

81.2. Англ.

✓ А64

АНГЛИЙСКИЙ ЯЗЫК

ДЛЯ СТУДЕНТОВ-ЗАОЧНИКОВ

ГУМАНИТАРНЫЕ
СПЕЦИАЛЬНОСТИ

Допущено Министерством образования Республики Беларусь
в качестве учебного пособия для студентов гуманитарных
специальностей высших учебных заведений

БИБЛИОТЕКА

Усть-Илимский технологический колледж

ИНВ. №

11017 ✓

МИНСК
"ВЫШЭЙШАЯ ШКОЛА"
1998

ган-
кий
ные
зна-
ных
базе
эва-
гов-
ко-
ую
чи-
юр-
чи-
но-
пе-

но-
че-
ль-
те-
ым
вой
ма-
ос-
ти.

ей:
ги-
ая
ой

УДК 802.0 (075.4)
ББК 81.2 Англ-923
А64

Авторы: Л. В. Хведченя, О. И. Васючкова, Т. В. Елисеева, Ж. В. Соловьева, Е. В. Коршук, Н. И. Князева, Г. Д. Прохоренко, Р. В. Хорень, Г. П. Савченко, И. Ф. Ухванова, Е. Ф. Абрамчик, Л. Г. Лизгаро, И. В. Крюковская, Т. В. Борздова, М. А. Лавыш, Г. Г. Лычковская

Рецензенты: кафедра иностранных языков Гродненского государственного университета; кандидат филологических наук С. Х. Гомза

Под общей редакцией Л. В. ХВЕДЧЕНИ

Английский язык для студентов заочной формы обучения А64 (гуманитарные специальности): Учеб. пособие / Л. В. Хведченя, О. И. Васючкова, Т. В. Елисеева и др. – 2-е изд., перераб. и доп. – Мн.: Выш. шк., 1998. – 416 с.

ISBN 985-06-0388-7.

Учебник состоит из четырех частей: краткого фонетического справочника, грамматического практикума, лексического материала по специальностям и устной практики. Лексическая часть представлена шестью самостоятельными разделами: История, Правоведение, Филология, Журналистика, Социология, Экономика.

Первое издание вышло в 1993 г. В настоящее издание включены новые разделы «Экономика» и «Устная практика», а также значительно переработаны почти все разделы.

Для студентов-заочников гуманитарных специальностей вузов.

УДК 802.0 (075.4)
ББК 81.2 Англ-923

© Коллектив авторов, 1993

© Изменения, дополнения. Коллектив авторов, 1998

ISBN 985-06-0388-7

© «Высшая школа», 1998

ПРЕДИСЛОВИЕ

Настоящее пособие представляет собой второе, переработанное и дополненное, издание учебного пособия «Английский язык для студентов заочной формы обучения (гуманитарные специальности), Мн., Высшая школа, 1993. Оно предназначено, главным образом, для студентов высших учебных заведений, продолжающих изучение английского языка на базе средней школы. Пособие составлено в соответствии с требованиями «Программы по английскому языку для студентов-заочников высших учебных заведений (факультетов) неязыковых специальностей», М., 1986, которая определяет главную цель обучения как «формирование умения самостоятельно читать литературу по специальности с целью извлечения информации из иноязычных источников». При отборе материала учитываются и развиваются достижения коммуникативно-деятельностного подхода в обучении иностранным языкам специалистов самого разного профиля.

Таким образом, пособие имеет ярко выраженную профессиональную направленность и рассчитано на полный курс обучения в вузе (60–80 часов аудиторной и 240 часов самостоятельной работы). Оно представляет собой учебный комплекс, систематизирующий изучаемый материал как по основным языковым аспектам (фонетика, грамматика, лексика), так и по видам речевой деятельности (чтение, говорение, аудирование, письмо). Объем материала представляется достаточным и необходимым для достижения главной цели: овладения микроязыком специальности. Этой же цели подчинены структура и содержание пособия.

Структура и содержание пособия

Предлагаемое учебное пособие состоит из четырех частей: краткого фонетического справочника, грамматического практикума, текстов и упражнений для обучения чтению, включая контрольные работы по всем специальностям, раздела по устной практике.

Фонетический справочник содержит таблицы, в которых отражены правила чтения гласных и согласных букв и буквосочетаний, а также ряд тренировочных упражнений на отработку основных фонетических явлений. Основное внимание уделяется наиболее сложным для усвоения случаям, сопряженным с типичными ошибками студентов. Справочник призван помочь отработать произношение и технику чтения.

Грамматический курс построен по морфологическому принципу. Он включает в себя теоретический материал по всем темам, предусмотренным Программой, а также практическую часть – систему тренировочных упражнений. Практическая часть состоит из двух разделов, озаглавленных "Self-correcting" и "Self-training". Целью упражнений для самоконтроля является иллюстрация анализируемых конструкций, их осмысление и первичное закрепление. Все они даются с ключами. Упражнения второй части *Self-training* имеют своей целью более детальное и глубокое овладение материалом, выработку автоматизма употребления изучаемых конструкций. Большинство упражнений выполняется либо по модели, либо по аналогии с заданиями первого раздела (Self-correcting). К наиболее трудным приводятся ключи.

В грамматических упражнениях используются общеупотребительные слова школьного минимума, что снижает дополнительные трудности усвоения грамматического материала.

Лексическая часть состоит из шести самостоятельных разделов, соответствующих специальностям: история, правоведение, филология, журналистика, социология, экономика. Они построены по единому принципу. Основной структурной единицей здесь является лингво-методический комплекс, который представляет собой тематически завершённый блок (Unit). Каждый Unit соответствует определённому этапу обучения (Unit I – первый курс, Unit II – второй, Unit III – третий). Усвоение материала, содержащегося в разделе, является условием аттестации за соответствующий курс.

Каждый Unit включает в себя профессионально ориентированные тексты, предназначенные для обучения различным видам чтения: изучающего (Text A), ознакомительного (Text B), просмотрового (Text C), поискового (Text D), систему упражнений для работы с ними, а также два варианта лексико-грамматических контрольных работ. На базе учебных текстов и текстов контрольных работ составлен тематический словарь-минимум, расположенный в начале каждого блока. Используемая в правой части система индексации указывает на то, какая лексика из данного текста подлежит активному усвоению. Все четыре текста для чтения, составляющие тот или иной Unit, а также тексты контрольных работ, объединены общей темой, которая и выносится в его название.

Тематика текстов, подобранных из оригинальных источников, даёт возможность повысить общеобразовательный и профессиональный уровень студентов.

Контрольные работы включают в себя текстовые и грамматические упражнения. Последние строятся на специальной терминологической лексике, в отличие от соответствующих упражнений в грамматическом справочнике. Это обеспечивает более высокий уровень овладения материалом в профессиональных ситуациях речевого общения. Грамматические задания унифицированы по курсам и специальностям.

Раздел по устной практике содержит лексический материал для развития навыков устной речи. Коммуникативные навыки отрабатываются на базе общеуниверситетской тематики: "The Belorussian State University", "The Republic of Belarus", "The United Kingdom of Great Britain and Northern Ireland", "Higher Education in Our Country", "Ecology", "Professions and Specialities".

Второе издание данного учебного пособия является более совершенным как по содержанию, так и по структуре. Значительной переработке подверглись такие разделы, как «Грамматический практикум», «Правоведение», «История», «Социология» и др. В пособие включены новые разделы: «Экономика» и «Устная практика».

Работа над новым изданием распределялась между авторами следующим образом:

Хведченя Л. В. осуществляла общую разработку принципов пособия, редактировала и проводила координацию всех его разделов, подготовила краткий фонетический справочник, часть «Грамматического практикума», подобрала текстовый материал по специальности «Филология».

Васючкова О. И. Осуществляла общую разработку принципов пособия, подготовила вводный урок (Introductory Unit) и второй раздел специальности «Правоведение».

Елисеева Т. В. подготовила часть «Грамматического практикума» (глагол, модальные глаголы, неличные формы глагола, сослагательное наклонение).

Соловьева Ж. В. подготовила третий раздел специальности «История», контрольные работы второго и третьего разделов специальности «Социология», а также первый раздел специальности «Экономика».

Коршук Е. В. подготовила текстовый материал специальности «Социология», а также часть «Грамматического практикума» (имя существительное, имя прилагательное, структура предложения).

Князева Н. И. Подготовила второй и третий разделы специальности «Экономика», а также устную тему "Economist".

Прохоренко Г. Д. Подготовила первый и второй разделы специальности «История».

Хорень Р. В. подготовила четвертый раздел специальности «История» и четыре текста по устной практике: "Higher Education in Our Country", "Professions and Specialities" (Historian, Journalist, Philologist).

Борздова Т. В. подготовила третий раздел специальности «Журналистика», а также контрольные работы второго раздела.

Лавыш М. А. Подготовила первый раздел, а также текстовый материал второго раздела специальности «Журналистика».

Савченко Г. П. подготовила первый раздел специальности «Правоведение».

Лизгаро Л. Г. подготовила третий раздел специальности «Правоведение».

Абрамчик Е. Ф. Подготовила текстовые упражнения и контрольные работы к первому и второму разделам специальности «Филология».

Ухванова И. Ф. Подготовила текстовый материал и контрольные работы к первому разделу специальности «Социология».

Крюковская И. В. подготовила четыре текста по устной практике: "The Belorussian State University", "The Republic of Belarus", "The United Kingdom of Great Britain and Northern Ireland", "Ecology".

Лычковская Г. Г. подготовила текстовые упражнения и контрольные работы к третьему разделу специальности «Филология».

Авторы выражают искреннюю признательность рецензентам – коллективу кафедры иностранных языков Гродненского государственного университета и кандидату филологических наук доценту кафедры иностранных языков МГПУ им. М. Танка С. Х. Гомзе за ценные советы и указания, которые были учтены при доработке рукописи.

Авторы

МЕТОДИЧЕСКАЯ ЗАПИСКА

Работа на заочном отделении начинается с установочной сессии (примерно 20 часов). В этот период студенты изучают под руководством преподавателя вводно-коррективный фонетический курс с итоговым тестированием навыков чтения. Параллельно прорабатывается лексико-грамматический материал вводного урока (Introductory Unit), который содержит образцы выполнения заданий и является общим для всех специальностей. Тексты этой части объединены темой "Higher Education", которая наряду с другими общенаучными текстами призвана обеспечить преемственность вузовского и школьного курсов обучения и создать начальную базу перехода к чтению литературы по специальности. Структура вводного урока идентична структуре последующих блоков, таким образом на нем отработывается методика работы с основным учебным материалом.

Каждый Unit основной части включает в себя лексико-грамматический материал, подлежащий усвоению на соответствующем курсе.

При работе с текстами основное внимание акцентируется на обучении различным видам чтения.

Текст А каждого раздела планируется для изучающего чтения и соответственно снабжен системой лексических упражнений, способствующих его детальной проработке в аудитории. Здесь широко практикуются упражнения на различные словообразовательные модели и трансформации, на узнавание в тексте интернациональных слов, что расширяет словарный запас студентов. Пониманию содержания текста, а также развитию навыков устной речи способствует предлагаемая система послетекстовых упражнений. Выполнение этих упражнений подводит к наиболее сложному заданию раздела – составлению аннотации текста на английском языке. Учитывая характер обучения и контингент учащихся, часть упражнений дается с ключами, помещенными в конце раздела по каждой специальности.

Все тексты В предназначены для ознакомительного чтения, целью которого является знакомство с содержанием прочитанного. Проверка понимания осуществляется путем ответов на вопросы.

Тексты С развивают навыки просмотрового чтения, когда достаточно получить самое общее представление о содержании текста, его теме и круге затрагиваемых вопросов. Здесь допускается передача содержания на родном языке.

Тексты D предназначены для поискового чтения. Его цель — найти конкретную информацию (тот или иной факт, определение, цифровые данные), о которой заранее известно, что она содержится в данном тексте. Подобные задания учат студента отделять при чтении главное от второстепенного, быстро извлекать основную информацию.

Текстовый материал позволяет широко практиковать и так называемое «комбинированное» чтение, т. е. сочетание различных видов чтения при работе с одним текстом (например: просмотровое + поисковое, ознакомительное + изучающее и т. п.).

По усмотрению преподавателя тексты В, С, D могут прорабатываться на занятиях, а также могут быть рекомендованы для самостоятельного изучения. Допускается использование этих же текстов не только для обучения различным видам чтения, но и для других учебных целей, например, обучения переводу, работе со словарем, грамматическому анализу и т. п. При работе с текстами рекомендуется пользоваться тематическим словарем, расположенным в начале каждого блока.

Изучение грамматического материала начинается с повторения по грамматическому справочнику теоретических разделов, перечисленных перед текстом контрольной работы. Затем с целью активизации изучаемого грамматического явления выполняются тренировочные упражнения из разделов Self-correcting и Self-training.

Все задания рекомендуется по возможности выполнять в аудитории. При отсутствии такой возможности они изучаются самостоятельно и проверяются преподавателем в ходе индивидуальных консультаций в дни заочника.

После изучения нужного материала студент может приступить к выполнению контрольной работы. Образец выполнения контрольной работы дается в вводном уроке. Кроме того, необходимо помнить следующее:

- все задания выполняются письменно с последующим обсуждением в присутствии преподавателя;
- задание вначале переписывается в исходном варианте, а затем выполняется согласно инструкции;
- все задания выполняются с обязательным переводом на родной язык.

Работу с устными темами рекомендуется организовать по усмотрению преподавателя, как с точки зрения методики, так и форм проведения (аудиторная или внеаудиторная). Предлагаемая тематика носит рекомендательный характер, в то же время она является тем минимумом, который обеспечивает переход к послезузовскому этапу обучения в аспирантуре.

СЛОВАРИ АНГЛИЙСКОГО ЯЗЫКА

Наиболее полные англо-русские словари — это «Большой англо-русский словарь» в двух томах ("New English-Russian Dictionary") под общим руководством профессора И. Р. Гальперина и «Англо-русский словарь» ("English-Russian Dictionary"), составленный профессором В. К. Мюллером.

Есть словари, которые охватывают меньшее количество слов: «Англо-русский словарь» ("English-Russian Dictionary"), составленный В. Д. Аракиным, З. С. Выгодской и Н. Н. Ильиной, а также «Карманный англо-русский словарь» ("The Pocket English-Russian Dictionary"), составленный авторами О. П. Бенюх, Г. В. Черновым и др.

Наиболее полный русско-английский словарь — это "Russian-English Dictionary" под общим руководством профессора А.И. Смирницкого.

Все эти словари различаются по объему (количеству описанных слов и количеству выделенных в них значений).

Наиболее распространены в нашей стране следующие английские словари: «Словарь современного английского языка» издательства Лонгман ("Longman Dictionary of Contemporary English") и «Учебный словарь современного английского языка», составленный А.С. Хорнби и др. (A.C. Hornby. "The Advanced Learner's Dictionary of Current English").

КАК ПОЛЬЗОВАТЬСЯ АНГЛО-РУССКИМ СЛОВАРЕМ

Поскольку слова в словаре расположены в алфавитном порядке, что относится не только к первой букве слова, но и ко всем последующим, то поиск слова в словаре включает несколько этапов:

- 1) открыть словарь на той букве, с которой начинается слово;
- 2) открыть страницу, где начинается вторая буква слова;
- 3) затем нужно искать по алфавиту третью букву и т.д. Но вот слово найдено. Теперь нужно выяснить, какая часть речи вам нужна. Например, repeat может быть глаголом — значит, надо смотреть обозначение

v (*verb глагол*); или существительным — тогда значения даются после обозначения *n* (*noun существительное*). Но этого тоже недостаточно, так как слова многозначны (например, словарь проф. В.К. Мюллера дает пять значений для существительного *repeat* и семь значений для глагола *repeat*). Для того чтобы выбрать правильное значение слова, надо решить, какое из них соответствует контексту, откуда оно взято.

Но главное, прежде чем приступить к поиску слов в словаре впервые, необходимо ознакомиться со статьей «Как пользоваться словарем», открывающей любой словарь.



Краткий фонетический справочник

СВОДНАЯ ТАБЛИЦА ЧТЕНИЯ СОГЛАСНЫХ

Буква и буквосочетание	Звук	Положения в слове	Примеры
1	2	3	4
b	[b]		bus, but, about, better, butter, by, book, bed, bag, bad.
bt	[t]	в конце слова	debt, doubt
	[s]	перед e, i, y	face, city, cinema, cycle, since, ice, space, centre
c	[k]	в остальных случаях	cap, cat, cut, cry, copy, capital, come, close, clock
	[ʃ]	перед безударной гласной	ocean, social, special, musician, ancient, racial
cc	[ks]	перед e, i, y	accept, success, accent, accident
	[k]	в остальных случаях	occur, accord, accomplish, accumulate, occupy, occasion
ch tch	[tʃ]		chess, rich, cheese, chop, much, match, kitchen, watch, catch
ch	[k]	в словах греческого происхождения	school, architect, chemistry, character, archiology, technical
	[ʃ]	в словах французского происхождения	machine, machinery, machinist
ck	[k]		black, sick, back, pack, neck, check
d	[d]		date, made, end, decide, old
	[-]	перед согласными	grandmother, handsome, handkerchief
dg	[dʒ]		bridge, knowledge, judge, sledge
f	[f]		five, if, finish, face, family
ften	[fn]		often, soften
g	[dʒ]	перед e, i, y	page, change, gymnasium, stage
	[g]	в остальных случаях	go, get, green, grey, grow
gh	[-]	после au, ou и перед t	weight, eight, bought, brought, fought, daughter
	[f]	после au, ou	laugh, enough, cough
gn	[n]	в начале и в конце слова	foreign, sign, campaign
h	[h]		he, his, here, have, home, hundred
	[-]	в начале и середине некоторых слов	hour, honour, honest, exhibition
j	[dʒ]		just, major, object, subject
k	[k]		kill, keep, Mike, kitchen, like
kn	[n]	в начале слова	know, knee, knife, knock

Продолжение таблицы

1	2	3	4
l	[l]		lake, late, light, listen, leg
	[-]	в сочетаниях alm, alf, alk	talk, calm, half, chalk
m	[m]		miss, meal, seem, team, home
mb mn	[m]	в конце слова	climb, bomb autumn, column
n	[n]		never, number, nobody, next, notice
ng nk	[ŋ] [ŋk]	в конце слова	sing, song, interesting, thing drink, bank, ink, tank, thank
p ph	[p] [f]	в словах греческого происхождения	pen, pencil, pupil, publish, top phone, physics, philosophy, philologist, symphony, phase
qu	[kw] [k]	в словах французского происхождения	queen, question, quick, quite, queue unique, technique
r	[r]		red, ready, rain, sorry, mirror, trip
s	[s]	в начале слова и после глухих согласных	see, sea, son, sun, stand, stop, maps, cats, books, hats, caps
	но: [ʃ] [z]	после звонких согласных и гласных между гласными	sugar, sure pens, bags, days, girls, boys
ss	[s] [ʃ]	перед безударными ia, io	these, cheese, please, nose, rose class, pass, success, kiss, miss Russian, Belorussian
ssion sion sure sh sc sten stle	[ʃn] [ʒn] [ʒə] [ʃ] [s] [sn] [sl]	в конце слова	session, discussion, commission decision, conclusion, revision, invasion pleasure, treasure, leisure, measure she, ship, fish, short science, scientist, scene, scenery listen, fasten whistle, wrestling
t th	[t] [θ] [ð]		ten, twenty, table, sit, teeth thing, thank, three, tooth this, those, with, without, weather
tion ture	[ʃn] [tʃə]		demonstration, revolution, dictation, translation, attention picture, future, lecture, culture, nature, feature, furniture
v	[v]		live, leave, voice, move, vase

1	2	3	4
w	[w]		win, want, water, wind, twins
wh	[w]		when, where, why, what, which, white, whisper, while
wh+o	[h]		who, whom, whose, whole
wr	[r]		wrong, write, writer, wrestling

СВОДНАЯ ТАБЛИЦА ЧТЕНИЯ ГЛАСНЫХ

Буква и буквосочетание	Звук	Положение в слове	Примеры	Исключение
1	2	3	4	5
a	[ei]	в открытом слоге	place, came, later	[x] have, atom [e] any, many
	[x]	в открытом слоге некоторых двусложных слов с буквой i в заударном слоге	habit, rabbit, vanish	
	[x]	в закрытом слоге	land, fact, carry	[a:] example
	[x]	перед i плюс согласная, кроме m, f	also, talk, salt	[x] rally, shall
	[a:]	в некоторых словах перед n плюс согласная	answer, France, can't, chance, demand	
	[a:]	перед s, f плюс согласная	class, draft, ask, last	[x] classic, mass, passive
	[ei]	перед ste, nge	taste, danger, change	
	[a:]	перед th	father, path, rather	[x] gather
	[x]	после w, qu в открытом слоге и перед r	water, quarter, war	[ei] wage, wake, wane
	a	[ɔ]	в закрытом слоге	was, want
ai, ay	[ei]		aim, aid, may, day	[e] says, said
air	[eə]		air, pair, chair	
al	[a:]	перед f, m	calm, palm, half	
ar	[a:]	в закрытом слоге	car, part, garden	
	[eə]	в открытом слоге	care, careful	[a:] are
au, aw	[ɔ]		cause, law, pause	[a:] aunt
au	[a:]	перед gh(t)	laugh	
augh	[ɔ]	перед t	daughter	
e	[i]	в открытом слоге	we, Pete, eve	[e] very, edit, medal
	[e]	в закрытом слоге	get, settle, fell, egg	

1	2	3	4	5
ea	[i]	не перед d, th	tea, peace, meat	[e] deaf, heavy, peasant, weapon [ei] break, great
	[e]	перед d, th, lth	bread, breath, dead, death, head, health	[iə] idea, real [i] beneath, breath
ear	[iə]		clear, hear, near	
	[ɜ]	перед согласной	earth, heard, learn	[a:] heart [iə] beard
ee	[i:]		green, free	
eer	[iə]		deer, engineer	
ei	[i:]	после c, s	ceiling, conceive	
ey, ei	[ei]		convey, grey, they, obey, vein	[i:] key
eigh	[ei]		eight, neighbour	[a:] freight, height
er	[ɜ]	в закрытом слоге	term, person, emerge	[a:] clerk
er	[iə]	в открытом слоге	here, tear, serious	[ɜ] were [eə] there, where
eu, ew	[ju:]		Europe, feud, new	
i	[ai]	в открытом слоге	fine, life, time	[i] give, live
	[i]	в закрытом слоге	sit, little, written	
i	[i]	в открытом слоге с i или y в безударном	civil, city, limit	[a:] tiny
	[ai]	перед ld, nd	bind, find, child, wild	[i] wind (ветер)
	[i]	в словах французского происхождения	machine, police, prestige, regime	
	[-]	после u	cruise, fruit, juice	guide, guilty
ie	[i:]	перед согласной	achieve, brief, chief	[e] friend
ig(h)	[ai]		sigh, high, night	
ir	[ɜ]	в закрытом слоге	shirt, bird, firm	
	[aɪə]	в открытом слоге (ire)	fire, tired	
o	[ou]	в открытом слоге	no, note, home, open	[u:] do, move [ɔ] gone, body
	[ɔ]	в закрытом слоге	hot, bottom, horror	
	[ou]	перед l плюс согласная	old, cold, folk, told	
	[ʌ]	перед m, n, v, w, th	another, above, among, brother, come, done, govern, London, Monday, month, none, won	

1	2	3	4	5
	[ou]	перед st	most, post	[ɔ] cost, frost
oa	[ou]		boat, coat, float	[ɔ:] broad
oar	[ɔ:]		board, coarse, hoarse	
oi, oy	[ɔ:]		boil, soil, boy, enjoy	
oo	[u]	перед k	book, look, cook	
	[u:]	в конце слова и перед i, m, n	too, tool, moon, soon	
oor	[uə]		moor, poor	
or	[ɔ:]	в закрытом и открытом слогах	for, order, port, morning	
	[ə]	после w	word, work, world	[ɔ:] worn
ou, ow	[au]		round, sound, now	
ou	[ʌ]	в некоторых словах, в том числе в словах французского происхождения	double, country, couple, courage	
	[u:]		group, trouble, soup	
ou	[ʌ]	перед gh	enough, rough, tough	[au] plough [ou] though
	[ou]	перед l	poultry, shoulder	
ough	[ɔ:]	перед t	bought, brought	
our, ower	[auə]		our, power	
ow	[au]	в середине слова	down, now, town	
	[ou]	в конце слова	grow, know, low	
u	[ju:]	в открытом слоге	use, student, music, future	[i] busy, [ʌ] study
	[u:]	в открытом слоге после j, l, r	June, include, rule, true	
	[ʌ]	в закрытом слоге	bus, subject, current	
	[u]	в закрытом слоге после b, f, p	bullet, bush, full, pull, push, put	
ue	[(j)u:]	в конце слова под ударением	blue, clue, due	
ui	[ju:]		suit	suite [swit] [-] guide, guilty [ju:] suicide, tuition
	[u:]	перед j, i, r	cruise, fruit, juice	[u:] ruin, fluid
ur	[ɜ:]	в закрытом слоге	burn, curl, turn	
	[juə]		pure, cure	
	[uə]	в открытом слоге	sure, surely	[e] bury
u	[-]	после g перед ударной гласной	guarantee, guard, guess, guide, guilty	

1	2	3	4	5
y	[ai]	в открытом слоге	by, type, cycle	
	[i]	в закрытом слоге	myth, system	
	[j]	перед гласной	yoke, beyond	
yr	[ə]	в закрытом слоге	Myrch, myrtle	
	[aɪə]	в открытом слоге	tyrant, tyre	

EXERCISES

① Spell the words:

what, young, chalk, page, switch, social, knife, what, quarter, union, why, parents, experiment, yesterday, pleasant, accept, space, keeps, exam.

② Translate the words:

d) see, reads, please, keeps, teacher, three, easy; space, climate, mice, guide, gate; general, guest, liquid, centre;

b) girl, third, turn, furniture, surname, learn; party, dark, morning, before; town, air, tired, here, chair;

c) chalk, which, who, wrong, know, phase, comb, science, listen, lecture, discussion, initial, Russian, bought, debt, foreign, chemistry.

③ Read the pairs of words, mind the stress.

	n		a
culture	['kʌltʃə]	-	cultural ['kʌltʃərəl]
economy	[i:'kɒnəmi]	-	economical [i:'kɒnəmi:kəl]
history	['hɪstəri]	-	historical [hɪs'tɔ:rɪkəl]
policy	['pɒlɪsi]	-	political [pə'litɪkəl]
industry	['ɪndəstri]	-	industrial [ɪn'dəstriəl]
theory	['θiəri]	-	theoretical [θiə'retɪkəl]
revolution	[,revə'lju:ʃən]	-	revolutionary [,revə'lju:ʃənəri]
nation	['neɪʃn]	-	national ['næʃənəl]
	v		n
export	[ɪks'pɔ:t]	-	export ['eks'pɔ:t]
import	[ɪm'pɔ:t]	-	import ['ɪmpɔ:t]
organize	['ɔ:gənaɪz]	-	organization [ˌɔ:gənaɪ'zeɪʃən]
demonstrate	['demənstreɪt]	-	demonstration [ˌdeməns'treɪʃən]
coordinate	[kəʊ'dɪneɪt]	-	coordination [kəʊˌɔ:dɪ'neɪʃən]
illustrate	['ɪləstreɪt]	-	illustration [ˌɪlə'streɪʃən]
integrate	['ɪntɪgreɪt]	-	integration [ˌɪntɪ'greɪʃən]

④ Read the words with vowels in different positions.

	[eɪ]	[æ]	[ɑ:]	[ɛə]	[ə]
A a	name	tram	hard	share	a'go
	late	map	dark	rare	a'bout
	game	stand	start	care	'sofa
	plane	plan	party	compare	a'bove
	fate	factory	farm	prepare	'legal

	[i:]	[e]	[ə:]	[ɪə]	[ɪ] [ə]
E e	she	get	her	here	be'gin
	we	egg	term	mere	re'turn
	be	fell	verb	sphere	'ticket
	week	let	serve	material	'sister
	repeat	ten	person	period	'absent

	[aɪ]	[ɪ]	[ə:]	[aɪə]	[ɪ]
Ii/Yy	time	ill	sir	fire	'engine
	type	wish	bird	lyre	'sorry
	my	milk	girl	hire	'family
	fly	system	dirty	tired	'music
	fine	syntax	Byrn	satire	'public

	[ju:]	[ʌ]	[ə:]	[juə]	[ə]
U u	use	under	burn	pure	suc'cess
	student	fun	burst	cure	'difficult
	union	uncle	Turkey	during	u'pon
	human	butter	return	curious	'product
	pupil	supper	furniture	secure	'cucumber

	[ou]	[ɔ]	[ɔ:]	[ɔ]	[ou]
O o	home	not	nor	more	to'mato
	hope	clock	North	shore	'photo
	note	fond	sport	explore	'metro
	nose	dog	lord	before	'negro
	smoke	shop	short	store	'zero

⑤ a) Compare the pronunciation of the vowels in the following words:

[i:] - [ɪ]	[i:] - [e]	[i:] - [ə:]	[e] - [æ]				
teen	tin	see	set	we	were	men	man
hear	hit	meat	melt	see	sir	bed	bad
beat	bit	meet	met	team	term	send	sand
peak	pick	read	red	weak	work	lend	land
seat	sit	lead	led	niece	nurse	then	than

[ɑ:] - [ɔ:]	[ɑ:] - [ɔ]	[ʌ] - [ɔ]			
star	store	sharp	shop	sun	song
far	for	last	lost	cut	cot
mark	more	heart	hot	none	non
park	pork	clerk	clock	dull	doll
farm	form	dark	dock	front	from

b) Compare the pronunciation of consonants in the following words.

[p] - [b]	[k] - [g]	[t] - [d]	[f] - [v]				
pea	bea	crew	grew	try	dry	few	view
pie	buy	dock	dog	true	drew	safe	save
cap	cab	pick	big	late	laid	leaf	leave
pride	bride	come	gum	set	said	knife	knives

⑥ Practise the pronunciation of the following words.

[t] - [ð]	[v - w - w - v]	[ð - z - z - ð]
at - this	very - well	this is - is this
but - that	very - worried	that is - is that
just - this	win - victory	there is - is there
what's - this	wet - weather	there was - was there

[ð - s - z - θ]	[r]
this is that thing	there <u>is</u> near <u>it</u>
that is the truth	there <u>are</u> more <u>active</u>
those three months	where <u>is</u> a pen <u>or</u> a pencil?
these thousands of thanks	for <u>example</u> what colour <u>is</u> the pen?

- b) [s] - Mike's flat, student's decision, students' decision, accountant's papers.
 [z] - girl's doll, engineer's map, country's flag, this year's plan, people's will, this family's friends.
 [ɪz] - Max's books, Mr. Fox's car, Mrs. Patch's husband.
 [s] - speaks, helps, sits, breaks, costs, eats, writes, fights, keeps, makes, sleeps, translates.
 [z] - reads, leaves, gives, goes, becomes, says, drives, flies, knows, pays, spoils, sends, tells.
 [ɪz] - teaches, freezes, kisses, discusses, loses, watches, sneezes.
- c) [d] - moved, solved, lived, smiled, played, seemed, shaved, closed, answered, opened, considered, joined, enjoyed, carried, occupied, recognized, examined, organized, turned.
 [ɪd] - translated, visited, waited, elected, consisted, studied, decided, intended, founded, wanted, crowded, surrounded, wounded, landed, included, greeted, reflected, represented.
 [t] - asked, worked, walked, helped, liked, missed, discussed, furnished, passed, reached, picked, published, announced, placed, developed, finished.

⑦ Read the words. Mind their pronunciation, spelling and meaning.

- a) lead - lid, seek - sick, feel - fill, leave - live, seat - sit, eat - it, lark - luck, dark - duck, charm - chum, pool - pull, fool - full, food - foot, chalk - chock, port - pot, court - cot, board - body, raw - wrong.
- b) our - hour, peace - piece, cent - sent, knew - new, too - two, sea - see, there - their, whole - hole, fool - full, be - bee, flower - flour, week - weak.

⑧ Read the sentences several times. Mind the pronunciation of vowels and consonants.

Which is which?
 We were very worried.
 She was wearing silver ear-rings.
 Where's the railway timetable?
 What are you waiting for?

Out of sight, out of mind.
 Fight fire with fire.
 It's never too late to learn.
 Never judge from appearances.

⑨ Read the following affirmative sentences with the proper intonation.

- a) Is this a pencil? 'Is this a black pencil? 'Are 'these pens? 'Are 'those 'pens 'too? 'Is this salt? 'Is there any butter on the plate? 'Do you 'want to eat? 'Have you ever 'been to St. Petersburg? 'Did you 'come 'home late yesterday?
- b) A picture, a book and a pen are on the table. There is a table, six chairs and an armchair in this room. I like to play football, volleyball, basketball and handball. In the South I'll swim, 'lie in the sun and 'play volleyball.
- c) On the wall opposite the window 'there is a 'large map. On the shelves you can 'find many books in 'all 'foreign languages. The apples that are on the plate are ripe. Canada which is situated to the 'North of America is a big country.

⑩ Read the following interrogative sentences with the proper intonation.

- a) 'Is this a bed or a sofa? Are these books or notebooks? 'Is this a good car or a bad car? Are these big houses or small houses? 'Is the day long or short? 'Is the school new or old? Is there a TV set or a radio set in the room?
- b) He is a foreigner, isn't he?
 You are not a Londoner, are you?
 Your friend has just returned from London, hasn't he?
 You'll do your best, won't you?

⑪ Read the texts with proper intonation.

Text One

We are in our \classroom. We are at an 'English \lesson. The 'classroom is /light and \clean. There is much \air in the room. The 'ceiling is /white, the walls are /blue, the 'door and the 'floor are \brown. They are \not yellow.

There is a \blackboard in the ,room. It is on the \wall. It is 'big and \nice. There are 'many 'tables and \chairs there. 'Is there a /map on the wall? \No, there \isn't. There is 'no \map on the wall. There is a \picture there. It is a 'picture of a \town.

'How 'many 'chairs and \tables are there in the ,room? There are 'ten /tables and 'twenty \chairs there. They are \brown. There is a \bookcase there ,too. It is 'full of 'Russian \books. There are a 'few \English ,books there, \too.

Text Two

MY FLAT

My 'flat is in the 'centre of \Minsk. There are 'four \rooms in it: 'two /bedrooms, | a /dining room and a \study. They are 'good and \clean. Be/sides | there is a 'bathroom and a \kitchen.

'In the /dining room | there is a /table | which is in the 'middle of the \room. There are some /chairs, | some /armchairs, a /cupboard and a \sofa. The 'table is \round. There is a 'vase with \flowers on it.

My 'favourite 'room is the \study. There are 'many /bookcases 'full of 'interesting \books. 'Some are in the 'English \language. The 'bedrooms are 'very \light. There is 'much \air in them.

'In my /bedroom | there is a \bed with a \night-table near it | and a \wardrobe. 'On the /floor | there is a 'small \carpet.

'Are there any 'pictures in your /bedroom? No, there 'aren't \any. There are 'some in the \dining-room. 'Is there 'anything on the 'walls of your /study? Yes, there is a 'map on the \wall. 'Is there 'anybody at /home now? I'm afraid there is \nobody at ,home, they are 'all at \work now.

Text Three

AT HOME

At /night | when I 'fell /tired and /sleepy, | I 'go 'up to my /bedroom | and 'switch 'on the e\lectric \light. I 'take 'off my /shoes, | 'undress | and 'put 'on my py\jamas. 'Then I 'get into /bed | and 'switch 'off the \light. 'After a /few ,minutes | I 'fall a \sleep. I 'sleep the /whole 'night \through.

'Punctually at 'seven 'thirty in the /morning | the a'larm ,clock /rings and 'wakes me \up. I 'get 'out of /bed, | 'put 'on my 'dressing-gown and slippers and go into the bathroom, where I turn on the hot and cold water taps. I wash my face and neck and clean my teeth. Then I turn off the taps and have my bath. Sometimes I have a shower. Then I dry myself with a towel and get dressed.

⑫ Pronounce the phrases with the proper intonation.

- | | |
|--------------------------------------|--|
| a) Good \morning! | Доброе утро. |
| Good \afternoon! | Добрый день. |
| Good \evening! | Добрый вечер. |
| 'How do you \do! | Здравствуйте. |
| He \llo! | Здравствуйте. |
| \Hi. | Привет. |
| Good /bye! | До свидания. |
| So /long. | До свидания. Пока. |
| See you /soon! | До встречи. |
| See you to /morrow! | До завтра. |
| Bye- /bye! | Пока. |
| b) /Thank you. | Спасибо. |
| 'Thank you very \much. | Большое спасибо. |
| 'That's nice of /you. | Это мило с вашей стороны. |
| You are 'very \kind. | Вы так добры (любезны). |
| 'Thank you for the \pleasure. | Благодарю вас за достав-
ленное удовольствие. |
| I'm 'very \grateful to you. | Я вам очень благодарна. |
| c) 'Not at \all. 'Don't \mention it. | Не стоит благодарности. |
| 'That's all \right. 'That's \O.K. | Ну, что вы. Не стоит бла-
годарности. |

'No 'trouble at \all.
It's a \pleasure for me.

You are \welcome.

d) Excuse me, (please).

Ex'cuse me, (for) a \mo-
ment.

(I am) \sorry.

\Pardon. I beg your

\pardon.

✓Please } ac'cept my apo-
logies.

Мне это не трудно.

Мне это доставляет удо-
вольствие.

Пожалуйста, не стоит бла-
дарности.

Простите меня. Извините
меня.

Простите, я на минутку
(выйду).

Простите. Виноват.

Простите. Прошу проще-
ния.

Примите мои извинения.

⑬ Read the following tongue-twisters.

We wonder whether the weather in the North is worse than
the weather in the South.

* * *

We wonder whether the weather will weather the weather.
Or whether the weather the whether will kill?

* * *

Never trouble trouble
Till trouble troubles you.
It only doubles trouble,
And troubles others too.

* * *

A sailor went to sea
To see what he could see,
And all he could see
Was sea, sea, sea.

* * *

She sells sea shells on the sea shore
The shells she sells are sea shells, I'm sure.

* * *

Why do you cry, Willy?

Why do you cry?

Why, Willy? Why, Willy?

Why, Willy? Why?

Look. Look at the cook. Look at the cook, she would put the
pudding on the table. Look at the cook, she would put the
pudding on the table if she could.

Two. Two of you. Two of you admired the moon. Two of you
admired the moon in June. It's true that two of you admired
the moon in June.

I observed. I observed an absurd person. I observed the
absurd person and I heard her. I observed the absurd person
and I heard her recite the verses. When I returned I observed
the absurd person and I heard her recite the verses.

Don't go. Don't go slow. Don't go slowly, Joe. Don't go
slowly, Joe, there's no snow. Don't go slowly, Joe, there's no
snow on the road.

Dear me. Dear me, I fear. Dear me, I fear I really hear.
Dear me, I fear I really hear the deer quite near.

There's a flower. There's a flower near the tower. There's a
flower near the tower, it's ours.

My sister. My sister and Tim. My sister and Tim will visit
Jim. My sister and Tim will visit Jim who lives in a big city.
My sister and Tim will visit Jim who lives in a big city, and
they will eat fish and sing.

Fat man. That fat man. That fat man with a black hat. That
fat man with a black hat in his hand. That fat man with a
black hat in his hand sat in a tram. That fat man with a black
hat in his hand who sat in the tram was not my dad.

I can't. I can't laugh. I can't laugh and dance. I can't laugh
and dance in grass. I can't laugh and dance in grass in my
aunt's garden after dark.

It's not. It's not my fault. It's not my fault that she called.
It's not my fault that she called Paul's daughter. It's not my
fault that she called Paul's daughter who played with a ball in
the hall.

Noise. Noise annoys. Any noise annoys. Any noise annoys
any oyster. Any noise annoys an oyster but the noisy annoys
an oyster most.

Everyday Comparisons

1. as black as coal
2. as clear as a bell
3. as clear as a day
4. as cold as ice
5. as cool as a cucumber
6. as busy as a bee
7. as brave as a lion
8. as hard as nails
9. as hungry as a hunter
10. as strong as a horse
11. as easy as ABC
12. as good as gold
13. as old as the hills
14. as quick as thought
15. as quiet as a mouse

ЧАСТЬ II

Г

рамматический практикум

1. Имя существительное 28
2. Артикль 34
3. Имя прилагательное и наречие 40
4. Имя числительное 42
5. Местоимение 45
6. Глагол. Глагол *to be* 51
- 7.оборот *there is (there are)* 56
8. Глагол *to have* 59
9. Система видо-временных форм
английского глагола 64
10. Времена группы Indefinite 64
11. Времена группы Continuous 69
12. Времена группы Perfect 76
13. Страдательный залог 86
14. Модальные глаголы 94
15. Согласование времен 101
16. Прямая и косвенная речь 103
17. Неличные формы глагола
Инфинитив 107
Причастие 113
Герундий 119
18. Наклонение 124
19. Структура предложения 131
20. Словообразование 140
21. Таблица нестандартных глаголов 145

ИМЯ СУЩЕСТВИТЕЛЬНОЕ

(THE NOUN)

Имена существительные могут обозначать названия предметов (a cottage, a lamp), живых существ (a girl, a boy), веществ (iron, milk), явлений (spring, movement), признаков (beauty, coldness), действий и состояний (rest, cooperation, honesty).

Основными признаками существительного являются артикль и предлог: a door, the door, on the table, over the table.

Имена существительные делятся на собственные (the Volga, London, Jane) и нарицательные (a tree, a crowd, a city). Имена существительные нарицательные можно разделить на исчисляемые (carpet, pen) и неисчисляемые (snow, sugar), конкретные (coal, wool) и абстрактные (knowledge, information) и собирательные (group, army).

Имена существительные могут употребляться в предложении в функции:

1) подлежащего:

The lesson begins at 8.

2) дополнения (прямого и косвенного):

She gave the child a cake.

3) именной части составного сказуемого:

My son is a doctor.

4) определения:

The Minsk Underground is new.

5) обстоятельства места, времени, образа действия и др.:

The student made some mistakes in his test. We saw this play at the theatre on Friday.

В английском языке существительные имеют грамматические категории числа и падежа, но не имеют категории рода. Существительные, обозначающие лиц мужского пола, заменяются местоимением he (он), женского пола – местоимением she (она). Названия животных, птиц, а также все неодушевленные предметы обозначаются местоимением it (он, она, оно).

В английском языке род имен существительных за редким исключением (tiger – tigress, poet – poetess) узнается только в контексте. Иногда к существительному добавляется слово, указывающее на пол: a girl-friend, she-cat.

КАТЕГОРИЯ ЧИСЛА СУЩЕСТВИТЕЛЬНЫХ

Большинство исчисляемых существительных в английском языке имеют два числа: единственное и множественное.

Множественное число большинства существительных образуется путем добавления к форме единственного числа окончания -s или -es (после s, ss, x, ch, o): day – days, hero – heroes. Окончание -s(-es) произносится как [z] после гласных и звонких согласных (door [dɔːz], walls [wɔːlz]), как [s] после глухих согласных (shops [ʃɒps], states [steɪts]) и как [ɪz] после шипящих и свистящих (speeches [spiːtʃɪz], boxes [bɒksɪz]).

Имена существительные, оканчивающиеся на -y с предшествующей согласной, принимают окончание -es, причем -y меняется на -i: city – cities, factory – factories. Если буква -y стоит после гласной, то множественное число образуется по общему правилу путем прибавления -s: toy – toys, key – keys.

Имена существительные, оканчивающиеся в единственном числе на -f, образуют множественное число путем изменения f на v и прибавления окончания -es: leaf – leaves, wolf – wolves, wife – wives.

Однако некоторые существительные, оканчивающиеся на -f и -fe, образуют множественное число только путем прибавления окончания -s: chief – chiefs, roof – roofs, safe – safes, belief – beliefs.

Некоторые имена существительные образуют множественное число путем изменения корневых согласных:

Единственное число		Множественное число
1) man	мужчина	men
woman	женщина	women
child	ребенок	children
tooth	зуб	teeth
foot	ступня	feet
goose	гусь	geese
mouse	мышь	mice
ox	бык	oxen

У некоторых существительных формы единственного и множественного числа совпадают.

2) deer	олень	deer
fish	рыба	fish
swine	свинья	swine
sheep	овца	sheep

В русском языке	Предлог	В английском языке
дательный падеж (кому? чему?)	to	He gave this book to the teacher. Он дал эту книгу учителю.
винительный падеж (кого? что?)	—	The teacher asked the students many questions. Преподаватель задал студентам много вопросов We like these books. Нам нравятся эти книги.
творительный падеж (кем? чем?)	by	This article is written by Pavlov. Эта статья написана Павловым.
	with	I write with a fountain-pen. Я пишу авторучкой.
предложный падеж (о ком? о чем?)	about	I speak about the book. Я говорю о книге.
	of	I think of the experiment. Я думаю об этом эксперименте.

Self-correcting Exercises

Exercise 1. Give the plural forms of the following nouns:

Bed, classroom, day, factory, teacher, map, student, picture, desk, president, match, text	beds, classrooms, days, factories, teachers, maps, students, pictures, desks, presidents, matches, texts
--	--

Exercise 2. Read the nouns in the plural.

Women, phenomena, media, children, knives, pages, teeth, advice, magazines, heroes, men.	['wɪmɪn], [fɪ'nɒmɪnə], ['mi:diə], ['tʃɪldrən], [naɪvz], [peɪdʒɪz], [ti:θ], [æd'vaɪs], [mæɡə'zi:nz], ['hɪərəʊz], [men]
--	---

Exercise 3. Match nouns in common and possessive cases.

Model: Jack — Jack's, boys — boys'

Union, country, children, women, government, parliament, the Earth, brother, friends, journalist, scientist, Peter, page	Union's, country's, children's, women's, government's, parliament's, the Earth's, brother's, friends', journalist's, scientist's, Peter's, page's.
--	--

Exercise 4. Replace of-phrases by nouns in the possessive case.

1. The son of Ann. 2. The dog of Mr. Taylor. 3. The name of the boy. 4. The flat of my sisters. 5. The families of these workers. 6. The economy of the country. 7. The article of the researches. 8. The pictures of the artist. 9. The cover of the book. 10. The plan of the President.	1. Ann's son. 2. Mr. Taylor's dog. 3. The boy's name. 4. My sisters' flat. 5. These workers' families. 6. The country's economy. 7. The researchers' article. 8. The artist's pictures. 9. The book's cover. 10. The President's plan.
--	--

Exercise 5. Translate into Russian, note the case relations between the words.

1. This is the plan of the report.	Это план доклада.
2. He wrote a letter to his friend.	Он написал письмо другу.
3. I see a man in the street.	Я вижу человека на улице.
4. I like writing with a pen.	Я люблю писать ручкой.
5. I am reading a book by Ivanov.	Я читаю книгу Иванова.
6. I've read an interesting book about animals.	Я прочел интересную книгу о животных.

Self-training Exercises

Exercise 1. Find nouns in the plural form.

Positions, news, box, seas, problems, clothes, level, bus, countries, women, phenomenon, theses, money, crises, people, glass, class.

Exercise 2. Give the singular form.

Women, feet, children, analyses, data, news, theses, means, series, glasses, leaves, knives, sheep, shorts, plays, books.

Exercise 3. Translate into Russian.

1. Britain's trade. 2. A day's work. 3. My friend's hat. 4. The sister's letter. 5. The world's first spaceman. 6. The children's hands. 7. An hour's walk. 8. The women's magazines. 9. The Parliament's session. 10. A week's rest.

Exercise 4. Use the possessive case.

1. The book by this writer is interesting. 2. The foot of my son is big. 3. The prospects of the company are good. 4. These are the notebooks of his students. 5. The newspaper of the party was a

daily one. 6. The uncle of Tom is a scientist. 7. The favourite sport of my brother is tennis. 8. The programme of two months was fulfilled. 9. The dream of the mankind to fly into space came true.

Exercise 5. Answer the questions. Example: Whose dog is this? (Ann) – This is Ann's dog.

1. Whose teacher is this? (My son) 2. Whose car is this? (The Browns) 3. Whose cat is this? (Children) 4. Whose pens are these? (My friends) 5. Whose coat is this? (Miss White) 6. Whose article is this? (My teacher)

Exercise 6. Translate into English.

1. Это новая программа правительства. 2. Лунный свет красивый. 3. Сын моего брата – историк. 4. Мать моего друга – пожилая женщина. 5. Это кабинет декана. 6. Улицы города широкие. 7. Переводы этих студентов – очень хорошие. 8. Доход фирмы растёт. 9. Мне нравится машина Джона. 10. Студенческие каникулы закончились. 11. Друзья моих родителей – пенсионеры.

Артикль (THE ARTICLE)

Артикль не имеет самостоятельного значения и является определителем существительного. В английском языке есть два артикля: неопределенный *a (an)* и определенный *the*. Неопределенный артикль имеет два варианта написания и произношения: *a [э]* – перед словами, начинающимися с согласной (*a boy, a pen*), и *an [эн]* – перед словами, начинающимися с гласной (*an apple*). Определенный артикль *the* также имеет два варианта произношения: *the [ðэ]* – перед словами, начинающимися с согласной (*the boy*) и *the [ði:]* – перед словами, начинающимися с гласной (*the apple*). Наличие артикля исключает употребление других определителей существительного: указательного, притяжательного, неопределенного местоимений и т. д.

a
the
my
this bag
some
Pete's

Неопределенный артикль произошел от числительного *один* и поэтому может употребляться перед исчисляемыми существительными в единственном числе, давая понятия о предмете, обозначая название предмета или класса, к которому относится

предмет. В русском языке перед таким существительным можно поставить слова *один, какой-то, любой*.

Give me a book, please. Дайте мне, пожалуйста, книгу (какую-нибудь, любую).

Определенный артикль *the* произошел от указательного местоимения *that (тот)*. *The* употребляется как с исчисляемыми существительными в единственном и множественном числе, так и с неисчисляемыми существительными. Существительные с определенным артиклем обозначают не название предмета, вещества, а конкретный, данный предмет, который рассматривается как уже известный и говорящему, и слушающему.

Give me the books that I gave you yesterday. Дайте мне (те самые) книги, которые я дал вам вчера.

УПОТРЕБЛЕНИЕ НЕОПРЕДЕЛЕННОГО АРТИКЛЯ

- 1) с исчисляемыми существительными, когда они упоминаются впервые; I can see a book on the table.
- 2) с существительным, являющимся частью составного именного сказуемого; My brother is a doctor. He is a clever young man.
- 3) с существительным после оборота *there is ...*, а также после *it is ...*, *this is ...*; There is a new music school in our street. It is a pen. This is a pencil.
- 4) после слов *such, rather, quite, what*; Tom is such a nice boy.
- 5) с существительными в роли приложения; My grandmother, a school-teacher, is on pension now.
- 6) перед числительными *a dozen, a hundred, a thousand, a million*, в выражениях *a lot (of)*, *a great many of*;
- 7) в некоторых оборотах: *it is a pleasure, as a result, as a matter of fact, as a rule, to be in a hurry, it's a pity, at a time, for a short (long) time, in a loud (low) voice*.
- 8) в сочетаниях с глаголами *to have, to take, to give*: *to have a cold, to have a good time, to have a toothache, to have a rest, to have a smoke, to take a shower, to give a hand*.

УПОТРЕБЛЕНИЕ ОПРЕДЕЛЕННОГО АРТИКЛЯ

- 1) с существительным в единственном и множественном Here is the magazine you want to read.

- числе, когда говорящему ясно, о каком предмете идет речь;
- 2) с существительным, которое упоминается в контексте не впервые;
 - 3) когда перед существительным стоит:
 - a) порядковое числительное,
 - б) прилагательное в превосходной степени,
 - в) одно из прилагательных: following, last, next, same, very, only
Но: next door, last week, last year;
 - 4) когда существительное имеет при себе уточняющее или ограничивающее определение;
 - 5) с существительными, обозначающими предметы, единственные в своем роде: the Sun, the Moon, the Earth, the sky, the world, the air, а также в словосочетаниях: in the morning, in the afternoon, in the evening, in the night, in the country, in the corner, in the middle, on the right (left), on the one (other) hand, on the whole, the day before yesterday, the day after tomorrow, the other day, to go to the cinema (the pictures, the theatre), to tell the truth, to pass the time. What is the time?
 - 6) с исчисляемыми существительными, обозначая весь класс однородных предметов, а не выделяя один предмет из рода ему подобных;

Open the window, please.

I saw a new film on TV yesterday. The film was not very interesting.

Gagarin is the first cosmonaut of the world. Minsk is the largest city in Belarus.

Answer the following questions. She is the only child in the family.

The price of fruit is high this year. Somebody is knocking at the door of our flat.

The sky is blue and the sun shines brightly in summer.

The air is fresh and the ground is covered with leaves in autumn.

I get up at 7 o'clock in the morning and go to bed at 11 o'clock in the evening.

The cow is a domestic animal.

The article is a structural part of speech used with nouns.

7) с названиями:

а) водных бассейнов, горных цепей, групп островов, пустынь

б) некоторых стран и местностей,

в) некоторых исторических зданий (учреждений), музеев, театров, библиотек, организаций, английских газет,

г) сторон света: the North, the South, the East, the West; но без артикля: from East to West, from North to South;

д) при существительном, обозначающим фамилию, когда речь идет о всей семье в целом.

8) с именами прилагательными и причастиями, превратившимися в имена существительные со значением множественного числа: the rich, the poor, the old, the young, the blind, the deaf, the sick, the dead, the disabled, the unemployed, the injured.

ОТСУТСТВИЕ АРТИКЛЯ

- 1) перед существительным, которое имеет определение, выраженное местоимением (притяжательным, указательным, вопросительным, неопределенно-личным), именем собственным в притяжательном падеже или количественным числительным;

The snowdrop is the first spring flower.

the Thames, the Volga, the Black Sea, the English Channel, the Atlantic Ocean, the Urals the United States (the USA), the Crimea the Kremlin, the British Museum, the National Gallery, the United Nations Organisation, The Times.

He works in the North. In the West Belarus borders on Poland.

The Browns spend their holidays in Italy.

There are special schools for the blind.

Give me your plan, please.

There are some books on the table.

This man is John's father. Where is room six?

I have five English books.

Open your books at page 5 and do exercise 10.

2) с существительными во множественном числе, которые являются частью именного сказуемого;

3) с неисчисляемыми существительными, если они не имеют ограничительных или уточняющих определителей;

4) с названиями дней недели, месяцев и времен года;

5) с именами собственными;

6) с существительными, обозначающими названия наук и учебных предметов;

7) в ряде устойчивых сочетаний: at night, at dinner (breakfast, supper), at home, at school, at work, at dawn (sunset), at sunrise, at first sight, in (on) time, at war, in debt, in fact, in conclusion, on board a ship, on sale, by bus (train, tram), by air, by post, by heart, by chance, by mistake, by name, day after day, day and night, to be in bed, to go to bed, after school, from morning to (till) night, from time to time;

to have breakfast (dinner, supper), to be in hospital, to keep house, to start (finish) work, to go (come, arrive, get) home.

Self-correcting Exercises

Exercise 1. Answer the questions.

Model: Is it a pen? – Yes, it is a pen.

1. Is it flat five?

Yes, it is flat five.

2. Is it a ball?

Yes, it is a ball.

3. Would you like an apple?

Yes, I would like an apple.

4. Is this the oldest car?

Yes, this is the oldest car.

5. Is the article short?

Yes, the article is short.

6. Is your favourite subject English?

Yes, my favourite subject is English?

7. Does the sun shine brightly?

Yes, it does. The sun shines brightly.

8. Is London on the Thames?

Yes, it is. London is on the Thames.

We are friends. Nick and Tom are doctors.

Do you like tea or coffee?
No: The coffee is cold.

Winter begins in December.

My day off is Sunday.

Mary, London, Pushkin Street

My favourite subject is history. My brother is good at physics.

Exercise 2. Put in articles where necessary.

1. These ... flowers are beautiful. 2. ... textbook is in ... bag. 3. I live in ... Kirov Street. 4. We have ... five exams in winter. 5. My parents are ... engineers. 6. Where is ... book? 7. Meet ... engineers from ... Moscow. 8. Here are ... your books. 9. ... Mr Black will come at five. 10. ... Thames is ... river. 11. He told me ... way to ... the theatre.

1. – 2. The, the 3. – 4. – 5. – 6. the 7. the, – 8. – 9. – 10. The, a 11. the, the

Self-training Exercises

Exercise 1. Explain the use of the article.

1. This is a pencil. It's a red pencil. The red pencil is on the table. 2. I'm a teacher. I'm at home now. This is my room. The room is large and clean. 3. Open your books at page thirteen and read text 10. 4. This is a black tie and that is a white tie. 5. Yesterday I met my friend with a young girl. The girl is a first-year student of the University. She lives on the second floor in the house not far from us. 6. Summer is the most beautiful season of the year. There are many flowers in the fields and gardens everywhere. The flowers are very beautiful in your garden. 7. Victory Square is in the centre of Minsk. I live in Kirov Street. The Black Sea is in the South of our country. I live in Belarus but my uncle lives in Moldova.

Exercise 2. Insert the articles.

1. ... Volga is ... longest river in ... European part of ... Russia. 2. I'd like to go on ... excursion to ... Crimea. 3. There is ... stadium not far from our ... house. ... stadium is ... largest in our town. 4. My brother is a pupil of ... 8th form and he wants to become ... engineer. 5. ... chemistry is his favourite subject at ... school. 6. ... children like ... ice-cream. 7. Can you tell me ... way to ... theatre? 8. Here is ... book you need. 9. ... walls of our classroom are yellow.

Exercise 3. Translate into English.

1. В городе есть памятник Нельсону. Памятник находится в центре города. 2. Посреди комнаты стоит стол. Этот стол новый. 3. Я послал ему письмо. Письмо очень длинное. 4. В кинотеатре идет новый фильм. (Этот) фильм – детектив. 5. Мне задали много вопросов. Вопросы были легкие. 6. Я обычно пью чай с

сахаром. 7. Чай очень горячий, добавьте в него молока. 8. Мир — это жизнь, война — страдания и смерть. 9. Мои друзья уехали на юг сегодня вечером. 10. Жаль, что я не могу поужинать с вами.

ИМЯ ПРИЛАГАТЕЛЬНОЕ (THE ADJECTIVE)

В английском языке имя прилагательное имеет те же степени сравнения, что и в русском: положительную (positive), сравнительную (comparative) и превосходную (superlative).

Одно- и двусложные прилагательные образуют сравнительную степень при помощи суффикса *-er*, а превосходную при помощи суффикса *-est*, которые прибавляются к прилагательному в положительной степени:

long — longer — the longest

Степени сравнения многосложных прилагательных образуются при помощи слов *more* — для сравнительной и *most* для превосходной степени:

important — more important — the most important

Степени сравнения наречий образуются аналогично степеням сравнения прилагательных: late — later — the latest, actively — more actively — the most actively.

Некоторые прилагательные и наречия образуют степени сравнения не по правилу:

good	better	(the) best
well		
bad	worse	(the) worst
badly		
much	more	(the) most
many		
little	less	(the) least
far	farther	(the) farthest
	further	(the) furthest

В английском языке после прилагательного в сравнительной степени употребляется союз *than* (чем), тогда как в русском языке этот союз может опускаться:

My son is younger than yours. Мой сын моложе, чем ваш.

СРАВНИТЕЛЬНЫЕ КОНСТРУКЦИИ

Прилагательные и наречия могут употребляться в следующих сравнительных конструкциях:

Модель	Перевод	Пример
as ... as	такой же ... как	This boy is as tall as my brother. Этот мальчик такой же высокий, как мой брат.
	так же...как	He runs as fast as you do. Он бежит так же быстро, как ты.
not so ... as (not as ... as)	не такой ... как	This room is not so light as that one. Эта комната не такая светлая, как та.
	не так ... как	She doesn't know Minsk as well as we do. Она знает Минск не так хорошо, как мы.
the ... the ...	чем ... тем	The earlier we leave, the sooner we'll arrive. Чем раньше мы отправимся, тем скорее приедем.

Self-correcting Exercises

Exercise 1. Read and translate the sentences.

- | | |
|---|---|
| 1. The Baltic Sea is colder than the Black Sea. | Балтийское море холоднее Черного. |
| 2. This book is as interesting as that one. | Эта книга такая же интересная, как та. |
| 3. The second text is not so long as the first one. | Второй текст не такой длинный, как первый. |
| 4. The more we speak English the better. | Чем больше мы говорим по-английски, тем лучше. |
| 5. The earlier you get up the more you can do. | Чем раньше вы встанете, тем больше сможете сделать. |

Exercise 2. Write down the missing form of the adjectives and adverbs.

good	...	the best	Key: better
famous	more famous	...	the most famous
rich	richer	...	the richest
...	more	the most	many, much
strong	...	the strongest	stronger
...	earlier	the earliest	early
...	nicer	the nicest	nice
quick	quicker	...	the quickest

Self-training Exercises

Exercises 1. Use the necessary form of the adjective or adverb.

1. The Mississippi is (long) river in the world. 2. My cigarettes are (bad) than yours. 3. The battle of Waterloo was the (great) battle of all times. 4. This plan is (practical) of all. 5. She is not so (tall) as her sister. 6. He is (strong) than his brother. 7. Our house is as (low) as yours. 8. Elbrus is the (high) peak in the Caucasian mountains. 9. The Neva is (wide) and (deep) than the Moskva river. 10. This method is (efficient) than the common one. 11. October is (cold) than June.

Exercise 2. Answer the questions.

1. Are the cities in Scotland as large as the cities in England? 2. Is the Volga longer than the Don? 3. Which is the shortest month of the year? 4. Which is the biggest city in Great Britain? 5. Which is the most beautiful square in Minsk? 6. Which season is the coldest? 7. Where is it better to spend a holiday: in the South or in the North? 8. Where is it better to live: in the city or in the countryside?

Exercise 3. Translate into English.

1. В прошлом году я тратил на английский язык меньше времени, чем в этом. 2. Ваш доклад был гораздо интереснее. 3. Это крайне важный вопрос. 4. Он тратит большую часть своих денег на книги. 5. Большинство людей любят фрукты. 6. Эта улица самая широкая в городе. 7. Это самая мощная электростанция. 8. Вчера был более трудный день. 9. Эта книга значительно интереснее, чем та. 10. Ваша сестра старше Вас? - Нет, моложе. 11. Ты много читаешь? - Нет, я читаю мало, гораздо меньше тебя. 12. Чем длиннее ночь, тем короче день.

ИМЯ ЧИСЛИТЕЛЬНОЕ (THE NUMERAL)

Имена числительные в английском языке делятся на количественные числительные (Cardinal Numerals), отвечающие на вопрос «сколько?», и порядковые числительные (Ordinal Numerals), отвечающие на вопрос «который?».

Количественные числительные от 13 до 19 образуются прибавлением суффикса *-teen* к основе. Числительные, обозначающие десятки, прибавляют к основе суффикс *-ty*. Порядковые числительные кроме первых трех (*first, second, third*) образуются прибавлением суффикса *-th* к соответствующему количественному числительному. Они употребляются с определенным артиклем.

Количественные (1-10)	Порядковые (1-10)	Количественные (11-20)	Порядковые (11-20)
1 - one	the first	11 - eleven	the eleventh
2 - two	the second	12 - twelve	the twelfth
3 - three	the third	13 - thirteen	the thirteenth
4 - four	the fourth	14 - fourteen	the fourteenth
5 - five	the fifth	15 - fifteen	the fifteenth
6 - six	the sixth	16 - sixteen	the sixteenth
7 - seven	the seventh	17 - seventeen	the seventeenth
8 - eight	the eighth	18 - eighteen	the eighteenth
9 - nine	the ninth	19 - nineteen	the nineteenth
10 - ten	the tenth	20 - twenty	the twentieth

Количественные (20-100)	Порядковые (20-100)	
20 - twenty	the twentieth	20th
21 - twenty-one	the twenty-first	21th
22 - twenty-two	the twenty-second	22nd
23 - twenty-three	the twenty-third	23d
24 - twenty-four	the twenty-fourth	24th
30 - thirty	the thirtieth	30th
40 - forty	the fortieth	40th
50 - fifty	the fiftieth	50th
60 - sixty	the sixtieth	60th
70 - seventy	the seventieth	70th
80 - eighty	the eightieth	80th
90 - ninety	the ninetieth	90th
100 - a (one) hundred	the hundredth	100th

101 - a (one) hundred and one
110 - one hundred and ten
200 - two hundred
350 - three hundred and fifty
1,000 - a (one) thousand
1,530 - a (one) thousand five hundred and thirty
2,000 - two thousand
3,000 - three thousand
100,000 - a (one) hundred thousand
1,000,000 - a (one) million

ДРОБНЫЕ И СМЕШАННЫЕ ВЕЛИЧИНЫ

1/2	a (one) half	половина
1/3	a (one) third	треть
1/4	a (one) quarter	четверть
3/5	three fifths	три пятых
0.8	point eight nought [nɔ:t] point eight o [ou] point eight	
1.02	one point nought two one point o [ou] two	
4.25	four point twenty-five	

**ОБОЗНАЧЕНИЕ ХРОНОЛОГИЧЕСКИХ ДАТ
В АНГЛИЙСКОМ ЯЗЫКЕ**

In 1800 (In eighteen hundred)	В 1800 году.
In 1905 (In nineteen o [ou] five)	В 1905 году.
In 1952 (In nineteen fifty-two)	В 1952 году.
March 21, 1964 (the twenty-first of March, nineteen sixty-four; March the twenty-first, nineteen sixty-four).	Двадцать первое марта 1964 года.
On the tenth of February (on February the tenth)	Десятого февраля.

Self-correcting Exercises

Exercise 1. Put down in figures.

- | | |
|---|--|
| 1. One thousand six. 2. Twenty-nine. 3. The fifteenth. 4. Nineteen twenty-two. 5. Three thousand. 6. Two fifths. 7. Twenty five point four. 8. May the twentieth. 9. Point five. 10. Three hundred and thirty-nine. | 1006; 29; XV; 1922; 3000; 2/5; 25.4; May 20; 0.5; 339. |
|---|--|

Exercise 2. Translate into Russian. Pay attention to the use of numerals.

- | | |
|--|---|
| 1. The meeting will take place in room 10. | Собрание состоится в десятой комнате. |
| 2. We live in flat 3. | Мы живем в третьей квартире. |
| 3. Open your books at page 45. | Откройте книги на сорок пятой странице. |
| 4. Read paragraph 3. | Прочитайте третий абзац. |
| 5. Take volume 4. | Возьмите четвертый том. |
| 6. I can take tram 5 or 6. | Я могу сесть на пятый или шестой трамвай. |

Self-training Exercises

Exercise 1. Match the corresponding numerals.

- | | |
|---------------|---------------------------------|
| 1. 567 | a. Eleven million |
| 2. 9th | b. The ninth |
| 3. 1943 | c. The twentieth |
| 4. 0.36 | d. Eighteen nought five |
| 5. 11,000,000 | e. Five hundred and sixty-seven |

- | | |
|---------------|-------------------------|
| 6. October 12 | f. One seventh |
| 7. 1805 | g. Nineteen forty-three |
| 8. 1/7 | h. October the twelfth |
| 9. XX | i. Two point eighteen |
| 10. 2.18 | j. Point thirty-six |

Exercise 2. Say it in words.

2, 18, 80, 100, 90, 14, 5, 99, 19, 705, 3,679, 21th, 1992, 1.015; 16th, 60, 1876, January 5, 4 1/2.

Exercise 3. Make the numerals ordinal.

25, 100, 21, 5, 12, 13, 20, 346, 31.

Exercise 4. Translate into English.

5 процентов; 22 сентября 1959 года; 1,5 часа; 5347 км; 0,37 метра; 23 июня 1943 года; 3/5 тонны, 24 часа; 43-й президент.

МЕСТОИМЕНИЕ (THE PRONOUN)

По своему значению местоимения делятся на следующие разряды:

Вид	Формы	
	Именительный падеж	Объектный падеж
Личные местоимения (Personal Pronouns)	I - я we - мы you - ты, вы you - вы he - он they - они she - она it - он, она, оно (неодуш.)	me - меня, мне us - нас, нам you - тебя, тебе you - вас, вам him - его, ему them - их, им her - ее, ей it - его, ее, ему, ей
Притяжательные местоимения (Possessive Pronouns)	<i>I форма</i> my - мой (-я, -е, -и) your - твой (-я, -е, -и) Ваш (-а, -е, -и) his - его her - ее its - его, ее (неодуш.) our - наш (-а, -е, -и) their - их	<i>II форма</i> mine - мой (-я, -е, -и) yours - твой (-я, -е, -и) Ваш (-а, -е, -и) his - его hers - ее its - его, ее ours - наш (-а, -е, -и) theirs - их

- Примечание: 1) все эти местоимения могут переводиться как *свой*.
 2) II форма притяжательных местоимений (притяжательные местоимения в абсолютной форме) употребляются самостоятельно, т. е. вместо существительных.

Вид	Формы	
Возвратные и усиленные местоимения (Reflexive and Emphatic Pronouns) (совпадают по звучанию и написанию)	myself – (я) себя, сам (-а) yourself – (ты, Вы) себя, сам (-и) himself – (он) себя, сам herself – (она) себя, сама itself – (оно) себя, само ourselves – (мы) себя, сами yourselves – (вы) себя, сами themselves – (они) себя, сами	
Взаимные местоимения (Reciprocal Pronouns)	each other – друг друга one another – один другого	
Указательные местоимения (Demonstrative Pronouns)	Единственное число	Множественное число
	this – этот (-а, -о) that – тот (та, то) such – такой (такие) the same – тот же самый, такой же	these – эти those – те
Вопросительные местоимения (Interrogative Pronouns)	who (whom) – кто (кого) whose – чей what – что, каков, какой, кто which – который, какой, кто, что	
Относительные и соединительные местоимения (Relative and Conjunctional Pronouns)	who (whom) – кто (кого), который (которого) whose – чей, которого what – что, какой which – который, какой, кто, что that – который	
Неопределенные местоимения (Indefinite Pronouns)	some – какой-то, некоторые, немного (в утв. предл.) (something, somebody, somewhere) any – 1) какой-нибудь, некоторые (в вопр. и отрицат. предл.) (anything, anybody, anywhere) 2) любой one – некто, некий all – все, весь, вся, все each – каждый every – всякий, каждый other – другой (-ие) another – другой (-я) both – оба many – много, многие (исчисляемые)	
	much – много (неисчисл.) few – мало (исчисл.) a few – несколько little – мало (неисчисл.) a little – немного either – любой (из двух) no – никакой, ни один, нет none – никто, ничто neither – ни тот, ни другой, никто, ничто	

Self-correcting Exercises

Exercise 1. Translate into Russian.

- | | |
|---|--|
| 1. Give me the pen, please. | Дай мне ручку, пожалуйста. |
| 2. He reads his books. | Он читает свои книги. |
| 3. I change my books at the library myself. | Я сам меняю свои книги в библиотеке. |
| 4. She left her book at home. She can take mine. | Она забыла свою книгу дома. Она может взять мою. |
| 5. This is her mother. | Это ее мама. |
| 6. These texts are easier than those we read yesterday. | Эти тексты легче, чем те, которые мы читали вчера. |
| 7. That was a nice day. | Это был хороший день. |
| 8. Those books are new. | Те книги – новые. |
| 9. Tell us the truth. | Скажи нам правду. |

Exercise 2. Choose the necessary pronoun.

- | | |
|---|--|
| 1. Here are (some, any) letters for you. | Here are some letters for you. |
| 2. Take (any, some) jam, please. | Take some jam, please. |
| 3. There aren't (any, some) matches left. | There aren't any matches left. |
| 4. Give me (anything, something) to eat. | Give me something to eat. |
| 5. (Nobody, anybody) knows him. | Nobody knows him. |
| 6. How (many, much) time does it take you to get there? | How much time does it take you to get there? |
| 7. He has (little, few) knowledge about it. | He has little knowledge about it. |

Self-training Exercises

Exercise 1. Open the brackets.

1. Give (they, they) notebooks. 2. She lives in Minsk with (she) family. 3. He is a friend of (I). 4. (We) plant is very large. 5. Let (I) know if anything happens. 6. If you find (some, any) money on the floor, it's (I). 7. (Somebody, anybody) must understand (he). 8. May I have (some, any) wine please? 9. He has (few, a few) friends, only five.

Exercise 2. Fill in the blanks. Use the pronouns or their derivatives.

a) some, any, no, every

1. You must ask ... to help you in this work. 2. If I have ... free time, I shall go ... tonight. 3. Did you hear ... about our plan? 4. Did you say ... ? - No, I said 5. I have ... to tell him.

b) much, many, more, less, (a) little, (a) few.

1. How ... English words do you know? 2. There are ... parks in our city. 3. Does he read ...? - It's a pity but he reads too 4. Hurry up. We have ... time to waste. 5. Please, try to make ... noise. 6. Do you spend ... time on your English exercises? 7. He drank ... water and felt better. 8. There was very ... water in the glass. 9. May I have ... coffee, please? 10. They were ... surprised.

Exercise 3. Answer the questions.

1. What are you speaking about? 2. Who were you speaking to? 3. Who(m) are you waiting for? 4. Whose dictionary is this? 5. Which of you goes in for sport? 6. Which book do you like best?

Exercise 4. Translate into English.

a) 1. Ее зовут Анна. 2. Я забыл (left behind) свою книгу. - Возьми мою. 3. Встреть меня, пожалуйста. 4. Его доклад слушали внимательно. 5. Их аудитория находится немного дальше. 6. Мне очень нравится этот город. 7. Моя мама работает в той школе. 8. Это лето очень холодное. 9. Они хотят прожить в этой стране еще год. 10. Где я могу купить хлеб? 11. Некоторые студенты уже сдали экзамен. 12. Кто-то оставил дверь открытой. 13. Никто из них вчера не приходил. 14. Он написал несколько слов.

b) 1. Бесплезно его об этом спрашивать. 2. Это ваш новый студент? 3. Необходимо послать туда наших инженеров. 4. Книга на столе. Дай мне ее. 5. Мы переводим текст. Он не очень трудный. 6. Интересно наблюдать за игрой детей. 7. Хотите чаю? - Он очень сладкий. 8. Петров получил новую квартиру. Она просторная. 9. Важно уметь логично мыслить.

НЕОПРЕДЕЛЕННЫЕ МЕСТОИМЕНЕНИЯ ONE И IT

One - формальное подлежащее в неопределенно-личных предложениях.	One never knows what he can do.	Никогда не знаешь, что он может сделать.
One в функции подлежащего в предложении со сказуемым, в состав которого входит модальный глагол.	One must go in for sport. One mustn't do it. One can't get this book anywhere.	Нужно (необходимо) заниматься спортом. Этого делать нельзя. Нигде невозможно достать эту книгу.

One should be careful when crossing the street.	Переходя улицу, нужно быть внимательным.
One may work in the laboratory every day.	В этой лаборатории можно работать каждый день.

One в форме притяжательного падежа переводится местоимениями <i>свой, своя, свое</i> .	One should always keep one's word.	Надо всегда держать свое слово.
--	------------------------------------	---------------------------------

One (ones) - заменитель ранее упомянутого существительного во избежание его повторения.	This book is more interesting than that one.	Эта книга более интересная, чем та.
---	--	-------------------------------------

It (личное местоимение) - подлежащее, заменяет ранее упомянутое неодушевленное существительное.	Where is my bag? It is on the table.	Где моя сумка? - Она на столе.
---	---	--------------------------------

It - формальное подлежащее в безличном предложении.	It is winter. It is five o'clock. It was clear that something had happened.	Зима. 5 часов. Было ясно, что что-то случилось.
---	---	---

It - дополнение (заменяет неодушевленное существительное).	Here is a picture. Look at it.	Вот картина. Посмотрите на нее.
--	-----------------------------------	------------------------------------

It (усилительное) употребляется в составе эмфатической конструкции, выделяет любой член предложения, кроме сказуемого.	It was in the street that I saw him.	Я видел его именно на улице.
--	--------------------------------------	------------------------------

Self-correcting Exercises

Exercise 1. Translate into Russian.

1. It is a pencil.	Это карандаш.
2. It is this article that I want to refer to.	Я хочу сослаться именно на эту статью.
3. It was he who came first.	Именно он пришел первым.
4. The flat is not large but it is cosy.	Квартира не большая, но уютная
5. It is raining heavily.	Идет сильный дождь.
6. It is important to answer this letter.	Важно ответить на это письмо.

7. One must be careful while crossing the street.
8. I saw this picture, show me another one.
9. This text is easier than that one.
10. Bring me the book. Which one?

Надо быть осторожным, переходя улицу.
Я видел эту картину, покажи мне другую.
Этот текст легче, чем тот.
Принеси мне книгу. Которую?

Exercise 2. Translate into English.

1. Это смешной короткий рассказ. Он интересный? – Да.
2. Необходимо повторить весь грамматический материал.
3. Именно моя сестра рассказала мне об этом.
4. Не надевайте старые ботинки, наденьте новые.
5. Тот, кто учит, называется учителем.
6. Нужно знать свой долг.

It's a funny short story. Is it interesting? – Yes, it is.
It is necessary to revise all grammar material.
It was my sister who told me about it.
Don't put on old shoes, put on new ones.
One who teaches is called a teacher.
One must know one's duty.

Self-training Exercises

Exercise 1. Translate into Russian.

1. There was a new film on TV. It was very interesting.
2. Could you give me the book on Kant? It is on the shelf.
3. It was because of the weather, that we stayed at home.
4. We use a new method. It is more effective than the old one.
5. It often rains in autumn.
6. It is necessary to go there at once.
7. I work as a teacher. It is very interesting.
8. We were given a new text. It was more difficult than the previous one.
9. He is the best student of the group.

Exercise 2. Translate into English. Mind the use of the word one.

1. У меня только один брат.
2. Он единственный, кто может это сделать.
3. Один из них – поэт.
4. Эта книга интереснее, чем та.
5. Необходимо больше читать.
6. В этом магазине можно купить все необходимое.
7. Известно, что Аляска принадлежала России.
8. Есть два учебника. Какой из них вы предпочтете?
9. Можно сказать, что все любят кино.

ГЛАГОЛ (THE VERB)

По своему значению и функции в предложении глаголы разделяются на:

- а) самостоятельные – write, speak, go;
- б) вспомогательные, служащие для образования временных форм глагола – to be, to have, to do, shall, should, will, would;
- в) глаголы-связки, служащие для образования составного именного сказуемого – to be, to become, to get, to grow, to turn;
- г) модальные глаголы, выражающие отношение говорящего к действию и состоянию – must, can, may, should.

В зависимости от направленности действия глаголы разделяются на:

- а) переходные, которые имеют после себя прямое, косвенное или предложное дополнение – to give, to bring, to show, to love;
- б) непереходные, которые не принимают дополнения, например: to come, to go, to sleep.

Наиболее распространенными глаголами английского языка являются глаголы to be и to have. Они употребляются как смысловые глаголы в значении «быть, находиться» и «иметь»; как вспомогательные, служащие для образования видовременных форм глаголов; и как модальные, выражающие планируемое действие в будущем (to be to) и необходимость совершения действия в силу определенных обстоятельств (to have to).

В отличие от других глаголов to be и to have имеют отдельные формы для 1-го и 3-го лица единственного и множественного числа: I am (was), he (she, it) is (was), we (you, they) are (were), I have (had), he (she, it) has (had).

Кроме того, они образуют вопросительную и отрицательную формы без вспомогательного глагола (do, does, did), за исключением глагола to have в модальном значении и в составе устойчивых словосочетаний типа to have dinner, to have classes, to have a rest, to have tea, etc.

Глагол to be

	Present Indefinite	Past Indefinite	Future Indefinite
Affirmative	I am	I was	I shall be
	You are	You were	You will be
	He is	He was	He will be
	She is	She was	She will be
	It is	It was	It will be
	We are	We were	We shall be
They are	They were	They will be	

	Present Indefinite	Past Indefinite	Future Indefinite
Negative	I am not	I was not	I shall not (shan't) be
	You are not (aren't)	You were not (weren't)	You will not (won't) be
	He	He	He
	She is not (isn't)	She was not (wasn't)	She will not be
	It	It	It
	We are not	We were not	We shall not be
They are not	They were not	They will not be	
Interrogative	Am I?	Was I?	Shall I be?
	Are you?	Were you?	Will you be?
	Is he?	Was he?	Will he be?
	Is she?	Was she?	Will she be?
	Is it?	Was it?	Will it be?
	Are we?	Were we?	Shall we be?
Are they?	Were they?	Will they be?	

ОСНОВНЫЕ СЛУЧАИ УПОТРЕБЛЕНИЯ ГЛАГОЛА TO BE

Употребление	Примеры	Перевод
1. Смысловой глагол – «быть», «находиться»	He is at home. We were at the lecture.	Он дома. Мы были на лекции.
2. Глагол-связка	She is an engineer.	Она инженер.
3. Вспомогательный глагол		
а) для образования форм Continuous	He is reading a newspaper now.	Она читает сейчас газету.
б) для образования времен страдательного залога	The book was published last week. The letter has just been typed.	Книга опубликована в прошлом году. Письмо только что напечатано.
4. В качестве модального глагола (в сочетании с инфинитивом с частицей «to») выражает долженствование, необходимость, договоренность.	I am to do the work at once. We were to meet in the evening.	Я должен сделать эту работу немедленно. Мы должны были встретиться вечером.

Self-correcting Exercises

Exercise 1. Translate the sentences into Russian.

- Petrov and Ivanov are at the conference in Moscow. Петров и Иванов на конференции в Москве.
- Are Petrov and Ivanov at the conference in Moscow? Петров и Иванов на конференции в Москве?

- Petrov and Ivanov are not at the conference in Moscow, they are in Kiev.
- My aim is to master English.
- Where is Bill? – He is working in the library.
- The students were asked to help the collective farmers.
- There are some interesting articles in this magazine.
- The train is to arrive at 5.
- I was to send him a letter, but I forgot.

Петров и Иванов не на конференции в Москве, они в Киеве.
Моя цель – освоить английский язык.
Где Билл? – Он работает в библиотеке.
Студентов попросили помочь колхозникам.
В этом журнале есть несколько интересных статей.
Поезд должен прибыть в 5 часов.
Мне нужно было послать ему письмо, но я забыл.

Exercise 2. A. Transform the sentences into the Past Indefinite Tense.

Model: Our teacher is at the conference in Moscow. (last month)
Our teacher was at the conference in Moscow last month.

- The students are in the reading hall. (before the lessons) The students were in the reading hall before the lessons.
- I am glad to meet my friend. (yesterday) I was glad to meet my friend yesterday.
- He is eighteen (in 1990) He was eighteen in 1990.
- My friend is preparing to enter the University. (last year) Last year my friend was preparing to enter the University.
- I am going to the Crimea. (when I met my old friend) When I met my old friend I was going to the Crimea.
- Such problems are discussed at our meeting. (yesterday) Such problems were discussed at our meeting yesterday.
- The train is to arrive at 10. (but it was late) The train was to arrive at 10 but it was late.

B. Transform the sentences into the Future Indefinite Tense.

Model: My parents are in Brest now. (in summer)
My parents will be in Brest in summer.

- My friend is a doctor. (in 5 years) My friend will be a doctor in 5 years.
- They are in Moscow. (during winter vacation) They will be in Moscow during winter vacation.

3. On Monday our first lesson is English. (next Monday)
4. She is working at the library now. (at 5 o'clock)
5. The book is translated into English. (soon).
6. The lesson is over. (in 5 minutes)

Next Monday our first lesson will be English.
 She will be working at the library at 5 o'clock.
 Soon this book will be translated into English.
 The lesson will be over in 5 minutes.

Exercise 3. Make the sentences interrogative.

Model: The students are at the English lesson now.
 Are the students at the English lesson now?

A.

1. My father is an engineer.
2. Pete is waiting for you.
3. This book is translated by a group of our teachers.
4. I was to stay there till 5 o'clock.
5. Our students were in London last year.
6. The Belorussian State University was founded in 1921.
7. We shall be in Moscow in summer.

Is your father an engineer?
 Is Pete waiting for me?
 Is this book translated by a group of your teachers?
 Were you to stay there till 5 o'clock?
 Were your students in London last year?
 Was the Belorussian State University founded in 1921?
 Will you be in Moscow in summer?

Exercise 4. Ask questions according to the model.

Model: His family is in Brest. (Where?)
 Where is his family?

1. My friend's dream is to enter the University. (What?)
2. He is going to the cinema now. (Where?)
3. I am to take my exams in June. (What?)
4. He was preparing for the exams yesterday. (Who?)
5. As he was ill he didn't go to the classes? (Why?)
6. The lesson will be over in 5 minutes. (When?)
7. I shall be eighteen in a year. (How old?)

What is your friend's dream?
 Where is he going now?
 What are you to do in June?
 Who was preparing for the exams?
 Why didn't he go to the classes?
 When will the lesson be over?
 How old will you be in a year?

Self-training Exercises

Exercise 1. Answer the questions.

1. Where is the students hostel? 2. Is it far from the Institute?
 3. How old is your friend? 4. Is he a student? 5. Was the lesson interesting? 6. Is your group preparing for the winter session? 7. Are you reading or writing now? 8. Were the students of your group invited to the conference? 9. Are you to finish this work by Monday? 10. Were you to meet your friends at the station? 11. Were there any mistakes in your grammar test? 12. What is there on your desk? 13. Will there be any new guests at your birthday party?

Exercise 2. Make the sentences negative.

1. I shall be at home tonight. 2. My friend will be a lawyer in two years. 3. My parents are teachers at the University. 4. At two o'clock our family is having dinner. 5. The decision will be passed on Monday. 6. He is working in the library now. 7. They are to meet at 5. 8. There is a TV set in this room. 9. There were many new words in the dictation. 10. There will be a stadium near our school.

Exercise 3. Read and translate the sentences with the verb «to be».

1. Our work will be completed next week. 2. He is to deliver a lecture on International Law. 3. Hard work is a guarantee of success. 4. The students of group No 4 are having a seminar now. 5. The train was to come at 5, but it was late. 6. A foreign delegation was to visit the exhibition. 7. He is not at home now. 8. Which party is in power now in Great Britain? 9. My aim is to master two foreign languages. 10. The report was interesting.

Exercise 4. Translate into English.

1. Все студенты на лекции. 2. Мой друг - первокурсник.
 3. Моя мечта - выучить английский язык. 4. Мой друг готовится поступать в университет. 5. Декан будет ждать тебя в два часа. 6. Эти книги переведены на различные языки мира. 7. Белорусский государственный университет был основан в 1921 г. 8. Мне нужно окончить работу к понедельнику. 9. Студентам нашей группы нужно подготовиться к конференции. 10. Делегация должна прибыть завтра вечером. 11. Наша задача - овладеть иностранным языком в течение года. 12. В вашем городе есть университет? 13. В этом районе будет кинотеатр, кафе и несколько школ в следующем году.

Оборот *there is (there are)*

Предложения с вводным **there** сообщают о наличии или существовании лица или предмета в каком-либо определенном месте.

Вводное **there** в предложении является формальным подлежащим, которое вводит сказуемое.

После оборота **there is (are, was, were, will be)** исчисляемые существительные в единственном числе употребляются с неопределенным артиклем. Во множественном числе существительные употребляются без артикля.

В случае наличия в предложении более одного подлежащего сказуемое согласуется с первым из них.

There is a newspaper and some journals on the table.

There are some journals and a newspaper on the table.

При переводе на русский язык предложений с вводным **there** перевод обычно начинается с обстоятельства (места или времени):

There is a lamp on the table. На столе есть (имеется, находится) лампа.

There is much snow in winter. Зимой много снега.

Сказуемым в предложении такого типа может быть не только глагол **to be**, но и другие глаголы: **to exist** (существовать), **to live** (жить), **to come** (приходить), **to lie** (лежать) и др.

There appeared many new parties in the country. В стране появилось много новых партий.

There is (are, was, were will be)

	<i>Present Indefinite</i>	<i>Past Indefinite</i>	<i>Future Indefinite</i>
<i>Affirmative</i>	There is a letter in the bag. There are letters in the bag.	There was a letter in the bag. There were letters in the bag.	There will be a letter in the bag. There will be letters in the bag.
<i>Interrog.</i>	Is there a letter in the bag? Are there letters in the bag?	Was there a letter in the bag? Were there letters in the bag?	Will there be a letter in the bag? Will there be letters in the bag?
<i>Negative</i>	There is not (isn't) a letter in the bag. There are no letters in the bag.	There was not (wasn't) a letter in the bag. There were no letters in the bag.	There will not (won't) be a letter in the bag. There will be no letters in the bag.

Self-correcting Exercises

Exercise 1. Translate the sentences into Russian.

- | | |
|---|---|
| 1. There is a garden near the house. | Около дома есть сад. |
| 2. There are many newspapers on the desk. | На столе много газет |
| 3. There is some chalk in the box. | В ящике есть мел. |
| 4. Is there anybody in the corridor? | В коридоре есть кто-нибудь? |
| 5. There are no mistakes in your test. | В вашей контрольной нет ошибок. |
| 6. There aren't many mistakes in your test. | В вашей контрольной не много ошибок. |
| 7. There was a concert at the University last Sunday. | В прошлое воскресенье в университете был концерт. |
| 8. Will there be a concert next Sunday? | В следующее воскресенье будет концерт? |
| 9. There won't be many exams in winter. | Зимой не будет много экзаменов. |
| 10. There is much information. | Имеется (есть) много информации. |
| 11. There is a point of view that ... | Существует мнение, что ... |
| 12. There are many problems to solve. | Есть много проблем, требующих решения. |

Exercise 2. Make the sentences interrogative.

Model: There is a picture on the wall.
Is there a picture on the wall?

- | | |
|--|---------------------------------------|
| 1. There is a lift in the house. | Is there a lift in the house? |
| 2. There are a lot of bookshelves. | Are there a lot of bookshelves? |
| 3. There is some bread on the plate. | Is there any bread on the plate? |
| 4. There are a few cups on the table. | Are there a few cups on the table? |
| 5. There is much furniture in the hall. | Is there much furniture in the hall? |
| 6. There was a nice picture on the wall. | Was there a nice picture on the wall? |

- There were many seminars last week.
- There will be a lot of people at the conference.
- There will be a telephone in my flat.

- Were there many seminars last week?
 Will there be a lot of people at the conference?
 Will there be a telephone in your flat?

Exercise 3. Make the sentences negative.

