't leave the port.
7. The professor walked into the lecture hall, the students following him.
8. There being no trams at that hour, we had to walk.
9. The weather having changed we decided to stay where we were.
10. He being no more heard of, it was natural to forget everything.

VI. Replace the subordinate clauses by the Nominative Absolute Participial Construction.

1. If the letter is posted today, the news will reach them tomorrow.

2. When the packing had been done, the girl left for the station.
3. As our work was finished, we went home.
4. Bill couldn't sleep the whole night, as there was something wrong with his eye.
5. If mother permits we shall go to the theater.
6. When the working day was over we went straight home.

VII. Join the two sentences. Use the Nominative Absolute Participial Construction.

*E.g. The sun have set. We could not continue our way.
The sun having set, we couldn't continue our way.*

1. There was nobody at home. I had dinner alone.
2. It was late. The children were sent to bed.
3. The boy stood silent. His head was bent.
4. The dictionaries have been brought. The students started translating the article.

VIII. Translate into Russian. Pay attention to the meanings of the verb «need».

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

IX. Paraphrase the following sentences. Use the modal verb «need».

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

X. Translate into English. Use the modal verb «need».

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

XI. Translate the following sentences into Russian. Pay attention to the forms and meanings of the modal verbs «should» and «ought to».

1. They should have never married.
2. It should be about five now.
3. I think you ought to write the answer at once.
4. They ought to have done all the exercises to this lesson already.
5. You ought to have known that he usually leaves for his office at 8.
6. He felt that he ought to do something about it without any delay.
7. I should have sent him a birthday card, but I forgot to.
8. You should be more careful about your health and take a lot of exercise.
9. Why should I go there?
10. You are a big girl and you ought to tidy up your room yourself.

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

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

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

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

XIII. Translate into English.

1. Вам не следует оставаться там так поздно.
2. Этого следовало ожидать и это совсем не удивительно.
3. Ему следует прочитать эту книгу.
4. Ему следовало уже прочитать эту книгу.
5. Ей следует пойти туда и поговорить с ним.

6. Ей следовало сходить туда (раньше) и поговорить с ним.
7. Ей давно бы следовало вернуться.
8. Вам бы следовало поговорить с вашим дядей, когда он приедет.
9. Ей не надо было носить такие тяжелые вещи.
10. Ему следовало помнить об этом.

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

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

XV. Translate into English.

1. Она тихо открыла дверь, чтобы дети не проснулись.
2. Говорите громче, чтобы все вас слышали.
3. Зажгите свет, чтобы они могли читать.
4. Положите часы на стол, чтобы дети не сломали их.
5. Дай ему руку, чтобы он не упал.
6. Я оставлю письмо на столе, чтобы она сразу увидела его.
7. Я дал им несколько примеров, чтобы они не делали больше этой ошибки.

TEXT

Read and translate the following text.

Origin of the English Revolution

The Struggle with Spain

In the struggle between England and Spain which occupied the last third of the Sixteenth Century both sides were on the offensive though both were anxious to avoid an open war if they could accomplish their ends by any other means. England, that is to say the English merchant class backed by the Government, was determined to break through the colonial monopoly that Spain had established in the West. This ambition was shared by other North European sea-powers, especially the Dutch. The

fortunes of English and Dutch were inseparably linked during this period, and the revolt of the Netherlands played a decisive part in the general struggle. It was only at the expense of Spain and Portugal that English and Dutch commerce could grow, since in Spanish and Portuguese hands lay all the areas outside Europe which seemed at that time to offer any possibility of profitable trading. And for both England and Holland, small countries with no hope of expanding by land and with prosperous and pushing merchant classes, such colonial expansion was a condition of national development.