- There is a pen in my hand.
- There is some ink in the pen.
- There is some bread at home.
- There were old buildings in the city.
- There will be a lot of fruit in our garden.
- There will be a seminar next week.
- There is some sugar in my coffee.
- There will be a new stadium in a year.

- There is no pen in my hand.
 There is no ink in the pen.
 There is no bread at home.
 There were no old buildings in the city.
 There won't be a lot of fruit in our garden.
 There won't be a seminar next week.
 There isn't any sugar in my coffee.
 There won't be a new stadium in a year.

Self-training Exercises

Exercise 1. Answer the following questions.

- How many days are there in January?
- How many minutes are there in an hour?
- How many rooms are there in your flat?
- How many students are there in your group?
- How much money is there in the box?
- How much water is there in the kettle?
- What is there on the table?
- In whose room are there two windows?
- Will there be many people in the park on Sunday?

Exercise 2. Form questions to the words given in bold type.

- There is a **big** park in the centre of the city.
- There are **two** armchairs in the room.
- There are **twelve** months in a year.
- There was a **school** near my house before the war.
- There were **50000** roubles in my bag.
- There will be **no** wars in future.
- There will be a **party** tomorrow.

Exercise 3. Make up sentences of your own using the construction «there is/are».

- traffic lights, at every corner, of the street.
- a few English books, in our library.
- a lot of parks and gardens, there.
- time, to visit the museum, no.

- some years ago, only, a few new houses, in our street.
- time, to do this work, tomorrow?
- an institute, in your town, five years ago?
- in three years, a theatre, near my house?

Exercise 4. Translate the sentences into English using the construction «there is/are».

- В нашем городе много школ и институтов.
- На столе много журналов и газет? – Нет, на столе мало журналов и газет.
- В нашей группе было 14 студентов в прошлом году.
- В Минске много вокзалов?
- Десять лет назад недалеко от нашего дома не было школы.
- В этом городе много исторических памятников.
- Есть ли кто-нибудь в комнате? – Там никого нет.
- Через несколько минут будет фильм.
- Вы можете идти домой. Сегодня не будет больше занятий.

Глагол to have

	Present Indefinite	Past Indefinite	Future Indefinite
Affirmative	I have	I had	I shall have
	You have	You had	You will have
	He $\begin{cases} \text{has} \\ \text{has} \end{cases}$	He $\begin{cases} \text{had} \\ \text{had} \end{cases}$	He $\begin{cases} \text{will have} \\ \text{will have} \end{cases}$
	She $\begin{cases} \text{has} \\ \text{has} \end{cases}$	She $\begin{cases} \text{had} \\ \text{had} \end{cases}$	She $\begin{cases} \text{will have} \\ \text{will have} \end{cases}$
	It $\begin{cases} \text{has} \\ \text{has} \end{cases}$	It $\begin{cases} \text{had} \\ \text{had} \end{cases}$	It $\begin{cases} \text{will have} \\ \text{will have} \end{cases}$
	We have	We had	We shall have
Negative	They have	They had	They will have
	I have not (haven't)	I had not (hadn't)	I shall not (shan't) have
	You have not (haven't)	You had not (hadn't)	You will not (won't) have
	He $\begin{cases} \text{has not} \\ \text{has not} \end{cases}$	He $\begin{cases} \text{had not} \\ \text{had not} \end{cases}$	He $\begin{cases} \text{will not have} \\ \text{will not have} \end{cases}$
	She $\begin{cases} \text{has not} \\ \text{has not} \end{cases}$	She $\begin{cases} \text{had not} \\ \text{had not} \end{cases}$	She $\begin{cases} \text{will not have} \\ \text{will not have} \end{cases}$
	It $\begin{cases} \text{has not} \\ \text{has not} \end{cases}$	It $\begin{cases} \text{had not} \\ \text{had not} \end{cases}$	It $\begin{cases} \text{will not have} \\ \text{will not have} \end{cases}$
We have not (haven't)	We had not (hadn't)	We shall not have	
They have not (haven't)	They had not (hadn't)	They will not have	

Примечание: перед числительным и словами *much, many, little, a few, any* употребляется частица *not*.

Interrogative	Have I?	Had I?	Shall I have?
	Have you?	Had you?	Will you have?
	Has $\begin{cases} \text{he?} \\ \text{she?} \\ \text{it?} \end{cases}$	Had $\begin{cases} \text{he?} \\ \text{she?} \\ \text{it?} \end{cases}$	Will $\begin{cases} \text{he} \\ \text{she} \\ \text{it} \end{cases}$ have?
	Have we?	Had we?	Shall we have?
	Have they?	Had they?	Will they have?

ОСНОВНЫЕ СЛУЧАИ УПОТРЕБЛЕНИЯ ГЛАГОЛА 'TO HAVE'

Употребление	Примеры	Перевод
1. Смысловой глагол – «иметь», «обладать»	I have got a car.	У меня есть машина.
2. Вспомогательный глагол для образования видо-временных форм глаголов	She has just told me about it.	Она только что сказала мне об этом.
3. В качестве модального глагола для выражения долженствования (в сочетании с инфинитивом с частицей to)	You will have to go there. I have to get up early.	Вам придется поехать туда. Мне приходится рано вставать.
4. В сочетании со сложным дополнением (to have + сущ. или местоим. + Past Participle).	I had my TV-set repaired yesterday.	Мне вчера починили телевизор.
5. В устойчивых сочетаниях типа to have dinner, to have a rest, etc.	When do you have breakfast? Did you have a good rest?	Когда вы завтракаете? Вы хорошо отдохнули?

Self-correcting Exercises

Exercise 1. Translate the sentences into Russian.

- | | |
|---|--|
| 1. In our country all people have the right to education. | В нашей стране все люди имеют право на образование. |
| 2. He has much work to do. | У него много работы. |
| 3. We have not much time to get to the station. | У нас немного времени, чтобы добраться до вокзала. |
| 4. I have got many books on this question. | У меня много книг по этому вопросу. |
| 5. The participants of the conference have just discussed this problem. | Участники конференции только что обсудили эту проблему. |
| 6. Have you any books on history? | У тебя есть какие-нибудь книги по истории? |
| 7. Did you have a good rest on Sunday? | Вы хорошо отдохнули в воскресенье? |
| 8. The teacher had to explain this grammar rule again. | Учителю пришлось объяснить это грамматическое правило еще раз. |
| 9. He had his watch repaired. | Ему починили часы. |

Exercise 2. Transform the sentences into the Past.

Model: We have an English lesson today. (yesterday)
We had an English lesson yesterday.

- | | |
|--|--|
| 1. They have a meeting today. (yesterday) | They had a meeting yesterday. |
| 2. He has a lot of free time. (last week) | He had a lot of free time last week. |
| 3. The students of our group have a scientific conference today. (yesterday) | The students of our group had a scientific conference yesterday. |
| 4. We usually have our dinner in the canteen. (last year) | We usually had our dinner in the canteen last year. |
| 5. We have a dictation in English today. (two days ago) | We had a dictation in English two days ago. |
| 6. They have to start this experiment now. (yesterday) | They had to start this experiment yesterday. |

Exercise 3. Transform the sentences into the Future.

Model: I have much work to do. (next week)
I shall have much work to do next week.

- | | |
|---|--|
| 1. We have a good rest every Sunday. (next Sunday) | We shall have a good rest next Sunday. |
| 2. I have just finished my work. (by 5 o'clock) | I shall have finished my work by 5 o'clock. |
| 3. We have plenty of fruit in our garden. (in autumn) | We shall have plenty of fruit in our garden in autumn. |
| 4. The students have a lecture in philosophy. (tomorrow) | The students will have a lecture in philosophy tomorrow. |
| 5. We have to do this research today. (in a day) | We shall have to do this research in a day. |
| 6. The teacher has to explain this grammar rule again. (at the next lesson) | The teacher will have to explain this grammar rule again at the next lesson. |

Exercise 4. Make the sentences negative.

Model: I have many books at home.
I haven't any books at home.
I have no books at home.

- | | |
|----------------------------------|---------------------------------|
| 1. He has many friends in Minsk. | He hasn't any friends in Minsk. |
| | He has no friends in Minsk. |

- | | |
|--|---|
| 2. She has three new dresses. | She hasn't any new dresses.
She has no new dresses. |
| 3. We have a lot of fruit in the refrigerator. | We haven't any fruit in the refrigerator. We have no fruit in the refrigerator. |
| 4. He has the right to do it. | He hasn't any right to do it.
He has no right to do it. |

Model B: I have got a brother.
I haven't got a brother.

- | | |
|------------------------------------|------------------------------------|
| 1. He has got a car. | He hasn't got a car. |
| 2. My friend has got a new flat. | My friend hasn't got a new flat. |
| 3. The pupil has got a dictionary. | The pupil hasn't got a dictionary. |
| 4. They have got two sons. | They haven't got two sons. |

Exercise 5. Make the sentences interrogative.

Model A: They have (got) a good library.
Have they (got) a good library?

- | | |
|--------------------------------------|------------------------------------|
| 1. We have many good friends abroad. | Have you many good friends abroad? |
| 2. They have (got) a car. | Have they (got) a car? |
| 3. She has many relatives. | Has she many relatives? |
| 4. Steve has many English books. | Has Steve many English books? |

Model B: They have (had) to start at 5.
Do (did) they have to start at 5?

- | | |
|--|---|
| 1. I have to prepare for the lessons in the library. | Do you have to prepare for your lessons in the library? |
| 2. Father had to agree. | Did father have to agree? |
| 3. She had to stay there for some more days. | Did she have to stay there for some more days? |
| 4. She had to learn this rule. | Did she have to learn this rule? |

Model C: They have (had) dinner at 3 o'clock. (When?)
When do (did) they have dinner?

- | | |
|---|--------------------------------|
| 1. They had a lecture yesterday. (When?) | When did they have a lecture? |
| 2. We have an English lesson today. (What?) | What lesson do you have today? |

- | | |
|--|-----------------------------------|
| 3. I usually have supper at home. (Where?) | Where do you usually have supper? |
| 4. The students have much work to do. (Who?) | Who has much work to do? |

Self-training Exercises

Exercise 1. Answer the following questions.

1. Has Great Britain a lot of industrial cities?
2. Have you got any books by foreign writers?
3. Do you always have light supper?
4. Have you a great influence on your friends?
5. Where do you have dinner after classes?
6. Do you have to rewrite this exercise?
7. Did you have to learn the poem for today?

Exercise 2. Make the sentences negative.

1. He has many books on history in his library.
2. He had learnt to speak English by the end of the year.
3. He has a lot of relatives in Kiev.
4. I often have a headache in the evening.
5. We have received some letters from you of late.
6. I shall have much work to do next week.

Exercise 3. Make the sentences interrogative.

1. We have some questions to ask you.
2. We have just discussed this problem.
3. Father has got a lot of technical books in his study.
4. Our students have dinner in the canteen.
5. He had finished reading the book by last Sunday.
6. The students have to work hard.
7. He has to finish his experiment in 2 hours.
8. You will have to stay here for 10 days.

Exercise 4. Read and translate the sentences with the verb «to have».

1. I'm awfully hungry. I didn't have any dinner.
2. They haven't paid for the tickets yet.
3. I have to complete this work today, because I shall have no time for it tomorrow.
4. She had to look up the words in the dictionary.
5. I haven't seen you for ages. Where have you been?
6. The delegation has already arrived.
7. She has no relatives in Minsk.
8. You have no right to do it.

Exercise 5. Translate into English.

1. У меня много друзей среди студентов университета.
2. У моей сестры много свободного времени.
3. У него есть интересная коллекция марок.
4. Ему приходится встречать свою младшую сестру после школы.
5. Мы вынуждены были прервать нашу работу.
6. Ты когда-нибудь слышал что-либо подобное?
7. Химия и физика стали ведущими науками в наше время.
8. Некоторые страны достигли больших успехов в развитии сельского хозяйства.

СИСТЕМА ВИДО-ВРЕМЕННЫХ ФОРМ АНГЛИЙСКОГО ГЛАГОЛА

Глаголы в английском языке имеют четыре формы: инфинитив (Infinitive), прошедшее неопределенное время (Past Indefinite) и причастия настоящего и прошедшего времени (Participle I, Participle II или Present и Past Participle).

Infinitive	Past Indefinite	Participle II	Participle I
to ask	asked	asked	asking
to go	went	gone	going

Все английские глаголы делятся на правильные и неправильные. Правильные глаголы образуют формы Past Indefinite путем прибавления суффикса -ed к основе глагола: to stop - stopped - stopped.

Формы неправильных глаголов следует заучивать: to write - wrote - written (см. Таблицу неправильных глаголов).

В английском языке имеется четыре группы времен: Indefinite, Continuous, Perfect, Perfect Continuous, которые образуют двенадцать временных форм.

Времена группы INDEFINITE

	Present	Past	Future
Affirmative	I We You They He She It work works	I We You They He She It worked	I shall work We You They He She It will work
Negative	I We You They He She It do not (don't) work does not (doesn't) work	I We You They He She It did not (didn't) work	I shall not (shan't) We will not (won't) work You They He She It will not (won't) work

	Present	Past	Future
Interrogative	Do I we you they work?	Did I we you they he she it work?	Shall I we work? Will you they he she it work?

Времена группы Indefinite обозначают обычное, регулярное, повторяющееся действие, либо указывают на сам факт его совершения в настоящем, прошедшем и будущем.

С временами группы Indefinite обычно употребляются следующие словосочетания:

1. Present Indefinite: often, seldom, always, usually, regularly, every day, sometimes, as a rule.

2. Past Indefinite: yesterday, last week (month, year), the day before yesterday, ago.

3. Future Indefinite: tomorrow, the day after tomorrow, next week (month, year), in a day (week, month).

Future Indefinite не употребляется в придаточных предложениях времени и условия после союзов if, when, before, after, as soon as, till, until. В этих предложениях вместо Future Indefinite употребляется Present Indefinite. На русский язык переводится будущим временем. Например: I shall enter the University when I finish school. Я поступлю в университет, когда закончу школу.

Self-correcting Exercises

Exercise 1. Translate the sentences into Russian.

- | | |
|--|--|
| 1. My friend studies at the University.
2. Does your sister study at school?
3. Where does your brother study?
4. My friend doesn't study at the University. He's a school-boy yet.
5. He lived in the North during the war.
6. Did you visit your friend yesterday?
7. They didn't know my address. | Мой друг занимается в университете.
Твоя сестра учится в школе?
Где учился твой брат?
Мой друг не учится в университете, он еще школьник.
Он жил на севере во время войны.
Ты навещил своего друга вчера?
Они не знали моего адреса. |
|--|--|

8. In 5 years I shall graduate from the University.
9. Will you go to the library tomorrow?
10. We shall not pass our exams well if we don't work hard.

Через 5 лет я окончу университет.
 Ты пойдешь в библиотеку завтра?
 Мы не сдадим хорошо экзамен, если не будем усердно работать.

Exercise 2. Use the Past Indefinite Tense.

Model: Our group always works well in the students' construction team. (last summer)
 Our group worked well in the students' construction team last summer.

- | | |
|---|--|
| 1. I get excellent marks in English. (last year) | Last year I got excellent marks in English. |
| 2. Minsk often becomes the arena of the world championship. (in 1981) | In 1981 Minsk became the arena of the world championship. |
| 3. All the students of our group attend the dean's lecture. (yesterday) | All the students of our group attended the dean's lecture yesterday. |
| 4. I often go to the library. (when I was preparing for the conference) | When I was preparing for the conference I often went to the library. |
| 5. We work at the English lab on Friday. (last Friday) | Last Friday we worked at the English lab. |

Exercise 3. Use the Future Indefinite Tense.

Model: The students of our group take part in the conference. (in April)
 The students of our group will take part in the conference in April.

- | | |
|---|--|
| 1. In summer we join the students' Construction Team. (next summer) | Next summer we shall join the students' Construction Team. |
| 2. We have 2 seminars every week. (next week) | We shall have 2 seminars next week. |
| 3. Students of our group make interesting reports at the sitting of the English club. (at the next sitting of the club) | Students of our group will make interesting reports at the next sitting of the club. |

4. I am a second-year student. (next year)
5. I buy English newspapers. (on Friday)

I shall be a second-year student next year.
 I shall buy English newspapers on Friday.

Exercise 4. Make the sentences interrogative.

Model: I go (went) to the University by bus.
 Do (did) you go to the University by bus?

- | | |
|---|--|
| 1. My friend lives in Minsk. | Does your friend live in Minsk? |
| 2. The teacher asks many questions at the lesson. | Does the teacher ask many questions at the lesson? |
| 3. He often writes letters to his parents. | Does he often write letters to his parents? |
| 4. The lecture began at 6. | Did the lecture begin at 6? |
| 5. The students worked hard on their reports. | Did the students work hard on their reports? |
| 6. He will visit Great Britain next year. | Will he visit Great Britain next year? |

Exercise 5. Ask questions using the question words given.

Model: He will graduate from the University next year. (When?)
 When will he graduate from the University?

- | | |
|---|-------------------------------------|
| 1. He visits us on Sundays. (Who?) | Who visits us on Sundays? |
| 2. He visited us on Sundays. (Who?) | Who visited us on Sundays? |
| 3. He will visit us on Sundays. (Who?) | Who will visit us on Sundays? |
| 4. The delegation arrives in the evening. (When?) | When does the delegation arrive? |
| 5. Our students took part in the meeting. (What?) | What did our students take part in? |
| 6. She will teach English at school. (Where?) | Where will she teach English? |

Exercise 6. Make the sentences negative.

- | | |
|--|--|
| 1. They go to the library every day. | They don't go to the library every day. |
| 2. He works at the English laboratory every day. | He doesn't work at the English laboratory every day. |

3. We got excellent marks at the exams.
4. She liked to work in the evening.
5. We shall translate this text in class.
6. They will finish this experiment in some days.

He didn't get excellent marks at the exams.
 She didn't like to work in the evening.
 We shall not translate this text in class.
 They will not finish this experiment in some days.

Exercise 7. Transform as in the model.

Model: He works hard. He will pass all his exams well.
 If he works hard he will pass all his exams well.

- | | |
|--|---|
| 1. He is free. He will help you. | If he is free he will help you. |
| 2. I'll stay at home. It rains. | If it rains, I'll stay at home. |
| 3. The weather is bad. We shall not go for a walk. | If the weather is bad we shall not go for a walk. |
| 4. The film is interesting. I'll go and see it. | If the film is interesting I'll go and see it. |
| 5. I return home at 5. I'll call on you after 7. | If I return at 5, I'll call on you after 7. |

Self-training Exercises

Exercise 1. Answer the following questions.

1. Where do you study?
2. Did you live in the hostel last year?
3. Will you take part in the conference?
4. When will you pass your entrance examinations?
5. Where does your friend study?
6. Do your parents work at a plant?
7. Did you go to the theatre yesterday?
8. When did you finish school?
9. Do you often see your school-friend?

Exercise 2. Put the verbs in brackets into the Present, Past or Future Indefinite Tense.

A. 1. We always (to consult) a dictionary when we (to translate) texts. 2. We (to take part) in a sport competition last Sunday. 3. My friend (to pass) entrance examinations to the University last month. 4. He (to study) at the Law Department now. 5. He (to graduate) from the University in five years and will become a lawyer. 6. The students (to come) to the lectures every day. 7. We (not to go) to the country this Sunday.

B. 1. When he (to graduate) from the University, he will become a good specialist. 2. If you (to prepare) the report in time, you will take part in the conference. 3. When I (to be) 18, I (to take

part) in the elections. 4. We (revise) the rules in some days. 5. If you (to come) to the lecture, you will learn many interesting things.

Exercise 3. Put special questions to the words given in bold type.

1. We discussed the plan for the second term **at the meeting**.
2. The best students receive **scholarships**.
3. **He** didn't follow my advice.
4. They will play football **after the lessons**.
5. The seminar will take place **on Monday**.
6. We go to the English lab **twice a week**.
7. My friend works **at the people's court**.
8. They spent their vacations **in the Crimea**.
9. **The doctor** will come in the afternoon.
10. The students went to the canteen **after the lectures**.

Exercise 4. Translate into English.

1. Завтра у нас будет два семинара.
2. Студенты нашей группы сделают интересные доклады на заседании английского клуба.
3. На последнем собрании мы обсуждали план работы научного кружка.
4. Он не принимал участия в научной конференции, так как был болен.
5. Он успешно сдал вступительные экзамены и поступил в университет.
6. Мои родители живут недалеко от Минска.
7. Статья рассказывает об очень интересных событиях.
8. Что вы делаете по вечерам?
9. Если вы выучите новые слова, вы поймете содержание этой статьи.
10. Вы часто посещали выставки в прошлом году?
11. Когда он закончит университет, он будет хорошим специалистом.
12. Когда я был студентом, я каждый день ходил в библиотеку.

Времена группы CONTINUOUS

to be (am, are, is, was, were, shall be, will be) + Participle I

	Present	Past	Future
Affirmative	I am speaking	I was speaking	I shall be speaking
	We are speaking	We were speaking	We will be speaking
	You are speaking	You were speaking	You will be speaking
	They are speaking	They were speaking	They will be speaking
	He is speaking	He was speaking	He will be speaking
	She is speaking	She was speaking	She will be speaking
	It is speaking	It was speaking	It will be speaking

	Present	Past	Future
Negative	I am not speaking	I was not (wasn't) speaking	I shall not (shan't) be speaking
	We are not	We were not	
	You (aren't)	You (weren't)	You
	They speaking	They speaking	They will not (won't)
	He is not	He was not (wasn't)	She be speaking
	She (isn't)	It speaking	It
Interrogative	Am I speaking	Was I speaking	Shall I be speaking?
	we	we	we
	Are you speaking?	Were you speaking?	you
	they	they	they
	he	he	Will he be speaking?
	Is she speaking?	Was she speaking?	she
it	it	it	

Продолженные времена (Continuous Tenses) обозначают действие в процессе его развития в определенный момент в настоящем, прошедшем или будущем.

Некоторые глаголы не могут выражать действие или состояние как процесс, совершающийся в определенный момент, и, следовательно, употребляются во временах группы Continuous. К ним относятся: to love — любить, to want — хотеть, to like — нравиться, to hate — ненавидеть, to wish, to desire — желать, to see — видеть, to hear — слышать, to feel — чувствовать, to notice — замечать, to know — знать, to understand — понимать, to consist — состоять, to belong — принадлежать, to recognize — узнавать, to be — быть и др.

С временами группы Continuous обычно употребляются следующие указатели времени:

1. Present Continuous: now, right now, just now, at the moment, today, this week (month, season), these days, tonight (this evening).

2. Past Continuous: at that time, all day (night) long, at six o'clock, the whole evening (morning, afternoon), from seven to nine.

3. Future Continuous: at this time tomorrow (next week, next month), at 10 o'clock on Friday.

Self-correcting Exercises

Exercise 1. Translate the sentences into Russian.

- | | |
|---|---|
| 1. He is reading a newspaper now. | Он сейчас читает газету. |
| 2. Is he reading a newspaper or a book now? | Он читает сейчас газету или книгу? |
| 3. He is not reading, he is listening to the radio now. | Он не читает, он слушает сейчас радио. |
| 4. What is he doing now? | Что он делает сейчас? |
| 5. Yesterday at 5 o'clock I was doing my homework. | Вчера в 5 часов я готовил домашнее задание. |
| 6. It was raining when I left the house. | Шел дождь, когда я вышел из дома. |
| 7. I shall still be working at 6 o'clock. | Я буду все еще работать в 6 часов. |
| 8. Will they be writing their course papers in April? | Они будут писать (свои) курсовые работы в апреле? |
| 9. We are leaving at 8 tomorrow. | Мы уезжаем завтра в 8 часов. |
| 10. What are you doing tonight? | Что вы будете делать сегодня вечером? |

Exercise 2. A. Use the Present Continuous Tense.

Model: We shall discuss this question. (now)
We are discussing this question now.

- | | |
|---|---|
| 1. We have lectures every day. (now) | We are having a lecture now. |
| 2. He watches TV in the evening. (at the moment) | He is watching TV set at the moment. |
| 3. We listen to the teacher attentively. (at this time) | We are listening to the teacher at this time. |
| 4. He sleeps in the daytime every day. (from 2 till 3) | He is sleeping from 2 till 3. |
| 5. She writes letters to her parents every week. (now) | She is writing a letter to her parents now. |

B. Use the Past Continuous Tense.

Model: He worked hard. (when I came)
He was working hard when I came.

- | | |
|--|--|
| 1. He delivered lectures every week. (at 12 o'clock yesterday) | He was delivering a lecture at 12 o'clock yesterday. |
|--|--|

2. He worked in the library yesterday. (from 3 till 5 o'clock)

He was working in the library from 3 till 5 o'clock yesterday.

3. He left the house. (when the bell rang)

He was leaving the house when the bell rang.

4. He crossed the street. (when I saw him)

He was crossing the street when I saw him.

5. The children played in the yard. (from 10 till 12 o'clock)

The children were playing in the yard from 10 till 12 o'clock.

C. Use the Future Continuous Tense.

Model: We have an English lesson today. (at 10 o'clock tomorrow)
We shall be having an English lesson at 10 o'clock tomorrow.

1. He is preparing for his exams. (next month)

He will be preparing for his exams next month.

2. She is translating the text now. (at 3 o'clock tomorrow)

She will be translating the text at 3 o'clock tomorrow.

3. We are celebrating the 80th anniversary of our University. (next year)

We shall be celebrating the 80th anniversary of our University next year.

4. He is leaving today. (at 7 o'clock tomorrow)

He will be leaving at 7 o'clock tomorrow.

5. She sings well. (at the concert tonight)

She will be singing at the concert tonight.

Exercise 3. Answer the questions as in the model.

Model A: Where is Ann and her sister? (to stand in the passage and talk)
Can't you see? They are standing in the passage and talking.

1. Where are the students? (to have an interval between their lectures)

Can't you see? They are having an interval between their lectures.

2. Where are your friends? (to stand behind you)

Can't you see? They are standing behind you.

3. Where is my book? (to lie on the table)

Can't you see? Your book is lying on the table.

4. Where is father? (to sit on a bench and to read a newspaper)

Can't you see? Father is sitting on a bench and reading a newspaper.

5. What's the weather like? (the sun shines)

Can't you see? The sun is shining.

Model B: What were you doing yesterday afternoon? (to write a letter to a friend of mine).
I was writing a letter to a friend of mine.

1. What were you doing at about 4 o'clock yesterday? (to repair my tape-recorder)

I was repairing my tape-recorder.

2. What was Ann doing at that moment? (to sleep)

Ann was sleeping.

3. What were you doing all afternoon yesterday? (to watch TV)

I was watching TV.

Model C: What will you be doing at 3 o'clock tomorrow? (to have an English lesson)
We shall be having an English lesson at 3 o'clock tomorrow.

1. What will she be doing after supper? (to do her home exercises)

She will be doing her home exercises after supper.

2. What will you be doing for two more years? (to study French)

I shall be studying French for two more years.

3. What will you be discussing at the seminar? (my essay)

We shall be discussing my essay at the seminar.

Exercise 4. Make the sentences interrogative.

Model A: She is translating the article into Russian.
Is she translating the article into Russian?

1. His friends are still speaking over the telephone.

Are his friends still speaking over the telephone?

2. Boris is repairing the record-player.

Is Boris repairing the record-player?

3. He is leaving by the 8 o'clock train.

Is he leaving by the 8 o'clock train?

4. They are crossing the street.

Are they crossing the street?

Model B: She was smoking in the corridor at that moment.
Was she smoking in the corridor at that moment?

- | | |
|--|---|
| 1. We were looking for him the day before yesterday. | Were we looking for him the day before yesterday? |
| 2. She was typing a letter at that moment. | Was she typing a letter at that moment? |
| 3. He was watching TV when I came home. | Was he watching TV when I came home? |

Model C: She will be waiting for us at the entrance.
Will she be waiting for us at the entrance?

- | | |
|--|---|
| 1. I shall be waiting for you at the usual time. | Will you be waiting for me at the usual time? |
| 2. He will be lecturing at that time. | Will he be lecturing at that time? |
| 3. It will be raining in a minute. | Will it be raining in a minute? |

Exercise 5. Make the sentences negative.

Model A: Ann is reading a book.
Ann is not reading a book.

- | | |
|--------------------------------------|---------------------------------------|
| 1. It is raining. | It is not raining. |
| 2. She is talking to her old friend. | She is not talking to her old friend. |
| 3. I am buying sweets here. | I am not buying sweets here. |
| 4. Boys are playing football. | Boys are not playing football. |

Model B: It was snowing when I left home.
It was not snowing when I left home.

- | | |
|---|--|
| 1. We were having dinner when you rang me up. | We were not having dinner when you rang me up. |
| 2. John was listening to the latest news at 7 o'clock in the evening. | John was not listening to the latest news at 7 o'clock in the evening. |
| 3. She was hurrying to the station at that moment. | She was not hurrying to the station at that moment. |

Model C: I shall be approaching Moscow tomorrow morning.
I shall not be approaching Moscow tomorrow morning.

- | | |
|--|---|
| 1. I shall be posting my letters tomorrow morning. | I shall not be posting my letters tomorrow morning. |
| 2. They will be working hard in autumn. | They will not be working hard in autumn. |
| 3. She will be coming to see us today. | She will not be coming to see us today. |

Self-training Exercises

Exercise 1. Answer the following questions.

1. Are you reading or writing now? 2. Are you making progress in your English? 3. Is your friend listening to you now? 4. Is it snowing now? 5. Where are you going to spend your winter holidays? 6. What were the students doing in the laboratory so late yesterday? 7. Were you having a rest when I rang you up? 8. Was she wearing black at the party? 9. At what time were your friends waiting for you at the station? 10. Where was he hurrying at 8 o'clock in the morning? 11. What were the students translating when the teacher came? 12. Whom were you speaking with when I came up to you? 13. Will the students be having a meeting after the lectures? 14. What will you be doing after the meeting? 15. Will you be taking any examination this month?

Exercise 2. Put the verb in brackets into the Present, Past or Future Continuous Tense.

1. He (to take) a bath now. 2. I (not to laugh) at you. 3. He (to come) here next week. 4. If I (to sleep) when he comes, please, wake me up. 5. What journal you (to read) when I came to the library? 6. The whole family (to have) dinner when the telephone rang. 7. Where he (to go) when the rain started? 8. She (to sing) over the radio at 5 o'clock tomorrow. 9. They will not go on excursion with us. They (to have) a lecture at 2 o'clock. 10. What you (to do) from 2 till 3 o'clock tomorrow? 11. The children (to play) when we return home. 12. Look! It is getting dark. It (to rain) in a minute.

Exercise 3. Form questions with the question words given.

1. The expedition is returning next week. (When) 2. We are doing grammar exercises now. (What) 3. The mother is teaching her little son to read. (Who) 4. I am reading a book on modern art. (What) 5. They were still arguing when I entered the room. (Who) 6. Our group was staying in Vitebsk for some days. (For how long) 7. We were talking and he was listening to the radio. (What) 8. They will be moving to a new flat this month. (When) 9. We shall be listening to Petrov at the concert. (When) 10. He is coming tomorrow. (When)

Exercise 4. Translate into English.

1. Что вы обсуждаете? — Мы обсуждаем план будущей экскурсии. 2. Вы идете в кино с нами? 3. О чем вы сейчас думаете? 4. Автобус уже отправлялся, когда я подошел к остановке. 5. Что он делал, когда вы зашли к нему? 6. Идет дождь, и мы не можем поехать за город. 7. Вчера в 10 часов наша группа

сдавала экзамен по философии. 8. Мы будем переводить этот текст, когда ты вернешься. 9. Не опаздывай! Я буду ждать тебя возле кинотеатра. 10. Весь сентябрь студенты будут работать в колхозе. 11. Какую делегацию вы будете встречать завтра?

Времена группы PERFECT

to have (has, had, will have) + Participle II

	Present	Past	Future
Affirmative	I have written	I had written	I shall have written
	We have written	We had written	We shall have written
	You have written	You had written	You shall have written
	They have written	They had written	They shall have written
	He has written	He had written	He shall have written
	She has written	She had written	She shall have written
Negative	I have not (haven't) written	I had not (hadn't) written	I shall not (shan't) have written
	We have not (haven't) written	We had not (hadn't) written	We shall not (shan't) have written
	You have not (haven't) written	You had not (hadn't) written	You shall not (shan't) have written
	They have not (haven't) written	They had not (hadn't) written	They shall not (shan't) have written
	He has not (hasn't) written	He had not (hadn't) written	He shall not (shan't) have written
	She has not (hasn't) written	She had not (hadn't) written	She shall not (shan't) have written
Interrogative	Have I written?	Had I written?	Shall I have written?
	Have we written?	Had we written?	Shall we have written?
	Have you written?	Had you written?	Shall you have written?
	Have they written?	Had they written?	Shall they have written?
	Has he written?	Had he written?	Will he have written?
	Has she written?	Had she written?	Will she have written?

Совершенные времена (Perfect Tenses) обозначают действие, которое совершилось к определенному моменту в настоящем, прошедшем или будущем.

Времена группы Perfect переводятся на русский язык глаголами совершенного вида.

Present Perfect часто употребляется с наречиями времени (*already, just, yet, never, ever*) и со словами, выражающими еще не истекшие периоды времени (*today, this year, this month, this week, this morning и т.д.*).

Present Perfect может употребляться для выражения действия, которое началось в прошлом и не закончилось к данному моменту, а все еще продолжается. Период действия обычно ука-

зывается с помощью слов *for* (в течение) или *since* (*с, с тех пор как, с тех пор*). В этом случае Present Perfect переводится на русский язык глаголом несовершенного вида: *I have lived here since 1970.* — Я живу здесь с 1970 года.

Определенный момент в прошлом (Past Perfect) или будущем (Future Perfect) выражается обозначениями времени с предлогом *by*—к (*by 3 o'clock yesterday, by 3 o'clock tomorrow, by the time he came (comes).*)

Self-correcting Exercises

Exercise 1. Give the main forms of the following irregular verbs:

go, see, hear, show, write, read, make, take, have, be, meet, begin, give, tell, say, speak, buy, build, spend, leave.

Exercise 2. Translate the sentences into Russian.

- | | |
|--|---|
| 1. I have already seen this play. | Я уже видел этот спектакль. |
| 2. He hasn't spoken to the dean yet. | Он еще не разговаривал с деканом. |
| 3. We haven't heard from him since we came to Minsk in 1992. | Мы не получали от него писем с тех пор, как приехали в Минск в 1992. |
| 4. We had prepared our exercises by 5 o'clock. | Мы сделали упражнения к 5 часам. |
| 5. I had lived in Kiev before I moved to Moscow. | Я жил в Киеве до того, как переехал в Москву. |
| 6. By the end of the year he had learnt to speak French. | К концу года он (уже) научился говорить по-французски. |
| 8. I shall have lived there for a month by the time you come. | Я проживу там уже месяц, когда вы приедете. |
| 9. Next year they will have taught English for 10 years already. | В следующем году будет уже 10 лет, как они преподают английский язык. |

Exercise 3. Use the Present Perfect Tense.

Model A: I read this book. (already)
I have already read this book.

- | | |
|---|---|
| 1. He gets up at 6 a.m. (just) | He has just got up. |
| 2. We translate English texts every week. (already) | We have already translated English texts. |

- | | |
|--|-------------------------------------|
| 3. I see her every day. (today) | I have seen her today. |
| 4. They pass the exams every year. (already) | They have already passed the exams. |
| 5. I know him very well. (since 1980) | I have known him since 1980. |

B. Use the Past Perfect Tense.

Model B: We learnt to speak English. (by the end of the year)
We had learnt to speak English by the end of the year.

- | | |
|--|--|
| 1. They finished their experiment. (by 5 o'clock) | They had finished their experiment by 5 o'clock. |
| 2. She typed the letter. (by the time we returned) | She had typed the letter by the time we returned. |
| 3. He looked through the documents (by 12 o'clock) | He had looked through the documents by 12 o'clock. |
| 4. He had supper at 8 o'clock. (by that time) | He had had supper by that time. |

C. Use the Future Perfect Tense.

Model C: He will do this work. (by tomorrow)
He will have done this work by tomorrow.

- | | |
|---|--|
| 1. I'll make dinner tomorrow. (by the time my husband comes) | I'll have made dinner by the time my husband comes. |
| 2. They will build the shop next year. (before we move there) | They will have built the shop before we move there. |
| 3. We are packing the things. (by the time the taxi comes) | We'll have packed the things by the time the taxi comes. |
| 4. They will pass the exams in June. (by July) | They will have passed their exams by July. |

Exercise 4. Make the sentences interrogative.

Model A: I have heard the news.
Have you heard the news?

- | | |
|---|--|
| 1. She has read all the books in her library. | Has she read all the books in her library? |
| 2. He has left his book at home. | Has he left his book at home? |

- | | |
|---|--|
| 3. I have seen some of Shaw's plays. | Have you seen any of Shaw's plays? |
| 4. We have heard of those writers. | Have you heard of those writers? |
| 5. Pete had graduated from the University by that time. | Had Pete graduated from the University by that time? |

Model B: I shall have translated the article by 5 o'clock.
Will you have translated the article by 5 o'clock.

- | | |
|---|---|
| 1. We shall have done our shopping by the evening. | Will you have done your shopping by the evening? |
| 2. He will have seen something of London by the week-end. | Will he have seen anything of London by the week-end? |
| 3. They will have come to the Crimea by July, 10. | Will they have come to the Crimea by July, 10? |
| 4. She will have finished school by that time. | Will she have finished school by that time? |

Exercise 5. Make the sentences negative.

Model A: I have seen Mary today. (since May)
I haven't seen Mary since May.

- | | |
|--|---|
| 1. I have been to the cinema this week. (since Sunday) | I haven't been to the cinema since Sunday. |
| 2. They have often been here. (since 1980). | They haven't been here since 1980. |
| 3. My sister has written me a letter. (since winter) | My sister hasn't written me letters since winter. |
| 4. We often had had rains here (before you came) | We hadn't had rains here before you came. |

Model B: We'll have written our text by 2 o'clock.
We shall not have written our text by 2 o'clock.

- | | |
|--|---|
| 1. My sister will have passed her exams by the end of January. | My sister will not have passed her exams by the end of January. |
| 2. They will have finished their work before you return. | They will not have finished their work before you return. |
| 3. He will have been well by the next week. | He will not have been well by the next week. |
| 4. She will have written her course-paper by the end of the month. | She will not have written her course-paper by the end of the month. |

Exercise 6. Answer the following questions:

Model: Where had you lived before you came to Minsk?
(in Kiev)
I had lived in Kiev before I came to Minsk.

- | | |
|--|---|
| 1. Where had you studied before you entered the University? (at school) | I had studied at school before I entered the University. |
| 2. Where had he worked before he joined the army? (at the plant) | He had worked at the plant before he joined the army. |
| 3. What language had she studied before she began to study English? (German) | She had studied German before she began to study English. |
| 4. What exam had you passed before English? (History) | We had passed History before English. |

Self-training Exercises

Exercise 1. Answer the following questions:

1. Have you learnt the new words? 2. Has your brother learnt to drive a car? 3. Have you bought a new dictionary? 4. How many films have you seen this month? 5. What English books have you read this year? 6. Where has Ann gone? 7. Had you ever heard a word of spoken English before you went to England? 8. Had he got his scientific degree by the end of 1990? 9. Had you participated in any scientific society before you entered the University? 10. Will you have come back before the new term begins? 11. By what time will you have reached the airport? 12. Will he have finished his picture by November? 13. By what time will they have sent on their heavy things? 14. By what time will the game have started?

Exercise 2. Put the verb in brackets into the Present, Past or Future Perfect Tense.

1. I (to hear) of him ever since I was born. 2. By the time you arrive we (to leave). 3. The students (to know) the results of the examination by 3 o'clock tomorrow. 4. By 5 o'clock the Congress (to adopt) the draft programme. 5. After they (to present) the draft of the Programme, long debates took place. 6. I (to do) already all my lessons. 7. He (to reject) just our proposal. 8. Our family (to live) in this street since we got a new flat.

Exercise 3. Form general or special questions with the question word given.

1. We have been friends since childhood. (since when) 2. The rain hasn't stopped yet. (general) 3. The film has been on for a

week. (for how long) 4. He had recovered by the time I returned from my leave. (general) 5. He will have worked as a teacher for 20 years by next September. (for how long) 6. The students will have started the discussion by the time you come. (who)

Exercise 4. Translate into English.

1. Он когда-нибудь показывал свои работы специалисту? 2. Этот фильм шел в нашем кинотеатре целую неделю. 3. Что с ней произошло? Я давно ее не вижу. 4. Его лекции были всегда интересными. 5. Он сказал, что его родители всегда жили в деревне. 6. Он получил плохую оценку на экзамене по английскому языку, т.к. сделал много ошибок в письменном переводе. 7. На вечере мы встретили людей, которых никогда раньше не видели. 8. Мой сын еще школьник, но на будущий год к этому времени он уже закончит школу.

**Времена группы PERFECT CONTINUOUS
to be в Perfect + Participle I**

	<i>Present Perfect Continuous</i>	<i>Past Perfect Continuous</i>	<i>Future Perfect Continuous</i>
<i>Affirmative</i>	I	I	I shall have been
	We	We	We writing
	You have been writing	You	You
	They	They had been writing	They
	He	He	He will have been
	She has been writing	She	She writing
<i>Negative</i>	It	It	It
	I	I	I shall not (shan't)
	We have not (haven't) We	We	We have been writing
	You been writing	You	You
	They	They had not (hadn't)	They
	He has not (hasn't) He	been writing	He will not (won't)
<i>Interrogative</i>	She been writing	She	She have been writing
	It	It	It
	I	I	Shall I have been
	Have We been	We	We writing?
	You writing?	You	You
	They	Had They been writing?	They
<i>Interrogative</i>	He	We	Will He have been
	Has She been	She	She writing?
	It writing?	It	It

Времена группы Perfect Continuous (совершенные длительные) образуются с помощью вспомогательного глагола **to be** в Perfect (Present Perfect, Past Perfect, Future Perfect) и Participle I смыслового глагола.

Present Perfect Continuous выражает длительное действие, которое началось в прошлом, продолжается до настоящего времени либо закончилось непосредственно перед моментом речи. При употреблении этого времени обычно указан период времени, в течение которого совершается действие: *for an hour* (в течение часа), *for a long time* (долгое время), *since 6 o'clock* (с 6 часов), *all my life* (всю жизнь), *all this week (month, year)* – всю эту неделю (весь месяц, год) и др.

Past Perfect Continuous выражает длительное прошедшее действие, которое началось раньше другого прошедшего действия и все еще происходит в момент его наступления или закончилось непосредственно перед моментом наступления другого прошедшего действия. Период действия может быть указан: *for 2 months* (в течение двух месяцев), *for a long time* (давно, долго) и т. д.

Future Perfect Continuous выражает длительное будущее действие, которое начнется ранее другого будущего действия и будет еще совершаться в момент его наступления.

Self-correcting Exercises

Exercise 1. Translate the sentences into Russian. Analyse the use of tenses.

- | | |
|--|---|
| 1. I have been typing the letters for an hour but I haven't finished them yet. | Я печатаю письма уже целый час, но еще не закончил их печатать. |
| 2. She has been working hard all this month. | Весь этот месяц она много работает. |
| 3. It has been raining since 8 o'clock. | Дождь идет с 8 часов. |
| 4. He came back at 7 o'clock and he has been doing nothing since that time. | Он вернулся в 7 часов и с тех пор он ничего не делает. |
| 5. I have been watching TV since I came back from work. | Я смотрю телевизор с тех пор, как вернулся с работы. |
| 6. I feel tired as I have been working in the garden for a long time. | Я чувствую себя усталым, так как я долго работал в саду. |
| 7. Her eyes are red. She has been crying. | У нее покраснели глаза (от слез). Она плакала. |

8. We couldn't go out as it had been raining since early morning.
9. I felt tired when I came home as I had been repairing my car.
10. She will have been typing the documents for an hour by the time you come back.

Мы не могли выйти на улицу, так как с раннего утра шел дождь.
Я чувствовал себя усталым, когда пришел домой, так как чинил машину.
К тому времени когда мы вернемся, она уже будет печатать документы целый час.

Exercise 2. Use the Present Perfect Continuous Tense.

Model A: He is reading a book (for an hour)
He has been reading a book for an hour.

- | | |
|---|--|
| 1. He is operating now. (Since 8 o'clock) | He has been operating since 8 o'clock. |
| 2. She is preparing for her exam. (since June) | She has been preparing for her exam since June. |
| 3. I am learning the poem. (for 20 minutes). | I have been learning the poem for 20 minutes. |
| 4. We are waiting for the teacher. (for some minutes) | We have been waiting for the teacher for some minutes. |
| 5. He is smoking a cigarette now. (for 10 years) | He has been smoking cigarettes for 10 years. |

B. Use the Past Perfect Continuous Tense.

Model B: She looked tired. (to work hard all day)
She looked tired. She had been working hard all day.

- | | |
|---|---|
| 1. There was a smell of cigarettes when I entered the room. (Somebody, to smoke) | There was a smell of cigarettes when I entered the room. Somebody had been smoking. |
| 2. He was feeling very tired. (to drive the car, all day) | He was feeling very tired. He had been driving the car all day. |
| 3. He was listening to music. (for an hour, before I came) | He had been listening to music for an hour before I came. |
| 4. The students were discussing their plans. (for a long time, before the teacher came) | The students had been discussing their plans for a long time before the teacher came. |
| 5. The child was sleeping. (for an hour, when we returned) | The child had been sleeping for an hour when we returned. |

Exercise 3. Make the sentences interrogative.

Model: You have been watching TV too long.
Have you been watching TV too long?

- | | |
|--|---|
| 1. The telephone has been ringing for 10 minutes. | Has the telephone been ringing for 10 minutes? |
| 2. The boys have been playing football for 2 hours. | Have the boys been playing football for 2 hours? |
| 3. I have been learning English for 5 years. | Have you been learning English for 5 years? |
| 4. I had been learning English for 5 years before I went abroad. | Had you been learning English for 5 years before you went abroad? |
| 5. By the end of this year she will have been teaching at the University for 20 years. | Will she have been teaching at the University for 20 years by the end of this year? |

Exercise 4. Make the sentences negative.

Model: She has been looking for a job since June.
She has not been looking for a job since June.

- | | |
|--|---|
| 1. The tooth has been aching since Monday. | The tooth has not been aching since Monday. |
| 2. We have been translating the text for half an hour. | We have not been translating the text for half an hour. |
| 3. It has been snowing for 2 days. | It has not been snowing for 2 days. |
| 4. She had been cooking for a long time when the guests came. | She had not been cooking for a long time when the guests came. |
| 5. By the end of August we shall have been living here for 10 years. | By the end of August we shall not have been living here for 10 years. |

Self-training Exercises

Exercise 1. Answer the following questions.

1. Have you been staying here for a month?
2. Has he been swimming long?
3. Since when has it been snowing here?
4. How long have you been watching TV?
5. How long has she been talking to her friend?
6. What has he been translating for an hour?

7. How long had you been studying English before you went to Great Britain?
8. How long had you been writing to him before you got an answer?
9. How long had she been waiting for you when you came?
10. How long will you have been flying by the time the plane lands?

Exercise 2. Put the verbs in brackets into the Present, Past or Future Perfect Continuous Tense.

1. We (play) tennis for 3 hours.
2. By the end of this year I (live) here for 20 years.
3. She (study) in London for a year.
4. By breakfast time she (sleep) for 8 hours.
5. When the bus arrived the tourists (wait) for it very long.
6. I looked at the watch. It was 11 o'clock. I (work) at the report for 4 hours.
7. They (sit) there for an hour when the taxi arrived.
8. She (wash) the dishes since the guests left.
9. I (look for) the key for half an hour already.
10. He (go) to this bar every Saturday for the last 5 years.

Exercise 3. Form the questions with the question word given.

1. The tourists have been travelling since last Sunday. (Since when)
2. She has been driving a car for 10 years. (How long)
3. He has been going in for body-building for 3 months. (Who)
4. She has been speaking on the phone since 10 o'clock. (What)
5. I had been waiting for half an hour when the bus finally came. (How long)

Exercise 4. Translate into English.

1. Наконец я нашел книгу, которую долго искал.
2. Я буду писать доклад уже час, когда ты придешь.
3. Когда я вошел в комнату, они обсуждали эти новости больше часа.
4. Я жду тебя уже 15 минут.
5. Мы живем здесь около 15 лет.
6. Ты слишком долго слушаешь музыку.
7. Весь день идет снег.
8. Я работаю здесь с прошлого года.
9. Как давно она преподает в университете?
10. Что вы тут делаете с раннего утра?

Revision Exercises

Exercises 1. Put the verb in brackets into the correct form.

1. What you (do) here? – I (look) for my pen. 2. He (go) to the theatre every Sunday. 3. The students (write) a test now. 4. They (write) it for an hour already. 5. I (receive) just a letter from him. 6. We (not meet) since we (leave) school. 7. The woman who (speak) to Paul is our teacher. 8. I (speak) to him before you return. 9. Everything (become) clear as soon as he (receive) your letter. 10. When I (come) into the room they (discuss) something. 11. They (discuss) the article for a long time when I came. 12. It (rain) hard when I (leave) the house. 13. Tomorrow at 10 o'clock we (write) a composition. 14. When we (come) home she still (make) dinner. 15. I (try) to explain it to you for an hour, but you (not listen) to me. 16. When he (come)? – He (come) 10 minutes ago. 17. They (get) a car? – Yes, they (have) a car for 2 years already. 18. My brother (teach) at school since 1995. 19. When you (be) there tomorrow? – I (be) there at 10 o'clock. 20. We (wait) for you at 10 o'clock tomorrow. 21. They (finish) their work by last Monday.

СТРАДАТЕЛЬНЫЙ ЗАЛОГ (THE PASSIVE VOICE)

В английском языке глаголы имеют два залога: действительный (the Active Voice) и страдательный (the Passive Voice).

В действительном залоге действие совершается подлежащим.

В страдательном залоге подлежащее (лицо или предмет) подвергается воздействию со стороны другого лица или предмета.

L. Tolstoy wrote the novel
War and Peace.

The novel *War and Peace*
was written by L. Tolstoy.

Л. Толстой написал роман
«Война и мир».

Роман «Война и мир» был
написан Л. Толстым.

ВИДО-ВРЕМЕННЫЕ ФОРМЫ ГЛАГОЛА В СТРАДАТЕЛЬНОМ ЗАЛОГЕ

Indefinite	am	was	shall
	Present is +Part.II	Past +Part.II	Future be+Part.II
	are	were	will
	I am often asked about it.	I was asked about it yesterday.	I shall be asked about it tomorrow.
	Меня об этом часто спрашивают.	Меня спросили об этом вчера.	Меня спросят об этом завтра.

Continuous	am	was	being + Part.II
	is being+Part.II	were	being + Part.II
	I am being asked about it now.	I was being asked about it when you came.	Меня спрашивают об этом сейчас.
		Меня спрашивали об этом, когда вы пришли.	
Perfect	have	had been+Part.II	shall
	has	been+Part.II	will
	I have been asked about it this morning.	I had been asked about it before I met you.	I shall have been asked about it by that time.
	Меня спросили об этом сегодня утром.	Меня спросили об этом до того, как я встретил вас.	Меня уже спросят об этом к тому времени.

При образовании вопросительной формы в страдательном залоге вспомогательный глагол ставится перед подлежащим:

Are the exercises done?

Have they been done?

Will they be done?

Are they being done?

При образовании отрицательной формы частица *not* употребляется после первого вспомогательного глагола.

The letters will not be typed tomorrow.

В английском языке в страдательном залоге могут употребляться не только переходные, но и непереходные глаголы с предлогами, такие как:

to agree on (upon)

to insist on (upon)

to attend to

to laugh at

to comment on

to look at

to face with

to look after

to dream of

to speak of (about)

to depend on

to send for

to talk about

to refer to

to think of

to rely on

СПОСОБЫ ПЕРЕВОДА ГЛАГОЛОВ В СТРАДАТЕЛЬНОМ ЗАЛОГЕ НА РУССКИЙ ЯЗЫК

- | | |
|--|---|
| 1. Глаголом «быть» в сочетании с краткой формой причастия страдательного залога. | The book was published last year.
<i>Книга была опубликована в прошлом году.</i> |
| 2. Глаголом, оканчивающимся на -ся, -сь. | This problem is being discussed. <i>Эта проблема обсуждается.</i> |

3. Неопределенно-личным предложением.	The film is much spoken about. О фильме много говорят.
4. Глаголом в действительном залоге, если в предложении есть дополнение с предлогом by.	She was laughed at by everybody. Над ней все смеялись.
5. Безличные конструкции соответствуют в русском языке глаголам в 3-м лице множественного числа с неопределенно-личным значением.	It is said... Говорят... It is known... Известно... It must be said... Следует сказать... It can't be forgotten... Нельзя забыть

При преобразовании предложений из действительного залога в страдательный необходимо помнить следующее:

а) глагол в страдательном залоге ставят в том же времени, что и в действительном. Лицо и число может меняться, так как меняется подлежащее.

I read newspapers in the evening.	Я читаю газеты вечером.
Newspapers are read in the evening.	Газеты читают(ся) вечером.

б) дополнение в действительном залоге будет подлежащим в страдательном и наоборот.

They build new houses in our street.	Они строят новые дома на нашей улице.
New houses are built in our street.	На нашей улице строятся новые дома.

в) если в предложении действительного залога имеется два дополнения, то любое из них может быть подлежащим в страдательном залоге. При этом дополнение, выраженное местоимением в косвенном падеже, ставится в действительном залоге в именительном. Местоимение, указывающее на носителя действия в страдательном залоге, ставится в объектном падеже. Например:

Nick gave me an interesting book.	Николай дал мне интересную книгу.
An interesting book was given to me.	Мне дали интересную книгу.
I was given an interesting book.	Мне дали интересную книгу.

г) дополнение с предлогом в страдательном залоге часто опускается, если оно выражено личным местоимением. Например:

He showed me a picture.	Он показал мне картину.
A picture was shown to me (by him).	Мне показали картину.

д) если сказуемое действительного залога выражено сочетанием модального глагола с инфинитивом, то в страдательном залоге ему соответствует сочетание того же модального глагола с инфинитивом в страдательном залоге. Например:

I can't answer your question.	Я не могу ответить на ваш вопрос.
Your question can't be answered.	На ваш вопрос невозможно ответить.
He must clean the room.	Он должен убрать в комнате.
The room must be cleaned.	В комнате необходимо убрать.

Self-correcting Exercises

Exercise 1. Translate the sentences into Russian.

1. The meetings are usually held here.	Здесь обычно проводят собрания.
2. Our University was founded in 1921.	Наш университет был основан в 1921 году.
3. You will be met at the station.	Вас встретят на вокзале.
4. Your report is being typed.	Ваш доклад печатают.
5. This question was being discussed when I entered the room.	Этот вопрос обсуждали, когда я вошел в комнату.
6. The house has just been built.	Дом только что построили.
7. The secretary told us that all the documents had been signed.	Секретарь сказала нам, что все документы подписаны.
8. The house will have been built by September.	Дом будет построен к сентябрю.
9. She can be depended on.	На нее можно положиться.
10. The lecture will be attended by many students.	На лекции будут присутствовать многие студенты.

Exercise 2. Change the following sentences from Active into Passive. Leave out the doer of the action.

Model A: We ask a lot of questions at the lesson.
A lot of questions are asked at the lesson.

1. We always invite him to our place.	He is always invited to our place.
2. The students often see him in the club.	He is often seen in the club.

- | | |
|---|--|
| 3. They teach us English at the University. | We are taught English at the University. |
| 4. People speak English all over the world. | English is spoken all over the world. |
| 5. They clean the classrooms every day. | The classrooms are cleaned every day. |

Model B: They discussed this problem at the meeting.
This problem was discussed at the meeting.

- | | |
|---|---|
| 1. She delivered her report in English. | Her report was delivered in English. |
| 2. I asked him to come later. | He was asked to come later. |
| 3. They published one of his books last year. | One of his books was published last year. |
| 4. He told us this story. | We were told this story. |
| 5. They promised him a leave. | He was promised a leave. |

Model C: She will post the letter tomorrow.
The letter will be posted tomorrow.

- | | |
|--|---|
| 1. They will allow the children to watch TV. | The children will be allowed to watch TV. |
| 2. They will sign the treaty. | The treaty will be signed. |
| 3. We shall invite our friends to the party. | Our friends will be invited to the party. |
| 4. They will publish this article in a day. | The article will be published in a day. |
| 5. They will build the house in a month. | The house will be built in a month. |

Exercise 3. Respond to the following. Use the Present Continuous Tense, Passive Voice.

Model: What's going on in the room? (to pack things)
The things are being packed.

- | | |
|---|--|
| 1. What's going on in the hall? (to hold a scientific conference) | A scientific conference is being held. |
| 2. What's going on in the classroom? (to deliver a lecture) | A lecture is being delivered. |
| 3. What's going on in the surgery? (to examine a child) | A child is being examined. |

- | | |
|---|--------------------------|
| 4. What's going on in the sitting room? (to watch a film) | A film is being watched. |
| 5. What's going on in the kitchen? (to cook dinner) | Dinner is being cooked. |

Exercise 4. Answer the questions. Use the Present Perfect Tense, Passive Voice.

Model: Is the doctor still examining the child?
No, the child has already been examined.

- | | |
|--|--|
| 1. Are you translating the article? | No, the article has already been translated. |
| 2. Are you discussing the new play? | No, the new play has already been discussed. |
| 3. Are they still building the ground floor? | No, the ground floor has already been built. |
| 4. Is the secretary typing the letters? | No, the letters have already been typed. |
| 5. Is she still packing the parcel? | No, the parcel has just been packed. |

Exercise 5. Transform the following active constructions into passive ones. Leave out the doer of the action.

Model A: Everyone can see this film soon.
This film can be seen soon.

- | | |
|--|--|
| 1. He can easily translate this article. | This article can be easily translated. |
| 2. You must do it at once. | It must be done at once. |
| 3. The students were to learn the poem by heart. | The poem was to be learnt by heart. |
| 4. They may change the day of the meeting. | The day of the meeting may be changed. |
| 5. You should learn the rules. | The rules should be learnt. |
| 6. They had to postpone their visit. | Their visit had to be postponed. |

Self-training Exercises

Exercise 1. Answer the following questions.

- When is the mail brought in your house?
- When are examination-papers written?
- What plays by Shakespeare are staged at this theatre?
- When was the Belorussian State University founded?
- Where were the last Olympic Games held?
- When will the meeting be held?
- Will the article be published?

before Friday? 8. Will all those who have failed be expelled from the University? 9. Which article is being translated now? 10. What rule was being explained when you entered the classroom? 11. How many metro stations have been built in Minsk? 12. Are you sure that the new school will have been built by September?

Exercise 2. Transform the sentences from Active into Passive.

1. The speaker stressed the importance of the Congress. 2. This actor will play the part of Hamlet. 3. The students have learnt a lot of new English words. 4. The director himself answered the phone. 5. Somebody recommended me to see that doctor. 6. They had eaten all the dinner before they finished the conversation. 7. Somebody has locked the box and I cannot open it. 8. Our friends are making special preparations.

Exercise 3. Transform the sentences from Passive into Active.

1. The student was asked to tell the story once again. 2. Moscow is very much admired by the visitors. 3. «King Lear» can be successfully performed by a group of amateurs. 4. The meal is being prepared now. 5. Many valuable paintings were destroyed by the fire. 6. Light and heat are given to us by the sun. 7. The question hasn't been answered properly.

Exercise 4. Fill in each blank with the necessary form of the verb in the Passive Voice.

1. The papers ... just by the dean (to sign). 2. The newspapers ... already by me (to look through). 3. The proposal ... by that time (to discuss). 4. The invitation ... tomorrow (to send). 5. The communique ... by 6 o'clock (to publish). 6. The new plan of the reconstruction of the town ... still (to work out). 7. The treaty ... tomorrow (to sign). 8. I knew that he ... to go out as he was not well (not to allow). 9. He left the hall when the first item of the agenda ... still (to discuss). 10. He could not understand why he ... by nobody for such a long time. (to visit). 11. What is going on here? - The results of the exam (discuss) by the students. 12. I just (offer) a ticket for the concert. 13. The article (to translate) by the time you return. 14. The computer (to test) in a few days. 15. The newspaper (to deliver) by 9 o'clock yesterday.

Exercise 5. Put questions to the words given in bold type.

1. English is spoken in many countries of the world. 2. The problem has been settled by the signing of the communique. 3. Only the best out of the best are admitted to the University. 4. A lecture will be delivered at 2 o'clock tomorrow. 5. A new rule is being explained now. 6. New underground lines are being built in Minsk. 7. The question of establishing a system of

collective security has been raised. 8. Much had been learnt by the end of the term. 9. Many new books are being received by our library. 10. The telegram will have been delivered before they ring him up.

Exercise 6. Translate the following sentences into Russian.

1. My letter was answered at once. 2. We were joined by a group of our students in the Crimea. 3. These events were followed by a wave of strikes. 4. The lecture was attended by many students. 5. The terms were agreed upon. 6. We hope that an agreement will be arrived at. 7. He was listened to attentively. 8. This problem was not spoken about. 9. The doctor will be sent for at once. 10. This book was often referred to. 11. He was never heard of. 12. The terms were insisted upon. 13. They are taught French at school. 14. He was offered a new job. 15. We are paid twice a month.

Exercise 7. Translate into English.

1. Какой вопрос сейчас обсуждается? - Обсуждается работа нашего научного кружка. 2. Ее можно видеть в библиотеке каждый день. 3. Когда будет открыта новая школа? 4. Мне предложили новую работу. 5. За последнее время в нашем городе построено мало красивых зданий. 6. В этой школе преподается английский язык. 7. Какие достопримечательности города будут показаны туристам? 8. Когда доставили эту телеграмму? 9. Это событие широко комментируется в прессе.

Exercise 8. Put the verbs in brackets into the correct tense-form.

1. This piece of music (know) to me. But it never (play) so wonderfully before. 2. When I came into the cinema, a new film (show). I was sorry that I (not, tell) about the show before and was late for the beginning as the end impressed me greatly. 3. It is raining and football (not, play). 4. The students (work) at the laboratory the whole evening yesterday. 5. Nick was late for the party, so when he came into the room all the guests (introduce) to each other, some of them (dance) and some (sing) in the next room. 6. The mother (tell) not to worry about her sick boy. He (examine) soon by the doctor. 7. We (discuss) the problem already when you came. 8. The weather changed for the worst. It (rain) heavily. The windows (break) by the strong wind. 9. When you come here in summer, their house (repair). 10. It's a very good class. It (teach) by Mr. Smith. 11. I (give) a kitten. It (call) Pussy, but my little sister (call) it Push. 12. I (introduce) to him last week but I am afraid I (not, recognize) him if I meet him again. 13. I (not, see) anything of Moscow yet.

МОДАЛЬНЫЕ ГЛАГОЛЫ (MODAL VERBS)

Модальные глаголы – это такие глаголы, которые выражают не действие или состояние, а отношение лица к действию или состоянию. Модальный глагол в сочетании с инфинитивом образует в предложении составное глагольное сказуемое. Модальные глаголы выражают значение возможности, необходимости, желательности и т. п.

МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ, ВЫРАЖАЮЩИЕ ВОЗМОЖНОСТЬ

Глагол	Present	Past	Future
CAN	CAN	COULD	–
to be able to Выражает реальную возможность, физическую или умственную способность.	am is are able (to) I can do it. (I am able to do it). <i>Я могу (в состоянии, умею) делать это.</i>	was were able (to) I could do it. (I was able to do it). <i>Я мог (был в состоянии, умел) делать это.</i>	shall will be able (to) I shall be able to do it. <i>Я смогу (буду в состоянии, сумею) это сделать.</i>
MAY	MAY	MIGHT	–
to be allowed (to) Выражает допущение возможности, разрешение совершить действие.	am is are allowed (to) You may go home now. Вы можете теперь пойти домой.	was were allowed (to) He said I might smoke here. Он сказал, что я могу курить здесь. She was allowed to go home. Ей разрешили идти домой.	shall will be allowed (to) You will be allowed to swim. Вы сможете купаться (вам разрешат).

МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ, ВЫРАЖАЮЩИЕ ДОЛЖЕНСТВОВАНИЕ

Глагол	Present	Past	Future	С перфектной формой инфинитива
MUST	MUST	–	–	–
Выражает обязательство.	I must do it now. <i>Я должен это сделать сейчас.</i> You must not do it. <i>Вам нельзя этого делать.</i>			
TO HAVE (TO)	Have Has to	Had (to)	Shall Will have to	–
Выражает вынужденную необходимость	I have to do it now. <i>Мне нужно (приходится) делать это сейчас.</i>	I had to go there. (I should have to go there). <i>Я должен был (мне пришлось) пойти туда.</i> Did you have to go there? We did not have to go there.	You will have to go there. Вы должны будете (вам придется) пойти туда.	
OUGHT (TO)	ought (to)	–	–	–
Выражает моральный долг.	We ought to help her. <i>Мы должны (нам следует) ей помочь.</i>			Обозначает действие, которое должно было состояться, но не состоялось.
SHOULD	should	–	–	–
Выражает необходимость или совет.	You should not go there. Вы не должны (вам не следует) идти туда.			You ought to have done it yesterday. <i>Вы должны были (вам следовало, следовало бы) сделать это вчера.</i> You should have helped him. <i>Вам следовало помочь ему.</i>

Глагол	Present	Past	Future	С перфектной формой инфинитива
NEED Выражает необходимость, целесообразность, обычно употребляется с отрицанием.	need You needn't hurry. Вам не надо спешить.	-	-	Обозначает действие, в совершении которого не было необходимости. You needn't have done it. Вам не нужно было (не было необходимости) этого делать.

Глагол	Present	Past	Future	С перфектной формой инфинитива
TO BE (TO) Выражает необходимость, предусмотренную планом, договоренностью, расписанием	am are is to	was were (to)	-	Обозначает действие, которое должно было совершиться, но в действительности не имело места. They were to have met. Они должны были встретиться (но не встретились).
	The train is to arrive at 10. <i>Поезд должен прибыть в 10.</i> I am to go there. <i>Мне предстоит поехать туда.</i>	He was to attend the seminar. <i>Он должен был присутствовать на семинаре.</i>		

МОДАЛЬНЫЕ ГЛАГОЛЫ, ВЫРАЖАЮЩИЕ ВЕРОЯТНОСТЬ, ПРЕДПОЛОЖЕНИЕ

Глагол	С неопределенной формой инфинитива	С перфектной формой инфинитива
MUST Выражает вероятность	He must be working now. <i>Он, должно быть, (вероятно) сейчас работает.</i> You must be tired after your work. <i>Вы, должно быть, (вероятно) устали после работы.</i>	He must have been working for some hours. <i>Он, должно быть, (вероятно) работает уже несколько часов.</i> He must have finished his work. <i>Он, должно быть, (вероятно) закончил свою работу.</i>

Глагол	С неопределенной формой инфинитива	С перфектной формой инфинитива
SHOULD OUGHT (TO) Выражает вероятность, предположение	He should be about 40. <i>Ему, наверное, около 40.</i> He ought to be at home. <i>Он, должно быть, дома.</i>	The train ought to have left. <i>Поезд, должно быть, уже ушел.</i>
CAN Выражает сомнение (обычно с отрицанием).	She can't be so stupid. <i>Не может быть, чтобы она была так глупа.</i>	He can't (couldn't) have said it. <i>Не может быть, чтобы он сказал это.</i>
MAY Выражает предположение с оттенком неуверенности.	He may be working now. <i>Возможно, он работает сейчас.</i> He may be at home now. <i>Он, возможно, дома сейчас.</i>	He may have left the key on the table. <i>Он, возможно, оставил ключ на столе.</i>

Self-correcting Exercises

MUST, TO HAVE TO, TO BE TO

Exercise 1. Translate the sentences into Russian.

- | | |
|---|---|
| 1. We must discuss this material. | Мы должны обсудить этот материал. |
| 2. Let's hurry up. We mustn't be late. | Давайте поторопимся. Мы не должны опаздывать. |
| 3. The work must be done at once. | Работа должна быть сделана немедленно. |
| 4. She must be working in the garden. | Она, вероятно, работает в саду. |
| 5. He must have done his lessons. | Он, должно быть, (вероятно) сделал уроки. |
| 6. The question must have been settled. | Вопрос, вероятно, решен. |

Exercise 2. Use «to have to» instead of «must» in the following sentences. Explain the difference.

Model: I must find those books.
I have to find those books.

- | | |
|---------------------------------------|---|
| 1. He must leave for Odessa. | He has to leave for Odessa. |
| 2. We must not discuss this material. | We don't have to discuss this material. |

3. Must you speak English in your English class?
4. She mustn't go to the library on Saturday.
5. Must he get up early in the morning?

Do you have to speak English in your English class?
She doesn't have to go to the library on Saturday.
Does he have to get up early in the morning?

Exercise 3. Use «to be to» instead of «must» in the following sentences.

Model: I must return the book to the library.
I am to return the book to the library in two weeks.

- | | |
|-------------------------------------|-----------------------------------|
| 1. He must take the exam in winter. | He is to take the exam in winter. |
| 2. I must go there tomorrow. | I am to go there tomorrow. |
| 3. What must I do now? | What am I to do now? |
| 4. Must you wait for him at home? | Are you to wait for him at home? |

CAN (COULD)

Exercise 1. Translate the sentences into Russian.

- | | |
|---|---|
| 1. She can play chess. | Она может играть в шахматы. |
| 2. I could find this material only yesterday. | Я смог найти этот материал только вчера. |
| 3. Soon he'll be able to speak English. | Скоро он сможет разговаривать по-английски. |
| 4. It cannot be done. | Это нельзя сделать. |
| 5. Can you hear that strange noise? | Вы слышите этот странный шум? |
| 6. I cannot but agree with you. | Не могу не согласиться с вами. |

Exercise 2. Paraphrase the sentences. Use the modal verb «can».

Model: You have the possibility to get this book from the library.

You can get this book from the library.

- | | |
|---|--------------------------------------|
| 1. I am able to help you. | I can help you. |
| 2. He is unable to wake up so early. | He can't wake up so early. |
| 3. You have a possibility to prepare the report by March. | You can prepare the report by March. |

4. We are unable to wait for her any longer.
5. Are you able to give me any book to read?

We can't wait for her any longer.
Can you give me any book to read?

MAY (MIGHT)

Exercise 1. Translate the sentences into Russian.

- | | |
|---|---|
| 1. You may come tomorrow. | Вы можете прийти завтра. |
| 2. May I smoke here? | Можно мне курить здесь? |
| 3. You may take my book, I don't need it. | Можете взять мою книгу, она мне не нужна. |
| 4. They may return tomorrow. | Они, возможно, вернутся завтра. |
| 5. He may be taking his exam now. | Возможно, он сейчас сдает экзамен. |
| 6. You might have warned me. | Вы могли предупредить меня. |

Exercise 2. Paraphrase the sentences using «May I (we)» instead of «will you allow me (us) to ...».

Model: Will you allow me to come in?
May I come in?

- | | |
|---|---------------------------|
| 1. Will you allow me to help you? | May I help you? |
| 2. Will you allow me to ask you a question? | May I ask you a question? |
| 3. Will you allow me to take your umbrella? | May I take your umbrella? |
| 4. Will you allow me to wait for him here? | May I wait for him here? |

OUGHT

Exercise 1. Translate the sentences into Russian.

- | | |
|--|--------------------------------------|
| 1. You ought to be more attentive. | Вам следует быть более внимательным. |
| 2. He ought to help his friend. | Он должен помочь своему другу. |
| 3. The young ought to respect old age. | Молодые должны уважать старость. |

Exercise 2. Change the sentences by using «should» instead of «ought to».

M o d e l: You ought to speak to him.
You should speak to him.

- | | |
|-------------------------------------|--------------------------------|
| 1. You ought to work harder. | You should work harder. |
| 2. You ought to drill the patterns. | You should drill the patterns. |
| 3. She ought to do her homework. | She should do her homework. |
| 4. You ought to read English books. | You should read English books. |

NEED

Exercise 1. Translate the sentences into Russian.

- | | |
|--|---|
| 1. You need not come today. | Вам не нужно приходить сегодня. |
| 2. He needn't hurry. | Ему не нужно торопиться. |
| 3. Need you go there so soon? | Нужно ли вам ехать туда так скоро? |
| 4. He needn't return the book on Monday. | Ему не нужно было возвращать книгу в понедельник. |
| 5. You needn't have bought this book. | Вам не нужно было покупать эту книгу. |

Exercise 2. Answer the questions using the verb «need» in the negative form.

M o d e l: Must we post the letter immediately? – No, you needn't.

- | | |
|--|--|
| 1. Must I go there now? | No, you needn't. |
| 2. Must you go to the University on Sunday? | No, you needn't. |
| 3. Must one always buy tickets to the cinema in advance? | No, one needn't always buy tickets to the cinema in advance. |

Self-training Exercises

Exercise 1. Answer the following questions.

1. What subjects must you study at your department?
2. Whom are you to meet at the station? 3. Can you lend me your text book? 4. May I ask her some questions? 5. Must one work hard at a foreign language if one wants to master it? 6. Can they

take part in the performance? 7. He was able to win the match, though it was very difficult. 8. May I use your dictionary? 9. Need your mother cook for the whole family? 10. Can the latest novel by N. be found anywhere? 11. May I have a look at your book?

Exercise 2. Form questions to the words given in bold type.

1. **The problem** should be discussed again. 2. **Lomonosov** may be considered as the founder of Russian science. 3. All the students will be able to take part in the concert. 4. I can imagine her teaching children. 5. The sitting was to take place at **one o'clock**. 6. It may cost me a lot of money. 7. We have to finish the translation by **tomorrow**. 8. My mother must **do the shopping** in our family. 9. Will you be able to prove his innocence? 10. **Why can't you admit** that you were wrong? 11. He may know about it but he doesn't want to tell us. 12. The weather may be fine **tomorrow**. 13. **Your announcement** may attract her attention. 14. They must still be taking **their exam**. 15. Can she know **the Spanish language**? 16. Can I be fit for this? 17. He cannot have been **there** yesterday. 18. It must have been true. 19. Can **this information** be relied on? 20. She was to become a film star.

Exercise 3. Translate the sentences into English.

1. Это очень интересная статья. Вам следует прочитать ее.
2. Я, должно быть, встречал где-то этого человека. 3. Нужно ли повторять это опять? 4. Вам следовало спросить разрешения, прежде чем взять книгу. 5. Вы можете найти этот справочник в любом книжном магазине. 6. Вы могли бы сказать мне об этом раньше. 7. Не может быть, чтобы он отказался помочь вам. 8. Эксперимент, должно быть, закончен. Результаты должны быть опубликованы на этой неделе. 9. Эти туфли придется починить. 10. Мы должны были встретиться у входа в театр в половине седьмого. 11. Вам не следует упоминать об этом в его присутствии. 12. Вам не нужно беспокоиться об этом. 13. Вы можете встретить это выражение в любом словаре. 14. Неужели вы не нашли свой ключ? 15. Не может быть, чтобы она сейчас нас ждала.

СОГЛАСОВАНИЕ ВРЕМЕН (SEQUENCE OF TENSES)

Правило согласования времен в английском языке представляет определенную зависимость времени глагола в придаточном предложении (главным образом дополнительном) от времени глагола в главном предложении. В русском языке такой зависимости не существует.

Основные положения согласования времен сводятся к следующему:

1. Если сказуемое главного предложения выражено глаголом в настоящем или будущем времени, то сказуемое придаточного предложения может стоять в любом времени, которое требуется по смыслу. Например:

He says	he studies English.	что изучает английский язык.
	he will study English.	что будет изучать английский язык.
	He has studied English.	что изучал английский язык.

2. Если сказуемое главного предложения стоит в прошедшем времени, то сказуемое придаточного предложения должно стоять в одном из прошедших времен. Выбор конкретной видо-временной формы определяется тем, происходит ли действие в придаточном предложении одновременно с главным, предшествует ему, либо будет происходить в будущем. Например:

He said (that)	he worked (was working)	работает.
	he had worked (had been working)	работал.
	he would work (would be working)	будет работать.

В ряде случаев правило согласования времен не соблюдается:

1. В придаточных дополнительных предложениях, которые выражают общеизвестный факт или истину.

He said that the 22nd of December is the shortest day of the year.

2. В придаточных дополнительных предложениях, сказуемое которых выражено глаголом в сослагательном наклонении.

It was demanded that the work be improved.

3. Модальные глаголы *must*, *should* и *ought* употребляются в придаточном предложении независимо от того, в каком времени стоит глагол-сказуемое главного предложения.

He says (said) that I ought to write her a letter.

I told her that she should consult a doctor.

The teacher told us that we must learn this rule.

ПРЯМАЯ И КОСВЕННАЯ РЕЧЬ (DIRECT AND INDIRECT SPEECH)

Содержание ранее высказанного сообщения можно передать прямой речью (от лица говорящего) или косвенной речью (от лица передающего). Например: She said: "I can speak two foreign languages" (прямая речь). She said that she could speak two foreign languages (косвенная речь).

В косвенной речи также соблюдается правило согласования времен. При обращении утвердительных предложений из прямой речи в косвенную производятся следующие изменения:

1) Косвенная речь вводится союзом *that*, который часто опускается.

2) Глагол *to say*, после которого следует дополнение, заменяется глаголом *to tell*.

3) Личные и притяжательные местоимения заменяются по смыслу.

4) Времена глаголов в придаточном предложении изменяются согласно правилам согласования времен.

5) Указательные местоимения и наречия времени и места заменяются другими словами:

this	that
these	those
now	then
today	that day
tomorrow	the next day
the day after tomorrow	two days later
yesterday	the day before
the day before yesterday	two days before
ago	before
next year	the next year, the following year
here	there

Общие вопросы вводятся союзами *if*, *whether*, имеющими значение частицы «ли». В придаточных предложениях соблюдается порядок слов утвердительного предложения.

He asked me: "Do you play the piano?" Он спросил меня: «Вы играете на пианино?»

He asked me if I played the piano. Он спросил меня, играю ли я на пианино.

Специальные вопросы вводятся тем же вопросительным словом, с которого начинается прямая речь. Соблюдается порядок слов утвердительного предложения.

He asked me: "When did you send the telegram?"
He asked me when I had sent the telegram.

Он спросил меня: «Когда ты отослал телеграмму?»
Он спросил меня, когда я отослал телеграмму.

Для передачи побуждений в косвенной речи употребляются простые предложения с инфинитивом с частицей *to*. Если прямая речь выражает приказание, то глагол *to say* заменяется глаголом *to tell* (велеть) или *to order* (приказывать). Если прямая речь выражает просьбу, глагол *to say* заменяется глаголом *to ask* (просить)

She said to him: "Come here at nine".
She told him to come there at nine.
I said to her: "Please, give me that book".
I asked her to give me that book.

Она сказала ему: «Приходи сюда в 9 часов».
Она велела ему придти в 9 часов.
Я сказал ей: «Дай мне, пожалуйста, эту книгу».
Я попросил ее дать мне эту книгу.

Self-correcting Exercises

Exercise 1. Translate the sentences into Russian.

- | | |
|---|--|
| 1. He said that he was busy. | Он сказал, что он занят. |
| 2. I thought he had left Minsk and lived in Moscow. | Я думал, что он уехал из Минска и живет в Москве. |
| 3. I didn't know that you could draw. | Я не знал, что вы умеете рисовать. |
| 4. I said that you needn't go there. | Я сказал, что вам не надо ходить туда. |
| 5. I knew that she had to stay at the University after classes. | Я знал, что ей придется оставаться в университете после занятий. |
| 6. I was sure that your friend was writing a new play. | Я был уверен, что ваш друг пишет новую пьесу. |
| 7. I was sure that you would be here. | Я был уверен, что вы будете здесь. |
| 8. I thought that the article had been translated. | Я думал, что статья переведена. |
| 9. I was sure that they would be given this work. | Я был уверен, что им дадут эту работу. |
| 10. She said that she didn't understand the text. | Она сказала, что не понимает текст. |

Exercise 2. Преобразуйте предложения из прямой речи в косвенную.

- | | | | |
|----------|---|-------------|---|
| (a) | You are pretty. | | was pretty. |
| | You dance so well. | He said I | danced so well. |
| He said: | You've got lovely hair. | | had lovely hair. |
| | I'll never forget this evening. | He said he | would never forget that evening. |
| (b) | Give me your telephone number. | | to give him my telephone number. |
| He said: | Ring me up tomorrow. | He asked me | to ring him up the next morning. |
| | Help me to translate an article from English. | | to help him to translate an article from English. |

- | | | | |
|-----------|------------------------------------|--------------------|------------------------------|
| (a) | Do you like ballet? | He asked me | liked ballet. |
| | Have you ever been to the Bolshoi? | if, whether I | had ever been to the Bolshoi |
| (b) | Where do you study? | where | studied |
| He asked: | What are you doing? | He asked what I me | was doing |
| | When shall we meet again? | when | should meet him again |
| | Why don't you stay longer? | why | didn't stay longer |

Exercise 3. Use the verbs in brackets in the appropriate tense-forms.

Model: He said he (study) at the University.
He said he studied at the University.

- | | |
|------------------------------------|---------------------------------|
| 1. He said he (work) in this firm. | He said he worked in this firm. |
| 2. She knew he (an engineer). | She knew he was an engineer. |
| 3. He said it (rain). | He said it was raining. |

4. He said he (live) there in 1990.
5. She knew he never (be) to France.
6. He said he (make) a report at the conference.
7. We asked Nick if he (can help) us.

He said he had lived there in 1990.
 She knew he had never been to France.
 He said he would make a report at the conference.
 We asked Nick if he could help us.

Self-training Exercises

Exercise 1. Translate the sentences into Russian.

1. I knew she went to bed early. 2. I remembered that he didn't like opera. 3. He said that many good actors would star in that film. 4. I understood that he had missed the train. 5. She was angry. She said she had been waiting for me for half an hour. 6. My mother said that I could go to Moscow for a week. 7. Yesterday he called me and asked whether I wanted to go to the cinema. 8. When I saw her I understood that she was upset by something. 9. He said that he would join us as soon as he passed his exams. 10. He said that he had no car.

Exercise 2. Use the verbs in brackets in the appropriate tense-forms.

1. I was sure that the children (play) in the garden. 2. I thought that they (not to see) this film yet. 3. I thought that you (graduate from) the University. 4. He said that he (like) to buy a house. 5. The porter knew that the train (be) late. 6. I said that I (buy) the ticket later. 7. She said she (want) to go to the South. 8. I didn't know you (be) at home. 9. I wondered if he (leave) school. 10. I was surprised she didn't know the news. I was sure her husband (tell) her everything. 11. She couldn't get into the flat. She said she (lose) her key. 12. I learnt that he (not come) yet.

Exercise 3. Translate into English.

1. Она подумала, что опоздала на поезд. 2. Я был уверен, что она позвонит мне. 3. Я знал, что переведу статью без словаря. 4. Он сказал, что может легко перевести эти статьи. 5. Она сказала, что устает вечером. 6. Я не знал, что у вас есть много книг по истории Беларуси. 7. Студенты сказали, что готовятся сейчас к семинару. 8. Он говорил, что хочет изучать два иностранных языка. 9. Я думал, что вы уже слышали об этой поездке. 10. Она не знала, что мы провели отпуск в деревне.

НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА

Неличные формы глаголов — инфинитив (the Infinitive; to write — писать), причастия I, II (the Participles I, II: writing — пишущий, written — написанный), герундий (the Gerund: writing — писание, письмо) совмещают в себе признаки двух частей речи: инфинитив — глагола и существительного, причастие — прилагательного и глагола, герундий — существительного и глагола. Они выражают действие без указания лица, числа, времени и наклонения, не могут быть сказуемым в предложении, а лишь значимой его частью; имеют формы залога (действительный, страдательный) и формы временной отнесенности (неопределенные — Indefinite, длительные — Continuous, совершенные — Perfect, совершенные длительные — Perfect Continuous); последние указывают лишь на то, как протекало действие по отношению к действию, выраженному сказуемым. В частности, неопределенные и длительные показывают, что действие протекало одновременно с действием сказуемого, совершенные и совершенные длительные показывают, что действие предшествовало действию сказуемого.

ИНФИНИТИВ (THE INFINITIVE)

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	—
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	—

ФУНКЦИИ ИНФИНИТИВА В ПРЕДЛОЖЕНИИ

Функции	Примеры	Перевод
1. Подлежащее	To read aloud is very useful.	Читать вслух очень полезно
2. Часть составного глагольного сказуемого	Our aim is to master English.	Наша цель — овладеть английским.
3. Дополнение	He likes to draw.	Он любит рисовать.
4. Определение	Here is the article to be translated.	Вот статья, которую нужно перевести.
5. обстоятельство	I came to help you.	Я пришел, чтобы помочь вам.

ИНФИНИТИВНЫЕ КОНСТРУКЦИИ

Конструкция	Пример	Перевод
1. Сложное дополнение (Complex Object) сущ. (общ. п. + инф. мест. (объект.п.)	We believe her to be in Moscow now. She wanted me to return soon. We expect him to come here.	Мы полагаем, что она сейчас в Москве. Она хотела, чтобы я скорее вернулся. Мы ожидаем, что он придет сюда.

Конструкция «Сложное дополнение» употребляется после глаголов, выражающих:

1) желание или потребность: to want — хотеть, нуждаться, to wish, to desire — желать, would like — хотел бы.

I want you to help me. Я хочу, чтобы вы помогли мне.

Would you like me to translate this text? Хотели бы вы, чтобы я перевел этот текст?

2) предположение: to suppose — предполагать, to expect — ожидать, to consider — считать, полагать, to believe — верить, полагать.

They consider him to become a good engineer. Они считают, что он станет хорошим инженером.
We believe her to be in Moscow now. Мы полагаем, что она сейчас в Москве.

3) физическое восприятие и ощущение: to watch — наблюдать, to see — видеть, to hear — слышать, to feel — чувствовать (без частицы to).

The students heard him play the piano. Студенты слышали, как он играл на пианино.
She felt somebody look at her. Она чувствовала, что кто-то смотрит на нее.

4) утверждение, осведомленность, знание, констатацию факта: to know — знать, to find — обнаруживать, находить, to think — думать, to declare — заявлять.

We know him to have taken part in the conference. Мы знаем, что он принял участие в работе конференции.

5) принуждение, приказ или запрет: to cause — причинять, вызывать, to get, to make — (без частицы to) заставлять, to command, to order — велеть, приказывать.

We could not get him to go there. Мы не могли его заставить пойти туда.

6) просьбу, позволение или разрешение: ask — просить, to allow, to permit — позволять, to enable — давать возможность.

I allowed him to come in. Я разрешила ему войти.

Конструкция	Пример	Перевод
2. Сложное подлежащее (Complex Subject) Сущ. (общ. п.) + гл. + инф. мест. (им.п.)	They are said to have travelled a lot. The data proved to be wrong.	Говорят, что они много путешествовали. Данные оказались не-верными.

Конструкция «Сложное подлежащее» употребляется со следующими глаголами в страдательном залоге: to hear — слышать, to see — видеть, to find — находить, обнаруживать, to know — знать, to report — сообщать, to expect — ожидать, полагать, to consider — считать, рассматривать, to believe — полагать, to say — говорить, to suppose — предполагать.

The delegation was reported to have already arrived. Сообщили, что делегация уже приехала.
The conference is believed to take place in Minsk. Полагают, что конференция состоится в Минске.

Сложное подлежащее употребляется со следующими глаголами в действительном залоге: to seem, to appear — казаться, to prove — оказаться, to happen — случаться, to turn out — оказаться и со словосочетаниями: to be unlikely — маловероятно, to be sure — определенно, безусловно, to be certain — определенно, наверняка.

The dinner seems to be ready. Кажется, обед готов.
The weather is not likely to change. Вероятно, погода не изменится.
They are sure to come. Безусловно, они придут.

Конструкция	Пример	Перевод
3. for + сущ. + + инф. (мест.)	Everybody waited for the meeting to start. He waited for her to speak.	Все ждали, когда начнется собрание. Он ждал, чтобы она заговорила.

Self-correcting Exercises.

Exercise 1. Translate the sentences into Russian

- | | |
|--|--|
| 1. To learn two foreign languages simultaneously is difficult. | Изучать два иностранных языка одновременно трудно. |
| 2. How to solve this problem is not clear. | Неясно, как решать эту проблему. |
| 3. My friend is likely to come today. | Вероятно, что мой друг придет сегодня. |
| 4. The article is easy to understand. | Эту статью легко понять. |
| 5. I want them to come here in time. | Я хочу, чтобы они пришли сюда вовремя. |
| 6. He turned out to be a specialist in such matters. | Он оказался специалистом по таким вопросам. |
| 7. This is the only thing for you to do. | Это единственное, что вы можете сделать. |
| 8. He is said to be writing his course paper. | Говорят, что он пишет курсовую работу. |
| 9. I was happy to have been offered this job. | Я был счастлив, что мне предложили эту работу. |

Exercise 2. Translate the Russian sentences into English and the English sentences into Russian.

- | | |
|---|---------------------------------------|
| 1. Бесполезно обсуждать этот вопрос. | It's useless to discuss the question. |
| 2. Было невозможно спасти его. | It was impossible to save him. |
| 3. Жить — значит творить. | To live means to create. |
| 4. Мне не на что жаловаться. | I have nothing to complain of. |
| 5. Он первым пришел сюда. | He was the first to come here. |
| 6. Они начали обсуждать вопрос. | They began to discuss the question. |
| 7. Они собирались вернуться в Лондон. | They were going to return to London. |
| 8. Ему пришлось зарабатывать себе на жизнь. | He had to earn his living. |

Exercise 3. Translate the sentences into English using:

a) Complex Object

- | | |
|--------------------------------|--------------------|
| 1. Я видел, что мальчик бежал. | I saw the boy run. |
|--------------------------------|--------------------|

- | | |
|--|---------------------------------------|
| 2. Я слышал, что он разговаривал в соседней комнате. | I heard him speak in the next room. |
| 3. Он заставил их работать. | He made them work. |
| 4. Она не хотела, чтобы я читал эту книгу. | She didn't want me to read this book. |
| 5. Мы знаем, что он хороший человек. | We know him to be a good man. |

b) Complex Subject

- | | |
|---|---|
| 1. Было известно, что он хороший врач. | He was known to be a good doctor. |
| 2. Говорят, что он хороший студент. | He is said to be a good student. |
| 3. Мы, кажется, мало знаем об этом. | We appear to know little about it. |
| 4. Мы случайно встретили их вчера. | We happened to meet them yesterday. |
| 5. Сообщают, что делегация уже прибыла. | The delegation is reported to have arrived. |

Self-training Exercises

Exercise 3. Write various forms of the infinitive.

- a) *Indefinite Passive* (to translate — to be translated).
to receive, to defend, to defeat, to tell, to write, to read, to do.
- b) *Continuous Active* (to translate — to be translating).
to develop, to make, to discuss, to look, to give, to take, to examine, to watch, to enter.
- c) *Perfect Passive* (to translate — to have been translated).
to send, to finish, to teach, to arrest, to offer, to attack, to make, to do.
- d) *Perfect Continuous* (to translate — to have been translating).
to live, to work, to tell, to teach, to discuss, to look through.

Exercise 2. Choose the right form of the Infinitive.

- The article is difficult (перевести).
1. to have translated 2. to be translating 3. to translate
- They proved unable (решить) the dispute.
1. to settle 2. to have been settled 3. to be settled
- You do not seem (иметь) a good knowledge of Russian History.
1. to have had 2. to be having 3. to have
- Let the children (собраться) in the hall.
1. to have been gathered 2. to gather 3. to be gathering

5. They are known (награждать) with medals recently.
 1. to have been decorated 2. to be decorated 3. to decorate
6. The children are glad (обучать) music.
 1. to be taught 2. have taught 3. to be teaching
7. He waited for the paper (опубликовать).
 1. to publish 2. published 3. to be published

Exercise 3. Construct sentences according to the model.

1. It is difficult to get this book. (pleasant — to work with him; easy — to explain the fact)
2. The problem is how to do it. (where — to stay; what materials — to use)
3. The text is easy to translate. (problem — to solve; matter — to discuss)
4. He is known to work at this problem. (to be the father of Russian science; to live in France)
5. He appeared to be ill. (to be away; to be a true friend)
6. He was the last to come. (to leave; to mention it)
7. I would like you to do it. (to make a report; to start now)
8. Here is the letter to be typed. (the document — to sign; the article — to translate)

Exercise 4. Find the Infinitive in the sentences, define its form and function.

1. To drive a car was not difficult for her.
2. I don't like to be interrupted.
3. It's too late now to go to the park.
4. He appears to be satisfied with the results of his work.
5. They are certain to be here on Monday.
6. He worked hard not to lag behind the other students.
7. Give me something to eat.
8. He is said to have written a new play.
9. She seems to have been told about it.
10. They seem to have been writing their composition for an hour already.

Exercise 5. Translate into English.

1. Мне не случилось бывать в Сибири. 2. Его спросили первым. 3. Нам бы хотелось, чтобы вы взяли эту тему для курсовой работы. 4. Кажется, они приняли приглашение. 5. Я никогда не видел, как она играет в теннис. 6. Мы надеемся, что статья будет отпечатана в срок. 7. Вот вопрос, который надо обсудить. 8. Пусть кто-нибудь поможет ему. 9. Она, оказывается, ничего не знает о наших планах. 10. Я оказался очень занятым в тот момент. 11. Это невозможно доказать. 12. Вопрос в том,

как им сказать об этом. 13. Ваш вопрос трудно решить. 14. Известно, что он живет в Риме. 15. Говорят, что ее послали в командировку. 15. Желательно, чтобы вы это знали.

ПРИЧАСТИЕ (THE PARTICIPLE)

Причастие — это неличная форма глагола, которая обладает свойствами глагола, прилагательного и наречия.

Подобно прилагательному, причастие может быть определением к существительному или именной частью составного сказуемого:

a broken agreement нарушенное соглашение
 the agreement was broken соглашение было нарушено

Подобно наречию, причастие может быть обстоятельством, характеризующим действие, выраженное сказуемым.

Reading the text he wrote out new words.
 Читая текст, он выписывал новые слова.

ФОРМЫ ПРИЧАСТИЯ

	Participle I	Participle II	Perfect Participle
Active	asking	—	having asked
Passive	being asked	asked	having been asked

Причастия, образованные от непереходных глаголов, имеют один залог (действительный).

ФУНКЦИИ ПРИЧАСТИЯ В ПРЕДЛОЖЕНИИ

1. Определение (the attribute)	Mother is looking at her sleeping child.	Мать смотрит на спящего ребенка.
2. Обстоятельство (the adverbial modifier)		
а) времени (of time)	When asked he refused to answer the question.	Когда его спросили, он отказался отвечать на вопрос.
б) причины (of reason)	Having been translated into many languages the book became world famous.	Так как книга была переведена на многие языки, она стала известной во всем мире.
в) образа действия или сопутствующего обстоятельства (of manner or attendant circumstances)	He was reading the newspaper sitting in the arm-chair.	Он читал газету, сидя в кресле.
3. Часть сказуемого (part of the predicate)	The plan is being discussed. All doors were locked.	План обсуждается. Все двери были закрыты.

ПРИЧАСТНЫЕ КОНСТРУКЦИИ

Конструкция	Пример	Перевод
Объектный причастный оборот the Objective Participial Construction.	We heard him playing the piano. I considered the work done.	Мы слышали, как он играл на пианино. Я считал, что работа выполнена.
Сущ. (общ. п.) прич. мест. (объект. п.) + I и II	I had my books bound.	Я переплел свои книги. (Кто-то переплел их для меня)
Субъектный причастный оборот the Subjective Participial Construction	He was seen crossing the street. She was heard talking about it.	Видели, как он переходил улицу. Слышали, как она об этом говорила.
сущ. (общ. п.) прич. мест. (им. п.) + I и II	He was seen looking for something.	Видели, как он что-то искал.
Независимый причастный оборот the Absolute Participial Construction	It being warm, we went for a walk. Radio was invented in 1895, the inventor being the Russian scientist.	Так как было тепло, мы пошли гулять. Радио было изобретено в 1895 г., причем изобретатель был русским ученым.
Сущ. (общ. п.) прич. мест. (им. п.) + I и II		

Self-correcting Exercises

Exercise 1. Translate the sentences into Russian

- | | |
|---|---|
| 1. I don't know the girl sitting in the corner. | Я не знаю девушку, которая сидит в углу. |
| 2. Knowing English well, he translated the text without a dictionary. | Хорошо зная английский язык, он перевел текст без словаря. |
| 3. He sat in the arm-chair reading a book. | Он сидел в кресле, читая книгу. |
| 4. Having finished the translation he typed it. | Закончив перевод, он отпечатал его. |
| 5. The student being asked now is Borisov. | Студент, которого сейчас спрашивают, Борисов. |
| 6. The answer received from him greatly surprised me. | Полученный от него ответ очень удивил меня. |
| 7. Given the book only yesterday he was not able to read it. | Так как ему дали книгу только вчера, он не смог прочитать ее. |
| 8. The glass is broken. | Стакан разбит. |

Exercise 2. Use different forms of Participles as an attribute.

Model: The boy who is standing at the window is my brother.
The boy standing at the window is my brother.

- | | |
|---|---|
| 1. The man who is smoking a cigarette is my father. | The man smoking a cigarette is my father. |
| 2. I picked up the letter which was lying on the floor. | I picked up the letter lying on the floor. |
| 3. The house which is being built in our street is a new theatre. | The house being built in our street is a new theatre. |
| 4. The problem which is being discussed now is very important. | The problem being discussed now is very important. |
| 5. We read the article which was written in English. | We read the article written in English. |
| 6. The film which is so much spoken about is very interesting. | The film so much spoken about is very interesting. |
| 7. We were watching the boys who were playing hockey. | We were watching the boys playing hockey. |

Exercise 3. Use different forms of Participles as an adverbial modifier.

Model: When he was asking me about it, he smiled.
(When) Asking me about it he smiled.

- | | |
|--|--|
| 1. When I was going to the University I met a friend of mine. | Going to the University I met a friend of mine. |
| 2. When the boy was running home he lost one of his mittens. | Running home the boy lost one of his mittens. |
| 3. He hadn't received the answer to his letter, so he sent a telegram. | Not having received the answer to his letter he sent a telegram. |
| 4. She was sitting on the sofa and reading the book. | She was sitting on the sofa reading the book. |
| 5. As I had lost the key I couldn't open the door. | Having lost the key I couldn't open the door. |
| 6. As he had lived in the town all his life he knew it very well. | Having lived in the town all his life he knew it very well. |

7. If you ask her she will tell you a lot of interesting things about her life abroad. If asked she will tell you a lot of interesting things about her life abroad.

Exercise 5. Change the sentences so as to use the Present Participle Passive as an attribute.

Model: The lecture which is being delivered now is very interesting.
The lecture being delivered now is very interesting.

- | | |
|---|---|
| 1. The boy who is being examined now by the doctor is my son. | The boy being examined now by the doctor is my son. |
| 2. The house which is being built in our street is a new theatre. | The house being built in our street is a new theatre. |
| 3. The problem which is being discussed now is very important. | The problem being discussed now is very important. |
| 4. We didn't like the film which was being shown to us. | We didn't like the film being shown to us. |
| 5. The text which was being translated by us was very difficult. | The text being translated by us was very difficult. |

Exercise 6. Change the sentences so as to use the Past Participle as an attribute.

Model: I noticed the book which was left on the table.
I noticed the book left on the table.

- | | |
|--|---|
| 1. He brought the documents which were signed by the manager. | He brought the documents signed by the manager. |
| 2. We read the article which was written in English. | We read the article written in English. |
| 3. The letter which was sent by you arrived in time. | The letter sent by you arrived in time. |
| 4. He couldn't answer the question which was asked by the teacher. | He couldn't answer the question asked by the teacher. |
| 5. The doctor who was sent for lived in the next house. | The doctor sent for lived in the next house. |

Exercise 7. Change the complex sentences into simple ones using the Objective Participial Constructions.

Model: I saw the children as they were running.
I saw the children running.

- | | |
|---|--|
| 1. I saw as he was working in the garden. | I saw him working in the garden. |
| 2. I noticed that they were waiting for somebody. | I noticed them waiting for somebody. |
| 3. I heard as he was coming up the stairs. | I heard him coming up the stairs. |
| 4. The man watched as the children were playing hockey. | The man watched the children playing hockey. |
| 5. He watched as they were swimming across the river. | He watched them swimming across the river. |

Exercise 8. Use the Absolute Participial Construction in the subordinate clauses.

Model: As my mother was ill I couldn't go to the concert.
My mother being ill, I couldn't go to the concert.

- | | |
|--|---|
| 1. When the work was over everybody went home. | The work being over, everybody went home. |
| 2. As it was Sunday the shops were closed. | It being Sunday, the shops were closed. |
| 3. As it was very dark I could see nothing there. | It being very dark, I could see nothing there. |
| 4. As the weather was fine they went for a walk. | The weather being fine, they went for a walk. |
| 5. He went to the station and his friends were accompanying him. | He went to the station, his friends accompanying him. |
| 6. When the experiment had been carried out they started new investigations. | (With) the experiment having been carried out, they started new investigations. |

Self-training Exercises

Exercise 1. Write Participles of the following verbs.

- a) *Perfect Participle Active (to begin — having begun)*
to translate, to finish, to take, to tell, to live, to leave, to buy, to say, to do, to break, to lose, to eat, to meet, to read.

b) *Present Participle Passive* (to build — being built)
to invite, to examine, to defeat, to check, to prepare, to show,
to give, to discuss, to type, to write.

Exercise 2. Choose the right Russian equivalent.

- Having finished the translation she typed it.
1. заканчивая 2. закончив 3. законченный
- The student being asked by the teacher is Smirnov.
1. которого спрашивают 2. спрошенный 3. спрашивая
- Having been defeated, the enemy had to retreat.
1. потерпев поражение 2. терпящий поражение
- The problem being discussed now is very important.
1. обсуждая 2. обсуждаемая
- Having read many books on the problem, he made an interesting report.
1. читая 2. читающий 3. прочитав
- The house being built in our street is a new school.
1. строящийся 2. построенный 3. построив
- Having been signed by both sides the treaty came into force soon.
1. подписавший 2. подписанный 3. подписав
- Having refused to accept the invitation he left the office.
1. отказывая 2. отказав 3. отказавшись

The key: 1-2; 2-1; 3-1; 4-2; 5-3; 6-1; 7-2; 8-3

Exercise 3. Use Participles instead of the subordinate clauses.

- We didn't like the film which was being shown to us.
- The text which was being translated by the students was rather difficult.
- After he had asked the doctor about the child he left.
- When he had arranged everything he decided to take a rest.
- As he had visited the town several times he refused to join our trip there.
- When she was asked to express her opinion she didn't know what to say.
- As I had never come across the word I decided to consult a dictionary.

The key: 1. being shown. 2. being translated. 3. having asked. 4. having arranged. 5. having visited. 6. when asked. 7. having never come across.

Exercise 4. Choose the right English equivalent.

- (Сдав) all the examinations we decided to go on a tour.
1. passing 2. having passed 3. being passed
- (Когда ему сказали) to stay he refused.
1. telling 2. having told 3. being told
- (Закончив) the translation we gave it to the teacher.
1. having finished 2. finishing 3. being finished

- (Потеряв) the key I couldn't enter the room.
1. losing 2. being lost 3. having lost
- The plant (строящийся) here will produce radio-sets.
1. building 2. having been built 3. being built
- (Оставшись) alone I decided to finish my work.
1. leaving 2. being left 3. having left
- (Получив) the telegram I hurried to meet my friend.
1. having received 2. receiving 3. being received
- The letter (отправленное) today will be received in two days.
1. sending 2. being sent 3. having sent
- (Сломанное) by the wind the tree was lying on the road.
1. breaking 2. having broken 3. broken
- (Позавтракав) she went to the Institute.
1. having breakfast 2. having had breakfast

The key: 1-2; 2-3; 3-1; 4-3; 5-3; 6-2; 7-1; 8-2; 9-3; 10-2.

Exercise 5. Translate into English.

- Мне нравятся все статьи, написанные этим ученым.
- Вот картина, о которой так много говорят.
- Я бы хотел, чтобы статью отпечатали сегодня.
- Я не был на собрании, которое проводилось в университете.
- Мы слышали, как декан выступал на собрании.
- Я полагаю, что все будет сделано через несколько дней.
- Так как день был теплый, мы открыли окно.
- Когда ему дали больше времени, он смог перевести статью.
- Она сидела в кресле, просматривая газеты.

ГЕРУНДИЙ (THE GERUND)

Герундий — это неличная форма глагола, соединяющая в себе свойства существительного и глагола. В этом отношении герундий сходен с инфинитивом, но отличается от него тем, что передает оттенок процесса действия.

В русском языке нет формы глагола, соответствующей английскому герундию. Формы герундия совпадают с формами причастия (см. 113).

ФУНКЦИИ ГЕРУНДИЯ В ПРЕДЛОЖЕНИИ И СПОСОБЫ ЕГО ПЕРЕВОДА НА РУССКИЙ ЯЗЫК

Функции	Употребление	Примеры	Перевод
Подлежащее		Swimming is my favourite sport.	Плавание — мой любимый вид спорта.

Функции	Употребление	Примеры	Перевод
Часть составного сказуемого	после глаголов to stop прекращать, to finish кончать, to continue, to go on, to keep продолжать, to begin, to start начинать	Stop talking. He kept on asking her about the details.	Прекратите разговаривать. Он продолжал спрашивать ее о подробностях.
Дополнение			
а) прямое дополнение	после глаголов to like нравиться, to need нуждаться to prefer предпочитать, to remember помнить, to enjoy получать удовольствие, to mind возражать, to excuse извинять, to be (busy), to be worth стоить	Your suggestion needs discussing. I prefer reading classical novels. She is busy preparing for the exam. I don't mind going there.	Ваше предложение нужно обсудить. Я предпочитаю читать классические романы. Она занята: она готовится к экзамену. Я не возражаю (не против) пойти туда.
б) предложное дополнение	после глаголов с предлогами to depend on зависеть от, to rely on полагаться на, to object to возражать против, to blame ... for винить за, to thank for благодарить за, to be responsible for отвечать за, to be fond of любить, to be tired of устать от, to be afraid of бояться, to look forward to с нетерпением ожидать, to feel like быть склонным и т.д.	He is fond of collecting stamps. I am afraid of making a mistake. I am tired of arguing with you.	Он любит собирать марки. Я боюсь, как бы не сделать ошибку. Я устал спорить с вами.
Определение	после абстрактных существительных с предлогами: way (of) способ, opportunity (of) возможность, hope of надежда, experience (in) опыт, reason (for) причина, основание, interest (in) интерес, importance of значение и т. д.	You have no reason for saying that. I understand the importance of learning English.	У нас нет оснований говорить это. Я понимаю важность изучения английского языка.

Функции	Употребление	Примеры	Перевод
Обстоятельство	употребляется всегда с предлогом		
а) обстоятельство времени	с предлогами: after, before, on	After returning home he resumed his work.	После того как он вернулся домой (после возвращения), он возобновил работу.
б) обстоятельство образа действия	с предлогами: by, without, instead of, besides	She left the room without looking at me.	Она ушла из комнаты, не взглянув на меня.
После глаголов to like, to begin, to start, to continue, to stop, to intend и словосочетаний it is no good, it is (of) no use, it is useless употребляется как герундий, так и инфинитив.			

Как видно из таблицы, герундий может переводиться на русский язык существительным, глаголом в личной форме или неопределенной формой глагола, деепричастием.

Self-correcting Exercises

Exercise 1. Translate into Russian.

- | | |
|--|---|
| 1. Swimming in cold water is unpleasant. | Плавать в холодной воде неприятно |
| 2. His having failed in the examination surprised everybody. | То, что он не сдал экзамен, удивило всех. |
| 3. Don't leave without telling us your new address. | Не уходите, не оставив нам своего нового адреса. |
| 4. On coming home I usually take a short rest. | Придя домой, я обычно немного отдыхаю. |
| 5. They must be proud of having won the match. | Они, вероятно, гордятся тем, что выиграли матч. |
| 6. I remember the document having been signed by both parties. | Я помню, что документ подписан обеими сторонами. |
| 7. I insist on the decision being taken immediately. | Я настаиваю, чтобы решение было принято немедленно. |

Exercise 2. Use gerunds instead of subordinate clauses.

- | | |
|--|--|
| 1. When you consider the question, don't forget to use the latest information on the subject. (In) | In considering the question don't forget to use the latest information on the subject. |
|--|--|

2. When the delegation completed its tour over the country, it left for home. (On)

3. Before you go to visit her, make sure she is at home.

4. A student can improve his pronunciation if he works with a tape-recorder. (By)

5. The students developed their speaking skills because they practised their English every day. (Through)

On completing its tour over the country, the delegation left for home.

Before going to visit her, make sure she is at home.

A student can improve his pronunciation by working with a tape-recorder.

The students developed their speaking skills through practising their English every day.

Self-training Exercises

Exercise 1. Write a gerund in the required form, using the following verbs.

a) *Perfect Active* (to do — having done)
to fail, to make, to consider, to settle, to buy, to come, to discuss, to ask, to win, to tell, to pass.

b) *Perfect Passive* (to do — having been done)
to speak, to give, to discuss, to sign, to tell, to write, to open, to study, to show.

Exercise 2. Translate into Russian, paying attention to the function and the form of the gerund.

1. Testing began last Friday.
2. Reading science fiction excited my imagination.
3. His having received a bad mark did not surprise anybody.
4. She doesn't like being praised.
5. I don't mind being criticised when it is fair.
6. I prefer doing this work myself.
7. She is busy translating some article.
8. I don't object to being disturbed.
9. You are responsible for arranging the conference.
10. Don't be afraid of being punished.
11. I don't feel like going to the cinema so late.
12. The boy succeeded in winning the first prize.
13. What's the reason for his being so angry?
14. He has a bad habit of interrupting people.
15. On seeing the approaching bus we ran to the bus stop.

16. After reading a story in English, I came across many useful word combinations.

17. You can't become a good specialist without being trained for a long time.

18. Besides being clever she was very beautiful.

19. I left the cinema without waiting for the end of the film.

20. You can perfect your English by practising it every day.

Exercise 3. Choose the right Russian equivalent.

1. **Oleg's refusing** our help is regrettable.

1. То, что Олег отказался 2. То, что Олег отказывается

3. То, что Олегу отказали

2. She is upset of **her son being accused** of bad conduct at school.

1. ее сына обвинили 2. ее сын обвиняет

3. ее сына обвиняют

3. He apologised to the teacher for **not having done** his lessons.

1. за то, что не сделал 2. за то, что не делает

3. за то, что не будет делать

4. I don't like **being asked** such questions.

1. задавать такие вопросы 2. когда мне задают

3. когда мне задавали

5. The teacher was surprised at your **having made** so many mistakes.

1. что вы сделали 2. было сделано 3. делаете

The key: 1-2; 2-3; 3-1; 4-2; 5-1.

Exercise 4. Make up sentences according to the models.

1. I **don't mind** seeing the film again.

(to take part in the conference; to stay in the country for another week)

2. I **can't (couldn't)** help smiling.

(to tell you about it; to laugh when I see him)

3. **The book is (not) worth** reading.

(the question — to discuss; the proposal — to consider)

4. **It's no use** doing it.

(to talk to them; to help him)

5. **Did you enjoy** spending your holiday there?

(to watch the match; to visit the museum)

6. I **remember** talking to him.

(to attend the lecture; to invite them to the party)

7. **We insisted on (his) going** there.

(to make the report; to organize a conference)

8. You can learn to speak English by speaking English.

(to read French; to swim)

9. How about going to the club?

(to have a bite; to visit a museum)

10. Instead of going home he went to the club.

(to answer my question — to ask me his question; to do one's homework — to look through magazines)

Exercise 5. Translate the sentences into English.

1. Об этом факте не стоит упоминать. 2. Она ушла не попросившись. 3. Бесполезно просить их об этом. 4. Я не могу не рассказать вам эту историю. 5. Я не помню, что просматривал этот журнал. 6. Как насчет того, чтобы пойти сегодня в театр? 7. Извините, что перебиваю вас. 8. Я получил удовольствие, читая эту книгу. 9. Вместо того, чтобы делать домашнее задание, он просматривал журналы. 10. У меня нет надежды найти новую работу. 11. Мой сын любит, когда ему читают сказки. 12. Я благодарен вам за то, что вы помогли мне. 13. Вместо того чтобы пойти в кино, мы пошли в театр. 14. Я помню, что мне уже об этом говорили. 15. Я позвоню вам перед тем, как уеду из Минска. 16. Я не возражаю, чтобы они пришли сюда. 17. Он возражает против того, чтобы конференцию проводили в субботу. 18. Вы ответственны за то, чтобы курсовые работы были закончены в срок. 19. Очень важно иметь хороших друзей. (Иметь хороших друзей очень важно). 20. Научиться водить машину — очень трудно.

НАКЛОНЕНИЕ (THE MOOD)

Наклонение — это форма глагола, при помощи которой говорящий показывает отношение действия к реальности. Это отношение может быть представлено как реальное, проблематичное, нереальное, а также в виде просьбы или приказа.

Действия, представленные как реальные, выражаются в форме изъявительного наклонения (the Indicative Mood), видо-временные и заложенные формы которого были рассмотрены выше.

Просьбы и приказания выражаются в форме повелительного наклонения (the Imperative Mood). Утвердительная форма повелительного наклонения совпадает с инфинитивом глагола без частицы to. Например:

Open the window and air the room.

Откройте окно и проветрите комнату.

Отрицательная форма образуется при помощи вспомогательного глагола do и частицы not (do not или don't). Например:

Don't speak so fast.

Не разговаривай так быстро.

Для выражения просьбы или приказа употребляется глагол let (пусть) в 3-м лице и форма let's (давайте) в 1-м лице. Например:

Let Ann read the text.

Пусть Аня читает текст.

Let's go for a walk.

Давайте пойдем погулять.

Нереальные или проблематичные действия выражаются формами сослагательного наклонения (the Subjunctive Mood). На русский язык сослагательное наклонение переводится всегда прошедшим временем глагола в сочетании с частицей «бы». В русском языке нет специальных форм сослагательного наклонения для выражения действий, относящихся к разным периодам времени. В английском языке существуют две такие формы. Первая — когда действие относится к настоящему и будущему времени, вторая — когда действие относится к прошедшему времени. Например:

1. I should phone him if I knew his telephone number.

Я бы позвонила ему, если бы знала номер его телефона (сегодня или завтра).

2. I should have phoned him if I had known his telephone number.

Я бы позвонила ему, если бы знала его номер телефона (вчера).

В первом случае глагол в главном предложении, выражающем нереальное действие, совпадает по форме с Future-in-the-Past, а глагол в придаточном, выражающем нереальное условие, совпадает с Past Indefinite. Во втором случае и в главном предложении, и в придаточном употребляются перфектные формы глаголов. Формы настоящего времени сослагательного наклонения называются Present Subjunctive (или Subjunctive I), а прошедшего — Past Subjunctive (Subjunctive II).

Отрицательная форма образуется характерными для этих временных форм способами:

I should not phone him, if I didn't know his telephone number.

I shouldn't have phoned him, if I hadn't known his telephone number.

Сослагательное наклонение употребляется также в других типах придаточных предложений:

1) подлежащих (it's necessary, it's desirable, it's important, etc.)

It is necessary that he
(should) go there.

Необходимо, чтобы он по-
шел туда.

2) дополнительных (to suggest, to order, to demand, to insist, to propose)

I suggest that you (we, he)
(should) do it.

Я предлагаю, чтобы вы
(мы, он) сделал (и) это.

3) цели (so that, lest, that).

They wrote a letter lest she
(should) forget her promise.

Они написали ей письмо,
чтобы она не забыла о сво-
ем обещании.

4) после глагола wish.

I wish I lived in the south.
I wish she had taken part in
the concert.

Жаль, что я не живу на юге.
Жаль, что она не приняла
участие в концерте

Глагол to be в сослагательном наклонении принимает форму were для всех лиц единственного и множественного числа, если высказывание относится к настоящему или будущему времени.

If I were you I should accept
the invitation.

Если бы я был на вашем
месте, я бы принял при-
глашение.

If he were here he would help
us.

Если бы он был здесь, он
бы нам помог.

I wish she were with us.

Как бы я хотел, чтобы она
была с нами.

Функцию сослагательного наклонения в современном английском языке могут также выполнять глаголы may, might, could в сочетании с инфинитивом.

We could go to the park if it
were not cold.

Мы могли бы пойти в
парк, если бы не было хо-
лодно.

I wish I could speak French
next year.

Как бы мне хотелось гово-
рить по-французски в сле-
дующем году.

Следует различать предложения, выражающие нереальные действия и условия, от предложений с реальными действиями и условиями. В первом случае употребляются соответствующие формы сослагательного наклонения. Во втором — соответствующие видо-временные формы глагола (Future Indefinite — в главном предложении и Present Indefinite — в придаточном условии).

He would go to the park if he
had time.

Он бы пошел в парк, если
бы у него было время.

He will go to the park if he
has time.

Он пойдет в парк, если у
него будет время.

Self-correcting Exercises

Exercise 1. Translate the sentences into Russian.

1. If I have time I shall watch TV in the evening. Если у меня будет время, я посмотрю телевизор вечером.
2. If we have money we shall travel. Если у нас будут деньги, мы будем путешествовать.
3. If I am in town, I shall visit you. Если я буду в городе, я навещу вас.
4. If you worked hard during the academic year you would not fail in the exam. Если бы вы хорошо работали в течение учебного года, вы бы не провалились на экзамене.
5. If you had worked hard during the academic year, you would have never failed at the exam. Если бы вы хорошо работали в течение учебного года, вы бы никогда не провалились на экзамене.
6. If she were not so busy, she would (might) come and see us. Если бы она не была так занята, она бы нас навестила.
7. Had you warned me, nothing would have happened. Если бы вы меня предупредили, ничего бы не случилось.
8. I wish he were in Minsk now. Жаль, что он не в Минске сейчас.
9. Nobody demands that you should do it immediately. Никто не требует, чтобы вы сделали это немедленно.
10. I'll put down your address lest I should forget it. Я запишу ваш адрес, чтобы не забыть его.

Exercise 2. Change the form of the verb in the following sentences. Refer the action to the present or future.

- | | |
|---|---|
| 1. He will come to you if you ring him up. | He would come to you if you rang him up. |
| 2. I shall read this book if you give it to me. | I should read this book if you gave it to me. |
| 3. They will invite him if they see him. | They would invite him if they saw him. |
| 4. She will buy this dress if she has money. | She would buy this dress if she had money. |
| 5. If the water is not cold, we shall swim. | If the water were not cold, we should swim. |

Exercise 3. Change the form of the verb. Refer the action to the past.

- | | |
|--|---|
| 1. You will not be late if you get up earlier. | You wouldn't have been late, if you had got up earlier. |
| 2. I shall go with you if it doesn't rain. | I should have gone with you if it hadn't rained. |
| 3. If you send him a telegram, he will return in time. | If you had sent him a telegram, he would have returned in time. |
| 4. If they work hard, they will pass all the exams well. | If they had worked hard, they would have passed all the exams well. |
| 5. If I have my leave in August, I shall go to the sea. | If I had had my leave in August I should have gone to the sea. |

Exercise 4. Omit the conjunctions in the conditional clauses.

Model: If I had free time, I should visit you.
Had I free time, I should visit you.

- | | |
|---|---|
| 1. If he had a dictionary, he would translate the article. | Had he a dictionary, he would translate the article. |
| 2. If she were not ill she would go to the concert with us. | Were she not ill she would go to the concert with us. |
| 3. If he could find this book he would bring it to you. | Could he find this book he would bring it to you. |
| 4. If Ann could speak English she would understand them. | Could Ann speak English she would understand them. |

- | | |
|---|---|
| 5. If they were not tired, they would continue their way. | Were they not tired, they would continue their way. |
|---|---|

Exercise 5. Use the complex sentences instead of the simple ones.

Model: You must stay at home. The doctor recommended it.
The doctor recommended that you should stay at home.

- | | |
|---|--|
| 1. I must revise the rule. The teacher insists on it. | The teacher insists that I should revise the rule. |
| 2. They must come to an agreement. It's very important. | It's very important that they should come to an agreement. |
| 3. The manager must sign the document. It's necessary for us. | It's necessary for us that the manager should sign the document. |
| 4. You must read this book. I recommend it. | I recommend that you should read this book. |
| 5. The boy must go in for sport. He suggested it. | He suggested that the boy should go in for sport. |

Self-training Exercises

Exercise 1. Use the correct form of the Subjunctive in the Subordinate clause.

1. If I (know) his language, I would speak to him. 2. If you (like) coffee, I would make you some. 3. If you (see) him today, he would have told you the news. 4. If he (not to work) hard, he wouldn't have made progress. 5. If I (be) you, I should act differently. 6. If you (speak) louder he would hear you. 7. If it (snow) tomorrow we should go skiing. 8. It is important that you (know) this.

Exercise 2. Use the correct form of the Subjunctive in the main clause.

1. If I were free tomorrow, I (go) to the concert.
2. If I knew that I (go) there immediately.
3. If I were in the Crimea now I (swim) in the sea.
4. If she had come to town yesterday, she (take) part in the conference.
5. If you had apologized, she (forgive) you.

Exercise 3. Choose the right form of the verbs in brackets.

1. I wish you (to stay) with us for some days.
1. will stay 2. stayed 3. had stayed
2. She is afraid lest we (know) the truth.
1. can know 2. know 3. should know

3. Why didn't you tell me about it before? I (to help) you.
1. should have helped 2. helped 3. could help
4. I wish it (to be) winter now.
1. was 2. were 3. should be
5. I wish I (to speak) French next year.
1. could speak 2. had spoken 3. should speak
6. If I had met him, I (to invite) him to the meeting.
1. invited 2. had invited 3. should have invited
7. He insists that they (to finish) this work today.
1. will finish 2. should finish 3. would finish
8. If you had listened to the teacher, you (to answer) this question.
1. would answer 2. should answer 3. would have answered
9. She spoke French as if she (to live) in France for a long time.
1. would live 2. had lived 3. has lived
10. If he were not so absent-minded, he (to tell) you about it long ago.
1. would have told 2. should tell 3. told

The key: 1-2; 2-3; 3-1; 4-2; 5-1; 6-3; 7-2; 8-3; 9-2; 10-1.

Exercise 4. Translate the answers to the following questions.

Model: Why did you take a taxi? — Чтобы не опоздать.
Lest I should be late.

1. Why did you close the window? — Чтобы ветер не разбил его.
2. Why did you mark this place in the book? — Чтобы не тратить напрасно времени, разыскивая его.
3. What do you want to leave her a message for? — Чтобы она не забыла позвонить мне.
4. Why do you want to ring her up? — Чтобы она не волновалась.
5. Why is he running? — Чтобы не опоздать на автобус.

Exercise 5. Transform the sentences according to the model. Pay attention to the difference of the forms expressing real and unreal conditions.

Model: If I see him, I shall tell him about it.
a) If I saw him, I should tell him about it.
b) If I had seen him, I should have told him about it.

1. If you give me a dictionary I shall translate the text.
2. If it is hot in summer I shall spend my holiday in the Crimea.
3. If he is not at home I shall wait for him.
4. If she practises more she will make more progress.
5. If they have more money they will buy a new house.

Exercise 6. Translate the sentences into Russian.

1. If he goes to University he will study foreign languages.
2. If I change my job I shall earn more money.
3. If the taxi arrives late they will miss their train.
4. If you drive fast we shall catch the plane.
5. If the weather were fine we would go to the country. If the weather had been fine we would have gone to the country.
6. You would not make mistakes if you knew the rule. You would not have made mistakes if you had known the rule.
7. If you take a taxi you would get to the airport in time. If you had taken a taxi you would have got to the airport in time.
8. It is necessary that you (should) train more.
9. It is desirable that he (should) apologize.
10. I suggest that we (should) go to the picture gallery.
11. I wish it didn't rain.
12. I wish you didn't ask me so many questions.
13. I wish you could forgive me.
14. I wish you had come to the party.
15. If I were you I would explain my position to her.

Exercise 7. Translate the sentences into English.

1. Если бы вчера была хорошая погода, мы бы пошли на прогулку. 2. Если бы он не был так занят вчера вечером, он бы обсудил с вами план сочинения. 3. Если бы я увидела ее завтра, я бы спросила ее об этом. 4. Если бы он пришел, я был бы рад. 5. Я предлагаю, чтобы они обсудили эту книгу. 6. Никто не настаивает, чтобы вы участвовали в этих соревнованиях. 7. Мне хотелось бы знать этот язык. 8. Необходимо, чтобы он сдал экзамен. 9. Важно, чтобы студенты участвовали в научной работе. 10. Жаль, что ее нет сейчас дома. 11. Как бы мне хотелось, чтобы вы успешно защитили диссертацию. 12. Олег говорит по-английски так, как будто он долго жил в Британии.

СТРУКТУРА ПРЕДЛОЖЕНИЯ

В английском языке, в отличие от русского, существует твердый порядок слов, изменение которого может привести к нарушению смысла предложения. Обычный порядок слов в повествовательном предложении таков:

My brother	entered	the University
подлежащее	сказуемое	дополнение
(the Subject)	(the Predicate)	(the Object)

Структура распространенного предложения может быть представлена следующим образом:

This year	my brother	successfully	entered	the Univer-	in Minsk
				sity	
<i>обстоя-</i>	<i>подлежащее</i>	<i>обстоятель-</i>	<i>сказуемое</i>	<i>дополнение</i>	<i>обстоятель-</i>
<i>тельство</i>		<i>ство образа</i>			<i>ство места</i>
<i>времени</i>		<i>действия</i>			
The Ad-	The	The Adver-	The	The Object	The
verbial	Subject	bial Modi-	Predicate		Adverbial
Modifiers		fiers of			Modifiers
of Time		Manner			of Place

Слова, входящие в состав предложения и отвечающие на какой-либо вопрос, являются членами предложения. Члены предложения делятся на главные и второстепенные. К главным членам предложения относятся подлежащее и сказуемое. К второстепенным — дополнения, определения и обстоятельства. Каждый член предложения может расширяться за счет различного рода определителей, образуя развернутые группы подлежащего, сказуемого, дополнения, определения или обстоятельства.

Подлежащее и сказуемое обязательны в английском предложении. Подлежащее может быть выражено существительным, местоимением, числительным, инфинитивом, герундием:

The students are translating texts.	Студенты переводят тексты.
They don't know the rule.	Они не знают правила.
Two is a cardinal numeral.	Два — количественное числительное.
To read much is to know much.	Много читать — много знать.
Reading did much for him.	Чтение много дало ему.

Местоимения *they* и *one* заменяют подлежащее в неопределенно-личном предложении, местоимение *it* употребляется в безличном. Например:

One can often see him here.	Его можно здесь часто видеть.
They say he is clever.	Говорят, что он умен.
It is cold today.	Сегодня холодно.

В предложениях с оборотом *there is/are* формальным подлежащим является слово *there*, которое, однако, не имеет само-

стоятельного значения. Такие предложения указывают на наличие предмета в определенном месте. Например:

There are many pages in this book. В этой книге много страниц.

В повелительных предложениях подлежащее опускается.

Go to the blackboard. Иди к доске.

Сказуемое, как правило, выражается глаголом в той или иной видо-временной форме:

The door is closed. Дверь закрыта.
By that time she had already graduated from the University. К тому времени она уже закончила университет.

Широко распространены и составные именные сказуемые.

I am a student. Я студентка.
My name is Ann. Меня зовут Аня.

В отличие от русского языка, глагол-связка в английском языке никогда не опускается.

Отрицательные предложения образуются путем прибавления частицы *not* к первому вспомогательному глаголу (*don't, doesn't, didn't, haven't, hadn't*). Глаголы *to be* и *to have* прибавляют частицу *not* к своим личным формам (*am not, isn't, aren't, wasn't, weren't, haven't, etc.*). В английском языке в отличие от русского может быть только одно отрицание.

I don't see anybody in the street. Я никого не вижу на улице.
Nobody is seen in the street. На улице никого не видно.

Self-correcting Exercises

Exercise 1. Translate into Russian. Pay attention to the ways of expressing subjects, predicates and adverbial modifiers.

- | | |
|------------------------------------|-----------------------------------|
| 1. I speak English. | Я говорю по-английски. |
| 2. To read is useful. | Читать полезно. |
| 3. It is useful to read. | Читать полезно. |
| 4. They say it is useful to read. | Говорят, читать полезно. |
| 5. One can read it in the library. | Можно прочитать это в библиотеке. |

- | | |
|---------------------------------------|---------------------------|
| 6. I do not speak English. | Я не говорю по-английски. |
| 7. There are many books on the table. | На столе много книг. |
| 8. My brother and I went home. | Мы с братом пошли домой. |
| 9. These are pencils. | Это карандаши. |

Exercise 2. Find subjects and predicates.

- | | |
|---|---|
| 1. My brother will go there next week. | Brother, will go |
| 2. To smoke is harmful. | To smoke, is harmful |
| 3. I am a student of the University. | I, am a student |
| 4. Today we went to school by bus. | We, went |
| 5. This is a very interesting story. | This, is a story |
| 6. The book that lay on the table was not mine. | 1) The book, was not mine
2) that, lay |
| 7. Russians are very hospitable. | Russians, are hospitable |
| 8. It is necessary to know it. | It, is necessary |

Self-training Exercises

Exercise 1. Point out subjects and predicates in the following sentences. Translate the sentences into Russian.

- The stadium was near my house.
- Swimming in cold water is not very pleasant.
- To rebuild the city after the war was one of the hardest tasks.
- Nobody visited her last year.
- A famous actor played the main part in this film.
- It is raining now.
- It was necessary to buy a return ticket.
- One mustn't be late for the lessons.
- Three of the students got excellent marks.
- Who has told you this?
- The young ought to respect the old.
- The wallet is mine.
- The test is not difficult.
- The weather seems to be changing.
- He was seen crossing the street.
- I am to take 3 exams this winter.

- He is the manager of the company.
- She is known to be a good doctor.
- They are likely to arrive tonight.
- There are many shops in this street.

Exercise 2. Point out objects. Translate the sentences into Russian.

1. We won't go out unless it stops raining. 2. They climbed higher. 3. That is the only book by Tolstoy he hasn't read. 4. I live in the house by the sea. 5. He asked me to open the door. 6. I called every morning to see if there was any news. 7. Their train arrives at 5. 7. I am too tired to go to the cinema. 8. It is too late for you to go there. 9. The keys to the boxes were lost. 10. One can daily see him in the bar.

Exercise 3. Point out attributes and adverbial modifiers. Translate the sentences into Russian.

- I am going to read the newspapers delivered.
- Here is the document to be typed.
- The problem being discussed is very important.
- I read this article with great interest.
- He told me about this tragic event at home yesterday.
- He offered me a cinema ticket at the University yesterday.
- We often come across this expression in business English.
- He has sent me a few English books to read in my spare time.
- She was reading a fresh newspaper sitting in comfortable chair.
- Show me telegram received in the morning.

Exercise 4. Make up sentences observing the correct word order.

- have, discussed, the problem, they.
- In our, student, group, studies, this.
- Examinations, June, will, take, students, the, next.
- Now, am, at, I, the, lesson, English.
- Laboratories, are, at, there, many, the, University.
- Go, Academy, the, to, every, o'clock, at, nine, morning, I.
- Factories, furniture, produce, these.
- December, the, shortest, the 22nd, of, day, the, year, is.

ВОПРОСИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ

Вопросы подразделяются на общие, относящиеся ко всему предложению и требующие ответа «да» или «нет», специальные, к отдельным членам предложения, альтернативные и расчлененные. Основой для специальных вопросов служат общие.

Общий вопрос начинается с вспомогательных, глаголов to be, to have, will/shall, would/should, to do или с модальных глаголов в соответствующей форме.

Чтобы сформулировать общий вопрос, следует вынести вспомогательный глагол в начало предложения. Например:

I can swim. — Can I swim? — Yes, I can.

I will go home. — Will I go home? — Yes, I will.

They do not like ice-cream. — Do they like ice-cream? — No, they don't.

Если вспомогательного глагола в предложении нет, то в начало предложения выносится глагол to do (does, did).

I liked ice-cream: liked — 1 лицо, ед. число, Past Indefinite. Did I like ice-cream?

В ответе используется тот же вспомогательный глагол, что и в вопросе:

Will you go home? — Yes, I will.

Do you read books? — Yes, I do.

Can you swim? — Yes, I can.

Специальные вопросы (special questions) начинаются с вопросительного слова (what, when, why, where, how, which, etc.), после которого сохраняется структура общего вопроса.

He writes a book. — Does he write a book?

Чтобы поставить вопрос к слову book используется слово what? — что?

What does he write?

Исключение. Чтобы поставить вопрос к подлежащему, достаточно заменить этот член предложения на вопросительное местоимение who? кто? или what? что? Если смысловой глагол имеет форму настоящего времени, его надо поставить в форму 3-го лица единственного числа, т.е. с окончанием -s. I write a book. — Who writes a book?

Альтернативные вопросы (alternative questions) фактически состоят из двух общих вопросов, связанных союзом or. Второй из вопросов обычно неполный:

Does he write a novel or (does he write) a poem?

Ответ: He writes a poem.

В устной речи весьма распространены **расчлененные вопросы** (disjunctive questions). Такой вопрос состоит из утвердительного предложения, за которым следует краткий общий вопрос, соответствующий русскому обороту «не правда ли?», «не так ли?». Причем, если первая часть вопроса утвердительная, то вторая — отрицательная, и наоборот:

He has a book, hasn't he? — He doesn't like ice-cream, does he?

Чаще всего подлежащее второй части вопроса — местоимение. Ответ требуется такой же, как и на общий вопрос:

He is a student, isn't he? — Yes, he is.

Self-correcting Exercises

Exercise 1. Define the type of the questions: general (общий), special (специальный), alternative (альтернативный), disjunctive (разделительный).

- | | |
|---|-------------|
| a) 1. Who likes ice-cream? | Special |
| 2. What does he like? | Special |
| 3. He likes ice-cream, doesn't he? | Disjunctive |
| 4. Does he like ice-cream or wine? | Alternative |
| 5. What does he do? | Special |
| 6. Does he or his mother like ice-cream? | Alternative |
| b) 1. When did he go to Moscow? | Special |
| 2. Did he go to Moscow? | General |
| 3. Did he go to Moscow or to Tokyo? | Alternative |
| 4. Who went to Moscow? | Special |
| 5. He went to Tokyo, didn't he? | Disjunctive |
| 6. Why did he go to Moscow? | Special |
| 7. He went to Moscow by train, didn't he? | Disjunctive |
| 8. When did he go to Moscow? | Special |

Exercise 2. Put questions to the words in bold type.

- | | |
|--|---|
| 1. At nine o'clock next morning he went to the station . | When did he go to the station?
Where did he go next morning? |
| 2. They work at this problem now . | What do they work at? |
| 3. The woman who is speaking with my sister is our neighbour . | Who is the woman speaking with my sister? |
| 4. It was dark and they couldn't see anything. | Why couldn't they see anything? |
| 5. She is eighteen . | How old is she? |
| 6. The document was signed by the President . | Whom was the document signed by? |
| 7. As a rule I have ham and eggs for breakfast. | Who has ham and eggs for breakfast? |
| 8. There are twelve students in our group. | How many students are there in your group? |
| 9. It will take them half an hour to get there. | How long will it take them to get there? |

Self-training Exercises

Exercise 1. Point out 1) disjunctive, 2) alternative questions and 3) questions to the subject.

1. Does he often come here? 2. Who often comes here? 3. When does he come here? 4. He often comes here, doesn't he? 5. Does he or his friend often come here? 6. He doesn't often come here, does he? 7. What lay on the table? 8. Did the book lie on the table or on the floor? 9. The book lay on the table, didn't it?

Exercise 2. Put all possible special questions to the following sentences.

1. Last night they went to the drama theatre to see a new play. 2. By the time he came home his younger sister has done all home exercises. 3. Every day at 5 o'clock the homeless black cat came to the back door of the old country house to get something to eat. 4. There are many flowers in our garden in summer. 5. He makes many mistakes when he writes his dictations or compositions. 6. The telegram will have been delivered before they get this letter. 7. The theatre was being built when I moved to this street. 8. The students had written their test by 12 o'clock yesterday. 9. Next year she will have taught English for 20 years already. 10. The students are listening to the lecturer attentively.

СЛОЖНЫЕ ПРЕДЛОЖЕНИЯ

В английском языке, как и в русском, есть **сложносочиненные** и **сложноподчиненные** предложения. Предложения, входящие в состав сложносочиненных, являются равноправными и грамматически не зависят друг от друга. Связь между ними осуществляется посредством союзов *and, but, or, for*, либо бессоюзно. Например:

He was busy but she insisted on going to the country. Он был занят, но она настояла на поездке за город.

Сложноподчиненные предложения состоят из главного и одного или нескольких придаточных. Между главным и придаточным (и) устанавливаются отношения подчинения, смысловой зависимости придаточного предложения от одного из членов главного. Смысловая зависимость структурно оформляется посредством союзов и союзных слов (*who, when, that, while, before* и др.), а также бессоюзно, с помощью интонации. Например:

I was in the bathroom when the telephone rang. Я был в ванной, когда звонил телефон.
I was sure (that) he would come. Я был уверен, что он придет.

ТИПЫ ПРИДАТОЧНЫХ ПРЕДЛОЖЕНИЙ

Различают следующие типы придаточных предложений:

1) **придаточные дополнительные** (object clauses), которые вводятся союзами *that, what, whether, how, why, when*, а также бессоюзно. Например:

He explained to the teacher that he had been sick. Он объяснил учителю, что был болен.
He knew that he had to go to the Crimea. Он знал, что ему надо ехать в Крым.

2) **придаточные определительные** (attributive clauses), которые вводятся союзными словами *that, who(m), which, whose, as, when, where*, а также бессоюзно. Например:

Martin rented a small room in which he lived, slept, studied. Мартин снимал маленькую комнату, в которой он жил, спал, учился.
This is the man I told you about. Это тот человек, о котором я тебе рассказывал.

3) **придаточные обстоятельственные** (adverbial clauses), которые подразделяются на:

а) **придаточные времени** (clauses of time), которые вводятся союзами *when, while, as, till, until, before, after, since, as soon as*.

The children stopped their play when she came in. Дети прекратили свою игру, когда она вошла.
When I was 20 I went to Italy. Когда мне было двадцать лет, я уехал в Италию.

б) **придаточные места** (clauses of place), которые вводятся союзами *where, wherever*. Например:

We stopped where the road turned right. Мы остановились там, где дорога сворачивала вправо.

в) **придаточные причины** (clauses of cause), которые вводятся союзами *because, as, since* или бессоюзно. Например:

He had no money for stamps: so the letters accumulated under the table. У него не было денег на марки, потому письма накапливались под столом.

г) **придаточные цели** (clauses of purpose), которые вводятся союзами *so that, that, in order that*. Например:

He turned on the radio so that we could listen to the music. Он включил радио, чтобы мы могли послушать музыку.

д) **придаточные условия** (clauses of condition), которые вводятся союзами *if, in case, unless*. Например:

If you keep secrets I'll tell you something.	Если ты умеешь хранить секреты, я расскажу тебе что-то.
--	---

е) **придаточные следствия** (clauses of consequence), которые вводятся союзами *that, so ... that, such ... that*.

Mary was so frightened that she could hardly utter a word.	Мери была так напугана, что едва могла промолвить слово.
--	--

ж) **придаточные сравнения** (clauses of comparison), которые вводятся союзами *than, as, as ... as, not so ... as, as if, as though*. Например:

He pronounced this word with a strong accent as if he were a foreigner.	Он произнес это слово с сильным акцентом, как будто он был иностранцем.
---	---

СЛОВООБРАЗОВАНИЕ (WORD-BUILDING)

В английском языке имеется несколько способов словообразования: 1) **аффиксация** (т.е. прибавление к слову суффикса или префикса), 2) **конверсия** (образование новых слов без изменения их написания и произношения), 3) **словосложение** (образование нового слова путем сложения двух слов в одно), 4) **изменение ударения** в слове (соответственно, получение нового слова, относящегося к другой части речи).

СЛОВООБРАЗОВАНИЕ С ПОМОЩЬЮ АФФИКСАЦИИ

Образование новых слов может происходить при помощи присоединения к основе слова суффиксов или префиксов (приставок). Префиксы присоединяются к корню слова в начале, а суффиксы – в конце. Слова, образованные с помощью префиксов или суффиксов, в отличие от простых слов, называются производными.

Префиксы, как и суффиксы, могут присоединяться к различным частям речи, изменяя при этом значение основы слова, например:

1) *happy* (счастливый) – *unhappy* (несчастный) – *happiness* (счастье) – *happily* (счастливо); 2) *help* (помощь) – *helper* (помощник) – *helpful* (полезный) – *helpless* (беспомощный); 3) *correct* (правильный) – *incorrect* (неправильный).

НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫЕ ПРИСТАВКИ (ПРЕФИКСЫ) И ИХ ЗНАЧЕНИЯ

1. Префиксы, имеющие отрицательное значение:

un-	<i>pleasant</i> (приятный) – <i>unpleasant</i> (неприятный) <i>familiar</i> (знакомый) – <i>unfamiliar</i> (незнакомый)
im-	<i>polite</i> (вежливый) – <i>impolite</i> (грубый) <i>possible</i> (возможный) – <i>impossible</i> (невозможный)
in-	<i>correct</i> (правильный) – <i>incorrect</i> (неправильный)
ir-	<i>regular</i> (регулярный) – <i>irregular</i> (нерегулярный)
il-	<i>literate</i> (грамотный) – <i>illiterate</i> (неграмотный)
dis-	<i>to appear</i> (появляться) – <i>to disappear</i> (исчезать)
mis-	<i>to understand</i> (понимать) – <i>to misunderstand</i> (неправильно понять)
non-	<i>smoker</i> (курящий) – <i>non-smoker</i> (некурящий)

2. Префиксы, которые придают слову противоположное значение или обозначают противоположное действие:

un-	<i>to dress</i> (одеваться) – <i>to undress</i> (раздеваться) <i>to tie</i> (связывать) – <i>to untie</i> (развязывать)
dis-	<i>to obey</i> (повиноваться) – <i>to disobey</i> (не слушаться) <i>to approve</i> (одобрять) – <i>to disapprove</i> (не одобрять)
anti-	<i>aircraft</i> (самолет) – <i>anti-aircraft</i> (противовоздушный) <i>fascist</i> (фашист) – <i>anti-fascist</i> (антифашист)
counter-	<i>to act</i> (действовать) – <i>to counteract</i> (противодействовать) <i>attack</i> (атака) – <i>counterattack</i> (контратака)

3. Префиксы, имеющие значение «сверх», «пере-», «чрезмерно»:

over-	<i>to do</i> (делать) – <i>to overdo</i> (перестараться) <i>to sleep</i> (спать) – <i>to oversleep</i> (проспать)
super-	<i>human</i> (человеческий) – <i>superhuman</i> (сверхчеловеческий)
ultra-	<i>short</i> (короткий) – <i>ultra-short</i> (ультракороткий)

4. Префикс, обозначающий повторное действие со значением «снова», «заново», «вновь», «пере»:

re-	<i>to construct</i> (строить) – <i>to reconstruct</i> (перестроить) <i>to read</i> (читать) – <i>to reread</i> (перечитать) <i>to write</i> (писать) – <i>to rewrite</i> (переписывать)
------------	---

5. Префиксы, обозначающие общность действия, имеющие значение «между», «взаимно»:

co-	<i>owner</i> (владелец) – <i>co-owner</i> (совладелец) <i>existence</i> (существование) – <i>co-existence</i> (сосуществование) <i>operation</i> (действие) – <i>co-operation</i> (сотрудничество)
inter-	<i>action</i> (действие) – <i>interaction</i> (взаимодействие)

6. Префиксы, которые переводятся как
а) «пред», «до»:

- pre-** war (война, военный) – pre-war (довоенный)
historic (исторический) – prehistoric (доисторический)
- б) «после»:
post- war (война) – post-war (послевоенный)
revolutionary (революционный) – post-revolutionary (после-
революционный)
- в) «недостаточно», «недо-»:
under- to pay (платить) – to underpay (оплачивать низко,
т.е. недостаточно оплачивать, недоплачивать)
production (производство) – underproduction
(недостаточное производство, недопроизводство)
- г) «под»:
sub- division (разделение) – subdivision (подразделение)
committee (комиссия, комитет) – subcommittee
(подкомиссия)
- д) «экс», «бывший»:
ex- wife (жена) – ex-wife (бывшая жена)
champion (чемпион) – ex-champion (бывший чемпион)
minister (министр) – ex-minister (бывший министр)
7. Префикс глагола, имеющий значение «делать»:
en- large (большой) – to enlarge (увеличивать, делать больше)
danger (опасность) – to endanger (подвергать опасности)
force (сила) – to enforce (принуждать, настаивать)
circle (круг) – to encircle (окружать)

ОСНОВНЫЕ СУФФИКСЫ СУЩЕСТВИТЕЛЬНЫХ

1. Суффиксы, обозначающие принадлежность к
- а) политическому направлению:
-ist Marxist (марксист), materialist (материалист);
- б) профессии:
artist (художник), typist (машинистка), pianist (пианист);
- ian** historian (историк), musician (музыкант)
- в) нации:
Russian (русский), Belarusian (белорус)
2. Суффиксы, обозначающие действующее лицо:
- er** to teach (обучать, учить) – teacher (учитель)
-or to direct (руководить) – director (руководитель)
to sail (плыть) – sailor (морьяк)
3. Суффикс, обозначающий результат действия:
- ment** achievement (достижение), agreement (согласие),
government (правительство, управление), development
(развитие)

4. Суффиксы, обозначающие
- а) состояние:
-hood brotherhood (братство), childhood (детство)
-ship friendship (дружба), leadership (руководство)
- б) действие, состояние:
-age shortage (нехватка), marriage (бра́к, супружество),
passage (проход), voyage (путешествие)
-al arrival (прибытие), approval (одобрение), proposal
(предложение)
-ing hunting (охота), crossing (пересечение, перекресток),
living (житье), suffering (страдание)
-ence silence (молчание), difference (различие), existence
(существование), patience (терпение)
-ance importance (важность), performance (представление)
-tion dictation (диктант, диктовка), formation (образование)
-sion decision (решение), discussion (обсуждение)
- в) качество или состояние:
-dom freedom (свобода), kingdom (королевство), wisdom
(мудрость)
-ness coldness (холод, холодность), darkness (темнота), kindness
(доброта), weakness (слабость), happiness (счастье)
-ty activity (активность), safety (безопасность), equality
(равенство)

ОСНОВНЫЕ СУФФИКСЫ ПРИЛАГАТЕЛЬНЫХ

1. Суффикс, образующий прилагательные от существительных и обозначающий национальную принадлежность или слабую степень качества:
- ish** Pole (поляк) – Polish (польский), Scot (шотландец) –
Scottish (шотландский)
- ish** red (красный) – reddish (красноватый)
young (молодой) – youngish (моложавый)
child (ребенок) – childish (ребячливый, детский)
2. Суффиксы, образующие прилагательные от глаголов и обозначающие наличие качества:
- ive** to act (действовать) – active (активный)
to talk (разговаривать) – talkative (разговорчивый)
- ent** to differ (различать) – different (различный)
to insist (настаивать) – insistent (настойчивый)
- ant** to observe (наблюдать, замечать) – observant
(наблюдательный, внимательный)
to ramp (бушевать) – rampant (неистовый)

3. Суффиксы, образующие прилагательные от существительных и обозначающие наличие качества, свойства:

- ic poet (поэт) – poetic (поэтический)
- hero (герой) – heroic (героический)
- al music (музыка) – musical (музыкальный)
- ful beauty (красота) – beautiful (красивый)
- power (сила, мощь) – powerful (сильный, мощный)
- ous courage (храбрость) – courageous (храбрость)
- y snow (снег) – snowy (снежный)
- sun (солнце) – sunny (солнечный)

4. Суффиксы, образующие прилагательные от различных частей речи и обозначающие:

а) качество, свойство:

- ary element (элемент) – elementary (элементарный)
- ory to explain (объяснять) – explanatory (объяснительный)
- illusion (иллюзия) – illusory (обманчивый, иллюзорный)

б) способность что-либо сделать, состояние, качество:

- able to change (изменить) – changeable (изменчивый)
- rely (надеяться) – reliable (надежный)
- profit (доход) – profitable (доходный)
- ible access (доступ) – accessible (доступный)

ОСНОВНЫЕ СУФФИКСЫ ГЛАГОЛОВ

- ate active (активный) – to activate (активизировать)
- en short (короткий) – to shorten (укоротить)
- fy pure (чистый) – to purify (очищать)
- ify simple (простой) – to simplify (упрощать)
- ize, ise character (характер) – to characterize (охарактеризовать)
- modern (современный) – modernize (модернизировать)

ОСНОВНЫЕ СУФФИКСЫ НАРЕЧИЙ

Суффиксы, образующие наречия от

а) прилагательных, иногда – существительных, порядковых числительных и причастий:

- ly loud (громкий) – loudly (громко)
- bad (плохой) – badly (плохо, ошибочно)
- part (часть) – partly (частично)
- first (первый) – firstly (во-первых)

б) существительных и наречий и обозначающие направление (или направленность)

- wards North (север) – northward(s) (к северу, на север)
- after (после) – afterwards (впоследствии, позже, потом)

- ward back (обратно, назад) – backward(s) (назад, в обратном направлении)
- home (дом, домой) – homeward (к дому, по направлению к дому)

ТАБЛИЦА НЕСТАНДАРТНЫХ ГЛАГОЛОВ

<i>Infinitive</i>	<i>Перевод</i>	<i>Past Indefinite</i>	<i>Participle II</i> <i>(Past Participle)</i>
be	быть	was, were	been
become	становиться	became	become
begin	начинать, -ся	began	begun
break	ломать	broke	broken
bring	приносить	brought	brought
build	строить	built	built
buy	покупать	bought	bought
catch	ловить	caught	caught
come	приходить	came	come
cut	резать	cut	cut
do	делать	did	done
draw	рисовать	drew	drawn
dream	мечтать	dreamed, dreamt	dreamed, dreamt
drink	пить	drank	drunk
drive	ехать	drove	driven
eat	есть	ate	eaten
fall	падать	fell	fallen
feel	чувствовать	felt	felt
fight	бороться	fought	fought
find	находить	found	found
fly	летать	flew	flown
forget	забывать	forgot	forgotten
get	получать	got	got
give	давать	gave	given
go	идти	went	gone
grow	расти	grew	grown
have	иметь	had	had
hear	слышать	heard	heard
hold	держать	held	held
keep	хранить	kept	kept
know	знать	knew	known
lay	класть	laid	laid
lead	вести	led	led
learn	учиться	learned, learnt	learned, learnt
leave	оставлять	left	left

<i>Infinitive</i>	<i>Перевод</i>	<i>Past Indefinite</i>	<i>Participle II (Past Participle)</i>
lend	одолжать	lent	lent
let	позволять	let	let
lie	лежать	lay	lain
lose	терять	lost	lost
make	делать	made	made
mean	значить	meant	meant
meet	встречать	met	met
pay	платить	paid	paid
put	класть	put	put
read	читать	read	read
retell	пересказывать	retold	retold
ring	звонить, звенеть	rang	rung
run	бежать	ran	run
say	говорить	said	said
see	видеть	saw	seen
sell	продавать	sold	sold
send	посылать	sent	sent
set	устанавливать	set	set
show	показывать	showed	showed, shown
sing	петь	sang	sung
sit	сидеть	sat	sat
sleep	спать	slept	slept
speak	говорить	spoke	spoken
spell	произносить по буквам	spelt, spelled	spelt, spelled
spend	тратить	spent	spent
stand	стоять	stood	stood
take	брать	took	taken
teach	обучать	taught	taught
tell	рассказывать	told	told
think	думать	thought	thought
throw	бросать	threw	thrown
understand	понимать	understood	understood
upset	опрокидывать	upset	upset
wear	носить	wore	worn
win	выигрывать	won	won
write	писать	wrote	written

Т

ексты и упражнения для обучения чтению

HIGHER EDUCATION

Section I. TOPICAL VOCABULARY

	Index*
academic [ˌækə'demɪk] <i>a</i> академический	D
academic year учебный год	D
accommodation [əˌkɒmə'deɪʃn] <i>n</i> жилье	D
activity [æk'tɪvɪti] <i>n</i> деятельность	D
admission [əd'mɪʃn] <i>n</i> прием	A
admit [əd'mɪt] <i>v</i> принимать	A
advice [əd'vaɪs] <i>n</i> совет	D
advise [əd'vaɪz] <i>v</i> советовать	D
age [eɪdʒ] <i>n</i> возраст	C
assistance [ə'sɪst(ə)ns] <i>n</i> помощь	D
apply [ə'plaɪ] (to) <i>v</i> обращаться	B
appoint [ə'pɔɪnt] <i>v</i> назначать	A
approach [ə'prəʊtʃ] <i>n</i> подход	A
award [ə'wɔ:d] <i>v</i> награждать	C
broadcast ['brɔ:dkɑ:st] <i>n</i> трансляция	C
chance ['tʃɑ:ns] <i>n</i> шанс	B
chancellor ['tʃɑ:nsələ] <i>n</i> канцлер	B
choose [tʃu:z] chose, chosen <i>v</i> выбирать	B
complete [kəm'pli:t] <i>v</i> завершать	A
consist [kən'sɪst] (of) <i>v</i> состоять (из)	T
convert [kən'veɪt] <i>v</i> преобразовывать	A
correspondence [ˌkɒrɪs'pɒndəns] <i>n</i> корреспонденция	A
education by correspondence заочное обучение	A
council ['kaʊnsəl] <i>n</i> совет	A, D
course [kɔ:s] <i>n</i> курс (учебный)	T
curriculum [kə'rɪkjʊləm] <i>n</i> учебный план	A
extra-curricular <i>a</i> внеаудиторный	A
degree [di'ɡri:] <i>n</i> ученая степень, звание	A
Bachelor's ['bætʃələz] degree степень бакалавра	A
Master's ['mɑ:stəz] degree степень магистра	A
Doctor's ['dɒktəz] degree степень доктора наук	A

*Буквы в индексе означают: А, В, С, D – тексты А, В, С, D; Т, Т₁, Т₂ – контрольные работы, варианты 1,2.

diploma [dɪp'ləʊmə] <i>n</i> диплом	T
education [ˌedʒu'keɪʃn] <i>n</i> образование	A
higher education высшее образование	T
secondary education среднее образование	T
enter ['entə] <i>v</i> поступать (в)	B
to enter the University поступить в университет	A
exam [ɪg'zæm] (examination) <i>n</i> экзамен	A
to take exams сдавать экзамены	A
to pass exams выдержать экзамены	A
expand [ɪks'pænd] <i>v</i> расширять	A
expensive [ɪks'pensɪv] <i>a</i> дорогой, дорогостоящий	T
faculty ['fækʌlti] <i>n</i> факультет	A
fail [feɪl] <i>v</i> потерпеть неудачу	T
follow ['fəʊləʊ] <i>v</i> следовать	T
found ['faʊnd] <i>v</i> основывать, создавать	C
gain ['geɪn] <i>v</i> достигать	C
graduate ['grædʒueɪt] <i>n</i> выпускник	B
graduate ['grædʒueɪt] (from) <i>v</i> заканчивать (вуз)	A, B
grant [grɑ:nt] <i>n</i> стипендия	A, D
grant <i>v</i> предоставлять	T
the humanities [hju'mænɪtɪz] <i>n</i> гуманитарные науки	T
independent [ˌɪndɪ'pendənt] <i>a</i> независимый	A
job [dʒɒb] <i>n</i> работа	A
junior ['dʒu:njə] <i>a</i> младший	T
lecture ['lektʃə] <i>n</i> лекция	A
lecturer ['lektʃərə] <i>n</i> лектор	C
limit ['lɪmɪt] <i>v</i> ограничивать	C
lodging ['lɒdʒɪŋ] <i>n</i> жилье	A
network ['netwɜ:k] <i>n</i> сеть	C
obtain [əb'teɪn] <i>v</i> получать, достигать	T
offer ['ɔ:fə] <i>v</i> предлагать	T
philosophy [fɪ'lɒsəfi] <i>n</i> философия	B
population [ˌpɒpjʊ'leɪʃn] <i>n</i> население	B
postgraduate ['pəʊst'grædʒueɪt] <i>a</i> аспирантский	A
postgraduate (student) <i>n</i> аспирант	A
private ['praɪvət] <i>a</i> частный	A
provide [prə'vaɪd] <i>v</i> обеспечивать	B
qualification [ˌkwɒlɪfɪ'keɪʃn] <i>n</i> квалификация, подготовка	C
reach [ri:tʃ] <i>v</i> достигать	C
reason ['ri:zn] <i>n</i> причина	C
receive [rɪ'si:v] <i>v</i> получать	A
recreation [ˌrekrɪ'eɪʃn] <i>n</i> отдых	D
represent [ˌreprɪ'zent] <i>v</i> представлять	D
research [rɪ'sɜ:tʃ] <i>n</i> научно-исследовательская работа	A
responsible [rɪs'pɒnsəbl] (for) <i>a</i> ответственный (за)	A, D
scientist ['saɪəntɪst] <i>n</i> ученый	A

scientific [ˌsaɪənˈtɪfɪk] а научный	
self-governing [ˈselfˈɡʌvənɪŋ] а самоуправляющийся	A
senior [ˈsiːnjə] а старший	T
session [ˈseʃn] n 1) сессия, 2) учебный год	A
settle [ˈsetl] v решать	D
to settle problems решать проблемы	
society [səˈsaɪəti] n общество	D
specialize [ˈspeʃəlaɪz] (in) v специализироваться (по)	T
subject [ˈsʌbdʒɪkt] n предмет	T
success [səkˈses] n успех	C
successful [səkˈsesfʊl] а успешный	
support [səˈpɔːt] v поддерживать	A
theology [θiˈɒlədʒi] n теология	A
thesis [ˈθiːsɪs] n диссертация	A
train [treɪn] v обучать	B
tutor [ˈtjuːtə] n преподаватель (в университетах Англии)	
tutorial [tjuˈtɔːriəl] system система прикрепления студентов к преподавателям-консультантам	

Section II. READING MATERIAL

TEXT A. BRITISH UNIVERSITIES

Task: read the text and translate it in written form; for reference see Section I.

There are more than forty universities in Britain, of which 36 are in England, 8 in Scotland, 2 in Northern Ireland and 1 in Wales. The two oldest universities in England are Oxford and Cambridge. These date from the Middle Ages. Oxford is the oldest of these two universities, it is more philosophical, classical, theological. The history of Oxford began in 1249, that of Cambridge — in 1348. Among the English universities Oxford and Cambridge have a special eminence, and they are different from the others.

England had no other universities, apart from Oxford and Cambridge, until the nineteenth century. The universities which were founded between 1850 and 1930, including London University, are known as redbrick universities (they were called so because that was the favourable building material of the time). They are in London, Durham, Manchester, Birmingham, Leeds, Sheffield, Bristol, Nottingham, etc. The University of London is the largest of them. The division between Oxford and Redbrick is sharp. The division is essentially a class one. Redbrick universities were built to provide a liberal education for the poorer boys and to

give technological training. Oxford and Cambridge graduates scorned them.

The universities which were founded after the Second World War are called «the new universities». They are in Staffordshire, Kent, Essex, Lancaster, Sussex, York. Some of them quickly became popular because of their modern approach to university courses.

All British Universities are private institutions. Every university is independent, autonomous and responsible only to its own governing council. Although they all receive financial support from the state, the Department of Education and Science has no control over their regulations, curriculum, examinations, appointment of staff, or the way they spend money. The number and type of faculties differ from university to university. Each university decides each year how many students it supposes to admit. The admission to universities is by examination or selection (interviews). The students receive grants. They have to pay fees and living costs¹ but every student may receive from the local authority of the place where he lives a personal grant which is enough to pay lodging and food — unless his parents are rich. Most students take jobs in the summer for about six weeks, but they do not normally do outside work during the academic session.

Students who pass examinations at the end of three or four years of study get Bachelor's degree. The first postgraduate degree is normally that of Master conferred for a thesis based on at least one year's fulltime work. Universities are centres of research and many postgraduates are engaged in research for higher degree, usually Doctorates.

The British government does not think to build more new universities. There is a tendency to expand the older ones. The most interesting innovation is Open University.

Notes:

¹to pay fees and living costs — платить за обучение и жилье

EXERCISES

Ex. 1. Read the international words and guess their meaning. Mind the stress.

'history	'popular	phi'losophy	,techno'logical
'course	'special	au'tonomous	e,xami'nation
'session	'private	se'lection	,inno'vation
'interview	'normal	de'partment	,edu'cation
'student	'liberal	fi'nance	,uni'versity
'centre	'modern	ma'terial	,insti'tution
'faculty	'interesting	the'ology	,theo'logical

Ex. 2. Memorize the following pairs of derivatives:

N → Adj	V → N
finance — financial	divide — division
philosophy — philosophical	educate — education
theology — theological	found — foundation
technology — technological	decide — decision
history — historical	regulate — regulation
education — educational	examine — examination
difference — different	appoint — appointment
independence — independent	govern — government
autonomy — autonomous	pay — payment

Ex. 3. Transform as in the models:

Model 1: to educate people — education of people
to found the university, to regulate the studies, to examine students, to appoint the tutors;

Model 2: degree of a bachelor — bachelor's degree
degree of a master, life of the students, parents of students, the report of the scientist;

Model 3: Department of Education — Education Department
centres of research, colleges of the University, history of Oxford, faculty of Law.

Ex. 4. Match English and Russian equivalents:

- | | |
|--------------------------|-----------------------------------|
| 1. higher education | a. получать стипендию |
| 2. private institutions | b. местные власти |
| 3. university curriculum | c. учебный триместр |
| 4. to receive grants | d. сдать экзамены |
| 5. local authority | e. учебный план университета |
| 6. academic session | f. высшее образование |
| 7. to pass exams | g. научно-исследовательский центр |
| 8. research centre | h. частные учебные заведения |

Ex. 5. Choose the right word:

- Oxford is ... of all British universities.
a) the youngest b) the oldest c) the poorest
- All British universities are ... institutions.
a) state b) old c) private
- The ... to the Universities is by examination or selection.
a) admission b) regulation c) innovation

- Most students take ... in the summer for about six weeks.
a) exams b) job c) accommodation
- The students ... grants.
a) spend b) receive c) pay

Ex. 6. Complete the sentences:

- The oldest Universities in Britain are
- There is a sharp division between
- New universities became popular because
- Every university is independent, and responsible only to
- Students who pass exams after three or four years of studies get
- There is a tendency to expand

Ex. 7. Insert the right word:

(British, Oxford, Britain, Oxford and Cambridge, Open University)

There are 47 universities in The oldest universities are The history of ... began in 1249. These two universities are different from all other ... universities. Redbrick universities were built to give technological training. ... universities are private institutions, but they receive financial support from the state. The British government does not think to build new universities. The most interesting innovation is

Ex. 8. Mark the statements that are true:

- All British universities are private institutions.
- The admission to the University is by examination or selection.
- The Department of Education and Science controls appointment of staff.
- The number and type of faculties is the same at all British universities.
- Students never work in summer, they work during the academic year.
- The first postgraduate degree is that of Master.
- Universities are centres of research.

Ex. 9. Answer the questions on the text:

- How many universities are there in Great Britain?
- What are the oldest British universities?
- What Redbrick universities can you name?
- Why did «the new universities» quickly become popular?
- All British universities are private institutions, aren't they?
- What university degree do you know?
- Are universities centres of research?

Ex. 10. Make a short summary of the text. Do it according to the following plan:

- The title of the text is ...
- The text is devoted to ...
- It consists of ...
- The first passage deals with ...

5. The second (third, forth, etc.) passage deals with ...
6. The main idea of the text is ...

TEXT B. OXBRIDGE

Task: read the text; find the answers to the questions given below.

Two universities, Oxford and Cambridge, Oxbridge, as they are sometimes jointly called, for seven hundred years dominated British education, and today they dominate more than ever. The students of Oxbridge make up one of the most *elite elites* in the world. Many great men studied here. Among them Bacon, the philosopher, Milton, the poet, Cromwell, the soldier, and Newton, the scientist. Many prominent Conservative and Labour leaders and ministers, members of the Royal family studied there too.

Today Oxford and Cambridge have less than one-tenth of all British university students (less than 1% of Britain's population). Only a small per cent of the candidates are chosen — mainly on the results of the written examinations.

The division between Oxford and Redbrick is sharp. The division is essentially a class one. A large per cent of Oxford undergraduates come from public schools. Only since the 1870s women have been admitted and the women's colleges constitute only 12% of the Oxbridge population.

Oxford and Cambridge preserve an antique way of life in the midst of the twentieth century. Oxbridge is only in session half the year. Both Oxford and Cambridge now consist of self-governing colleges where students live. The students have lectures and tutorials. Each student has a tutor who tells him to write papers on the subjects he is studying. Tutors are responsible for the students' progress.

1. What universities dominate British education?
2. What great men studied at Oxbridge?
3. Who is responsible for the students' progress?
4. Is the division between Oxford and Redbrick universities sharp?

TEXT C. THE OPEN UNIVERSITY

Task: read the text; get ready to render its contents in Russian.

The Open University was founded in 1964 by the Labour Government for those people who, for some reason, had not had a chance to enter any of the other universities, especially those above normal student age. It takes both men and women at the age

of 21 and over. No formal academic qualifications are necessary for entry to these courses, but the standards of its degrees are the same as those of other universities. The first course began in 1971, and in a decade the number of undergraduates reached 65,000. It's a non-residential¹ university. In teaching the university uses a combination of television and radio broadcasts, correspondence courses and summer schools, together with a network of viewing and listening centres². Lecturers present their courses on one of the BBC's television channels and by radio. They have also produced a whole library of short course-books, which anyone can buy at bookshops. Students write papers based on the courses and discuss them with tutors at meetings or by correspondence once a month.

Degrees are awarded on the basis of credit³ gained by success at each stage of the course. Six credits are necessary for a BA degree⁴ and eight credits for a BA Honours degree. The time of staying on at the Open University is unlimited.

At the beginning of the 1990s some 150,000 students followed the Open University courses.

Notes:

¹ non-residential — без постоянного помещения

² viewing and listening centres — видео- и аудиоцентры

³ credit — «успешно» (оценка за сданные экзамены)

⁴ BA degree — Bachelor of Arts degree

TEXT D. STUDENTS' LIFE IN BRITAIN

Task: read the text and say, how students' life is organized at British Universities.

British Universities and colleges have Students' Unions which are concerned¹ with students' life and studies. Unions have their Presidents, their role is basically to represent the interests of the students. Almost all power rests in the hands² of the whole membership as expressed at General Meetings. For practical purposes the decision-making³ is delegated to Union Council.

Each Union Council has sub-committees each of which has the job of overseeing⁴ a small area of the Union's work. For example, the Union Council of the University of Leeds has the Cultural Affairs Committee, Executive Committee, Freshers⁵ Committee, General Athletics Committee, House Committee, Overseas⁶ Committee, Women's Affairs Committee, etc. They help to settle various students' problems in the academic year — with grants, accomodation, rents. They are also responsible for the coordination and organization of extra-curricular activities. If at any time a student needs advice, members of the Union Council will be glad

to be of assistance. All these committees are open — any student may take part in the elections to them.

There are numerous societies working within university and college Unions covering a wide range of interests and activities. The above mentioned⁷ Leeds University Union has 150 Societies of the following categories: political, religious, national, cultural, recreational; among them Agricultural Society, Archaeology, Arts, Ballet, Biological, C.N.D.⁸, Chinese, Christian Unity, Computer, Film, Green, Law, Music, Vegetarian, Yoga, etc.

Notes:

¹ are concerned — *зд.* заботятся

² rests in the hands — *находится* в руках

³ decision-making — *принятие* решений

⁴ overseeing — *зд.* наблюдение

⁵ freshers — *первокурсники*

⁶ overseas — *зарубежные*

⁷ the abovementioned — *вышеупомянутый*

⁸ C.N.D. (Campaign for Nuclear Disarmament) — *кампания за ядерное разоружение*

Section III. LEXICAL-GRAMMAR TEST

Для того, чтобы выполнить контрольную работу, необходимо усвоить следующий грамматический материал:

1. Существительное. Число, падеж.
2. Местоимение. Личные и притяжательные местоимения.
3. Прилагательное. Степени сравнения.
4. Числительное. Порядковые и количественные числительные.
5. Глагол. Правильные и неправильные глаголы. Видо-временные формы английского глагола (действительный залог).
6. Словообразование. Основные словообразовательные суффиксы.
7. Структура предложения. Повествовательные, вопросительные, отрицательные предложения.оборот there is/are.

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Higher Education in the USA

1. Higher education in America is provided by¹ colleges and universities. The main difference between a college and a university is that the latter is a collection of colleges each of which specializes in a different field.

2. American colleges and universities are either private or public. There are nearly 1900 institutes of higher learning in

America. Roughly one-third are state institutions, 1,200 are private ones. Only about half of the school children graduate from high school in America and receive a high school diploma. College is getting more expensive every year. Not all American families can afford universities education.

3. The American high school offers a wide variety of courses. In the same school a student can specialize in economics, in chemistry and physics, Latin and humanities, or in automobile mechanics. During the four-year high school program, the student studies four or five major subjects per year. In addition the students usually have classes in physical education, music and art. The first two years are a continuation of secondary education; then a student begins an intensive study of his special field. If a student fails a course, he repeats only that course and not the work of the entire year.

4. Students are classified as² freshmen, sophomores, juniors and seniors. A freshman is a first year student; a sophomore, a second year student; a junior, a third year student; and a senior, a fourth year student. All students who have graduated from the senior class and who continue studies at a university are classified as advanced students or graduate students.

5. At the conclusion of studies a college or university grants a bachelor's degree; after one or two additional years of studies — a master's degree. The highest academic degree is the Doctor of Philosophy (PhD). It may take a number of years to complete the original research work necessary to obtain this degree.

6. College prepares the student for two things: either graduate studies, leading to a master's or doctor's degree, or³ a job immediately after graduation. The majority of college graduates have to apply to public and private employment agencies to get any job, which is not an easy thing.

Notes:

¹ is provided by — *зд.* осуществляется

² Students are classified as ... — *Студентов подразделяют на ...*

³ either ... or — *либо ... либо*

1. How many institutes of higher learning are there in America?
2. Are there private and state colleges in the USA?
3. Is education getting more expensive every year?
4. When does a student begin an intensive study of his special field?
5. The highest academic degree is PhD, isn't it?

II. Письменно переведите 2, 5, 6-й абзацы текста.

III. По суффиксу определите и отберите: 1) существительные 2) прилагательные 3) глаголы 4) наречия:

education, difference, collection, specialize, different, American, nearly, roughly, institution, expensive, addition, physical, intensive, special, conclusion, additional, academic, immediately, easy, employment, criticize.

IV. Определите степени сравнения прилагательных:

the highest degree, the oldest university, the most interesting innovation, the poorer boys, a more difficult subject, a more philosophical college, the largest university.

V. Выпишите из 4-го абзаца порядковые числительные.

VI. Выпишите из 5-го абзаца существительные в притяжательном падеже.

VII. Употребите местоимения в нужной форме.

1. Students' councils are responsible for various activities. ... help to settle students' problems. ... main role is to represent the interests of the students.

2. The Open University was founded in 1964. ... takes both men and women at the age of 21 and over. ... is a non-residential university. ... first course began in 1971.

3. Michael N. is a student. ... studies at the University. As a rule ... gets up at 7 o'clock. ... lessons start at 8.30. It takes ... 30 minutes to get to the University.

VIII. а) Поставьте глагол to be в нужной форме.

1. The university ... a collection of colleges. 2. The first two years at the University ... a continuation of secondary education. 3. A freshman ... a first-year student. 4. There ... no other universities in England, apart from Oxford and Cambridge, until the 19th century. 5. Universities ... centres of research. 6. Bacon, Cromwell, Newton ... Oxbridge students.

б) Поставьте предложения в вопросительную и отрицательную форму.

IX. Составьте предложения по модели, употребив оборот there is/are.

Model: a tendency; to expand old universities; in Britain
There is a tendency to expand old universities in Britain.

- 1) nearly 1900 institutes of higher learning; in America
- 2) more than 40 universities; in Britain

- 3) numerous societies; in British universities
- 4) more than 150,000 students; at the Open University

X. Определите функции глагола to have в 3, 4, 6-м абзацах.

XI. а) Определите видо-временную форму глаголов в следующих предложениях; предложения переведите.

1. Each university decides each year how many students it supposes to admit. 2. College graduates have applied to a public employment agency to get a job. 3. Many great men studied at Oxbridge. 4. In teaching the Open University uses a combination of television and radiobroadcasts. They have also produced a whole library of short course-books. 5. At any time a student needs advice, members of the Union Council will be glad to be of assistance. 6. College education is getting more expensive every year.

б) Поставьте предложения в вопросительную и отрицательную форму.

Keys:

Ex. 4. 1-f, 2-h, 3-e, 4-a. 5-b, 6-c, 7-d, 8-g.

Ex. 5. 1-b, 2-c, 3-a, 4-b, 5-b.

Образцы выполнения заданий

1. Поставьте глагол to be в нужной форме.

My friend ... in Germany last year.	Мой друг был в Германии в прошлом году.
My friend was in Germany last year.	

2. Определите видо-временные формы глаголов в следующих предложениях.

Many great men studied at Oxford.	Много великих людей учились в Оксфорде.
-----------------------------------	---

studied — Past Indefinite Active от глагола to study.

The Olympics have been held this year.	Олимпийские игры проводились в этом году.
--	---

have been held — Present Perfect Passive от глагола to hold.

3. Раскройте скобки, употребив глагол в нужной видо-временной форме.

Peter already (to finish) the first chapter of his thesis and now he (to write) the second one.

Peter has already finished the first chapter of his thesis and now he is writing the second one.

has finished — Present Perfect Active от глагола to finish.
is writing — Present Continuous Active от глагола to write.

4. Выберите нужное местоимение из данных в скобках.

I haven't got (some, any) English books at home.
I haven't got any English books at home.

Петр уже закончил первую главу диссертации и сейчас пишет вторую.

У меня дома нет книг на английском языке.

5. Подчеркните инфинитив, определите его форму и функцию.

He went to Paris to study art.

Он поехал в Париж изучать живопись.

to study — Indefinite Active, обстоятельство цели.

6. Определите тип подчинения в следующих предложениях. В бессоюзных придаточных отметьте, где может находиться опущенный союз.

Here is the book \sqrt so much spoken about.

Вот книга, о которой так много говорят.

ИСТОРИЯ

UNIT I

SOME STAGES FROM THE HISTORY OF HUMAN SOCIETY

Section I. TOPICAL VOCABULARY

	<i>Index</i>
abolition [ˌæbəˈlɪʃ(ə)n] <i>n</i> отмена, уничтожение	D
absorb [əbˈsɔ:b] <i>v</i> поглощать	B
acquire [əˈkwaɪə] <i>v</i> приобретать	A
acute [əˈkjut] <i>a</i> острый	B
appear [əˈpɪə] <i>v</i> появляться	A
appoint [əˈpɔɪnt] <i>v</i> назначать	A
approach [əˈprəʊtʃ] <i>n</i> подход	B
appropriate [əˈprɒpriət] <i>v</i> присваивать	C
artisan [ˌɑ:tɪˈzæn] <i>n</i> ремесленник	T ₂
belong [bɪˈlɒŋ] <i>v</i> принадлежать	A
carry [ˈkæri] (on) <i>v</i> совершать, вести	A
consider [kənˈsɪdə] <i>v</i> рассматривать	A
considerable [kənˈsɪd(ə)rəbl] <i>a</i> значительный, большой	C
craft [ˈkrɑ:ft] <i>n</i> ремесло	B
decisive [dɪˈsaɪsɪv] <i>a</i> решающий	D
deprive [dɪˈpraɪv] <i>v</i> лишать	C
distinctive [dɪsˈtɪŋktɪv] <i>a</i> отличительный, характерный	C
divine [dɪˈvaɪn] <i>a</i> божественный	A
division [dɪˈvɪʒ(ə)n] <i>n</i> разделение	B
embodiment [ɪmˈbɒdɪmənt] <i>n</i> воплощение	A
emerge [ɪˈmɜ:dʒ] <i>v</i> появляться, возникать	B
emperor [ˈempərə(r)] <i>n</i> император	T ₂
empire [ˈempaɪə] <i>n</i> империя	T ₂
establish [ɪsˈtæblɪʃ] <i>v</i> устанавливать	A
estate [ɪˈsteɪt] <i>n</i> имение	B
evolve [ɪˈvɒlv] <i>v</i> развивать	A
exist [ɪgˈzɪst] <i>v</i> существовать	B
existence [ɪgˈzɪstəns] <i>n</i> существование	B

favourable ['feɪvərəbl]	a благоприятный	C
feature ['fi:tʃə]	n черта, особенность	C
feudal ['fju:dl]	a феодальный	T ₂
feudal lord ['fju:dl lɔ:d]	помещик	T ₂
gradually ['grædʒu:əli]	adv постепенно	A
head [hed] (towards) v	направляться, держать курс (на)	A
hire [haɪə]	v нанимать	C
history ['hɪstəri]	n история	A
Ancient History	древняя история	
Contemporary History	новейшая история	
Modern History	новая история	
World History	всеобщая история	
historic [hɪs'tɔ:ɪk]	a исторический (важный)	T ₁
historical [hɪs'tɔ:ɪkəl]	a исторический	T ₁
hostile ['hɒstəl]	a вражеский	
humanity [hju:'mænɪti]	n человечество	
humanities [hju:'mænɪtɪz]	n гуманитарные науки	
impede [ɪm'pi:d]	v тормозить, препятствовать	B
implement ['ɪmplɪmənt]	n орудие труда	T ₁
income ['ɪnkʌm]	n доход	T ₂
judge [dʒʌdʒ]	v судить	A
merchant ['mɜ:ʃənt]	n купец	T ₂
merge [mɜ:dʒ]	v поглощать, сливаться	D
obsolete ['ɒbsəli:t]	a устарелый	A
plot [plɒt]	n участок земли	T ₁
policy ['pɒlɪsi]	n политика	B
prevail [pri'veɪl]	v преобладать	B
proceed [prə'si:d]	v продолжать	A
property ['prɒpəti]	n собственность	T ₁
pursue [pə'sju:]	v проводить	B
rapidly ['ræpɪdli]	adv быстро	D
retain [ri'teɪn]	v сохранять	C
revenue ['reɪnju:]	n годовой доход	A
rule [ru:l]	v управлять	T ₂
satisfy ['sætɪsfaɪ]	v удовлетворять	B
serf [sɜ:f]	n крепостной	T ₁
serfdom ['sɜ:fdɒm]	n крепостное право	D
slave [sleɪv]	n раб	T ₁
slave-holder ['sleɪv.həʊldə]	n рабовладелец	T ₁
source [sɔ:s]	n источник	A
strengthen ['streŋθ(ə)n]	v укреплять	A
suggest [sə'dʒest]	v предлагать, советовать	A
sustain [səs'teɪn]	v поддерживать, оказывать поддержку	C
tax [tæks]	n налог	T ₂
trace [treɪs]	n след	C
trade [treɪd]	n торговля	B

transition [træn'sɪzn]	n переход	
tribute ['trɪbjʊt]	n дань	A
undergo [ˌʌndə'gəʊ]	v испытывать, подвергаться	C
unification [ˌju:nɪfɪ'keɪʃn]	n объединение	
various ['vɛəriəs]	a различный, разный	C
wage ['weɪdʒ]	v вести, бороться за что-л.	A
warfare ['wɔ:fɛə]	n война	A
weaken ['wi:kən]	v ослаблять	B
widespread ['waɪdspreɪd]	a широко распространенный	A

Section II. READING MATERIAL

TEXT A. THE FORMATION OF THE SLAVE STATE IN ANCIENT EGYPT

Task: read the text; translate it into Russian in written form.

Although it is difficult to say anything definite about events that took place so long ago, scientists have been able to suggest some dates from the main stages in the history of humanity.

One of the most important stages in ancient history was the formation of the slave states in the countries of Asia and Africa. The primitive communal system was heading inevitably towards its doom. However, the historically inevitable change of this obsolete system to a new, slave system did not at all mean that the new system would appear quite suddenly and would immediately change the old production relations. The slave system was gradually evolving and slavery became widespread.

The slave state and despotism began to form in Ancient Egypt towards the end of the 4th millennium B.C.¹ This was the period of the Ancient Kingdom (3.000—2.400 B.C.), when the Egyptian slave-owners commanded great armies and carried on a systematic battle for new possessions.