The first English settlements in America were primarily political in object, the idea being to establish bases for the struggle against Spain and to prospect for gold and silver. The colonists were mostly adventurous and impoverished gentlemen, anxious to make quick fortunes but incapable of working the land or of any sustained effort. When cut off for any length of time from England they usually starved to death. Colonies planted in Virginia in 1585 and 1587 were complete failures. The first colony to survive was one established at Jamestown in 1607 and after this settlements of two new kinds were made in considerable numbers and developed rapidly. The first kind were in New England, where groups of Puritan farmers and artisans, driven abroad by the religious troubles of Stuart times, brought with them the qualities of industry and thrift that had marked them at home. Further south in Virginia settlers with larger capital established considerable plantations for the growth of tobacco, worked by indentured labour, partly convict, partly unemployed, from England, and, in far larger numbers, drawn from the Irish peasants who had been evicted from their land and replaced by new comers from England and Scotland. Early in the Seventeenth Century the Bermudas and Barbados were occupied and used for sugar growing with labour similarly obtained. After 1660 all these colonies, and others established later, began to replace their white indentured labour with Negro slaves.

I. Words and word combinations to be remembered.

- | | | |
|-----------------------------|-----------------------|----------------|
| 1. offensive | 6. sea power | 11. artisan |
| 2. to avoid | 7. at the expense | 12. thrift |
| 3. to accomplish one's ends | 8. impoverished | 13. unemployed |
| 4. a means of | 9. to starve to death | 14. labour |
| 5. to share | 10. to survive | 15. to replace |

II. Give the English for.

1. условие необходимое для национального развития
2. политический по своим целям
3. обнищавшие дворяне

4. **неспособный** обрабатывать землю
5. **религиозные волнения** (беспорядки)
6. **частично безработный**
7. **неразрывно связанный**
8. **быть исполненным решимости**
9. **избегать открытой войны**
10. **быстро нажить состояние** (разбогатеть)

III. Give the Russian for.

1. brought with them the qualities of industry and thrift
2. worked by indentured labour
3. partly convict, partly unemployed
4. with labour similarly obtained
5. political in object
6. to prospect for gold and silver
7. sustained effort
8. small countries with no hope of expanding by land

IV. Give nouns corresponding to the following verbs. Translate them.

accomplish, dermine, expend, expand, starve, plant, decide, occupy

V. Form adverbs from the following adjectives by adding the suffix - «ly». Translate them.

complete, inseparable, primary, considerable, similar

VI. Form adjectives from the following nouns with the help of the suffixes.

a) -ous

prosperity, danger, fame, glory, courage, advantage;

b) -ic

base, history, patriot, economy, democrat, period;

c) -able, -ible

profit, reason, value, sense

VII. Give the opposite of the following. Consult the text.

- | | | |
|------------------------|-----------------|-----------|
| 1. unsuccessful person | 4. wastefulness | 7. to die |
| 2. capable | 5. differently | 8. wholly |
| 3. wealthy | 6. retreat | 9. slowly |

VIII. Give words and word combinations equivalent of the following.
Consult the text.

- | | |
|------------------------------------|---------------------------------|
| 1. to remain alive | 5. die or suffer from hunger |
| 2. very quick or swift | 6. to take or fill the place of |
| 3. in the first place | 7. to found |
| 4. large in size, extent or amount | 8. trader, dealer |

IX. Use the verb in brackets in the appropriate form.

1. In the course of the XVII century a great number of merchants ... (to be) flourishing, making huge profits.
2. The number of merchants making huge profits ... (to be) quite considerable.
3. The number of events recorded in the chronicles ... (to be) quite considerable.
4. A great number of people ... (to be) gathered in Whitehall to see the execution of Charles II, the King of England.

X. Answer the following questions and sum up your answers.

1. What struggle was England engaged in in the last third of the XVI century?
2. What was England determined to do?
3. What other countries shared Britain's ambition?
4. What was the only condition of their national development?
5. What was the purpose of establishing the first English settlements in America?
6. What sort of people were the first colonists?
7. What was the first colony to survive?
8. What were the two kinds of new settlements established in America?

XI. Read and translate the following text paying special attention to Participial constructions.

THE ENCYCLOPAEDIA

The 18th century rapidly moving towards radical change, the attacks on feudal ideology and feudal order became more outspoken. A leading factor in the attack was the French Encyclopaedia (1751-1780) completed and edited by Denis Diderot (1713-1784).

The Encyclopaedia, its sub-title running: *Analytical Dictionary of the Sciences, Art and Crafts*, was originally planned as a reference book. With science making unprecedented progress, with the exploration of the earth going on and the past re-discovered, the mounting knowledge waited to be put in order and made accessible to the public. Chambers' Cyclopaedia,

published in England in 1728, seemed to meet this need, its entries being well packed with up-to-date information.