Slaves were the basic source of manpower on the estates belonging to the king, the temples, the big landowners and officials. The number of slaves kept growing steadily.

The Egyptian Pharaohs² waged endless wars in the interests of slave-owning class for the purpose of acquiring more slaves, cattle and wealth. The chief goal was to strengthen the rule of the slave-owners. The state was centralised. Great wealth poured into the royal coffers. Riches gained through warfare were further increased by taxation, the chief source of revenue. Taxes were collected by a great army of officials. The courts were established in the interests of the slave-owners. Judges appointed for the provinces also acted as local governors. The supreme judge was the Pharaoh's chief assistant in governing the country.

The Pharaoh was considered to be an embodiment of «divine» justice; the great pyramids of Egypt were constructed as a living tribute to the Pharaohs and the slave-owning class as a whole.

Notes:

¹ B.C. — before Christ [kraist] — до нашей эры
² the Egyptian Pharaohs [i'dʒɪp'ten'fæərəuz] — египетские фараоны

EXERCISES

Ex. 1. Read the international words and guess their meaning. Mind the stress.

'history	co'mmand	'primitive
'planet	o'fficials	'communal 'system
'despotism	co'llect	ex'ploiting class
'provinces	con'struct	con,soli'dation
'pyramids	'centralized	,exploit'ation
		for'mation

Ex. 2. Memorize the following pairs of derivatives.

V → N

to suggest — suggestion	to embody — embodiment
to form — formation	to construct — construction
to appear — appearance	to collect — collection
to consolidate — consolidation	to elect — election
to establish — establishment	to possess — possession
to govern — government	to exploit — exploitation

N → N

science — scientist	king — kingdom
slave — slavery	tax — taxation

Ex. 3. Transform as in the models.

Model A: to form a slave state — the formation of a slave state
to consolidate the exploiting class, to collect taxes, to establish courts, to embody justice, to construct pyramids;

Model B: a gradual change — to change gradually
an immediate change, a sudden appearance, a cruel exploitation, a severe struggle, a just punishment, a gradual evolution.

Ex. 4. Match English and Russian equivalents.

1. the obsolete system	a. вести бесконечные войны
2. to evolve gradually	b. приобретать рабов

3. the source of manpower	с. устаревшая система
4. to wage endless wars	d. основные стадии
5. to acquire slaves	e. постепенно развиваться
6. the main stages	f. источник рабочей силы
7. the source of revenue	g. сказать что-л. определенное
8. to say something definite	h. источник доходов

Ex. 5. Choose the right word or word-combination:

- The first slave states ... in Asia and Africa.
a) grew b) were formed c) developed
- The Egyptian slave owners carried on ... for new possessions.
a) a war b) a movement c) a battle
- The courts ... in the interests of slave-owners.
a) acted b) were closed c) were established
- Slaves were the basic source of ... on the king's estates.
a) revenue b) manpower c) wealth
- The number of slaves ... steadily in the country.
a) formed b) worked c) grew

Ex. 6. Complete the sentences.

- One of the most important stages in ancient history was
- The primitive-communal system was heading
- The Egyptian Pharaohs waged wars for the purpose of
- The Pharaohs gained riches through
- A great army of officials collected
- The Pharaoh was an embodiment of

Ex. 7. Insert the right words:

(carried on, were collected, were established, waged, took place, were increased, were constructed)

- It is difficult to say anything definite about the events that ... long ago.
- The Egyptian slave-owners ... a systematic battle for new possessions.
- The courts ... in the interests of the slave-owners.
- The Egyptian Pharaohs ... endless wars in the interests of slave-owning class.
- Riches gained through warfare ... by taxation.
- Taxes ... by a great army of officials.
- The great pyramids of Egypt ... as a living tribute to the Pharaohs.

Ex. 8. Answer the questions on the text.

- What was one of the most important stages in the history of humanity?
- When did the slave state begin to form in Ancient Egypt?
- Who was the basic source of manpower?
- Did the number of slaves keep growing steadily?
- In whose interests did the Egyptian Pharaohs wage endless wars?
- The courts were established in the interests of the slave-owners, weren't they?

Ex. 9. Make a short summary of the text.

TEXT B. THE DEVELOPMENT OF FEUDAL ELEMENTS WITHIN THE SLAVE SYSTEM

Task: read the text; find the answers to the questions given below.

Feudal relations evolved within the slave-owning formation just as slave owning relations had evolved within the primitive-communal system. The colonatus was a sign of approaching crisis in the slave mode of production.

However, the elements of the new, feudal mode of production had no perspective for free development, since their growth was impeded by the prevailing slave-owning relations.

The period during which feudal relations were formed was the primary period in the development of feudalism and is known as the Middle Ages.

In Europe this period began approximately in the 5th century and lasted until the beginning of the 11th century; in Asia it began in the 3rd century (China), in the 4th-5th centuries (India), in the 7th century (Arabia) and lasted until the end of the 8th century in China and until the 11-12th centuries in most other countries.

The second period in the history of the Middle Ages is synonymous with the epoch of feudal development. This was a period of secondary division of agriculture and town crafts, a period during which the towns emerged as centres of crafts and trade. In Europe this took place between the 11th and 15th centuries; in Asia and North Africa between the 9th-11th centuries and the 15th century.

The third and last period is called the late Middle Ages. During this period feudal relations deteriorated and capitalist relations appeared. In Europe this period lasted from the 15th century to the middle of the 17th century.

As a result of the expansionist policy of the European colonialists, feudal relations continued to exist in Asia and Africa for a very long period of time.

1. Had the elements of the new, feudal mode of production any perspective for free development?
2. What impeded the development of the feudal mode of production?
3. When did the period of the Middle Ages begin in Europe?
4. What is the second period in the history of the Middle Ages?
5. When did the period of feudal relations deteriorate and capitalist relations appear?

TEXT C: THE APPEARANCE OF CAPITALIST RELATIONS

Task: read the text; get ready to render its contents in Russian.

The distinctive features of the feudal mode of production retained their significance in the third and last period of feudalism. However they went considerable change as a result of the emergence of new capitalist relations. This period of medieval history began in the 16th century, though the first traces of capitalist production are sometimes to be found in different countries in the 14th and 15th centuries.

It was during the third period that the productive forces reached a level at which capitalist relations became widespread in the midst of the feudal economy. This process is related to the emergence of the bourgeoisie, the class which owned the means and instruments of production, and the proletariat, the class of hired workers, deprived of these means and forced to sell the capitalist their labour power. The capitalist-owner of the means and instruments of production began forcing the worker to labour more than was necessary to sustain his own life and the life of his family. As a result, surplus value was created and was appropriated by the capitalist. This appropriation of surplus value is a specific form of exploitation under capitalism and is its basic law.

The emergence of capitalist relations led to the establishment of nations on the basis of existing nationalities, on the basis of an economic community of interests and political centralisation.

TEXT D. THE RISE AND FALL OF THE BRITISH EMPIRE

Task: read the text and say, what prepared and stimulated the Industrial Revolution.

Britain's colonial system is older than British capitalism. The cult of Empire dates from the later years of the nineteenth century.

The colonial system of Britain developed mainly in close association with the development of capitalism at each stage. The three principal stages of capitalist development — Merchant Capital, Industrial Capital and Finance Capital — have seen corresponding stages of development of the colonial system.

Merchant Capital initiated and dominated the first period of large-scale overseas colonial expansion. This was the period of plundering expeditions, of the slave trade, of the conquest of newly discovered overseas territories, of extermination of the native population and establishment of colonial settlements by migration. The «old colonial system» provided the main basis for the primary accumulation of capital which made possible the Industrial Revolution.

The plunder of colonies and especially the plunder of India and Africa prepared and stimulated the Industrial Revolution. Britain became the workshop of the world. The products of British machine industry dominated the markets of every country. British shipping, under the protection of the British Navy, dominated the world trade. The old colonial monopoly developed to world industrial monopoly.

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы правильно выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Словообразование: основные словообразовательные суффиксы.
2. Видо-временные формы глагола (действительный залог).
3. Согласование времен.
4. Неопределенные местоимения *some, any, no* и их производные.
5. Употребление местоимений *it* и *one*.
6. Усилительная конструкция *it is ... that*.
7. Модальные глаголы и их эквиваленты.

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The Feudal System in Western and Central Europe

1. By the 10th century two hostile classes had been formed in the European countries: the feudal landowners and the serfs. The landowning class was formed from the nobles: the elders, military chiefs and their warriors, and also from those Roman slave-holders who retained their land and riches. The class also included the high dignitaries of the Christian Church. The serf class was formed from free community members and from former slaves and colonists.

2. The serf was not a free man: he was in personal bondage to the feudal lord and was bound to the land. He had to work for the landowners. And yet the serfs were better off than the slaves had been.

3. The slave had neither land nor implements of labour, whereas the serf had his own farm, cattle and implements. The serf used the plot parcelled out to him by the landowner.

4. The slave worked only for his master. The serf worked not only for his lord but also on his own plot. He had to give the lord part of the harvest from his plot, but the rest remained for his own needs and for his family.

5. The slave was regarded as the property of his master, as his «speaking tool». The slave-holder could do anything he liked with the slave: sell, buy or even kill him. The feudal lord also had power over his serfs: he could sell and punish them, but the law forbade him to kill them.

6. The slaves often broke tools and cultivated the land very badly. The serf also worked in his master's fields under compulsion. But he had a different attitude to work on his own plot. The peasants took good care of their implements and improved them.

7. The serfs worked more efficiently than the slaves. Therefore feudalism was a step forward compared to the slave system.

1. Was the serf a free man?
2. What plot did the serf use?
3. The slave worked only for his master, didn't he?
4. How did the slaves cultivate the land?
5. Why was feudalism a step forward compared to the slave system?

II. Письменно переведите 2, 3, 4, 6-й абзацы текста.

III. а) Образуйте существительные при помощи данных суффиксов и переведите их:

- er: to lead, to trade, to support
- tion: to educate, to prepare, to examine
- ism: human, imperial, feudal
- ment: to govern, to agree, to move

б) Образуйте прилагательные при помощи данных суффиксов и переведите их:

- ful: power, faith, fruit, wonder
- less: help, use, job, hope
- ous: fame, victory, glory, courage
- able: to change, to move, to understand

IV. Определите видо-временные формы глаголов в следующих предложениях.

1. Powerful Slavonic states appeared in the 9th and 10th centuries. 2. By the 9th-10th centuries all land in Western Europe had fallen into the hands of big landowners. 3. It happened quite often that while a peasant was working in the lord's fields, his own crops were destroyed by wind or rain. 4. The feudal system had been finally established in Byzantium by the 11th century.

V. Поставьте сказуемые придаточного предложения в нужной форме, учитывая правила согласования времен.

1. Ancient people thought that God (to divide) people into rich and poor. They said that anyone who protested (to be) against God and God (to punish) him cruelly. 2. Napoleon hoped that after he had captured Moscow the Russians (to beg) peace, but this did not happen.

VI. Выберите нужное местоимение из данных в скобках.

1. In the 12th–13th centuries French peasants paid a tax for permission to sell (something, nothing) at the market. 2. There were (no, any) markets on a national scale at that time. 3. (Some, any) towns, especially those which had arisen on royal lands, enjoyed a number of privileges and freedoms. 4. (Some, any) peasant who had lived in a town for a year and a day became a free man. 5. As a rule, (some, no) craftsman could have more than two assistants.

VII. Переведите предложения, обращая внимание на различные значения слов *it, one*.

1. The rout of the British fleet made it easier for Britain to seize colonies. 2. It was because of risky and dangerous trade that the merchants formed companies. 3. It was profitable for the East India Company to trade with India, because it did not pay custom duties. 4. One cannot imagine the British trade of those days without the East India Company. 5. In the transition from one formation to another, the old traditions of production are abolished and the new ones take their place.

VIII. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. The peasants had to give the feudal lord part of the produce of their farms. 2. The splendid buildings of Constantinople were to prove the might of the imperial power. 3. To be able to trade with distant countries merchants had to know the way of life and the character of the people there. 4. The Byzantine could defend its frontiers.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The Byzantine

1. The Byzantine Empire included many rich countries: Egypt, Syria, Asia Minor and Greece. There were fewer slaves there and more free peasants than in Western Roman Empire.

2. In Western Europe only ruins remained of the cities that had formerly flourished, but the Byzantine cities continued to grow and develop. The population of Constantinople, Alexandria and Antioch ran into hundreds of thousands. In the streets and market-places of these cities there were numerous shops and workshops.

3. Constantinople stood at the intersection of two important trade routes: the land route from Europe to Asia and the sea route from the Mediterranean to the Black Sea. Trade with Iran, India and China made the Byzantine merchants wealthy. They were well known in Western Europe.

4. The Byzantine emperor retained his power. Crafts and trade brought him a big income. He imposed high taxes upon peasants and artisans and high custom duties upon merchants. The emperor ruled the country with the help of his officials.

5. The Patriarch of Constantinople was the head of the Christian Church. Emperor gave the Church lands and it did not have to pay taxes.

6. There was much gold and silver in the emperor's treasury and this enabled him to keep a big army paying wages to the soldiers, and a powerful fleet. For a long time the Byzantine was able to defend its frontiers from the «barbarians» and even to wage wars of conquest.

7. The slave system continued to exist in the Byzantine till the 7th century.

1. What cities continued to grow and develop in Western Europe?
2. Who helped the emperor to rule the country?
3. The emperor didn't give the Church lands, did he?
4. Why was the Byzantine able to defend its frontiers from enemies?

III. а) Образуйте существительные при помощи данных суффиксов и переведите их.

- or: to direct, to invent, to instruct
- ation: to adapt, to fix, to exploit
- ism: human, hero, tour
- tion: to adopt, to attract, to celebrate
- ity: intense, familiar, national

б) Образуйте прилагательные при помощи данных суффиксов и переведите их.

- ful: help, beauty, peace
- less: class, home, name
- ous: danger, religion, mountain
- able: to comfort, to reason, to consider

IV. Определите видо-временные формы глаголов в следующих предложениях.

1. By the 10th century two hostile classes had been formed in the European countries. 2. With the loss of their land the peasants lost their freedom. 3. The Byzantine Empire was growing weaker. 4. The students study Ancient History in the first year.

V. Поставьте сказуемые придаточного предложения в нужной форме, учитывая правила согласования времен.

1. Prince Nevsky knew how the knights usually (to conduct) their battle. He knew that they (to attack) the enemy with their powerful wedge (клин). 2. The Tartar khans were afraid that they (to lose) their power over Russia if it united.

VI. Выберите нужное местоимение из данных в скобках.

1. In the 16th century (some, any) landowners had wearing mills and other enterprises. 2. The landowners had many privileges, that is, rights which (somebody, nobody) else enjoyed. 3. (Any, no) farmer had such privileges. 4. The farmers agreed to do (any, anybody) work for very little pay. 5. The farmers evicted from the land could not find protection (anywhere, nowhere).

VII. Переведите предложения, обращая внимание на различные значения слов it, one.

1. In the 16th century it was more profitable in England to breed sheep than to grow grain. 2. The merchants sold the cloth in town or took it to ports for export. 3. It was the East India Company that was the richest of all. 4. There were several sources of the King's income but manufacture of woolen cloth was the main one. 5. One couldn't produce enough cloth without machines.

VIII. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. For a long time the Russians had to pay heavy taxes to the khan's cruel collectors. 2. All who could not pay taxes were cruelly beaten in the market places. 3. The majority of Russian cities were to have a kremlin in the middle of them. 4. War cannot and must not serve as a means of settling international disputes.

UNIT II

FROM THE HISTORY OF BRITAIN

Section I. TOPICAL VOCABULARY

	Index
adventure [əd'ventʃə] <i>n</i> приключение	B
affect [ə'fekt] <i>v</i> воздействовать	B
appearance [ə'piərəns] <i>n</i> появление	T ₁
apprentice [ə'prentis] <i>v</i> отдавать в учение	
apprenticeship [ə'prentisɪp] <i>n</i> обучение (<i>ремеслу</i>), ученичество	
baronage ['bærənɪdʒ] <i>n</i> бароны, сословие баронов	B
branch [brɑ:ntʃ] <i>n</i> отрасль	B
cease [si:z] <i>v</i> прекращать (ся)	B
charter ['tʃɑ:tə] <i>n</i> хартия, грамота	C
claim [kleɪm] <i>v</i> требовать	A
competitor [kəm'petɪtə] <i>n</i> конкурент, соперник	B
conquer ['kɒŋkə] <i>v</i> завоевывать	A
contain [kən'teɪn] <i>v</i> содержать	C
craftsman ['krɑ:ftsmən] <i>n</i> ремесленник	B
damage ['dæmɪdʒ] <i>v</i> повреждать	T ₂
deal [di:l] <i>v</i> наносить (удар)	B
decay [di'keɪ] <i>n</i> упадок, распад	B
decline [di'klaɪn] <i>n</i> падение, упадок	B
defeat [di'fi:t] <i>v</i> наносить поражение	A
demand [di'ma:nd] <i>v</i> требовать	T ₁
departure [di'pɑ:tʃə] <i>n</i> отъезд, уход	A
domination [dɒmɪ'neɪʃn] <i>n</i> господство	A
draft [dra:ft] <i>n</i> проект	C
duke [dju:k] <i>n</i> герцог	A
emergence [ɪ'mædʒəns] <i>n</i> появление	D
employ [ɪm'plɔɪ] <i>v</i> нанимать	T ₁
enterprise ['entəpraɪz] <i>n</i> предприятие	T ₁
failure ['feɪljə] <i>n</i> неудача, провал	C
forbid [fə'bid] <i>v</i> запрещать	T ₂
frequent ['fri:kwənt] <i>a</i> частый	A, B
huge ['hju:dʒ] <i>a</i> огромный	T ₂
illegal [ɪ'li:gəl] <i>a</i> нелегальный	B
inhabitant [ɪn'hæbɪtənt] <i>n</i> житель	A
intensify [ɪn'tensɪfaɪ] <i>v</i> усиливать(ся)	D
introduction [ɪntrə'dʌkʃn] <i>n</i> введение	C
invasion [ɪn'veɪʒn] <i>n</i> вторжение	T ₂
invincible [ɪn'vɪnsəbl] <i>a</i> непобедимый	T ₂
land [lænd] <i>v</i> высаживать(ся) (<i>на берег</i>)	A
majority [mə'dʒɔ:riti] <i>n</i> большинство	A

market ['mɑ:kɪt] <i>n</i> рынок	T ₁
minority [maɪ'nɔ:rɪtɪ] <i>n</i> меньшинство	B
mixture ['mɪksʃə] <i>n</i> смесь	A
numerous ['nju:mərəs] <i>a</i> многочисленный	A
occupation [ˌɔ:kju:'peɪʃn] <i>n</i> занятие	T ₁
patronize ['pætrənaɪz] <i>v</i> опекать, покровительствовать	T ₂
pay [peɪ] <i>n</i> плата, выплата	C
perform [pə'fɔ:m] <i>v</i> выполнять	T ₁
predominant [pri'dɔ:mɪnənt] <i>a</i> преобладающий	D
pretext ['pri:tekst] <i>n</i> предлог, отговорка	A
produce [prə'dju:s] <i>v</i> производить	T ₁
profitable ['prɒfɪtəbl] <i>a</i> прибыльный, доходный	B
prosperity [prɒs'perɪtɪ] <i>n</i> процветание, благосостояние	B
punish ['pʌnɪʃ] <i>v</i> наказывать	A
put [pʊt] (down) <i>v</i> подавлять (<i>силой</i>)	A
raid [reɪd] <i>n</i> набег	A, B
range [reɪndʒ] <i>n</i> протяжение, пространство	T ₂
rebel ['rebl] <i>n</i> повстанец, мятежник	A
receive [rɪ'si:v] <i>v</i> получать	T ₂
refer [rɪ'fɜ:] <i>v</i> упоминать	A
refuse [rɪ'fju:z] <i>v</i> отказывать, отвергать	C
regard [rɪ'gɑ:d] <i>v</i> рассматривать, считать	T ₁
reign [reɪn] <i>v</i> царствовать, господствовать	T ₂
remind [rɪ'maɪnd] <i>v</i> напоминать	A
resist [rɪ'zɪst] <i>v</i> сопротивляться	A
revive [rɪ'vaɪv] <i>v</i> восстанавливать, возобновлять	C
rival ['raɪvəl] <i>n</i> соперник, конкурент	T ₂
select [sɪ'lekt] <i>v</i> выбирать, отбирать	B
sign [saɪn] <i>v</i> подписывать	C
squeeze [skwi:z] (out) <i>v</i> вытеснять	B
stage [steɪdʒ] <i>n</i> стадия, ступень	D
strike [straɪk] <i>n</i> забастовка	C
submit [səb'mɪt] <i>v</i> представлять на рассмотрение	C
suffrage ['sʌfrɪdʒ] <i>n</i> право голоса	C
surpass [sə'pɑ:s] <i>v</i> превосходить, превышать	D
tribe [traɪb] <i>n</i> племя	A
undermine [ʌndə'maɪn] <i>v</i> подрывать	T ₂
vessel ['vesl] <i>n</i> судно, корабль	T ₂
workshop ['wɜ:kʃɒp] <i>n</i> мастерская, цех	T ₁

Section II. READING MATERIAL

TEXT A. EARLY BRITAIN

Task: read the text; translate it into Russian in written form.

Britain has been many centuries in the making. The first inhabitants of the island were the Iberians. This race is supposed

to have arrived from the Iberian Peninsular (the North of Spain). Soon after 700 B.C. Britain was invaded by the Celts. In the 1st century B.C. when the Celts still lived under the primitive communal system, the Roman Empire became the strongest slave-owning state in the Mediterranean. The Romans ruled all the civilized world and in the 1st century A.D. they conquered Britain. Britain was a province of the Roman Empire for about four centuries.

There are today many things in Britain to remind the people of the Romans: towns, roads, wells and the words.

After the departure of the Romans Britain was attacked by the Germanic tribes of the Jutes, the Saxons and the Angels. The conquerors are generally referred to as the Anglo-Saxons. The Anglo-Saxons made up the majority of the population in Britain. The Anglo-Saxon language, or English, has been the principal language of the country since then.

In 793 the Danes from Denmark and the Northmen from the Scandinavian peninsular (frequently called as the Vikings) carried out their first raids in Britain. At last all England was in their hands. The Kingdom of Wessex alone was left to resist them. King Alfred (ruled 871-901) gathered his men and defeated the Danes.

In the 11th century England was invaded by the Normans. This was the fifth and the last invasion of England. The pretext for the invasion was the claims of Duke of Normandy, William, to the English throne. He gathered a numerous army and landed in the south of England. The battle between a numerous army and the Anglo-Saxons took place in 1066 at a little village near the town now called Hastings. The Anglo-Saxons were defeated. Thus the Norman Duke became king of England — William the Conqueror. He ruled England for 21 years (1066—1087). The Normans had to put down many rebellions in different parts of the country and the rebels were punished severely.

Gradually the Normans mixed with the Anglo-Saxons and the Danes and from this mixture the English nation finally emerged. For many centuries this country was simply known as England. To the west and north, Wales and Scotland fought for their independence so passionately that it took hundreds of years to bring them under English domination.

EXERCISES

Ex. 1. Read the following proper names correctly. Mind the stress.

Anglo-Saxons	Hasting ['heɪstɪŋz]	Scotland
['æŋglə sæksənz]		['skɒtlənd]
Britain ['brɪtən]	Iberians [aɪ'berɪənz]	Spain ['speɪn]
Danes ['deɪnz]	Jutes ['dʒu:ts]	Wales l'weɪlz]

Denmark ['denmɑ:k] Celts ['kelts, 'selts] Wessex ['wesəks]
 Gaul ['gɔ:l] Normandy ['nɔ:məndi] Rome ['roum]

Ex. 2. Memorize the following pairs of derivatives.

N → V

inhabitant — to inhabit
 departure — to depart
 mixture — to mix
 domination — to dominate
 development — to develop

V → N

to arrive — arrival
 to invade — invasion
 to conquer — conquest
 to resist — resistance
 to punish — punishment

N → Adj

independence — independent passion — passionate
 commune — communal Britain — British

Ex. 3. Transform as in the models.

Model 1: to inhabit the island — the inhabitants of the island
 to invade the country, to conquer Britain, to resist the enemy,
 to mix peoples, to punish the rebels;

Model 2: frequent raids — to raid frequently

frequent invasions, gradual mixture, severe punishment,
 passionate fight, gradual change.

Ex. 4. Match English and Russian equivalents.

- | | |
|--|--|
| 1. the strongest slave-owning state. | a. под предлогом |
| 2. the Germanic tribes | b. подавить восстание |
| 3. the principal language of the country | с. проводить набеги |
| 4. under the pretext | d. германские племена |
| 5. to carry out raids | e. многочисленная армия |
| 6. a numerous army | f. бороться за независимость |
| 7. to put down a rebellion | g. основной язык страны |
| 8. to fight for independence | h. самое сильное рабовладельческое государство |

Ex. 5. Choose the right word or word-combination.

- The first ... of the island were Iberians.
 a) villagers b) settlements c) inhabitants
- After ... of Romans the principal language of the country was the Celtic.
 a) the departure b) the invasion c) the conquest
- In the 11th century England ... by the Normans.
 a) was conquered b) was captured c) was invaded

4. Duke of Normandy, William, gathered a numerous army and ... in Scotland.

a) went b) landed c) moved

5. The rebels ... severely.

a) were headed b) were punished c) were attacked

Ex. 6. Complete the sentences.

1. The Iberians arrived from 2. In the 1st century B.C. the Celts still lived under 3. The strongest slave-owning state in the Mediterranean was 4. William the Conqueror ruled the country for 5. The conquerors are generally referred to as 6. Gradually the Normans mixed with...

Ex. 7. Insert the right word:

(conquered, mixed, was invaded, took place, fought, ruled, was attacked, carried out)

1. Soon after 700 B.C. Britain ... by the Celts. 2. The Romans ... all the civilized world and in the first century A.D. they ... Britain. 3. After the departure of the Romans Britain ... by the German tribes of Jutes, the Saxons and the Angles. 4. The Danes and the Northmen ... their first raids in Britain. 5. The battle between a numerous army and the Anglo-Saxons ... in 1066. 6. Gradually the Normans ... with the Anglo-Saxons and the Danes and from this mixture the English nation finally emerged. 7. To the west and north, Wales and Scotland ... for their independence.

Ex. 8. Answer the questions on the text.

1. Who were the first inhabitants of Britain? 2. When did the Celts invade Britain? 3. When did the Romans conquer Britain? 4. How long was Britain a province of the Roman Empire? 5. What tribes attacked Britain after the departure of the Romans? 6. When did the Anglo-Saxon language become the principal language of the country?

Ex. 9. Make a short summary of the text.

TEXT B. A CENTURY OF PARADOX

Task: read the text; find the answers to the questions given below.

The Fifteenth Century was an age of violent contrasts. To some people it has appeared a period of general decline, of ruined towns and political chaos. Others have pointed to the real increase of prosperity of the mass of the people, to the growth of trade and industry and to the development of parliamentary institutions in the period from 1399 to 1450. While feudal relations and the

feudal mode of production were decaying, bourgeois relations and the bourgeois mode of production were developing rapidly.

The decline of feudalism did not only affect the baronage and agriculture, it affected also the towns and guild organisations. The Black Death and the heavy taxation entailed by the Hundred Years' War dealt a heavy blow at the towns. An important exception to this decline of towns was the continued progress of London and a few great ports like Bristol. The most profitable branches of foreign trade became increasingly concentrated in the hands of the organisation known as the Merchant Adventurers, who were able to squeeze out competitors and to canalise trade into a few places. The growth, especially of London, became one of the reasons for the decline of lesser trade centres.

At that time the raids of pirates were more frequent as a result of the continued wars and many towns were stormed and burned by such raiders. Inside the towns the guilds were growing more exclusive and the apprenticeship system was ceasing to be a normal stage in the development of a craftsman and was being used to keep the guilds in the hands of a selected minority. Under Henry IV it became illegal for any but freeholders with twenty shillings a year to apprentice their children.

1. Why was the 15th century the age of violent contrasts?
2. What spheres of life did the decline of feudalism affect?
3. In whose hands did the most profitable branches of foreign trade become concentrated?
4. Why did the raids of pirates on towns become more frequent?

TEXT C. CHARTIST MOVEMENT IN ENGLAND

Task: read the text, get ready to render its contents in Russian.

England embarked on the path of capitalist development before all other countries. That is why almost all feudal relations in the economic sphere were liquidated, a bourgeois political system formed and a working class movement developed earlier in England than in the other countries.

The greatest popular movement in England was Chartism, the movement for the People's Charter¹. In 1837 the London Working Men's Association² produced a petition containing the six points which became known as the Charter. The petition was taken to all parts of the country and in 1837 over a hundred towns set up their own Working Men's Association on the London model. The next year the six points which demanded introduction of universal suffrage³ by secret ballot, equal division of districts, abolition of any and all qualifications for the members of parliament, reannual election of the parliament and pay for the deputies, were put into

the Draft Bill which was to be presented to Parliament. But Parliament refused to consider the Chartists' petition. The failure of the first petition did not discourage the workers. In 1840 the movement revived. A new campaign for signatures was organized and the petition, signed by more than 3 million people, was submitted to Parliament which again refused to consider it. Then a wave of strikes rolled all over the country and in 1847 Parliament was forced to pass a law on a 10 hour working day.

Notes:

¹ the People's Charter — народная хартия

² the London Working Men's Association — ассоциация лондонских рабочих

³ introduction of universal suffrage — введение всеобщего избирательного права

TEXT D: BRITISH COLONIAL IMPERIALISM

Task: read the text and say, what types of monopolies emerged in Britain from the closing years of the 19th century.

Transition from pre-monopolistic capitalism to imperialism took place at the end of the 19th and at the beginning of the 20th century. This new stage of capitalist development was described by V.I. Lenin in his work «Imperialism, the Highest Stage of Capitalism».

By the end of the 19th century Britain was gradually losing her position of the world's leading industrial power. At the beginning of the 20th century the USA became the most developed country in the world, while Germany surpassed Britain in the development of certain important branches of industry.

The key feature of imperialism is the emergence of monopolies, and in Britain monopolies developed strongly from the closing years of the 19th century. This was especially the case in the iron and steel industries, in shipping and ship-building, in some new industries like the manufacture of chemicals, soaps and in the case of the railways and banks. In 1902 there were 57 trusts and monopolies of other types in Britain.

The next important feature of imperialism was the division of the world among the imperialist powers. The race to colonise the world was intensified by the close of the 19th century. Between 1875 and 1900 the area taken over by imperialist states increased from 11 per cent to 90 per cent in Africa alone. However, British imperialism was predominantly of colonial character.

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы правильно выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Видо-временные формы глагола (действительный и страдательный залог).

2. Неличные формы глагола: инфинитив, причастие, герундий.

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Beginning of Capitalist Development in Britain in the 16th Century

1. Long ago sheepbreeding and manufacture of woolen cloth¹ became the main occupation in Britain and an important source of the king's income. At first Britain exported wool to other countries, but in the 16th century it began to export more cloth than wool. In Britain cloth was regarded as «the most precious product of the kingdom».

2. But small workshops could not produce enough cloth to meet all demands. It could be done only by large enterprises employing scores and even hundreds of workers.

3. The farmers made cloth when they were not working in the fields and sold it at the nearest markets. The merchants sold the cloth in towns or took it to ports for export.

4. The farmers who worked for the merchants got very little pay for their work. Sometimes hundreds of people worked for one rich man. The impoverished farmers who received wool, looms and payment from a merchant gradually became wage-workers².

6. The large enterprises of that period had no machines and everything was done by hand. Such enterprises were called manufactures or factories.

7. In a factory with many workmen it was easier to divide the work among them and between different groups of workers who performed specific operations in the overall manufacturing process³. With the appearance of factories labour productivity went up.

8. Everything in the factory belonged to the owner. The hired workmen worked at factories from dawn till night. Factories also appeared in mining, shipbuilding and arms production. New classes — the bourgeoisie and the wage-workers — developed when factories appeared.

Notes:

¹ woolen cloth — сукно

² wage-workers — наемные рабочие

³ In overall manufacturing process — в общем процессе производства

1. What was an important source of the king's income?
2. Could small workshops produce enough cloth to meet all demands?
3. When did the farmers make cloth?
4. How did workmen become wage-workers?
5. What new classes developed in the 16th century?

II. Письменно переведите 2, 4, 7-й абзацы текста.

III. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. The Spartans said they (to begin) their march the next day.
2. The French invasion of Russia in 1812 (to end) in defeat.
3. After the English (to cross) the border, Wallace announced his intention to leave the country.
4. The King's forces (to fight) against the army which outnumbered the Greeks.
5. They (to repel) the enemy attacks the whole day.

IV. Преобразуйте предложения из действительного залога в страдательный.

1. People have historically associated Oxford and Cambridge with state religion.
2. Vasco de Gama discovered the islands of Cuba and Haiti.
3. The enemy had never thus deserted Rome, even in its worst days when Gauls took it.
4. The resolution stated that the government would establish control over shipping and railways.
5. The largest concerns were earning the super-profits.

V. Переведите предложения, содержащие глаголы в страдательном залоге.

1. Britain was valued highly as a producer of grain.
2. The break-up of the tribal structure had been accompanied by an advance towards feudalism.
3. The completion of the conquest was followed by a fresh confiscation of lands.
4. Alfred is the only English king to whom the title «Great» had been given.
5. The Tower of London was used as a royal palace, a fortress and a prison.

VI. Подчеркните инфинитив, определите его форму и функцию.

1. The work to be divided up among them was hard.
2. Sometimes they were glad to have been given any work.
3. British warriors crossed the Channel to help their Gaulish kinsmen.
4. The Egyptians were the first to make paper from papyrus.
5. Napoleon's great wish was to crush the Russian army and to capture Moscow.

VII. Преобразуйте предложения, употребляя причастие в функции определения или обстоятельства.

1. When the Romans had repulsed all the attacks they marched to Llyn-din (now London). 2. The Parliament refused to consider the Charter which was signed by many people. 3. Under feudalism power belonged to the feudal lords who were headed by the monarch. 4. There are a lot of historical novels which tell us about the events of the past.

VIII. Выпишите и письменно переведите предложения с герундием

1. The government proved incapable of protecting the Republic. 2. Congress, offering peace, prepared for war and went on collecting an army. 3. William the Conqueror began confiscating the lands of the English barons. 4. During the Middle Ages there had been many plays dealing with religious subjects. 5. The Church was interested in preserving and strengthening the feudal system. 6. Alexander the Great dreamed of conquering the entire world.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Beginning of Britain's Struggle with Spain

1. With the appearance of factories British exports to other countries increased. British shipping developed rapidly. The merchants carried cloth, coal and fish in their ships to European countries and colonies.

2. Spain which had the biggest colonies, was Britain's main rival in sea trade. The Spanish government forbade foreign merchants to trade with Spanish colonies. But they ignored the prohibition, and British pirates pillaged the Spanish coast and made daring expeditions¹ to the shores of America. Spanish ships carrying gold and silver from America often became the pirates' prey. Special merchants' companies were formed in Britain to organise pirate expeditions against the Spaniards.

3. Queen Elizabeth I (1558—1603) patronized trade and navigation. A big fleet was built during her reign. The Queen secretly supported the pirates and received part of their booty. The most successful of the pirates became admirals in the Royal Navy.

4. Spain began to prepare for an invasion of Britain. A huge fleet of 130 ships sailed to Britain with 20,000 soldiers aboard.

They were to land in the mouth of the Thames. Confident of their victory, the Spaniards called their fleet the «Invincible Armada».

5. In 1588 British troops attacked the Spanish fleet in the English Channel. There were sea battles for two weeks. The light and speedy British vessels, manned by experienced sailors, fired at the enemy fleet at long range, and damaged, burnt and sank many ships. The Spaniards suffered heavy losses. Their fleet was driven into the North Sea, and they tried to sail home round Scotland. Only a few ships reached home.

6. The defeat of the «Invincible Armada» undermined Spain's naval power, while Britain gradually came to dominate the sea and became a strong sea power.

Notes:

¹daring expeditions — *зд. дерзкие экспедиции*

1. What country was Britain's main rival in the sea trade?
2. Why were special merchants' companies formed in Britain?
3. Queen Elizabeth I patronized trade and navigation, didn't she?
4. Where did British troops attack the Spanish fleet in 1588?
5. What undermined Spain's naval power?

II. Письменно переведите 3, 4, 6-й абзацы текста.

III. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. The history of mankind (to begin) with the primitive community. 2. While the Romans (to suffer) under the rule of Sulla, Pompey was away in Africa. 3. William the Conqueror told the Anglo-Saxon nobles that he (to grant) the old rights to them. 4. Although they were surrounded, the Spartans (to fight) to the last. 5. The teacher asked the student who (to lead) the peasants' uprising in 1381 in England.

IV. Преобразуйте предложения из действительного залога в страдательный.

1. Pompey felt that they would make him commander of the troops of the Republic. 2. A fresh confiscation of lands followed the completion of the Norman conquest. 3. In the Homeric Age the nobility was concentrating great wealth. 4. The English knights had brutally killed old men and innocent population. 5. A general transformation of feudalism marked the Thirteenth Century.

V. Переведите предложения, содержащие глаголы в страдательном залоге.

1. The natives of this area were treated as mere tillers of the land. 2. For a long time the land had been cultivated by serfs and

villeins. 3. The villeins were forced to work very hard for very little pay if any. 4. In England the old feudal aristocracy was replaced by a new landed aristocracy. 5. The dialogue was carried on in Anglo-Saxon which was spoken by the inferior classes.

VI. Подчеркните инфинитив, определите его форму и функцию.

1. The United Kingdom was the first country in the world to become highly industrialised. 2. To protect themselves from robbers, the merchants united into groups. 3. They were sorry to have suffered heavy losses. 4. To examine these classes separately will be the best way to outline the social history of this period. 5. The next move of the rebels was to surround the Tower.

VII. Преобразуйте предложения, употребляя причастие в функции определения или обстоятельства.

1. When Caesar had defeated his enemies, he came to power. 2. As the rebels were continuing their march, they stormed the prisons and freed the prisoners. 3. The Tower which was built by William was for many years used as a prison. 4. Proclamations which were made in the name of the king were sent throughout the country.

VIII. Выпишите и письменно переведите предложения с герундием.

1. The government measures were aimed at improving the living conditions of the workers. 2. Having defeated all his opponents Caesar came to Rome and called himself emperor. 3. The rebels insisted on handing power over to the Revolutionary Committee. 4. In the 14th century Moscow played a significant role in uniting the people of Russia. 5. Having reached the Balkan Peninsular, the Persians occupied Northern Greece without any fighting. 6. I remember reading about it in one of the historical novels.

UNIT III

FROM THE HISTORY OF SLAVS

Section I. TOPICAL VOCABULARY

abolish [ə'bɒlɪʃ] *v* уничтожать
 ancestor ['ænsɪstə] *n* предок
 ancient ['eɪnʃ(ə)nt] *a* древний
 attack [ə'tæk] *v* нападать
 authorities *n* [ɔ:'θɔ:rtɪz] *pl* власти, начальство, администрация

Index

T₂
 A, T₂
 T₂
 T₁
 T₂

basin [beɪsn] *n* бассейн (реки, моря) A
 battle ['bætl] *n* битва, сражение D, T₂
 bishop ['bɪʃəp] *n* епископ B
 booty ['bʊti] *n* награбленное добро, добыча A
 campaign [kæm'peɪn] *n* кампания, военный поход A, C
 cattle ['kætl] *n* скот A
 century ['sentʃuri] *n* столетие A
 chief [tʃi:f] *n* вождь A
 Christian ['krɪstjən] *n* христианин B
 the Christian faith христианство B
 chronicle ['krɒnɪkl] *n* летопись A
 clan [klæn] *n* род A
 commerce ['kɒmɜ:s] *n* торговля D
 cross [krɒs] *v* пересекать B
 cultivate ['kʌltɪveɪt] *v* возделывать, обрабатывать A
 cultivation [ˌkʌltɪ'veɪʃn] *n* обработка, возделывание; разведение A
 defeat [di'fi:t] *n* поражение D, T₁
 defend [di'fend] *v* защищать T₁
 destroy [dis'trɔɪ] разрушать C
 divide [di'vaɪd] *v* делить A
 division of labour разделение труда C
 drive away *v* прогонять, отсылать B
 elder ['eldə] *n* старейшина A
 epoch ['i:pɒk] *n* эпоха T₂
 glacial epoch ледниковый период T₂
 era ['iərə] *n* эра, эпоха, век T₂
 execute ['eksɪkju:t] *v* казнить T₁
 feudal ['fju:dəl] *a* феодальный B
 force [fɔ:s] *n* сила A
 fortress ['fɔ:trɪs] *n* крепость B
 fraternal [frə'tɜ:nl] *a* братский A
 fraternity [frə'tɜ:nɪti] *n* братство A
 grow poor беднеть A
 grow rich богатеть A
 herd [hɜ:d] *n* стадо T₁
 hunt [hʌnt] *v* охотиться A
 immemorial [ɪmɪ'mɔ:riəl] *a* незапамятный A
 from time immemorial с незапамятных времен T₂
 inequality [ɪni(:)'kwɒlɪti] *n* неравенство A
 invader [ɪn'veɪdə] *n* завоеватель B, C, T₂
 knight [naɪt] *n* рыцарь T₂
 manufacture [ˌmænju'fæktʃə] *v* производить C
 millenium [mɪ'lenɪəm] *n* тысячелетие T
 nobility [nɒ(u)'bɪlɪti] *n* дворянство, знать D
 noble ['nəubl] *n* дворянин D
 nomad ['nɒməd] *n* кочевник T₁

offensive [ə'fensiv] <i>n</i> наступление	B
onslaught ['ɒnslɔ:t] <i>n</i> атака, штурм, нападение	B
power [paʊə] <i>n</i> держава, власть	D
principality [ˌprɪnsɪ'pælɪti] <i>n</i> княжество	T ₁
provide [prə'vaɪd] <i>v</i> обеспечивать	A
rebel [rɪ'bel] <i>v</i> восставать	D
rebellion [rɪ'beljən] <i>n</i> восстание	B
restore [rɪ'stɔ:] <i>v</i> восстанавливать	T ₂
seize [si:z] <i>v</i> захватывать	A
separate ['sepɪt] <i>a</i> отдельный	B
settle ['setl] <i>v</i> селиться	A
settlement ['setlmənt] <i>n</i> поселение	A
supersede [sju:pə'si:d] <i>v</i> заменять	C
surrender [sə'rendə] <i>v</i> сдаваться	T ₁
troops <i>n</i> [tru:ps] <i>pl</i> войска	A
wage a war вести войну	B
warrior ['wɔ:riə] <i>n</i> поэт. воин	T ₁
withstand [wɪð'stænd] <i>v</i> противостоять; сопротивляться	B
yoke [jouk] <i>n</i> иго	T ₁ , T ₂

Section II. READING MATERIAL

TEXT A. THE SLAVONIC TRIBES IN THE 4TH-7TH CENTURIES

Task: read the text, translate it in written form.

Slavonic tribes had lived in Central and Eastern Europe, to the east of the Germanic tribes during many centuries. In the 6th century they occupied vast territories stretching from the river Labe (the Slavonic name for the Elbe) to the upper reaches of the Volga and the Don, and from the Baltic Sea to the Danube and the Black Sea.

Land cultivation had been the Slavs' main occupation from time immemorial. They also bred cattle, went hunting and gathered the honey of wild bees.

The Slavs lived in settlements surrounded with wooden stockades, earth banks and moats. In ancient times the Slavs lived in clans united into tribes.

As was the case with Germanic tribes, the Slavs' tribal communities were superceded by neighbours' communities. Then some of the community members grew rich and the best land fell into the hands of the elders and military chiefs. A Slavonic military chief was called a kniaz.

In wartime the princes and their troops seized most of the booty and grew rich. The frequent campaigns forced the ordinary members of the community to go away from their farms for many weeks at a time. As a result they grew poorer and poorer and eventually became destitute.

Inside clans and tribes inequality appeared and grew more and more marked, a rich nobility began to be formed.

By the 7th century the Slavonic tribes had divided up into three branches: the Eastern, Western and Southern Slavs. The Eastern Slavs lived to the east of the rivers Vistula and Dneestr. They were ancestors of three great fraternal peoples: the Russians, the Ukrainians and the Belarusians.

The Western Slavs — the Czech, Polish, Polab and Pomore tribes — settled in the basins of the rivers Labe, Odre (Oder) and Vistula.

Some of the Slavonic tribes settled in the Balkan Peninsula in the 7th century. They founded the Southern Slavonic nations: the Bulgarians, the Serbians and the Croatians.

EXERCISES

Ex. 1. Read the following words and guess their meaning. Mind the stress.

Slavs	Sla'vonic	'cultivate
'Europe	Ger'manic	'territory
Czech	Cro'atians	co'mmunity
'Serbians	cam'paign	re'sult
'Baltic	Bul'garians	'history

Ex. 2. Memorize the following pairs of derivatives:

V → N

to occupy – occupation	to settle – settlement
to cultivate – cultivation	to hunt – hunter
to found – foundation	to unite – unity
to divide – division	to grow – growth

N → A

territory – territorial	East – Eastern
fraternity – fraternal	West – Western
history – historic	South – Southern
Germany – Germanic	North – Northern

Ex. 3. Transform as in the models:

Model 1: to suppress the revolt — the suppression of the revolt.
to occupy vast territories, to cultivate land, to found new nations, to divide riches.

Model 2: members of the community — the community members
the division of tribes, the basins of rivers, the reaches of the
Volga.

Ex. 4. Match English and Russian equivalents.

- | | |
|-----------------------------------|-----------------------------------|
| 1. during many centuries | a. захватить большую часть добычи |
| 2. main occupation | b. с незапамятных времен |
| 3. from time immemorial | c. становиться обездоленным |
| 4. frequent campaigns | d. попасть в руки кого-л. |
| 5. to breed cattle | e. в течение многих столетий |
| 6. to become destitute | f. главное занятие |
| 7. to fall into the hands of smb. | g. разводить скот |
| 8. to seize most of the booty | h. частые походы |

Ex. 5. Choose the right word or word-combination.

- Slavonic tribes lived to the ... of the Germanic tribes.
a) south b) north c) east
- ... had been the Slavs' main occupation from time immemorial.
a) land cultivation b) fishing c) hunting
- The frequent campaigns forced the ... to go away from their farms.
a) elders b) military chiefs c) ordinary members of the community.
- By the 7th century the Slavonic tribes had ... up into three branches.
a) settled b) divided c) lived

Ex. 6. Complete the sentences.

1. Slavonic tribes had lived in Central and Eastern Europe during 2. Land cultivation had been the Slavs' 3. The Slavs lived in settlements surrounded with 4. The best land fell into the hands of 5. In wartime the princes and their troops seized 6. The frequent campaigns forced the ordinary members of the community to 7. The Eastern Slavs were ancestors of

Ex. 7. Insert the right words:

(went, gathered, bred, was called, lived, appeared, seized, settled)

- The Slavs ... cattle, ... hunting and ... the honey of wild bees.
- In wartime the princes and their troops ... most of the booty and grew rich.
- A Slavonic military chief ... a kniaz.
- The Eastern Slavs ... to the east of the river Dnestr.
- The Western Slavs ... in the basins of the rivers Labe, Odre and

Vistula. 6. Inside clans and tribes inequality ... and grew more and more marked.

Ex. 8. Answer the questions on the text.

- Where had Slavonic tribes lived during many centuries?
- They occupied vast territories in the 6th century, didn't they?
- What was their main occupation? 4. Did they live in clans?
- Who seized most of the booty during wartime? 6. Why did the ordinary members of the community have to go away from their farms? 7. By the 7th century the Slavonic tribes had divided up into three branches, hadn't they?

Ex. 9. Make a short summary of the text.

TEXT B. THE SLAVS' STRUGGLE AGAINST THE GERMAN FEUDAL LORDS

Task: read the text, find the answers to the questions given below.

The Germanic feudal lords were eager to seize the Slavonic lands and to turn the Slavs into serfs.

Late in the 10th century horse troops of a Germanic king crossed the Labe. The Germanic feudal lords waged that war with extraordinary ferocity.

The Polab and Pomore Slavs fought bravely against the invaders. But their tribes were isolated. They fought separately, and were therefore unable to withstand the onslaught of the Germanic feudal lords.

The subjugated tribes had to pay heavy tribute. The Slavs were forced to embrace the Christian faith. The Germanic lords built their estates, fortresses and monasteries on Slavonic lands. The Slavs were driven away from their lands into forests and marshlands and their former holdings were occupied by Germanic settlers.

Late in the 10th century the Slavs rose up in rebellion. They burned down fortresses and monasteries and killed the feudal lords and bishops. The Germanic king's troops were driven into a marsh and almost completely destroyed. The Polab Slavs succeeded in keeping their freedom for nearly two centuries. But in the 12th century the Germanic feudal lords launched another offensive and seized Slavonic lands between the Labe and Odre.

- Who wanted to seize the Slavonic lands?
- When did the Germanic troops cross the Labe?
- Why couldn't the Slavs withstand the onslaught of the enemies?
- When did the Slavs rise up in rebellion?
- The Germanic king's troops were destroyed, weren't they?
- When did they launch another offensive?

TEXT C. KIEV RUS

Task: read the text, get ready to render its contents in Russian.

The state of the Eastern Slavs, the Kiev Rus, was formed in the 9th century with its capital in the city of Kiev. The basis of this state was formed by a tribe of Polyanye, called Rus. The majority of Eastern Slav tribes united around this tribe in the 9th–11th centuries.

The Kiev princes had a big army and many ships. They undertook campaigns to the shores of the Black and Caspian Seas. Russian merchants traded with the European and eastern countries.

The Grand Duke of Kiev was the supreme ruler. The druzhina, his garrison, was divided into elders (the Boyars¹ and the Duke's men²) and the juniors (the gridi and otroki³). The grand Duke's garrison took part in discussing state affairs.

Rudimentary relations of a slave system existed in Kiev Rus, but they never developed further. The growth of the productive forces provided the basis for the development of feudal relations in Kiev Rus.

The crafts were developing and were gradually breaking away from agriculture. In time the towns became the centres of crafts. In this respect Kiev Rus superceded Western Europe, where this process took shape during the period of developed feudal relations. The Chronicles note the existence of 89 towns in the 11th-century Rus.

Over 60 different trades were known in the 12th century Russian towns and over 150 different articles of iron and steel were manufactured. However, the insufficient social division of labour and the natural type of economy held back the development of home trade.

Foreign trade was more highly developed. One could find Russian merchants in Araby, Byzantium⁴, Poland, Germany, etc.

In the 11th and early 12th centuries Kiev Rus was a powerful, economically developing state.

Notes:

¹ the Boyars [bɐ'jɑ:z] – бояре

² the Duke's men – княжеские мужи

³ the gridi and otroki – гриди и отроки

⁴ Byzantium [bɪ'zæntɪəm] – г. Византия

TEXT D. RUSSIA UNDER PETER THE GREAT

Task: read the text and say: Was Peter the Great very unlike other tsars who had ruled Russia before him? Give your reasons.

After Russia defeated Sweden she became one of Europe's strongest powers. Great changes took place in her economy, the level of cultural development and system of government.

Peter the Great enjoyed boundless power. He ruled the country with the help of a large body of officials which was selected from among the nobles.

It was impossible to govern the country and command the army and navy without educated people. At the orders of Peter the Great schools were started to teach the children of the nobility mathematics, the handling of ships and artillery, medicine and foreign languages. Some people were sent to continue their education in Britain, Holland or France. The tsar liked to promote capable and gifted people from other classes as well.

Commerce and trade with other countries developed. Russia began to have a greater influence on international affairs. Her strength grew and she came to be known as the Russian Empire.

All the new changes in the country were ordered by Peter the Great and he himself took a hand in carrying them out. In many respects he was very unlike other tsars who had ruled Russia before him. He was an outstanding statesman and a brilliant military leader who took part in many battles on land and sea. He was well educated for those times, having a good knowledge of mathematics, artillery and ships. He was also a good turner, carpenter, locksmith and blacksmith. Still, he was an aristocratic ruler. He was often rough and cruel.

Thousands of serfs were forced to work at factories, dig canals and build cities. They were also forced to serve in the army. The peasant serfs, poor townspeople and oppressed peoples rebelled time and again.

Section III. LEXICAL-GRAMMAR TESTS

Чтобы правильно выполнить контрольные задания, необходимо усвоить следующие разделы курса английского языка:

1. Неличные формы глагола и конструкции с ними (Subjective-with-the Infinitive Construction, Objective-with-the Infinitive Construction, For-to Infinitive Construction, Participial Constructions).

2. Сослагательное наклонение. Типы условных предложений.

3. Видо-временные формы глаголов действительного и страдательного залогов (повторение).

4. Типы придаточных предложений. Союзное и бессоюзное подчинение.

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The Mongol-Tartar Invasion of Russia

1. In the 13th century the Mongol-Tartar hordes, nomad horsemen from the steppeland of Central Asia, fell upon Russia. They were fine horsemen and archers, in fact, each Mongol being well equipped to fight.

2. The Mongol-Tartar force was led by a khan and high-born generals, whom the warriors had to obey. Discipline was very harsh. If ten warriors fled from the battlefield, a hundred of warriors would be executed. And if one of the ten warriors was taken captive, then all the other would be executed.

3. The Tartar Khan, Batu, overran Russia in 1237. The Prince of Ryazan, the first city to be attacked asked the other Russian princes for help. But no help came. The princes fought amongst themselves, and each one hoped that the Tartars would leave him alone.

4. The Mongol-Tartar hordes advanced like an avalanche. Their chieftain called on the people of Ryazan to surrender. However, the people stubbornly defended the city. The Mongol-Tartars continued to attack day and night. They set fire to the log walls and finally broke into the city. Crowding into the streets, they killed old and young and looted homes. By night only a pile of flaming ruins was left.

5. Khan Batu and his hordes thrust further into Russia, leaving ashes and ruins behind them. For four long years Russia fought the invaders.

1. Who led the Mongol-Tartar force?
2. What was the first city to be attacked by the Mongol-Tartar force?
3. How did Mongol-Tartar hordes advance?
4. The people of Ryazan stubbornly defended the city, didn't they?
5. How long did Russia fight the invaders?

II. Письменно переведите 2, 4, 5-й абзацы текста.

III. Выпишите из 1-го абзаца текста предложение с самостоятельным причастным оборотом; из 3-го абзаца — с инфинитивом в функции определения.

IV. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. «If I (to conquer) your country, I should ruin your city to the ground», said the King. 2. If Russia's first printer Fyodorov (not to work) hard, it would have taken much more time to put out hundreds of copies of first printed books. 3. If you (to study) national art of Belarus you will be able to trace its deep roots to the past.

V. Переведите следующие предложения, учитывая различия в переводе зависимого и независимого причастных оборотов.

1. The Mongol-Tartars lived in a kind of tent known as a yurt, the latter being made of poles. 2. Having special hooks they could drag enemy horsemen out of their saddlers. 3. Their life being nomad, the Mongol-Tartars were fine horsemen and archers. 4. Torn and devastated by battles but refusing to admit defeat the Tartar khans turned back.

VI. Переведите предложения, содержащие инфинитивные конструкции.

1. The Prince of Ryazan wanted the other Russian princes to help him to fight against the Tartars. 2. One could not hear oneself speak in the battlefield for the great noise. 3. The process of internal unification of the Russian land is known to have taken place simultaneously with the liquidation of the Mongol-Tartar yoke. 4. It was difficult for the people of Russia to defend their cities.

VII. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. Chronicals describe how the people of the small town of Kozyelsk (to fight) against the vast hords of enemies. 2. Though the Mongol-Tartar khans left Moscow in ruins the people (to rebuild) the Kremlin and the city (to start) a new life. 3. By the late 13th century Moscow (to become) the centre of an independent principality. 4. The people defended the city, but the enemy (to continue) to attack day and night.

VIII. Определите тип подчинения в следующих предложениях. В бессоюзных придаточных отметьте, где может находиться опущенный союз.

1. Some rich and beautiful cities which were built became capitals of separate principalities. 2. Local princes who were rulers of the principalities did not want to obey the Prince of Kiev. 3. The wealth princes possessed was created by the hard work and skill of the peasants and artisans.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Belarus is a Country of Rich History

1. Belarus is a country of rich history and ancient culture. Man first appeared here at the end of the glacial epoch 100-40 thousand years ago. During the Bronze Age, i.e. four thousand years ago, people living on its territory were engaged in field husbandry and live-stock breeding. And 7-6 centuries before our era they learnt to use iron and make agricultural tools and implements.

2. East-Slav tribes are common ancestors for Russian, Belorussian and Ukrainian peoples. By the end of the first millennium of our era they were united into an old-Russian nation which later became the basis of the three nations in question.

3. In the 13th century chronicles one can encounter the name «Belarus» or «Belaya Rus», the latter being picked up by the local and neighbouring population. The origin of the name has not yet been defined for sure.

4. From times immemorial the Belorussian territory has been gateway to Russia from the western countries. The greedy invaders trying to get hold of the Russian expanses, they had, in the first place, to get through this gate. That is why Belarus was many a time attacked and occupied by all sorts of aggressors. But it always threw off the yoke of oppression.

5. There are many old towns in Belarus. They are known to have been not only military fortifications but also major political and economic centres. They traded vigorously with Russia, the Ukraine, West European and Mediterranean countries.

6. Along with national economy spiritual culture was developing. Back in the 16th century a prominent Belorussian humanist-enlightener Francišk (George) Skaryna started book-printing business in Belarus, having set up the first East-Slav print-house which was very important for raising literacy in Belarus.

1. When did man first appear on the territory of Belarus?

2. What tribes are common ancestors for Russian, Belorussian and Ukrainian peoples?

3. The origin of the name «Belarus» has not yet been defined, has it?

4. Why was Belarus many a time attacked and occupied by all sorts of aggressors?

II. Письменно переведите 1, 2-й абзацы текста.

III. Выпишите из 3-го и 4-го абзацев текста предложение с самостоятельным причастным оборотом; из 5-го абзаца — с субъектным инфинитивным оборотом.

IV. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. If you (to look) at the map of Belarus, you will see a vast plain with some hills. 2. If he (to want) to become a good historian, he would read a lot on history. 3. If Napoleon (not to be) at war with many countries for a long time, he would probably not have decided to advance on Moscow.

V. Переведите следующие предложения, учитывая различия в переводе зависимого и независимого причастных оборотов.

1. Belarus lying in the third time belt, midnight comes to it one hour later than to the countries of Western Europe. 2. Summer here is the longest season lasting about 150 days. 3. There are more than 10,000 lakes on the territory of Belarus, most of them being scattered in the northern lake area. 4. Belorussian forests are beautiful, with pine dominating.

VI. Переведите предложения, содержащие инфинитивные конструкции.

1. A great number of Belorussian woods proved to have been cut down and burned during the years of World War II. 2. Scientists consider the southern lakes of Belarus to be of relic origin. 3. Some enterprises are reported to be reconstructing. 4. We know the life to depend upon social conditions and material welfare of the people. 5. It was difficult for Belarus to restore the economy ruined by the nazis.

VII. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. The history of Belarus (to go) to antiquity. 2. The territory which now (to know) as Belarus (to experience) the horrors of the Mongol-Tartar conquest. 3. New cultural relations between Belarus and other countries (to develop) now. 4. It (to become) traditional to celebrate Independence Day.

VIII. Определите тип подчинения в следующих предложениях. В бессоюзных придаточных отметьте, где может находиться опущенный союз.

1. No one who has seen Khatyn can go away unmoved. 2. The State Art gallery contains all that is best in Belorussian art. 3. The house Yakub Kolas lived in from 1952 to 1956 is a memorial museum now.

UNIT IV
FROM THE HISTORY OF
THE UNITED STATES OF AMERICA

Section I. TOPIC VOCABULARY

	<i>Index</i>
admit [ə'dmɪt] <i>v</i> допускать, признавать	B
alliance [ə'laɪəns] <i>n</i> союз	B
ally ['aɪli] <i>n</i> союзник	B
bleak [blik] <i>a</i> незащищенный (<i>от ветра</i>)	A
capture ['kæptʃə] <i>v</i> захватывать	A
in commemoration of [kə'memə'reɪʃn] <i>n</i> в память о	A
concern [kən'sɜ:n] <i>n</i> забота, беспокойство	A
confront [kən'frʌnt] <i>v</i> противостоять	B
connect [kə'nekt] <i>v</i> соединять, связывать	C
consider [kən'sɪdə] <i>v</i> рассматривать, считать	B
crush [krʌʃ] <i>v</i> уничтожать, сокрушать	A
defend [dɪ'fend] <i>v</i> защищать	B
discover [dɪs'kʌvə] <i>v</i> открывать, обнаруживать	B
disobey [dɪsə'beɪ] <i>v</i> не повиноваться	B
decision [dɪ'sɪʒən] <i>n</i> решение	B
densely ['densli] густо, плотно	C
descendant [dɪ'sendənt] <i>n</i> потомок	C
determine [dɪ'tɜ:mɪn] <i>v</i> определять	B
effort ['efət] <i>n</i> усилие, попытка	B
elect [ɪ'lekt] <i>v</i> выбирать	T ₂
encourage [ɪn'kʌrɪdʒ] <i>v</i> поддерживать	B
establish [ɪs'tæblɪʃ] <i>v</i> основывать, создавать	C
expanse [ɪks'pæns] <i>n</i> пространство (<i>широкое</i>)	A
extend [ɪks'tend] <i>v</i> простирается	C
fear [fɪə] <i>v</i> бояться	A
gain [geɪn] <i>v</i> извлекать пользу, выигрывать	B
glory ['glɔ:ri] <i>n</i> слава	A
honour ['ɒnə] <i>n</i> честь, слава	A
impose [ɪm'pəʊz] <i>v</i> облагать (<i>пошлиной</i>)	A
insist [ɪn'sɪst] <i>v</i> настаивать	B
local ['ləʊkəl] <i>a</i> местный	A
lonely ['ləʊnli] <i>a</i> одинокий	A
majestic [mæ'dʒestɪk] <i>a</i> величественный	B
maintain [meɪ'teɪn] <i>v</i> поддерживать	B
minority [maɪ'nɔ:ri] <i>n</i> меньшинство	B
measure [meʒə] <i>n</i> мера	B
opportunity [ˌɒpə'tju:nɪti] <i>n</i> благоприятная возможность	A
oppose [ə'pəʊz] <i>v</i> оказывать сопротивление	B

perceive [pə'si:v] <i>v</i> воспринимать	B
protect [prə'tekt] <i>v</i> защищать, покровительствовать	B
provide [prə'vaɪd] <i>v</i> снабжать, обеспечивать	A
public ['pʌblɪk] <i>a</i> общественный, государственный	T ₁
quantity ['kwɒntəti] <i>n</i> количество	T ₁
quality ['kwɒləti] <i>n</i> качество	T ₁
refuse [rɪ'fju:z] <i>v</i> отказывать, отвергать	B
relatively ['relatɪvli] <i>adv</i> относительно, сравнительно	B
reliable [rɪ'laɪəbl] <i>a</i> надежный, прочный	C
remain [rɪ'meɪn] <i>v</i> оставаться	C
require [rɪ'kwaɪə] <i>v</i> требовать, нуждаться	A
responsibility [rɪs,pɒnsə'bɪləti] <i>n</i> ответственность	B
safeguard ['seɪfgɑ:d] <i>n</i> охрана	C
search [sɜ:tʃ] <i>n</i> поиски	A
serve ['sɜ:v] <i>v</i> служить	C
sign ['saɪn] <i>v</i> подписывать	B
source [sɔ:s] <i>n</i> источник	A
store [stɔ:] <i>v</i> запасать	B
stretch [stretʃ] <i>v</i> тянуть(-ся)	C
surrender [sə'rendə] <i>v</i> сдавать(-ся)	B
support [sə'pɔ:t] <i>v</i> поддерживать	T ₂
weapon ['wepən] <i>n</i> оружие	B

Section II. READING MATERIAL

TEXT A. THE FOUNDING OF THE UNITED STATES

Task: read the text, translate it into Russian in written form.

About 500 years ago North America was a vast territory inhabited by Indians who perhaps 20 000 years earlier travelled across a land bridge from Asia to America where the Bering Strait is today. Icelandic Viking Leif Ericson sailed to America around the year 1000. Then in 1492 Christopher Columbus, an Italian, sailing under the Spanish flag, set out for Asia and discovered a 'New World'. For the next 100 years English, Spanish, Portuguese, Dutch and French explorers sailed forth looking for the New World, for gold and riches, for honour and glory.

But North America brought them little glory and less gold, so most explorers did not stay there. The people who did settle the New World arrived later, and they came in search of different goals – economic opportunity, religious and political freedom.

In 1607 the English settlers built the first village which they called Jamestown in commemoration of King James I of England. Bleak, hard and lonely immigrants soon founded colonies all along the Atlantic Coast. Over time settlers from many other nations joined the English in America. German farmers settled in Pennsylvania, French settled in Canada and Spanish explorers

established missions and settlements in Florida and American South West. Africans were first brought in Virginia as slaves in 1619. The settlers cleared the land for farms, built villages and established local governing bodies. By 1733 European settlers occupied 13 colonies along the Atlantic Coast.

A series of conflicts between the British and the French culminated in French and Indian War (1754-63) in which the Britain with its American colonial allies won the victory. France ceded Canada and the Ohio territories east of Mississippi River to Britain in the Peace of Paris of 1763.

In the following years the British started imposing new taxes on sugar, coffee, textiles and other imported goods. The British required the colonists to house and feed British soldiers. These measures seemed quite fair to the British politicians who had spent large sums of money to defend their American colonies during the French and Indian War. But the Americans feared that the new taxes would make trading difficult and that British troops stationed in the colonies might be used to crush civil liberties which the colonists had enjoyed, that's why they insisted that they could be taxed only by their own colonial assemblies. But the British Parliament heeded their protest and sent customs officers to Boston to collect the tariffs. When the colonists refused to obey, the British sent soldiers to Boston.

EXERCISES

Ex. 1. Read the following words and guess their meaning. Mind the stress.

A'merica	'Christopher	'Africans
'Indians	Co'lumbus	Vir'ginia
'Bering 'Strait	'Portuguese	'Canada
Ice'landic	'New 'World	'France
'Viking	At'lantic	'Parliament

Ex. 2. Memorize the following pairs of words:

V → N

to inhabit - inhabiter	to commemorate - commemoration
to travel - traveller	to immigrate - immigration
to sail - sailor	to found - foundation
to discover - discoverer	to occupy - occupation

N → A

fame - famous	Britain - British
honour - honourable	Asia - Asian
economy - economic	America - American
colony - colonial	Spain - Spanish

Ex. 3. Transform as in the models:

Model 1: to discover new territories - the discovery of new territories

to found settlements, to establish local governing bodies, to impose new taxes, to defend the colonies

Model 2: the riches of the New World - the New World riches

the explorers of the American Continent, the inhabitants of the North America, the requirement of the British.

Ex. 4. Match English and Russian equivalents.

1. to inhabit vast territories	a. облагать новыми налогами
2. to look for honour and riches	b. колониальные союзники
3. economic opportunity	c. одержать победу
4. religious and political freedom	d. в память (о)
5. in commemoration (of)	e. искать славы и богатства
6. to win the victory	f. населять огромные территории
7. to impose new taxes	g. экономическая возможность
8. colonial allies	h. религиозная и политическая свобода

Ex. 5. Choose the right word or word combination.

- Perhaps 20 500 years ago Indians, the inhabitants of North America, came there from ...
a) India b) Asia c) Europe
- In 1492 Christopher Columbus set out for ... and discovered a 'New World'.
a) America b) England c) Asia
- In 1607 the ... settlers built the first village in America.
a) Dutch b) Spanish c) English
- When the colonists ... to obey, the British sent soldiers to Boston.
a) decided b) wanted c) refused

Ex. 6. Complete the sentences.

1. About 500 years ago the native inhabitants of North America were 2. Icelandic Viking Leif Ericson is believed to be the first European who 3. Christopher Columbus discovered the New World in 4. For the next 100 years explorers from different countries sailed to America looking for 5. By 1733 European settlers occupied 6. A series of conflicts between the British and the French culminated in 7. Having won the

victory in French and Indian War the British started 8. When the Americans refused to obey the British

Ex. 7. Insert the right words.

(obey, cleaned, built, established, founded, settled, discovered, inhabited, travelled, make, sailing, called).

1. North America was ... by Indians who perhaps 20 500 years ago ... there from Asia. 2. Christopher Columbus ... the New World ... to Asia. 3. As it was believed that he reached India the people who lived there were ... Indians. 4. Bleak and lonely immigrants ... colonies all along the Atlantic Ocean. 5. They ... the land, ... villages, ... governing bodies. 6. The American colonists feared that the new British taxes would ... trading difficult and refused to

Ex. 8. Answer the questions on the text.

1. Who had inhabited North America before the first Europeans came to the continent? 2. Why didn't most of the first explorers stay on the American continent? 3. Why were the inhabitants of the continent called Indians? 4. Were there any conflicts between Indians and Europeans? 5. How many European colonies were there along the Atlantic Coast by 1733? 6. What was the result of imposing new taxes on imported goods by the British? 7. Why did the Americans decide not to obey the British Parliament demands?

TEXT B. THE AMERICAN WAR OF INDEPENDENCE

Task: read the text, find the answers to the questions given below.

Opposed to what was perceived as British oppression colonial leaders held their first Continental Congress in 1774 in Philadelphia, Pennsylvania. Philadelphia was a large city in Colonial America at that time founded in 1682 by William Penn, a prominent statesman.

Among the delegates of the first Congress were men of great fame, such as George Washington and John Adams, the first and the second President of the USA. The leaders urged Americans to disobey Great Britain and boycott British trade.

The main decision of the first Continental Congress was to unite the efforts of all the colonies against Great Britain. Colonies began to organize militias and to collect and store weapons and ammunition. On April 19, 1775 the British soldiers confronted 70 colonial militiamen. Someone fired a shot, and the American War of Independence began.

The Second Continental Congress, held in Philadelphia in May 1775 decided to organize an army to defend colonies. The Continental Army and navy were founded under the command of George Washington. The Congress named a committee of five to draw up the declaration of Independence. The work was actually done by Thomas Jefferson, then 33 year-old, and on July 4, 1776 the Congress adopted the Declaration of Independence. The Declaration presented a public defence of American Revolution and explained the philosophy behind the revolution – that men have a natural right to life, liberty and the pursuit of happiness, that any government may be dissolved when it fails to protect the rights of the people.

At first the war went badly for the Americans. The British captured New York City in September 1776 and Philadelphia a year later. Although American troops generally fought well, with few provisions and little training, they might have lost the war if they had not received aid from the French Treasury and the powerful French navy. In 1781 8,000 British troops under Lord Cornwallis were surrounded at Yorktown, Virginia, by a French fleet and a combined French-American Army. Cornwallis surrendered, soon afterward the British Government asked for peace.

The Treaty of Paris, signed in September 1783, recognized the independence of the United States and granted the new nation all the territory north of Florida, south of Canada and east of the Mississippi River.

1. What was the main decision of the first Continental Congress?
2. In what way did the decisions of the second Congress influence the life of the colonies?
3. When was the Declaration of Independence adopted?
4. Who was the commander-in-chief in the American War of Independence?
5. How long did the American War of Independence last?

TEXT C. THE U.S.A. AND ITS POPULATION

Task: read the text, get ready to render its contents in Russian/English.

The United States of America is a federal union of 50 states plus one independent district – the District of Columbia. Forty-nine states are situated on the continent but the 50th is the state of Hawai – a group of islands situated in the mid Pacific Ocean.

The vast and various territory of the United States stretches from the industrial Atlantic Ocean, across the rich farms of the central plains, over the majestic Rocky Mountains to the fertile,

densely populated West coast. The continental U.S. covers an area of about 9,4 million square kilometres. The USA is twice as large as all the countries of Europe combined. It is washed by the Atlantic in the east and the Pacific in the west and controls the Panama Canal connecting these two oceans. These vast expanses of water have always served as reliable safeguards in time of war. In the course of the last hundred years the USA has fought many a war, but ever on foreign soil. Its own land has always remained untouched.

America is a land of contrasts, including the weather. The USA is also a country of beautiful rivers and lakes. The Mississippi River, of great historic and economic importance to the USA, runs about 6,000 kilometers from Canada to the Gulf of Mexico – the world's third longest river after the Nile and Amazon. The country is rich in coal, iron, ore, oil, natural gas, gold silver, copper, lead, zinc, aluminium, uranium and other natural resources.

The population of America is about 253 million, made up of immigrants or their descendants from virtually every country of the world. 73,6 percent of the population are white. Black Americans who today number more than 30 million, constitute the largest single ethnic minority in the country, The U.S. population has also absorbed nearly 3,6 million Asians. Hispanic, living primarily in the Southwest are the next largest ethnic minority group in the United States. 1,5 million American Indians and Eskimos live in the U.S., many on tribal lands set aside for them in 31 states.

At present the USA is the most powerful and economically the most advanced capitalist state in the world. It leads the world in industrial and agricultural production, leaving other countries far behind.

There are two main political parties in the USA: the Republican Party and the Democratic Party.

TEXT D. WASHINGTON, D.C. – CAPITAL OF THE USA

Task: read the text and say when, for what purpose and where the city of Washington was founded.

When the thirteen colonies became states and decided to join in a Union, there was much discussion about the capital. The first President of the U.S., George Washington, took an active part in selecting the area for building the capital of the country. It was decided that the city should be built on the north bank of the Potomac River, the place located midway to keep at close touch as possible between the states. Now the Washington Monument is situated here, on the hill in Potomac Park.

The centre of the city is the Capitol Building, where the Congress has its seat. The Capitol stands on Capitol Hill, the highest point in the city. It's a very high and beautiful building with white marble columns. There is a law in Washington against building structures higher than the Capitol. Not far from Capitol is the Library of Congress which holds thirteen million books. Today Washington is a city which attracts a lot of tourists by its fashionable hotels, restaurants and sightseeing attractions as "Mount Vernon" – the house of the first president George Washington; the Lincoln Memorial dedicated to the Great Emancipator, the 16th president of the USA; the National Gallery of Art, the Jefferson Memorial, the Tomb of Unknown Soldier and the city's pride – the Union Railway Station.

The White House is the Residence of the President and every president except Washington has lived there. The cornerstone of the Executive Mansion, as it was originally known dates from October 13, 1792. Since the administration of Theodore Roosevelt (1901–1909) the term 'White House' has become official. From the Capitol to the White House runs broad Pennsylvania Avenue. All the diagonal avenues are named after states of the Union. Fortunately for sightseers all the main buildings that make Washington so interesting are to be found in groups.

Washington is a city without sky-scrapers, with low buildings and long wide avenues, with the population of more than 3,6 million. It was founded in 1791 as the capital of the USA by the French architect Pierre L'Enfant. Washington is a symbol of the country's unity, history and democratic traditions.

Section III. LEXICAL-GRAMMAR TESTS.

Чтобы правильно выполнить контрольные задания, необходимо повторить грамматический материал, усвоенный при выполнении предыдущих работ:

1. Артикли.
2. Неличные формы глагола (инфинитив, причастие, герундий) и конструкции с ними.
3. Видо-временные формы глагола (действительный и страдательный залог).
4. Модальные глаголы.
5. Сослагательное наклонение.
6. Сложное предложение.

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

U.S. Education

1. Americans have shown a great concern for education since early colonial times. Among the first settlers there was an unusually high proportion of educated men. Some of these men, many of them graduates from Cambridge, came together and in 1636 founded Harvard College, 140 years before American independence. Before the revolution in 1779 nine colleges had already been opened in the colonies, most of them later becoming universities.

2. In the course of the 17th-18th centuries free public schools and many academies (schools offering a classical education as well as more practical training) were established in many places.

3. At present free education is available in the USA from the elementary grades right up through college. Today about 85 percent of American children attend public and 15 percent go to private elementary (primary) and secondary (high) schools. Elementary and secondary schooling combined consists of 12 years of classes and is compulsory for every child from the age of 6 to the age of 16 (or 18 in some states).

4. Perhaps the most distinctive feature of American education is the absence of the uniform national school organization and curriculum throughout the country and as a result there is no Federal Government direct control over educational system. It is for each state to make its own laws for the system of education and to determine its own program for schools. Therefore standardized (proficiency) tests play a decisive role at almost every level of education, especially in the admission to colleges and universities. One is the SAT (Scholastic Aptitude Test) and the other is the ACT (American College Testing program). With so many different types of high schools and programs these tests provide common, nationwide measuring sticks, but they are not in any way 'official' or governmentally controlled. Out of more than three million students who graduate from high schools each year, about one million go for "higher education". Successful applicants at colleges and universities are usually chosen on the basis of their high school records, recommendations from their high school teachers, the impression they make during interviews at the university and their scores on the Scholastic Aptitude Tests (SATs).

5. The American educational goal is to achieve universal literacy and provide people with the knowledge and skills necessary to promote both their own individual welfare as well as that of the general public. Though this goal has not yet been fully achieved, it remains an ideal towards which the American educational system is directed. Education in America has also traditionally served the goal of bringing people together that is of "Americanization".

6. Most historians agree that a great deal of the economic, political, scientific and cultural progress has been made by America in its relatively short time thanks to the belief supported in the country that the future of the society depends on the quality and quantity of its educated citizens.

II. Письменно переведите 2, 5 и 6-й абзацы текста.

III. Выпишите из 1-го абзаца текста предложение с независимым причастным оборотом, а из 4-го с инфинитивным оборотом.

IV. Раскройте скобки, употребив нужную форму глагола в сослагательном наклонении.

1. The Supreme Court in its decision on May 17, 1954 demanded that segregation of races in public schools (to be banned). 2. It's important that you (to study) the culture and traditions of the American people before you go to work there. 3. If we (to have) an opportunity to go to Harvard University, we (to do) our best not to miss it. 4. If I (to be) you I (to learn) English long ago. 5. I wish I (to see) the sights of Washington and other cities of the USA.

V. Переведите следующие предложения, содержащие неличные формы глагола.

1. Knowing that the earth was round Christopher Columbus decided to reach India by sailing to the West. 2. Having made four voyages to American Continent Columbus died in Spain in 1506 being sure that he had reached Asia and not knowing anything of his great discovery of the New World. 3. Having made several expeditions to the American Continent and having published the letters describing the land he had visited Amerigo Vespucci, an Italian seaman, proved that it was not India but a new continent which he called "The New World". 4. The tendency to make new products available to and affordable for everybody is one obvious reason why American business has usually been supported by average Americans. 5. Adopted laws during the 1930s prohibited discrimination in hiring, forbade the hiring of young children and set the rights of independent labour unions to organize and strike peacefully.

VI. Переведите предложения, содержащие конструкции с неличными формами глагола.

1. In the USA education is considered to be a matter for the people of each state. 2. Most Americans expect their children to leave home at an earlier age than do parents in many other western countries. 3. It was difficult for Columbus to organize his

expedition to the west as nobody wanted to help him and he was able to set sail only on August 3, 1492. 4. The voyage being very difficult and dangerous, his men insisted on returning home, but Columbus did everything he could to make them continue sailing westward. 5. When the United States declared its independence from Great Britain on July 4, 1776, there were 13 original states, each one wanting to be sovereign and to control its own affairs.

VII. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. The Declaration of Independence (to adopt) by the Congress on July 4, 1776 and since then this day (to celebrate) as a national holiday in America. 2. In 1832 Abraham Lincoln (to become) a candidate for the President of his state and in 1860 he (to elect) President of the USA. 3. At that time when many workers in Europe (to join) revolutionary labour movements, most Americans were not interested in destroying their basic system but in reforming it for their own benefit. 4. Environmental protection and equal employment laws in the USA (to be) among the strictest in the world. 5. Still, there (to be) many people in the U.S. who never (to work), or never (to be) able to, who (to remain) unemployed for a long period.

VIII. Заполните пропуски:

а) соответствующими союзами и относительными местоимениями.

1. Only in 1506 it was decided to name the American continent after the man ... had found ... it was not India.

2. William Bradford's History of Plimouth Plantation describes the cold greeting ... the passengers on the ship of Mayflower received ... they landed on the coast of America in 1620.

3. It is known ... New York, one of the largest cities in the world, was founded by the Dutch ... had bought Manhattan Island, the central part of the city, from the local Indians for 24 dollars.

б) модальными глаголами: might, can't, should, may.

1. Write my telephone number in your note-book or you ... forget it.

2. ... I ask you to explain the rule once more?

3. You ... be more careful about your health.

4. I believe her, she ... deceive me.

в) артиклями: the, a (an), -.

1. Most schools in ... United States are ... public schools paid for by tax money and free to those who attend them.

2. ... American children are taught not to obey blindly what is said to them.

3. Some careers do not require going to ... college, but many young Americans believe that having a degree will help them to obtain ... higher salary on their first job.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

U.S. System of Government

1. The Federal Government of the USA is made up of three branches: Legislative (Congress), Executive (represented by President and the President's Cabinet) and the Judicial Branch (Courts).

2. The Congress of the United States is made up of the Senate and the House of Representatives. Its existence, authority and limitation are provided by the Constitution, the foundation of all law of the USA which was officially adopted on March 4, 1789. The function of the legislative branch of the Government is to make the laws and to finance the operation of the government levying taxes and appropriating money requested by the executive branch of the government. There are 100 Senators in the American Senate and 435 members in the House of Representatives. The Congress makes the laws, each House of Congress having the power to introduce legislation. The Vice-President (elected every four years with the President) presides in the Senate; the presiding officer of the House of Representatives is the Speaker.

3. The President, the head of the Executive Branch, must carry out the government programmes adopted by the Congress. In domestic as well as in foreign policy, the President can seldom count upon the automatic support of the Congress, even when his party has a majority in both the Senate and the House. Therefore he must be able to convince Congressmen of his point of view. Being elected by the people the President must compromise to be supported by the voters. The presidential elections in the USA are held in two stages. First the voters choose the electors who then elect the President.

To become laws bills must be approved by both houses of Congress. Any treaty must first be approved by the Senate. They say, "the President proposes, but Congress disposes". But the President can veto (forbid) any bill passed by the Congress. President of the USA is the head of the Senate and the Government, he is also the Commander-in-Chief of the US Armed Forces.

4. The federal judiciary is considered to be the third branch of the Government. Its main instrument is the Supreme Court, which watches over the other two branches. It determines whether or not their laws and acts are in accordance with the Constitution. Neither the President nor Congress can change its decision. In addition to the Supreme Court, Congress has established 11 federal courts of appeal and, below them, 91 federal district courts. The American system of "checks and balances" works in many ways to keep serious mistakes from being done by one branch or another.

5. The Constitution of the USA guarantees basic rights to anyone, anywhere in the country, enormous variety of governmental bodies trying to satisfy the needs and wishes of people at the local level.

1. What branches make up the Federal government of the USA?

2. How can you explain the saying: The President proposes but Congress disposes?

3. Is the American President elected directly by the voters or by the Congress?

4. Who can change the decisions of the Supreme Court?

II. Письменно переведите 1, 3-й абзацы текста.

III. Выпишите из 2-го и 5-го абзацев текста предложения с независимым причастным оборотом, из 4-го абзаца – с субъективным инфинитивным оборотом.

IV. Раскройте скобки, употребив нужную форму глагола в сослагательном наклонении.

1. William Penn insisted that the Indians (to be given) the same treatment as the settlers. 2. It is desirable that people always (to help) each other in difficult life situations. 3. If I (to go) to New Plymouth, a small town in the U.S., I (to see) the rock to which many tourists come to think of the first English settlers who landed near it more than three hundred years ago. 4. I wish I (to take part) in the Third International Congress "The World after Chernobyl" which was held in Minsk.

V. Переведите следующие предложения, содержащие неличные формы глагола.

1. Anyone trying to start a business in the USA is faced with regulations, restrictions and laws from the level of government, state and local. 2. There seemed to be some truth in the observation that Americans are too proud to ask for help and welfare. 3. The decade of Great Depression ended with the break of World War II as America's factories started turning out the weapons of war. 4. In 1814 to hide the marks of the fire the brown stone walls of the President home were painted white and it has been the 'White House' ever since.

VI. Переведите предложения, содержащие конструкции с неличными формами глагола.

1. Some of the buildings including the Capitol and the house of President are said to be set on fire in 1812 when England was at war with America. 2. The American economy is a capitalist economy, private enterprises flourishing there. 3. His having been sent to work abroad after graduating from the University was unexpected for all of us. 4. The family expected Henry Longfellow to choose a career of public service.

VII. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. Philadelphia was the city where the U.S. Constitution (to adopt) and it remained the capital of the country for the next 10 years while Washington (to build). 2. The American Constitution (to formulate) in a way that allows it to evolve and change as a nation itself has grown and developed. 3. Today more than 200 years after it (to write), the Constitution remains vital, alive and the centre of American political ideal and practices. 4. Being afraid of a powerful Federal Government the Americans (to add) 10 amendments guaranteeing liberties of the people – the Bill of Rights – to the Constitution in 1791 and since then 16 more amendments (to add) to the American Constitution.

VIII. Заполните пропуски.

а) соответствующими союзами и относительными местоимениями:

1. For a long time there was a law ... did not allow the Indians to leave the reservations.

2. The first national park in America was established in 1872 ... President Grant signed a law of creating Yellowstone National Park.

3. Most Americans think ... the rise of their nation as a leading producer of manufactured goods, food and services could not have occurred under any other system except capitalism.

б) модальными глаголами: may, must, should, ought

1. He was a lawyer and thought that things ... to be done according to juridical formulas which he had learned.

2. Why do you ask my opinion, you have been in business much longer, you ... know everything better.

3. You ... stay at home and finish this work today.

4. The American President is elected for four years of service and ... be reelected for four additional years.

в) артиклями: the, a(an), - .

1. ... Supreme Court of ... USA consists of a chief justice and eight associate justices.

2. The public's right to know is one of ... central principles of American society.

3. "Knowledge will forever govern ... ignorance", said James Madison, ... fourth president and an early proponent of press freedom.

Keys:

Unit I

Ex. 4. 1-c, 2-e, 3-f, 4-a, 5-b, 6-d, 7-h, 8-g.

Ex. 5. 1-b, 2-c, 3-c, 4-b, 5-c.

Unit II

Ex. 4. 1-h, 2-d, 3-g, 4-a, 5-c, 6-e, 7-b, 8-f.

Ex. 5. 1-c, 2-b, 3-c, 4-a, 5-b.

Unit III

Ex. 4. 1-e, 2-f, 3-b, 4-h, 5-g, 6-c, 8-a.

Ex. 5. 1-c, 2-a, 3-c, 4-b, 5-b.

Unit IV

Ex. 4. 1-f, 2-e, 3-g, 4-h, 5-d, 6-c, 7-a, 8-b.

Ex. 5. 1-b, 2-c, 3-c, 4-c.

ПРАВОВЕДЕНИЕ

UNIT I

LAW

Section I. TOPICAL VOCABULARY

	<i>Index</i>
accept [ək'sept] <i>v</i> принимать	A, D
accept the rules принимать правила	C
administer [əd'mɪnɪstə] <i>v</i> управлять; отправлять (<i>правосудие</i>)	C
adopt [ə'dɒpt] <i>v</i> принимать	B
adoption [ə'dɒpʃn] <i>n</i> принятие	B
apply [ə'plai] <i>v</i> обращаться, применять	C
application [ˌæplɪ'keɪʃn] <i>n</i> применение, обращение	C
application of the law применение закона	
approve [ə'pru:v] <i>v</i> одобрять	D
attempt [ə'tempt] <i>n</i> попытка	C
authority [ɔ:'θɔ:ɪtɪ] <i>n</i> власть, полномочие	A, D
behave [bi'heɪv] <i>v</i> поступать, вести себя	A
behaviour [bi'heɪvjə] <i>n</i> поведение	A, B
forms of behaviour формы поведения	
barrister ['bærɪstə] <i>n</i> барристер, адвокат	T ₁
on behalf of [bɪ'hɑ:f] <i>n</i> от имени кого-либо	B
break ['breɪk] <i>v</i> нарушать	A, C
break the law нарушать закон	
case ['keɪs] <i>n</i> случай, судебное дело, случай в судебной практике, прецедент	C
Case Law прецедентное право	D
claim ['kleɪm] <i>v</i> претендовать, заявлять право (<i>на что-либо</i>)	B
code ['kəʊd] <i>n</i> кодекс, свод законов	C
codify ['kɒdɪfaɪ] <i>v</i> составлять кодекс, приводить в систему	B, C
commit [kə'mɪt] <i>v</i> совершать	A
commit a crime совершать преступление	A
conduct ['kɒndəkt] <i>n</i> поведение, образ действия	A, D
confirm [kən'fɜ:m] <i>v</i> подтверждать, утвердить, ратифицировать	D
court ['kɔ:t] <i>n</i> суд	A, B, C
court decision решение суда	D

create ['kri:'eit] v творить, создавать	A, B
creation [kri:'eiʃn] n создание, творение	B
crime ['kraim] n преступление	A
criminal ['kriminal] a уголовный	
custom ['kʌstəm] n обычай	A, B, D
customary ['kʌstəməri] a обычный, привычный, основанный на опыте	B
customary rules обычные нормы	
customary law обычное право	
deal ['di:l] v общаться, иметь дело	A
define [di'faɪn] v определять, давать определение	B, C
draft [draɪft] v составлять законопроект	D
enforce [ɪn'fɔ:s] v оказывать давление, принуждать	A, B
enforce law принуждать выполнять закон	A
evolve [ɪ'vɒlv] v эволюционировать, развиваться	B
express [ɪks'pres] a определенный, точно выраженный	B
govern ['gʌvən] v управлять, править	B, C
government ['gʌvnmənt] n правительство	A, C, D
judge ['dʒʌdʒ] n судья	C
law [lɔ:] n закон, право	A, B, C
lawmaker ['lɔ:meɪkə] n законодатель	C
legal ['li:ɡəl] a юридический, правовой	B, C
legal rights законные права	
legislator ['ledʒɪsleɪtə] n законодатель	C
memory ['meməri] n память	B
obedience [ə'bi:djəns] n послушание, повиновение	B
observe [əb'zə:v] v соблюдать	B
observe the rules соблюдать нормы	B
observance [əb'zə:vəns] n соблюдение	B
pass ['pɑ:s] v принимать (закон, резолюцию)	D
pass a law принимать закон	
pattern ['pætən] n образец, модель	B
pattern of behaviour шаблон, модель поведения	
pattern v делать по образцу	A
penalty ['penəlti] n наказание	
suffer penalty нести наказание	
power ['paʊə] n могущество, власть	A, D
power of the police власть полиции	D
government in power правительство, находящееся у власти	
prevail [pri'veɪl] v преобладать	T ₂
propose [prə'pəʊz] v предлагать, вносить предложение	C, D
propose a bill внести законопроект	
realm ['reɪlm] n королевство	B
reduce [ri'dju:s] сводить, приводить (к)	T ₂
reduce to writing выразить в письменной форме	
refuse [ri'fju:z] v отказывать, отвергать	A

regulate ['regjuleɪt] v регулировать, упорядочивать	A
regulate relations регулировать отношения	
relation [rɪ'leɪʃn] n отношение, связь	A, C
rule ['ru:l] n правило, норма, образец	A, B
source ['sɔ:s] n источник	B
source of law источник права	B
suffer ['sʌfə] v страдать, испытывать, претерпевать	A
verdict ['vɜ:dɪkt] n вердикт	
violently [vaɪələntli] adv сильно, неистово	A

Section II. READING MATERIAL

TEXT A. SOCIAL MORALITY, RULES AND LAWS

Task: read the text, translate it into Russian in written form.

The English word "law" refers to limits upon various forms of behaviour. Some laws are descriptive: they simply describe how people usually behave. Other laws are prescriptive – they prescribe how people ought to behave.

In all societies, relations between people are regulated by prescriptive laws. Some of them are customs – that is, informal rules of social and moral behaviour. Some are rules we accept if we belong to particular social institutions, such as religious, educational and cultural groups. And some laws are made by nations and enforced against all citizens within their power.

The rules of social institutions are more formal than customs. They carry penalties for those who break them. They are not, however, enforceable by any political authority.

Customs need not be made by governments, and they need not be written down. We learn how we should behave in society through the instruction of family and teachers, the advice of friends, and our own experiences. Sometimes, we can break these rules and do not suffer any penalty. But if we continually break the rules, or break a very important one, other members of society may criticize us, act violently toward us or refuse to have anything to do with us. The ways in which people talk, eat and drink, work and relax together are usually guided by many such informal rules which have very little to do with laws created by governments.

However, when governments make laws for their citizens, they use a system of courts backed by the power of the police. Of course, there may be instances where the law is not enforced against someone (for example when young children commit crimes).

Government – made laws are nevertheless often patterned upon informal rules of conduct which already exist in society and relations between people are regulated by a combination of all these rules.

EXERCISES

Ex. 1. Read the international words and guess their meaning. Mind the stress.

'nature	'penalty	pc'lice
'natural	'criticize	re'ligious
'formal	'concentrate	phe'nomenon
'social	'educate	,edu'cational
'criminal	'regulate	,regu'lation
'act	in'struct	ins'truction

Ex. 2. Memorize the following pairs of derivatives.

N → Adj

V → N

nature – natural	prescribe – prescription
culture – cultural	describe – description
form – formal	relax – relaxation
policy – political	relate – relation
crime – criminal	violate – violation

Ex. 3. Transform as in the models.

Model 1: describe the behaviour – description of the behaviour
regulate the laws, regulate the behaviour, accept the rules,
violate the laws.

Model 2: decision of the government – the government decision
behaviour of the group, system of the court, power of the
police, documentation of the court.

Model 3: instructions of the teacher – the teacher's instructions
advice of the friend, land of the people, decision of the police

Ex. 4. Match English and Russian equivalents.

1. forms of behaviour	a. система судов
2. rules of social institutions	b. члены общества
3. members of the society	c. формы поведения
4. English system of courts	d. нормы социальных институтов
5. accept the rules	e. проводить законы в жизнь
6. break the rules	f. нарушать нормы
7. suffer penalty	g. создавать законы
8. make laws	h. принимать правила
9. enforce the laws	i. терпеть наказание

Ex. 5. Choose the right word or word-combination.

- The English word "law" refers to limits upon various ...
a) rules of social institutions b) members of the society
c) forms of behaviour
- The rules of social institutions are not enforceable by any ...
a) political authority b) social rules c) social relations
- ... need not be made by governments and they need not be written down.
a) rules b) laws c) customs
- When governments make ... for their citizens they use a system of courts backed by the police.
a) customs b) relations c) laws
- Government-made laws are often patterned upon informal ... which already exist in society.
a) norms of behaviour b) rules of conduct
c) social norms

Ex. 6. Complete the sentences.

1. Descriptive laws describe how people usually 2. In all societies ... are regulated by prescriptive laws. 3. It is important to distinguish between 4. Sometimes we can break the rules and do not suffer 5. If we continually ... of social institutions other people may refuse to do with us.

Ex. 7. Insert the right words:

(laws (2), commit crime, customs, rules (2)).

1. Customs are informal ... of social and moral behaviour.
2. The rules of social institutions are more formal than 3. ... need not be made by governments. 4. We accept ... if we belong to particular social institutions. 5. ... are made by governments and enforced against all citizens within their power. 6. The law is not enforced against young children when they

Ex. 8. Mark the statements that are true.

1. Social customs and rules are both enforced by governments.
2. Many laws reflect social customs. 3. The ways in which people talk, eat and drink are regulated by laws made by governments.
4. Informal rules have very little to do with laws created by governments. 5. Prescriptive laws prescribe how people behave.
6. Relations between people are regulated by customs, rules of social institutions and government-made laws.

Ex. 9. Answer the questions on the text.

1. What does the English word "law" refer to? 2. What regulates the relations between people? 3. Are customs made by governments? 4. How do we learn how to behave in society? 5. How do governments enforce the laws which they make?

Ex. 10. Give a short summary of the text.

TEXT B. CUSTOMS

Task: read the text, find the answers to the questions given below.

Customs are social habits, patterns of behaviour, which all societies evolve without express formulation or conscious creation. Custom is one of the principal sources of law; originally law was based upon it. Moreover, custom is not important only as a source of law, for even today some customary rules are still observed and they have almost the same power as rules of law. The only difference is that their observance is not enforced by the organs of the State. Thus, many of the fundamental rules of the Constitution are "conventional" (i. e. customary) rather than legal, rules.

But in modern times most general customs (i. e. customs universally observed throughout the realm) either do not exist or have become absorbed in rules of law. For example many of the early rules of the common law were general customs which the courts adopted, and they have become laws.

On the other hand customs of particular groups of people living in particular localities, are sometimes still capable of creating a special "law" for the locality in question which is different from the general law of the land.

But such variants will only be recognized if certain conditions are satisfied. The following are among the more important of those conditions. The custom must (1) not be unreasonable, (2) the right must be claimed by or on behalf of a defined group of people, (3) must have existed since "time immemorial". This means that it must go back to 1189 (by historical accident the terminal date of "legal memory").

1. What is one of the principle sources of law?
2. Is custom important only as a source of law?
3. What is the difference between customary rules and rules of law?
4. Do customs still create new laws?
5. What conditions must such customs satisfy?

TEXT C. COMMON AND CONTINENTAL LAW

Task: read the text, get ready to render its contents in Russian.

Each country in the world has its own system of law. There are two main traditions of law in the world. One is based on English Common law¹. The other tradition is known as Continental, or Roman law.

Common law, or case law system, differs from Continental law as it has developed gradually throughout history. It is not the result of government attempts to codify every legal relation. Customs and court rulings have been as important as statutes (government legislation). Judges do not merely apply the law, in some cases they make law, and their interpretations may become precedents² for other courts.

Before William of Normandy invaded England in 1066 no law was common to the whole kingdom. The Norman Kings sent travelling judges around the country and gradually a "common law" developed. Uniform application of the law throughout the country was promoted by the gradual development of the doctrine of precedent.

The doctrine of precedent is still a central feature of modern common law systems.

Even when governments make new laws – statutes, they are interpreted by the courts in order to fit particular cases, and these interpretations become new precedents.

Continental systems, codified systems, have resulted from attempts by governments to produce a set of codes so that the state could govern every legal aspect of a citizen's life.

When the lawmakers were codifying their legal systems, they looked to the example of Revolutionary and Napoleonic France, whose legislators wanted to break with previous case law.

The lawmakers were also influenced by the model of the Canon law of the Roman Catholic Church, but the most important models were the codes produced in the seventh century under the direction of the Roman Emperor Justinian.

Versions of Roman law had long influenced many parts of Europe but had little impact on English law.

Notes:

¹ Common law – общее право, обычное право, неcodифицированное право
² precedent – прецедент

TEXT D. ENGLISH LAW

Task: read the text and explain the difference between Statute law and Case law.

English law can be divided into Statute Law¹, Common Law and Case Law². Statute Law consists of all laws passed by Parliament. The majority of laws are proposed and drafted by the government in power, any member of the House of Commons or House of Lords can also propose a law. An exception to this is that only a member of the House of Commons may introduce a financial Bill. The laws that are drafted by the government, as the laws proposed by individual members of the House of Commons or House of Lords, must be agreed to by Parliament before they become effective. That means that they must be passed by the elected House of Commons, approved (in most cases) by the House of Lords, and confirmed by the Sovereign.

Common Law consists of principles and rules of conduct based on the ancient customs of the country and recognized by the Courts as Law. Common Law is unwritten, and its principles can be learnt only by intensive study of past court decisions and ancient custom. The Common Law can, however, be changed or developed by statute.

But more important perhaps than either the Statute Law or even the Common Law are decisions of the Courts. Just as the many ancient customs of the land make up the Common Law, the collected decisions of the Courts form English "Case Law". Once Parliament has passed a law, the courts must decide what the words of that law mean. The interpretation of the Courts remains till either a higher Court decides that this interpretation was wrong, or Parliament passes another law and changes it.

So once a Court decided against the government on a question of what a law means – and the Courts may decide that a law as worded means something quite different from what the government intended – the government must accept the decision of the Court. They may, if the Houses agree, pass another law. But that takes a great deal of time and trouble.

Notes:

¹ Statute Law – статутное право, писанный закон

² Case Law – прецедентное право

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Словообразование: основные словообразовательные суффиксы.

2. Видо-временные формы глагола (действительный и страдательный залог).
3. Степени сравнения прилагательных.
4. Функции глаголов "to be", "to have".

TEST I

I. Прочитайте текст и письменно ответьте на вопросы, следующие за ним.

Ancient systems of Law

1. One of the earliest systems of law of which we have knowledge is the collection of laws, known as the Code of Hammurabi, the Babylonian king, who lived in about 1900 B.C., and whose stone figure we can see in the British Museum in London. Another early code is the code of Hebrew Law¹ contained in the Book of Exodus² in the Bible.

2. In Greece each city state had its own law, some laws were common to many states. In the seventh century B.C.³ the Greeks began to put their laws into writing. About 594 B.C. Solon, the famous Athenian law-giver, provided a new code of law. The Athenians did not consider it necessary to have legal experts for non-criminal cases. In a civil case the verdict was given by a jury, which might number anything from 201 to 2,500. The members of the jury listened to speeches made by the persons who had brought the case before them, and by their friends. Barristers did not participate in court proceedings, but professional speech-writers sometimes prepared speeches.

3. Roman law is one of the greatest systems that has ever existed. It was based upon custom, and by A.D.⁴ 528 the quantity of Roman Law had become so immense that the Emperor Justinian in Constantinople ordered to make a clear, systematic code of all the laws.

4. Roman law had a deep influence upon the law of the world. It had a strong influence on the law of most European countries and some influence on Anglo-Saxon law, which is the other great law system of the world. After many years Roman law reappeared in the eleventh century, when there was a great revival of learning. Many European countries began to use Roman law in their courts. In France, however, until Napoleon codified the law in 1804, each province had its own laws. The Napoleonic Code was a splendid achievement, and it has influenced the law of many countries in Europe and South America.

Notes:

¹ Hebrew Law – древнееврейское право

² Book of Exodus – Исход (2-я книга Ветхого Завета)

³ B.C. before Christ – до нашей эры

⁴ A.D. anno Domini (лат.) – нашей эры

1. What ancient systems of law do we have knowledge of?
2. What book contains one of the earliest systems of law?
3. When did the Greeks begin to put their laws into writing?
4. What is one of the greatest systems of law?
5. What system of law had a great influence on the law of the world?

II. Письменно переведите 2-й и 4-й абзацы текста.

III. По суффиксу определите и выберите: 1) существительные, 2) прилагательные, 3) глаголы, 4) наречия.

Earliest, collection, early, law-giver, famous, legal, criminal, civil, writer, professional, systematic, Napoleonic, achievement, barrister, codify, participate.

IV. Определите видо-временную форму глагола в следующих предложениях. Предложения переведите на русский язык.

1. In the seventh century B.C. the Greeks began to put their laws into writing. 2. The laws of many European countries were developing on the basis of Roman law. 3. The Napoleon Code has influenced the laws of many countries in America. 4. In the first year you will study Roman law as it is the basis on the laws of most European countries. 5. The institute of jury still exists in many countries. By the eleventh century many European countries had begun to use Roman law in their courts.

V. Переведите следующие предложения, обращая внимание на употребление глагола-сказуемого в страдательном залоге.

1. The law on partnership was codified by the Parliament in 1972. 2. Customs are not created by societies consciously. 3. Many general customs have been adopted by the courts and have become laws. 4. Customs are sometimes still recognized by the courts. 5. Roman law was used in the courts by many European countries. 6. Statutes are made by the Government, customs are created by the people.

VI. Заполните пропуски предлогами in, into, by, of, to.

1. The members ... the jury listened ... speeches and gave their verdict. 2. By A.D. 528 Roman law had become so immense that it was necessary to have a clear, systematic code ... all the laws. 3. Customs are not made ... governments. 4. Laws are traditionally divided ... two main categories. 5. Solicitors do not participate ... court proceedings.

VII. Определите, является ли глагол "to have" смысловым или вспомогательным. Предложения переведите на русский язык.

1. Each country of the world has its own system of law. 2. In Greece each city had its own law. 3. The Athenians did not consider it necessary to have legal experts for non-criminal cases. 4. The members of the jury listened to the speeches made by the persons who had brought the case before them. 5. French public law has never been codified.

VIII. Определите функцию глагола "to be". Предложения переведите на русский язык.

1. The law is not enforced against young children. 2. Government-made laws are often patterned upon informal rules of conduct. 3. The task of the jury is to bring in a verdict. 4. The jury is still discussing the verdict. 5. The courts are interpreters of the law. 6. The general nature of the law is that it is enforced equally against all members of the nation.

IX. Переведите предложения, обращая внимание на степени сравнения прилагательных.

1. Many of the early rules of the common law were general customs. 2. One of the largest systems of law of which we have knowledge is the Code of Hammurabi. 3. The largest number of the jury was in Greece. 4. Roman law is one of the greatest systems which has ever existed. 5. Anglo-Saxon law is the other great system of law.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The Sources of English Law

1. On the Continent the writings of legal authors form an important source of law. In England, in accordance with the tradition the courts are the interpreters of the law. The "sources" of law are the sources to which the courts turn in order to determine what it is. From the aspect of their sources, laws are traditionally divided into two main categories according to the form in which they are made. They may either be written or unwritten. These traditional terms are misleading, because the expression "written" law signifies any law that is formally enacted, whether reduced to writing or not, and the expression "unwritten" law signifies all unenacted laws. For example, judicial

decisions are often reduced to writing in the form of law reports, but as they are not formal enactments they are "unwritten" law.

2. Under the influence of the Code Napoleon many continental countries have codified their law, public and private. On the Continent, therefore, the volume of written law is more than the volume of unwritten. In England in accordance with the tradition writings of the laws had comparatively little respect in the past and for the most part have never been enacted. So in England where more of the laws derive from judicial precedents, unwritten law is predominant. This does not, of course, mean that none of English law is codified. Many parts of it are codified: such as the law on the sale of goods (Sale of Goods Act 1979) and the law on partnership (Partnership Act 1890). All that means that although Parliament may and does make any laws it pleases, there is no whole system of codification which prevails in many continental countries.

3. Two principal and two subsidiary sources of English law must be mentioned. These principal sources are Legislation, and Judicial Precedent, the subsidiary sources are Custom and Books of Authority which carry a weight of authority almost equal to that of precedents.

1. What are the two main types of sources of law?
2. Are English laws "written"?
3. What does the expression "unwritten law" mean?
4. What do most of the laws in England derive from?
5. Are all "written" laws in England reduced to writing?

II. Письменно переведите 2-й абзац текста.

III. По суффиксу определите и выберите: 1) существительные, 2) прилагательные, 3) глаголы, 4) наречия:

interpreter, traditionally, expression, formally, judicial, enactment, continental, comparatively, predominant, partnership, codification, codify, legislate, enactment.

IV. Определите видо-временные формы глаголов в следующих предложениях. Предложения переведите на русский язык.

1. Many English laws derive from judicial precedents. 2. In modern times most rules of law have reflected general custom. 3. Continental or Roman law has developed in most of Continental Europe, Latin America and many countries in Asia and Africa. 4. Common law was developing gradually throughout the history. 5. Continental systems of law have resulted from the attempts of governments to produce a set of codes. 6. The lawmakers wanted

to show that legal rules of their citizens originated in the state, not in local customs.

V. Переведите следующие предложения, обращая внимание на употребление глагола-сказуемого в страдательном залоге.

1. The laws are interpreted by the courts. 2. The lawmakers were influenced by the model of the canon law of the Roman Catholic Church. 3. Laws had been put into writing by Greeks by the 16th century B.C. 4. In a civil case a verdict was given by a jury. 5. Don't worry. Speeches are being prepared by professional speech-writers. 6. The law of the world has been influenced by Roman law..

VI. Заполните пропуски предложениями by, between, from, by, to, in, of.

1. There is no whole system ... codification which prevails ... many countries. 2. Judicial decisions are often reduced ... writing in the form of law reports. 3. Before 1066 law was administered ... series of local courts. 4. Common law systems differ ... Continental law. 5. In all societies relations ... people are regulated ... prescriptive laws.

VII. Определите, является ли глагол "to have" смысловым или вспомогательным. Предложения переведите на русский язык.

1. Informal rules have very little to do with the laws created by governments. 2. English law has developed through decisions in individual cases. 3. The system based on English Common law has been adopted by many Commonwealth countries and most of the United States. 4. When they were codifying their legal systems they looked to the examples of Revolutionary and Napoleonic France. 5. Versions of Roman law had long influenced many parts of Europe but had little impact on English law. 6. Many customs have existed since "time immemorial".

VIII. Определите функцию глагола "to be". Предложения переведите на русский язык.

1. Some laws are descriptive, others are prescriptive. 2. The ways in which people talk, eat and drink are guided by informal rules. 3. Uniform application of the law throughout the country was promoted by gradual development of the doctrine of precedents. 4. The rules of social institutions are observed by those who belong to them. 5. Throughout the history British courts were developing Common law. 6. Customs and court rulings are as important as status.

IX. Переведите предложения, обращая внимание на степени сравнения прилагательных.

1. In England the volume of unwritten law is larger than the volume of written law. 2. Despite greater internationalization most law is still made and enforced by governments. 3. There is a great difference between the world's systems of law. 4. The interpretation of the Courts remains till either a higher Court decides that this interpretation was wrong or Parliament passes another law. 5. One of the earliest codes – the Code of Hebrew law is contained in the Book of Exodus of the Bible.

UNIT II SYSTEM OF GOVERNMENT IN GREAT BRITAIN

Section I. TOPICAL VOCABULARY

	Index
adviser [əd'vaɪzə] <i>n</i> советник, консультант	A
body of advisers совещательный орган	
affair [ə'feə] <i>n</i> дело	A
state affairs государственные дела	A
allow [ə'lau] <i>v</i> позволять, давать разрешение	D, T ₂
to allow an argument признавать (справедливым) довод	
amend [ə'mend] <i>v</i> вносить поправки, изменения	D
amendment [ə'mendmənt] <i>n</i> поправка (<i>к-резолюции, законопроекту</i>)	
to make amendments (to) вносить поправки (<i>в</i>)	
appeal [ə'pi:l] <i>n</i> апелляция	C
Court of Appeal апелляционный суд	A
right of appeal право обжалования	
apply [ə'plai] <i>v</i> обращаться с просьбой	T ₂
appoint [ə'pɔɪnt] <i>v</i> назначать (<i>на пост</i>), утверждать (<i>в должности</i>)	A, B
appointment [ə'pɔɪntmənt] <i>n</i> назначение (<i>на должность, пост</i>)	
to make appointments делать назначения	
authority [ə'θɔ:riti] <i>n</i> власть, полномочие; авторитет	T
back [bæk] <i>n</i> поддерживать, подкреплять	T ₁
belong [bi'lɔŋ] <i>v</i> принадлежать	C
bill [bil] <i>n</i> законопроект	C
body ['bɒdi] <i>n</i> орган, общество, ассоциация	
bodies of power органы власти	
borough ['bɜ:ə] <i>n</i> город с самоуправлением	C, T ₂
change [tʃeɪndʒ] <i>v</i> изменять	T ₁

choose [tʃu:z] <i>v</i> избирать, выбирать	T ₂
church [tʃɜ:tʃ] <i>n</i> церковь	B, C, T ₂
compulsory [kəm'pʌlsəri] <i>a</i> обязательный	T ₂
conduct [kən'dʌkt] <i>v</i> вести, руководить	A
constituency [kɒns'tɪtju:nsi] <i>n</i> избирательный орган	C, T ₂
county ['kaunti] <i>n</i> графство	C, T ₂
court [kɔ:t] <i>n</i> суд	A, B
Royal Court Королевский суд	
International Court of Justice Международный суд	
Supreme Court Верховный суд	
delay [di'lei] <i>v</i> откладывать, отсрочивать	D
dissolve [di'zɒlv] <i>v</i> распускать парламент	
dominant ['dɒmɪnənt] <i>a</i> господствующий	
dominant parties господствующие партии	
dominate ['dɒmɪneɪt] <i>v</i> господствовать, преобладать	T ₁
duty ['dju:ti] <i>n</i> обязанность; долг	A
elect [ɪ'lekt] <i>v</i> избирать	A, T ₂
elective [ɪ'lektɪv] <i>a</i> выборный	
electoral [ɪ'lekt(ə)r(ə)] <i>a</i> избирательный	
electoral law избирательное право	
entitled [ɪn'taɪtld] имеющий право	T ₂
equal ['i:kwəl] <i>a</i> равноправный, равный	T ₂
equality [i(:)'kwɒlɪti] <i>n</i> равенство	
executive [ɪg'zekjʊtɪv] <i>a</i> исполнительный	C
executive body исполнительный орган	
executive power исполнительная власть	
explain [ɪk'spleɪn] <i>v</i> объяснять; толковать	D
found [faʊnd] <i>v</i> основывать, создавать	T ₁
govern ['gʌvən] <i>v</i> управлять	A
government ['gʌvənment] <i>n</i> правительство	
heir [eə] <i>n</i> наследник	
hereditary [hɪ'redɪtəri] <i>a</i> наследственный	A
influence ['ɪnfluəns] <i>n</i> влияние	C
influential [ɪnflu'enʃəl] <i>a</i> влиятельный	T ₁
introduce [ɪntrə'dju:s] <i>v</i> представлять, вносить на рассмотрение	C
to introduce amendments вносить поправки	
introduction [ɪntrə'dʌkʃn] <i>n</i> представление, введение, включение (<i>в состав чего-л.</i>)	
job [dʒɒb] <i>n</i> работа	C
judge [dʒʌdʒ] <i>n</i> судья	A, C
judicial [dʒu(:)'dɪʃ(ə)l] <i>a</i> судебный	A
law [lɔ:] <i>n</i> закон; право	D
civil law гражданское право	
criminal law уголовное право	
labour law трудовое право	
leader ['li:də] <i>n</i> лидер, глава	A

legislation [ledʒɪs'leɪʃn] <i>n</i> законодательство	A
legislative [ˈledʒɪslətɪv] <i>a</i> законодательный	
legislative body законодательный орган	
limit [ˈlɪmɪt] <i>v</i> ограничивать	A
limitation [lɪmɪ'teɪʃn] <i>n</i> ограничение	A
majority [mə'dʒɔrɪtɪ] <i>n</i> большинство	A
measure [ˈmeɪʒə] <i>n</i> мера; мероприятие	A
to take measures принимать меры	
monarch [ˈmɒnək] <i>n</i> монарх	A
monarchy [ˈmɒnəki] <i>n</i> монархия	
limited monarchy ограниченная (конституционная) монархия	
nominate [ˈnɒmɪneɪt] <i>v</i> назначать на должность	C, T ₂
nomination [nɒmɪ'neɪʃn] <i>n</i> назначение; выдвижение кандидатов (на выборах)	
object [əb'dʒekt] <i>v</i> возражать, протестовать	
objection [əb'dʒekʃn] <i>n</i> возражение	A
objection overruled возражение отклоняется	
objection sustained возражение принимается	
obliged [əb'laɪdʒd] <i>adj</i> обязанный	T ₂
obtain [əb'teɪn] <i>v</i> получить	
to obtain majority получить большинство	
occupy [ˈɒkjupaɪ] <i>v</i> занимать	A
oppose [ə'pəʊz] <i>v</i> противостоять	A
opposition [ɒpə'zɪʃn] <i>n</i> оппозиция	
parliament [ˈpɑ:ləmənt] <i>n</i> парламент	A
parliamentary [pɑ:lə'mentəri] <i>a</i> парламентский	
pass [pɑ:s] <i>v</i> принимать (решение, резолюцию)	D
to pass the bill принять закон	
population [pɒpjə'leɪʃn] <i>n</i> население	T ₂
power [paʊə] <i>n</i> власть, полномочия	A
print [prɪnt] <i>v</i> печатать	A
property [ˈprɒpərti] <i>n</i> собственность, имущество	T ₂
queen [kwɪn] <i>n</i> королева	A
register [ˈredʒɪstə] <i>n</i> список	
electoral register список избирателей	
register <i>v</i> регистрировать	T ₂
reign [reɪn] <i>v</i> царствовать	A
reject [rɪ'dʒekt] <i>v</i> отвергать	D
require [rɪ'kwaɪə] <i>v</i> требовать	B
requirement [rɪ'kwaɪəmənt] <i>n</i> требование	
resident [ˈrezɪdənt] <i>n</i> постоянный житель	T ₂
resign [rɪ'zaɪn] <i>v</i> уходить в отставку	C
to resign the Cabinet выйти из (состава) правительства	
responsible [rɪs'pɒnsəbl] <i>a</i> ответственный	B
right [raɪt] <i>n</i> право	T ₁
human rights права человека	

right to work право на труд	T ₁
rule [ru:l] <i>v</i> управлять; руководить	A
ruler [ˈru:lə] <i>n</i> правитель	
senior [ˈsi:njə] <i>a</i> старший	B
sign [saɪn] <i>v</i> подписывать	D
signature [ˈsɪgnɪtʃə] <i>n</i> подпись; подписание	
significant [sɪg'nɪfɪkənt] <i>a</i> важный, знаменательный	T ₁
society [sə'saɪəti] <i>n</i> общество	C
submit [səb'mɪt] <i>v</i> представлять на рассмотрение (в суд, комиссию)	
to submit a bill to Parliament представить законопроект на рассмотрение парламента	B
suffrage [ˈsʌfrɪdʒ] <i>n</i> избирательное право	T ₂
universal suffrage всеобщее избирательное право	
summon [ˈsʌmən] <i>v</i> созывать парламент	A
support [sə'pɔ:t] <i>v</i> содействовать, поддерживать	D, T ₂
unanimous [ju:'nænɪməs] <i>a</i> единодушный, единогласный	T ₁
virtual [ˈvɜ:tʃjuəl] <i>a</i> действительный, фактический	A
vote [vəʊt] <i>n</i> голос	
majority vote большинство голосов	
vote <i>v</i> голосовать	C, D, T ₂
wealth [ˈwelθ] <i>n</i> богатство	A

Section II. READING MATERIAL

TEXT A. MONARCHY IN BRITAIN

Task: read the text; translate it into Russian in written form.

Great Britain is a monarchy, but the Queen of Britain is not absolute but constitutional. Her powers are limited by the Parliament. The Parliament is the supreme legislative authority in Britain. Queen's power is hereditary and not elective.

In practice the Monarch has no actual power: they say¹ the Monarch reigns but does not rule. The Prime Minister is the virtual ruler of the country. The Prime Minister is usually the leader of the party that obtains a majority in the House of Commons. That party which has majority of seats in the House of Commons is called the Government and the other is the Opposition. The leader of the party in the opposition occupies a salaried office of the Leader of the Opposition. The Government may hold office for five years.

All the affairs of the state are conducted in the name of the Queen, but really the Prime Minister is responsible for every measure submitted to Parliament.

The Queen summons, prorogues and dissolves Parliament². Normally she opens each session with a speech from the throne outlining the Government's programme. It is her duty to make appointments to all important state offices, including those of judges, officers in the armed forces, diplomats. She must, in theory at least, see all Cabinet documents. The Queen has the power to conclude treaties, to declare war and make peace.

The Queen has her own Privy Council³. The Cabinet developed from this Council, which used to be body of advisers of English monarchs. As the system of Cabinet developed the Privy Council declined in importance. The Privy Council consists of members of the royal family, the archbishops⁴, colonial governors and senior ministers. There are about 300 of them altogether. The committee of the Privy Council, the Judicial Committee, however, is the final court of appeal for the British — a Royal court.

Queen Elizabeth II came to the throne in 1952 after the death of her father, King George VI. She has four children: one daughter and 3 sons. The Queen's heir is Charles, Prince of Wales. He was born in 1948, educated in Cambridge, served in the Royal Navy⁵. Now he is involved in various aspects of public life, in particular industry and government.

The Royal family is the principal aristocratic house in Britain, closely connected with other members of the hereditary aristocracy and with big finance interests. The Queen is known to be among the wealthiest women in the world.

Notes:

¹ they say — говорят

² summons, prorogues and dissolves Parliament — созывает, прерывает и распускает парламент

³ Privy Council — Тайный совет

⁴ archbishops — архиепископы

⁵ Royal Navy — Королевский флот, ВМС Великобритании

EXERCISES

Ex. 1. Read the international words and guess their meaning. Mind the stress.

'monarchy	'absolute	'parliament
'industry	'practice	'leader
'Prime Minister	'documents	'throne
'programme	'officers	'judge
'theory	'cabinet	consti'tutional
'public	'office	com'mittee
'final	'aspect	oppo'sition

Ex. 2. Memorize the following pairs of derivatives:

N → Adj	V → N
constitution — constitutional	govern — government
practice — practical	appoint — appointment
monarchy — monarchical	oppose — opposition
theory — theoretical	limit — limitation
industry — industrial	conclude — conclusion
office — official	develop — development

Ex. 3. Transform as in the models:

Model 1: to elect MPs — election of MPs
to limit powers; to dissolve the Parliament; to appoint officers; to declare war; to conclude a treaty; to develop the policy.

Model 2: powers of the Queen — Queen's powers
heir of the Queen; decision of the Cabinet; functions of the Prime Minister; decisions of the committee; prerogative of the Monarch.

Model 3: members of the Cabinet — the Cabinet members
programme of the party; workers of the office; documents of the Government; offices of the state; court of appeal.

Ex. 4. Match English and Russian equivalents.

1. hereditary power	a. лидер партии
2. actual power	b. действительный правитель
3. virtual ruler	c. вооруженные силы
4. armed forces	d. партия, находящаяся в оппозиции
5. party in the opposition	e. наследственная власть
6. leader of the party	f. действительная власть
7. in the name of the Queen	g. делать назначения
8. responsible for all measures	h. от имени королевы
9. to make appointments	i. ответственный за все меры

Ex. 5. Choose the right word or word-combination.

- The Queen's power is ...
a) elective b) hereditary c) unlimited
- Prime Minister is the ... ruler of the country.
a) formal b) hereditary c) virtual
- The Party which has majority in the House of Commons forms ...
a) opposition b) parliament c) government

4. It's the ... duty to make appointments to all important state offices.

a) Queen's b) Prime Minister's c) Lord Chancellor's

5. The Cabinet developed from ...

a) Privy Council b) Judicial Committee c) House of Lords

Ex. 6. Complete the sentences:

1. The Queen's power in the United Kingdom is 2. Prime Minister is the leader of the party that 3. Prime Minister is responsible for 4. The Queen has the power 5. The Privy Council consists of

Ex. 7. Insert the right words:

(Great Britain, House of Commons, Prime Minister, Parliament, Privy Council, Council, Court of Appeal, Queen).

1. ... is a monarchy. Queen's powers are limited by 2. ... is the virtual ruler of the country. 3. That party which has majority of seats in the ... forms the government. 4. The ... opens each session of Parliament with a throne speech. 5. The Queen has her own There are about 300 members in this 6. The Judicial Committee is the final

Ex. 8. Mark the statements that are true.

1. Great Britain is a constitutional monarchy. 2. The Queen's powers in Britain are unlimited. 3. The Prime Minister is the leader of the party which has majority in the House of Lords. 4. The Queen opens each session of Parliament with a throne speech. 5. The Privy Council is responsible for all government measures. 6. The Judicial Committee is the final court of appeal in Britain.

Ex. 9. Answer the questions on the text:

1. What kind of monarchy is Great Britain? 2. Is the Queen's power hereditary or elective? 3. Who is the virtual ruler of the country? 4. What are the functions of the Queen of Britain? 5. The Privy Council consists of 300 members, doesn't it? 6. What is the final court of appeal in Britain?

Ex. 10. Make a short summary of the text.

TEXT B. GOVERNMENT

Task: read the text, find the answers to the questions given below.

Effective power belongs to the Government, which is part of Parliament and responsible to it, but which also normally dominates it. The Government consists of about a hundred

politicians under the Prime Minister. Members of the Government are not elected by the House of Commons. They are nominated by the Prime Minister. The Prime Minister may also require ministers to resign. A modern government is arranged in about fifteen departments, each with its ministerial head. The number changes from time to time, as departments are split or joined together¹. All the heads of departments are members of the House of Commons.

The executive power belongs to the Cabinet of Ministers. The Cabinet consists of 16 to 24 senior ministers whom the Prime Minister has appointed. Most ministers in the Cabinet are heads of departments. The Cabinet meets once a week in No 10 Downing Street, the official residence of the British Prime Minister. Cabinet-making² is the most important part of a Prime Minister's job. The Prime Minister decides which ministers will be included. In order that it can work as a team and arrive at decisions more easily and quickly the Cabinet is restricted to about twenty members.

The Cabinet formulates a comprehensive policy covering all major issues both at home and abroad. The Cabinet has to decide on important day-to-day issues as they arise, e.g. a major strike, a run on the sterling, political upheavals abroad. It must also consider future policy. The policy decided upon by the Cabinet is implemented by the various departments of state. The Cabinet is also the Court of Appeal: This is presided over by the Lord Chief Justice of Appeal, and a quorum is three judges.

Notes:

¹ split or joined together - дробятся или соединяются

² Cabinet-making - создание кабинета

1. Which body has more powers: Parliament or the Government?

2. How is the choice of the members of the Government exercised?

3. Is the number of Ministers in the Government constant?

4. What kind of state body is the Cabinet: executive, legislative, judicial?

TEXT C. BRITISH PARLIAMENT

Task: read the text, get ready to render its contents in Russian.

The legislative power resides in Parliament, which, strictly speaking¹, consists of the Sovereign, the House of Commons and the House of Lords².

There are 635 members of the English House of Commons, or MPs as they are usually called. They are elected by popular vote and represent the counties and borough constituencies. The House of Commons seems to have most of power within Parliament. It is here that the Government is formed. The Prime Minister is usually the leader of that party which has majority in the House of Commons. Any member of the House may introduce a Bill. The maximum life of the House of Commons has been restricted³ to 5 years since the Parliament Act 1911.

Each session of Parliament is usually opened in the House of Lords. The House of Lords, or the Upper House⁴, consists of hereditary and life peers and top church officials. In the full House of Lords there are some 650 members. The House of Lords is not an elective body. The House of Lords like the Monarch has now lost most of its powers and cannot influence the process of decision-making⁵ in Parliament. In practice, the powers of the House of Lords have been truncated⁶ to limited revising and delaying functions. It is the House of Commons which is the dominant part of the legislature. The Lords and the Commons began to meet separately some five centuries ago. The House of Lords consists of the Lords «Spiritual and Temporal»⁷. The Lords Spiritual are the two archbishops (Canterbury and York) and twenty-four bishops of the Church of England. The Lords Temporal include peers by hereditary right, peers by virtue of their office (the Law Lords), and Life peers created under the Life Peerage Act, 1958.

Notes:

- ¹ strictly speaking — строго говоря
- ² the Sovereign, the House of Commons and the House of Lords — монарх, палата общин и палата лордов
- ³ to restrict — ограничивать
- ⁴ Upper House — верхняя палата парламента
- ⁵ decision-making — принятие решений
- ⁶ to truncate — сокращать
- ⁷ the Lords «Spiritual and Temporal» — лорды духовные и светские

TEXT D. PROCEDURE OF PASSING BILLS

Task: read the text and say, how many stages a bill must pass to become an Act of Parliament.

A law passing through Parliament is called a bill. It becomes a law, an Act of Parliament, when it is passed by Parliament.

Preparing a bill for submission to Parliament may take many months, and it may be preceded by other government publications. A Green Paper sets out various alternatives or discussion. Pressure groups make their views known. Government

departments concerned are also consulted. The Government then issues a White Paper containing its definite proposals for legislation. Any member of the House of Commons may introduce a bill. When the bill is introduced it receives its formal «first reading»¹ after which it is printed² and circulated to members. The first reading of a bill is scarcely³ objected to as there is no debate or amendment allowed at this stage, but a date is fixed for the second reading.

At the «second reading» the bill is debated. When this second reading takes place, the member who has introduced the bill makes speech explaining the proposed new law and his reasons for bringing it forward⁴. Some members may support the bill, but others may oppose it. There may be a discussion. If the bill passes this stage it is sent to a Committee where details are discussed and amendments generally made.

Finally the bill is given a «third reading». The House of Commons may be unanimous in favour of⁵ the bill or not. The Speaker must then call for a division⁶. If the bill has a majority of votes it will go before the House of Lords.

The House of Lords can not reject bills passed by the House of Commons. The Lords can merely delay⁷ bills which they don't like.

A bill becomes an Act of Parliament when the Queen signs it.

Notes:

- ¹ «first reading» — «первое чтение» (законопроекта)
- ² to print — печатать
- ³ scarcely — редко
- ⁴ bringing forward — выдвигание
- ⁵ in favour of — в пользу
- ⁶ call for a division — призвать к голосованию
- ⁷ to delay — отсрочить

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Словообразование: основные словообразовательные суффиксы.
2. Видо-временные формы глагола (действительный и страдательный залог).
3. Модальные глаголы и их эквиваленты.
4. Неопределенные местоимения some, any, no и их производные.
5. Согласование времен.

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Political Parties of Great Britain

1. Britain has a two-party system. From 1832 to 1918 the dominant parties were the Conservatives on the one hand and the Whigs² or Liberals on the other. Later the Labour party backed by the trade unions replaced the Liberals as the main party of reform, and since 1924 the political scene has been dominated by the Conservative and Labour parties.

2. The Conservative party or the Tories is the party supported traditionally by the rich and the privileged — the monopolists and landowners. It expresses the interests and views of the propertied class.

3. The formation of the Labour party at the beginning of the century was a victory of the labour movement. But Labour Government showed no radical change in policy from the Tories. From the very beginning there were two main trends within the party — the left socialist trend represented by the party's rank-and-file members² and the right-wing trend represented by the party's top leadership. In fact, it's sometimes extremely difficult to tell the difference between the Labour and the Conservative policies.

4. The present day political scene is a combination of various political parties: the Conservatives, the Labour, the Liberal-Democratic party. The membership and parliamentary representation of the Liberal-Democratic party today is almost insignificant, although it does play a certain role in tipping the scales between the two largest parties: the Labour and the Conservatives.

5. The main way in which people exert influence over government is through political parties. These parties organise opinion on national issues, formulating policies which they feel will meet the wishes of as many people as possible.

Notes:

¹ the Whigs — виги (историческое название Либеральной партии)

² rank-and-file members — рядовые члены

1. What are the main political parties in Great Britain?
2. What are the dominant parties in modern Britain?
3. Is the role of the Liberal party today insignificant?

4. There is little difference between the Labour and the Conservative policies, isn't there?

5. What is the ruling party in Great Britain now?

II. Письменно переведите 3-й и 5-й абзацы текста.

III. По суффиксу определите и отберите: 1) существительные 2) прилагательные 3) глаголы 4) наречия:

traditionally, landowner, formation, radical, movement, leadership, extremely, conservative, combination, political, powerful, influential, membership, representative, insignificant, social, strengthen.

IV. Определите видо-временные формы глаголов в следующих предложениях.

1. The Queen has opened the session of Parliament with a throne speech. 2. The Cabinet developed from the Queen's Privy Council. 3. The Cabinet consists of 16 to 24 ministers whom the Prime Minister has appointed. 4. Members of the House of Commons are passing into the lobbies to show which way they are voting. 5. If a bill has a majority of votes in the House of Commons it will go before the House of Lords.

V. Преобразуйте предложения из страдательного залога в действительный.

1. The Liberals were replaced by the Labour party. 2. Since 1924 the political scene of Great Britain has been dominated by the Conservatives and the Liberals. 3. The Conservatives are traditionally supported by the rich and the privileged. 4. Finally a bill will be signed by the Queen. 5. A bill is being discussed in the House of Commons now.

VI. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. A broad democratic alliance must be built. 2. The sitting is to take place in 10 Downing Street. 3. They should participate in the movement aiming to bring about fundamental change. 4. The Liberals couldn't prevent the establishment of the Labour party. 5. Every right enjoyed by the British working class had to be won in the course of bitter struggle. 6. Each constituency is able to elect only one member to Parliament.

VIII. Выберите нужное местоимение из данных в скобках.

1. I have not seen him for (some, any) years. 2. Is (something, anything) wrong with my papers? 3. (Everybody, somebody) should know his rights and enjoy them. 4. For more than seventy

years we knew (anything, nothing) about the true history of our country. 5. You can take this book at (some, any) library.

IX. Поставьте сказуемое в придаточных предложениях в нужную видо-временную форму, учитывая правила согласования времен.

1. Newspapers reported that the session (to begin) its work two weeks later. 2. He wondered if the committee (to discuss) all the questions on the agenda. 3. She said she (to phone) from the office then. 4. I thought it (to be) a financial bill.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Elections in Great Britain

1. The maximum life of the House of Commons has been restricted to five years since the Parliament Act 1911. The franchise (right to vote) became universal for men in the nineteenth century. Women's suffrage came in two stages (1918 and 1928).

2. For parliamentary elections the United Kingdom is divided into 650 constituencies of roughly equal population. The average constituency contains about 60,000 registered votes. Any British citizen from the age of 18 registered as an elector for the constituency elects a single member to the House of Commons.

3. Voting is on the same day (usually on Thursday) in all constituencies, and the voting stations are open from 7 in the morning till 9 at night. Each voter has only one vote, if he knows that he will be unable to vote, because he is ill or has moved away or must be away on business, he may apply in advance to be allowed to send his vote by post. Voting is not compulsory. But in the autumn of each year every householder is obliged by law to enter on the register of electors the name of every resident who is entitled to vote. Much work is done to ensure that the register is complete and accurate. It's only possible to vote at the polling station appropriate to one's address.

4. As in Britain the political scene is dominated by the Conservatives and the Labour Party, in every constituency each of these parties has a local organization whose first task is to choose the candidate and which then helps him to conduct his local campaign. Any British subject can be nominated as a candidate, there is no need to live in the area, though peers, clergymen,

lunatics and felons in prison are disqualified from sitting in the House of Commons.

5. There are usually more than two candidates for each seat. The candidate who wins the most votes is elected. This practice is known as the majority electoral system.

1. How often are the elections held in Great Britain?
2. How many constituencies are there in the United Kingdom?
3. Are electors allowed to vote by post?
4. Is voting compulsory?
5. Who can be nominated a candidate at the election?
6. What's «the majority electoral system»?

II. Письменно переведите 2-й и 4-й абзацы текста.

III. По суффиксу определите и отберите: 1) существительные, 2) прилагательные, 3) глаголы, 4) наречия:

restriction, universal, parliamentary, elections, roughly, population, equally, constituency, Parliament, station, voter, compulsory, householder, elector, accurate, appropriate, organization, conservative, local, majority, electoral, broaden.

IV. Определите видо-временные формы глаголов в следующих предложениях.

1. People did not realize the importance of this problem a few years ago. 2. Only by the beginning of the 20th century the actual evidence of the strength of the British labour movement had appeared. 3. I think he has achieved great success in his studies. 4. Economic cooperation with foreign countries is gaining a growing importance now. 5. We shall discuss new aspects of privatization at the next seminar.

V. Преобразуйте предложения из действительного залога в страдательный.

1. The Parliament Act 1911 has restricted the life of the House of Commons. 2. Electoral law divides the United Kingdom into 650 constituencies. 3. Each constituency will elect a single member to the House of Commons. 4. The authorities allowed their electors to send votes by post. 5. The committee is still discussing the bill.

VI. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. Any British citizen from the age of 18 can be registered as an elector for the constituency. 2. If a person is unable to vote because he is ill he may be allowed to vote by post. 3. To be a candidate a person needn't live in the area. 4. Every householder

must enter on the register of electors the names of all residents who can vote. 5. During the cold war Europe had to choose between another war or peaceful coexistence. 6. Each member of the General Assembly is to vote only once.

VIII. Выберите нужное местоимение из данных в скобках.

1. At present (some, any) person knows almost everything about this phenomenon. 2. He is absent today. I'm afraid (something, anything) has happened to him. 3. (Some, any) centuries ago people did not know (anything, nothing) about electricity. 4. I'm sorry, I couldn't find (something, anything) in this article.

IX. Поставьте сказуемое в придаточных предложениях в нужную видо-временную форму, учитывая правила согласования времен.

1. She said she (to be) a first-year student of the Law Faculty. 2. They hoped they (to become) qualified specialists in future. 3. My friend told me he already (to translate) the article. 4. I knew he (to be going) on a business trip.

UNIT III AGENTS OF THE LAW

Section I. TOPICAL VOCABULARY

	Index
abolish [ə'bolɪʃ] <i>v</i> отменять	C
accused [ə'kjuzd] <i>a</i> обвиняемый	T ₂
acquit [ə'kwɪt] <i>v</i> оправдывать	T ₁
appear [ə'piə] <i>v</i> выступать в суде	C
appearance [ə'piərəns] <i>n</i> появление, явка в суд	C
bar [bɑ:] <i>n</i> адвокатура	C
case [keɪs] <i>n</i> судебное дело	T ₁
charge [tʃɑ:dʒ] <i>n</i> обвинение	C
to move a charge выдвинуть обвинение	T ₁
civil ['sɪvɪl] <i>a</i> гражданский	T ₂
convict [kən'vɪkt] <i>v</i> осудить	T ₁
counsel ['kaunsəl] <i>n</i> участвующий в деле адвокат	T ₁
counsel for the defence защитник обвиняемого	C
counsel for the prosecution обвинитель	C
crime [kraɪm] <i>n</i> преступление; преступность	B
petty crime мелкое преступление	T ₂
criminal ['krɪmɪnəl] <i>a</i> уголовный, преступный	D
criminal proceeding уголовный процесс	D

cross-examine ['krɒsɪg'zæmɪn] <i>v</i> вести перекрестный допрос	T ₁
deal (with) <i>v</i> иметь дело (с чем-л., кем-л.), рассматривать	B
to deal with a case вести процесс (дело)	A
defend [dɪ'fend] <i>v</i> защищать (ся)	A
defendant [dɪ'fendənt] <i>n</i> обвиняемый, ответчик	T ₂
depend [dɪ'pend] (on, upon) <i>v</i> зависеть	B
dependence [dɪ'pendəns] <i>n</i> зависимость	A
dependent [dɪ'pendənt] <i>a</i> зависимый	A
determine [dɪ'tɜ:mɪn] <i>v</i> устанавливать, определять	A
discharge [dɪs'tʃɑ:dʒ] прекращать уголовное преследование	T ₁
evidence ['eɪvɪd(ə)ns] <i>n</i> доказательство; свидетельские показания	B
fine [faɪn] <i>n</i> штраф	T ₁
guarantee [ˌgær(ə)n'ti:] <i>v</i> гарантировать	T ₁
imprisonment [ɪm'prɪznmənt] <i>n</i> тюремное заключение, содержание под стражей	T ₁
life imprisonment пожизненное заключение	T ₁
inflict [ɪn'flɪkt] <i>v</i> налагать (наказание и т.п.)	A
to inflict punishment назначать наказание	T ₁
institute [ɪn'stɪtju:t] <i>v</i> устанавливать, учреждать; начинать (следствие и т.п.)	A
to institute proceedings (case) возбуждать дело	A
judiciary [dʒu:'dɪʃɪəri] <i>n</i> суд, судебная власть	B
juror ['dʒuərə] <i>n</i> присяжный заседатель	C
jury ['dʒuəri] <i>n</i> суд присяжных	C
lawyer ['lɔ:je] <i>n</i> юрист, адвокат	A
legal ['li:ɡəl] <i>a</i> правовой	A
murder ['mɜ:də] <i>n</i> убийство (преднамеренное)	D
obligation [ɒblɪ'geɪʃ(ə)n] <i>n</i> обязательство	C
offence [ə'fens] <i>n</i> правонарушение, преступление	D
indictable offence преступление, преследуемое по обвинительному акту	D
offend [ə'fend] <i>v</i> совершить преступление	T ₁
offender [ə'fendə] <i>n</i> правонарушитель, преступник	T ₁
penalty ['penəltɪ] <i>n</i> наказание; штраф	T ₁
plaintiff [pleɪntɪf] <i>n</i> истец	T ₁
plead ['pli:d] <i>v</i> делать заявление	T ₁
to plead guilty признать себя виновным	T ₁
to plead not guilty заявлять о своей невиновности	T ₁
preventive [prɪ'ventɪv] <i>a</i> предупредительный, превентивный	T ₁
preventive detention превентивное заключение	T ₁
proceed [prə'si:d] <i>v</i> привлекать к суду; возбуждать процесс	T ₁
proceedings [prə'si:diŋz] <i>n</i> процессуальное действие, процесс, судопроизводство	D

prosecute [ˈprɒsɪkjʊ:t]	υ преследовать в судебном порядке	D
prosecution [ˌprɒsɪˈkjuːʃ(ə)n]	п судебное преследование	D
witness for the prosecution	свидетель обвинения или свидетель со стороны истца	T ₁
punish [ˈpʌnɪʃ]	υ наказывать, карать	T ₁
punishment [ˈpʌnɪʃmənt]	п наказание	T ₁
refer [rɪˈfəː]	υ отсылать; передавать на рассмотрение	D
represent [ˌreprɪˈzent]	υ представлять	D
retire [rɪˈtaɪə]	υ уходить в отставку	C
retry [rɪˈtraɪ]	υ повторно разбирать дело	C
select [sɪˈlekt]	υ отбирать, выбирать	B
sentence [ˈsentəns]	п приговор, наказание	T ₁
sentence	υ приговаривать, осуждать	T ₁
sue [sjuː]	υ предъявлять иск	T ₁
summarize [ˈsʌməraɪz]	υ резюмировать, подводить итог	B
summon [ˈsʌmən]	υ вызывать в суд	T ₁
summons [ˈsʌmənz]	п судебная повестка, извещение ответчика о предъявленном иске	T ₁
supervise [ˈsjʊpəvaɪz]	υ наблюдать; осуществлять надзор	D
trial [ˈtraɪəl]	п судебный процесс, судебное разбирательство	T ₁
undertake [ˈʌndəˌteɪk]	υ предпринимать	A
verdict [ˈvɛdɪkt]	п решение суда присяжных, вердикт	T ₁
violate [ˈvaɪəleɪt]	п нарушать (право, закон)	D
to return a verdict	выносить вердикт	T ₁
will [wɪl]	п завещание	T ₂
to make a will	составить завещание	T ₂
witness [ˈwɪtnɪs]	п свидетель	T ₂

Section II. READING MATERIAL

TEXT A. THE LEGAL PROFESSION

Task: read the text, translate it into Russian in written form.

The court system is dependent upon the legal profession to make it work. Although individuals can institute cases and defend them normally lawyers do this job for them. The legal profession is the normal source of judicial personnel for any court system.

England is almost unique in having two different kinds of lawyers, with separate jobs in the legal system. The two kinds of lawyers are solicitors and barristers¹. This division of the legal profession is due mainly to historical causes. Each branch has its own characteristic functions and a separate governing body.

The division has a number of significant impacts upon the judicial system. It is the main reason for the separation between

civil and criminal courts. It also has a significant impact upon judicial appointments.

The traditional picture of the English lawyer is that the solicitor is the general practitioner, confined mainly to the office. The solicitor is the legal adviser of the public. Members of the public are able to call at a solicitor's office and seek his advice in a personal interview. The barrister is the specialist adviser much of whose time is taken up with court-room appearance. A barrister can only be consulted indirectly through a solicitor. Today however the lines of demarcation are blurred.

There is approximately one solicitor to every 1300 of the population, with considerable regional and local variations. There is a heavy concentration in commercial centres. The ratio for barristers is about one per every 10,000. Taking the legal profession as a whole (38,500), there is one practising lawyer per 1200 people. This compares with about one lawyer per 600 in the USA. But a lot of work in English solicitors' offices is undertaken by managing clerks, now called «legal executives»², who are a third type of lawyers. (Legal executives now have their own professional and examining body — «the Institute of Legal Executives»).

Notes:

¹ solicitor — солиситор, стряпчий (юрист, консультирующий клиентов, организации и фирмы; подготавливает дела для барристеров)

barrister — барристер (адвокат, имеющий право выступать в высших судах)

² "legal executives" — законные исполнители (персонал, нанимаемый солиситорами, клерки)

EXERCISES

Ex. 1. Read the international words and guess their meaning. Mind the stress.

'system	pro'fession	indi'vidual
'barrister	so'licitor	demar'cation
'function	his'torical	characte'ristic
'specialist	tra'ditional	person'nel
'interview	com'mercial	concen'tration

Ex. 2. Memorize the following pairs of derivatives:

N → Adj	Adj → Adv
history — historical	normal — normally
tradition — traditional	main — mainly
region — regional	indirect — indirectly
commerce — commercial	approximate — approximately
profession — professional	separate — separately

execute – execution
concentrate – concentration
demarcate – demarcation

divide – division
appear – appearance

Ex. 3. Transform as in the models:

Model 1: to interpret the law — interpretation of the law
to divide the legal profession; to institute a case; to appoint judges; to select magistrates; to determine the facts;

Model 2: office of the solicitor — the solicitor's office
advice of the solicitor; functions of the jury; summing up of the judge; Law Officer of the Government;

Model 3: system of court — court system
judges of High Court; officers of police; departments of government; system of law.

Ex. 4. Match English and Russian equivalents:

- | | |
|-----------------------------|--|
| 1. court system | a. характерные функции |
| 2. to institute a case | b. юридическая профессия |
| 3. legal profession | c. обратиться за советом |
| 4. historical cause | d. выступление в суде |
| 5. characteristic functions | e. личная беседа |
| 6. to seek advice | f. судебная система |
| 7. legal adviser | g. большое количество |
| 8. court-room appearance | h. возбудить дело |
| 9. heavy concentration | i. историческая причина |
| 10. personal interview | j. юрисконсульт, советник по правовым вопросам |

Ex. 5. Choose the right word or the word-combination.

- The court system is dependent upon the ...
a) legal system b) governing body c) legal profession
- England is almost ... in having two different kinds of lawyers.
a) characteristic b) unique c) historical
- The division of the legal profession is due to the ...
a) governing body b) characteristic functions c) historical causes
- Each branch has its own characteristic functions and a separate ... body.
a) governing b) examining c) executive
- A lot of work in English solicitors' offices is undertaken by ...
a) solicitors b) legal executives c) barristers

Ex. 6. Complete the sentences:

1. The court system is dependent upon 2. The legal profession is the source of judicial personnel for 3. The two kinds of lawyers are 4. The solicitor is 5. The barrister is

Ex. 7. Insert the necessary preposition.

(of, due to, at, in, upon, through)

1. The court system is dependent ... the legal profession to make it work. 2. England is unique ... having two different kinds of lawyers. 3. This division of the legal profession is ... historical causes. 4. Members ... the public are able to call ... a solicitor's office. 5. A barrister can only be consulted indirectly ... a solicitor.

Ex. 8. Mark the statements that are true:

1. The court system is independent of the legal profession. 2. England is almost unique in having two different kinds of lawyers: solicitors and barristers. 3. The solicitor is the legal adviser of the public much of whose time is taken up with court-room appearance. 4. There is a heavy concentration of barristers in commercial centres. 5. A lot of work in English solicitors' offices is undertaken by «legal executives». 6. Taking the legal profession as a whole, there is one practising lawyer per 1200 people.

Ex. 9. Answer the questions on the text:

1. What is the court system dependent upon? 2. The division of the legal profession is due mainly to historical causes, isn't it? 3. What are the two kinds of lawyers in England? 4. Are solicitors mostly concentrated in towns? 5. What is a third type of lawyers?

Ex. 10. Give a short summary of the text.

TEXT B. JUDGES

Task: read the text, find the answers to the questions given below.

The judge is the presiding officer of the court. The statutory basis for the appointment of judges dates from the Act of Settlement 1700¹.

Judges are not themselves a separate profession: they are barristers who have been elevated to the bench², itself a name derived from the part of the Court where they sit.

The judge decides the interpretation of the law. After all the evidence has been given the judge summarizes the case, both law and facts, for the jury. This is called his summing up.

Judges cannot be removed from office on account of political considerations — the independence of the judiciary is, at least theoretically, guaranteed.

The professional judges, «High Court Judges», deal with the most serious crimes. They are paid salaries by the state. Alongside with professional judges there are unpaid judges. They are called «Magistrates» or «Justices of the Peace» (JPs)³. They are ordinary citizens who are selected not because they have any legal training but because they have «sound common sense⁴» and understanding of their fellow human beings. They give up their time voluntarily.

Magistrates are selected by special committees in every town and district. Nobody, not even the Magistrates themselves, knows who is on the special committee in their area. The committee tries to draw Magistrates from different professions and social classes.

The work of the Magistrates' Courts⁵ throughout the country depends on the unpaid services of JPs.

Notes:

¹ Act of Settlement — Акт о престолонаследии (облек Ганноверскую династию правом престолонаследия, закрепив английский престол за протестантами).

² ...be elevated to the bench — возвысить до положения судьи (букв. скамья, используется в собирательном смысле по отношению к судьям или магистратам в суде).

³ Magistrate, Justice of the Peace (JP) — судья, мировой судья.

⁴ «Sound common sense» — (зд.) чувство здравого смысла

⁵ Magistrates' Court — суд магистратов, мировой суд (рассматривает дела о мелких преступлениях).

1. Are judges themselves a separate profession?
2. What is judge's summing up?
3. What do judges deal with?
4. Are magistrates paid salaries?
5. Who are magistrates selected by?
6. What does the work of Magistrates' Courts depend on?

TEXT C. JURIES

Task: read the text, get ready to render its contents in Russian.

The use of the jury in English law stretches far into history, the modern English jury now owes its statutory existence to the Juries Act 1974. To qualify for jury service it is necessary to be a registered elector between the ages of 18 and 65 (the property qualification for jurors was abolished). All those people connected with the law by way of occupation (including ex-prisoners) are

ineligible to jury service, as well as the clergy and the mentally ill. Barristers, solicitors and police officers must have retired from that work for a minimum of ten years. The call to jury service is regarded as an obligation. A jury is normally composed of twelve persons whose names have been selected at random¹ from the list of qualified jurors for the area. Its verdict must be unanimous (it is essentially one of «guilty» or «not guilty») and, in the event of failure to reach agreement, the case is retried before another jury. Only 6—7% of jury decisions are by a majority verdict.

Juries most frequently appear in criminal cases in the Crown Courts. The function of the jury is to determine the facts, having heard the judge's summing up and his directions on questions of law.

Counsel for the defence or the defendant have the right to object to jurors without giving reasons, the maximum number of peremptory challenging² being reduced to three.

Notes:

¹ at random — наугад, случайно

² peremptory challenging — отвод без указания причины

TEXT D. THE ATTORNEY-GENERAL AND THE DIRECTOR OF PUBLIC PROSECUTIONS

Task: read the text and say what responsibilities of the Attorney-General and Director of Public Prosecutions are.

The Attorney-General¹ is the Government's chief Law Officer and his deputy is the Solicitor-General². They are primarily concerned with representing the Crown in Courts. The Attorney-General advises the Government on legislative proposals and on criminal proceedings which have a political or public element. He may take advice from his colleagues in the Government but he cannot be instructed by them.

The Attorney-General is a member of Government, he is not actually a member of the Cabinet itself.

The Attorney-General has the power to stop proceedings for any indictable offence. He has certain administrative functions of which the most important is the control of the Director of Public Prosecutions³.

The DPP's office was established under the Prosecution of Offences Act 1879. The Director undertakes about 7,000 prosecutions a year himself and is constantly required to give advice to the police, the main prosecuting agencies, as well as to central government departments and magistrates clerks.

Offences which must be referred to the DPP include murder; buggery; impeding an arrest or prosecution; certain violations of the Fair Trading, firearms, the ill-treatment of mental patients.

Offences which must be referred to the Attorney-General include corruption; possessing explosive substances; hijacking; and breaches of the Official Secrets Act.

Notes:

¹ Attorney-General — генеральный прокурор (*министерский пост*)

² Solicitor-General — генеральный стряпчий (*фактический заместитель генерального прокурора, член правительства*)

³ Director of Public Prosecutions (DPP) — директор государственного обвинения (*главный прокурор, выступает как обвинитель по всем важным делам*).

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Видо-временные формы глагола действительного и страдательного залога (повторение).
2. Неличные формы глагола (инфинитив, причастие, герундий) и конструкции с ними.
3. Сослагательное наклонение. Типы условных предложений.
4. Употребление местоимений *it* и *one*.
5. Усилительная конструкция *it is ... that*.
6. Типы придаточных предложений. Союзное и бессоюзное подчинение.

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Administration of Justice in Great Britain

1. Persons offending against the law are summoned before a court of law. The summons issued by the court states the charges moved against the offender by the persons suing him. When a defendant is brought before a court the charge is read out to him and he is asked whether he pleads guilty or not guilty. If he pleads guilty he is sentenced by the court. If he pleads not guilty, a jury of 12 persons must be formed and summoned to attend the court.

2. The trial begins with opening the case for the prosecuting party and hearing the evidence of the witnesses for the prosecution. On the completion of the plaintiff's case and

evidence, the defendant's case is stated and evidence is heard in support of it.

3. The accused is entitled to be defended by the counsel. Witnesses for the prosecution may be cross-examined by the accused or his counsel. The accused may call witnesses or give evidence in his own defence. At the conclusion of the evidence, and after speeches on both sides, the judge sums up the case to the jury. The jury consider the verdict. If they decide that the accused is not guilty, he is immediately discharged. If the jury return the verdict of guilty, sentence is pronounced by the judge.

4. The following punishments for crime can be inflicted: life imprisonment, imprisonment consisting in corrective training or preventive detention; detention centres¹ for juvenile delinquents², persons between 16 and 21, convicted of offences punishable with imprisonment; fine, a money penalty, generally imposed for minor offences; probation³ — placing the offender under the supervision of a probation officer and so on.

5. The defendant may appeal against the sentence to the Court of Appeal up to the House of Lords, which is the supreme judicial body of Great Britain.

Notes:

¹ detention centre — центр заключения

² juvenile delinquent — несовершеннолетний правонарушитель

³ probation — испытание

⁴ probation officer — инспектор, наблюдающий за преступником, направленным на работу

1. What does the summons state?
2. When is a defendant sentenced by the court?
3. Whom is the accused defended by?
4. For what offences is a fine imposed?
5. What is the supreme judicial body in Great Britain?

II. Письменно переведите 3-й и 4-й абзацы текста.

III. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. We (to have) a lecture on criminology next Monday. 2. A number of important documents (to sign) already. 3. The accused (to guarantee) the right to defence. 4. When the felon (to commit) the crime he knew it was unlawful. 5. When all the evidence (to give) counsels for both sides made speeches.

IV. Из 2-го абзаца текста выпишите предложения, содержащие слова с суффиксом *-ing*. Определите, какой частью речи они являются.

V. Подчеркните в следующих предложениях инфинитив и определите его форму и функцию.

1. Witnesses for the prosecution may be cross-examined. 2. The House of Lords has no power to throw out a bill relating to money. 3. The defendant preferred to make a statement through his solicitor. 4. The object of punishment is to reform and educate the guilty person. 5. The judge must have discharged one of the jurors. 6. He went to Oxford to study law.

VI. Переведите предложения, содержащие конструкции с различными формами глагола.

1. A bill being signed by the Queen, it becomes an act of Parliament. 2. For the International Court of Justice to give an advisory opinion on any legal questions it must have a request from the General Assembly or the Security Council. 3. We expect him to conduct the defence. 4. They heard the plaintiff give evidence. 5. The arrest of the criminal is reported to have been affected. 6. Any state machine is known to reflect the interests of the ruling class.

VII. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. If a barrister (to agree) he will take this case. 2. If you (to be) absolutely sincere with your solicitor he would help you. 3. This man would not have been imprisoned if he (not to violate) the law.

VIII. Переведите предложения, обращая внимание на функции и значение слов *it* и *one*.

1. It is not easy to cross-examine all witnesses in a short period of time. 2. Law cannot be separated from the judges who interpret and administer it. 3. It is the Cabinet and not Parliament that controls and runs the nation's affairs in England. 4. Business contacts as well as cultural ones contribute to mutual understanding and trust among peoples. 5. One must observe the law.

IX. Определите тип подчинения. В бессоюзных придаточных предложениях отметьте, где может находиться опущенный союз.

1. The basic law of the USA is the Constitution which was adopted in 1789. 2. I hope they received the sentence they deserved. 3. Counsel for the defence tried to show that the accused was not guilty.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Barristers and Solicitors

1. Most barristers are professional advocates earning their living by the presentation of civil and criminal cases in court. A barrister must be capable of prosecuting in a criminal case one day, and defending an accused person the next, or of preparing the pleadings and taking the case for a plaintiff in a civil action one day, and doing the same for a defendant the next. Barristers are experts in the interpretation of the law. They are called in to advise on really difficult points.

2. A would-be barrister¹ must first register as a student member of one of the four Inns of Court². A student must pass a group of examinations to obtain a law degree and then proceed to a vocational course, the passing of which will result in his being called to the Bar³.

3. All practising barristers are junior counsels unless they have been designated Queen's Counsels (QC)⁴. QC is expected to appear only in the most important cases.

4. If a person has a legal problem he will go and see a solicitor. There is no end to the variety of matters which a solicitor deals with. He does legal work involved in buying a house, he writes legal letters for you and carries on legal arguments outside Court, he prepares the case and the evidence. If you want to make a will the best man to advise you is a solicitor.

5. In a civil action solicitors have a right to speak in the County Court, when the case is one of divorce or recovering some debts, and they deal with petty crimes and some matrimonial matters in Magistrates Courts, the lowest Courts.

6. To become a solicitor a young man joins a solicitor as a «clerk» and works for him while studying part time for the Law Society⁵ exams. When you have passed all the necessary exams, you may apply to the Law Society to be «admitted». After that you can practise, which means you can start business on your own.

Notes:

¹ would-be barrister — будущий барристер

² Inns of Court — «Судебные инны» (четыре корпорации барристеров в Лондоне; пользуются исключительным правом приема в адвокатуру; в школах при этих корпорациях готовят барристеров; существуют с XIV в.)

³ to be called to the Bar — быть принятым в коллегию адвокатов

⁴ Queen's Counsel (QC) — королевский адвокат (высшее адвокатское звание)

⁵ Law Society — Общество юристов (профессиональный союз солиситоров)

1. What must a barrister be capable of?
2. What must a person do to become a barrister?
3. When can a barrister be called to the Bar?
4. What matters does a solicitor deal with?
5. In what courts does a solicitor have the right to speak?

II. *Письменно переведите 4-й и 5-й абзацы текста.*

III. *Раскройте скобки, употребив глагол в нужной видо-временной форме.*

1. In a year we (to study) criminal law. 2. The case is rather complicated. The jury still (to discuss) a verdict. 3. The convicted person just (to take) to prison. 4. Don't come in! The court (to sit). 5. The doctor said that the victim (to kill) a few hours before.

IV. *Из 1-го абзаца текста выпишите предложения, содержащие слова с суффиксом -ing. Определите, какой частью речи они являются.*

V. *Подчеркните в следующих предложениях инфинитив и определите его форму и функцию.*

1. To grant pardon is the prerogative of the Crown. 2. They must have been arrested over a year ago. 3. The victim is the first person to be interviewed. 4. He seems to be investigating a criminal case. 5. A student must pass a group of examinations to obtain a law degree. 6. The aim of the preliminary investigation is to draw up an indictment.

VI. *Переведите предложения, содержащие конструкции с неличными формами глагола.*

1. The lower chamber having passed the bill, it went to the upper chamber. 2. For any state to become a member of the United Nations it is necessary to accept the obligations under its Charter. 3. They want the execution of the sentenced to be postponed. 4. Nobody expected her to testify against her brother. 5. The Queen's Counsels are expected to appear only in the most important cases. 6. He was reported to be preparing an account of the indictment.

VII. *Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.*

1. If the jury (to consider) a prisoner guilty, the judge pronounces a sentence. 2. He would have never taken the case if the barrister (not to believe) in his innocence. 3. If the investigator (to have) more evidence, he would be able to prove the case.

VIII. *Переведите предложения, обращая внимание на функции и значение слов it и one.*

1. It is not easy to investigate a criminal case. 2. As the trial was open to the public many people attended it. 3. It was the Prison Act (1865) which introduced a new approach to imprisonment in England. 4. A «written constitution» is one the whole of which is contained in one or more documents which possess the force of law. 5. One must observe traffic rules.

IX. *Определите тип подчинения. В бессоюзных придаточных предложениях отметьте, где может находиться союз.*

1. Roman law is one of the greatest systems that has ever existed. 2 They assumed they would be dealing with a gang of dangerous criminals. 3. The Queen formally appoints the judges on the recommendation of the Lord Chancellor who makes the real selection.

Keys

Unit II

Ex. 4. 1-e, 2-f, 3-b, 4-c, 5-d, 6-a, 7-h, 8-i, 9-g.

Ex. 5. 1-b, 2-c, 3-c, 4-c, 5-a.

Unit III

Ex. 4. 1-f, 2-h, 3-b, 4-i, 5-a, 6-c, 7-j, 8-d, 9-g, 10-e.

Ex. 5. 1-c, 2-b, 3-c, 4-a, 5-b.

UNIT I

FROM THE HISTORY OF THE ENGLISH LANGUAGE

Section I. TOPICAL VOCABULARY

	Index
acquisition [ˌækwɪzɪʃn] <i>n</i> приобретение, заимствование	D, T ₂
adjective [ˈædʒɪktɪv] <i>n</i> грам. имя прилагательное	T ₂
agree [əˈɡri:] <i>v</i> соглашаться, грам. согласоваться	B
article [ˈɑ:tɪkl] <i>n</i> 1) статья, 2) грам. артикль	T ₂
average [ˈævərɪdʒ] <i>a</i> средний	D
belong [bɪˈlɒŋ] (to) <i>v</i> принадлежать	T ₂
borrowing [ˈbɒrɔʊɪŋ] <i>n</i> лингв. заимствование	A
change [tʃeɪn(d)ʒ] <i>v</i> менять, изменять	T ₁
change <i>n</i> изменение	T ₁
choose [tʃu:z] <i>v</i> выбирать	B
communication [kə.mju(:)nɪˈkeɪʃ(ə)n] <i>n</i> общение, связь	C
complete [kəmˈpli:t] <i>a</i> законченный, совершенный	B
conjugate [ˈkɒn(d)ʒuːɡeɪt] <i>v</i> грам. спрягать	T ₂
consequence [ˈkɒnsɪkwəns] <i>n</i> результат, следствие	D
considerable [kənˈsɪd(ə)rəbl] <i>a</i> значительный	D
content [ˈkɒntent] <i>n</i> содержание	C
contribute [kənˈtrɪbjʊt] (to) <i>v</i> способствовать, вносить вклад	A
dedicate [ˈdedɪkeɪt] <i>v</i> посвящать	B
dialect [ˈdaɪəlekt] <i>n</i> диалект, говор	A, T ₁
differ [ˈdɪfə] <i>v</i> отличаться	A
discovery [dɪsˈkʌv(ə)rɪ] <i>n</i> открытие	T ₁
ending [ˈendɪŋ] <i>n</i> окончание, конец; грам. флексия	T ₂
enormous [ɪˈnɔ:məs] <i>a</i> громадный	D
exist [ɪgˈzɪst] <i>v</i> существовать, быть	B
foreign [ˈfɔ:rn] <i>a</i> иностранный	C
heterogeneous [ˈhetərə(u)ˈdʒi:njəs] <i>a</i> неоднородный	B
increase [ˈɪnkri:s] <i>n</i> рост, увеличение	D
increase [ɪnˈkri:s] <i>v</i> увеличивать(ся)	D
inflection [ɪnˈfleks(ə)n] <i>n</i> грам. флексия	T ₂
influence [ˈɪnfluəns] <i>n</i> влияние, воздействие	A
influence <i>v</i> оказывать влияние	A

influx [ˈɪnflʌks] <i>n</i> приток	D
intercourse [ˈɪntə(:)kɔ:s] <i>n</i> общение	A
introduce [ˈɪntroʊˈdju:s] <i>v</i> вводить, включать	A, T ₁
investigate [ɪnˈvestɪɡeɪt] <i>v</i> изучать, исследовать	D
language [ˈlæŋɡwɪdʒ] язык	A
literacy [ˈlɪt(ə)resi] <i>n</i> грамотность	C
loan-word [ˈləʊnwɜ:d] <i>n</i> лингв. заимствованное слово	D
local [ˈləʊk(ə)l] <i>a</i> местный	A
native [ˈneɪtɪv] <i>a</i> родной	A, T ₁
native speaker носитель языка	D
noun [naʊn] <i>n</i> грам. существительное	T ₂
peculiar [pɪˈkju:lɪə] <i>a</i> особенный, своеобразный	A
preserve [prɪˈzɜ:v] <i>v</i> сохранять	B
pronunciation [prəˈnʌnsiˈeɪʃ(ə)n] <i>n</i> произношение, выговор	A
recognize [ˈrekəɡnaɪz] <i>v</i> признавать	B
refuse [rɪˈfju:z] <i>v</i> отказывать	B
restore [rɪsˈtɔ:] <i>v</i> восстанавливать	B
revival [rɪˈvaɪv(ə)l] <i>n</i> возрождение	D
the Revival of Learning Возрождение (Ренессанс)	D
root [ru:t] <i>n</i> грам. корень	D, T ₁
share [ʃeə] <i>v</i> делить, распределять	C
spread [spred] <i>v</i> распространять	T ₁
study [ˈstʌdi] <i>n</i> исследование	D
structure [ˈstrʌktʃə] <i>n</i> структура, строение	T ₂
teach [ti:tʃ] <i>v</i> учить, обучать	A
undergo [ˌʌndəˈɡəʊ] <i>v</i> подвергаться	A
use [ju:z] <i>v</i> использовать, употреблять	A
verb [vɜ:b] <i>n</i> грам. глагол	T ₂
valid [ˈvælɪd] <i>a</i> действительный, имеющий силу; действующий	B
vocabulary [vəˈkæbjʊləri] <i>n</i> словарь, словарный состав языка	A

Section II. READING MATERIAL

TEXT A. ABOUT THE ENGLISH LANGUAGE

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

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

The English we study (the model used in the teaching of English overseas) is known as Standard English¹. Standard English is the official language used in Great Britain. It is taught at schools and universities. It is used in literature, by the press, the radio and television and spoken by educated people.

Besides Standard English there are very many local dialects in Great Britain. Under the influence of Standard English taught at school and the speech cultivated by the radio, television and the cinema the local dialects are undergoing a change. The old local dialects are mainly preserved in the countryside and for the most part in the speech of elderly people.

A few words should be said about Cockney English². It is known at least by name to a large number of people living outside the English speaking countries. Cockney is a class dialect spoken by about two million working-class Londoners — Cockneys³ — in the East End of London. It differs from Standard English by its peculiar pronunciation.

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

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

Notes:

¹ Standard English — литературный английский язык

² Cockney English — кокни (лондонское просторечие)

³ Cockney — кокни, уроженец Лондона (особ. восточной части)

EXERCISES

Ex. 1. Read these international words and guess their meanings. Mind the stress.

ˈliterature	coˈlonial	uniˈversity
ˈradio	exˈpansion	ˌsepəˈration
ˈdialect	oˈfficial	ˌcultiˈvated
ˈflora	reˈsult	ˌgeoˈgraphical
ˈfauna	voˈcabulary	ˌaboˈrigenes

Ex. 2. Memorize the following pairs of derivatives:

V+er → N	V+tion → N
use — user	inform — information
teach — teacher	educate — education
find — finder	preserve — preservation
speak — speaker	pronounce — pronunciation
learn — learner	separate — separation
take — taker	investigate — investigation
leave — leaver	introduce — introduction

Ex. 3. Transform as in the models:

Model 1: to pronounce words — the pronunciation of words
to improve pronunciation; to translate a text; to investigate a problem; to introduce new elements; to develop certain differences; to recognize a writer

Model 2: problems of a language — language problems
changes of a dialect; departments of the University; patterns of speech; differences of (in) vocabulary; resources of vocabulary; complexity of language

Ex. 4. Match English and Russian equivalents:

1. English speaking countries	a. претерпеть изменения
2. to undergo changes	b. под влиянием
3. peculiar pronunciation	c. во всем мире
4. under the influence	d. различия в словарном составе и произношении
5. differences in vocabulary and pronunciation	e. сохраняться в сельской местности
6. all over the world	f. дальнейшее распространение
7. to be preserved in the countryside	g. англоязычные страны
8. further spread	h. особое произношение

Ex. 5. Complete the sentences:

1. English is one of the 2. English is spoken in 3. The English we study is known as 4. Standard English is used in 5. Besides Standard English there are many 6. English spoken outside the British Isles has developed certain differences in 7. In fact English has become the language of

Ex. 6. Choose the right word.

1. English is a widely used
a) dialect b) language c) pattern

2. Standard English is an ... language.
 - a) artificial b) official c) local
3. The old local dialects are mainly preserved in ...
 - a) the towns b) the countryside c) London
4. The English spoken outside Great Britain has developed certain differences in ...
 - a) literature b) pronunciation c) structure
5. Differences in the way of life and culture call for new words in the general English ...
 - a) model b) vocabulary c) grammar

Ex. 7. Answer the questions on the text.

1. Is English one of the world's most widely used languages?
2. In what countries is it spoken?
3. How many people speak English?
4. How do we call the official language used in Great Britain?
5. Where is Standard English taught and used?
6. What can you say about English dialects? Are there many of them?
7. What is the Cockney English?
8. Why has English spoken outside the British Isles undergone certain changes?

Ex. 8. Make a short summary of the text.

TEXT B. LANGUAGES OF THE BRITISH ISLES

Task: read the text, find the answers to the questions given below.

It may surprise you to know that until a few centuries ago there were many natives of what we call the British Isles, who did not speak English. The Western land of Wales spoke Welsh¹; in the farthest north and the islands of Scotland the language was Gaelic²; and a similar language, Irish Gaelic, was spoken in Ireland; Manx³ was the language of the Isles of Man, and Cornish⁴ that of the south-western tip of Britain.

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

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

Since the early 1970s, more and more people are learning Gaelic and go to evening classes. Now people in schools can choose to take Gaelic for their final exams. In Wales the Welsh language Society was formed in 1962 and it has been fighting to restore Welsh to an equal place with English. In 1967 they won an important victory: Welsh was recognized as being equally valid for use in law courts, either written or spoken. In Wales some of the programmes of the fourth channel are broadcast in Welsh.

Notes:

¹ Welsh [wɛlʃ] *n* — валлийский, уэльский язык

the Welsh — валлийцы, уэльсцы

² Gaelic [ɡeɪlɪk] *n* — гаэльский язык

Gael [ɡeɪl] — гаэл, шотландский или ирландский кельт

³ Manx [mæŋks] — мэнский диалект

the Manx — жители острова Мэн

⁴ Cornish [ˈkɔːnɪʃ] — корнуоллский, корнийский язык

1. What languages are spoken on the British Isles?
2. Are they considered to be complete languages or the dialects of the English language?
3. What is the strong revival of interest to these languages conditioned by?
4. What language is widely spread in Scotland (in Wales)?
5. Are Welsh and Gaelic restored to an equal place with English?

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

Task: read the text, get ready to render its contents in Russian.

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

In about twenty-five countries English has been legally used as an official language; in about ten (such as Nigeria) it is the sole official language, and in some fifteen others (such as India) it shares that status with one or more other languages. Most of these countries are former British territories. English is a second

language for well over 300 million people: the number of second-language speakers may soon exceed the number of native speakers, if it has not done so already.

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

TEXT D. ENGLISH VOCABULARY DURING THE MIDDLE AND MODERN ENGLISH PERIODS

Task: read the text, state the sources and the reasons for the vocabulary increase in English.

During the Middle and Modern English periods the English vocabulary has increased enormously as a result of borrowing from foreign languages. Even during the Old English period, the reintroduction of Christianity from Rome (in 597) led to the acquisition of a considerable number of words from Latin. However, the first really great influx of foreign loan-words into the English vocabulary came from French first as the result of the Norman Conquest, which submerged English for a century as a literary language, and secondly, as a consequence of the close political and cultural ties between England and France during the 13th and 14th centuries.

The Revival of Learning, during the Renaissance, gave a renewed impetus to borrowing from the Latin. Finally, England's growing position as a world power and the rapid development of America resulted in the introduction into English of words from languages in every part of the globe. The result is a total vocabulary that is at once heterogeneous and extremely large. Naturally, with so enormous a potential vocabulary at his command, the average individual speaker of the English language will master only a relatively small part of it.

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы правильно выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Словообразование: основные словообразовательные суффиксы.
2. Видо-временные формы глагола (действительный залог).
3. Согласование времен.
4. Неопределенные местоимения *some, any, no* и их производные.
5. Употребление местоимений *it* и *one*.
6. Усилительная конструкция *it is ... that*.
7. Модальные глаголы и их эквиваленты.

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The English Language

1. It is only in the course of the last hundred years that English has become a world language. In Shakespeare's time it was a «provincial» language of secondary importance with only 6 million native speakers. Nowadays English has become the world's most important language in politics, science, trade and cultural relations. In a number of speakers (more than 300 million) English is second only to Chinese. It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. English is used as one of the official languages in Canada, the Republic of South Africa, and the Irish Republic. It is also spoken as a second language by many people in India, Pakistan, and numerous countries in Africa, to say nothing of people all over the world who know English — well or not so well — as a foreign language.

2. From the British Isles English spread all over the world, but English has not always been the language of the people of those islands. When the Romans colonized England in the first century of our era, the country was inhabited by Celtic tribes¹, and until the fifth century only Celtic languages were spoken by the people of Britain. About the middle of the fifth century the British Isles began to be invaded by the Angles, Saxons and Jutes², who spoke dialects of the language which was the ancestor of present-day English. We call that language Old English³.

3. During the fifteen hundred years that have passed since the Anglo-Saxon invasions English has changed considerably. First it

was influenced by the language of the Danish (Viking) invaders in the 8th—10th centuries. Then between the 12th and 14th centuries it was very strongly influenced — both in its grammar and vocabulary, and in its pronunciation — by Norman French — the language of the people who conquered England in the year 1066. Lastly, during the Renaissance⁴, in the 14th—16th centuries, came the peaceful «invasion» of a number of Latin and Greek words, which were introduced into English. In fact, this invasion has never come to an end, as new words continue to be made up from Latin and Greek roots for new inventions and scientific discoveries.

Notes:

¹ Celtic tribes — кельтские племена

² Angles, Saxons, Jutes — англ, саксы, юты (германские племена)

³ Old English — древнеанглийский язык

⁴ the Renaissance — Ренессанс, эпоха Возрождения

1. Since what time has English become a world language?
2. In what countries is English considered to be the official language?
3. Where is it spoken as a second language?
4. What languages were spoken by the people of Britain until the fifth century?
5. What languages have influenced English since the 8th century?
6. What is the role of Latin and Greek roots in the formation of the present-day vocabulary?

II. *Перепишите и письменно переведите 1-й и 2-й абзацы текста. Найдите в 1-ом абзаце текста предложение, содержащее усилительную конструкцию.*

III. *По суффиксу определите и выберите: 1) существительные, 2) прилагательные, 3) глаголы, 4) наречия:*

kindness, official, colonize, scientific, importance, nearly, governmental, justify, frequently, version, characterize, numerous, useless, generally, cultural, recognize, reasonable, invasion, artistic, considerably.

IV. *Определите видо-временные формы глаголов в следующих предложениях.*

1. Pushkin and Zhukovsky admired Walter Scott and translated his poems into Russian.
2. The author of the book pictures the life of poor people with great realism.
3. The writer has finished the first chapter of his book and now he is working on the second one.
4. He became more proficient in his subject after he had read

these reference books. 5. He will revise these grammar rules before he starts doing the exercise.

V. *Поставьте сказуемое придаточного предложения в нужную видо-временную форму, учитывая правила согласования времен.*

1. One day he said to his mother that he (to go) to New York to try his fortune.
2. She knew that her brother (to work) hard at his English.
3. He asked where I (to study) before I began my literary career.
4. I thought that you (to wait) for me in the language laboratory.

VI. *Выберите нужное местоимение из данных в скобках.*

1. Have you found (some, any) mistakes in his essay? — Yes, I have found (some, any).
2. There are (any, no) interesting articles in this journal.
3. I've heard (something, anything) about this conference.
4. Does (somebody, anybody) know her telephone number? — (Anybody, nobody) does.

VII. *Переведите предложения, обратите внимание на различные значения слов it и one.*

1. It is really very important for a linguist to know foreign languages.
2. Can you tell me where my dictionary is? I can't find it.
3. Give me a book, please. — Which one? — That red one, please.
4. One must read the instructions carefully to do this work properly.

VIII. *Переведите предложения, содержащие модальные глаголы и их эквиваленты.*

1. While making a report, don't forget that you can use only the information you can rely on.
2. I'll be able to find another article on this subject in an hour.
3. You may render this story in the first person.
4. Tom had to get up earlier yesterday because his mother was ill.
5. The members of the language club are to meet at 5 p.m.

TEST II

I. *Прочтите текст и письменно ответьте на вопросы, следующие за ним.*

From the History of the English Language

1. English belongs to the Teutonic or Germanic branch of the Indo-European family of languages. Three periods in its history are generally recognized: Old English, extending from the time of the invasion of Britain by the Angles, Saxons and Jutes, until the

Norman Conquest in 1066; Middle English, from about 1150 until about 1450; and Modern English, from 1450 to the present. The Modern English period is often subdivided into Early Modern English (1450—1700) and Late Modern English.

2. Old English can be characterized as a language of full inflections, which resembled modern German in the way in which the nouns, pronouns, adjectives, verbs and articles are conjugated. Middle English is already the language of the levelled inflections. It is during the Middle English period that the inflectional endings were reduced to a single unstressed vowel pronounced nearly like the final sound of Cuba. Among the changes which took place in the language during the 15th century was the loss in pronunciation of the final unstressed «e». The structure of the language remained as it is today.

3. Modern English has no inflectional endings. Its vocabulary is heterogeneous and extremely large, which is the result of borrowings from other languages, especially from French. A great number of words were introduced from Latin and Greek. Nowadays new words continue to be made up from Latin and Greek roots for new inventions and scientific discoveries.

4. The Revival of Learning, during the Renaissance, gave a new impetus to borrowing from Latin. Finally, England's growing position as a world power and the rapid development of America resulted in the introduction into English of words from languages in every part of the globe. The result is a total vocabulary that is both heterogeneous and extremely large.

1. What branch of languages does English belong to?
2. How many periods are generally recognized in the history of the English language?
3. Can you characterize each of these periods?
4. When did the structure of the English language become as it is today?
5. Due to what facts has the English vocabulary increased during the Middle and Modern English periods?

II. Письменно переведите 1, 3, 4-й абзацы текста.

III. Выпишите из 2-го абзаца предложение, содержащее усилительную конструкцию. Переведите его.

IV. По суффиксу определите и выберите: 1) существительные, 2) прилагательные, 3) глаголы, 4) наречия.

especially, ability, prosperous, prominent, edition, memorize, creation, probably, feature, possibility, educational, careful, usually, clarify, richness, patriotic, observation, specialize, entirely.

V. Определите видо-временные формы глаголов в следующих предложениях.

1. The writer has just finished his second novel. 2. Reference books include encyclopedias, dictionaries, indexes, directories, handbooks, yearbooks, atlases and guides. 3. He showed us the dictionary he had bought in England. 4. The author will discuss these problems in this chapter. 5. He is still writing his composition.

VI. Поставьте сказуемое придаточного предложения в нужную видо-временную форму, учитывая правила согласования времен.

1. He could complete his work after he (to collect) all the necessary data. 2. The student said that he (to take) his exam very soon. 3. The teacher asked if there (to be) a field of Linguistics I (to take) a special interest in. 4. The writer said that he (to be going) to publish his new book.

VII. Выберите нужное местоимение из данных в скобках.

1. Have you got (some, any) questions to discuss with your tutor? — Yes, I've got (some, any). 2. I haven't seen (something, anything) interesting at this exhibition. 3. (Nobody, anybody) knows this subject better than he in our group. 4. Did you go (somewhere, anywhere) for a holiday last summer?

VIII. Переведите предложения, обратите внимание на различные значения слов it и one.

1. It is still raining. Don't forget to take an umbrella. It is on the shelf. 2. Show me your copy-book, please. No, not this one. I want that one. 3. It was Henry Sweet who laid the foundation of the study of Old English dialects. 4. One must not identify the figure of the hero with the personality of the writer himself.

IX. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. It is important to read the preface because the writer may indicate the purpose of the book in it or he may give information that will help the reader. 2. All English tense-forms can be subdivided into four groups. 3. We are to have a seminar in linguistics the day after tomorrow. 4. He often has to stay up late in the library getting ready for seminars. 5. In some months he will be able to read English newspapers.