The story is told that in 1745 Diderot was asked by a Paris publisher to help him with a revised translation of the English reference book. Diderot seized the opportunity to turn the undertaking into an important organ for mobilizing radical and revolutionary forces. He gathered together a team of active and devoted workers.

In 1750, all the preliminaries settled, Diderot published a prospectus explaining what would be the content of the work. With most of the leading French scientists and philosophers numbering among its contributors, the Encyclopaedia promised to outstrip its predecessor in scope and importance and so it did.

The history of the Encyclopaedia was full, of events. Purported to be a book of reference, it was, in fact, a kind of political tract progressive in content and militant in tone. It stimulated thought and fomented revolt. No wonder that it aroused unbridled wrath of the church and the state. In 1758 it was suppressed, Diderot the editor-in-chief, being persecuted. But despite persecution he succeeded in completing the enterprise.

XII. Translate the first second and fourth paragraphs in writing.

XIII. Answer the following questions.

1. When was the French Encyclopaedia completed?
2. How long did it take to compile it?
3. What sort of publication was it planned to be?
4. What was the sub-title of the French Encyclopaedia?
5. What need was it expected to meet?
6. Who edited the Encyclopaedia?
7. How did the Church and State react to the publication of the Encyclopaedia?
8. What made the French Encyclopaedia a leading factor in the attack on feudal order?

XIV. Make a brief summary of the text basing on your answers to the questions.

КОНТРОЛЬНАЯ РАБОТА №2

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

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

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

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

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

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

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

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

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

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

VI. Read and translate the following text.

TEXT

Evaluations of Catherine the Great

Much has been written for and against Catherine the Great. The sovereign's admirers have included many intellectuals, from eighteenth-century philosophers led by Voltaire to Sidney Hook, who not long ago proclaimed her an outstanding example of the hero who makes history. The empress has received praise from numerous historians, in particular specialists in the cultural development, foreign relations, and expansion of Russia. A few, for instance V. Leontovich, also commended her policy toward the gentry, in which they saw the indispensable first step in the direction of liberalism – rights, privileges, and advantages had to be acquired first by the top social group, and only after that could they percolate downward.

The critics of Catherine the Great, who have included many prerevolutionary Russian historians as well as the Soviet scholars as a group, have concentrated overwhelmingly on the empress's social policy and the social conditions during her reign. Above all, they have castigated the reign as the zenith of serfdom in Russia. For this reason many of them would deny that Catherine II, in spite of her championing of culture, was an enlightened despot in the sense in which this term would apply to Emperor Joseph II of Austria, who did care for the masses. Even though

very few social historians have ascribed personally to the empress a fundamental influence on the evolution of Russian society, they have been repelled by the contrast between her professedly progressive views and her support of serfdom, as well as by the ease and thoroughness of her accommodation to that great evil.

But whatever judgement we make of the empress - and it should be clear that the views mentioned above rarely clash directly, covering as they do different aspects of Catherine the Great's activity - we must recognize the importance of her reign. In foreign policy, with the acquisition of southern Russia and the partitioning of Poland; in internal affairs, with the development of serfdom and of the gentry position and privileges; and in culture, with striking progress in Westernization, the time of Catherine the Great marked a culmination of earlier trends and set the stage for Russian history in the nineteenth century.

VII. Find the answers to the following questions.

1. Who do Catherine's admirers include?
2. How do they evaluate her reign and her person?
3. What arguments did V. Leontovich give in favour of her policy towards gentry?
4. What do the critics concentrate on?
5. For what reasons do the critics castigate her reign?
6. Why do Catherine's professedly progressive views repel her critics?
7. What in the author's opinion is the actual importance of Catherine's reign?

VIII. Write a précis of the text in English (or in Russian). Make use of the following suggestions.

1. Make the wording of the subject dealt with in the text.
2. State the basic problem under discussion.
3. Divide the text into as many parts as the contents require.
4. State which part contains the principal idea.
5. Give the main idea of each part.
6. Pick out the topic sentences in each part.
7. Give the author's conclusion concerning the importance of Catherine the Great's reign.

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