UNIT II

GENERAL LINGUISTICS AND THE STUDY OF LANGUAGES

Section I. TOPICAL VOCABULARY

	Index
accept [ək'sept] <i>v</i> принимать, допускать	T ₁
adverb [ˈædvəb] <i>n</i> грам. наречие	T ₂
antonymy [æn'tɒnɪmɪ] <i>n</i> антонимия	T ₁
application [ˌæplɪ'keɪʃn] <i>n</i> применение	C
apply [ə'plai] <i>v</i> применять	D
aspect [ˈæspekt] <i>n</i> грам. вид	C
bilingual [baɪ'lɪŋgwəl] <i>a</i> двуязычный	C
branch [brɑːnʃ] <i>n</i> отрасль (науки)	C
case [keɪs] <i>n</i> грам. падеж	C
career [kə'reɪə] <i>n</i> занятие, профессия	C
cause [kɔːz] <i>n</i> причина	B
comparative [kəm'pærətɪv] <i>a</i> сравнительный	B
comparison [kəm'pærɪs(ə)n] <i>n</i> сравнение	B
component [kəm'pounənt] <i>n</i> составная часть, компонент	C
comprise [kəm'praɪz] <i>v</i> включать	T ₂
concern [kən'sɜːn] <i>v</i> касаться, относиться	T ₁
conjunction [kən'dʒʌŋkʃ(ə)n] <i>n</i> грам. союз, соединение	T ₂
consideration [kən.sɪdə'reɪʃn] <i>n</i> рассмотрение, обсуждение	B
consonant [ˈkɒnsənənt] <i>n</i> согласный звук	T ₁
context [ˈkɒntekst] <i>n</i> контекст	A
declinable [dɪ'klaɪnəbl] <i>a</i> грам. склоняемый	T ₂
description [dɪs'krɪpʃ(ə)n] <i>n</i> описание, изображение	B
discourse [dɪs'kɔːs] <i>n</i> речь; рассуждение	T ₁
distinguish [dɪs'tɪŋɡwɪʃ] <i>v</i> различать, отличать	T ₂
education [ˌedju(:)'keɪʃ(ə)n] <i>n</i> образование	C
elaborate [ɪ'læbəreɪt] <i>v</i> детально разрабатывать	T ₂
enrich [ɪn'riːʃ] <i>v</i> обогащать	D
feature [ˈfi:tʃə] <i>n</i> особенность, черта	B
function [ˈfʌŋkʃ(ə)n] <i>n</i> функция, назначение	T ₂
gender [ˈdʒendə] <i>n</i> грам. род	T ₂
general [ˈdʒen(ə)r(ə)l] <i>a</i> общий, главный	A
grammar [ˈgræmə] <i>n</i> грамматика	A
grammarian [grə'meəriən] <i>n</i> грамматист	T ₂
historical [hɪs'tɔːrɪk(ə)l] <i>a</i> исторический	B
include [ɪn'klud] <i>v</i> включать	T ₁
interpret [ɪn'tɜːprɪt] <i>v</i> толковать, объяснять	A
invention [ɪn'venʃ(ə)n] <i>n</i> изобретение	C
involve [ɪn'vɒlv] <i>v</i> вовлекать	B

knowledge [ˈnɒlɪdʒ] <i>n</i> знания, познания	D
learn [lɜːn] <i>v</i> учить (ся)	A
lexicology [ˌleksɪ'kɒlədʒɪ] <i>n</i> лексикология	T ₁
lexis [ˈleksɪs] <i>n</i> лексика	A
linguistics [lɪŋ'gwɪstɪks] <i>n</i> лингвистика, языкознание	A
meaning [ˈmiːnɪŋ] <i>n</i> значение	A
morpheme [ˈmɔːfɪ:m] <i>n</i> морфема	T ₁
morphology [ˈmɔːfɒlədʒɪ] <i>n</i> морфология	T ₁
numeral ['nju:m(ə)r(ə)] <i>n</i> имя числительное	T ₂
obvious [ˈɒvɪəs] <i>a</i> очевидный	C
original [ə'rɪdʒənəl] <i>n</i> оригинал	D
paragraph [ˈpærəgrɑːf] <i>n</i> параграф, абзац	T ₁
phenomenon [fɪ'nɒmɪnən] <i>n</i> явление	T ₁
phonetics [fə(u)'netɪks] <i>n</i> фонетика	A
polysemy [ˈpɒlɪsɪmɪ] <i>n</i> лингв. полисемия	T ₁
predication [ˌpredɪ'keɪʃ(ə)n] <i>n</i> предикация	C
produce [prə'dju:s] <i>v</i> создавать, производить	C
pronoun [ˈprəʊnaʊn] <i>n</i> местоимение	C
relation [rɪ'leɪʃ(ə)n] <i>n</i> отношение, связь	A
relevance [ˈrelɪvəns] <i>n</i> уместность	C
segment [ˈseɡmənt] <i>n</i> отрезок, часть	T ₁
semantics [se'mæntɪks] <i>n</i> семантика	A
sentence [ˈsentens] <i>n</i> предложение	A
scholar [ˈskɒlə] <i>n</i> ученый	A
science [ˈsaɪəns] <i>n</i> наука	A
scientific [ˌsaɪən'tɪfɪk] <i>a</i> научный	A
scientist [ˈsaɪəntɪst] <i>n</i> ученый	A
social [ˈsəʊʃ(ə)l] <i>a</i> социальный, общественный	A
sociolinguistics [ˌsəʊʃɪəlɪŋ'gwɪstɪks] <i>n</i> социолингвистика	A
sound [saʊnd] <i>n</i> звук	A
speech [spi:tʃ] <i>n</i> речь	A
sphere [sfɪə] <i>n</i> сфера, область	T ₁
subdivision [ˌsʌbdɪ'vɪʒ(ə)n] <i>n</i> подразделение	B
substitution [ˌsʌbstɪ'tju(:)ʃ(ə)n] <i>n</i> замена, подстановка	T ₁
synonymy [sɪ'nɒnɪmɪ] <i>n</i> синонимия	T ₁
syntax [ˈsɪntæks] <i>n</i> синтаксис	T ₁
technique [tek'ni:k] <i>n</i> методика, техника	B
term [tɜːm] <i>n</i> термин	B
theory [ˈθɪəri] <i>n</i> теория	B
translation [træns'leɪʃn] <i>n</i> перевод	C
utterance [ˈʌtə(ə)ns] <i>n</i> высказывание	T ₁
vary [ˈveəri] <i>v</i> менять(ся), изменять(ся)	A
verbal [ˈvɜːbl] <i>n</i> неличная форма глагола	T ₂
vowel [ˈvaʊ(ə)] <i>n</i> гласный звук	T ₁
word stock [ˈwɜːd stɒk] <i>n</i> словарный состав	T ₁
worthy [ˈwɜːði] <i>a</i> заслуживающий внимания	A

Section II. READING MATERIAL

TEXT A. GENERAL LINGUISTICS AND THE STUDY OF LANGUAGE

Task: read the text, translate it in written form.

General linguistics may be defined as the science of language. It is desirable to consider the difference between general linguistics as the science or scientific study of language and the study of individual languages. The latter study is more familiar to the majority of people, while the study of linguistics, at least, in its present form is less familiar.

In studying linguistics the scholars attempt to answer many questions about the nature of language. The following are basic:

- how are speech sounds made, and how are they transmitted to, and interpreted by hearers (phonetics)?
- how are words and sentences put together and arranged in a language (grammar and lexis)?
- how is meaning conveyed in language (semantics)?
- how does language vary in society (sociolinguistics)?

But there are many other important questions that linguistics attempts to answer, for example:

- how do children learn language: is language learning an innate capacity in human beings?
- what is the relation of language to the brain? — how and why does language vary regionally and in different social contexts?
- how and why do languages change in the course of time and how are they related to one another?
- how is a conversation structured?—
- what are the differences between spoken and written language?
- how is language used in different forms of literature (poetry, drama, prose)?

General linguistics is based on the study of individual languages. There is no general linguistics apart from the numerous languages (estimated at around 3000 spoken in the world). It is impossible to know all languages, and in practice most linguists concentrate on a limited number of languages including their own native language. Different languages in all their forms and manifestations constitute the field of the linguist. Any language, no matter how many speakers make use of it or what area of the world they occupy is a valuable and worthy object of study able to teach him something more about language in general.

EXERCISES

Ex. 1. Read the international words and guess their meanings. Mind the stress.

'general	'nature	'practice	fa'miliar
'regional	'human	'limit	lin'guistics
'course	'social	'basic	,manifes'tation
'object	'context	form	,indi'vidual
'linguist	'structure	'concentrate	in,terpre'tation

Ex. 2. Memorize the following pairs of derivatives.

V → N	N → A
consider – consideration	science – scientific
transmit – transmission	difference – different
interpret – interpretation	value – valuable
arrange – arrangement	desire – desirable
relate – relation	importance – important

Ex. 3. Transform as in the model.

Model: to arrange words and sentences in a language → the arrangement of words and sentences in a language
to transmit speech sounds, to define the term, to concentrate on a limited number of languages, to use language in different forms of literature.

Ex. 4. Match English and Russian equivalents.

- | | |
|------------------------------------|--|
| 1. scientific study of linguistics | a. различные социальные контексты |
| 2. general linguistics | b. родной язык |
| 3. nature of language | c. ограниченное число языков |
| 4. to convey the meaning | d. общая лингвистика |
| 5. a limited number of languages | e. научный подход к изучению лингвистики |
| 6. to transmit speech sounds | f. объект изучения |
| 7. object of study | g. природа языка |
| 8. native language | h. передавать звуки речи |
| 9. different social contexts | i. передавать значение |

Ex. 5. Complete the sentences.

1. General linguistics may be defined as 2. It is desirable to consider the difference between 3. In studying linguistics the scholars attempt to answer many questions about 4. General linguistics is based on 5. Different languages in all their forms and manifestations constitute

Ex. 6. Insert the right word:

(worthy, arranged, linguistics, a linguist, language)

1. There are many other important questions that ... attempts to answer.
2. Any language is a valuable and ... object of study.
3. In practice most ... concentrate on a limited number of languages.
4. Most linguists concentrate on their own native ...
5. How are words and sentences ... in a language?

Ex. 7. Answer the questions on the text.

1. How can you define general linguistics?
2. What does linguistics deal with?
3. What is general linguistics based on?
4. Is there any connection between general linguistics and the individual study of languages?
5. Is any language a worthy object of study for linguistics?

Ex. 8. Make a short summary of the text.

TEXT B. DESCRIPTIVE, HISTORICAL AND COMPARATIVE LINGUISTICS

General linguistics includes a number of related subjects involved in the study of language. The most important subdivisions of the subject are descriptive linguistics, historical linguistics and comparative linguistics.

Descriptive linguistics, as its title suggests, is concerned with the description and analysis of the ways in which a language operates and is used by a given set of speakers at a given time (the present or the past). The descriptive study of a language is concerned exclusively with that language at the period involved and not with what have preceded it or may follow it. Nor is it concerned with the description of other languages at the same time.

Historical linguistics is the study of the development in languages in the course of time, of the ways in which languages change from period to period and of the causes and results of such changes, both outside the languages and within them. The terms synchronic and diachronic are used here to distinguish linguistic statements describing at a given time and statements relating to the changes that take place in language during the passage of years.

Comparative linguistics is concerned with comparing two or more different languages from one or more points of view with the theory and techniques applicable to such comparisons. Comparative linguistics is principally divided into comparison based on historical relationship among particular languages, and comparison based on resemblances of features between different languages without any historical considerations being involved.

1. What are the most important subdivisions of general linguistics?
2. What is descriptive linguistics concerned with?
3. What can you say about historical linguistics?
4. What do the terms synchronic and diachronic mean?
5. What is comparative linguistics and what is it divided into?

TEXT B. APPLIED LINGUISTICS

Task: read the text, get ready to render its contents in Russian.

The relevance of linguistics to present-day society is most obvious in education. It is important in all aspects of language learning (phonetics, grammar, lexicology, semantics) and relevant to problems of language use in schools, for example in helping with bilingual children and in the teaching of literacy.

Linguistics also has applications in many other areas of life. One important area is now computer technology, especially in the designing of instruments which can produce, or respond to language. Linguistics has been applied in legal matters, such as in the identification of voices, and for many years it has been used by missionaries and educators overseas to help to design writing systems for remote languages that have not previously been written down.

The careers open to graduates in linguistics depend partly on the other subjects that they study in combination with linguistics. They include translation, interpreting and teaching: some of the graduates of British Universities can find employment in firms and government departments which conduct overseas business; others may take further training and employment in subjects like speech therapy, clinical psychology and teaching English overseas.

TEXT D. WHY WE STUDY FOREIGN LANGUAGES

Task: read the text and say how studying foreign languages enriches the native language of the speaker.

Many people in our country study foreign languages. School pupils are required to learn one foreign language. This is most commonly English, German, French or Spanish.

They study foreign languages to read and understand books in the original and to be able to speak. Speaking is considered by many as the main objective of language learning. The knowledge of spoken language will help you to express your opinions and feelings, to give and receive information, to say what you want to say, to listen and understand recorded tapes.

Studying foreign languages enriches the native language, makes it clearer, more flexible and expressive. It gives great opportunity to compare two languages, to understand the mentality of another nation.

Knowledge of a foreign language is truly something that opens up a whole new world to the one who possesses it. It is like the ship bearing explorers to new continents. And it is not surprising that a lot of intellectuals all over the world want to know as many foreign languages as possible.

But study of foreign languages is not only the sign of intellectual vitality. Nowadays it becomes an absolute necessity for any good specialist — an engineer, an artist, a doctor or an architect. He must read much of a special scientific literature in foreign languages to be well informed in his field of knowledge.

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы правильно выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Видо-временные формы глагола (действительный и страдательный залог).

2. Неличные формы глагола: инфинитив, герундий, причастие (основные сведения).

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Aspects of Language

1. In its most general sense, the term «language» may be defined as «a system of communication». Different languages are the principal means of communication used by particular groups of human beings within the particular society (linguistic community) of which they are members. English, Chinese, Russian are languages in this sense.

2. Any language is the system, phonological, lexical and grammatical. Each language has a specific set of sounds, a peculiar set of words, its own set of grammatical patterns different from those of other languages. If we compile a list of all the words in a language, we shall get what is called its vocabulary; and if we draw a list of all the different sounds used in that language we shall get what is called its sound system.

3. Phonetics is the name we give to the branch of knowledge that is concerned with speech sounds: vowels, consonants and their

classification. It also deals with such important phonetic phenomena as stress and intonation.

4. Grammar is traditionally divided into morphology, which is the description of the meaningful forms and syntax, which is the ordering of the sentence elements. In other words morphology is concerned with discovering, by the technique of substitution, the smallest meaningful parts of a sentence or utterance. Using the same technique syntax discovers the structure of larger segments of the language, such as the sentence, the paragraph or the entire discourse.

5. The area of linguistics which is studied under the heading of lexicology and semantics is concerned with words and their meanings. Some of the phenomena which must be accounted for in this area are these: 1) a word can have more than one meaning (polysemy); 2) different words can have the same meaning (synonymy); 3) some pairs of words have similar and opposite meanings (synonymy and antonymy); 4) the meanings of some words can be analyzed into the components (male-female); 5) the meanings of some words are included into the meanings of others (oak-tree).

1. How can you define the term «language»?

2. What are the main aspects of language?

3. What is phonetics concerned with?

4. Is there any difference between morphology and syntax?

5. How do we call a branch of linguistics which studies words and their meaning?

II. Письменно переведите 1, 3, 4, 5-й абзацы текста.

III. Выпишите из текста слова с суффиксом *-ing*. Определите, какой частью речи они являются.

IV. Раскройте скобки, употребив глаголы в нужной видо-временной форме.

1. Lexicology (to investigate) words, word-equivalents and morphemes which make up words. 2. When I heard his knock I (to go) to the door and (to open) it, but I (not to recognize) him at first because he (to wear) dark glasses. 3. They (to stage) two Shakespeare's plays by the end of the last year. 4. He (to present) his research to his scientific supervisor for discussion in a month. 5. She already (to study) a number of linguistic periodicals for her course-paper.

V. Преобразуйте предложения из действительного залога в страдательный.

1. The teacher is explaining a new grammar rule. 2. They offer a wide choice of topics for our compositions. 3. She started her

literary career by working on the staff of the almanac. 4. By three o'clock yesterday they had arranged everything for the experiment. 5. Prof. Brown will deliver the lecture on lexicology.

VI. Переведите предложения, содержащие глаголы в страдательном залоге.

1. In English, grammatical meaning is largely determined by word order. 2. He was educated at Oxford. 3. This book is often referred to. 4. Heat and light are given to us by the sun. 5. The children were brought up in the country.

VII. Подчеркните инфинитив, определив его форму и функцию.

1. One must study regularly to know English well. 2. It was the first University to be built in Scotland for nearly four hundred years. 3. He was happy to have passed his exams. 4. To define the relation of historical linguistics to general linguistics is not an easy matter. 5. He never seems to be reading anything but poetry.

VIII. Подчеркните герундий, определив его форму и функцию.

1. Studying foreign languages requires everyday work. 2. A book gives a unique chance of talking to people who lived in different ages and countries. 3. After having worked for a month with no day off I decided to take a short holiday. 4. He has done his homework without being asked. 5. Computers are capable of doing extremely complicated work in all branches of learning.

IX. Преобразуйте предложения, употребив причастия в функции определения или обстоятельства.

1. While he was speaking, he felt that the interest and attention of the audience was growing. 2. He was invited to visit Cambridge after he had been chosen the man of the year. 3. He went to meet the delegation of linguists which was coming back from the congress. 4. Many people who study foreign languages don't know where they will work.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Parts of Speech

1. As regards their function in the sentence, words fall under certain classes called parts of speech, all the members of each of these classes having certain formal characteristics in common which distinguish them from the members of the other classes.

Each of these classes has a name of its own — nouns, adjectives, verbs, adverbs, numerals, etc. The division in the main goes back to the Greek and Latin grammarians with a few additions and modifications.

2. The parts of speech in inflectional languages are divided into two main groups, declinable, that is, capable of inflections, and indeclinable that is, incapable of inflections.

3. The declinable parts of speech fall under the three main divisions—nouns, adjectives, and verbs. Pronouns, numerals are a special class of nouns and adjectives. Verbals (Infinitive, Participle, Gerund) are a class of words intermediate between verbs on the one hand and nouns and adjectives on the other: they do not express predication, but keep all the other meanings and grammatical functions of the verbs from which they are formed.

4. Indeclinable words or particles comprise adverbs, prepositions conjunctions, and interjections. The distinction between the two classes is not entirely dependent on the presence or absence of inflection but really goes deeper, corresponding, to some extent, to the distinction between head-word and adjunct-word or form-word.

5. The main parts of speech are traditionally defined as follows. A noun is a word used for naming some person or thing. English noun has the grammatical category of number, case, but it hasn't got the category of gender. An adjective is a word used to qualify a noun. It has degrees of comparison but it has no plural inflections. A verb is a word used for saying something about some person or thing. The grammarians of the classical school distinguish such categories of the verb as tense and aspect, voice, mood.

6. Each grammatical category has a well elaborated theory behind it. The names of the most prominent scholars who made a big contribution to the study of grammar are O. Jespersen, A. Sweet, H. Whitehall, G.O. Curme, Ch. Fries, R. Quirk, G. Leech, J. Startvik, etc.

1. What is the distinction between parts of speech based on?
2. What main groups are all parts of speech divided into?
3. What is the difference between them?
4. How can you define a noun, an adjective and a verb?
5. Do you remember the names of any prominent grammarians?

II. Письменно переведите 1, 2, 5-й абзацы текста.

III. Выпишите из текста слова с суффиксом -ing. Определите, какой частью речи они являются.

IV. Раскройте скобки, употребив глаголы в нужной временной форме.

1. The paragraph generally (to contain) one leading idea around which there are some supporting details. 2. The subject which Peter (to choose) for his research was the study of English adjectives. 3. The Minister of Foreign Affairs (to head) the delegation to New York next month. 4. He already (to complete) the translation of this story. 5. James Aldridge (to finish) writing his eighth novel, *The Last Exile*, in London, in November.

V. Преобразуйте предложения из действительного залога в страдательный.

1. Marshak translated Shakespeare's sonnets into Russian. 2. Many critics mark the wealth of the forms of Dickens' humour. 3. The teacher told the students the story of Washington. 4. They will give him a chance. 5. They have listened to his lecture with great attention.

VI. Переведите предложения, содержащие глаголы в страдательном залоге.

1. The historic details are handled by W. Scott with great ease and skill. 2. The new performance is much spoken about. 3. The library was destroyed by the fire. 4. What subjects are they taught in the first course? 5. I wasn't told about it in time.

VII. Подчеркните инфинитив, определив его форму и функцию.

1. He was disappointed not to have participated in the discussion. 2. The book is too dull to enjoy it. 3. This is the main problem to be discussed at the conference. 4. The situation seems to be changing for the better. 5. You must hurry not to be late.

VIII. Подчеркните герундий, определив его форму и функцию.

1. Writing a composition or an essay is the art of communicating ideas in written form. 2. Many scientists and technologists need languages in exchanging and acquiring technical information. 3. We discussed different methods of teaching foreign languages. 4. You will never know English without learning the grammar of the language. 5. He is proud of having won the competition.

IX. Преобразуйте предложения, употребив причастия в функции определения или обстоятельства.

1. The man who is reading the book is my teacher. 2. The pupil who is being asked by the teacher is Pavlov. 3. After the students had been asked the homework they were given a new one. 4. Are there any books that miss from that bookcase?

UNIT III

ENGLISH LITERATURE

Section I. TOPICAL VOCABULARY

	Index
aesthetic [i:s'tetɪk] <i>a</i> эстетический	C
age [eɪdʒ] <i>n</i> век, эпоха	B
allegory ['ælɪgəri] <i>n</i> аллегория	A
alliteration [ˌælɪtə'reɪʃ(ə)n] <i>n</i> аллитерация	A
appear [ə'piə] <i>v</i> появляться	B
art [ɑ:t] <i>n</i> искусство, мастерство	C
artistic [ɑ:'tɪstɪk] <i>a</i> художественный	C
author ['ɔ:θə] <i>n</i> автор, писатель	D
ballad ['bæləd] <i>n</i> баллада; народная песня	A
chapter ['tʃæptə] <i>n</i> глава	T ₂
character ['kærɪktə] <i>n</i> лит. герой, персонаж; образ, действующее лицо	B
chronicle ['krɒnɪkl] <i>n</i> хроника (историческая), летопись	D
compose [kəm'pəʊz] <i>v</i> сочинять (стихи), создавать; составлять	D
composition [ˌkɒmpə'zɪʃən] <i>n</i> произведение (литературное)	D
connection [kə'nekʃn] <i>n</i> связь	T ₂
contemporary [kən'tempərəri] <i>a</i> современный	T ₁
conversation [ˌkɒnvə'seɪʃn] <i>n</i> разговор, беседа	T ₁
cover ['kʌvə] <i>v</i> охватывать (<i>период</i>), относиться	B
create [kri:'eɪt] <i>v</i> творить, создавать	C
culture ['kʌltʃə] <i>n</i> культура	C
cultural ['kʌltʃərə] <i>a</i> культурный	C
cycle ['saɪkl] <i>n</i> цикл	A
debate [di'beɪt] <i>n</i> дискуссия, прения, дебаты	A
decadance ['dekəd(ə)ns] <i>n</i> упадок, ухудшение	C
declare [di'kleə] <i>v</i> объявлять, провозглашать	T ₂
depict [di'pɪkt] <i>v</i> описывать	D
develop [di'veləp] <i>v</i> развиваться	A
dialogue ['daɪələʒ] <i>n</i> разговор, диалог	T ₁
distinguished [dɪ'stɪŋgwɪʃt] <i>a</i> выдающийся	T ₁
drama ['drɑ:mə] <i>n</i> драма	T ₁
dramatist ['dræmætɪst] <i>n</i> драматург	T ₁
epic ['epɪk] <i>n</i> эпос	A
essay ['esi] <i>n</i> очерк, эссе	D
essential [ɪ'senʃ(ə)l] <i>a</i> существенный, основной	T ₁
event [ɪ'vent] <i>n</i> случай	T ₁
exponent [eks'pəʊnənt] <i>n</i> представитель, исполнитель	C
express [ɪks'pres] <i>v</i> выражать	C
expression [ɪks'preʃ(ə)n] <i>n</i> выражение	C

fancy ['fænsɪ] <i>n</i> воображение, фантазия	
fiction ['fɪkʃ(ə)n] <i>n</i> беллетристика	T ₁
piece of prose fiction произведение (литературное)	T ₁
form [fɔ:m] <i>n</i> форма	T ₂
generation [ˌdʒenə'reɪʃ(ə)n] <i>n</i> поколение	A
genius ['dʒi:njəs] <i>n</i> гениальность, одаренность	T ₁
genre ['zɑ:ŋr] <i>n</i> жанр, манера, стиль	C
grasp [grɑ:sp] <i>v</i> схватывать, улавливать (мысль)	D
hero ['hiərəʊ] <i>n</i> герой	T ₁
heroine ['hero(u)ɪn] <i>n</i> героиня	T ₁
human ['hju:mən] <i>a</i> человеческий, гуманный	T ₁
iambus [aɪ'æmbəs] <i>n</i> ямб	C
five-foot iambus пятистопный ямб	
image ['ɪmɪdʒ] <i>n</i> образ	C
imagination [ɪˌmædʒɪ'neɪʃ(ə)n] <i>n</i> воображение	T ₂
inner (life) ['ɪnə'laɪf] духовный (внутренний) мир	T ₁
irony ['aɪərəni] <i>n</i> ирония	
length ['leŋθ] <i>n</i> длина	T ₁
limit ['lɪmɪt] <i>v</i> ограничивать	T ₁
literature ['lɪt(ə)rɪtʃə] <i>n</i> литература	A
literary ['lɪt(ə)rəri] <i>a</i> литературный	A
make use ['meɪk ju:s] of <i>v</i> использовать	T ₂
manifestation [ˌmænɪfəs'teɪʃ(ə)n] <i>n</i> проявление	C
manner ['mænə] <i>n</i> образ, способ, манера	
masterpiece ['mɑ:stəpi:s] <i>n</i> шедевр	A
mature [mə'tjuə] <i>a</i> зрелый	D
medieval [medi'v(ə)l] <i>a</i> средневековый	A
metaphor ['metəfə] <i>n</i> метафора	T ₂
metre ['mi:tə] <i>n</i> размер, ритм	A
metrical ['metrɪkəl] <i>a</i> метрический	T ₂
narrative ['nærətɪv] <i>n</i> рассказ, повествование	T ₁
novel ['nɒv(ə)l] <i>n</i> роман	B
novelist ['nɒvəlɪst] <i>n</i> романист	B
original [ə'rɪdʒənəl] <i>a</i> подлинный, оригинальный	T ₁
pamphlet ['pæmfli:t] <i>n</i> памфлет	D
pattern ['pætən] <i>n</i> образец	T ₂
phenomenon [fɪ'nɒmɪnən] <i>n</i> явление	
permanent ['pɜ:mənənt] <i>a</i> постоянный	T ₂
play [pleɪ] <i>n</i> пьеса	D
playwright ['pleɪraɪt] <i>n</i> драматург	B
plot ['plɒt] <i>n</i> сюжет, фабула	T ₁
poem ['pəʊm] <i>n</i> поэма, стихотворение	A
poet ['pəʊɪt] <i>n</i> поэт	A
poetry ['pəʊɪtri] <i>n</i> поэзия, стихи	A
point out [pɔɪnt aʊt] <i>v</i> указывать	T ₁
precise [pri'saɪs] <i>a</i> точный, определенный	D

present [prɪ'zent] <i>v</i> представлять	A
prose [prəʊz] <i>n</i> проза	B
psychologist [saɪ'kɒlədʒɪst] <i>n</i> психолог	D
realistic [riə'lɪstɪk] <i>a</i> реалистический	C
recognizable [rekəg'naɪzəbl] <i>a</i> опознаваемый	T ₁
relevant ['relɪvənt] (to) <i>a</i> уместный, относящийся к делу	B
Renaissance [ri'neɪsəns] <i>n</i> эпоха Возрождения	A
repetition [repɪ'tɪʃn] <i>n</i> повторение	T ₂
restrict [rɪs'trɪkt] <i>v</i> ограничивать, сдерживать	T ₁
romance [rɒ'mæns] <i>n</i> романтика	A
rhyming ['raɪmɪŋ] <i>a</i> рифмующий	T ₂
simplicity [sɪm'plɪsɪti] <i>n</i> простота	T ₂
sincerity [sɪn'serɪti] <i>n</i> искренность	T ₂
sketch ['sketʃ] <i>v</i> набросок, скетч	T ₁
sonnet ['sɒnɪt] <i>n</i> сонет	
spirit ['spɪrɪt] <i>n</i> дух, душа, воодушевление	T ₂
stanza ['stænzə] <i>n</i> строфа, станс	T ₂
story [stɔ:ri] <i>n</i> рассказ	T ₁
structure ['strʌktʃə] <i>n</i> структура	A
style ['stɑɪl] <i>n</i> стиль, слог, манера	D
succession [sək'ses(ə)n] <i>n</i> последовательность	A
tale ['teɪl] <i>n</i> рассказ, история	A
technique [tek'nɪ:k] <i>n</i> техника, технические приемы	A
tendency ['tendənsɪ] <i>n</i> тенденция	D
tragedy ['trædʒɪdi] <i>n</i> трагедия	B
transitory ['trænsɪt(ə)rɪ] <i>a</i> преходящий	T ₂
transvaluation [træns'vælju:'eɪʃn] <i>n</i> переоценка	C
trend [trend] <i>n</i> тенденция	
verse [vɜ:s] <i>n</i> стих, строфа	A
versification [ˌvɜ:sɪfɪ'keɪʃn] <i>n</i> стихосложение	A
writer ['raɪtə] <i>n</i> писатель	B

Section II. READING MATERIAL

TEXT A. EARLY AND MEDIEVAL LITERATURE

Task: read the text, translate it in written form.

The English literary tradition, like the English language, begins with a fusion of Germanic and Romance elements. The Germanic poetry brought to the island by the Saxons did not develop much here, although it was early Christianized, but its verse structure contributed to modern English versification. It was based on a regular succession of strong stresses marked by alliteration. To get the feeling of it read some of the epic *Beowulf*.

Beowulf is the largest epic of the early English literature which was brought in the sixth century by the Angles. But it is not

about England nor even about the Angles; it is a sheer Scandinavian mythology, of monsters and rescues. Its main tone is of northern melancholy, fatalism and heroic fight so typical of this form of poetry (see, for example the *Iliad* and *Odyssey* of Homer and the *Alneid* of Virgil).

Names in history and literature fade into one another as night into day. It's wise to remember at least one great name which stands for the period described. It's Chaucer (1340—1400), the giant of the English medieval poetry. *The Canterbury Tales*¹ are his masterpiece. In this work he didn't use the alliteration metre, but naturalized French versification, which depends on a fixed number of syllables to the line. Chaucer transformed the accepted types into something new, different in structure and form.

In general medieval literary works fall into such main types as romance, allegory, debate, animal tales, etc. One type that is specially important is the romance. By this time are known the cycles of story that were common property throughout medieval Europe. Of these the chief one in England was the storycycle that related to adventures of King Arthur and his Knights. Chaucer's *The Nun's Priest's Tale*² is the most delightful of all animal tales. The great medieval poem *Vision of Piers Plowman*³ presents a social philosophy of that time by means of allegory.

It is during this period that ballad became the wide-spread type of story-telling, notable for its form and technique. The ballads were transmitted from mouth to mouth through a number of generations before they were written down by the collectors. Scottish ballads were especially popular at that time.

Notes:

¹ *The Canterbury Tales* — «Кентерберийские рассказы»

² *The Nun's Priest's Tales* — «Рассказ священника, сопровождающего настоятельницу».

³ *Vision of Piers Plowman* — «Видение о Петре-пахаре».

EXERCISES

Ex. 1. Read the international words and guess their meanings. Mind the stress:

'element	'popular	my'thology
'literary	'epic	tra'dition
'structure	'modern	trans'form
'type	'period	phi'losophy
'cycle	'syllables	tech'nique

Ex. 2. Memorize the following pairs of derivatives:

V → N	A → N
fuse — fusion	different — difference
develop — development	important — importance
describe — description	popular — popularity
contribute — contribution	literary — literature

Ex. 3. Transform as in the models.

Model 1: to develop poetry — the development of poetry
to describe the literary period
to transform the type of versification
to present a social philosophy of the time
to transmit ballads from mouth to mouth

Model 2: the type of versification — versification type
literature of the world
structure of the verse
the epic of the English literature
forms of prose

Ex. 4. Match English and Russian equivalents.

- | | |
|---|---|
| 1. literary tradition | a. посредством аллегории |
| 2. animal tales | b. структура стиха |
| 3. modern English versification | c. цикл рассказов |
| 4. to be related to smth | d. литературная традиция |
| 5. to be transmitted from mouth to mouth | e. закономерная последовательность ударных слогов |
| 6. the giant of the English medieval poetry | f. современное английское стихосложение |
| 7. by means of allegory | g. рассказы о животных |
| 8. a regular succession of strong stresses | h. относиться к чему-л. |
| 9. verse structure | i. гигант английской средневековой поэзии |
| 10. the cycle of stories | j. передаваться из уст в уста |

Ex. 5. Complete the sentences.

1. The English literary tradition begins with 2. The verse structure of Germanic poetry contributed to 3. The giant of the English medieval literature is 4. All medieval literary works fall into 5. The most famous story cycle in England was related to 6. At this period the wide-spread type of story-telling became

Ex. 6. Insert the right word.

(versification, alliteration, syllables, transmitted, epic, ballads)

1. The verse structure of Germanic poetry was based on a regular succession of strong stresses marked by 2. *Beowulf* is the largest ... of the early English literature. 3. The ballads were ... from mouth to mouth through a number of generations. 4. In his work *The Canterbury Tales* Chaucer naturalized French ... which depends on a fixed number of ... to the line: 5. Scottish ... were especially popular at that time.

Ex. 7. Correct the following statements.

1. The Germanic poetry brought to the island by the Saxons didn't develop much here. 2. *Beowulf*, the largest epic of the early English literature, was brought in the eighth century by the Saxons and was a sheer reflection of Saxon mythology. 3. The most famous story-cycle in medieval English literature was related to adventures of King Arthur and his Knights. 4. In his work *The Canterbury Tales* Chaucer used the alliteration metre, typical of the early English literature. 5. Chaucer's *The Nun's Priest's Tale* is the most delightful of all animal tales.

Ex. 8. Answer the questions on the text.

1. What was the modern English versification influenced by? 2. Was *Beowulf* the largest epic of the early English literature? 3. What are the characteristic features of the English epic? 4. Who was the greatest representative of the early English literature and what was his masterpiece? 5. What main types do medieval literary works fall into? 6. What other types of storytelling became popular at that period?

Ex. 9. Make a short summary of the text.

TEXT B. THE AGE OF SHAKESPEARE

Task: read the text and answer the questions given below.

The last half of the XVI and the beginning the XVII centuries are known as the golden age of English literature. It was the time of the English Renaissance, and sometimes it is called «the age of Shakespeare». By that time England had become a powerful state, English trade was flourishing. The yoke of the feudal barons had been thrown off. New branches of science were developing. There appeared new names in literature: Spenser, Shakespeare, Milton, etc. They created a new poetry free from the medieval influence and more relevant to the century interests.

William Shakespeare (1564 — 1616) is the greatest and most famous of English writers, and probably the greatest playwright who has ever lived. His merits are enormous. Shakespeare wrote 37 plays. Among them there are deep tragedies, such as *Hamlet*, *King Lear*, *Othello*, *Macbeth*, light comedies, such as *The Merry Wives of Windsor*, *All's Well That Ends Well*, *Twelfth Night*, *Much Ado about Nothing*, historical dramas such as Henry IV, Richard III. He was also the author of numerous sonnets, popular even today.

Shakespeare was a great humanist. He believed in the high and noble features of man's mind and heart. He created characters of great depth and unusual intellect. We see a philosopher in Hamlet; a learned in Horatio, a cunning diplomat in Claudius (the King of Denmark).

Shakespeare alone is the whole epoch in world literature.

Prose developed much later than verse in all literatures. The early seventeenth century was the time when the English novel began to develop as a distinctive literary form. But it was not until the eighteenth century that anything what we mean by the novel emerged (Defoe, Eliot, Fielding).

1. What period is known as the golden age of English literature?
2. Was England a powerful state at that time?
3. Shakespeare is the greatest playwright of all times, isn't he?
4. How many plays did Shakespeare write?
5. What characters did Shakespeare create in his works?
6. What can you say about the development of prose in the early seventeenth century?

TEXT C. ENGLISH LITERATURE OF THE 19TH CENTURY

Task: read the text, get ready to render its contents in Russian.

The greater part of the 19th century is known as the age of Victorian England's prosperity. That was a great period of English literature. The world got to know the names of Dickens, Thackeray, Jane Austen, Bronte sisters, George Eliot, Tennyson. It was during this century that drama regained literary importance (G.B. Shaw) and short story was formed as a genre (R. Stevenson, R. Kipling, Katherine Mansfield, Conan Doyle).

Any literature is inevitably conditioned by the social and political climate of the period in which it is produced. The climate of the second half of the nineteenth century was full of complexity and contradictions, political, social and artistic. The year of 1870 was the end of Victorian prosperity in England and the beginning

of a new landmark in the progress of capitalism characterised by the growing class antagonism.

The progress of English literature of that period was represented by two main lines — realism and nonrealism. While the literature of realism was aimed at creating a truthful image of life (Th. Hardy, G. Meredith, S. Butcher), nonrealistic literature tried to escape from the realities of life either to the pre-capitalist time (neoromanticists Stevenson, Conrad), or to the world of beauty (aestheticist O. Wilde).

The main characteristic feature of nonrealistic literature is the aesthetic criticism of life. As a result there appeared a tendency to separate art from life. The exponents of this tendency insisted that art should express nothing but itself, should serve no purpose but its own sake. This «art for art's sake» theory was the manifestation of decadence in art. On top of decadence was the disappearance of old and familiar forms in art or behaviour and their replacement by forms which were new and strange. But essentially decadence was an expression of profound crisis of bourgeois culture.

TEXT D. ENGLISH LITERATURE OF THE 20TH CENTURY

Task: read the text and say: a) how Galsworthy contributed to the 20th century English literature and b) what novel brought him world popularity.

The turn of the 19th century was marked by further social and political unrest which found its response in the literature of the time. The contradiction between the bourgeois and democratic culture grew deeper. The military spirit widely propagated by the authorities gave a wrong direction to writings of the most talented of them. Yet the democratic realistic tendency in literature made a notable progress thanks to the works of G.B. Shaw, J. Galsworthy, Bennet, G.A. Wells and other writers.

J. Galsworthy's contribution to the 20th century English realistic literature is difficult to overestimate. He covers the whole field of literature: novels, plays, poetry, essays and pamphlets. Yet he gained world popularity mainly through novel writing. His fame rests primarily upon *The Forsyte Saga* — a chronicle of English upper middle-class society.

In his novel Galsworthy is a mature master, a fine artist, a remarkable psychologist, able to grasp the most important things in the life he depicts. The novel is distinguished for its well thought out composition, clear psychological characteristics, and precise style.

English literature of the middle of the 20th century was marked by a number of wonderful novels, social in their character

(*Of Human Bondage* by Somerset Maugham, *The Quiet American* by Graham Greene, *The Citadel*¹ by Archibald Cronin, etc.).

These novels grew out of the classical tradition of the 19th and early 20th centuries. Their authors had every right to be called bearers of the tradition of the realistic novel as practised by Scott and Dickens, although their subject-matter was ultra-contemporary: anti-colonial, anti-war, anti-imperialist struggle.

Notes:

¹ *Of Human Bondage* — «Время страстей человеческих»

The Quiet American — «Тихий американец»

The Citadel — «Цитадель»

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы правильно выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Неличные формы глагола и конструкции с ними. (Subjective-with-the-infinitive Construction, Objective-with-the-infinitive Construction, For-to Infinitive Construction, Participial Constructions).

II. Сослагательное наклонение. Типы условных предложений.

III. Основные типы придаточных предложений. Союзное и бессоюзное подчинение.

IV. Видо-временные формы глаголов действительного и страдательного залогов (повторение).

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Novel, Drama and Short Stories

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

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

there is a great deal of action in it; and its form is much more restricted than that of the novel.

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

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

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

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

II. Письменно переведите 2, 4 и 5-й абзацы текста.

III. Переведите предложения, содержащие инфинитивные конструкции.

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

IV. Переведите предложения, содержащие причастные конструкции.

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

V. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. If you (to learn) better, you will never make this mistake again. 2. He wouldn't have become popular, if he (not to be talented). 3. He could have told the contents of the story, if he (to read) it. 4. If you (to read) this novel, you would have a clearer idea of the writer's style.

VI. Определите тип подчинения в следующих предложениях. В бессоюзных придаточных предложениях отметьте, где может находиться опущенный союз.

1. A book gives the unique chance of talking to people who lived in different ages and countries. 2. That is the only book by Galsworthy he has not read. 3. The place where Shakespeare was born is Stratford-on-Avon. 4. I know you are a great admirer of Tolstoy.

VII. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. If you (to go) to the library today, you will listen to a very interesting lecture on the life and work of the famous scientist. 2. He (to finish) the first chapter of his book and now (to write) the second one. 3. Everybody (to know) that one must work regularly to master a foreign language. 4. The editor informed that the book by this American writer (to translate) already. 5. New grammar rules (to explain) by the teacher at every lesson.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The Essentials of Poetry

1. What is poetry? It's a question which has been asked many times since the world began and it has received a number of widely differing answers. Samuel Taylor Coleridge, for example, attempting to define prose and poetry declared: «Prose is words in

their best order; poetry is the best words in the best order» — but that is clearly inadequate and inexact. Coleridge's friend the famous English poet William Wordsworth wrote that poetry is «the spontaneous overflow of powerful feelings and emotions» which is also not enough. The Oxford English Dictionary says that «poetry is composition in verse or metrical language» and that is, probably, as close as we shall ever get in a few words.

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

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

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

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

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

II. Письменно переведите 1, 2, 4-й абзацы текста.

III. Переведите предложения, содержащие инфинитивные конструкции.

1. We know B. Shaw's plays to have been often reprinted and staged at our theatres. 2. Walter Scott is known to be a creator of historical novels. 3. It is typical for this writer to use the laconic style.

IV. Переведите предложения, содержащие причастные конструкции.

1. Chekhov's novels and plays are popular in our country, most of his works having been reprinted several times. 2. Everybody heard him reciting beautiful Lermontov's poetry. 3. Pushkin's prose works were written during the years 1827—36, when the author, having freed himself from foreign influence, came closer to Russian life.

V. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. If you (to know) English better, you would enjoy reading this book in the original. 2. You could understand this grammar phenomenon, if you (to listen) to the teacher carefully. 3. If he (to be) to England, he would have spoken English much better. 4. If you (to devote) all your time to Russian language, you will achieve great perfection.

VI. Определите тип подчинения в следующих предложениях. В бессоюзных придаточных предложениях отметьте, где может находиться опущенный союз.

1. Every language consists of words we put together in sentences. 2. There are scholars who regard American as one of the dialects of the English language. 3. Everybody knows that through reading we can learn much. 4. We know the English language has a fixed word order.

VII. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. Scott Fitzgerald (to belong) to a group of American writers of the twenties known as the Lost Generation. 2. When I entered the hall, the problem of Tolstoy's influence on the contemporary writers (to discuss). 3. They (to read) a lot of stories by Hemingway this year. 4. Don't enter the classroom. The students (to take) their exams now. 5. Your essay (to publish) in the next issue of the journal.

Keys

Unit I

Ex. 4. 1-g, 2-a; 3-h; 4-b, 5-d; 6-e; 7-e; 8-f.

Ex. 6. 1-b; 2-b; 3-b; 4-b; 5-b.

Unit II

Ex. 4. 1-e; 2-d. 3-g; 4-i, 5-c; 6-h, 7-f; 8-b, 9-a.

Unit III

Ex. 4. 1-d. 2-g. 3-f; 4-h; 5-J; 6-i; 7-a; 8-e; 9-b; 10-c.

UNIT I

HOW THE NEWSPAPER BEGAN

Section I. TOPICAL VOCABULARY

account [ə'kaunt] <i>n</i> отчет, мнение, оценка	
account <i>v</i> считать за, рассматривать	
allow [ə'laʊ] <i>v</i> позволять, допускать	T ₁
amount [ə'maʊnt] <i>n</i> количество, сумма, итог	T ₁
amount <i>v</i> составлять сумму; равняться	
announce [ə'naʊns] <i>v</i> объявлять, извещать	B
annual [ˈænjʊəl] <i>a</i> ежегодный, годовой	T ₂
background [ˈbækgraʊnd] <i>n</i> происхождение, подоплека	B
break [breɪk] <i>n</i> перерыв; брешь	T ₁
break <i>v</i> ломать, разрушать; прерывать	
broadcast <i>n</i> радиопередача, трансляция по радио	
broadcast [ˈbrɔ:dkɑ:st] <i>v</i> передавать по радио	B, T ₁
carry [ˈkæri] <i>v</i> передавать, проводить	T ₂
charge [ˈtʃɑ:dʒ] <i>n</i> цена	T ₁
charge <i>v</i> назначить цену	
contradictor [ˌkɒntrə'dɪktə] <i>n</i> оппонент, противник	
contradictory [ˌkɒntrə'dɪktəri] <i>a</i> противоречивый	T ₁
date [deɪt] <i>n</i> дата, число	
date back <i>v</i> вести начало от	B
deserve [dɪ'zɜ:v] <i>v</i> заслуживать	T ₁
distinction [dɪs'tɪŋkʃən] <i>n</i> различие, распознавание	
distinctive [dɪs'tɪŋktɪv] <i>a</i> характерный, отличительный	T ₂
domestic [dɒ'mestɪk] <i>a</i> домашний	
edit [ˈedit] <i>v</i> редактировать	
edition [ə'dɪʃn] <i>n</i> издание	
editor [ˈeditə] <i>n</i> редактор	C
efficiency [ɪ'fɪʃənsɪ] <i>n</i> эффективность, продуктивность	T ₁
efficient [ɪ'fɪʃ(ə)nt] <i>a</i> умелый, эффективный	
expansion [ɪks'pænfən] <i>n</i> распространение	B
fore-run [fɔ:'rʌn] <i>v</i> предшествовать, предвещать	
forerunner [fɔ:'rʌnə] <i>n</i> предшественник	B
handwritten [ˈhænd.rɪtən] <i>a</i> рукописный	B
handwriting [ˈhændraɪtɪŋ] <i>n</i> почерк	

interview [ˈɪntəvju:] <i>n</i> интервью, встреча, беседа	
issue ['ɪʃju:], [ˈɪʃju:] <i>n</i> выпуск, издание, номер (<i>газет</i>)	A, D
issue <i>v</i> издавать, выходить (<i>об издании</i>)	
item [ˈaɪtəm] <i>n</i> номер, пункт	T ₂
journal [ˈdʒɜ:nl] <i>n</i> журнал, газета, ведомости	T
journalism [ˈdʒɜ:nəlɪzəm] <i>n</i> журналистика	T
journalist [ˈdʒɜ:nəlɪst] <i>n</i> журналист	
licence [ˈlaɪsəns] <i>n</i> разрешение, лицензия	T ₁
magazine [ˌmæɡə'zi:n] <i>n</i> журнал	
market [ˈmɑ:kɪt] <i>n</i> рынок	T ₂
marketing [ˈmɑ:kɪtɪŋ] <i>n</i> торговля	
miscellaneous [ˌmɪsɪ'leɪnʃəs] <i>a</i> разнообразный	T ₁
network [ˈnetwɜ:k] <i>n</i> сеть	T ₂
news [ˈnju:z] <i>n</i> новость, известие, новости	
newspaper [ˈnju:z.pɛɪpə] <i>n</i> газета	
operate [ˈɒpəreɪt] <i>v</i> работать, управлять	T ₂
pay [peɪ] <i>v</i> платить	T ₁
payment [ˈpeɪmənt] <i>n</i> плата, платеж, взнос	
popular [ˈpɒpjələ] <i>a</i> общедоступный, популярный	
praise [ˈpreɪz] <i>n</i> похвала	T ₁
praise <i>v</i> хвалить	
predecessor [ˈpri:desəsə] <i>n</i> предшественник, предок	C
print [prɪnt] <i>v</i> печатать	
prove [pru:v] <i>v</i> доказывать, удостоверить	T ₂
publish [ˈpʌblɪʃ] <i>v</i> издавать, публиковать	
quiz [kwɪz] <i>n</i> викторина, радио(теле)викторина	T ₂
regard [rɪ'ɡɑ:d] <i>n</i> взгляд	
regard <i>v</i> рассматривать, считать	A
resemblance [rɪ'zembləns] <i>v</i> сходство	
resemble [rɪ'zembəl] <i>v</i> быть похожим, иметь сходство	T ₂
review [rɪ'vju:] <i>n</i> периодический журнал	B
review <i>v</i> обозревать, осматривать	
reviewer [rɪ'vju:ə] <i>n</i> обозреватель	
rhyme [raɪm] <i>n</i> рифмованный стих	A
rhyme <i>v</i> рифмовать	
rival [ˈraɪvəl] <i>a</i> конкурирующий, соперничающий	T ₁
rival <i>n</i> соперник, конкурент	
rival <i>v</i> соперничать; конкурировать	
rivalry [ˈraɪvəlri] <i>n</i> соперничество, конкуренция	
skill [skɪl] <i>n</i> искусство, мастерство	
skilled [skɪld] <i>a</i> опытный, умелый	C
spare [speə] <i>a</i> свободный, запасной, лишний	T ₁
split [splɪt] <i>v</i> раскалывать, делить на части	T ₂
spread [spred] <i>v</i> простираться, распространяться	
subsidize [ˈsʌbsɪdaɪz] <i>v</i> субсидировать	
subsidy [ˈsʌbsɪdɪ] <i>n</i> субсидия, дотация	T ₂

view [vju:] *n* вид
 view *v* осматривать, видеть, смотреть на
 viewer [vju:ə] *n* зритель, кинозритель, телезритель
 writer ['raɪtə] *n* писатель

T₁

Section II. READING MATERIAL

TEXT A. THE BEGINNING OF THE NEWSPAPER

Task: read the text, translate it into Russian in written form.

The English newspaper began when Englishmen began to understand the world around them, beyond the boundaries¹ of their own villages or towns. In England some hundred years ago, outside London, there were only small communities², where people were interested only in the daily life of their own countryside.

From early times three methods of circulation of news had been known: the proclamation, issued by the king or the government, to inform the people about laws and posted up on the church door; the sermon, preached by the clergy³; and various kinds of popular ballads, poems, songs and rhymes sold in the streets or sung in taverns to celebrate events such as the birth or marriage of a prince or princess, victory in a battle and so on. In the country villages too the travelling packman would bring news of what was happening in the world outside. These were the only real popular news in England until the second half of the 19th century, when the printed press for the first time began to appeal to the mass of the ordinary people.

The first written news service was supplied to the great and wealthy people in Elizabethan England (1558—1603). They had to spend part of the year in London in attendance on the Queen⁴ in Parliament, or in the Law Courts. There they would hear news of important events. They also exchanged daily gossip with the crowds in the streets of London. During the summer the rich went to their country houses. To keep in touch with the news⁵ they often employed private news-writers called Intelligencers⁶, to send them regular bulletins of the gossip of the town. These reports were not printed, they were private letters addressed to a particular client.

Before the invention of printing in the 15th century Germany no good means existed for copying several letters or documents. The printing press was introduced into England by William Caxton in 1476. And to this day it is common to refer to newspapers generally and to the journalists who work for them and write them as, simply, «the press».

Notes:

- ¹ beyond the boundaries — за пределами
² small communities — небольшие общины
³ the sermon, preached by the clergy — проповедь, читаемая священником
⁴ in attendance on the Queen — при королевском дворе
⁵ keep in touch with the news — быть в курсе дела
⁶ intelligencer — осведомляющий, доносящий (новости)

EXERCISES

Ex. 1. Read the international words and guess their meaning.

Mind the stress.

com'munities	'method	'parliament	'radical
circu'lation	'popular	'generally	'client
in'telligence	'ballads	'copy	'serious
sen'sational	'poems	'document	'million
com'mercial	'private	'press	'journalism

Ex. 2. Memorize the following pairs of derivatives. Translate them.

N → Adj		V → N	
skill	skilful	circulate	circulation
market	marketable	proclaim	proclamation
operation	operative	govern	government
edition	editorial	operate	operation
		inform	information

Ex. 3. Form the derivatives. Follow the model:

a) celebrate → celebration	b) efficient → efficient
circulate	inevitable
communicate	destructive
inform	strict
violate	irregular

Ex. 4. Match English and Russian equivalents.

1. small communities	a. праздновать события
2. celebrate events	b. нанимать частных писателей
3. exchange gossip	c. небольшие общины
4. employ private writers	d. изобретение печатания
5. invention of printing	e. печатный станок
6. printing press	f. обмениваться сплетнями

Ex. 5. Choose the right word:

1. In England many years ago, outside London, there were only small ...
a) communities b) churches c) taverns
2. Three methods of ... news were known.
a) printing b) circulation of c) copying
3. They spent part of the year in London in ... on the Queen.
a) gossiping b) celebrating c) attendance

Ex. 6. Complete the sentences.

1. The English newspaper began 2. The people in small communities were interested only in 3. In the second half of the 19th century the printed press began to appeal to 4. The people exchanged daily gossip with 5. The rich often employed private news-writers called

Ex. 7. Insert the right word:

(Invented, refer, issued, circulate, «gazetta»).

The printing press was ... in Germany in the 15th century. Today we often ... to newspapers and to journalists as «the press». But the earliest attempts to ... news were made in Rome. The first official newspaper was ... in Venice. In that time it was called ... a name which we use today.

Ex. 8. Mark the statements that are true.

1. The first English newspaper began in Elizabethian times.
2. Three methods of circulation of news were known: the proclamation, the sermon and popular ballads.
3. The first written news service was supplied to the ordinary people of England.
4. The rich often employed private news-writers called intelligencers to send them regular bulletins of the gossip of the town.
5. To this day it is common to refer to newspapers and to the journalists who work for them as «the press».

Ex. 9. Answer the questions on the text.

1. When did the first English newspapers begin? 2. What three methods of circulation of news had been known in England from early times? 3. Who brought news to the villages? 4. How did the great and wealthy people get the news? 5. Whom did the rich employ in summer to keep in touch with the news? 6. Why is it common to refer to newspapers and to the journalists who work for them as «the press»?

Ex. 10. Make a short summary of the text.

TEXT B. THE FIRST PRINTED NEWSPAPERS

Task: read the text, find the answers to the questions given below.

The early and middle years of the 16th century were the years of wars and religious disputes all over Europe. All this aroused the interest¹ of ordinary people in information. The earliest newspapers appeared to supply that demand. By the end of the 16th century several printers in Germany and «Low countries» — Holland and Belgium — were producing pamphlets and announcements of great battles or sensational events, often called «relations»². There were also pocket-size «newsbooks» of 8, 16 or 24 pages, summarizing the events of the past six months. These two types, the «relation» of a single event, usually on a single sheet of paper, and the general account of news collected over a period, were the two forerunners of the later newspaper.

The beginning of the newspaper press in England is connected with a long series of European conflicts known as the Thirty years war. In 1620 a great battle near Prague took place, and to report about the results of this battle to England, an Amsterdam bookseller and printer George Veseler published a news-sheet telling the story of the battle. It is regarded³ as the first English newspaper. Other news-sheets followed, at irregular intervals. They usually consisted of twenty-four pages, size seven by five inches⁴. They reported foreign news, mostly the campaigns of the Thirty years war. It was too dangerous to write about English affairs for fear of trouble with the government or the powerful politicians.

Notes:

¹ aroused the interest — вызвало интерес

² «relations» — зд. повествования

³ it is regarded — считается

⁴ seven by five inches — семь на пять дюймов

1. What aroused the interest of ordinary people in information?
2. How were the first pamphlets printed in Germany and «Low Countries» called?
3. What were the two forerunners of the later newspapers?
4. What is regarded as the first English newspaper?
5. Why did the first news-sheets report only foreign news?

TEXT C. THE PREDECESSORS OF AMERICAN PRESS

Task: read the text, get ready to render its contents in Russian.

The periodical press of the USA appeared more than 250 years ago. Its history is usually connected with the editing of the first American weekly¹ «Boston News Letter», the 1st copy of which appeared in April 1704 in Boston. But even 15 years before, in September 1690, in Boston a daily was published, but it was suppressed by the English Colonial Administration as it had some violations of the law² of the colony.

The paper «Boston News Letter» was the only paper in the colony during 15 years. Its editor was a Boston postman John Campbell. The editors of the first newspapers in the towns of the colony were mostly postmen because they were the first to set information³ from abroad. This information dominated in the American newspapers.

So, the first edition of the «Boston News Letter» contained the information taken from the London paper⁴. The news from abroad published in the first American papers was from two to six months old⁵.

In some weeklies information of a local character began to appear, and soon occupied the leading place. Home information was limited to the announcements about the arrival and departure of vessels and the time-table of post coaches.

Notes:

¹ the editing of the first American weekly — издание первой американской еженедельной газеты

² Violations of the law — нарушение закона

³ they were the first to set information — они первыми получали информацию

⁴ contained the information taken from the London paper — содержало информацию, взятую из лондонской газеты

⁵ from two to six months old — устаревшие на 2—6 месяцев

TEXT D. THE HISTORY OF THE NEWSPAPER

Task: read the text and say what the predecessors of today's newspapers were.

The earliest attempts to circulate news were made in ancient Rome. In Rome the Daily Events was published from early days of the Empire until its fall in A.D.¹ 476 and, besides its general circulation, was used as a medium of communication² between military officers and their armies.

Soon after the invention of printing, newspapers were circulated in Germany. They were small sheets, generally in accounts of the discovery of America³, the surrender of Granada to Ferdinand and Isabella⁴, and such local events as earthquakes, executions and witch burning⁵.

In the 16th century an official newspaper was issued in Venice, with accounts of battles and other matters of public interest. This

paper was circulated throughout Europe, and originally sold for a small coin called a «gazetta». In time the paper was called «gazetta», a name which is still used. These little sheets, issued occasionally, had little in common with the great newspapers of today, with their great number of news items.

Notes:

¹ A.D. — Anno Domini [ˈænouˈdɒmɪnaɪ] — лат. новой эры

² medium of communication — средство коммуникации

³ discovery of America — открытие Америки

⁴ the surrender of Granada to Ferdinand and Isabella — захват Гранады Изабеллой I Кастильской и Фернандом II Арагонским (в 1492 г., положил конец власти мусульман в Испании)

⁵ witch burning — сжигание ведьм

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы правильно выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Словообразование: основные словообразовательные суффиксы.
2. Видо-временные формы глагола (действительный залог).
3. Согласование времен.
4. Неопределенные местоимения some, any, no и их производные.
5. Употребление местоимений it и one.
6. Усилительная конструкция It is ... that.
7. Модальные глаголы и их эквиваленты.

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

British Television

1. Watching TV is undoubtedly the way most British people spend most of their spare time. Perhaps this proves something about British TV programmes; on the other hand perhaps it proves something about the British.

2. There are four TV channels: BBC₁, BBC₂, ITV (Independent Television) and Channel 4.

The first two are run by the British Broadcasting Corporation and are non-commercial. This means that they do not show advertisements. The money to run BBC TV (and radio) comes from a licence, which everybody who owns a TV must buy. The whole of ITV is controlled by the Independent Broadcasting Authority

(IBA). It was set up in 1954. There are fifteen different television programme companies, each serving a different part of the country. These companies get most of their money from firms who use them for advertising.

3. The BBC first channel resembles the fourth radio programme. Except for the short period when it splits into regions, it broadcasts the same news, comments, plays, sports reports, etc.

4. The second channel is for minority tastes. It includes occasionally a complete opera. It broadcasts Open University courses outside popular viewing hours.

5. ITV is run by commercial companies who get their money by showing advertisements. Advertisers' material appears for one or two minutes at quarter-hour intervals, either between programme-items or in so-called «natural breaks». There are strict rules about the amount of advertising and the type of advertisements allowed (e.g. advertisements for cigarettes are forbidden). The advertisers do not sponsor the programmes or have any direct influence on their content. However, the charge for each half-minute of time is high, and varies according to the likely number of viewers. The programme companies' financial success depends on their ability to attract viewers, and the programmes themselves inevitably reflect public tastes. In general ITV companies show programmes aimed at the mass market. BBC I programmes are also mainly light entertainment; e.g. detective programmes, comedy shows and music. More serious films, plays and documentaries are normally found on BBC₂.

6. All these channels produce a good mixture of miscellaneous entertainment, music, drama and serious discussion. All succeed in presenting news efficiently, interestingly. The BBC and commercial channels can both at their best be excellent; and both spend some time producing rubbish. Both radio and television are often criticised for many and contradictory reasons. But there seems to be a common opinion among people familiar with the productions of several countries that, compared with others, the British still deserve praise.

1. How many TV channels are there in Great Britain?
2. Are TV channels commercial or non-commercial?
3. What programmes does the BBC broadcast?
4. Is the second channel for minority tastes?
5. What is the difference between the BBC channels and ITV?

II. Письменно переведите 1, 5, 6-й абзацы текста.

III. Образуйте производные при помощи указанных суффиксов и переведите их на русский язык.

-ment: announce, advertise, entertain, agree, develop
-er: view, produce, publish, broadcast, listen, report
-ly: efficient, undoubted, occasion, close, wide, complete
-al: commerce, finance, critic, practice, nation
-ion: discuss, contradict, violate, reflect, illustrate

IV. Определите видо-временные формы глаголов в следующих предложениях.

1. All her friends think that she will be a talented reporter.
2. Radio and TV do sports broadcasts every day.
3. Before he began to work as a journalist he had graduated from the University.
4. They were watching TV while I was writing my article for the magazine.
5. He has just finished his first article and is speaking with the editor.

V. Поставьте сказуемое придаточного предложения в нужную видо-временную форму, учитывая правила согласования времен.

1. He told us that he (to be) back at five next day.
2. We knew that she usually (to prepare) for her exam with her friend.
3. I was sure that he (to receive) a new issue of the magazine the day before yesterday.

VI. Выберите нужное местоимение из данных в скобках.

1. Did you read (some, any) English books last year?
2. (Nobody, nothing) can help me with my work.
3. Are you going (nowhere, anywhere) this summer?
4. I want to invite (anybody, somebody) for my birthday party.
5. Is there (nothing, anything) on the table?

VII. Переведите предложения, обратите внимание на различные значения слов *it* и *one*.

1. It is these articles that make our newspaper so distinctive.
2. The evening newspaper is thicker than the morning one.
3. One needs much information to write an article.
4. It is not easy to understand this rule.
5. Whose article is it? It's mine. Give it to me, please.

VIII. Переведите на русский язык предложения с модальными глаголами и их эквивалентами.

1. He was allowed to publish his article in the central newspaper.
2. A journalist must keep his knowledge constantly up to date by reading newspapers and magazines.
3. May I smoke here?
4. She had to give up her job because she had to look after her baby.
5. Will you be able to bring me a copy of *The Times*?
6. This journalist can write his articles in English.

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

British Radio

1. When the spread of radio began, the British were quick to agree on certain principles. Unlike the press, it should not be financed through commercial advertising; but its programmes should be free from state control, and should have no state subsidy. The British Broadcasting Corporation (B.B.C.) was set up, given the monopoly of radio broadcasting, and financed by compulsory annual payments. Until recently radio in Britain was a monopoly of the B.B.C. However, in the past few years commercial radio stations have been opened in many large cities.

2. The B.B.C. operates four national services. The domestic channels are Radio 1, Radio 2, Radio 3, Radio 4. Each of these has a distinctive style and content. Radio 1 specialises in pop-music and broadcasts mainly during the day. Disc-jockeys introduce their own programmes of records, most of which are taken from the top 40. Radio 2 is also a music station, but concentrates on so-called «light» music, i.e. non-classical, but non-pop. Radio 3 is a culture station. During the day it broadcasts classic music, usually on records, and in the evening it has broadcasts of concerts, plays and talks. Radio 4 is basically a spoken-word service. There are news programmes, quizzes, serials and current affairs programmes. The B.B.C. has a powerful external service, known as the World Service, providing programmes in about forty different languages and broadcasts to all parts of the world. The activity of this service is based on wide experience and age-old traditions of the British propaganda both at home and in foreign policy. The radio and television service of the B.B.C. is a most influential branch of the ideological industry.

3. In addition to these services, the B.B.C. also operates a number of local radio stations in different parts of the country. These report local news and stories and also carry programmes from the B.B.C. national network.

4. All B.B.C. stations are non-commercial. They do not carry advertisements and are financed by money, paid for TV licences. You do not have to buy a licence if you have only a radio and not a TV. Commercial stations, on the other hand, are financed by the advertisements, which they broadcast.

5. Commercial stations are now found in many large cities and most of them broadcast a variety of programmes to suit the needs and the tastes of local audiences. In London there are two commercial stations which broadcast twenty-four hours per day.

6. The B.B.C. broadcasts television and radio programmes made specially for students of the Open University, most of whose 130 or so undergraduate courses contain video and audio components, some of them available on cassettes for use with correspondence texts.

1. How many national services does the B.B.C. operate?
2. When had commercial radio stations been opened in many large cities?
3. Does the World Service provide programmes in about forty languages?
4. Is there a number of local radio stations in Great Britain?
5. Do commercial stations broadcast a variety of programmes to suit the tastes of local audience?
6. Whom are the B.B.C. and commercial stations financed by?

II. Письменно переведите 1, 2, 5, 6-й абзацы текста.

III. Образуйте производные при помощи указанных суффиксов и переведите их на русский язык.

-ment: move, establish, argue, enlight

-ion: circulate, investigate, connect, construct

-er: review, think, visit, advise, found

-ful: event, peace, truth, success, wonder

-ly: day, kind, love, direct, natural, obvious

IV. Определите видо-временные формы глаголов в следующих предложениях.

1. Most of the pictures in magazines depend on their content. 2. The art of printing was making fast progress during the 19th century. 3. Look! He is taking photos with a new camera. 4. She had written only two letters by the end of the day. 5. You will find this unique journal in a modest office building in Lower Manhattan. 6. Each of the students of our group has already bought the latest issue of Moscow News.

V. Поставьте сказуемое придаточного предложения в нужную видо-временную форму, учитывая правила согласования времен.

1. Mr. Brown said that there (to be) 4 TV channels in Great Britain nowadays. 2. My friend told me that he (to drive) home last night before the rain started. 3. Nobody knew that he (to publish) his article in the next issue of the newspaper. 4. The editor thought that we (to collect) material for the article at that moment.

VI. Выберите нужное местоимение из данных в скобках.

1. There is (somebody, anybody) in the room. 2. I can see (nobody, nowhere) here. 3. Has he bought (nothing, anything) for you? 4. (Something, somebody) is waiting for you. 5. Are you going (nowhere, anywhere) on Sunday?

VII. Переведите предложения, обратите внимание на различные значения слов *it* и *one*.

1. This new magazine is more interesting than the old one. 2. He gave me his book to read. It was a detective story. 3. It is important to broadcast these news in time. 4. One can easily understand why the articles of this journalist are so popular. 5. It was Mr Smith who became the editor of the magazine.

VIII. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. At the beginning of the next century people will be able to carry out projects which seemed fantastic yesterday. 2. These projects can affect the ecological situation in many countries, regions and even planet as a whole. 3. Some may think that this is a matter for the future. 4. But we must prepare ourselves today. We must draw lessons from Chernobyl. 5. Scientists believe that major enterprises should be regarded as potential «trouble spots». 6. People have to accept the recommendations of scientists.

UNIT II

THE DEVELOPMENT OF PRESS ORGANS

Section I. TOPICAL VOCABULARY

	<i>Index</i>
adopt [ə'dɒpt] <i>v</i> принимать, усваивать, перенимать, заимствовать	B
adoption [ə'dɒpʃən] <i>n</i> принятие, усвоение	
advertise [əd'vetəɪz] <i>v</i> рекламировать, помещать объявление	T ₂ , A, B
advertisement [əd'vetɪsmənt] <i>n</i> объявление, реклама	
advertiser <i>n</i> лицо, помещающее объявление	
aim [eɪm] <i>v</i> стремиться, ставить целью	B
ambition [æm'bɪʃ(ə)n] <i>n</i> стремление, цель, мечта	B
announcement [ə'naʊnsmənt] <i>n</i> объявление, извещение, сообщение	
announcer [ə'naʊnsə] <i>n</i> объявляющий программу, диктор	T ₁
archetypal [ˌɑ:kɪ'taɪpəl] <i>a</i> первичный, исконный	T ₁
breadth [bredθ] <i>n</i> ширина, широта кругозора	B

cheap [tʃi:p] <i>a</i> дешевый, недорогой	B
circulate [ˌsɜ:kju'leɪt] <i>v</i> распространять, тиражировать	A, T ₁
circulation [ˌsɜ:kju'leɪʃn] <i>n</i> тираж	
column ['kɒləm] <i>n</i> столбец (<i>в газете</i>)	A
contain [kən'teɪn] <i>v</i> содержать	T ₂
conventional [kən'venʃənl] <i>a</i> приличный, вежливый, светский	T ₁
cost [kɒst] <i>v</i> стоить	A
cost <i>n</i> стоимость	
cover ['kʌvə] <i>n</i> обертка, переплет	B
coverage ['kʌvərɪdʒ] <i>n</i> охват, освещение в печати, радио	
create [kri'eɪt] <i>v</i> создавать, творить	B
creator [kri'eɪtə] <i>n</i> создатель, автор	
daily ['deɪli] <i>n</i> ежедневная газета	A
devote [di'vəʊt] <i>v</i> посвящать	A, B
devoted <i>a</i> посвященный	
divide [dɪ'vaɪd] <i>v</i> разделять, подразделять	A
division [dɪ'vɪʒən] <i>n</i> деление, часть, раздел	
distribute [dɪ'strɪbjʊt] <i>v</i> распространять	A
distribution [ˌdɪstrɪ'bju:ʃn] <i>n</i> распространение	
earn [ɜ:n] <i>v</i> зарабатывать, заслуживать	T ₂
the Establishment [ɪs'tæblɪʃmənt] господствующая, официальная государственная церковь	T ₁
estimate [ˈestɪmeɪt] <i>v</i> оценивать	
event [ɪ'vent] <i>n</i> событие, случай	A
eventful <i>a</i> полный, богатый событиями	
eventless <i>a</i> бедный событиями	
exceed [ɪk'si:d] <i>v</i> превышать, превосходить	T ₁
flavour ['fleɪvə] <i>n</i> вкус, оттенок, особенность	T ₂
glossy ['glɒsi] <i>a</i> блестящий, глянецовый	B
gossip ['gɒsɪp] <i>n</i> сплетни, болтовня	A
goods [gu:dz] <i>n</i> товары	A
incline [ɪn'klaɪn] <i>v</i> быть расположенным	T ₁
inclination <i>n</i> наклонение, отклонение, склонность	
income ['ɪnkəm] <i>n</i> прибыль	A
local ['ləʊkəl] <i>a</i> местный	T ₂
mail [meɪl] <i>n</i> почта	T ₂
message ['mesɪdʒ] <i>n</i> сообщение	T ₂
nationwide [ˌneɪʃ(ə)nwaɪd] <i>a</i> всенародный, общенациональный	B
obvious ['ɒvɪʊəs] <i>a</i> явный, очевидный	
offensive [ə'fensɪv] <i>a</i> оскорбительный	B
penetrate ['penɪtreɪt] <i>v</i> проникать	T ₂
poverty ['pɒvəti] <i>n</i> бедность, нищета	T ₁
poor [puə] <i>a</i> бедный	
profit [prɒfɪt] <i>n</i> выгода, польза	A

profit <i>v</i> извлекать пользу	
prosper ['prɒspə] <i>v</i> процветать	
prosperity [prɒs'perɪtɪ] <i>n</i> процветание, благосостояние	
provide [prɒ'vaɪd] <i>v</i> снабжать, обеспечивать	A
providence ['prɒvɪdəns] <i>n</i> предусмотрительность, бережливость	
quality ['kwɒlɪtɪ] <i>n</i> качество, сорт	A
range [reɪndʒ] <i>n</i> ряд, цель, линия	B
range <i>v</i> выстраивать в ряд, классифицировать	
respond [rɪs'pɒnd] <i>v</i> отвечать, реагировать	T ₂
round [raʊnd] <i>n</i> обход, круг, цикл	T ₂
sensitive ['sensɪv] <i>a</i> чувствительный, восприимчивый	T ₂
share [ʃeə] <i>n</i> доля, часть	T ₂
share <i>v</i> делиться, участвовать	
spread [spred] <i>n</i> распространение, рост, увеличение	T ₂
spread <i>v</i> простираться, расстилаться	
suffer [sʌfə] <i>v</i> страдать, нести потери	T ₂
support [sə'pɔ:t] <i>v</i> поддерживать, содержать	B
thrive ['θraɪv] <i>v</i> процветать, преуспевать	T ₁

Section II. READING MATERIAL

TEXT A. THE BRITISH PRESS

Task: read the text, translate it into Russian in written form.

Today, the daily newspapers of Britain can be divided very easily into two groups. The first group consists of the «quality» newspapers, which provide their readers with important political and other news of the day at home and abroad. These papers include *The Times* and *The Daily Telegraph* of London, *The Guardian* of Manchester, and a lot of other newspapers published outside London. Most of these newspapers have a circulation of only between 100,000 and 300,000, and *The Daily Telegraph* has a circulation of about a million. The great majority of these newspapers are strongly conservative in their politics, but they report fairly fully on political events, so that an intelligent reader can form some idea of what is going on in the world.

The second group of newspapers consists of the popular press. They do not report important world events, if a political story is sensational enough they will report it, but most of their space is devoted to what only can be described as gossip and personalities. Film stars' babies, murder cases, and divorces often take most of place in their columns. These «popular» papers include the *Daily Express* and the *Daily Mirror* both with circulation of over four million daily and the *Daily Mail*, the *Daily Sketch* with circulation

of between one million and two million. For every Englishman who reads one of the «serious» newspapers there are ten others who read the «popular» newspapers.

Big business advertisers have an enormous effect on the major part of the British daily press. It happens because it costs much more to print and distribute each copy of a paper than the reader pays for his copy. Since the publishers of the popular newspapers are capitalists, who are in the business for the profits which they can make, they do not want to work at a loss, so they sell whole pages, half pages, and smaller space in their newspapers to the advertisers for them to make propaganda for their goods. The income from such advertisements is enormous: a full page advertisement in the *Daily Express* costs the advertiser £ 10,000. The advertiser is only ready to pay this very large sum of money because he knows that his advertisement will be read by at least four million people.

EXERCISES

Ex. 1. Read the international words and guess their meaning. Mind the stress.

'classify	po'litical	illus'tration
'capitalism	con'servative	coope'ration
'music	in'telligent	propa'ganda
'channel	sen'sation	corpo'ration
'group	dis'cussion	perso'nalities

Ex. 2. Memorize the following pairs of derivatives:

V → N		N → Adj	
prosper	prosperity	devotion	devoted
provide	providence	ambition	ambitious
cover	coverage	profit	profitable
divide	division	peace	peaceful

Ex. 3. Transform as in the models:

a) to advertise → advertiser	b) cheap → cheaply
announce	conventional
create	easy
estimate	

Ex. 4. Match English and Russian equivalents.

1. daily newspapers	a. рекламировать товары
2. intelligent reader	b. ежедневные газеты
3. sensational events	c. умный читатель

- | | |
|----------------------------------|-------------------------|
| 4. a copy of a paper | d. доход огромен |
| 5. make propaganda for the goods | e. сенсационные события |
| 6. income is enormous | f. экземпляр газеты |

Ex. 5. Choose the right word.

1. Today the daily newspapers in England can be ... into two groups.
a) published b) provided c) divided
2. The quality newspapers are strongly ...
a) conservative b) important c) sensational
3. Film stars' babies, murder cases, divorces often take most of place in their
a) copies b) pages c) columns
4. The income from the ... is enormous.
a) propaganda b) advertisements c) newspapers

Ex. 6. Complete the sentences.

1. Today the daily newspapers in England can be divided into 2. The first group consists of 3. The second group of newspapers consists of 4. Big business advertisers have an enormous effect on

Ex. 7. Insert the right word.

(Reviews, magazines, periodicals, weeklies, journals, wide-range)

Weekly and monthly ... are a very important element in the British press. There are about 8,000 ... in the United Kingdom, which are classified as «general», «specialized», «trade», «technical» and «professional». General and specialized periodicals include ... of general interest, women's magazines, publications for children, etc. There are journals specializing in a ... of subjects. The highest circulation belongs to women's... *Woman and Woman's Own*. The most important ... are the *Economist*, the *Spectator* and the *New Statesman*.

Ex. 8. Mark the statements that are true.

1. British newspapers can be divided into «quality» and «popular» newspapers. 2. The great majority of «quality» newspapers are strongly conservative in their politics, but they report fairly fully on political events, so that an intelligent reader can form some idea of what is going on in the world. 3. «Popular» press reports important world events. 4. «Popular» papers include *The Times* and the *Daily Telegraph*. 5. For every one Englishman who reads one of the «serious» newspapers there are ten others who read the «popular» newspapers. 6. Big business advertisers have little effect on the major part of the British press.

Ex. 9. Answer the questions on the text.

1. What are the two groups of British daily newspapers? 2. Are the «quality» newspapers strongly conservative? 3. What items do the «popular» newspapers report? 4. Can you name any «quality» and «popular» newspapers? 5. Are the Englishmen fond of «popular» newspapers? Why? 6. Why does big business have an enormous effect on the daily press?

Ex. 10. Make a short summary of the text.

TEXT B. ENGLISH MAGAZINES AND JOURNALS

Task: read the text, find answers to the questions given below.

Good English writing is often to be found in the weekly political and literary journals, all based in London, all with nationwide circulation in the tens of thousands. A vast range of magazines are published, aimed at readers interested in all sorts of subjects. The *Economist*, founded in 1841, probably has no equal anywhere. It has recently adopted a coloured cover¹, and has a few photographs inside, so that it looks like *Time* and *Newsweek*, *Der Spiegel* and *l'Express*, but its reports have more depth and breadth² than any of those. It covers the world's affairs, and even its American section is, more informative about America than its American equivalents.

The *New Statesman* and *Spectator* are weekly journals of opinion³, one left, one right. They regularly contain well-written articles. Both devote nearly half their space⁴ to literature and the arts.

The Times has three weekly «supplements»⁵, all published separately. The *Literary Supplement* is devoted to book reviews and covers all kinds of new literature. *The Times Educational* and *Higher Education* supplements are obviously specialist and useful sources for any serious student of these fields of interest. *New Society* and *New Scientist*, both published by the company which owns the *Daily Mirror*, sometimes have good and serious articles about sociological and scientific research, often written by academics yet useful for the general reader⁶.

Glossy weekly or monthly picture magazines cater either for⁷ women or for any of a thousand special interests. Almost all are based in London, with national circulations, and the women's magazines sell millions of copies. For every activity with any human following, there is a magazine, supported mainly by its advertisers, and from time to time the police bring a pile of

pornographic magazines to local magistrates, who have the difficult task of deciding whether they are offensive.

These specialist papers are not cheap. They live off an infinite variety of taste, ambition, desire to know, create and buy. Television has not killed the desire to read.

Notes:

- ¹ adopted a coloured cover — получил цветную обложку
- ² have more depth and breadth — шире и глубже
- ³ journals of opinion — журналы, отражающие различные мнения
- ⁴ devote half their space — отводят половину своего объема
- ⁵ supplements — дополнительные выпуски (приложение)
- ⁶ for the general reader — для широкого круга читателей
- ⁷ cater for ... — отражают интересы ..., нацелены на ...

1. When was the *Economist* founded?
2. How does it look like?
3. What topics does it cover?
4. What are the three «supplements» to *The Times*?
5. Which magazines cater for a thousand special interests?
6. Why are specialist papers not cheap?

TEXT C. TRAINING OF JOURNALISTS

Task: read the text, get ready to render its contents in Russian.

There are two main stages of training journalists in the United Kingdom — for the beginners and for the experienced senior¹. The training can be based within the newspaper itself² or upon a university or college.

These stages give very positive effect. The university training, or the general education gives the future journalist the necessary background³ for his profession. It includes the study over three years of shorthand, typewriting, English language and literature, the organization and functions of central and local government, law, sometimes musical theory, the history of art, etc.

The newspaper training is built around the newspaper in which a journalist is employed. The training is held under the supervision⁴ of the editor. Such education is partly at the employer's expense⁵ and in his time.

Journalism in Russia dates back to the first handwritten Russian newspapers. They were called *Vesti* (News) and *Vedomosti* (Information). The earliest newspapers date back to 1621. The first printed Russian newspaper appeared in 1702. The great expansion of the press, broadcasting and television has intensified the demand for skilled journalists.

Professional training for journalists is a recent innovation in this country. The Moscow Institute of Journalism was established in 1921. After that the departments of journalism were created at some Universities, and special schools and courses were organized.

After the Second World War, some departments of journalism were established at Universities on the basis of the Faculties of Philology. The largest centre for the training of journalists is the Faculty of Journalism at the Lomonosov University in Moscow. At the Belorussian University there also is a separate Faculty of Journalism, where instruction is given in the language of this Republic.

Notes:

- ¹ the experienced senior — опытный старший журналист
- ² within the newspaper itself — в самой газете
- ³ the necessary background — необходимые основы
- ⁴ under the supervision — под руководством
- ⁵ at the employer's expense — за счет нанимателя

TEXT D. PRESS IN THE USA

Task: read the text and say, what the specific features of American press are.

All American newspapers and in general all periodicals are privately owned, controlled and managed. In addition to the commercial ones, a large number of publications are produced by industrial organizations and churches, schools, clubs and other community bodies.

The US publishes more newspapers and periodicals than any other capitalist country. Most dailies give a greater emphasis to local news because of the strong interest in local affairs. That is why there are no national newspapers. Almost every small town has its own paper.

Fifty-five daily papers have circulation of over 250,000 copies, including five in New York and five in Chicago.

Daily newspapers in the major American cities usually contain from 40 to 100 or more pages on weekdays. Daily papers in small cities of 20,000 people contain about 20 pages on weekdays. Sunday editions of major papers have 200 or more pages. This size is explained by two main reasons. First, a newspaper carries items of interest to everyone — young people and old people, businessmen and workers, buyers and sellers. Second, the selling price is not enough to pay for producing the paper. In order to earn additional money, newspapers sell advertising space¹ to private citizens and business firms, and a large part of the paper is taken up by advertisement.

Commercial advertising, which is the main source of profits for the owners of newspapers, magazines, radio and television stations, influences the mass media in the USA.

Notes:

¹sell advertising space – продают место для рекламы

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы выполнить контрольные работы, необходимо освоить следующий грамматический материал:

1. Видо-временные формы глагола (действительный и страдательный залог).

2. Неличные формы глагола (инфинитив, герундий, причастие).

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The Most Popular Daily Papers

1. The «popular» newspapers respond to their estimates of their readers' interest. They use enormous headlines for the leading items of each day, which are one day political, one day to do with crime, one day sport, one day some odd happening. They have their pages of political report and comment, thrive on sensational stories and excitement.

2. The two archetypal popular papers, the *Daily Mail* and *Daily Express*, were both built up in the early twentieth century. The *Express* was built up by a man born in poverty in Canada. He built up his newspaper in Britain, not only on crime and human interest stories, but on his simple message about the greatness of the British Empire. The circulation of the *Express* at one time exceeded 4 million copies a day. Now the daily sales are not much more than half of their highest figure. The history of the *Daily Mail*, with its more conventional conservatism, is not greatly different. Both of these papers have become «tabloids» (printed on smaller sheets of paper) within the past ten years.

3. In popular journalism the *Daily Mirror* became a serious rival of the *Express* and *Mail* in the 1940s. It was always tabloid, always devoted more space to pictures. After 1945 it regularly supported the Labour Party. The *Daily Mirror* also became the biggest-selling daily newspaper. For many years its sales have been above 4 million, sometimes well above.

4. *The Times* is the most famous of all British newspapers, and has always been the paper of the «Establishment», who use it for announcements of births, marriages and deaths. Politically it is independent but inclined to be sympathetic to the Conservative Party. It is not an organ of the Government. Sometimes its leading articles may be written after private consultation with people in, for example, the Foreign Office; but they are often critical of any government. The letters to the Editor, which are printed next to the leading articles, are very influential, and may lead to wide discussion of the views which they express.

5. *The Guardian* was called the *Manchester Guardian* until 1959. It became a truly national paper. Later it moved its base to London. In quality, style and reporting it is equal with *The Times*; in politics it is perhaps best described as «radical». It is more favourable to the Liberal Party than to the Conservatives. It has made great progress during the past thirty years, particularly among intelligent people who find *The Times* too uncritical of established interests.

6. The *Financial Times* has recently shed its old commercial specialism and has become a major quality paper. Its circulation has grown enormously.

1. What are the typical features of the «popular» newspapers?

2. What can you say about the two archetypal popular papers?

3. Why has the *Daily Mirror* become a serious rival of the *Express*?

4. Whose newspaper is *The Times*? Is it an organ of the Government?

5. What was *The Guardian* called until 1959?

6. Why was it popular among intelligent people?

II. Письменно переведите 1, 2, 3, 5-й абзацы текста.

III. Употребите глаголы в нужной видо-временной форме.

1. The nature of news (to be) a favourite subject of discussion among journalists. 2. In 1882 George Meisenbach (to invent) the method called autotype. 3. In two years he (to become) a fairly experienced editor. 4. The collection of news (to become) a highly organised business since the appearance of the first newspaper. 5. They knew that Karel Klic (to invent) the heliogravure before the autotype method. 6. While I (to look through) illustrated magazines I found many pictures of famous actors.

IV. Выпишите из 2, 4, 5-го абзацев предложения с глаголами в страдательном залоге. Определите видо-временную форму глаголов.

V. Преобразуйте предложения из страдательного залога в действительный.

1. An interesting material was devoted to the trip of the President abroad. 2. The Conservative Party is strongly supported by The Times. 3. Has this tabloid ever been printed in your city? — No, but it has been printed and circulated in the capital. 4. The photographs of the young correspondent were not taken notice of by the visitors of the exhibition. 5. The Times has always been used by the «Establishment» for announcements of births, marriages and deaths.

VI. Подчеркните инфинитив, определив его форму и функцию.

1. He doesn't like to be deprived of his rights. 2. To translate this article he consulted the dictionary. 3. His aim was to enter the University. 4. She doesn't seem to be writing anything now. 5. This reporter is unhappy to have failed his staff.

VII. Выпишите из текста слова с суффиксом -ing. Определите, какой частью речи они являются.

VIII. Преобразуйте предложения, употребляя причастия в функции определения или обстоятельства.

1. As he had finished his work, he returned to the office. 2. While she was writing her composition she used the dictionary. 3. I listened to the radio which was broadcasting the latest news. 4. The article which was written by my friend is read with great interest. 5. As the advertisement aroused the interest of a considerable number of readers it was published in the evening issue.

XI. Раскройте скобки и употребите правильную форму герундия.

1. I don't think the article is worth (to print). 2. The journalist went on (to select) the information for the paper. 3. This photographer succeeds in (to make) portraits. 4. We don't like the way of (to cover) the latest news in this periodical. 5. It is impossible to discuss a book without (to read) it.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Local and Regional Papers

1. Nearly every area in Britain has one or more local newspapers reporting local news and advertising local business and events.

2. Local morning papers have suffered from the universal penetration of the London-based national press. Only sixteen survive in the whole of England. Among local daily papers those published in the evenings are much more important. Each of seventy towns has one, selling only within a radius of 50 to 100 kilometres. Most local daily papers belong to one or other of the big press empires.

3. A European visitor to Britain may be surprised to see no kiosks on the pavements. Some people buy their morning or evening papers in shops, others have them brought to their homes not by the mail service but by boys or girls who want to earn money by doing «paper-rounds». In towns evening papers are sold by elderly men who stand for four hours on the pavement.

4. The total circulation of all the provincial daily newspapers, morning and evening together, is around 8 million. Some provincial papers are quite prosperous. They do not need their own foreign correspondents; they receive massive local advertising, particularly of things for sale.

5. The truly local papers are weekly. They are not taken very seriously, being mostly bought for the useful information contained in their advertisements. But for a foreign visitor wishing to learn something of the flavour of a local community, the Friday local paper can be useful.

6. The daily papers have no Sunday editions, but there are Sunday papers, nearly all of which are national, and some of which are closely linked with daily national papers.

London has two evening newspapers, the *London Standard* and the relaunched *Evening News*.

The four most famous provincial newspapers are *The Scotsman* (Edinburgh), the *Glasgow Herald*, the *Yorkshire Post* (Leeds) and the *Belfast Telegraph*, which present national as well as local news.

7. Most of the daily and weekly newspapers are owned by large companies which also own national papers, as well as large shares in the regional commercial television companies. The dominance of these few big firms in the whole world of public information is often criticised, but they have become sensitive to the criticism and take care to avoid giving cause for complaint.

1. How many morning local papers have survived in Britain?
2. Which local papers are more important?
3. Whom do local papers belong to?

4. How are local newspapers usually sold?
5. What can you say about provincial daily newspapers?
6. Who owns most of the daily and weekly newspapers?

II. Письменно переведите 2, 3, 5, 6, 7-й абзацы текста.

III. Употребите глаголы в нужной видо-временной форме.

1. The event just (to report) by the newspaper. 2. The publication (to do) by 6 o'clock tomorrow. 3. Don't open the door! The photographer (to develop) a film. 4. The chief of staff was not in the room when I (to report) the proceedings of Parliament. 5. A journalist (to deal) with people every day. 6. The reporter (to interview) an outstanding politician before the press-conference began.

IV. Выпишите из 3, 5, 7-го абзацев предложения с глаголами в страдательном залоге. Определите видо-временную форму глаголов.

V. Преобразуйте предложения из страдательного залога в действительный.

1. The papers in our towns are sold by elderly men in kiosks. 2. Information from our local correspondents has been recently received. 3. Most of the local papers in London are owned by large companies. 4. The article was strongly criticized by the editor. 5. A visitor may be surprised with a great variety of morning and evening papers in England.

VI. Подчеркните инфинитив, определив его форму и функцию.

1. To oversee all the operations is the primary purpose of the managing editor. 2. He was very glad to have employed foreign reporters for his magazine. 3. New sources of information are to be found. 4. He seems to be reading something now. 5. To pass the exam she reads many books about the practical principles of book editing.

VII. Выпишите из текста слова с суффиксом -ing. Определите, какой частью речи они являются.

VIII. Преобразуйте предложения, употребив причастия в функции определения и обстоятельства.

1. When they were illustrating the periodicals they used many coloured pictures. 2. As he had lost his way he asked the policeman where to go. 3. The journal which was bought by my friend was an illustrated one. 4. I heard a girl who was singing a nice song. 5. As he had finished the article he gave it to the editor.

IX. Раскройте скобки и употребите правильную форму герундия.

1. I must finish this article before (to meet) the editor. 2. He is glad to have an opportunity of (to talk) to you. 3. The photographer is not interested in (to illustrate) the periodicals. 4. I remember (to meet) him somewhere before. 5. Instead of (to send) yesterday, the letter is still on the table.

UNIT III

PRESS PHOTOGRAPHY

Section I. TOPICAL VOCABULARY

	<i>Index</i>
agency [ˈeɪdʒ(ə)nəsi] <i>n</i> агентство	T ₁
appear [əˈpiə] <i>v</i> появляться	T ₁
appearance [əˈpiərə(ə)ns] <i>n</i> внешний вид, наружность	
approach [əˈprəʊtʃ] <i>n</i> приближение, подход	T ₂
approach <i>n</i> приближаться, подходить	
autotype [ˈɔ:təɪp] <i>n</i> автотипия, факсимильный отпечаток	A
complete [kəmˈpli:t] <i>v</i> заканчивать, завершать	A
completive [kəmˈplɪ:tɪv] <i>a</i> завершающий	
depict [dɪˈpɪkt] <i>v</i> изображать, описывать	B
depiction [dɪˈpɪk(ʃ)n] <i>n</i> изображение, рисунок, портрет, картина	
draw [ˈdrɔ:] (drew, drawn) <i>v</i> привлекать, рисовать	T ₁
drawer [ˈdrɔ:ə] <i>n</i> чертежник, рисовальщик	
drawing [ˈdrɔ:ɪŋ] <i>n</i> черчение, рисование, набросок, рисунок	
editor [ˈedɪtə] <i>n</i> редактор	
editorial [ˌedɪˈtɔ:riəl] <i>n</i> передовая статья, редакционная статья	B
editorial <i>a</i> редакторский, редакционный	
editorialist [ˌedɪˈtɔ:riəlɪst] <i>n</i> автор передовых статей	
editorship [ˈedɪtəʃɪp] <i>n</i> редакция, редактирование	
engrave [ɪnˈɡreɪv] <i>v</i> гравировать, резать	T ₂
engraving [ɪnˈɡreɪvɪŋ] <i>n</i> гравирование, гравюра	
environment [ɪnˈvaɪə(ə)nmənt] <i>n</i> окружающая обстановка	D
excite [ɪkˈsaɪt] <i>v</i> вызывать интерес	T ₁
excited [ɪkˈsaɪtɪd] <i>a</i> возбужденный, взволнованный	
expand [ɪksˈpænd] <i>v</i> расширяться(ся), расцветать	T ₁
expanded edition [ɪˈdɪʃ(ə)n] <i>n</i> расширенное издание	
gelatine [dʒeləˈtɪn] <i>n</i> желатин, желе	A
hatch [hætʃ] <i>v</i> штриховать	A
hatch <i>n</i> штрих, штриховка	

hatching [ˈhætʃɪŋ] <i>n</i> штриховка, насечка	
heliogravure [ˈhɪli(ə)grəˈvjuə] <i>n</i> гелиограф, гелиография	A
image [ˈɪmɪdʒ] <i>n</i> образ, изображение	A
imagination [ɪˌmædʒɪˈneɪʃ(ə)n] <i>n</i> воображение, фантазия	
innovation [ɪˌnɒv(ə)ˈveɪʃ(ə)n] <i>n</i> нововведение	T ₂
innovator [ɪˌnɒv(ə)ˈveɪtə] <i>n</i> новатор, рационализатор	
outbreak [ˈaʊtbreɪk] <i>n</i> начало (<i>неожиданное</i>)	D
photography [fəˈtɒɡrəfi] <i>n</i> фотография, фотографирование	
prevalence [ˈprev(ə)ləns] <i>n</i> распространение	T ₂
prevalent <i>a</i> (<i>широко</i>) распространенный	
rate [ˈreɪt] <i>n</i> норма, темп	A
recognition [ˌrɪkəɡˈnɪʃ(ə)n] <i>n</i> признание, одобрение	T ₂
reduce [rɪˈdjuːs] <i>v</i> уменьшать, сокращать	T ₂
reduction [rɪˈdʌkʃ(ə)n] <i>n</i> снижение, уменьшение, сокращение	
renowned [rɪˈnaʊnd] <i>a</i> знаменитый, прославленный	T ₁
reproduce [ˌrɪprəˈdjuːs] <i>v</i> производить, воспроизводить, восстанавливать	T ₂
reproduction [ˌrɪprəˈdʌkʃ(ə)n] <i>n</i> воспроизведение	
select [sɪˈlekt] <i>v</i> отбирать, проводить отбор	T ₂
selection [sɪˈleɪʃ(ə)n] <i>n</i> выбор, подбор	
snapshot [ˈsnæpʃɒt] <i>n</i> фотография (<i>моментальная</i>)	D
snap-shot [ˈsnæpʃɒt] <i>v</i> делать моментальный снимок, фотографировать	

Section II. READING MATERIAL

TEXT A. THE FIRST STAGE OF THE DEVELOPMENT OF PRESS PHOTOGRAPHY

Task: read the text, translate it into Russian in written form.

The industrial revolution greatly improved the standard of periodicals. A similar influence manifested itself on the path leading to the culmination of the democratization of the picture. Mankind required a new method of producing pictures, in connection with the necessity of obtaining practical information, which could make reproductions not only faster than painting and drawing, but also produce more realistic and detailed pictures. This urgent need was satisfied by the invention of photography which is frequently described with respect to the time of its origin as «the most beautiful child of the industrial revolution».

The early stages of the development of photography as a pictorial culture¹ were marked by many inventions. New conditions were created for the cooperation of some photographers with the editorial staff² of periodicals and newspapers.

The use of photographs as a basis for graphical reproduction started with books and albums, due to the high cost.

The first book with lithograph illustrations appeared in 1840. A historical date is May 14, 1842, when Herbert Ingram founded the famous Illustrated London News. As the name indicates, it was to be a periodical relying largely on pictorial information. The illustrations were produced by a large team of graphic artists employed permanently by the publishers. Their work was based on both sketches and photographs. Due to the quality and possibilities of photography, photos were used mainly for landscapes, town views and portraits, whereas genre scenes and topical events were produced mainly after sketches made by artists sent to the spot where interesting events were expected by the editors.

The fact that the time was ripe for³ periodicals relying more heavily on pictorial information manifested itself in the appearance a year later of a similar magazine in France, *L'illustration*, published in Paris, and the *Illustrierte Zeitung* which started to appear in Leipzig, Germany.

The half-tones of photograph were replaced in copies made after original photos by hatching. The confidence of the public in the printed result was not the same as in the original photograph, because engravers sometimes deprived the pictures of disturbing elements, or being pressed by time, simplified them. The need for relatively large teams of graphic artists meant extra cost for the publisher and slower production rate. For these reasons methods were sought how to use photographs in periodicals more directly. In 1882 George Meisenbach invented the method called autotype. It contributed greatly to the direct use of images in periodicals. Another way led through experiments with photogravure. The most important innovation was the heliogravure, invented in 1878 by Karel Klic.

At the end of the 1880s it was possible to print half-tone reproductions of images simultaneously with the text using either Meisenbach's autotype or Klic's heliogravure methods. Most photographers then used the dry gelatine plate, and photographic films were also becoming available at that time. The state of the art achieved in the 19th century contributed considerably to the completion of the first stage of the development of photography for press purposes.

Notes:

¹ as a pictorial culture — как искусство фотографии

² editorial staff — сотрудники редакции, состав редакции

³ the time was ripe for — пришло время для ...

EXERCISES

Ex. 1. Read the international words and guess their meaning. Mind the stress.

'logical	rea'listic	,infor'mation
'album	pho'tography	,culmi'nation
'artist	ma'terial	,revo'lution
'culture	ex'periment	,procla'mation
'graphic	in'dustrial	,super'structure

Ex. 2. Memorize the following pairs of derivatives.

N → Adj		V → N	
culture	cultural	culminate	culmination
industry	industrial	connect	connection
picture	pictorial	invent	invention
editor	editorial	cooperate	cooperation
graphic	graphical	appear	appearance
topic	topical	complete	completion
origin	original	develop	development

Ex. 3. Match English and Russian equivalents.

- | | |
|--------------------------------------|---------------------------------------|
| 1. material base | a. изобретение фотографии |
| 2. industrial revolution | b. для (нужд) прессы |
| 3. to obtain information | c. графическое изображение |
| 4. the invention of photography | d. материальная база |
| 5. editorial staff | e. использовать фотографии в журналах |
| 6. graphical reproduction | f. индустриальная революция |
| 7. possibilities of photography | g. добывать информацию |
| 8. to use photographs in periodicals | h. редакционный штат |
| 9. for press purposes | i. возможности фотографии |

Ex. 4. Choose the right word.

- The industrial revolution greatly ... the standard of periodicals.
a) deteriorate b) improve
- The use of photographs as a basis for graphical reproduction started with ...
a) magazines b) albums
- Illustrated London News* was to be a periodical relying largely on ... information.
a) pictorial b) historical

- The illustrations were produced by a large team of graphic ...
a) symbols b) artists
- The half-tones of the photograph were replaced in copies made after original photos by ...
a) painting b) hatching
- In 1882 George Meisenbach invented the method called ...
a) autotype b) heliogravure
- Most photographers used the ... at the end of the 1880s.
a) hatching b) dry gelatine plate

Ex. 5. Complete the sentences.

1. Mankind required a new method of 2. The invention of photography is frequently described as 3. The early stages of the development of photography were marked by 4. New conditions were created for the cooperation of some photographers with 5. Due to the quality and possibilities of photography, photos were used mainly for 6. The need for relatively large teams of graphic artists meant 7. At the end of the 1880s photographic films were

Ex. 6. Insert the right word:

(press, photographer, reproductions, engraved, periodicals, photos)

Many publishers of illustrated ... had established good relations with some studios already at the time when portraits were ... and found their concept suitable also in the new conditions. Several ... began to work only after the introduction of half-tone The evolution of portraits meeting best the new requirement of the ... was influenced most by contributions originating outside studios. Frequently, they were ... taken by nonprofessionals.

Ex. 7. Mark the statements that are true.

1. The invention of photography made reproductions faster than painting and drawing and helped to produce more realistic and detailed pictures. 2. The first book with lithograph illustrations appeared in 1850. 3. Herbert Ingram founded *Illustrated London News* in 1842. 4. The work of graphic artists was based only on photographs. 5. Engravers sometimes deprived the pictures of disturbing elements or simplified them. 6. At the end of the 1880s it was impossible to print half-tone reproductions of images simultaneously with the text.

Ex. 8. Answer the questions on the text.

- What improved the standard of periodicals?
- What is frequently described as «the most beautiful child of the industrial

revolution»? 3. When and where was the first illustrated periodical founded? 4. When did illustrated magazines appear in France and Germany? 5. What was the most important innovation in photography? 6. When was the heliogravure invented by Karel Klic?

Ex. 9. Make a short summary of the text.

TEXT B. PORTRAITS IN PRESS PHOTOGRAPHY

Task: read the text, find in it answers to the questions given below.

The fast progress of photographic equipment and an ever increasing interest of newspapers and magazines in pictures contributed to progressive development of portraits and documentary photography. The portrait was popular in illustrated magazines already when it had to be engraved. The public was interested in characteristic features of the faces of members of ruling families, politicians, actors, writers, musicians and other famous personalities. Readers also liked to see pictures of typical representatives of geographical regions in connection with the increasing popularity of books of travel. Due to the policy of publishers to offer also sensational news items, faces of criminals and embezzlers¹ appeared as well in periodicals. Several criminals evading the law² were arrested.

Editors of newspapers and periodicals were fairly experienced in using portraits. In selecting pictures, they distinguished between³ photos of important politicians, financiers and businessmen, and pictures of persons unknown to the public, intended to characterize a certain class or group of people. Moreover there were systematic attempts of producers to gain publicity for new films. This made very popular the publication of the portraits of film-stars.

The variety of portrait photography introduced liveliness into the appearance of periodicals. But most of newspapers and magazines chose their pictures depending on the content. In view of specific orientation of periodicals, certain types appeared most frequently. In the weeklies *Life*, *Ogonek* and *Picture Post*, the forms preferred, were journalistic portraits, supplementing best picture stories and reportages. Their development is one of the most important achievements of press photography during the period from 1918 to 1945.

Notes:

¹embezzler — растратчик

²to evade the law — скрываться от закона

³to distinguish between — проводить различие между, отличать

1. What contributed to the progressive development of portraits and documentary photography?

2. When and why did the portrait become popular in illustrated magazines?

3. How did newspapers and magazines choose their pictures?

TEXT C. FROM THE HISTORY OF PHOTOGRAPHY

Task: read the text, get ready to render its contents in Russian.

In the 19th century the development of science, technology and industry formed a real base for the invention of photography and for the use of photos. All the fundamental changes in industry, chemistry, transport, military activity contributed directly or indirectly to improvements of the photographic process. Similar improvements also took place in the development of printing techniques and in the increase and diversification¹ of the contents of newspapers and periodicals.

The early stages of the development of photography as a new pictorial culture were marked by two inventions which received widest practical application. One of them originated in France, the other in Great Britain, two of the most advanced European industrial nations.

Photography has been an integral part of human culture over the 150 years since its invention. This is mainly due to the pictures, which were reproduced on the printed page. Special importance has gained by photographs appearing on pages of mass-circulation newspapers and periodicals. It is only logical that the entire development, from very modest beginnings, rose from the necessities felt by the whole human society.

The increasing interest in pictorial information began to grow even before the 19th century. One obvious result of this was the invention of photography which became so greatly widespread through the world, that many theoreticians refer to the present time as the «optical age».

After the invention of photography many people expected that it would replace painting. This can be easily understood, because painting had developed along with mankind since the times of cave drawings², while photography entered a highly developed society, making use of all its cultural experience. The difference between the nature of painting and creative photography could then easily escape attention.

Notes:

¹the increase and diversification — увеличение и разнообразие

²cave drawings — пещерные рисунки

TEXT D. THE DEVELOPMENT OF ILLUSTRATED MAGAZINES

Task: read the text and say how and when the status of «war photoreporter» appeared.

Before the First World War the highest standard was achieved by British, American and French illustrated magazines. German weeklies surpassed them in the 1920s. Several illustrated weeklies existed in the USA during the 1920s, as *The Saturday Evening Post*; they were rather conservative in their concept¹ and did not make the full use of the power of photographic communication.

At the time of the outbreak of the World War I² the qualities of photographic equipment were good, which let photographers collaborate with the press to make good outdoor snapshots in favourable light conditions. Photographs showing the environment of war events were especially valued. Photographic reports which appeared on the pages of periodicals included optimistic pictures showing the visits of royalty to the frontlines and meeting with high-ranking officers. Such pictures were made generally by court photographers. Many photos were taken during pauses in the fighting, some in artificial conditions arranged safely behind the frontlines. These pictures created the wrong ideas among readers, by presenting the war as only a game. Some soldiers and sailors who were good photographers took their cameras to the front, and some of their photos reached the pages of newspapers and periodicals. But the status of «war photoreporter» was still rather rare. Several outstanding American photographers worked in Europe without having the status of war reporters.

In the 1920—30s the main quest for the modern illustrated magazine was its variety, its «face».

In the USA a major turn in illustrated photography came in the second half of the 1930s. An event of almost historical importance was the foundation of the magazine *Life* in November 1936. At the same time many monthlies were also created, which were important for the development of modern journalistic photography.

Notes:

¹in their concept — по своему содержанию

²the outbreak of the World War I — начало первой мировой войны

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Неличные формы глагола и конструкции с ними (Subjective-with-the-Infinitive Construction, Objective-with-the-

Infinitive Construction, For-to Infinitive Construction, Participial Constructions).

II. Сослагательное наклонение. Типы условных предложений.

III. Основные типы придаточных предложений. Союзное и бессоюзное подчинение.

IV. Видо-временные формы глаголов действительного и страдательного залогов (повторение).

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The Development of Specialized Periodical

1. The general popularity of periodicals and the existing favourable conditions for their development in the 19th century made it possible to found more narrowly specialized magazines. Sport, which developed in parallel with photography became one of the pursuits drawing great public interest. The first modern Olympic Games were held in Athens in 1896. Two years earlier, the magazine *Sport in Bild* was founded in Berlin, and it contributed greatly to systematic presentation of scenes from various competitions and gymnastic events. This specialization needed photographers capable of recognizing the right moment for taking a photo when the situation was most exciting.

2. Besides several sports magazines, such, as the French *Le Sport Universel Illustre*, sport supplements of many periodicals and newspapers became increasingly important. The attractiveness of sports events for the broad public was realized soon by many press magnates.

3. The present «literature of the fact» is based partly on books of travel, popularity of which rose steadily. Publishers of illustrated weeklies, and other farsighted individuals, realized it, and the former included travel stories and pictures in their periodicals, while some of the latter founded new specialized magazines. The renowned *National Geographic Magazine*, still one of the most popular monthlies in the world, was founded already in the 19th century. This kind of a periodical contributed greatly to the development of press photography.

4. Among the specialized periodicals founded during the 1880s, also magazines devoted to fashion are worth mentioning. They generally drew on a certain tradition of fashion supplements which had been appearing for several years. Many of the fashion magazines founded during that period still exist; *Vogue* is an example. Its first issue appeared on December 7, 1892.

Due to its popularity, an independent British edition started appearing in 1916. Paris was undoubtedly the centre of fashion at the close of the 19th century, and it was only logical that fashion magazines appeared also in France.

5. On the whole, it can be said that from the end of the 1880s to the end of the First World War, the range of illustrated magazines both for the general or specialized public extended substantially, as many new periodicals were added to the established weeklies and monthlies.

1. What contributed greatly to the development of specialized magazines?

2. When was the magazine *Sport in Bild* founded?

3. Did many press magnates realize the attractiveness of sports events for the broad public?

4. When did the first issue of the fashion magazine *Vogue* appear?

5. Did the range of illustrated magazines both for the general or specialized public extend in the 1880s?

II. Письменно переведите 2, 3, 5-й абзацы текста.

III. Переведите предложения, содержащие инфинитивные конструкции.

1. It is not difficult for sports fans to find sports publications. 2. We think him to be a good journalist. 3. I should like the student to learn the practical principles of book editing. 4. He seems to be satisfied with the results of his work.

IV. Переведите предложения, содержащие причастные конструкции.

1. All preparations being made the conference began. 2. The student was seen entering the laboratory. 3. I saw him translating the text.

V. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. He would bring you this magazine if you (to ask) him. 2. Everybody would have understood him if he (to speak) English. 3. You could have bought a ticket if you (to come) to the station earlier. 4. If it not (to be) so late I'll phone him.

VI. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. While I (to read) the article I learned that the BBC radio provided a nation-wide broadcasting in Britain. 2. A number of

periodicals (to publish) in foreign languages. 3. The editor said that the newspaper (to carry) that information in the previous issue. 4. Readers' letters (to be) a valuable source of information about life, about people's interests and needs. 5. Where is Ann? She (to interview) a famous writer. 6. A small group of journalists (to carry out) the collection of news for their weekly next month.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Periodicals in the 19th Century

1. The 19th century was ripe for a speedy growth of periodicals and newspapers. In that period of fast development of photography cities also continued to grow fast. At the turn of the century, there were more than 20 cities with a population over a million. This improved the conditions for increasing the number of copies of popular newspapers and magazines.

2. The fast growth of city agglomerations was not the decisive reason why an unusually favourable situation developed for publishers of periodicals. The increasing volume of industrial production necessitated more advertising. The publisher's profits from advertisements, increasing proportionally to the interest of business, enabled them to improve the extent and quality of periodicals and newspapers and keep their prices constant, and sometimes even to reduce them.

3. Not only illustrated weeklies realized the advantages of pictorial information, also editors of newspapers became increasingly aware that printed images can add to the popularity of their periodicals in the 1890s. The way to this recognition was paved by several outstanding individuals who realized the «imminent approach of the optical age». One of these pioneers was Joseph Pulitzer who bought in 1883 the not quite prosperous periodical *World*, published in New York. This newspaper became in three years of his ownership one of the most successful, partly due to the use of pictorial information (still in the form of reproductions of engravings). *World* carried increasingly more illustrations and finally pictures became its more or less key component.

4. The rising general standard of periodicals raised the question how to use all advantages of pictorial information. Direct reproduction of photographs by the half-tone method was naturally most widely used in mass-circulation illustrated magazines. But modern printing methods were not yet completely prevalent. The public at that time did not always receive the

replacement of engraving by half-tone reproduction of photographs with enthusiasm, not to say as a fundamental innovation in journalism.

1. Was the 19th century ripe for a speedy growth of periodicals and newspapers?

2. What improved the conditions for increasing the number of copies of popular newspapers and magazines?

3. What aided the publishers to improve the extent and quality of periodicals and newspapers?

4. Could printed images add to the popularity of periodicals?

5. Who was the editor of the periodical *World*?

6. Did some newspapers begin to use direct reproduction of photographs?

II. Письменно переведите 1, 2, 3-й абзацы текста.

III. Переведите предложения, содержащие инфинитивные конструкции.

1. It is necessary for a journalist to have a wide acquaintance with men and affairs. 2. He is said to work in London as a reporter. 3. We believe him to be a talented photographer. 4. The delegation is reported to have arrived in New York.

IV. Переведите предложения, содержащие причастные конструкции.

1. We heard the reporter broadcasting the news. 2. The speech being ready we went to the conference-hall. 3. They were seen engraving the photographs.

V. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. You would understand the main idea if you (to read) the issue carefully. 2. If it not (to be) so expensive I'll buy this magazine. 3. The student wouldn't have written his course-paper in time if he not (to borrow) the books from the library. 4. You could have seen this picture if you (to visit) this exhibition last week.

VI. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. The course on the history of journalism (to include) the history of the press in different countries. We (to have) it next year. 2. Many proposals and suggestions (to reflect) in the documents the congress adopted. 3. When I entered the library she

(to read) about the practical principles of book editing. 4. This daily newspaper (to have) the largest circulation since last year. 5. He says that the great expansion of mass media (to intensify) the demand for skilled journalists soon. 6. The first newspaper (to print) in the 15th century.

Keys:

Unit I

Ex. 4. 1-e, 2-a, 3-f, 4-b, 5-d, 6-e

Ex. 7. Invented, refer, circulate, issued, «gazetta»

Unit II

Ex. 4. 1-b, 2-c, 3-e, 4-f, 5-a, 6-d

Ex. 7. Periodicals, reviews, magazines, wide-range, journals, weeklies

Unit III

Ex. 3. 1-d, 2-1, 3-g, 4-a, 5-h, 6-c, 7-i, 8-e, 9-b

Ex. 6. Periodicals, engraved, photographers, reproductions, press, photos

UNIT I

WHAT IS SOCIOLOGY

Section I. TOPICAL VOCABULARY

	<i>Index</i>
accordingly [ə'kɔ:dɪŋli] <i>a</i> соответственно	T ₂
acquire [ə'kwɪə] <i>v</i> приобретать	D
actual [ˈæktʃuəl] <i>a</i> действительный	D
adequate [ˈædɪkwɪt] <i>a</i> адекватный	D
age [eɪdʒ] <i>n</i> возраст	C
aggregate [ˈægrɪɡɪt] <i>n</i> совокупность, масса	D
analysis [ə'nælɪsɪs] <i>n</i> анализ	A
anxiety [æŋ'zɪəti] <i>n</i> озабоченность, стремление	A
ascribe [ə'skraɪb] <i>v</i> приписывать	C
aspiration [ˌæspə'reɪʃ(ə)n] <i>n</i> ожидание, надежда	A
associate [ə'səʊʃɪət] <i>with v</i> общаться с	C
assumption [ə'sʌmpʃ(ə)n] <i>n</i> предположение	T ₁
awareness [ə'weɪnəs] <i>n</i> осознание	A
basic ['beɪsɪk] <i>a</i> основной, базовый	A
basic structure базовая структура	
behave [bɪ'heɪv] <i>v</i> вести (себя)	A
behaviour [bɪ'heɪvjə] <i>n</i> поведение	B
bond [bɒnd] <i>n</i> связь	B
boundary ['baʊnd(ə)rɪ] <i>n</i> граница	
neat boundary четкая граница	A
characterize [ˈkærɪktəraɪz] <i>v</i> характеризовать	B
choice [tʃɔɪs] <i>n</i> выбор	T ₁
clue [klu:] <i>n</i> ключ	B
common ['kɒmən] <i>sense</i> здравый смысл, общепринятое мнение	A
communicate [kə'mju:nɪkeɪt] <i>v</i> общаться	A
community [kə'mju:nɪti] <i>n</i> сообщество, общность	B
competence [ˈkɒmpɪt(ə)ns] <i>n</i> способность, компетентность	A
compile [kəm'paɪl] <i>v</i> составлять	T
compose [kəm'pəʊz] <i>v</i> составлять (<i>справочники</i>)	B
condition [kən'dɪʃ(ə)n] <i>n, v</i> условие; обуславливать	D
confront [kən'frʌnt] <i>n</i> сталкиваться	A
context ['kɒntɛkst] <i>n</i> среда, контекст	

social context социальная среда	D
criterion [ˌkraɪ'tɪəriən] <i>n</i> критерий	T ₁
datum; data (<i>pl</i>) ['deɪtəm, 'deɪtə] <i>n</i> данное, данные	A
demand [dɪ'mɑ:nd] <i>n, v</i> требование, требовать	C
depend [dɪ'pend] <i>on v</i> зависеть от	B
determine [dɪ'tɜ:mɪn] <i>v</i> определять	A
disciplined [ˈdɪsɪplɪnd] <i>a</i> (<i>эд.</i>) упорядоченный	B, D
distinctive [dɪ'stɪŋktɪv] <i>a</i> отчетливый	D
duty ['dju:ti] <i>n</i> долг	C
dynamic [daɪ'næmɪk] <i>a</i> развивающийся, изменяющийся	B
emerge [ɪ'mɜ:dʒ] <i>v</i> появляться	A
emphasis [ˈemfəsɪs] <i>n</i> ударение, акцент	B
entire [ɪn'taɪə] <i>a</i> весь, целый	B
environment [ɪn'vaɪə(ə)nment] <i>n</i> окружение	A
social environment социальное окружение	A
essential [ɪ'senʃ(ə)l] <i>a</i> важный, существенный	T ₂
ethnicity [eθ'nɪsɪti] <i>n</i> этническая принадлежность	A
event [ɪ'vent] <i>n</i> событие	D
expectation [ˌekspek'teɪʃ(ə)n] <i>n</i> ожидание	
meet the expectations отвечать ожиданиям	A
experience [ɪks'pɪəriəns] <i>n</i> опыт	A
extent [ɪks'tent] <i>n</i> степень, мера	
frame [freɪm] <i>n</i> рамка	
frequently ['fri:kwəntli] <i>adv</i> часто	
general [ˈdʒen(ə)r(ə)l] <i>a</i> общий	A
generate [ˈdʒenəreɪt] <i>v</i> порождать	D
goal [ˈɡəʊl] <i>n</i> цель	A
go beyond [ˈɡəʊbɪ'jɒnd] <i>v</i> выходить за пределы	A
group [ɡrʊp] <i>n</i> группа	A
human being ['hju:mən bi:ŋ] человек	A
human society ['hju:mən sə'saɪəti] общество	
identify [aɪ'dentɪfaɪ] <i>v</i> определять принадлежность	
social identity [aɪdentɪti] социальное лицо	A
identity <i>n</i> самость	
image ['ɪmɪdʒ] <i>n</i> образ	D
impact [ˈɪmpækt] <i>n</i> влияние	C
individual [ˌɪndɪ'vɪdʒuəl] <i>n</i> индивидуум	C
individual-in-action действующий, активный, индивидуум	
influence [ˈɪnfluəns] <i>n</i> влияние	T ₂
inheritance [ɪn'herɪt(ə)ns] <i>n</i> наследственность	C
intellectual [ˌɪntɪ'lektʃuəl] <i>a</i> интеллектуальный	A
interact [ˌɪntər'ækt] <i>v</i> взаимодействовать	
interpersonal [ˌɪntə'pɜ:snl] <i>a</i> межличностный	A
interview [ˈɪntəvju:] <i>n, v</i> опрос; опрашивать	A
investigation [ɪn'vestɪ'geɪʃ(ə)n] <i>n</i> поиск, расследование	T ₂
involve [ɪn'vɒlv] <i>v</i> вовлекать	B

layer ['leɪə]	n	слой, пласт	T ₂
legal ['li:g(ə)l]	a	законный	C
level ['levl]	n	уровень	B
life-cycle ['laɪf saɪkl]		цикл развития, жизненный цикл	C
life-style ['laɪfstɑɪl]		стиль жизни	A
micro-order [ˌmaɪkrə'ɔ:də]	n	микроуровень	B
mode [məʊd]	n	способ, образ	B
obvious ['ɒvviəs]	adj	очевидный	T ₂
occur [ə'kɜ:]	v	иметь место	B
opportunity [ˌɒpə'tju:nɪti]	n	возможность	A
particular [pə'tɪkjələ]	a	отдельный	A
pattern ['pætən]	n	образец, модель	B
perceive [pə'si:v]	v	(зд.) приобретать	
perceived role		приобретенная роль	D
perform [pə'fɔ:m]	v	исполнять	
performed role		исполняемая роль	D
personality [ˌpɜ:snə'lɪti]	n	личность, индивидуальность	D
plurality [pluə'rælɪti]	n	множественность	A
point out ['pɔɪnt aʊt]	v	указывать	A
position [pə'zɪʃ(ə)n]	n	положение	C
potential [pə'tenʃ(ə)l]	a	потенциальный	B
poverty ['pɒvəti]	n	бедность	B
prescribe [prɪs'kraɪb]	v	предписывать	D
pressure ['preʃə]	n	давление	D
pursue [pə'sju:]	v	преследовать	A
questionnaire ['kwɛstʃənɛə]	n	опросник, анкета	T ₂
race [reɪs]	n	раса	D
rapid [ræpɪd]	adj	быстрый	T ₁
refer [rɪ'fɜ:]	to v	относиться к	D
relate [rɪ'leɪt]	v	относиться, связываться	B
relation [rɪ'leɪʃ(ə)n]	n	отношение, связь	B
relatively ['relatɪvli]	a	относительно	C
respond [rɪs'pɒnd]	to v	отвечать (на)	D
right [raɪt]	n	право	D
role set ['rəʊl 'set]	n	ролевой набор	D
satisfaction [ˌsætɪs'fækʃ(ə)n]	n	удовлетворение	A
self-determined ['selfdɪ'tɜ:mɪnd]	a	независимый, действующий по своему усмотрению	C
sex [seks]	n	пол (ср. gender (n) социальный пол)	C
share ['ʃɛə]	v, n	часть, доля; разделять	B
significance [sɪg'nɪfɪkəns]	n	важность, значимость	C
simplicity [sɪmp'lɪsɪti]	n	простота	T ₂
social ['soʊʃ(ə)l]	a	общественный, социальный	
social science		общественная наука	A
social order		социальный уровень, порядок	B
social organization		организация общества	

social position	социальное положение	C, D	
sociology [ˌsəʊsɪ'ɒlədʒɪ]	n	социология	A
source [sɔ:s]	n	источник	A
statistical [stə'tɪstɪk(ə)l]	a	статистический	D
status ['steɪtəs]	n	статус, положение	C
subject ['sʌbdʒɪkt]	of study	объект исследования	B
subject-matter	n	предмет исследования	A
surface ['sɜ:fɪs]	n	поверхность	A
strictly ['strɪktlɪ]	adj	строго	T ₂

Section II. READING MATERIAL

TEXT A. WHAT IS SOCIOLOGY

Task: read and translate into Russian in written form.

Sociology is one of the social sciences. It occupies a prime position among a group of these sciences or disciplines, which include also anthropology, economics and political sciences.

The subject-matter of sociology is behaviour of people as social beings. Sociology is the study of human social life, groups and societies. The scope of sociology is extremely wide, ranging from the analysis of everyday happenings with people in the street up to the investigation of global social processes.

Among the aims of sociology there are such as: discovering the basic structure of human society, identifying the main forces that hold groups together or weaken them, learning what conditions transform social life.

And still in the world there are different approaches to sociology. For some people sociology is the scientific study of society and social behaviour. For others it is a guide for ordinary people to understand what is happening to them and how their social world operates. Both approaches are to be considered actual and interdependent at the present historical moment. A common sense question "so what?"¹ should be used by a sociologist who is taking part in a research.

Almost everyone has some specialized knowledge of a social situation: a family, a work setting or a life style. The sociologist is respectful of this common sense knowledge and often depends on it. However, in the majority of cases it can be fragmentary and uncritical. Sociological research is to be more critical and more systematic. It is quite evident that for this reason sociology must often go beyond the categories of everyday life and must invent new categories to interpret events and experiences in a fresh light.

¹ Ну и что из этого следует? Зачем это надо?

In order to understand how people behave and how they change it is always necessary to see it as a part of a broader social process. That is why sociologists closely study social context which helps a lot in interpreting things.

Sociology studies men and groups in action. The acting person is a specific human being who pursues goals, interprets experience, responds to opportunities and confronts difficulties.

The sociological emphasis on context and action points out to the concreteness of human experience. There is no abstract being called man, there are only particular persons who live their own lives in historical time. Awareness of plurality is essential for sociology. It studies the general and the particular, the abstract and the concrete.

Human interaction is another focus of sociology. A human being always interacts with his social environment. From his setting he derives aspirations, competencies, satisfactions, anxieties and social identity.

EXERCISES

Ex. 1. Read the international words and guess their meaning. Mind the stress.

'process	frag'mentary	,soci'ology
'abstract	syste'matic	,moti'vation
'context	com'municate	,intel'lectual
'social	situ'ation	,funda'mental
'aspect	a'nalysis	,specia'lized

Ex. 2. Form the derivatives.

Model A: V + tion → N

assimilate, interact, accomodate, communicate, associate, relate, interpret, investigate, actualize.

Model B: V + ment → N

adjust, agree, establish, manage, engage, settle, achieve, acknowledge.

Ex. 3. Transform as in the models.

Model A: to identify the forces — identification of the forces to interview people, to transform social life, to discover the structure, to study the social context, to respond to opportunities, to interpret the event.

Model B: springs of action — action springs

awareness of plurality, boundaries of activity, aspects of society, categories of everyday life, investigation of social processes, subject-matter of sociology.

Ex. 4. Match English and Russian equivalents.

1. common-sense knowledge	a. четкие границы
2. basic structure	b. общеизвестные сведения
3. sociological research	c. человеческий опыт
4. human experience	d. рабочая обстановка
5. social identity	e. базовая, фундаментальная наука
6. basic science	f. источники перемен
7. sources of changes	g. социальное лицо
8. neat boundaries	h. социологическое исследование
9. work setting	i. основная, базовая структура

Ex. 5. Choose the right word.

- Sociology is one of the ... sciences.
a) precise b) social c) natural
- There is no ... being called man.
a) theoretical b) historical c) abstract
- Sociological study ... close analysis of the sources of change.
a) has b) become c) involves
- The sociologist is respectful of the ...
a) advice b) news c) common-sense knowledge
- A human being always interacts with his social ...
a) process b) environment c) action

Ex. 6. Complete the sentences.

- Sociology studies ...
- Sociological study involves close analysis of ...
- To study the social context is ...
- Sociological research tries to be more critical and ...
- The subject-matter of sociology is ...

Ex. 7. Insert the right word.

(sociology, social, sociological, society, sciences)

- A human being always interacts with his ... environment.
- ... studies men and groups, in action.
- ... study involves close analysis of the sources of change.
- The aim of sociology is to discover the basic structure of human ...
- Sociology is one of the social ...

Ex. 8. Mark the statements that are true.

1. To understand how people behave the social context must be closely observed. 2. Sociology never goes beyond the categories of everyday life. 3. Some aspects of society are well known to most people. 4. Sociology studies animals and plants in action. 5. Awareness of plurality is essential for sociology. 6. Sociology is a probing discipline.

Ex. 9. Answer the questions on the text.

1. What kind of science is sociology? 2. Who is respectful of common-sense knowledge of a social situation? 3. What can be said about an abstract man? 4. To understand how people behave and how they change, the social context must be closely observed, mustn't it?

Ex. 10. Make a short summary of the text.

TEXT B. SOCIAL ORGANISATION

Task: read the text, find the answers to the questions given below.

The students of sociology pay much attention to discovering how persons and groups relate to each other.

Social organisation is the pattern of individual and group relations. There are three levels of social organization. They are: interpersonal relations, that is the micro-order of the society, group relations, that is the medium order of the society, and macro relations or social order.

An interpersonal relation is the most elementary social bond, occurring when two persons stand in some relation to each other. These relations are the building blocks of social structure.

Organisation of people in a group is reflected through roles and modes of interaction. Knowledge of the group structure of a community or society gives clues to potential conflicts or solidarity, as well as to forces that may determine the future character of a society or a community.

A social order exists when an entire community or society for a significant period of history is characterized by distinctive and interwoven patterns of social organisation. A social order is a type of society.

It is evident that large complex and impersonal organisations are characteristic of our present social world. Most people are associated with them. Decisions of large organisations deeply affect our personal worlds and often quite negatively.

1. What is social organisation?
2. What are three levels of social organization?
3. What is the most elementary social bond?
4. What are the building blocks of social structure?
5. What is organisation of people in a group reflected through?
6. What gives clues to potential conflicts or solidarity?
7. What is a social order?
8. What are most people associated with?
9. Do decisions of large organisations deeply affect our personal worlds?
10. How do large organisations affect our personal worlds?

TEXT C. SOCIAL STATUS

Task: read the text, get ready to render its contents in Russian.

Briefly, a social status is a position within a social system, a social role is the pattern of behaviour associated with that position. The role represents the dynamic aspect of status.

A major significance of status is that it can and does determine social identity¹. A status is salient and tends to fix the identity of the person who occupies it if a large part of the individual's life is organised around it. Thus, for many people their profession is a salient status.

A transitory social position, for example a temporary job, has little impact upon social identity.

Traditional society depended for its stability on salient statuses. Today salient status is not a dominant principle of social organisation. Life is fluid and people occupy many different statuses through the life cycle. But a status may still be relatively salient, at least for a certain period of life. Sometimes the salient status is voluntary or self-determined, but many salient statuses are not voluntary, or ascribed.

An ascribed status is one assigned to the individual by legal or other social criteria (age, sex, race, inheritance, etc.).

TEXT D. SOCIAL ROLE. THE GROUP STRUCTURE OF SOCIETY

Task: read the text and say what elements does the sociological role include.

¹ identity - самостность; нечто индивидуальное, характеризующее субъект как личность;

² social identity - социальное лицо; нечто, что характерно для субъекта как представителя определенной социальной группы.

The sociological role includes the following elements:

1) the socially prescribed or ideal role.

The ideal role prescribes the rights and duties belonging to a social position.

2) the perceived role.

What the individual believes he should do in a particular position may not fully coincide with the conventional image or ideal.

3) the performed role.

Actual role behaviour is always subject to the pressures and opportunities of a special social setting at a specific time. It is also conditioned by the individual's personality and past experience.

An adequate analysis of any social role must take account of all three elements: prescription, perception and performance.

A given social status generates more than one role. When someone enters a new status he/she usually acquires a role set because he/she must meet the expectations of a number of different people.

Section III. LEXICAL-GRAMMAR TESTS.

Чтобы правильно выполнить контрольные задания, необходимо усвоить следующие разделы курса английского языка.

1. Словообразование – основные словообразовательные суффиксы.

2. Видо-временные формы глагола (действительный залог).

3. Согласование времен.

4. Неопределенные местоимения *some, any, no* и их производные.

5. Употребление местоимений *it, one*

6. Усилительная конструкция *it is ... that*.

7. Модальные глаголы и их эквиваленты.

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Practical Implications of Sociology

1. One thinks that sociology has to deal with practical life. And for sure sociology has practical implications for our lives. It is policy-making and social reform that sociology can contribute to. Sociologists say that this science can provide clearer and more adequate understanding of what is going on in the society. It can do it in two ways:

– on the level of factual knowledge (giving an answer to the question what in particular is happening), or

– by means of theoretical understanding (giving an answer to the question why it is happening).

2. We can see that a greater proportion of the population is living in poverty. Any attempt to change the situation will be successful only if it is based on accurate rather than false information. The more we understand why poverty remains widespread, the more likely we can change the situation.

3. One can see that sociology aids in practical policy-making. It does it through helping to see the existence of different cultural values in the structure of the society. To make the world better it is necessary to discard prejudices which groups hold towards one another.

4. Changing in our social world for the past two decades has become so rapid that most people are amazed by recent events. The energy crisis has transformed global economies; new technologies have changed the workplace; the communist world is becoming radically reorganized; and a complex interdependent world means that the changes in one country cause changes in other countries. The world turns to sociologists for interpretation, explanation, making prognosis for future.

1. In what ways can sociology contribute to practical policy-making?

2. How can sociology provide clearer and more adequate understanding of what is going on in the society?

3. What proportion of the population live in poverty nowadays?

4. Under what conditions can an attempt to change the economic situation be successful?

5. Do different cultural values exist in the structure of the society?

6. How can we make the world better?

7. What changes have taken place in our social world for the past two decades?

II. Прочтите и письменно переведите 1-й и 4-й абзацы текста.

III. а) Образуйте существительные при помощи данных суффиксов и переведите их:

·*er*: to organize, to work, to use, to interview, to employ, to read, to begin;

·*ism*: real, social, tour;

·*(t)ion*: to imagine, to affect, to associate, to investigate, to communicate;

·*ment*: to improve, to involve, to agree, to move, to employ;

·*(i)ty*: ethnic, personal, active.

б) Образуйте прилагательные при помощи данных суффиксов и переведите их:

- able (-ible): remark, read, sense;
- (u)al: nature, profession, economic, intellect;
- ic: sociology, terminology, period;
- ous: autonomy, fame, continue.

в) Образуйте наречия при помощи суффикса -ly и переведите их:

individual, common, social, strict, real, personal, potential, deep, true.

IV. Выпишите из текста по одному предложению, содержащему глагол в Present Continuous, Present Indefinite, Present Perfect.

V. Поставьте сказуемое придаточного предложения в нужную видо-временную форму, учитывая правила согласования времен.

1. For a long time people believed that some day all people (to become) equal and free, that no one ever (to suffer). 2. People thought that many years ago there (to be) neither rich, nor poor. 3. The communists considered that private ownership (to be) unfair and fought for common ownership of land and property.

VI. Выберите нужное местоимение из данных в скобках.

1. (No, some) part of England is particularly mountainous. 2. The United Kingdom has (any, no) written constitution or Bill of Rights. 3. People of Britain are free to do (something, anything) not forbidden by law. 4. At times it was strictly forbidden in Britain to study (any, anything) of the languages of the minorities. 5. Today (some, something) of the country's ethnic minorities have their own language.

VII. Переведите предложения, обращая внимание на различные значения слов it и one.

1. The City of London had walls around it at one time. 2. It is hard to believe that at one time even the King had to knock at the City gate and wait for the permission to enter. 3. It is at night that the West End of London is full of life. 4. Small towns in Britain differ from the traditional ones in other countries. 5. One should remember that the monarchy in Britain is constitutional.

VIII. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. For socialization a person has to assimilate a great amount of new information. 2. One can say that socialization is the process by which a human animal becomes a human being. 3. Our personal worlds can be deeply affected by decisions of large organizations. 4. Socialization should be carried out in many different ways, in a variety of social contexts. 5. Socialization must be carried out for the benefit of the person who is socialized. 6. Socialization may inhibit (подавлять) personal development.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Man and Technical Progress

1. The first Industrial Revolution took place between the years 1760 and 1860. It was a revolution resulting from the introduction of a new form of power — steam power. The first industrial revolution gave us machines to do the work that had been done before by men's hands. The second Industrial Revolution is much more complicated than the earlier one. In fact, it is a series of revolutions. The second revolution has produced machines that can do the work of men's brains.

2. In 1957 the launching of the Earth's first man-made satellite ushered in the space age. Since then, automatic space probes have brought information about the Moon's surface and samples of its soil. They reached the planets Mars and Venus and are transmitting back to the Earth singular data about outer space over hundreds of millions of miles. People have learned how to live and work in near space and on the Moon, and are preparing for the day when interplanetary travel will be possible.

3. The population of the Earth is growing rapidly. The utilization of natural resources is growing accordingly. How does the environment influence man and how does society influence nature? Scientists study this problem. Various types of human activity are becoming more and more independent of environmental conditions. All this does not mean that environmental factors and conditions no longer have an effect on our activities. Quite the contrary, the more independent of the environment our actions become, the more fully must we take into account its properties and conditions. Technical progress has made it imperative.

4. New sources of power, new processes, new materials have come into use with such bewildering speed in the present century that it is hard to keep track of them all. You have only to look around your own home to get some idea of the speed of change. How many things can you find there that could not have been there in your grandfather's boyhood?

5. Sometimes we call the times, we live in, the age of steel, or the electronic age, or the atomic age, or space age, but what stands out most of all is that is an age of change. All of us are a link in the chain of universal human progress.

Notes:

¹to keep track of smth. — следить за развитием чего-л.

1. When did the first Industrial Revolution take place?

2. Was the second Industrial Revolution more complicated than the first one?

3. What kinds of machines has it produced?

II. *Перепишите и письменно переведите 2, 3, 4-й абзацы текста.*

III. а) *Образуйте существительные при помощи данных суффиксов и переведите их.*

-er: to begin, to fight, to import, to produce

-ment: to advance, to develop, to equip, to punish

-ion: to aggravate, to allocate, to anticipate, to extract

-ism: capital, hero, race, tour

-(i)ty: active, major, similar, productive

б) *Образуйте прилагательные при помощи данных суффиксов и переведите их:*

-able: comfort, honour, suit, value

-al: centre, education, practice, profession

-ous: autonomy, continue, fame, mountain

IV. *Определите видо-временные формы глаголов в следующих предложениях, укажите их инфинитив.*

1. The great ship «Titanic» sailed for New York from Southampton on April 10th, 1912. 2. While «Titanic» was sailing across the icy waters of the North Atlantic, people heard the alarm. 3. The ship turned just in time, but an iceberg had damaged it. 4. People will always remember this tragedy.

V. *Поставьте сказуемое придаточного предложения в нужную видо-временную форму, учитывая правила согласования времен.*

1. The French utopian Saint-Simon believed that the ideal state of the future (to have) to be run by scientists and «industrialists». 2. He thought that this (to enable) large-scale industry to develop on a scientific basis. 3. Thomas More, the great English humanist, understood that the development of wool mills in England (to lead) to the expulsion (изгнание) of peasants from their lands.

VI. *Выберите нужное местоимение из данных в скобках.*

1. Man's biology has given him (some, any) great advantages over other animals, he is capable of speech — a gift which (some, no) other animal possesses.

2. There is (nothing, anything) inside man that tells him how to go hunting or fishing or shopping in a super-market to get his food.

3. Scientists today believe that race has (anything, nothing) to do with intelligence or with amount of progress of a society. Nor does race have (something, anything) to do with religion, language or way of life.

4. Large numbers of people in the world do not fit into (any, no) three main races.

VII. *Переведите предложения, обращая внимание на различные значения слов it, one.*

1. The most attractive feature of any science is that it enables us to shape the world. 2. It is impossible to ban new ideas or to stop progress in science and technology, this is an objective law of development of any society. 3. It is television that has been called man's «third eye». 4. The biological differences among the living races of people are trifling ones. 5. No one knows how many people can be supported by the Earth.

VIII. *Переведите предложения, содержащие модальные глаголы и их эквиваленты.*

1. He can develop his skills as a journalist only by hard work. 2. He will be able to publish this important material in our local paper. 3. You may use my telephone and order the taxi. 4. It is not allowed to smoke here. 5. He must bring his new material for our local paper in time. 6. Journalists have to take account of social changes.

UNIT II

SOCIAL SCIENCES IN TRANSITION

Section I. TOPICAL VOCABULARY

abound [ə'baʊnd] <i>v</i> изобиловать	
access ['ækses] <i>n</i> доступ	
affect [ə'fekt] <i>v</i> влиять	
alignment [ə'lainmənt] <i>n</i> союз	
consequence ['kɒns(ɪ)kwəns] <i>n</i> следствие	
context-bound [kɒntekst-baʊnd] <i>a</i> опирающийся на контекст	
cradle [krædl] <i>n</i> колыбель	
deny [di'naɪ] <i>v</i> отрицать	
discard [dɪs'kɑ:d] <i>v</i> разрушать	
distort [dɪs'tɔ:t] <i>v</i> разрушать	
efficiency [ɪ'fɪʃ(ə)nsɪ] <i>n</i> эффективность	
evil ['i:vl] <i>n</i> зло	
findings ['faɪndɪŋz] <i>n</i> (pl) результаты исследования	
generation [dʒenə'reɪʃ(ə)n] <i>n</i> поколение	
imply [ɪm'plaɪ] <i>v</i> подразумевать	
inevitable [ɪn'evɪtəbl] <i>a</i> неизбежный	
Iron Curtain, ['aɪən kə'tɪn] <i>a</i> железный занавес	
the level [levl] <i>n</i> уровень	
macro-, medium- microlevel макро-, средний, микро-	
miracle ['mɪrəkl] <i>n</i> чудо	
multitude [mʌltɪtju:d] <i>n</i> множество	
neglect [nɪ'glekt] <i>v</i> игнорировать	
network [netwɜ:k] <i>n</i> сеть (глобальная компьютерная)	
overall ['oʊvərɔ:l] <i>a</i> всеохватывающий	
prejudice ['predʒudɪs] <i>n</i> предвзвешенность	
prevail [pri'veɪl] <i>v</i> доминировать	
primary [praɪ'mɛrɪ] <i>a</i> первичный (об информации)	
priority [praɪ'ɔ:rɪtɪ] <i>n</i> предпочтение	
provision [prə'vɪz(ə)n] <i>n</i> обеспечение	
reference ['refr(ə)ns] <i>n</i> ссылка	
transformation [trænsfɔ'meɪʃn] <i>n</i> трансформация, перестройка	
true/untrue [tru:] <i>a</i> правдивый/нечестный	
search (for smth) [sɜ:tʃ] <i>v</i> поиск	
secondary ['sek(ə)nd(ə)rɪ] <i>a</i> вторичный (об информации)	
significance [sɪg'nɪfɪkəns] <i>n</i> значимость	
simplistic [sɪm'plɪstɪk] <i>a</i> упрощенный	
structure ['strʌktʃə] <i>n</i> структура	
subject ['sʌbdʒɪkt] <i>n</i> субъект	
term [tɜ:m] <i>n</i> термин	

Index

B
D
B
B
A
D
D
B
B
A
D
A
D
B
A
B
A
D
B
A
D
A
D
A
A
A
B
B
D
C
B
D
A
B
B
D
A
A
A
B
A

visible/invisible ['vɪzəbl] <i>a</i> видимый/невидимый	A
workable/unworkable ['wɜ:kəbl] <i>a</i> работающий/неработающий	B
worldview [wɜ:ld'vju:] <i>n</i> видение мира, (картина мира)	B

Section II. READING MATERIAL

TEXT A. SPECIAL SOCIOLOGICAL THEORIES

Task: read the text, translate it into Russian in written form.

The role of theoretical background for a sociological research is of tremendous importance. In fact it predetermines what we select to examine in the first place and the range of possible explanations available for us.

If theory is understood not only as a system of law-like propositions, but as any set of ideas which can help make sense of a phenomenon, guide, action or predict a consequence, then one can distinguish, at least, four kinds of theory: social (scientific), normative, operational and everyday theory. Within the body of social (scientific) theory we can distinguish the whole range of special sociological theories.

Among special sociological theories there are such as: sociology of everyday life, sociology of education, sociology of religion, sociology of family, sociology of mass media, sociology of culture and so on. The one that has been developed quite recently is sociology of countries in transition.

The concept of transition (transformation) is extremely complex. In fact, it is as complex as the world it is applied to. Before 1989 people divided the whole Europe into simplistic East and West. Since 1989 we can not fully rely on this division; the world has lost its bipolarity and the consequences are not yet fully understood.

Before perestrojka everything was quite simple. People from the East viewed the West as capitalistic, evil, but at the same time highly developed economically. People from the West, in their turn, viewed the East as dark, obscure and to some extent invisible behind the Iron Curtain and the Berlin Wall. Invisibility left room for fantasies of all sorts.

Now we speak of Eastern, Central and Western Europe. But this new division is as simplistic as it was before. The former Eastern European bloc is as culturally diversified as Central European regions. And like Central and Eastern Europe, Western Europe is not culturally unified as it sometimes likes to suggest. There are very different countries also in Southern and Northern Europe. Europe is not simply moving from bipolarity to tripolarity. Polypolarity determines the complexity of transformations.

Central Europe and Eastern Europe are very much in focus. It is inevitably and rightly so. However, we should not forget that Central and Eastern European transformations are not isolated phenomena. We should not neglect what is happening elsewhere in other parts of the globe as a consequence of the sweeping changes we are observing here today. We are experiencing changes of a worldwide scope.

EXERCISES

Ex. 1. Read the international words and guess their meaning.

'complex	,universa'listic
ex'treme	,bipo,larity
i'llusion	,tripo'larity
'fantasy	,polypo'larity
'pluralism	interpre'tation

Ex. 2. Give the corresponding verbs:

interpretation, distortion, knowledge, suggestion, transformation

Ex. 3. Give the corresponding nouns:

determine, apply, select, unify; divide, view.

Ex. 4. Match English and Russian equivalents.

1. to predict consequences	a. регионы с разной культурой
2. theoretical background	b. руководить действиями
3. to make sense	c. регионы с единой культурой
4. to be in focus	d. предвидеть последствия
5. to guide actions	e. быть в центре внимания
4. culturally unified regions	f. переживать изменения
5. to experience changes	g. теоретическая основа
6. culturally diversified regions	h. иметь смысл

Ex. 5. Find and translate sentences in text A in which Passive voice is used.

Ex. 6. Correct the statements if they are not true.

1. The concept of transformation is not so complex as it may seem at first glance. 2. The world has always been split into two parts, and bipolarity is still its characteristic feature. 3. Eastern Europe is in the focus of sociologists' attention nowadays.

Ex. 7. Answer the questions.

1. What special sociological theories do you know?
2. What can you say about the concept of transformation?
3. How was the world we live in interpreted before 1989?
4. In what way did people of the West view people of the East before 1989?
5. Can we speak about Western Europe as culturally unified?
6. What changes are we experiencing nowadays?

Ex. 8. Make a short summary of the text.

TEXT B. ENTERING A NEW ERA

Task: read the text, find answers to the questions given below.

Transformation is taking place on more than one level. In particular we experience changes on a macro level (the overall society), on a medium level (the level of organisations and associations) and on a microlevel (personal life of the subjects). And all of them are to be studied.

There are many topics for investigation for a sociologist who studies countries in transition. One may look for answers to such questions as:

- what happened to the institutions which were once integral part of the old structure but were then totally discarded?
- how are individual lives affected when the institutions they lived by, are suddenly denied legitimacy?
- what are the effects when the old worldview is declared untrue and unworkable?
- what does the change mean to different generations?

There might be many more topics for research within this set of problems.

However, some of transformation problem areas may be selected as most important as they are truly characteristic of a new era. Ethnicity is one of them. New positions, roles and alignments of ethnic groups are among the topics of great interest here. We are definitely entering a new era that will be characterised by numerous new socio-cultural alignments inside and outside national boundaries.

Other topics that are of interest nowadays especially for international comparative research apart from ethnicity are: law and citizenship under a variety of political systems; the nature and conditions of prejudice, discrimination and xenophobia; the relationship between ethnicity, labour market and welfare. All of these topics come into one complex problem area that certainly covers all transformation levels: macro, medium and micro.

1. What levels are changes taking place on?
2. What questions may one ask here?
3. What is the problem area that might truly characterize a new era?
4. What will a new era be characterized by?
5. Can you name a society relevant topic for an international comparative research?

TEXT C. THE NEED FOR NEW INFRASTRUCTURES

Task: read the text and render it into Russian.

Scientific cooperation between sociologists of Europe is of great importance. Under new conditions the social sciences are facing the need for a new infrastructure for research and for information and documentation. A close relationship between social science research and social science information and documentation on a society relevant problem area is of strategic importance.

Some time ago there was the European Coordination Centre for Social Science Research and Documentation, the so-called Vienna Centre. A new European organisation, shaped according to the new requirements of our time is the International Social Science Council (ISSC). A considerable number of European cities have declared themselves willing to host its branches.

There are still two more organisations which have weight in the field. They are ERCOMER - European Research Centre of Migration and Ethnic Relationships (it is a Netherlands-based European research centre), and UNESCO in Paris, in particular its Division for Social Science Research and Policy, that recently launched an international programme on research and documentation on the Management of Social Transformation (MOST). It will not be surprising that ethnicity and multicultural society is one of the three priority themes in this programme. The other two are "cities as arenas of accelerated social transformation" and "local impacts of global environmental, technological and economic transformations".

TEXT D. SOLUTION OF THE PROBLEM OF MULTILINGUALISM

Task: read the text and say why English is necessary to study for those who are engaged in sociological research

The European continent is the cradle of the social science. But language barriers prevent important social science findings from circulating adequately. International access to national social science secondary and primary information requires multilingual documentation, particularly in classifying and indexing. It also

requires international information exchange policies and networking. There has been a lot of discussion on this matter within the European community. And the problem is evident. It seems to be wise for reasons of efficiency to adopt one language as a universal core language for references from all other involved language areas and as a universal communication language.

Taking the actual situation into account, English may serve well as the core documentation language, forming the link between a number of national documentation systems. Adopting English as the core language in documentation would not imply simple adoption of the meanings currently associated with English terms. Linking national language terms to English terms may differentiate and qualify meanings.

Though one is well aware of the semantic problems which are involved here. Some context-bound concepts are very difficult to identify and to translate. And there is no truth if not placed within the context. However, in spite of such difficulties the internationalization of science requires a common communication and information language. So English is to be taught to young scientists as a subject for their university exams. This is quite simple and evident. English within the university sociological education programmes starts to be a demand.

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы правильно выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Видо-временные формы глагола (действительный и страдательный залого).
2. Неличные формы глагола (инфинитив, герундий, причастие).

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Man and Nature

1. The relations between man and nature have become one of the major problems facing civilization today. That is why ecology stands at the crossroads of politics, science and economics.

2. While «blank spots» have practically disappeared from the Earth's geographical map, the «black spots» marking deserts and other areas of ecological disaster are expanding at a frightening pace. Man perfects everything, including his own shortcomings.

3. Our ancestors naively considered the Earth's resources to be boundless and endless. Their ecological ignorance was not their crime, but rather their woe, for it caused the death of thousands of animal species. We shouldn't judge those who lived in the ancient, medieval or even recent times. Man has always had to fight a hostile environment. Even in the 19th century, when the word «ecology» was born, people continued to use nature as consumers. For centuries man has been proclaimed the «lord and king» of nature, and not the child.

4. «Human» achievements in conquering nature became so great that man's activity began to have an increasingly negative effect on the biosphere. For example, forests disappear at a rate of 20 hectares a minute. Today animals and plants perish mostly due to the production of industrial pollutants and the poisoning of the biosphere.

5. Charles Darwin once said that nature cannot lie. Today it is essential that we realize that we ourselves cannot lie to nature. We know that nature is weak and defenceless before man who has grown so strong.

6. Our time is witness to the beginning of «humanized nature». Humanism is today what we need most of all, in politics, in relations among people, and in our attitude to nature. People of different convictions must work together to wipe the ugly «black spots» from the beautiful face of the Earth.

1. What do «black spots» on the Earth's geographical map mark?

2. Are they expanding?

3. What must people do in order to wipe off these ugly «black spots»?

II. Перепишите и письменно переведите 1, 3 и 5-й абзацы текста.

III. Выпишите из 4-го абзаца предложение с герундием.

IV. Преобразуйте предложения из действительного залога в страдательный.

1. More and more higher schools apply linguaphone equipment and television in the teaching process. 2. Environment ignorance is aggravating the conflict between man and nature. 3. Scientists' recommendations encouraged students to take an active part in nature protection. 4. Some colleges have included lectures on nature conservation in their curriculum (расписание). 5. Next year a world-known professor will give lectures on sociology.

V. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. Life (to exist) on Earth for millions of years. 2. We don't know in what form life first (to exist). 3. Man (to differ) from other animals in many ways. 4. Considerable efforts (to make) now to solve ecological problems. 5. In the nearest future the ecological factor (to become) one of the indices of the work of an enterprise.

VI. Подчеркните инфинитив, определив его форму и функцию.

1. To say that a society is civilized doesn't mean that it has a high culture. 2. Man is the only animal that uses one tool to make another. 3. Man's ability to speak and develop language allows him to share knowledge with other men. 4. They are said to have been conducting negotiations for a long time. 5. I want to be informed of the results in time.

VII. Преобразуйте предложения, употребляя причастие в функции определения или обстоятельства.

1. Management is a part of many processes which determine the outlook of the contemporary world. 2. As he did not understand the rule he asked the teacher to explain it to him again. 3. When the plant installs the new equipment it will raise its output. 4. The new data about the Moon which scientists received not long ago are very valuable.

VIII. Подчеркните герундий, определив его форму и функцию.

1. A Polish delegation arrived in Minsk with the object of conducting trade negotiations. 2. Education in today's world concerns many subjects, all of which are important for living in modern societies. 3. The idea of printing probably came to Europe from China. 4. Inventions during the 19th century made possible the sending of messages over vast distances without actually carrying them.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

What do you call a person who speaks three languages? — Trilingual.

Two languages? — Bilingual.

One language? — American.

1. Americans have a reputation for being global illiterates; only one in ten can speak another language. That does not stop millions

of tourists, businessmen, diplomats and journalists from visiting and working in nearly every country in the world. Americans simply expect everyone else to know their language. Few Americans study foreign languages extensively and few American schools and universities ask them to.

2. The American predilection for English is hardly discouraged in the country's schools. At least 20 per cent of the nation's higher schools teach no foreign languages at all. Few schools teach languages to students under 12, when they can best learn another tongue. As a result fewer than 3 per cent of all higher school graduates achieve «meaningful» competence in a foreign language. But that is no bar to getting into the nation's colleges: only 8 per cent have a foreign-language requirement. Some colleges permit students to take proficiency exams to demonstrate that they can speak a foreign language — to some degree — instead of enrolling in a language course. Students can — and often do — persuade healthclinic psychiatrists to attest to their psychological inability to learn another language.

3. Not all Americans are monolingual, of course. There are many students who want to learn foreign languages. Some study Spanish, so they can understand the country's growing Spanish population; others want to study the language of their immigrant ancestors.

4. Another reason for an interest in learning a foreign language is the tight job market. «If you have two qualified people applying for a job at an international firm and only one speaks a foreign language, its obvious who will be chosen», says Blanche Hamilton, who runs the foreign-language programme in Atlanta's public schools.

5. Increased demand may result in more language courses. But the vast majority of Americans will probably remain monolingual for a long time.

1. Why are Americans not eager to study foreign languages?
2. Are foreign languages taught at all American higher schools?
3. Will the vast majority of Americans remain monolingual for a long time?

II. *Перепишите и письменно переведите 2, 3 и 5-й абзацы текста.*

III. *Выпишите из 1-го абзаца текста предложения с герундием.*

IV. *Преобразуйте предложения из действительного залога в страдательный.*

1. Large distances separate planets. 2. Primitive man made his tools mostly of stone and wood. 3. Modern transport and communication systems have brought the peoples of the world together. 4. This will probably dissolve both, social and physical differences in time.

V. *Раскройте скобки, употребив глагол в нужной видо-временной форме.*

1. Education is the means by which the young (to teach) the ways to cope with the problems of living. 2. These ways (to develop) by their ancestors. 3. Education (to begin) with birth and (to continue) until death, but it is most important in childhood. 4. In some countries in earlier times, any commoner who failed to use the proper form of address to a superior (to kill) immediately.

VI. *Подчеркните инфинитив, определив его форму и функцию.*

1. To study two foreign languages simultaneously is not easy. 2. Very often teenagers rely totally on their parents to make a decision concerning choosing a college. 3. Many factors must be taken into account. 4. Belarus is a country to have achieved progress in training specialists in applied mathematics.

VII. *Преобразуйте предложения, употребляя причастия в функции определения или обстоятельства.*

1. Transport problem is an important question which faces mankind today. 2. Communication satellites have helped to solve major problems of communication, and this saved large sums of money. 3. When people probed into the secrets of living matter, they began to control the development of plants and animals.

VIII. *Подчеркните герундий, определив его форму и функцию.*

1. Finding an adequate shelter has always been one of man's basic needs of survival. 2. New Stone Age peoples began domesticating animals at about the same time they invented agriculture. 3. The applicant improved his paper by changing the very end of the Conclusion. 4. Their having achieved great progress in science and in machines helped the seventeenth century people not only in getting more abundant food but also in preventing diseases. 5. After World War I the League of Nations was created for the purpose of preventing future wars.

UNIT III

QUESTIONNAIRES IN A SMALL SCALE RESEARCH

Section I. TOPICAL VOCABULARY

	<i>Index</i>
adult [ˈædʌlt] <i>n</i> взрослый	A
advance [ədˈvɑːns] <i>v</i> продвигаться	D
avoid [əˈvɔɪd] <i>v</i> избегать	A

brevery ['breviti] <i>n</i> краткость	A
brief [brɪf] <i>adj</i> краткий	A
certification [sə'tɪfɪ'keɪʃn] <i>n</i> получение свидетельства	A
chi-square [ʃɪ,skwɛə] <i>n</i> хи-квадрат	B
circumstance ['sækəmstəns] <i>n</i> обстоятельство	T ₁
clarity [kl'ærɪti] <i>n</i> ясность	A
coding system система кодировки	D
complete [kəm'plɪt] <i>adj</i> полный	A
complete <i>v</i> заполнять	
confident ['kɒnfɪdənt] <i>adj</i> уверенный	A
data [deɪtə] <i>n (pl)</i> данные	D
draft [dra:ft] <i>v</i> разрабатывать проект	A
draft <i>n</i> проект, черновик	
encourage [ɪn'kʌrɪdʒ] <i>v</i> поощрять	
feed back ['fi:d bæk] <i>n</i> обратная связь	A
grid [grɪd] <i>n</i> таблица	D
guideline ['gaɪd laɪn] <i>n</i> директива, руководящее указание	B
layout [leɪ'au] <i>n</i> планировка	A
leading question наводящий вопрос	A
measure [meʒə] <i>v</i> измерять	
measurement ['meʒəmənt] <i>n</i> измерение	B
opinion [ə'pɪnjən] <i>n</i> мнение	A
question вопрос, цель которого выяснить мнение	
patronize [peɪtrənaɪz] <i>v</i> покровительствовать	B
phrase [freɪz] <i>v</i> формулировать	A
pilot studies ['paɪlət stʌdɪz] пилотажные исследования	
piloting ['paɪlətɪŋ] проведение пилотажн. исследований	
questionnaire ['kwɛstʃənɛə] <i>n</i> анкета, анкетный опрос	C
rank [ræŋk] <i>v</i> классифицировать	T ₂
rate [reɪt] <i>n</i> норма, курс	B
reliability [rɪ'laɪə'bɪləti] <i>n</i> надежность	D
reply [rɪ'plaɪ] <i>n</i> ответ	D
require [rɪ'kwaɪə] <i>v</i> требовать	A
reveal [rɪ'vi:l] <i>v</i> обнаруживать	B
sample [sæmpl] <i>n</i> выборка	B
scale [skeɪl] <i>n</i> шкала, масштаб	D
straightforward [streɪt'fɔ:wəd] <i>adj</i> прямой	B
target [tɑ:ɡɪt] <i>n</i> цель	C
thorough [θʌrə] <i>a</i> тщательный	D
validity [və'lɪdɪti] <i>n</i> валидность	D

Section II. READING MATERIAL

TEXT A. QUESTIONNAIRES IN A SMALL SCALE RESEARCH

Task: read the text, translate it into Russian in written form.

Work with a questionnaire is central in an everyday practice of a sociologist. So it is no wonder that students of sociology should study how to draft questions, how to frame questions, what for and how to carry out piloting just as the rules of interpreting the data. All these questions will be under consideration here.

The main demands for a questionnaire are the following.

A questionnaire should be attractive to look at, brief, easy to understand, reasonably quick to complete. These features encourage respondents to complete it and so provide you with the information you need. Two main areas of designing questionnaires are: drafting questions and overall design and layout.

Guidelines for Drafting Questions

1. LANGUAGE LEVEL. Questions have to be phrased in a way that matches the vocabulary of your respondents. You need to be careful, however, not to patronise your respondents by using language which is too simple. A questionnaire for pupils should be piloted with pupils.

2. CLARITY. Questions should be clear and unambiguous. Categories of response should be clear too. It is important that the difference among categories is obvious to the respondent. Each category should be complete in itself as in "Yes", "No" where respondents are being asked to say whether or not they have done something. For example: "Have you ever taught in a secondary school?" - "Yes/no". Piloting for checking the clarity is also necessary.

3. OPINION QUESTIONS. Be clear about the factual basis behind opinion. Opinion questions are difficult because there are usually many aspects to an opinion. There are no easy solutions. Be careful about wording and be aware of the limitations of answers.

4. FACTUAL INFORMATION QUESTIONS. Are you confident that respondents have easy access to the factual information required? We wouldn't use a questionnaire to ask about events more than a year or so in the past for adults, far less for children. Are you also confident that respondents will be willing to provide factual information? Ask yourself whether information about the personal circumstances of your respondent, adult or child, is essential.

5. LEADING QUESTIONS. These should be avoided. A leading question is one which points the respondent to a certain answer such as "National testing is a complete waste of time, isn't it?"

In SUMMARY, the main things to take into account before beginning to draft questions are: brevity, language level, need for clear questions and categories, knowledge base of opinions, ease of respondent's access to factual information, need for information about personal characteristics, avoidance of leading questions.

EXERCISES

Ex. 1. Study the following pairs of derivatives:

N + al → Adj

use - usual fact - factual person - personal
nation - national difference - differential situation - situational

Ex. 2. Form adjectives according to the model:

Model: un + Adj → Adj

e.g. ambiguous - unambiguous

attractive -
reasonable -
aware -
willing -
important -

Ex. 3. Insert the necessary preposition:
(of, to, at, with, in).

1. Questionnaires provide specialists ... the information they need. 2. Sociologists must be aware ... the limitations of answers. 3. Respondents do not always have an easy access ... the factual information. 4. A questionnaire should be attractive to look 5. Each category should be complete ... itself.

Ex. 4. Use these words and word combinations in the sentences of your own.

encourage, overall design, categories of response, layout, factual information, leading question, wording, complete a questionnaire, to draft questions, national testing.

Ex. 5. Insert the correct word from listed below:
(limitations, phrased, essential, unambiguous, encourage, clarity).

1. Questions have to be ... so that to match the vocabulary of the respondents. 2. These features ... the respondents to fill the questionnaire. 3. Piloting for checking the ... is also necessary. 4. Ask yourself if the information about the respondent is 5. Questions should be clear and 6. Be aware of the ... of answers.

Ex. 6. Find in the text the sentences which give information about...

- 1) The characteristics of a questionnaire;
- 2) The definition of a leading question;
- 3) Checking the clarity of questions;
- 4) How should questionnaires be designed;
- 5) Time limitation for questions;
- 6) The qualities of questions in a questionnaire.

Ex. 7. Mark the statements that are true.

1. A questionnaire should be reasonably quick to complete. 2. The overall design and layout of the questionnaire are of no importance. 3. Respondents-pupils should be piloted with pupils. 4. The difference in the categories should not be obvious to the respondents. 5. Beginning to draft a questionnaire you should take into account brevity, language, avoidance of leading questions. 6. Respondents are always willing to provide factual information. 7. Personal circumstances of a respondent are unimportant.

Ex. 8. Answer the following questions.

1. Should a questionnaire be quick to complete? 2. What are the main areas of designing a questionnaire? 3. Is piloting necessary for checking clarity or brevity? 4. Why are opinion questions considered to be difficult? 5. Do respondents always have easy access to the factual information required? 7. What do leading questions point to? 7. What is knowledge base of opinions important for?

Ex. 9. Make a short summary of the text.

TEXT B. TYPES OF QUESTIONS

Task: Read the text, be ready to give its contents in Russian.

An open question does not suggest categories of response, leaving respondents free to answer in a way that seems most appropriate to them. Example: "What did you like best about the course? Please write in _____"

A closed question suggests categories of response. Example: "What did you like best about the course? (Tick one box only.)"

- teaching methods
- content
- meeting others in similar situations

- certification
- hospitality."

Ranked responses¹ are another possibility. An example here is: "What did you like best about the course? (Put '1' against the thing you like best, '2' against the next and so on to 5 against the thing you like least).

- teaching methods
- content
- meeting others in similar situations
- certification
- hospitality"

Scaled responses² are the most obvious way of collecting opinions. Below you can see an example of this type of responses: "How would you rate this course? (Please tick one box only.)

- excellent
- good
- average
- poor
- very poor."

You can use a variety of ways of scaling. The way used above is to take the idea of "goodness" and provide intervals of goodness from excellent to very poor. Another approach is to present a statement and ask whether respondents agree with it. Here there is an example: "Teachers are badly paid. (Tick the appropriate box.)

- agree
- don't know
- disagree
- strongly disagree."

Using scaled responses enables you to count how many people express certain views. You can then make a straightforward analysis which reveals how many people think a course is excellent or how many people strongly agree that teachers are badly paid. In using a scaled response in this way, you are not saying, for example, that the interval between 'good' and 'average' is the same as the one between 'average' and 'poor'. Such considerations are necessary in order to measure attitudes. This is quite a different business.

¹ Ранжированные ответы.

² Ответы, представленные в виде шкалы.

TEXT C. USING THE QUESTIONNAIRE

Task: Read the text, find answers to the questions given below.

There should be said a warning word against shortcuts and false economies. In particular we are to stress the following:

- the importance of small-scale piloting when we use people who will be sympathetic but critical,
- the need to re-draft questions, because nobody gets it absolutely right first time,
- the need to think about how the questionnaire will be administered, bearing in mind that you want standardised responses, that is you want to do what you can to standardise the conditions in which the respondent will read and reply to your questions.

Piloting

Piloting is to be done for testing the questionnaire to be sure that it is good, correct, efficient. There are good reasons why piloting is important. By the time you and your colleagues have lived with the questionnaire for some weeks you have come to know exactly what you mean by every question. It is very difficult for someone so closely involved to imagine how respondents might interpret it differently, when they encounter it for the first time. It is only when the returns come in that you may realize that some respondents have misunderstood what was meant. Once the questionnaire has been sent out it is out of your control, and little can be done to put things right unless by dropping some questions from the analysis. Having to drop some respondents altogether, risk distorting the sample.

So, small-scale piloting is essential. It involves questioning a person first, and then talking about the questionnaire with him or her. This has several purposes. You want to find out how long the questionnaire takes to answer and if there are any parts of it that can be reduced. You are also to see if the wording is clear and terms are familiar. Together with this it is important to know whether the questions seem to be important for a respondent and whether he or she interprets them as you expect. Finally, it is necessary to know if it is easy for respondents to express their answers to their satisfaction, and for researchers to interpret them correctly.

In choosing people for the piloting the aim is to get the maximum of useful feedback. Avoid anyone who was involved in preparing the questionnaire or who has 'inside knowledge' of it. Also avoid anyone to whom it will be sent in the study itself.

Ideally, you want people who are members of your target population but not of your sample.

In piloting, it is best to work with people individually, making sure there is plenty of time for this. Encourage them to mention any point at which they have difficulty but do not offer help. Time them, and ask for their general impressions when they have finished. Then go through each question in turn, checking what they thought it meant and what they meant by their response. If they had any problems, discuss how the questions might be improved, making notes on the spot.

How much piloting is there to be? The general idea is to keep on until you think you have learned all that you can, or need, to know. After re-drafting, you should pilot again with fresh people.

1. What is piloting to be done for?
2. Why is piloting important?
3. What does small piloting involve?
4. What kind of people should be chosen for piloting?
5. How many times should piloting be done?

TEXT D. INTERPRETING THE DATA

Task: read the text and say what a sociologist should do while interpreting the data.

While speaking about the main stages in analysing data we are to say that there are four simple and straightforward steps you can take to make your description of the data thorough and systematic. They are: (1) prepare a grid, (2) design a simple coding system, (5) check the validity and reliability of your coding system for open questions by asking another person to code a sample of the data, (4) know in advance how you are going to code a sample of the data, code "don't know" and "no data" differently.

Once all your data is entered on the grid, it is a simple matter to count up the different kinds of answers to your original questions on the questionnaire. At this stage of description remember: you need to be disciplined and careful to avoid over-interpretation. Here are some suggestions that may help:

- do not read anything into the data that is not literally there;
- when in doubt look at the question you actually asked;
- don't infer anything about the motives of respondents for giving a particular answer;
- don't treat people's opinions about something as if they were attributes of the thing itself. (If people prefer raspberry yoghurt to plain, that tells you something about the people not the yoghurt. Next week the people may have changed their mind even though the yoghurt is no different);

- (remember that you are not involved in measuring anything, merely counting the number of responses in different categories);
- calculate responses in terms of numbers who answered the question not in terms of the total sample;
- a simple statistical test such as chi-square can tell you if your findings are significant;
- be prepared for a hypothesis to be disproved. You can be wrong;
- think about the implications of your data. Answer the "So what?" question.

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы правильно выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Неличные формы глагола и конструкции с ними (Subjective-with-the-Infinitive Construction, Objective-with-the-Infinitive Construction, For-to-Infinitive Construction, Participial Constructions).
2. Сослагательное наклонение. Типы условных предложений
3. Видо-временные формы глаголов действительного и страдательного залогов (повторение).

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The Population of Great Britain

1. In the number of population (57,1 mln - 1990) Great Britain holds one of the first places among the European countries. Britain ranks fourteenth in the world in terms of population. The English make up over 4/5 of the total population of the country. The proportion of the Scotsmen, Welshmen and Irishmen is about 15 per cent, this group including foreigners too.

2. The most intensive growth of the population of Great Britain took place in the 19th century, when the number of the inhabitants increased from 9 million to 38 million, despite mass emigration (mainly of the ruined peasants and the unemployed of the towns).

3. The country as a whole has a population density of about 233 people per square kilometre (1989), but in England proper - 363 people per square kilometre. The most highly populated regions are mostly the industrial districts. In some of them the density reaches 1,000 and even more people per one square kilometre.

4. The birth rates declined from 18 live births per 1,000 population in 1966 to 13,6 in 1989. The main reason of this is associated with the social conditions in the country: the growth of unemployment, deterioration of the living standards, social tension, expensive housing, lack of pre-school institutions, etc. So there is a substantial fall in the natural increase of the population, the mortality rate remaining more or less stable, about 12 per 1,000 population.

5. The main feature of the changing age structure is the increasing number of elderly people. The lot of the elderly people in Britain is a serious social problem.

6. Marriage trends since the 1930s have been towards a higher proportion of people marrying and an earlier age pattern. The average age for the first marriages is just over 26 for men and 24 for women. The proportion of people divorcing is growing.

7. As regards the proportion of urban population Britain probably holds the first place in the world. Over 90 per cent of its population live in towns.

8. One should note that today in Britain there are also sizeable groups of Americans, Australians, Chinese and various European communities. In the last generation British society has therefore become more multi-racial as ethnic minority groups from almost all parts of the world have made a permanent home in the country.

1. Did mass emigration influence the growth of the population of Great Britain?

2. What are the most highly populated regions of the country?

3. What is the main reason of the birth rates decline?

II. Перепишите и письменно переведите 5, 6, 7 и 8-й абзацы текста.

III. Выпишите из 1-го и 4-го абзацев предложения, содержащие независимый причастный оборот, и переведите их на русский язык.

IV. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. The Atlantic Ocean (to wash) the western coast of Great Britain. 2. By the end of the 18th century Europeans (to visit) nearly all of the important Pacific islands. 3. In 1820 more than 70 per cent of the labour force in the US (to work) on farms. 4. At present the bulk of the population of Scotland (to concentrate) in the central lowlands. 5. Most of Britain's former colonies (to become) independent.

V. Переведите предложения, содержащие инфинитивные конструкции.

1. Scientists believe the population of Great Britain to have been 2 million at the end of the 11th century. 2. Workers and employees are known to comprise 92 per cent of the population in Great Britain. 3. Projections for the future suggest the traditional increase in population of the country to be resumed. 4. Britain's total population is expected to be 58,4 mln in 2001. 5. It's quite usual for international tourism in Britain to boost the development of the service sector.

VI. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. If we (can) get food, clothes and shelter without working, we probably would not work. 2. If unemployment (to increase) the government would have changed its policy. 3. The price of juice will increase providing a spring freeze (to destroy) at least half the orange crop.

VII. Переведите следующие предложения, учитывая различия в переводе зависимого и независимого причастных оборотов.

1. Human history is an ascending line, each its section corresponding to a definite and increasingly progressive socio-economic structure. 2. All the prerequisites for it having ripened, the subsequent structure establishes itself. 3. Man lives mostly in family groups consisting customarily of the parents with their children.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Marriage

1. In all societies there are rules that determine how men and women may live together and raise their children. In Western civilization, it has become the general custom for those of marriageable age to find the mates. Formerly choices were limited. Royalty could marry only royalty. Even among commoners there were strict social strata within which marriage was permissible.

2. In many non-Western societies today, marriage is thought to be principally the business of the two families who are joined by the alliance. Such matters as family, position and wealth are considered more important than the individual choice of the boy and girl, who often do not see each other before their marriage.

3. In every society there are rules about who may be married to whom. Marriages between close relatives are forbidden universally. In India, one may marry someone of his own caste but may not marry anyone born in his own village.

4. Most peoples of Europe and America insist that a marriage be between one man and one woman. This type of marriage is called monogamy. Many non-Western cultures permit plural marriages. Usually these allow one man to have several wives (polygyny), but in a few societies a woman may have more than one husband (polyandry). Both types of plural marriages are referred to as polygamy. In still fewer societies group marriages occur. Group or plural marriages are usually controlled by the economic conditions in the society.

5. In polygyny a man is allowed to have only as many wives as he can support, or in the opposite situation a woman may be permitted more than one husband only if one husband is not able to support her. In practically all societies marriages may be broken through the process of divorce.

1. How many wives is a man in polygyny allowed to have?
2. In what way may marriages be broken?
3. Are marriages getting younger nowadays?

II. *Перепишите и письменно переведите 1, 2 и 4-й абзацы текста.*

III. *Выпишите из 2-го абзаца текста предложение, содержащее Subjective-with-the-Infinitive Construction и письменно переведите его.*

IV. *Раскройте скобки, употребив глагол в нужной видо-временной форме.*

1. In the 17th century people (to begin) to limit the number of children they (to have). 2. In many parts of the world greater importance (to give) to the family of blood relatives. 3. In some countries the father (not to support) his own children. 4. Probably Asians, like Europeans and Americans (to limit) the size of their families in the nearest future.

V. *Переведите предложения, содержащие инфинитивные конструкции.*

1. Too often we take the world around us for granted: the hills seem to stay in the same place year after year, the rivers flow to the sea. 2. The world appears to remain the same. 3. But the scientists found the ice caps of the North and South Poles to be gradually melting. 4. The sea is expected to rise eventually. 5. It's usual for every society to possess stories about its origin and past.

VI. *Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.*

1. If tropical forests (to reduce) by one per cent every year, they will cease to supply oxygen by the middle of the 21st century. 2. Huge resources could be used for the benefit of all countries provided the problems of disarmament (to solve). 3. Providing industrial enterprises (to build) more waste treatment facilities, environment pollution wouldn't have become an obstacle to economic growth.

VII. *Переведите следующие предложения, учитывая различия в переводе зависимого и независимого причастных оборотов.*

1. Students are very busy. Independent work claims a substantial share of their time, with lectures and seminars being alternating with laboratory work. 2. The student knowing the subject well, the examination did not last long. 3. Studying at the correspondence department students combine work with studies.

Keys

Unit I

Ex. 4. 1-b, 2-i, 3-h, 4-c, 5-g, 6-e, 7-f, 8-a, 9-d.

Ex. 5. 1-b, 2-c, 3-c, 4-c, 5-b.

Unit II

Ex. 3. 1-e, 2-g, 3-j, 4-h, 5-b, 6-a, 7-i, 8-c, 9-d, 10-f.

Ex. 4. 1-b, 2-b, 3-c, 4-b, 5-b, 6-a.

Ex. 5. 1-g, 2-e, 3-a, 4-f, 5-b, 6-c, 7-d.

Unit III

Ex. 3. 1-e, 2-g, 3-f, 4-b, 5-h, 6-c, 7-d, 8-a.

UNIT I

WHAT IS ECONOMICS

Section I. TOPICAL VOCABULARY

	<i>Index</i>
according (to) [ə'kɔ:dɪŋ tə] согласно чему-либо, в соответствии с	
accounting [ə'kaʊntɪŋ] <i>n</i> бухгалтерский учет	A
activity [æk'tɪvɪti] <i>n</i> деятельность	B
affect [ə'fekt] <i>v</i> воздействовать	B
aid [aɪd] <i>n</i> помощь	T ₁
amount [ə'maʊnt] <i>n</i> количество	C, T ₁
anarchy ['ænəkɪ] <i>n</i> анархия	T ₂
apply [ə'plai] <i>v</i> применять, использовать	A ₁ , T ₂
available [ə'veɪləbl̩] <i>a</i> имеющийся в наличии	C
basic ['beɪsɪk] <i>a</i> главный, основной	A, D
basis ['beɪsɪs] <i>n</i> основа, база	T ₁
beneficial [benɪ'fɪʃəl] <i>a</i> выгодный, полезный	T ₂
benefit ['benɪfɪt] <i>n</i> польза, выгода	T ₁
buyer [baɪə] <i>n</i> покупатель	T ₂
cause [kɔ:z] <i>v</i> причинять, вызывать	T ₂
choice [tʃɔɪs] <i>n</i> выбор	A
to make a choice делать выбор	
choose [tʃu:z] <i>v</i> выбирать	A
comparative [kəm'pærətɪv] <i>a</i> сравнительный, относительный	T ₂
conclusion [kən'klu:ʒn] <i>n</i> заключение	A, T ₂
decision [dɪ'sɪʒ(ə)n] <i>n</i> решение	D
definition [ˌdefɪ'nɪʃən] <i>n</i> определение	B
depend [dɪ'pend] <i>v</i> зависеть	C
dependence [dɪ'pendəns] <i>n</i> зависимость	T ₁
differ [dɪfə] <i>v</i> отличаться	T ₂
efficiently [ɪ'fɪʃəntli] <i>adv</i> эффективно	A
employ [ɪm'plɔɪ] <i>v</i> нанимать, использовать	A
establish [ɪs'tæblɪʃ] <i>v</i> устанавливать, основывать	T ₁
establishment [ɪs'tæblɪʃmənt] <i>n</i> установление	T ₁
exist [ɪg'zɪst] <i>v</i> существовать	T ₂
expand [ɪks'pænd] <i>v</i> расширять	A

forecast [fɔ:'kɑ:st] <i>v</i> прогнозировать, предвидеть	B
goal [gəʊl] <i>v</i> цель	T ₂
growth [graʊθ] <i>n</i> рост	T ₂
household ['haʊshəʊld] <i>n</i> домашнее хозяйство, домо- владение, семья	D
incentive [ɪn'sentɪv] <i>n</i> стимул, побуждение	D
increase [ɪn'kri:s] <i>v</i> увеличивать(ся), усиливать(ся)	T ₁
instability [ɪnstə'bɪləti] <i>n</i> неустойчивость, непосто- янство	T ₂
invest [ɪn'vest] <i>v</i> вкладывать	A
labour [leɪbə] <i>n</i> труд	T ₁ , T ₂
mankind [mæn'kaɪnd] <i>n</i> человечество	T ₁
major [meɪdʒə] <i>a</i> главный, основной	T ₂
market ['mɑ:kɪt] <i>n</i> рынок	D
output ['aʊtpʊt] <i>n</i> выпуск продукции	T ₂
own [aʊn] <i>v</i> владеть	D
perfect [pə'fekt] <i>v</i> совершенствовать	T ₁
perform [pə'fɔ:m] <i>v</i> выполнять, совершать	A
prepare [prɪ'pɛə] <i>v</i> подготавливать, готовить	B
price [praɪs] <i>n</i> цена	T ₁ , T ₂
private ['praɪvɪt] <i>a</i> частный	B
produce [prə'dju:s] <i>v</i> производить	A, C, T ₁ , T ₂
product ['prɒdʌkt] <i>n</i> продукт, фабрикант	T ₂
productivity [prɒdʌk'tɪvɪti] <i>n</i> производительность	T ₁
profit ['prɒfɪt] <i>n</i> выгода, польза	T ₁
provide [prə'vaɪd] <i>v</i> обеспечивать, снабжать	D, T, T ₂
quantity ['kwɒntəti] <i>n</i> количество	T ₁
rapidly ['ræpɪdli] <i>adv</i> быстро	T ₂
relatively ['relatɪvli] <i>adv</i> относительно	C
research [ri'sɜ:tʃ] <i>n</i> научное исследование	B
resource [ri'sɔ:s] <i>n</i> ресурс	A
revenue ['revɪnju:] <i>n</i> доход	B
rule [ru:l] правило	A, T ₂
sale [seɪl] <i>n</i> продажа	B
scarce [skeəs] <i>a</i> недостаточный, скудный, редкий	A
seller ['selə] <i>n</i> продавец	T ₂
service ['sɜ:vɪs] <i>n</i> обслуживание, услуга	B, C, T ₁
skill [skɪl] <i>n</i> умение, мастерство	A, C
source [sɔ:s] <i>n</i> источник	C
steady ['stedɪ] <i>a</i> устойчивый, постоянный	T ₂
stock exchange [ɪks'tʃeɪndʒ] фондовая биржа	T ₂
tax [tæks] <i>n</i> налог	A, B
taxation [tæk'seɪʃən] <i>n</i> налогообложение	T ₂
tool [tu:l] <i>n</i> инструмент, орудие труда	A, T ₁
trade [treɪd] <i>n</i> торговля	T ₁ , T ₂
use [ju:z] <i>v</i> использовать	A, B, D

use [ju:s] *n* польза
 useful ['ju:sful] *a* полезный
 value ['vælju:] *n* ценность
 volume ['vɒljum] *n* объем
 wealth [welθ] *n* богатство
 want [wɒnt] *n* потребность, нужда

A
 T₁
 C, T₁, T₂
 T₁
 T₂
 C

Section II. READING MATERIAL

TEXT A. WHAT IS ECONOMICS

Task: read the text, translate it into Russian in written form.

Unlike history, mathematics, English and chemistry, economics is a subject that most students encounter only briefly sometimes not at all, before they begin college. Economics is a basic discipline, like those just listed, not an applied subject like accounting or drafting in which specific skills are taught.

Economics has some similarities to mathematics because logical reasoning and mathematical tools are used in it extensively. It also has some similarities to history because economics studies people as they interact in social groups.

Like chemistry, economics employs the scientific method, although some of economics has a descriptive rather than an analytical flavour. Finally, like English grammar, economics has a few simple rules and principles, but from these principles economics can derive many conclusions.

Economics is the science of making choices. Individuals must decide whether to study another hour or to go for a walk, whether to buy a six-pack of Pepsi or a 0,5 gallon of milk at the grocery, whether to choose fire fighting or teaching as an occupation and whether to play golf or to watch television for an afternoon of recreation. As a group, people must also choose through their governments whether to build a dam or to repair highways with their taxes, whether to invest money to business or to expand national parks.

The common element in all these decisions is that every choice involves a cost. (Reading this text means that you are not enjoying a bike ride).

In fact, economics is the study of the choice that people make and the actions that they take in order to make the best use of scarce resources in meeting their wants.

Economics is about the everyday life. How do we get our living? Why do we sometimes get more and sometimes less? Are we producing as efficiently as we could? Are we producing the "right things"? What are the "right things"? Who ought to decide

this and why? The study of economics helps us to answer this sort of questions.

EXERCISES

Ex. 1. Read the international words and guess their meaning. Mind the stress.

'group	'principle	re'source	eco'nomics
'subject	'logical	in'vest	mathe'matics
'reason	'national	pro'duce	occu'pation
'method	'element	spe'cific	indi'vidual
'business	'finally	e'conomist	ana'lytical

Ex. 2. Memorize the following pairs of derivatives.

V → N	N → Adj
employ - employment	logic - logical
invest - investment	economics - economical
govern - government	nation - national
expand - expansion	science - scientific
decide - decision	basis - basic
conclude - conclusion	history - historic

Adj → Adv

brief - briefly	efficient - efficiently
common - commonly	necessary - necessarily
final - finally	extensive - extensively

Ex. 3. Transform as in the models.

Model A: to understand the process → understanding of the process.

to begin college, to teach skills, to make choices, to build a highway.

Model B: rapid expansion → to expand rapidly.
 efficient production, extensive use, brief answer.

Ex. 4. Match English and Russian equivalents.

1. an applied subject	a. несколько простых правил
2. specific skill	b. прикладная дисциплина
3. a few simple rules	c. особые умения
4. to derive conclusions	d. предпринимать действия
5. to make a choice	e. использовать интенсивно (что-л.)
6. to take actions	f. удовлетворять потребности (что-л.)
7. to meet one's wants	g. делать выводы

8. to use smth. intensively h. взаимодействовать в социальных группах
 9. to interact in social groups i. делать выбор

Ex. 5. Choose the right word.

- Economics is a ... discipline.
a) basic; b) natural; c) social.
- ... is an applied subject.
a) history; b) accounting; c) economics.
- Mathematical tools are used in economics ...
a) briefly; b) extensively, c) finally.
- Like English grammar economics has a few ... and principles.
a) rules; b) graphs; c) lines.
- Every choice involves a ...
a) investment; b) cost; c) time.

Ex. 6. Complete the sentences.

- Economics is a subject that most students encounter only briefly before they...
- Economics is not an applied subject in which ...
- It studies people as they ...
- Economics is the science of ...
- Every choice involves ...

Ex. 7. Insert the right word:

(interact, briefly, extensively, make, take, choices, science).

- Logical reasoning and mathematical tools are used in economics ...
- Most students encounter economics only ... before they begin college.
- Economics studies people as they ... in social groups.
- Economics is the ... of making ...
- Economics is the study of the choices that people ... and the actions that they...

Ex. 8. Answer the questions on the text.

- Do school-leavers know much about economics?
- Is economics a basic discipline or an applied subject?
- Economics is the science of making choices, isn't it?
- Why do people have to make choices very often?
- What does every choice involve?

TEXT B. WHAT ECONOMISTS DO

Task: read the text, find the answers to the questions given below.

Usually a person is not qualified to use the name "economist" without a graduate degree in economics, either a master's degree or a Ph. D.¹ By this definition, there are about 100 000 economists in the US.

About half of them are academic economists, who engage in teaching, writing and doing research in colleges and universities. They also write textbooks and journal articles, develop and test new theoretical models, provide consulting services to governments and businesses, and engage in a variety of other professional activities.

The other half of the profession works for business or government. Business economists forecast sales and costs, help firms anticipate (or try to influence) government policy. Some business economists work for private lobbying organisations, helping them prepare their arguments to try to affect tax laws, regulations, etc. which are important to particular kinds of industries.

Government economists also perform a variety of useful tasks. Often the government economist wears a second hat² as a policy analyst. Economists forecast tax revenues and interest rates, analyse who gains and who loses from particular changes, monitor prices, compute total output and perform other useful tasks in the public sector.

In the broader sense, economists study the ways in which people deal with the problems of scarcity.

Notes:

¹ Ph. D. - Doctor of Philosophy

² to wear a second hat - выполнять две или более обязанностей

- Who is qualified as an "economist" in the United States?
- How many economists are there in the US?
- What are academic economists involved in?
- What do business economists do?
- What are the tasks performed by government economists?

TEXT C. SCARCITY AND CHOICE

Task: read the text, get ready to render its contents in Russian.

You have already learned that economics is the study of how people make choices in a world of scarcity. At all times and in all societies, everyone faces the scarcity problem in some form.

Scarcity is the condition that results from the imbalance between relatively unlimited wants and the relatively limited resources available for satisfying those wants. No society has ever had enough resources to produce the full amount and variety of goods and services its members wanted. Everything of value is scarce – money, goods, time, even human skill – while the desire for goods and services is almost infinite.

Scarcity necessitates choice. If we can't have everything we would like, we must choose which things we want most. Thus, both individuals and societies must continuously make choices about how to use the scarce resources available to them.

At the level of economy as a whole, the choices to be made are what to produce, how and for whom. How a society answers these questions depends on the type of economic system a particular society uses.

Actually, in every economy societies and individuals have to make these three key choices in the face of scarcity.

TEXT D. ECONOMIC SYSTEMS

Task: read the text and say what categories all economic systems are classified into.

People and societies organise economic life to deal with the basic problems through economic systems. An economic system can be described as the collection of institutions, laws, incentives, activities that govern economic relationships among people in a society and provide a framework for answering the basic economic questions.

Most economic systems use one or more of three basic methods to make economic decisions: tradition, command and markets. So economic systems are classified into four broad categories, according to how most economic decisions are made. These are traditional, command, market and mixed economies.

Traditional economies. People generally repeat the decisions made at an earlier time or by an earlier generation. Can just anyone be king or queen of England? Tradition answers that question. In the US, women were strongly directed to certain "traditional" occupations for many years, such as teaching, raising children, nursing and being librarians.

Command economies. They rely almost totally on government to make economic decisions through centralized authorities. The government owns all the major productive resources. The former USSR and some other eastern bloc countries are examples of countries where government decisions were dominant.

Market economies. Most productive resources are owned by private individuals (as households or through business they own).

Individuals make economic decisions in response to market signals and on the basis of their own preferences.

Mixed economies. The economic system used in most countries lies between the two extremes of command and market economies. Mixed economies answer the basic economic questions partly through the market and partly through government, with some decisions based on tradition as well.

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Словообразование: основные словообразовательные суффиксы.
2. Видо-временные формы глагола (действительный залог).
3. Согласование времен.
4. Неопределенные местоимения some, any, no и их производные.
5. Употребление местоимений it и one.
6. Усилительная конструкция it is ... that.
7. Модальные глаголы и их эквиваленты.

TEST I

I. Прочитайте текст и письменно ответьте на вопросы, следующие за ним.

The role of the production of material values

1. Man's conscious labour and his first tools marked the beginning of the establishment of human society. Human beings embarked upon an entirely new way of life, unlike the life led by animals. Animals can only make use of those benefits which nature provides for them. Labour freed man from this complete dependence upon nature.

2. With the aid of his new tools man was able to get benefits from nature that were formerly inaccessible to him. He was also able to change these natural benefits and to make them more useful to himself. Tools of stone and wood made it possible for primitive man to considerably extend his use of material values.

3. Man began to kill large, strong animals and thus added quantities of nourishing meat products to his diet. He learned to work the skins of animals and used them to protect his body from the cold. Man also used his tools to build shelters. It was the production of material values that became the basis of life in human society.

4. As production developed man increased his active influence on nature. He found that he could fulfil his needs more readily through the material values he himself created.

5. The production of material values is not stationary; it grows, develops and is perfected constantly. In order to exist mankind must constantly produce material values in ever-increasing quantities.

6. The development of production is an objective necessity, independent of the will and desire of people. It is a law of social existence.

1. What marked the beginning of the establishment of human society?

2. Why do people produce material values in ever-increasing quantities?

3. Is the development of production an objective necessity for people?

II. Письменно переведите 2, 3 и 4-й абзацы текста.

III. Образуйте производные при помощи указанных суффиксов и переведите их на русский язык.

-er: to lead, to produce, to buy, to sell

-tion: to consume, to define, to instruct, to connect

-ful: care, fruit, power, success

-al: education, culture, practice, universe

-less: job, help, use, hope

IV. Определите видо-временные формы глаголов в следующих предложениях.

1. People produce goods and services.

2. The government has set a limit on wage increases.

3. The volume of world trade fell over 4 per cent in 1975, but it was rising again fast in 1976.

4. World trade is growing very rapidly.

5. The health of the world economy will depend greatly on international organisations.

V. Поставьте сказуемое придаточного предложения в нужную видо-временную форму, учитывая правила согласования времен.

1. Macroeconomists predicted that inflation (to get better).

2. The early economists believed that the price of commodity (to depend) on the labour which was needed to produce it.

3. The OPEC group showed how quickly the balance of economic power (to change) by the end of the last decade.

VI. Выберите нужные местоимения из данных в скобках.

1. Graphs help economists understand and remember (some, any) abstract ideas.

2. There is (no, any) simple answer to most economic questions.

3. (Nothing, anything) that alters prices has an influence on our lives.

4. After the Second World War the amount of currency that (anybody, any) person could purchase in the UK was limited.

5. (Some, no) country can become a member of the Sterling Area without the consent of the others.

VII. Переведите предложения, обращая внимание на различные значения слов it, one.

1. It is necessary to make choices because we live in a world of scarcity.

2. As Britain was the first big trading country, it established a network of trading relationship all over the world.

3. It is technological improvements that increase the productivity of labour very often.

4. One always faces the scarcity problem in some form.

5. All societies must decide what goods and services to produce, which ones to postpone, and when and how to transfer productive resources from one use to another.

VIII. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. Complete economic freedom might create great difficulties.

2. All countries can make profits through international trade.

3. In order to increase productivity the producers should reorganize the work process. 4. Some industries have to pay higher wages to attract the extra labour. 5. Any economic system must use one or more decision-making rules or methods.

✓ TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

David Ricardo and the Theory of Comparative Advantage

1. David Ricardo, the greatest of the classical economists, was born in 1772. His father, a Jewish immigrant, was a member of the London stock exchange. Ricardo entered his father's business at the age of 14. In 1793, he married and went into business of his own. The young Ricardo quickly made a large fortune.

2. In 1799, Ricardo read Adam Smith's "The Wealth of Nations" and developed an interest in political economy (as economics was then called). In 1809, his first writings on economics appeared. These were a series of newspaper articles on "The High Price of Billion". In 1814 he retired from business to devote all his time to political economy.

3. Ricardo's major work was "Principles of Political Economy and Taxation". This work contains, among other things, a pioneering statement of the principle of comparative advantage as applied to international trade.

4. Ricardo showed why it was beneficial for both countries, for England to export wool to Portugal and import wine in return, even though both products could be produced with less labour in Portugal.

5. The book covers the whole field of economics as it then existed. Ricardo held that the economy was growing toward a future "steady state".

6. Ricardo's book was extremely influential. For more than half a century thereafter, much of economics was an expansion of or a commentary on Ricardo's work. Although Karl Marx eventually reached conclusions that differed radically from any of Ricardo's views, his starting point was Ricardo's theory of value and method of analyzing economic growth.

1. What was David Ricardo?
2. To what did he devote himself after retiring from business?
3. Ricardo's works influenced the most famous economist Karl Marx, didn't they?

II. Перепишите и письменно переведите 3, 4, 5-й абзацы текста.

III. Образуйте производные при помощи указанных суффиксов и переведите их на русский язык.

ity: national, major, possible

-ment: to develop, to establish, to agree, to move

-ship: owner, member, dictator, partner

-able: profit, change, reason, value

-ly: near, independent, heavy, general

IV. Определите видо-временные формы глаголов в следующих предложениях.

1. Transport system provides the public with important services.
2. The international economy has experienced a basic change lately.
3. After economic integration had grown, more and more nations became economically powerful.

4. The population of most developing nations is growing rapidly.

5. There will be a great rise in the demand for coffee.

V. Поставьте сказуемое придаточного предложения в нужную видо-временную форму, учитывая правила согласования времен.

1. Economists understood that inflation (to cause) many economic problems by the end of the previous year.

2. Some specialists feared that they (not to provide) a stable monetary system in future.

3. The people in the industrial countries knew that at that time they (to depend) heavily on imported oil.

VI. Выберите нужные местоимения из данных в скобках.

1. All societies develop (no, some) rules for social behavior and economic activity.

2. There is (no, nothing) limit to people's wants.

3. In economics "the long run" is the time period in which (nothing, anything) can be changed.

4. Price changes of (anything, any) kind create uncertainty in the minds of both, consumers and producers.

5. (Nobody, anybody) can overestimate the value of skilled labour.

VII. Переведите предложения, обращая внимание на различные значения слов it, one.

1. It is clear to everyone that the development of new technologies is important.

2. It is scarcity of productive resources that makes choices necessary.

3. One major goal of many societies is economic freedom.

4. One should remember that low fields are better for potatoes, and the high ones are better for wheat.

5. People in a rich country are healthier than those in a poor one.

VIII. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. For every buyer there has to be a seller.

2. Economic anarchy may cause instability.

3. The society is to decide how to divide the total output among its members.

4. Many people have ideas of what products others need or might want, but few people can organise a business.

5. The economist's methods should be strictly objective and scientific.

UNIT II

MACROECONOMICS

Section I. TOPICAL VOCABULARY

	Index
adjust [ə'dʒʌst] <i>v</i> приспособлять	A
approximately [ə'pɒksɪmətli] <i>adv</i> приблизительно	A
account for [ə'kaʊnt fə] <i>v</i> составлять	A
annual ['ænjuəl] <i>adj</i> годовой	A
banknote ['bæŋk-nout] <i>n</i> банкнот(а)	B
barter ['bɑ:tə] <i>n</i> бартер	T ₂
chase ['cheɪs] <i>v</i> охотиться	T ₂
coin [kɔɪn] <i>n</i> монета	B
commodity [kə'mɒdɪtɪ] <i>n</i> продукт, товар	C
consider [kən'sɪdə] <i>v</i> рассматривать	B
condition [kən'dɪʃn] <i>n</i> условие	T ₁
consumer [kən'sju:mə] <i>n</i> потребитель	T ₁
consume [kən'sju:m] <i>v</i> потреблять	T ₁
demand [dɪ'ma:nd] <i>n</i> спрос	C
deposit [dɪ'pɒsɪt] <i>n</i> запас, вклад	A
develop [dɪ'veləp] <i>v</i> развивать, разрабатывать	B
discourage [dɪs'kʌrɪdʒ] <i>v</i> мешать	T ₂
dividend ['dɪvɪdend] <i>n</i> дивиденд	C
exceed [ɪk'si:d] <i>v</i> превышать	B
encourage [ɪn'kʌrɪdʒ] <i>v</i> вдохновлять	B
exchange [ɪks'tʃeɪndʒ] <i>v</i> менять	C
equal ['i:kwəl] <i>adj</i> равный	B
extensive [ɪks'tensɪv] <i>adj</i> экстенсивный	A
extend [ɪks'tend] <i>v</i> расширять	A
enterprise ['entəpraɪz] <i>n</i> предприятие	A
extraction [ɪks'trækʃn] <i>n</i> добыча	A
essence ['esəns] <i>n</i> сущность	T ₂
finance [faɪ'næns] <i>v</i> финансировать	A
financial [faɪ'nænsɪəl] <i>adj</i> финансовый	A
fall [fɔ:l] <i>v</i> падение	C
fail [feɪl] <i>v</i> провалить	C
goods [gʊdz] <i>n</i> товары	A
gross national product GNP [ˈgrɒs næʃnl ˈprɒdʌkt dʒi: ən pi:] валовой национальный продукт	A
include [ɪn'klʊ:d] <i>v</i> включать	A
input ['ɪnpʊt] <i>n</i> ввод, подача	A
increase [ɪn'kri:s] <i>v</i> увеличивать	C
issue ['ɪʃju:] [ɪʃju:] выпускать	B
item ['aɪtəm] <i>n</i> пункт, вид	C
inflation [ɪnflɪ'eɪʃn] <i>n</i> инфляция	T ₂

investment [ɪn'vestmənt] <i>n</i> капиталовложение	T ₂
labour ['leɪbə] <i>n</i> труд	T ₁
labour force ['leɪbə'fɔ:s] <i>n</i> рабочая сила	T ₁
lose [lu:z] <i>v</i> терять	C
level ['levəl] <i>n</i> уровень	B
means [mi:nz] <i>n</i> средство	B
merchant ['mɔ:ʃənt] <i>n</i> продавец, а торговый	A
main [meɪn] <i>adj</i> основной	A
oil [ɔɪl] <i>n</i> нефть	A
pay [peɪ] <i>v</i> платить	B
purchase ['pɜ:tʃəz] <i>v</i> покупать	B
precious ['preʃəs] <i>adj</i> ценный	B
preference ['prefərəns] <i>n</i> предпочтение	C
range ['reɪndʒ] диапазон	T ₁
rate [reɪt] <i>n</i> ставка, норма	T ₁
reason [ri:zn] <i>n</i> причина	T ₁
reduce [rɪ'dju:s] <i>v</i> уменьшать	C
refer [rɪ'fɜ:] <i>v</i> относиться	C
require [rɪ'kwaɪə] <i>v</i> требовать	T ₁
result in [rɪ'zʌlt ɪn] <i>v</i> приводить к	C
represent [reprɪ'zent] <i>v</i> представлять	A
rise [raɪz] <i>v</i> подниматься	C
queue [kju:] <i>n</i> очередь	C
scale [skeɪl] <i>n</i> шкала, масштаб	C
share [ʃeə] <i>n</i> доля, акция	C
shareholder [ˈʃeə.houldə] <i>n</i> акционер	C
shortage [ˈʃɔ:tədʒ] <i>n</i> недостаток	T ₁
store [stɔ:] <i>v</i> хранить	B
store [stɔ:] <i>n</i> магазин	B
stock [stɒk] <i>n</i> фонд, запас	C
stock Exchange [stɒk ɪks'tʃeɪdʒ] <i>n</i> фондовая биржа	C
supply [sə'plaɪ] <i>n</i> предложение, поставка	A
sufficient [sə'fɪʃənt] <i>adj</i> достаточный	A
surplus [ˈsɜ:pləs] <i>n</i> избыток	B
total [təʊtl] <i>adj</i> общий	A
trade [treɪd] <i>n</i> торговля	A
unit ['ju:nɪt] <i>n</i> единица	B
unemployment [ˈʌnɪm'plɔɪmənt] <i>n</i> безработица	T ₁
vehicle [ˈvi:kl] <i>n</i> транспортное средство	A

Section II. READING MATERIAL

TEXT A. ECONOMY OF THE U.K.

Task: read the text, translate into Russian in written form.

A nation's economy is a term for the system that creates wealth through the production and sale of goods and services. England

was the first country in the world to experience industrialization. The industrial revolution started in the textile mills of Lanca-shire in the late 18th century.

Britain's economy power rests on its industries and natural resources. These include the extraction of oil and gas from the North sea, coal mining, agriculture, textiles, fishing, electronics, tourism, publishing, chemicals and financial service.

As part of the European Union Britain enjoys extensive trading relations with its neighbours across the channel as well as with many countries around the world.

The United Kingdom has an economy based mainly on private enterprises. Since 1980 all of the largest public industries have been privatized. They are no longer controlled by the government. Examples are coal, steel, shipbuilding, civil aviation, electricity, gas and water supplies.

The best indicator of an economy's health is its annual total output of goods and services, which is called the gross national product or, simply, GNP.

Agriculture accounts for about 3% of the gross national product and employs 2% of the population. Since Roman times the cultivation of wheat has been the main agricultural activity. Fruit growing in the south and sheep rearing in the north are traditional sources of employment.

Britain has rich mineral deposits: coal, iron and tin. Oil production has allowed Britain to become self-sufficient in petroleum and accounts for over 5% of Britain's annual GNP.

Manufacturing industries now account for one fifth of the GNP and employ less than one-third of the work force. Major manufacturing products include metal goods, ships, motor vehicles, petrochemicals, and other chemicals.

Export of goods and services accounts for as much as one-third of the GNP, and the British merchant navy remains one of the largest in the world. The European Union which the United Kingdom joined in 1973, accounts for three-fifths of the country's trade. Exports to the countries of the Commonwealth represent approximately one-tenth of the United Kingdom's total exports and ordinarily exceed imports.

EXERCISES

Ex. 1. Read the international words and guess their meaning.

'nation	'industry	fi'ncial
'system	'natural	,ex'tensive
e'conomy	re'sources	con'trol
pro'duction	'textiles	'indicator
in,dustriali'zation	elec'tronics	,culti'vation

term	'tourism	tra'ditional
,revo'lution	'service	manu'facture

Ex. 2. Memorize the following derivatives:

N → Adj	V → N
economy – economic	to employ – employment
nation – national	to create – creation
industry – industrial	to produce – production
structure – structural	to manufacture – manufacture
commerce – commercial	to extract – extraction
finance – financial	to relate – relation
	to privatize – privatization
	to im'port – 'import
	to ex'port – 'export
	to pre'sent – 'present

Ex. 3. Transform as in the model.

Model 1: to create wealth – creation of wealth

to extract oil, to employ population, to export goods

Model 2: level of economics – economic level

sectors of business, relations of trade, building of ships, supply of water

Ex. 4. Match English and Russian equivalents.

1. nation's economy	а. осуществить индустриализацию
2. to create wealth	б. природные ископаемые
3. to experience industrialization	в. добыча нефти
4. sale of goods	г. торговые отношения
5. natural resources	д. народное хозяйство
6. extraction of oil	е. частное предприятие
7. trading relations	ж. валовый национальный продукт
8. private enterprise	з. составлять
9. gross national product	и. создавать благосостояние
10. to account for	к. продажа товаров
11. annual total output	л. общий годовой выпуск продукции

Ex. 5. Choose the right word or the word-combination.

- National economy creates wealth through the production and
 - sales of goods and services
 - annual total output
 - traditional sources of employment

2. The United Kingdom has an economy based mainly on ...
 - a) private enterprises
 - b) state companies
 - c) public organisations
3. The test indicator of an economy's health is ...
 - a) oil production
 - b) the gross national product
 - c) export of goods
4. Oil production ... over 5% of Britain's annual GNP
 - a) exceeds
 - b) accounts for
 - c) includes

Ex. 6. Use the words in the sentences of your own.

- a) to employ, employment, unemployment, unemployed, employer, employee.
- b) to save, safe, savings, saving.

Ex. 7. Insert the necessary prepositions: on, by, of, for, in, to.

1. The UK economy is based ... private enterprises. 2. These companies are no longer controlled ... the government. 3. The best indicator ... an economy's health is GNP. 4. Oil production accounts ... over 5% of annual GNP. 5. Fruit growing ... the south and sheep rearing ... the north are traditional sources of employment. 6. Exports ... the countries of the Commonwealth ordinarily exceed imports.

Ex. 8. Mark the sentences that are true.

1. Nation's economy is a system that creates wealth through production and sale of goods and services. 2. England was the third country in the world to experience industrialization. 3. The best indicator of an economy's health is its annual total output of goods and services. 4. Manufacturing industries in the U.K. account for one half of the GNP. 5. The British merchant navy remains one of the largest in the world. 6. Exports in the U.K. represent one-tenth of total exports and ordinarily exceed imports.

Ex. 9. Answer the questions to the text.

1. What is a nation's economy?
2. When did the industrial revolution start in the U.K.?
3. What is the GNP?
4. How much do manufacturing industries account for?

Ex. 10. Give a short summary of the text.

TEXT B. MONEY AND BANKING

Task: read the text, find the answers to the questions given below.

Money is important to the operation of the economy at two levels. First, it is the means of financing the purchases of goods and services and of storing values. Second, the quantity of money in the economy helps to determine total spending and the general level of price.

Almost every society now has a money economy based on coins and paper bills. However, this has not always been true. In primitive societies a system of barter was used. Barter was a system of direct exchange of goods. Somebody could exchange a sheep, for example, for anything in the market-place that they considered to be of equal value. Barter, however, was a very unsatisfactory system because people's needs seldom coincided. People needed a more practical system of exchange, and various money systems developed, based on goods such as cattle, grain, shells, salt etc. Precious metals gradually took over, because, when made into coins, they were portable, durable and divisible into larger and smaller units of value.

A coin is a piece of metal, usually discshaped, which bears lettering, designs or numbers showing its value.

Most governments now issue paper money in the form of bills, which are really "Promises to pay". Paper money or "bank-notes" are easier to handle and much more convenient in the modern world. Checks and credit cards are being used increasingly.

At the end of the U.K. banking system is the Bank of England, which is also known as the Central Bank. The Bank of England is the Banker's bank. It is also the Government's Bank and holds all surpluses of the various government departments.

1. What is money system of the society based on?
2. What is barter?
3. Why did precious metal take over in the system of exchange?
4. How does a coin look like?
5. What is the Central Bank?

TEXT C. THE STOCK EXCHANGE

Task: read the text, get ready to render its content in Russian.

If you are a shareholder and you want to get back the money you have put into a company, you must sell your shares at the Stock Exchange. The Stock Exchange is a place where shares are bought and sold.

The price of shares is controlled by the amount of people willing to pay for them.

If the company is making a profit, other people may want to buy shares in it, so you may be able to sell the shares at a higher

price than you paid for them. If you bought 100 shares at £ 1.00 each and you sold them later at £ 1.50 each, you would make £ 50 profit on the 100 shares, as well as keeping any dividend paid during the period when you owned the shares.

But if business is not going well, other people may not be willing to pay as much as £ 1.00 a share. If they think the company may do well in the end, they might pay 80 p. a share. If the business is really failing no one will buy the shares at all and you risk losing all your money.

The first Stock Exchange was established in 1773 in London. It was the biggest in the world until 1914. Now it is the third to Tokyo and New York. The building as it stands today dates from 1969.

TEXT D. SUPPLY AND DEMAND

Task: read the text and state the relationship between supply, demand and price.

Supply is a relationship between quantity and price. Supply is defined as the different quantities of a resource, goods, or service that will be offered for sale at various possible prices during a specific time period. Generally, the higher the price of something, the more of it will be offered for sale and vice versa.

Demand is, too, a relationship between quantity and price. Demand is defined as the different quantities of a resource, goods, or service that will be purchased at various possible prices during a specific time period. Generally, the lower the price of something, the more of it will be purchased – and vice versa.

The interaction of supply and demand determines the prices and the quantities that will "clear" competitive markets. Changes in one market will affect relative price ratios and cause changes in other markets as well.

The forces of supply and demand work most effectively in markets with a large number of sellers and buyers, each with reasonably accurate information, who are competing to sell or buy a relatively homogeneous product. In markets that do not possess all of these characteristics, the forces of supply and demand are modified by the structures that prevail in those markets.

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Видо-временные формы глагола (страдательный залог).
2. Неличные формы глагола (инфинитив, причастие, герундий).

TEST I

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Unemployment

1. We say that unemployment exists where people capable and willing to work are unable to find suitable paid employment. But where an economy is adapting to changing conditions, there will always be some persons unemployed as they change jobs or as seasonal work comes to an end.

2. Unemployment may occur for many different reasons. There will always be some people changing jobs. In certain occupations, e.g. unskilled labour in the construction industry, workers are not employed regularly by one employer. When a contract is completed labour is not required. Occasionally workers are discharged when a factory is being reorganised.

3. Unemployed workers usually register at the local employment exchange from which employers can hire them. The unemployed are paid certain benefits.

4. Employment in some industries, e. g. building, fruitpicking is seasonal in character. Seasonal employment can be reduced out of "season" and admit such persons as students and housewives during the busy period. Sometimes there are unemployed workers of a particular occupation in one part of the country but a shortage of the same type of work in other parts. Thus today there is a surplus of unskilled and manual labourers in the north of England, whereas firms in the London area have vacancies unfilled. Two main reasons can be suggested for this type of unemployment – ignorance of opportunities, and immobility of labour.

Workers may be in "between jobs". Some of them are looking for better jobs, others are seeking¹ better salaries. Young people search for their first jobs. This is called frictional unemployment². This type is usually short-term and regarded as inevitable³.

6. Unemployment may also be caused by important changes in the structure of consumer demand and in technology. As a result some workers find that their skills and experience are unwanted by these changes. This type of employment is more long-term and regarded as more serious. It is known as structural unemployment.⁴

7. The full-employment or natural rate of unemployment ranges between 5 and 6 percent.

Notes:

¹ to seek – искать

² frictional unemployment – фрикционная безработица

³ inevitable – неизбежный

⁴ structural unemployment – структурная безработица

1. What types of unemployment can we distinguish?
2. Why is frictional unemployment regarded as inevitable?
3. What causes structural unemployment?
4. What is the national rate of unemployment?

II. *Письменно переведите 2, 5, 6-й абзацы текста.*

III. *Употребите глаголы в нужной видо-временной форме.*

1. An individual who (to be) currently unemployed and (to look for) work is counted as unemployed. 2. The total number of unemployed (to divide) by the number of persons in the labour force. The result (to multiply) by 100 and (to call) the unemployment rate. 3. Unemployment (peak) last year and since then (go) down. 4. The IMF (International Monetary Fund) (to carry out) a study last year. 5. In this study they (to project) a decline in GNP in most countries. 6. He (to be) out of work for three months.

IV. *Выпишите из 2, 3, 6-го абзацев предложения с глаголами в страдательном залоге. Определите видо-временную форму глаголов.*

V. *Преобразуйте предложения из страдательного залога в действительный.*

1. The rate of unemployment was decreased by 0,3 %. 2. Full employment does not mean that everyone is employed. 3. Some unemployment is regarded as normal. 4. The "Financial Times" has always been used by business circles for stock exchange data. 5. Structural unemployment was caused by important changes in the structure of consumer demand.

VI. *Подчеркните инфинитив, определив его форму и функцию.*

1. The owner of the firm does not like to be deprived of his rights. 2. The sales manager is unhappy to have failed the sales. 3. Their income is not rising enough to keep up with the cost of living. 4. One of the best ways to get a feeling for economics is to examine some problems in the field. 5. To disprove this let's review the unemployment rate.

VII. *Выпишите из текста слова с суффиксом -ing. Определите, какой частью речи они являются.*

VIII. *Преобразуйте предложения, употребляя причастия в функции определения или обстоятельства.*

1. As he received his salary, he deposited half of it on his saving account. 2. While she was in the process of changing jobs,

she was seeking reemployment. 3. In the society there are always some young people who search for their first job. 4. As structural unemployment is the long term it is regarded as more serious.

IX. *Подчеркните герундий, определив его форму и функцию.*

1. I didn't think the business was worth investing. 2. The manager went on collecting data on international trade. 3. This proprietor succeeds in making profits. 4. It is impossible to succeed in business without advertising its products and services. 5. He insisted on the contract being signed immediately.

TEST II

I. *Прочтите текст и письменно ответьте на вопросы, следующие за ним.*

Inflation

1. Prices of nearly all goods and services have moved in recent history. Inflation is the process of rising prices or, what is the same thing – a fall in the value of money. Each of us is becoming adjusted to inflation.

2. At the beginning a rising price level may not be considered dangerous. It improves the climate for investment, reduces payments of the National Debt.

3. The problem, however, is that when the rise in prices starts, it is difficult to stop it. Gradually the rate of inflation increases, it may lead to hyperinflation.

4. Inflation reduces the standard of living of persons dependent on fixed incomes, as pensioners. But on the other hand it is easier to pay debts. Not all the prices are rising. Even during rather rapid inflation some prices may be constant and others even fall.

5. Inflation may occur for many different reasons. Traditionally changes in the price level have been explained by an excess of total demand. The essence of this kind of inflation may be expressed in the phrase "too much money chasing too few goods".

6. In this case we see long queues of shoppers to make purchases. Stocks of goods available are less than the quantity of goods that the consumers are willing to buy. Besides, there are some black markets in which people buy things at prices much higher than they should be.

7. There are other factors causing inflation. There were some periods in our recent economic history when the price level rose despite low demand. Sometimes the cost of goods rises and this

results in the rise of prices, or inflation. In this case the cost makes the price level higher.

8. Inflation can create serious difficulties for a country dependent on international trade, as Britain has discovered over the past thirty years. When the level of internal prices rises in comparison with prices of foreign traders, imports increase. Moreover, exports are discouraged.

Thus, it is important that the control of inflation should be given priority in government policy.

1. What is inflation?
2. Does inflation mean that all prices are necessarily rising?
3. What are the reasons for inflation?
4. How does inflation influence the country dependent on international trade?

II. Письменно переведите 1, 4, 6, 7-й абзацы текста.

III. Употребите глаголы в нужной видо-временной форме.

1. Inflation (to increase) steadily this year. 2. She (to be) with the company since it began. 3. Traditionally, changes in the price level (to explain) by an excess of total demand. 4. We (to study) the effect of the rise in the dollar's value at the moment. 5. Considerable efforts (to make) now to solve economical problems.

IV. Выпишите из 4 и 7-го абзацев предложения с глаголами в страдательном залоге. Определите видо-временную форму глаголов.

V. Преобразуйте предложения из страдательного залога в действительный.

1. Inflation is considered as a fact of economic instability. 2. Rise of prices was caused by the cost rise. 3. All the resources are already employed. 4. The reasons for inflation have been explained. 5. Inflation was caused by the excess of demand.

VI. Подчеркните инфинитив, определив его форму и функцию.

1. Supply of goods is not enough to meet the demand requirements. 2. One of the best ways to know the problem is to examine it from different points of view. 3. To decrease prices you should reduce the cost of the product. 4. The aim of macroeconomics is to study the economy in general.

VII. Выпишите из текста слова с суффиксом *-ing*. Определите, какой частью речи они являются.

VIII. Преобразуйте предложения, употребляя причастия в функции определения или обстоятельства.

1. As they reduced the cost of the product, they managed to decrease the price of it. 2. Inflation is a general level of prices which rise. 3. Management is a part of many processes which determine the outlook of the world. 4. When the company used new equipment it could raise its output.

IX. Подчеркните герундий, определив его форму и функцию.

1. I don't think this product is worth advertising. 2. The owner went on reducing per unit production cost. 3. This businessman succeeds in increasing his investments. 4. His having failed to manage the company surprised everybody. 5. He insisted on the decision being taken immediately.

UNIT III

MICROECONOMICS

Section I. TOPICAL VOCABULARY

	<i>Index</i>
advantage [əd'vɑ:ntɪdʒ] <i>n</i> превосходство, преимущество	A
<i>ant.</i> - disadvantage [dɪsəd'vɑ:ntɪdʒ] <i>n</i> невыгодное положение	A
tax advantage [tæksəd'vɑ:ntɪdʒ] <i>n</i> налоговая скидка	A
advertising ['ædvɜ:təɪzɪŋ] <i>n</i> реклама	A
<i>ant.</i> - disagreement [dɪsə'grɪ:mənt] <i>n</i> несогласие	A
agreement [ə'grɪ:mənt] <i>n</i> соглашение, договор	A
arrange [ə'reɪndʒ] <i>v</i> урегулировать	T ₁
authority [ɔ:'θɔ:rtɪ] <i>n</i> управление, власть, авторитет	A
book [buk] <i>v</i> заказывать	A
board of directors ['bɔ:dəvdi'rektəz] <i>n</i> совет директоров	B
bother ['bɒðə] <i>v</i> беспокоиться, волноваться	D
branch [brɑ:ntʃ] <i>n</i> отрасль	T ₂
bond [bɒnd] <i>n</i> облигация	C
broker [brɔ:kə] <i>n</i> брокер, посредник	T ₂
catalogue sales [kætə'lɔ:g seɪlz] продажа с помощью каталогов	T ₁
capital ['kæpɪtəl] <i>n</i> капитал, фонды, главный, основной	A
consist of [kən'sɪstəv] <i>v</i> состоять из	A
coowner [kou'ɔ:nə] <i>n</i> совладелец	A
corporation [kɔ:pə'reɪʃn] <i>n</i> объединение, корпорация	A
consider [kən'sɪdə] <i>v</i> рассматривать	D
chief accountant ['tʃi:f ə'kauntənt] <i>n</i> главный бухгалтер	B
cover ['kʌvə] <i>v</i> распространяться, уплачивать, покрывать	A

dealer ['di:lə] <i>n</i> торговец, посредник, дилер	T ₂
debt [det] <i>n</i> долг	A
deal with [di:l] <i>v</i> иметь дело с	A
drop [drɒp] <i>v</i> падать	T ₂
deliver [di'livə] <i>v</i> доставлять	B
determine [di'təmin] <i>v</i> определять	D
decrease [di'kri:s] <i>v</i> уменьшать, сокращать	C
decrease ['dikri:s] <i>n</i> уменьшение	C
department store [di'pɑ:tmənt stɔ:] <i>n</i> универмаг	T ₁
discount store [diskaunt stɔ:] <i>n</i> розничный магазин, торгующий по сниженным ценам	T ₁
distribution [distri'bju:ʃn] <i>n</i> распределение	T ₂
distributor [distri'bju:tə] <i>n</i> распределительная организация, фонд	T ₂
display [dis'plei] <i>n</i> витрина	T ₂
door-to-door sales ['dɔ:tə'dɔ:'seilz] <i>n</i> продажа через торговых агентов на дому	T ₁
expensive [iks'pensiv] <i>a</i> дорогой	
<i>ant.</i> inexpensive [iniks'pensiv] дешевый	D
executive [ig'zekjutiv] <i>a</i> руководитель, специалист	B
establish [is'tæbliʃ] <i>v</i> установить, создавать, основывать	C
entity ['entiti] <i>n</i> экономическая единица, объект	A
expansion [iks'pænʃ(ə)n] <i>n</i> расширение, рост, подъем	T ₂
experience [iks'piəriəns] <i>n</i> опыт	A
force [fɔ:s] <i>v</i> заставлять	D
general merchandise store ['dʒenərəl'mɜ:tʃ(ə)ndaiz'stɔ:] <i>n</i> магазин со смешанным товаром	T ₂
generate ['dʒenəreit] <i>v</i> осуществлять, вызывать	T ₁
hold ['hould] <i>v</i> владеть, быть владельцем	C
hypermarket ['haipə'mɑ:kət] <i>n</i> гигантский супермаркет, торговый центр	T ₁
issue shares ['isju:ʃeɪz] <i>v</i> выпускать акции	C
insurance [in'fʊər(ə)ns] <i>n</i> страхование, страховой полис	A
joint [dʒɔint] <i>a</i> совместный, общий	A
joint-venture [dʒɔint'ventʃə] <i>n</i> совместное предприятие	A
jobber ['dʒɔbə] <i>n</i> человек, работающий сдельно, оптовый торговец	T ₁
lack [læk] <i>n</i> недостаток, нехватка	A
liability [laɪə'biliti] <i>n</i> ответственность	A
liabilities <i>n</i> пассив, долги, обязательства	A
limited ['limitid] <i>p</i> ограниченный	A
licence ['laisəns] <i>n</i> разрешение, лицензия	A
loss [lɔs] <i>n</i> потеря, убыток, урон	A
manage ['mænidʒ] <i>v</i> управлять	B
management ['mænidʒmənt] <i>n</i> управление	B
merchant-wholesaler ['mɜ:tʃ(ə)nt-'həulseilə] оптовик	T ₂
merchandise agent [mɜ:tʃəndaiz'eidʒənt] <i>n</i> торговый агент	T ₂

meet demands ['mit di'ma:ndz] отвечать спросу, соответствовать требованиям	T ₁
market ['mɑ:kit] <i>n</i> рынок, биржа, торговля	A
negotiate [ni'gouʃieit] <i>v</i> вести переговоры	A
non-store retailing ['nɒnstɔ:rɪ'teiliŋ] продажа помимо магазина	T ₂
offer ['ɔ:fə] <i>n</i> предложение	B
objective [ɒb'dʒektiv] <i>n</i> цель	A
owner ['əunə] <i>n</i> владелец, собственник	A
obtain [əb'tein] <i>v</i> получать	A
partnership ['pɑ:tnəʃip] <i>n</i> партнерство	A
purpose ['pɜ:pəs] <i>n</i> цель	A
proprietorship [prə'praɪətəʃip] <i>n</i> единоличное владение, единоличное предприятие	A
public (plc) ['pʌblɪk] <i>a</i> открытая или публичная акционерная компания	C
personnel manager ['pɜ:sə'nel'mænɪdʒə] <i>n</i> начальник отдела кадров	A
raise [reɪz] <i>v</i> повышать	A
raise capital ['reɪz'kæpitəl] увеличивать капитал, получать деньги	A
rent [rent] <i>v</i> сдавать, брать в аренду, прокат	A
be responsible for [ris'pɒnsɪbl] <i>v</i> отвечать за	A
retailing [ri'teiliŋ] <i>g</i> розничная продажа	A
retailer [ri'teɪlə] <i>n</i> розничный торговец	A
right [raɪt] <i>n</i> право	A
satisfy needs ['sætɪsfaɪ ni:dz] <i>v</i> удовлетворять запросы	D
self-service ['self'sɜ:vɪs] <i>n</i> самообслуживание	T ₁
stock [stɒk] <i>n</i> запасы, ассортимент, фонд	A
specialty store [speʃəlti stɔ:] <i>n</i> специализированный магазин розничной торговли	T ₁
supermarket ['sju:pə'mɑ:kit] <i>n</i> супермаркет, универсам, магазин с самообслуживанием покупателей	T ₁
target ['tɑ:ɡɪt] <i>n</i> цель	T ₂
turnover ['tɜ:nəʊvə] <i>n</i> оборот, товарооборот	T ₁
vending machine ['vendɪŋ mə'ʃi:n] <i>n</i> торговый автомат	T ₁
wholesaling ['həul'seiliŋ] <i>g</i> оптовая продажа	T ₁

Section II. READING MATERIAL

TEXT A. TYPES OF BUSINESS FIRMS

Task: read the text, translate it into Russian in written form.

Microeconomics studies particular firms, households, banks etc. Business organisations may be considered as firms or companies.

They produce goods or render services. They also rent or purchase buildings, land, equipment. They market and advertise their products. They deal with government and courts, as well as with banks, insurance companies.

From the legal point of view there are three basic kinds of business firms: 1) proprietorships, 2) partnerships and 3) corporations. A proprietorship is simply a oneowner firm. The proprietor is responsible for all personal and business debts and losses, he provides the capital and executes the total management. To start the business of this kind it is necessary to obtain licences required by the law.

The proprietorship form has several advantages, such as: simplicity of organisation, freedom to make all decisions, tax advantages etc. Among disadvantages the following are worth mentioning: possible lack of ability and experience, difficulty in raising capital.

Partnerships are firms owned jointly by two or more persons who are co-owners of business. Partnerships are based on agreement, which should cover all areas of possible disagreement among the partners. Advantages of the partnership may be combined talents, judgements, skills as well as larger capital and tax advantages. Disadvantages of this form are divided authority, danger of disagreement etc.

Corporation is a firm owned by a group of people, called stockholders, and given rights, privileges and liabilities by law. Advantages of the corporation is variety of skills, abilities and ideas, ease of expansion. Disadvantages of this form of ownership may be as follows: government regulation, profit sharing, taxes.

Corporation has the right to conduct business as if it were one person.

EXERCISES

Ex. 1. Read the international words and guess their meaning.

business	market	bank
firm	product	company
organization	to finance	basic
production	operation	corporation
personal	management	partner
capital	to form	to combine
licence	group	privilege
limited	authority	idea

Ex. 2. Memorize the following pairs of derivatives:

N → Adj

production – productive
rent – rental
government – governmental
finance – financial
response – responsible

V → N

to manage – management
to organize – organization
to engage – engagement
to equip – equipment
to advertise – advertisement

Ex. 3. Give antonyms to the following words:

output, advantage, employment, increase.

Ex. 4. Match English and Russian equivalents.

- | | |
|---|--|
| 1. to purchase stocks | a. нести ответственность за долги и убытки |
| 2. to manage a sales force | b. частное владение |
| 3. proprietorship | c. владелец акций |
| 4. to be responsible for debts and losses | d. покупать акции |
| 5. the only requirement | e. руководить торговым персоналом |
| 6. to have an advantage | f. единственное требование |
| 7. tax advantages | g. налоговые скидки |
| 8. possible lack of experience | h. иметь преимущество |
| 9. stockholder | i. возможный недостаток опыта |

Ex. 5. Choose the right word or word-combination.

- ... is simply a one-owner firm.
a) partnership b) proprietorship c) corporation
- The proprietor is responsible for all personal and business ...
a) debts and losses b) banks c) insurance companies
- ... are firms owned jointly by two or more persons.
a) disadvantages b) liabilities c) partnerships
- ... is an entity formed and owned by a group of people called stockholders.
a) profit sharing b) corporation c) tax advantages
- ... of the corporation are variety of skills, abilities and ideas.
a) unlimited liability b) advantages c) possible lack of ability

Ex. 6. Complete the sentences.

- To finance this operation business firms deal with ...
- There are three basic kinds of business firms ...
- A proprietorship is ...
- Among disadvantages of proprietorship the following are worth mentioning ...

5. Advantages of the partnership may be
6. Disadvantages of corporation may be as follows

Ex. 7. Insert the necessary prepositions: by, in, for, upon, with, by, of.

1. Business firms are organizations that are engaged ... production. 2. To finance their operations, business firms deal ... banks, insurance companies. 3. The proprietor is responsible ... all personal debts and losses. 4. The owner should obtain a licence required ... the law. 5. Partnerships are based ... agreement. 6. Corporation is an entity formed and owned ... a group ... people.

Ex. 8. Mark the sentences that are true.

1. Business firms market their products, engage in advertising, and manage a sales force. 2. There are three basic kinds of business firms: proprietorships, partnerships and corporations. 3. The proprietorship has several advantages such as variety of skills, abilities, ease of expansion. 4. Corporations are firms owned jointly by two or more persons who are co-owners of business for profit. 5. Partnership is an entity formed and owned by a group of people called stockholders, and given certain rights, privileges and liabilities by law. 6. Disadvantages of corporation are profit, lack of freedom of action, taxes.

Ex. 9. Answer the questions on the text.

1. How many legal forms are available to small firms?
2. What are the legal requirements for starting a business as a proprietorship?
3. What is a partnership agreement? What does it include?
4. What is the corporation?
5. What are the advantages and disadvantages of each type of legal form of small business:
 - a) proprietorship;
 - b) partnership;
 - c) corporation.

Ex. 10. Give a short summary of the text.

TEXT B. THE FUNCTIONAL ORGANIZATION OF THE COMPANY

Task: using the diagram explain the functional structure of a company (in Russian).

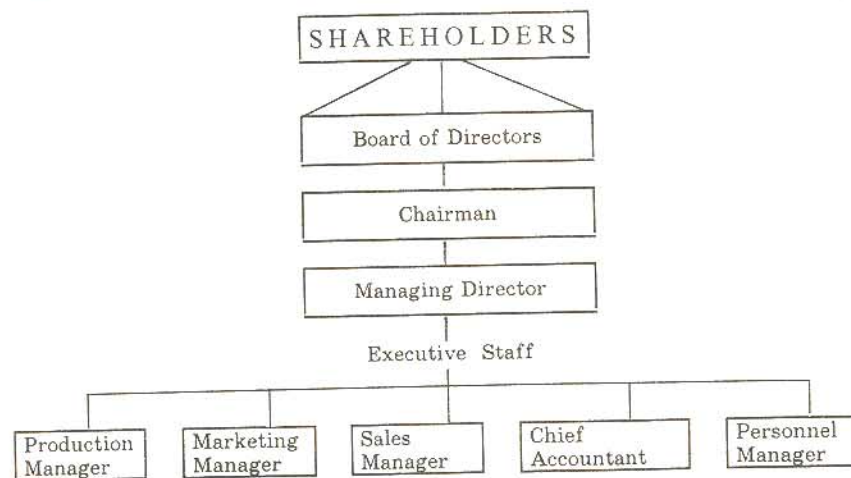
Larger companies often raise money by selling shares in the business. The people who buy the shares become shareholders. A company is owned by the shareholders who elect a Board of

Directors at a general meeting. The Board is responsible for the general policy of the company, formulating plans to achieve objectives. To some extent the company's success and the morale of its workers is dependent on the leadership of the Board of Directors.

The Board chooses a Chairman, who may chair meetings of the Board and deliver the annual report. To ensure that the Board has knowledge of the company's operations when reaching its decisions there must be executive directors, usually the managing director and the managers of the most important departments.

The managing director sees how the decisions of the Board of Directors are carried out. Moreover he plays a key role in coordinating the work and views of the departmental managers.

Under the managing director there is a horizontal organization of department heads: Production Manager, Marketing Manager, Sales Manager, Chief Accountant, Personal Manager.



TEXT C. SET-UP OF BRITISH COMPANIES

Task: read the text, find the answers to the questions given below.

Most of the British companies are private. The number of state owned companies as telecommunications, water, gas has decreased lately.

Companies in the private sector consist of two basic types: public and private. Public companies in general are largescale organizations such as banks, insurance companies and privatised companies. The number of public companies is fewer than that of private companies. Private companies on the whole are smaller or family-run business.¹

The difference between public and private firms on paper at least, can be found in their names. The word "limited" (often shortened² to "Ltd") after a company's name shows that it is private. On the other hand, the status of a public company is shown by the letters "plc" after its name. This is short for "public limited company". In practice, however, the real difference between the two arises from the fact that private companies cannot raise money by selling shares to the public, in contrast to public companies which can do so by issuing shares and bonds³ to be offered for sale⁴ on the Stock Exchange.

Notes:

¹ family-run business – семейный бизнес

² shortened – сокращенный

³ to issue shares and bonds – выпускать акции и облигации

⁴ for sale – на продажу

1. What are the two types of British private companies?
2. What is the difference between public and private firms on paper?
3. What companies cannot sell shares at the Stock Exchange?

TEXT D. HENRY FORD AS A MARKETING EXECUTIVE

Task: read the text and say how Henry Ford managed to reduce the price of his cars.

A statement by Henry Ford illustrates the importance of satisfying customers' needs: "Our policy is to reduce the price, extend the operations and improve the product. You will notice that the reduction of price comes first. We have never considered any costs as fixed.

Therefore we first reduce the price to the point where we believe more sales will result. Then we go ahead and try to make the prices. We do not bother about the costs. The new price forces the costs down. The more usual way is to take costs and then determine the price and although that method may be scientific in the narrow sense, it is not scientific in the broad sense. I can explain why. The cost is worth knowing if it tells you that you cannot manufacture at a price at which the product cannot be sold. One may calculate what a cost is and of course, all our costs are carefully calculated, but no one knows what a cost ought to be".

Although Henry Ford was known as a great production genius, he was also a very good marketing executive. Ford realized that what the US wanted in the early 1900s was inexpensive automobile transportation. His procedure was first to determine the price the market was willing to pay for a car and then to design a car that could be manufactured at that price. The

produced in the United States. During this period the price of his car fell from \$ 850 to \$ 263.

If Ford had used old methods for price calculation he wouldn't have gained such a success.

Section III. LEXICAL-GRAMMAR TESTS

Для того, чтобы правильно выполнить контрольные работы, необходимо усвоить следующий грамматический материал:

1. Неличные формы глагола и конструкции с ними (Subjective-with-the-Infinitive Construction, Objective-with-the-Infinitive Construction, For-to-Infinitive Construction, Participial Constructions).
2. Сослагательное наклонение. Типы условных предложений.
3. Видо-временные формы глаголов действительного и страдательного залогов (повторение).
4. Типы придаточных предложений. Союзное и бессоюзное подчинение.

TEST I

1. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Retailing

1. The retailer performs the last stage of the production process for it is he who puts the goods in the hands of the actual customers. His work is "to have the right goods in the right place at the right time".

2. There are four types of retail institutions: 1) speciality stores, 2) supermarkets, 3) general merchandise stores, 4) nonstore retailing.

3. Often speciality stores sell one type of product, such as clothing, jewelry, furniture, books. These stores having a better feeling of their market, they compete against giant department stores. They can adjust more quickly to market conditions.

3. Big supermarkets are usually well located. All the goods are arranged on trays and shelves. All the prices are clearly marked. The goods are ready-weighed and beautifully packed. There you can find everything you need. The prices are reasonable.

4. General merchandise stores (GMS) carry a wide variety of products. There are three types of GMS, a) department stores, b) discount stores, c) hypermarkets. Big department stores started in America more than 50 years ago, and then the idea was brought to European countries. These stores are wonderful places. People can

do all their shopping under one roof. All the things for sale are displayed so that they can be easily seen, and the customers walk around and choose what they want.

5. The store is divided into departments: women's clothes, men's clothes, shoes, toys, sports goods, china and glass etc. There may be a restaurant with an orchestra and sometimes a tea-room as well. You will also find a room where you can rest if you are tired. There's an office where you can book seats for the theatre or arrange to travel anywhere in the world.

6. Low price is the major attraction of the discount stores. These stores sell the most popular items, colors and sizes. The stores keep long hours and usually open on Sundays. Hypermarket is a type of discount store that was developed in Germany. They are very large stores with low-price and high-turnover products. Hypermarkets achieve cost savings by simplifying their unpacking and display.

7. There are three major types of nonstore retailing: a) vending machines b) door-to-door sales, and c) catalogue sales.

1. What are the types of retail institutions?
2. What are the advantages of specialty stores?
3. What do supermarkets sell?
4. What are the three major types of nonstore retailing?

II. Письменно переведите 1, 2, 4, 6-й абзацы текста.

III. Выпишите из 2-го абзаца текста предложения с самостоятельным причастным оборотом.

IV. Раскройте скобки, употребив глаголы в нужной видо-временной форме.

1. A marketing program (to design) to appeal to most buyers. 2. Over \$5 thousand (to spend) on marketing last month. 3. In the nearest future ecological factors (to include) in the indicators of a company's performance. 4. The contract (to sign) but the work (not to begin) yet. 5. The project (to discuss) by the Board of Directors now.

V. Переведите предложения, содержащие причастные и инфинитивные конструкции.

Advertising serving an important function for business, it is sometimes called "the engine of prosperity". 2. Having increased production they expected better results. 3. The types of non-store retailing are considered to be vending machines, door-to-door sales and catalogue sales. 4. The manufacturer managed to improve the quality, the cost remaining the same. 5. It is important for customers to perceive their prices as competitive.

VI. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. If you (to attend) all the classes, you will pass your exam. 2. He wouldn't have been successful businessman if he (not to be) a very good manager. 3. If they (to sign) the contract last month, the goods would have been delivered now. 4. If I (to be) you, I would take this course.

VII. Определите тип подчинения в следующих предложениях. В бессоюзных предложениях отметьте, где может находиться опущенный союз.

1. According to the statement you sent me last month, there is \$200 to pay. 2. When your manager came to see me last August, he told me I would be able to collect the money from my customers. 3. I know he is a good accountant.

TEST II

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

Wholesaling

1. Wholesalers are the institutions which stand between the manufacturer and the retailer. The wholesaler buys goods in bulk from producers and sells them in small quantities to retailers. In doing so he helps the production process. If you had an intention to be a successful manufacturer, you would make high quality products at a reasonable price for selected markets. If you intended to be a wholesaler, you would learn how to serve the market.

2. Wholesaler economises the distribution. The most important function of a wholesaler is to contact manufacturers and potential customers. Thus in Fig. 1 nine contacts and deliveries are necessary if three firms supply directly three retailers, where as in Fig. 2 each producer deals only with a wholesaler, reducing the total number of transactions to six.

3. Wholesalers are used for information and advice. Suggestions which customers make to the retailer are passed to the wholesaler who conveys them to the manufacturer. Thus the latter can improve his product.

Fig. 1.

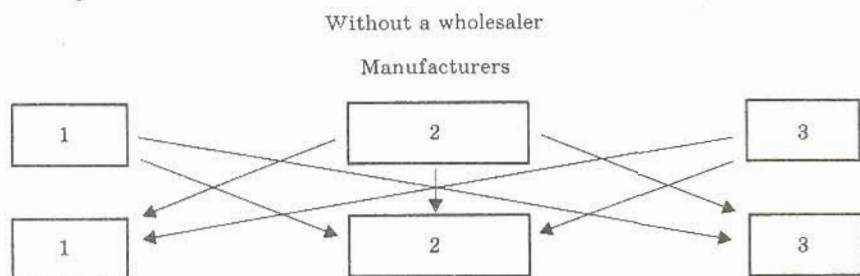
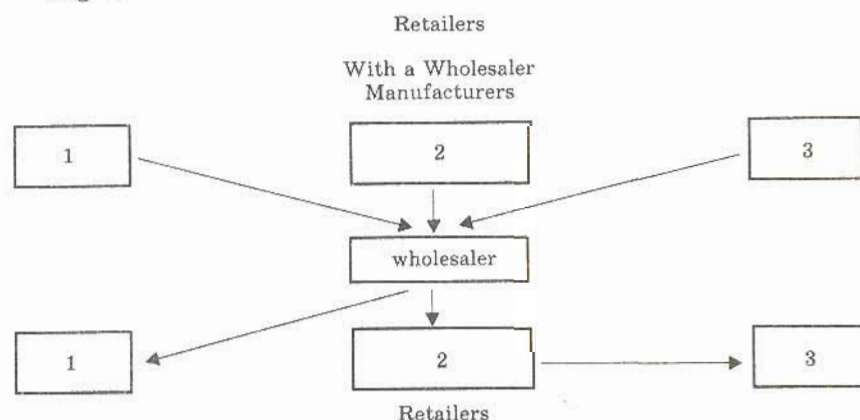


Fig. 2.



4. The wholesaler keeps stocks. Shoppers like to obtain goods immediately. This requires stocks. Often, however, neither the producer nor the retailer has extensive storage facilities and responsibility falls on the wholesaler.

5. Moreover he arranges imports from abroad. Foreign manufacturers can rarely bother to ship small parcels to individual retailers abroad. They prefer to deal with a wholesaler, an import merchant with established trade connections.

6. Wholesalers may be classified into three groups: manufacturer - owned operations, merchant wholesalers and merchandise agents and brokers. Manufacturers can establish their own wholesaling office or branch, the latter providing more services to its customers. Depending on the industry or geographical location merchant wholesalers are called distributors, jobbers, or dealers. Among merchandise agents there are selling agents, brokers, commission agents and action companies. They are all compensated by either a commission or a brokerage fee.

1. What is a wholesaler?
2. What role does the wholesaler play in the economy?
3. Would it be better without wholesalers? Explain.
4. What is the most important function of a wholesaler?

II. Перепишите и письменно переведите 1, 4 и 5-й абзацы текста.

III. Выпишите из 6-го абзаца текста предложение с самостоятельным причастным оборотом, из 1-го абзаца - с условным придаточным оборотом.

IV. Раскройте скобки, употребив глагол в нужной видо-временной форме.

1. Considerable efforts (to make) now to solve economic problems. 2. A marketing program (to design) to appeal to most buyers. 3. After all the problems (to solve) the company signed the contract. 4. A new hotel (to build) here by an American company next year. 5. Our research (to carry out) last year, but I still (not to see) the results.

V. Переведите предложения, содержащие причастные и инфинитивные конструкции.

1. Wholesalers are known to reduce the number of contacts between producers and customers. 2. The objective of a market survey is to determine sales volume. 3. Wholesaling performs many functions, contacting product customers and stimulating demand being the most important ones. 4. Doubling of the advertising budget should lead to sales increase. 5. It is important for the country to increase GNP.

VI. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. If the project (to fall) we'll lose a lot of money. 2. If you (to lose) money last year, we would have started a new project. 3. If I (to be) wholesaler, I would start with arranging contacts between manufacturers and retailers. 4. If you (to put) money in stocks, you would get some profit.

VII. Определите тип подчинения в следующих предложениях. В бессоюзных предложениях отметьте, где может находиться опущенный союз.

1. The majority of small firms concentrate on selling products, although some firms provide service. 2. It was not the first time the competitor tried to overcome them. 3. If you consider sales in credit you should review the advantages of this policy. 4. He said he would arrange the retailing.

The United Kingdom of Great Britain and Northern Ireland

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. It consists of four parts: England, Wales, Scotland and Northern Ireland. England, Wales and Scotland occupy the territory of Great Britain. Northern Ireland is situated in the northern part of Ireland.

The territory of the United Kingdom is about 244,000 square kilometres, it is the 75th place among other countries in the world. The population is over 56.5 million. About 80% of the population is urban. The capital of the country is London.

The surface of Great Britain varies greatly. The northern and western part of the country is mountainous and is called the Highlands. All the rest (south, east and centre) is a vast plain which is called the Lowlands. The mountains are not very high. The rivers are not long. The most important of them are the Severn and the Thames. There are many beautiful lakes in the mountainous parts of the country.

The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of Great Britain. It is mild the whole year round.

Great Britain is a highly developed industrial country. It is known as one of the world's largest producers and exporters of iron and steel products, machinery and electronics, chemicals and textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding.

Great Britain is a country with old cultural traditions and customs. The most famous educational centres are Oxford and Cambridge Universities. They are considered to be the intellectual centres of Europe. The education is not free, it is very expensive.

The United Kingdom is a monarchy and the Queen is the head of the state. But in practice it is ruled by the elected government with the Prime Minister at the head. The British Parliament consists of two chambers: the House of Lords and the House of Commons.

There are three main political parties in Great Britain: the Labour, the Conservative and the Liberal parties. The Labour party is the ruling party nowadays.

London is the capital of Great Britain, its political, economic and commercial centre. It is one of the largest cities in the world (together with Tokyo and New York) and the largest city in Europe. Its population is about 8 million.

London is situated on the river Thames. The city is very old. It has more than 20 centuries old history. Traditionally it is divided into several parts: the City, Westminster, the West End and the East End. They are very different from each other.

The City is the oldest part of London, its financial and business centre. Numerous banks, offices and firms are concentrated here.

Westminster is the aristocratic official part of London. It includes Buckingham Palace where the Queen lives and the Houses of Parliament stretching for nearly 1000 feet along the northern bank of the Thames.

The West End is the richest and most beautiful part of London. It is a symbol of wealth and luxury. The best hotels, restaurants, shops, clubs, parks and houses are situated there. English aristocracy lives in this region.

The East End is an industrial district of London. There are many factories and the port of London there. The region is densely populated by working class families.

Answer the questions:

1. What is the official name of Great Britain?
2. What do you know about its geographical situation, population and climate?
3. What industries are highly developed in Great Britain?
4. What higher educational establishments in Great Britain do you know?
5. What are the main political parties in Great Britain?
6. London is the capital, political, economic and commercial centre, isn't it?
7. What can you say about London's division?

The Republic of Belarus

The Republic of Belarus is a small, beautiful country with the heroic past and difficult present. It is situated in Eastern Europe. The Republic borders on Russia, the Ukraine, Poland, Lithuania and Latvia. It has an area of 207,600 square kilometres and a population of more than 10 million. 77 per cent of the population constitute Belarusians, 64 per cent live in cities, the largest of which are Minsk (the capital), Gomel, Brest, Vitebsk, Grodno and Mogilev.

The climate in the republic is moderately continental, the breathing of the Baltic sea is constantly felt here.

At the beginning of the 20th century Belarus was a backward province of the Russian Empire — called the North-Western region. About 80 per cent of its population were illiterate. The Belarusians were not even regarded as a nation at that time. After the Revolution in 1917 Belarus was proclaimed the Belorussian Soviet Socialist Republic and soon became a member of the USSR.

During World War II Belarus suffered greatly. It lost more than half of its national wealth. The fascists killed every fourth person living there. But despite all this, Belarus has restored its cities, rebuilt its economy. Modern Minsk is a city of numerous plants and factories, modern buildings, tree-lined streets, beautiful parks and gardens. It is also a big traffic centre with a large network of railways, roads, airlines and two Metro lines.

Minsk has a highly developed industry. There are hundreds of industrial enterprises in the city which produce tractors and automobiles, motor-cycles and bicycles, TV-sets and radio-sets, watches and refrigerators, electronic computers, textile, footwear, food and other goods.

Agriculture specializes in milk and meat production. The main crops cultivated here are potatoes, flax, grain, herbs and vegetables.

Belarus is a republic of well developed science and culture. There is an Academy of Sciences, 37 higher educational establishments, about 400 professional schools. Secondary education is compulsory here.

The cultural life of the people in the Belorussian capital is varied and interesting. In Minsk there are 11 theatres, a number of concert halls, a circus, dozens of cinemas, many palaces of culture, libraries and clubs. The most famous theatres are the National Academic Opera Theater, the National Academic Ballet Theater, National Ya. Kupala Theatre, the Gorky Russian Drama Theatre.

Nowadays the Republic of Belarus has become a sovereign independent state. The Declaration of State Sovereignty was adopted by its Supreme Soviet on July 27, 1990.

Minsk is the capital of the Republic of Belarus, its political, economic, scientific and cultural centre. It is one of the oldest and most beautiful cities in our republic.

Minsk is situated on the river Svisloch and occupies an area of 200 square kilometres. Its population is about 1,8 million.

The citizens of Minsk are proud of their city. It is beautiful at any time of the year. A lot of tourists from our country and abroad come to Minsk to see its sights.

Answer the questions:

1. What can you say about geographical situation, population and climate of the Republic of Belarus?
2. How did Belarus develop in a highly industrial, cultural and scientific republic?
3. When did Belarus become an independent state?
4. What do you know about Minsk as the capital of Belarus?
5. What happened to Minsk during the Great Patriotic War?
6. Minsk is a political, industrial and cultural centre of Belarus, isn't it?

Higher Education in Our Country

A national higher school system plays an important role in the development of our country. Only highly qualified specialists can solve the most complex problems facing our society. Knowledge, science and culture open the prospects for the future. The efforts of the Belorussian scientists have always been focused on the fundamental problems of humanities, natural and social sciences.

At the beginning of the 20th century about 80 per cent of the Belorussian population were illiterate. Now Belarus is a country with a high educational level. There are 38 state higher educational institutions and the Academy of Sciences which was founded in 1929 to carry out research in different fields of science. The total number of students in our Republic is about 2,5 million (25 per cent of the population).

The Belorussian State University, the Polytechnical Academy, the University of National Economy and many others are the largest scientific and educational centres in the national higher school system of Belarus. Today the role of universities in the system of higher education becomes determining as they give training in fundamental humanities and natural sciences.

The basic principle of the organization of national education in Belarus is an equal opportunity for all its citizens. It should conform to the spirit and requirements of the time we live.

Specialized secondary and higher education is available for everyone according to his abilities. Every citizen can get free education in state institutions if he passes the entrance examinations successfully. One of the necessary qualifications for higher school is complete secondary education. Entrance examinations differ depending on the choice of a higher school. People can get a higher education through the full-time, evening and correspondent courses. Those who study well receive scholarships. All higher schools in Belarus are controlled by the state and are uniformly administrated. The system of public

education is being constantly improved and that is a logical process.

Along with state higher schools existing in the Republic many non-state institutes of higher learning have been opened in different towns of late. Thousands of young people who for some reason couldn't enter any of the state educational establishments have got an opportunity to continue their studies and to get a higher education. Tuition in non-state institutes is not free of charge, it is rather expensive. But everybody knows that money spent on the brain is never spent in vain.

The academic year is divided into two terms, each ending in examinations. The students attend lectures and practical classes and have every opportunity to develop their talents and gifts. Sport has become an essential part of students' life and they can do any sports they like.

The higher school today does not only give knowledge to the students but develops their abilities to think creatively and to work productively. Today's scientific and technological progress demands of the higher school graduates to be prepared to deepen their knowledge individually and adapt themselves quickly to the changes in the branches of science or industry they have chosen as their speciality. This means that future specialists must be given a good grounding in basic subjects. In order to obtain practical experience all the students of higher schools have practical training at different enterprises, schools and offices.

Every year thousands of graduates receive diplomas of higher education and start working in different branches of science, economy and production. Some of them enter postgraduate courses to get more specialized study and to defend a thesis on a chosen scientific problem. We have every right to say that the future of our country in many respects depends upon the quality of education received by its citizens.

Answer the questions:

1. How many institutions of higher education are there in the Republic of Belarus?
2. What is the basic principle of the organization of national education in our country?
3. Why does the role of universities in the system of higher education become determining?
4. Is free higher education available for everyone in Belarus?
5. What changes have taken place in the system of Belorussian higher education of late?

6. In what way do the students obtain practical experience when studying at higher schools?

7. What's your opinion of the system of higher education in our country? What is the way of improving it?

The Belorussian State University

The Belorussian State University is a centre of culture and science, the major higher educational establishment in the Republic of Belarus. It is the oldest University in our Republic. It was founded in 1921 and 1,010 workers and peasants were admitted to its two faculties.

The republic's first University rapidly grew and developed and in the pre-war period a number of independent higher schools for medicine, pedagogics, national economy appeared on its basis.

During the Great Patriotic War the University was razed to the ground by the nazi invaders. In the post-war years the University was quickly restored and in a short period of time it turned into one of the largest institutions of higher education of the country.

At present the University has 14 975 students, 125 Departments (chairs), 1441 teaching staff, including 211 full Professors, 935 Associate Professors and Doctors.

There are 13 faculties at the University at present: Physics, Mathematics, Applied Mathematics, Chemistry, Geography, Biology, Philology, Journalism, History, Economy, Law, International Relations which train specialists in 17 professions and 50 specializations. It has day and correspondence departments where thousands of students study. They attend lectures and seminars. All the students study foreign languages. Students' practical work is given much attention to.

The University course lasts five years. An academic year is divided into two terms, each ending in an examination session. Those who pass the exams successfully get a scholarship.

The students of the University can do any sport and any recreational activity.

A lot of students carry out research work in various laboratories which are equipped with up-to-date devices.

Every year hundreds of young specialists begin working in different branches of national economy, science, education, in mass media, prosecutor's offices and courts.

In 1967 the Belorussian State University was awarded the Order of the Red Banner of Labour for its contribution to the development of science and academic training.

The Belorussian State University is a major world University centre, a member of the International Universities Association. At present the BSU has links with over 100 higher educational

establishments and research centres of the world. The University participates in a number of international projects like TEMPUS, INTAS, COPERNIC US, ASE.

Its seventy-fifth anniversary the University celebrated as an internationally recognized classical university integrating essential features of the educational, scientific and cultural centre. The staff is proud of the University traditions and achievements but at the same time it realizes the necessity of serious reforms aimed at preserving the accumulated intellectual potential and promoting progressive development of the Belorussian University in future.

Answer the questions:

1. *What do you know about the history of the foundation of the University?*
2. *Did the University give birth to a number of independent higher establishments?*
3. *What happened to the University during the Great Patriotic War?*
4. *How did the University develop in the post-war years?*
5. *The University is a major research centre, isn't it?*
6. *What are students' activities of the University?*
7. *What was the University awarded the Order of the Red Banner of Labour for?*
8. *What have its recent years been characterized by?*

Professions and Specialities

Economist

I'm a student of the Philosophy and Economics Faculty of the Belorussian State University. In the near future I'll graduate from the University and become a professional economist. I'm sure that the profession of an economist is one of the most important nowadays in view of the situation in our Republic.

What makes a good economist? Whatever he does, an economist should have a thorough training in economic theory, mathematics and statistics and our University offers such training. At the University we are taught various general and special subjects, such as Macroeconomics, Microeconomics, Management, Accounting, Marketing, Advertizing, Money and Banking, Economic Theory, Econometrics, Statistics, Computer Science, Philosophy, Business Ethics, Foreign Languages, etc.

An economist needs some knowledge of the world outside his own country because both business and government are deeply involved in the world economy. Some knowledge of political and economic history will help him to expect changes and always look for basic long-run forces under the surface of things.

The profession of an economist is quite diversified. The graduates of our Faculty work at educational institutions, various research centres and laboratories, in industry, business, banks, etc. You may continue your studies at the Post-graduate Courses or Doctorate if you have a desire and abilities to become a scientist or a professor. Scientists in the field of Economics create new theories and models, test their hypotheses and carry out economic researches.

Being employed in industry and business, our graduates work as managers, as an executive manager, a sales manager, a financial manager. Some of us work as accountants. An accountant is one of the most prestigious and widely required professions of an economist in any society. You shouldn't mix an accountant and with a book-keeper. While a book-keeper is mostly involved in calculations, like balance sheets, income statements, invoices, an accountant is responsible for designing the financial policy of a company.

Some of us work at the banks, at the Stock Exchange as brokers, others work for the government or are employed by various agencies and by military services.

Knowing the economic laws of the development of the society, economists can solve many problems facing our Republic and I hope I'll manage to make my contribution to this process.

Answer the questions:

1. *Why is the profession of an economist one of the most important nowadays in our Republic?*
2. *What makes a good economist?*
3. *The profession of an economist is quite diversified, isn't it?*
4. *In what way do accountants differ from book-keepers?*
5. *What kind of specialists are graduated of Economics Faculty??*
6. *How can you continue your studies after graduating from the Philosophy and Economics Faculty?*
7. *What does the profession of an economist contribute to?*

Lawyer

I am a fourth year student of the Belorussian State University. I study at the Law Faculty. In a year I'll graduate from the University and become a professional lawyer. To become a good lawyer one must know much. So at the University we are taught various general and special subjects: Roman Law, Labour Law, Family Law, Constitutional and Administrative Law, Civil Law, Criminal Law, Law of Procedure, etc.

The profession of a lawyer is quite diversified. The graduates of our faculty can work as investigators, judges, defence counsels,

legal consultants. I'd like to be a judge and to work at a People's Court. My friends will work at the Procurator's Office, Militia, Legal Aid Offices.

I think that now the profession of a lawyer is one of the most important in the law-governed state which we are creating now. Lawyers have to solve many problems that still exist in our society. The duty of lawyers is not only to punish people for various crimes: hooliganism, stealing, murder, traffic violation and so on but they must do their best to prevent crimes, to fight against evil in our society. They should help those people who committed an error to find the right road in their life. The lawyers protect the rights and legal interests of citizens, institutions and organisations. All the citizens are equal before the law. Judges are elected for a term of 5 years. Not only professional lawyers but the representatives of the population hear all criminal and civil cases having equal authority. The defendants are guaranteed the right to defence.

In our country justice is exercised on the principles of equality of citizens before the law and the court, regardless of social position, property or official standing, nationality or race. The court's mission is not just to meter out punishment, but rather to educate people in the spirit of strict observance of all laws, of labour discipline, appreciation of their duty to the state and society, respect for the rights and integrity of fellow citizens and of the norms of behaviour.

Proceedings of all courts are open. All people before the court are presumed innocent, until the court, having observed all procedural guarantees, finds them guilty. Only then is the sentence pronounced. An appeal can be made against the ruling to a higher court, right up to the Supreme Court.

Answer the questions:

1. *What subjects do you study at the Law Faculty?*
2. *The profession of a lawyer is quite diversified, isn't it?*
3. *Where can one work after graduating from the Law Faculty?*
4. *What problems do lawyers have to solve?*
5. *What are lawyer's duties?*
6. *On what principles is justice exercised in our country?*
7. *What's the main court's mission?*
8. *What do you know about court proceeding?*

Philologist

I'm a third-year student of the Philology faculty at the Belorussian State University. I've chosen Philology as my future profession. Our faculty is divided into a number of departments,

the department of Belorussian being one of the largest. Education is provided in 12 specialities, like the Belorussian and Russian languages and literature, classical languages and ancient literature, Romance and Germanic languages, etc. Our department has the honour to represent Belorussian Linguistics abroad.

In the near future I'll graduate from the University and become, a teacher of the Belorussian language and literature. The profession of a teacher has always been one of the most honourable and of great responsibility.

What makes a good teacher? First of all a teacher should have true interest in children and love for them. He must be also a well-educated man with a broad outlook and deep knowledge of the subject. A teacher should have the qualities of sympathy, kindness and an inquiring mind. He must be a stern but just, strict and hard-working person. A teacher is a person who is teaching as well as learning himself all his life. The teachers don't only teach their subjects but they also develop their pupils' intellect, form their views and characters, their attitude to life and other people. They prepare children and teenagers for real life.

As for me, I'd like to teach my pupils to enjoy reading books, to encourage them in learning the Belorussian literature and language which is the source of our national culture, the soul of the Belorussian people. Reading books will help my pupils in their self-education, in better understanding life and in solving different problems.

After two years of studying general subjects specialisation begins. Our faculty provides all necessary conditions for developing the students' creative activity.

Many students of our department are engaged in scientific work. The themes of the students' research reflect the wide range of their interests. At the end of the fourth year the university undergraduates are sent for a few months to schools to get some practical know-how in teaching. It is known that teaching is a very stressful job taking much time and efforts. But I hope that my love for children combined with the knowledge I'll get at the University will help me succeed in my work.

I'm deeply interested in lexicology and want to work in this field. Lexicology as a branch of linguistics has its own aims and methods of scientific research. Its basic task is the study and systematic description of the vocabulary of some particular language in respect of its origin, development and current use. Lexicology also investigates words, word-groups, word-equivalents and morphemes which make up words. My scientific investigation deals with one of these language problems.

The profession of a philologist is quite diversified and the graduates of our Faculty can work not only at secondary schools but also at the higher educational establishments, publishing

houses, radio and TV. They may continue their studies at the post-graduate courses if they have a desire to become scientists. Many Belorussian writers are the graduates of our faculty.

Answer the questions:

1. *Is higher education available in our country for those who work?*
2. *It is difficult to combine work and studies, isn't it?*
3. *How does your faculty help the students develop their creative activity?*
4. *What makes a good teacher?*
5. *What scientific problem do you work at?*
6. *What problems do you consider to be the most difficult for a philologist in his work?*

Historian

I'm in my third year of the History Faculty at the Belorussian State University. Our faculty was founded in 1934. At present 1,225 students study here. I must say that I'm very interested in the subjects which I have chosen of all humanities as my future speciality. History was my favourite subject at school. I was fond of reading historical novels describing life, culture and political events in different countries of the world. It was shortly before leaving school that I made up my mind to enter this faculty and take up History seriously as my future profession.

History (from Greek *historia*) is a process of developing nature and society. History as a science studies the past of mankind in all its variety and concreteness. "Historia est magistra vitae"¹, said an ancient philosopher.

There are many historical subjects in our programme: Ancient History, the Middle Ages, Russian and Belorussian History, Modern and Contemporary History, etc.

History interests me as a science because it helps people understand and explain the processes going on in various aspects of human life. It also helps people foresee the course of events in future. But it is impossible to study any particular period of history if one doesn't know a lot about what preceded it and what came after it.

Historians study and describe the historic events taking place in different epochs and in different countries. Their descriptions and analyses should be strictly objective and scientific.

If we look at the historic past we can see that the entire history of human society is that of wars and struggle for power, as well as people's revolts for better life and freedom. Wars in different times and in different countries, except just ones, were waged

¹ История – наставница жизни (лат.)

with the purpose of conquering other lands and peoples, with making profits on the resources of oppressed nations.

Since World War II a lot has been done by peace-loving nations to save the world from a new global catastrophe. But nobody managed to prevent local wars unleashed in different parts of the planet and taking away thousands of people's lives. Peace and peaceful co-existence remain the key problem of our epoch.

As for me, I'm deeply interested in the history of my native land, Belarus. The period of the 14th–15th centuries attracts me greatly. It was the time when the Belorussian nation was formed with its national language and culture, the Great Duchy of Lithuania being a powerful state in Europe at that time.

The profession of a historian is quite diversified. The graduates of our Faculty can work as teachers and research workers at secondary and higher schools, different museums and archives. Many of them have become well-known scientists or have chosen public activity as their career.

Whether I shall make a good teacher or become successful in some other field of social life remains to be seen. But I'm sure that my knowledge received at the University will help me succeed in my future work.

Answer the questions:

1. *What faculty and year are you in?*
2. *What period of World History do you study this year?*
3. *Why do wars and revolts occupy a considerable place in human society?*
4. *What does history as a science study?*
5. *Why are you interested in history and what period attracts you most?*
6. *Have you already chosen the theme of your diploma work? What historic period will it deal with?*
7. *Where would you like to work after graduating from the University?*

Journalist

I study at the Faculty of Journalism at the Belorussian State University. I want to become a journalist and to be of use for my countrymen.

The graduates of our Faculty work in the mass media: TV, radio, newspapers, journals and magazines.

The press and journalists play a very important role in the life of any country and in the process of democratisation of our society in particular. The journalists have done much to change the moral climate in this country since the 1980s. The duty of the journalists is to tell people the truth about success and shortcomings in all spheres of life in our Republic. In their publications they should truthfully depict the life and aspirations

of the people, political and economic problems facing our country and other countries of the world. The truthful information about our home and world events helps to create the atmosphere of confidence, justice, compassion, mutual support and understanding in the society.

A journalist must be a model of competence himself. People often apply for his advice and help in difficult life situations. His honest position and objective information can help to solve a lot of problems and do much in bringing up the younger generation. To serve the interests of people is the main purpose of any good journalist. It is not so easy as it may seem at first. One should have courage to defend one's point of view and to speak and write the truth about the facts and events going on around. In spite of all difficulties, responsibility and even danger in the work of a journalist I consider this profession to be one of the most romantic and want to connect my life with journalism.

Nobody can say exactly what the best qualifications for a career in journalism are. They vary enormously according to the individual.

But it is clear that those who have decided to take up journalism as a career should have deep and genuine interest in people, people of every type and everywhere. A person who has not this interest in other people will never make a good journalist. A journalist should have the qualities of sympathy, open-mindedness and an inquiring mind. He must be interested in many subjects but not just in one because he deals with many different people and various problems. The journalist must be a well-educated man with a broad outlook to be successful in his profession. He must be able to write in clear, simple and direct language. He should remember that the mass media are committed – at least as an ideal – to impartial, unbiased reporting of the facts and that the right to know is one of the citizens' rights.

It won't be an exaggeration to say that the moral health of any society depends upon honest and sincere attitude of journalists to their work.

Answer the questions:

1. Why do press and journalists play a very important role in any society?
2. Why is truthful information very important for everybody?
3. What atmosphere is created in the society thanks to the truthful information broadcast by the mass media?
4. In what way can journalists help people?
5. Do you agree that a journalist must be a courageous and brave person?
6. What qualities should a person have to make a good journalist?
7. Where do the graduates of the Faculty of Journalism usually work?

Ecology

Our ancestors considered the Earth's resources to be boundless and endless.

Since ancient times Nature has served Man being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

In the 20th century with the rapid growth of science and technology human achievements in conquering nature became so great that man's economic activities began to produce an increasingly negative effect on the biosphere.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables. Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burnt in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up.

The destruction of nature gradually led to the loss of the most essential element of existence, a healthy biological *habitat*. Environmental pollution increases the cases of disease, raises the cost of medical services, reduces the life-span of a man. By now the pollution and poisoning of the soil, water and air have reached a critical level.

Environmental pollution has become a significant obstacle to economic growth. The discharge of dust and gas into the atmosphere returns to the Earth in the form of "acid rain" and affects crops, the quality of forests, the amount of fish. To this we can add the rise of chemicals, radioactivity, noise and other types of pollution.

Economic, social, technological and biological processes have become so interdependent that modern production must be seen as a complex economic system. It is wrong to see economy and ecology as diametrically opposed: such an approach inevitably leads to one extreme or the other.

The most horrible ecological disaster befell Belarus and its people as a result of the Chernobyl tragedy in April 1986. About 18 per cent of the territory of Belarus were polluted with radioactive substances. A great damage has been done to the republic's agriculture, forests and people's health. The consequences of this explosion at the atomic power-station are tragic for the Belorussian nation.

Environmental protection is a universal concern. That is why serious measures to create a system of ecological security should be taken.

Some progress has already been made in this direction. As many as 159 countries — members of the UNO — have set up environmental protection agencies. Numerous conferences have been held by these agencies to discuss questions of ecologically poor regions including the Aral Sea, the South Urals, Kuzbass, Donbass, Semipalatinsk and Chernobyl. The international environmental research centre has been set up on Lake Baikal. The international organisation *Greenpeace* is also doing much to preserve the environment.

But these are only the initial steps and they must be carried forward to protect nature, to save life on the planet not only for the sake of the present but also for the future generations.

Answer the questions:

1. How can you prove that nature is the source of people's life?
2. What is the result of man's careless interaction with nature?
3. What are the consequences of the Chernobyl ecological disaster?
4. What has been done to solve ecological problems?
5. Is international cooperation necessary to create a system of ecological security? Why do you think so?

СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ

1. Андрианов С. Н. Почитайте об Англии. М., 1975.
2. Антонова А. П. Сборник текстов на английском языке для факультетов журналистики. М., 1971.
3. Барсуков И. И., Тимченко Н. Ф. Из опыта английской журналистики. Л., 1975.
4. Гомза С. X., Сундукова Л. В. Английский язык для специальности «педагогика и методика воспитательной работы». Мн., 1991.
5. Клементьева Т. Б. Повторяем времена английского глагола. М., 1990.
7. Королькова В. А. и др. Learn to Read Papers. М., 1989.
8. Шевякова В. Е. Вводный фонетический курс английского языка. М., 1967.
9. An Outline of Social Development. М., 1984.
10. A Short History of Press Photography. Prague, 1988.
11. Baranovsky L. S., Kozikis D. D. Panorama of Great Britain. Minsk, 1990.
12. Brombhead P. Life in Modern Britain. London, 1987.
13. Denham P. A. Modern Introduction to Law. London, 1983.
14. Early Russia — Historical Sketches. М., 1965.
15. Eckersley C. E. Essential English. For foreign students. Русская версия.
16. English Language and Literature. Advisory Editor Lord Gorell. London, 1947.
17. Harvey J. The Organisation and its Environment. London, 1982.
18. History of the Middle Ages. М., 1965.
19. Ivanova A. K., Satinova V. F. English Revision Course. Minsk, 1991.
20. Morgan D. A Short History of the British People. Leipzig, 1977.
21. Schroeder R. C. American Government. United States Information Agency, 1989.
22. Sociology. The Journal of the British Sociological Association, vol. 19, N. 3, June, 1986.
23. Stevenson D. K. American Life and Institutions. Washington, 1993.
24. Tenson I. A., Voitova L. A. Habits and Ways in Great Britain and the United States. М., 1978.
25. Vasilyev G. Nature: Our Common Habit. М., 1987.
26. Wonderful World. London, 1976.

ОГЛАВЛЕНИЕ

Предисловие	3
Методическая записка	7
Словари английского языка	9

ЧАСТЬ I. Краткий фонетический справочник	11
--	----

ЧАСТЬ II. Грамматический практикум	27
------------------------------------	----

ЧАСТЬ III. Тексты и упражнения для обучения чтению	147
--	-----

ВВОДНЫЙ УРОК

Unit I. Higher Education	148
--------------------------	-----

ИСТОРИЯ

Unit I. Some Stages from the History of Human Society	161
Unit II. From the History of Britain	173
Unit III. From the History of Slavs	184
Unit IV. From the History of the United States of America	196

ПРАВОВЕДЕНИЕ

Unit I. Law	211
Unit II. System of Government in Great Britain	224
Unit III. Agents of the Law	238

ФИЛОЛОГИЯ

Unit I. From the History of the English Language	252
Unit II. General Linguistics and the Study of Languages	264
Unit III. English Literature	275

ЖУРНАЛИСТИКА

Unit I. How the Newspaper Began	288
Unit II. The Development of Press Organs	300
Unit III. Press Photography	313

СОЦИОЛОГИЯ

Unit I. What is sociology	326
Unit II. Social Sciences in Transition	340

Unit III. Questionnaires in a Small Scale Research	349
--	-----

ЭКОНОМИКА

Unit I. What is Economics	362
Unit II. Macroeconomics	374
Unit III. Microeconomics	385

ЧАСТЬ IV. Устная практика

The United Kingdom of Great Britain and Northern Ireland	398
The Republic of Belarus	399
Higher Education in Our Country	401
The Belorussian State University	403
Professions and Specialities	404
Economist	404
Lawyer	405
Philologist	406
Historian	408
Journalist	409
Ecology	411

Список использованной литературы	413
----------------------------------	-----

Учебное издание

Хведченя Людмила Владимировна,
Васючкова Ольга Ивановна,
Елисеева Тамара Викторовна и др.

**АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ СТУДЕНТОВ ЗАОЧНОЙ ФОРМЫ
ОБУЧЕНИЯ**
(гуманитарные специальности)

Редактор *Л. С. Мельник*
Художественный редактор *Е. Э. Агунович*
Технический редактор *Г. М. Романчук*
Набор и компьютерная верстка *И. С. Оликсевич*

Подписано в печать с оригинала-макета издательства «Вышэйшая школа» 02.07.98.
Формат 60х90/16. Бумага офс. Гарнитура «Школьная». Офсетная печать.
Усл. печ. л. 26. Уч.-изд. л. 25,42. Тираж 10 000 экз. Заказ 1494.

ГП «Издательство «Вышэйшая школа»». Лицензия ЛВ № 5 от 22.12.97
220048, Минск, проспект Машерова, 11.

Ордена Трудового Красного Знамени полиграфкомбинат ППП им. Я. Коласа,
220005, Минск, ул. Красная, 23.